

# **New Employee Manual**



**PA Council of Chief Juvenile Probation Officers  
The Center for Juvenile Justice Training and Research  
Juvenile Court Judges' Commission**

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## A. Purpose and Use of Training Manual

The New Employee Training Manual is a competency-based educational document that was created to assist you in learning the basic information and skills required to perform your duties as a juvenile probation officer.

The manual is composed of six (6) major sections, each with its own sub-section and an appendix dealing with courtroom presentations. Throughout this manual, reference will be made to the "Desktop Guide to Good Juvenile Probation Practice" which was prepared in 2002 by the National Center for Juvenile Justice, the research division of the National Council of Juvenile and Family Court Judges. This publication provides the information, skills, techniques and resources to competently perform the job of a juvenile probation officer. Hyperlinks throughout this manual will link you to suggested supportive material from the Desktop Guide. The hyperlink will appear in this form: *(NCJJ Chapter, pg.)*. The link will direct you to the specific chapter; scroll down to the designated page. For those readers not accessing this document electronically, a hardcopy version of the document, can be purchased by calling 412-227-6950.

The six major sections are based on the Developing a Curriculum Job Analysis that identifies the major duties and related job tasks of your position as a juvenile probation officer. This manual is designed to ensure that you know what is necessary to deliver quality services to the juveniles, families, victims and communities you serve. By studying and applying the information in the manual, you will become more competent and successful in your duties.

The New Employee Training Manual, created in 1996 by the Curriculum Development Committee, is the result of the joint efforts of the Pennsylvania Council of Chief Juvenile Probation Officers, the Juvenile Court Judges' Commission, and the Center for Juvenile Justice Training and Research. The 2004 revisions to this document were made by members of the Planning and Training Committee, also a joint effort of the Pennsylvania Council of Chief Juvenile Probation Officers, the Juvenile Court Judges' Commission, and the Center for Juvenile Justice Training and Research. The members of this committee wish you well as you undertake your new duties. The members of the revision team are:

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# Competency Profile of a Juvenile Probation Officer

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## DACUM DEFINITION

DACUM, an acronym for Designing a Curriculum, is a process that analyzes an occupation systematically. This analysis is performed by a panel of experts from the occupation under consideration. Using a modified brainstorming method, these experts participate in a two-day workshop under the direction of a qualified facilitator.

The workshop produces a DACUM chart which graphically describes an occupation in terms of specific tasks that workers must perform.

## KNOWLEDGE

Abnormal Behavior  
 Adolescent Sexuality  
 Agency Policy  
 Child Development  
 Child Protective Services Act  
 Community/Available Resources/costs  
 Counseling Techniques  
 Court Procedures  
 Crimes Code  
 Crisis Procedure  
 Cultural Awareness  
 Drug and Alcohol  
 Educational System  
 Environment  
 Family Dynamics  
 Fiscal Awareness  
 Medical Assistance System  
 Juvenile Law  
 Medical/Health  
 Mental Health Procedures and Issues  
 Resources  
 Safety Procedures/Issues  
 State-of-the-Art/Current Information  
 Weapons

## SKILLS

Assertiveness	Self-defense
Communication	Listening
Motivational	Problem Solving
Crisis Intervention	Empowerment
Decision Making	Time Management
Mediation	Writing
Organization	Interpersonal
Parenting	Interviewing
Driving	Public Relations
Computer Skills	

## TRAITS

Assertive	Unbiased
Authoritative	Understanding
Committed	Intelligent
Concerned	Logical
Conscientious	Organized
Decisive	Patient
Efficient	Perceptive
Empathetic	Professional
Enthusiastic	Resilient
Even-tempered	Honest
Have a sense of humor	

***SECTION A***

***PROFESSIONALISM***

## **A-1 Develop Ethical Standards (NCJJ Chapter 12, pg. 136)**

### **Key Norm: Juvenile probation officers adhere to an established code of ethics.**

Juvenile probation officers should refer to their local Court's code of ethics. Know that the code applies whether you are on or off-duty.

A standard code of ethics includes, but is not limited to, the following areas:

Personal Gain: Never use your position for personal gain. Never accept or solicit anything of value from juveniles, their families or others. This includes gifts, loans, privileges, or advantages.

Civil Rights: Be aware that juveniles have civil and legal rights (NCJJ Chapter 2, pg. 14), and inform the appropriate authorities if there appears to be any violation of these rights. Make every attempt to act in the best interests of the juveniles you supervise. Advise juveniles fully and objectively to help them make decisions.

Conflicts of Interest: Be alert to potential conflicts of interest between you and the juveniles you supervise, their families and victims. For example, do not recommend a lawyer to a juvenile or his family. Outwardly a harmless act, this practice may appear to benefit you in some way. Be aware of "appearances" of conflict, as well as actual conflicts of interest. If a conflict is serious, consult your supervisor. If a conflict cannot be resolved, the agency may remove you from the case.

Reports: It is your duty to be informed fully of the condition and conduct of the juveniles you supervise. All reports concerning a juvenile case should be timely, relevant, and accurate. Do not make judgments that surpass your professional qualifications.

Professionalism: Your position as a juvenile probation officer has inherent "power;" therefore, you should know how to use this power discreetly and professionally. Treat everyone with respect and work with others to improve the quality of service to the juveniles under your supervision.

Unethical Behavior: As an "arm of the court," you reflect your county's judicial process. Unethical behavior affects the integrity of the profession and should be reported to the appropriate administrators. Unethical and/or inappropriate behavior may be grounds for termination.

Confidentiality: You should protect any information regarding a juvenile's case that is deemed confidential in accordance with applicable statutes. Never attempt to obtain information beyond what is necessary to perform your duties. Disclose information only to individuals who have a professional interest, using written authorizations for release when required.

Politics: Do not use your position for partisan political purposes. Do not allow another's political affiliation or power to influence your decisions regarding a case. Know your court's policies regarding involvement in political activities.

## **A-2 Adhere to Court/Agency Policies**

### **Key Norm: Juvenile probation officers know how to access and adhere to the Court's/Agency's policies and procedures manual.**

1. Establish a thorough working knowledge of the Pennsylvania Juvenile Act. Also be aware of the history of the juvenile system in America (NCJJ Chapter 1, pg. 5), Pennsylvania, and in your own county. Be familiar with key Supreme Court decisions (NCJJ Chapter 2, pg. 15) and probation case laws that relate to juvenile law.
2. Review your department's organizational chart. The chart should contain job titles, as well as the names of the people currently employed in those positions. After reviewing the organizational chart, learn about other county agencies, (including the executive branch) and how the juvenile system fits into the entire county operation. Understand the chain of command and who is responsible for various office procedures.

3. Review all court policies and practices that currently exist. Be aware of other court policies that do not affect juvenile matters directly. Some examples are policies on smoking, sexual harassment, computer security, and use of force. Know the consequences for not following these policies.
4. Be aware of the liability associated with your position (*NCJJ Chapter 2, pg. 16*). Because the possibility of being sued exists, know your county's responsibility should a suit be filed. Also know your county's policies regarding auto and life insurances.
5. Know and follow agency policies regarding the application of force and safety. The Juvenile Court Judges' Commission is the principal advisory agency for juvenile courts in Pennsylvania. Review the Juvenile Court Judges' Commission Standards Manual to understand how these standards effect juvenile operations.
6. Juvenile probation officers should be familiar with the legal framework of the Juvenile Justice System. The Juvenile Justice System is regulated by many sources. Federal and state laws and regulations, as well as past practices in particular judicial jurisdictions, shape the system of each juvenile court.

**Juvenile probation officers should review the following documents:**

The Juvenile Act-42 PA C.S. Section 6301 et seq. with appendix ([www.state.pa.us](http://www.state.pa.us))

Juvenile Court Standards, including specialized standards ([www.jcjc.state.pa.us](http://www.jcjc.state.pa.us))

Rules of Juvenile Court Procedure (Delinquency Matters) ([www.jcjc.state.pa.us](http://www.jcjc.state.pa.us))

Model Petitions and Court Orders ([www.jcjc.state.pa.us](http://www.jcjc.state.pa.us))

Detention Handbook ([www.jcjc.state.pa.us](http://www.jcjc.state.pa.us))

Phase 1 Staff Safety, Early Warning Desk Reference Manual, provided by the Center for Juvenile Justice Training and Research ([www.jcjc.state.pa.us](http://www.jcjc.state.pa.us))

The Juvenile Court Judges' Commission Monograph 1997([www.jcjc.state.pa.us](http://www.jcjc.state.pa.us))

The Juvenile Court Judges' Commission Monograph 2004 ([www.jcjc.state.pa.us](http://www.jcjc.state.pa.us))

Mandated Child Abuse Reporter regulations (<http://members.aol.com/statutespa/23.html>)

Crime Victims Act (Can be found at [www.oa.state.pa.us](http://www.oa.state.pa.us))

The Pennsylvania Juvenile Delinquency Practice and Procedure – Fourth Edition; Francis Barry McCarthy

**Also know how to access and use:**

Pennsylvania Juvenile Delinquency Benchbook ([www.jcjc.state.pa.us](http://www.jcjc.state.pa.us))

Desktop Guide to Good Probation Practice and Procedure ([www.ncjj.org](http://www.ncjj.org))

Juvenile Case Management System (JCMS) Case Closing Outcomes Reports ([www.jcjc.state.pa.us](http://www.jcjc.state.pa.us))

Department of Public Welfare Detention Regulations - Title 55 ([www.dpw.state.pa.us](http://www.dpw.state.pa.us))

Pennsylvania Interstate Compact for Juveniles ([www.dpw.state.pa.us](http://www.dpw.state.pa.us))

Pennsylvania Education Law ([www.elc-pa.org](http://www.elc-pa.org))

Purdons            Pennsylvania Crimes Code Volume 18 (Crimes and Offenses)  
                          Pennsylvania Crimes Code Volume 35 (Health and Safety)  
                          Pennsylvania Crimes Code Volume 75 (Vehicle)

Criminal History Records and Information Act

Consolidate Statutes Drug Device and Cosmetic Act

Pennsylvania Juvenile Court Directory ([www.jcjc.state.pa.us](http://www.jcjc.state.pa.us))

Act 148 (AIDS)

DNA Requirements - Pa State Police

### **A-3 Demonstrate Cultural Competence (NCJJ Chapter 11, pg. 117)**

**Key Norm:** Juvenile probation officers demonstrate cultural competence in the performance of their duties.

1. Juvenile probation officers do not discriminate against juveniles, their families, or colleagues, and other professionals on the basis of race, sex, age, creed, natural origin, or physical, mental or economic condition. Juvenile probation officers remain impartial and respectful to all individuals.
2. Be aware of cultural diversity issues, especially those that are unique to your county. Enhance your cultural competency through education and training and by keeping abreast of current trends and developments.

### **A-4 Develop Working Relationships**

**Key Norm:** Juvenile probation officers develop and maintain effective working relationships with agencies and individuals (See checklist in appendix for specific agencies and individuals).

1. Juvenile probation officers are familiar with county human resources and community based programs and organizations; how to access them and the referral process for each (Directory to County Agencies and Local Service Providers).
2. Be able to explain the proper procedures of juvenile court and the juvenile justice to outside agencies. It is important for outside agencies to understand the parameters of the juvenile justice system, as well as the proper referral process to juvenile court.
3. Familiarize yourself with the professional staffs of other agencies.
4. Follow through with correspondence and make sure information is accurate.
5. Properly monitor case referrals to ensure client compliance and the delivery of services.

### **A-5 Demonstrate Responsible Social Behavior**

**Key Norm:** Juvenile probation officers demonstrate responsible social behavior.

1. "Modeling" refers to behavior that is to be copied, followed, or imitated. Many juveniles have not had the opportunity to interact with and/or to learn from a responsible adult. Juvenile probation officers have the opportunity to exert positive influence over their clients by modeling exemplary behavior. As juveniles model commendable behaviors, they build social competencies.
2. Adolescents learn to solve problems by what people have taught them or by what they have learned themselves. Demonstrate effective problem-solving techniques to help juveniles analyze difficult problems and make appropriate decisions. Do not rely on methods that employ fear or intimidation.
3. Assertiveness should not be confused with aggressiveness. When discussing goal planning or action plans, show juveniles that firm, energetic plans usually achieve positive results. Threatening or overbearing attitudes may bring results, but these approaches are not well received by others.
4. Always be honest and respectful to juveniles. They need to be assured of your trustworthiness and reliability. Do not talk "down" to juveniles or use words they cannot understand. Be a good listener. Allow juveniles the time to express their ideas during interviews.
5. Always present an appropriate appearance in accordance with agency expectations and norms. Appearance does not pertain only to clothing but also personal hygiene.

6. Always use appropriate language when speaking with juveniles and others. Using harsh or foul language may make a point, but you will lose the respect of others. Be aware of cultural differences; certain words and phrases may be offensive to ethnic groups. Body language is also important when conversing. Always use good posture, and maintain culturally appropriate eye contact .

## **A-6 Establish Positive Relationships with Communities**

**Key Norm: Juvenile probation officers establish positive relationships with communities.**

1. Juvenile probation officers are vital components of the juvenile justice system. Because juvenile probation officers are judged by a higher standard than the average citizen, they must be mindful of certain behaviors within the community, such as the public consumption of alcohol. Juvenile probation officers in smaller communities and counties are even more visible.
2. Juvenile probation officers should be available to promote the values and goals of juvenile justice in schools, religious organizations, and civic organizations. Juvenile probation officers also should assist communities by working on committees dealing with drug and alcohol issues, community violence, and other community concerns and problems.
3. Juvenile probation officers should also elicit ideas and encourage participation from members of the community. Addressing juvenile crime and juvenile justice issues are community concerns and as such, juvenile probation officers should engage community members in providing input and collaborating with the juvenile justice system.

## **A-7 Maintain a Healthy Balance between Your Personal and Professional Lives**

**Key Norm: Juvenile probation officers contribute to the organization's growth and development**

1. Juvenile probation officers are encouraged to become involved in organizational activities. This includes actively participating in staff meetings and projects, being creative, and developing and implementing new ideas. In addition, juvenile probation officers should be willing to accept new assignments and to offer suggestions on how to improve the functioning of the department.
2. Juvenile probation officers should develop a professional relationship with their supervisors and colleagues. The ability to accept constructive feedback is essential to both personal and organizational growth.

## **A-8 Contribute to the Organization's Growth and Development**

**Key Norm: Juvenile probation officers maintain a balance between their personal and professional lives.**

1. Due to the stressful nature of the job, it is important that juvenile probation officers attend to their personal well-being. Learn not to take the pressure of the job home with them. Hobbies and sports are effective stress relievers.
2. Recognize the symptoms of stress and burnout. Consult with supervisors and chiefs when job pressures begin to develop. Remember, you are more effective when you have a healthy attitude and outlook on life.
3. Juvenile probation officers should keep abreast of the rapid changes in the juvenile justice field by reading and understanding a broad range of materials pertaining to the profession.

## **A-9 Continue Your Education and Training**

**Key Norm:** Juvenile probation officers enhance their professional knowledge through continuing education and training.

1. Newly hired juvenile probation officers shall complete the Juvenile Court Judges' Commission Juvenile Justice Orientation training, or equivalent training, at their earliest opportunity. Juvenile probation officers must complete 40 hours of required training annually, which may include training offered by mental health organizations, school districts, community agencies and/or other authorized training.
2. Juvenile probation officers are encouraged to attend and complete a program of graduate education through a graduate program sponsored by the Juvenile Court Judges' Commission located at Shippensburg University and at Mercyhurst College.

***SECTION B***

***CASE MANAGEMENT***

## **B-1 Develop a Supervision Plan (NCJJ Chapter 9, pg. 73)**

**Key Norm:** Juvenile probation officers should develop an individualized plan for each juvenile under their supervision. The plan should lay the groundwork for measuring community protection, victim restoration and youth redemption. To do this, the plan must incorporate specific provisions on how to hold the juvenile accountable for repairing the harm to the victim, how to develop competencies and how to keep the community safe.

1. The first step in developing an individualized plan is to read all file information for a complete understanding of each case. Note significant issues, including input from the victim(s) and the community regarding the definition of harm.
2. Introduce yourself and develop a rapport with the juveniles, their families, and significant others in the juveniles' lives. Ask the family what sanctions and positive reinforcements have been used to resolve problems and what has served to reinforce good behaviors. Consult with other involved agencies for additional insight about the case.
3. Use interviews and information in the file to assess the strengths and needs of juveniles and their families as well as the needs of the victim(s) and/or the community. Review all available information. Once these needs are established, identify resources within families, agencies, or communities that can increase strengths while meeting the identified needs. Utilize the strengths to develop activities that serve to enhance the competencies of the juveniles.
4. Using the department's accepted format, write a plan which provides for restoration of the victim to the degree possible, and protection of the community while providing opportunities for the juvenile to build competencies which will enhance his/her productivity and level of responsibility. Incorporate all information gleaned from previously identified sources. Plan development should include the juvenile and the family. Every supervision plan must address three goals:  
Community Protection, Accountability and Competency Development.

**Community Protection:** The plan must specify the level of supervision and security required to address the risk posed by the juvenile to the crime victim and the community. Probation officers must determine what supervision activities and/or safety restrictions are needed to protect the community.

**Accountability:** The plan must specify how the juvenile will make amends for the harm he/she caused. Probation officers must determine what strategies will lead toward increasing the juveniles' understanding of the impact of their delinquent behavior on the victim and the community, and what strategies will be used to ensure the active participation of the offender to repair the damage(s).

**Competency Development:** The plan must specify how juveniles will acquire the knowledge and skills that make it possible for them to live productively, pro-socially and lawfully in their communities. The probation officer shall facilitate efforts that advance youth competencies. Advancing competencies requires: skill training programs opportunities to practice and demonstrate new skills, experiential activities, positive relationships, ties with pro-social groups and services as well as supportive services, such as tutoring and family-based services.

5. Review the plan with your supervisor. Note any suggestions or revisions. Make all necessary changes to finalize the plan. Next, review the plan with the juvenile and the family. Be sure the juvenile and his/her family understand what is expected of them and why. Obtain signatures of the juvenile and his/ her guardian(s). Explain to them that signing the plan means they will cooperate fully with its terms. Give all signers a copy of the plan. As supervision continues, amend and update the plan as needed.
6. When writing letters of referral to the agencies identified in the plan such as schools and counseling programs enclose pertinent information regarding the juvenile's case. In clear language, write the reasons for referral, your expectations for communication between the agency and the probation office, the desired outcome, and any insight about the evolution of the case.

## **B-2 Maintain Regular Contact with Juveniles and Their Families (NCJJ Chapter 9, pg. 73)**

**Key Norm:** Juvenile probation officers maintain regular contact with juveniles and their families.

1. Review personal, case, and collateral information to determine the level of contact needed to help juveniles and their families reach their goals. These contacts may involve unannounced visits and visits during non-traditional hours. Determine the purpose of every contact before it is made.

Explain to juveniles and their families the goals of the juvenile justice system and their responsibility regarding probation rules and the supervision plan. Provide supervision, support, case management and intervention as needed. Continue to build rapport and assist both the juveniles and their family in developing and strengthening positive relationships.

2. When scheduling appointments, communicate the expected time frames for contacts. Plan to contact juveniles and their families at appropriate locations in accordance with the level of supervision identified in the risk and needs assessment.
3. Following every contact concerning the juvenile (with school officials, families, and counselors, for example) record an accurate account in a computerized database or manual case log.
4. Keep field notes up to date and have them present at Court proceedings. Include dates, times, locations, and persons present along with the narrative of the contact. Be aware of JCJC Standards for probation contacts for specialized services.

## **B-3 Identify and Maintain Collateral Contacts**

**Key Norm:** Juvenile probation officers identify and maintain collateral contacts.

1. Juvenile probation officers are aware of all available community resources, including contact persons, services they provide and any payment provisions, hours, locations and personnel. Decide which resources would most benefit the juvenile and the family, taking distance into consideration.
2. The Juvenile Act requires that, unless specific requirements are met, all information regarding juvenile cases are confidential, and may require that release forms be signed by the parent and/or the juvenile to authorize the transfer of information between agencies. Request that the participating agencies exchange information about the juvenile's and family's progress, cooperation, attendance, and treatment. Advise the agencies about contact intervals to ensure that providers are prepared to supply the requested information. After every collateral contact, record a summarized account in your computerized database or case log.

## **B-4 Promote Youth and Family Responsibility**

**Key Norm:** Juvenile probation officers encourage and assist juveniles and their families in recognizing and accepting their responsibilities.

1. Ensure the supervision plan (NCJJ Chapter 9, pg. 74) reflects the juvenile's and family's strengths and needs, as well as the juvenile's age, offense severity, type of crime, and level of assigned supervision.
2. Ensure juveniles and their families have a copy of the probation rules and supervision plan. Read the rules aloud and ask for questions. Be sure that the family completely understands the rules. Discuss positive reinforcement for compliance, as well as the consequences for non-compliance. Obtain the signatures of the juvenile and the guardian(s). Be sure the family understands that signing the contract means they will honor it.

3. Explain to the juveniles and their families that the rules are to be followed strictly, unless specific permission is given by probation for special occasions, such as curfew extensions, reporting requirements, or exemptions for family vacations.
4. Juvenile probation officers are authority figures; however, coercive use of authority will not elicit the desired result, except in the short run. Being assertive, while being caring, supportive, and respectful is the most likely means of earning trust and respect. Intervene and provide assistance to juveniles and their families, but do not control. Juvenile probation officers are most effective when they empower juveniles and their families to resolve problems.
5. Use all contacts, both personal and collateral, to monitor compliance with rules and treatment plans, to appraise the degree of effort to restore the victim, to assess progress in the development of competencies, and to ensure that the public is adequately protected.
6. Be alert to symptoms of family dysfunction. Use interviewing skills to assess “red flag” areas. Provide intervention or make referrals to outside agencies as needed. When appropriate, introduce new probation rules or revise supervision plans. Note that certain supervision plan modifications may require the approval of the Court. Supervision plan modifications should be reviewed with a supervisor in accordance with office policy.

## **B-5 Coordinate Community Resources (NCJJ Chapter 9, pg. 80)**

### **Key Norm: Juvenile probation officers know how to coordinate services.**

1. Generally, community-based intervention is the most appropriate for juveniles. Efforts to curb delinquency are not the sole responsibility of probation departments. Rather, these efforts should be the responsibility of entire communities, using all available resources. Juvenile probation officers must, therefore, be aware of their communities and the resources within their jurisdictions.

Community resources can be grouped into two categories: formal and informal. Formal community resources usually include agencies that target specific problem areas and behaviors. Informal community resources are more generic in nature. Often they include activities available to children in a particular age group, such as the Boy Scouts, church youth groups, and the YMCA. When accessed properly, formal and informal resources provide valuable services to juveniles.

This knowledge of community resources should include the specific intent of services, mode of service provision, age limitation requirements, and types of services provided to specific sub-groups of juveniles. Juvenile probation officers should know which agencies serve juveniles best.

2. Identifying appropriate resources is the key to using community services effectively. This involves a thorough understanding of available services and of the individual needs of juveniles and their families. Without the knowledge of both services and clients, effective matches cannot be made. Never make referrals haphazardly without considering the overall appropriateness of the action. Also, it is important to realize that “more” is not necessarily “better” in making referrals to community services. Many new probation officers believe that juveniles are best served by referrals to numerous community-based interventions. Experienced juvenile probation officers realize that a single, appropriate, referral is more effective.

In addition, successful juvenile probation officers involve juveniles and their families in determining needs and contacting the appropriate resources to meet those needs. By involving juveniles and their families in the process, the odds of successfully meeting the goals of referrals will increase significantly.

3. After identifying the appropriate community services, proper referral procedures must be followed to access these services. Referral procedures vary from service to service; knowledge of these different procedures is important in making correct referrals. When in doubt, contact the community agency to get the proper referral procedures. In some cases, face-to-face intake interviews are necessary. Depending on the service, other pre-acceptance requirements also may be necessary.

Juvenile probation officers are a significant source of information in this process, both for the referral agency and for clients. Take an active role in making proper referrals to community services.

4. Some agencies charge a fee for their services. It is important to know this in advance. In some cases, costs are the responsibility of the referring agent, such as the probation department. Consequently, juvenile probation officers should make sure that referrals, as well as potential costs, have been approved by the proper authorities before initiating the referral process.

Billings and methods of payment should be clarified early in the process. Depending on the local jurisdiction, contracts between community agencies and probation departments must be in place before services can be provided.

Costs to families may be less apparent for informal community activities, such as sports teams and common-interest groups. In all cases, these financial considerations should be investigated thoroughly and clarified ahead of time.

5. To ensure that the original goals and expectations of the referral are being met, juvenile probation officers should monitor the service. Monitoring may be a highly structured part of a client's participation. In most cases, you will need to take an active role by evaluating the services and the juvenile's amenability to them.

When the original goals of the referral are not being met, it is the juvenile probation officer's responsibility to resolve the matter to the benefit of all parties. This may involve meeting with the providers(s) to discuss expectations, identifying problematic behaviors, and developing a clear remedial plan. In the cases of juveniles and their families, attendance, participation, attitude, and results also should be monitored. Similar meetings may be necessary to review the goals of the participants, thereby ensuring compliance and probability of success.

6. Many times juvenile probation officers are in the unique position of being able to identify a needed service for their clients that is not provided in their community. In these cases, juvenile probation officers should serve as advocates not only for their clients, but also for other children in the community. Since juvenile probation officers are aware of current trends in service delivery, potential service providers usually welcome their suggestions. History has shown that community-based programs that are successful in providing services to juveniles seldom remain unchanged. This is due to improvements in the provision of services, as well as to the changing needs of the population over time.

## **B-6 Provide Direction and Guidance (NCJJ Chapter 9 pg. 73)**

### **Key Norm: Juvenile probation officers provide direction and guidance.**

1. A significant portion of a juvenile probation officer's efforts is spent in supervision activities which provide guidance and direction to the juvenile and his/her family. These activities are aimed at assisting juveniles in making permanent changes in their behaviors, perception, and judgments. To maximize these efforts, it is critical that a juvenile's needs and strengths are defined and understood clearly by both the juvenile probation officer and the juvenile. As such, early interviews should include an assessment of these needs and strengths as understood by the juvenile probation officer, the juvenile, and his/her family.

An assessment of need includes clarification of the level of risk the juvenile poses to the community; the capacity of the family/community to monitor the juvenile; problem behaviors, thinking errors and skill deficits; mental health substance abuse problems and educational concerns.

An assessment of strengths includes clarification of family relationships, school and extra curricular activities, personal interests and hopes, academic/vocational abilities, community/social relationships, maturity attitude and remorse for the crime.

2. Supervision planning is a key component and case management tool in helping juveniles and their families. It directs the probation officer in assisting the participants toward targeted activities for addressing juveniles' needs and capitalizing on their strengths. Effective supervision planning requires addressing juvenile justice goals and includes the following steps;
  - actively involving juveniles and their families;
  - assessing participants needs and strengths;
  - selecting reasonable and achievable goals;
  - using juveniles' strengths and resources to set goals;
  - spelling out the necessary steps to reach goals, starting with the present situation and ending with the desired one; and
  - documenting who will do what and when it will be done.

Reviewing the supervision plan regularly, noting positive achievements while redefining the less successful areas is a vital part of guiding and directing the juvenile.

3. Sometimes, juveniles' needs may be greater than juvenile probation officers can provide. Most jurisdictions are able to secure professional treatment services for juveniles. Know the operating policies of your local jurisdiction and follow these policies when making professional referrals. Consider the family's financial situation when referring for community based treatment services. Whenever possible utilize treatment providers that can provide services at reasonable cost to the juvenile/family and the court.
4. Once treatment services become necessary, a referral should be made. Again, local jurisdictional procedures should be followed. In most cases, certain information must be forwarded to the treatment provider. While this may differ from one referral source to another, you should provide, at the least, information about the juvenile's background, family, school, interpersonal relationships and the specific problem areas requiring treatment.
5. Throughout the juvenile's supervision period, whether conducted solely by you or in conjunction with an outside service, progress toward stated goals should be monitored and documented.

Emphasize positive achievements, while holding the juvenile responsible for completion of supervision goals. In cases where progress is not made, re-evaluate and revise your efforts.

6. Document all efforts and the ensuing results. This information will provide future reference for the case and help the evaluation/assessment phases of supervision.

## **B-7 Provide Crisis Intervention**

**Key Norm: Juvenile probation officers understand and have the ability to utilize crisis intervention techniques and resources.**

1. During the course of a juvenile probation officer's job, the need for crisis intervention will occur. The nature of the profession dictates the need for strong crisis-intervention skills.

A crisis can be defined and interpreted in various ways. An individual's identity, background, and experiences all influence their perception of crisis, and juvenile probation officers must be cognizant of this.

Crisis intervention is a learned skill. The core of successful intervention is the ability to take a client from a highly charged state to a stable one. This is done through a series of stages that include reflective listening, problem identification, problem-solving techniques, development of a problem-solving plan, and follow-up activities.

Participate in formal and informal crisis-intervention training to be fully prepared to handle crisis situations and to reach your full potential within the profession.

2. In some cases, crisis intervention will involve interacting with mental health organizations. Know the behaviors and crises that require this kind of intervention. Also know the procedures for accessing local mental health services before the need arises. Know the your court's expectations for follow-up and review in cases where mental health intervention is needed.
3. In most crisis-intervention cases, certain stimuli, or triggers can be identified. These triggers can be highly specific and personal, such as a situation, statement, person, or activity that causes an agitated state. Knowing your client's potential triggers is an effective way to avoid a crisis. It also can help in managing a crisis situation if one should occur.

Proper intervention sensitizes clients to the effects of their triggers and helps them react more appropriately in the future.

4. Another key to successful crisis intervention is the use of de-escalation skills. Crisis situations always follow a pattern where triggers interrupt normal behavior. After a period of escalation, an out-of-control period occurs that may include explosive behavior. Following this, a period of de-escalation occurs, which eventually leads to a restoration of normal behavior. It is during this de-escalation period that therapeutic intervention helps. Recognize this opportunity, and use de-escalation skills for maximum positive impact.
5. Many times the out-of-control period of a crisis calls for physical restraint. Staff safety techniques should be learned from a qualified trainer. Know your court's policies regarding the use of passive physical restraint, and train according to those rules. Be aware of crisis intervention training materials available by your local jurisdiction and through the Center for Juvenile Justice Training and Research.
6. As an agent of change, be alert to the opportunities present in crisis intervention cases. Clients are at their highest levels of motivation when they are in crisis situations. In these states of discomfort, they are most receptive to suggestions for behavioral changes. Understand and use these opportunities.
7. Fully document crisis situations and interventions according to your Court's guidelines.

## **B-8 Monitor Residential and Non - Residential services**

**Key Norm: Juvenile probation officers monitor the residential and non-residential services for juveniles.**

1. Invariably, it becomes necessary to place some juveniles in treatment programs. Treatment programs generally fall into two categories: residential and non-residential.

In a residential program, the juvenile resides full-time at the treatment facility.. Non-residential programs allow the juvenile to remain in the community. In both cases, juvenile probation officers play an important role in the juvenile's overall treatment.

This role requires juvenile probation officers to do the following:

1. Provide essential documents to the program to enable the development of treatment and supervision goals.
2. Include such documents as birth certificate, immunization record, medical information, social history, evaluations, and supervision plans.
3. Actively participate in the development of an individual/family service plan and review the plan regularly.
4. Actively pursue and be involved in aftercare planning to maximize the impact of treatment and long-term change.
5. Maintain contact with all relevant parties, including program staff, the juvenile, family members, and appropriate collateral contacts.
6. Visit the program as appropriate.

7. Review progress reports.
8. Serve as a liaison between the program and the court and the juvenile's community.
9. Schedule, attend, and participate in review hearings as required by the Court and other regulatory agencies.
10. Engage the juvenile's family in all aspects of treatment.
11. Be aware of the court's procedures for completing home studies and approving home passes.
12. Be aware of and follow regulations requiring victim notification of home passes.

## **B-9 Monitor Placement and Aftercare *NCJJ Chapter 10, pg. 99***

**Key Norm:** Juvenile probation officers' monitor a juveniles' placement and his/her reintegration into his/her community. Aftercare begins when the placement decision is made and is tailored to the individual needs and capacities of the youth.

1. Invariably it becomes necessary to place some juveniles in treatment programs. Juvenile probation officers play an important role in the juvenile's overall activities.
2. Aftercare services begin when the placement decision is made. Aftercare services should be provided while the juvenile is in placement and for a six (6) month period following release from placement, unless the juvenile discharged sooner or supervision is extended by the Court.
3. Collaborate with the facility staff on a single plan that integrates treatment and aftercare, within 30 days of placement, and refine the plan as the juvenile moves closer to leaving the facility. Insure the plan is reflective of the juvenile's individual situation in a manner consistent with the principles and practices of Balanced and Restorative Justice (Community Protection, Accountability, Competency Development).
4. Visit juveniles in placement on a monthly basis as a minimum level of frequency in an effort to monitor overall progress, including attention to the ongoing activities and plans relative to aftercare planning and goals.
5. Remain in contact with the parent(s)/guardian(s) of juveniles in placement to ensure their maximum engagement with the process and that they remain fully aware of the progress towards placement goals as well as the after care planning process and expectations upon release. These contacts should occur on a minimum monthly basis, and more frequently as dictated by significant activities or events.
6. Be prepared to provide the judge with detailed information regarding the juvenile's aftercare plan at all formal and disposition review hearings. This plan should again be reflective of the principles and practices of Balanced and Restorative Justice relative to the anticipated community reintegration activities. Attention should be paid to issues and factors relevant to the juvenile's individual situation and supervision plan, and should additionally include, but not be limited to, areas such as: Family and housing, Education, Employment, Behavioral Health, Medical, Community Involvement activities and Home Pass plans prior to release.
7. Assist juveniles returning from placement in a process to engage them with both formal and informal positive and pro-social activities and individuals. These activities should be incorporated into the Aftercare Plan and monitored throughout the aftercare period.
8. Release of juveniles from Aftercare Supervision status should occur in accordance with jurisdictional policies and procedures. Aftercare Supervision should continue for a period of time not to be less than six months following release.

## **B-10 Perform On-call Duties**

**Key Norm: Juvenile probation officers perform on-call duties.**

1. Many jurisdictions within Pennsylvania have, as part of juvenile probation officers' job duties, emergency on-call procedures. In most cases, this involves providing after-hours services and support to juveniles and their families, police departments, hospitals, and placement facilities. A thorough knowledge of applicable laws and regulations pertaining to juveniles, including juvenile detention standards and codes, are necessary to perform on-call duties satisfactorily. As in many other situations, procedures surrounding on-call duties differ from jurisdiction to jurisdiction. Know the on-call responsibilities and procedures that apply to your agency.

***SECTION C***

***COURT RESPONSIBILITIES***

## **C-1 Initiate Court Hearings (NCJJ Chapter 4, pg. 34)**

### **Key Norm: Juvenile probation officers understand court procedures.**

1. Part of your job is to be familiar with case-processing stages. Knowledge of hearing requirements is mandatory. This includes juvenile petitions, detention, adjudication, disposition, violations, reviews and when to schedule a hearing before a juvenile court judge.
2. Request appropriate hearings and know the scheduling procedures for your Court. Also know the documents needed for each type of hearing.
9. Be aware of the rights of juveniles and victims. Know your court's procedures for notification of all parties needed to process the case. If your county has a victim witness coordinator, that person should be given notification of the hearing, if the offense involves a victim.
4. Explain to families of juveniles the procedures for securing services of the public defender.

## **C-2 Prepare Case Information (NCJJ Chapter 5)**

### **Key Norm: Juvenile probation officers know how to gather and prepare case information.**

1. Be familiar with each juvenile's file. A file review should be made when a case is assigned. Note what information is needed to supervise the case successfully. Obtain appropriate signatures for release of information.
2. Obtain information from juveniles, their families, the victim(s), school officials, law enforcement, and any other agency involved. Proper interviewing techniques should be followed to evaluate the juvenile's strengths, assess problems, and classify risks so that appropriate supervision decisions are made. The victim impact statement should be used when conducting an assessment and developing the suggested disposition.
3. A written report containing all data, assessments, and recommendations must be prepared for court. Reports from schools and agency personnel are crucial in determining a proper disposition of the case. Accurate records of all contacts and interviews should be kept. Most departments have a standard form that highlights the required information. Many departments utilize assessment tools to determine risk/need/strengths of the juveniles and families.
4. After interviewing the juvenile, reviewing reports and processing all relevant information, consult with your department supervisor. Discussions with supervisors can assist you in developing recommendations and dispositional alternatives. Supervisor's feedback will assist you in developing your skills. All recommendations to the court must be approved by your assigned supervisor.
5. After assessing the facts, make objective appraisals of the dispositional alternatives and available resources. Recommend whether the juvenile should be placed or remain on probation. If probation is recommended, determine the level of supervision needed. Options include referral to another agency, unsupervised probation, supervised probation, intensive probation, foster care, day treatment, a community-based group home, a residential treatment facility, restorative restitution and community service alternatives, victim witness awareness education, and victim offender mediation. If you determine that placement of a juvenile is required, the appropriate placement resources must be determined.

Recommendations must be consistent with restorative goals and values that link the disposition recommendation directly to the crime and victim, ensuring that the offender restores both the victim and the community.

Make the best dispositional recommendation possible. Unfortunately, service resources are not always available. When this is the case, document the gaps in the resources, attempt to secure new resources, and be prepared to make secondary recommendations to the court.

6. Know what probation and placement alternatives are available to the courts. Similar procedures are followed whether you make a placement or a service referral.

Obtaining signatures for release of information should be a priority. Pertinent information should be sent to the contact person. In some cases, an interview may be required before placement can be obtained or a service provided. Know the local policies regarding transportation and payment of services. Copies of all referral letters should be kept in files as documentation.

### **C-3 Provide Testimony (NCJJ Chapter 8, pg. 69)**

**Key Norm: Juvenile probation officers display courtroom decorum when presenting testimony.**

1. Know the protocol required by judges. Know court personnel and their duties and the physical layout of the courtrooms. Knowledge of courtroom demeanor is extremely important. (See Appendix A)
2. Know the different types of hearings and your role in each. Be prepared to make verbal presentations that include well-planned, thoroughly analyzed recommendations and treatment plans. Be ready to answer questions from judges, lawyers, family members, and victims.

Since the court may ask for the key facts involved in the decision-making process, carefully review the following before a hearing: the current charge(s), the police report, the victim impact statement, the juvenile's prior record, background, social history, psychological profile, and treatment interventions.

When presenting a case to the court, follow the rules for court proceedings in your jurisdiction. Written documentation and materials should be disseminated according to the Court's policies.

**At the minimum, if required you should be prepared to:**

- State the type and purpose of the hearing;
- Present the participants in the hearing;
- Enter portions of files as a matter or record;
- Briefly describe petitions, alleged violations or circumstances that bring cases before the courts; and,
- Summarize the current needs and strengths of juveniles and their families, as well as recommendations that provide balanced attention to accountability, competency development, and community protection.

### **C-4 Support Victim Restoration**

**Key Norm: Juvenile probation officers know the rights of victims as defined in the Pennsylvania Crime Victims Act, understand the harm done to victims and help juveniles repair the harm.**

1. Review the Pennsylvania Crime Victims' Act and victims service standards and procedures that ensure quality victim-focused services (described in the manual developed by PCCD.)
  - Develop a working relationship with the probation-based, DA-base victim witness coordinator or community-based victim/witness coordinator
  - Understand the role and duties of the coordinator.
  - Know what forms and notifications are sent to victims
  - Check files to determine appropriate services, e.g., notification of review hearings, home passes, release from placement, etc.

2. Obtain input from victim via phone conversation or in person regarding the harm caused by the crime.
  - Include information in any social history or other report to the judge.
  - Attach victim impact statement to social history and any report sent to judge.

**Note: Including comments from victim do not take the place of victim impact statement**

  - Answer questions victim may have that do not violate juvenile confidentiality
  - Advise victim/witness coordinator of contact and any requests or need for services expressed by victim
  - Discuss with juvenile the harm caused by his/her actions to victim and community
  
3. Ensure that victims are reimbursed for financial losses
  - Check to see that restitution has been ordered.
  - Review case file if financial losses are mentioned in petition but restitution has not been ordered.
  - Discuss restitution amount at first meeting with juvenile and family.
    - Develop payment schedule
    - Assist juveniles who are looking for work.
    - Be aware of restitution programs and the procedures for juvenile participation
    - Follow through on sanctions if juvenile does not make payments
  
4. Understand the concept of restorative justice and be familiar with restorative processes within the juvenile justice system and community
 

Help juveniles understand the harm done to their victims and communities by their actions.

  - Discuss possible ways to make amends
  - Review standards for good apology letters in PCCD VOJO manual to prepare juveniles for writing letters of apology
  - Support juvenile's participation in restorative processes, e.g., victim offender conferencing, restorative group conferencing, etc.
  - Be aware of any requests from the victim for a particular type of community service and make every effort to honor that request.
  - Attend training or observe victim/awareness classes; make referrals for juveniles to attend
  
5. Ensure that day-to-day supervision activities are in compliance with rights of victims.
  - If requested by victim, provide timely notice of home passes, temporary leave, runaway status or release from placement
  - If requested by victim, provide timely notice if juvenile fails to return from home pass, temporary leave
  - If requested by victim, provide timely notice of termination of juvenile court jurisdiction
  - If requested by victim, provide timely notice to victim witness coordinator if juvenile is scheduled for a disposition review hearing or transfer from one facility to another in enough time for coordinator to contact victim and for victim to have opportunity for comment at disposition review hearing or objection prior to transfer.

## **C-5 Post-hearing Responsibilities**

### **Key Norm: Juvenile probation officers fulfill post-hearing responsibilities.**

1. Following a court hearing, it is the juvenile probation officer's responsibility to provide necessary documentation to appropriate agencies and individuals. Court orders, along with conditions of probation, and case plans should be processed in a timely manner, with copies sent to juveniles and their parents. Notification of case outcome shall be sent to the crime victim. Review the outcome of the hearing with the juvenile and his or her parent(s) and explain what will be expected of them. If necessary, make referrals immediately following the hearing.
  
2. Review the court order and rules of probation and case plans with the juvenile and his or her parents and obtain any required signatures. If the juvenile is to remain under supervision, continue monitoring the case, making necessary referrals during the term of probation. If additional hearings are necessary, schedule them in a timely manner.

3. If the disposition transfers the juvenile to another officer for an alternate program of supervision, follow office policy in effecting the transfer and transition.

If the disposition transfers the juvenile to another county in the Commonwealth of Pennsylvania, refer to the JCJC Intercounty transfer standards. If the disposition transfers the juvenile to another state, refer to the Interstate Compact.

***SECTION D***

***DOCUMENTATION***

## D-1 Complete Forms

**Key Norm:** Juvenile probation officers complete all departmental forms and court documents accurately and promptly.

1. Every department has its own set of forms and court documents that juvenile probation officers must complete. Some of these documents are generated locally to fulfill record-keeping needs unique to the department. In many cases, Juvenile Court Judges' Commission standardized forms may be used. Some documents remain within the department, while other forms may have wider dissemination requirements. Documenting case contacts is critically important.

**You must know:**

- Which forms and documents to complete;
- How to gather the necessary information to complete documents accurately;
- Timelines that govern when the information is recorded;
- Where forms and documents are filed or disseminated and;
- Procedures for expungement
- Procedures for compliance with the Criminal History Records and Information Act (CHRIA) and the Pennsylvania Juvenile Act.

## D-2 Compile Social Histories (NCJJ Chapter 5)

**Key Norm:** Juvenile probation officers gather and record juveniles' social histories according to departmental standards.

1. Gathering and recording juveniles' social histories, along with offense information, serves as the basis for disposition of cases and guides in the formulation of supervision and intervention plans. This is a core function of a juvenile probation department. In some departments, this is a specialized function of intake officers. In other departments, it is the responsibility of all officers.

To complete a social history, first gather all available information. This includes interviewing and obtaining records from many different sources. In gathering this information, exercise professional judgment and sensitivity when dealing with victims, witnesses, police, family members, school officials, and juveniles. Insure all information collected is verifiable.

2. After organizing the information, write your report in a professional style and format, keeping with your court's requirements and Juvenile Court Judges' Commission standards.

Particular care must be taken with social histories to ensure that distinctions are made between fact, professional opinion and hearsay.

### **D-3 Summarize and Make Case Recommendations**

**Key Norm:** Juvenile probation officers use their experience and professional judgment to prepare case summaries, and make recommendations for dispositions on each juvenile's case.

1. Analyzing social histories is the essence of the juvenile probation department's work. A juvenile probation officer's summary defines the strengths and needs identified in the juvenile's social history. Statements should be concise and supported by the facts uncovered during the completion of the social history.
2. A juvenile probation officer's recommendation is the written plan for using available resources to protect the community while holding juveniles accountable (repairing the harm) for their offenses. The recommendation also ensures that the juveniles' contacts with the court and probation department advance their social, educational, and vocational skills thus increasing their competencies and the likelihood of their becoming responsible members of the community.

### **D-4 Prepare Referrals**

**Key Norm:** Juvenile probation officers are familiar with available community-based and placement resources and can access those services through referral.

1. Know about available community-based and placement resources and be able to access them through referral.
2. Know referral policies and contact persons.

### **D-5 Record Case Contacts (NCJJ Chapter 9, pg. 81)**

**Key Norm:** Juvenile probation officers ensure that the departmental files of their assigned juveniles are complete, up-to-date, and accurate.

1. While the form and style of case notes varies from county to county, it is critical that complete notes be maintained. These notes should include current and pertinent details and should be reviewed regularly by your supervisor.
2. The notes should be chronological and include the time and date of the contact, the location of the contact, with whom the contact was made and his/her relationship to the juvenile.
3. Case notes are the foundation of your goal-directed casework or case management. In addition, they are fundamentally important in documenting your supervision plan. The absence of accurate, complete, and up-to-date case notes may become a liability.

### **D-6 Document Outcomes (NCJJ Chapter 9, pg. 82) AND (NCJJ Chapter 12)**

**Key Norm:** Juvenile Probation Officers consistently monitor and document outcomes on each case.

1. Case outcomes are important for ascertaining the progress of the juveniles' attainment of goals delineated in the case supervision plan. Intermediate outcomes are collected on every juvenile's case that is closed.
2. Reportable case outcomes are determined by agency policy and the requirements of the Juvenile Court Judges' Commission.

***SECTION E***

***COMMUNICATION***

## **E-1 Correspond with Relevant Individuals and Agencies**

**Key Norm:** Juvenile probation officers understand agency procedures for corresponding with individuals and agencies.

1. As representatives of the juvenile court and juvenile probation department, juvenile probation officers use proper grammar, spelling, and style in their correspondence.
2. Juvenile probation departments have guidelines and policies for writing reports, correspondence, and documentation. Learn these policies and follow them consistently.
3. Everyone has a unique writing style. However, as representatives of the court, juvenile probation officers are bound by existing formats and styles that are prescribed by the court and probation offices. Be able to use these formats when completing agency documents and forms.
4. As a part of your professional development, you may be required to review your written materials with your supervisor. Suggestions for improving your writing skills may follow.
5. Learn about established policies for distributing client correspondence, documents, and collateral information. Often the information to which you have access is confidential; use discretion when corresponding with outside entities.
6. Ensure the security of files and information regarding your clients and their families. Follow your department's policies regarding maintenance of files, records, and copies thereof.
7. Follow your agency's policy regarding the completion of dissemination logs as required by the Criminal History Record and Information Act (CHRIA) whenever criminal history record information is disseminated to authorized agencies and/or individuals.

## **E-2 Convey Court Policies and Procedures**

**Key Norm:** Juvenile probation officers convey court and agency policies and procedures to relevant individuals and agencies.

1. Juvenile probation officers have established policies and procedures regarding all facets of agency operations. Juvenile probation officers are required to understand these policies, as outside individuals and groups often ask about them.
2. Until juvenile probation officers are familiar with these policies, they should know where to reference them. Consult with your supervisor about requests for agency policy information.
3. There will be occasions when a policy does not exist for a particular situation. If this happens, meet with your supervisor immediately to proceed in the absence of such a policy.
4. Changes in policies and procedures are implemented for a variety of reasons such as: to ensure a safer, more professional workplace; or to comply with legislative acts or court rulings. Be aware of any policy changes and follow them consistently.
5. Whenever you interact with another agency, the juvenile and/or the juvenile's family, you are representing the juvenile court. Convey information about court policies and procedures in a clear and professional manner.

### **E-3 Use Effective Communication Skills**

**Key Norm:** Juvenile probation officers develop and use effective communication skills when performing their duties.

1. Juvenile probation officers use a variety of communication tools. Learn to use all of the tools at your disposal effectively, including telephones, word processing and facsimile machines, the Internet and e-mail, and other technologies that exist in your department.
2. Juvenile probation officers are actively involved with the community and interact with many diverse groups. Understand and demonstrate proper interpersonal communication skills inside and outside the agency.
3. Modeling appropriate language with your juveniles will enhance their ability to conduct themselves appropriately in society.

### **E-4 Develop and Practice Positive Public Relations**

**Key Norm:** Juvenile probation officers develop and practice positive public relations on behalf of juvenile courts and juvenile probation departments.

1. Juvenile probation officers receive a large volume of written correspondence and telephone calls. Respond to them promptly and courteously.
2. As a vital part of the community, be available to give public presentations on behalf of the agency, when asked, and with proper approval.

When conducting public relations as a representative of your agency and the Court, be aware of local agency and court procedures. Be prepared to speak fluently summarizing the juvenile justice system's philosophy, mission, and goals. Be prepared to explain programs, and procedures used by the Court.

3. Juvenile probation officers are representatives of the juvenile court. Your job will place you in many different situations, and you will interact with many different people. Maintain professionalism and cultural competence in every setting, including appropriate dress and language.

***SECTION F***

***SAFETY***

## **F-1 Promote and Practice Office Safety (NCJJ Chapter 10, pg. 104)**

**Key Norm:** Juvenile probation officers learn, promote, and practice safety awareness and safety techniques within the office.

1. Juvenile probation officers participate in office safety training in order to minimize physical risks to themselves and their co-workers.
2. It is necessary to be aware of the physical environment of the work place. Discuss with your supervisor or safety committee chairperson the potential safety problems of entrances and exits, waiting and reception areas, offices, interview rooms, elevators, stairs, stairwells, and external areas, such as parking lots and fences.
3. Individual risk assessment should start early and continue throughout the working relationships between juvenile probation officers and juveniles and their families. Be aware of safety risks during interviews. The physical arrangements of offices and interview rooms should allow for open and observable interactions between staff members and juveniles.
4. Body language accounts for 50-85 percent of all interpersonal communication. It is important, therefore, to observe a juvenile's verbal and non-verbal communications to detect possible escalation leading to assaultive behavior. Some indicators of increased risk include a raised, negative, or nervous voice, clenched fists or jaw, sudden changes in behavior, agitation and invasion of personal space.
5. Juvenile probation departments should use pre-determined codes to alert staff members of developing safety problems. These codes should be known by all staff.
6. Knowledge of office safety practices, along with the physical ability to enforce them, is essential in minimizing risks. Periodically refresh your knowledge of these practices and discuss them with co-workers.

## **F-2 Use Field Safety Practices (NCJJ Chapter 10, pg. 104)**

**Key Norm:** Juvenile probation officers learn, promote, and use field-safety practices.

1. Juvenile probation officers participate in field safety awareness and physical field safety techniques. Preparation minimizes risks in the field. Review your caseload regularly with your supervisor to assess safety.

Assess risk by considering the following:

- Ensure that the most serious cases receive the most prompt, intensive, and appropriate assistance;
  - Identify the cases with greater potential for violence; and
  - Identify the cases that warrant the use of two or more officers to ensure the personal safety of staff.
  - Before your field visits develop a plan for each visit that is consistent with the level of risk previously determined.
2. Be aware of safety problems that arise in the field. Attend certified field safety courses that teach appropriate recognition of and response to unanticipated situations.
  3. Carry and understand appropriate field-safety equipment. According to your department's policy, you may be asked or required to use handcuffs, extendable batons, body armor, mace, firearms, and communication devices. Appropriate training, and in some cases certification, is necessary to use this equipment.
  4. Safety is everyone's responsibility. Promote the use of field-safety techniques with staff members. Regular safety committee meetings, as well as reminders to co-workers, will emphasize the importance of these safety practices.
  5. Participate in refresher safety training courses

### **F-3 Know Custody and Apprehension Techniques**

**Key Norm:** Juvenile probation officers understand proper custody and apprehension techniques.

1. Different jurisdictions have different policies. Juvenile probation officers should follow their jurisdiction's policies regarding custody and apprehension techniques, searches and transports.
2. Participate in approved custody and apprehension training. Be cognizant that it may be necessary to obtain legal documents, such as warrants and court orders, before apprehending or taking a juvenile into custody. Before taking any action, confer with your supervisor
3. Know the proper use of de-escalation skills. Firm, direct, and clear communications can prevent physical confrontations with juveniles. Identify yourself, state the purpose of your presence, and emphasize that cooperation works best for all concerned.
4. Every apprehension and custody situation must be reported and documented as soon as possible. Be aware of your Court's policy on documenting critical incidents and arrests.