

Juvenile Institutions Core Training

Topic: **4.0 COMMUNICATION**

Instructional Time: 9-hours

CLASS #4.1: INTERPERSONAL COMMUNICATION

Instructional Time: 3 hours

OBJECTIVES:

- 4.1.1 Identify the purpose of active listening skills. (MCT)
- 4.1.2 Identify the steps of active listening. (MCT)
- 4.1.3 Given a scenario where there is an impactful emotional situation, demonstrate active listening skills. (BST)

TRAINING NOTES:

- 4.1.A Identify why it is important to respond courteously and professionally to incoming calls and/or questions from the public.
- 4.1.B Identify the difference between empathy and sympathy.
- 4.1.C Identify potential benefits of consistent communication with fellow officers.
- 4.1.D Identify proper etiquette when speaking to juveniles. (e.g., consider gender sensitivity and comfort level of juvenile when speaking to opposite gender).

CLASS #4.2: CRISIS COMMUNICATION AND DE-ESCALATION

Instructional Time: 4 hours

OBJECTIVES:

- 4.2.1 Identify stress-provoking situations that may precede crises. (MCT)
- 4.2.2 Given a list of behaviors, identify those that indicate a juvenile is in crisis. (MCT)
- 4.2.3 Identify ways to verbally intervene in a situation that is beginning to escalate. (MCT)
- 4.2.4 Identify intervention techniques used by officers to de-escalate tension (best practices). (MCT)
- 4.2.5 Identify effective ways to give commands to a group of juveniles who are engaging in negative group dynamics. (MCT)
- 4.2.6 Given a description of a crisis where one or more juveniles is emotionally upset, identify the appropriate response by the officer. (MCT)
- 4.2.7 Given a scenario involving a disturbance with a juvenile, identify the appropriate response. (MCT)
- 4.2.8 Given a scenario in which there is an escalation of tension, demonstrate the effective use of communication skills to de-escalate tension. (BST)
- 4.2.9 Identify how to communicate with victims of sexual abuse. (MCT)

CLASS #4.3: EFFECTIVE COMMUNICATION

Instructional Time: 2 hours

OBJECTIVES:

- 4.3.1 Identify effective ways to give commands to juveniles. (MCT)
- 4.3.2 Identify methods for speaking to a juvenile who is not complying with commands. (MCT)
- 4.3.3 Identify potential non-verbal cues and their possible meaning. (MCT)
- 4.3.4 Identify types of juvenile behaviors that can be prevented or mitigated through effective interpersonal communication. (MCT)
- 4.3.5 Identify the barriers to effective communication in a juvenile facility. (MCT)
- 4.3.6 Identify privacy implications related to answering questions or otherwise divulging information about juveniles. (MCT)
- 4.3.7 Identify potential problems related to communicating with fellow officers in the presence of juveniles. (MCT)
- 4.3.8 Identify the topics an officer should or should not discuss with a juvenile. (MCT)

TRAINING NOTES:

4.3.A Identify the importance of effective communication in a juvenile facility.

4.3.B Identify steps to take when there is a communication barrier (e.g., language, hearing impaired, etc.).

