

San Diego County Probation

Juvenile Institutions Core Training

Unit 12.0: Communication Skills

Module(s): 12.1 - Elements of Interpersonal Communications

12.2 - Communication Skills - Practice

12.3 - Communication Skills - Crises Intervention

12.4 - Communication Skills - Depressed or Suicidal Juvenile

12.5 - Communications - Manipulation of Staff

12.6 - Communications with Co-Workers, Parents and the Public

12.7 – Communication Skills - Formal Reporting

IBIS-Integrated Behavioral Intervention Strategies

Instructional Time: 19 hours

1. Welcome and Introductions
2. Objectives
  - a. Module 12.1: Elements of Interpersonal Communications
    - i. Discuss the reasons for effective communications in a juvenile detention setting.
    - ii. Describe principles of effective communication in a juvenile detention setting.
    - iii. Explain barriers to effective communication in a juvenile detention setting.
    - iv. Identify basic types of communications in a juvenile detention setting.
    - v. Identify the topics that a juvenile corrections officer may discuss with a juvenile.
    - vi. Describe effective ways to give commands to juveniles.
    - vii. Explain methods to speak to a juvenile who is not complying with commands.
    - viii. Identify signs of trouble in a juvenile detention setting that could be prevented or mitigated through effective interpersonal communication.
    - ix. Describe ways to verbally intervene in a situation that is beginning to escalate.
    - x. Explain the purpose of active listening skills.
    - xi. Explain prerequisites to active listening.
    - xii. Describe elements of active listening skills.
    - xiii. Explain the four levels of active listening.
    - xiv. Explain the difference between empathy and sympathy.
  - b. Module 12.2: Communication Skills - Practice
    - i. Given a scenario, demonstrate effective communication skills involved in giving instructions to a juvenile.
    - ii. Demonstrate a method to give a command to a juvenile who is not complying.
    - iii. Given a scenario, demonstrate effective communication skills involved in responding to juvenile requests.
    - iv. Given a sample statement, PARAPHRASE the message.
    - v. Given a sample statement, develop and deliver a CLARIFYING message.
    - vi. Given a sample statement, develop and deliver a PERCEPTION CHECKING message.
    - vii. Give a sample statement, develop and deliver a SUMMARIZING message.
    - viii. Given a scenario, identify and discuss observations about the juvenile during the scenario.
    - ix. Given a scenario, identify elements that indicate an escalation of tension.
    - x. Given a scenario, demonstrate effective communication skills that might prevent an escalation of tension.
  - c. Module 12.3: Communication Skills - Crises Intervention
    - i. Identify stress-provoking situations that precede crises.
    - ii. Given a list of behaviors, identify those behaviors that indicate a juvenile is in crises.

- iii. Given a description of a crisis in which a juvenile is emotionally upset, demonstrate appropriate responses for the juvenile corrections officer to make.
  - iv. Identify the consequences of improper handling of a juvenile in crises.
  - v. Explain agency-specific procedures for requesting mental health services for juveniles in detention.
- d. Module 12.4: Communication Skills - Depressed or Suicidal Juvenile
- i. Identify the major signs of severely depressed and/or suicidal juveniles.
  - ii. Identify other signs of depressed and/or suicidal juveniles that might accompany the major signs, and/or indicate risk if significant change in patterns in patterns and/or intensity.
  - iii. Given a scenario, list basic questions staff might ask a juvenile who exhibits severely depressed and/or suicidal signs or other symptoms.
  - iv. Identify likely responses to questions that indicate need for protective action.
  - v. Practice comments a juvenile corrections officer can make to intervene when a juvenile exhibits severely depressed and/or suicidal intentions.
  - vi. Describe actions that a juvenile corrections officer should take when a juvenile indicates a severely depressed or suicidal condition.
- e. Module 12.5 Communications - Manipulation of Staff
- i. Describe the techniques and strategies juvenile detainees may use to manipulate staff.
  - ii. Identify the traits or situations in which juveniles profile staff members for manipulation.
  - iii. Given a scenario of manipulation, demonstrate appropriate responses.
  - iv. Identify appropriate actions when a juvenile corrections officer realizes he or she has been manipulated.
- f. Module 12.6: Communications with Co-Workers, Parents and the Public
- i. Examine reasons to transfer relevant information to other shifts and/or supervisor.
  - ii. Demonstrate the following principles for calling and reporting to fellow juvenile corrections officers. Examples include: collect and provide thorough, clear and accurate information, use facts, do not exaggerate, panic or underemphasize and use proper communication systems.
  - iii. Given transcripts of interactions, identify the most appropriate means to communicate the information.
  - iv. In a simulation exercise, describe a serious incident to a co-worker.
  - v. Identify potential benefits of consistent communications with fellow juvenile corrections officers.
  - vi. Discuss the potential problems of communicating with fellow juvenile corrections officers in the presence of juveniles.
  - vii. Identify the principles for answering questions, requests from family members, the public and other agencies.
  - viii. Explain the importance of the parent(s)' roles in the rehabilitation of the juvenile.
  - ix. Identify possible problem situation with parental visits.
  - x. Identify typical problems that can occur during sibling visits.
  - xi. Identify problems that can occur during professional visits.
  - xii. Examine juvenile corrections officer's role as link between juvenile's condition, parents, and medical/mental health staff.
  - xiii. Identify issues a juvenile corrections officer should report to medical/mental health staff related to parental visits and contacts.
  - xiv. Examine the multi-disciplinary approval to providing medical/mental health care services in a juvenile detention setting.

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- g. Module 12.7: Communication Skills - Formal Reporting
  - i. Given a scenario, prepare written notes of observations.
  - ii. Assemble notes in chronological or logical order.
  - iii. In a role-playing exercise, interview the participant displaying open ended questions, direct questions, paraphrasing, reflecting, non-verbal cues, and active listening.
  - iv. Using notes from observations and interviews, generate a list of possible questions defense attorneys may ask a juvenile corrections officer during sworn testimony.
  - v. Using notes from observations and interviews, generate a list of possible questions prosecuting attorneys may ask a juvenile corrections officer during sworn testimony.
  - vi. Identify and discuss common errors witnesses make when testifying.
- h. What Research Tells Us About Recidivism
- i. Cognitive Behavioral Chain
- j. Needs Principle
- k. Dynamic Risk Factors
- l. Motivational Interviewing
- m. Incentives/Sanctions
- n. Why Do/Don't People Change?
- o. Traditional Criminal Justice System
- p. Motivation for Change
- q. Stages of Change
- r. What is ambivalence?
- s. Four Fundamental Processes
  - i. Engagement
  - ii. Focusing
  - iii. Evoking
  - iv. Planning
- t. Roll with Resistance
- u. Self-Efficacy
- v. OARS (Open Ended Questions, Affirmations, Reflecting, Summarizing)
- w. Eliciting Change Talk
- x. Relationship Skills
- y. A Balanced Approach
- z. Role Clarification
- aa. Bridging Skills
- bb. Effective Disapproval
- cc. Effective Use of Authority
- dd. Role Play / Scenarios
- ee. Intervention Skills
- ff. The Cognitive Model
  - i. Activity: Role Play-The Cognitive Model
  - ii. Activity: Role Play-Problem Solving
- gg. Behavioral Targets
- hh. RACE (Recognize, Avoid, Cope, Evaluate)
- ii. Video: The Big Bang Theory-Positive Reinforcement
- jj. Review / Closing / Evaluations