

Davis Police Department

Training Outline

Disabilities Awareness for Patrol
4 hours

- I. Introduction/Orientation
 - A. Registration and Orientation
 - B. Course Objectives
 - C. Overview
 - D. Safety
 - E. Testing

- II. Stigma (A/B/I) IV-Tactical (d)
 - A. Provide context for stigma and the role it plays in mental illness, intellectual disabilities, and substance use disorders;
 - 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.
 - B. 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
 - C. Learning Activity #1 – Stigma (Close your Eyes and Imagine)

- III. Mental Illness/Intellectual Disabilities/Substance Use Disorders – Cause/Nature/Indicators (C/D/G) IV – Tactical (a)
 - A. Mental Illness
 - 1. Describe the cause and nature
 - 2. Identify indicators
 - 3. Discuss and develop appropriate language and rapport-building strategies
 - B. Intellectual Disabilities
 - 1. Describe the cause and nature
 - 2. Identify indicators
 - 3. Discuss and develop appropriate language and building strategies
 - C. Learning Activity #2 – Mental Illness/Intellectual Disabilities/Substance Use Disorders/Cause/Nature/Indicators (Socks & Shirts, Phrase & Rephrase, Stress Me Out)

- IV. Tactical Communication; Officer Safety, De-Escalation, and Conflict Resolution (E/F) IV Tactical (a/b/d/e/f/g/h)
 - A. 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
- B. De-escalation and Conflict Resolution
1. Building rapport and communication
 - a. Approach and introduction
 - b. Physical elements
 - c. Language
 - d. Active listening
 - e. Managing dialogue
 - f. Empathy/Respect
 2. Questioning Techniques
 - a. Learning and fact finding (open/probing questions)
 - b. Managing/coaching (leading/rhetorical questions)
 - c. Relationship building (ask for opinion/feedback)
 - d. De-fusing (questions to determine something you can give them a choice or control over)
 - e. Complex vs. simple questions
 3. Persuasive skills to elicit cooperation
 - a. Persuasion is not manipulation
 - b. Person must be responsive to persuasion
 - c. Reciprocity is compelling
 - d. Be persistent
 - e. Compliment/Encourage (truthfully)
 - f. Clarify your expectations
 - g. Describe a positive future
 - h. Tell the truth
 - i. Build a rapport
 - j. Stay calm and confident
 4. De-escalation and re-escalation; utilizing time and patience
- C. Learning Activity #3 – Tactical Communication / Officer Safety, De-escalation, and Conflict Resolution (Time To Play Ball, Team Refresher Recall)

V. Resources

- A. Community Resources
1. Hospitals
 2. Clinics and treatment facilities
 3. Service organizations
 4. Support programs
 5. Living facilities
- B. 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

C. Other Resources

1. Advocacy organizations
2. Hotlines
3. Informational Websites
4. Government agencies

D. Optional – Video

VI. Review and Evaluation