



**Oregon Youth Authority Training Academy**  
**New Employee Orientation (NEO)**  
**Basic Training (BT) Class Offerings**

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## Week 1 New Employee Orientation

Class Title	Description	Performance Objectives	Hrs
<b>Introduction to OYA Agency and Mission</b>	This 2 hour class provides an overview and introduction to the Oregon juvenile justice system and the OYA mission. Participants will become aware of the agency organizational structure and the state wide locations of OYA facilities and offices.	<ul style="list-style-type: none"> <li>• Identify legislative changes that impacted the Oregon Juvenile Justice System</li> <li>• Discuss the structure of the Oregon Youth Authority</li> <li>• Explain the meaning of the OYA mission</li> <li>• Identify the services OYA provides</li> <li>• Gain awareness of the Juvenile Justice System</li> <li>• Identify the Org Chart for OYA and locate the OYA facilities and field offices</li> </ul> <b>OYA Policies:</b> <ul style="list-style-type: none"> <li>• Mission-Values 0-1.1</li> <li>• Use of Cellular Phone I-C-9.0</li> <li>• Drug-free Workplace 0-4.0</li> <li>• Firearms in the Workplace I-C-7.4</li> <li>• Smoke-free and Tobacco-free Areas I-C-8.0</li> </ul>	2 hr
<b>Contraband Overview</b>	This 1 hour class provides participants the ability to identify and control contraband and to understand the reasons to control contraband in juvenile corrections.	<ul style="list-style-type: none"> <li>• Recognize the OYA's definition of contraband</li> <li>• Name the types of contraband</li> <li>• List the six reasons for eliminating contraband</li> </ul> <b>OYA Policies:</b> <ul style="list-style-type: none"> <li>• Confiscating Contraband II-A-2.0</li> </ul> <b>Recommended by :</b> <b>ACA Standards, Performance Based Standards (PBS), OJJPD Standards</b>	1 hr
<b>Employee Services Overview</b>	This 1 hour class provides OYA employees with an overview of state employment and benefit information.	<ul style="list-style-type: none"> <li>• Identify distinctive employment status</li> <li>• List the unions and the job classifications they represent</li> <li>• Identify the pay process within OYA</li> <li>• List the benefits available to OYA staff</li> <li>• Identify the local contact for personnel issues</li> <li>• List the services the Employee Assistance Program (EAP) provides to OYA staff</li> </ul> <b>OYA Policies:</b> <ul style="list-style-type: none"> <li>• Equal Opportunity and Affirmative Action 0-3.1</li> <li>• Disability and Reasonable Accommodation I-D-1.3</li> <li>• Mother-friendly Workplace I-D-3.14</li> </ul>	1 hr

## Week 1 New Employee Orientation

Class Title	Description	Performance Objectives	Hrs
<b>Safe &amp; Respectful Workplace</b>	This 2 hour class provides a comprehensive explanation of their rights and responsibilities in maintaining a harassment free/ violence free work place.	<ul style="list-style-type: none"> <li>Define "Harassment"</li> <li>Define "Sexual Harassment"</li> <li>Identify OYA's Violence-Free Workplace policy</li> <li>Define "Workplace Violence"</li> <li>Identify reasons "Workplace Violence" and "Harassment" might go unreported</li> <li>Identify employees' responsibilities for maintaining a safe and respectful workplace</li> <li>Identify management's responsibilities for maintaining a safe and respectful workplace</li> <li>Identify the process for reporting harassment</li> <li>Name the avenues for help</li> </ul> <p><b>OYA Policies:</b></p> <ul style="list-style-type: none"> <li>Harassment-Free Workplace 0-3.0</li> </ul>	2 hr
<b>Blood and Airborne Pathogens/ HIV/STDs/Hep A, B, C</b>	This 4 hour class provides information on how to avoid exposure to air borne or blood borne pathogens and how to properly clean up blood or body fluid spills Additionally this class provides an overview of HIV, HEP A, B, & C, and sexually transmitted diseases (STDs).	<ul style="list-style-type: none"> <li>List potential occupational exposures</li> <li>Define "universal precaution"</li> <li>List considerations regarding universal precautions</li> <li>Describe engineering and work practice controls</li> <li>Describe the vaccination and declination process</li> <li>Identify the steps to be taken when an exposure occurs</li> <li>List the requirements for training and record keeping</li> <li>Identify Hepatitis and the effects on the liver</li> <li>Identify the important functions of the liver</li> <li>List most common complications of liver disease</li> <li>Describe the important factors pertaining to Hepatitis A, B, &amp; C's</li> <li>List the factors influencing HCV exposure, progression, morbidity &amp; mortality</li> <li>Identify how to be safe in the workplace</li> </ul> <p><b>OYA Policies:</b></p> <ul style="list-style-type: none"> <li>Infection Control: Tuberculosis and Blood Borne I-C-8.1</li> <li>HIV in the Workplace I-D-1.7</li> </ul> <p><b>Recommended by :</b> OSHA</p>	4 hr

## Week 1 New Employee Orientation

Class Title	Description	Performance Objectives	Hrs
<b>What is Cognitive Behavior Intervention and Why Do We Use It?</b>	This four hour class introduces participants to Cognitive-Behavior Intervention and looks at the reasoning behind why Oregon Youth Authority choose this approach for our agency..	<ul style="list-style-type: none"> <li>• Develop an understanding of Cognitive Behavioral Intervention</li> <li>• Identify OYA Principles of Effective Intervention</li> <li>• Increase participants' skills in delivering cognitive-behavioral interventions</li> </ul>	4 hr
<b>Boundaries and Ethics in Corrections</b>	This 2 hour class provides an understanding of the ethical and boundary issues often experienced in the juvenile justice field. Participants will learn the professional ethical expectations of working with OYA youth.	<ul style="list-style-type: none"> <li>• Define professionalism</li> <li>• Define "boundaries", "ethics" and "standards"</li> <li>• Explain why it is difficult to "do the right thing"</li> <li>• Explain the impact of positional and authority "power"</li> <li>• List the reasons why boundaries are important to maintain between staff</li> <li>• Name the boundaries youth will attempt to violate</li> <li>• Identify the "Red Flag" behavior of potential of staff sexual misconduct</li> <li>• Discuss and identify potential grooming techniques</li> </ul> <p><b>OYA Policies:</b></p> <ul style="list-style-type: none"> <li>• Professional Standards 0-2.1</li> <li>• Alcoholic Beverage Restriction I-C-7.5</li> <li>• Dress Standards I-D-3.13</li> </ul> <p><b>Recommended by :</b></p> <ul style="list-style-type: none"> <li>• <b>ACA Standards, Performance Based Standards (PBS), OJJPD Standards</b></li> </ul>	2 hr
<b>Youth Rights and Legal Liabilities</b>	This 1.5 hour class provides an understand youth right and basic legal issues which may arise in the juvenile justice system.	<ul style="list-style-type: none"> <li>• Identify how a staff should manage liability as an OYA employee</li> <li>• Identify the rights of all OYA youth</li> <li>• List the processes of how OYA youth files a grievance</li> <li>• Define conflict of interest</li> <li>• Identify the importance of maintaining youth confidentiality</li> <li>• Define "official misconduct "</li> </ul> <p><b>OYA Policies:</b></p> <ul style="list-style-type: none"> <li>• Offender Rights II-F-1.0</li> <li>• English Plus II-E-2.4 (youth offenders Facility), III-A-2.2 (youth offenders Field)</li> <li>• Offender's Grievance Procedure II-F-1.1</li> <li>• Youth Offender Rights, Responsibilities and Grievance (Field) III-B-4.0</li> </ul> <p><b>Recommended by :</b></p> <ul style="list-style-type: none"> <li>• <b>ACA Standards, Performance Based Standards (PBS), OJJPD Standards</b></li> </ul>	1.5 hr

## Week 1 New Employee Orientation

Class Title	Description	Performance Objectives	Hrs
<b>Principles of Conduct</b>	This 1 hour class provides staff with an understanding and awareness of the expected behaviors and conduct of OYA staff.	<ul style="list-style-type: none"> <li>Explain how illegal or criminal conduct affect the public trust</li> <li>Discuss the purpose of a mission and values statement</li> <li>Identify the consequences for not reporting illegal and ethical behavior</li> <li>Define what agency "transparency" means</li> <li>Explain what "fit for duty" means</li> <li>List examples of upholding the public trust</li> <li>Explain who or what is an agency stakeholder</li> <li>Identify the goals of reformation</li> <li>List examples of professional boundaries</li> <li>List examples of how staff can professionally treat co-workers with respect</li> </ul> <p><b>OYA Policies:</b></p> <ul style="list-style-type: none"> <li>Principles of Conduct-0-2.0</li> <li>Relationships with Offenders and their Families - 0-2.2</li> </ul> <p><b>Recommended by :</b></p> <ul style="list-style-type: none"> <li>ACA Standards, OJJPD Standards</li> </ul>	1 hr
<b>OYA Information Systems Policy Overview</b>	This 1 hour class informs OYA staff of their role and staff responsibilities as listed in policy regarding use of the OYA information systems, including JJIS, the internet and email system.	<ul style="list-style-type: none"> <li>List JJIS security requirements</li> <li>Identify how to access the JJIS systems</li> <li>List the important factors involved with confidentiality of information</li> <li>List the steps used in the retrieval of computer information from other agencies</li> <li>Identify the acceptable use of electronic systems</li> </ul> <p><b>OYA Policies:</b></p> <ul style="list-style-type: none"> <li>Use of Electronic Information Systems 0-7.0</li> </ul>	1 hr
<b>Mandatory Child Abuse Reporting</b>	This 2 hour class covers Oregon's law and OYA policies regarding mandatory child abuse reporting. Participants will learn how to identify forms of child abuse and their obligations as a mandatory child abuse reporter.	<ul style="list-style-type: none"> <li>Define who is a Mandatory Reporter</li> <li>Explain your legal obligation to report any cases of suspected abuse</li> <li>List the legally recognized categories of abuse</li> <li>Identify the process when reporting suspected cases of abuse</li> <li>List the types of abuse as described in ORS 419B.005</li> </ul> <p><b>OYA Policies:</b></p> <ul style="list-style-type: none"> <li>Mandatory Child Abuse Reporting 0-2.3</li> </ul> <p><b>Recommended by :</b></p> <ul style="list-style-type: none"> <li>ACA Standards</li> </ul>	2 hr

## Week 1 New Employee Orientation

Class Title	Description	Performance Objectives	Hrs
<b>Cultural Competencies &amp; Overview of OMS services</b>	This 4 hour class provides an awareness of cultural differences and their impact on the juvenile justice profession. Additionally, this class provides an overview of the OYA Office of Minority Services.	<ul style="list-style-type: none"> <li>Define cultural diversity</li> <li>Describe how cultural differences can cause misunderstandings</li> <li>Recognize discrimination &amp; the agency safe-guards against it</li> <li>List the benefits to the agency of having a diverse workforce</li> <li>Awareness of OMS services</li> </ul> <p><b>OYA Policies:</b></p> <ul style="list-style-type: none"> <li>Use of Language Services; English Plus [Staff] I-D-2.1</li> <li>English Plus II-E-2.4 (youth offenders Facility), III-A-2.2 (youth offenders Field)</li> </ul> <p><b>Recommended by :</b></p> <ul style="list-style-type: none"> <li><b>ACA Standards, Performance Based Standards (PBS), OJJPD Standards</b></li> </ul>	4 hr
<b>Fire Suppression</b>	This 3 hour class provides knowledge on the mechanics of fire and information on how and when to fight them. Participants learn about and practice using a fire extinguisher.	<ul style="list-style-type: none"> <li>List the features and parts of a fire extinguisher</li> <li>Identify the types of fire extinguishers</li> <li>Recognize potential problems prior to fire suppression</li> <li>Describe the general approach to fire suppression</li> <li>List the conditions that must be present before you fight a fire</li> <li>Demonstrate how to properly extinguish a fire</li> </ul> <p><b>Required by:</b></p> <ul style="list-style-type: none"> <li><b>OSHA and Oregon Fire Marshal Code</b></li> </ul> <p><b>Recommended by :</b></p> <ul style="list-style-type: none"> <li><b>ACA Standards, Performance Based Standards (PBS), OJJPD Standards</b></li> </ul>	3 hr
<b>MSDS and Lock-Out Tag-out</b>	This 1 hour class provides and awareness of the use of and information contained in Material Safety Data Sheets (MSDS). Participants learn universal lockout/tag-out procedures.	<ul style="list-style-type: none"> <li>Identify what are Material Safety Data Sheets (MSDS)</li> <li>Recognize why MSDS Sheets are important</li> <li>List where the MSDS sheets can be found</li> <li>Describe the OYA Lock-Out/Tag-out procedures</li> <li>Find necessary safety information on workplace chemicals</li> <li>List contents of the Juvenile Corrections Contamination Kit</li> </ul> <p><b>Required by:</b></p> <ul style="list-style-type: none"> <li><b>OSHA</b></li> </ul>	1 hr
<b>Adolescent Development</b>	This 1 hour class (tied to the Fundamentals of Cognitive Behavior class) discusses the major markers of adolescent development	<ul style="list-style-type: none"> <li>Describe and discuss normal adolescent behavior</li> <li>Identify the most common markers of adolescent development</li> </ul> <p><b>Recommended by :</b></p> <ul style="list-style-type: none"> <li><b>Performance Based Standards (PBS), OJJPD Standards</b></li> </ul>	1 hr

## Week 1 New Employee Orientation

Class Title	Description	Performance Objectives	Hrs
<b>Personal Protection (Level 1)</b>	This 5 hour class provides participants with basic personal defensive/protection techniques on how to avoid and/or break away from attacks.	<ul style="list-style-type: none"> <li>• Demonstrate ways to defend yourself from a potential attack</li> <li>• Demonstrate proper delivery of verbal directive given to threat</li> <li>• Demonstrate how to disengage from a threat and call for help</li> <li>• Identify possible tools for self defense in your work area</li> <li>• Demonstrate basic techniques to defend or break away from attacks</li> <li>• Demonstrate basic defense from the ground</li> <li>• Discuss the mechanics of "Survival and the Survival Stress Reaction" (SSR)</li> </ul> <p>Recommended by :</p> <ul style="list-style-type: none"> <li>• ACA Standards, Performance Based Standards (PBS), OJJPD Standards</li> </ul>	5 hr

**ORIENTATION WITH ADMINISTRATOR/SUPERVISOR**

- Goals for the week
- Facility/Office mission, goals, and philosophy
- Professional standards, expectations, conduct, & duties
- Overview of facility organization (O.D., administrator & manager areas of supervision)

Employee: \_\_\_\_\_ Facility Staff: \_\_\_\_\_ Date: \_\_\_\_\_

**EMPLOYEE SERVICES**

- Fingerprint cards
- Payroll (time sheets, pay periods, pay checks, electronic deposits, leave types & forms)

Employee: \_\_\_\_\_ Facility Staff: \_\_\_\_\_ Date: \_\_\_\_\_

**SECURITY**

- Facility tour
- DESA
- Key control
- Duress response
- Radio operation
- Pat downs and comprehensive searches
- Perimeter control and checks
- Sally ports
- Vehicle inspections

Employee: \_\_\_\_\_ Facility Staff: \_\_\_\_\_ Date: \_\_\_\_\_

**TRANSPORTS & OFF SITE HOSPITAL EXPECTATIONS**

- Pre-trip vehicle inspections
- Protocol & procedure
- Hospital transports & procedures

Employee: \_\_\_\_\_ Facility Staff: \_\_\_\_\_ Date: \_\_\_\_\_

**EMERGENCY RESPONSE**

- Use of communications during a crisis
- Unit management
- Code Orange
- Medical response equipment
- Escape or attempt
- Evacuations
- Natural disasters

Employee: \_\_\_\_\_ Facility Staff: \_\_\_\_\_ Date: \_\_\_\_\_

**SAFETY**

- Safety Coordinator & Committee
- Injury reporting and SAIF forms
- MSDS manuals
- Fire extinguisher locations

Employee: \_\_\_\_\_ Facility Staff: \_\_\_\_\_ Date: \_\_\_\_\_

**MEDICAL**

- Medication Administration training
- Clinic protocol and clinic requests

Employee: \_\_\_\_\_ Facility Staff: \_\_\_\_\_ Date: \_\_\_\_\_

**MENTAL HEALTH**

- QMHP'S
- Precautionary levels
- Suicidal gestures and ideation

Employee: \_\_\_\_\_ Facility Staff: \_\_\_\_\_ Date: \_\_\_\_\_

**PROGRAM SUPPORT**

- |  |   |
|--|---|
| <input type="checkbox"/> Food service          | <input type="checkbox"/> Religious services |
| <input type="checkbox"/> Educational services  | <input type="checkbox"/> Maintenance        |
| <input type="checkbox"/> Recreation department | <input type="checkbox"/> Volunteers         |
| <input type="checkbox"/> Minority Services     |   |

Employee: \_\_\_\_\_ Facility Staff: \_\_\_\_\_ Date: \_\_\_\_\_

**VISITATION**

- Lists
- Contraband List
- Attire
- Visitation hours
- Required paperwork

Employee: \_\_\_\_\_ Facility Staff: \_\_\_\_\_ Date: \_\_\_\_\_

**UNIT OBSERVATION**

- |  |   |
|--|---|
| <input type="checkbox"/> Keys & locks                            | <input type="checkbox"/> Group observation        |
| <input type="checkbox"/> JJIS log, YIR's                         | <input type="checkbox"/> Tools and sharps control |
| <input type="checkbox"/> Shift preparation                       | <input type="checkbox"/> Med times and procedure  |
| <input type="checkbox"/> Daily schedule                          | <input type="checkbox"/> Unit crisis procedure    |
| <input type="checkbox"/> Techniques of supervision & observation | <input type="checkbox"/> Boundaries               |
| <input type="checkbox"/> Line Moves                              | <input type="checkbox"/> Disengagement techniques |
| <input type="checkbox"/> Youth Counts                            |   |

Employee: \_\_\_\_\_ A.M. Facility Staff: \_\_\_\_\_ Date: \_\_\_\_\_

Employee: \_\_\_\_\_ P.M. Facility Staff: \_\_\_\_\_ Date: \_\_\_\_\_

Employee: \_\_\_\_\_ **GRAVEYARD** Facility Staff: \_\_\_\_\_ Date: \_\_\_\_\_

**Bring Completed Copy Back to Academy**

## Week 3 Basic Training

Class Title	Description	Performance Objectives	Hrs
<b>Verbal De-Escalation (CPI)</b>	This 8 hour class from the Crisis Prevention Institute (CPI) provides the knowledge and hands on skills on how to verbally respond and manage youth who are beginning to lose control & effectively de-escalate behavior.	<ul style="list-style-type: none"> <li>Recognize the elements of verbal intervention</li> <li>Give two reasons to discourage horseplay</li> <li>Recognize intervention strategies that don't work.</li> <li>Recognize the traits of an angry youth.</li> <li>List at least four defusing methods</li> <li>Recognize and demonstrate refocusing techniques</li> <li>Define crisis development in terms of four distinct and identifiable behavior levels</li> <li>Match each crisis development/behavior level with an appropriate corresponding staff attitude/approach</li> <li>Provide the best possible care, welfare, safety and security for individuals in our facilities</li> <li>Illustrate how personal space affects the anxiety level of an individual</li> <li>Illustrate how body posture and motion or kinesics affects the anxiety level of an individual</li> <li>Emphasize prevention and de-escalation of a crisis by fostering awareness of nonverbal communication</li> <li>Provide the best possible care, welfare, safety and security for individuals in our facilities</li> </ul> <p><b>Recommended by :</b></p> <ul style="list-style-type: none"> <li>ACA Standards, Performance Based Standards (PBS), OJJPD Standards</li> </ul>	8 hr
<b>Food Handler's Certificate</b>	The goal of this 1.5 hour class is to provide an understanding of food safety. This will assist any manager who is responsible for ensuring that staff prepare and serve food safely. A food handler card confirms that participants have met the performance objectives.	<ul style="list-style-type: none"> <li>Successfully pass the food handlers exam</li> </ul> <p><b>OYA Policies:</b></p> <ul style="list-style-type: none"> <li>Facility Nutrition Services II-D-3.0</li> </ul>	1.5 hr

## Week 3 Basic Training

Class Title	Description	Performance Objectives	Hrs
<b>Medication Administration, Part 1: Policy Overview</b>	This 1 hour class provides OYA employees with an overview of close custody medication administration policy. This initial training on medication administration is followed by facility-specific training which is provided at the work site. Employees must attend both trainings in order to administer medications to youth.	<ul style="list-style-type: none"> <li>Learn the 6 steps for safe and accurate administration of medications</li> <li>Learn how medications are accounted for</li> <li>Learn the guidelines and requirements for storage of medications</li> <li>Learn about the medication administration record</li> <li>Learn about medication information sheets</li> </ul> <p><b>OYA policies:</b></p> <ul style="list-style-type: none"> <li>II-D-1.4 Medication Management in OYA Close Custody Facilities</li> </ul> <p><b>Statutory Authorities:</b></p> <ul style="list-style-type: none"> <li>ORS 678.150 (9) Authority to administer medications</li> <li>Oregon Youth Authority_416_340 Medication Management</li> </ul>	1 hr
<b>CPR, 1st Aid, Defibrillator Certification</b>	This 6 hour class provides an 2-yr CPR/1st Aid certification, including instructions on how to use a defibrillator (AED) machine.	<p>CPR Training:</p> <ul style="list-style-type: none"> <li>Perform adult CPR for an 8 minute minimum</li> <li>Perform child CPR for a 1 minute minimum</li> <li>Perform infant CPR for 1 minute minimum</li> <li>Demonstrate techniques to help adults who are choking</li> <li>Demonstrate techniques to help infants who are choking techniques</li> </ul> <p>First Aid Training:</p> <ul style="list-style-type: none"> <li>Identify characteristics of a conscious injured person</li> <li>Identify characteristics of a conscious ill person</li> <li>List at least three examples of conscious injured victims</li> <li>List at least three examples of conscious ill victims</li> <li>Two-year certification - meets OSHA standards</li> </ul> <p><b>Required by:</b></p> <ul style="list-style-type: none"> <li>OSHA</li> </ul>	6 hr

## Week 3 Basic Training

Class Title	Description	Performance Objectives	Hrs
<b>Contraband Search and Seizure (Chain of Evidence)</b>	This 4 hour class provides awareness and practice with OYA-defined contraband. Proper identification, searching, and control of contraband are of primary focus in this class.	<ul style="list-style-type: none"> <li>Identify components of an effective search plan</li> <li>Identify instances when OYA policy authorizes searches</li> <li>Identify reasons why youth are never searched without a staff witness</li> <li>Recognize the four types of searches</li> <li>Identify items that must be listed when documenting a search</li> <li>Define chain of evidence procedures for OYA</li> <li>Recognize the steps taken to preserve a major crime scene</li> <li>As a team, search a room finding at least 90% of the hidden contraband</li> <li>Search items of clothing, finding at least four items of contraband</li> <li>Conduct frisk searches using the techniques described in class</li> </ul> <p><b>OYA Policies:</b></p> <ul style="list-style-type: none"> <li>Confiscating Contraband II-A-2.0</li> <li>Preserving Chain of Evidence II-A-1.2</li> <li>Search of Offenders and Areas, Processing of Contraband and Evidence in Community Placements III-A-4.0</li> </ul> <p><b>Recommended by :</b>  <b>ACA Standards, Performance Based Standards (PBS), OJJPD Standards</b></p>	4 hr
<b>Responsivity, Behavior Shaping and COG tools</b>	This 4 hour class explains the concept of Responsivity, defines the concept of Behavior Shaping and introduces the three primary tools used in Cognitive-Behavior Interventions	<ul style="list-style-type: none"> <li>Defines the concept of responsivity as it applies to our population and teaches participants how to use it to overcome resistive behavior</li> <li>Introduces and has hands on practice with the COG tools; Thinking Reports, Cost-Benefit Analysis and Functional Analysis</li> </ul>	4 hr
<b>Adolescent Alcohol and Drug Issues</b>	This 2.5 hour class provides awareness and knowledge about how alcohol and other drugs are processed in the body and the brain. Includes information on the physiological effects of alcohol and the possible implications of the treatment.	<ul style="list-style-type: none"> <li>Recognize the basic components of an alcohol and drug assessment</li> <li>Identify levels and symptoms of alcohol and drug use</li> <li>Identify the three factors that influence drug effects</li> <li>Recognize the differences in adolescent and adult alcohol and drug use</li> <li>Identify the four drug classifications, list two example of each drug classification</li> <li>Recognize the difference between FAS and FAE</li> </ul> <p><b>OYA Policies:</b></p> <ul style="list-style-type: none"> <li>Drug Testing II-D-2.1</li> </ul>	2.5 hr

## Week 3 Basic Training

Class Title	Description	Performance Objectives	Hrs
<b>Personal Protection (Level 2)</b>	This 6 hour class teaches participants how to use multiple personal protection techniques to defend against ground attacks and various weapons (Personal Protection Level 1 is a prerequisite for this class).	<ul style="list-style-type: none"> <li>• Demonstrate proper delivery of verbal directive given to threat</li> <li>• Demonstrate at least three breakaways against choking attacks</li> <li>• Demonstrate defense from the ground</li> <li>• Demonstrate basic ability to block punching and kicking attacks</li> <li>• Demonstrate basic defensive techniques against sharp/pointed weapon attacks</li> <li>• Demonstrate basic defense against medium/ long swing weapon attacks</li> <li>• Demonstrate how to defend from rear attack and front attack</li> </ul> <p><b>Recommended by :</b></p> <ul style="list-style-type: none"> <li>• <b>ACA Standards, Performance Based Standards (PBS), OJJPD Standards</b></li> </ul>	6 hr
<b>Gang Recognition</b>	This 4 hour class provides awareness and knowledge to participants regarding identified security threat groups within juvenile corrections.	<ul style="list-style-type: none"> <li>• Define the term "youth gang"</li> <li>• Identify characteristics of gangs that we have in our facilities</li> <li>• Recognize identifiers or characteristics of African-American, Latino, Asian/Pacific Islander, Native American, and Caucasian gang members</li> <li>• Identify intervention strategies that work with gang involved or affected youth</li> <li>• Identify treatment outcomes of OYA's "STREET S.M.A.R.T.S." gang curriculum</li> </ul> <p><b>OYA Policies:</b></p> <ul style="list-style-type: none"> <li>• Gang Activity II-B-2.0</li> </ul> <p><b>Recommended by :</b></p> <ul style="list-style-type: none"> <li>• <b>ACA Standards, Performance Based Standards (PBS), OJJPD Standards</b></li> <li>•</li> </ul>	4 hr
<b>Religion and Spirituality Rights for Youth</b>	This ½ hour class provides participants with a comprehensive explanation of the religion and spirituality rights for youth in OYA custody.	<ul style="list-style-type: none"> <li>• Define religious practice</li> <li>• Identify the general standards each facility will provide for religious practice</li> <li>• Identify the process for a youth to designate any or no religious orientation</li> <li>• Identify who coordinates religious activities</li> <li>• Recognize special equipment and supplies that may be brought in the facility</li> <li>• Identify the process for requesting religious activities</li> <li>• Recognize the process for appealing a decision.</li> </ul> <p><b>OYA Policies:</b></p> <ul style="list-style-type: none"> <li>• Religious Practices in Facilities II-F-3.7</li> </ul>	1 hr

## Week 4 Basic Training

Class Title	Description	Performance Objectives	Hrs
<b>Overview of Sex Offender Treatment</b>	This 2 hour class provides awareness and knowledge regarding how a personal philosophy impacts their work with sex offenders. Topics include the etiology of sex offenders, identifying treatment, recidivism and Red Flag behaviors. Receive tips on how to take care of yourself in this high stress profession.	<ul style="list-style-type: none"> <li>Identify how your personal philosophy as a professional impacts your work with these offenders</li> <li>Review the clinical research and impact of SB 267 on working with juvenile sex offenders</li> <li>Discuss the etiology of sex offenders</li> <li>Identify "Red Flag" behavior of potential boundary violations</li> <li>Identify treatment and recidivism</li> <li>Describe your role in treatment - even if you do not provide sex offender specific treatment management</li> </ul> <p><b>OYA Policies:</b></p> <ul style="list-style-type: none"> <li>Supervision of Offenders II-A-3.0</li> </ul>	2 hr
<b>Transportation and Escort of Youth Offenders (Secure and Non-secure)</b>	This 4 hour class provides awareness and practice on OYA approved transport gear and techniques. Staff awareness of agency policy, practice, and procedures are increased.	<ul style="list-style-type: none"> <li>Define "secure and non-secure transports"</li> <li>Identify what staff must do prior to transporting a youth</li> <li>Identify the areas of a vehicle that should be searched prior to transporting a youth</li> <li>List the OYA approved restraint devices used during a secure transport</li> <li>Identify the food items not to give a youth during a transport</li> <li>Identify proper placement of youth and staff in transport vehicle</li> <li>Demonstrate proper restraint application and removal</li> </ul> <p><b>OYA Policies:</b></p> <ul style="list-style-type: none"> <li>Offender Transports – II-A-3.1</li> <li>Use Of State-Owned Vehicles – I-C-2.0</li> </ul> <p><b>Recommended by :</b></p> <ul style="list-style-type: none"> <li><b>ACA Standards, Performance Based Standards (PBS), OJJPD Standards</b></li> </ul>	4 hr
<b>JJIS Basics</b>	This 4 hour class provides the essential skills and knowledge to maneuver within the Juvenile Justice Information System (JJIS).	<ul style="list-style-type: none"> <li>Demonstrate ability to navigate select areas within JJIS software</li> <li>Recognize when to add information to JJIS</li> <li>Demonstrate steps to document information in correct area of JJIS</li> <li>Identify JJIS Help resources</li> </ul> <p><b>OYA Policies:</b></p> <ul style="list-style-type: none"> <li>Use of Electronic Information Systems 0-7.0</li> </ul>	4 hr

## Week 4 Basic Training

Class Title	Description	Performance Objectives	Hrs
<b>Report Writing</b>	This 4 hour class provides the key principles of effective report writing and describes the standards and procedures for report writing set by OYA. The instructor provides report writing practice for participants by using simulated incidents.	<ul style="list-style-type: none"> <li>• Give reasons why report writing and thorough documentation are important to you</li> <li>• List five components of a well written report</li> <li>• List the "do's" and the "don'ts" of effective report writing</li> <li>• Identify the pieces of relevant information to be included under the "what" section of a report</li> <li>• List ways you could improve report writing &amp; documentation</li> <li>• Write a thorough report to the instructor's satisfaction after viewing a video of a physical assault</li> </ul> <p>OYA Policies:</p> <ul style="list-style-type: none"> <li>• Sensitive Issue Reporting to the Director's Office I-E-1.0</li> </ul> <p>Recommended by :</p> <ul style="list-style-type: none"> <li>• OJJPD Standards</li> </ul>	4 hr
<b>Prison Rape Elimination Act (PREA)</b>	This 1.5 hour class gives participants an awareness of the Prison Rape Elimination Act of 2003 (PREA) and how it impacts business at OYA. Through study, participants also become familiar with OYA's PREA policy.	<ul style="list-style-type: none"> <li>• Identify the four standards for the implementation of the Prison Rape Elimination Act within the OYA</li> <li>• List the the four pieces of personal health and safety information offenders will be given in writing upon their admission to the OYA</li> <li>• List the two types of offender evaluations OYA will do to reduce the risk and likelihood of offender sexual assault in their housing assignments</li> <li>• Describe staff responsibility to recognize the signs of sexual assault and identify staff training</li> <li>• Recall the correct confidentiality and reporting steps to use in the event of an alleged sexual assault</li> <li>• List the six steps staff must take upon notification from an offender that he/she has been sexually assaulted</li> <li>• Identify the policy that tells how access to medical and mental health services will be handled for victims of sexual assault</li> </ul> <p>OYA Policies:</p> <ul style="list-style-type: none"> <li>• Prison Rape Elimination Act II-B-4.0</li> </ul> <p>Recommended by :</p> <ul style="list-style-type: none"> <li>• ACA Standards</li> </ul>	1.5 hr

## Week 4 Basic Training

Class Title	Description	Performance Objectives	Hrs
<b>Outlook Guide and OYA Public Folders</b>	This 2.5 hour hands-on computer class provides participants with practice using features in Outlook e-mail they will need to use as soon as they report to work. Topics include sending and managing e-mail messages and accessing forms, lists and policies.	<ul style="list-style-type: none"><li>• Identify how to locate and open Outlook at your computer</li><li>• Identify the purpose for Outlook</li><li>• Identify the common uses of Outlook</li><li>• List the purpose and common uses of Personal Folders</li><li>• List the purpose and common uses of Inbox Folder</li><li>• List the purpose and common uses of Public Folders</li><li>• List the steps taken to locate and open Rules, Policy, and Procedure Folder</li></ul>	2 hr.5

## Week 4 Basic Training

Class Title	Description	Performance Objectives	Hrs
<p><b>Suicide Prevention – 8 Hours</b></p>	<p>This 8 hour class provides facts about suicide with high risk youth and youth in institutions. Participants learn to identify warning signs and appropriate ways of responding. Participants become familiar with OYA policy and protocols for responding when someone is suspected or known to be suicidal in a facility or community.</p>	<ul style="list-style-type: none"> <li>• List the components of an effective prevention program</li> <li>• Describe how youth differ from adults and how this may contribute to suicide risk</li> <li>• Identify the actions staff should use to insure the safety of OYA youth</li> <li>• Define negligence as it relates to suicide risk in institutions</li> <li>• Define “deliberate indifference” as it relates to suicidal youth</li> <li>• List the precipitating factors that may lead to suicide in a correctional facility</li> <li>• Name the population groups who are at risk for suicide</li> <li>• List the stressful events that may occur in a OYA facility</li> <li>• Identify two ways a youth may behave after making the decision to commit suicide</li> <li>• List the methods used to attempt suicide in a correctional facility</li> <li>• Give examples of helpful things to say to a suicidal youth</li> <li>• Give examples of things never to say to a suicidal youth</li> <li>• List indications of mental illness and name four mental illnesses</li> <li>• List helpful strategies in dealing with mentally ill or emotionally disturbed youth</li> <li>• List the symptoms of depression and reasons why youth with severe mental illness or depression are at high risk for suicide</li> <li>• Identify the myths about suicide and give the corresponding facts</li> <li>• Recognize the standards included in the OYA suicide prevention policy</li> <li>• Recognize how and when an assessment is used to assign “Risk Levels” to youth offenders</li> <li>• List the five levels of risk and describe the different procedures for observation and supervision of youth at each level</li> <li>• Explain the standard procedures during a youth suicide attempt</li> <li>• Describe the appropriate supervision of a youth after an attempt</li> <li>• Identify support resources for other youth after a suicide attempt or completion</li> <li>• Identify support services for staff</li> <li>• List mental health resources available to suicidal OYA youth</li> <li>• Explain the referral process and the importance of checking back</li> <li>• Explain how to report unusual or suicidal behavior</li> <li>• Identify support resources for staff after a youth suicide or attempt</li> </ul> <p><b>OYA Policies:</b></p> <ul style="list-style-type: none"> <li>• Suicide Prevention in Close Custody II-D-2.2</li> <li>• Use of Isolation in Facilities II-B-1.2</li> <li>• Suicide Prevention in Community Placements III-D-3-4</li> </ul> <p><b>Recommended by :</b></p> <ul style="list-style-type: none"> <li>• ACA Standards, Performance Based Standards (PBS), OJJPD Standards</li> </ul>	<p>8 hr</p>

## Week 4 Basic Training

Class Title	Description	Performance Objectives	Hrs
<b>Assisting with Physical Interventions</b>	This 4 hour class provides awareness and practice on OYA approved escort holds and physical interventions and how to assist staff in a physical control situation.	<ul style="list-style-type: none"> <li>List the most common mistakes staff make when dealing with youth</li> <li>Recognized the importance of team intervention when dealing with hostile youth</li> <li>Explain when security restraint restricting movement can be used</li> <li>Demonstrate OYA approved control holds</li> <li>Demonstrate proper placement of youth to avoid positional restraint asphyxiation</li> <li>Demonstrate OYA approved take down techniques</li> <li>Explain compliance procedures designed to facilitate control</li> <li>Demonstrate application of approved OYA restraints</li> </ul> <p><b>OYA Policies:</b></p> <ul style="list-style-type: none"> <li>Use of Physical Intervention and/or Restraints in Facilities II-B-1.1</li> <li>Approved Restraint Devices II-B-1.1.a</li> </ul> <p><b>Recommended by :</b></p> <ul style="list-style-type: none"> <li><b>ACA Standards, Performance Based Standards (PBS), OJJPD Standards</b></li> </ul>	4 hr
<b>Teaching Skills and Group Process</b>	In this 4 hour course participants will have the opportunity to learn how to teach skills and how to run a basic skills group	<ul style="list-style-type: none"> <li>Develop participants working knowledge of treatment group format and facilitation skills</li> </ul>	4 hr