National Institute of Corrections

The NORTHEAST REGION

In partnership with
The New Jersey County Jail
Wardens' Association

Presents

Field Training Officer Program Administration

May 16, 17, & 18, 2001

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eld Training Officer Program

National Institute of Corrections Northeast Region

Field Training Officer Program Administration

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NATIONAL INSTITUTE OF CORRECTIONS Northeast Region

presents

FTO PROGRAM ADMINISTRATION

Seminar Goal:

This seminar will provide participants with the knowledge and skills required to systematically design, develop, and deliver on-the-job training programs for new and existing corrections employees.

Seminar Objectives:

At the end of this seminar, participants will be able to:

List the components of a comprehensive FTO/OJT program
Initiate a process for recruiting, selecting, and rewarding FTOs
Conduct a job analysis and identify the core tasks of a specific job
Develop complete performance objectives for behavioral core tasks
Develop & use task performance checklists
Assign appropriate evaluation methods & conduct proficiency tests
Develop & implement a system of observation reports
Develop & apply effective FTO training techniques
Demonstrate FTO delivery methods
Design & implement a comprehensive FTO training system

Day One:

8:00 A.M. Module 1: Introduction & Welcome
Introduction to NIC Regionalization
Course and Manual Overview
Participant Introductions

Module 2: FTO Program Overview
Definition
Elements
Advantages and Disadvantages

The FTO Demonstration: Teaching a New Skill

10:30 A.M. Module 3: Ideal Traits of a Field Training Officer

12:00 P.M. Lunch

1:00 P.M. Module 4: Occupational Analysis - An Overview

2:00 P.M. Module 5: Post Certification Checklist Development
Presentation
Job Analysis Exercise
Job Analysis Strategies
Select Short Topic
Group Leader Sign Off

4:45 P.M. ✓ Daily Evaluation

Day Two:

8:00 A.M. ✓ Evaluation Feedback

8:15 A.M. Module 6: Writing Performance Objectives
Presentation
Workbook Exercise
Write Performance Objective for Module
Group Leader Sign Off

10:30 A.M. Module 7: Performance Checklist Development
Presentation
Write Checklist for Module
Group Leader Sign Off

12:00 P.M. Lunch

1:00 P.M. Module 8: The FTO Teaching Process
The FTO Teaching Process
The Handcuffing Demonstration

2:15 P.M. Module 9: FTO Demonstrations (Groups)
Groups Select Topic
Write Performance Objective & Checklist
Train Someone from another Group
Debriefing

4:45 P.M. ✓ Daily Evaluation

Day Three

8:00 A.M. ✓ Evaluation Feedback

8:15 A.M. Module 10: FTO Observation Reports
Presentation
The Handcuffing Demonstration Revisited
Draft Report Formats

10:00 A.M. Module 11: FTO Program Management Issues
Conducting Proficiency Tests
Training/Qualifying FTOs
Evaluating the FTO Program
Using FTO Methods on Veteran Employees
Crediting FTO Training Hours
Other FTO-Related Issues

10:45 A.M. Module 12: Participant Action Plans
Personal Action Plan
Facility FTO Development/Enhancement Plan

11:15 A.M. Action Plan Presentation in Small Groups

- Group 1
- Group 2
- Group 3
- Group 4

12:00 P.M. Lunch

1:00 P.M. Module 13: FTO Proficiency Presentations

Instructions

FTO Proficiency Presentations

- Group 1
- Group 2
- Group 3
- Group 4

4:00 P.M. Module 14: Closeout

Evaluation

Certificates

Future Needs

4:30 P.M. Adjourn

SEMINAR FACILITATOR

Barry J. Mulcahy

Barry J. Mulcahy is Administrator of the Vermont Correctional Academy. The Academy provides orientation training to all new employees' of the Vermont Department of Corrections. His responsibilities include the administration of the Field Training Officer Program at the nine correctional facilities in the State of Vermont. The Vermont Department of Corrections since 1982 has employed him. He has been involved with conducting extensive research related to Correctional Officers attitudes and perceptions and the creation of an integrated human resource development system based in part on those findings. He has served as a Regional Field Coordinator for the National Institute of Corrections for the past three years.

Mr. Mulcahy received his bachelors degree from the College of Saint Joseph's in Rutland Vermont in Behavioral Science. He is a frequent meeting facilitator and provides training in compression planning/storyboard facilitation and the DACUM Occupational Analysis process.

To obtain further information you can contact:

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SEMINAR FACILITATOR

Thomas F. Comes

Thomas F. Comes has been employed by the Vermont Department of Corrections since 1994, and is currently serving as a Correctional Facility Shift Supervisor at the Dale Correctional Facility in Waterbury, Vermont. During this time he has been involved with numerous programs designed to enhance and facilitate his own training and that of other officers. His responsibilities include the administration of the Field Training Officer Program within the Dale Correctional Facility as well as being a member of a state panel that oversees the Field Training Officer Program in the Vermont Department of Corrections. In addition he has been Field Training Officer Site Coordinator at Dale for one year, and has been a training assistant at the Vermont Correctional Academy numerous times over the last three years. His qualifications include being an instructor in Advanced Communications Techniques and Advanced Physical Control techniques for more than 3 years, 2 years experience as an Assistant Leader on a Corrections Emergency Response Team, as well as being an Oleoresin Capsicum and Handler-12 Training instructor.

In addition to his background in Corrections, Mr. Comes is a Desert Storm era veteran serving on active duty from 1987 to 1993 and since 1999 has been a member of the Vermont Army National Guard. Mr. Comes has also just completed the Total Army Instructor Training Course. His Military experience coupled with his formal correctional training provide the Department with a professional who has the comprehensive knowledge and training necessary to represent the Department in the delivery of the Field Training Officer Program Development.

To obtain further information you can contact:

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Introduction to Field Training Officer Program Administration Training & Regionalization

Welcome to Training in <u>Field Training Officer Program Administration</u>. This training is funded by the National Academy of Corrections through the Regionalization Program and sponsored by the Northeast Regional Field Coordinators.

The Northeast Regional Field Coordinators are a group of ten adult and juvenile corrections professionals representing Federal and State Prisons, State and Local Jails and Community Corrections in a thirteen state region. The Regionalization program's mission is to support the networking of correctional trainers and practitioners in their respective regions. Started in 1990, in response to the fields need to train agency trainers, but operate within constrained budgets, the Regionalization effort has steadily grown. Over 4,000 correctional professionals have received training at events sponsored by Regional Field Coordinators and many thousands of additional staff are estimated to have benefited.

For the Regionalization program, the Academy has established four regions of the United States: northeast, south, central, west. Each region has 10 volunteer Regional Field Coordinators (RFCs) with a preference of two each from prisons, jails community corrections and juvenile justice agencies and the Federal Bureau of Prisons.

The Academy provides financial and staff support for the activities initiated by the RFC's. Program specialists at the Academy work closely with the RFC's to facilitate the planning and organization of regional training and communication activities.

Regional Field Coordinators are selected through an application process. Candidates must be employed in a training or training management position in their agencies and must have the endorsement of their agency's chief executive to ensure support in carrying out their collateral duties as a RFC. RFC's normally serve three years after which the become a part of an active RFC alumni network. Applications are accepted throughout out the year, with a closing date each August 1st. To obtain an RFC application or more information contact the Regionalization Manager at the Academy at 1-800-995-6429.

Northeast Regional Planning

The Northeast Region meets twice a year in person to plan and coordinate training issues. A yearly strategic plan is developed at one of these meetings to give guidance and maintain a focus. The Northeast Regional strategic plan for the federal fiscal year 2001 is offered below.

I. BACKGROUND

The Northeast Region's strategic plan grew out of the regionalization efforts initiated and supported by the National Institute of Corrections (NIC). Following several years of developing and conducting training activities, the Regional Field Coordinators for the Northeast Region elected to develop a long range, strategic approach to multi-agency training and resource sharing.

Since 1994 annual Regional meetings and symposia have been held to validate and expand planning efforts in the Northeast Region. What follows represents this year's strategic plan, which contains the Northeast Region's vision and mission statements, updated goals, and objectives for the upcoming year. The goals and objectives are reviewed and amended as training needs change within the Region.

The strategic plan will guide the planning, resource allocation, and delivery of training in the Northeast Region of NIC's regionalization efforts. While NIC provides some funding support, direction comes from correctional trainers and administrators in the Northeast Region.

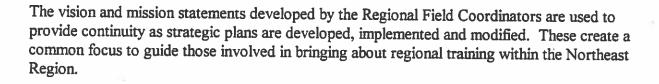
II. VISION AND MISSION

The Regional training efforts have been based on a recognition that there are human resource development needs that agencies have difficulty meeting individually, and that cooperative arrangement for multi-agency training can supplement and enhance already existing training programs.

Vision Statement

The vision of the Northeast Region is to provide a forum for Criminal Justice agencies to reach a level of performance that supports the achievement of their missions.

Correctional trainers involved in initial and subsequent regional planning efforts have firmly believed that planning must start with a vision that guides the development of goals and objectives, as well as the action plans created to achieve those objectives.



Mission Statement

The mission of the Northeast region is to provide scope and direction for quality shared training and resources to criminal justice practitioners by

establishing and maintaining effective communication systems developing and maintaining networks of practitioners which support regionalization developing and implementing training programs designed to build regional capacity and reflecting best practices seeking periodic feedback that includes conducting needs assessments.

Throughout the process, the Regional Field Coordinators will seek the active involvement and support of management needed to accomplish this mission.

III. MANAGEMENT AND STRUCTURE

To accomplish the goals set forth in this strategic plan, it is necessary to define an administrative structure tailored to the specific needs of the Northeast Region.

A. Northeast Region

The Northeast Region is made up of the correctional agencies that are located in the states of Connecticut Delaware, Maine, Maryland, Massachusetts, New Jersey, New Hampshire, New York, Pennsylvania, Rhode Island, Vermont, Virginia, West Virginia and the District of Columbia. Any correctional agency located in the thirteen listed states and in the District may participate in the multi-agency training programs developed and administered through the regionalization project.

B. Regional Field Coordinators

While planning meetings will involve a wide variety of correctional training and administrative personnel, the multi-agency training initiatives of the Northeast Region will be managed by designated correctional trainers called Regional Field Coordinators (RFC).

No specific number of Regional Field Coordinators has been delineated. Correctional trainers or administrators working within the Northeast Region who are interested in working in multiagency training initiatives can request to become involved in the project and will be considered an active Regional Field Coordinator.

The National Institute of Corrections will select and finance eight Regional Field Coordinators to attend the national regionalization planning meeting. These eight RFCs represent jails, prisons, community corrections, and juvenile services. The Federal Bureau of Prisons also funds and sends two additional RFCs. The Regional Field Coordinators use this opportunity to learn about NIC initiatives, develop plans for future training events, and share resources and information with trainers from across the United States.

C. Planning

Planning efforts will be focused in two events. First, a symposium will be held annually in the Northeast Region. Interested correctional administrators and trainers will be invited to attend and participate. Second, Regional Field Coordinators will meet at the annual NIC regionalization planning meeting to expand upon the planning initiated at the regional symposium.

At the planning session, the vision and goals will be reviewed and revised, if needed. Then, initiatives will be proposed that will help achieve the vision and goals. Finally, they will be defined as an objective to be accomplished under the appropriate goal.

The Regional Field Coordinators will carry out the planning completed at the two planning meetings. As needed, the Regional Field Coordinators will modify or revise action plans as the specific initiatives are developed and delivered.

D. Project Management

As projects are proposed, a project team will be identified to initiate the work required to

complete the project. Each project will be defined as an objective under the appropriate goal. An action plan will be developed to accomplish the objective. A project team will be assigned, and a team manager will be identified.

The team manager will be responsible for coordinating the work of the project team. During the monthly audio conference, the team managers will be asked to give a brief report or update on the work completed on each of the projects. If a team manager cannot participate in a specific audio conference, it is the team manager's responsibility to assure a team member is designated and participating in the audio conference. That team member will provide the report for that project.

E. Audio Conferences

Regular contact between the Regional Field Coordinators is necessary to assure planning efforts are proceeding as scheduled, to resolve difficulties that have been encountered, and to take advantage of new opportunities that become available. The audio conferences will be held on the first Tuesday of each month at 1:00 p.m., Eastern Standard Time. An RFC will schedule and coordinate the calls. NIC provides financial and technical assistance.

Monthly audio conferences will be used to receive updates about ongoing projects and to discuss issues of interest. In addition, special conference calls will be scheduled as needed to plan new initiatives or handle special situations that develop. The audio conference calls will also be used to pass along late developing information about training programs and/or training opportunities, and other items of interest to the Regional Field Coordinators.

IV. Strategic Goals, Objectives and Initiatives

Three goals have been identified which will guide the work of the Regional Field Coordinators as they implement multi-agency training within the Northeast Region. These goals may be modified or expanded as needed.

A. Strategic Goal One - Organization and Structure

To organize effectively the efforts of the Regional Field Coordinators, it is essential that a structured plan be put in place, maintained and updated to address systematically the desired outcomes of the regionalization process. Strategic Goal One sets forth the requirement to revise annually the Northeast Region's strategic plan to reflect vision, mission, and the strategic objectives to be accomplished the upcoming year and to spell out an organizational structure that will guide the individuals involved in implementing the plan.

Five objectives have been identified for the upcoming year. Most are slated for completion during the next twelve months. An action plan was developed for each of the strategic objectives.

Strategic Objectives

- 1.1 Conduct monthly audio conferences
- 1.2 Recruitment of regionalization participants
- 1.3 Mid-year meeting
- 1.4 Annual symposium

B. Strategic Goal Two - Communication and Networking

The second major area of work focuses on the creation of a structure to provide Regional Field Coordinators with opportunities to share information about training programs, facilities, instructors, and needs. These may be through formal mechanisms such as the List Serv. through NIC or through less structured method such as the dissemination of names and phone numbers.

Under Goal Two, seven objectives have been identified for the upcoming year. Most are slated for completion during the next twelve months. An action plan was developed for each of the strategic objectives.

Strategic Objectives

- 2.1 Update and revise mailing list
- 2.2 Marketing your correctional vision

C. Strategic Goal Three - Shared Training and Building Capacity

While sharing training opportunities is a valued activity, one of the primary reasons for creating the regionalization program is to provide a structure for developing and conducting training programs within the region. We realize that there are some training initiatives that are beyond the scope and resources of the region, and these identified initiatives will be forwarded to NIC for research, review and response.

Seven objectives have been identified for the upcoming year under Strategic Goal Three. Most are slated for completion during the next twelve months. An action plan was developed for each of the strategic objectives.

Strategic Objectives

- 3.1 D.A.C.U.M. Training for Trainers Seminar
- 3.2 The Wonderful World of Electronic Learning
- 3.3 Ethics and Professionalism Curriculum and Program Delivery Guide
- 3.4 Female Offender Programming
- 3.5 Institutional Field Training Officer Program Development
- 3.6 Juvenile Care Giver
- 3.7 Levels of Training Evaluation
- 3.8 Training for Middle Managers in Corrections
- 3.9 Special Needs Offenders
- 3.10 The Strategic Organization: Leadership and Implementation
- 3.11 Victim Impact/Victim Impact Panel TOT

V. Summary

The Northeast Region's strategic plan is the result of ongoing regionalization activities. This document provides information to individuals interested in regionalization efforts, and guidance to Regional Field Coordinators working on projects for the Northeast Region.

This plan is fluid. It will be modified as needed. Questions about the regionalization efforts should be directed to one of the Regional Field Coordinators working within the Northeast Region, or to the National Institute of Corrections at 1-800-995-6429The Northeast Region's strategic plan grew out of the regionalization efforts initiated and supported by the National Institute of Corrections (NIC). Following several years of developing and conducting training activities, the Regional Field Coordinators for the Northeast Region elected to develop a long range, strategic approach to multiagency training and resource sharing.

Since 1994 annual Regional meetings and symposia have been held to validate and expand planning efforts in the Northeast Region. What follows represents this years strategic plan, which contains the Northeast Region's vision and mission statements, updated goals, and objectives for the upcoming year. The goals and objectives will be reviewed and amended as training needs change within the Region.

The strategic plan will guide the planning, resource allocation, and delivery of training in the Northeast Region of NIC's regionalization efforts. While NIC provides some funding support, direction comes from correctional trainers and administrators in the Northeast Region.

CURRENT MEMBERS OF THE NORTHEAST REGIONAL FIELD COORDINATORS

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INTRODUCTION

If you are to successfully implement a quality Field Training Officer Program you must first understand how the piece connects to the whole. Although it is not always possible, any attempt to implement an FTO program should consider how it systemically fits with the other components of the HR system currently used in your agency.

Once that consideration has been made, we could say that an FTO program is formal On-The-Job training that:

- ➤ Builds Skills;
- > Is Legally Defendable; and
- Meets Recognized Standards.

PERFORMANCE OBJECTIVES

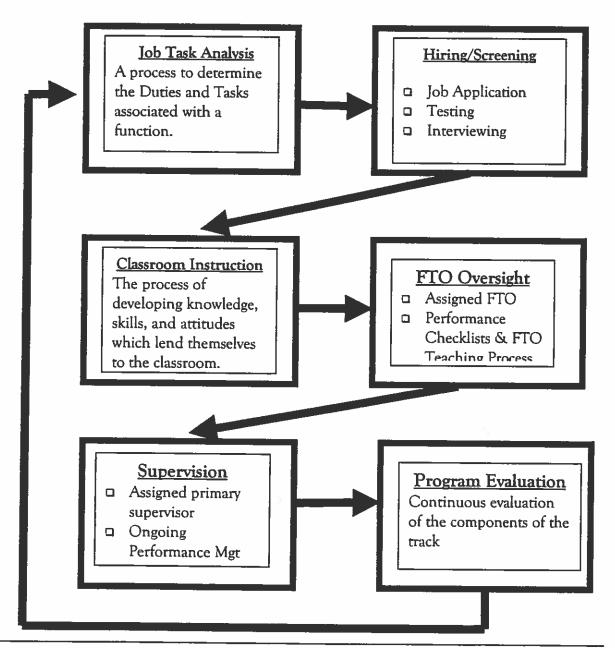
After completing this module, you will be able to:

- Recognize the connection between a Field Training program and a Professional Development Track.
- Define an FTO/OJT program;
- > List the elements of a comprehensive FTO/OJT program;
- > Describe the advantages and disadvantages of an FTO/OJT program; and
- > Describe the FTO teaching and documentation process after watching a demonstration.

"I Hear And I Forget" "I See And I Understand" "I Do And I Comprehend!"

Employee Professional Development

The Field Training Officer program should be part of an overall strategy to support, monitor, and promote employee professional development and wellness. Here is how the pieces fit together from the beginning.



National Institute Of Corrections - Northeast Region

ELEMENTS OF AN FTO	FTO PROGRAM
PROGRAM	CHARACTERISTICS
Comprehensive Task List	Competency-based Education
FTO Observation Reports (Daily,	Constantly Reinforces Relevant
Etc.)	Learning
Trained FTO's	Proceeds at Learner's Pace
FTO Program Manager	Provides for Risk-Free Learning
Documentation System	Builds Trainee Confidence
FTO Teaching Process	One to One Instruction
Evaluation Process	4:

HISTORY	RESULTS/OUTCOMES	
San Jose Police Dept.	OJT was taken more seriously and	
	effective when done formally & with	
	documentation.	
Need to have trained staff	Gained consistency when FTO done	
	through approved task checklists.	
Had Academy, needed to train in	Employees were trained	
"HOW".	systematically.	
Informal OJT was occurring, passing	Prepared staff to perform at a high	
on bad habits & problems.	level fairly quickly	
Training money was short.	=	

Make a list of the roles you see an FTO assuming:

- 1.
- 2.
- 3.
- 4.
- 5.

BENEFITS OF AN FTO/OJT	SHORTCOMINGS
PROGRAM	
Competency based, self paced.	Will not address all your training
	needs.
Cost effective.	Not appropriate for high tech,
	complex topics or inmate-sensitive
	topics.
Easily monitored.	Less useful for knowledge-based
	objectives.
Effective testing - proficiency-	Trainees can pick up bad
based test.	habits/shortcuts if you do not
	monitor the training.
Staff gain useful/needed skills	Can become too informal.
very quickly	
Tunes up everybody.	It's a lot of work!
Reduces use of expensive class	Preparation
room based training.	×
People are working on the job	Delivery
performing tasks.	

FTO CHECKLIST FORMAT AND PROCESS

The following pages contain a few examples of the heart of this model of an FTO training program: a *performance checklist* for a specific task. Please note that this format was developed specifically for the corrections setting.

You may notice that this format is quite precise in defining the steps involved in successfully completing a task. This is a conscious effort to formally define the required approach when performing that task. Many correctional administrators report that inconsistency in performing tasks is a major problem for their agency.

You will also see a demonstration of the FTO teaching process. Please notice how the Performance Checklist serves an a complete teaching and documentation guide for the given task.

However, please note that a FIELD TRAINING Program is:

Just as Much Work as Classroom-based Training

And

The FTO Program Can Not Meet All of Your

Training Needs!



FTO Module Performance Checklist

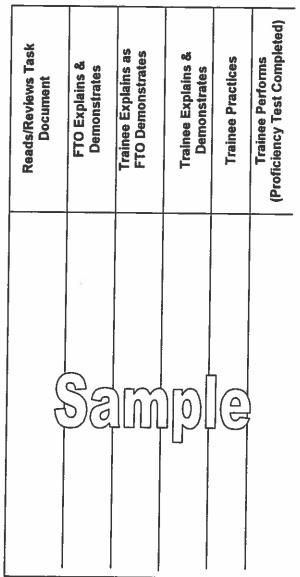
Chapter: Maintain Security/Custody	Module Title: Bar & Window
Trainee:	
FTO:	
PERORMANCE OBJECTIVE: Following demonstration by the designated Field Trainer, the trainee will be able to: Demonstrate the ability to perform internal security checks on bars, locks, and doors.	Reads/Reviews Task Document
Steps	
With a second officer present enter cell to be inspected, while advising occupants of what you are doing, and to step outside.	

3. Inspect cell window, push/pull on it, any sign of tampering, missing or damaged parts?

2. Check cell door, does it function properly, has lock been tampered with, hinges tight, door window secure?

4. Log security check as Bar & Window performed and complete and report all findings/unusual events and conditions.

I certify that p	roficiency was de s task on	monstrated by the above trainee (date)
x		PTO
x		Trainee





FTO Module Performance Checklist

Trainee:	
FTO:	
demonstra the trainee Handcuff t	ANCE OBJECTIVE: Following tion by the designated Field Trainer, will be able to: hree inmates in a row following all the ribed in this module

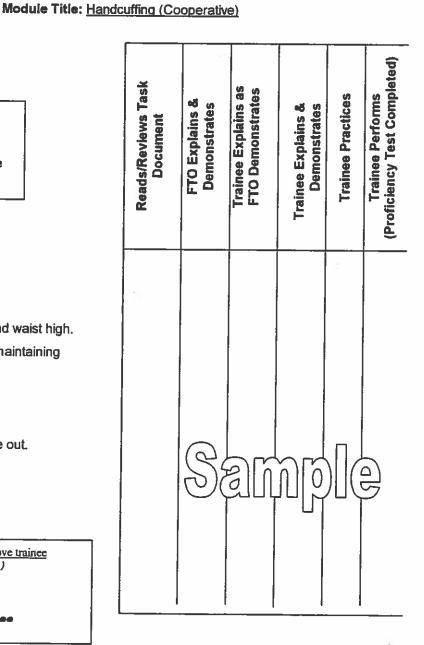
Steps

1. Obtain a set of handcuffs and key.

Chapter: Maintain Security/Custody

- 2. Inspect handcuffs (Ratchets, Links, Keyholes)
- 3. Approach and face inmate.
- 4. Ask inmate to present wrists-palms together and waist high.
- 5. Apply cuff to one wrist with key hole out while maintaining control of the loose cuff.
- 6. Double lock the cuff.
- 7. Check for tightness.
- 8. Apply remaining cuff to other wrist with key hole out.
- 9. Double lock cuff.
- 10. Check for tightness
- 11. Secure key.

I certify that proficiency was demo	nstrated by the above trainee (date)
x	FTO
x	Trainee
	



INTRODUCTION:

Think back to your first day/s on the job. Were you comfortable in your new surroundings? Did you receive the type of training regarding the specifics of the job you thought you should have? During this module we will examine the desirable traits that a quality Field Training Officer should posses.

PERFORMANCE OBJECTIVES:

After completing this module, you will be able to:

- List at least 10 qualities/traits of an agency FTO;
- Describe why an agency FTO should possess these qualities; and
- Develop a process for recruiting, selecting, and rewarding FTOs.

EXERCISE #1

I want you to think back. Try to remember those people in your life who had a positive influence on you. List as many attributes or traits that that person had as you can. Once you complete that person see if you can think of another and do the same.

Once you have completed this team up with someone. Discuss one of the people on your list. Try to find that trait or attribute you believe to be the most important and write it on the newsprint in the front of the room once both you and your partner have completed the activity.

PERSON	TRAITS
-	
	
Final composite list (f	rom flip chart):
1.	
2	
3	13
4	14
5	25
6	26
7	
8	
9	
10.	

EXERCISE #2
The next step is to determine how to recruit and select FTOs with the
qualities and traits that have been identified.
For the next 15 minutes discuss and agree on how to recruit, select, and
reward agency FTOs. Outline your report on flip chart paper, and assign
someone to report your findings out to the large group.
Our ideas for recruiting, selecting, and rewarding FTO's:

IDEAL TRAITS OF A FIELD TRAINING OFFICER

			_
		-	
,			

NATIONAL INSTITUTE OF CORRECTIONS NORTHEAST REGION

presents

FIELD TRAINING OFFICER PROGRAM ADMINISTRATION

Seminar Goal:

This seminar will provide participants with the knowledge and skills required to systematically design, develop, and deliver on-the-job training programs for new and existing corrections employees.

Seminar Objectives:

At the end of this seminar, participants will be able to:

- ➤ List the components of a comprehensive FTO/OJT program
- ➤ Initiate a process for recruiting, selecting, and rewarding FTOs
- Conduct a job analysis and identify the core tasks of a specific job
- Develop complete performance objectives for behavioral core tasks
- ➤ Develop & use task performance checklists
- ➤ Assign appropriate evaluation methods & conduct proficiency tests
- ➤ Develop & implement a system of observation reports
- Develop & apply effective FTO training techniques
- Demonstrate FTO delivery methods
- ➤ Design & implement or enhance a comprehensive FTO/OJT training system

INTRODUCTION:

An occupational analysis is a process that systematically analyzes a job. One method called D.A.C.U.M. (an accronym for "Developing a Curriculum") has a panel of high - performing incumbant workers perform this analysis druing a one and one half day focus group workshop. Under the direction of a neutral facilitator, the panel analyzes their job related tasks while using modified brainstorming which encompasses a storyboarding technique.

PERFORMANCE OBJECTIVES

After completing this module, you will be able to:

- ⇒ State the reasons to conduct a job analysis;
- ⇒ Describe the process for conducting a job analysis;
- ⇒ Explain the difference between duty and task and sub tasks.

WHY DO AN OCCUPATIONAL ANALYSIS?

- ⇒ To develop defendable training for new employees
- ⇒ To ID relevant topics for your new employee curriculum

THE DACUM PROCESS

Although there are several methods for conducting an occupational analysis, two characteristics distinguish the focus group process from other methods:

- ✓ Incumbent workers from the occupation, analyze their own job.
- ✓ Results are produced in a graphic form.

The panel's efforts result in an occupational chart which describes a job in terms of specific tasks that competent workers must perform. The initial occupational chart is validated by subsequent panels of workers to help insure accuracy and completeness.

Since the occupational profile chart provides an excellent source for analyzing the tasks within a job, many agencies use it as their preferred method for program and training development. These versatile charts also can be used as evaluation standards, recruiting material, or evan as actual position description evaluation standards. Most developers select this process because it is a fast-cost-effective method to design relevant training programs.

In an attempt to increase cost effective alternatives on a regional basis the Northeast region maintains a list of DACUM facilitators. For more information contact:

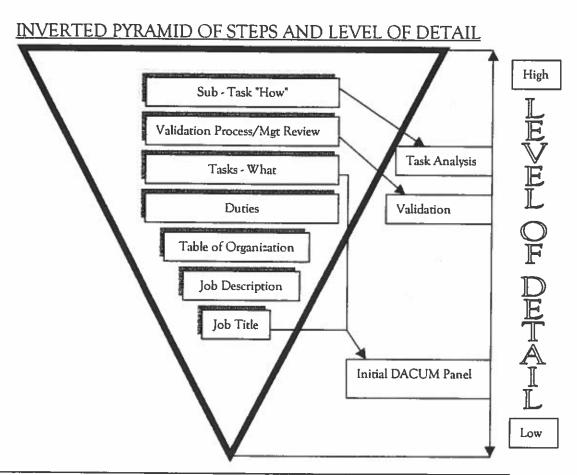
Barry Mulcahy, Academy Adminstrator Vermont Correctional Academy 317 Sanitorium Road Pittsford, Vt. 05763 (802) 483-6110 extension 27 barrym@doc.state.vt.us

SOME DEFINITIONS

DUTIES - General areas of competence that successful workers in an occupation must demonstrate or perform on an ongoing basis.

TASKS - A work activity that has a definite beginning and ending, is observable, consists of two or more definite steps, and leads to a product, services, or decision.

SUB-TASKS - A detailed breakdown of the steps, a variety of which, result in the completion of a task.



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INTRODUCTION:

In this module we will examine the process of post certification. We will take the information covered in our last module and focus it specifically on a post. We do this because developing Checklists on duties and tasks for the whole job does not provide the level of specificity needed. It creates a system where we can target our training at those posts where the officer will be assigned. It also provides the opportunity for you to determine how many posts you can reasonably certify an officer in given the resources you have available.

PERFORMANCE OBJECTIVES

After completing this module, you will be able to:

- > Recognize the Post Certification Checklist;
- > Given a series of exercises, create a post certification process through:
 - Identifying tasks defined as critical for a specific post;
 - Assigning one of the three (3) domains of learning to each task;
 - Defining a strategy that will apply to each domain; and
- Apply the training design model to your module topic selection.

Exercise # 1: We will be applying the D.A.C.U.M. to determining the tasks associated with a given post. As we do this please list them on the next page.

POST	CERTIFI	CATION	CHECKL	JST I	DE/	/EL	OPMENT
------	----------------	--------	--------	-------	-----	-----	--------

THE TRAINING DESIGN MODEL

DESIGN MODEL	NEW EMPLOYEE	EXISTING STAFF
1. Determine Need	Job Analysis	Performance Analysis
2. Identify Topics	Tasks = Topics	Deficiencies = Topics
3. Set Objectives	Domain of Learning	Domain of Learning
4. Determine Method	Classroom/FTO Training	Individualized Training
5. Conduct Training	Trainer as Mentor	More Self Directed
6. Evaluate	Continuous - Systemic	Intervention Specific

For the purpose of this training we will focus on, "Design Model 1 through 4" and the "New Employee".

1. DETERMINING NEED

Small Group Method. This method requires a minimum of 3 incumbent workers to participate in developing the job and task analysis. The DACUM process incorporates the use of a focus group in a facilitated storyboarding process to capture the observations of high performing incumbent workers regarding the major duties and tasks included in an occupation.

Research Method - This method requires a person trained in task analysis to research available resources.

Job Observation Method - This method requires a worker who is performing the task and a person trained in job and task analysis to observe and analyze the task.

2. IDENTIFYING TOPICS

This is achieved by determining the criticality of a specific task and/or the frequency with which the task is performed.

⇒ Exercise # 2: Using the dots provided rank the tasks on the displayed DACUM chart in terms of criticality. In other word, select the tasks you believe are the most critical.

Record the 10 highest ratings here.

TASKS	C-P-A	METHOD	

3. SETTING OBJECTIVES

We can now analyze need, topics, and tasks by using the Domains of Learning:

Cognitive

Facts, knowledge, information

Psychomotor

Physical skills, behavior, movement

❖ Affective

Feelings, emotions, values

⇒ Exercise # 3: Working in your groups, please identify the <u>predominate</u> domain of learning (C,P,A) for the pre-determined critical tasks listed above.

4. **DETERMINING METHOD**

Once you have analyzed the needs by examining the tasks and the topics using domains of learning, you can select the best training strategy.

\Rightarrow	Exercise # 4: In your team, select the best method or training strategy ar	nd
	record it in the space provided in the table on the preceding page.	
	Cognitive topics require cognitive training strategies, such as:	
	Classroom, Video, Correspondence Course, Reading, Academy	
	Other:	
	Psychomotor topics require psychomotor strategies, such as:	
	FTO, Ride-Alongs, Shadowing, Role Plays, Simulations	
	Other:	
	Affective topics require affective strategies, such as:	
	Experiential Learning Activities, Role Plays, Sensitivity Training	
	Impact Focuses i.e. Victim Impact Programs	*
	Other:	

Exercise # 5: Working with your list of pre-defined tasks we are now in a position to transfer the critical task to the post certification checklist and complete the module topic selection. (Note: Other tasks may be added as needed but would be considered elective from the post certification standpoint.)

POST CERTIFICATION CHECKLIST

POST:	(Key: C=Critical	E=Elective)
PERFORMANCE CHECKLIST	SIGNED OFF BY	DATE
*		
##		
A.		
	<u> </u>	
		_
]
		<u> </u>
Officer is certified to we	ork the above Post effective	re
Name	Date	
110000		
S		
Supervisor:		

Exercise # 6:

Your major task during this training is to apply what you are learning to the selection and delivery of a 15 minute FTO module to a member of your team. This will occur during the afternoon of the final day of the workshop. In order to accomplish this task, you will need to do the following:

- 1. Write an acceptable performance objective (psychomotor where possible) for your module.
- 2. Develop an acceptable checklist of demonstration steps for your module.
- 3. Gather all of the props and materials that you will need to actually train someone in your team in your chosen topic.
- 4. Deliver your module by actually teaching a fellow team member your topic and be evaluated by your team and fellow group members.

 We can begin this process now by having you complete the "MODULE TOPIC SELECTION WORKSHEET" on the next page, following all the

-7-

instructions listed on the page.

MODULE TOPIC SELECTION WORKSHEET

Analyzing your topic:

One easy way to analyze your topic is to "work upwards" from task (or subtask) and identify which duty band it falls under. If you find you have selected a sub-task you will need to identify the task that it supports. If you have selected a task with too many steps, you may need to break it into a few smaller sub-tasks.

Once you have selected a topic and completed this worksheet, pair up with someone in your team, review your analysis, and get some advice.

Topic/Task	: Identified
(If topic is a identify the	a sub-task, e task it supports)
Duty it Sup	ports
Is the topic	predominately in psychomotor domain?
Can topic b	pe presented in 3 to 10 minutes?
Will all equ	tipment and supplies be available?
No other m	ember in your group selected this?
Chapter Title:	
	(Should match duty)
Module Title:	
	(Should match task/sub-task)

INTRODUCTION:

This module will be a very hands on learning preparing you to write the performance objective you will need in the eventual preparation of the Performance Checklist. This checklist serves a miniature lesson plan for your task specific instruction.

PERFORMANCE OBJECTIVES:

After completing this module, you will be able to:

- Complete a programmed learning workbook;
- □ Correctly identify all 3 parts of a performance objective;
- ☐ Write a group psychomotor performance objective for a non-corrections-related topic; and
- Write a psychomotor performance objective for your selected FTO module topic.

B. PERFORMANCE OBJECTIVES

A correctly written performance objective is composed of three parts. The three parts are:

- ⇒ Condition
- ⇒ Action Word
- ⇒ Standard

THE CONDITION

The condition is what will occur that enables the learning to take place.

For example, several conditions of learning are:

- ⇒ After completing the self learning performance objective workbook ...
- ⇒ After watching a demonstration
- ⇒ After a listening to a short lecture
- ⇒ After participating in a group discussion ...

ACTION WORD

The second part of a performance objective, the action word, describes what the trainee will actually "do" after having experienced the condition. Some examples of an action word are:

- ⇒ Demonstrate (a cell check)
- ⇒ Perform (a strip search)
- ⇒ Conduct (a count)
- ⇒ <u>Identify</u> (contraband)

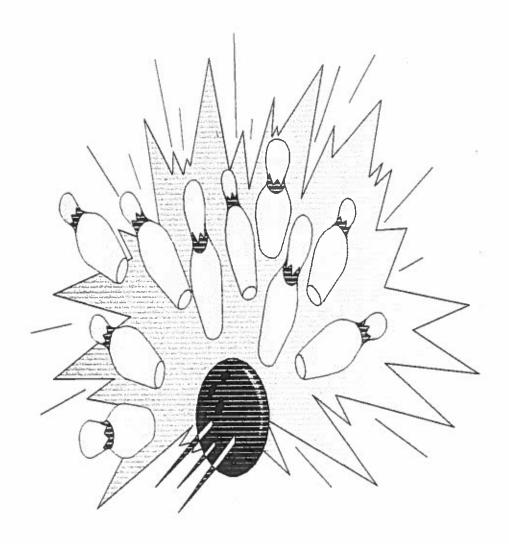
STANDARD

The third part, the standard, defines the level of performance or criterion for proficiency required by the agency. Some examples of standards are:

- \Rightarrow ... using all three techniques
- \Rightarrow ... following all the steps defined in procedure #11.06
- ⇒ ... 3 times in a row with no errors
- ⇒ ... finding 4 out of 5 contraband items

Note: Why is "100% accuracy" not a good standard?
DOMAINS OF LEARNING AND PERFORMANCE OBJECTIVES
Cognitive performance objectives require cognitive action words. For
example, some cognitive action words are:
⇒ to list
⇒ to explain
⇒ to recite
⇒ to give examples
⇒ to cite reasons for
(Remember, cognitive refers to the world of facts, knowledge, information, etc.)
Psychomotor performance objectives require psychomotor action words.
Here are some psychomotor action words:
⇒ to demonstrate
⇒ to perform
⇒ to conduct
⇒ to distribute
(Remember, psychomotor refers to the world of action, behavior, motion, etc.)

PERFORMANCE OBJECTIVES: A PROGRAMMED LEARNING MANUAL



Please turn the page and complete, on your own, the pages that are numbered 6-24 on the bottom. It should take you about 15 minutes. After you have finished, you can relax while the rest of the class completes the assignment. We will then go through a few exercises to confirm your learning about performance objectives!

-4-

2	Performance Objectives are specific requirements for the learner.
	They are statements that must include these components:
	ACTION VERB
	What is the learner to do?
	CONDITIONS
	How is he/she to perform the task?
	STANDARD
	What degree of accuracy is expected?
	Please go to page 6

OBJECTIVE FOR THIS EXERCISE

Upon completion of a programmed instructional activity on performance objectives with supervision from the instructor, the learner will correctly identify in writing with 80% accuracy, 10 statements as complete or incomplete objectives.

Please go to page 7......

A complete performance objective with the three components. (Mark C) An incomplete performance objective. (Mark I) 1. By the end of this session, participants will demonstrate handcuffing following all 11 steps in FTO module 2.12. ____ 2. Have knowledge of role plays. 3. The officer will know how to fill out a booking room form. ____ 4. By the end of this session, participants will be able to: a. list at least six steps in conducting role plays. 5. Given a list of court terms, the learner will be able to define them in a written test as described in the 1998 State Court Information Pamphlet on page 12. ____ 6. Recognize the states of crisis. _____ 7. At the end of this demonstration, each trainee will be able to pat search a volunteer finding at least 4 of 5 items of planted contraband. _____ 8. The participant will know the meaning of "adult learning". ____ 9. At the end of this session, each trainee will be able to: a. list five reasons for testing. ____10. At the end of this session, each trainee will be able to write performance objectives which include an action verb, conditions, and standards. Check your answers on page 8......

Indicate whether each statement is:

Answers:

- 1. C
- 2. I
- 3. I
- 4. C
- 5. C
- 6. I
- 7. C
- 8. I
- 9. C
- 10. C

Your score is ______. (Number Correct)

If your score is 0 - 9 please turn to page 9 and follow the instructions.

Was your score 10? Please turn to page 10 and follow the instructions.

Writing and recognizing performance objectives can be confusing. Keep the following in mind about <u>performance objectives</u>:

- ⇒ It is a statement describing the learning the trainee is to aquire.
- ⇒ It is a statement of what the trainee must be able to do or know when he/she demonstrates the mastery of the lesson.
- ⇒ It should specify clearly an action verb, conditions, and standards.

Go to page 11.....

Your score was 10? Outstanding!!

You are familiar with performance objectives. You don't need the rest of this learning sequence. I suggest that you go to page 27 and read:

Appendix A Performance Objectives

Appendix B Action Verbs

Appendix C Conditions

Appendix D Standards

Try these:
Which statement is open to fewer interprentations?
1. The trainee will really understand the concept of rehabilitation.
2. The trainee will be able to identify the four approaches society uses to deal with criminals.
If you selected # 1, turn to page 13.
If you selected # 2, turn to page 12.

You are correct!

The action verb to identify conveys activity and accomplishment on the part of the adult. It is the means whereby learning is observable.

Other words open to few interpretations:

- ⇒ To write
- ⇒ To solve
- \Rightarrow To list
- ⇒ To compare

Please go on to page 14.....

Not quite:
You see, the phrase "to really understand" is open to too many
interpretations.
*
The response you would receive from the statement would be difficult to
observe specific learning.
Words open to fewer interpretations:
words open to fewer interpretations:
To identify
To write
To solve
To list
To compare
Please go on to page 14
₩.

Words open:

to many interpretations.	to fewer interpretations.
To comprehend	To locate
To appreciate	To rewrite
To explain	To order
To help	To paraphrase
To react	To define
To criticise	To identify
To solve	To list
To determine	To contrast
To sharpen	To demonstrate
To discuss	To apply
To express	To inspect
To understand	To recognize
To feel	To perform
To know	To match
To attempt	To select

Go to the next page.

See what you can do with these:

Which statements include a <u>condition</u> (and/or restriction) under which the trainee will perform?

Mark C (for condition)

Mark NC (for no condition)

_____1. At the end of this session, participants will be able to identify the ten elements of a pre-sentence investigation report.

____ 2. Given a role play situation, the trainee will prepare an inmate for courtroom appearance.

____ 3. Trainees will know elements of report writing.

Check your answers on the next page.....

Answers

- 1. C
- 2. C
- 3. NC

Your Score: ____ (Number Correct)

If your score is 0 - 2, please turn to page 17.

If your score is 3, excellent. Turn to page 18.

Conditions mix you up!! Don't fret!!

Performance Objectives must contain:

- ⇒ A description of the important <u>conditions</u> or <u>restrictions</u> under which the trainee will perform the stated behavior.
- ⇒ Conditions may include environment, role players, equipment, and references.

HELPFUL HINTS:

- ⇒ Conditions are often preceded by the word given, and/or
- ⇒ Include a time limitation.

At the end of this session....

Given a service revolver....

In a role play situation....

Without the aid of a policy or procedure manual....

Try again. Review page 15; look at the answers on page 16. Then go on to page 18.

You are doing great!

For review, so far we have covered two of the three components for a performance objective.

Condition. . . . At the end of this session, the trainee will be able to

Action Verb. . . . to select. . . .

Please go on to page 19.

Would you agree that the following describe standards for performance objectives?
A statement of the level that will be used to judge successful performance.
Yes No
If yes, turn to page 21.
If no, turn to page 20.

Sorry, but you are wrong.

Standards are:

A statement of the degree of precision or accuracy with which the trainee must perform.

Standards may be written as <u>percentages</u> or <u>ratios</u>. Fire a handgun with <u>70%</u> accuracy.

List <u>3 of the 5 purposes....</u>

Standards can also reference written or training materials.

....following all the steps outlined in Policy # 11.45.

....following all the recommendations described in the video.

....following all the steps defined in the lesson plan.

All performance objectives should include an explicit standard. (Nothing should be implied).

Please go back to page 19 and re-read the correct statement.

Then go to page # 22.

Oh Yeah! You are right!

But, to reinforce what you know:

Standards are:

A statement of the degree of precision or accuracy with which the trainee must perform.

Standards may be written as <u>percentages</u> or <u>ratios</u>.

Fire a handgun with <u>70%</u> accuracy.

List <u>3 of the 5 purposes....</u>

Standards can also reference written or training materials.

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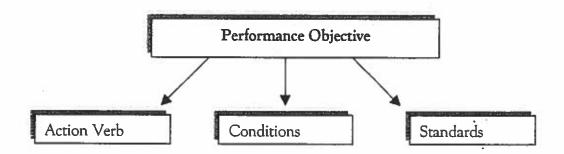
....following all the steps defined in the lesson plan.

All performance objectives should include an explicit standard. (Nothing should be implied). If no standard is expressly written, the performance objective is incomplete. Additionally, saying 100% with no further definition really does not set a clear standard. All performance objectives must have clearly set standards.

Please go to page 22.

Objectives must contain:

- 1. A specific task to be completed, expressed by an action verb.
- 2. Conditions under which this task is to be performed.
- 3. The minimum standard of accuracy.



Go to the next page.

Now, from the beginning... Indicate whether each statement is:

A complete performance objective with the three components. (Mark C)

An incomplete performance objective. (Mark I)

1. By the end of this session, participants will demonstrate	
handcuffing following all 11 steps in FTO module 2.12.	
2. Have knowledge of role plays.	
3. The officer will know how to fill out a booking room form.	
4. By the end of this session, participants will be able to:	
a. list at least six steps in conducting role plays.	
5. Given a list of court terms, the learner will be able to define them	
in a written test as described in the 1998 State Court Information	
Pamphlet on page 12.	
6. Recognize the states of crisis.	
7. At the end of this demonstration, each trainee will be able to pat	
search a volunteer finding at least 4 of 5 items of planted contraband.	
8. The participant will know the meaning of "adult learning".	
9. At the end of this session, each trainee will be able to:	
a. list five reasons for testing.	
10. At the end of this session, each trainee will be able to write	
performance objectives which include an action verb, conditions, and	
standards.	

Check your answers on the next page......

Answers:

- 1. C
- 2. I
- 3. I
- 4. C
- 5. C
- 6. I
- 7. C
- 8. I
- 9. C
- 10. C

Your score is ______. (Number Correct)

If your score is 7 or less????? Well, we tried.

It would be wise or you to go over each of those you did incorrectly to see if you can determine what went wrong. If you cann not get 8 or more, you should contact the insrtuctor.

If your score is 8, 9, or 10, you did complete the learning module successfully. Congradulations!!!!! Now you should be prepared to write performance objectives.

Good Luck.

APPENDIX A:

Categories of Performance Objectives:

Performance Objectives can be divided into three major domains: cognitive, psychomotor and affective.

- 1. <u>Cognitive</u> objectives emphasize tasks carried out by thinking. They involve <u>knowledge</u>, understanding and thinking skills.
- 2. <u>Psychomotor</u> objectives relate to <u>doing</u> or physical action tasks. They emphasize movement and muscle coordination skills.
- 3. Affective objectives relate to attitudes, feeling, values and emotions.

Most objectives will be cognitive or psychomotor. The domains are not pure, but are primarily one or the other.

APPENDIX B:

Performance objectives have three essential elements: Action Verb, Conditions and Standards.

ACTION VERBS

The Action Verb specifies what is to be done: that is: the outcome to be demonstrated by the learner as a result of having completed the experiences provided. A learner Action Verb would be to write, to identify, to list. Notice that trainees are DOING something - something which can be observed.

Avoid such words as "will know", "will understand", "will learn", "will grasp". They are too broad and too vague to be objective. Be sure there is no room for doubt.

Action Verbs specify the outcome to be demonstrated by the learner.

APPENDIX C:

CONDITIONS:

Each objective must have its Conditions made clear. Conditions tell the circumstance under which the task is to be performed or carried out, and how the task is to be performed.

The following are examples of Conditions in performance objectives:

After hearing a 20-minute lecture and completing a task activity, given a performance exercise on communication, the trainee will give a three-minute extemporaneous talk on an assigned topic without use of references or prompting.

After completing an individualized media-module unit on motivation, and given an objective test, the trainee will write the 10 rules for self motivation.

Conditions state how a specific task is to be performed and tell the circumstances under which the task is to be carried out.

APPENDIX D:

STANDARD

The expected level of accuracy in performing a task is the Standard. If we have THIS task to be performed under THESE conditions, then what minimum degree of success do we expect? The trainer must be able to tell the trainees the minimum degree of success that is expected of them.

It is not enough to know what is to be done (Action Verb) and how the activity is to be carried out (Conditions), it also must be made clear the expected level of performance (Standard)

- \Rightarrow 4 out of 5
- \Rightarrow the 3
- ⇒ 80%

Once the Standard level is determined by the trainer and stated in the performance objective, ther is a framework of acceptable performance by the trainee. By having the training staff state the standard clearly for performance objectives, trainee know what is expected of them.

PERFORMANCE OBJECTIVES

Please identify the condition, action word, and standard in the following performance objectives by circling each:

1. After a short lecture, participants will correctly identify all 3 parts of a
sample performance objective.
Domain?
2. After completing a programmed learning booklet, participants will
write a cognitive performance objective.
Domain?
3. After viewing a pat search video tape, participants will pat search a
volunteer following the process described in the video.
Domain?
4. After a demonstration by the egg master, participants will drop a raw egg
into a water glass without breaking the egg.
Domain?
5. After being trained in inmate rights and inter-personal communications
skills (IPC), participants will perform such that they will have 40% fewer
grievances from inmates over the next 30 days.
Domain?

GROUP EXERCISE: WRITING A GROUP PERFORMANCE OBJECTIVE

Each group will now write a performance objective for a non-corrections related topic assigned by the instructor. Please draft your performance objective. Then analyze it by identifying the three parts and the domain of learning. Given the assigned topic, is your performance objective addressing the most appropriate domain of learning?

Once your group agrees on the performance objective, write it on the flip chart paper and choose a group member to present your product.

Group Draft Performance Objective:

Горіс:	
Performance Objective:	
Domain of Learning:	

WRITING YOUR MODULE'S PERFORMANCE OBJECTIVE

You have successfully completed the self-instructional booklet and participated in writing a group performance objective. You are now ready to write the performance objective for the topic you selected for your individual FTO module.

Take a few moments and think carefully about what the standard should
be in your agency for someone to be deemed qualified to perform your
module's task without supervision. You will need to build that "test for
success" into your module's performance objective.
Draft PO: After demonstration by the Field Trainer, the trainee will be
able to
Working in pairs, review each other's draft performance objective. Ask
your partner to identify the condition, action word, and standard in
his/her performance objective. Pay particular attention to the level and
quality of the standard. Also, have your partner explain how his/her
performance objective addresses the psychomotor domain of learning.
After your peer review, you may want to make some changes in your
module's performance objective. Use the space below to make any needed
changes. When you are ready, ask your Group Facilitator to review it with
you and sign off on it.
Revised PO: After demonstration by the Field Trainer, the trainee
will be able to
Group Facilitator sign-off:
Congratulations. You are now ready to transfer your topic and
performance objective onto a clean copy of the FTO format sheet.

• 8

INTRODUCTION

For all intents and purposes the Performance Checklist in a miniture lesson plan that trains to the steps involved in a task. This module will provide you with the knowledge and skill you will need to get the job done correctly.

PERFORMANCE OBJECTIVES

After completing this module, you will be able to:

- ⇒ Describe how a performance checklist is used for on-the-job training;
- ⇒ List the 9 critical components of a performance checklist; and
- ⇒ Prepare a performance checklist for your selected FTO module.

ELEMENTS OF A PERFORMANCE CHECKLIST

Each module in the performance checklist should contain:

Chapter

Module title

Performance objective

Name of trainee

Name of FTO trainer

List of steps (activity required for successful completion of the task)

Columns for initials confirming the completion of each step

Certification statement with signature block

Training hours credited

C. PERFORMANCE CHECKLIST DEVELOPMENT

- 1. First, identify the sequence of steps required to successfully accomplish the task by brainstorming or envisioning the task.
- a. Create step-by-step instructions on how to complete the task.
- b. Think simple steps 1, 2, 3, etc.
- c. Don't assume anything write down each step.
- d. Limit it to 8 to 15 steps.
- 2. Field Test The Steps
- a. Go to the location where the task is done and observe other staff completing the task.
- b. Go through the task with staff.
- c. Revise it to accurately reflect the steps.
- d. Give it to someone else to read and follow Does it work?
- e. Have veteran employees perform the task with the sheet.
- 3. Administration Approval
- a. A final check.
- b. Do these steps reflect the way the administration wants the task accomplished?
- c. Revise to reflect the administration's position.
- d. Get administration's written approval. This is critical.

PERFORMANCE CHECKLIST DEVELOPMENT

- 1. First, identify the sequence of steps required to successfully accomplish the task by brainstorming or envisioning the task.
- a. Create step-by-step instructions on how to complete the task.
- b. Think simple steps 1, 2, 3, etc.
- c. Don't assume anything write down each step.
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- a. A final check.
- b. Do these steps reflect the way the administration wants the task accomplished?
- c. Revise to reflect the administration's position.
- d. Get administration's written approval. This is critical.

SCENARIO WORKSHEET Draft Chapter: Field Test Module: Final Date Approval # RESOURCES ACTIVITY ACTORS/USERS 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18



Chapter:	Module Tit	le:				_
Trainee:						
FTO:						
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to:	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
STEPS:		ir s	Få	F	j.	T. O.
	!					
					:	
	ŀ					
- E						
I certify that proficiency was demonstrated by the above trail Concerning this task on(date)	nee					
X FTO						
XTrainee						



Chapter.	MOG	ule i iti	i u . —				_
Trainee:							
FTO:							
PERORMANCE OBJECTIVE: Fo Demonstration by the designated Trainer, the trainee will be able to:	Field	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
STEPS:							
I certify that proficiency was demonstrated	•						
Concerning this task on	i i						
x	FTO						
X	Trainee						



Chapter: Mod	lule Tit	ie: —				_
Trainee:						
FTO:						
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to:	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
CTEDO		<u> </u>			-	1-5
STEPS:						į
ė.				14		
						:
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I certify that proficiency was demonstrated by the above trainee Concerning this task on(date)				!		
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Chapter:	Module 1 It	le:				_
Trainee:						
FTO:						
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to:	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
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Chapter:	flodule Tit	le: —				_
Trainee:						3
FTO:						
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to:	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
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Concerning this task on(date)						
X FTO						
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	, ,	,				

INTRODUCTION:

As you learned earlier in the program, what makes an FTO effective is their strong desire for those they mentor to succeed. The FTO Teaching Process you will learn in this module is designed to support that orientation. The FTO who uses this process must believe that it is a no fail teaching process. That is to say that if you follow the steps as they are outlined here the learner can not fail. Remember, by our orientation we want people to succeeed.

PERFORMANCE OBJECTIVES:

After completing this module, you will be able to:

- ⇒ List the 11 steps of the FTO teaching process;
- ⇒ Identify the 4 critical process steps; and
- ⇒ While watching a demonstration, analyze the application of the FTO teaching process using an assessment form as a guide.

☐ FTO TEACHING PROCESS

The 12 Steps to Effective Psychomotor Learning:

1. FTO puts Trainee at ease.

Remember your first few days? A new employee is dealing with a confusing environment and is facing a large volume of behavioral skills to learn. Do what you can to establish rapport and place the Trainee at ease.

2. FTO establishes reason to learn with Trainee.

The more the Trainee is aware of the importance or significance of the skill, the more attention and retention will result. This step is much more than just a

"Grabber"; it answers the question why this topic is so important to learn. If you can't explain the importance, why is this topic in your FTO manual?

3. Trainee reads task document.

This begins to build the knowledge base for the behavioral activity to follow. Task documents that are too long become too difficult to absorb in one session.

Learning needs to be divided into manageable bits. More than 8-12 steps may be too much for a given task. May need to develop "Mini" task lists.

4. FTO reviews and summarizes task with Trainee, and goes over the performance objective.

This allows FTO to point out special areas of concern, watch for signs of confusion, etc. This is good point to answer questions.

5. FTO explains and demonstrates task as Trainee observes.

This begins the formal behavioral skills building process. This step exposes the Trainee to formal learning through observation and step by step instruction.

6. Trainee explains as FTO performs.

This step reinforces the learning curve with the trainee. It also checks for comprehension before the trainee needs to perform and take a risk. It helps to reduce the chance of error when the trainee is asked to perform in step 7. For sure, repeat this step any time the FTO senses any confusion on the part of the trainee.

7. Trainee explains and demonstrates task as FTO observes.

This confirms that the Trainee comprehends the steps and behaviors involved. FTO should encourage, coach, support, and provide productive criticism. This is also a good time to provide "Veteran Tips". Make sure all errors or shortcuts are caught at this stage of instruction. All steps must be followed in the proper order.

8. FTO concludes "temporary proficiency" and directs trainee to practice skill while working.

FTO is available to spot-check, answer questions, etc. Never sign off on a skill on the same day as the instruction; allow some time to pass to determine if the skill has truly been learned and behaviorally absorbed. Watch for short-cutting or lazy steps.

- 9. FTO sets time and date for Proficiency Test concerning specific skill.
 Make this a specific time and place. This sets a practice deadline for the Trainee and assures the Trainee will continue practicing the skill.
- 10. FTO conducts proficiency test with Trainee.

This should be a serious event. The FTO serves as the trained evaluator, and can judge PROFICIENCY, require additional practice and set new test date, or recommend remedial training. If the skill is not yet learned, or if the FTO is not yet satisfied with the performance, keep the Trainee in the practice phase. If practice does not solve the problem, perhaps it is not a training problem!

11. FTO and Trainee document completion of skill topic.

Any remedial work should also be documented. It is always nice for both the

FTO and Trainee to sign off to document the proficient acquisition of a new skill!

12. Support Items for Effective Learning

Give Reasons

Allow Questions

Always Practice

Give Feedback

Be a Role Model!!

Most Importantly, always

Follow the Process

And

Prepare, prepare, prepare

HANDCUFFING DEMONSTRATION

Now you will watch a demonstration of the FTO teaching process. Please use the evaluation form on the following page as your guide. Jot down notes on anything you want to comment on during the de-briefing.

Note: The exercise is only designed to illustrate the FTO teaching process - do not be concerned about the rather simplistic approach toward handcuffing that we use. Watch the *process* not the content!

The Handcuffing Demonstration Observation/Assessment

While watching the handcuffing den	nonstratio	m, please rate the FTO's perform	ance
In the process of training this tas	sk, did tl	ne FTO:	
1. Establish rapport w/trainee?	Y/N	Suggestion	
2. Put trainee at ease?	Y/N	Suggestion	
3. Establish reason to learn?	Y/N	Suggestion	
4. Did trainee read task checklist	t?Y/N	Suggestion	
5. Review/summarize task?	Y/N	Suggestion	
6. Review performance objective	?Y/N	Suggestion	
7. Explain/demonstrate task?	Y/N	Suggestion	
8. Demonstrate/trainee explaine	d? Y/N	Suggestion	
9. Did trainee explain/demonstr	ate?Y/N	Suggestion	
10. Conclude temporary proficie	ncy and	direct trainee to practice?	Y/N
Suggestion	===		
11. Clearly set proficiency test? (I	location,	time and date)	Y/N
Suggestion			
12. Use support items?			
Proper equipment?		Gave reasons?	
Proper positioning?		Allowed questions?	
Proper use of checklist?		Practiced before training?	
Encouraged/supported?		Gave feedback?	
Used communications skills?		Was a role model?	
Followed the process?		Was prepared?	

☐ SUMMARY OF FTO TEACHING PROCESS STEPS

- 1. FTO puts Trainee at ease.
- 2. FTO establishes reason to learn with Trainee.
- 3. Trainee reads task document.
- 4. FTO reviews and summarizes task with Trainee, and goes over the performance objective.
- 5. FTO explains and demonstrates task as Trainee observes.
- 6. Trainee explains as FTO performs.
- 7. Trainee explains and demonstrates task as FTO observes.
- 8. FTO concludes "temporary proficiency" and directs trainee to practice skill while working.
- 9. FTO sets time and date for Proficiency Test concerning specific skill.
- 10. FTO conducts proficiency test with Trainee.
- 11.FTO and Trainee document completion of skill topic.
- 12. Support Items for Effective Learning:
 - ⇒ Give Reasons
 - ⇒ Allow Questions
 - ⇒ Always Practice
 - ⇒ Give Feedback
 - ⇒ Be a Role Model!

Most Importantly: Always follow the process and always Prepare, Prepare!

National Institute of Corrections - Northeast Region

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INTRODUCTION:

This module is designed to reinforce your learning about the FTO teaching process by applying it to a non-correctional topic. The prevailing notion here is that sometimes when we get out of the world we know so well for a few moments, we can experience the fun and excitement that the process has the potential of achieving. Go into this module with the question; do people learn better if they enjoy the process.

PERFORMANCE OBJECTIVES:

After completing this module, you will be able to Work as a group and select a non-corrections topic;

- ⇒ Write an acceptable psychomotor performance objective for the topic;
- ⇒ Develop an FTO Module checklist for the topic;
- ⇒ Demonstrate the FTO teaching process by training someone from another group in the topic; and
- ⇒ Participate in a debriefing on the demonstration.

\square GROUP DEMONSTRATION INSTRUCTIONS

At this point in the training, you have all the information needed to develop and demonstrate an FTO module. Now you will have the opportunity as a group to apply what you have learned to a non-corrections related topic as a way of reinforcing your learning.

- 1. Select a fun topic that you can teach someone in another group within 10 minutes.
- ⇒ Must be a non-job related topic;
- ⇒ Must be psychomotor; and
- ⇒ Must be short ¼ must be covered 3 times in 10 minutes.
- 2. Prepare a complete performance checklist on flip chart paper including:
- ⇒ Topic;
- ⇒ Trainee;
- ⇒ Performance objective;
- ⇒ Task completion steps;
- ⇒ "Initialing" columns; and
- ⇒ Certification & signature block.
- 3. Select someone from your group to be the FTO trainer, and select someone from another group to be the trainee in the selected task.
- ⇒ Make sure your designated FTO trainer can perform the task.
- ⇒ Make sure the trainer follows the steps in the FTO process.
- ⇒ Be sure to set the time and date for the proficiency test.
- ⇒ Make sure your trainer practices!!!
- 4. This is a group exercise; help your group trainer by coaching and making suggestions during the demonstration if problems occur.
- 5. Have fun!

Use the following *Group Demonstration Comment Sheets* as a guide when assessing the demonstrations of the FTO teaching process.

HINT: This comment sheet also is an excellent guide to the FTO teaching process. Use it as a control sheet when serving as an FTO here or back home.

GROUP DEMONSTRATIONS COMMENT SHEET

TOPIC:	FTO:
	EVALUATOR:

Activity	Performed	Comment
1. Established Rapport	Y/N	
2. Put Trainee at ease	Y/N	
3. Established reason to learn	Y/N	
4. Allowed trainee to read task document	Y/N	
5. Reviewed and summarized task with train	nee Y/N	
6. Went over performance objective	Y/N	
7. FTO explained and demonstrated task	Y/N	
8. Had trainee explain while FTO demonstr	rated Y/N	
9. Had trainee explain and demonstrate	Y/N	
10. FTO directed trainee to practice	Y/N	
11. Clearly set proficiency test	Y/N	
12. Support/Performance Issues		
Proper use of equipment	Gave reasons	Comments:
Proper positioning	Allowed questions	
Proper use of checklist	Practiced module	
Encouraged/supported trainee	Gave feedback	
Used good communications skills	Was a role model	
Followed the proces	Was well prepared	

INTRODUCTION

The Performance Checklist is essentially "pass/fail" documentation. It only tells you WHAT the trainee can do. It's PASS/FAIL (or proficient or not). It really doesn't tell you HOW that new employee is doing. The FTO observation report we will cover in this module, records HOW the trainee is doing as he/she proceeds through the new employee FTO program. This gives you vital information about the progress the new employee is making toward becoming an autonomous & productive colleague on a shift.

PERFORMANCE OBJECTIVES

After completing this module, you will be able to:

- ⇒ Explain the function of the FTO observation report;
- ⇒ Draft a process for using the reports;
- ⇒ Draft critical dimensions for inclusion in reports; and
- ⇒ Watch a role play and complete a group observation report.

NOTE: Observation reports measure a trainee's on-going response to the FTO training. They are a training device yielding information about knowledge or skill deficiencies; they not part of a new employee performance appraisal or probationary process.

TRAINED NEW EMPLOYEE

A critical issue is when the new employee stops being a trainee and starts being a productive shift team member. The suggestion is that a new employee is finished with the FTO program when he/she scores:

Acceptable in *checklist* tasks

(technical proficiency at task level)

plus

Acceptable in *observation reports*(organizational norms and general skills at duty level)

which equals

A trained new employee ready to perform

☐ ISSUES: OBSERVATION REPORTS

In designing your program, there are several decisions that must be made about the development and use of an observation report system.

- 1. When filled out?
- ⇒ Daily?
- ⇒ Weekly?

- ⇒ Monthly?
- 2. Who fills them out?
- ⇒ FTO?
- ⇒ Supervisor?
- ⇒ Both?
- 3. What to measure?
- ⇒ Is trainee conforming to required norms?
- ⇒ Is trainee displaying the general skills required to support job duties?
- ⇒ Subjective judgement made objective by scoring system.
- ⇒ Scoring system is anchored by clear standards.
- ⇒ Need to ID dimensions that are critical to success on the job.
- ⇒ Must be defendable (i.e., validated).
- 4. How used?
- ⇒ Who reviews & signs off?
- ⇒ Who goes over it with Trainee? How often?
- ⇒ How/where retained?

F10 OBSERVATION REPO
ASSIGNMENT #1
Group One/Group Three:
Please identify up to 8 critical dimensions for inclusion in an observation
report format. They must be related to success on the job. Draft your ideas
on flip chart paper and designate a group reporter.
Be prepared to defend what you have selected as directly related to success
on-the-job, and that any deficiencies can be addressed through training (i.e.,
lack of knowledge or skill).
Some ideas I liked from this group's report:

Group Two/Group Four:

Please design procedures for use of observation report form:

- ⇒ Who fills them out?
- ⇒ How often?
- \Rightarrow When completed?
- \Rightarrow How completed?
- ⇒ How reviewed with trainee?
- ⇒ Etc.

		-

ASSIGNMENT #2

We will again demonstrate the handcuffing FTO module. This time you are the FTO who is assigned the responsibility of completing the daily FTO observation report on the trainee. Watch the trainee and see how he/she is doing.

Using the form and evaluation guidelines on the following pages, please make ratings during the demonstration.

After the demonstration, hold a group discussion and award a final group rating of the FTO trainee over the 10 dimensions using the example form. Be prepared to defend your ratings.

JACOBSEN COUNTY JAIL

FTO OBSERVATION REPORT

	DAILY WEEKLY MONTHLY OTHER					í	or open	Kill anil	,	
TRAI	NEE:			FTO:						di_
DATI	E :	TIME:					-			
COMP	nent on any b	ehavior you w	d behavior with rish and are re- ire a narrative	quired to comi	the so ment	ale be after n	elow. ating:	You are of NO	re en OT Ri	couraged to ESPONDIN
			Ra	ting scale:		ann de		ī		
No to	t Responding o Training	Unacceptable Level	e Needs Improvemen	Acceptable Level	Exceeds Acceptable Level			Superior No Level Obs		Not Observed
	N.R.T.	1	· 2	3	4		5		N.O.	
1. G	eneral Appea	rance:	9	N.R.T.	1	2	3	4	5	N.O.
2. A	cceptance of	feedback/FT	O program	N.R.T.	1	2	3	4	5	N.O.
3. A	ttitude Towar	d Correction	ıs Work:	N.R.T.	1	2	3	4	5	N.O.

Relationships with Inmates:	N.R.T.	1	2	3	4	5	N.O.
	+)					<u> </u>	
5. Relationships with citizens:	N.R.T.	1	2	3	4	5	N.O.
6. Relationships w/ethnic groups other than	own: N.A.T	•	1	2	3	4	5 N.O.
7. Relationships w/other Dept.Members:	N.R.T.	1	2	3	4	5	N.O.
8. Security Procedures:	N.R.T.	1	2	3	4	5	N.O.
	8U 2 F-80F		24 - 12				

9. Officer Safety:	N.R.T.	1	2	3	4	5	N.O.
10. Officer Safety (General):	N.R.T.						
FTO:	- 11						
eviewed:	Trainee						
Reviewed:	FTO Supervisor						
Paviewed:	Administrator						

Adult Correctional Facility Observation Reports FTO Job Standard Evaluation Guidelines

Attitude/Relationships

GENERAL APPEARANCE

- #5 Superior: Tailored, clean uniform, spit shined shoes and leather. Command bearing. Height/weight proportioned.
- #3 Acceptable: Neat, clean uniform and equipment. Well groomed hair, shined shoes. Height/weight proportioned.
- #1 Unacceptable: Dirty shoes, uniform, and equipment. Overweight, long unkept hair, offensive body odor.

2. ACCEPTANCE OF FEEDBACK/FTO PROGRAM

- #5 Superior: Establishes excellent student/teacher relationships. Possesses thorough understanding of the chain of command and consistently adheres to it.
- #3 Acceptable: Is able to establish a good student/teacher relationship with FTO. Understands and adheres to chain of command. Respects superior officers.
- #1 <u>Unacceptable</u>: Constantly argues with FTO or other superior officers. Belittles FTO/Supervisor in front of or to others. Fails to adhere to the chain of command.

3. ATTITUDE TOWARD CORRECTIONS WORK

- #5 Superior: Utilizes off-duty time to further professional knowledge, maintain high ideals toward professional responsibilities.
- #3 Acceptable: Expresses an active interest toward the job.
- #1 <u>Unacceptable</u>: Takes facility duty as something s/he must put up with. Uses job for ego trip; abuses authority (badge heavy). No dedication.

4. RELATIONSHIP WITH INMATES

- #5 Superior: Establishes rapport yet maintains a professional distance and is always objective. Always appears at ease in person-to-person situations.
- #3 Acceptable: Courteous, friendly, and empathetic. Communicates in a professional and unbiased manner.
- #1 Unacceptable: Abrupt, belligerent, sarcastic, and overbearing. Is uncommunicative or overly friendly.

5. WITH CITIZENS IN GENERAL

- #5 Superior: Establishes rapport yet maintains a professional distance and is always objective. Always appears at ease in person-to-person situations.
- #3 Acceptable: Courteous, friendly, and empathetic. Communicates in a professional and unbiased manner.
- #1 <u>Unacceptable</u>: Abrupt, belligerent, sarcastic, and overbearing. Is uncommunicative or overly friendly.

6. WITH ETHNIC GROUPS OTHER THAN OWN

- #5 Superior: Maintains his objectivity toward all persons and establishes rapport with members of other ethnic groups.
- #3 Acceptable: Behaves towards members of other ethnic groups in the same manner he behaves toward members of his own ethnic group. Uses no ethnic slurs.
- #1 <u>Unacceptable</u>: Allows personal prejudice to alter decisions and behaviors toward members of an ethnic group.

 Loses objectivity.

7. WITH OTHER DEPARTMENT MEMBERS

- #5 Superior: Establishes sound rapport with other officers. Is a team player.
- #3 Acceptable: Establishes good relationships with other officers. Is courteous, congenial, and communicative.
- #1 <u>Unacceptable</u>: Constantly argues with other officers. Belittles officers in front of others. Is introverted or uncommunicative.

Critical Performance Tasks

8. SECURITY PROCEDURES

- #5 Superior: Follows facility policies always. Is very conscious of dangerous situations and exercises great caution, utilizing backup personnel. Never places self in a situation where s/he can be surprised, overpowered, or taken hostage.
- #3 Acceptable: Follows facility policies and exercises the proper precautions.
- #1 <u>Unacceptable</u>: Fails to adhere to facility policies and procedures. Is careless in exercising caution when working in unit/cell area. Does not exercise proper safeguards while dealing with inmates both in and out of confinement. Does not wait for backup in dealing with dangerous or potentially dangerous situations.

9. OFFICER SAFETY

- #5 Superior: Always keeps in a safe position. Always watchful for contraband or weapons or other dangerous object and situations. Does not become paranoid or overly confident.
- #3 Acceptable: Understands the principles of officer safety and generally applies them.
- #1 <u>Unacceptable</u>: Frequently fails to exercise officer safety
 - Opens both security doors in sallyport area at once
 - Fails to keep key control
 - Fails to search incoming prisoners
 - Fails to cover other officers

10. OFFICER SAFETY - GENERAL

- #5 Superior: Always maintains position of advantage and is alert to changing conditions.
- #3 Acceptable: Generally displays awareness of potential danger from prisoners. Maintains position of advantage.
- #1 <u>Unacceptable</u>: Frequently violates officer safety standards as detailed above and in addition, fails to adequately "pat search" prisoners at admission. Fails to handcuff potentially dangerous prisoners. Fails to maintain position of advantage with prisoners to prevent attack or escape.

INTRODUCTION

There are a wide variety of FTO program issues that need to be addressed. Only a few will be targeted in this module; you should continue to address issues as they arise using a similar process back home. The key is to take a responsible approach toward them and keep a record of your discussions and decisions.

PERFORMANCE OBJECTIVES

After completing this module, you will be able to:

- ⇒ Conduct a group discussion about specific FTO program issues; and
- ⇒ Make recommendations for addressing them.

FTO PROGRAM ISSUES

Each group will now be assigned one FTO program issue to discuss. At the end of your discussion, prepare a report of your recommendations on flip chart paper. Make sure you can explain and support the decisions you make. They need to be reasonable and based upon sound correctional principles and outcomes. Select one member of your group to make your report.

Assignments:

Conducting proficiency tests with trainees: The quality and integrity of the proficiency tests will determine the effectiveness and credability of the FTO program. How should proficiency tests be conducted? Who should conduct them? How can you assure the quality and integrity of tests?

Ideas I liked from this group's report:
<u>Training/Qualifying FTOs</u> : How should FTOs be trained? Be specific:
outline a process and topics. Also, how often should they be re-trained/re
qualified? How should they be re-trained/re-qualified?
Ideas I liked from this group's report:
Evaluating the FTO program: How should the effectiveness and impact of
the FTO program be evaluated? Be specific; what step by step process
should be used? What data should be collected?
Ideas I liked from this group's report:

$\underline{\text{Using FTO methods with veteran employees}}\text{: How can the FTO training}$
process be used with existing employees? What topics should be
addressed, how often, etc. Be specific; develop a strategy and make sure it
accommodates the differences in dealing with veteran versus new
employees.
Ideas I liked from this group's report:
Crediting FTO training hours: What is a reasonable way to count and
credit training hours for new employees participating in the FTO
program? What are a few options? Which one do you recommend as the
most defendable? How will you document these hours?
Ideas I liked from this group's report:
,

OTHER FTO PROGRAM ISSUES
Hold a short discussion in your group. Are there any additional
significant FTO program issues that have not yet been identified? Please
list them below and report them as requested by the instructor.

Make sure you continue to address these issues back home. You may want to include some of these in the action plan you will write in a later module.

☐ INTRODUCTION:

During this workshop, you have developed an FTO module. Now you need to use the module to actually train someone in your small group to perform that task. This training will occur in a safe environment in a private setting with only your small group members and the facilitator present.

PERFORMANCE OBJECTIVES:

After completing this module, you will be able to:

- ⇒ Write and pre-test a complete FTO module;
- ⇒ Train a person in your small group in the topic; and
- ⇒ Be evaluated and debriefed by your group and group facilitator.

THE PROFICIENCY PRESENTATION

During your presentation you will actually be teaching your topic. You should have all your materials and equipment, and should not simulate anything!

During the debriefing, you will have the opportunity to assess yourself first, followed by the trainee, your fellow group members, and your group facilitator.

The most important thing you need to do is practice your module several times before you present it.

PROFICIENCY PRESENTATION INSTRUCTIONS

Your major task this week was to develop and deliver a short (10 minute) FTO module to a member of your small group. In order to accomplish this task successfully, you needed to do the following:

- 1. Select a very short topic that can be delivered in 10 minutes. This means it is so short you can demonstrate it three times in a total of 10 minutes.
- 2. Write an acceptable psychomotor performance objective for your module.
- 3. Develop an appropriate *proficiency checklist* defining all the steps required to successfully complete the task.
- 4. Gather all the props, materials, and equipment that will be needed to train someone in your small group the module.
- 5. Practice your module with someone at least 3-4 times.
- 6. Deliver your module by actually training a fellow small group member in your module topic.
- 7. Receive feedback concerning your training presentation.

FTO PROFICIENCY PRESENTATION INSTRUCTIONS:

Your task this week is to select and deliver a 10 minute FTO module to a member of your small group. This will occur during the last three hours on the last afternoon of this workshop. In order to accomplish this task, you will need to do the following:

- 1. Select a very <u>short topic</u> that can be delivered in <u>10 minutes</u>. This means something that is so short that it can be demonstrated **THREE TIMES** in a total of 10 minutes!
- 2. Write an acceptable psychomotor performance objective for your module.
- Develop an appropriate <u>check list</u> of demonstration steps for your module.
- 4. Gather all of the <u>props and materials</u> that you will need to actually train someone in your small group in your chosen topic.
- 5. Practice your module with someone at least 3-4 times.
- 6. <u>Deliver</u> your module by actually teaching a fellow group member your topic and be evaluated by your small group facilitator and fellow group members.

At the end of your 10 minute FTO demonstration, the small group facilitator and your small group members will assess your effort at developing and delivering an FTO Training Module.

PROFICIENCY PRESENTATION GUIDE

The following is the comment sheet used during the proficiency testing. This also will serve as a reminder of what is required of you during your module presentation:

COMMENT SHEET

TOPIC:	FTO:
	FVALUATOR:

Activity	Performed	Comment
1. Established Rapport	Y/N	
2. Put Trainee at ease	Y/N	
3. Established reason to learn	Y/N	
4. Allowed trainee to read task document	Y/N	
5. Reviewed and summarized task with trainer	e Y/N	
6. Went over performance objective	Y/N	
7. FTO explained and demonstrated task	Y/N	
8. Had trainee explain while FTO demonstrat	red Y/N	
9. Had trainee explain and demonstrate	Y/N	
10. FTO directed trainee to practice	Y/N	
11. Clearly set proficiency test	Y/N	
12. Support/Performance Issues		
Proper use of equipment	Gave reasons	
Proper positioning	Allowed question	ns
Proper use of checklist	Practiced module	5-1111111
Encouraged/supported trainee	Gave feedback	हिष्णाहिंद
Used good communications skills	Was a role mode	
Followed the proces	Was well prepare	d
13. Comments:		
		· · · · · · · · · · · · · · · · · · ·
		3

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COMMENT SHEET

TOPIC:	FTO:
	EVALUATOR:

Activity	Performed	Comment	
1. Established Rapport	Y/N		
2. Put Trainee at ease	Y/N	* · · · · · · · · · · · · · · · · · · ·	
3. Established reason to learn	Y/N		
4. Allowed trainee to read task document	Y/N		
5. Reviewed and summarized task with trainee	Y/N		
6. Went over performance objective	Y/N		
7. FTO explained and demonstrated task	Y/N		
8. Had trainee explain while FTO demonstrate	d Y/N		
9. Had trainee explain and demonstrate	Y/N		
10. FTO directed trainee to practice	Y/N		
11. Clearly set proficiency test	Y/N		
12. Support/Performance Issues			
Proper use of equipment	Gave reasons		
Proper positioning	Allowed question	ns	1
Proper use of checklist	Practiced modul	e -1 -1 11 1	1 1
Encouraged/supported trainee	Gave feedback	भाहित,	ノノブ
Used good communications skills	Was a role mode		
Followed the proces	Was well prepare	ed	
13. Comments:	07-07-1		

National Institute of Corrections - Northeast Region

COMMENT SHEET

TOPIC:	FTO:
	FVALUATOR:

Activity	Performed	Comment
1. Established Rapport	Y/N	
2. Put Trainee at ease	Y/N	
3. Established reason to learn	Y/N	
4. Allowed trainee to read task document	Y/N	
5. Reviewed and summarized task with trainer	e Y/N	
6. Went over performance objective	Y/N	
7. FTO explained and demonstrated task	Y/N	
8. Had trainee explain while FTO demonstrat	red Y/N	
9. Had trainee explain and demonstrate	Y/N	
10. FTO directed trainee to practice	Y/N	
11. Clearly set proficiency test	Y/N	
12. Support/Performance Issues		
Proper use of equipment	Gave reasons	
Proper positioning	Allowed question	ns
Proper use of checklist	Practiced module	5-1111111
Encouraged/supported trainee	Gave feedback	हिपि पाहित्,
Used good communications skills	Was a role mode	
Followed the proces	Was well prepare	d
13. Comments:		

FTO PROFICIENCY PRESENTATION COMMENT SHEET

TOPIC:	FTO:
	EVALUATOR:

Activity	Performed Comment
1. Established Rapport	Y/N
2. Put Trainee at ease	Y/N
3. Established reason to learn	Y/N
4. Allowed trainee to read task document	Y/N
5. Reviewed and summarized task with trainer	e Y/N
6. Went over performance objective	Y/N
7. FTO explained and demonstrated task	Y/N
8. Had trainee explain while FTO demonstrat	red Y/N
9. Had trainee explain and demonstrate	Y/N
10. FTO directed trainee to practice	Y/N
11. Clearly set proficiency test	Y/N
12. Support/Performance Issues	
Proper use of equipment	Gave reasons
Proper positioning	Allowed questions
Proper use of checklist	Practiced module Gave feedback
Encouraged/supported trainee	Gave feedback USIIII PIT
Used good communications skills	Was a role model
Followed the proces	Was well prepared
13. Comments:	

FTO PROFICIENCY PRESENTATION COMMENT SHEET

TOPIC:	FTO:
	EVALUATOR:

Activity	Performed	Comment
1. Established Rapport	Y/N	
2. Put Trainee at ease	Y/N	
3. Established reason to learn	Y/N	
4. Allowed trainee to read task document	Y/N	
5. Reviewed and summarized task with traine	e Y/N	
6. Went over performance objective	Y/N	
7. FTO explained and demonstrated task	Y/N	
8. Had trainee explain while FTO demonstra	ted Y/N	
9. Had trainee explain and demonstrate	Y/N	
10. FTO directed trainee to practice	Y/N	
11. Clearly set proficiency test	Y/N	
12. Support/Performance Issues		
Proper use of equipment	Gave reasons	
Proper positioning	Allowed questio	ns
Proper use of checklist	Practiced modul	हिपि पाहिंद,
Encouraged/supported trainee	Gave feedback	721111 h12
Used good communications skills	Was a role mode	el
Followed the proces	Was well prepar	ed
13. Comments:		
		800 - 10 2 7

COMMENT SHEET

TOPIC:	FTO:
	FVAILIATOR.

<u>Activity</u>	Performed Comment
1. Established Rapport	Y/N
2. Put Trainee at ease	Y/N
3. Established reason to learn	Y/N
4. Allowed trainee to read task document	Y/N
5. Reviewed and summarized task with trainee	Y/N
6. Went over performance objective	Y/N
7. FTO explained and demonstrated task	Y/N
8. Had trainee explain while FTO demonstrate	d Y/N
9. Had trainee explain and demonstrate	Y/N
10. FTO directed trainee to practice	Y/N
11. Clearly set proficiency test	Y/N
12. Support/Performance Issues	
Proper use of equipment	Gave reasons
Proper positioning	Allowed questions
Proper use of checklist	Practiced module
Encouraged/supported trainee	Practiced module Gave feedback
Used good communications skills	Was a role model
_Followed the proces	Was well prepared
3. Comments:	

National Institute of Corrections - Northeast Region

PERFORMANCE OBJECTIVES

After completing this module, you will be able to:

- ⇒ Assess the current status of your FTO program using the FTO program checklist;
- ⇒ Write an action plan for the development/revision of an FTO program in your agency; and,
- ⇒ Present your action plan in a small group and receive feedback.

ACTION PLAN INSTRUCTIONS

1. Review the FTO Program Checklist.

Identify the deficiencies in your current OJT training program.

Next, decide what changes you want to make to improve your FTO program. These become the goals in your action plan.

For each goal, think about what specific steps need to be accomplished to achieve it. These become the activities/steps in your action plan.

- 2. Arrange these goals and activities in order.
- 3. List them in the action plan section of this module.
- 4. Complete the rest of the action plan by identifying who is responsible for each step and deadlines for completion.
- 5. After everyone in your group is finished, present your action plan to your small group.

FTO PROGRAM CHECKLIST	
FTO Program	
Governed by policy and procedure	yesno
Reviewed and approved by administrator in writing	yesno
Job description for FTOs	yesno
Other:	
Job Analysis	
All positions covered	yesno
Identified down to task level	yesno
All tasks classified	yesno
Heavy cognitive - classroom strategy	yesno
Heavy psychomotor - OJT/FTO strategy	yesno
Some of each (maybe FTO)	yesno
Other:	
FTO Trainee Manual	
Current to actual facility practices	yesno
Reflects policy and procedure	yesno
Rationally organized	yesno
Addresses core psychomotor tasks	yesno
Builds from simple to more complex tasks	yesno
Other:	

FTO module checklists (in the FTO Trainee M	<u>(fanual)</u>
Acceptable format	yesno
Performance objectives correct in format and content	yesno
Steps precise and specific	yesno
Steps pre-tested and field tested	yesno
No more than 8-12 steps	yesno
Acceptable sign-off block	yesno
All heavy psychomotor tasks addressed	yesno
Other:	
FTO Observation Reports	
FTOs trained in use	yesno
Written procedure governs use of observation reports	yesno
Report is usable, gives good information	yesno
Dimensions and standards are defendable	yesno
Other:	
Trained FTOs	
FTOs have been trained in tasks and FTO process	yesno
Training is well documented	yesno
FTOs are qualified as proficient in FTO teaching process	yesno
FTOs are evaluated by trainees and superiors	yesno
FTOs follow approved teaching steps	yesno
FTOs actively recruited, selected, screened	yesno
FTOs are rewarded	yesno
Other:	

FTO Program Manager	
Supervises overall FTO program	yesno
Evaluates FTOs and trainees	yesno
Keeps records	yesno
Facilitates keeping program current	yesno
Conducts regular FTO meetings	yesno
Other:	
FTO Program Documentation System	
Records kept specific to each trainee	yesno
Regular audit of records for accurate/current information	yesno
Completed manuals retained as permanent record	yesno
Observation reports maintained as permanent record	yesno
Other:	
Evaluation System	
Proficiency testing observed, evaluated, and supervised	yesno
Observation reports reviewed and applied	yesno
FTO program evaluated	yesno
Other:	

THE ACTION PLAN

1. After reviewing your existing FTO program, please list any major deficiencies in your FTO program. Also, if you currently don't have a formal on-the-job training program, identify the major issues you face in developing one.

2. What are the highest priorities?

3. Now, develop a plan for how you are going to address the highest priorities when you go back home - list out a step by step strategy.

Activity

Person Responsible Deadline

Other

PERFORMANCE OBJECTIVES

After completing this module, you will be able to:

- ⇒ Complete the course evaluation form; and
- ⇒ Receive a certificate of participation.

CLOSEOUT COMMENTS

Congratulations! You have completed a seminar on how to design, develop, and deliver formal on-the job training for new employees in your agency.

By developing one FTO module and delivering it to a colleague, you have demonstrated that you have acquired the knowledge and skills and can apply what you have learned. That allows us to conclude you have "temporary proficiency". Now the obligation is yours.

Go home and develop an FTO program and let us know of your successes!

EVALUATION FORMS

Please complete the evaluation form provided to you by the instructors. We pay particular attention to your comments, and we appreciate the thought you put into your assessment.

WORKSHOP/TRAINER EVALUATION

	Course Little:	FIO Program	Development	Date:					
	PLEASE RESI	POND TO TH	ie followi	NG QUESTION	IS BY CIRCLING				
	THE BEST A	NSWER.							
	1 = inadequate	2 = poor	3 = fair	4 = good	5 = excellent				
1.	How would you	rate the trainer's	effectiveness in ge	etting you interested	in the subject matter?				
,	1	2	3	4	5				
2.	How would you	rate the trainer's	ability to keep you	er attention?					
	1	2	3	4	5				
3.	How well organ	ized were the pres	sentations?						
	1	2	3	4	5				
4.	How well does	the information a	pply to your dutie	s and responsibilitie	s?				
	1	2	3	4	5				
5.	How do you rat	e the use of traini	ng aids (video tap	es, handouts, role p	lay discussion, etc)?				
	1	2	3	4	5				
6.	How would you rate the trainer's ability to get you to interact and be involved in discussions?								
	(Take into accou	nt your normal le	vel of interaction :	and rate him/her ac	cordingly.)				
	1	2	3	4	5				
7.	How responsive	was the trainer to	your questions?						
	1	2	3	4	5				
8.	Were the traini	ng exercises mean	ingful to you?						
	1	2	3	4	5				
9.	How was the ter	mpo of this traini	ng session?						
	1	2	3	4	5				
10.	How would yo	ou rate the overall	organization of the	ne training session?					
	1	2	3	4	5				
11.	Overall, how	would you rate th	is training session	?					
	1	2	3	4	5				
12.	How would yo	ou rate the facilitie	es and accommod	ations for this traini	ng session?				
	1	2	3	4	5				
13.	Do you plan t	o apply the know	ledge or skills fron	n this training sessio	on on the job?				
Yes	No	Why or why no	t?						

	ents on the training session and suggestions for future training.
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to ≥0



Chapter: Maintain Security/Custody	Modul	e Title	: Visiti	ng Red	eptior	1
Trainee:						
FTO:						
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to: Demonstrate the ability to process visitors.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Traince Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
STEPS:						
Prior to Visiting beginning, read procedure and post orders.						
2. *Review restricted/non-visiting list.						
3. Equipment: Walk through metal detector on, wand metal detector, radio, keys, visiting cards, locker keys, ink stamps, and log book.						:
<ol> <li>Politely greet all visitors, *ensure all visitors are 18 years of age or older, or meet with criteria (see post orders).</li> </ol>						
5. *Make certain no unauthorized items or persons enter security area of the facility.						
6. Inform MC of the number of visitors entering the security area of the facility.					:	
I certify that proficiency was demonstrated by the above trainee Concerning this task on (date)						
X FTO						
X Trainee					Y)	



Chapter: Maintain Security & Custody Module Title: Strip Search						
Trainee: FTO:						
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to:  Conduct a strip search on an inmate at intake time to check for contraband.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
1. Prepare strip room. 2. Put on latex gloves. 3. Ask that inmate remove shoes, belt, etc. prior to entering the strip room. 4. Request that inmate enter strip room. 5. Ask inmate to remove clothing one article at a time and hand them to you. 6. Search each article closely checking any place the cloth overlaps. le: seams, patches, etc. 7. Place each article of clothing off to side. 8. Once all clothing has been removed visually search by having the offender: a. run fingers through hair; b. open mouth sweeping tough; (if dentures ask offender to remove and replace) c. lift arms over head; d. spread fingers and rotate hands; e. Lift groin and any other skin folds; le: breasts stomach fat, etc. f. Ask offender to turn around and lift feet; g. Ask offender to bend over and spread buttocks. 9. Instruct offender to get dressed.						
X FTO X Trainee						



Chapter: Maintain Security/Custody			Module Title: Scar & Tattoo Sheet						
Tra	inee:								
FT	O:								
Do Tr Ro id	emonstration by the designated Field rainer, the trainee will be able to: ecord all scars, tattoos, and all other entifying marks/deformities on the scar and tattoo sheet.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)		
STE	EPS:								
	On the sheet titled "Scars, Tattoo, Trauma Marks" first complete the information on the top.			Şi			181		
	Annotate all identifying marks, describe length, shape, color, and any wording, use arrows on the silhouettes to mark location, anything that could help identify the person.								
	If subject has no identifying marks too include; moles, cysts, birth marks, splotches, wounds, or missing limbs note in the center of the form "none claimed or observed".								
	Sign at the bottom, separate the two sheets, yellow routed to medical, and white in inmate's core file.								
	ertify that proficiency was demonstrated by the above trainee ncerning this task on (date)								
x	FTO								
X	Trainee								



Chapte	er: Prepare Written Reports	Module Title:		Special Observation Charts					
Traine	e:								
FTO:									
Demo Train	ORMANCE OBJECTIVE: Following onstration by the designated Field er, the trainee will be able to: Start II out special observation charts.	23 24 24	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)	
STEPS:									
1.	At the beginning of shift review all special observation sure that you know who each individual is, and check information is filled out completely before you relive the	to see that all							
2.	When ordered you will start a special observation char	rt on an inmate.	į						
3.	At the top left corner write the inmates name, Put the reason of the check, and the interval that the inmate is	code in for the checked.							
4.	At the top right corner put in the date and time you sta whether the individual is in punitive seg or not and the that the inmate was put on checks. If you are not start and are just starting a new sheet because it is full or the day, the dates and times will be different.	date and time ting a new chart							
5.	At the designated interval you will, date, sign, write dowrite in your observation of the inmate. If your signaturead you will place your initials next to the first line that	re is hard to			:				
6.	You will record all headcounts and place a HC in a circ time.	cle next to the							
7.	You will record all meals and if the inmate is lock down how much is eaten, you will record when meds are given unit your unit, and when they are on the phone.						į		
8.	You will record all movement in and out of unit. When leaves your unit you do not have to make another entr chart until he/she returns except that you will write in the headcount.	y in the inmates						**	
9.									
	chart until he/she returns except that you will write in their location at								
<b>x</b> .	FTO								



Trainee:  FTO:  PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to: Recognize unusual behavior displayed by offenders and list three components of perception	
PERORMANCE OBJECTIVE: Following	
	i e
Prainee Explains & Demonstrates  Trainee Explains & Demonstrates  Trainee Practices	(Proficiency Test Completed)
STEPS:	10.470
<ol> <li>Define unusual behavior and relate with the behavior continuum.</li> <li>Identify three components of perception: knowledge, interaction, and presence.</li> <li>Communicate with off-going staff.</li> <li>Read logs and ask questions if needed.</li> <li>Acquire additional information by reading any available reports and files.</li> <li>Connect steps 3-5 with knowledge aspect of perception</li> <li>Interact with offenders by building rapport and communication.</li> <li>Maintain observation and presence in units.</li> <li>Explain staggered checks.</li> <li>Demonstrate that behaviors are not always direct or overtly displayed.</li> <li>Have trainee make a sample log entry where unusual behavior is recognized.</li> </ol>	
I certify that proficiency was demonstrated by the above trainee Concerning this task on (date)	
X FTO	
X Trainee	



Chapter: <u>Maintain Security and Custody</u> Module Title: <u>Pat Search</u>

	PERORMANCE OBJECTIVE: Following				92		
	Demonstration by the designated Field		9		ate		≥.
- 1	Trainer, the trainee will be able to:		rate		nst		ઢુઢ
	, , , , , , , , , , , , , , , , , , , ,	ŀ	TO Explains & Demonstrates	FT 0	Demonstrates		Successfully
	Demonstrate the ability to perform a	\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \	£		Ď.		DI C
	thorough pat search of an inmate.	Tage 1	පී	80	රේ ග	w w	92 t
	gri p at coan on an annual a	S. A.s	ංජි ශ	al s	ig.	ţic	Orn Te
ľ		t %		X ta	X X	rac	erf
		A.R.	×	2 te	2	8	28 4
		Reads/Reviews Task Document	0	Trainee Explains Demonstrates	Trainee Explains &	Trainee Practices	Trainee Performs
-			ы	Ëå	Tr	Tre	μę
•	STEPS:						
•	71 LI 3.						
	I. Advise that you are conducting a pat search	,		ļ			
	<ol> <li>Place latex gloves on hands.</li> </ol>	"					
_	<ol> <li>Verbalize to inmate what you want and expense.</li> </ol>	ect					
	Advise inmate to face away from you, verba						
	to him to raise his arms, palms up, to shoul						
	height.						
	5. Begin pat search by checking entire collar a	rea					
	5. Then, pat search each arm beginning with s					ľ	ŀ
	cuff and working toward shoulder.	'''''					
7	<ol> <li>Pat chest and abdimone, when you get to be</li> </ol>	elt					
_	use care to pat entire belt line. le: between t						
	and body. This will be complete when your						ĺ
	hands meet in the small of the inmates back	.					
8	Pat from shoulders to small of back including	10				1	
	the arm pits.						
9	•	ets.					
	down front leg to shoe, check pants cuff and	* 1					
	sock area.						
1	0. Finish pat by working up inside legs to lowe	r				1	ľ
	buttock/groin area.	ľ					50
							- [
							ŀ
cer	tify that proficiency was demonstrated by the above trainee						
	erning this task on (date)						
	FTO						1
,	Trainee						[
	i dillee						



Chapter: Maintain Security/Custody	Modul	le Title	: Monit	oring \	/isiting	Room
Trainee:						
FTO:						
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to: Demonstrate effective monitoring techniques.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
STEPS:	-				-	
<ol> <li>Prior to beginning of visiting (0800), read Procedure &amp; Post orders.</li> <li>Assure the room is set appropriately, conduct search of entire room and its contents.</li> <li>Check equipment: Radio, Keys, Camera, Monitor, Joystick, Logbook, Headcount Sheet, No Visiting List.</li> <li>Greet visitors and inquire whom they are visiting.</li> <li>By phone call unit informing the officer who has a visit.</li> <li>*Pat search each resident prior to entering main room.</li> <li>Monitor visiting room, with the aid of camera, for: Contraband being passed, excessive or inappropriate touching, etc.</li> <li>Announce closing of visiting, direct visitors to exit the area while residents remain, (1100 &amp; 1530).</li> <li>Via radio inform MC &amp; Reception of all visitors out;* With an assisting float conduct strip searches on all residents.</li> </ol>				29		
I certify that proficiency was demonstrated by the above trainee Concerning this task on (date)						
X FTO						
X Trainee						



Cnapt	er: <u>vvntten Reports</u> Module little: M	inute to	minute	e log ui	<u>nits</u>		
Traine	De:						,
FTO:							_
Demo Train Main	ORMANCE OBJECTIVE: Following onstration by the designated Field er, the trainee will be able to: tain his/her unit log. To include a ng headcount, unit activities, ect.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
STEPS	3:						18
2. 3. 4. 5. 6.	Receive minute to minute log from officer you just relived or from unit closet.  In the left two columns note the date and time.  In the column marked Remarks you will record.  a. Inmate movement (in and out of unit)  b. Headcount  c. Med Call  d. Chow call  e. Inside/outside rec  f. Supervisor tours of unit  g. Early lock ins  h. Inmate behavior or problems  i. Any unit activity that is noteworthy  When an inmate moves into or leaves your unit to be housed some where else you will place a Dot next to the time.  When headcount is logged you will put an HC next to the time and circle it.  You will keep a running headcount of all inmate movement in and out of your unit to other parts of the facility.  a. Example 4 inmates to school 26/30  b. Example 4 inmates back from school 30/30  For each entry you will sign your name in the far right under officer. If it is hard to read your signature you will Initial your first signature.						
	that proficiency was demonstrated by the above trainee raing this task on (date)						
×	FTO						



Chapter: Maintain Security/Custody	Module	Title: N	fedium [•]	Transp	огt На	rdware
Trainee:						
FTO:						
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to: Prepare a medium custody inmate for transport through the application of hardware.	Reads/Reviews Task	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
STEPS:						
<ol> <li>Obtain and check hardware: waist chain, cuffs, leg irons, padlock, keys for cuffs &amp; padlock.</li> <li>Instruct inmate to kneel on a chair, apply one leg iro with double bar on top, single bar towards the floor, hole towards foot.</li> <li>Tighten while having a finger between skin and bar.</li> <li>Double lock by inserting the pin of the key in the hole facing you, (repeat above with the other leg).</li> <li>Assist inmate getting off chair and on to feet.</li> <li>Insert belly chain through belt loops, centering cuffs front.</li> <li>Tighten chain with hand between chain and inmate, secure with padlock in back.</li> <li>Instruct inmate to place hands out in front of body with palms facing one another.</li> <li>Apply cuffs with double bar facing up and key hole inward.</li> <li>Double lock using pin end of key.</li> </ol>	e in					
I certify that proficiency was demonstrated by the above trainee Concerning this task on (date)						
X FTO						
X Trainee						



	Chapter: <u>Maintain Security/Custody</u> Module Title: <u>Application of Hardware (Medium Transpo</u>	ort)					
	Trainee: FTO:						***
	PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to:		nstrates	FTO	monstrates		Successfully Completed)
	Prepare an medium custody inmate for transport through the application of necessary hardware.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as F Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Suce (Proficiency Test Com
1 23 45678 911	<ul> <li>Check tightness;</li> <li>Repeat steps 3,4,5 on second ankle;</li> <li>Assist inmate in standing up;</li> <li>Place belly chain through the belt loops in pants ensuring that cuffs are located center front.</li> </ul>		W				
	I certify that proficiency was demonstrated by the above trainee Concerning this task on (date)	1					
)	X FTO						
	X Trainee						



Cr	apter: Maintain Security/Custody	Modul	e Title	: Inner	Perime	eter Cl	neck
	ainee:						
T	ERORMANCE OBJECTIVE: Following demonstration by the designated Field designated rainer, the trainee will be able to: designate and descognize a security breach.	Reads/Reviews Task Document	Explains & Demonstrates	Trainee Explains as FTO Demonstrates	e Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
	2	Reads	FTO E	Traine	Trainee	Traine	Traine (Profi
ST	EPS:	:					
1	Inform Main Control of your beginning an inner perimeter check, Post 1&2 need be advised.	W			:		
2.	Walk along inner perimeter checking fence and razor ribbon, looking for loose bolts , rips tears, holes.					:	
3.	Conduct physical check of all exterior fire doors, pull and push, making sure they are locked secure.						:
4.	Physically check locks and chains on all interior gates that they are secure.				:		
5.	After business hours, weekends, holidays, check all exterior doors to be locked and secure.						
6.	Document in yard log of date and time check completed any violations or concerns, which also need be relayed to the supervisor. (Report may be necessary also.)			-			
	ertify that proficiency was demonstrated by the above trainee oncerning this task on (date)						
X	FTO						
X	Trainee						
							Į.



Chapter: Prepare Written Report Module Title: Inter	action Point sheets
Trainee:	9
FTO:	1
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to: Fill out an offenders interaction point sheet.	Trainee Explains & Demonstrates  Trainee Explains & Demonstrates  Trainee Explains & Demonstrates  Trainee Practices  Trainee Performs Successfully (Proficiency Test Completed)
STEPS:	*
On Wednesday nights when the Point week ends or when a new inmate comes into your unit that does not have an interaction sheet, you will need to fill out a new sheet.	
You will fill in at the top of the sheet, the inmates name, living assignment, and the date of the start and finish of the week.	
3. There are 3 personal interaction periods (1930 – 0600, 0600 – 1200, and 1200 – 1930) worth 3 point. Also there is 2 points for being out of bed, with their bed made at inspection, and 3 points for completing their facility job for inspection.	
4. If an inmate fails to earn any of their interaction points, you will put a zero in the appropriate box and will write a comment in the comment area that has the date, reason for lose of Points and your signature.	
By the end of your shift you will fill in all points earned by each of the inmates in your unit.	
If you are working on second shift you will total up the points for the day after the 1930 headcount.	
7. If you are working 3 rd shift on Wednesday nights you will add up the points for the week, have all the old points sheets placed in the unit mangers mail box and start the new point sheets for the next week.	
I certify that proficiency was demonstrated by the above trainee	
Concerning this task on (date)  X FTO	



Module Title: Initial Needs Survey (INS)							
Trainee:							
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to:  Administer all portions of the INS identifying critical areas which require the immediate notification of the shift supervisor.	Roade/Raviewe Tack	Reads/Reviews Lask Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
<ol> <li>Retrieve the blue INS form;</li> <li>Complete the top portion of the form; ie: name, date</li> <li>Ask the question contained in item #1 prior to the transporting officers leaving the facility;</li> <li>Take the inmate to an area conducive to conducting interview if following criteria is met;         <ol> <li>An alco-sensor test has been administered and Is not under the influence.</li> <li>Identify yourself to the inmate and advise them that will be completing a required survey and that some questions are personal;</li> </ol> </li> <li>For items 2 to 12 ask the questions listed circling "y yes and "n" for no, utilizing the blank spaces to elab for yes and "n" for no;</li> <li>Add the total # of checks in the non-shaded areas an enter this # in the space provided next to the total set (If score is 8 or more notify shift supervisor)</li> <li>If any item in the non-shaded area indicated with a "was checked notify the shift supervisor;</li> <li>Upon completion of scoring if notification of the shift supervisor is not required file the form as designate</li> </ol>	the inmate you " for porate; "y" nd core; *"						
I certify that proficiency was demonstrated by the above trainee Concerning this task on (date)				21			
X FTO							
X Trainee	l .						



Chapter: Supervision/Observation of Inmates	Module T	itle: <u>In</u>	mate W	ork As	signm	ents
Trainee:						ñ.
FTO:						
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to: Assign and monitor completion of work assignments to facility standards.	Reads/Reviews Task	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
STEPS: 1. Determine unit/facility needs.						
2. Obtain any tools or equipment necessary to complete the tasks.						
3. Assign job to inmate/s.		i				
4. Use communication skills to activate task.						
5. Monitor task while maintaining awareness of your surroundings.						
6. Communicate verbally to insure performance standards are achieved.			## E			
7. Conclude activity, securing equipment.						
8. Document activity.					75	
9. Evaluate and consider future modifications.						
I certify that proficiency was demonstrated by the above trainee Concerning this task on (date)						
X FTO						
X Trainee						



Chap	ter: Maintain Security and Custody Module	Ti	itle: <u>Fir</u>	e proce	edure A	&B/C8	<u>.D</u>	
Train	ee:							
FTO:								1
Derr Train verb to ar	RORMANCE OBJECTIVE: Following nonstration by the designated Field ner, the trainee will be able to valize the proper procedure to react and evacuate their assigned post in event of fire.		Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Traince Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
STEP	S:							
3. 4.	If you hear the fire alarm you will order all residents to stand in their cells and you will check your unit for fire and/or smoke. You will also get a numbers headcount of all residents in your unit. All cell doors will be opened, lights will be turned on if they are off, and all residents will be awake standing in cells.  You will report to your supervisor either that you unit is clear and give headcount or you will report having fire and/or smoke, will note its location, and give your headcount if able.  If your unit is clear.  a. Maintain Radio silence unless there is a situation that effects the emergency that the supervisor needs to be informed of.  b. Keep residents standing in cells ready to evacuate until ordered to move or the supervisor announces the emergency is over and the facility is secured.  c. In AB and CD the outer steel doors will be secured after the unit is checked and is clear of fire and/or smoke.  If there is fire in your unit.  a. Call a 10-33 fire, giving size and location.  b. Order residents away from fire.  c. If able, extinguish small fire with extinguisher.							
	<ul> <li>d. If fire is more than can be extinguished with one fire extinguisher start evacuation.</li> <li>e. Inform the Supervisor that you are evacuating your unit and tell him/her the route that you are using. Follow the unit evacuation plan if able.</li> <li>f. Evacuate unit taking all residents that you can safely get out of unit.</li> <li>g. Once at evacuation point, conduct a headcount of offenders that have evacuated out with you, Report this number count to the Supervisor and report any know inmates still in unit along with their possible location. After any move or additions of new inmates a new headcount is made and reported</li> <li>h. Supervise inmate until relived or emergency is over.</li> </ul>				**		t.	
Co	certify that proficiency was demonstrated by the above trainee oncerning this task on (date)							
X	FTO							



Chapter: Maintain Security/Custody Module Title: Headcount						9
Trainee:						
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to:  Conduct a headcount in accordance with Facility procedures and/or post orders.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
1. Secure headcount chart. 2. Enter unit and announce headcount. 3. Flicker Dayroom lights. 4. Go to bunk # 1. 5. Begin headcount on 1 bottom (ensuring you see Skin) 6. Follow bunks in order and properly mark chart. 7. Place a circle on the chart each time an offender Is not present. 8. Bring completed chart to designated area for reporting and verification. 9. Once headcount is cleared, announce to unit that headcount is complete.  I certify that proficiency was demonstrated by the above trainee Concerning this task on (date)  X FTO  Trainee						



Chapter: Prepare Written Forms	Mod	ule Tit	le: Fac	ility Re	port F	orms
Trainee:						
FTO:						
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to: Compose a Facility Report Form on an incident, three times consecutively, including all pertinent details, who, what, when, where, why.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
<ol> <li>Resolve incident and acquire Facility Report Form.</li> <li>Fill in to whom the report is going to as well as from whom it is coming from, and the date.</li> <li>In the area marked "Re:"; "Title" your report.</li> <li>Mark in the Box designating which facility the report is being generated from as well as the type of report.</li> <li>Fill in the narrative of the report including who, what, when, where and why. Report as much detail as possible, but refrain from including opinion.</li> <li>At the end of the narrative write in "END OF REPORT" and cross out remaining space.</li> <li>If any further action is taken, report it at the bottom of the form in the space provided, (Action Taken).</li> <li>Sign your name at the bottom of all pages in the report.</li> <li>Photocopy the report, keeping a copy for your personal records.</li> </ol>						
I certify that proficiency was demonstrated by the above trainee Concerning this task on (date)  X FTO  X Trainee						
				,		



Chapter: Operate Equipment Mod	iule i it	ie: Ext	ınguısn	er Part	s & in:	spection
Trainee:						
FTO:					:	
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to: Name the five parts of the * Name the steps involved in inspecting an extinguisher in an area of the building where offenders have access to it.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
STEPS:						
The five parts of the extinguisher are: (Canister/Operating Lever/Pressure Gauge/Hose/Nozzle)		į				
2. The steps involved in inspecting an extinguisher in an area of the building where offenders have access to it.					i	
A: Check the nozzle; make sure nothing is stuffed inside.						
B: Check the hose; make sure it is attached and not damaged.			]	Œ.	:	
C: Check the charge; make sure the needle is in the green charged area.		ķú				
<b>D:</b> Check the pin and safety clip that they are present and not tampered with.						e.
E: Check inspection tag that it is present and up to date.		!				
F: If you find an extinguisher that has lost its charge, is damaged or is tampered with, report it immediately.			*			
I certify that proficiency was demonstrated by the above trainee Concerning this task on (date)						
X FTO						



Chapter: Maintain Security/Custody Module Title: Exterior Fence Check							
					·		
Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)		
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		Hocument  FTO Explains & Demonstrates	Reads/Reviews Task Document FTO Explains & Demonstrates Trainee Explains as FTO Demonstrates	Reads/Reviews Task Document FTO Explains & Demonstrates Trainee Explains & Demonstrates Trainee Explains & Demonstrates	Reads/Reviews Task Document FTO Explains & Demonstrates Trainee Explains & Demonstrates Trainee Explains & Demonstrates Trainee Practices		



Trainee:	ergeno	<u>y Radi</u>	<u>o can r</u>	<u>10ceal</u>	<u>nre</u>	G.
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to Call an emergency code on the Radio.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
1. Recognize an Emergency. 2. Call a "10-33" on the Radio 3. Relay as much of the following Information as possible.  a. Your location b. Location of emergency situation if it is different than your location. c. Nature of situation (i.e. Fight, Hostage, Medical, Fire, ect.) d. Number of residents involved e. Any weapons f. Any injuries (staff and/or Residents) g. Any special equipment needed. 4. Order all remaining uninvolved Residents to standin/lock –in to their cells or to vacate the affected area as appropriate to situations nature. 5. Start and follow emergency procedure appropriate to situation. 6. Communicate any new actions or information to Supervisor. 7. Do Not place self in obvious Jeopardy. Stay						
Safe!!!!  I certify that proficiency was demonstrated by the above trainee Concerning this task on (date)  X FTO X Trainee						



Chapter: Maintain Security/Custody Mode						Section tivities.
Trainee:			-			
FTO:						
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to: To monitor the traffic and activities within the Education Center Area, and ensure cooperation with facility rules, maintain conducive for learning.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
STEPS:						
<ul> <li>Movement windows normally begin ten minutes of the hour, (i.e. 1050 hours). Monitor and maintain the movement window, confirming the purpose of the inmates entering is proper.</li> <li>Secure front door to B-Building between movement</li> </ul>			6			
Windows, no movement in or out unless prior exception and approval is confirmed.						
3. This is a walking post, monitor the activities throughout the education section of B-Building, and maintain appropriate behavior for the area.	<b>2</b> 3					- - - - -
<ol><li>Document in the "Travel Log" the start and end of each activity period, any visitors, and unusual occurrences.</li></ol>						
<ol><li>Maintain awareness of the areas of the front door, and bathroom.</li></ol>		ij.		e e		
I certify that proficiency was demonstrated by the above trainee Concerning this task on (date)						
X FTO X Trainee		505	5			
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Chapter: Maintain Security/Custody Module Title: Education Building Cleaners									
					,				
Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)				
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	Seads/Reviews Task Document	Reads/Reviews Task Document FTO Explains & Demonstrates	Reads/Reviews Task Document FTO Explains & Demonstrates Trainee Explains as FTO Demonstrates	Reads/Reviews Task Document FTO Explains & Demonstrates Trainee Explains as FTO Demonstrates Trainee Explains & Demonstrates	Reads/Reviews Task Document FTO Explains & Demonstrates Trainee Explains as FTO Demonstrates Trainee Explains & Demonstrates Trainee Explains & Demonstrates				



Chapter: Maintain Security/Custody			e Title	: DR w	riting "	Мајог	/Minor"
7	rainee:						
F	TO:						
	PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to:  Write the correct Disciplinary Report Form Infraction for a Major or Minor infraction.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
5	STEPS:						
1	. Equipment: Minor DR or Major DR forms, Facility Report forms, Pen (black ink), Discipline Policy 410 and inmate handbook.						
2	Determine Violation: Using the inmate handbook and Policy 410, determine the correct infraction for Which you are writing the Discipline report.				:		
3	. Write the Minor/Major D.R.: Remember to fill in all appropriate information.						
4	. Upon completion of writing the disciplinary report, Issue a copy to the inmate as stated on the D.R. form.						
5	Give the remaining paperwork (DR) to the Shift Supervisor. He will then assign to another officer to Be Investigated.						
						2	
	l certify that proficiency was demonstrated by the above trainee Concerning this task on (date)						
1	X FTO						
	X Trainee						



Chapter: Operating Equipment	Module Title: Donning the SCBA						
Trainee:							
FTO:							
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to: Demonstrate the ability to successfully don the facility SCBA in less than 90 seconds.		Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Exptains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
STEPS:							
<ol> <li>Check air cylinder pressure.</li> <li>Turn on the air cylinder all the way, lister alarm.</li> <li>Quickly check the straps to make sure the extended.</li> <li>Check the regulator gauge to make sure psi. of the air cylinder gauge.</li> <li>Quickly check your face piece assembly the straps are extended and not damage.</li> <li>Don the backpack assembly, tighten the straps, buckle the waist belt and tighten is straps first then the top straps. Check the a seal.</li> <li>Attach the regulator to the face assembly on the style of equipment this can be dor with the low pressure hose.</li> <li>Take a breath and exhale checking the extended.</li> </ol>	ey are it's within 100 to make sure d. shoulder t. the bottom e face piece for Depending ne directly or		*				
I certify that proficiency was demonstrated by the ab- Concerning this task on (date)	ove trainee						
X FTO		57					
X Trainee							

STEI	To add texts bring your pointer over to the Tools Box and put the pointer on the box with an "A" on it. Left click once.	<b>4</b>	monstrates	FTO	Trainee Explains & Demonstrates		Successfully Completed)
13	. Bring your pointer over onto your picture and place it about where you want the text. You will have a window appear called edit texts.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Explains &	Trainee Practices	Trainee Performs Successful (Proficiency Test Completed)
	Type in the offenders Last name, First name, middle initial and then hit return. Type in the offenders date of birth.  Select Font and in this window go to size. Size should be 36 or 48. hit OK and in the Edit Text window hit OK.	Reads/ Docum	FTO Ex	Trainee	Trainee	Trainee	Trainee (Profici
16	You should now see the picture with your text on it. The text will have blinking lines around it. To move the texts bring the pointer back to the Tools box and select the Area move tool. It is on the right side of the box third one down from the top. It looks like a square with a cross in the middle.						
17.	After you have left clicked on this Icon bring your pointer over to the text and when you see the Icon appear Left click and drag the text to where you want it.						
18.	Bring the pointer back over to the tools menu and select the square in the upper left corner. Then move the pointer over the picture and Left click twice. The lines should stop blinking.						:
19.	In the upper menu select Transform. You will see a box open up. Bring your pointer over Repeat and you will see another box. Select Horizontally.				,		
20.	Repeat steps 18 and 19 but select Vertically. Do this twice. You now have Eight copies of this picture.						
21.	In the upper menu select File. You will see a box open up bring your pointer down to Print another box will open again pick Print and Left click on it.						
22.	With your pointer select "Printer Setup" Make sure that the printer selected is the 5/5 and hit OK.						;
23.	You will see on the right side of the window "add title"," add Frame", and "Center Photo". Remove the checks with your pointer.						
24.	You will see a section with "Width and Height" and a slider bar underneath it. Slide the bar until the with is 5.7 and the Heights is 8.5.						
25.	Push print with the pointer and pick up your pictures down stairs.					:	
	ify that proficiency was demonstrated by the above trainee erning this task on (date)	:					
x	FTO	19					
x	Trainee						



	-	er. Operate Equipment Nodule 11tie. Ph	<u>nung u</u>	<u>iqitai p</u>	iciui es			
	ine	<b>10:</b>				***		
FT	<u>0:</u>							
D T	emo rain	ORMANCE OBJECTIVE: Following onstration by the designated Field er, the trainee will be able to Print a re taken with a digital Camera on a	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
ST	EPS	<b>3:</b>						
	1.	Log on to PC with your login and pass word.						
	2.	With the mouse go to the start button in the lower left hand corner and click it. You will see a box open up.						
	3.	Bring your pointer up to Program. You will see another box open up.						
	4.	Bring your pointer over to Arcsoft Camera studio. You will see another box open.					Œ	ŧs
	5.	Bring your pointer over to Photo Studio 2.0 se and left click. You are now in the Photo Studio Program.			 			
	6.	Take the Disk out of the camera and place it in the computer floppy drive.	:					
	7.	Take your pointer and select file from the top menu. A box will open up under it.						
	8.	Select open with your pointer and left click.						
	9.	A window will open. You will see at the top of the window "look in" and a box next to it. Put your pointer over the arrow to the right of the box and click it. In this box select "A" Drive or the Floppy drive.						
	10.	In the lower box select the picture you want and with the pointer select open and Left Click.				(#)		
	11.	You should now be looking at a picture.					;	



Cł	napter: Maintain Security/Custody	Modu	le Title	: Casl	n/Perso	onal C	hecks
Tr	ainee:						
FT	O:	_					
T	PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to: Process any contraband cash, or ersonal checks, coming into the facility.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
ST	EPS:						!
1.	Secure the cash/personal check.						
2.	Supply the resident with a facility envelope.						
3.	Instruct the resident to address the envelope with a return address for the envelope for the purpose of mailing out the personal check.			3			
4.	Seal the cash/check inside.						
5.	Place the sealed envelope into the unit lock box to be mailed out through the facility mail.						
6.	Make notation in Unit Travel Log of occurrence.						
	ii ee	:					
I c	ertify that proficiency was demonstrated by the above trainee incerning this task on (date)			:			
x	FTO			8.7			
x	Trainee	:	ļ				
)							



Chapter: Maintain Security/Custody	Module Title: Collecting a Urine Sample					
Trainee:			·			
FTO:						
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to:  Identify and perform the 10 steps involved with administering a collection of urine for drug testing purposes.  Material needed: Panel 4 tests kit, Urine Bottle. Alco -Sensor.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
STEPS:						
<ol> <li>Call offender to be tested to the area of the building in which test will be performed.</li> <li>Administer the Breathalyzer test. (Alco-sensor)</li> <li>Strip-search the offender.</li> <li>Place the offender in a dry cell or other appropriate location if unable to provide a sample.</li> <li>Ask the offender to notify you when they are able to provide a sample.</li> <li>Once ready, instruct offender to wash their hands.</li> <li>Observe the offender while a sample is given.</li> <li>60 ml. of urine is needed to perform the test.</li> <li>Test urine with a Panel 4 test kit.</li> <li>Complete the Chain of Custody Log.</li> <li>Place sample in the lock box for mailing to the lab if the test is positive.</li> <li>Insure all signatures are in all the required areas.</li> </ol>						
I certify that proficiency was demonstrated by the above trainee Concerning this task on (date)  X FTO  X Trainee						



CI	napter: Provide Inmate Care	Mod	ule Tit	le: Col	lect & [	Distrib	ute Mail	
Tr	ainee:							
FI	TO:							
1	PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Frainer, the trainee will be able to: Distribute inmate mail in accordance with DOC guidelines.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)	
S1	EPS:						ı	
1.	Beginning of second shift withdraw mail from assigned unit's mailbox, located in staff lounge.							
2.	Take mail to unit secure/lock-up mail in podium for later distribution.		:					
3.	Group mail in alphabetical order by inmate last name. (In large units, try making an alphabetical list to post.)		.:					
4.	Call/permit one inmate at a time to your desk/podium to Receive mail.						e.	
5.	Open mail in the presence of the inmate.			!				
6.	Check envelop, pages for contraband, without reading.						:	
7.	Inmate to inmate mail is read prior to distribution.							
8.	Fill out receipt and disbursement form for monies received in mail.			:				
Co	ertify that proficiency was demonstrated by the above trainee oncerning this task on (date)							
X	FTO							
X	Trainee							
	1							



Chapter:	Maintain Security/Custody

Module Title: Security Checks on bars, locks and Doors

Trainee: FTO:						
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to:  Demonstrate the ability to perform internal security checks on bars, locks and doors.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
<ol> <li>Enter cell to be inspected.</li> <li>Remove resident from cell and explain what you are doing.</li> <li>Ensure lock mechanism on door works properly.</li> <li>Ensure that door opens and closes properly.</li> <li>Ensure that cell door window is secure.</li> <li>Check door hinges ensuring they are tight.</li> <li>Move to window area.</li> <li>Observe that bar/screen are intact ie: cuts/breaks</li> <li>With palms push bar observing for loose bolts.</li> <li>Upon completion note security check in log.</li> <li>Report any unusual events/conditions.</li> </ol>						
I certify that proficiency was demonstrated by the above trainee Concerning this task on (date)  X FTO  X Trainee						



Chapter: Provide Inmate Care	Module T	itle:_C	oset C	all 193	<u>0</u>		
FTO:							
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to: Conduct closet Call.		Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfuily (Proficiency Test Completed)
STEPS:							
Closet call is to be done after the 1 headcount.	930				:		
<ol><li>Open the closet and check to see in are available.</li></ol>	f all supplies						
<ol><li>Announce to the unit that closet cal taking place.</li></ol>	ll will be						
4. Call out one tier at a time.				26			
<ol><li>If razors are being exchanged make the old razor has both blades in it a been tampered with.</li></ol>					0 0 0 0 0 0		
<ol><li>When exchanging tooth brushes, m secure the old toothbrush.</li></ol>	nake sure to						
<ol> <li>The only inmates that need to do cl times other than 1930 are inmates i segregation. They will get them du hour of Rec on 1st shift.</li> </ol>	in						D:
I certify that proficiency was demonstrated by the at Concerning this task on (date)	bove trainee						
X FTO							



Chapter: Maintain Security/Custody		Module Title: Closing B-Building					
Trainee:					7.		
FTO:							
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to: Secure the B-Building at lunch, dinner and end of day. Checking doors are secure, and rooms are empty.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)	
STEPS:							
<ol> <li>Choose an end to begin your check, systematically approach each door, turn handle, push and pull. (End of day all external windows are closed and latched.)</li> <li>Listen for any unusual noises, look for any persons not authorized in rooms/building, anything out of the norm.</li> <li>Lights that can be turned off should be.</li> <li>Log date, time building closed, checked, and secured. Notify CFSS of anything out of the norm.</li> <li>Exit building through front door, confirm it secures Behind you, radio 871 &amp; facility the building is closed and vacant.</li> </ol>	*						
I certify that proficiency was demonstrated by the above trainee Concerning this task on (date)  X  FTO  X  Trainee		÷					



Chapt	Chapter: Provide Inmate Care Module Title: Chow Call Units											
Traine	De:							39				
FTO:		_										
Demo	ORMANCE OBJECTIVE: Following onstration by the designated Field er, the trainee will be able to: Send unit to chow.		Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)				
STEPS	S:											
1.	The officer in the unit will open the unit door lead dining room.	ding to the										
2.	2. The officer in the unit will announce "Chow call".											
¹ 3.	The unit officer will then walk down each tier or a room announcing "chow call" and making sure the are informed.											
4.	If there is an inmate with a hearing Issue i.e. De hearing, old age, the officer will make an effort to they know that it is time to eat.											
5.	Call the rover (or Kitchen officer), to advise who inmates to leave the unit for chow was.	the last										
6.	Document chow call in minute to minute log.											
7.	If applicable Advise rover of kitchen officer of an that are locked down or in segregation that requimedication brought to them.	y resident(s) ire a tray or					:					
8.	no more than Five minutes after first calling inma the officer will announce "last call for Chow" in the and in the tiers or dorm rooms.	ates to chow, ne day room										
9.	The rover or kitchen officer will advises you who resident is that will be returning to your unit so your unit door.						,					
	that proficiency was demonstrated by the aborning this task on (date)	ove trainee										
x	FTO											



Chapter: Maintain Security/Custody Module Title: Chain of Custody-Contraband  Trainee: FTO:						
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to: 1. Identify 7 types of contraband that would require safeguard 2. Describe the procedure for securing contraband. 3. Given a scenero properly document the chain of custody and disposition of controband.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
<ol> <li>Read procedure 408 contraband</li> <li>Read inmate handbook, chapter regarding authorized cell item list.</li> <li>Conduct a mock cell search.</li> <li>Identify 10 contraband in a mock cell search. "paper clip, Kitchen knife, Quarters (3) Aluminum foil, shank, Razor blade (2).</li> <li>Confiscate contraband items finding a minimum of .7 of 10 items.</li> <li>* * Complete incodent report. – Obtain evidence envelope from CFSS. Document handling secure-w/cfss.</li> <li>Secure contraband and complete chain of custody report log.</li> <li>* * Write appropriate disciplinary report.</li> </ol>						
I certify that proficiency was demonstrated by the above trainee Concerning this task on (date)  X FTO						
X Trainee						



Chapter: Maintain Security/Custody  Trainee:	Modul	e Title	: Cash Rece	, Perso eived vi		
FTO:						
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to: Process any contraband cash, or personal checks, coming into the facility by mail.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
STEPS:	2					
Secure the cash/personal check.						
2. Supply the resident with a facility envelope.						
<ol> <li>Instruct the resident to address the envelope with a return address for the envelope for the purpose of mailing out the cash/personal check.</li> </ol>						
4. Seal the cash/check inside.			!		:	İ
<ol><li>Place the sealed envelope into the unit lock box to be mailed out through the facility mail.</li></ol>						
6. Make notation in Unit Travel Log of occurrence.			:			
I certify that proficiency was demonstrated by the above trainee	:					
Concerning this task on (date)  X FTO						
X Trainee						



Chapter: Maintain Security/Custody	Modul	e Title	: Callin	g 10-3	3 Eme	rgency
Trainee:						
FTO:						,
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to: Identify and respond to a security emergency situation following the proper procedures.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
STEPS:					15	
1. Read policies and procedures.						
2. Identify the emergency.						
3. Call a 10-33.						
4. Lock in all inmates.					:	
5. Perform a head count.						
6. Notify supervisor of the situation.						!
7. Remove inmates to Segregation.						
8. Document the incident, write D.R.'s.						
9. Return to normal operations.						
I certify that proficiency was demonstrated by the above trainee Concerning this task on (date)						
X FTO			:			
X Trainee						
				i.		



Chapter: Maintain Security/Custody Module Title: Use of Alco-sensor Trainee: FTO: **PERORMANCE OBJECTIVE:** Following Trainee Explains & Demonstrates Trainee Performs Successfully (Proficiency Test Completed) Demonstration by the designated Field FTO Explains & Demonstrates Trainer, the trainee will be able to: 5 Administer a Alco-Sensor to 5 people Reads/Reviews Task Document using the 12 steps in this module. Trainee Explains as Demonstrates **Frainee Practices** STEPS: Obtain a Alco Sensor and Tube. Check calibration to ensure it has been calibrated within 2. the last 3 months. 3. Check temp gauge to ensure it is between 10-40 deg. Put on gloves 4. 5. Open tube and place on Alco sensor with long end facing subject. 6. Press READ and hold until .000 reading appears. 7. Press set button until locks. Have subject inhale and hold. 8. Have subject place lips tightly around tube and exhale 9. blowing through the tube. 10. Red "A" light will come on. 11. When GREEN "B" light comes on push READ button and hold. Pull Alco Sensor Away from subject. 12. Wait until .000 numbers reach the highest numbers etc: .010 and record BAC. I certify that proficiency was demonstrated by the above trainee Concerning this task on (date) FTO X X Trainee



Chapter: Maintain Security and Custody Module Tit	tle: <u>230</u>	00 lock	down E	. Wing		
Trainee:						
FTO:						<u> </u>
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to: Secure the unit at 2300.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
STEPS:						
<ol> <li>Announce to unit to lock-in.</li> <li>Tour the unit making sure that all inmates are on their bunks.</li> <li>Do a physical count of all inmates making sure that you see skin.</li> <li>After supervisor tours the unit for lock-in headcount call 851 to have the dorm lights turned off.</li> </ol>						
I certify that proficiency was demonstrated by the above trainee Concerning this task on (date)						
X FTO X Trainee						
			i			



Chapter: Maintain Security and Custody Module Title: 2300 lockdown Blocks									
Trainee: _									
FTO: _					···				
Demonstra Trainer, th	ANCE OBJECTIVE: Following ation by the designated Field be trainee will be able to: e unit at 2300.	₩.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)	
STEPS:		_							
1. Ani 2. Ma 3. Phy sur 4. Tou inm 5. Afte lock									
I certify that Concerning to	proficiency was demonstrated by the abo this task on (date) FTO Trainee	ove trainee							



	Chapter: Maintain Security and	d Custody Module T	itle: <u>193</u>	80 ELI':	s Block	<u>s</u>		
	Trainee:	_						
	FTO:							
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to: Secure offenders that did not earn a good day in their cells at 1930 headcount.			Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
•	STEPS:							
	<ol> <li>Verify that inmate has an looking on the Head cound of ELI's and checking the</li> <li>Tell the inmate at 1930 he a lock in and is going to b</li> <li>If the inmate is not alread</li> </ol>	nt sheet under the list e inmates Point sheet. eadcount that he has be secured in his cell.		-				
	to enter his cell.  4. Notify the inmate's cell management in or out of his cell. If he is needs to take with him and he will want.	the choice of staying is going to stay out he						
	<ul><li>5. Secure the cell door.</li><li>6. If the inmate refuses to lo supervisor immediately.</li></ul>	ck in, notify the						
	I certify that proficiency was demonstra Concerning this task on X	ted by the above trainee (date)						



C	hapter: ˌ	Maintain Security and Custody	Module Tit	le: <u>15</u>	minute	<u>check</u>	s E.Wi	<u>ng</u>	
Tı	rainee:								
F	го:								L
] (	Demonst Trainer, t Conduct	MANCE OBJECTIVE: Following tration by the designated Field the trainee will be able to: security checks of the unit and with residents to spot potentials is.		Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
S	TEPS:								
<ol> <li>Obtain a 15 minute check sheet from the officer you have relived or in the unit closet.</li> <li>Walk through the entire unit (Big dorm, little dorm, bathroom, card room, TV room, shower area)</li> <li>While walking through unit check for rule or safety violations or any type of breach of security.</li> <li>Look at all windows and locks.</li> <li>Look for contraband Items</li> <li>Address any of the above found.</li> <li>Sign the check next to the time of the check that you just completed</li> </ol>									
		t proficiency was demonstrated by the ab this task on (date)	ove trainee						
X		FTO							
X		Trainee							



## **FTO Module Performance Checklist**

Chapter: Supervise and Observe Offenders Module Title: 15 minutes tier checks blocks						
Trainee:						
FTO:						<u>.                                    </u>
PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Trainer, the trainee will be able to: Conduct security checks of the unit and interact with residents to spot potential problems.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
STEPS:						
Officer walks though the unit and each tier approximate every 15 minutes	у			!		
2. Officer will stagger his/her checks to keep the inmates from knowing the officers routine.						
3. Officer will look for security breaches and rule violations						
<ol> <li>Officer will address all security breaches and rule violations.</li> </ol>						
5. Officer will stop during his/her tier check to converse with inmates to determine their mindset and mood of unit						
<ol> <li>Officer will log each tier check and relay any patterns of inmate behavior to reliving officer or to Shift supervisor.</li> </ol>						
I certify that proficiency was demonstrated by the above trainee Concerning this task on (date)						
X FTO						
X Trainee						



## **FTO Module Performance Checklist**

CI	napter: Maintain Security and Custody Mo	oaule I	itie: <u> </u>	DOUU W	ake up		
Tr	ainee:						
F٦	O:						ı
ָ   	PERORMANCE OBJECTIVE: Following Demonstration by the designated Field Frainer, the trainee will be able to: Open up A&B or C&D at 0600.	Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Traince Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
SI	TEPS:					:	
	After reliving the third shift officer, the Trainee will Conduct a security check of the unit.						
2.	2. After completing the security check of the entire unit, The officer will check one block looking for obstruction To opening the cell doors. Namely arms and legs.						
3.	3. The officer will wake any resident that has a limb Obstructing the door to have them remove it.						
4.	Officer will open all live out cells for that block.		ļ				
5.	. Officer will repeat steps 2,3, and 4 in the other block.						
6.	Officer will monitor resident and look in cells for security Breaches and rule violations and log and report any Problems found.	,			-		
	certify that proficiency was demonstrated by the above trainee concerning this task on (date)						
د	FTO						
د ا	? Trainee						
)							

I. Subject: Vermont Correctional Academy Field Training Program Administration 106.06

II. Effective Date:

III. Supersedes: This is a new Directive

IV. Purpose:

This Directive in intended to set standards associated with the Administration of the Vermont Department of Corrections Field Training program.

#### V. Applicability/Accessibility:

This Directive applies to staff in facilities. Anyone may have a copy of this Directive.

#### VI. Definitions:

Field Training Officer (FTO): A staff member assigned the role of training and evaluation of a new employee on post.

Assistant Site Coordinator: A staff member that assists the FTO Site Coordinator. Helps train and Supervise FTOs.

**Field Training Program Manual:** A manual designed to provide direction and guidance in the administration of a standardized field-training program associated with the Vermont Department of Corrections.

**FTO Oversight Committee:** A committee made up of representatives from each facility and HRD to oversee, monitor and make recommendations to improve and maintain a standardized Field Training Program.

FTO Site Coordinator: A staff member assigned the responsibility of coordination of field training associated with the Vermont Correctional Academy.

**Post Duties Assessment:** A listing of duties and tasks associated with a function or Post. Post Duties Assessment is used to develop Performance Checklists. (See Appendix #1)

On the Job Training Manual: A participant manual designed to serve as documentation of the on-the-job training portion of a new employee's site orientation.

**Performance Checklist:** A list of steps directly connected to the completion of a job task that includes a standardized teaching process. (See Appendix #2)

**Daily Observation Report (DOR):** A standardized form completed by the Field Training Officer which is intended to reflect their observation of trainee performance in areas determined to be critical.

**Post Certification Checklist:** A list of Performance checklists that must be completed for an employee to work a new post.

**Primary Supervisor:** The staff member assigned supervisory responsibilities and writes the employee's annual performance evaluation.

Training Assistant (TA): The primary supervisor of trainees at the Correctional Academy.

**Training/Evaluation Mode:** That portion of the FTO Program that uses the assignment of an FTO, the FTO teaching process and the use of the Performance Checklist Process.

**HRD Regional Field Coordinators:** A HRD staff member assigned to oversee that Field Training of new employees complies with this directive and provides feedback and support to local FTO site coordinators.

#### VII. Directive:

#### A. Program Overview:

The Program will have a standardized one-day pre-employment orientation before attendance at the Correctional Academy and Eighty hours of on the job training following the Academy.

The Trainee is recommended to spend time on all three shifts to gain maximum exposure to various work styles and situations. This will be done in a training/evaluation mode.

The trainee has an FTO and a Primary Supervisor assigned. The primary Supervisor is responsible for the trainee's performance evaluation at the end of six months of employment.

During the two weeks following the Correctional Academy, the trainee will be evaluated daily by the assigned FTO and once a month until the end of six months of employment by his/her assigned Primary Supervisor. At the end of the two evaluation weeks, the FTO will complete an evaluation, noting any remedial plans, and forward it to the primary supervisor and the FTO Site Coordinator.

After completion of the second week, the primary supervisor will intervene and supervise the new employee. The Primary supervisor shall schedule and facilitate a Performance Management Interview with the new employee and the trainee's FTO (or FTO site coordinator) with in the first week after completion of the on the Job training. At this point, the employee is transitioned from the FTO's Supervision to the trainee's Primary Supervisor. The Primary Supervisor is now responsible to do monthly PMIs.

All Training/skill development information will be combined to create the trainee's six-month evaluation and filed for future reference in the employees training File.

During initial probation, an officer must complete, "Introduction to Vermont Programs", a 40 hour course of study. It is designed to give the officer an orientation to important correctional programs in addition to security training received at the Academy and in the FTO program.

#### B. Program Phases:

A one-day orientation is conducted before attending the Vermont Correctional Academy. This day will consist of filling out all need personnel information for a new hire, a tour of the complete facility and two to four hours of shadowing with an FTO in a living unit.

Phase I: The trainee attends the Vermont Correctional Academy. Completes core competency performance checklist and is tested on basic Correctional Officer skills. The trainee is supervised and evaluated by a Training Assistant. Upon successful completion at the academy of the Basic Correctional Officer Certification Checklist, the trainee will return to the facility to start Phase II.

Phase II: Is an eighty-hour orientation training and evaluation process. During this period, the trainee performs post functions as outlined by the post duty certification checklist. Any remedial efforts at this phase should be linked directly to the discrepancy between the actual and desired level of performance related to a specific task. By the end of Phase II, the trainee must be able to perform all tasks on the post certification checklist with minimal supervision.

Phase III: Upon completion of Phase II, the trainee will enter an evaluation only phase. The FTO Site Coordinator will submit all evaluations to the Trainee's Primary Supervisor, and will note any performance-related issues to include remedial strategies. The Primary supervisor will work with the assigned FTO and conduct weekly (short version) Personnel Management Interviews and a monthly evaluation of performance. This continues until the six-month training evaluation. The assigned FTO will serve as a mentor and coach during this period. The trainee only completes performance checklists to remedate deficiencies as directed by their primary supervisor.

Phase IV: Attendance at the "Introduction to Vermont Correctional Programs" before the completion of six months probation of a new permanent Officer.

#### C. Extension of Training

By the end of phase II, the probationary Officer should be consistently performing at the minimum acceptable level of performance or higher. Phase two of training will be extended for one week and one week only under the following conditions:

- There is a specific, identifiable problem specifically linked to an essential task contained in the Correctional Officer Post duties assessment.
- There is a specific remedial training plan to correct the problem.
- It is reasonable to believe that the remedial training plan should correct the problem within the period of
  extension.

If at the end of phase II, it becomes necessary to extend a new Officer's training (and the above three requirements are met) the FTO will request an "extension of training" through the FTO Site Coordinator, the employees primary Supervisor, the Security and Operations Supervisor, and the Superintendent.

During an extension of training, a daily observation report will be completed for each day and a report of the results of the training extension at the competition of the training will be written and forward to the SOS, Superintendent, and the Trainee's Primary Supervisor.

If a trainee is unable to perform at an acceptable level, even after an extension of training, a recommendation for separation from employment will be made to the facility's Security and Operations Supervisor and the Superintendent by the employee's primary supervisor (after consultation and discussion with the FTO or FTO site coordinator). Along with the recommendation for the Separation from employment, all reports and necessary documentation demonstrating an employee's performance and attempts at remediation will be included in the packet/file.

#### D. Organization and Structure of the Field Training Program

Each facility will have a FTO Site Coordinator, an Assistant site Coordinator, and as many Field Training Officers (FTOs) as deemed necessary.

The FTO Site Coordinator should be a CFSS and is appointed by the Superintendent and the Security and Operations Supervisor. This officer is recommend to be the Facility Training Coordinator but can be assigned to someone else.

The Assistant site Coordinator should be a CO II and is appointed by the Security and Operations Supervisor and the Facility Training Coordinator.

Field Training Officers can be either CO I s or CO II s. They will be recommended by their Supervisor to be used as a FTO. Final selection and training is done by the FTO Site Coordinator with the help and support of the Assistant site Coordinator.

The Academy will have Training Assistants that come from the facilities. Training Assistants should be FTO's that have shown a high level of professionalism and motivation. The FTO Site coordinator selects them and final approval is made at the Academy.

#### E. Duties and Responsibilities of the FTO Site Coordinator:

The FTO Site Coordinator has the responsibility for coordination of all Field training associated with the Vermont Corrections Academy. The FTO Site Coordinator must insure that the training and evaluation processes are accomplished. Various sources of information should be utilized to achieve these goals. DOR's, PMI's, oral communications with the Primary Supervisors (to include supervisory notes), test, and personal observations of the trainee's performance are used to summarize the trainee's progress.

#### F. Duties and Responsibilities of the Assistant Site Coordinator:

Coordinator will assume all responsibility and duties of the FTO Site Coordinator if the FTO Site Coordinator takes a new position or leaves corrections. The Assistant site Coordinator serves in this position until a new FTO Site Coordinator is appointed.

The Assistant site Coordinator's primary duty is to help in the training and supervision of Field Training Officers.

#### G. Duties and Responsibilities of the Field Training Officer:

The Field Training Officer is the essential means by which the goals of the program are achieved, specifically the production of a Correctional Officer who is capable of performing their duties in a safe, skillful, productive, and professional manner.

The Field Training Officer has two primary roles to fulfill. That of a Correctional Officer assuming full responsibility for his/her assigned Post and that of a trainer of a Correctional staff member. His/her assigned Post responsibilities are defined in other departmental publications.

The assigned FTO will also seek the input of the FTO Site Coordinator, Assistant site Coordinator, and the trainee's Primary Supervisor to discuss the trainee's strengths, weaknesses, and areas where remediation may be necessary.

#### H. Primary Supervisors Responsibilities:

The primary supervisor will review evaluations (DOR's) forwarded by the FTO and the FTO Site Coordinator. If a deficiency is noted as a result of review or direct observation, the Supervisor will take the necessary corrective action.

At the completion of Phase II of training, the Trainee becomes the responsibility of the Primary supervisor.

It is recommended that when Supervisors do annual employee evaluations, they include comments regarding an employee's performance as a FTO.

At the academy, a trainee's primary supervisor is the Training Assistant.

## I. Procedure for Recommending Separation from Employment:

If during phase I, II, or III of the Field training program, it is concluded (by a consensus of the FTO, the FTO Site Coordinator, and the Primary supervisor) that a trainee should be recommended for separation, it then becomes necessary to gather all memoranda having a bearing on the eventual decision. These memoranda will summarize the trainee's performance during his/her total participation in the program, and will be directed to the Superintendent. It will include the writer's recommendation for Separation. The Memoranda should reflect an accurate assessment of the employee's performance and completely describe all attempts to support improvement of employee's performance through formal remediation. These reports are held in strict confidence.

Although the assigned FTO is encouraged to continually keep the trainee appraised of the level at which he/she is performing, it is not the assigned FTO's role to notify the Trainee of an impending Separation even if the assigned FTO concurs with the decision. The decision to separate from employment will be made only after all reports have been received and reviewed by the Security and Operations Supervisor, Superintendent, and Personnel Administrator. It should be noted that the FTO does not directly participate in the separation from employment process as that is a personnel matter handled by the appointed authority and his/her management team, but is solely responsible for monitoring, evaluating, remediating and reporting employee performance against defined facility standards.

The procedure for recommendation of Separation will then follow departmental policy and procedure and applicable contractual articles unless a trainee elects to resign rather than go through Separation proceedings. All reports at the point of separation shall be completed and maintained in the trainee's personnel file for future

A trainee's training/supervisory file is confidential and shall be reviewed only by personnel connected with the Field Training Program; FTO, Shift Supervisor and or Primary Supervisor, FTO Site Coordinator, Security and Operations Supervisor, and Superintendent.

Agencies conducting background checks on former employees are directed to the personnel office for further information. Permission shall be granted only in instances where the agency representative has a release, signed by the trainee in their possession.

The trainee's training/supervisory file will be stored in the training office or designated location defined by local supervisory standards and procedures and maintained by the Training Coordinator and the employee's primary supervisor.

#### J. Post duties assessment:

Each facility will do post duties assessment of each post that employees are assigned to work. Performance Checklist and Post Certification checklist are developed from these lists. (See attachment # 1, "Post Certification Checklist")

#### K. Performance Checklists:

A list of steps directly connected to the completion of a task, or core competency. They are used to teach skills needed to work each assigned post. Facilities are responsible for development of Post Performance Checklist. HRD is responsible for the development of Core Competency Performance Checklist. (See attachemnt # 2, "FTO Module Performance Checklist")

## L. Daily Observation Report:

On a daily basis the FTO will evaluate the trainee in general areas of performance making notations in each area evaluated. This information is extracted from Performance Checklists completed and general FTO observation. (See attachment # 3 "Daily Observation Report")

#### M. Supervisory Files:

All supervisory files will be standardized. They will be Blue four section files with blue dividers. The four sections; (See attachment #4, "Outline of Supervisory File")

Note: All performance related information will be utilized to write the employees six month performance evaluation. Once the evaluation is completed, section one will be purged and the employee will be offered the opportunity to keep the contents.

#### N. OJT Manuals:

OJT Manuals will all have a similar format and will be approved by the FTO Oversight committee and Regional HRD Coordinators. (See attachment # 5, "Table of Contents for Field Training Manual")

#### O. Remedial Training of Permanent Classified Staff

A Primary supervisor may access this training program to attempt to remediate training deficiency in permanent classified Staff member.

#### VIII. Training Method

The Academy Administrator will ensure that Superintendents and SOS's are provided an orientation to the contents of the directive.

HRD will design a set standardized lesson plans which will be delivered through local stipend training by the FTO Site Coordinator and/or the Assistant Site Coordinator. The lesson plan shall address the contents of this Directive

#### VIIII. Quality Assurance Process

The HRD Regional Field Coordinators will ensure that each site in their area of responsibility is in compliance with this directive and work with each site to bring them within the guidelines. They will audit site training records and procedures annually and report these finding to the FTO Site Coordinator, Facility Superintendent, and the Director of HRD. All findings are reported in writing and the FTO Site coordinator will use these findings to write a training plan for the Superintendent to bring their facility in to compliance. The Regional Coordinator will note any positive actions that the facility has undertaken to improve its program and will track changes from the last review. The Regional Field Coordinators will also help coordinate (with the FTO site Coordinator) FTO in-service training and certification.

#### X. References

Policy 101,

Human Resource Development

Directive ____

Vermont Correcctional Academy Administration

## XI. Responsible Director and Draft Participants

Responsible Director:

Robert Smith, Director HRD

103 South Main St.

Waterbury, Vt. 05671-1001

**Draft Particpants:** 

All members of the FTO Oversight Committee

## POST CERTIFICATION CHECKLIST

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	PERFORMANCE C	HECKLIST	SIGNED OFF BY	DATE
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	Name		L	Jale
		Cunaminas		
		Supervisor	<u></u>	

<b>Attachment</b>	#	1
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## **FTO Module Performance Checklist**

Chapter:	-	Modu	le Title:				
Trainee:							
FTO:							
PERORMANCE OBJECTIVE:		Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
STEPS:							
1.							
2.							
3,							
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5,							
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8.				i I			
9.							
10.							
I certify that proficiency was demo Concerning this task on	onstrated by the above trainee (date)						
X	FTO						
X	Trainee						
							!
Attachment #2					İ		

## **DAILY OBSERVATION REPORT**

REPORT #:	DATE:
TRAINEE'S NAME:	FTO'S NAME:
POST (S) WORKED:	SHIFT WORKED:

# Ratings: Unsatisfactory, Satisfactory, Excellent, and Outstanding Each Rating must include a comment!!!

General Appearance	
Acceptance of	
Feedback/Ownership of	
Performance Issues	
Maintain Security and	
Custody	
Operating Equipment	
Problem Solving	
Supervise and Observe Offenders	
Provide Inmate Care	
Prepare Written Reports	
Communicate Interpersonally	
Maintain Professional Competencies	

	MOST ACCEPTABLE AND/OR STRONGEST AREA (S) OF PERFORMANCE:
===	LEAST ACCEPTABLE AND/OR WEAKEST AREA OF PERFORMANCE:
	ADDITIONAL COMMENTS:
)	FTO'S SIGNATURE: TRAINEE'S SIGNATURE:

#### Standardized Supervisory File

## **Supportive Supervision**

- > Supervisory Notes
- > Performance Management Interview
- > Professional Development Plan
- > Performance Expectations from last evaluation
- > Employee Job Description/PER 10
- ➤ Letters of Acknowledgement/Recognition

## **Current Training and Core Competency**

- > Core Competencies for this training year
- > Current Instructor Certifications
- > Core Competency Instructor's Training Notes
- > Computer print out of annual training

## **Field Training Reports**

- > Daily Observation Reports
- > Training Evaluations
- > Performance Checklists
- > Post Certifications

## **Training Adjunct**

- > Past Training Documentation
- > Certificates of Completion

## Standardized On-the-Job Manual Table of Contents

#### Section # 1

Post Order Sign of Sheet Read Inmate Handbook Signoff Core Competency Requirements

#### Section # 2

Inmate Handbook

#### Section #3

Payroll Information Current Listing of Holidays

#### Section # 4

A.C.T. & Report Writing Aid

Procedures for:

Appeals

**Disciplinary Reports** 

Grievances

Incentive Program Information Property Inventory Form examples

## Section # 5

Radio "10" Codes

Key personel radio call signals

#### Section # 6

Daily Observation Report Forms

#### Section # 7

Post Certification Checklists

## Section #8

Performance Checklists

#### Attachment # 5