

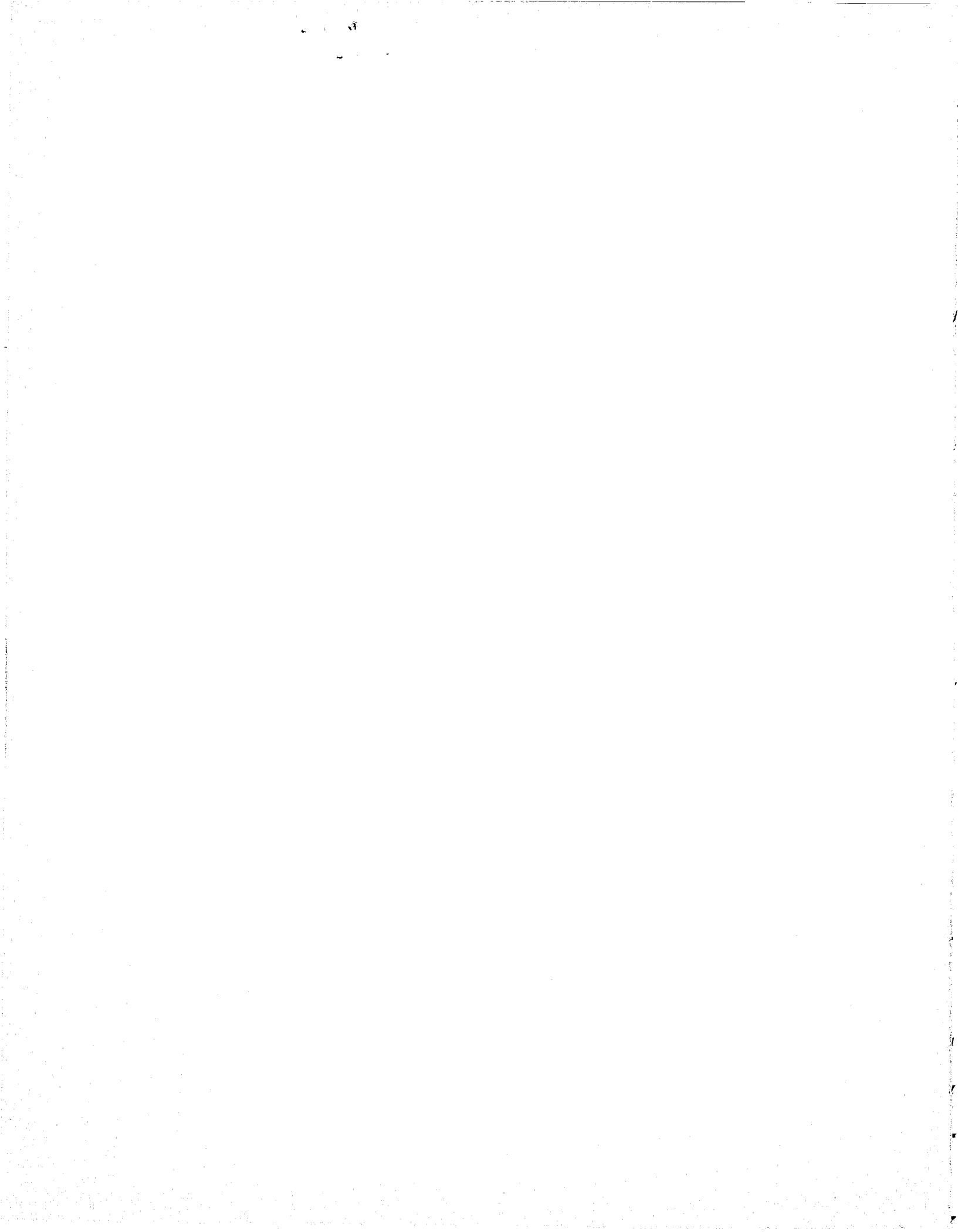
Meeting Guidelines

47853  
c1



**National Sheriffs' Association**

APRIL 1978



COURT SECURITY  
TRAINING GUIDELINES



NCJRS

JUN 16 1978

ACQUISITIONS

James L. McMahon, Project Director

Lauren J. Goin, Consultant (Author)

Teresa F. Spisak, Research Associate

M. Joanne Davis, Administrative Assistant

NATIONAL SHERIFFS' ASSOCIATION

Ferris E. Lucas, Executive Director

Washington, D.C.

This project was supported by Grant Number 77-DF-99-0023, awarded to the National Sheriffs' Association by the Law Enforcement Assistance Administration (LEAA), U. S. Department of Justice. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position of policies of LEAA, U. S. Department of Justice or the National Sheriffs' Association.

April 1978



TABLE OF CONTENTS

	Page Number
PREFACE . . . . .	v
INTRODUCTION . . . . .	1
TRAINING PROGRAM GUIDELINES . . . . .	2
Designation of Training Officer . . . . .	2
Development of Training Plan . . . . .	3
Goals and Objectives . . . . .	4
Subjects and Delivery Methods . . . . .	4
Space and Environment Considerations . . . . .	7
Costs . . . . .	8
TRAINING PROGRAM EVALUATION . . . . .	10
SUGGESTED COURT SECURITY LESSON GUIDES . . . . .	13



## PREFACE

These guidelines are designed to assist a training officer to prepare blocks of instruction for court security personnel. They provide guidance for developing a complete training plan which takes into consideration 1) defining goals and objectives, 2) subject matter and delivery methods, 3) space and environment, and 4) costs. The importance and value as a management tool of a systematic evaluation of training is explained.

The guidelines emphasize the importance of management, planning, and the development of a training plan. The subjects covered are not exhaustive and some jurisdictions will find it desirable to add others.

Suggested lesson guides can be used by the innovative training officer as a basis for developing guides and lesson plans to meet the department's needs.

James L. McMahon  
Project Director





COURT SECURITY  
TRAINING GUIDELINES

INTRODUCTION

Research covering the practices of several sheriff's offices throughout the country revealed that training concerning the sheriff's responsibilities for court security was somewhat perfunctory or altogether absent except for on-the-job training. Within the past decade there has been a greatly increased level of training provided to law enforcement officers in many states. Usually this has been as a result of state law, which requires that a certain level of training be provided to those with law enforcement responsibilities.

However, in almost all cases such mandated training does not include that for courtroom and courthouse security. One exception is the State of Virginia,<sup>1</sup> which requires a minimum of sixty hours training in basic security procedures, court security responsibilities, legal matters, notebook writing, and firearms training. In some other cases where mandated training for law enforcement provides for skills development in law enforcement generally, the sheriff has developed an add-on block of instruction to meet the needs of his personnel for training in the civil process and for court security. One such example is in Harford County, Maryland, where 10-15 hours of instruction in court security are provided in addition to that mandated by the state for law enforcement.

In most cases, court security training given to sheriff's deputies is in the form of on-the-job training supplemented with firearms training, usually as a part of another program concerning the development of law enforcement skills generally. Some departments have imaginative in-service training programs involving role playing and various kinds of demonstrations to maintain a high level of readiness. Usually, training provided to deputies, either before assuming security responsibilities or after, is insufficient to prepare them to deal with the many tasks that might confront them.

---

<sup>1</sup> Code of Virginia. sec. 9-109/9-111 and 53-168.1 (1950).

The Law Enforcement Assistance Administration (LEAA) initiatives in this area have led to improvements, not only in the form and kind of training that is being provided, but in the amount and the kinds of training resources and facilities that are available.

People talked to during this study perceived a need for court security training and were anxious to initiate training in some form. This need was also perceived by an LEAA-sponsored Task Force on Disorders and Terrorism,<sup>2</sup> whose report stated:

The selection and training of court security personnel may be the most critical single determinant of the success of a court security plan. Capabilities to perform a variety of routine and nonroutine duties, such as taking accurate magnetometer readings, dealing tactfully with the public, applying physical force to remove disorderly persons with minimum injury, and maintaining unobtrusive surveillance of trials in progress must be combined in a relatively few individuals who constitute court security staffs.

The purpose of this document is to provide guidelines for the development of appropriate training programs for officers assigned to the courts to provide security. It is recognized that this will be a sheriff's deputy in many cases, but this is not always the case. While these comments are directed especially to the sheriff, they apply as well to a court agency responsible for court security.

#### TRAINING PROGRAM GUIDELINES

Training program needs will depend upon a number of factors, such as local situations and specific responsibilities of the sheriff's office. For states with mandated training programs, a special block of instruction on court security can be provided, as in the Harford County, Maryland example. For others, the regular training programs can be modified to include court security subjects. These guides are suggested in order that either of these needs can be met.

#### Designation of Training Officer

The recommended initial step is to assign a training officer. He will be responsible for all training, not only that pertaining to court security. He should be responsible for planning and developing necessary training programs. He will also carry out the training program and keep records of training given to each employee. His role is key to the

---

<sup>2</sup> Report of the Task Force on Disorders and Terrorism, Washington, D.C., 1976, p. 275.

success of the program, and to carry out his job effectively, the training officer usually will not have time for other duties.

Ideally, the training officer should have a senior rank in the department and have extensive experience in all aspects of the department's functions. He should have had experience as a court security officer and should be prepared to command the respect of the various participants in the trial process, such as the judge and the prosecuting attorney. In states that require certification of law enforcement instructors, he should be so certified. In any case, the training officer should command respect of the members of the department and have the kind of personality that makes training a looked-forward to event and opportunity, rather than a chore.

#### Development of Training Plan

The training officer is responsible for developing the training plan. The training plan incorporates various aspects of training and management, including estimates of logistical support requirements and budgetary implications of all aspects. The plan also provides details on the subjects to be covered in the program, when training is offered, and which officers by category or name are to be trained. This plan is submitted to the sheriff for his approval and is a reference when the budget is prepared. The principal elements of the training plan are:

1. Definition of the plan's goal, including identification of target groups.
2. Statement of the objectives for each training block.
3. Detailed discussion of the subject matter to be taught, including the manner in which the training is to be given.
4. Identification of training resources, such as equipment, materials, publications, as well as the names and backgrounds of the teachers.
5. A cost schedule, which would identify the costs of each course and, for the fiscal year, the costs of the overall training plan.
6. Hourly schedules for each course to be presented for the year, giving the course's name, length, and place to be taught.

Guidelines for the development of a training plan are discussed below and cover the foregoing subjects. Detailed lesson guides or building blocks representing subjects recommended for most departments are included at the end of this text.

Goals and Objectives. The definition of the goal that is desired in the conduct of a training program is fairly straightforward. Basically, the training for court personnel will have the goal to "prepare all officers having the responsibility for court security to (1) carry out these duties effectively, efficiently, and humanely and (2) preserve the security and protection of the defendant and all other participants in the trial process."

The specific objectives of the program should be described in relation to the subject matter. For example, a firearms training segment of the training program will have as an objective "to prepare the student with safety practices, an awareness of the policy of the department on the use of force, and an ability in the use of pertinent weapons at a level of proficiency that is specified (qualification score)."

Subjects and Delivery Methods. The subjects to be included in the training plan will vary to some degree depending upon the kind of training afforded the members of the department otherwise. Since training course content and needs vary from jurisdiction to jurisdiction, the specific needs for meeting court security training requirements will also vary. For example, if the training program now includes adequate firearms training, the court security training plan would not have to provide for this training. Subject matter is discussed in the form of training blocks in the lesson guides. These are like building blocks that can be used for constructing the training schedule and training plan. There are inter-relationships among the building blocks and these relationships are indicated in each case. The building blocks can be used in the structure of basic training programs (the format suggested here) or for refresher training programs. They also can be modified to some degree for the development of training programs for first line supervisors and for senior officer seminars. They can also be used for designing training programs for others, outside of the department who have responsibilities for court functions, such as court clerks, judges, court administrators, and prosecutors. An example of a program design is

given in figure 1, which represents a one week program for basic training.

Figure 1					
<u>SAMPLE TRAINING SCHEDULE</u>					
Time	First Day	Second Day	Third Day	Fourth Day	Fifth Day
0900-1000	Introduction, administrative matters	The bailiff	Physical security	Bomb threat response	Personal security procedures
1000-1100	The trial process				
1100-1115	Break	Break	Break	Break	Break
1115-1215	The trial process	The bailiff	Physical security	High-risk trial procedures	Personal security procedures
1215-1330	Lunch	Lunch	Lunch	Lunch	Lunch
1330-1530	The sheriff's office	Prisoner transport	Emergency preparedness	Hostage situation control	Defense tactics
1530-1545	Break	Break	Break	Break	Break
1545-1700	Liability	Crowd control	Emergency preparedness	Hostage situation control	Review and examination

Obviously, the needs of the department, the degree of responsibility the department has for aspects of security that pertain to the courts and the participants in the trial process and the degree and kind of training currently provided to the members of the department otherwise will be factors in determining the training that should be provided to those who will have or now have court security responsibilities. The flexibility of the building block approach to program design should allow for meeting the training needs of most departments. Figure 1 does not include all of the recommended subjects and the time that is devoted to them can be varied to accommodate the need for a greater and more

in-depth treatment of a particular subject. Naturally, planning will be constrained by the availability of space, funding, and other training resources.

The manner in which subject material is presented often influences the degree to which it is learned by the student. It is generally true that hours of lecture, unrelieved by case examples, films, slides, or other visual aids will soon put the student to sleep both figuratively and literally. Six hours of actual class time per day is about the maximum that can be tolerated in the learning process and even then it is best to provide different kinds of delivery methods during this period each day to sustain the student's interest and absorption capacity. For example, toward the end of the day, if a physical or practical training exercise can be used, the students' interest is usually retained.

Various conventional delivery methods are proposed in the training blocks that are described in the lesson guides. The most conventional delivery method is the lecture, but it is also the least effective in many respects. Much depends upon the experience and lecturing ability of the teacher in delivering information that can be assimilated and learned by the student. The method of instruction will often be indicated by the nature of the subject matter to be covered. Therefore, the role of the training officer in the selection of those that are most effective, yet who have the requisite experience and knowledge is most important.

For most basic training programs, the large number of students prohibits the use of the techniques that are designed to involve the student in the learning process. The most notable examples of the latter methods are seminars and workshops. In a seminar, problems are discussed within the group and solutions are posed for discussion and critique. This form of learning is best suited to relatively small groups and can be used to train senior members of the department. Workshops are frequently used for larger classes and involve dividing the class into groups, each of which addresses one or more problems. The solutions reached by each group are then discussed by the class as a whole. The participation of the students in seminars and workshops has been found to be a key to the effectiveness of the learning process.

Mock situations and problem-solving exercises are especially valuable student participation techniques for use in large classes. Hypothetical problems can be designed which require students to develop response plans, including the resources needed and operational plans. Mock situations, or role playing, are especially valuable training tools when personal interaction is an aspect of decision-making or the development of operational skills. Training in hostage situation control is a good example. It has been found that this technique is accepted very well by students and is a good learning medium. To be effective, it requires some teaching skill so that realism is present in the mock situation and that the objective of the training is reached.

One delivery method that is not used extensively, but which has potential for meeting various kinds of training needs is "extension" training, similar to that provided by university extension training programs. This is essentially a correspondence course where the students study a particular subject through reading and taking examinations. The value of this training is that the students study during times that are most convenient to them and not in a structured classroom atmosphere. It is most suitable for refresher and follow-on training for certain subjects that are normally included in basic training courses.

Related to the above method to some degree is the outside study or research training method. In this case, students conduct studies outside of class and prepare papers on the results of their study. In most training plans, this method provides a good supplement to classroom training. It requires, however, a significant amount of training staff support, since many students are not experienced in this type of study or research.

Space and Environment Considerations. It is important that the space and the environment pertinent to the training program be given early consideration. Many departments will have no space available that is ideal for classroom training. Others will be able to use space made available by another, nearby jurisdiction such as a county or police training academy. Short range solutions to this problem--having training given in office spaces or squad rooms--leads to a lower level of student attentiveness and learning. Night time

classes possibly could be given in a local high school or university at little or no cost to the department.

Realizing that the students will be sitting, hopefully quiet and still, for several hours during the day, it is important that chairs and writing surfaces are provided that will not be so comfortable that the students will be inclined to go to sleep, but still enough so that they will not become so uncomfortable after thirty or forty minutes that their attention is distracted. The temperature of the classroom is important, also. If it is too warm, the tendency will be for students to get drowsy (especially just after lunch); and if it is too cold, students will be concerned about that fact rather than those that the instructor is providing.

For further pursuit of these considerations, the training officer should consult with faculty members of the local high school or university.

Costs. Costs should be developed in order that the sheriff will be able to make decisions about the training plan in terms of the available funds. This information will be needed by the sheriff when he submits his budget so that he can answer questions about the plan in detail. The various costs for the training plan will include any or all of the following:

- Manpower. For planning purposes the sheriff may wish to know the costs of having members of his department receive certain kinds of training. Thus, it will be necessary to determine the cost per hour for each employee trained. These costs include the basic salary, all allowances, and personal equipment costs per year to the department divided by 2,080 (this is the basic 260 man days in a year multiplied by 8 hours per day). The cost to the department for conducting the training will also include the cost of the training officer's salary, either for the year or by the hour. Another manpower cost is that anticipated for overtime. In some instances, training will be conducted during other than regular duty hours and overtime may be paid to the students and to the members of the department that are instructors or otherwise are involved in the training.



- Outside teaching resources. The plan may call for using instructors from outside of the department and some who may reside in other cities. There may be a lecture fee involved. Total cost for the instructor will include fee, travel costs to and from the training site, and subsistence. In some instances, contracts may be used for training programs or for segments of them. In this case, the contract costs should be summarized in the cost tables.
- Professional meetings and conferences. It is important that the training officer, and perhaps others in the department, maintain a high level of knowledge of the state of the art regarding training methods, equipment, procedures, and court security concepts. Usually, there will be training opportunities and conferences where these matters are included and the department should seize these opportunities for refreshing and up-grading the capabilities of the training staff. The costs involved will be for travel to the training site, subsistence, and any program fees.
- Books and reference materials. At the outset there will be a relatively high cost for establishing a reference library on security in general, and court security in particular. The estimated costs for texts, reference books, and subscriptions to key journals would probably be close to \$1,500. Yearly costs for these items probably would not exceed \$300.
- Equipment and supplies. The equipment necessary varies, of course, with the degree of the training to be provided and the delivery methods. Basic items include blackboards, flip chart easels and paper, document reproduction (mimeograph or "Xerox"-type) equipment, 35 mm slide projector, an overhead projector (such as the Viewgraph), and a moving picture projector and screen. Other visual aids are limited only by the imagination of the training officer and could include sand-table mock-ups, flannel boards, posters, and flip chart art work. In some cases, departments are not able to afford the desired equipment, in which case it may be possible to borrow such equipment from nearby police or sheriff's training academies or from a local high school or university.

Initial costs for some equipment may be relatively high and it should be a practice to order spare parts when ordering any item of capital equipment. Yearly costs include spare parts, maintenance (where this is performed outside of the department), and new capital equipment items.

Supplies and expendable items include paper, pencils, pens, student notebooks, art supplies, visual aid production costs, photographic costs (such as the development and printing of color slides), and document reproduction costs.

The training plan can be constructed so that the costs for each kind of training program can be determined. The total yearly costs should be provided for inclusion in the budget after the training plan has been approved.

#### TRAINING PROGRAM EVALUATION

A frequently overlooked feature of effective training program management is the evaluation. Evaluation of the training program serves to determine whether or not subject matter is learned, whether the subject matter is directly responsive to the needs of the students and the department, and the degree to which training program goals are reached. The training plan, its goals, and the program design are initially tailored to meet the department's specific needs for upgrading the level of knowledge and skills with respect to certain functions and activities of the department. An evaluation of the training is needed to reveal to the training staff and department management whether or not the plan was soundly conceived and implemented.

The product of an effective evaluation will be information on the nature and degree of student response to the training and indications of ways in which the program can be modified to increase its ability to achieve the department's training goals. Too often training evaluation is omitted and an assumption is made that the student leaves the training course with all of the predetermined knowledge and skills that the program was designed to give. This assumption cannot be made and the evaluation phase of training management is very important to ensure a continuous upgrading of the responsiveness and quality of the training program.

The first phase of any evaluation program is the development of base line data. This is the information on the subject that the student already knows. A measurement of this must be made prior to the initiation of training. Clearest examples of this are in the areas of physical abilities, such as unarmed defense tactics and proficiency in the use of firearms. Questionnaires can be used to determine the level of knowledge held by the student.

This information represents the base line data against which the data obtained by examinations at the end of the training program is measured. The degree to which the student has acquired new information can be determined by this comparison. Final examinations also allow reaching an assumption regarding the level of knowledge or skill acquired regardless of the base line data. For example, if the objective is to familiarize each student with all of the aspects of the hostage situation control plan and they can recite these in the examination, then they, at least at that time, remember the information. But, this does not allow a determination of how much the students learned in class. This characteristic of training effectiveness is a matter with which the training officer must be preoccupied. His objective is to design the program with the maximum effectiveness and measuring the degree of knowledge improvement is important.

A third aspect of the evaluation program is to measure the effectiveness of individual teacher impact. Many teachers are less able to impart information in a classroom than others. To obtain this information the training officer should use a student feedback questionnaire for each class. This questionnaire should reveal (1) the relevance of the subject matter to the title of the subject, (2) relevance of the subject to the student's interest, (3) the ability of the teacher to deliver the information in an understandable and interesting manner, (4) the quality and pertinence of the visual aids, or handouts, and (5) narrative comments on the overall impact or effectiveness of the instructor in getting the subject across. If the students are asked to rate the instructors on a scale of one to ten, a quantitative score can be obtained for each instructor.

After obtaining all of the information and making comparisons with base line data, the training officer can determine the effectiveness of specific instructors, the suitability

of specific subjects, and the degree of knowledge improvement and skills development. Weaknesses in the training program can be identified and the training plan can be modified to strengthen these areas. After this step has been completed, an after-training report may be required by the chief administrative officer, such as the sheriff. This report should include information that will be of management value, such as the impact of the training indicators (scores and averages), strengths and weaknesses in the training program as revealed by the evaluation, and remedial measures proposed by the training officer.

SUGGESTED COURT SECURITY LESSON GUIDES

- A. The Trial Process
- B. The Sheriff's Office
- C. The Bailiff
- D. Liability
- E. Prisoner Transport
- F. Firearms Proficiency and Safety
- G. Emergency Preparedness
- H. Bomb Threat Response
- I. Hostage Situation Control
- J. Crowd Control
- K. Physical Security
- L. Defensive Tactics
- M. High Risk Trial Procedures
- N. Personal Security Procedures
- O. Special Security Considerations

- Objective
  - To instruct and provide information regarding the federal and state criminal justice system; to train regarding the types of writs, records, and other court documents and the purposes of each action; and to instruct regarding the role of each trial participant.
  
- Principal Subject Elements to be Covered
  - The English common law judicial system of the United States; the kinds and functions of the various state courts; the kinds and functions of the various state detention facilities; court documents and their purpose (subpoenas, writs, etc.); the role of the judge, clerk, recorder, bailiff, prosecutor, and defense counsel.
  
- Suggested Delivery Methods
  - Lecture, handouts, visit to functioning civil and criminal courts, film.
  
- Visual Aids
  - Film or slide presentation on the functioning of the court.
  
- Delivery Skills Required
  - Lecture presentation should be by someone with court experience-- ideally a judge, prosecuting attorney, or a defense counsel.
  
- Related to Flocks
  - B, C

Objective

- To train the students in the broad range of responsibilities of the sheriff's office and to provide a basic understanding of the overall function and role of the sheriff's office with respect to the courts and court security.

Principal Subject Elements to be Covered

- The role of the sheriff in the trial process, legal authority and responsibility; the organization of the sheriff's office and its overall responsibilities, such as the civil process, law enforcement, and maintaining the jail; prisoner transport to the courthouse, courtroom, and other transport responsibilities (within the state, the county, and other jurisdictions); arrest of persons in the court; taking convicted defendants into custody; coordination with other agencies within the county (police, federal agencies).

Suggested Delivery Methods

- Lecture, visits to the office and jail; visits to other detention facilities.

Visual Aids

- Organizational chart or functional description handouts.

Delivery Skills Required

- Lecturer should be the sheriff or a senior member of his staff for most of the subject matter. Commanders of the jail, civil division, and prisoner transport are suggested for pertinent parts of the instruction.

Related to Blocks

- A through O

Training Block B

Title: The Sheriff's Office  
Recommended Time: Two Hours

- Objective ● To provide basic instruction in the duties of the court bailiff for developing basic skills in the overall functions of the bailiff, particularly as these pertain to their duties in regard to juries and court security.
- Principal Subject Elements to be Covered ● The bailiff's manual--its content and use; deportment and demeanor; the bailiff's responsiveness to the needs of the judge; the bailiff and the court clerk in supportive roles; elements of court security; detailed responsibilities of the bailiff with respect to juries (during the trial, during non-trial periods, sequestered juries, etc.).
- Suggested Delivery Methods ● Lecture; demonstration of proper and improper methods of performing the bailiff's duties. A moot court could be used.
- Visual Aids ● Color slides, with or without a tape presentation, film.
- Delivery Skills Required ● First lecturer should have bailiff experience; second lecturer should be from the senior staff of the sheriff's office (to discuss manual, role of bailiff, and career development); third lecturer should be a judge (to give his view of what is expected of the bailiff).
- Related to Blocks ● A, B, C, F, G, H, I, K, L, M, O



- Objective ● To provide basic knowledge regarding the liability of a member of the sheriff's office for actions taken or omitted and an understanding of the law in this respect.
- Principal Subject Elements to be Covered ● The law with respect to various aspects of civil and criminal liability that may affect an officer. The limits of tort liability and the process of claim. Criminal liability in dealing with in-custody defendants and the use of minimal force in carrying out official duties.
- Suggested Delivery Methods ● Lecture with many case examples.
- Visual Aids ● Handouts on case examples and the law.
- Delivery Skills Required ● The lecturer should be a lawyer, such as the prosecuting attorney or a judge.
- Related to Blocks ● B, C, E, F, J, L, M, O

Objective

- To provide skills needed for the safe and secure transportation of incustody defendants.

Principal Subject Elements to be Covered

- A review of the transportation requirements of the sheriff's office; transportation equipment (use and maintenance); the use of approved restraint equipment and minimum force; transportation of female prisoners, handicapped prisoners, mentally disturbed or retarded prisoners, and multiple prisoners; transport requirements out of county and state; and searching incustody prisoners.

Suggested Delivery Methods

- Lecture for the basic material to be covered with reference to the department's standard operating procedures concerning the transportation of prisoners; observe actual prisoner transports and searches by teams of four; physical demonstration of drive capability and various search techniques.

Visual Aids

- Film and/or slide presentation on search techniques and the use of restraining devices.

Delivery Skills Required

- Experienced members of the department should be able to provide instruction by lecture and demonstration. Instructors should have extensive experience in prisoner transport.

Related to Blocks

- B, C, D, F, G, K, L, M, O

Training Block I

Title: Prisoner Transport

Recommended Time: Two Hours

- Objective ● To prepare the student with safety practices in the use of all firearms and tear gas equipment that may be used; to give a full understanding of department policy with respect to their use; and to achieve a level of proficiency consistent with department standards.
- Principal Subject Elements to be Covered ● The weapons and their ammunition; care and cleaning of the weapons, firearms and gas weapon safety on duty, at the range, and firearms safety off duty (if applicable); ethical, legal, and policy constraints concerning the use of the weapons; the department's policy and practice regarding weapon inspection; firing on the range for proficiency and score.
- Suggested Delivery Methods ● Classroom training by lectures and demonstrations. Training on the range should include: the basic principles of marksmanship; firing practice using single action and a bullseye target; double action firing using silhouette target; and customary practical pistol course procedures. Passing scores on the range should be in accordance with department standards. National Rifle Association recommends that 75 percent of the total possible score be used as a minimum qualifying score. Tear gas use should be demonstrated in special facilities that allow student exposure to the effects of tear gas.
- Visual Aids ● Visual aids for demonstration of types of weapons and ammunition. Mock-ups and cut-away of weapons to demonstrate the working parts. Sighting bars for instruction on how to use the sights. Slide presentations showing proper stance, weapon loading and un-loading methods, and safety procedures.
- Delivery Skills Required ● Firearms instructors and range officers. Only those with these skills and with training experience should be in charge of this training block.
- Related to Blocks ● B, C, D, E, H, I, J, L, M, N, O

- Objective ● To prepare students to carry out effectively and efficiently their responsibilities with respect to department emergency plans.
  
- Principal Subject Elements to be Covered ● Preparedness planning and the department's security plan (detailed operating procedures for natural disasters, fire, bomb threats, medical emergencies, and building evacuation); the role of the court security official (especially with regard to his actions in case of fire with a full discussion of the kinds of fire that might be expected and the location within the courthouse where a fire might occur); basic first aid procedures; medical emergencies described in detail and emergency treatment procedures described and practiced (heart attacks, epileptic seizures, diabetic comas, and fainting); building evacuation procedures; and the evacuation of incustody prisoners should be included.
  
- Suggested Delivery Methods ● Lectures and demonstrations. Student practice in providing emergency first aid for heart attack, epileptic seizure, and diabetic coma. Practice of basic first aid procedures.
  
- Visual Aids ● Slide presentations to show characteristics of certain medical emergencies; medical manikins for practice sessions.
  
- 20 Delivery Skills Required ● Senior members of the office can provide the instruction concerning the security plan. A medical doctor should be used for instruction on medical emergency response procedures. Competent department or hospital personnel can provide instruction in first aid. Where emergency medical services capabilities exist, these personnel could be utilized for much of the emergency treatment instruction.
  
- Related to Blocks ● B, C, E, H, K, M, O

Objective

- To provide an awareness and skill in identifying types of bombs and knowledge of actions to be taken in such cases; to develop skills in searching for bombs and other contraband.

Principal Subject Elements to be Covered

- The department's security plan, which will include detailed operational procedures and will identify actions to be taken upon receipt of bomb threat; bomb search procedures for courthouse and courtroom; bomb types and characteristics; telephone threats; building evacuation procedures.

Suggested Delivery Methods

- Lecture and demonstration of bomb types and characteristics, but not necessarily by actually exploding ordinance; demonstration of search techniques and practice by the students by using role playing.

Visual Aids

- Demonstration of bomb types and bomb elements by exhibit; films and slide presentation on bombing effects and types.

Delivery Skills Required

- One of two instructors should be from an ordinance demolition team (often available from a U.S. Army installation); the other should be a member of the department experienced in conducting physical searches for bombs and other contraband.

Related to Blocks

- B, C, G, K

Training Block H

Title: Bomb Threat Response

Recommended Time: Two Hours

Objective	• To provide an understanding of the overall hostage control plan and to develop skills for implementation of the plan.
Principal Subject Elements to be Covered	• The hostage control plan (part of the department's security plan); the role and function of the control center commander, the mobilization center commander, the containment and assault team, and the negotiator; case examples to illustrate what to do and not to do in hostage situations; the press and media priorities and the press officer; the post-event critique and the final report.
Suggested Delivery Methods	• Lecture, illustrated by case examples and news accounts; films; and role playing where the class is required to develop a hostage control team and negotiate with hostage taker. If role playing is used the time for this block would be three hours, if not, one hour.
Visual Aids	• Color slides and films; video tape of role playing exercise is recommended if equipment is available.
Delivery Skills Required	• Senior department officials responsible for implementing the hostage control plan should present a portion of the subject material. Another lecturer to consider is someone with experience as a negotiator or a psychologist who has provided counsel to law enforcement agencies in such cases.
Related to Blocks	• B, C, D, E, F, K, L, M, N, O

Objective

- To develop knowledge and understanding of various kinds of crowd control situations that may arise in the courthouse and courtrooms and skills for confronting demonstrations and riots and for controlling crowds.

Principal Subject Elements to be Covered

- If this subject is added to a current basic training class, the subjects to be covered here will concern the kinds of demonstrations and riots that might arise in connection with the functions of offices and courts in the courthouse; large crowds and measures for their control; the use of minimum force and the operational decision for the use of tear gas and firearms; crowd control as part of the court security plan; practical use of tear gas and protective equipment. If this subject is not included in the basic training program practical exercises on riot control formations and operations should be included and a broader treatment of crowd control to include general requirements; the importance of intelligence in the development of an operational plan.

Suggested Delivery Methods

- Lecture and demonstration by flip chart or other means; films to illustrate riot control formations; practical exercises in the field; operational plan design by class members, given a set of hypothetical conditions and circumstances.

Visual Aids

- Flip charts, slides, and film to illustrate crowd situations, riots, and control methods.

Delivery Skills Required

- Senior commander of the department should be used for the delivery of the planning, operational command, and departmental policy segments; a member of the department with experience in riot control and the use of intelligence should be used for the implementation of the crowd control plan.

Related to Blocks

- A, B, D, E, F, I, K, L, N

Training Block J

Title: Crowd Control

Recommended Time: One to Four Hours

- Objective ● To familiarize the student with the physical characteristics of the courthouse and courtrooms; to develop an awareness of security equipment used; and to develop necessary skills in the use of communications equipment.
  
- Principal Subject Elements to be Covered ● The courthouse building and the identity and location of all tenants; the official and public traffic flow and security problems that might arise; security needs of the building tenants, security procedures in effect; alarms (their use and response procedures); monitors used (at what times and under what conditions); locks and other anti-intrusion devices used; other security equipment in use, such as CCTV; the alarm response plan and the role of the individual officer; communications equipment used by the department and by the courts and their use; the outer perimeter and security needs; security of sensitive areas adjacent to the courthouse, such as parking spaces and power generators.
  
- Suggested Delivery Methods ● Lecture and demonstration, using examples of equipment in use (such as CCTV), physical inspection of various areas of the building; practical exercise in response to alarms by class members.
  
- Visual Aids ● Detailed floor plans of the building and significant parts.
  
- Delivery Skills Required ● A person familiar with the building structure and the relevant security should deliver the lecture; the training officer can lead the practical exercise.
  
- Related to Blocks ● A, B, C, E, G, H, I, J, M, N



Objective	• To familiarize the students with various kinds of defensive tactics that might be used in the humane control of prisoners and suppress violence in the court without the use of weapons and to develop the necessary minimum skills in this regard.
Principal Subject Elements to be Covered	• Techniques in avoiding confrontation; basic tactics, including positioning for defense, control holds, "come alongs," and "take-downs;" the use of the hands and feet in self defense; the use of the baton, slapstick, or other department equipment; the use of handcuffs and other restraining devices for prisoner control; handling mentally deficient and retarded prisoners; handling female prisoners.
Suggested Delivery Methods	• Lecture, practical demonstration, and class participation in practical exercises.
Visual Aids	• Films depicting defensive tactics.
Delivery Skills Required	• Experienced defensive tactics instructor.
Related to Blocks	• B, C, D, E, F, J, M, N, O

Training Block I

Title: Defensive Tactics

Recommended Time: Two Hours

Objective	• To prepare the student to participate in the effective implementation of the high risk trial plan.
Principal Subject Element to be Covered	• The high risk trial plan and its specific elements, including prisoner control, the role of the judge, and issuance of court orders for specific security actions; visitor control; the relationship with the news media; the use of intelligence; the court security officer's responsibility in plan implementation.
Suggested Delivery Methods	• Lecture illustrated with case examples.
Visual Aids	• Mock-up of court and adjacent area showing security features and actions to be taken; and inspection of high risk trial court.
Delivery Skills Required	• Senior department officer with major responsibilities for plan implementation.
Related to Blocks	• A, B, C, D, E, F, G, I, J, K, L

- Objective ● To provide an awareness of special security requirements when a participant in the trial process is personally threatened and to develop certain skills in the implementation of the personal protection plan.
- Principal Subject Element to be Covered ● Anticipated threats to participants in the trial process, including judges, their families, witnesses, the prosecutor and family, the defense counsel; the protection plan, including escort, surveillance, the use of intelligence, communications control and discipline, transportation route design, and designation of travel routes; options of response to violence; and defensive driving techniques.
- Suggested Delivery Methods ● Lecture, illustrated with case examples; hypothetical problem requiring the class to develop a protection plan; defensive driving practical exercise (requires four to eight hours depending upon availability of training resources).
- Visual Aids ● Films on kidnapping (available commercially); slides.
- Delivery Skills Required ● Senior department official concerned with implementation of personal protection operations plans should give the lecture; larger departments have defensive driving instructors.
- Related to Blocks ● A, B, C, D, E, F, H, I, K, M, O

Objective

- To familiarize the student with special situations that will call for a security alert and special actions and to develop skills in meeting these needs.

Principal Subject Element to be Covered

- Procedures for handling and controlling the mentally disturbed defendants and the mentally retarded; trial situations where a gang member is a defendant and the safe handling of incustody prisoners in these situations; the value of intelligence in being prepared for such situations; the political dissident as an incustody defendant and security problems that can be present during the trial; security readiness procedures short of the high risk trial plan.

Suggested Delivery Methods

- Lecture, illustrated with case examples, demonstrations.

Visual Aids

- Films may be developed showing the proper procedures for handling the mentally deficient or retarded prisoner.

Delivery Skills Required

- Senior member of the department with experience in handling pertinent situations should give the lecture; a medical specialist should be considered for the discussion on the mentally deficient and retarded prisoner.

Related to Blocks

- A, B, C, D, E, I, J, K, L, M

Training Block O

Title: Special Security Considerations

Recommended Time: One Hour



**END**