

BASIC TRAINING FOR STAFF

1. In order to protect you, the students, and the Program, the Company foremost rule is never be **alone** with a student! It is the overall responsibility of all staff to report any and all suspected violations of this rule to the **Program Director** and your **Direct Supervisor** immediately. Violation of this rule is grounds for **dismissal**.
2. Our primary responsibility is the **health, safety and security** of the students.
3. The five S's of our job duties are: **security, safety, supervision, schedule,** and **standards**.
4. Part of the security procedure is that the staff completes a **daily security review** when they first come on shift. This review includes: (1) Checking all mechanical & electronic security devices- i.e. locks, alarms, etc. to make sure that all are in place, operating, functioning correctly, and have not been tampered with. (2) Reviewing each of the students in their group & determining which ones are **higher risk** (new students, struggling students, students who have just received any type of bad news), and then taking extra security precautions with those students. This may include assigning a buddy to them, a more conscious personal observation of them, and so on.
5. Other security procedures include **head counts** every twenty minutes, counting your students through every **door or gate** that they go through, and when outside, keeping every student in direct **line of vision**.
6. Proper supervision means that the staff knows exactly **where** each of the students assigned to them are and **what** they are doing at all times.
7. The Daily Schedule is critical because it keeps everyone involved in a **constructive** activity each and every waking hour of the day. It also allows everyone to know exactly **where** they are to be and **what** they are to be doing at all times.
8. Staff must insure that the group assigned to them is following the schedule **punctually** without exception; otherwise it will interfere with the schedule of the other groups and create problems for other staff and students.
9. When interacting with students, staff should use **good manners**, including using words like **"please", "thank you", "excuse me", "you're welcome"**, etc., which should replace orders and commands or any other "big me, little you" interaction.

10. The key to our discipline program is to encourage the student to make a self-correction. This allows us to end the discipline process on a positive note.
11. When the student violates a rule, we should encourage the student to make a "self-correction" by telling the student, "You have a rule violation. I would appreciate it if you would make a self-correction so that I don't have to further penalize you with a staff correction."
12. Whenever possible, staff should not confront a student in front of their peers. When students are confronted in front of their peers, they tend to be more defensive and have a greater need to save face. Therefore, staff should take the student off to the side, remaining in clear view of other students or staff, so that you are never alone with them, but can confront them out of hearing range of their peers.
13. If students choose to make a self-correction, we should always reinforce their decision by thanking them, or complimenting them for doing so.
14. In terms of the students behavior, we get what we allow. In other words, we set the standards by what we enforce.
15. The first step in letting students know what we expect is to have a personal understanding with each student on the rules and standards.
16. Warnings without consequences encourage marginal behavior.
17. If you have to threaten, intimidate, or shout at students, you have not only lost control of the students, but yourself as well. Staff only have to resort to these methods when they have not properly followed the discipline process and have failed to consistently enforce the rules with consequences as outlined in the discipline program.
18. Highly effective staff learns to speak softly, expect follow-through, and then consistently enforce the rules.
19. Staff should be firm and friendly. Some staff are very friendly, but lack firmness; while other staff are firm, but lack friendliness.
20. Staff should never yell, swear, or belittle the students. Students are entitled and encouraged to fill out a grievance against the staff if this ever happens.
21. Staff are to avoid arguments or power struggles with the students. If a student wants to continue an argument or power struggle with a staff, the staff should simply disengage. Staff can disengage by: (1)

using disengage words, which are "in spite of", "regardless", and "nonetheless" (example: *In spite of that*, I still need you to ...", (2) telling the student that you are not interested in continuing the argument and at this point you need their cooperation, (3) asking the student to take time to think about it, then remind the student they have two choices, one is they can choose to work with you or, two, they can choose to make things worse for themselves. Encourage the student to minimize the problem by working with you. (4) Completely disengage by turning the interaction over to another staff member or a supervisor. Many times if staff are unwilling to completely disengage in this manner, they then become part of the problem rather than part of the solution. Bottom line: Staff should always refuse to escalate arguments or power struggles with students.

22. If a student ever becomes highly combative, agitated or volatile, you should immediately call for back-un staff and turn the interaction over to someone else.
23. If you start feeling anger toward a student, or feel that the student is "pushing your buttons", you should immediately call for back-up staff and turn it over to someone else.
24. Staff sometimes tends to see disengaging as a sign of weakness; we see it as a sign of professionalism. It also thwarts the escalation of serious problems. Disengaging protects you and the students.
25. When there is a potential for a physical confrontation, staff should back off and try to calm down the student until back-un staff arrives. Unless the student is injuring himself, others, or creating major property damage, staff should not physically intervene without back-un staff present.
26. When there is a potential for physical confrontation, and the student has focused his/her anger toward you, you should not be involved in any physical confrontation, unless absolutely necessary.
27. In cases where a student must be physically restrained, it is important that back-up staff be present. If a female student needs to be restrained, a female staff should be available to assist. If you need to assist in a physical confrontation, you should never hit, slap, twist or bend joints, pinch, or do anything to inflict pain; such actions are grounds for dismissal. Staff should simply restrain the student, especially their limbs, and encourage the student to calm down.
28. Staff has an obligation to the Program to notify their supervisor if they see another staff acting inappropriately with a student, i.e. excessive physical restraint, incorrect use of room restriction, inappropriate interaction (swearing), failure to disengage, inflicting pain, being alone with a student, etc. Failure to report such incidents will result in disciplinary action.

29. In a physical confrontation, staff is to use the least amount of force necessary.
30. Staff is strictly forbidden from selling, buying, trading, borrowing, lending, or bartering with students. Staff should not buy anything from students, staff should not sell anything to students, or conduct any form of bartering, borrowing, or lending. This is grounds for dismissal.
31. During the staffs employment, and for a period of two years following employment, staff cannot contact any student's family, parents, sponsor, siblings, or any other family member without prior authorization from the Program Director.
32. Staff are not to accept volunteers unless the staff asks for volunteers without giving the students the slightest idea of what they may be volunteering for. If a student volunteers knowing it is a specific duty, they may have a hidden agenda or even a devious reason for volunteering. Rather than take this chance, staff should always ask for volunteers without disclosing what they are volunteering for.
33. Staff should (in a friendly way) continually remind students that if they don't earn their merits for the day, it will mean that they will be another day in the program. Students should also be reminded that any Category II or higher Rule Violations, including Trends, will result in the students being in the program several more days. If this is consistently reinforced and reminded to the students, they will be more likely to be properly focused.
34. It is most important that staff be good role models for the students.

Date _____

Employee Name _____

Supervisor Name _____