CRISIS INTERVENTION & DE-ESCALATION TRAINING

Online Course

Expanded Course Outline (8 hours)

COURSE OBJECTIVES: The purpose of this training is to provide law enforcement with the knowledge, skills and abilities to perform their job safely when dealing with those who have mental health issues, substance abuse issues, or an intellectual and/or developmental disability. This course will provide information on the causes and natures of disabilities, mental illness, and substance ab/use problems; de-escalation and crisis intervention skills when working with these populations and the public at large; available community resources and supports; effective listening and communication skills, use of appropriate language, reducing the need to use deadly force; upholding the sanctity of life; building community trust; stress management and officer suicide risks; and protecting officers from physical, emotional and legal harm. Peace officers must understand how the principles of de-escalation can provide effective tools during contacts with the Public and result in improved decision-making, reduction in situational intensity, and outcomes with greater voluntary compliance. This Course complies with the legislative content and mandates of AB 392, SB 230, PC835a.

Through interactive learning activities and open discussion, the student will:

1. Demonstrate knowledge of the role stigma has in society and across cultures in regard to mental illness, intellectual disabilities, and substance use disorders
2. Demonstrate knowledge of the cause and nature of mental illness, intellectual disabilities, and substance use disorders
3. Demonstrate the ability to identify indicators of mental illness, intellectual disabilities, and substance use disorders
4. Increase the agency officers’ awareness of appropriate community resources
5. Demonstrate knowledge of appropriate language usage when interacting with potentially emotionally distressed persons
6. Demonstrate the ability to utilize de-escalation and conflict resolution to resolve a variety of situations involving individuals in crisis
7. Demonstrate knowledge of the basic components of communication skills and techniques
8. Demonstrate knowledge of the importance of listening and persuasion skills as they relate to effective tactical communication
9. Demonstrate knowledge of the skills needed to effectively deal with difficult people
10. Understand when de-escalation techniques can be used to increase voluntary compliance, defuse tense situations, increase officer and public safety, and increase police legitimacy.
11. Describe how biases, past interactions, and personal viewpoints can either increase or decrease situational intensity and decision-making.
12. Understand the 5 core concepts of de-escalation – Self-control, effective communication, scene assessment, force options, and time.
13. Understand that select effective communication strategies can more positively engage citizens to improve community perception and understanding of the role of peace officers.
14. Incorporate critical decision-making strategies when collecting information, assessing risks, considering options, planning, taking action, reassessing the situation, and maintaining respect and dignity for human life.
15. Describe how time moderates the decision-making process and impacts the effectiveness of de-escalation techniques.
16. Evaluate how the impact of high stress situations impact them personally and how they can mitigate those effects to maintain officer safety.

*The webinar format for this course will be held through in a live, interactive Zoom format. During the live session, Get Safe staff will be online with the instructor during the course to assist in verifying student identities and ensure student participation in course activities, which include facilitated discussions, breakout groups and the use of the chat box for questions. Instructors will be asking questions and soliciting responses from the group as a whole and to a random selection of students to encourage participation. Students attending the course will be required to pre-register through Get Safe’s registration system. Get Safe staff will verify student registration in the course, prior to sending out course confirmation letters with a unique private access code for the live session. Students must be attached to an agency, using a departmental email, and will be required to have a computer with a camera and microphone for their participation in the course. Prior to the start of the course, students will be held in a waiting room until student identities can be verified against the approve student roster. All student learning during the course will be verified through facilitated discussion with each other as well as with the instructor. For small group work done in breakout rooms, the instructor will have the ability to move freely between the breakout rooms to observe group work and groups will report back in the main room on work products or discussions created in breakout rooms.*

**EXPANDED COURSE OUTLINE**

1. Introduction
   1. Housekeeping for Host Agency
      1. Zoom process, FAQ, and reminders
      2. Break schedule, food, restrooms, etc. announcements
      3. Expectations & goals
   2. Course pre-test **[students show completed screen to instructors]** IV (a)
2. Stigma (A/B/I) IV-Tactical (d)
   1. Provide context for stigma and the role it plays in mental illness, intellectual disabilities, and substance use disorders; **[raise of hands for who knows someone with I/DD, MI, or SA]**
      1. The meaning of stigma – a mark of disgrace or shame associated with a particular circumstance, quality, or person
      2. The consequences of stigmatization – social isolation, fear, violence, mistrust, prejudice and discrimination, barriers to communication.
   2. Compare and contrast the way different cultures treat mental illness, intellectual disabilities, and substance use disorders in the areas of:
      1. Stigmatization
      2. The social impact on families and individuals
      3. Barriers to seeking help and participating in treatment

*Learning Activity #1 – Close Your Eyes and Imagine. Understand the stigma around being a person with a disability.* ***[Chat box]***

1. Recognizing a Person with a Disability
   1. Communicating with Persons with Disabilities
      1. Appropriate language v. inappropriate
      2. Person-First language
      3. Language comprehension/processing barriers

*Learning Activity #2 – Phrase and Rephrase. Understand deficits in processing language by rephrasing sentences with special requirements.* ***[Breakout rooms]***

* 1. Movement
     1. Fine and gross motor skills
     2. Stimming

*Learning Activity #3 – Socks and Shirts. Through temporary fine motor skill impairment, understand how it may feel to be a person with autism being rushed to perform a task.* ***[3 students contacted before class to have button-ups and socks at hand, done in front of whole class]***

* 1. Socialization
     1. Conversation/social skills
     2. Eye contact
     3. Speech patterns
     4. Facial expressions

*Learning Activity #4 – Play “Ball”! Understand the positive implications of including persons with disabilities into activities. Tac Com.* ***[Whole group activity, in Gallery View so all students are visible]***

* 1. Self-Advocacy
     1. Meaning and how to interpret
     2. Differences in ways to self-advocate
     3. False Confessions

1. Mental Illness/Substance Use Disorders – Cause/Nature/Indicators (C/D/G) IV – Tactical (a)
   1. Mental Illness
      1. Describe the cause and nature
      2. Identify indicators
      3. Discuss and develop appropriate language and rapport-building strategies

*Learning Activity #5 – Stress Me Out. Understand how external noises, commands, etc. can affect different populations.* ***[Instructor demonstration, whole class]***

1. Tactical Communication; Officer Safety, De-Escalation, and Conflict Resolution (E/F) IV Tactical (a/b/d/e/f/g/h)
   1. Tactical Response – Officer Safety/Public Safety/Safety of Person in Crisis
      1. Assess individual’s mental, physical, and emotional state
      2. Stabilize and secure the scene
      3. Minimize factors that create exigency or unnecessary excitation
      4. Gather intelligence and information (sources)
      5. Establish a plan (teamwork)
      6. Be prepared for potential violence
2. Resources
   1. Community Resources
      1. Hospitals
      2. Clinics and treatment facilities
      3. Service organizations
      4. Support programs
      5. Living facilities

**[Share screen and explain resource referral sheet]**

* 1. Community partnership and problem solving
     1. Build networks and collaborations
     2. Identify resources and service capability
     3. Involve agencies/organizations in problem solving efforts
     4. Develop contacts with local advocates
  2. Other Resources
     1. Advocacy organizations
     2. Hotlines
     3. Informational Websites
     4. Government agencies

1. Review and Post-test Evaluation **[students show completed screen to instructors]**

**Lunch hour**

1. Overview of De-Escalation
   1. Administer pre-test **[students show completed screen to instructors]**
   2. Importance of De-escalation
2. De-escalation Definition
   1. De-escalation is the process of using strategies and techniques intended to decrease intensity of a situation IV (b)
3. Areas of peace officer performance where de-escalation concepts may assist **[open-ended question to class about which situations are appropriate/not appropriate, recorded in chat box]**
   1. Gaining voluntary compliance
   2. Defusing
   3. Officer and public safety IV (c)
   4. Mitigating unintended consequences
   5. Police legitimacy
4. What lead to de-escalation movement?
   1. Major High-Profile Use of Force Incidents
   2. PC 835a
   3. AB392
   4. SB 230

*Learning Activity #6 – Switching Sides. Objective: Demonstrate differences in perspective and viewpoints, as they relate to approach and communication.* ***[Students are asked to move rooms (if possible) or switch video viewing options on Zoom platform]***

1. Officer Safety
   1. Stress management importance
   2. Suicide statistics
   3. Stress indicators
   4. Stress management techniques **[Random selection of students to offer how they manage stress]**
      1. Turn to others
      2. Reframe negatives
      3. Reevaluate priorities
      4. Compartmentalize stressors
      5. Manage emotions
      6. 4-count breathing

*Learning Activity #7 – External Escalators. Through sound stress inoculation, understand how environment impacts escalation and how to mitigate effects.* ***[Instructor demonstration, whole class]***

* + 1. Listen to your body
    2. Sleep
    3. Open discussion of techniques already used
  1. Situational awareness
  2. Tactical repositioning

*Learning Activity #9 – Circle of Trust. Understand implicit bias by highlighting the similarities between students and their most trusted circle of people.* ***[Student piece of paper]***

1. Core Concepts of De-escalation
   1. Self-Control IV (d)
      1. Mental control
      2. Emotional control
      3. Physical control
   2. Effective Communication IV (d)
      1. Posture
      2. Position
      3. Tone
      4. Initiation Tactics
      5. Practical De-Escalation Techniques IV (a) & IV (g)
         1. Deferring anger IV (a)
         2. Shift focus
         3. Divert attention
         4. Element of surprise
         5. Frontloading
      6. Language
      7. Verbal Judo
         1. 8-Step Tactical Approach
         2. 5-Step Hardstyle Approach

*Learning Activity #10 – Saying and Hearing. Through role plays, understand* IV (f)

*discrepancies between what is said and what is heard.* ***[Student holds paper up in video]***

* + 1. LEAPS IV (h)

*Learning Activity #11 – Parenting Challenge. Role play de-escalating a tantruming child or upset teen using taught techniques.* ***[Breakout rooms]***

* 1. Scene Assessment and Management
     1. Risk assessment, situational awareness, context of the call, environmental factors
  2. Person Assessment
     1. Body language, behavior, speech, breathing

*Learning Activity #12 – Homeless Encounter. Role play de-escalating an agitated homeless citizen using taught techniques.* ***[Breakout rooms]***

* 1. Force Options
     1. Verbal, hands, tools, firearms
     2. Command presence vs. intimidation IV (e)
  2. Time
     1. Calm and steady

1. Exploration of a Critical Decision-Making Model Which Includes:
   1. Information collection
   2. Threat and risk assessment
   3. Law and policy
   4. Consideration of options
   5. Planning
   6. Actions and reassessments
   7. Respect for human life and dignity
   8. S.A.F.E.R.R.
2. Time
   1. Effects on the decision-making process IV (h)
   2. Calm and steady
   3. Increase odds of success
   4. Considerations
3. Post De-Escalation
   1. Public perception
   2. Courtroom demeanor
4. Documentation
   1. Importance of report writing
   2. Including de-escalation tactics used
   3. Details, thoroughness, and accuracy

*Learning Activity#13 – Report Re-Do. Practice strengthening sloppy report segments to reflect the de-escalation tactics used to protect officers in court.* ***[Breakout rooms]***

1. Takeaways and Review
2. Course post-test **[students show completed screen to instructors]** IV (a)

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