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**THE PIMA COUNTY  
JUVENILE COURT CENTER**

**DETENTION  
PROGRAM**

**A RECOMMENDED PROCEDURAL  
MANUAL**

**TUCSON, ARIZONA  
July, 1978**

**ASSOCIATES FOR YOUTH DEVELOPMENT, INC.  
5423 East Fairmount Place Tucson, Arizona 85712**

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Detention Program

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ACQUISITIONS

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Prepared by:

John Morgenthau

Associates for Youth Development, Inc.  
5423 East Fairmount Place  
Tucson, Arizona 85712

#### ACKNOWLEDGEMENTS

This manual was prepared as part of a comprehensive statewide technical assistance program for juvenile justice and delinquency prevention programs in Arizona. Funding for the program was provided through the Arizona Department of Corrections by the Arizona State Justice Planning Agency and the Law Enforcement Assistance Administration of the U. S. Department of Justice. The opinions stated in the report do not necessarily reflect those of the funding agencies.

Appreciation is expressed to the Arizona Department of Corrections and specifically to Mr. John McFarland and Mrs. Carol Moore of the Community Services Division for their support in this undertaking.

## FOREWORD

This document was prepared at the request of Mr. Robert Tucker, Deputy Director of the Pima County Juvenile Court Center, Tucson, Arizona. In his capacity as Director of the detention program for Pima County, Mr. Tucker requested technical assistance through the Arizona Technical Assistance Program for Juvenile Justice and Delinquency Prevention. The result of that request has been the preparation of this proposed procedural manual.

The work with the staff of the Detention Program of the Pima County Juvenile Court Center was conducted by Mr. John Morgenthau of Tallahassee, Florida. Mr. Morgenthau is Program Director for Detention Services with the Florida Division of Youth Services. He is also a Staff Associate with Associates for Youth Development, Inc.

We wish to express our appreciation to Mr. Tucker, Judge John P. Collins, Mr. Boyd Dover and the staff of the Detention Program for their cooperation throughout this effort.

William A. Lofquist  
Project Director

TABLE OF CONTENTS

ACKNOWLEDGEMENTS -----	i
FOREWORD -----	ii
TABLE OF CONTENTS -----	iii
CHAPTER I - GENERAL -----	1
1-1 Philosophy -----	1
1-2 Use of the Manual -----	1
CHAPTER 2 - ADMISSION -----	3
2-1 Admission -----	3
2-2 Frisk Search (Male) -----	3
2-3 Frisk Search (Female) -----	4
2-4 Personal Property Inventory -----	5
2-5 Shower & Strip Search -----	6
2-6 Orientation -----	8
2-7 Record Admission -----	8
CHAPTER 3 - RELEASE -----	9
3-1 Authorization -----	9
3-2 Procedure -----	9
CHAPTER 4 - CHILD SUPERVISION & CARE -----	11
4-1 Supervision -----	11
4-2 Security Procedures & Classifications -----	12
4-3 Controlling a Violent Child -----	14
4-4 Riot, Assault, and Escape Prevention -----	15
4-5 Escapes -----	16
4-6 Riots -----	17
4-7 Discipline -----	18
4-8 Isolation -----	18
4-9 Incident Reporting -----	19
4-10 Observation Reporting -----	25
4-11 Staff/Child Relationships -----	27
4-12 Physical Hygiene -----	27
4-13 Nutrition -----	28

CHAPTER 5 - SECURITY -----	29
5-1 Background -----	29
5-2 Population Control -----	29
5-3 Firearm and Weapon Control -----	30
5-4 Key Control -----	30
5-5 Building Security -----	30
5-6 Outside Play Area -----	32
CHAPTER 6 - PROGRAM DEVELOPMENT -----	33
6-1 Introduction -----	33
6-2 Games and Sports Activities -----	33
6-3 Arts & Crafts -----	34
6-4 Music -----	35
6-5 Television -----	35
6-6 Religious Services -----	35
6-7 Work Program -----	35
6-8 Personal Time -----	35
6-9 Meal Time -----	36
CHAPTER 7 - VISITING, USE OF TELEPHONE, AND CORRESPONDENCE -----	37
7-1 Visiting -----	37
7-2 Use of Telephone -----	39
7-3 Correspondence -----	39
CHAPTER 8 - MEDICAL CARE -----	41
8-1 Medical History -----	41
8-2 Prescription Medication -----	42
8-3 First Aid -----	42
8-4 Illness -----	44
8-5 Hospitalization -----	44
CHAPTER 9 - EDUCATIONAL PROGRAM -----	45
9-1 General -----	45
9-2 Survival Training -----	45
9-3 Educational Goals -----	46
CHAPTER 10 - VOLUNTEER SERVICES IN DETENTION -----	47
10-1 Rationale for Use -----	47
10-2 Implementation -----	47
REFERENCES -----	49

## CHAPTER I

### GENERAL

#### 1-1. Philosophy

A. The use of detention can be a very effective tool in protecting both the community and the children served by detention programs. However, more abuses probably occur in the use of detention than in any other area of the juvenile justice system. Secure detention is an extreme measure and must be used only in cases where the child presents a very real threat to the community or where such detention is absolutely necessary to provide for the child's presence at a court hearing.

B. Detention staff should not be limited, regarding youth under their supervision, to contact with them solely for control or discipline purposes. The helping process must begin from the time a youth first enters the juvenile justice system, not just after he/she has been adjudicated, and must continue until he/she leaves the system. Youth must not be subjected to worse conditions prior to adjudication than they might receive after disposition. While in detention programs, youth must be permitted to have inter-personal contacts with staff, family, attorneys and other helping persons not only to facilitate detention programming, but also to permit reintegration into the community and family once the child is released from the program.

C. The whole detention program must provide at least as good care for the child as he/she would or should receive at home. Such care would minimally entail provision of an adequate nutritional diet, the meeting of basic health needs, the meeting of basic educational needs and the opportunity for healthy inter personal contacts.

D. Detention child care staff should not minimize the effect that they may have on the residents of their programs. The residents of these programs experience may awake hours in the care of our child care staff. This is probably more interaction than in any Court Services non-residential program.

#### 1-2 Use of the Manual

A. This manual has been written to provide basic policy and procedure for the operation of the Pima County Juvenile Detention Home for both administration and direct child care staff. This manual must be required reading for every new staff member and should be referred to periodically by all staff.

B. This manual should be periodically reviewed and modified in accordance with future operational requirements. Staff at all levels must be familiar with its contents and must be constantly aware of the extent to which its provisions are put into practice on a daily basis. Additional, and more specific information, may be necessary in the future. Such information should be incorporated into this manual, for it should serve as the source document for all policy and procedure at the Detention Home.

C. Training and certification in the content of this manual by all Detention Home personnel will aide in determining responsibility and accountability for practices which depart from what is required. The above is not meant to be a negative statement. The intent of this manual is to provide policy and procedure against which the Detention Home program and personnel can be evaluated in order to achieve progress towards an excellent program of Detention Services.



## CHAPTER 2

## ADMISSION

2-1. Admission

A. Every precaution must be taken to ensure that the child is properly received at the facility. The initial impressions the child receives are extremely important. This may be the first encounter the child has had with the juvenile justice system. The child's reaction to this experience will vary from fear to curiosity to an "old hat" attitude. Some will cry while others will attempt to hide their feelings through a defiant attitude.

B. It is extremely important that each child be treated with respect for his/her feelings and emotions. The admission procedure should not be done in an impersonal manner.

C. When Receiving notifies Detention that a child has been processed through its unit, the Child Care Worker goes to Receiving. After the Child Care Worker has signed for the child, thereby accepting custody of the child, the Child Care Worker should take the child to a quiet and private area to complete all necessary paperwork. A private interview is important because:

1. the child may not want the other children to know this information,
2. this interview will set the tone for the child's detention experience. This is an excellent opportunity to relieve the child's fears and to set him/her at ease. The Child Care Worker should be friendly and courteous with the child while gathering the required information and should be extremely careful not to be caught in the middle of verbal assaults against the transporting law enforcement officer or intake officer.

D. The Child Care Worker should not interrogate or question the child about the offense that has led to the child's detention. It is not the Detention Center's responsibility to judge the child or place responsibility for the child's detention.

2-2 Frisk Search (Male)

A. All male children should be frisk searched by a male Child Care Worker upon admission to detention. The admitting Child Care Worker should not assume that the arresting officer or the Intake Officer has searched the child.

B. It is extremely important that the Child Care Worker take the child's feelings and emotions into consideration while conducting the frisk search. Many children are uncomfortable or embarrassed when they are touched by another person, especially if they are of the same sex. The necessity of the frisk search should be explained to the child. The Child Care Worker should do his

best to set the child at ease.

C. Once the child is in the proper frame of mind, the frisk search should be accomplished in the following manner:

1. The child should be asked to remove all jewelry, his belt, and the contents of his pockets. The child should then pull his pockets inside out and remove his shoes.
2. The worker should begin the search by checking the hair and mouth of the child for contraband.
3. The collar should be checked for contraband.
4. The Child Care Worker should move his hands downward, running them over the shoulders, down the outside of the child's arms to the shirt cuffs. The Child Care Worker should then move the hands up the inside of the arms to the armpits. (During this part of the search, small knives and razor blades have been found taped to the arms).
5. After carefully checking the armpits, the Child Care Worker should run his hands down the shirt front, checking the pocket and stopping at the belt line. Pat down the back and sides of the shirt.
6. The Child Care Worker should then check the waistline and pockets of the trousers.
7. From the waistline, the Child Case Worker should run his hands down the trouser leg carefully checking the cuff, if a cuff exists.
8. The final step is to check the child's socks and feet.

### 2-3. Frisk Search (Female)

A. All female children should be frisk searched by a female Child Care Worker upon admission to detention. The admitting Child Care Worker should not assume that the arresting officer or the Intake Officer has searched the child.

B. It is extremely important that the Child Care Worker take the child's feelings and emotions into consideration while conducting the frisk search. Many children are uncomfortable or embarrassed when they are touched by another person, especially if they are of the same sex. The necessity of the frisk search should be explained to the child. The Child Care Worker should do her best to set the child at ease.

C. Once the child is in the proper frame of mind, the frisk search should be accomplished in the following manner:

1. The Child Care Worker should ask the child to remove all items from her pockets. These items should then be placed in an area away from where the search will be conducted. She should then have the child stand with her feet apart and her arms extended outwards.
2. She should then check the collar of the blouse or dress carefully for wires, razor blades, drugs, etc.
3. At this point, she should move her hands downward over the shoulder and under the armpits. She should then move both hands down each arm checking for articles that may be taped to the body.
4. After checking the arms and armpits, the Child Care Worker should run her hands over the child's breasts feeling under and between them for presence of a concealed weapon or concealed contraband.
5. She should then continue to run her hands down the child's front, checking the pockets and stop at the child's waistline. Check any covered bottoms.
6. She should then check the waistline by running her fingers around the inside of the waistband of the detainees's skirt or slacks feeling for any small articles hidden there or behind the belt.
7. From the waistline, the Child Care Worker should run her hands down the child's buttocks, feeling for contraband articles.
8. If the detainee is wearing a skirt, the Child Care Worker should lift the skirt and make a visual inspection of the detainee's legs. If the child is wearing slacks, the Child Care Worker should move both hands down each leg and then up to the top of the thigh. If the slacks have cuffs, they should be checked for contraband.

#### 2-4 Personal Property Inventory

A. After the frisk search has been accomplished, the Child Care Worker should take possession of all of the child's personal property. The Child Care Worker should be sensitive to the child's concern about what will happen to his/her belongings. It should be made clear to the child that all of his/her personal property will be returned to him/her upon release from detention. The property should then be listed and the child should sign the personal property inventory to attest to its accuracy.

B. In listing the child's personal property, the Child Care Worker should list all of the property and be as detailed as possible. An example of this detail would be to note the brand, the coloring, the condition and a brief description of the item. In identifying the items, describe only what is known, not what is assumed. In jewelry, the Child Care Worker should write "gold-colored" instead of "gold."

C. Many successful false claims have been made by adults and children who were released from incarceration and realized that the description of their personal property was incomplete or vague. If the child has signed a detailed, thorough property list, there is little chance he/she will claim that his/her property has been stolen or replaced with cheaper merchandise.

D. If the child has a large amount of money, expensive appearing jewelry, or any personal property that is out of the ordinary, this should be reported to the Deputy Director of Detention as soon as possible.

E. All medication that is brought in by a child should be verified by a prescribing physician and stored with the other medication.

F. All contraband (e.g. weapons, narcotics, etc.) should be given to the Deputy Director of Detention for disposal. The Deputy Director of Detention should submit all illegal contraband to the law enforcement agency having local jurisdiction.

#### 2-5. Shower and Strip Search

A. It is extremely important that all children, including children transferred from jails or other facilities, be showered upon admission to detention.

B. The child should be taken to the locker-shower room. He/she will then take off all clothing and strip search will be conducted. This may be a very embarrassing situation for the child. The Child Care Worker should not become matter of fact about the procedure and take a cold, impersonal approach to the process. The rationale for the strip search should be explained to the child if the explanation will help set the child at ease.

C. When conducting the strip search, the Child Care Worker should determine whether or not the child is wearing any devices such as false teeth or artificial limbs. If the child is, it will be necessary that he/she be required to remove them so that they may be checked for contraband. To a new or inexperienced Child Care Worker, this may seem to be an unnecessary invasion of the child's privacy or dignity. Long experience has proven that weapons, drugs, and other contraband are often concealed in these appliances in the hope that they will not be discovered. A careful search, therefore, is necessary to maintain the safety and security of staff and other detainees.

D. Another item that the admitting Child Care Worker should carefully examine is any type of plaster cast that the youngster might be wearing. Detainees wearing casts on broken arms or legs have, at times unknowingly, collected lice under the cast or have purposely concealed a weapon or other contraband there. A telephone call to the doctor's office will confirm whether or not the youngster has a medical reason for wearing the cast. If the cast is infested with lice, the Deputy Director of Detention or his designee should arrange to have the cast removed and replaced by a medical doctor.

E. The actual search of the child's body should be thorough and systematic. The Child Care Worker's objective when conducting this search is to determine whether the youngster has any small articles of contraband on his/her body.

F. The search should begin with an examination of the youngster's head. The Child Care Worker may run his/her fingers carefully through the child's hair or run a large, wide-toothed comb carefully through the child's hair. This is necessary because a child with thick hair is able to hide drug capsules, wires, blades, etc., in his/her hair. Only by checking the hair closely can small articles of contraband be detected.

G. The following areas present ideal storage opportunities for illegal articles and should be inspected carefully by the Child Care Worker next:

1. Look behind the child's ears,
2. Look into his/her mouth and under his/her tongue,
3. Look up his/her nose.

H. The next step of the procedure is to:

1. Request the child to lift his/her arms and then carefully examine each underarm area for concealed contraband.
2. Request the youngster to open his/her hands, then carefully examine backs, palms, and between the fingers.

I. At this point, the Child Care Worker should carefully examine the youngster's groin area. If the Child Care Worker uses a flashlight, it will not be necessary to touch the youngster at this point in the search. This part of the search is often embarrassing for the child and should be handled as tactfully as possible. The child should then be asked to turn around, bend over and spread his/her buttocks. It will not be necessary to touch the child if a flashlight is used.

J. The final step of the strip search is to ask the youngster to lift his/her feet so that the Child Care Worker can examine the soles of his/her feet and between the toes.

K. The steps in the strip search are applicable to both males and females. Thorough rectal and vaginal checks must be done by a physician and only if there is reason to believe the child may have contraband hidden in either of these areas.

L. While the Child Care Worker is searching the child, he/she should note any bruises, abrasions, signs of illness, indications of drug abuse, scars, abnormalities, etc.

M. After the child is searched, it is mandatory that he/she shampoo his/her hair with a medicated shampoo to control infestation, scabies, head and crab lice, and be provided with soap for a shower. The shampoo must be left on for at least five (5) minutes to be effective.

N. After the child has showered, he/she will be provided with the appropriate detention clothing, linen, a toothbrush, and a comb. Afro-combs should be available for those children who desire them.

O. The child's clothing should be tagged, washed and stored in his/her locker. Caution should be taken to ensure that clothing which must be dry-cleaned is not machine washed.

#### 2-6 Orientation

A. The child's orientation to the facility is a key step in the admission process.

B. The Child Care Worker should take the child to his/her room and show the child how to make the bed. A child cannot be held accountable for the appearance of the bed unless he/she has been shown what is expected. After the bed has been made, the child and Child Care Worker should inspect the room and note any deficiencies, such as writing on the wall, chipped paint, broken tile, etc. The child should understand that he/she is responsible for the condition of his/her room and may be required to repair any damage that is done to the room while he/she resides in it.

C. The rules of the facility should be explained to the child. These rules should be printed so that the child may be given a copy.

D. After the rules of the facility have been explained to the child, he/she should be given a brief tour of all areas of the facility to which he/she will have access. At this time, the Child Care Worker should give the child the opportunity to express any concerns, questions, or frustrations that he/she has. It is important that the Child Care Worker not leave the child in doubt about questions the child has. If the Child Care Worker cannot answer the child's questions, he/she should make sure that he/she follows up with the answers once he/she gets them.

E. If the child is hungry and it is not near the meal period, the child should be given something to eat and drink. Sandwich makings and beverages should be available to the child care staff in the evenings and at night.

F. The child should then be introduced to the staff and to other children.

#### 2-7. Record Admission

The child's admission will be so noted on the daily detention log sheet. A file should be started which must include all paperwork which is received at the time of admission.

## CHAPTER 3

## RELEASE

3-1. Authorization

A. There are various means for a child to be released from the detention facility. The most common method is through the court process which normally results in probation, commitment or charges being dismissed. The child may be released (transferred) to another detention facility, jail, the hospital, etc.

B. The release will be authorized by Intake or by the court. It is extremely important that the child be released to the authorized person. If the Releasing Child Care Worker does not personally know the receiving party, he/she should request identification. The Child Care Worker should also have in writing the authorization to release to ensure the propriety of the release.

3-2. Procedure

A. The first step in the release process is to take the child out of the programmed activity in which he/she is involved. This should be done with as little disruption of the program as possible. The releasing Child Care Worker should be sure that there is adequate floor coverage prior to his/her leaving the group.

B. After the child is taken out of the program, he/she will be escorted to his/her room where he/she should strip his/her bed. The child and Child Care Worker should then inspect the room to ensure that it is in the same condition as when the child was admitted. Minor items, such as chipped paint and writing on the walls, should be corrected prior to the release. Touch-up paint should be available for this purpose. The Deputy Director of Detention should be contacted if there is any major damage to the room to determine what action should be taken by the releasing Child Care Worker.

C. The child should then be taken to the locker-shower room where he/she will change into his/her own clothing. The linen and detention clothing will then be taken to the laundry room.

D. The child should then be given all articles that are in his/her personal envelope unless he/she is being transferred to a jail, another detention center, commitment facility, etc. If he/she is being transferred, the child's personal property envelope should be given to the person who accepts the child. If the child is satisfied that his/her personal property is accounted for, he/she should sign for it. The toothbrush provided the child upon entering the program becomes his/her personal property and may be taken with him/her.

E. The child can then be released to the receiving party, who should sign a receipt for the child. The release should terminate on a positive note of

encouragement to the child from the Child Care Worker.

F. The child's release must then be recorded on the daily detention log sheet.



## CHAPTER 4

## CHILD SUPERVISION AND CARE

4-1. Supervision

A. All phases of the detention program have either a positive or negative effect upon the treatment a child receives while in the detention facility. The quality of the program is entirely dependent upon good teamwork and good child supervision and care. The individual and group contact between children and staff is the key to constructive relationships and a positive detention experience for the child.

B. A good staff/child relationship cannot be gained by coddling the children nor can it be attained through a repressive or punitive approach. A good Child Care Worker will find his/her place somewhere between repression and coddling. The key is to be firm and fair while considering the child's feelings. A good rule to follow is to consider how he/she would want to be treated if he/she were in the child's place. However the Child Care Worker must be cautious not to over-identify with the child. The Child Care Worker is in a position of authority and must exercise control of his/her feelings.

C. The initial impression that a child has of staff at the time of admission frequently stays with the child throughout the detention experience and will set the stage for all future relationships.

D. The Child Care Worker should be prepared to be a good listener. The child normally has received much moralizing throughout his/her life. Many people who are outgoing find it difficult to listen and are much more comfortable when they are doing the talking. When the Child Care Worker feels a "lecture" coming on, it may be a good idea to keep silent a few moments and really listen to what the child has to say. For most children, an adult who really listens is a new and unfamiliar experience. Once he/she becomes used to this type of conversation, he/she will be much more comfortable with the Child Care Worker and may open up and reveal his/her true feelings and emotions.

E. Having become a good listener, the Child Care Worker must develop the means to act upon the information he/she receives. The child's interests and the factors that motivate him/her should be shared with other Child Care staff. The Child Care Worker shouldn't be selfish once he/she has broken the ice. The child needs more than one friend while he/she is in detention.

F. A good listener is not a naive listener. Information related during a conversation should not be accepted as fact, just as all information is not discounted as fable. Staff should check out this information to see how real it is. If it becomes apparent that the child has not told the truth, the Child Care Worker should discuss the matter with the child in a kind and sensitive manner. If the child understands that detention staff expects the truth, he/she may become more honest and dependable in his/her relationships with the staff.

G. Most problem situations can be resolved through discussion and persuasion. Often minor problems become major problems because staff over-react or do not react at all. Quietly taking the child from the group is the proper way to handle a discipline problem in most cases. The Child Care Worker must not back the child into a corner where he/she must react to staff or lose standing with the rest of the group. The child must be allowed to comply with requests and simultaneously retain his/her pride and dignity. This is especially true if the child believes he/she is a leader.

H. Whenever possible, the Child Care Worker should give recognition for acceptable behavior. Many of these children have received little praise, if any. Most of the attention they have received at home and at school has come when their actions have been negative. To them, being scolded or reprimanded is often a vehicle for getting attention. If the praise or positive strokes become more rewarding to the child than past efforts at getting attention, his/her behavior will improve.

I. The amount of control needed and the degree of compliance to standards should vary from child to child. This does not mean that there should be established double standards in detention but does recognize that not all children can attain the same level of acceptable behavior. Just as the schools give grades for degrees of academic achievement, the detention staff should be cognizant of the limitations that some of the children in detention have.

J. It will be necessary for the Child Care Worker to allow some negative behavior to go by without calling obvious attention to it. There is not need for disciplinary action for every insolent remark or for each episode of trying behavior. If these actions are intended to receive attention, as is often the case and the child does not receive his/her anticipated reward, he/she may discontinue this pattern of behavior. In some cases, if the Child Care Worker just lets the child know that he/she is aware of the action that's enough to correct the behavior. The important point is that the Child Care Worker maintain control of the group. Too much repression can be as damaging to group control as no interaction at all.

#### 4-2. Security Procedures and Classifications

A. The following Security Procedures and Classifications are established because of a need to safeguard staff and detainees more adequately from potential violence or physical harm which could be inflicted by detainees who may have a high violence potential as indicated by:

1. The nature of the charges on which they are being held,
2. their previous level of adjustment to the detention experience,
3. recommendations from Intake or Probation,
4. their attitude or behavior during the admission process.

B. At the time a child is detained, the admitting Child Care Worker will evaluate the charges, assess the attitude and behavior of the child, review any recommendations from Intake or Probation, review any available information concerning the child's previous adjustment to detention, and establish a Security Classification for the child in accordance with the following guidelines:

1. SX - Clear and present danger or threat (X = Extreme),
2. SR - Considerable potential for danger or threat (R = Restricted),
3. SS - Minimal potential for danger or threat,
4. SL - Limited risk (L = Limited) (Living unit only),
5. SO - Open Security, no risk (O = Open) (Living unit only).

Each of the above classifications has its own range of charges, privileges and restrictions within the framework of the Detention Program.

C. The guidelines which follow are for the administration of the classification system:

1. All initial classifications shall be reviewed and approved or changed by the shift leader within twelve (12) hours from the time of admission and by the Evaluation Committee within twenty-four (24) hours from the time of admission.
2. Shift Leaders may temporarily increase the security classification for a detainee, subject to review and approval by the Evaluation Committee within twenty-four (24) hours from the shift leader's decision.
3. Reclassification of a child to a less restrictive classification may only be accomplished by decision of the Evaluation Committee. A child may be reclassified to a more restrictive classification when behavior and/or attitude jeopardize the safety and/or security of staff, other children, or the detention home.
4. Reclassification decisions by the Evaluation Committee shall be restricted as follows:
  - a SX - May not be reclassified to SR in less than forty-eight (48) hours,
  - b SR - May not be reclassified to SS in less than twenty-four (24) hours,
  - c SS - May not be reclassified to SL or SO prior to moving to the Living Unit.

5. Reclassification decisions may be appealed by the affected child or any Detention Home employee within twenty-four (24) hours.
6. Any decision of the Evaluation Committee is subject to review by the Deputy Director of Detention who may change, overrule, or uphold the decision.
- D. The rules for the Evaluation Committee are as follows:
  1. The Evaluation Committee shall consist of a chairperson from both "B" and "C" shifts from the girls' section (who will evaluate female detainees) and from the boys' section (who will evaluate male detainees). Each chairperson will bring his/her respective shift's recommendations.
  2. The committee shall meet seven (7) days per week from 2:45 P.M. to 3:15 P.M. for the purpose of reviewing and deciding upon the current classification status of all children in the detention home.
  3. All members of the Evaluation Committee should be familiar with the current day's write-up and considerations and should have the following information available for review:
    - a.. All children's records,
    - b. Shift recommendations,
    - c. Recommendations from children's worker,
    - d. Request challenge slips from children who wish to meet with the committee.
  4. Committee decisions should be by consensus of the members present. If consensus cannot be reached, the shift leader should participate in the discussion and, if consensus still cannot be reached, the shift leader will make the deciding vote. In any case, all decisions of the committee shall be final for that day, subject to review by the Deputy Director of Detention.
  5. Committee members will discuss classification decisions with all children in detention subsequent to the end of the Evaluation Committee meeting.

#### 4-3. Controlling a Violent Child

- A. Discussion and persuasion should be the main methods of reacting to disciplinary problems. There will be a few occasions when no amount of talking will bring the child under control.
- B. In cases when a detainee becomes violent and may try to injure another child or a member of the staff, the following procedures should be followed:

1. The Child Care Worker should never attempt alone to subdue the child -- he/she should always seek the assistance of one or more Child Care Workers. The child will often comply with the instruction when he/she realizes that he/she is out-numbered. Struggling alone with a violent detainee increases the chances that the Child Care Worker or the child will be injured or that the detainee may overpower the Worker. When two or more Workers are involved, they have a better chance of subduing the youngster quickly and without injury. If another Child Care Worker is involved, the youngster can "allow" himself/herself to be controlled without embarrassment. Losing a struggle with two Workers is not as embarrassing to the youngster as losing to one Worker.
2. As soon as the other Child Care Worker(s) arrive, the child should then be isolated from the rest of the group. The supervising Child Care Worker must then decide whether it is more practical to separate the child from the group or the group from the child. It is important to consider the following factors in making the decision:
  - a. Size of the child,
  - b. How violent the child is,
  - c. Does the child have an instrument that may be used as a weapon,
  - d. The number of children in the group,
  - e. The number of children in the group who might lend assistance to the youngster.
3. The Child Care Worker should avoid striking or otherwise harming the youngster - the Child Care Worker's duty is to prevent him/her from further violent action.
4. If the youngster is extremely violent or has an instrument that he/she can use as a weapon, such as a ping pong paddle, chair leg, etc., it might be wise to use a protective shield, such as a mattress, in subduing him/her.
5. Once the child is subdued, he/she should be placed in isolation and counseled until he/she is ready to return to the program.

#### 4-4. Riot, Assault, and Escape Prevention

A. There are usually indications that a child will assault a staff member or another child, will attempt to escape, or that a riotous situation is developing. As the staff becomes more aware of the prevailing climates and moods in the facility, other actions will trigger the caution button. The main thing to remember is to stay alert and attuned to the moods and attitudes of the youngsters. Following are a few indicators of potential problems:

1. Groups of children getting together whispering or talking in very low voices.
2. Strained relationships between children or between a child and a member of the staff.
3. Cliques of children developing.
4. One child, usually a leader, going from one child or group to another.
5. A child or group of children closely scrutinizing staff movements.
6. A child or group of children becoming overly polite or unusually irritable.
7. Some children withdrawing from the main group.
8. A child becoming overly inquisitive of staff routine or procedure.
9. Children not participating in usually popular activities.
10. An extreme amount of tension.

B. Normally, a child will not attack or assault a staff member unless his/her head or back is turned. The Child Care Worker should try to be aware of sounds and movements behind him/her. The staff should be so positioned that all children are visible. They should know where the other staff are and occasionally look at them and the youngsters they are interacting with. Teamwork and coordination are extremely important.

C. Detained children occasionally attempt to draw special attention to themselves so that they can attack staff or escape while the staff's attention is diverted from their actions. Examples of this are feigned fighting or quarreling, requests to go to the rest room, or feigned illness. These actions normally occur when the facility is short-staffed. If situations such as these develop, the staff should exercise caution in intervention.

#### 4-5. Escapes

A. If proper principles of supervision are followed, the number of escapes should be held to a minimum. Escapes normally are the result of Child Care Worker error or lack of communication and teamwork between staff.

B. If there is an escape, the main concern of the Child Care staff is to retain control of the remaining youngsters. Any attempt by the Child Care staff at apprehending the absconder should be done after the remaining children are secured. If this rule is not followed, it is quite possible that an escape involving one child could develop into a situation in which a number of children escape.

C. The Deputy Director of Detention or his/her designee and appropriate law enforcement agencies should be notified of an escape as soon as the situation is under control. In notifying law enforcement agencies, it is important that an accurate description of the escaped child be given. This description should include height, weight, type and color of clothing, color of eyes and hair, complexion, and possible destination(s) of the child.

D. The Child Care Worker should initiate a special incident report as soon as practical after the escape. Upon receipt of this report or as soon as the Deputy Director of Detention or his/her designee has a clear understanding of the situation, he/she should contact and inform the child's counselor, parents, and other individuals deemed appropriate by the Court Administrator.

#### 4-6. Riots

A. A riot is herein considered to be serious acting out by two or more juveniles which may negatively affect the control of the group.

B. Riots normally are not spontaneous actions and can be prevented if the Child Care staff are aware of the many indicators which forewarn a critical situation.

C. If all attempts at riot prevention fail and the Child Care staff are faced with a riotous or potentially riotous situation, there are certain steps that can be taken to minimize the effect of the disturbance. These are:

1. Move one Child Care Worker to the control room, thereby permitting unhampered communication with the outside.
2. Isolate the major participants. This will involve moving the children to their sleeping areas.
3. Once the staff has the major participants isolated, the Child Care Workers can then evaluate the severity of the disturbance.
4. If the situation is not as serious as originally perceived, if possible it should be handled by the staff on duty.
5. If the available Child Care staff cannot control the situation, it will be necessary to call for assistance. It is best to make prior arrangements with a law enforcement agency to provide the necessary assistance, should it be needed.
6. Unless the children are armed, the law enforcement officers should deposit their weapons in the weapon receptacle.
7. The officers and staff should then proceed to control the situation in a manner consistent with Pima County Juvenile Court Center philosophy on the use of physical force.

#### 4-7. Discipline

A. Corrective action will be used only when necessary and should have a direct correlation to the inappropriate behavior exhibited. The child should understand that the corrective action taken is a natural consequence of his/her behavior. He/she should also understand that he/she, by his/her behavior, dictates the corrective action; the Child Care staff does not. An example of matching the inappropriate behavior with the appropriate corrective action would be to restrict the child's use of the ping pong table if he/she abused that activity.

B. The basic philosophy behind good detention programming is to positively reinforce socially acceptable behavior. It is, therefore, inconsistent to utilize work or recreation as punishment. The staff wants to establish in the child a good attitude toward work and to provide acceptable recreational alternatives to what the child has previously experienced.

C. Group punishment should never be used. Placing blame on the entire group is the easy way out for the Child Care Worker. Under most circumstances, the early detection and control of the inappropriate behavior of one or two individuals will maintain group control and keep the situation in hand. A Child Care Worker who frequently uses group punishment will soon lose respect from the group.

D. Corporal punishment may never be used by any employee nor may the employee threaten any child with the use of corporal punishment. The abuse of any child will not be condoned and will be dealt with severely when detected. The use of physical force will be restricted to self-defense and, when needed, to control a violent child who might harm a member of the staff, another child, or equipment of the facility.

E. The Child Care Worker is in charge of the group at all times. At no time may he/she delegate this control to one or more members of the group. Any correction or discipline is the responsibility of the Child Care Worker. At no time may a youngster be allowed to discipline, correct or punish another youngster.

#### 4-8. Isolation

A. Isolation is to be used only when the child is beyond the control of the Child Care staff. It may also be necessary to isolate a child if his/her behavior, if continued, will lead to the loss of group control. Whenever a child is placed in isolation, the placement must be reviewed by the shift supervisor immediately. Isolation is not to be used to correct a child's violation of the rules unless he/she is beyond the control of the staff. The threat of isolation is an improper technique to control the behavior of detained youngsters.

B. The Child Care Worker must prepare a written report justifying the use of isolation immediately after placing the child in isolation. This



report will follow the same basic format as the body of the special incident report (section 4-9. C)

C. This report will be reviewed by the shift supervisor and the Deputy Director of Detention within twelve (12) hours after the initiation of the isolation period. A copy of this report will be placed in the child's file. The incident should also be noted in the daily log.

D. Any time a child is confined to his/her room, whether for sleeping, rest, medical reasons, or to control his/her actions, the child must be observed by the Deputy Director of Detention or his/her designated representative at least every ten (10) minutes. Audio monitoring may supplement but may not replace the required visual observations.

E. After the child is placed in isolation, the Child Care Worker should talk with the child at least every thirty (30) minutes in an attempt to bring about sufficient change in the child's attitude to return the child to the program. If the child's attitude is still negative after three (3) hours, the shift supervisor will talk with the child in an attempt to bring about a change. It is sometimes difficult for the child to discuss the situation with the Child Care Worker that placed or recommended his/her placement in isolation.

F. All counseling sessions with the child must be recorded. If the child is continued in isolation, the necessity for continued isolation should be explained in writing. This information should be placed in the child's file.

#### 4-9. Incident Reporting

A. General: It is extremely important that all incidents that affect detention programs are recorded and transmitted to the appropriate persons. Not all incidents that occur must be transmitted through formal channels of communication. Most incidents are of a minor nature which require only a notation in the log book.

##### B. Log book

1. Description: The log book should be a bound 8½ by 11 ledger book. The pages of the book should be numbered so that an audit of the log book can detect if any pages have been taken out. The pages of the book should be horizontally lined to facilitate the making of entries.
2. Purpose: The purpose of the log book is as follows:
  - a. To provide a chronological index of all noteworthy events which occur at the facility. The log book is not intended to replace other methods of recording events which occur at the facility.
  - b. To serve as a source document for all noteworthy events which occur at the facility in the event that other records or sources.

of information are lost or destroyed.

- c. To ensure better communication between shifts in that all Child Care staff coming on duty are required to review the log, thereby improving communication during the transition between shifts.
- d. To provide documentation which can later be included in reports which may be developed about incidents which occur at the facility.

3. Guidelines for Usage of the Log Book:

- a. All completed log books should be retained for a period of at least three years and should be available for review by authorized persons.
- b. Entries in the log book should be made at least every hour. In those cases where nothing unusual has happened during the previous hour, an entry to that effect should be made.
- c. The Deputy Director of Detention should review the log book on a daily basis and provide recommendations as to the completeness and accuracy of the information recorded.
- d. The log book should also be used when the on-coming shift supervisor accepts responsibility for the facility. The following should be included in the transfer of responsibility for the facility:
  - (1) that he /she has reviewed the log book for the previous two shifts and is aware of any unusual occurrences, problems, etc.,
  - (2) that the security of the building has been checked (doors, locks, keys, etc.),
  - (3) that all residents of the facility are accounted for,
  - (4) that the condition of the facility is satisfactory or that any deficiencies are noted, and
  - (5) that the work status of all scheduled employees is to be recorded.

4. Entries in the Log Book: The log book is used to document all incidents regardless of nature, whether serious or minor, involving staff or children, or relating to the physical plant. These statements should be brief and may refer to other documents that relate to the event. All entries should include the name of the person making the entry and the time and date the entry is made. The following are examples of

entries that may be made in the log book:

- a. Detainees Ken Norton and Jimmy Young have been irritating each other all morning. Keep a close eye on them and try to keep them separated.
- b. Detainee Bob Tucker experienced a bad visit from his parents and appears to be quite upset. He will require close observation.
- c. There was a power failure in boy's security hall. The maintenance mechanic was called and the situation was corrected in fifteen (15) minutes.
- d. Child Care Worker John Alert received an anonymous phone call, not threatening, just harassing. Did not recognize male voice.

C. Guidelines for the Preparation of Incident Reports:

1. General: It will not be necessary to prepare a detailed report of all incidents that occur within the detention program. However, it is not possible to give a clear-cut definition of when an incident report must be filled out and when an entry in the log book will suffice. Normally, incident reports will be completed on major incidents but may also be necessary on some serious incidents. (See definition, p. 23). Judgment will have to be made by each individual as to the sufficiency of the information available as the information is reviewed by the shift supervisor and Deputy Director of Detention.
2. Body of the report: In those instances where a complete special incident report is warranted, it is suggested that the following factors be considered in the development of the report:
  - a. Who: The names and physical descriptions of all participants. It will also be necessary to identify all witnesses (staff and residents) to the incident.
  - b. What and How:
    - (1) A hand-written, signed and dated statement should be taken from each participant and witness. This statement should be taken from each individual separately and without prompting, interference or interpretation from anyone. Caution should be taken to ensure that the resident's rights are not violated in the event criminal prosecution is forthcoming.
    - (2) These statements should include what happened and who was involved. Only observable behavior should be included in the statement.

- c. When: The time and date of the incident should be recorded. the type of program that was in effect (mealtime, class, arts and crafts, P.E., etc.) should also be noted.
  - d. Where: The location of the incident should be recorded. It will also be necessary to note the location of staff and other residents. In some incidents, a sketch of the incident area may be helpful.
3. Anticipated Public Reaction: Detention Administration and staff at higher levels of authority should be sensitive to public reaction to incidents which occur in the Detention Home, particularly serious incidents like aggravated assaults, rapes, and escapes. In some instances, a news conference and/or press release may be appropriate from the Director of Court Services regarding major incidents. A statement to this effect should be included in the special incident report. Statements should also be included regarding the child's counselor's comments, and any public official who becomes apprised of a serious incident. It would also be appropriate to include copies of newspaper articles in those cases where they are available.
4. Child's or Employee's Adjustment to Detention:
  - a. Any and all contributing factors to the incident should be recorded under this section. Examples of factors which may contribute to special incidents include: staff shortages (staff on leave or sick), over-population problems, physical plant problems, etc.
  - b. The child's adjustment to the detention experience prior to the incident should be carefully documented. Of particular concern would be any indication from the log book reflecting either child or staff behavior which may have led up to or influenced an incident. In instances where previous detainee or staff behavior has been noted, which may have contributed to an incident, comments should be made as to what efforts were made to alleviate the problem.
5. Supervisor's Evaluation: This section is primarily intended to summarize the incident from the supervisor's perspective. This should include any contributing factors such as staff shortage, over population, physical plant deficiencies, training of staff, etc.
  - a. Prior knowledge of the child. Was there any indication in the child's prior record which would have led facility staff to believe that he/she may participate in such an incident?
  - b. Any adjustment problems during the admission process or while in detention status should be also documented.

c. Weaknesses on the part of the staff (either staff training and/or supervision or other things) or deficiencies or inadequacies in facility design which may have contributed to the incident in one way or another should also be documented.

6. Corrective Action Taken: Under this section the appropriate supervisors should clearly state their assessment of the situation and what corrective action will be taken in an attempt to prevent similar occurrences from taking place at a future time. This may include recommendations for Child Care staff, etc.

D. Policy for Reporting Incidents:

1. Explanation of Terms

a. Major Incidents. Those incidents which are of an emergency nature, having far-reaching public implication, or for which the court or an employee may be liable. Examples of incidents which may fall into this category are:

- (1) Suicide or attempted suicide of client or employee (while the employee is on the job.)
- (2) Death of client under other than natural causes.
- (3) Riots (extremely violent group activity) or bombings.
- (4) Escapes/runaways of clients considered to be a danger to self or others.
- (5) Sexual assaults on or rape of by a client, or sexual assaults on or by an employee while on duty.
- (6) Major property damage from any cause (natural disasters, hurricanes, tornadoes.)
- (7) Auto accidents with injuries involving clients, employees or property.
- (8) Accidents or severe injuries which require emergency medical attention.
- (9) Assaults on or by client or employee (on duty).

b. Serious Incidents. Those incidents which are handled internally for which no liability or adverse public reaction is expected. Examples of incidents which may fall into this category are:

- (1) Fights which may result in revocation of some client privileges.

- (2) Minor property damage (under \$200).
  - (3) Required use of extreme physical force with client.
  - (4) Any theft (missing state or private property).
  - (5) Staff improprieties, especially in the client/staff relationship.
  - (6) Drunk or chemically intoxicated staff or clients.
  - (7) Bomb threats.
  - (8) Accidents not involving injuries.
  - (9) Discovery of contraband (drugs, intoxicating chemicals, etc.).
2. Immediate Reporting of Incidents. Immediate telephone reporting of major incidents is mandatory. All major incidents must be reported to the Director of Court Services by the most knowledgeable ranking employee immediately, or as soon as physically possible.
  3. Details of Incidents.
    - a. Details of incidents should be recorded for use in the investigation of the incidents and the preparation of corrective action plans. The detailed portions of any incident reports should contain, at a minimum, the following information:
      - (1) Name of incident principal (client, employee).
      - (2) Date of birth (client only).
      - (3) Sex.
      - (4) Date of incident and time of day.
      - (5) Date of the report.
      - (6) Nature of incident (what, where, how), who observed the incident, whether any usual procedures were ignored, whether equipment was left unattended, etc.
      - (7) Plan for corrective action.
    - b. Details of incidents will be sent to the Director of Court Services at the discretion of the Deputy Director of Detention.
  4. Confidentiality. All incident reports involving clients, whether written or verbal, are to be treated in accordance with existing

guidelines and laws pertaining to the confidentiality of client information.

#### 4-10. Observation Reporting

A. The two basic purposes for completing the Progress Report are:  
 (1) to pass from shift to shift the behavioral traits children exhibit and  
 (2) to apprise the court of the child's adjustment to his/her detention experience.

B. If the Child Care Worker frequently reviews reports of behavior, he/she will be aware of changes in the child's behavior or attitude. These changes are often indicators of problems the child is experiencing. By being tuned in to these emotional changes, the Child Care Worker can head off potential incidents.

C. The completing of this form need not be time-consuming. It is extremely important that the Child Care Worker be conscientious about these reports as they are quite important to the children, court and detention staff.

D. The following factors should be considered in evaluating the behavior of a child while in detention:

##### 1. Cooperation.

- a. Does the child participate in the various areas and activities of the program? Is he/she making a responsible adjustment to his/her stay at the Detention Home? Describe his/her reactions.
- b. Acceptance of Rules and Regulations. Does the child's behavior exceed normal limit-testing? To what extent does he/she upset the routine? To what degree is this disruptive to the group? Is an excessive amount of staff time needed to keep him/her in line? Has isolation been necessary and under what circumstances? Is he/she a security threat? Have there been any plans of escapes, attempts, or generally bad attitude concerning the security?

2. Relationship with Adults. The child's attitude toward his/her supervisor, teacher, arresting agency, probation officer and other adults should all be entered under this topic. Successful techniques in handling should also be entered.

3. Social Orientation. Does he/she identify with anti-social groups, attitudes, philosophies? Are his/her personal ethics acceptable? Is he/she bigoted, intolerant, non-accepting or others for reasons of personal prejudice?

4. Relationship with Peers. Does he/she accept and is he/she accepted by members of the group? Is he/she a good team member? Does he/she respect the rights of others? Does he/she dominate? Does he/she

become a target? Group role, attitude toward group, and all interaction with peers should be listed here.

5. Behavior.

- a. Ability to Control Feeling. Is the child normally calm and self-assured? Does he/she have the capacity to function using inner controls? Is he/she able to tolerate frustration without being overwhelmed by it? Is he/she impulsive, changeable in mood, easily upset, unpredictable, nervous and/or temperamental? Does he/she with little provocation, explode into temper tantrums, destroy or attempt to destroy property, and/or injure self or others? Is he/she affectionate, friendly? When child expresses positive or negative feelings, does he/she strike out, withdraw, become sullen, ashamed, self-conscious, rebellious, demanding?
  - b. Unusual or Bizzare Behavior. Note tendencies of nail-biting, moodiness, periods of depression or excitation, inappropriate response, uncontrolled behavior, abnormal sexual attitudes or activity.
6. Work and School Program. The information entered under work programs should include the type of work the child likes to do, his/her ability and limitations on details, how dependable he/she is, how much supervision he/she requires, successful techniques for getting him/her to work, and techniques of supervision while he/she is working. The supervisors who are on duty during the school hours generally know something about the child's attitude and behavior in school.
  7. Relations with Family. The attitudes of the children toward their family are often displayed to the supervisor in the unit. Any comments concerning these attitudes should be entered. For example, is he/she visibly agitated or enthused when anticipating a visit from his/her family? Is there an overt display of affection or hostility shown when the family arrives? Is he/she let down, depressed, elated, or happy following the visit? Does the child discuss his/her family? On whom does he/she focus his/her attention in his/her remarks? Has he/she exhibited fear or apprehension either prior to, during, or after a visit?
  8. Medical Problems and Hygiene Habits. The child's medical care, treatment, and general health are to be noted. Child's grooming habits and manner of housekeeping should be noted.
  9. Recommendations Regarding Personal Strengths or Weaknesses. The Child Care Worker should note what character traits he/she has observed that would help in understanding the child and aid or hinder his/her successful rehabilitation program. Areas for consideration would include cooperation, initiative, emotional stability, judgment, leadership, motivation. Does the child have special skills or talents, such as artistic or athletic ability, manual dexterity? Does he/she appear to be handicapped?



#### 4-11. Staff/Child Relationships

A. The Child Care Worker should maintain a friendly, supportive relationship with the children in detention. Mutual respect must be the goal of the detention staff. It is extremely important that the Child Care Worker maintain a stable leadership role and be a good role model for the children. It is possible to stay within these boundaries and still be responsible to the needs of the youngsters.

B. It is important for Child Care Workers to use appropriate language in communicating with the children. Vulgar or profane language is not appropriate. It is inconsistent to correct a child's language when the Child Care Worker uses similar language. Another question that frequently is raised is whose language is to be used. There is no real problem in using the child's vernacular if the worker feels comfortable with it, but the Child Care Worker should not force himself/herself into the child's language because he/she may appear foolish. The Child Care Worker should use the language he/she is comfortable with, and be simple and direct because the ultimate goal is to communicate with the child.

#### C. Inappropriate Relationships.

1. Staff members may not socialize in a dating relationship with former residents.
2. Staff members may not caress, kiss, fondle or sexually contact residents.
3. Staff members may not "rough house" with the residents. These actions can be misconstrued or can lead to anger on the part of the child or the worker.
4. Staff members may not force their religious beliefs on the children.
5. Staff members may not enter the sleeping quarters of a child of the opposite sex unless accompanied by a staff member of the opposite sex.
6. Staff members must refrain from agreeing with the child in his/her criticism of parents, counselor, judge, attorney, etc.

#### 4-12. Physical Hygiene

A. Bathing. The detention program should be established in a manner conducive to positive reinforcement of sound principles of physical hygiene. Children are required to bathe at least once a day unless there is a medical reason to the contrary. Children should be permitted to bathe after they have been involved in strenuous physical activity.

B. Brushing teeth. Children should be encouraged to brush their teeth when they rise, after meals, and prior to going to bed. They should also be

encouraged to clean and groom themselves prior to meals, visiting court, etc. Good physical hygiene helps develop a positive self-concept.

C. Sleeping. The period set aside for sleeping should be appropriate for the childrens age group. They should be allowed at least eight hours of sleep each day. Children should not be put to bed early for the convenience of the staff.

D. Clean clothes. Children will be given clean outer garments at least three times a week and clean underwear and socks daily. Linen will be laundered at least three times a week. The blankets, mattresses and pillows will be cleaned weekly while the child is in residence and upon his release.

#### 4-13. Nutrition

All children must be fed three well-balanced meals per day. Snacks may be served during the evening. All meals will be attractively served with hot food being served hot and cold foods being served cold.

## CHAPTER 5

## SECURITY

5-1. Background

It is extremely important that all Child Care Workers continually be security conscious. Security devices and an adequate physical plant provide assistance in maintaining control of detained children but cannot replace staff supervision. The most modern sophisticated security hardware is of little value if the Child Care staff takes a lackadaisical approach to security precautions. This does not mean that Child Care staff should take a "watch dog" approach to child supervision. It does mean that they should remain alert while they interact with the children and be attuned to the mood and climate that prevails in the Detention Home.

Staff should be aware that there are inherent dangers in detention homes for children, especially for those children entering them for the first time. Komisaruk, discussing the psychiatric issues of detention, expressed concern that "because of the security issue, staff is trained to be concerned over possible attacks on the person of the staff member and an environment is thus created in which the possibility of breaking out of the setting is introduced into the child's mind, if only non-verbally. The atmosphere of intense watchfulness, in anticipation of attack, communicates itself to the adolescent youngsters in such a way as to create a kind of self-fulfilling prophecy."

Komisaruk goes on to say, "Security measures and the concern about possible physical danger to the staff are not completely unwarranted; people tend to adapt to the surroundings in which they find themselves. If a youngster is made to feel like a prisoner, then he/she will begin to behave like a prisoner, assuming all the attributes and characteristics which he/she has learned from fellow inmates and from previous exposure to the media."

5-2. Population Control

A. The Child Care staff must be aware of the location of all children at all times. Each child should be in the sight of at least one Child Care Worker. The Child Care Workers should coordinate the supervision of the children. It is extremely important that a Child Care Worker not leave his/her area of responsibility without first informing the supervising Child Care Worker. The other staff members depend on each worker to carry out his/her responsibilities and cannot assume supervision if they do not know of absences.

B. The Child Care staff must know the exact number of children in detention or of those assigned to his/her group and be able to recognize them on sight. If a child leaves the program area of the facility, for any reason, all Child Care staff should be told. The Child Care staff should make periodic head counts to ensure the earliest possible detection of the absence of a child.

C. When moving children from one area of the facility to another, it is important that one Child Care Worker walk behind the group to keep a child from "ducking" into a hiding place. A head count should be conducted when the group arrives at its destination.

#### 5-3. Firearm and Weapon Control

A. At no time may any person in the Detention Home have in his/her possession a firearm or any other item considered to be a weapon. If a Child Care Worker detects a bulge on a visitor that may be a weapon, the worker must request the visitor to show the object. Refusal to comply with the request will result in denial of visitation.

B. No Child Care Worker may have in his/her possession or have access to such items as mace, billy clubs, etc.

C. Sharp knives used for meal preparation must be stored in locked drawers. Caution should be taken whenever sharp knives, pointed scissors, etc., are used in home economics or the arts and crafts programs.

D. Any items considered weapons, if found in the possession of a detained youngster, must be given to the Deputy Director of Detention for disposal.

#### 5-4. Key Control

A. The use and misuse of keys in the Detention Home is a critical aspect of security. The Child Care staff must carefully protect their keys. At no time may a staff member allow a child to handle keys, nor may the keys be left lying around, but should be in a pocket or case unless being used. Keys on a retractable chain outside of a pocket can be easily grabbed by a youngster.

B. Broken or mal functioning locks and keys should be immediately brought to the attention of the Deputy Director of Detention. The making of duplicate keys should be authorized only by the Deputy Director of Detention. Child Care staff should be aware of detainees "jamming" locks.

C. The Child Care staff should periodically check to be sure that all doors that should be locked are locked. It is good practice for staff to check the doors whenever they walk by.

#### 5-5. Building Security

A. It is important for Child Care staff to be alert both to the hiding of contraband and to facility damage. Although it is much better to stop the flow of contraband as it enters the facility, staff must be aware that a certain amount of contraband will be smuggled in and that other articles may be moved from one area of the facility to another where they can be inappropriately used.

B. The rooms used for sleeping are very often used for hiding contraband. The fixtures in these rooms are frequently tampered with and damaged.

Therefore, frequent randomly timed searches of these rooms should be conducted. It is doubtful that these rooms can be searched daily but should be checked as often as is practically possible.

C. The search should be conducted when the youngsters are not in the sleeping area. Children should not assist in the search because this increases the possibility of conflict between workers and the child who might object to his/her room being searched.

D. Prior to conducting a room search and check, it is necessary to determine what he/she is searching for and what fixtures are being checked for damage. Most items that will be found will be small, such as cigarettes, matches, knives, razor blades, drugs, etc. Staff will also be looking for items that might indicate an escape attempt, such as extra clothing, food, objects that might be used to assault staff, such as pool cues, pool balls, baseball bats, soap and other items that might be placed in a sock for a weapon, etc.

E. Anything that appears to be abnormal could indicate that the child is planning some undesired action. If the appearance of any item is suspect, the matter should be brought to the attention of the Deputy Director of Detention.

F. The search of the room should be systematic and every item checked in the following manner:

1. All blankets and linens must be removed and examined closely. Contraband may be hidden in hems or pinned to blankets and sheets.
2. The mattress must be closely examined to see if the seams have been opened or if the mattress has been cut or torn. If there is any indication that the mattress has been tampered with, the Child Care Worker should run his/her hands over both sides of the mattress, feeling for objects which might have been hidden there.
3. The bottoms of all furniture that is in the room should then be inspected. This would include beds, desks, commodes, lavatories, etc., since small articles of contraband may be affixed with chewing gum.
4. The inside of the commode should be checked.
5. Floor drains and ventilation grills should be examined to see if they have been tampered with.
6. Any ledges should be closely checked. There is sometimes a small recess at the top of the door where small items may be hidden.
7. Other hiding places should be checked. Learn other places that might be used to hide contraband. Think of where staff might hide contraband if they were detained. Use the experience of other Child Care Workers.

G. When the security check and room search is completed the worker must be sure to leave the room as it was found. The bed should be remade and no articles scattered about.

5-6. Outside Play Area

A. Prior to taking the youngsters outside for recreation, it is recommended that one of the Child Care Workers make a security check of the outdoor play area.

B. This check is primarily to ascertain the following:

1. Has the fence been tampered with? In an attempt to assist an associate in escaping, youngsters have been known to cut the fence. The fence is then held together with paper clips or other flimsy materials to camouflage the damage.
2. Associates have also been known to throw weapons and other illegal contraband over the fence.

C. Any problems noted during this security check should be immediately brought to the attention of the Deputy Director of Detention.

CHAPTER 6  
PROGRAM DEVELOPMENT

6-1. Introduction

A. Programs should be developed so that the children benefit from their detention experience. Programs should alleviate idleness and boredom, as well as provide a means to evaluate the child, provide positive reinforcement and a better concept of adult authority for the child. These activities should develop the concepts of cooperation and sportsmanship and provide acceptable leisure time activities.

B. Programs should be scheduled so that the short attention span of most children is considered. Quiet activities should occasionally be alternated with vigorous activities, thereby alleviating the tension created by most quiet programs. Programs should be developed so that two very similar activities are not consecutively scheduled.

C. When possible, the programs should be co-educational and co-recreational. It may be necessary to occasionally separate the sexes due to their interests, but most activities are enjoyed by both boys and girls. The possibility that an unhealthy relationship might develop is more than offset by the improved self-concept exhibited by boys and girls in coed programs.

6-2. Games and Sports Activities

A. This program activity, as in all program activities, should be developed so that it is consistent with the preferences of the children, not just the staff. Not all children enjoy organized sports such as basketball, football, volleyball or softball. Non-competitive games should be considered. Activities should be included at which all children can be, at least, moderately successful.

B. All children should be encouraged to engage in some type of vigorous activity at least once every day, including days when the weather will not permit outside activities, unless restricted for medical reasons.

C. At no time will physical recreation be used as punishment. Part of the Detention Home staff's responsibility is to instill a healthy attitude toward sports and games, which cannot be accomplished if these activities are viewed as punishment.

D. Staff should be encouraged to be involved in the sports and games, if only as an interpreter of the rules. If the staff do get involved they should do so only if their involvement does not impair supervision of the youngsters.

E. It is not mandatory that all children be actively involved in the activity. It may be as beneficial to some to sit and watch the other involvement. If they believe the others are having fun, they may participate the next time. The Child Care Workers should not ignore the non-participants but should encourage the child to participate in the program. If a number of children indicate a lack of interest in the scheduled activity, the use of the activity at that time should be re-evaluated.

F. Certain activities, such as tumbling, trampoline, etc., should be conducted only if there is a skilled person to supervise the activity.

G. Activity suggestions are as follows:

1. Active sports. Karate, scooter ball, soccer, shuffle board, dodge ball, four square, working on individual sports skills, volley ball, touch football, basketball, pool, ping pong, arm wrestling, foose ball, wrestling, weight lifting, tumbling, exercises, relay races, kick ball, modern dance, tug of war, tennis, frisbys, wiffle ball, badmitten.
2. Arts and Crafts. Paper mache, bead work, embroidery, plaster of paris, collage (group or individual), painting (group and individual), knitting sewing, clay work, paint by number, string art, burlap wall hangings, candle making, string painting, drawing, macrame, quilting, craft kits, leather work, poster making.
3. Awareness exercises. Yoga meditation, paired listening, role playing, discussing what children like/dislike about themselves, rap sessions, listening to music, trust walks, guided imagery, relaxation exercises.
4. Board games. Bingo, chess, checkers, monopoly, Parcheesi, password, cards, scrabble, dominos, U.S. map puzzles, sentence scrabble.
5. Other. Plays in which the kids act direct, or use video tape, talent shows, cooking, cosmetics, group singing, showing photographs, slides of places children/staff have been, typing instructions, planning and giving parties, bubble gum blowing contests, video tapes, films, dance routines, other.

### 6-3. Arts and Crafts

A. This program has been conducted at many Detention Homes throughout the country through the guidance of skilled volunteers. These activities are excellent for bringing out each individual's creativity. Frequently, children who show little success in other activities excel in some of the arts and crafts projects. Many projects can be accomplished with minimal expense or through donations.

B. Some examples of arts and crafts activities are macrame, crocheting, leatherwork, ceramics, sewing, needlework, decoupage and painting. The types of activities that kids can enjoy are unlimited. If the staff runs out of



ideas, they can wait for the next volunteer to make suggestions.

C. Caution should be exercised in the use of knives, sharp scissors, leather punches, etc. All instruments should be blunt so that they are not potential weapons. If this is not possible, the children must be closely supervised and discretion used in determining which children can be allowed to handle the instruments.

#### 6-4. Music

A. Music has a calming and stabilizing effect on children. Not only can it be used to enhance other programs, but it can be a program of its own. Music is a means of communication and many children find it to be a readily available discussion focal point. Many modern recordings have specific meanings which can be discussed.

B. The music program can be expanded through providing group or individual singing opportunities. Programs may also include dancing.

#### 6-5. Television

This activity is traditionally the most abused programmatic aspect in detention. It is frequently used instead of creative and meaningful activities. Television is beneficial to good programs but should not be overused. It should be used with specific purposes in mind. Short discussions of programs viewed are quite interesting and give some children a chance to show the knowledge they have gained. Television can also be used to supplement the educational program.

#### 6-6. Religious Services

A. All children must be given the opportunity to participate in religious services. The participation in these services must be voluntary.

B. Although the services should be of a non-sectarian nature, provision should be made for religious counseling by a representative of specific denominations.

#### 6-7. Work Program

A. Each child should be required to make his bed and maintain his sleeping room.

B. The day-to-day housekeeping duties can be utilized as an alternate programmed activity for individuals who do not want to participate in regularly scheduled activities.

#### 6-8. Personal Time

The detention home should be cautious not to overprogram and allow insufficient time for a child to meditate and reflect on his/her situation.

Children may be placed in their rooms for a short period of time at least twice each day, to provide a relief from group pressure.

6-9. Meal Time

Meal time is as much a part of the total activity program as any other period. The meal time period should be pleasant and free from tensions, yet every opportunity should be utilized in teaching social skills and health habits. The relaxed nature of the period and the fact that children tend to exhibit a more natural behavior pattern while dining make this an excellent opportunity to make significant observations.

## CHAPTER 7

## VISITING, USE OF TELEPHONE, AND CORRESPONDENCE

7-1. Visiting

A. It will be necessary to designate a room to be utilized for visitation, to establish normal visiting hours and to determine rules and regulations that will govern the visiting period. The rules and visiting hours must be posted so as to be easily visible to visitors, detainees, and staff.

B. Changing philosophy and recent court decisions have taken visitation from being a privilege to being one of the child's rights while in detention. The child is not to have his/her visiting rights terminated for not complying with the rules of the facility at times other than during visiting hours. The visiting session can, however, be terminated if problems develop during it.

C. The Pima County Juvenile Detention Home must establish reasonable visiting hours. These hours should accommodate working parents. Provision should be made for visiting during the day, in the evening, and on weekends. If parents or other approved visitors cannot take advantage of normal visiting hours, they should be able to make arrangements through the Deputy Director of Detention to see the child at some other time compatible with their schedule and with detention programming.

D. Visiting is extremely important to the child and his/her parents. This is an opportunity for the child to alleviate his/her fears and to confide in someone close to him/her. Therefore visiting is not only permitted but should be encouraged, to utilize the maximum benefit of the parent-child relationship.

E. When visitors come to see the child, they should be greeted in a warm and positive manner. If the visitor is someone other than the parents, the Child Care Worker should make sure that the visitor has been approved to see the child. If there is a question of approval, the Child Care Worker should contact the Deputy Director of Detention.

F. If the visitor has any questions about the child's detention experience, the Child Care Worker should answer them as best he/she can. If the Child Care Worker feels that he/she is not the appropriate person to respond to the questions, he/she should refer the visitor to the Deputy Director of Detention or his/her designee.

G. Visitors must leave smoking materials, purses, packages etc., with the Child Care Worker. After the visitors have signed the visitor's log, they would then be escorted to the area used for visiting purposes. The Child Care Worker should then escort the child to the visiting area.

H. While the child is visiting, the Child Care Worker should be alert to potential problems that might arise. He/she should be prepared to intercede if the following situations develop:

1. The child or visitor is smoking,
2. The child or visitor becomes loud and disorderly,
3. The visitor passes contraband to the child,
4. The child or visitor becomes visibly angry,
5. The child or visitor is observed defacing the walls, tables, chairs, floor, etc.

I. If the Child Care Worker's intervention cannot satisfactorily resolve the problem, it may be necessary to terminate the visiting session.

J. When the visiting period is over, the visitors should be escorted out of the building. The child should then be frisk searched as detailed in Chapter 2. After the child has been searched, he/she should be returned to the appropriate program activity. After all visitors and children have left the visiting room, the Child Care Worker should check the room for contraband.

K. In establishing rules for visiting, the following should be considered:

1. Any articles that are needed by the child should be given to the Child Care Worker. The article(s) will be noted as personal property and stored, pending release, or used as directed, e.g., medication.
2. Visiting should be limited to the visiting area. Visitors and children should not be allowed to roam throughout the facility.
3. Companions of visitors may be required to wait outside if the Detention Home has inadequate staff to accommodate them.
4. If the child is being held for a Federal agency, the detaining authority must be contacted prior to any visits.
5. Questions concerning the investigation or disposition of the case should be referred to the child's counselor.
6. If an attorney, other than counsel retained for the child, desires to visit with the child, he/she must be cleared through the Deputy Director of Detention.
7. The child's attorney, Youth Services counselor and clergy are allowed to visit as needed. They should be encouraged to visit at times that do not inconvenience program efforts, such as meal time, shift changes, etc.

8. The Deputy Director of Detention should be advised of children who do not receive visits so that he/she can make a special effort to secure visits for them.

L. These rules for visiting do not preclude rules the Deputy Director of Detention feels are necessary to provide visitation in a safe, secure, and orderly manner.

#### 7-2. Use of the Telephone

A. Children in detention should have reasonable access to the telephone during the hours of 9:00 A.M. to 9:00 P.M. Further, telephone calls may be limited both in duration and to the parties contacted.

B. It is reasonable to permit a child at least one telephone call per week. This call may be limited to the child's parents or legal guardian and counselor. If the child desires to call anyone else, the call should be cleared through the Deputy Director of Detention.

C. The telephone call should be placed by a Child Care Worker to ensure that the call is being made to the correct party. Although staff should not monitor the telephone call, they should be prepared to intervene if the child becomes visibly upset. It is reasonable to limit the child's phone call to three (3) minutes. If there is sufficient staff, the phone call may last for a longer period of time.

D. Long distance telephone calls to parents normally should be made collect.

#### 7-3. Correspondence

A. Children should be allowed to correspond with anyone they desire unless the recipient of the letter expresses a desire not to receive this correspondence. Reasonable postage and writing materials will be provided by the Detention Home. Due to budget limitations, it may be necessary to limit the number of letters that a child is allowed to mail. To meet this requirement and to stay within existing budget, it may be necessary to restrict the posting of letters to two (2) days per week and allow the child to correspond with a maximum of (2) persons per posting date. More than one letter may be placed in an envelope.

B. To assist in meeting budgetary requirements, the child's parents should be encouraged to supply postage and writing materials.

C. All incoming letters are to be opened by the child and may be checked only for contraband and should be checked in the presence of a Child Care Worker. All contraband found in letters and packages are to be given to the Deputy Director of Detention for disposal.

D. Outgoing letters may not be censored in any manner. All letters, unless to a person who has requested not to receive them, will be mailed.

E. All children are to be encouraged to write letters. It may be advantageous to have letter writing sessions two (2) or three (3) times per week, perhaps done in conjunction with the educational program.

CHAPTER 8  
MEDICAL CARE

8-1. Medical History

A. The Detention Home should have a Medical History Form filled out for each child in detention. This form should be filled out by the nurse but, in the nurse's absence, may be filled out by a Child Care Worker. This is necessary to ensure that the child is not inappropriately programmed (e.g. strenuous physical activity for a heart patient), that the child receives the necessary medication, continues his medical treatment, etc.

B. When resources are available, all children should have a medical examination upon admission to detention.

8-2. Prescription Medication

A. If a child has medication when admitted, it will be necessary to confirm the appropriateness of the medication for the child. The following steps should be followed:

1. The prescription should be checked to be sure it is made for this child, not his mother, father, brother, sister, etc.
2. The prescribing physician or pharmacy should be contacted to determine the authenticity of the prescription.
3. It should be ensured that the medicine in the bottle is the same as that prescribed.

B. All prescribed medications must be administered exactly as directed. Medication should never be given unless the worker completely understands the instructions. The nurse or physician may be contacted for clarification if necessary. In administering medication the Child Care Worker should observe the following steps:

1. He/she should make sure he/she has the right child before he/she administers the medicine.
2. He/she should read the label when he/she takes the bottle from the medicine cabinet and before he/she opens the bottle.
3. He/she should not carry on a conversation, but must concentrate on giving the right amount of the right medicine to the right child.
4. If administering liquid medicines, the worker must be sure to shake the container well, if so directed. He/she must remove the cap with the label side up so the label stays clean and readable and be sure to pour the correct dosage.

5. The worker must not touch pills or tablets with his/her hands; instead he/she should pour them into a medicine cup or envelope. If a spoon is used for liquid medicine, he/she should use individual spoons or sterilize the spoon for different children.
6. Water should always be available to wash the pill or tablet down. If a water glass or cup is used, the worker must make sure that the children use a clean glass or cup.
7. Staff should make sure the child takes the medication. It is common for children to hoard their medication.
8. Staff should place the medication in the cabinet as soon as he/she is finished.
9. The administration of the medication must be immediately recorded.

### 8-3. First Aid

A. At least one Child Care Worker per shift must be familiar with basic first aid procedures. First aid training may be conducted by the local Health Unit or the American Red Cross.

B. Normally, the physician will require information if he/she is to easily understand the condition of an ill child. He/she will need to know the temperature, pulse, respiration, color of skin, location of pain and general complaints of the child. The doctor will also need to know if the child is on any medication and when he/she received his/her last dose.

#### 1. Temperature

- a. Temperature is the balance maintained between the heat produced and the heat lost by the body and is measured with a thermometer. Some thermometers measure the temperature in degrees centigrade and others in degrees fahrenheit.
  - b. Clinical thermometers break easily and require particular care to keep them safe. Before a thermometer is used for another person, it must be disinfected by soaking in a thermometer solution for at least three (3) minutes. This solution must be wiped off the thermometer before using.
  - c. There are two major types of thermometers, rectal and oral. Extreme caution should be taken to ensure that the appropriate thermometer is used.
2. Pulse. Pulse is the distention of the arteries by the wave of blood forced through them by the contraction of the heart. The pulse can be felt by the fingers over an artery that is sufficiently near the surface.



- a. Equipment needed:
- (1) Watch with second hand
  - (2) Pad and pencil
- b. Procedure for pulse at wrist (radial pulse)
- (1) The patient should be in a comfortable position. He/she should be at rest, either sitting or lying down, with arm and hand supported. The pulse should not be taken immediately after the patient has been emotionally upset or after exertion.
  - (2) With the tips of the first two or three fingers (never the thumb) the worker should firmly but gently press on the artery inside the wrist, just behind the child's thumb.
  - (3) The worker should then move his/her fingers gently until he/she feels the beat; then begin to count. He/she should observe his /her watch and count for one minute, being careful not to press too hard or he/she may cut off a weak pulse entirely. The worker may count for one-half minute and multiply by two.
  - (4) Then the worker must record the pulse rate on the pad. Do not trust to memory. Report any sudden changes in the pulse as well as the pulse rate.
- Low pulse . . . . . below 60
- Rapid pulse . . . . . over 120
- c. Temporal pulse. The temporal artery on the side of the forehead should be used in taking the pulse when the radial artery cannot be used.
- d. Respiration. A respiration unit is one breath inhaled and exhaled.
- e. Observation and precautions. Respiration is easily controlled by the patient under certain circumstances and the awareness that it is being taken will influence the rate; so it should be counted without the patient's knowledge.
- f. Procedure. The easiest method of counting respiration is immediately after taking the pulse; the person making the examination will continue as if taking the pulse, and count the respirations. If the patient is extremely restless, it may be necessary to count for one-half minute and multiply by two. If the breathing is irregular, the count should be

taken three times to be sure of correctness. Respiration above 40 and under 12 are serious symptoms and should be reported to a physician immediately.

8-4. Illness

If a child appears to be ill, the following steps should be taken: The Child Care Worker should contact the nurse and follow his/her instructions if he/she is in the facility, ascertain the child's condition (pulse, respiration, temperature, etc.), contact the physician and follow his directions.

8-5. Hospitalization

If a child requires hospitalization due to illness or accident, the Deputy Director of Detention, counselor and parents must be notified. If the parents do not have a telephone, it may be necessary to have a local law enforcement agency notify the parents of the child's hospitalization.

CHAPTER 9  
EDUCATIONAL PROGRAM

9-1. General

A. The philosophy of education in the Detention Home is based on the belief that the habilitative process is dependent on an educational program designed for socially maladjusted students; that learning should take place where positive intra-personal relationships exist; that education is not confined to four walls nor provided through a formal setting but rather is the learning experiences acquired in a multi-sensory manner permitting each student to develop such knowledge according to needs, interests, and abilities and reflecting their individual uniqueness.

B. Central to the education philosophy of the Detention Home is the conviction that personal and social development is of primary concern; that increases in educational achievement are a part of such development; that participation in the experiences necessary to acquire the knowledge, skills and attitudes to permit career development decisions reinforce such development; that vocational exploration generates an awareness of viable alternative life styles which further increase the chances for such development.

C. Implementation of this philosophy should include individualized and group educational plans and activities according to the interests, abilities and needs of students; classroom meetings oriented toward sharing learning experiences, values, attitudes, and aspirations; and effective utilization of resources such as teacher-pupil ratios, aides, volunteers and community resources.

D. In essence, the education program in the Detention Home should serve as a catalyst to provide integration of the total treatment process for rehabilitation of youth in order to promote their successful re-entry into their community.

9-2. Survival Training

A. It can be said that all education is the process of survival training. People learn what they need to know to survive in a society on a level in which either they set themselves, or which has been set for them by society at large. The greater the pressures of society, the greater the need for survival, and the more people are in need of functional educational programs.

B. The child in the Detention Home especially needs this survival training. By adjusting the aims and curriculum to suit his/her special needs, staff are giving him/her an opportunity to rehearse for life situations. From past experience it can be seen that these children can survive and flourish under a variety of circumstances.

C. The primary goals of the education program in the Detention Home should be:

1. To provide relevant academic and occupational exploratory activities which will assist students in becoming aware of the positive relationship education provides.
2. To provide opportunities for students to develop self-awareness with activities in personal and social adjustment in their environments.
3. To provide success experiences necessary for development of a more positive sense of self.
4. To provide instruction regarding the criminal justice system, including information which specifically relates to case decision making, policies and procedures within the juvenile justice system which directly affect children alleged to be delinquent.

9-3. Educational Goals

A. Self Understanding. All students will be provided with learning programs to permit them to develop a better understanding of their worth to society.

B. Understanding Others. All students will be provided with learning programs to acquire understanding and appreciation of others, including working relationships and differences in social, cultural, and ethnic groups.

C. Interest in school and learning. Every student will be helped to acquire positive attitudes toward school and toward the learning process.

D. Basic skills. All students will have the opportunity to master the basic skills for communication and computation (listening, speaking, reading, writing and arithmetic.)

E. General education. All students will have the opportunity to acquire the general education which is fundamental to career and personal development and necessary for participation in a democratic society. General education includes skills, attitudes and knowledge for general problem-solving and survival, human relations and citizenship, oral and ethical conduct, mental and physical health, personal hygiene, aesthetic and scientific appreciation, and environmental and economic understanding.

F. Vocational development. All students will have opportunities to participate in pre-vocational and vocational programs which explore job opportunities, required skills, individual aptitudes, personal skills development, and work habits.

CHAPTER 10  
VOLUNTEER SERVICES IN DETENTION

10-1. Rationale for Use

A. Through the use of volunteers in the Detention Home, the facility can ensure that the youth are provided more direct services. The principle reasons why volunteers should be utilized are:

1. The Detention Home has never in the past, nor is it expected to have in the future, enough paid staff to provide all the necessary services to children.
2. Volunteers have repeatedly demonstrated their ability to help children and expand the quality and variety of services.
3. Skyrocketing costs and limited funds make it mandatory that alternatives other than the practice of consistently seeking high budget increases to implement new programs, improve existing services and meet workload growth be developed.

B. Since the Detention Home staff is held accountable for effective volunteer utilization, it is strongly recommended that it make decisions as to how volunteers are going to be involved. In doing this, the Detention Home should utilize the following four factors as guides for planning:

1. What do the children need?
2. What do staff want volunteers to do?
3. What will volunteers be willing to do?
4. Does the planned volunteer activity help achieve established Detention Home goals?

C. In order for volunteers to be truly effective and make the most of their time, they must first become familiar with the Detention program, its rules, and objectives. Once this familiarization has been accomplished, especially for those working directly with youth, the volunteer can become more effective and experience much less frustration and anxiety. Volunteers should be used to complement staff, not to take over staff responsibilities.

10-2. Implementation

In order to continue with an effective volunteer program, the following steps need to be followed:

A. Estimate of Volunteers Needed. The Deputy Director of Detention and staff should design or plan roles where volunteers can be used in the program.

This should involve strengthening areas where volunteers are already being used and identifying and designing new roles for volunteers. Once this has been completed, there should be an estimate made of the number of volunteers that will be needed to carry out this function.

B. Requesting Volunteers. Staff should develop written job descriptions that outline what volunteers are to do, for whom and how often. In addition, these job descriptions should be clear as to whom volunteers are to report and any special skills, training or experience needed to do the jobs.

C. Primary Screening. All prospective volunteers should be initially screened and interviewed. Once the volunteer has been tentatively matched to the program, he/she is scheduled for orientation.

D. Volunteer Orientation. Pre-service orientation will be required for all regular service volunteers. This orientation is designed only to give volunteers a broad overview of detention, its clients, volunteer obligations, and expectations.

E. Secondary Screening. As soon as the volunteer(s) have completed orientation, they are expected to report to their assigned programs for secondary screening. This screening is very important, the purpose being to give the detention staff an opportunity to decide whether or not the volunteer is suitable for the jobs he/she has been tentatively assigned to do. If the volunteer is acceptable, then he/she should be assigned specific activities, trained, and put to work. If the volunteer is not suited for the activity for which he/she was recruited, the staff must decide whether or not the volunteer might be interested in and suitable for another assignment in the facility.

F. Job Training for Volunteers. As stated earlier, the volunteer "orientation" is designed to give the volunteers who are scheduled for regular services a broad picture of Detention and its clients. Volunteer job training is intended to give volunteers, performing the same duties or the same job, the skills they will need to carry them out. For this reason, volunteer job training is the responsibility of the staff who will utilize and supervise the volunteer activity. Only these people will understand the specific skills and knowledge volunteers will need to get the job done. Volunteers are unpaid staff and entitled to the same treatment as employees. Whether volunteer job training is formal or informal, extensive or simple, will depend on the complexity of the job, the number of people who will be performing it, and the degree of active supervision that will be offered. Staff should be held accountable, however, for imparting to volunteers the knowledge and skills they need to carry out a particular job effectively.

G. Volunteer Supervision. Supervision of volunteers is the responsibility of the staff who are utilizing them.

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