

Basic School Resource Officer Training Outline

Corbin & Associates, Inc.

I. History of the School Resource Officer Concept

- A. Define the position of the School Resource Officer and the basic concept of the program.
 - a. Teacher
 - b. Counselor
 - c. Law enforcement officer

- B. Why law enforcement needed to address crime within the schools and the negative attitudes juveniles held toward law enforcement.
 - a. Proactive response
 - b. Positive interaction

- C. Identify trends in life styles that have lead to the need for law enforcement officers in schools.
 - a. Gangs
 - b. Limited positive adult involvement
 - c. Reduced support systems in place in schools
 - d. Changes in the core family

- D. Discuss why certain School Resource Officer programs have succeeded while others failed.
 - a. Cops on campus
 - b. Law enforcement beyond the badge

- E. Identify what the community, school system and students expect of the School Resource Officer.
 - a. Class room presentations
 - b. Intervention
 - c. Pre delinquent interaction

II. Perspectives of the School Resource Officer Program

- A. Identify the accepted model of a S.R.O. Program.
 - a. Triad concept
 - b. One officer One school

- B. State the expected impact of an S.R.O. Program on juvenile crime and delinquency.
 - a. Intervention
 - b. Education

- c. Enforcement
- C. Define the following S.R.O. policing methods:
 - a. Proactive
 - b. Reactive
- D. Identify how a S.R.O. unit will function within an agency.
 - a. Intelligence
 - b. Resources
 - c. Additional sources of information
- E. Identify the impact of a S.R.O. Unit upon his/her law enforcement agency.
 - a. Positive community image
 - b. Community involvement
- F. Discuss the impact of the SRO program on the school.
 - a. Officers are more aware of the community
 - b. Community is more supportive of law enforcement
- G. List ways that the SRO will interact within the school districts.
 - a. Security
 - b. Advisors
 - c. Education
 - d. intervention

III. Legal Aspects of the SRO Concept

- A. Identify the contemporary trends and recent court decisions that impact the relationship between the school and the law enforcement agency.
 - a. William V.
 - b. NJ v TLO
 - c. Vernonia v Acton
- B. Discuss the statutory difference between delinquent and dependent children and the necessity of different techniques to handle both.
 - a. Juvenile law
 - b. California Penal Code
 - c. Education Code
 - d. California Health and Welfare Code
- C. Identify prohibited activity involved in taking juveniles into custody.
 - a. Interview
 - b. Restraints

- D. Identify law enforcement options in handling delinquent child and criminal offenders.
 - a. Diversion
 - b. Intervention
 - c. Case referral
 - d. Custodial arrest

- E. Discuss the jurisdictional issues of Juvenile Court and Laws.
 - a. Age of majority
 - b. Parental rights
 - c. School rights

- F. List and define terminology applicable to court proceedings.
 - a. Juvenile rights
 - b. Parental rights
 - c. Delinquent behavior

- G. Identify juvenile rights as to arrest and court appearance.
 - a. Fourth Amendment Rights
 - b. Fifth and Sixth Amendment rights
 - c. California juvenile law

- H. List parental rights, responsibilities and the statutory authority of the courts.
 - a. Guardianship
 - b. Interview and interrogation
 - c. Civil responsibilities

- I. Identify the statutes and codes that the SRO will use.
 - a. Ed Codes
 - b. Penal codes
 - c. Health and welfare codes

- J. Identify the authority of school boards and school administrators that relate to the S.R.O.
 - a. Loco Parentus
 - b. California Ed Codes

- K. Discuss FERPA and its impact on the assignment.
 - a. Access to information
 - b. Law enforcement records are exempt
 - c. Directory information is available

IV. Inter-Agency Officer Interaction

- A. List procedures used in communicating with another agencies in reference to specific problems.
 - a. Computer access
 - b. E-mail
 - i. Photos
 - ii. Information
 - iii. Intelligence

- B. Identify private or governmental agencies within his/her community area that assist with juvenile problems.
 - a. Treatment centers
 - b. Counseling centers
 - c. Churches
 - d. School counselors
 - e. Alternative school sites

- C. Identify the correct referral agency, given a specific set of circumstances.
 - a. Resource directory development
 - b. Community exposure

- D. Locate support groups that work and governmental agencies to ensure successful programs for students within his/her community.
 - a. United Way Directory
 - b. Local phone Book
 - c. Internet search
 - d. Interaction with other SRO's

V. Identification and Ways of Handling Exceptional Students

- A. Identify the various handicaps encompassed in the Exceptional Student Education classification:
 - a. EMR Educable Mentally Retarded
 - b. EH Emotionally Handicapped
 - c. SLD Specific Learning Disability
 - d. Physically Impaired
 - e. Gifted
 - f. Hearing Impaired
 - g. Visually Impaired

- B. Identify the role of the support staff and the benefits of coordinated interactions.
 - a. Role of the special education teachers
 - i. Teaching aids

- b. IDEA restrictions
- C. List coping strategies for dealing with ESE students.
 - a. Physical coping skills
 - i. Each student has individual skills
 - ii. Learn the students
 - b. Intervention procedures
 - c. Family involvement
 - d. Court ordered intervention
- D. Identify the types of programs that are appropriate for ESE classrooms.
 - a. Education programs
 - b. Counseling programs
 - c. Behavior intervention

VI. Adolescent Stress/Suicide

- A. The stages of adolescent development.
 - a. Early adolescence
 - i. 11 yoa
 - b. Middle adolescence
 - i. 14-16 yoa
 - c. Late adolescence
 - i. 16 or older
- B. Identify the adolescent suicide from a statistical perspective.
 - a. Third leading cause of death for 14-22 olds
 - b. Second highest location of attempts is at school
 - c. The cause may also be in school
- C. List signs or symptoms of students "at risk".
 - a. Depression
 - b. Isolation
 - c. Withdrawal
 - d. Change in hygiene
 - e. Cleaning house
 - f. In their writings and drawings
- D. Discuss basic interview techniques that can be used.
 - a. Remain calm
 - b. Develop lines of communication
 - c. Keep the potential for aggression in mind
 - d. Ask specific questions
 - e. Make the environment safe
 - f. Remember that you are a police officer
 - i. Blue suicide

- E. Identify his/her responsibility in crisis situations.
 - a. Intervention
 - b. Referral
 - c. Counseling
 - d. PST counseling

- F. Locate potential referral sources in their respective locales.
 - a. Hospitals
 - b. Treatment centers
 - c. Counseling services
 - d. Churches
 - e. In school programs

- G. Identify the importance of follow-up services with "at risk" students.
 - a. Copy cat
 - b. Suicide pacts
 - c. Adolescent mental development

- H. Distinguish between common facts and fallacies regarding adolescent suicide.
 - a. Kids don't kill themselves
 - b. Only white kids are at risk
 - c. They are only in middle school, we have time
 - d. You must take every threat seriously

VII. The Teaching Process for School Resource Officers

- A. The student will identify educational goals of teaching students.
 - a. Develop a stronger relationship
 - b. Present information
 - i. Crime prevention
 - ii. Drug prevention
 - iii. Violence intervention

- B. List and discuss the parts of a lesson plan
 - a. Introduction
 - b. Body
 - c. Review
 - d. Practice

- C. Develop a written lesson plan appropriate for the grade and age of students that they are assigned to teach.
 - a. Why am I in classroom?
 - b. What do I want the students to learn?
 - c. How much time do I have?

- D. List the resources available in the development of an appropriate lesson plan.
 - a. The internet
 - b. State and Federal law
 - c. Personal experience

- E. Discuss the changes in student attitudes and skills developed through participation in effective education programs.
 - a. Questions
 - b. Personal interaction
 - c. Coming from behind the badge

- F. Exhibit the skills necessary to teach classes.
 - a. Public speaking
 - b. Classroom management
 - c. Use of AV equipment
 - d. Preparation

- G. Identify instructional strategies to be utilized by resource persons in law related education.
 - a. Role play
 - b. Lecture
 - c. Group activities
 - d. Discussion

- H. List means of achieving the inclusion of law related education in the curricula.
 - a. Guest in social studies classes
 - b. Present in health classes
 - c. Visit English classes
 - d. Present in any curricula area invited

- I. Identify available resources necessary for implementing or expanding law related education programs.
 - a. Use established programs
 - b. Write continuing academic program

- J. Identify nationally developed law related education materials tested in delinquency prevention studies.
 - a. Street law
 - b. Youth Crime Watch
 - c. Crime stoppers

- K. Identify forces which impact on school programs and goals as they pertain to the School Resource Officer and list at least four specific forces which have determined their own school program.
 - a. Crime
 - b. Gangs

- c. Drugs
 - d. Weapons
 - e. Break downs of the core family
 - f. Limited family involvement
 - g. Funding
- L. Name and define three types of student learning behavior.
- a. Visual
 - b. Auditory
 - c. Kinesthetic
- M. Name the parts of a unit daily lesson plan, and write a unit plan and daily lesson plan.
- a. Select the topic
 - b. Develop information
 - c. Write the plan
 - d. Practice the presentation
- N. Demonstrate techniques which facilitate teaching.
- a. Communication skills
 - b. Confidence
 - c. Speech patterns
 - d. Writing skills
- O. Name four different types of audio and visual aids which may be used in the classroom.
- a. VCR
 - b. Overhead projector
 - c. LCD projector
 - d. DVD player
- P. Describe student environment, and instruction factors which contribute to order in the classroom.
- a. Preparation by the instructor
 - b. Interactive materials
 - c. Involvement in the learning process
 - d. Fair consistent discipline

VIII. Counseling and Interview Techniques for the SRO

- A. Define the terms interview and interrogation.
- a. Interview
 - i. Non custodial
 - ii. Non aggressive
 - iii. Can be non law enforcement
 - b. Interrogation
 - i. Custodial

- ii. Looking for a confession or evidence
- iii. Usually law enforcement

- B.** Identify the skills necessary for counseling.
 - a. Active listening
 - b. Managing bias
 - c. Observing non verbal communication
 - d. Using probes

- C.** Discuss specific techniques to be used in counseling.
 - a. Eye contact
 - b. Body positioning
 - c. Questioning
 - d. Listening
 - e. Referral

- D.** Identify the "pitfalls" of counseling.
 - a. Getting too close
 - b. Allowing the situation to become personal
 - c. Information may lead to additional issues

- E.** Demonstrate basic counseling skills.
 - a. Empathy
 - b. Reality
 - c. Listening
 - d. Probing
 - i. Can be verbal
 - ii. Can be non verbal

- F.** Demonstrate skills needed to conduct an interview.
 - a. Control
 - b. Preparation
 - c. Communication
 - i. Listening
 - ii. Talking

- G.** Identify resources and referral services available in their community.
 - a. Hospitals
 - b. Counseling centers
 - c. Churches
 - d. In school resources

- H.** Discuss benefits of counseling to the SRO program.
 - a. Relationships
 - b. Intervention
 - c. Reputation

IX. Professionalism

- A. Define the role of the school administrator on his campus.
 - a. Responsible for everything
 - b. The working relationship
 - i. With not for
 - c. Answers to the superintendent

- B. Identify common attitudes and stereotypes of youth.
 - a. Media images
 - b. Clothing
 - c. Music
 - d. Technology

- C. Discuss trends and life styles of youth and their impact on law enforcement.
 - a. Transient families
 - b. Homeless
 - c. Limited family involvement
 - d. Latch key children
 - e. Drugs
 - f. Violence
 - g. Gangs
 - h. Teen pregnancy

- D. Explain the possible responses to student demands.
 - a. Referral
 - b. Intervention
 - c. Enforcement
 - d. Relationship

- E. Identify attitudes and misconceptions held by parents.
 - a. Their kids are perfect
 - b. The school is totally safe
 - i. Or the SRO is there because the school is bad

- F. Discuss the relationships developed between School Resource Officers and parents.
 - a. PTSA
 - b. Booster Clubs
 - c. Coaching

- G. Identify trends and life styles that impact the student and parent relationships.
 - a. Working parents
 - b. Gangs
 - c. Blended families
 - d. Transient society

- H. Define common conduct and misconceptions held by faculty and administrators about the SRO.
 - a. They are school employees
 - b. SRO's cannot take action on campus
 - c. They are on campus for security

- I. Explain restrictions placed on the School Resource Officer by department regulations, contracts and state statutes.
 - a. Department policies
 - b. School district policies
 - c. Contractual requirements
 - d. Statutory requirements and restrictions

X. School Resource Officer Involvement in Student Activities

- A. State how involvement in student activities can help in meeting the goals of the School Resource Officer programs.
 - a. Relationships
 - b. Reduction of misconceptions
 - c. Education
 - d. Information
 - e. Community recognition

- B. Identify specific methods of involvement with student activities that relate to proactive policing methods.
 - a. Coaching
 - b. Club sponsorship
 - c. After school activities
 - d. Intervention programs
 - e. Probation

- C. Prioritize student activities that a School Resource Officers should become involved with.
 - a. Law enforcement
 - b. Crime prevention
 - c. Education
 - d. Counseling
 - e. intervention

- D. List three types of activities where he/she may become involved.
 - a. Athletics
 - b. Clubs
 - c. Co-curricular activities
 - i. Band
 - ii. Drama
 - iii. ROTC

XI. Discussion of Current School Resource Officer Programs

- A. Describe various types of School-Based Policing Programs.
 - a. DARE
 - b. GREAT
 - c. Cop on campus

- B. Be able to identify two theories regarding the following issues:
 - a. Armed/Unarmed School Officers
 - b. Uniformed/Non-uniformed Officers

XII. School Safety and Violence

- A. Identify causes of school violence.
 - a. Drugs
 - b. Gangs
 - c. Lack of academic success
 - d. Limited attachment to the school
 - e. Cognitive development
 - f. Overcrowding
 - g. Relationships

- B. Discuss ways that the administration can prevent violent activity at school.
 - a. Adult supervision
 - b. Cameras
 - c. Patrolling the campus
 - d. Education programs
 - e. Keeping the campus clean
 - f. Limiting access by non students
 - g. Criminal punishment for criminal behavior
 - h. Anti bullying programs

- C. Discuss how their involvement in violence prevention will make the school safer.
 - a. Education
 - b. Intervention
 - c. Crime awareness
 - d. Crime

- D. Identify ways that the teachers can protect themselves and their students.
 - a. Education
 - b. Crime prevention programs

- E. List opportunities that they will have to assist in the creation of a safer campus.
 - a. Fights
 - b. Gangs
 - c. CEPTED

