

<p align="center">BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</p> <p align="center">LESSON PLAN</p>		
<p>COURSE TITLE: Youth Interactions</p>		
<p>LESSON TITLE: Module 1 – Youth Interactions in Baltimore</p>		
<p>New or Revised Course: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised</p>		
<p>Prepared By: Lisa Thureau and David Walker, <i>Strategies for Youth</i> and BPD Education and Training Staff</p>		<p>Date: 3-16-22</p>
<p>Academic Director Approval: Gary Cordner</p>		<p>Date:</p>
PARAMETERS	Lesson hours: 1 hour	<input type="checkbox"/> Entry-level
	Class size: 30	<input checked="" type="checkbox"/> Continuing Education
	Space needs: E&T Classroom	<input type="checkbox"/> Other
<p>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)</p> <p>N/A</p>		
<p>LESSON HISTORY (previous versions, titles if applicable)</p> <p>N/A</p>		
<p>PERFORMANCE OBJECTIVES</p> <ol style="list-style-type: none"> Through facilitated discussion, students will identify and explain the overall purpose of this training to the satisfaction of the facilitator. Through facilitated discussion students will discuss how BPD’s procedural justice aligns with this training per policy guidelines. Given a group activity, students will analyze and describe how law enforcement, youth, and the community’s needs are aligned to the satisfaction of the facilitator. 		<p>ASSESSMENT TECHNIQUE</p> <ol style="list-style-type: none"> Facilitated Discussion Facilitated Discussion Group Activity

4. Through a facilitated discussion, students will identify and explain techniques that “work” and “do not work” with youth to the satisfaction of the facilitator.	4. Facilitated Discussion						
<p align="center">COURSE DESCRIPTION</p> <p>The <i>Youth Interactions</i> training is intended for all sworn personnel. In <i>Module 1: Youth Interactions in Baltimore</i>, students will identify the purpose of the training, new policies, techniques that work and those that do not work, and analyze the needs of the community, law enforcement, and youth.</p>							
<p align="center">MPCTC OBJECTIVES (if applicable)</p> <p align="center"><i>(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the “Facilitator Notes” column where they are addressed in the lesson.)</i></p> <p>N/A</p>							
<p align="center">INSTRUCTOR MATERIALS</p> <ul style="list-style-type: none"> • <i>Module 1 – Youth Interactions in Baltimore</i> Lesson Plan • <i>Module 1 – Youth Interactions in Baltimore</i> PowerPoint 							
<p align="center">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <ul style="list-style-type: none"> • Computer/laptop with projector • Whiteboard • Chart paper • Markers • ½ sheets of paper • Stickie notes • Ziploc bag 							
<p align="center">STUDENT HANDOUTS</p> <table border="0"> <tr> <td># Needed</td> <td>Title</td> </tr> <tr> <td>• ½ sheet of white paper</td> <td></td> </tr> <tr> <td>• Community-Based Programs Hand-out</td> <td></td> </tr> </table>		# Needed	Title	• ½ sheet of white paper		• Community-Based Programs Hand-out	
# Needed	Title						
• ½ sheet of white paper							
• Community-Based Programs Hand-out							
<p align="center">METHODS/TECHNIQUES</p> <p>Facilitated discussion and group activity</p>							
<p align="center">REFERENCES</p> <ol style="list-style-type: none"> 1. Case Study: No Boundaries Coalition. 2. Case Study: <i>Project Pneuma</i>. Under Armour. https://vimeo.com/280230688. 3. Strategies for Youth, Inc. 2022 							

4. Bartholomew, Jenni M.B., Mark I. Singer, Andres Gonzalez, and Michael Walker, "Police Assisted Referrals: Empowering Law Enforcement to Be First Social Responders," Law Enforcement Executive Forum 13, no. 4 (2013)
5. Friedenberg, Edgar Z. "The Generation Gap." Ann. Am. Acad. Polit. & Soc. Sci. 382.1 (1969): 32-42. Print.
6. Stoutland, Sara E. "The Multiple Dimensions of Trust in Resident/Police Relations in Boston." J. Res. Crime Delinq. 38.3 (2001): 226-56. Print.
7. Fagan, Jeffrey, and Tom Tyler. "Legal Socialization of Children and Adolescents." Soc. Just. Res. 18.3 (2005): 217-42. Print.
8. Fagan, Jeffrey. "Legitimacy and Criminal Justice." Ohio St. J. Crim.L. 6.1 (2008): 123. Print
9. Fowler, Deborah F. Texas' School to Prison Pipeline, Dropout to Incarceration: The Impact of School Discipline and Zero Tolerance. Rep. Texas Appleseed, 2007. Web. 31 Jan. 2013.
10. Juvenile Justice Training Needs Assessment: A Survey of Law Enforcement. The International Association of Chiefs of Police, July 2011. Web. 31 Jan. 2013. www.theiacp.org/LinkClick.aspx?fileticket=Vy2Y7Xk815U=
11. Must Law Enforcement Officers and Corrections Officers who Work with Juveniles Receive Special training? National Center of Juvenile Justice, March, 2012, Vol. 17, No. 3.
12. Steinberg, Laurence. *Age of Opportunity: Lessons from the New Science of Adolescence*. First Mariner Books, 2014.

GENERAL COMMENTS

This lesson plan is intended for use by experienced instructors. These instructors should have knowledge about best practices when it comes to youth interactions, as well as effective techniques to de-escalate and problem-solve.

Content in the entire *Youth Interactions* 2-day training includes: Adolescent Brain Development, Interacting with Vulnerable Youth, Trauma & De-Escalation, Diversion & Alternatives to Arrest, Youth Custody & Transport, Youth Stops, Searches, & Arrests, Youth Interrogations, and Asserting Authority.

Instructors should review all course content to build awareness of how concepts build on one another from one module to the next.

Lesson Plan Checklist (Part 1)


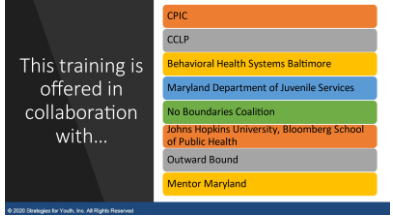
Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.			X
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.	X		
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.	X		
b. Videos underscore relevant training concepts.	X		
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.	X		
d. Videos portray individuals of diverse demographics in a positive light.	X		
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?			X
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD mission, vision, and values?	X		
16. Does the lesson reinforce the Critical Decision-Making Model?	X		
17. Does the lesson reinforce peer intervention (EPIC)?			X
18. Does the lesson incorporate community policing principles?	X		
19. Does the lesson incorporate problem solving practices?	X		
20. Does the lesson incorporate procedural justice principles?	X		
21. Does the lesson incorporate fair & impartial policing principles?	X		
22. Does the lesson reinforce de-escalation?	X		
23. Does the lesson reinforce using most effective, least intrusive options?	X		
24. Does the lesson have external partners involved in the development of training?	X		
25. Does the lesson have external partners in the delivery of training?		X	
Subject Matter Expert: Lisa Thureau & David Walker, <i>Strategies for Youth</i> Rena Kates	Date: 2-16-22		
Curriculum Specialist: Dawn Peake	Date: 2-21-22		
Reviewing Supervisor: Danalee Potter	Date:		
Reviewing Commander: Major Derek Loeffler	Date:		

COURSE TITLE: Youth Interactions

LESSON TITLE: Module 1 – Youth Interactions in Baltimore

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>Slide 1</p> <p>SAY: Welcome to Youth Interactions training. As you’ve seen on PowerDMS and the e-learnings, BPD is in the process of revising our policies around youth interactions. The new policies are intended to give you more specific guidance, and set clearer expectations, about how we conduct ourselves when we’re interacting with young people in our community.</p> <p>You will not be accountable for the implementation of the revised policies until they are officially published, which will occur after all members of the Department complete this training. However, you are encouraged to consider implementing these practices as soon as possible, as they are professional policing practices that many of you already embrace.</p> <p>SAY: My name is....and I have been working for the Baltimore Police Department for....years. During my time with the Department, I have.....</p>	<p>Time: 5 minutes</p> <p>Slide 1</p> 
<p>Slide 2</p> <p>SAY: Groups that collaborated with us in the creation of this training include...</p> <ul style="list-style-type: none"> • CPIC (<i>Collaborative Planning & Implementation Committee</i>) which includes stakeholders involved in all mental health – BHSB, PEP, MedStar Health, Johns Hopkins, BPD, BCRI (non-profit), and DJS for example. • CCLP (<i>Center for Children’s Law & Policy</i>) • Behavioral Health Systems Baltimore • Maryland Department of Juvenile Services • No Boundaries Coalition • Johns Hopkins University, Bloomberg School of Public Health • Outward Bound • Mentor Maryland • BPD Officers 	<p>Slide 2</p>  <p><i>The instructor should acknowledge the collaboration of CPIC and the involvement of local stakeholders in this process.</i></p>

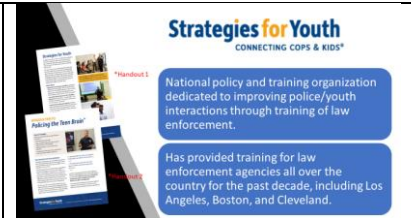
Slide 3:

Throughout this training, you'll see the logo "Strategies for Youth" or "SFY" on the materials we'll be presenting today.

BPD received a federal grant to work with SFY on this training.

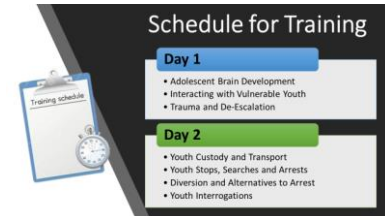
SFY is a national organization that specializes in training police to improve their interactions with youth. They've worked with agencies all over the country, including LAPD, Boston Police Department, and Cleveland Police Department.

You can learn more about SFY, and the "Policing the Teen Brain" curriculum, in handouts 1 and 2 in your binders.

**Slide 4**

SAY: Before we get started, here's the schedule for training for this 2-day training.

- On Day 1, we will be focusing on...
 - Adolescent Brain Development
 - Interacting with Vulnerable Youth
 - Trauma & De-Escalation
- On Day 2, we will be focusing on...
 - Youth Custody & Transport
 - Diversion & Alternatives to Arrest
 - Youth Stops, Searches, & Arrests
 - Youth Interrogations

Slide 4

II. INSTRUCTIONAL INPUT (CONTENT)

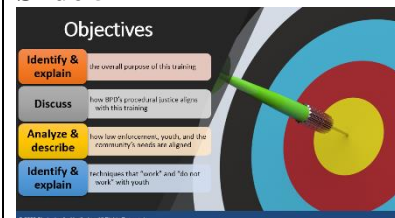
PERFORMANCE OBJECTIVES

Slide 5

SAY: Let's take a look at the objectives for this module. By the end of this module, you will be able to...

- Identify and explain the overall purpose of this training.
- Discuss how BPD's procedural justice aligns with this training.
- Analyze and describe law enforcement, youth, and the community's needs are aligned
- Identify and explain techniques that "work" and "do not work" with youth


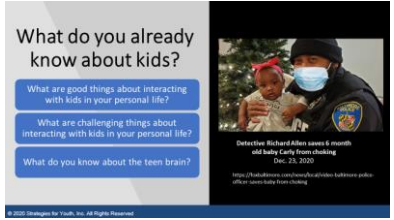
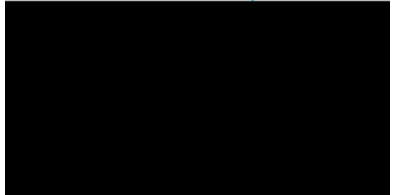
Time: 50 minutes


Slide 5**Slide 6**

SAY: This training is organized into 3 sections...


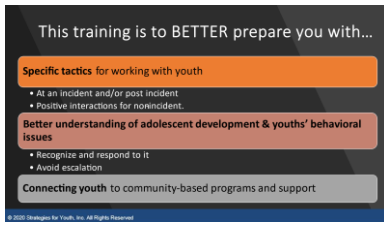
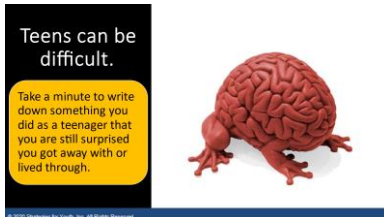
- Introductions & Setting the Stage

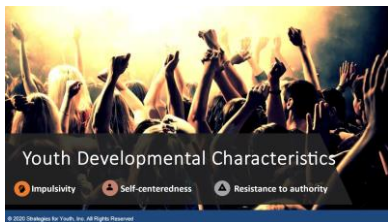
Slide 6

<ul style="list-style-type: none"> • The Brain • Policies 	
<p>Slide 7 SAY: Let's see what you already know about interacting with kids.</p> <p>ASK:</p> <p>Who in here has children? How old are they?</p> <p>Who in here has nieces, nephews, or other kids they interact with regularly?</p> <p>What are some good things about kids you see in your personal life?</p> <p>What are challenging things about interacting with kids that you see in your personal life?</p> <p>What do you know about the teen brain?</p>	<p>Slide 7</p>  <p>Desired responses: Depends on audience experience.</p>
<p>Slide 8 CASE STUDY: No Boundaries Coalition SAY: We've just heard from many of you who have positive relationships with youth in your personal lives.</p> <p>One goal of this training is also for you to hear from Baltimore City youth in their own words, so we can start to bridge the gaps in understanding and improve the relationship between youth and police.</p> <p>A community group, called the <i>No Boundaries Coalition</i>, created this video just for us to use in this training, and we're going to be showing segments of this video throughout the next 2 days. In this first clip, you'll be introduced to the teens, and you'll hear from Jayden, who will talk about his perspective on how he interacts with police.</p> <p>SAY: While viewing, listen carefully to how Jayden describes his interactions with police and then we'll share.</p>	<p>Slide 8 CASE STUDY –Baltimore City Youth voices</p>  <p>(Run time: 1 min :19 sec)</p> <p>Desired Response:</p> <ul style="list-style-type: none"> • Jayden said that “If they come up to me being respectful, I’d

<p>ASK: How does Jayden describe his interactions with police? What does this mean to you as an officer?</p> <p>EXPLAIN: As you may have seen with kids in your own life, how you act (your behavior), what you say and how you say it (language), and timing (pacing of speech) matters.</p> <p>We're going to be talking about behavior, language, and timing (BLT) throughout this training.</p>	<p>be respectful back”</p> <ul style="list-style-type: none"> • He said he realizes police have a job to do, and he'd greet them like any other person. • Everything you project as an officer is what that youth is most likely going to mirror back.
<p>Slide 9</p> <p>SAY: Let's start with the reason for this training program. If we don't get it right with youth and teenagers, we're not going to be able to get it right with adults. As part of the Consent Decree, BPD is committed to engaging with Baltimore City youth, so that we can build trust and build partnerships with the community.</p> <p>We, BPD, will be taking steps to...</p> <ul style="list-style-type: none"> • Build and promote public trust and confidence in BPD using community policing philosophy • Ensure constitutional policing of youth that does not reflect bias • Create a strong focus on engagement with the city's youth, including and expanding: <ul style="list-style-type: none"> - Community partnerships → One specific partnership that we will be discussing is <i>Project Pneuma</i>, right here in Baltimore. - Bridging the Divide - Mentorship • Regular meetings with youth are recommended <ul style="list-style-type: none"> - To understand impacts of BPD treatment <p>EXPLAIN: We've all attended various trainings and know the importance of building bridges with the community. As you've learned, communities are comprised of various groups and one of these groups are youth, which will be the focus of this 2-day training. The consent decree also encourages officers to consider the value of an arrest and to consider alternatives, such as:</p> <ul style="list-style-type: none"> • Alternatives to court referrals • Warnings • Increase use of diversion 	<p>Slide 9</p>  <p><i>Click to reveal content on slide.</i></p>

<ul style="list-style-type: none"> Increased referrals to community services and mental health resources. 	
<p>Slide 10</p> <p>SAY: Through this training, we’re going to talk about why kids are different than adults, and how they perceive the world differently. By the end of this training, you’ll understand why we need to treat kids differently than adults, and how the new policies were written with these differences in mind.</p> <p>SAY: Throughout this training, we will be using the term “Youth”, “kid”, or “teen” instead of “juvenile”.</p> <p>When most people hear the word “juvenile”, they think of kids who have committed crimes. For example, the “juvenile justice system” or “Baltimore City Juvenile Justice Center”.</p> <p>But when we talk about our own children, our friends’ children, or kids in our community, we usually call them “kids”, “teens”, or “youth”.</p> <p>So, we’re going to avoid referring to them as “juveniles” unless we’re talking about the criminal booking process (which we will be doing tomorrow).</p>	<p>Slide 10</p> <p>The slide features a dark background with the text "To do this, it requires..." in white. To the right, there are three colored boxes with white text: a blue box for "Revised policies relating to youth and children.", a green box for "Providing training to ensure officers use developmentally appropriate responses to interactions with children and youth.", and a light green box for "Developing a deeper understanding of how youth perceive, process, and respond to you, to their peers, and to the world in which they live." A small copyright notice "© 2020 Strategies for Youth, Inc. All Rights Reserved" is at the bottom.</p>
<p>Slide 11</p> <p>SAY: Today, we’re going to share some concrete strategies for how you can improve your own interactions with Youth. As you just heard from Jayden, many of them are open to having positive interactions with you.</p> <p>But the truth is, interacting with Youth can be tricky, and most officers, including you, have never been trained in how to do this!</p> <p>In 2013, a study was done by Strategies for Youth (<i>SFY</i>) found...</p> <ul style="list-style-type: none"> The national average duration in an academy is 6 hours on how to interact with youth. Almost none was spent on recognizing and responding to the unique challenges of working with youth. 90-95% of curricula is legal and not always updated Most states provide no training on youths’ developmental and mental health issues. 	<p>Slide 11</p> <p>The slide has a dark background with the title "National Academy Recruit Training" in white. Below the title, there is a box titled "Study of Academy training on how to interact with youth found" containing a bulleted list of findings. To the right of the text is an image of a presentation board titled "What Now?" showing various charts and graphs. A small copyright notice "© 2020 Strategies for Youth, Inc. All Rights Reserved" is at the bottom.</p>

<p>ASK: How many hours did you spend talking about youth in your academy experience?</p> <p>ASK: What were the topics covered you remember?</p>	<p>Desired Responses:</p> <ul style="list-style-type: none"> • <i>Responses will vary for hours spent</i> <p>Possible Responses:</p> <ul style="list-style-type: none"> • Charging • Didn't see Juvenile Justice building until I hit the streets • Procedural arrests and how to arrest
<p>Slide 12</p> <p>SAY: Now, let's think about MPCTC Academies. Of the total 1,040 academy hours, 4 hours are spent on juvenile justice.</p> <p>IMPORTANT NOTE: When you consider how frequently you encounter young people in Baltimore, it's obvious that you need training and policy guidance for handling these interactions.</p>	<p>Slide 12</p>  <p><i>Point out that for officers commissioned in Maryland, the academy curriculum only has 4 hours of content that is spent on juvenile justice.</i></p>
<p>Slide 13</p> <p>SAY: This training will give you tools so that you can improve your interactions when you are responding to calls, or just being out in the community. You'll learn about adolescent brain development, and how to avoid escalating encounters with youth. And, we'll talk about how to connect youth with community resources.</p>	<p>Slide 13</p> 
<p>Slide 14</p> <p>GROUP ACTIVITY</p> <p>SAY: We all know, teens can be difficult. Maybe you've seen this with teens in your family, or with teens on your post.</p> <p>We are going to spend time talking about adolescent brain development, so you can start to understand why teens act the way that they do, and how to respond effectively.</p> <p>SAY: Take a minute to write down something you did as a teenager that you are still surprised you got away with or lived through.</p>	<p>Slide 14</p>  <p><i>Click to reveal directions on slide.</i></p> <p><i>Hand out 1/2 sheets of paper. Have members of the class</i></p>

<p>SAY: Now, take that sheet of paper and wad it up into a ball.</p> <p>Toss it right here. (<i>Point to centralized location.</i>)</p> <p>Okay, I'm going to have a <u>few of you come up</u> and pick up one of the pieces of paper and share aloud. We're not looking for you to own up to it!</p> <p>The key point here is teens are difficult by nature and this training will give you the information you need to have safe and effective interactions with youth.</p>	<p><i>write down something they did as a teenager that they are still surprised they either got away with or lived through.</i></p> <p><i>The instructor should have each person wad up the paper and toss it to the front of the room. The instructor should point to the location at the front of the room.</i></p> <p><i>Have a few volunteers pick up a paper and read it to the class. (You do not need to pick up the paper yourself!)</i></p>
<p>Slide 15</p> <p>SAY: Kids often don't understand the problems with the way they approach police.</p> <p>As teens develop, they become:</p> <ul style="list-style-type: none"> • Impulsive • Self-centered and • Resistant to authority <p>ASK: How might those characteristics help a person transition from childhood to adulthood?</p> <p>Take a look at the visual here. Consider a group of kids at a concert or pep-rally. Being loud, being in a large, excited crowd, raising their arms – these are all part of the event.</p> <p>What makes kids fascinating to be around is their creativity, their willingness to try new things, and their focus on themselves. But these qualities can also become a problem when teens are interacting with law enforcement.</p>	<p>Slide 15</p>  <p>Desired responses:</p> <ul style="list-style-type: none"> • This is a time when young people are: • Separating from parents and family • Forming identity outside of family unit • Learning to function independently • All of those involve a certain degree of testing limits and breaking from authority figures

Slide 16

SAY: Take a look at this photograph of a youth with NYPD officer. These same characteristics that we discussed in the previous slide can come across as being...

- Disrespectful
- Confrontational

... especially in the face of authority.

SAY: These behaviors make it more likely that your encounters with youth may appear to involve conflict.

What we're going to talk about in this training is why this behavior is part of typical adolescent brain development, and what you can do to make sure your interactions with youth don't escalate and become unsafe.

Slide 16



Slide 17

SMALL GROUP ACTIVITY

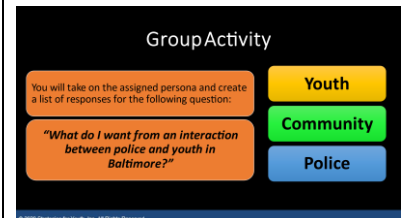
SAY: We're now going to break into groups. Groups will be assigned to "Youth", "Community", and "Police". Each group will take on the assigned persona and create a list of responses for the following question:

What do I want from an interaction between police and youth in Baltimore?

ASK: Based on your assigned persona, what does the "Community" want from an interaction with police and youth in Baltimore? What do "youth" want from an interaction with police and youth in Baltimore? What do "police" want from an interaction with youth?

SAY: Take about 3 minutes to create a list with your group on the chart paper provided. Be prepared to share.


Slide 17



The instructor should divide the class into 3 teams – "Community", "Youth", and "Police". Give each group chart paper and a marker to record responses.

Groups should be dependent on class size. For example, if the class size is 20, students could be broken up into 3 groups. However, if the class size is 40, students could be broken up into 6 groups.

The instructor should provide approximately 3 minutes for students to chart ideas. If students finish before the 3 minutes is up, continue with lesson.

<p>SAY: Okay, time is up. As we move through the next few slides, each group will come up when their assigned topic comes up. I will let you know when to come up and share.</p>	<p><i>While students are working in groups, the instructors should circulate around to each group to provide clarity for any misconceptions and to ask any follow-up questions needed to facilitate the group's discussion.</i></p> <p><i>If there are 2 groups assigned to Community, 2 to Youth, and 2 to Police, the instructor should have each group share as the topics come up in the lesson.</i></p>
<p>Slide 18 SAY: Let's start with our first group, the community.</p> <p>ASK: What do people in Baltimore want from police with respect to youth interactions?</p> <p>SAY: Thank you for sharing. The community wants the following:</p> <ul style="list-style-type: none"> • Keep the peace • Protect them • Keep me safe • Don't bother me • Resolve problems 	<p>Slide 18</p>  <p><i>The instructor should invite the "Community" group to share what they recorded with the class.</i></p> <p>Possible responses:</p> <ul style="list-style-type: none"> • Keep the peace • Protection • Keep me safe • Don't bother me • Resolve problems <p><i>When sharing is finished, click to reveal the content on the slide.</i></p> <p><i>The instructor should point out any similarities and highlight what was not mentioned by the group(s).</i></p>

Slide 21

SAY: Last up, we have the Youth group. Come up and share what you wrote about what Youth want from interactions with police.

ASK: What do Youth want from interactions with police?

SAY: Thank you for sharing. Youth want the following:

- To feel safe
- To be heard
- To understand and to be understood
- To be given the benefit of the doubt
- To be protected
- To have problems resolved

EXPLAIN: So, if you think about it, all 3 of these groups, including police, had 1 major “want” in common...wanting officers to help resolve problems.

Slide 21



The instructor should invite the “Police” group to share what they recorded with the class.

Possible responses:

- To feel safe
- To be heard
- To understand and to be understood
- To be given the benefit of the doubt
- To be protected
- To have problems resolved

When sharing is finished, click to reveal the content on the slide.

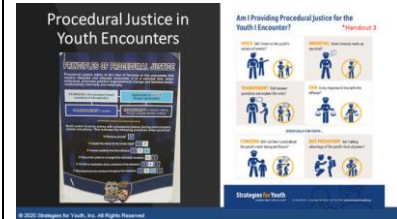
The instructor should point out any similarities and highlight what was not mentioned by the group(s).

Slide 22

SAY: Think of BPD's Principles of Procedural Justice.

- Fairness
- Voice
- Transparency
- Impartiality

SAY: What you just said youth want aligns exactly with BPD's commitment to procedural justice. Youth are especially concerned about "fairness" in all interactions, and this goes along with procedural justice.

Slide 22

Can refer participants to Handout 3 of their binders to see how to apply procedural justice principles to Youth encounters.

Slide 23

SAY: This course is based on principles of procedural justice, and the following 4 basic premises...

SAY: Premise #1

Developmental Competence is the idea that people are capable of different things depending on their age.

You will hear more about Developmental Competence in the next module. For now, recognize that expecting a youth to respond to the same approach that you use for adults makes as much sense as expecting a baby to enjoy a novel.

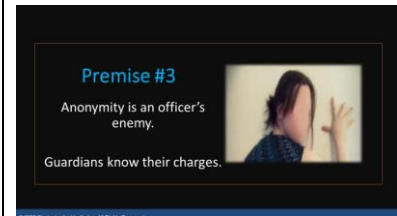
Slide 23**Slide 24**

SAY: The 2nd premise is that kids simply see and react to the world differently than adults. They perceive, process, and react differently.

Slide 24**Slide 25**

SAY: Premise #3. Anonymity is an officer's enemy. Guardians know their charges.

Kids are more likely to listen to and respect you if they already know you.

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SAY: Finally, Premise #4. Be a resource to youth.

Many people call you to respond to issues involving their children because they are desperate and out of options. When you can, try to connect kids to resources in the community.

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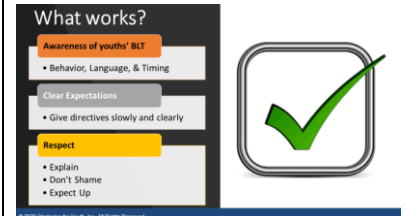
Slide 27

SAY: As promised, we're going to give you some concrete tools to improve your interactions with youth.

- **Awareness of youth's BLT**
 - Think about Behavior, Language, and timing (BLT).
 - If a Youth's behavior, language, and timing is disrespectful, don't respond by reflecting the same.
 - Make sure your own BLT reflects what you want to see in the Youth's BLT.
 - Think back to Jayden when he notes an officer's behavior, language, and timing.
 - Jayden says, "If they come up to me being respectful, I'd be respectful back"
- Clear expectations
 - Slowly and clearly state what you'd like the Youth to do
- Respect
 - Explain why you're doing what you're doing
 - Don't belittle or humiliate
 - Expect up- Give the youth the benefit of the doubt and time to comply

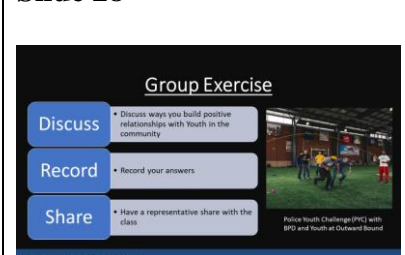
By the end of the training, you will have a solid understanding of how all of this works.

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SAY: As we just stated, anonymity is the enemy, and it's helpful to build positive relationships with youth. Take a couple minutes to talk in your groups about way you already engage with Youth in the community. We'll come back and share our responses.

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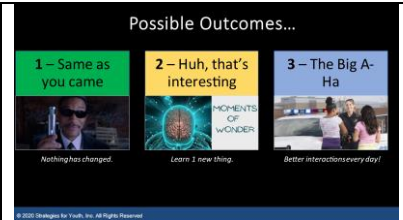


Ensure table groups have pens and paper available.

Utilize the MBWA strategy to check in on groups and encourage responses.

	<p><i>Call on table groups to each share 2 or 3 of their building-rapport strategies.</i></p> <p>Expected Responses:</p> <ul style="list-style-type: none"> • Joining them in playing basketball or catch when they're outside • Asking them about their day, being positive • Offering assistance when it is apparent that they need it • Connect them with resources through an NCO
<p>Slide 29 CASE STUDY: Project Pneuma SAY: One way that many BPD officers are working to build positive relationships with youth in the community is through Project Pneuma. Here's some more information on this important program.</p> <p>While viewing, think about the impact of positive relationships.</p> <p>EXPLAIN: You may have recognized the BPD members showcased. If you are interested in volunteering with Project Pneuma or would like additional information, see us during the break and we can connect you with the individuals you can contact.</p> <p>SAY: Project Pneuma meets HERE, at E&T, on Tuesdays and Thursday from 1600 – 1900 hours. If you'd like to get involved, please contact Officer Ed Gillespie at Edward.Gillespie@baltimorepolice.org.</p>	<p>Slide 29 CASE STUDY: Project Pneuma Partnership with BPD & Community</p>  <p><i>Play case study.</i> Link: https://vimeo.com/280230688 <i>(Run time: 4 mins, 6 secs.)</i></p> <p><i>Click after case study plays to reveal content on slide.</i></p> <p>CASE STUDY: Project Pneuma Partnership with BPD & Community</p>  <p>Project Pneuma meets HERE, at E&T, on Tuesdays & Thursdays from 1600-1900.</p> <p>If you'd like to get involved, please contact Officer Ed Gillespie at Edward.Gillespie@baltimorepolice.org.</p>
<p>Slide 30 SAY: Here are the possible outcomes of this training. As a result of this training, you may be the same as you came in. You might find something interesting and learning something</p>	<p>Slide 30</p>

new. You may also experience the big A-Ha and have better interactions every day.



Note:

The Men in Black slide is meant to reference the “memory eraser”. If they want, participants can leave in the same condition they came in!

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SAY: Research shows that we remember more details from our teenage years than from any point in our lives, because of the rapid brain development that happens during this time (which we will discuss later). Most people are able to recall their favorite songs, books, food, and experiences from adolescence much more easily than from other times in their lives.

We’re about to take a break but before you leave, write down your favorite song from your teenage years on one of the stickie notes in front of you. We’ll be coming around with a bag to collect the notes. During the breaks, we will have a Nostalgia Playlist, where we will be playing the songs that will take you back to those times.

We will now take a break.

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Research Reference:

Laurence Steinberg, *Age of Opportunity: Lessons from the New Science of Adolescence*, p. 20-21.

Instructors should walk around and put the stickie notes in the Ziploc bag. Instructors can choose songs from the bag, and play them during the breaks.

The instructor should provide students with a 10-minute break, noting the time in which to return.