

Elk Grove Police Department
Crisis Intervention Team Training
Expanded Course Outline

I. Administration and Paperwork

A. Paperwork

1. POST Roster
2. Department or Regional attendance roster
3. Class networking roster
4. Name tents

B. Housekeeping

1. Restrooms
2. Facility security, if applicable
3. Designated smoking areas
4. Breaks including breakroom and/or vending machines
5. Parking
6. Local eating establishments and area information

II. Introductions

A. Instructors

B. Students

C. Class Goals

1. Define role as it is viewed by the public, officers, and managers
 - a. Leader
 - b. Guardian
 - c. Warrior
 - d. Helper
 - e. Peer
 - f. Social Worker
2. Define the red flags of interaction
 - a. Officer safety
 - b. Subject safety
3. Provide resources
 - a. Diversion programs
 - b. Industry best practices

II. (C) for
Officer
Safety

II. (D) for
Class
exercises/stu
dent
evaluation
testing

Also V. (C)
and VI for
same

- c. Stress management techniques
- D. Learning activity and student assessment #1 – Stop the Stigma
 - 1. Students will watch a video case study
 - 2. Students will assess the effectiveness of a law enforcement officer encountering a mentally ill individual
 - 3. Students will explore alternative interaction techniques to de-escalate a situation rather than to escalate it further

III. Mental Health Information

- A. Organic mental disorders
 - 1. Alzheimer's disease symptoms
 - a. Low energy
 - b. Less social activity interest
 - c. Loss of recent memories
 - d. Language problems
 - e. Coordination problems
 - f. Mood swings
 - 2. Dementia symptoms
 - a. Memory loss
 - b. Trouble finding the right words
 - c. Problems planning and carrying out tasks
 - d. Trouble exercising judgement
 - 3. Autism and symptoms
 - a. Problems developing nonverbal communication skills
 - b. Failure to establish friendships
 - c. Lack of interest in sharing enjoyment
 - d. Lack of empathy
 - 4. Traumatic Brain Injury symptoms
 - a. Fatigue or drowsiness
 - b. Blurred vision
 - c. Ringing in the ears
 - d. Memory or concentration problems

e. Mood changes

B. Psychiatric mental disorders

1. Schizophrenia symptoms

- a. Hallucinations
- b. Delusions
- c. Confused thoughts and speech
- d. Trouble concentrating
- e. Different movements
 - 1) Jumpy
 - 2) Twitchy

2. Bipolar Disorder symptoms

- a. Manic-depression
- b. Mania or hypomania
- c. Depression

3. Depression symptoms

- a. Difficulty concentrating
- b. Fatigue
- c. Feelings of guilt or worthlessness
- d. Insomnia
- e. Feelings of hopelessness

4. Post-Traumatic Stress Disorder symptoms

- a. Reliving the event
- b. Avoiding situations that remind victim of event
- c. Feeling bad about themselves or others
- d. Increased emotional arousal

C. Drug Induced Psychosis symptoms

- 1. Agitation/excitement
- 2. Irritability
- 3. Confusion/disorientation
- 4. Delirium
- 5. Sudden mood changes

D. Excited Delirium Syndrome symptoms

1. Paranoia
2. Disorientation
3. Dissociation
4. Hyper-aggression
5. Tachycardia

IV. T.A.C.T. Communication Elements

A. Tone

1. It is not what you say, but how you say it
2. Calm and firm demeanor
3. Non-confrontational
4. Avoid impatience, sarcasm, or condescension
5. Be patient, polite and truthful
6. Use encouragement

B. Atmosphere

1. Reduce distractions
2. Calm the scene
3. Low radio volume
4. Reduce the number of disruptive people
5. Provide personal space

C. Communication

1. Use first name(s)
2. Only have one officer speak at a time
3. Use a calm, slow, and firm voice
4. Give simple directions
5. Use appropriate language while avoiding inappropriate language
6. Wait for their response, do not rush them
7. Repeat commands or requests as many times as necessary
8. Ensure subject understands your directions
9. Build a sense of security
10. Persuade through rapport and clear communication

IV. For
communicatio
ns elements

III. (C)(5) For
appropriate
language

III. (C)(10) for
Persuasion

D. Time

1. Be willing to take the time needed to safely complete the event
2. Time is needed to process information
3. The goal is to gain voluntary compliance
4. Allows for de-escalation
5. Allows for venting
6. Rushing can lead to unplanned and violent responses
7. Allows for officers to disengage, re-assess, and make plans
8. Actively listen to the subject

E. How to apply these techniques during:

1. Officer to officer situations
2. Officer to suspect situations
3. Officer to citizen situations
4. Officer to victim situations

V. Red Flags

A. Red-flag investigation model – Questioning Techniques

1. Officers apply investigative techniques to crime
2. Officers can apply investigative techniques to contacts with mental illness consumers
3. Officers can use red flags to formulate a response

B. Supervisor's role

1. Use or force oversight
2. Ensure safety guidelines are met
3. Help work towards the best possible outcome
4. Ensure proper documentation through report writing and photographs
5. Recognize officers for a job well done

C. Learning activity and student assessment #2 – Red Flag Indicators

1. Students will identify potential red flags on various police contacts, such as:
 - a. Driving Under the Influence
 - b. Stolen vehicles
 - c. Domestic violence

III. (D)(8)
for
listening
skills

III. (E) for
officer to
officer/sus
pect/citizen
/victim

V. (B)(2)
for Officer
Safety

V.(A) For
questioning
techniques

- d. Mental illness
- 2. Students will explore various techniques on how to identify red flags when technology (License Plate Reader, Preliminary Alcohol Screening) is not available
- 3. Students will formulate a response plan based on the red flags identified, using the techniques in step 2

VI. Final Voice Simulator Scenarios

- A. Learning activity and student assessment #3 – Scenario Simulator
 - 1. Students will encounter several scenarios using a voice simulator
 - 2. Students will have to utilize techniques learned during the course to identify intentional and unintentional contact escalation versus de-escalations while considering:
 - a. Mental health conditions and symptoms
 - b. T.A.C.T
 - c. Red flags
 - 3. Students will be assessed by instructors based on their displayed skill and understanding of the course content during these simulations

VII. Evaluations and Conclusion

VI. (A)(2)
for
Intentional
/Unintentional
contact
escalation
vs. de-
escalation