



Juvenile Detention Academy

Lesson Plan

**Juvenile Detention
Academy**

COURSE TITLE **Juvenile Detention Academy Curriculum**

MODULE TITLE **Safety & Security**

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PERFORMANCE OBJECTIVES

At the end of this training, participants will:

1. While in groups, discuss your facilities' application of the three goals of security.
2. Using a class generated list and discussion in your groups, decide which admission steps affect safety and security.
3. Using the 8 elements of a good emergency plan, develop an emergency plan for an assigned emergency scenario.
4. Using the information covered in class, discuss and differentiate the two types of contraband.
5. Apply the S.A.F.E.R. model to assess the safety level of the environment
6. During class discussion, analyze the different types of searches and the S.T.O.P.S. guideline for effective searches.

INSTRUCTIONAL METHODS/TECHNIQUES

Lecture, small group discussions, large group discussions, small group activities, examples

EVALUATION PROCEDURE

Instructor observations, participant feedback, and small group case study

PRE-TRAINING PREPARATIONS

1. Draw the flipchart papers as shown on page 5 and 6 of the Lesson Plan.
2. Compile a group of contraband items from the list on page 21 of Lesson Plan.

EQUIPMENT AND SUPPLIES NEEDED

<u> 2 </u> FLIPCHART & STAND	<u> </u> VIDEO PLAYER
<u> 2 </u> FLIPCHART PADS	<u> </u> VIDEO TAPE RECORDER WITH CAMERA
<u> </u> SCISSORS (4)	<u> X </u> OVERHEAD PROJECTOR OR LCD PROJECTOR
<u> X </u> FELT-TIP MARKERS	<u> X </u> OTHER (SPECIFY)
<u> X </u> MASKING TAPE	
Power Point file or overhead transparencies	_____
_____	_____
_____	_____

PARTICIPANT MATERIALS

TITLE	AMOUNT NEEDED	WHEN DISTRIBUTED
Handouts H-1 through H-27	1/participant	Prior to training

SAFETY AND SECURITY	TRAINER NOTES
<p><u>I. INTRODUCTION TO SAFETY & SECURITY</u></p> <p>ANTICIPATORY SET</p> <p>Security is an intricate and essential component of every juvenile detention facility. Historically, security was limited to locks, blocks, and bars. As the field of juvenile detention grew, security also moved beyond the "hardware" definition of security and incorporated the notion of "safety" of the juveniles while in detention. Today, security is incorporated in budgets, specific policies and procedures, training seminars, and the daily operation of every shift.</p> <p>Institutional security is a combination of personal security, juvenile security, and building security. We are going to talk about each of those different types today, in addition to many of the factors affecting them. However, this module can only touch on some security issues and hopefully some questions and concerns about security will be answered. Let's begin today with an association exercise.</p> <p>Ask the participants to think about the words, "safety" and "security". Once the participants have had a few seconds to think about it, ask them to generate out some words they associate with "safety" and "security". Suggested responses include: <i>free from danger, protected, sheltered.</i></p> <p>Display T-2, and explain that in order to talk about safety and security, we have to agree upon a definition. Here is the one we are going to use in this class. Ask to make sure everyone agrees with it as a definition.</p> <p>Definition – security: Free from danger, risk of loss, fear and/or doubt; anything that gives or assures safety.</p> <p>Now, ask the participants how the words "safety" and "security" should apply within their facilities and who are we trying to keep "safe" and "secure". Suggested responses include: <i>detention staff, youth, support staff (kitchen, medical, etc.), visitors, the community.</i></p> <p>Tell the participants that what we are going to do today is apply the definition we have agreed upon for security and the people we have listed and discuss some of the different ways we can make our facilities more safe and secure.</p> <p>Performance Objectives:</p>	<p>Display T-2, Security, and refer participants to page H-1 of the participant handouts</p> <p>Display T-3 and T-4, Performance Objectives and refer participants to page H-1 of the participant</p>

SAFETY AND SECURITY

TRAINER NOTES

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4. Using the information covered in class, discuss and differentiate the two types of contraband.
5. During class discussion, analyze the different types of searches and the S.T.O.P.S. guideline for effective searches.
6. Apply the S.A.F.E.R. model to assess the safety level of the environment

II. GOALS OF SECURITY

ANTICIPATORY SET

Activity: Goals of Security Ranking

Purpose: The purpose of this activity is to give participants the opportunity to discuss and analyze reasons for safety and security.

Procedure: Before the class, create three pieces of flipchart paper with the following sentence: "I think the most important reason we focus on safety and security at my facility is...". Then, below that sentence, write one of the phrases below:

- To protect juveniles, staff and others
- To maintain order within the detention center
- To prevent escapes

Be sure to use color to distinguish the choices from one another. Below, each phrase separate the bottom half of the paper into 3 sections. This allows the trainer to clearly count the votes that will take place later. Hang the flipchart paper on opposite sides of the room.

Tell the participants that around the room, you have hung 3 pieces of flipchart paper. On each piece is the statement, "I think the most important reason we focus on safety and security at my facility is...", one of the goals of safety and security and a place for them to rank the importance of each one. **Make this point:** all of these goals are important. However, their *order* of importance will depend on the participants' personal values, their facility's values, and their opinions.

I think the most important reason we focus on S&S at my facility is...

To prevent escapes

1 2 3

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<p>Ask the participants to take a few minutes and individually rank each item in terms of importance for them personally with 1 being the most important and 3 being the least important. Have the participants mark their vote below the corresponding number on the flipchart paper. They can use check marks, slashes, etc. – their method is the trainer’s discretion; just be consistent. Remember, the question asks about their individual opinion (this will allow a variance of viewpoints, even from the same facility).</p> <p>Debriefing: Once everyone has submitted their vote, ask for volunteers to share their opinions on why they chose the ordering they did. Ask the participants:</p> <ul style="list-style-type: none"> ▪ Why did you choose the order you did? ▪ How did your values affect your decision? ▪ How did your facilities’ values affect your decision? ▪ What was difficult about this activity? <p>Make this point: This activity should demonstrate that there can be a variety of opinions on what is our most important focus for safety and security. This is not a bad thing – with a diverse focus on different goals from different people, we are more likely to accomplish them all. If we all focus on one goal over the others, we may overlook the importance of all three.</p> <p>INSTRUCTIONAL INPUT/GUIDED PRACTICE</p> <p>Activity: Achieving the Goals of Safety and Security</p> <p>Purpose: The purpose of this activity is to give the participants an opportunity to discuss one of the three goals of safety and security and discuss how it is achieved at their facilities.</p> <p>Procedure: Review quickly the 3 goals of safety and security to make sure the participants understand what they are and why they are all important. Either before class or while the participants are discussing their assigned goal, make three flipchart paper pages, like the sample in the trainer notes. Split each flipchart paper page into four quadrants, but leave space at the top of each one. In this space, write one of the three goals on each of the pages. Then, label the quadrants 1-4 to correspond with the four questions given to the groups.</p> <p>Tell the participants since they have already rank ordered the goals of security, they are now going to analyze them more closely. They are going to think about how these goals are followed (or not followed) at their facilities.</p>	<p>Display T-5, Three Basic Goals of Security and refer participants to pages H-2 through H-4 of the participant handouts depending on their assigned goal.</p> <p>Sample newsprint:</p>

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Break up participants into 3, 6 or 9 groups, depending on the number of participants. Having more groups with less participants (2-3) may encourage more in-depth discussion. Note: You will need to make 3, 6, or 9 flipchart paper pages to correspond with the groups. Give each group one of the goals of security:

- To protect juveniles, staff and others (safety)
- To maintain order within the detention center
- To prevent escapes

Have the groups select a reporter and a recorder.

Debriefing: Instruct groups to answer the following questions. Allow 10 minutes:

1. How do you fulfill this goal at your facility?
2. What could your facility do differently in regards to this goal?
3. How does fulfilling this goal at your facility help or hurt your ability to do your job?
4. How does NOT fulfilling this goal at your facility help or hurt your ability to do your job?

During their discussion, go around to each group to answer any questions or concerns they may have. Once the time has expired, go to the first goal flipchart paper page, and ask the assigned group(s) to report their answers to the questions. Put the corresponding answer (or answers) to question 1 in quadrant 1, and so on. This will create a nice summary of the answers for the next activity. Facilitate discussion about their answers with the entire class and allow contrary viewpoints when applicable. Once the three flipchart paper pages are filled up, ask if anyone else has anything else to add.

GROUP DISCUSSION/ACTIVITY

Ask the participants to turn to H-5 of participant handouts and review the goals of safety and security individually while looking closer at their facility. Have a group discussion by having participants from different facilities comment on their facility by answering the questions on handout H-5.

III. THE ADMISSION PROCESS AND SECURITY

ANTICIPATORY SET

Instruct the participants to close their eyes. Ask them to think about the process of admissions at their facility. Have them imagine that each of them are the detention staff worker in charge of the admission of a youth coming

Protect juveniles, staff,	
1	2
3	4

Refer participants to page H-5 of the participant handouts.

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<p>in. What are some of the thoughts that are running through your mind? How do you prepare for the admission? Who is available to help you process and admit this youth? What are those people doing? Think about that for a little while longer.</p> <p>Now, I want you to imagine you are the youth coming in. What are you thinking? What are your feelings at this point? With these feelings in mind, how might you react to the admission process? Think about those feelings and ideas a little while longer.</p> <p>Ask the participants to share some answers to their questions. Capture their answers on flipchart paper, but make sure you separate the two sets of questions and each question from the other. Just capture the information for now – do not analyze it yet.</p> <p>Ask the participants the following questions:</p> <p>What are some of the thoughts that are running through your mind as a staff member? Suggested responses include: <i>Can I trust this kid? This child doesn't look like a criminal., Has this kid eaten anytime recently?, Is he going to cause trouble here?, Does this kid need medication or drug treatment?</i></p> <p>How do you prepare for the admission? Suggested responses include: <i>Make sure I have the appropriate paperwork, check with staff in case backup is needed, talk to the arresting officer.</i></p> <p>Who is available to help you process and admit this youth? Suggested responses include: <i>Other staff, probation or arresting officers, etc.</i></p> <p>What are those people doing? Suggested responses include: <i>Giving information on the youth and his or her history (officers), maintaining order within the rest of the facility (staff)</i></p> <p>Now, ask the participants to recall their thoughts from the youth's perspective and ask these questions:</p> <p>As the youth, what are you thinking? Suggested responses include: <i>This sucks., How do I get out of here?, Man, I am scared., My parents are going to kill me!</i></p> <p>As the youth, what are your feelings at this point? Suggested responses include: <i>Fear, anger, resentment, frustration</i></p> <p>With these feelings in mind, how might you react to the admission process? Suggested responses include: <i>You may lash out at or fight with the</i></p>	<p>Record responses on newsprint</p>

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<p><i>admissions officer, cry, quietly sit there thinking about the mistakes you made.</i></p> <p>Post the flipchart paper pages on the wall, and ask the participants to look at it from the perspective of safety and security. How are each of these thoughts and feelings from our staff member and incoming youth related to safety and security?</p> <p>Suggested responses include: <i>Staff – the staff is thinking about his or her own safety (asking if the youth can be trusted, making sure other staff members are available, talking with officers to get a history on the youth), but he or she is also often thinking about the youth’s safety (thinking the kid may need food, medication, or drug treatment, and if the youth is going to “fit in”)</i></p> <p><i>Youth – the youth is often scared or resentful in this situation. Both of these situations have safety and security implications. If they are scared, the youth may attempt suicide because they see no other options. They think their parents, friends, etc. are going to hate them for this and thus are a possible danger to themselves. The youth also may pose a danger to other youth or staff if they lash out with their resentment and anger. This causes safety considerations for other people.</i></p> <p>We often talk about the importance of the admissions process in building a rapport and a level of trust with an incoming youth. However, it is equally important to establish parameters, guidelines and rules in the area of safety and security.</p> <p>INSTRUCTIONAL INPUT/GUIDED PRACTICE</p> <p>Tell the participants that they are now going to analyze the admissions process in more detail.</p> <p>Activity: Admission Process</p> <p>Purpose: The purpose of this activity is to facilitate the understanding that virtually anything can involve safety and security and reiterate the importance of a thorough admissions orientation.</p> <p>Procedure: Have the participants form groups of 4-6 people and generate a list of all the parts of a typical admission orientation, including actions taken by staff and the information that is gathered from and shared with new juveniles. Give them a few minutes to generate the list.</p> <p>Suggested responses:</p> <ul style="list-style-type: none"> ▪ <i>Medical & Health Screening</i> ▪ <i>Family information</i> ▪ <i>Mental Health & Suicide Assessment</i> 	<p>Refer participants to page H-6 of the participant handouts.</p> <p>Record responses on newsprint.</p>

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<ul style="list-style-type: none"> ▪ <i>Searching the youth</i> ▪ <i>Grievance Procedure</i> ▪ <i>Disciplinary Procedures</i> ▪ <i>Contraband List</i> ▪ <i>Fire Emergency and Evacuation Procedure</i> ▪ <i>Room Articles List</i> ▪ <i>Telephone Call Procedures</i> ▪ <i>Visitors Policy</i> ▪ <i>Mail Procedures</i> ▪ <i>Room Inspection Procedures</i> ▪ <i>Unit Chore Procedures</i> ▪ <i>Commissary Procedures</i> ▪ <i>Personal Clothing and Belongings</i> ▪ <i>Program Expectations</i> <p>Ask participants to identify and discuss items from the list that relate to safety and security. Tell them to put a star or asterisk beside those selected. (All of them should be selected, since they all could have safety and security implications). Have them analyze why the items they selected affect safety and security and why it is covered at admission. Encourage them to come up with sample situations that would apply their example.</p> <p>Debriefing: After 5 minutes, ask for examples from the admissions list that affect safety and security and how. Use a round-robin format so that each table has a chance to give examples. After each example, ask for agreement and other similar examples to the shared situation. Allow room for debate and discussion, if there is disagreement over any example. For the sake of time, you do not have to analyze every example.</p> <p>Make this point: the admission process is our first opportunity to establish a safe and secure facility that will protect a youth and the people around her or him.</p> <p>GROUP ACTIVITY/DISCUSSION</p> <p>Ask participants to refer to H-7 and have them to think back over our discussion about the admissions process and analyze their own process. Have a group discussion by having participants from different facilities comment on their facility's procedure.</p>	<p>Once the participants have shared their responses, display T-6, An Admissions Orientation... and compare the answers.</p> <p>Refer participants to page H-7 of the participant handouts.</p>

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<p>1. My facility’s strengths at the admissions process related to safety and security are:</p> <p>2. My facility’s weaknesses at the admissions process related to safety and security are:</p> <p>3. What are the changes your facility needs to make to improve on the safety and security at admissions?</p> <p>4. With whom will you share these insights and opinions, when you return to your facility?</p> <p><u>IV. EMERGENCIES</u></p> <p>ANTICIPATORY SET</p> <p>Activity: Hazardous Materials Crash</p> <p>Purpose: The purpose of this activity is to give participants the opportunity to learn how they would handle an emergency situation and introduce the upcoming section.</p> <p>Procedure: Read the following to the participants:</p> <p>At 2:15 p.m. on a Sunday, you receive a report that a truck or a train carrying hazardous materials crashed less than a mile from your detention center. The details are still fuzzy, but it has been confirmed that the crash is contaminating the land, water and air in the area and the materials are extremely dangerous to humans. Because of the danger of the airborne pathogen, you must evacuate the facility. You have the staff at your table available and there is a 6:1 youth to staff ratio. You can use the resources that are currently available at the facilities represented at your table.</p> <p>What would you do? You have 10 minutes to decide.</p> <p>Have each table discuss their plans. Make sure they use realistic scenarios and materials that would typically be available to them (i.e., vans, restraint materials, etc.).</p> <p>Debriefing: Once time has expired, have the groups share their plans. Be very cognizant of <u>any</u> potential problems in their plan. Common problems they may not address may include: <i>keeping staff to youth ratios at a safe level, the lack of notification of the required parties (the detention center’s director or superintendent, police, etc.) and the use of unavailable equipment</i></p> <p>Suggested responses include:</p>	<p>Show T-7, What Would You Do, and refer participants to H-8 of the participant handouts.</p> <p>Variation: Have a bag of cards with lists of materials (or the actual materials available, if possible). The list may include: 3 sets of hand and leg restraints, a 12-seater van, rope, etc. They have to incorporate their cards into the solution.</p>

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<ul style="list-style-type: none"> ▪ <i>Contract with city buses long before this incident to help in situations like this</i> ▪ <i>Contract with an alternative location long before this incident to house the youth (fairgrounds, national- guard armory, high schools, etc.)</i> ▪ <i>Cease all water usage and have backup supplies available</i> ▪ <i>Close ventilation system if possible</i> ▪ <i>Use emergency “flexicuffs” to secure juveniles</i> ▪ <i>Conduct training on evacuation situations every year</i> ▪ <i>Assign spokesperson or contact designated spokesperson to speak to media</i> ▪ <i>Acquire masks to protect staff and youth when moving outside</i> ▪ <i>Contact superintendent or director immediately</i> ▪ <i>Call the police for help with escort, evacuation, etc.</i> ▪ <i>Notify appropriate state offices</i> ▪ <i>Set up an emergency kit that contains a cell phone, staff phone list, emergency phone list, emergency supplies, etc.</i> ▪ <i>Notify family members beforehand of this potential situation.</i> <p>NOTE: These are just a few possible examples. Be open to other solutions.</p> <p>INSTRUCTIONAL INPUT</p> <p>Emergencies should be one of the most focused upon areas of training in detention facilities. Even though, some emergencies are rare, other types can be much more frequent. But even the rare emergencies threaten the safety and security of detention facilities when they happen.</p> <p>First, let’s define what an emergency is. An <u>emergency</u> is any situation involving control of juveniles, or control of operation of key facilities and/or equipment, which appears beyond the capability of the facility’s immediate resources. The key word here is control – the control of juveniles and operation of facilities and/or equipment. Other possible definitions include: any situation where lives are in danger or any situation where large scale destruction to facility property may occur.</p> <p>To explain this further, ask the participants what some of the specific emergencies they have had to deal with at their facilities. Suggested responses include: <i>tornadoes, hurricanes, power outages, escapes, suicides, flooding, medical conditions (seizures, etc.), and mass admissions.</i></p> <p>Emergencies can be separated into 7 categories:</p>	<p>Display T-8, An emergency is... and refer participants to page H-9 of the participant handouts.</p> <p>Display T-9, Seven Types of Emergencies</p>

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<p>1. Major disturbances – riots, assaults, violent death, bomb threat, etc.</p> <p>2. Fire or explosions</p> <p>3. Escapes or runaways</p> <p>4. Service breakdowns – water, heat, electricity</p> <p>5. Natural disasters – floods, earthquakes, tornados</p> <p>6. Toxic/hazardous spills</p> <p>7. Medical</p> <p>Any and all of these emergencies could certainly happen at any facility. Then again, none of them could happen. What is most important is that there is a plan in place to deal with each emergency.</p> <p>Ask the participants to generate a list of what makes up an emergency plan. Once they are done generating responses, commend them on their answers. Then, tell them you have put together <u>8 components of a good emergency plan</u>.</p> <p>These are the eight components of a good emergency plan:</p> <ol style="list-style-type: none"> Definitions of emergencies – determined through staff trainings and policies and procedures Floor plan of the facility – facilitate quick evacuations or find people in emergencies Chain of authority – clear delineation of hierarchy helps in emergencies because people are listening to one central message Agencies and officials to notify – list of agencies that can help – police, bus companies for evacuation, etc. List of needed equipment and their locations – extra fully charged 2-way radio, flashlights, tools, water, etc. Provisions for record keeping – designated individuals to capture documentation and information on the event and to be responsible for documentation on the youth being detained. Provision for periodic review and revision – annual or semi-annual review of materials to make sure map is still accurate, phone numbers still correct, flashlights still work, etc. Special considerations that need to be made – more frequent headcounts, requirements for special-needs children, etc. <p>Including these 8 provisions will not guarantee success. In fact, an emergency plan will not be meaningful unless the following <u>3 things happen</u>:</p> <ol style="list-style-type: none"> The staff must have copies of the plan 	<p>Display T-10, Emergency Plan and refer participants to page H-10 of the participant handouts</p>

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<p>2. The staff are trained to implement the plan</p> <p>3. The staff and juveniles regularly practice emergency response procedures.</p> <p>Ask the participants how many of their facilities follow these three guidelines for all emergencies that could happen. Suggested responses include: <i>Most will probably not raise their hands.</i></p> <p>Make this point – if the plan is not available and practiced, there will often be confusion when the emergency actually takes place. It is your responsibility to inform your detention officers the emergency response plan in your county.</p> <p>GUIDED PRACTICE</p> <p>Activity: Emergency Scenarios</p> <p>Purpose: The purpose of this activity is to give participants an opportunity to apply the knowledge on emergencies they just learned in a sample situation.</p> <p>Procedure: Read the following and assign a different scenario to each table group.</p> <p>It is 8:15 a.m. on a Saturday. You have the staff sitting at your table available and there is a 5:1 youth to staff ratio. One of the following emergencies has just taken place:</p> <ol style="list-style-type: none"> 1. A dust storm has been reported a few miles away from your facility. 2. A riot has just broken out in the day room. There are two staff members in the room, but they are next to the exit. 3. Someone smells smoke. You look toward the kitchen and see smoke billowing out into the hallway. 4. During an electrical storm, you feel a jolt and see a flash of bright light outside. The power to the building goes out completely. If your facility has a back-up generator, it is not working. 5. During a routine headcount, you notice your count is two short. After checking with the rest of the staff to determine other possible locations for these youth, you decide they are missing. <p>Ask the participants to use the guidelines we discussed regarding a good emergency plan and come up with their own emergency plan. One thing they can assume is that there is ample practice time included for staff. Give them 10 minutes to discuss and capture their plan.</p> <p>Debriefing: After 10 minutes, have a representative of each group present the steps the groups decided on. Because each group is doing a different</p>	<p>Refer participants to page H-11 of the participant handouts</p> <p>Make newsprint available, if needed. However, make sure they only briefly capture their steps, since there could be many steps involved.</p>

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<p>Ask participants for examples. Suggested responses include: <i>Any dangerous drug, narcotic, marijuana, alcohol of any kind; dangerous weapons; dangerous instruments; explosives. This may include items normally considered non-contraband, but which have been altered for use as a weapon or escape tool (sharpened toothbrush or pencil, etc.).</i></p> <ul style="list-style-type: none"> ▪ Nuisance Contraband: Items not inherently illegal, but which are considered contraband when possessed by a youth or visitor within a facility. <p>Ask participants for examples. Suggested responses include: <i>Any item of clothing or personal item that is not cleared through the proper receiving channels; any approved item found in an unauthorized location; any approved item in excess of the quantity allowed. The rules for nuisance contraband vary by facility.</i></p> <p>Have the participants review the list of possible contraband items on page H–13. If you have time, feel free to read through it quickly. Ask the participants if there are any other items that have been left off the list.</p> <p>Conducting Room Searches</p> <p>Preparation: There are certain tools that can be used for more effective searches. If the following tools are not available to you from the facility, you could obtain them for your own use.</p> <ul style="list-style-type: none"> ▪ A probe made out of a steel rod or wire. A coat hanger could be cut up for use. The probe is used to check for contraband in toothpaste tubes, cold cream jars, talcum powder cans, shampoo containers, and so on. ▪ A flashlight can be used to check vents where it is dark and hard to see into. Check plumbing to see if anything is hidden inside. Check under rim of toilets using a mirror and gloves. ▪ A screwdriver is used to look behind door jams, mirrors, switch plates, or any item that can be held on by screws. If the screws can be removed, you can bet that the juvenile has already removed them at least once. ▪ A mirror is used when first searching a room (a mirror on a telescoping rod works best for a variety of situations). There is always a chance a juvenile may have booby-trapped a hiding place. As an example: Razor blades can be under bed railings and when you run your hand under the bed, you come out with cut up fingers. ▪ A putty knife or similar flat bladed tool can be used if you need to search a crack behind a commode, sink, or in the walls. ▪ Rubber gloves for your protection. 	<p>Refer participants to pages H–14 and H–15 of the participant handouts.</p>

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<p>Procedure:</p> <ul style="list-style-type: none"> ▪ Notify other staff if you will be conducting a room search. ▪ Remove juvenile from room and pat search him/her separately. ▪ Bring juvenile back to observe the room search. The individual is to observe from outside the room. If the person poses a risk, s/he does not have to be present. ▪ Step into the room and look around first – is there anything unusual? ▪ Make a mental plan for search. ▪ Close door and look from inside; check locks, knobs, top, sides, hinges, and bottom. ▪ Check ventilators, ducts, radiators (remove covers). ▪ Check windows, security screens, and curtains/shades/blinds. ▪ Check walls, floors, and ceiling for marks, holes, loose tiles; move, feel, or remove any pictures/posters. ▪ Check all light fixtures (turn on), switches, electrical outlets (remove covers). ▪ Check sink (if any); probe between fixtures and wall, look into drain (fine wire or string), look for tampering with faucets. ▪ Check toilet bowl and plumbing, including under rim of toilet with gloves and wire. ▪ Check furniture (legs, underneath, anything loose?, bedsprings, under mattress; remove drawers; move furniture and look under and behind looking for any objects that are taped or hanging strings). ▪ Check bedding, remove sheets, blankets; check mattress and pillows (roll, squeeze, feel, look for rips or torn stitching in mattress). ▪ Check locker or closet door, walls, floor, look behind if movable. ▪ Check all equipment (radios, hairdryers, tape decks, cameras, woodshop and art projects, etc.) [If necessary, remove items to another secure area for search later.] ▪ Check clothing piece by piece, squeeze collars, cuffs, waistbands, belt loops, pockets, seams; unroll socks, turn items inside out. Look for patches and sewing. ▪ Check all shoes (heels, soles, inside toes, shoe laces). ▪ Check (shake, look, probe with wire) personal items (colognes, tubes, bottles, jars, bars of soap, food items, toothpaste). ▪ Check books, papers, and magazines; open, shake, squeeze. ▪ Check wastebaskets and contents (have juveniles empty garbage cans). 	

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<ul style="list-style-type: none"> ▪ Return things to the place and condition you found them. (If anything is broken or damaged during the search, report it to your supervisor.) <p>Bathroom Search</p> <ul style="list-style-type: none"> ▪ Toilets: flush, check flusher device, look into water tank if any. Are all the parts there? Anything that shouldn't be? (Use mirror and/or gloves when applicable). ▪ Anything sunken, or any wires or strings suspended in tank?), look under rim (use mirror), look behind fixtures. ▪ Toilet paper roll: remove, squeeze, look into parts of holder, look underneath. ▪ Check sinks; probe between fixtures and wall, look into drain (fine wire or string), look for tampering with faucets. <p>Discuss with the participants other areas that should be searched such as the classroom, nurse's station, recreation area, etc.</p> <p>Also discuss how detention officers should communicate with other professionals (teachers, attorneys) that provide services to the juveniles as to how to main a safe and secured environment.</p> <p>GROUP DISCUSSION/ACTIVITY</p> <p>Ask the participants to think about their facilities and how the staff handles situations involving contraband. Have a group discussion by having participants from different facilities comment on their facility by answering the questions on handout H-16.</p> <ol style="list-style-type: none"> 1. How does your intake process prevent contraband from entering your facility? 2. Are there any weaknesses at this step? 3. What are the strengths of the layout of the juveniles' rooms that help prevent contraband? 4. What are the weaknesses of the layout of the juveniles' rooms that promote contraband? 5. Are there staff actions that are followed that overcome these weaknesses (random searches, etc.)? 6. What are the strengths of the layout of the common areas that help prevent contraband? 7. What are the weaknesses of the layout of the common areas that promote contraband? 	<p>Refer participants to page H-16 of the participant handouts</p>

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<p>8. Are there staff actions that are followed that overcome these weaknesses (random searches, etc.)?</p> <p><u>VI. S.A.F.E.R.</u></p> <p>INSTRUCTIONAL INPUT</p> <p>Officers need to make ongoing assessments of the environment to maintain overall safety and minimize threats. Whether the assessment is positive or negative, the officer asks him/herself what skills do I apply and what security components do I employ to maintain the current level of safety?</p> <p>When assessing the environment, you may find it helpful to ask a series of Mind Set Questions.</p> <ul style="list-style-type: none"> • <u>Census</u> – What’s my population count? Where are They: Can I (we) supervise them effectively in this setting? • <u>Team</u> - Where is my partner? How can we best support each other in supervising juveniles in this situation? Are we positioned to maximize our effectiveness? • <u>Mood</u> - What=s the mood of the group? (Check for verbal/non-verbals, volume, tone, activities, groupings of juveniles). What=s my mood? And when first coming on duty ask where did we leave off at the end of the last shift I worked? • <u>Schedule</u> - Is the unit where it is scheduled to be and doing what it is scheduled to be doing according to the daily program schedule? What=s next on the schedule and how much time will it take us to get ready for it? • <u>Security Features</u> - am I effectively using the available security components to limit space, access, objects, and activities to that which I(we) can supervise? • <u>Policy</u> - Are we currently in full compliance with agency and facility policy and procedures. <p>These aren=t necessarily the only appropriate questions to ask yourself while assessing your particular environment, but are, nonetheless, mind set components.</p>	<p>Refer participants to page H-17 of the participant handouts</p> <p>Display T-15, Mind Set Questions</p> <p>Refer participants to page H-18 of the participant handouts</p>

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<p>One way to develop and remember the appropriate mind set is with the following mnemonic S.A.F.E.R.:</p> <p>S - <u>Survey the scene</u>. Get the big picture, the small picture, move about to get the whole picture. Look, listen, interpret, test interpretations.</p> <p>A - <u>Ask the mind set questions</u>. What=s my count? What=s my partner? What=s the mood? What=s on the schedule? Am I using security components effectively? Are we in compliance with policy?</p> <p>F - <u>Find</u> problems and potential problems.</p> <p>E - <u>Establish</u> priorities and act on them. Use security components and supervision skills.</p> <p>R - <u>Reassess</u>. Start the process over again with S.A.F.E.R.</p> <p>THIS PROCESS OF S.A.F.E.R. IS REPEATED THROUGHOUT THE SHIFT TO ACHIEVE AND MAINTAIN THE SAFEST ENVIRONMENT POSSIBLE</p> <p><u>VII. SEARCHES</u></p> <p>ANTICIPATORY SET</p> <p>The topic of contraband in our facilities was previously discussed and analyzed. We are now going to switch gears and focus our attention on the <i>prevention</i> of contraband. One of the best ways to prevent contraband is through searches.</p> <p>Ask for two volunteers for a role play. One person will be the juvenile and the other volunteer will be the police officer bringing the youth to the facility. The trainer is the intake officer. Tell the juvenile to have a bit of an attitude by looking annoyed, but not to say much. Tell the police officer to bring the youth into the facility. However, when the intake officer tells the youth, “We have to search you now.” Have the police officer respond, “There is no need. I already searched him/her.” The intake officer will reply, “Oh, okay – that’ll save me time. Just sit him/her down now. Thanks, officer!”</p> <p>Ask the participants if there is anything wrong with the actions taken in the role play. Suggested responses include: <i>(The intake officer should ALWAYS conduct their own search).</i></p> <p>Explain this is the next topic we are going to analyze: searches.</p>	<p>Set up the role play scenario with the juvenile and the officer ahead of time.</p>

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<p>INSTRUCTIONAL INPUT</p> <p>Ask the participants what types of searches they conduct at their facilities. Suggested responses include: <i>walk-through metal detectors, hand scanning metal detector, pat down, strip search and body cavity.</i></p> <p>Walk-through metal detector – a person walks through this device which detects metal objects on the body. Usually they are asked to remove objects, like keys or belts from their person before entering.</p> <p>Hand scanning metal detector – a hand held device that allows the detection of metal objects in a more localized area. Because of its flexibility, a person using this unit can focus on particular body parts.</p> <p>Pat down – a systematic body search that allows staff to detect foreign objects on a person’s body. It is done with the person clothed.</p> <p>Strip – a systematic body search that allows staff to detect foreign objects on a person’s body. This search is conducted with the person unclothed.</p> <p>Body cavity – very rarely done, and when it is conducted, it is only performed by trained medical personnel. This is very invasive and there needs to be important justification to conduct this search.</p> <p>Activity: Advantages and Disadvantages</p> <p>Purpose: The purpose of this activity is to allow participants the chance to analyze the positives and negatives of the different types of searches.</p> <p>Procedure: Split the class into 4 groups with 3-5 participants in each group (have 8 groups, if the class is large). Assign each group one of the 4 types of searches. DO NOT assign body cavity searches to a group, but instead talk about them as a class. Reiterate that body cavity searches are highly invasive and should only be performed by medical staff. Discuss the advantages and disadvantages of a body cavity search.</p> <p>Once you have modeled how to select advantages and disadvantages, have them list the advantages and disadvantages of their assigned search. Give them 10 minutes.</p> <p>Debriefing: After each group presents their list, ask other group for any additions or changes. Suggested responses include:</p> <p><i>Walk- through metal detectors – <u>Advantages:</u> detects metal objects such as knives, guns, etc. that are weapons, detects metal objects such as handcuff keys, etc. that can be used by the youth negatively. <u>Disadvantage:</u> only</i></p>	<p>Display T-17, Searches and refer participants to page H-19 of the participant handouts.</p> <p>Refer participants to page H-20 of the participant handouts.</p>

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<p><i>detects metal on the whole body, not very specific, does not detect non-metal contraband such as rope, magazines, plastic knives; very expensive to purchase, and maintain; take up a lot of room.</i></p> <p><i>Hand scanning metal detector – <u>Advantages</u>: very mobile; can be used to check specific body parts; : detects metal objects such as knives, guns, etc. that are weapons; detects metal objects such as handcuff keys, etc. that can be used by the youth negatively; cheaper option than a walk-through.</i></p> <p><i><u>Disadvantage</u>: Does not detect non-metal contraband such as rope, magazines, plastic knives; size can be negative, since it could be misplaced.</i></p> <p><i>Pat down – Adv: can be done anywhere at anytime; since you are checking the youth with your hands, can feel all different types of contraband. Disadv: small pieces of contraband may not be felt; certain body areas (crotch area, under breasts, etc.) can still hide small contraband items.</i></p> <p><i>Strip – Adv: since the youth is disrobing, you can check areas like the crotch and breast area for all sizes of contraband; more difficult to hide items without the use of clothing or certain body areas. Disadv: considered an invasive procedure that many jurisdictions have banned; possible legal ramifications if conducted incorrectly or without good reason; still the possibility that contraband can be smuggled into the facility because the items were swallowed or inserted into a body cavity.</i></p> <p><i>Body cavity -- Adv: locates contraband that are inserted into body cavities; extremely unlikely that contraband will enter facility. Disadv: extremely invasive procedure; if conducted without very good reasons, legal ramifications almost certain.</i></p> <p>S.T.O.P.S</p> <p>Every search should follow these guidelines, which could be remembered by using the following acronym: S.T.O.P.S.</p> <p>S. Systematic - Follow a formal procedure from beginning to end for each and every person or room that is searched.</p> <p>T. Thorough - Always be thorough and follow the set procedure. Only conduct the search when there is time to be thorough and safe.</p> <p>O. Objective - Don't let emotions interfere, be objective. Always proceed professionally with respect for the youth.</p> <p>P. Preventative - Searches should never be conducted as a form of punishment.</p>	<p>Display T-18, S.T.O.P.S. and refer participants to page H-21 of the participant handouts</p>

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S. Safe - If during a search the youth must assume an uncomfortable or embarrassing position, keep the time to a minimum.

The following is a summary of each type of search discussed today. Since the participants have all the steps listed below in their handouts, there is no need to cover these in the detail displayed. Just make sure participants are aware of the content for reference and discuss the information in general terms.

NOTE: Body cavity search is not covered since this search will never be done by line staff.

Using the Walk Through Metal Detector

Preparation: The metal detector shall be tested prior to being used. Testing shall be done by moving a pre-selected metal object through the detector. The tester will decide how sensitive the detector will be. Make sure you check wires and electronic eyes to see if they have been tampered with.

Procedure:

- Have juveniles/visitors remove all metal items (jewelry watches, etc)
- Have juveniles/visitors walk through the metal detector, making sure hands are down at their sides, out of their pockets, opened. They are to walk, not run, through the detector
- If juveniles/visitor sounds the alarm when passing through the metal detector, a hand scanner shall be used to locate the problem area.

Using a Hand Scanning Unit

Preparation:

- Make sure the unit is tested before scanning a person. To test, move it over a metal object on your person (e.g. watch, jewelry, or other metal object) You should hear a different tone when it is moved over a metal object.
- When scanning a person, the scanner should be held ½ inch away from the area being scanned

Procedure:

- Have the juvenile remove all objects from pockets and put them where they can not reach them.
- If the facility requires it, have the juvenile remove shoes
- Have the person standing facing you with arms extended out to the sides
- Move the scanning unit over the person's head
- Move the scanning unit across the person's arms
- Move the scanning unit up and down the front of his/her chest

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<ul style="list-style-type: none"> • Move the scanning unit up and down the person’s legs and feet, having them lift the bottoms of shoes. NOTE: Make sure when you do the legs to go between the legs up to the groin area. • Have the person turn around so their back is facing you with arms extended outward. • Move scanning unit across back of person’s arms. • Move scanning unit up and down the person’s back and buttocks • Move scanning unit up and down the person’s legs. • When the scanning unit locates an object which is concealed on a person, the person shall be required to remove (if possible) or reveal the object in question. <p>Conducting a Pat Search</p> <p>Preparation: Remember S.T.O.P.S:</p> <ul style="list-style-type: none"> ▪ Be Systematic - always follow the same order ▪ Be Thorough - don’t take shortcuts. ▪ Be Objective - Tell the juvenile that you are about to do a pat search on him/her. <i>Do not make jokes, conversation, or comments while conducting.</i> ▪ Be Preventative - conduct a search for safety, not punishment. ▪ Be Safe - Take your time and concentrate. Don't let the juvenile or other staff distract you. Always, however, be aware of other juveniles’ positions. <p>Procedure:</p> <ul style="list-style-type: none"> ▪ Have juvenile remove all objects from pockets; put them where the juvenile can’t reach them; pull pockets out. ▪ After juvenile empties and pulls out their pockets and cuffs, staff should then use an instrument such as a pen (without ink) or a telescoping wand to insert in pockets, cuffs, and shirt collars rather than bare/gloved hands. ▪ Have juvenile remove hat, coat, any other heavy clothing and carefully examine. ▪ Have juvenile remove bands, clips, nets, etc., from hair. ▪ Stand behind the juvenile and have juvenile stand with feet apart and arms extended. ▪ Have juvenile spread fingers and rotate hands to show he/she has let go of everything. ▪ Check mouth, under tongue, and in cheeks. ▪ Check shirt/sweater, squeeze along collar, shoulders, along arms to wrists, under arms (unroll sleeves); feel all seams. ▪ Check upper body, neck, upper chest, stomach to belt; sides along ribs; back, neck to belt. 	<p>Refer participants to pages H–22 and H–25 of the participant handouts.</p>

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<ul style="list-style-type: none"> ▪ Check wristband, thumbs in, front to rear, squeeze band and loops. ▪ Check lower torso, buttocks (push between cheeks) and rear pockets; lower abdomen (stomach) and front pockets; groin, push up. ▪ Check down pants legs, cuffs and shoe tops, one leg at a time. ▪ Have juvenile remove shoes, socks; check shoes (heels, soles, inside toes). ▪ Inspect all items from pockets and any bags, coats, etc. before returning them to the juvenile. ▪ Follow facility procedure for reporting anything unusual you find during the search. ▪ Remember to keep your body balanced while searching the juvenile's body. Be careful not to leave yourself vulnerable. It is suggested to keep one foot forward and one foot backward. <p>Conducting a Strip Search</p> <p>Preparation:</p> <p>Do not touch the juvenile during the search. Searches are conducted only by same gender staff.</p> <p>Procedure:</p> <ul style="list-style-type: none"> ▪ Have juvenile remove hat, coat, any other heavy clothing. ▪ Take any bags, suitcases, or packages away for thorough search and inventory later. ▪ Have juvenile remove all objects from pockets; put them where the juvenile can't reach them; pull pockets out. ▪ Have juvenile spread fingers and rotate hands to show there is nothing in the hands. ▪ Have juvenile remove all clothing except underwear, one piece at a time, and hand it to staff for search. ▪ Check all clothing (wear gloves), check (squeeze) collars, cuffs, waistbands, belt loops, pockets, seams, linings; look for rips or stitching; unroll socks, turn items inside out. ▪ Check shoes (heels, toes, sole). ▪ Have juvenile remove bands, clips, nets, etc. from hair. ▪ Check hair, have juvenile run his/her fingers through their hair, going downwards then backwards, or wear gloves and do it yourself. ▪ Check mouth, under tongue, in cheeks, have juvenile run a finger through their mouth (gums, cheeks, etc.). ▪ Check in and behind ears. 	

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<ul style="list-style-type: none"> ▪ Check nose, have juvenile tilt head back and look into nose. ▪ Have juvenile spread arms and open hands, look for punctures, other marks; check under fingernails and between fingers, look at all sides of hands and arms. ▪ Have female juvenile remove bra/undershirt. ▪ Be aware of any marks on juvenile’s body and report them immediately. Refer the participants to H–26 for an example. ▪ Have juvenile raise arms, look at armpits and sides of upper body. ▪ Have female juvenile lift and separate breasts. ▪ Check seams/straps/bands of undershirt/bra and return to juvenile. ▪ Have juvenile remove underpants. ▪ Check lower stomach. ▪ Have male juvenile lift penis and testicles for examination, if the male is uncircumcised then have them pull the foreskin back. ▪ Have juvenile spread legs, look for strings, other evidence of objects hidden in body, refer to medical staff for internal search if you suspect a need. Look for lice, crabs, etc. ▪ Check buttocks; have juvenile squat, spread cheeks and cough three times. ▪ Check seams/bands of underpants and return to juvenile. ▪ Check each leg. ▪ Check toes (between each) as juvenile spreads them for you. ▪ Look at soles of feet; have juvenile shake toes. ▪ If the juvenile has a bandage, have the medical staff check it. <p>GUIDED PRACTICE</p> <p>Activity: Proper Searches</p> <p>Purpose: The purpose of this activity is to give participants in-class time to practice proper search technique.</p> <p>Procedure: Have the participants find a partner of the same sex. There can be triads if necessary. Have the partners read one of two summaries: conducting hand-scanning searches or giving a pat search. Once they have completed their reading and are comfortable with the material, have the participants practice proper search techniques in either using a hand scanning unit (they can use a pencil, pen, etc.) or a pat down search. Ask them to be careful and to avoid any areas they feel uncomfortable searching. They can just talk through this procedure by saying, “At this point, I would check your</p>	<p>Refer participants to page H–26 of the participant handouts for an example of a Body Chart.</p>

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<p>buttocks.” Then, move on to the next step. They do not have to actually perform the search on the other person’s body, just talk through most of it.</p> <p>Walk around the room and give people feedback on their technique. Encourage partners to also give feedback when applicable. Anyone who does not feel comfortable doing either search can discuss the use of both searches at their facility. Rotate once the first participant has been able to walk through at least one practice round.</p> <p>Debriefing: What did you learn about these searches? Name one thing you learned or re-learned. Suggested response include: <i>This will vary depending on time on the job and previous experience. This may serve as only a refresher for certain staff or a new training for others.</i></p> <p>How did being searched or the suggestion of being searched make you feel? Suggested responses include: <i>Answers will vary, but someone may cite feelings of being uncomfortable.</i></p> <p>Discuss feelings of being pat searched by someone they may not know well and then have participants think about how the youth must feel in the same situation. Participants need to be aware of the dynamics that occur in situations such as this.</p> <p>GROUP DISCUSSION/ACTIVITY</p> <p>Ask the participants to turn to H–27 of participant handouts and review search procedures at their facility. Have a group discussion by having participants from different facilities comment on their facility’s procedures by answering the questions on handout H-27.</p> <ol style="list-style-type: none"> 1. What situations do you use a pat down search? 2. What situations do you use a room search? 3. What situations do you use a strip search? 4. What situations do you use a metal detector hand scanning search? 5. What situations do you use a body cavity search? 6. Are there ever times you feel you should conduct another type of search than what you currently allow? 7. Who can you speak to about changing this policy? 	<p>Refer participants to page H–27 of the participant handouts</p>

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