

SCHOOL RESOURCE OFFICER



commission on peace officer standards and training

CORE

COURSE

STANDARDIZED

CURRICULA



CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

School Resource Officer Standardized Core Course Curricula

May 2001

THE MISSION OF THE CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING IS TO CONTINUALLY
ENHANCE THE PROFESSIONALISM OF CALIFORNIA LAW ENFORCEMENT IN SERVING ITS COMMUNITIES.

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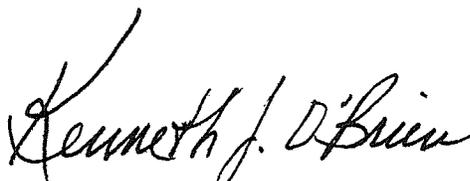


FOREWORD

With the epidemic of violence in our schools and the fear that is becoming a part of the American educational environment, law enforcement must work diligently with educators and the community in a collective effort to protect our children. A strong partnership is essential to create and support safe schools and maintain an effective school-based policing program. School-based policing programs and the assignment of dedicated School Resource Officers has become an accepted part of the educational and law enforcement partnership from the densest of inner cities to the sparsely populated rural districts.

The School Resource Officer or “SRO “concept is not new to law enforcement in America. Begun in the 1950's in the Flint, Michigan, it has grown geometrically since its inception. The placement of sworn peace officers in the schools is now commonplace throughout the country. Embracing the major roles of teacher, counselor, and law enforcement officer, School Resource Officers have consistently demonstrated their ability to reduce campus crime and provide a safer environment for students and staff alike. Additionally the SRO is in a position to build relationships with students and positively impact their view of the criminal justice system and the community as a whole.

POST is pleased to publish this document which provides content recommendations and resources for the core training of School Resource Officers within the State of California. We wish to thank the cadre of School Resource Officers, law enforcement trainers, school police officers, POST Master Instructor graduates, and school administrators who shared their time, expertise, and creative resources in the preparation of these materials.



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TABLE OF CONTENTS

CONTENT GUIDELINES FOR THE SCHOOL RESOURCE OFFICER CORE COURSE . . . 1

- I. INSTRUCTIONAL GOALS 1
- II. REQUIRED TOPICS 2
- III. STUDENT LEARNING ACTIVITIES 8
- IV. MINIMUM INSTRUCTIONAL HOURS 9
- V. TESTING STANDARDS 9
- VI. ORIGINATION DATE 10
- VII. REVISION DATE 10

SCHOOL RESOURCE OFFICER CORE COURSE CURRICULA 11

- I. HISTORY AND ORGANIZATION OF THE JUVENILE JUSTICE SYSTEM 11
- II. LEGAL ISSUES CONCERNING EDUCATION, MINORS, AND SCHOOL GROUNDS 15
- III. SCHOOL DISCIPLINARY SYSTEMS 27
- IV. TYPICAL ROLES AND RESPONSIBILITIES OF THE SCHOOL RESOURCE OFFICER 33
- V. APPROACHES FOR UTILIZING SCHOOL RESOURCE OFFICERS 37
- VI. COMMON ADOLESCENT BEHAVIORS AND EMOTIONAL ISSUES 39
- VII. RESOURCES AVAILABLE TO SCHOOL RESOURCE OFFICERS 47
- VIII. COMMUNICATION, PARTNERING, AND RELATIONSHIP BUILDING 51
- IX. COUNSELING, INTERVIEWING, MEDIATION, AND PROBLEM-SOLVING TECHNIQUES 55

X.	SCHOOL CRISIS PLANNING ISSUES AND TYPICAL EMERGENCY RESPONSE PROCEDURES	59
XI.	SPECIAL EDUCATION DESIGNATIONS AND CHILDREN WITH SPECIAL NEEDS	61
XII.	EFFECTIVE PRESENTATION SKILLS	65
XIII.	FUNDAMENTAL TEACHING TECHNIQUES	71
XIV.	BASIC CLASSROOM MANAGEMENT SKILLS	85
XV.	LAW ENFORCEMENT POLICIES, PROCEDURES, AND PROTOCOLS TO BE COMMUNICATED TO SCHOOL ADMINISTRATORS	91
XVI.	INTELLIGENCE GATHERING AND INFORMATION DISSEMINATION	93
	<u>SUPPORTING MATERIALS AND REFERENCES</u>	95
I.	20 GENERAL PRINCIPLES OF LEARNING	97
II.	SOME GENERAL CHARACTERISTICS OF ADULT LEARNERS	99
III.	LEARNING FACTORS	101
IV.	FUNDAMENTALS ELEMENTS OF EFFECTIVE VERBAL PRESENTATIONS .	105
V.	ORGANIZATION OF A VERBAL PRESENTATION	107
VI.	INSTRUCTIONAL GOALS AND OBJECTIVES	109
VII.	THE FOUR STEP METHOD OF INSTRUCTION	113
VIII.	THE RELATIVE EFFECTIVENESS OF VARIOUS INSTRUCTIONAL METHODS	115
IX.	COMPLIMENTING AND CORRECTING LEARNERS	117
X.	INTRODUCTION TO TRAINING AIDS	119
XI.	BENEFITS AND LIMITATIONS OF VARIOUS INSTRUCTIONAL AIDS	121

XII.	HELPFUL HINTS FOR USING CHALKBOARDS AND WHITEBOARDS EFFECTIVELY	125
XIII.	HELPFUL HINTS FOR USING FLIPCHARTS EFFECTIVELY	127
XIV.	HELPFUL HINTS FOR USING HANDOUTS EFFECTIVELY	129
XV.	HELPFUL HINTS FOR USING OVERHEAD PROJECTORS EFFECTIVELY ..	131
XVI.	HELPFUL HINTS FOR USING 35MM SLIDES EFFECTIVELY	133
XVII.	HELPFUL HINTS FOR USING INSTRUCTIONAL VIDEOS EFFECTIVELY ..	135
XVIII.	HELPFUL HINTS FOR USING COMPUTER-BASED GRAPHICS EFFECTIVELY	137
XIX.	SAMPLE LESSON PLAN FORM	139
XX.	SCHOOL RELATED STATUES (FIELD REFERENCE GUIDE)	Back Cover



CONTENT GUIDELINES FOR SCHOOL RESOURCE OFFICER TRAINING PROGRAMS

July 1, 2000

I. INSTRUCTIONAL GOALS

The goals of the **School Resource Officer Core Course** are to provide participants with:

- A. a fundamental understanding of the history of the juvenile justice system as it relates to contemporary policing in a school environment;
- B. knowledge of fundamental statutes and case laws relating to policing in a school environment;
- C. understanding of school disciplinary systems and the relationship between criminal and administrative sanctions in the resolution of school problems;
- D. understanding of the varied roles, responsibilities, and philosophies of School Resource Officer (SRO) programs;
- E. understanding of the various approaches law enforcement agencies may take in the implementation and management of an SRO program;
- F. fundamental understanding of common adolescent behavior and emotional issues;
- G. knowledge of common programs and resources within a service community and the typical means to access them;
- H. the ability to effectively communicate, create partnerships, and maintain effective relationships with students, parents, educators, and the community;
- I. knowledge of fundamental counseling, interviewing, mediation, and problem-solving techniques;
- J. understanding of basic school crisis planning requirements and typical emergency response procedures;
- K. understanding of special education classifications and children with special needs and how this impacts the actions of the SRO;

- L. the ability to develop, prepare, and deliver effective presentations to a variety of audiences;
- M. understanding of fundamental teaching techniques and classroom management skills as they relate to the SRO;
- N. understanding of the importance of communicating to school officials the legal responsibilities, tactical imperatives, and limitations of law enforcement personnel in responding to a criminal incident;
- O. understanding of the importance of intelligence gathering and information dissemination to enhance other law enforcement and public safety efforts;

II. REQUIRED TOPICS

- A. History and organization of the juvenile justice system
 - 1. Reasons for establishing the juvenile justice system
 - 2. The concept of rehabilitation versus punishment
 - 3. The “In re” concept (actions in the best interest of the minor)
 - 4. Dispositions
- B. Legal issues concerning minors and school grounds
 - 1. Constitutional provisions guaranteeing an education
 - a. United States Constitution
 - b. California State Constitution
 - 2. Key California Welfare and Institutions Code sections, to include:
 - a. 601 WIC (Runaways and incorrigibles)
 - b. 602 WIC (Criminal acts committed by a minor)
 - c. 625 WIC (Arrest authority)
 - d. 300 WIC (Protection of minors)
 - 3. Mandatory reporting statutes, to include:
 - a. 11166 PC (Child Abuse Reporting)
 - b. 48906 EC (Removal of a student from campus by a peace officer)
 - c. 48900.3 EC (Acts of hate violence)
 - 4. Selected California Penal Code sections, to include:
 - a. 415.5 PC (Disruption of school activities by non-students or non-employees)
 - b. 653g PC (Trespassing/loitering)

- c. 71 PC (Threatening a school official)
 - d. 626 PC (Disruptive activities on school grounds)
 - e. 381 PC (Paint and Glue sniffing)
 - f. 422 PC (Terrorist threats)
 - g. 308b PC (Minors in possession of tobacco or smoking paraphernalia)
 - h. 241.2, .3, .4, and .6 PC (Assaults related to schools)
 - i. 243.2, .3, .5, and .6 PC (Batteries related to schools)
 - j. 243.4 PC (Sexual battery)
 - k. 148.1 PC (False report of a bomb)
5. California Health and Safety Code sections, to include
 - a. 11357(d) and (e) HS (Marijuana on school grounds)
 - b. 11353.5 HS (Providing controlled substances to minors)
 6. California Education Code provisions, to include:
 - a. 48900 EC (Student disciplinary sanctions)
 - b. 48264 EC (Truancy law)
 7. California Vehicle Code Sections, to include:
 - a. 21113a VC (Establishing traffic rules on school campus)
 8. Applicable federal statutes, to include:
 - a. Individual with Disabilities Education Act (IDEA) - Requirement to provide special education programs
 - b. Family Educational Rights and Privacy Act (FERPA) - Access to student records
 9. Key case laws impacting school policing, to include:
 - a. Miranda (Interrogations)
 - b. New Jersey v. T.L.O. (Searches)
 - c. In re Gladys R. (Age of responsibility)
 - d. In re Gault (Self expression)
 - e. Vernonia v Acton (Drug testing and warrantless searches)
 - f. Zamora v Pomeroy (Canine Searches)
 - g. In re Joseph G. (Locker Searches)
 - h. In re Latasha W. (Metal detectors)
 10. Other relevant provisions concerning minors and schools
 - a. Right to Safe Schools (California Constitution Article 1, Section 28(c))

C. School disciplinary systems

1. The mechanics of school disciplinary systems (e.g., suspension and expulsion procedures)
2. Due process provisions related to school discipline
3. Student conduct expectations/student handbook provisions (e.g., identification of dress codes, behavior standards, attendance policies, prohibited items on school grounds, etc.)
4. Relationship between criminal and administrative sanctions in the resolution of school problems (not a double jeopardy issue)

D. Typical roles and responsibilities of School Resource Officers (SRO)

1. Possible duties of the SRO as a law enforcer
 - a. Crime and violence prevention
 - b. School safety
 - c. Crisis intervention
 - d. Pro-active versus reactive enforcement approach
 - e. Intelligence gathering and information dissemination
 - f. Arrest, diversion, referral
 - g. Initial investigation
 - h. Follow-up investigation
 - i. Case filing
 - j. Outside agency assists (e.g., Child Protective Services)
 - k. Investigative assistance (e.g., checking truants for property detectives)
2. Possible duties of the SRO as a "counselor"
 - a. Mentor
 - b. Role model
 - c. Mediator/Problem-solver
 - d. Liaison
 - e. Resource
3. Possible duties of the SRO as a teacher/trainer
 - a. Functioning as an adjunct member of the faculty
 - b. Providing law-related education
 - c. Providing in-service education for faculty and staff
 - d. Presenting parent education classes/PTA meetings
 - e. Conducting community presentations, seminars, safe-schools activities, and related events
 - f. Providing student-to-career presentations

4. Possible duties of the SRO as a school safety advisor
 - a. School site surveys
 - b. School crisis response plan development and revision
 - c. Disaster/emergency preparedness
 - d. Emerging safety hazards/trends
 - e. Crime scene preservation awareness
 - f. Evidence collection awareness
 - g. Risk assessment education
 - h. Graffiti and gang awareness training
 - i. Multi-agency information exchange meetings (e.g., among law enforcement participants, school administrators, probation department, courts, social services agencies, housing authority personnel, etc.)

5. Possible duties of the SRO as a community-oriented law enforcement officer and problem-solver
 - a. Problem identification and solving (e.g., community complaint resolution, etc.)
 - b. Maintenance of ongoing law enforcement-school-community information exchange

E. Approaches for utilizing School Resource Officers

1. Traditional “Triad” (full-time assignment with the SRO functioning as law enforcer/trainer/counselor within a single school)
2. Non-triad approach (full time assignment with SRO applying only one or two aspects of the triad)
3. Split school approach (e.g, shared assignment among multiple school sites, with level of service dependent upon the number of schools assigned)
4. Part time SRO (e.g., assigned to one school for a limited number of hours per week)
5. “Adopt- a-School” programs (matching a district patrol officer to a school as common COPS technique, but NOT an SRO program)

F. Common adolescent behaviors and emotional issues

1. Stages of adolescence
2. Anti-social behaviors
3. Warning signs

G. Resources available to School Resource Officers

1. Diversion programs
2. Health services agencies

3. Mental health and/or teen counseling services
4. In-school counseling and related services (e.g., conflict management programs, student assistance programs, job skills/job assistance, etc.)
5. Substance abuse treatment facilities
6. Clergy

H. Communication, partnering, and relationship building with:

1. Students
2. Parents
3. Teachers and staff
4. School administrators
5. Community members
6. Other law enforcement agencies

I. Counseling, interviewing, mediation, and problem-solving techniques

1. Effective listening skills (problem assessment)
2. Effective communication skills (e.g., verbal and non-verbal)
3. Conflict resolution and mediation methods
4. Resource and referral availability
5. Interviews and interrogations
 - a. Interviews versus interrogations
 - b. School solicited statements versus law enforcement interviews
 - c. Exclusion of school staff from interviews
6. Mental health laws and commitment procedures
7. Incident follow-through

J. School crisis planning issues and typical emergency response procedures

1. Basic site assessment techniques
2. Initial assessment of any existing crisis plan
3. Recommendations for changes/enhancements to the existing plan
4. Drills, evacuations, and other practical exercises (involving the school and interagency resources such as law enforcement, fire services, EMS, et al.).

K. Special education designations and children with special needs

1. Special education students versus students with special needs
2. Special education terminology, classifications, and programs:
 - a. IDEA (Individuals with Disabilities Education Act) - a federal requirement which impacts special education monies nationally
 - b. FAPE (Free Appropriate Public Education) - a subsection requirement of the IDEA which applies to all U.S. school districts

- c. Individualized Education Program/Plan (IEP)
 - d. Discipline of Special Education students
- 3. Other non-special education “special needs” students (e.g., attention deficit disorder, attention deficit hyperactive disorder, authority defiant opposition disorder, and others who fall under Section 504 of the Federal Rehabilitation Act).
- L. Effective presentation skills
 - 1. Fundamentals of effective oral presentations
 - 2. Resources and enhancements
- M. Fundamental teaching techniques and basic classroom management skills
 - 1. Learning modalities
 - 2. Teaching methods
 - 3. Training aids, support equipment, and graphics support
 - 4. Lesson plan development
 - 5. Classroom management skills (do’s and don’ts, room layout considerations, maintenance of basic classroom discipline, etc.)
- N. Law enforcement policies, procedures, and protocols to be communicated to school administrators
 - 1. Tactical response issues
 - 2. Law enforcement access and authority on school grounds
 - 3. Probable cause versus reasonable suspicion
 - 4. Confidentiality issues
 - 5. Officers acting as “agents” of the school and school personnel acting as “agents” of law enforcement
 - 6. Realities and limitations of law enforcement responses to school-related calls for service
 - 7. Effective transmittal of information to law enforcement personnel
 - 8. Agency overtime practices and scheduling conflicts of the School Resource Officer
- O. Intelligence gathering and information dissemination
 - 1. Duplicate field interrogation files
 - 2. Development of trust relationships with youth
 - 3. Identification of gangs and other disruptive or anti-social youth groups
 - 4. Building a liaison with patrol officers and investigative personnel
 - 5. Confidentiality and information restriction considerations

6. Multi-disciplinary networking (e.g., with probation, social services, district attorney investigators, etc.)

III. STUDENT LEARNING ACTIVITIES

1. Students will be required to participate, either as actors or observers, in a series of roleplays involving issues related to the responsibilities of a School Resource Officer. Specific topics and time parameters are to be established by the presenter. Typical topics include, but are not limited to:
 - a. A student-initiated counseling session (regarding issues such as teen pregnancy, substance abuse, gang activity, sexual abuse, physical abuse/neglect, harassment, peer pressure, etc.)
 - b. An SRO-initiated counseling session (regarding issues such as truancy, substance abuse, gang involvement, academic performance, disruptive/pre-delinquent behavior, etc.)
 - c. Parent conference (regarding issues such as truancy, incorrigible behavior, runaways, disruptive/pre-delinquent behavior, peer associations, etc.)
 - d. Other adult conferences (e.g., teachers, school staff members, community members, business representatives, outside resource agencies, law enforcement co-workers, etc.)

Following each of the roleplays a group debriefing and/or facilitated discussion should occur which may address issues pertinent to the roleplay such as legality of information provided, sensitivity to the issues and persons involved, appropriate involvement of support services/referrals, etc.).

2. Students will be required to present a brief (e.g., two minute) *spontaneous* verbal presentation to assess their existing communications skills. Topic guidelines and time parameters are to be established by the presenter and may involve a variety of techniques to include, but are not limited to:
 - a. Student introductions
 - b. Topics familiar to the student
 - c. Topics unfamiliar to the student
 - d. Impromptu topics

Following the *spontaneous* presentations students should be provided with constructive feedback relevant to their application of fundamental communications techniques (e.g., tone of voice, eye contact, body language, distracting behaviors/mannerisms, etc.)

3. Students will be required to present a brief (e.g., 5-10 minute) *planned* (e.g., overnight preparation) verbal presentation to assess their application of fundamental communications principles taught during the course. Elements may include, but are not limited to:
 - a. Organization of the presentation (e.g., clear opening, body, and closing)
 - b. Tone and use of voice
 - c. Eye contact
 - d. Body Language
 - e. Age-appropriate delivery (e.g., audience-specific)

Following the *planned* presentations students should be provided with constructive feedback relevant to their application of fundamental communications techniques.

IV. MINIMUM INSTRUCTIONAL HOURS

School Resource Officer Core Course presentations shall be certified for a minimum of 40 hours.

V. TESTING STANDARDS

1. Each student will be required to develop a comprehensive written lesson plan on a pre-determined topic using a format prescribed by the presenter. The lesson plan shall minimally include:
 - a. Introduction description (e.g., strategy for capturing learner interest)
 - b. Presentation/body (identification instructional content)
 - c. Application phase (description of planned student involvement in the learning process)
 - d. Test/review (method for the evaluation of comprehension/skill assessment)
 - e. Identification of any instructional resources needed
 - f. Identification of instructional goals/and or objectives
 - g. Time apportionment
2. Each student will be required to demonstrate instructional competency by presenting a *teaching demonstration* on a topic identified by the presenter. The time parameters shall be established by the presenter based upon class size, staffing, and other pertinent considerations, but should be of sufficient duration for the student to be able to demonstrate the following:
 - a. The four fundamental steps of instruction to include an introduction phase, presentation phase, application phase, and test/review phase

- b. Application of effective communication skills (e.g., eye contact, tone of voice, absence of distracting mannerisms, etc.)
- c. Effective utilization of one or more supporting instructional aids (e.g., overhead projectors, video, computer-generated graphics, props/exhibits, flipcharts, handouts, etc.)
- d. Involvement of students in the learning process (e.g., case study, small/large group facilitated discussion, brainstorming activity, etc.)

Following the *teaching demonstration* students should be provided with constructive peer and staff feedback relevant to their satisfaction of the competency expectations, their use of teaching aids, time management, and overall facilitation of the learning process. Staff feedback may also include appropriate recommendations for further improvement and suggestions for continuing personal development.

- 3. Each certified presenter shall develop a comprehensive written examination to assess student comprehension of material covered in the **School Resource Officer Core Course**.

V. MINIMUM INSTRUCTION HOURS: 40

VI. ORIGINATION DATE: July 1, 2000

VII. REVISION DATE: None

SCHOOL RESOURCE OFFICER CORE COURSE CURRICULA

I. HISTORY AND ORGANIZATION OF THE JUVENILE JUSTICE SYSTEM

- A. The juvenile justice system has evolved over the years based on the premise that juveniles are different from adults and juveniles who commit criminal acts generally should be treated differently from adults. Separate courts, detention facilities, rules, procedures, and laws were created for juveniles with the intent to protect their welfare and rehabilitate them, while protecting the public safety.
- B. The first separate "juvenile court" was established in Chicago in 1899. Today in Chicago:
 - 1. There is an average of 60 juvenile cases per day
 - 2. Time spent averages six minutes per case
- C. There are now approximately 3,000 juvenile courts nationwide
 - 1. By definition, juvenile courts are organized to be "in the best interest of the child" (the "In re." concept), and are not established to be punitive.
 - 2. In contrast, the mission of the court is upon rehabilitation of the child
- D. Juvenile courts were originally designed for truants, petty thieves, and incorrigibles
- E. To avoid stigmatizing kids, different terms were developed in juvenile courts, such as:
 - 1. "Petitions" versus "information" or "indictments;"
 - 2. "Adjudications" versus "convictions;"
 - 3. "Dispositions" versus "sentences;"
 - 4. "Hall" and "placements" versus "jail."
- F. California's legal categories for juvenile offenders include the following:
 - 1. "Status" offenders

- a. Status offenders are defined in California Welfare and Institutions Code Section 601.
- b. Status offenses are activities that are only wrong because they are committed by minors. Therefore, if committed by adults, they would not be considered illegal at all.
 - (1) Common examples include violating curfews, truancy, running away from home, or generally “incurable” behavior.
 - (2) These children are often referred to as “children in need of supervision” or “601 kids.”
- c. California law mandates that status offenders cannot be detained or incarcerated (e.g., “co-mingled”) with criminal offenders.

2. “Criminal” offenders

- a. Juvenile criminal offenders are defined in California Welfare and Institutions Code Section 602.
- b. Refers to offenders under the age of 18 who commit a misdemeanor or felony.
- c. These offenders, by virtue of their age, come under the jurisdiction of the juvenile court.
 - (1) The juvenile court is a branch of the Superior Court
 - (2) Adjudication is trial by judge, as opposed to a trial by jury
- d. If a juvenile commits a crime and enters the juvenile justice system, the juvenile might be handled either “formally” or “informally,” depending on the type of offense, the background of the offender, and the availability of resources.
- e. Juvenile criminal offenders are treated differently than adults in that they are not “tried,” but are “adjudicated.” Rather than being “convicted,” their “petition is sustained.”

G. Progress of a juvenile matter

1. In a very minor incident, the only action taken may be a “counsel and release” by the investigating officer.

- a. In the event of a “counsel and release,” there is no referral made to the juvenile probation system.
 - b. Such a disposition is common for first time offenders where the incident involves a minor violation
 - c. The only record of the incident would be within the originating agency files detailing the disposition.
 - d. Importantly, once a “counsel and release” is selected as the incident disposition, the juvenile can no longer be formally referred to the juvenile justice for the same event. This is the same concept as adult “double jeopardy.”
2. Submission to the juvenile probation system for review
 - a. Unlike an adult case which goes directly to the Office of the District Attorney, the juvenile matter is first reviewed by a juvenile probation officer.
 - b. The juvenile probation officer determines whether there is sufficient grounds for a petition to be filed or if the matter can be handled “informally.”

NOTE: A “flow chart” is included in the Supporting Materials Section of this document which addresses potential outcomes from the point of arrest through a series of formal dispositions (e.g., restitution, community services, incarceration, etc.)

3. If it is determined that the matter should be handled “informally” (e.g., not progress through the criminal process), a variety of options are available. These include, but are not limited to:
 - a. “Closed at intake” (where the probation department has determined that the parents are capable of handling the juvenile and there is no need for further action);
 - b. Referral to social services agencies (e.g., mental health, community counseling services, etc.);
 - c. Diversion programs or other sanctions.
4. If it is determined that the matter is to be handled “formally” then it will be referred to the District Attorney
 - a. The District Attorney has several options available:

- (1) Filing of a petition
 - (a) The petition is a formal accusation that the juvenile committed an offense.
 - (b) The matter will now move forward for adjudication by the juvenile court.
- (2) Refusal to file due to:
 - (a) “Insufficient” evidence to sustain the petition;
 - (b) Dismissal in the “interest of justice;”
 - (c) Age considerations (e.g., a very young child, mental impairment).
- (3) Referral back to the originating agency for further investigation.
- (4) Request that the juvenile be “remanded” to the adult court because the offender is “unfit” to be adjudicated as a juvenile due the nature of his or her offense (e.g., homicide or other aggravated offenses).

5. Final adjudication

- a. There are a variety of dispositions that can occur as a result of the juvenile’s progress through the juvenile court system. These can include:
 - (1) Incarceration (e.g., in a secure juvenile institution);
 - (2) Community service;
 - (3) Restitution;
 - (4) Formal or informal probation;
 - (5) Referral to a state training school;
 - (6) Referral to halfway house or foster care;
 - (7) Electronic monitoring.

II. LEGAL ISSUES CONCERNING EDUCATION, MINORS, AND SCHOOL GROUNDS

A. Constitutional and statutory provisions regarding education

1. California Education Code Section 48200 requires that *“each person between the ages of 6 and 18 years (...not subject to certain expressed exemptions) is subject to compulsory full-time education.”*
2. Because California has compulsory education, the state constitution (Article 1 Section 28(c)) specifically states that **students have a right to be safe while attending school.**
3. Although the United States Constitution does not specifically address public education, the courts have consistently ruled that there is an implied constitutional right to a free, appropriate, and safe education.
4. As stated in an opinion filed by Supreme Court Justice Sandra Day O’Connor *“The school has an obligation to protect pupils from mistreatment by other students and also to protect teachers from violence by the few students whose conduct in recent years has prompted national concern. Without first establishing discipline and then maintaining order, teachers cannot begin to educate their students.”*
5. Although School Resource Officer (SRO) programs have been operational for over 50 years, clearly the rise in school-related violence has had a direct impact on the expansion of these programs throughout the world.

B. Fundamental Welfare and Institutions Code sections related to juvenile law enforcement

1. Welfare and Institutions Code Section 601 (Runaways and incorrigibles)
 - a. Defines and describes incorrigible behavior and a variety of status offenses
 - b. Indicates how these offenses differ from criminal acts perpetrated by juveniles (e.g., possibility of probation, but no incarceration)
2. Welfare and Institutions Code Section 602 (Criminal acts committed by a minor)
 - a. This is the section used for a juvenile who commits a misdemeanor or felony
 - b. The language of this section specifically states that *“any person who is under the age of 18 years when he violates any law of this state or of the United States, or any ordinance of any city or county of this state defining crime, other than an ordinance establishing a curfew based solely on age is within the jurisdiction of the juvenile court which may adjudge such person to be a ward of the court.”*

- c. There are a variety of possible dispositions for violations under 602 WIC including formal probation, detention in juvenile hall, and/or incarceration after adjudication in a county ranch or the California Youth Authority (CYA).
3. Welfare and Institutions Code Section 625 (Arrest authority)
- a. Under this section, a peace officer *“may, without a warrant, take into temporary custody a minor who is under the age of 18 years when such officer has reasonable cause to believe that such a minor is a person described under section 601 or 602.”*
 - b. The significance of this section is the legal authority of a peace officer to arrest a juvenile for a misdemeanor not committed in the officer’s presence.
4. Welfare and Institutions Code Section 300 (Protection of minors)
- a. Details legal procedures to take a juvenile into protective custody when:
 - (1) the child lacks adult protection (e.g., is subjected to physical and emotional abuse),or
 - (2) the child lacks the “necessities of life” (e.g., food, shelter, medical attention, etc.).

C. Laws relating to mandatory reporting

1. Penal Code Section 11166 (Child Abuse Reporting)
- a. Identifies a lengthy series of persons (e.g., medical workers, teachers, school staff etc.) who are legally obligated to report suspected child abuse or molestations.
 - b. Under related sections of the law there are a variety of criminal and administrative sanctions for failure to report child abuse. Sanctions include fines, jail, and potential revocation of professional licenses and credentials (i.e., Penal Code Section 11172(e)).
2. Education Code Section 48906 (Removal of a student from campus by a peace officer)
- a. This section details the responsibility of school officials when a student is removed from the campus by a peace officer.
 - b. The section also specifies that the school principal must notify the parent of the removal unless the child was removed because of suspected child abuse.

- c. Importantly, just because school officials are obliged to notify the parent, it does not absolve peace officers of their independent legal obligation to notify parents when a juvenile is taken into custody.
 3. Education Code Section 48900.3 (Acts of hate violence)
 - a. This section enhances administrative penalties for students in grades 4 through 12 who commit or who are involved in a hate crime.
 - b. For this or other education code sections to apply, the incident would have to occur during the “school day.” The school day is defined as starting when the student leaves for school and concludes at a “reasonable” time after classes end for the day.
- D. Other pertinent California Penal Code sections relating to minors, schools, and school grounds
 1. Penal Code Section 415.5 (Disruption of school activities by non-students or non-employees)
 - a. This section prohibits fighting on school grounds by non-students or non-employees.
 - b. Penal Code Section 415.5 is a misdemeanor.
 2. Penal Code Section 653g (Trespassing/loitering)
 - a. This section makes it a crime for any person to loiter about a school (or near any public place where children attend or normally congregate) who:
 - (1) Remain at the location after being told to leave by a “school official,” or
 - (2) Re-enter the location within 72 hours after being asked to leave by a school official.
 - b. This section provides an expansive list as to who is considered a “school official” for the purposes of enforcement. The SRO, for example, is considered a “school official” as would be any peace officer.
 3. Penal Code Section 626 (Disruptive activities on school grounds)
 - a. This is a detailed section which addresses a variety of criminal situations which are “school-site specific.” Additionally, the section includes a broad list of relevant definitions (e.g., “Safe School Zones,” “School,” etc.).

Key enforcement components of the section commonly used by the SRO include:

- (1) Loitering and disruptive activities on school grounds (PC 626.6);
 - (2) Loitering and disruptive activities - habitual re-entry onto school grounds (PC 626.8);
 - (3) Bringing a loaded or unloaded firearm onto school grounds (PC 626.9) - Also known as the "Gun Free School Zone Act of 1995;"
 - (4) Drawing or exhibiting a weapon within a playground (school) or public or private youth center (PC 626.95);
 - (5) Possessing of a dirk, dagger, knife (or other defined non-firearm which can be considered a weapon) on school grounds (PC 626.10).
- b. Subsection 7 of Penal Code Section 626 provides another trespassing enforcement option where "disruptive" persons can be arrested when they remain or return to the school after being directed to leave by school officials or a peace officer.
- (1) In the case of **non-students** it is a misdemeanor if they return to the campus within 30 days after being directed to leave.
 - (2) In the case of a **disruptive parent or guardian** of a student, the section specifies only 7 days after being directed to leave.
4. Penal Code Section 71 (Threatening a school official)
- a. Makes it a crime for any person to dissuade public or private school employees from performing their duties by threatening the use physical force, injury, or damage to property where the victim believes the threat is credible.
 - b. Under this section the communication of the threat can be by telephone, telegraph, letter, or other means (e.g., E-mail, FAX, etc.).
 - c. Penal Code Section 71 is a "wobbler" treated as a felony for arrest purposes.
5. Penal Code Section 381 (Paint and glue sniffing)
- a. This section makes the ingestion of toluene or similar substances with intent to become intoxicated a crime
 - b. Mere possession of these substances with evidence of intent to use it to become intoxicated is sufficient to complete the crime.

- c. Penal Code Section 381 is a misdemeanor.
6. Penal Code Section 422 (Terrorist threats)
- a. Makes it a crime for any person to willfully threaten to commit a crime which will result in death or great bodily injury to any person.
 - b. The section requires the specific intent that the threatening statement, however made, is taken as a credible and immediate threat by the victim, even if there is no intention by the suspect to actually carry it out.
 - c. Penal Code Section 422 is a felony.
7. Penal Code Section 308b (Minors in possession of tobacco or smoking paraphernalia)
- a. This section makes it a crime for a person under the age of 18 to purchase, receive, or possess tobacco, tobacco products, or any related tobacco paraphernalia, or paraphernalia for smoking a controlled substance.
 - b. The crime, a misdemeanor, is punishable by a \$75 fine or 30 hours community service.
8. Penal Code Sections 241.2, .3, .4, and .6 (Assaults related to schools)
- a. Section 241.2 makes it a misdemeanor to assault any person on school or park property.
 - b. Section 241.3 makes it a misdemeanor to assault a transit driver employed by either a public or private entity (e.g., including privately contracted transportation bringing students to and from the school).
 - c. Section 241.4 makes it a felony (wobbler) to assault a school district peace officer. This particular section does not apply to the SRO.
 - d. Section 241.6 makes it a misdemeanor to assault any school employees engaged in the performance of their duties.
9. Penal Code Sections 243.2, .3, .5, and .6 (Batteries related to schools)
- a. Section 243.2, 243.3, and 243.6 essentially contain the same provisions as the companion assault sections detailed above. In the sections the crime of “assault” has been replaced with the crime of “battery” but relate to the same specific victim groups as described above.

- b. Sections 243.3 and 243.6 are felonies when bodily injury occurs as a result of the battery.
- c. Penal Code Section 243.5 extends the arrest authority of a peace officer for assaults or batteries on school property
 - (1) The importance of this section is that peace officers may arrest for a misdemeanor assault or battery not committed in their presence, if the crime:
 - (a) occurs **on school property**, and
 - (b) occurs **during school hours** or **during school activities**
 - (2) Additionally, this section permits an arrest on reasonable cause, whether or not the crime has, in fact, been committed.

10. Penal Code Section 243.4 (Sexual battery)

- a. In simple terms, Penal Code Section 243.4 makes it a misdemeanor to touch the intimate part of another person against his/her will for the purpose of sexual arousal, sexual gratification, or sexual abuse.
- b. This section is not a school-specific crime but is one of the more frequent violations reported to School Resource Officers.

11. Penal Code Section 148.1 (False report of a bomb)

- a. This section makes it a felony (wobbler) for any person to report (by any means) the placement or secreting of any bomb or explosive device knowing the report to be false.
- b. This is another section that is not school-specific but which is a constant problem for schools throughout the nation.
- c. Typically school emergency plans will contain specific bomb threat emergency procedures.

E. California Health and Safety Code Provisions

1. Health and Safety Code Sections 11357d and e (Marijuana on school grounds)

- a. These sections make it a misdemeanor (rather than an infraction) to possess marijuana on school grounds.

- b. The sections address possession of less than one ounce and specify that the school is open for classes or other school-related events.
 - c. Subsection "d" applies to persons 18 years of age or older, and subsection "e" applies to persons under the age of 18.
2. Health and Safety Code Section 11353.5 (Providing controlled substances to minors)
- a. This section makes it a crime for an adult to "supply" (e.g., sell or give) controlled substances on school grounds or public playgrounds to a person under the age of 18 during school hours or whenever the location is being used by minors.
 - b. For this section to apply, the "supplier" must be at least five years older than the person to whom the controlled substance has been provided.
 - c. The value of the section is the potential of enhanced penalties.
3. Related sections concerning possession or sales of controlled substances:
- a. Health and Safety Code Section 11350 (Possession of cocaine);
 - b. Health and Safety Code Section 11377 (Possession of methamphetamine, psilocibin, mescaline, GHB, et. al.);
 - c. Health and Safety Code Sections 11352, 11379, and 11360 (Sales of controlled substances).

F. California Education Code provisions

1. Education Code Section 48900 (Student disciplinary sanctions)
- a. This section defines the specific pupil actions which form the grounds for suspension or expulsion.
 - b. Examples include, but are not limited to fighting, possession of weapons, possession of narcotics, possession of stolen property, etc. Normally these prohibitions will be articulated to students in a student handbook which is prepared by the school district and distributed to students and parents.

NOTE: The mechanics of the school disciplinary process are described in detail in the next section of this document.

2. Education Code Sections 48260 and 48264 (Truancy law)

- a. Education Code Section 48260 defines a truant as a person who is absent from compulsory full-time or continuation education by virtue of one of the following:
 - (1) Misses more than three full days in any school year without a valid excuse;
 - (2) Is tardy or misses 30 minutes or more of a class period within a school day without valid excuse on three occasions;
 - (3) Any combination of the above (e.g., one non-excused absent day and two unexcused tardy days, etc.) .
- b. Section 48264 provides arrest authority for a person defined to be a truant, but contains a variety of requirements regarding parental notification and specific school obligations.

G. California Vehicle Code Sections

1. 21113a VC (Traffic and parking rules)

- a. This section empowers a school district, college, university (and a number of other private entities such as malls, etc.) to establish parking and traffic rules on their property (e.g., marked curbs, permit parking, placement of signs and signals, etc.)
- b. This section permits local law enforcement officers to issue citations on schools for pertinent violations when the location is properly posted.

H. Applicable federal statutes

1. Individual with Disabilities Education Act (IDEA) - Requirement to provide special education programs (20 U.S.C.A. Sub-Section 1400-1485)

- a. This law contains all of the federal regulations relating to special education
- b. The overall purpose of the law is to assure that all children with disabilities receive all benefits available to them, to include a free and appropriate education.
- c. Importantly, these statutes control what a school system can or cannot do when dealing with special education students (e.g., issues of discipline, transportation, placement, etc.)

2. Family Educational Rights and Privacy Act (FERPA)- U.S.C.A. Section 1232G

- a. This section controls access to student records .
- b. The section details procedures for access to educational records and lists the specific information that can be made available.
- c. These restriction do not apply to “directory” information (e.g., names, addresses, parent or guardian information, etc.).
- d. Because of the student records protections accorded by federal law, acquisition of student records as part of a criminal investigation may require a court order, subpoena, or search warrant.

I. Key case laws impacting school law enforcement

1. Miranda v. Arizona (1996) 384 U.S. 436 - Interrogations

- a. The Miranda decision governs **custodial interrogations** by law enforcement officials.
- b. Importantly, school officials are NOT impacted by the Miranda decision.

NOTE: Welfare and Institutions Code Section 625 independently requires law enforcement officers to advise juveniles of their rights per Miranda when they are taken into temporary custody, regardless of whether or not any questions are asked concerning the violation under investigation.

2. New Jersey v. T.L.O. (469 U.S. 325 (1985))

- a. This is a search and seizure case which established a “loco parentis” relationship between school administrators and students.
- b. The case established “reasonable suspicion” as the standard for searches conducted by school administrators.
- c. Importantly, this is a lesser standard than “probable cause.”
- d. In a practical sense, this means that school administrators have greater latitude in conducting searches of students and facilities than do law enforcement officers.

3. In re Gladys R. (Penal Section 26)
 - a. This is the defining section that states that children under the age of 14, in the absence of clear proof that at the time of the criminal act they were aware of its wrongfulness, cannot be charged with any crime.
 - b. The root issue is comprehension of right from wrong.
 - c. This is often referred to as the “age of responsibility.”
4. In re Gault (Self-expression)
 - a. This case limits the self-expression of students on campus when their actions would cause “disruption of the orderly flow of the educational environment.”
 - b. “Self-expression” includes verbal utterances, written materials, clothing (e.g., containing inflammatory emblems, symbols, or markings, etc.)
5. Vernonia v Acton (515 U.S. 646 (1995)) - Drug testing and warrantless searches
 - a. This case establishes a school district’s right to randomly drug test athletes
 - b. As an important aside, in the majority ruling, written by Chief Justice Rehnquist, schools are allowed to conduct “random, warrantless, suspicionless searches for drugs and weapons.”
 - (1) In order to invoke these provisions the searches *must* be “random.”
 - (2) Legally, peace officers may *assist* school officials with a search but are legally prohibited from *initiating* the search.
6. Zamora v Pomeroy (10th Circuit, 1981) 639 F. 2nd 662. - Canine Searches
 - a. This case upheld the use of drug dogs in “exploratory sniffing” of lockers.
 - b. The court took notice of the fact that, in this case, the school provided advance notice that lockers might be periodically opened.
 - c. The case reinforced the concept that the lockers are considered to be “jointly possessed” and that either party may open the locker at any time.
 - d. A parallel case, Jones v. Latexo ISD, 499 F. Supp 223 (D.C. Texas 1980) allows use of canines in student parking lots under the same principle of advanced warning of students regarding searches.

7. In re Joseph G. (32 Cal App 4th 1735, 38 Cal Rptr. 2nd 902 (1995)) - Locker Searches
 - a. This case limits the expectation of privacy in school lockers by establishing a standard that lockers are school property and, as such, are subject to search at any time.
 - b. Officers can become “agents of the school” when conducting locker searches, thus permitting a broadened search authority.

8. In re Latasha W. (60 Cal. App 4th 1524, 70 Cal. Rptr. 2d 886 (1998)) - Use of metal detectors
 - a. This case requires that a policy be written and distributed prior to the use of metal detectors in a school environment.
 - b. A key issue is that searches must be random (without individualized suspicion) do not violate the 4th Amendment.
 - c. To apply this exemption, the metal detectors have to be utilized by school personnel, rather than by law enforcement officials. The school personnel can subsequently alert law enforcement when weapons or contraband are located.



III. SCHOOL DISCIPLINARY SYSTEMS

A. The mechanics of school disciplinary process

1. School discipline is based upon a progressive process typically beginning with informal warnings and continuing, as needed, through a variety of more formal sanctions.
2. Each school district (or even an individual school site) can vary in terms of the disciplinary options available to them and the sanctions imposed for specific behaviors. It is incumbent upon the School Resource Officer to become familiar with the particular systems in place within the schools they serve.
3. The typical escalation of discipline can include progressive steps such as:
 - a. Classroom referral or administrative warning;
 - b. Parental contact;
 - c. Work details;
 - d. Detention;
 - e. In-School suspension;
 - f. Saturday school;
 - g. Regular (off-campus) suspension;
 - h. Involuntary transfer;
 - i. Expulsion.
4. Because students are legally entitled to “due process,” they have the right to respond in writing to anything entered into their disciplinary record.

NOTE: The imposition of administrative discipline against a student does not inhibit the officer from proceeding with a criminal complaint. There is no issue of “double jeopardy” where students have committed a crime and the school subsequently elects to impose administrative discipline.

B. Classroom referrals or administrative warnings

1. This is the lowest level of *formal* discipline that can be directed to a student.

2. It is generally a teacher-generated action based upon some form of inappropriate behavior on the student's part.
3. Typically the classroom referral or administrative warning precipitates the generation of a referral slip or other document detailing the reason for the action.

C. Parental contact

1. Although the process may vary from district to district, procedurally a school will almost always mandate notification of parents when any form of discipline is employed, including a classroom referral or administrative warning.
2. Depending on the situation, parents may be notified by any of the following methods:
 - a. Telephone;
 - b. Letter;
 - c. A request to come to the school to meet with school representatives;
 - d. A home visit by school officials.

D. Work details

1. This refers to the assignment of students to compulsory (or voluntary) service to the school as their punishment for inappropriate behavior.
2. Typical examples can include:
 - a. Campus "clean-up" or trash detail;
 - b. Food service support;
 - c. Project work for a specific teacher.

E. Detention

1. Detention refers to "confinement" before or after school (or during lunch breaks) to a specific area (usually a classroom) under the supervision of school staff.
2. Generally students will be required to do their homework or complete other classroom assignments during periods of detention. Commonly, students are

separated from one another and are deliberately kept from socializing with others during periods of detention.

F. In-School Suspension

1. In-school suspension refers to removal of a student from all "school hour" activities and segregation away from the general student body for a pre-determined period of time.
2. In-school suspensions are highly structured and strictly supervised by school officials.
3. In some districts, in-school suspension will not be used as discipline for a student who has demonstrated assaultive or aggressive behavior due to the potential danger this person represents to the general student body.

G. Saturday school

1. Saturday school is similar to an in-school suspension but obviously occurs when regular school is not in session. This provides some benefit in keeping problem students apart from the general student body.
2. As with an in-school suspension, the process is highly structured, strictly supervised, and occurs at the school facility.
3. Saturday school can also be combined with work details where the student will spend some time on clean-up projects or similar activities.

H. Off-campus suspension

1. Off-campus suspension restricts students, for a pre-determined period of time, from coming onto:
 - a. Their own campuses;
 - b. Any other district campus or facility;
 - c. Any site used by the school for extracurricular events.
2. The California Education Code specifies that off-campus suspensions can be a minimum of one-half day to a maximum of five days in duration.
3. If the nature of the student's offense is such that suspension for more than five days is appropriate, then a "pre-expulsion hearing" must be conducted.

- a. The pre-expulsion hearing must occur before the fifth day of the student's off-campus suspension.
- b. The pre-expulsion hearing consists of a review of the school's investigation into the student's conduct.
- c. A pre-expulsion hearing board is typically composed of a small team of school administrators (often the school principal and director of student services) who are charged with forming a recommendation to an expulsion board regarding the disposition of the student.
- d. The recommendations of a pre-expulsion hearing board can include:
 - (1) Extension of off-campus suspension beyond five days;
 - (2) Involuntary transfer (change of placement) to another school or program;
 - (3) Expulsion;
 - (4) "Stay of expulsion" with an agreed behavioral contract;
 - (5) Return of the student to school with no additional sanctions.
- e. Technically a student may have an advocate or an attorney present during any disciplinary hearing; however, it is most common for counsel to be employed by the student during an actual expulsion hearing.

I. Expulsion

1. Expulsion refers to the removal of a student from the district for no more than one calendar year.
2. Because the student is entitled to due process, a pre-expulsion hearing (as described above) must be convened before the expulsion can proceed.
3. If the recommendation of the pre-expulsion hearing board is the removal of the student from the district, an expulsion hearing must be convened.
4. An expulsion board is typically composed of three (or possibly more) administrators selected from throughout the district.
5. The expulsion board will review the facts of the case and make a recommendation to the school board. The decision to expel rests exclusively with the school board.

6. The school board will subsequently decide whether or not to affirm the recommendations. Although students or their advocates may make statements before the school board, the board is not obligated to accept additional testimony or consider specific evidence. In most cases, the job of the board is simply to vote “yes” or “no” regarding the disciplinary recommendations.

NOTE: There are often individual exceptions to the due process chain described above. Some small school districts, for example, may elect to have the school board function as the expulsion board. Although this is procedurally acceptable and may serve to expedite due process, it would be impractical in a larger district with a commensurately higher number of cases coming to the attention of the school board.

J. Discipline of special education students

1. “Special education” refers to students who have modifications included in their education plan due to any number of conditions, situations, or other factors (e.g., physical disabilities, behavioral dysfunctionality, “gifted status, etc.). All special education students will have an Individual Education Program (IEP) on file with the district.

NOTE: Special education issues are discussed in detail in Section XI of this document.

2. Discipline of special education students is federally regulated by the Individual Disability Education Act (IDEA).
3. Simply stated, special education students cannot be disciplined in the same manner as the general student body. A key issue is that their particular disabilities must be taken into consideration before any discipline is applied.
4. One due process difference is that a special education student may be suspended for up to 10 days without a pre-expulsion hearing, however the student’s IEP must be reviewed and considered.
5. Importantly, even if special education students are expelled, they are entitled to receive (at district expense) all the educational services necessary for them to meet the goals of their IEP.

K. Student conduct expectations/student handbook provisions

1. Individual school districts are empowered to promulgate rules of conduct and identify behavioral expectations for their students. Individual schools may also add specific provisions or rules, as needed, to address local issues (e.g., the need to maintain a closed campus).

2. Violation of the rules of conduct (or violation of any law) forms the basis for administrative discipline of a student.
3. The district is obligated to publish these standards of conduct and make them available to students and parents. This is typically done in the form of a student handbook. Common areas addressed include, but are not limited to:
 - a. Identification of dress codes;
 - b. Behavioral standards;
 - c. Attendance policies;
 - d. Prohibited items on school grounds;
 - e. Search policies (e.g., lockers, backpacks, vehicles, etc.);
 - f. Parking regulations;
 - g. Identification cards;
 - h. Description of the disciplinary process;
 - i. Academic expectations.

IV. TYPICAL ROLES AND RESPONSIBILITIES OF THE SCHOOL RESOURCE OFFICER

A. The traditional “triad”

1. The triad approach views the job of the School Resource Officer under the three distinct dimensions of teacher, counselor, and law enforcement officer.
2. This curricula also addresses the “expanded” roles of the SRO as school safety advisor and community-oriented law enforcement officer and problem-solver. These latter responsibilities, however, are often incorporated as subsets of the traditional triad.
3. Within California, there are significant variations among local areas as to the extent to which each of these responsibilities is to be addressed by the SRO. As a result, specific responsibilities will depend upon the prevailing agreement between the school district served and the law enforcement agency of jurisdiction.

B. Typical roles and responsibilities of School Resource Officers (SRO):

1. Possible duties of the SRO as a law enforcer:
 - a. Crime and violence prevention;
 - b. School safety;
 - c. Crisis intervention;
 - d. Pro-active versus reactive enforcement approach;
 - e. Intelligence gathering and information dissemination;
 - f. Arrest, diversion, referral;
 - g. Initial investigation;
 - h. Follow-up investigation;
 - i. Case filing;
 - j. Outside agency assists (e.g., Child Protective Services);
 - k. Investigative assistance (e.g., checking truants for property detectives).

2. Possible duties of the SRO as a “counselor.”
 - a. Mentor;
 - b. Role model;
 - c. Mediator/Problem-solver;
 - d. Liaison;
 - e. Resource.

3. Possible duties of the SRO as a teacher/trainer:
 - a. Functioning as an adjunct member of the faculty;
 - b. Providing law-related education;
 - c. Providing in-service education for faculty and staff;
 - d. Presenting parent education classes/PTA meetings;
 - e. Conducting community presentations, seminars, safe-schools activities, and related events;
 - f. Providing student-to-career presentations.

4. Possible duties of the SRO as a school safety advisor:
 - a. School site surveys;
 - b. School crisis response plan development and revision;
 - c. Disaster/emergency preparedness;
 - d. Emerging safety hazards/trends;
 - e. Crime scene preservation awareness;
 - f. Evidence collection awareness;
 - g. Risk assessment education;
 - h. Graffiti and gang awareness training.

- i. Multi-agency information exchange meetings (e.g., among law enforcement participants, school administrators, probation department, courts, social services agencies, housing authority personnel, etc.)
5. Possible duties of the SRO as a community-oriented law enforcement officer and problem-solver
- a. The SRO must be able to multi-task while operating in a variety of environments. Effectiveness will depend upon the SRO's ability to apply diverse knowledge, skills, and personal experience to identify and utilize available community resources for the resolution of perceived problems.
 - b. The knowledge, skills, and abilities necessary to achieve this end include, but are not limited to:
 - (1) Knowing the locations of community resources and how to obtain them;
 - (2) Applying effective communications skills;
 - (3) Operating with minimal direction and supervision;
 - (4) Maintaining a genuine "vested interest" in the program (not just a "day job");
 - (5) Maintaining a customer service orientation;
 - (6) Maintaining a professional image;
 - (7) Delivering a consistency high quality of service;
 - (8) Operating as an effective role model;
 - (9) Maintaining open lines of communication with multiple groups (e.g., the liaison function);
 - (10) Maintaining flexibility and adaptability.
 - c. An effective problem-solver employs solid communication, mediation, interview, and counseling skills in the resolution of the issues at hand. He or she facilitates action.

NOTE: Every SRO needs to have a solid grasp on Community-Oriented Policing and Problem-Solving (COPPS) principles in order to function

effectively. Detailed information, supporting materials, and structured training programs are available from the three Regional Community Policing Institutes (RCPI) within California. They can be contacted as follows:

RCPI - Los Angeles

11515 South Colima Road, Room F-114
Whittier, CA 90604
OFFICE: (800) 659-8985
FAX: (562) 941-7310
E-MAIL: www.la-sheriff.org/rcpi

RCPI - Sacramento

P.O. Box 233500
Sacramento, CA 95823-0443
OFFICE: (916) 433-4006
FAX: (916) 433-4070
E-MAIL: www.sacpd.org/rcpi

RCPI - San Diego

2820 Roosevelt Road, Suite A
San Diego, CA 92106
OFFICE: (619) 531-2554
FAX: (619) 531-1531
E-MAIL: www.sannet.gov/police

V. APPROACHES FOR UTILIZING SCHOOL RESOURCE OFFICERS

A. Triad approaches

1. A traditional “Triad” approach typically describes the assignment of a full-time School Resource Officer functioning in the roles of law enforcer/trainer/counselor within a single school
2. Often a “split school” approach is employed where the SRO provides the same services for multiple schools.
3. May be complemented by additional duties assigned by the agency (e.g., DARE, PAL, Explorers, GREAT, etc.)

B. Non-triad approach

1. Full-time assignment with duties limited to one or two aspects of the triad concept (e.g., may not provide counseling services or do classroom presentations).
2. Often includes additional duties (e.g., DARE, Explorers, PAL, etc.)

C. Part time SRO

1. Involves an officer assigned to one or more schools for a limited number of hours per week. In some circles, an officer assigned to a school on a part time or limited basis is not truly considered an SRO.
2. May involve split assignments of officers (e.g., “shared time” concept with different officers assigned on different days of the week).

D. Adopt- a-School programs

1. Typically involves matching a district patrol officer to a school.
2. Used as a COPPS technique, but is not an SRO program.

E. Other terminology

1. Many municipal and county law enforcement agencies use the term “School Police Officer” to describe peace officers assigned to a school within their jurisdictions.

2. The California Commission on Peace Officer Standards and Training (POST) uses the term "School Peace Officer" to describe peace officer employees of a community college district or K-12 school district.
3. In some jurisdictions district employee peace officers provide the same triad of SRO services.

F. Tangential duties

1. Often the SRO will be involved in additional duties which go beyond traditional roles. Examples include, but are not limited to:
 - a. Extracurricular event security (e.g., dances, games, etc.);
 - b. Club or class advisor (e.g., Students Against Dangerous Decisions, Students Against Violence Everywhere, student council, Boy Scouts, etc.);
 - c. Coaching;
 - d. Coordination of fund-raising events;
 - e. Teaching a regularly-assigned class;
 - f. Conflict resolution team/anger management groups;
 - g. Follow-up home visitation;
 - h. Community presentations (e.g., service clubs, local media, school boards, etc.).
2. The tasks described above may be job assignments, volunteer duties, supplemental employment (e.g., coaching), or a combination of these.

VI. COMMON ADOLESCENT BEHAVIORS AND EMOTIONAL ISSUES

A. Stages of adolescence

NOTE: The following characteristics are clearly generalizations, but may be helpful for the SRO in relating to youths of various ages. Obviously, each child is unique, and individual personalities may be influenced by these factors to varying degrees. Likewise, individuals may not always conform to this age “banding” (e.g., many children are seeking a group identification, particularly with anti-social youth groups, at much younger age levels than ever before.).

1. The ages 11-14 (early adolescence) are typically characterized by:
 - a. Physical changes;
 - b. Sensitivity about what others think about them (desire to “fit in”);
 - c. Confused about the physical changes they are experiencing.
2. The ages 14-16 (mid adolescence) are typically characterized by:
 - a. An increased sense of independence, freedom, and power;
 - b. Driving a car as a hallmark of their age;
 - c. Cultural recognition (e.g., a Bar Mitzvah as a rite of passage into manhood);
 - d. Overestimation of skills - A belief that “I can handle anything;”
 - e. Emergence of career interests;
 - f. A first job, coupled with a car, serve to increase the perception of freedom, power, and autonomy;
 - g. Greater comfort with physical changes unless they perceive themselves to be lagging behind peers;
 - h. Possible experimentation of sexuality with others;
 - i. Strong awareness of group norms and an intense peer group influence or association with “cliques” to reinforce sameness (e.g., part of the “jocks,” “nerds,” “goths,” etc.).

3. The ages 16-19 (late adolescence) are typically characterized by:
 - a. Replacement of parental influence (now at its lowest point) with peer group influence;
 - b. Desire to separate from the nuclear family;
 - c. Leaving home to attend college as a way of “cutting the ties;”
 - d. Greater emphasis on developing intimate relationships.
4. Issues common to all these age groups include, but are not limited to:
 - a. Music influences among sub-groups;
 - b. Media influences (e.g., movies, commercials, Internet, video games, etc.);
 - c. Cultural influences (e.g., acceptability of dating a very young teenage girl);
 - d. Socio-economic status/level (e.g., the “haves” and the “have-nots” within a school/community environment).
5. Other behavioral concerns
 - a. Sexually-harassing behavior
 - (1) Some adolescents have difficulty with socialization skills and the development of appropriate relationships.
 - (2) At times their actions may escalate to or constitute sexually harassing behaviors.
 - (3) Common examples:
 - (a) Unwelcome sexual advances;
 - (b) Requests for sexual favors;
 - (c) Other verbal, visual, or physical conduct of a sexual nature.

B. Common anti-social behaviors

1. Suicide

- a. Thoughts;
 - b. Attempts.
2. Gang involvement
 3. Alcohol and/or substance abuse
 4. Increased aggressive behavior
 - a. Toward self;
 - b. Toward others.
 5. Cult involvement
- C. Typical categories of crime and violence in the schools
1. Traditional violence
 - a. “Traditional violence” in the school typically includes fist fights, pushing, shoving, hair pulling, etc.
 - b. This type of violence is seldom, if ever, lethal but can be indicative of more serious problems.
 2. Vandalism
 - a. Vandalism is a long-standing problem in the schools and typically involves the destruction and/or marring of school property.
 - b. Vandalism should be taken seriously as a possible predictor of school violence. At Columbine High School, for example, the shooting incident was preceded by the appearance of graffiti in the boys’s bathroom indicating “Columbine will explode one day,” “Kill all athletes,” and “All jocks must die.”
 3. Psychotic Violence
 - a. This type of violence stems from a student’s disturbed internal mental state, caused by mental illness or the ingestion of various substances.
 - b. With the increased use of drugs at increasingly younger ages, this type of violence has been on the rise.

4. Gang Violence

- a. This type of violence has typified many large inner-city schools but is making its appearance in all types of schools.
- b. Gang violence manifests itself in student-on-student or student and/or student against school personnel.
- c. This category of violence often has a specific target, but victims of opportunity are often caught in the crossfire.
- d. Motivation for gang violence often revolves around drugs and taking revenge on rival gang members.

5. Hate Incidents and Hate Crimes

- a. Some school-based incidents and crimes may be hate-motivated.
- b. As with any hate-related incident, the group impact of the occurrence must be considered.

NOTE: A wealth of additional information is available to School Resource Officers on the subject of hate crime. Resources include curricula packages and a POST telecourse and reference guide on the subject.

6. Schoolplace Shootings

- a. Many youths involved in schoolplace shootings share similarities with those associated with workplace violence.
- b. Typically perpetrators have a history of perceived injustices, minimal social support, an unsuccessful personal history, and poor impulse control.
- c. Schoolplace shootings are often preceded by several warning signs and a triggering event.

7. The “Copycat” phenomenon

- a. Youths are extremely susceptible to the influences of the media. They are prone to mimic behaviors that are highly visible, and this can include violent and distinctive behavior.

- b. The “copycat phenomenon,” as this has become known, is prevalent among teenagers. This is evidenced by the many threats made immediately following the Columbine incident.

D. Warning signs of potential violence and anti-social tendencies

1. Verbal clues

- a. The student makes direct or indirect threats.
- b. The student talks openly about a violent plan.
- c. The student makes challenging or intimidating statements.
- d. The student brags of violent behavior or fantasies.
- e. The student makes threatening/harassing phone calls or e-mails.
- f. The student makes recurrent suicide threats or statements.
- g. The student is overheard making hopeless statements.
- h. The student uses excessive profanity

2. Threats

- a. Of the students who perpetrated recent schoolplace shootings, 93% made some type of verbal threat before acting. Intelligence of this nature is critical to School Resource Officers. All threats should be taken seriously, even if they sound ridiculous.
- b. Types of threats
 - (1) A “direct” threat is a statement of clear intent to do harm to someone. There is no ambiguity or doubt in the statement.
 - (a) Examples include: “I’m going to kill you,” or “I’m going to blow them away.”
 - (b) A direct threat is punishable by law.
 - (c) Students who make detailed threats are more likely to become violent than those who make vague threats.

- (2) A “conditional” threat contains the word “if” or the word “or.”
 - (a) Examples include: “You better do this or you’re dead” or “If you don’t give me what I want, you’ll pay!”
 - (b) Conditional threats are designed to manipulate or intimidate the target into compliance.
- (3) A “veiled” threat is the hardest type to address because it is usually vague and subject to interpretation.
 - (a) Examples include: “I can see how something like the Jonesboro incident can happen. I’m surprised more kids don’t go off the edge.”
 - (b) Kip Kinkel was heard to make a remark about “doing something crazy tomorrow” prior to the Oregon school shooting.

NOTE: It is strongly recommended that every school have a policy and procedures in place for investigating all categories of threats.

3. Bragging

- a. Eric Harris had a personal website that detailed instructions on how to build pipe bombs. It listed one of his hobbies as “preparing for the big April 20th.”
- b. On the website he wrote “I will rig up bombs all over town. I don’t care if I live or die...A pipe bomb is the easiest and deadliest way to kill a group of people...Goodbye to all on April 20, 1999.”
- c. School Resource Officers may be in a position to develop and investigate information of this nature.

4. Physical clues

NOTE: Another category of warning signs are called physical clues. These warning signs are visual indicators of potential violence.

- a. The student is short-fused and has no emotional control.
- b. The student destroys property.

- c. The student is bullying other students or is a victim of bullying.
- d. The student shows signs of deteriorating physical appearance and self-care.
- e. The student possesses violent literature and information pertaining to known or suspected hate groups.
- f. The student is involved in physical altercations, assaults, or frequent fights.
- g. The student owns and uses weapons inappropriately.
- h. The student displays drawings and other creative outlets with intense violent themes.
- i. The student wears violent attire.
- j. The student is physically intimidating.
- k. The student follows or is surveilling targeted individuals.
- l. The student has inappropriate displays of emotions particularly anger, depression, or rage.
- m. The student exhibits isolating behaviors and is withdrawn.
- n. The student displays signs of substance abuse.
- o. The student is rebellious against school authority.
- p. The student is constantly tardy and absent.
- q. The student's grades drop sharply.

NOTE: The students involved in the schoolplace shootings varied greatly in their academic abilities. Even those who did generally well, however, showed a noticeable decline in classroom performance in the weeks and months preceding the attack. All of the schoolplace shooters struggled socially, either with peers or girlfriends. Several had been disciplined by school officials.

- r. The student has identifiable violent tattoos.

NOTE: Additional information on this subject is available in the POST *Youth Violence in the Schools* Telecourse Reference Guide. This document details categories of school violence and profiles both perpetrators and victims. Comprehensive information is also available concerning youthful obsessions, identification with historically violent figures, histories of perceived injustice, and early indicators of violent and/or anti-social tendencies.

E. Other factors of importance to School Resource Officers

NOTE: The factors listed below are not singularly indicative of anti-social behavior; however, any combination may be suggestive of the need for investigation and/or intervention.

1. Family history;
2. Apparent hopelessness/helplessness;
3. Evidence of loneliness, social isolation, or lack socialization skills;
4. Depression;
5. Impulsivity;
6. Divorcing family;
7. Blended families.

VII. RESOURCES AVAILABLE TO SCHOOL RESOURCE OFFICERS

A. Application of resources

1. Consistent with the spirit of the juvenile justice system, there are often situations when it is desirable to keep a child out of the “system” by accessing appropriate outside resources.
2. Additionally, School Resource Officers are often confronted with problem situations which may fall outside the scope of the juvenile justice system or the school disciplinary process to resolve (e.g., when a child is in crisis but where no rule has been broken or law violated). These are often non-criminal situations where “prevention” is more appropriate than after-the-fact “intervention.”
3. Many times SROs, through their roles as counselors, will become aware of problems which require referral to specialized resources (e.g., rape counseling, ALATEEN, ALANON, etc.)
4. Many communities are rich with supportive resources. In some cases, culturally-specific programs may be available for the larger ethno-racial group within the area. Conversely, many communities are desperately lacking in available resources. It is incumbent upon the SROs to become aware of the resources available within their service areas.

B. Diversion programs

1. Diversion, simply stated, is an intervention strategy designed to keep a minor out of the juvenile justice system by imposing sanctions, restrictions, or conditions which are aimed at eliminating unacceptable behavior.
2. Typically the juvenile (and parent) must agree to the conditions of diversion or the matter may revert to a more formal resolution.
3. Diversion can create an environment of trust and bonding between the juvenile and the SRO. In fact, the juvenile has been accorded “some slack,” and is thus obligated to continue demonstrating appropriate behavior.

C. Health services agencies

1. The SRO may become aware of a variety of medical issues which may precipitate the need for referral to a health services agency.

2. Common medical problems will include, but are not limited to: impetigo, lice, pregnancy, malnutrition, personal hygiene, etc.
3. Resource examples include, but are not limited to: family planning clinics, public health clinics, school nurses, etc.

D. Mental health and/or teen counseling services

1. Similar to medical problems, the SRO may become aware of conditions which will precipitate the need for mental health services.
2. Common situations may include, but are not limited to: depression, suicidal ideation, self-destructive actions, anti-social behaviors, etc.
3. Common resources include school psychologist, area mental health facilities, community social agencies, private physicians, United Way resources, etc.

E. In-school counseling and related services

1. Many schools provide a variety of counseling and student assistance programs which the SRO can access.
2. Examples include, but are not limited to: conflict management programs, student assistance services, job skills counseling, job placement assistance, etc.
3. Due to the increase in California state grant funding to local districts for counseling services and conflict resolution programs, these resources are becoming increasingly common.
4. Most school districts also have designated "crisis response" teams or "critical incident" teams which provide for the rapid mobilization of multiple-trained counselors in the event of a crisis or major incident impacting a school.

F. Substance abuse treatment facilities and resources

1. Referral to a substance abuse treatment facility is probably the most common referral the SRO will make.
2. Common services include substance assessment/evaluation, drug testing, in- and out-patient services, group therapy, etc.

G. Clergy

1. Many law enforcement agencies maintain community chaplaincy programs which can be accessed by the SRO, as needed.
2. Additionally, most communities have youth pastors or other resources specifically focused on the needs of school-age kids.
3. A number of communities permit an ongoing pastoral presence on the campus interfacing regularly with kids through club-like activities, visits during lunch, or other rapport-building opportunities.
4. Pastoral resources may be part of or can be used to complement the school's crisis response teams.
5. Often the pastors are the appropriate referral for family counseling situations where families may identify or affiliate with particular denominations.



VIII. COMMUNICATION, PARTNERING, AND RELATIONSHIP BUILDING

A. Students

1. It is crucial for the SRO to establish an atmosphere where students feel comfortable approaching the SRO for advice or to share a wide range useful information.
2. This suggests that the SRO be cognizant of the following:
 - a. Need to be personable and approachable (e.g., “Coming out from behind the badge”).
 - b. Involvement in extracurricular (e.g., sports, clubs, etc.) and co-curricular (e.g., band, drama, chorus, school newspaper, student government, etc.) activities.
 - c. Physically accessible (getting out of the SRO office).
 - d. Participation in community events.
 - e. Marketing yourself as an SRO (bulletin boards, articles in the school newspaper, presentations, etc.).

B. Parents

1. It is equally crucial for the SRO to create opportunities to establish a relationship with parents.
2. Methods can include, but are not limited to:
 - a. Attendance at PTA meetings, back-to-school nights, open house, school carnivals, and similar events which parents are likely to frequent.
 - b. Physical accessibility (e.g., office hours, before and after-school availability).
 - c. Regular articles in parent newsletters.
 - d. Parent training opportunities (e.g., DARE parenting training, gang awareness presentations, crime prevention seminars, etc.).

C. Faculty, staff, and administrators

1. It is also important for the SRO to create opportunities to establish a relationship with faculty, staff, and school administrators. Without faculty and staff support, the job of the SRO becomes extremely difficult, if not impossible.

NOTE: The SRO must establish effective working relationships with both classified and non-classified staff. As used in this curricula “staff” refers to all employees of the district operating at the school. Non-classified personnel, however, are usually not included in faculty in-service training sessions.

2. Methods can include, but are not limited to:
 - a. Attendance and information sharing at staff in-service training, back-to-school nights, open house, school carnivals, and similar events which faculty and staff are likely to attend.
 - b. Physical accessibility (e.g., office hours, before and after-school availability).
 - c. Letter of Introduction
 - (1) The Letter of Introduction details the personal background of the SRO helping the staff to relate to the SRO as a person.
 - (2) Additionally, the Letter typically includes a brief mission statement explaining the goals and objectives of the SRO program.
 - (3) Sending the Letter each school year ensures that newly assigned staff have the opportunity to get to know the SRO.
 - d. Staff training opportunities (e.g., drug awareness issues, graffiti identification and abatement, gang awareness presentations, school safety planning, and critical incident procedures, etc.)
3. It is essential that the SRO educate school staff regarding law enforcement procedures, particularly issues such as tactical response procedures, legal limitations, evidence handling (particularly chain-of-custody), search and seizure issues, etc. This is discussed further in Section XIV of this document.

D. Community members

1. For the same reasons cited above, it is beneficial for the SRO to interface with individual community members and community groups on a regular basis.

2. Community support is important for the SRO to function effectively. Conversely, a lack of community support or trust will often prompt interference with the SRO and/or the agency.
3. It is important for the SRO to identify influential community members and cultivate relationships which will enhance program goals.
4. As with other groups identified above, it is also important for the SRO to create opportunities to interface with the community. Methods include, but are not limited to: attendance at community functions, Neighborhood Watch meetings, community booths, community crime prevention workshops, presentations for civic groups, mall fairs, etc.
5. The SRO should also attempt to make contact with the local merchant community around the campus. The law enforcement-community partnership can be enhanced when the SRO underscores availability in the event of school/student-related problems. A good relationship with the SRO can engender a "buy-in" of the merchants to the local schools.
6. It is likewise advantageous for the SRO to build bridges with neighborhood residents around the school site and acquire their trust and support. Area residents are often an invaluable source of information.

E. Other law enforcement agencies

1. It is important for the SRO to network and exchange information with other law enforcement agencies. Some of the benefits include, but are not limited to:
 - a. Acquisition of pertinent intelligence information;
 - b. Exchange of information about other SRO programs;
 - c. Information concerning transfer students;
 - d. Identification of potential hazardous trends that may affect the school;
 - e. Coordinated response to critical incidents;
 - f. Mutual aid issues.
2. The need to exchange information may be particularly acute in the case of agencies such as the FBI, school police, probation, narcotics task forces, gang task forces, or other entities that may exercise concurrent jurisdiction.



IX. COUNSELING, INTERVIEWING, MEDIATION, AND PROBLEM-SOLVING TECHNIQUES

A. Basic interviewing considerations

1. Recognize the common barriers to effective communication.
2. Recognize the difference between verbal and non-verbal communication.
3. Develop informal approach skills and a non-threatening environment.
4. Disseminate information to appropriate sources.
5. Focus on the topic at hand.
6. Give reassurance and be supportive.

B. Basic mediation skills

1. Recognize when it is inappropriate for the School Resource Officer to become involved.
2. Apply basic concepts of crisis intervention and conflict resolution.
3. Mediation requires a non-judgmental approach and a clearly objective attitude.
4. Mediation requires clear identification of root problems.
5. Choose the correct strategies to resolve the problem.

C. Basic counseling skills

NOTE: The term “counseling,” as used herein, refers to advice given in consultation or a plan of action, as opposed to clinical counseling provided by licensed professional personnel.

1. Rapport-building techniques
 - a. Empathy for the situation;
 - b. Prior experience and history;
 - c. Resource knowledge;

- d. Recognize when its is time to do a “hand-off.”
2. Counseling pitfalls (“Warning signs”)
- a. Recognize when you are over your head (60-second test);
 - b. Time constraints;
 - c. Don’t commit to what you can’t deliver.
- D. Basic mentoring skills
1. Defining mentoring
- a. A mentor is essentially a individual with greater experience in one or more areas who passes on his/her knowledge and experience to another person through a relationship of mutual influence and learning. Mentoring has been summarized simply as “the power of someone who cares.”
 - b. A mentor relationship is one in which one person sees the potential for growth and development of another and assumes the responsibility and capacity for nurturing this potential.
 - c. Mentoring describes the development of a relationship, built upon trust, between mentor and mentee. Trust is the glue which maintains the mentoring relationship.
 - d. Effective mentors guide by empowering individuals to govern themselves and create their own processes, rather than by providing step-by-step procedures which must be followed.
 - e. Because the mentor is also a trustholder; a clear understanding of what it takes to develop trust is fundamental.
 - f. No matter how much or how little experience an individual has mentoring, it is always important to be able to differentiate “self” and “other” in each relationship in order to guard against recreating or forcing one’s own image on another person.
2. The fundamental skills needed to function as an effective mentor include:
- a. Effective listening skills;
 - b. Facilitation skills;

- c. Guiding skills;
 - d. The ability to cue into the feelings of others;
 - e. Ability to effectively provide feedback;
 - f. Coaching skills;
 - g. Encouraging skills;
 - h. Motivating skills;
 - i. Reflecting skills;
 - j. Problem-solving skills;
 - k. Team building skills;
 - l. Role modeling;
 - m. Conflict management skills;
 - n. Relationship-building skills.
3. The value of mentoring to the School Resource Officer
- a. Mentoring has particular value when assisting youths who lack relationships with adults who can help them navigate through confusing, and sometimes overwhelming, times of personal, educational, and social pressure.
 - b. Mentors can become coaches and advisors who can help their mentees to solve problems at school, at work, in the neighborhood, and within the family structure.
 - c. Mentoring helps young people to master social circumstances beyond their existing powers to do so. The mentor serves as a role model the young person can imitate or with whom he or she can identify.
 - d. The better the chemistry between the mentor and the mentee, the better the quality of the interpersonal relationship and, thus, the better the chance that the youth will use the mentor as a role model.

- e. Mentoring may be an especially powerful intervention in the lives of isolated youths
 - (1) Because of changes in the structure of family, community, and neighborhood relationships and workplace issues, many youths are deprived of the positive adult contacts that historically helped them develop and take on adult responsibilities.
 - (2) This is particularly true among low-income youth, where mentoring can be a particularly powerful intervention technique.

4. Developing mentoring skills

- a. Whenever possible, mentors and their charges need to be temperamentally and personally compatible.
- b. Training about the target group (e.g., youth) can help the mentor to understand where the mentee is “coming from” which helps promote understanding and assists in the development of goals for the mentoring process.
- c. Training cannot ensure a positive chemistry between the mentor and mentee; however, it can help to ensure that the mentor exhibits behavior that will make sure that the mentee will benefit from the relationship.
- d. A mentor should never assume that his or her life is superior and that the mentee should naturally aspire to it. Mentors simply need to be the kind of person that youths can trust for help and guidance.

X. SCHOOL CRISIS PLANNING ISSUES AND TYPICAL EMERGENCY RESPONSE PROCEDURES

A. Basic site assessment techniques

1. Examine the physical site access for emergency services personnel;
2. Evaluate the ability to maintain perimeter control;
3. Evaluate ingress and egress;
4. Determine availability of landing sites;
5. Identification of optimal evacuation routes;
6. Identification of pre-evacuation points.

B. Initial assessment of any existing crisis plan

1. Strategies for evacuation and non-evacuation situations;
2. Responsibilities of all personnel;
3. Adequacy of contingency plans (e.g., for different types of situations);
4. Logistical needs (e.g., school blueprints, portable student emergency information source, physical needs of student and staff, etc.)
5. Staff emergency notification system.

C. Recommendations for changes/enhancements to the existing crisis plan

D. Drills, evacuations, and other practical exercises to test the adequacy of the crisis plan

1. Involvement by the school and inter-agency resources such as law enforcement, fire service, EMS, et al.);
2. Development/utilization of multiple types of drills;
3. Evaluation of the drills or evacuations;
4. Review of the ICS system.



XI. SPECIAL EDUCATION DESIGNATIONS AND CHILDREN WITH SPECIAL NEEDS

A. Special education students versus students with special needs

1. Nationally, approximately 20% of students fall under the designation of Special Education/Special Needs.
2. “Special education” refers to students that have modifications included in their education plan due to any number of conditions, situations, or other factors (e.g., physical disabilities, behavioral disfunctionality, “gifted status, etc.)
3. “Special needs” refers to any student who falls under the provisions of Section 504 of the Rehabilitation Act of 1973, which includes:
 - a. Communicable diseases (e.g., HIV, TB, etc.);
 - b. Medical conditions (e.g., allergies, asthma, diabetes, etc.);
 - c. temporary medical conditions due to illness or accident;
 - d. Attention Deficit Disorder (ADD),. Attention Deficit Hyperactivity Disorder (ADHD);
 - e. Drug/alcohol addiction.

B. Special education terminology, classifications, and programs

1. IDEA (Individuals with Disabilities Education Act)
 - a. A federal requirement which impacts special education monies nationally;
 - b. Limits the disciplinary options available to the school district .
2. FAPE (Free Appropriate Public Education)
 - a. A subsection requirement of the IDEA which applies to all U.S. school districts
 - b. Although some students may be disruptive and may not be benefitting from attendance at a school, this section underscores their right to remain.
3. Individualized Education Program/Plan (IEP)

a. An Individualized Education Program (IEP) refers to the educational goals of a special education student, and they include:

- (1) Limits of discipline that can be imposed;
- (2) Identified behavior that would be considered unacceptable if exhibited by a non-special education child (e.g., violent acts, profanity, defiant behavior, insubordination, etc.);
- (3) Standards setting for the promotion of the student to the next grade level or school.

4. Impact on the SRO

- a. Criminally speaking, special education kids are treated the same as any other child except where the ability to formulate criminal intent is at issue.
- b. In any case where a child under the age of 14 is arrested for a criminal violation, it is incumbent upon the officer to provide information regarding the student's understanding of the wrongfulness of their actions.
- c. In the case of a special education child, regardless of age, the officer needs to articulate the child's ability to distinguish right from wrong.

C. Relevant terminology

1. "TMR" refers to "Trainable or Teachable Mentally Retarded"

- a. Severe disability requiring a sheltered workshop, group home, or similar accommodation;
- b. Typically involves persons with an IQ around 50.

2. "EMR" refers to "Educable Mentally Retarded"

- a. Lesser disability which prevents the person from functioning at grade level but which does not require the same accommodation as the TMR.
- b. Typically involves persons with an IQ below 70.

NOTE: The expression "mentally retarded" is presently considered an acceptable term to describe cognitive impairment or mental disability.

3. “SLD” or “LD” refers to “Specific/Severe Learning Disability” or “Learning Disabled”
 - a. A person of average or above average intelligence who processes information differently (i.e., dyslexic).
 - b. Generally SLD or LD students are included in mainstream classes.
4. “HI” refers to “Hearing Impaired”
 - a. May not be deaf but has either a biological or physiological impairment.
 - b. Will require the SRO to make modifications during presentations or other contact activities.
5. “VI” refer to “Visually impaired”
 - a. May not be blind but has either a biological or physiological impairment.
 - b. Will require the SRO to make modifications during presentations or other contact activities.
6. “BD” refers to “Behavioral Disorder”
 - a. May be biologically or physiologically caused (e.g., Traumatic Brain Injury (TBI), fetal alcohol syndrome byproduct, etc.).
 - b. The behavior is such that the SRO will probably come into professional contact with these students on a regular basis.
7. “EH” refers to “Emotional Handicapped” or “SEH” referring to “Severely Emotionally Handicapped”
 - a. Characterized by limited or no control of emotions and physical activity;
 - b. Average or above-average intelligence;
 - c. Tend to be extremely “street wise;”
 - d. Tendency to become habitual offenders.

XII. EFFECTIVE PRESENTATION SKILLS

A. Organization of a verbal presentation

1. Every verbal presentation, regardless of how brief, should be organized in a logical manner. Any speech should have an identifiable introduction, body, and summary/conclusion. In other words “tell them what you are going to tell them - tell them - and tell them what you told them.”
2. The Introduction
 - a. The first thing a speaker must do during the introduction is gain the immediate attention of the audience. This can be achieved in a variety of ways, such as humor - but should be relevant to the topic if at all possible.
 - b. The introduction lays the groundwork or foundation for what you are going to say. At this point the objective of the presentation should be clearly stated.
3. The Body
 - a. During the body, material is presented to support statements made in the introduction. The body must be organized in such a way as to explain and prove each point made in the introduction.
 - b. The structure of the presentation should be simple, most often expressible in outline form. Organization prevents rambling from point to point.
 - c. The proof or support for each key point should be made before moving on to the next.
4. The Summary or Conclusion
 - a. The summary or conclusion is generally a brief listing of the main points of the presentation - the content you most want the audience to remember.
 - b. The conclusion is best remembered when it includes something clever or thought-provoking.
 - c. Whenever time permits, solicit questions and discussions. This serves to clarify key points and enhances audience retention of the material.

B. Some fundamental elements of public speaking

1. Self-Control

- a. Perhaps the single most important skill a successful public speaker must master is self-control.
- b. Self-control generally refers to:
 - (1) Maintaining confidence in one's own ability to do a good job.
 - (2) Maintaining the ability to control emotions, such as:
 - (a) Fear (dealing with "stage fright")
 - (b) Anger (keeping control under adversity)
 - (c) Over-sentimentalism (demonstrating the ability to tell sad or emotional story without becoming emotionally overwhelmed). This becomes particularly important to public safety speakers who are often addressing emotionally-sensitive issues.
- c. Self-control also refers to the ability to think about what you are **saying** while at the same time remaining conscious of what you are **doing**. Coordination of mind and body is the key.

2. Five things that a successful speaker must be able to control:

a. Posture

- (1) Stand erect, but not still, while speaking. Maintain a stance which is relaxed, but alert.
- (2) Military bearing is important in those instances where it is necessary to deliver a speech in uniform.

b. Eye Contact

- (1) A speaker's eyes should direct your speech to the audience. In fact, eye contact is sometimes referred to as "direction."

- (2) Speakers should attempt to give everyone in the room “equal time.” Establish eye contact briefly, but don’t stare at particular individuals.
- (3) Eyes reveal feelings. As a result, the speaker can use their eyes to convey softness, hardness, compassion, cheer, gloom, or almost any other feeling.
- (4) All speakers should look at the people they are talking to. Eyes should be kept moving around the room and everyone should be included in conversations. Correct eye contact puts people at ease.

c. Voice

- (1) The voice is a tool to use in communicating a message.
- (2) Voice tone should be natural. A phony accent or “air” destroys sincerity.
- (3) A natural accent, however, is not an impediment to effective verbal communication. Many of the world’s greatest speakers had or have accents.
- (4) Effective speakers use voice control to emphasize key points, show emotion, and capture and hold attention.

d. Clarity

- (1) Never use inflated language in an attempt to impress your audience. Speak in plain English, avoiding big words and jargon.
- (2) Try as best you can to say exactly what you mean. Choose words carefully to avoid confusion.
- (3) Rehearsing a speech can aid clarity. Is what is being said clear and understandable?

e. Material

- (1) Speaker must know their subjects. Whenever possible, material should be prepared in advance. Back-up statements should be prepared. If speakers know their subjects, they are less likely to be “shaken” by the audience.

(2) Speeches should not be memorized, but simple notes and/or cue cards should be prepared. A memorized speech is often forgotten.

(3) If a speaker does not know the answer to a question, a simple “I don’t know” is the best response. Guessing can destroy credibility.

C. Some basic “Do’s” and “Don’ts” in public speaking

1. Don’t:

- a. memorize a speech;
- b. read a speech;
- c. bluff;
- d. put on airs or use phony or unnatural gestures;
- e. smoke, chew gum, or drink coffee;
- f. use profanity;
- g. tell irrelevant jokes or use inappropriate humor;
- h. make inappropriate reference to anyone’s race, religion, sex, or national origin; or,
- i. distribute handout material while you are speaking.

2. Do:

- a. maintain appropriate posture;
- b. maintain eye contact;
- c. vary voice inflection, timing, and volume to maintain interest;
- d. speak clearly and enunciate properly;
- e. pay attention to you appearance and dress professionally;
- f. exercise appropriate self-control;

- g. believe in yourself and demonstrate self-confidence;
- h. enjoy the experience; and,
- i. remember that prior planning prevents poor performance.



XIII. FUNDAMENTAL TEACHING TECHNIQUES

A. General Principles of Learning

1. Research has revealed a number of important facts about learning and the learning environment. These factors are very important to the success of any training program.
2. Some key points to remember are:
 1. Learning requires **activity**.
 2. Learning is based on and incorporates **past experience**.
 3. **Interest** is essential to learning.
 4. **Challenging problems** stimulate learning, particularly among adults.
 5. **Repetition**, accompanied by constant effort toward improvement, makes for the effective development of a skill.
3. Fundamental "Laws of Learning"
 - a. Psychologists and educators believe that we learn according to a rather well-defined set of rules, which we term "Laws of Learning."
 - b. The Law of **Readiness**
 - (1) The Law of Readiness simply means that when conditions are favorable to learning, the individual is said to be in a "State of Readiness."
 - (2) Conversely, when conditions are unfavorable, the learner is in a "State of Unreadiness."
 - (3) Readiness relates directly to the student's feeling about the training
 - (4) Readiness means the student has an attitude of wanting to learn.
 - (5) It is the instructor's job to get the learner into an attitude of wanting to learn.

- (6) "Readiness" can be achieved by a variety of means including:
 - (a) Showing and explaining the need and value of the things to be learned
 - (b) Making it possible for the learner to attain earlier success
 - (c) Showing a friendly interest in each learner
 - (d) Avoiding annoying conditions (e.g., distractions)
 - (e) Avoiding situations which cause fear, worry or anger.
 - (f) Answering pertinent questions

NOTE: The key here is to build personal and professional "connectedness." Address the "What's in it for me?" issue. Show how the training will make a job easier, how it will help students to better protect their own families, how will it keep them from getting sick on the job, how it will help them save time, etc.

c. The Law of **Effect**

- (1) The Law of Effect simply means that a learner tends to repeat and learn quickly anything which is accompanied or followed by a feeling of pleasure.
- (2) Student want to continue to learn when they receive a feeling of satisfaction due to success.
- (3) A contrary attitude is developed when students are not successful. Students may want to quit the tasks in favor of something else which does bring satisfaction.
- (4) It is pure human nature that we repeat experiences we enjoy and avoid those we find annoying or distasteful.
- (5) The instructor can capitalize of this by doing the following:
 - (a) Organize instructional material. Teach in small units so learners can complete something. Promote an environment that engenders a sense of accomplishment.

- (b) Sincerely praise and reward desirable performance, but don't overdue it.
- (c) To the extent practical, eliminate unpleasant experiences. Never intentionally embarrass a student.

d. The Law of **Exercise**

- (1) The **Law of Exercise** states that use and repetition of a response strengthens it; failure to use weakens it.
- (2) Repetition means building habit patterns. Without adequate time to practice skills, students will not retain them.
- (3) This is the adage of "practice makes perfect" and "we do as we train"
- (4) The application to the instructor is:
 - (a) Have students repeat tasks as many times as possible.
 - (b) Have students practice skills during any "dead time" periods while they are waiting to perform other tasks.
 - (c) The frequency of repetition should be governed by the strength of the original stimuli and the ability of the individual learners.
 - (d) Remember that most psychomotor tasks (e.g., a control hold) must be performed hundreds of times before they are truly locked in as reflexive behavior.

B. Learning modalities

- 1. The three basic learning styles or "modalities" a School Resource Officer will encounter include "auditory," "visual," and "kinesthetic."
- 2. All learners fall into one or more of these groups. Since virtually every student group will be made up of a mixture learners from each category, the SRO must design instruction to accommodate all of these styles. Although individuals will have a dominant or preferred style, it is generally not exclusive. Thus, a kinesthetic learner may learn something by hearing about it but not as effectively as by doing it.

3. Auditory learners (30% of the population)
 - a. What they HEAR is what they learn.
 - b. They need to read it and talk it.
 - c. True auditory learners must hear themselves say it.
 - d. Instructional strategies include discussion, questions and answer, presentations, or other “talking” or “sounding-out” opportunities.
4. Visual learners (40% of the population)
 - a. What they SEE is what they learn.
 - b. Visual aids are effective.
 - c. Can be harder to appeal to this group as they are often lost in the traditional lecture mode.
 - d. Instructional strategies include visual aids, use of color, pictures, films, graphics, drawings, visual imagery, etc.
5. Kinesthetic learners (30% of the population)
 - a. What they DO is what they learn.
 - b. They must touch and experience.
 - c. Practice exercises will reinforce learning.
 - d. Instructional strategies include use of models and props, “hands-on” opportunities, role playing, any appropriate opportunity for physical movement.

C. Planning for Instruction

1. The Four-Step Method of Instruction (IPAT)
 - a. The four-step method of instruction was originally developed to provide efficiently organized technical training to military personnel.
 - b. Its logical sequencing, involving the four elements of **Introduction**, **Presentation**, **Application**, and **Test** makes it applicable to virtually any

instructional situation. The four step method is commonly referred to as "IPAT," after its four component elements.

c. IPAT is based on the notion that:

- (1) It is logical to begin training by first getting the **attention** and **interest** of the student.
- (2) When this is accomplished, the **information** to be learned is **presented**.
- (3) This is followed by giving the learner a chance to **practice** the material to be learned.
- (4) Finally a **determination** is made **that the learner has actually learned**.

d. The elements of IPAT

(1) The Introduction

- (a) The introduction is used to "hook" the learner. This is the instructor's opportunity to show the relevance and usefulness of what will be learned.
- (b) The idea at this point is to attract attention, arouse curiosity, create interest, etc.
- (c) It is crucial during the introduction to explain the instructional objectives that will be addressed.
- (d) Methods to achieve this include asking leading questions, providing suggestive illustrations, relating a personal experience, putting emphasis upon the learner's current or future needs, and stressing the importance of doing the job task correctly

(2) The Presentation

- (a) This is the point where the instructor shows and explains the task(s) so that the learner will grasp the expected knowledge, procedures, method, etc.

- (b) Methods to achieve this include demonstrations, the step-by-step explanation of procedures, use of training aids, facilitated discussions, and emphasis on key points and safety aspects.
- (3) The Application
- (a) This is where the student applies what has been taught in the previous step.
 - (b) **This is the most commonly neglected aspect of instruction but the most critical to understanding and retention.**
 - (c) This step mandates active involvement by the student.
 - (d) Involvement/application can be achieved by having the learner perform the task, closely supervising student performance, checking and correcting student behavior, checking on key points and safety issues, and having the learner repeat tasks, as needed.
- (4) The Test
- (a) The purpose of the test element is to determine the extent of learning and, if necessary, any area which needs to be retaught.
 - (b) This element tests the instructor as well as the student
 - (c) Testing provides necessary accountability
 - (d) Testing should evaluate the student's ability to perform the tasks at hand, and not just assess the student's ability to regurgitate declarative information.
 - (e) Testing typically involves performing the task, asking prepared questions, giving written tests, or administering give performance tests.

D. Lesson Plan Development

1. A lesson plan is a written representation of how training will be presented. The basic elements of the lesson plan include:
 - a. Topic Description;
 - b. Identification of the instructional goal(s) and/or objective(s);
 - c. Instructional content;
 - d. Instructor activity;
 - e. Student activity;
 - f. Identification of instructional resources/support services;
 - g. Time apportionment;
2. Developing the topic descriptions
 - a. The topic description identifies the subject of the training block (e.g., first aid for head injuries, driving under the influence laws, etc.).
 - b. A single lesson plan may be developed for an entire course, however it is generally advisable to organized courses into manageable blocks that can be easily moved around or updated.
3. Instructional goals and objectives
 - a. Instructional objectives are used by students to guide their learning.
 - b. Objectives should always be shared with the students at the outset of instruction.

NOTE: Additional reference material on composing instructional goals and objectives is included in the Supporting Materials and References Section of this document.
4. Instructional content
 - a. This refers to the curricula content which will actually be presented to the student (e.g., the “meat” of your presentation”).

- b. Most often this is organized in a outline form.

NOTE: PowerPoint or other computer-based graphics programs, which are often used to support the delivery of instructional content, should be used to complement a lesson plan and not replace it.

5. Description of instructor activity

- a. This part of the lesson plan details what the instructor will be doing at a given point in the training session.
- b. Typical examples might include: narrating over a PowerPoint Slide presentation, showing a video, recording student responses on flipchart, reviewing test results, etc.).

6. Description of student activity

- a. This part of the lesson plan details what the students will be doing at a given point in the training session
- b. **Remember, student involvement is crucial!**
- c. Typical examples might include: practicing a skill (e.g., applying a bandage, etc.), taking notes, participating in a small group discussion, viewing a video segment, taking a written test, etc.

7. Identification of instructional resources and support services

- a. Instructors should identify any instructional resources needed to present the instruction.
- b. Instructional resources are the "things" which contribute directly to carrying out the activities and accomplishing the objectives of the program. Generally these are as either "real things" like props or some type of media support.
- c. Examples of instructional resources include, but are not limited to: handouts, computer graphics, overhead transparencies, pictures and slides, and videos.

- d. Additionally, support services refer to items such as the facilities and equipment needed to support instruction. Common examples of support services include the classroom facility, overhead projectors, video cassette recorders, video monitors, extension cords and adapters, the computer graphics program and the computer needed to show the prepared graphics.
8. Time apportionment
- a. Time apportionment is the estimate of the amount of time needed to accomplish instructional activities.
 - b. Although many instructors identify only an overall time for their entire class (e.g., four hours), it is advisable to identify times for each event in the lesson plan (e.g., Show "Every 15 Minutes" video - 10 minutes") as this provides a much more realistic projection of the time it will actually take to provide the training.

NOTE: A sample lesson plan form has been provided in the Supporting Materials and Reference Section of this document. This form has been designed to specifically identify how the four steps of instruction will be addressed and includes space to record other lesson plan elements.

E. Teaching Methods

1. Lectures

- a. The lecture method is easily abused by instructors who talk at their students. An effective instructor is a facilitator of the learning process, not a "Sage on the Stage."
- b. Lectures are, however, a valid method of getting new information across to students in a minimum amount of time. Lecture effectiveness can be enhanced by:
 - (1) Keeping lectures to short "lecturettes" - no more than 15-20 minutes in duration.
 - (2) Presenting lectures in a somewhat informal manner using clear and simple language.
 - (3) Tailoring lectures to the audience (e.g., high school, middle school, or elementary school). Reducing lecture time as the age level drops.

- (4) Relating the content of the lecture to the background, knowledge, skills, and interests of the audience to maximize attention.
- (5) Avoiding rehashing textbook content. Presenting fresh ideas or expressing key concepts in a new way.
- (6) Avoiding trivia and most “war stories.” Concentrating on the key learning points.
- (7) Carefully plan the lecture and whenever possible incorporate:
 - (a) A “front end” purpose statement (Where are we going with this? Address the objectives of the training/presentation).
 - (b) Verbal illustrations.
 - (c) Visual aids.
 - (d) A final summary.

NOTE: Instructors should encourage note taking. This helps student to identify keep points and provides a valuable study reference.

2. Group discussions

- a. A major goal of group discussions is to verify comprehension. Additionally, discussion helps students to express their ideas and opinions. This is of particular value to the School Resource Officer in building rapport and trust.
- b. Group discussions must be effectively facilitated, or their instructional utility can diminish. The instructor/facilitator must keep the process moving and focused. Considerations include:
 - (1) Remaining accepting and non-judgmental;
 - (2) Respecting the ideas and opinions of others so they will feel free to express them;
 - (3) Enforcing the established ground rules;
 - (4) Protecting the rights of everyone in the group even if their position is unpopular.

- c. Additional considerations include:
 - (1) Encouraging the presentation of different points of view;
 - (2) Arranging pre-discussion conversation to get to know the group as a aid in drawing out their ideas;
 - (3) Preventing domination by individual group members;
 - (4) Setting and enforcing time limits for each speaker;
 - (5) Keeping the discussion relevant to the overall training issue and the central idea being discussed. It is the discussion leader's job to keep the group focused;
 - (6) Summarizing, and if appropriate recording, outcomes of the discussion.

3. Group projects

- a. The success of a group project often depends upon the amount of preparation time invested by the instructor. Project instructions must be clear and need to focus upon the overall instructional goals.
- b. The attitude that "the students will do all the work and I'll just sit here" will rarely end with effective instruction.
- c. Fundamental considerations for effective group projects include:
 - (1) Carefully explaining the purpose and function of the project(s)
 - (2) Being specific when describing tasks and expectations. Tasks and expectations can be developed with the students.
 - (3) Letting the students choose their own leaders, if possible.
 - (4) Reminding students that the success of the project is dependent upon the cooperation and orderliness of the work group.

4. Demonstrations

- a. Effective demonstrations demand a great deal of preparation.

- b. Considerations include:
 - (1) Gathering all materials and equipment well in advance and ensuring their functionality.
 - (2) Making sure the demonstration is instructionally purposeful.
 - (3) Keeping the demonstration simple and organized.
 - (4) Checking periodically for understanding to ensure that student are following.
 - (5) Letting students try it out for themselves, if possible.
 - (6) Making sure that everyone can see and hear you.

5. Other methods

- a. There are an endless lists of teaching methods that School Resource Officers may employ to complement instruction and enhance learning.
- b. Activities such as case studies, after-action critiques, contrived experiences, dramatized experiences, visualization exercises, field trips, exhibits, and films can all be used effectively.
- c. The main consideration is to link the activity to the instructional goals and objectives. Any activity should be purposeful.

F. Motivation variables to learning

1. Feeling and tone of the instructor

NOTE: The instructor must be an inspirational force to the class for developing healthy attitudes toward success and pride in work.

2. Maintaining interest

NOTE: The instructor must find a way to make the material interesting. Use of puzzles, games, interesting stories, problem-solving approaches, or competition can all help to stimulate students.

3. Need for success

NOTE: As discussed under the “Law of Effect,” students need to experience success in order to continue learning. Give assignments commensurate with individual ability so that students will all have some ability to experience success.

4. Knowledge of results - feedback

NOTE: Students need to know how they are doing in order for them to learn from their successes and mistakes. Constructive feedback which focuses upon the ultimate objective can be very helpful.

5. Intrinsic and extrinsic rewards

NOTE: Keep in mind that students can be motivated by both intrinsic rewards (e.g., the work is interesting so they do it because they enjoy it) or extrinsic rewards (positive reinforcement in the form of a “A” grade, free time, etc.) An instructor should incorporate both types of rewards, when possible.

6. Meaningfulness

NOTE: The information being taught must have meaningfulness to the student. The instructor is often challenged by the need to relate the instructional goals to the student’s perspective.

7. Modeling

- a. Students will learn from watching others model correct behavior.
- b. Practice also gives students an opportunity to apply what they have learned.

XIV. BASIC CLASSROOM MANAGEMENT SKILLS

A. Classroom discipline

1. In most instances, School Resource Officers will be operating in a school environment which has a well established classroom discipline policy. The SRO must obviously act consistently with prevailing classroom discipline policies. A skillful instructor, however, wastes little time on disciplinary matters by fostering an atmosphere of student involvement, cooperation, enthusiasm for learning, and mutual respect.
2. Effective classroom discipline is closely related to instructional effectiveness. The following have been identified as proven characteristics for success in the classroom:
 - a. A work-oriented, but relaxed classroom climate;
 - b. Clear and reasonable expectations, standards, and tasks;
 - c. Established consequences and rewards;
 - d. Quick, quiet, and calm behavior monitoring;
 - e. Regular feedback and praise;
 - f. A variety of class activities;
 - g. Motivating students by taking a personal interest in each one;
 - h. Maintaining a pleasant voice and positive attitude;
 - i. Using a seating chart;
 - j. Calling student by name;
 - k. Never threatening or intimidating;
 - l. Disciplining in private - praising in public;
 - m. Disciplining as a teacher would - not as a peace officer would;
 - n. Being consistent.

3. The following classroom management guidelines were developed by Alvin W. Howard, Associate Professor of Education at the University of New Mexico and have been adapted herein to reflect the SRO's classroom responsibilities:
- a. Work at being the kind of person students like and trust. Maintain the respect of the class without being condescending.
 - b. Remember a pleasant voice, neat appearance, and a positive attitude are contagious.
 - c. Get to know the students. The School Resource Officer who knows his/her students soon develops a sixth sense for anticipating trouble before it begins.
 - d. Be enthusiastic, courteous, and keep your sense of humor. An instructor who really believes that children are learning and are important tends to be enthusiastic - and that enthusiasm is contagious. SROs must be as courteous to their students as they expect their students to be to them. Also, don't "see" everything that happens; learn to ignore some things and laugh at others.
 - e. Lessons should be made interesting and relevant. The SRO who believes they can get by without planning may get away with it temporarily, but before long the lack of organization will produce dreary lessons, student restlessness, increasing discontent, and ultimate chaos.
 - f. The SRO should never use threats to enforce discipline. SROs may have no place to go should the child take up the challenge as some ultimately will. A threat not carried out makes the SRO appear foolish and ineffective.
 - g. Never humiliate a student. Public scolding or ridiculing of a student will make the person bitter and may turn the rest of the class against the instructor.
 - h. Avoid arguing with students. Discussions about class work are invaluable, but arguments that become emotional encounters create ill will on both sides.
 - i. SROs should not act as though they expect "trouble." If they do, it may become a self-fulfilling prophecy.

- j. The SRO should let the students know they care. Caring means determining, preferably jointly with the class, what is acceptable and what is not - both in terms of behavior and achievement. Keep in mind that children differ and what is reasonable and acceptable to one group may not be to another.
 - k. Establish as few rules as possible and keep them as simple as possible.
 - l. The SRO should expect to handle the “normal” kinds of misbehavior directly. Assistance should be sought for those problems that require the skills of a specialist (e.g., a full time teacher, counselor, administrator, or social worker.)
4. Classroom behavior guidelines
- a. Right from the beginning of class, the school resource officer should establish behavior rules for the class. These behavior rules should be based on observable behaviors and should be communicated to the students both verbally and visually, if necessary. The SRO should use positive reinforcement and always recognize positive behavior.
 - b. Some important “Do’s and Don’ts” include:
 - (1) Do become familiar with school policies;
 - (2) Do associate the punishment with the deed;
 - (3) Don’t punish the class for the actions of one person;
 - (4) Don’t look upon misbehavior as a personal attack;
 - (5) Don’t hold grudges;
 - (6) Don’t turn discipline over to someone else unless it is absolutely necessary.
 - c. Body language is an important issue for the SRO. Consider the following:
 - (1) Always face the class;
 - (2) Scan the group with your eyes;
 - (3) Walk towards students;

- (4) Smile at individuals;
- (5) Nod affirmatively;
- (6) Use natural facial expressions.

B. Group facilitation skills

NOTE: Effective group facilitation skills are an art which the SRO needs to cultivate. POST, in cooperation with the California Community College Chancellor's Office has developed a CD-Rom-based program entitled *Learner's First: Facilitation Skills of Learner-Centered Instruction*. This program is available at no cost to any law enforcement agency in the POST-reimbursable program and provides interactive training on group facilitation skills and instructional delivery methods.

1. Effective questioning techniques should be employed
 - a. Ask open-ended questions to stimulate discussion and support responses. Even if a response is incorrect, appropriately acknowledge the contributor.
 - b. Supply answers only when the class is unable to do so.
 - c. Use redirection (e.g., turning to another student and asking "what do you think about that?") to promote discussion.
 - d. Keep questions relevant to the subject.
2. Use established facilitation techniques to control disruptive personalities. For example:
 - a. An overly talkative participant can often be managed by redirection (e.g., stating "That's a great point, Tim what do you think about that?").
 - b. Argumentative students may react positively if some merit can be found in their points of view. Direct their perspectives toward the group for collective input.
 - c. Those who ramble on can often be refocused by restating their points and then moving ahead.
 - d. When a student is completely off point, the instructor/facilitator can regain focus by accepting blame for any misunderstanding (e.g., "Something I said must have thrown you guys off... What I meant was...")

- e. Students engaging in distracting side conversations may often be short-circuited with a direct question. To avoid embarrassing them, the facilitator can restate a key point and then solicit a particular student's reaction.
- f. Contributions made by inarticulate individuals may be strengthened by paraphrasing (e.g., "So what I am hearing you say is..."). This may provide an opportunity for the instructor/facilitator to use clearer language without devaluing the contribution made by the student.
- g. Those who refuse to talk may be reached through sensitive questioning (e.g., asking for an opinion, rather than for a factual response).
- h. Participants who act bored, indifferent, or superior can be among the most challenging. Respect for their experience, acknowledgment of their point of view, presentation appropriate intellectual challenges, and sincere compliments can all be used with success. The individual situation will often dictate how to react.

C. Motivational strategies

1. Richard Sullivan and Jerry Wircenski advocated the following 25 "motivational strategies" in a 1988 article in the *Vocational Education Journal*:
 - a. Know your students and use their names as often as possible.
 - b. Plan for every class. Never try to wing it.
 - c. Pay attention to the strengths and weaknesses of each student. Reward the strengths and strengthen the weak spots.
 - d. Whenever possible, set your classroom up in a U-shape to encourage interaction among the students.
 - e. Be sure the classroom is comfortable. Check and adjust, as needed, air circulation, temperature, lighting, and humidity.
 - f. Vary instructional strategies by using lectures, demonstrations, discussions, computer-support, tutoring, coaching, and more.
 - g. Review course objectives with the class. Ensure that students see the course content relates to them and the world they are being prepared for.

- h. Open each class session with an introduction that captures the interest of students.
- i. Move around the room as much as practical. Walk energetically and purposefully.
- j. Be expressive with your face. Smile!
- k. Put some excitement in your speech; vary pitch, volume, and rate.
- l. Use demonstrative movements of head, arms, and hands. Keep your hands out of your pockets.
- m. Use words that are highly descriptive and give plenty of examples.
- n. Accept the ideas and comments of students even if they are wrong. If correction is necessary correct in a positive manner.
- o. Maintain eye contact and move toward your students as you interact with them. Be sure to nod your head to show you are hearing what they have to say.
- p. Use appropriate humor in your teaching to relieve anxiety.
- q. Use program-related cartoons in overheads and handouts.
- r. Teach by asking lots of questions during introductions, presentations, and demonstrations.
- s. Be a model of the work ethic in your dress, language, support of the school, and respect for your profession.
- t. Be consistent in your treatment of all students.
- u. Recognize appropriate behavior and reward it on a continuing basis.
- v. Use simulations to spark interest and provide a break in the routine.
- w. Praise students in front of the class; reprimand in private.
- x. Plan instruction around 15-30 minute cycles. Students have difficulty maintaining attention after a longer period of time.

XV. LAW ENFORCEMENT POLICIES, PROCEDURES, AND PROTOCOLS TO BE COMMUNICATED TO SCHOOL ADMINISTRATORS

- A. Law enforcement tactical response issues (why law enforcement may not respond in the manner expected)
 - 1. Officer safety concerns;
 - 2. Logistics;
 - 3. Policies;
 - 4. Available information.
- B. Law enforcement access and authority on school grounds
 - 1. Team concept - but separate responsibilities;
 - 2. Enforcement of criminal statutes.
- C. Probable cause versus reasonable suspicion in regard to searches
 - 1. Law enforcement requires probable cause for a search to be conducted.
 - 2. School personnel require only reasonable suspicion (a lesser standard) for searches to be conducted (Reference the TLO case).
- D. Confidentiality issues
 - 1. Sex crime victim confidentiality.
 - 2. Exchange of student information.
- E. Law enforcement officers acting as “agents” of the school and school personnel acting as “agents” of law enforcement
 - 1. School personnel may ask officers to conduct searches on their behalf due to the existence of a suspected safety issue or for the unique expertise of law enforcement personnel
- F. Realities and limitations of law enforcement responses to school-related calls for service
 - 1. Overtime restrictions;

2. Personnel availability;
 3. Training conflicts;
 4. Established priorities;
 5. Jurisdictional issues;
- G. Effective transmission of information to law enforcement personnel
1. Provision of as much information about the problem/need as possible;
 2. Maintenance of contact with law enforcement to update on any situational changes;
 3. Identification and maintenance of potential witnesses.

XVI. INTELLIGENCE GATHERING AND INFORMATION DISSEMINATION

- A. Field interview (FI) files
 - 1. Maintenance of duplicate field interview (FI) records.
 - 2. Information availability.
- B. Development of trust relationships with students
 - 1. For information resources.
 - 2. Encouraging victims to come forth.
- C. Identification of gangs and other disruptive or anti-social groups
- D. Building a liaison with patrol officers and investigative personnel
 - 1. Actively exchange information
 - 2. Pursue avenues to maintain ongoing information sharing
- E. Confidentiality and information restriction
 - 1. Maintaining the confidentiality of information sources
- F. Multi-disciplinary networking (e.g., with probation officers, social services personnel, district attorney investigators, etc.)
 - 1. Information on gangs and individual gang members;
 - 2. Information related to welfare fraud;
 - 3. Other general criminal intelligence information.



Supporting Materials and References



20 GENERAL PRINCIPLES OF LEARNING

1. After maturity is reached, learning ability remains practically constant.
2. Learning results from stimulation through the senses.
3. Learning requires activity.
4. Learning is based on past experience.
5. Extreme emotional responses interfere with effective learning.
6. Students learn many things in addition to skills and information.
7. Interest is essential to effective learning.
8. Early success increases the chances for effective learning.
9. Friendly competition stimulates learning.
10. Challenging problems stimulate learning.
11. Knowledge of the purpose, use, and application of things makes learning effective.
12. Knowledge of the standards required makes learning more effective.
13. Continuous evaluation is essential to effective learning.
14. Recognition and credit provide strong incentives for learning.
15. The more vivid and intense the impression, the greater the chances of remembering.
16. Things should be taught the way they are to be used.
17. Effective learning is likely to occur when a logical relationship exists between things taught.
18. The most effective learning results when initial learning is followed immediately by application.
19. Repetition, accompanied by constant effort toward improvement, makes for effective development of skill.
20. People learn more when they are held to account and made to feel responsible for learning.



**SOME GENERAL CHARACTERISTICS
OF ADULT LEARNERS**

1. Adults like small group discussion.
2. Adults prefer to determine their own learning experiences.
3. Adults learn best from their own experiences.
4. Adults hate to have their time wasted.
5. Some adults like lecture. Adults won't like all lectures.
6. Adults are motivated to learn when THEY identify they have a need to learn.
7. Adults are motivated by societal and professional pressures which require a particular learning need.
8. Adults can be motivated to learn when the benefits of a learning experience outweigh the learner's resistance.
9. Adults use their knowledge from years of experience as a filter for new information and don't change readily.
10. Adults want practical answers to today's problems.
11. Adults like physical comforts.
12. Adults enjoy practical problem-solving.
13. Adults like tangible rewards and benefits from training.
14. Refreshments and breaks establish a relaxed atmosphere and convey respect to the learner.



LEARNING FACTORS

I. LAWS OF LEARNING

Psychologists and educators believe that we learn according to a rather well-defined set of rules, which we term "Laws of Learning." Studies and experience in learning situations have led students of instruction to think of the instructional process in terms of three such laws.

- A. Law of Readiness. Feeling accompanies all responses and fixes value to them. This, in turn, places the body in a condition that favors or hinders learning. When conditions are favorable to learning, the individual is said to be in a state of readiness; when they are unfavorable, to be in a state of unreadiness. For instance, if a person is in the process of learning a new skill, he is supposedly in a state of readiness, in terms of learning but if someone were to interfere with him by asking him to do something else, he would have to get himself into an attitude of readiness toward the new job.

If this new job is pleasant (which may involve relevance, expectancy, readiness), the transaction can undoubtedly be made with smoothness; but if the job is unpleasant, an emotional block is likely to occur which would obstruct the path of the impulse.

The instructor's job is to get the learner into an attitude of wanting to learn. Quite often the feeling of need for knowing the job is sufficiently motivating, but learning will not take place if the student is not ready to learn. "Learning is determined entirely by reaction tendencies which are controlled by feelings."

Here is what the instructor can do about "feelings" in connection with teaching situations.

1. Show and explain the need for the things to be learned.
2. Make it possible for the learner to attain early success.
3. Maintain a friendly interest in each learner. Show that you are interested in him/her.
4. Avoid annoying conditions. Prevent distractions that reduce the learner's attention.
5. Avoid situations that cause fear, worry, or anger.
6. Answer pertinent questions. Put off unrelated questions in a courteous manner.

The Law of Readiness may be summarized as follows: To do the things that we want to do is satisfying. Not to do the things for which we have desires is annoying, and to be forced to do things for which we have no desires is even more annoying.

- B. The Law of Effect. Readiness makes learning possible. Stimulus and response are the immediate "cause," and achievement is the effect. A student wants to continue to learn because he gets a feeling of satisfaction due to success. He has accomplished something, and it is pleasant. A contrary attitude is developed when the student is not successful; he may want to quit his task and do something else that he believes will result in a feeling of satisfaction. Our lives seemed to be governed by the law of effect. We tend to repeat experiences that are satisfactory and to avoid annoying ones. However, sometimes our condition is such that we continue working with annoying experiences until we obtain satisfaction.

The instructor can make use of this law through numerous devices.

1. Organize instructional material; this means each individual lesson and the program as a whole. At least the first jobs should be taught as small units in order that the learner may complete something. This gives rise to a feeling of accomplishment.
2. Eliminate unpleasant experiences whenever possible. Under certain conditions the teacher must violate this principle and set up annoying situations. For instance, if a worker has developed the wrong method or habit of performing his work, it may be necessary to make it meaningful; let it be earned.

The Law of Effect may be summarized as follows: The learner tends to repeat and learn quickly anything which is accompanied or followed by a feeling of pleasure.

- C. The Law of Exercise. An individual tends to repeat experiences that are satisfying. Repetition means building habit patterns. Correct habit patterns usually lead to success.

A number of points to be considered by the instructor follow:

1. Have the learner repeat the job as many times as needed for job skill.
2. Have the learner repeat the job if he is required to wait for a long period of time between jobs. He is very apt to forget and may have to learn all over again.
3. Frequency of repetition should be governed by the strength of the original stimuli and the ability of the learners.

4. The amount of repetition needed depends upon the ability of the learner, the thoroughness of the instruction, and other attendant conditions.
5. The development of skill requires purposeful repetition; do not give the learner busy-work.
6. Before a habit is established, the slow learner must repeat more times than the last one.
7. Repetition is not enough. There must be improvement and satisfaction along with repetition.

The Law of Exercise may be summarized as follows: Use and repetition of a response strengthens it; failure to use weakens it.

II. USE OF THE SENSES IN LEARNING

- A. Because learning is acquired through the senses; plans must be made to take full advantage of all senses in facilitating learning. The six senses to be considered are:
 1. Sight. The most important of all. It has been said that approximately 75% of all we learn comes through the sense of sight. Therefore, it is important that you visualize your teaching.
 2. Hearing. To lecture is the usual classroom teaching procedure. This is not necessarily the best procedure for all purposes. There are also other ways of learning through sound. (13%)
 3. Touch. An important sense in police work. Examples: Stiff or limp body, cold or warm radiator, hard or soft material. (6%)
 4. Smell. Examples: Smoke, acids, gas, gasoline, crude oil. (3%)
 5. Taste. Examples: Coffee, chemicals, salt water. (3%)
- B. Learning: Learning is defined as a change in Behavior.
- C. Eye Contact is the most effective non-verbal skill utilized in the classroom.



<p style="text-align: center;">FUNDAMENTAL ELEMENTS OF EFFECTIVE VERBAL PRESENTATIONS</p>
--

- I. One of the most important characteristics that a person must develop to become a successful presenter is self-control.
 - A. Self Control means:
 - 1. Confidence in one's self and the ability to do a good job.
 - 2. The ability to control one's emotions, such as:
 - a. Fear (e.g., the fear of failure, stage fright, fear of people, and fear of rejection by the group)
 - b. Anger (the need to maintain one's cool under adverse conditions)
 - c. Sentimentalism (being able to tell sad stories without being emotionally overwhelmed).

- II. There are five things that an effective presenter must be able to control:
 - A. Posture
 - 1. Stand erect but not stiff. The stance should be relaxed but alert.
 - 2. A military bearing is important when speaking in uniform.

 - B. Eye contact (sometimes called direction)
 - 1. Your eyes should direct your presentation to the audience.
 - 2. Some presenters go to one of two extremes. Some never look at their listeners while others pick out one member of the audience and fix upon him/her an icy stare. Try to give everyone equal time.
 - 3. Your eyes will reflect your feelings. They can reveal almost any emotion that you wish to convey; softness, hardness, compassion, cheer, gloom or any other feeling.

4. Look at the people you are communicating with. Let your eyes move around the room in an effort to include everyone in your conversation. Correct eye contact puts people at ease.

C. Voice

1. Your voice is a tool you use to get your message across.
2. Voice should be natural. A phony accent or air destroys sincerity.
3. Don't be concerned if you have an accent or speak differently. Many great presenters had or have accents.
4. Use and control your voice to emphasize key points, show appropriate emotion to capture and hold attention.

D. Clarity

1. Do not try to impress your audience with an inflated dialogue.
2. Speak in plain English. Leave the big words to the orators.
3. Ambiguity is not only confusing but it may make you appear ignorant to your listeners.
4. Say what you mean.

E. Know your subject

1. If time permits, study and prepare your material.
2. Don't memorize your presentation. A memorized presentation is easily forgotten in time of stress.
3. If you know your subject no one can "shake" you.
4. In response to a question in which you do not know the answer, a simple "I don't know," is never a disgrace.

"Prior planning prevents poor performance"

ORGANIZATION OF A VERBAL PRESENTATION

Every verbal presentation, no matter how brief, should be organized in a logical manner. It should have an introduction, a body and a summary or conclusion. In other words, "tell them what you are going to tell them, tell them, and tell them what you told them."

1. The **Introduction**

- a. The first thing the presenter must do is to gain the immediate attention of the audience.
- b. The introduction should lay the groundwork or foundation for what you are going to say.
- c. State your objectives.

2. The **Body**

- a. During the introduction you made statements and now you must prove the validity of your statements.
- b. The body of the organization should be organized so that it explains and proves each point made in the introduction.
- c. The structure should be simple, most often in outline form.
- d. Don't ramble from point to point.
- e. The proof of each point should be completed before moving on to the next point.

3. The **Summary or Conclusion**

- a. The summary should be a brief listing of all the basic points of the presentation.
- b. The final statement should be something clever and thought provoking.
- c. If time permits allow for questions and discussion.



INSTRUCTIONAL GOALS AND OBJECTIVES

I. INSTRUCTIONAL GOALS

- A. To understand their significance, the *difference between an instructional goal and an instructional objective must be understood.*
- B. An instructional goal is a general statement of a desired end. It is a necessary first step in instructional development, but only a first step. An instructional goal is usually quite general and is subject to a variety of interpretations. Most of the ends to be achieved in basic training are stated as goals rather than as specific objectives.
- C. An instructional goal is also commonly called a *learning goal.*

II. INSTRUCTIONAL OBJECTIVES

- A. An instructional objective contains an explicit specification of the results expected which indicates that the desired learning has occurred. When an end is stated as an objective, little doubt is left as to what is to be achieved.
- B. Because an instructional objective typically describes what the learner will **do**, it is also commonly referred to as a *performance objective.*
- C. It can be stated, therefore, that instructional goals and instructional objectives, although they complement each other, are not one in the same. The following material is offered to clarify the difference between the two:

III. CHARACTERISTICS OF INSTRUCTIONAL GOALS AND OBJECTIVES

- A. An **instructional goal** is a general statement of instructional intent that summarizes a desired learning outcome.
- B. An **instructional objective** is a specific measurable statement of instructional intent that describes in performance terms the kind of behavior a learner will exhibit at the end of the instruction.
- C. The above definitions are in concert with all that has been said so far about instructional goals and objectives. An indicator in determining whether a statement is an instructional goal or an instructional objective is found in the verb and object of the verb. Verbs and their objects are either specific or ambiguous.

Stated another way, they are either measurable or unmeasurable. Measurable verbs always produce tangible evidence; i.e., or "...will list...", the list can be seen or heard and compared with the list which the instructor had in mind for the student to learn. The following are examples of verbs and objects that are measurable and unmeasurable.

Measurable Verbs:

- 1 List: The learner will list in proper order the first three steps in a shotgun safety check.
- 2 Run: The learner will run the 100-yard dash in 15 seconds or under.
- 3 Recite: The learner will recite the Miranda statement from memory.

Unmeasurable Verbs:

- 1 Know: The student will know the Law Enforcement Code of Ethics.
- 2 Appreciate: The learner will appreciate the culture of an assigned patrol neighborhood.
- 3 Will Evaluate: The student will evaluate the information learned from an informant.

In the first list, every sentence states clearly what the performer is to do. The statements can be measured. In the second list, the statements cannot be measured as they stand. The statements are ambiguous and, therefore, not measurable.

Measurable verbs are always found in well structured instructional objectives. Unmeasurable verbs should never be found in instructional objectives but are found in instructional goals.

IV. INSTRUCTIONAL OBJECTIVE FORMAT

- A. The POST Regular Course instructional objectives (commonly referred to as performance objectives or POs) were written in a format designed to reduce ambiguity and length, and increase their usability.
- B. Four components make up POST Instructional Objectives (POs) are:
 1. **Audience (Learner)**: The stated individual or group that performs a behavior as the result of instruction. In the POST Regular Basic Course the learner is identified as "the student."

2. **Behavior**: The pre-stated observable performance that a student will demonstrate at the end of instruction which is evidence that the objectives have been achieved.
3. **Conditions**: Description of the important conditions of instruction and/or evaluations under which the student will perform the stated behavior. If not specifically stated, it is implied that instruction and evaluation will be in written or oral form.
4. **Degree or "Success Criteria"**: That portion of the prescribed authority or ideal performance which will be accepted as indicative of student mastery (e.g., 100% of the time, four out of five times, etc).

V. THE "ABCDs" OF WRITING INSTRUCTIONAL OBJECTIVES

A. Include all essential elements of the objective:

1. **IDENTIFY THE AUDIENCE**: Refers to **who is doing the learning**. The learner, student, qualified criminal investigator, pupil, class etc.
2. **DESCRIBE THE BEHAVIOR**: Identify **what the learner will do** or produce to show that the learning has taken place.
3. **DESCRIBE ANY CONDITIONS**: Describe the circumstances under which the students mastery of the learned task will be evaluated (e.g., what will the student have available to complete the behavior).
4. **DESCRIBE THE DEGREE**: Identify the minimum level (degree) of acceptable performance. (nine times out of ten; in every instance; with 100% accuracy; all correctly, etc.)

Example:

Given a Beretta Model 92 9mm semi-automatic pistol, the student will field strip and reassemble the weapon, according to the manufacturer's specifications, within 10 minutes or less.

B. Describe behavior using appropriate **action verbs**

1. **Inappropriate** (too many interpretations, unmeasurable)

To know
 To really understand
 To grasp the significance of
 To believe

To understand
 To appreciate (fully)
 To enjoy
 To have faith in a rule

2. Appropriate (measurable, action terms)

Apply a rule
Compare
Define
Describe
Identify
List
Name
Organize
Report
State
Write

Calculate
Construct
Demonstrate
Distinguish
Interpret
Measure
Order
Recite
Solve
Translate

THE FOUR-STEP METHOD OF INSTRUCTION (I.P.A.T.)

The four-step method of instruction is a natural procedure applicable to any instructional situation. It will fit teaching situations in any industry, in any area, or at any level. It seems basically logical to proceed by first getting the attention and interest of the individual; when this is accomplished, presenting the information to be learned; then giving the learner a chance to practice the material to be learned; and finally determining that the learner has actually learned. The four-step method is as simple as that.

STEP 1: INTRODUCTION

The first step of this teaching process should result in the arrangement of the ideas and experiences already present in the learner into such an order that he will be receptive toward the new ideas and experiences to be taught. No new knowledge is added. The instructor is interested in developing a basis upon which the instruction can rest. It is also essential that the introduction step be designed to focus the interest of the student on the lesson to be learned and to provide him with a motive and enthusiasm for learning. Performance objectives must be explained. These steps must all be thorough and complete if the new instruction is to have effective reception.

STEP 2: PRESENTATION

The objective of the second step of the teaching process is to impart the new knowledge or skills to the learner. This step must be related to known ideas and experiences. The instructor's problem is to arrange the material to be taught in an effective order, placing emphasis on the most essential aspects.

STEP 3: APPLICATION

The third step of the teaching process affords the learner the opportunity to put to use the information prepared for and presented in the previous steps. It should disclose the learner's grasp of the details of the new subject matter and his ability to progress. It is the instructor's responsibility to assist the learner when necessary.

STEP 4: TEST

The last step of the teaching process may be regarded as an evolution of the learner's progress. The instructor is concerned with determining the present abilities of the learner and his/her readiness to move on to a new phase of the instruction. Whether the instructor gives an oral test, a written test, or a performance test, the student must know the nature and extent of his successes and failures. The instructor can use the learner's progress as an indication of the effectiveness of his teaching. This step holds the learner accountable.

STEP 1 - INTRODUCTION

PURPOSE

1. Interest the learner in the job so that he will want to learn by
 - a. Attention--Attract
 - b. Curiosity--Arouse
 - c. Interest--Create
 - d. Desire--Stimulate

METHODS

1. Asking leading question
2. Use informal question
3. Give suggestive illustration or demonstration
4. Relate a personal experience
5. Put emphasis on present or future needs of learners
6. Cite an example
7. Show reason for personal interest in job
8. Stress importance of learning job correctly
9. Explain performance objectives

STEP 2 - PRESENTATION

PURPOSE

1. Show and explain the job to the learner so that he/she understands the proper procedure and methods to use in doing the job

METHODS

1. Give demonstrations
2. Explain procedures step-by-step
3. Use teaching aids
4. Develop discussions
5. Emphasize key and safety points

STEP 3 - APPLICATION

PURPOSE

1. To apply what has been taught in Step II
2. Activate application by the learner

METHODS

1. Have learner perform the job
2. Supervise performance closely
3. Check and correct habits
4. Check key and safety points
5. Have learner repeat operations, if necessary

STEP 4 - TEST

PURPOSE

1. To determine the extent of learning, and area requiring reteaching
2. To test the instructor and the learner
3. Accountability

METHODS

1. Have learner perform the job
2. Ask prepared questions
3. Give written tests
4. Give performance tests
5. Develop discussions

The Relative Effectiveness of Various Instructional Methods

INSTRUCTIONAL METHOD	Learning Expectations				
	Learning Facts & Theories	Learning Visual Identification	Comprehension and Application of Facts, Principles, Concepts	Performing Psychomotor Skills	Modifying Attitudes, Opinions and Motives
LECTURE	MOST EFFECTIVE	NOT EFFECTIVE	NOT EFFECTIVE	LEAST EFFECTIVE	ADEQUATE TO NOT EFFECTIVE
DISCUSSION	ADEQUATELY EFFECTIVE	NOT EFFECTIVE	ADEQUATELY EFFECTIVE	LEAST EFFECTIVE	ADEQUATE TO HIGHLY EFFECTIVE
QUESTION AND ANSWER SESSION	ADEQUATELY EFFECTIVE	ADEQUATE TO NOT EFFECTIVE	ADEQUATELY TO HIGHLY EFFECTIVE	NOT EFFECTIVE	VERY EFFECTIVE
SELF-DIRECTED STUDY	VERY EFFECTIVE	ADEQUATELY EFFECTIVE	ADEQUATELY EFFECTIVE	ADEQUATELY EFFECTIVE	ADEQUATELY TO NOT EFFECTIVE
DEMONSTRATION	VERY EFFECTIVE	MOST EFFECTIVE	VERY EFFECTIVE	VERY EFFECTIVE	NOT EFFECTIVE
PRACTICE SESSIONS	ADEQUATELY EFFECTIVE	ADEQUATELY EFFECTIVE	VERY EFFECTIVE	MOST EFFECTIVE	ADEQUATE TO NOT EFFECTIVE
ROLE PLAYING SCENARIOS	NOT EFFECTIVE	NOT EFFECTIVE	VERY EFFECTIVE	VERY EFFECTIVE	VERY EFFECTIVE
SIMULATIONS	ADEQUATELY EFFECTIVE	VERY EFFECTIVE	ADEQUATELY EFFECTIVE	VERY EFFECTIVE	ADEQUATELY EFFECTIVE
TESTING	VERY EFFECTIVE	VERY EFFECTIVE	ADEQUATELY EFFECTIVE	VERY EFFECTIVE	NOT EFFECTIVE



COMPLIMENTING AND CORRECTING LEARNERS

A sincere compliment can help make learning more effective. Correction, on the other hand, can block progress if it is not done properly.

The suggestions listed below can help the instructor handle both corrections and compliments.

1. Avoid criticism. Nobody likes to be criticized, and most students want to learn; therefore, avoid criticism in the sense of bawling out a person for having done something wrong. Instead, show how it could have been done better. Be constructive.
2. Compliment before you correct. Always find something on which to compliment a student before you correct them. It will make them more receptive to your correction. Make sure the compliment is sincere.
3. Let the student correct themselves. When the student is induced to self-correct, the factor of unpleasantness is almost entirely eliminated. First sincerely compliment, then ask the student if he/she can think of anything he/she could have done that would have made the performance better. If the student can't think of anything, you will have to make a suggestion.
4. Don't overdo correcting. Good instructors exercise restraint when correcting. They know that if they correct every little thing students don't do quite right, they'll make them nervous, damage self confidence, and instead of being a help, corrections will be harmful and annoying.
5. Avoid correcting in front of others. This, the worst kind of criticism, is embarrassing and demoralizing. Use discretion.
6. Don't be too quick to blame the students. If they don't do something right, the fault may lie in your methods of teaching. Reevaluate your instructions.
7. Encourage the student. Compliments are an essential part of teaching. They encourage learning. Use judgment and do not overdo compliments. They should be timed to serve as a steady support for the trainee's morale. There should be a good basis for all compliments, but a person doesn't have to do a perfect job to deserve a compliment. Improvement or progress, even though slight, is a basis for a sincere compliment. Utilize positive reinforcement, but don't be phony.
8. Be prompt with your compliments or corrections. Make them immediately following the student's performance. Don't do it an hour later or the next day. It is especially important to compliment a person at the end of the class. It sends him home with the feeling of success, makes him feel that you were of help, and that working with you is worthwhile and meaningful.



AN INTRODUCTION TO TRAINING AIDS

Aids that can be used to help others learn are practically unlimited. This is a basic guide to training aids and their uses. The imaginative instructor, who is familiar with his subject, will develop training aids suitable to his own needs.

The idea of training aids is generally based on the familiar saying, "A picture is worth ten thousand words."

One of the major faults of many otherwise good instructors is their heavy reliance on the written or spoken word. In some instances this approach may be the only practical one. Certainly much of the knowledge man has gained has been achieved through the written or spoken word. But the largest part of it has not.

Educational psychologists who have studied this subject agree that about 88% of human knowledge is attained through the senses of sight and hearing. Much of this, of course, is derived from reading books (which themselves are training aids), and from listening to words from our teachers. But much also comes from seeing things done, seeing things happen, watching movies or television, participating in discussions or bull sessions, listening to the radio, or even to the man on the soap box.

Often the new things learned so casually, with the learner unaware he/she is learning, are better learned and are, therefore more useful than those things we supposedly strive so hard to learn in an academic atmosphere.

Teachers and educational psychologists wanted to know why this is so. After much study and testing, they decided the INTEREST of the learner in the thing being learned seemed to be the key. In teaching, it was discovered that pictures, movies, slides, models, and the actual observation of, or participation in, the task to be accomplished, helped considerably to create and maintain the necessary interest. As a result, training aids have come to be more and more recognized as an important supplement to the teaching process.

Through studied use it has been found that in addition to creating interest, training aids help vary the presentation of a lesson and, thus, eliminate monotony. Aids make learning more realistic and save valuable time. More opportunity for class participation, the added color, utilization of all the senses, proved extremely valuable. And aids make the job of teaching more simple in many cases and provide the student with important additional avenues for learning.

COMMONLY USED TRAINING AIDS

- | | |
|---------------------------------|------------------------------------|
| 1. Videos | 11. Films |
| 2. Overhead transparencies | 12. Flipcharts |
| 3. Graphs | 13. Photographs |
| 4. 35mm slides | 14. Models |
| 5. Tape recordings | 15. Actual items (handcuffs, etc.) |
| 6. Chalkboards/whiteboards | 16. Demonstrations |
| 7. Handouts | 17. Computerized aids |
| 8. Role-playing | 18. Lecterns |
| 9. Podiums | 19. Pointers |
| 10. Books, newspapers, journals | |

SUMMARY

Teaching methods cannot remain static and be entirely successful. They can always be improved and training aids can be one of the most effective methods of improving any lesson. They do require preparation and careful planning. However, the investment of energy and time pays off in the classroom.

Subjects and circumstances determine the particular aid to be used. The size of the aid and size of the class, availability of the aid storage and protection when not in use, and the simplicity of using the aid, are all important considerations.

Carefully selected, training aids will make efficient use of the five senses, will facilitate repetition of significant points by using diversified media, and color and variety, thereby avoiding monotony, create and maintain interest, reduce dependence on the spoken word, and will provide for student participation. Remember, "Instructors are only limited by their own imagination when it comes to the use of training aids."

Training aids supplement instruction. They do not replace it. The instructor is still the most important element in causing others to learn. You are encouraged to examine your own use of training aids in your own training programs.

BENEFITS AND LIMITATIONS OF VARIOUS INSTRUCTIONAL AIDS	
FLIPCHARTS	
BENEFITS	LIMITATIONS
<p>Flipcharts can be used in fully lighted rooms, allowing the instructor to be the focus of the presentation, when needed.</p> <p>Handwritten flipcharts are ideal for brainstorming sessions and encourage participation when used to record student input.</p> <p>The easel is reliable, predictable, comfortable, and readily available.</p> <p>Image flipcharts add professionalism and credibility to presentations.</p> <p>Flipcharts can be used in a variety of environments that aren't suitable for projection equipment (e.g., outdoors, small rooms, on-site locations, etc.)</p> <p>Electricity or additional presentation equipment is unnecessary.</p>	<p>Limited to groups of up to 30 people.</p> <p>The instructor must have high energy.</p> <p>Handwritten flipcharts require good penmanship and still may be difficult to read.</p> <p>Poorly written flipcharts lack professionalism and credibility.</p> <p>Preparation of handwritten flipcharts is labor-intensive and therefore costly to produce.</p> <p>Flipcharts can be awkward to transport.</p>
OVERHEAD TRANSPARENCIES	
BENEFITS	LIMITATIONS
<p>The instructor has complete control over the presentation.</p> <p>The instructor is facing the audience in a fully lighted room.</p> <p>Visuals can easily be rearranged or omitted to fit the needs of the students.</p> <p>Materials can be highlighted or revealed point by point.</p> <p>Material can be created or added during a presentation by using projectable markers.</p> <p>Transparencies are easy and inexpensive to produce.</p> <p>An overhead projector is comfortable and simple to use.</p>	<p>The instructor must have high energy.</p> <p>The presenter must rely on equipment.</p> <p>Older projectors tend to be dim and noisy.</p> <p>The instructor is forced to remain near the projector in order to change transparencies.</p> <p>Students who don't understand the benefits of overhead projection may perceive it as outdated and lacking pizzazz.</p>

WHITEBOARDS

BENEFITS	LIMITATIONS
<p>Ideal for recording spontaneous information.</p>	<p>Handwritten material may be difficult to read.</p> <p>Student attention may be lost while the instructor turns away from the students to write.</p> <p>When used as a primary presentation medium, it conveys a lack of preparation.</p> <p>Portable whiteboards are difficult to transport and may not fit into small rooms.</p> <p>Special markers are required.</p>

HANDOUTS

BENEFITS	LIMITATIONS
<p>Eliminate the need for students to take notes.</p> <p>The dissemination of additional information (e.g., "nice-to-know" reference material) is possible.</p> <p>Information can be presented in a shorter period of time.</p> <p>Information is available for students who are absent or late.</p> <p>Handouts can be used to compliment all types of presentation media.</p>	<p>Handouts can be distracting and prompt the instructor to lose group control if students are reading ahead.</p> <p>Handouts passed out in advance tend to cause students to pre-judge the topic and the instructor.</p> <p>The noise from excessive page-turning can be distracting.</p> <p>Carrying or shipping handouts to training locations may be problematic.</p> <p>Poorly designed handouts reflect negatively on the instructor and the training topic.</p>

35 MM SLIDES

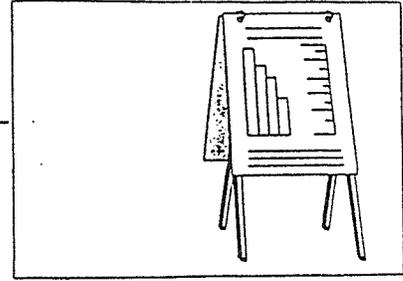
BENEFITS	LIMITATIONS
<p>Images are rendered in the highest possible quality.</p> <p>Presentations can be easily duplicated.</p> <p>Projectors are reliable, portable, and easy to use.</p> <p>Remote control operation enables the instructor to move around the room.</p>	<p>Darkened room is required (or use of rear projection)</p> <p>Audience participation is usually discouraged.</p> <p>The instructor trends to be more impersonal.</p> <p>More preparation time is necessary.</p> <p>Notetaking is difficult.</p> <p>Previewing, editing, rearranging is difficult.</p>

VIDEO	
BENEFITS	LIMITATIONS
<p>Presentations are professional.</p> <p>Full-color motion with sound is possible.</p> <p>Duplicating the presentation is simple.</p> <p>Presentations can be more entertaining.</p> <p>The presentation does not necessarily require a presenter.</p> <p>Small cassettes are easy to store.</p> <p>Presenting to large or remote audiences is possible.</p>	<p>Professional production is required.</p> <p>Production is expensive and time consuming.</p> <p>Little instructor involvement is required - which tends to make the training very impersonal.</p> <p>An instructor using a video is generally uninvolved with the students for a long period of time.</p> <p>Student involvement is discouraged.</p> <p>Commercially made presentations can seem impersonal.</p>
COMPUTER-BASED PRESENTATION GRAPHICS	
BENEFITS	LIMITATIONS
<p>Dynamic, full-color multimedia presentations are available to the average instructor.</p> <p>Data can be presented in real-time.</p> <p>Supply costs are non-existent.</p> <p>Last minute changes are possible.</p> <p>Special effects add interest.</p> <p>Production costs are low.</p> <p>Transmission to remote locations is possible.</p>	<p>Projection equipment is expensive.</p> <p>Computer and graphic skills are required.</p> <p>More equipment is needed.</p> <p>Presentation depends more upon the equipment than the instructor.</p> <p>A darkened room is generally required.</p>





HELPFUL HINTS FOR USING CHALKBOARDS AND WHITEBOARDS EFFECTIVELY	
WHAT TO DO	WHY
Erase old material	It is liable to distract the group's attention
Avoid talking to the chalkboard	A bad habit which makes it difficult for group to hear; limits effectiveness of chalkboard or whiteboard work.
Don't stand in front of the board	Obviously, much of what you've written on the board will be lost if students are unable to see it. When referring to detailed material use a pointer. Be sure to use the pointer judiciously. If it is pointed directly toward the students or is tapped against the board or other surface, it can be distracting and offensive.
Draw or write quickly	Group interest will lag if too much time is used in putting material on the board.
Write, print, or draw legibly. (Letters should be 2 1/2-3")	A little practice will improve handwriting. The material written on the board will be valueless if it can't be read easily.
Allow sufficient time for the class to copy material	If board notes are worth taking, they are worth a few extra minutes of the class' time to be recorded accurately.
Try out board work in advance	By plotting layout in advance, the instructor can avoid crowding or out-of-proportion illustrations.
Plan a logical relationship of material.	Students will have trouble mentally arranging information in proper sequence if the material is not clearly presented on the board.
Position the students (or the board, if portable) for visibility	The value of a chalkboard or whiteboard is diminished if some students have to strain to see because of glare, distance of the angle of the board.
Avoid unnecessary words	A phrase is better than a sentence and a word is better than a phrase. Often, with fewer words used, the main thought is more easily grasped.
Use proper markers on whiteboards	Be sure to use the appropriate dry erase markers when using whiteboards. Select colors which are easy to see (e.g., blue or black) and avoid light colors other than for highlighting. Keep dry erase board cleaner handy.



HELPFUL HINTS FOR USING FLIPCHARTS EFFECTIVELY

Use flipcharts during a presentation only when the group is small enough to be able to view them properly.

Place idea-stimulating flipcharts in strategic places where people can view them before class, during breaks, or even after the class.

Use flipcharts outside the classroom to let students know they are in the right place.

Leave blank pages between flipchart pages to prevent bleed-through from marking pens.

Use markers to add color and impact to pre-imaged charts. Use highly visible color such as black and blue for key points. Use colors such as orange only as highlights.

Permanent markers tend to render brighter and more visible images. Water-based markers are lighter and are usually harder to see.

To use revelation with a flipchart, use pieces of masking tape. Fold and tape the flipchart paper up from the bottom and move it down progressively to reveal the information.

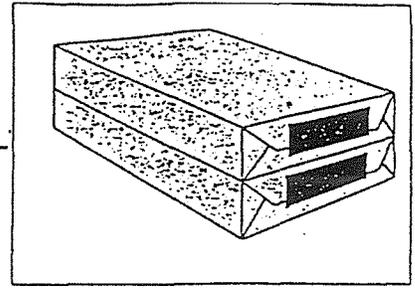
If part of your training includes gathering ideas from students and recording them on a flipchart and you usually just write titles on the spot, try a more professional alternative. Next time, include those titles as part of a series of pre-imaged flipcharts. You'll maintain consistency and a professional look throughout the session. The titles will also serve as cues for you in your sequencing of instruction.

Post flipcharts around the room to reinforce important points. This technique can also be used in conjunction with other types of presentation media.

If possible, enlarge your working agenda to flipchart size several days before your class. Depending on the subject, it may be helpful to post it so students can add ideas and enhancements.

Enlarge your agenda to flipchart size for use during your class.

If available, use a Chartprinter to create professional flipcharts from your computer or paper originals.



HELPFUL HINTS FOR USING HANDOUTS EFFECTIVELY

Handouts should be relevant to the presentation.

Prepare a sufficient number of handouts for the group, plus extras. Even if you promise to mail a copy, it is not like receiving a handout at the time.

Consider arranging handouts as a package, stapled, bound, or placed in a notebook to avoid confusion.

Determine the best time to distribute handouts and place them in a convenient location or pass them out.

Distribute material before a presentation when you specifically want students to follow along as you speak.

Distribute material during the presentation if you have a reason for not wanting the students to see the handout material until you are ready to talk about it.

Distribute material after the presentation if you want students to listen to you rather than read the material. "Nice-to-know" reference materials should be distributed after your presentation.

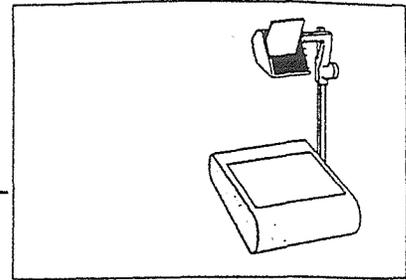
If students are going to receive handouts that summarize the presentation, let them know in advance so they don't have to take copious notes.

If handouts are going into a binder, make sure they are three-hole punched in advance.

Make sure handouts are visually clear and professional. Don't make endless copies of poor originals.

Number the pages on your handouts.





HELPFUL HINTS FOR USING OVERHEAD PROJECTORS EFFECTIVELY

Test to see if the visual is in focus and if the projector is the right distance from the screen before using it for instruction.

If possible, move the top of the screen toward the projector to prevent the "keystone" effect.

Do not turn the overhead projector on until you have placed a transparency on the projection stage.

Make sure the transparencies are positioned squarely on the stage of the projector. You may wish to use a piece of tape or a commercial framing device to mark out the correct position of transparencies.

Mounting transparencies in a frame will make them easier to handle and will prevent light from glaring around the edges. Notes can also be written around the edges of the transparency frames, and frames can be easily numbered to keep them in order.

To create a smooth transition and keep the students from looking at a glaring white screen, turn the projector off before placing your next transparency.

If you wish to avoid turning the overhead projector on and off constantly between transparencies, tape a cardboard flap to the head lens and fold it over the mirror to block the light on your screen.

Be sure you have a spare lamp.

Don't look or point to the screen - look at the transparency and maintain eye contact with the students. When pointing out a specific item, it is generally better to point directly at the transparency. If it is necessary to address the screen you can use a pointer. A pointer should be used judiciously, however. If it is directed toward the students or is tapped against the screen or other surface during your presentation, it can be distracting and offensive.

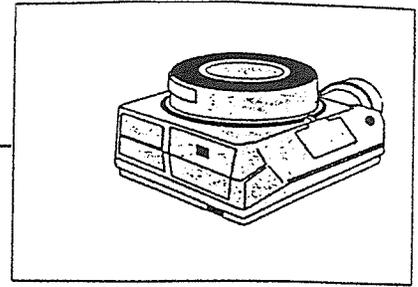
If you are projecting material that the class should copy, give them sufficient time to record it.

To reveal one line at a time, put a sheet of paper **under** your transparency and slide it toward you as you are discussing each point. This is referred to as the revelation technique.

When you are finished using the visual **TURN THE OVERHEAD PROJECTOR OFF**. If you want attention focused on you or a point you are emphasizing move towards the students.

Make sure what's projected is short and simple. Most people can only do one thing at a time, so if you turn on the overhead projector, people will look at what's projected and read it. For that length of time, they will not hear what you are saying.





HELPFUL HINTS FOR USING 35MM SLIDES EFFECTIVELY

Arrange and place your slides in the slide tray, and check to see that they are in the proper order and right side up before starting your instruction.

Once the slides are positioned in the slide tray, use a marker to draw a line around the entire ring of slides. If your tray spills, you'll be able to quickly distinguish top from bottom of each slide.

Be sure lights are properly adjusted.

Try to keep enough light so that you can maintain some eye contact with the students.

Use a laser pointer, if available, to focus the students on a specific point. You'll need to keep the pointer rock steady. If your hand is shaky, it can be extremely distracting.

Keep the safety bar on the slide tray locked in place to prevent slides from spilling.

Number the slides in case they do spill.

Make sure the first slide is in focus before you begin your presentation.

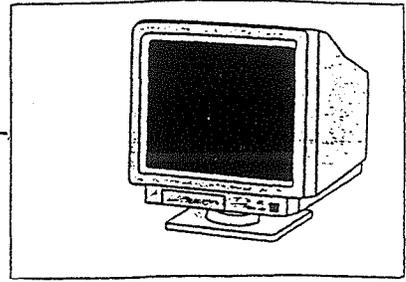
If you want to discuss a specific point without the distraction of a projected visual, consider inserting a black slide.

Face the students at all times.

If possible, vary the slide presentation with other instructional activities so you can have the opportunity to turn the lights back on.

Use "builds" to keep audience attention on your key points. In a build, you are able to expose one point or line at a time, however the previous points are still left on the visual and are typically rendered in a lighter weight font or more neutral color. When you reach the final point, viewers will be able to see and review all the points on the slide.





HELPFUL HINTS FOR USING INSTRUCTIONAL VIDEOS EFFECTIVELY

Before your class, become familiar with and test all equipment you will be using.

Make sure the room can be properly darkened.

Be sure you have enough monitors in place for adequate viewing.

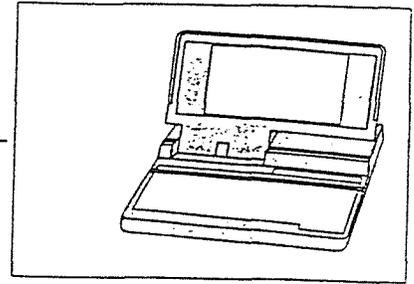
Keep video presentations short - usually a 10 minute presentation is the limit for attention and concentration.

Introduce the video and, if appropriate, identify its relationship to your training program.

If using video projection equipment, a high-gain screen with the correct aspect ratio (3:4) is desirable.

Use a laser pointer, if available, to focus audience attention. You'll need to keep the pointer rock steady. If your hand is shaky, it can be extremely distracting.

To increase student participation, ask class members to look for a specific idea or activity in the video before viewing it. Then refer to it by asking questions after viewing.



HELPFUL HINTS FOR USING COMPUTER-BASED PRESENTATION GRAPHICS

Before your class, become familiar with and test all equipment you will be using. Check for proper location and function.

Use only a high-intensity overhead projector with an LCD projection panel.

Use a remote control device, if available, to advance your visuals.

If you do not have access to a remote control device, use a helper to sit at the computer and advance the visuals.

Select transitions between visuals carefully. Too much glitz will detract from your presentation.

Generally speaking, it is best to change the type of transition between visuals only when you are changing to another topic or objectives.

Make sure you make a back-up copy of your computer media and take a spare copy along with you.

Unless you use your own computer, use the viewer or runtime version on the presentation software so you won't have to install the full program on the presentation computer.

Use a laser pointer, if available, to focus the students on a specific point. You'll need to keep the pointer rock steady. If your hand shakes, it can be extremely distracting.

If possible, vary the presentation with another activity so that you'll have an opportunity to turn the lights back on.

If you are using a monitor to display your presentation, make sure it is large enough for the size of your class. Consider the use of multiple monitors whenever possible.



PRESENTATION LESSON PLAN	
TOPIC:	
PREPARED BY:	DATE:
MATERIALS REQUIRED:	
PREREQUISITES:	
OBJECTIVES(S)	
(Continue on additional sheets of paper, as needed)	
SUMMARY	
INTRODUCTION:	NOTES AND TIME PARAMETERS:
PRESENTATION:	
APPLICATION:	
EVALUATION:	

LESSON CONTENT	NOTES/TIMES



OTHER VIOLATIONS		
VIOLATION	SECTION	M/F
False Report of a Bomb or Explosive Device	148.1 P.C.	M/F
Makes it a felony (wobbler) for any person to report (by and means) the placement or secreting of any bomb or explosive device knowing the report to be false.		
Marijuana on School Grounds	11357d/e H.S.	M
Makes it a misdemeanor (rather than an infraction) to possess marijuana on school grounds. Addresses possession of less than one ounce and specifies that the school is open for classes or other school-related events. Subsection "d" applies to persons 18 years of age and older and subsection "e" applies to persons under the age of 18.		
Minors in possession of tobacco or smoking paraphernalia	308b P.C.	M
Makes it a crime for any person under the age of 18 to purchase, receive, or possess tobacco, tobacco products, or any related tobacco paraphernalia or paraphernalia for smoking a controlled substance.		
Paint and Glue Sniffing	381 P.C.	M
Makes the ingestion of toluene or similar substances with intent to become intoxicated a crime. Mere possession of these substances with intent to use to become intoxicated is sufficient to complete the crime.		
Sexual Battery	243.4 P.C.	M
Makes it a crime to touch the intimate part of another person against their will for the purpose of sexual arousal, sexual gratification, or sexual abuse.		
Terrorist Threats	422 P.C.	F
Makes it a felony for any person to willfully threaten to commit a crime which will result in death or GBI to any person. This section requires the specific intent that the threatening statement, however made, is taken as a credible and immediate threat by the victim, even if there is no intention of the suspect to actually carry it out.		

VIOLATION	SECTION	M/F
Providing Controlled Substances to Minors	11353.5 H.S.	F
Makes it a crime, and provides enhanced penalties, for <u>an adult</u> to "supply" (e.g., sell or give) controlled substances on school grounds or public playgrounds to a person under the age of 18 during school hours or whenever the location is being used by minors. The "supplier": must be at least five years older than the person to whom the controlled substance has been provided.		
TRUANCY AND DISCIPLINARY LAWS		
Truancy (Defined)	48260 E.C.	---
Defines a truant as a person who is absent from compulsory full time education by virtue of one of the following: 1. Misses more than three full days of any school year without a valid excuse. 2. Is tardy or misses 30 minutes or more of a class period within a school day without a valid excuse on three occasions. 3. Any combination of the above.		
Truancy (Arrest Authority)	48264 E.C.	---
Provides arrest authority for a person to be a truant, but contains a variety of requirements regarding parental notification and specific school obligations.		
Student Disciplinary Sanctions	48900 E.C.	---
Defines specific pupil actions which form grounds for suspension or expulsion. Examples include, but are not limited to fighting, possession of weapons, possession of narcotics, and possession of stolen property.		
NOTES		

SCHOOL-RELATED STATUTES

A Field Officer's Reference Guide

Developed by the
School Resource Officer
Curricula Development Committee
in cooperation with the
California Commission on
Peace Officer Standards and Training

LEGAL AUTHORITIES		
AUTHORITY	SECTION	M/F
Arrest Authority	625 W.I.C.	---
Empowers a peace officer to <i>"without a warrant, take into temporary custody a minor who is under the age of 18 years when such officer has reasonable cause to believe that such person is described under Section 601 or 602."</i>		
Arrest Authority; Assaults on School Grounds	243.5 P.C.	---
Empowers a peace officer to make an arrest for a misdemeanor assault or battery not committed in the officer's presence, if the crime occurs on school property and occurs during school hours or during school activities. Also permits an arrest for reasonable cause, whether or not the crime has, in fact, been committed.		
Criminal Acts by Minors	602 W.I.C.	---
This is the section used for a juvenile who commits a misdemeanor or felony. Specifically states that <i>"any person who is under the age of 18 years when he or she violates any law of this state or of the United States or any ordinance of any city or county of this state defining crime other than an ordinance establishing a curfew based solely on age, is within the jurisdiction of the juvenile court, which may adjudge such person to be a ward of the court."</i>		
Protection of Minors	300 W.I.C.	---
Details legal procedures to take a juvenile into protective custody when the child lacks protection (e.g., is subjected to physical and/or emotional abuse) or when the child lacks the "necessities of life" (e.g., food, shelter, medical attention).		
Runaways/Incorrigibles	601 W.I.C.	---
Defines and describes incorrigible behavior and a variety of status offenses. Indicates how these offenses differ from criminal acts perpetrated by juveniles (e.g., possibility of probation, but no incarceration).		

MANDATORY REPORTING		
Child Abuse Cases	11166 P.C.	---
Identifies a lengthy list of persons (e.g., teachers, school staff, etc.) who are legally obligated to report suspected child abuse or molests.		
Removal of Student from Campus by Peace Officer	48906 E.C.	---
Requires that the school principal must notify the parent of removal <u>unless</u> the child was removed because of suspected child abuse.		
CRIMES ON SCHOOL GROUNDS		
VIOLATION	SECTION	M/F
Disruptive Activities on School Grounds	626 P.C.	M
Addresses a variety of criminal situations which are "school-site specific, such as: <ul style="list-style-type: none"> - Loitering/disruptive activities on school grounds (626.6 P.C.) - Loitering/disruptive activities - habitual re-entry onto school grounds (626.8 P.C.) - Bringing a loaded or unloaded firearm onto school grounds (626.9 P.C.) - Drawing or exhibiting a weapon within a playground (school) or public or private youth center (626.95 P.C.) - Possessing a dirk, dagger, knife (or other defined non-firearm which can be considered a weapon) onto school grounds (626.10 P.C.) 		
Disruption of School Activities by Non-Students/Non-Employees	415.5 P.C.	M
Prohibits fighting on school grounds by non-students or non-employees.		
Threatening a School Official	71 P.C.	M/F
Makes it a crime for any person to dissuade a public or private school employee from performing their duties by threatening the use of physical force, injury, or damage to property where the victim believes the threat is credible. The threat may be telephonic, telegraphic, mail, FAX, etc.		

VIOLATION	SECTION	M/F
Trespassing/Loitering	653g P.C.	M
Makes it a crime for any person to loiter about a school (or near any public place where children attend or normally congregate) who: (1) <u>remain</u> on the location after being told to leave by a "school official" or, (2) <u>re-enter</u> the location within 72 hours after being asked to leave by a school official.		
Trespassing/Loitering: Returning to School	626.7 P.C.	M
Provides for arrest of non-student returning to campus within <u>30</u> days of being asked to leave or a disruptive parent/guardian within <u>7</u> days of being asked to leave.		
SCHOOL-RELATED ASSAULTS		
VIOLATION	SECTION	M/F
Assaults on School Employees	241.6 P.C.	M
Makes it a crime to assault <u>any school employee engaged in the performance of their duties.</u>		
Assaults on School District Police Officers	1241.1 P.C.	M/F
Makes it a wobbler to assault a school district peace officer. This section DOES NOT apply to School Resource Officers employed by outside law enforcement agencies.		
Assaults on School or Park Property	241.2 P.C.	M
Makes it a crime to assault <u>any person</u> on school or park property.		
Assaults on Transit Drivers	241.3 P.C.	M
Makes it a crime to assault a transit driver employed by either a public or private entity (e.g., includes privately contracted transportation bringing students to or from the school).		