

FONTANA POLICE DEPARTMENT

CRISIS INTERVENTION BEHAVIORAL HEALTH TRAINING – SENATE BILL 11 IVa - TACTICAL COMMUNICATION SKILLS POST Perishable Skills Program (PSP)

COURSE GOAL

This course will provide the student with the minimum topics mandated in section 13515.27(a) of the California Penal Code and meets the Perishable Skills Program for Tactical Communication.

The training will include:

1. Classroom instruction
2. Instructor led active learning (ex. scenario based training)
3. Student evaluation and testing

Maximum number of students = 25

Testing – Minimum standards of performance shall be tested by an instructor observing students' performance during exercises. If the student does not meet minimum standards, remediation will be provided until the standard is met.

COURSE OBJECTIVES:

This course will provide peace officers with the skills and knowledge to recognize individuals with mental illness, identify potential disorders, and to minimize escalations in contacts with mentally ill individuals. Training focuses on developing safe techniques for approaching the mentally ill, communication skills, de-escalation techniques, suicide risks factors, and cultural issues. Students will hear from industry professionals that specialize in mental health treatment and individuals who suffer from mental health.

MINIMUM TOPICS

Behavioral Health

1. Issues related to stigma
2. Cultural relevance
3. Cause and nature of mental illness, intellectual disabilities, and substance use disorders
4. Indicators of mental illness, intellectual disabilities, and substance use disorders
5. Appropriate responses for a variety of situations involving persons with mental illness, intellectual disabilities, and substance use disorders
6. Conflict resolution and de-escalation techniques for potentially dangerous situations
7. Appropriate language usage when interacting with potentially emotionally distressed persons
8. Resources available to serve persons with mental illness, intellectual disabilities, and substance use disorders
9. Perspective of individual families who have experience with persons who have mental illness, intellectual disabilities, and substance use disorders

Tactical Communication

1. Demonstrate knowledge of the basic components of communication skills and techniques
2. Demonstrate knowledge of the importance of listening and persuasion skills as they relate to effective tactical communication
3. Demonstrate knowledge of the skills needed to effectively deal with difficult people
4. Demonstrate a minimum standard of tactical communication skills with every technique and exercise to include:
 - a. Listening/Persuasion
 - b. Judgement and decision making
 - c. Officer Safety
 - d. De-escalation, verbal commands
 - e. Effectiveness under stress conditions

FONTANA POLICE DEPARTMENT

EXPANDED COURSE OUTLINE

1. INTRODUCTION/ORIENTATION

- a. Registration and orientation
- b. Instructor introduction and Experience
- c. Overview
- d. Safety
- e. Testing

2. COURSE OUTLINE

- a. Topics – definition of illnesses (symptoms and approach)
 1. Schizophrenia
 2. Bi-Polar
 3. Depression
 4. Personality Disorder
 5. Alzheimer's
 6. TBI
 7. PTSD
 8. Intellectual disability
- b. Goals – To provide students with the knowledge, skills and ability to identify people with mental illness and effectively assess, communicate, intervene, manage field encounters and prepare accurate documentation.

3. STIGMA

- a. Provide content 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
 3. People are not at fault for these disorders. Experience on a continuum from low severity to high severity. Not always in crisis.
 - 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
4. REASONS LAW ENFORCEMENT CONTACT THE MENTALLY ILL/INTELLECTUAL DISABILITIES/SUBSTANCE USE DISORDERS – CAUSE / NATURE / INDICATORS
- a. Mental Illness / 415 subjects
 1. Describe the cause and nature
 2. Identify Indicators
 3. Discuss and develop appropriate language and rapport building strategies
 4. Homeless/Transients
 5. Relatives call on family members
 6. Workplace employees call on coworkers
 7. School teachers call on students
 8. Doctor call on patients (Tereasoff – Duty to warn)
 - b. Why do mentally ill get detained/ arrested / Intellectual disabilities
 1. Describe the cause and nature
 2. Identify indicators
 3. Discuss and develop appropriate language and rapport building strategies
 4. Erratic behavior
 5. Non-compliance
 6. Discontinuation of medication
 7. Statements to hurt self or others
 - c. Substance Use Disorders – Medications
 1. Identify indicators
 2. Discuss and develop appropriate language and rapport building strategies
 3. Anti-Psychotic
 4. Anti-depressants
 5. Mood Stabilizers
 6. Anti-Anxiety
5. TACTICAL RESPONSE – OFFICER SAFETY, DE-ESCALATION, AND CONFLICT RESOLUTION

- 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. Gather resources
 7. Be prepared for potential violence

- b. De-escalation and conflict Resolution
 1. Building rapport and communication
 - i. Approach and introduction
 - ii. Physical elements (assess surroundings, are people in danger, etc.)
 - iii. Language – do they speak English, deaf, mute, etc
 - iv. Active listening – demonstrate body language, make eye contact, active listening
 - v. Managing dialogue – speak about something familiar, open dialogue
 - vi. Empathy/Respect – the power of “I”, I understand, I believe, let me help you...

 2. Questioning techniques
 - i. Learning and fact finding (open/probing questions)
 - ii. Managing/coaching (leading/rhetorical questions)
 - iii. Relationship building (ask for opinion/feedback)
 - iv. De-fusing (questions to determine something you can give them a choice or control over)
 - v. Complex vs. simple questions

 3. Persuasive skills to elicit cooperation
 - i. Persuasion (tricking) is not manipulation
 - ii. Person must be responsive to persuasion
 - iii. Reciprocity is compelling
 - iv. Be persistent – repeat but revisit if the topic is not working
 - v. Compliment/Encourage (truthfully)
 - vi. Clarify your expectations
 - vii. Describe a positive future
 - viii. Tell the truth
 - ix. Build rapport
 - x. Stay calm and confident

 4. De-escalation and re-escalation; utilizing time and patience

6. SUICIDE BY COP
 - A. Statistics

1. 10% of police shootings (About 600) involves some sort of suicide attempt.

B. Suicide Profile

1. 96% are Males between the ages of 18- 54
2. 46% fire arms. 46% edged weapon. 8% other
3. 58% asked to be killed by the police
4. 58% had previous history of mental illness
5. 38% previous attempts at suicide
6. 50% were intoxicated (Liquid courage)
7. 42% Domestic violence history
8. 38% Criminal history
9. 75% were unplanned

C. Mental Conditions

1. Depression
2. Bi polar
3. Schizophrenia
4. Dementia
5. Terminal illness
6. Substance abuse

D. Risk Indicators

1. Pulling away from people
2. Low to no energy
3. Feeling like nothing matters
4. Unexplained aches and pains
5. Feeling helpless/ hopeless
6. Excessive drinking, smoking or drug use
7. Edgy, angry upset worried or scared
8. Fighting with family and friends
9. Unable to get rid of troubling thoughts or ideas
10. Thinking of hurting or killing self or someone else.
11. Unable to perform daily task

E. Why Cops

1. Not brave enough
2. Religious reasons *Be Careful talking religion with people
3. Monetary reasons. If suicide may not get money. Police Department will settle out of court.

F. Neurotic Personality Characteristics

1. "Poor me"
2. "It's not me, it's you!"
3. "You made me do this"
4. "It's your fault"
5. *Blaze of Glory

6. *Verbal will
7. *Religious references

G. Posturing

1. Change in breathing pattern- Normally speeds up but may slow down
2. Count downs
3. Rocking or pacing
4. Checking to make sure the idea will work

7. W&I 5150

A. Verbal Judo

1. Parroting/ Echoing- Say back to the person what they said. Question form as well.
 - i. "I'm done. Life's not worth living" "Life's not worth living?"
2. Calm and Cool- Don't feed into intensity. Time is on your side. Keep calm.
3. Rapport- Empathy
 - ii. Find out what the person means
 - iii. No sarcasm
 - iv. Take your time
 - v. Get background information

B. Active Listening

1. Try to understand the meaning of what is being said
2. Don't worry about your rebuttal
3. Verbal Prompts- "Ah huh" "Sure"
4. Silence- Silence can prompt more information.
5. Read body language if possible. Can also mirror
6. Not what is said, how it is said

3. W&I 5150

A. Brief history

1. 1960's Lanterman- Petris- Short Act. Prior no appeal process/ life time commitment
2. Treatment to be the least restrictive. No more automatic institutionalization
3. Prompt evaluation and treatment

B. Understanding the law

1. 5150.
 - i. When a person, as a result of a mental health disorder, is a danger to others, or to himself or herself, or gravely disabled, a peace officer, professional person in charge of a facility designated by the county for evaluation and treatment, member of the attending staff, as defined by regulation, of a facility designated by the county for evaluation and treatment, designated members of a mobile crisis team, or professional person designated by the county may, upon probable cause, take, or cause to be taken, the person into custody for a period of up to 72 hours for

assessment, evaluation, and crisis intervention, or placement for evaluation and treatment in a facility designated by the county for evaluation and treatment and approved by the State Department of Health Care Services. At a minimum, assessment, as defined in Section 5150.4, and evaluation, as defined in subdivision (a) of Section 5008, shall be conducted and provided on an ongoing basis. Crisis intervention, as defined in subdivision (e) of Section 5008, may be provided concurrently with assessment, evaluation, or any other service.

2. 5150.05.

- ii. When determining if probable cause exists to take a person into custody, or cause a person to be taken into custody, pursuant to Section 5150, any person who is authorized to take that person, or cause that person to be taken, into custody pursuant to that section shall consider available relevant information about the historical course of the person's mental disorder if the authorized person determines that the information has a reasonable bearing on the determination as to whether the person is a danger to others, or to himself or herself, or is gravely disabled as a result of the mental disorder.
- iii. For purposes of this section, "information about the historical course of the person's mental disorder" includes evidence presented by the person who has provided or is providing mental health or related support services to the person subject to a determination described in subdivision (a), evidence presented by one or more members of the family of that person, and evidence presented by the person subject to a determination described in subdivision (a) or anyone designated by that person.

C. Alternatives

- 1. The professional person in charge of a facility designated by the county for evaluation and treatment, member of the attending staff, or professional person designated by the county shall assess the person to determine whether he or she can be properly served without being detained.

D. Forms

- 1. Review Advisement
- 2. Review designated location options—Authorized LPS
- 3. Review how officer came into contact with detained
- 4. Review reasons why detained person meets criteria
 - a. Danger to self/ others
 - b. Gravely Disabled
- 5. Law Enforcement Notification
- 6. Must sign, Date and time

8. RESOURCES

- A. CCRT- Community Crisis Response Team

- B. TEST- Triage Engagement Support Team
- C. APS- Adult Protective Services
- D. CFS- Child Family Services
- E. IRC- Inland Regional Center (Medical Disabilities, No mental illness services)
- F. HOPE TEAM- Homeless Outreach Proactive Enforcement Team

9. REVIEW AND EVALUATIONS



Principled Policing

Procedural Justice and Implicit Bias

Training

POST CCN 12426

A Partnership Among:

- ◆ Commission on Peace Officer Standards and Training (POST)
- ◆ California Department of Justice
- ◆ Oakland Police Department
- ◆ Stockton Police Department
- ◆ Stanford SPARQ: Social Psychological Answers to Real-World Questions
- ◆ California Partnership for Safe Communities

Based on the Procedural Justice curriculum developed by Professors Tom Tyler & Tracey Meares, Yale University, in partnership with the Chicago Police Department, and the Implicit Bias curriculum developed by Professors Jennifer Eberhardt & Hazel Markus, Stanford SPARQ

1

Course Objectives

- Understand the concepts of legitimacy and procedural justice and how they relate to policing.
- Understand the different roles policing has played in our own history and the effect this has on community trust and support for police.
- Explain what implicit bias is, its universality, and its relevance.
- Learn ways that procedural justice principles can be implemented in your daily interactions with the public.

4

Attorney General's Welcome Video



2

Housekeeping

- Please silence your cell phones
- Agenda review
- Active participation is encouraged! Instructors will keep us on schedule.



5

What This Class Is and Is Not

NOT:

- Redefining policing
- Ethics class
- Political correctness
- Critical in nature

IS:

- Critical in practice
- Thinking differently
- Reflecting on your own experiences and practices
- Grounded in research

3

MODULE 1: Interactive Nature of Legitimacy, Procedural Justice, Implicit Bias & Goals in Policing

1

- ### Procedural Justice
- ❖ Voice (Listen)
 - ❖ Neutrality (Be fair)
 - ❖ Respectful treatment (Be respectful)
 - ❖ Trustworthiness (Trying to do what's best for people)

4

- ### What Do Officers Think These Concepts Mean?
- Verbal judo
 - Political phrase
 - Gentler/kinder ways of policing
 - What we are doing daily is not correct
 - Corruption
 - Building better relationships with the community
 - Being nice to people
 - I have no idea

2



5

Definitions

Legitimacy: The public view of the police as entitled to exercise authority in order to maintain social order, manage conflicts, and solve problems in the community.

Procedural Justice: The procedures used by police officers where citizens are treated fairly and with proper respect as human beings.

3

- ### Procedural Justice Leads to Legitimacy
- When police officers give people a voice, listen, and are objective and respectful, police officers gain the trust of the public.
 - The Procedural Justice process of fairness and respect leads people to view the police as legitimate and trustworthy.

6

Why are we here?

Utilizing Procedural Justice and gaining legitimacy benefits police officers.

- ↻ Safety increases
- ↻ Stress levels decrease
- ↻ Fewer complaints
- ↻ Greater cooperation
- ↻ More voluntary compliance

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Video: "CA Code of Ethics"



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What are "Our Goals" in Policing?

Group Exercise:

What are your personal goals in Policing?

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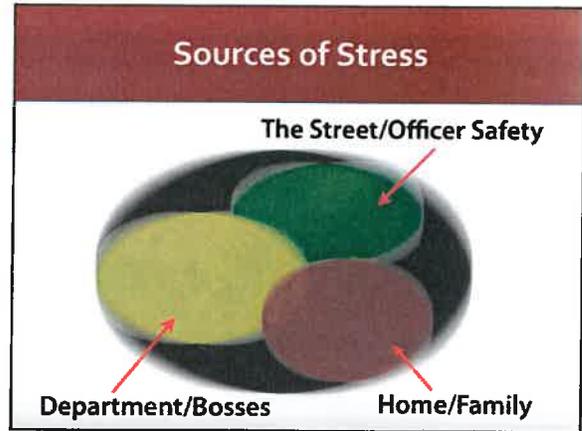
What are Our Goals in Policing?

- ↻ Maintain social order
- ↻ Prevent crime, stop crime
- ↻ To be fair and impartial
- ↻ Ensure constitutional rights
- ↻ Safety, effectiveness, support
- ↻ Serve and protect the public
- ↻ Generate and hold public trust

9

MODULE 2: Expectations & Legitimacy

1



4



2

Three Tragic Secrets

- High Alcoholism Rate
- High Divorce Rate
- High Suicide Rate

Do we ever talk about this?

5

Cynicism

Cyn-i-cism (noun): belief that people are generally selfish and dishonest

- Cynicism can manifest itself as frustration, disillusionment, and distrust.
- A cynic expects nothing but the worst in people
- Cynicism is the **antithesis** of idealism, truth, and justice – which are virtues that police officers swear to uphold.

3

Cynicism in the Community

- There is cynicism in communities that suffer from crime.
- Legal cynicism: Belief that “the police don’t want to help and can’t help keep me/us safe.”
- Legal cynicism makes communities more dangerous, more violence
- The part of the community that distrusts us the most needs us the most.

There is a practical reason why we should focus our trust building work in high-crime, low-trust communities.

6

Our Perspective

As police, do we see things differently from other people?

Does "how we see things" affect how we act?

How does this affect us in different aspects of our life?

7

The Golden Rule

How would you like to be treated in this situation?

The Golden Rule bridges cultural and religious boundaries and can be used to create common ground with almost anyone.

10

Us v. Them

"Real World" for police = 3-6% of the population in the very worst situations

In Reality, 94-97% of the population is law abiding

8

The Platinum Rule

Treat others the way *THEY* want to be treated

11

Sir Robert Peel

"Police, at all times, should maintain a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police."
- Peelian Principle 7



"Father of Modern Policing"
1788-1850

9

Expectations Exercise

Group 1:
What does the community EXPECT from police officers?

Group 2:
What do police officers EXPECT from the community?

12

Expectations Exercise: The community expects...

- Service, Protection
- Lawfulness
- Fairness
- Partnership
- Trust

13

Why do people obey the law? Deterrence v. Legitimacy

- Fear of punishment
- It is the right thing to do
- Most people believe police have the right to tell them what to do



Research shows overwhelmingly that the latter two are true.

16

Expectations Exercise: Police officers expect...

- Acceptance of our authority
- Compliance
- Cooperation
- Information
- Responsibility
- Respect
- Trust

14

Legitimacy: How to gain it?

Procedural Justice

- ◆ Voice (Listen)
- ◆ Neutrality (Be fair)
- ◆ Respectful treatment (Be respectful)
- ◆ Trustworthiness (Trying to do what's best for people)

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Can the police fight crime without the community?

Legitimacy and Procedural Justice lead to:

**Voluntary compliance with the law
&
The community helping the police**

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Legitimacy

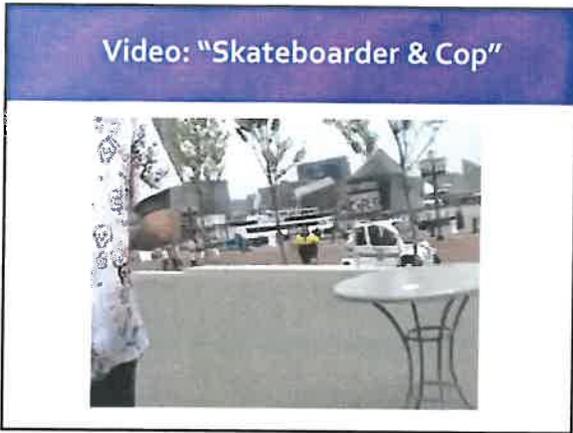
What is Legitimacy?

- When people view the police as entitled to exercise authority, maintain social order, manage conflicts, and solve problems.

Legitimacy reflects:

- Trust and confidence in police
- Voluntary compliance and acceptance of police authority
- Police actions are morally correct and appropriate to the circumstances

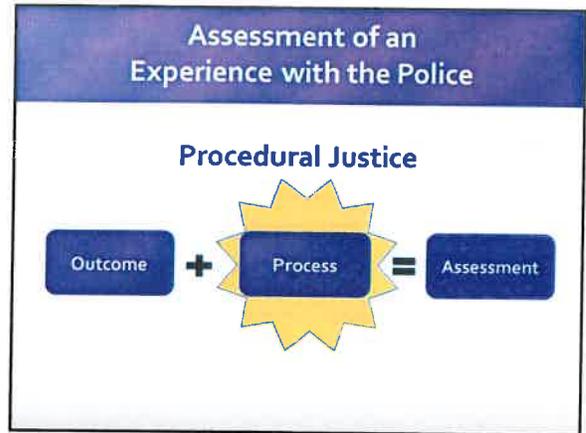
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MODULE 3: Procedural Justice

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Procedural Justice

- **What is Justice?**
The use of authority and power to uphold what is right, fair, or lawful.
- **What is Procedural Justice?**
The procedures police officers use to treat people fairly and with respect.

2

Procedural Justice

Primary issue in how a community views police legitimacy

Are police exercising their authority in a fair, just way?

Research shows Procedural Justice is more important than the outcome of the encounter.

A positive or negative outcome mostly **does not** have an effect on legitimacy.

5

Video: "One Good Cop"

3

Video: "No Complaints"

6

Research Supporting Procedural Justice

Study of California Street Stops

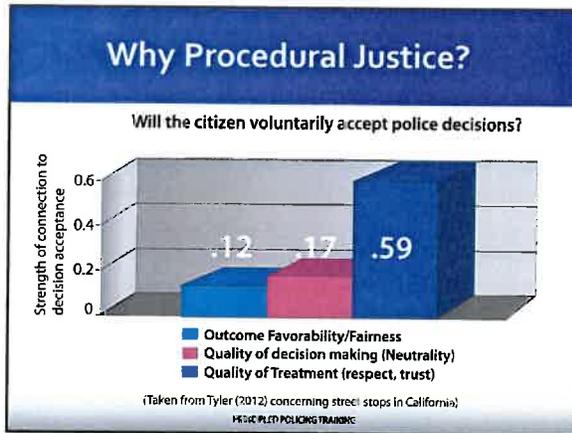
- Conducted in Oakland and Los Angeles
- Interviewed 1,656 people who had recent personal experiences with legal authorities

7

Procedural Justice

- Quality of the decision-making
 - Voice
 - Neutrality (Fair Process)
- Quality of the treatment
 - Respect for people and their rights
 - Trustworthiness (Trying to do what's best for people)

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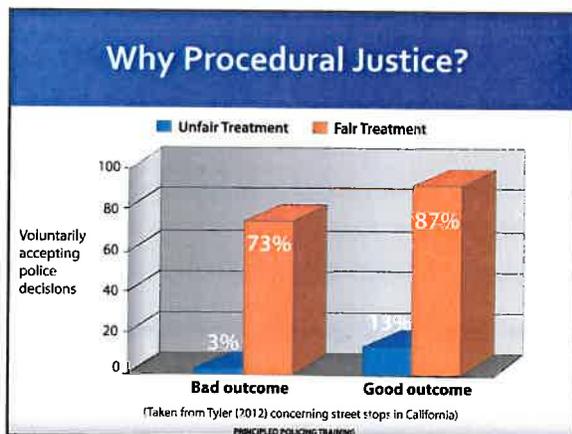
Procedural Justice: Voice

Quality of the Decision Making – Voice
Allow the participant to voice their point of view and offer an explanation.

- Active listening by the officer
- Allow them to talk

Having a voice makes people feel heard and that they are part of the process; that they have input in the decision even if it does not impact the final outcome.

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Procedural Justice: Voice

Officer Safety!

People want to be **heard** and **understood**.

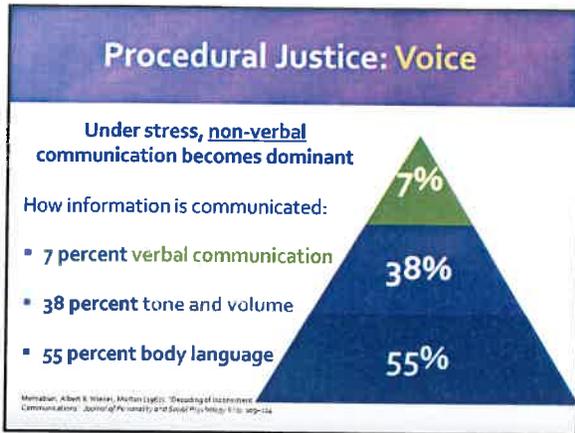
Non-verbal communication is as important as verbal.
The subject's **perception** is what counts – don't argue.

It's not about you – **It's more about the values, feelings, and experiences.**

Emotions are universal, experiences are not.

With every story, there is an emotion.

12



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Procedural Justice: Neutrality

Quality of the Decision-Making – Neutrality

The officer exhibits neutral feeling towards the person

- Non-verbal cues – what message are you sending

Unbiased decision-making

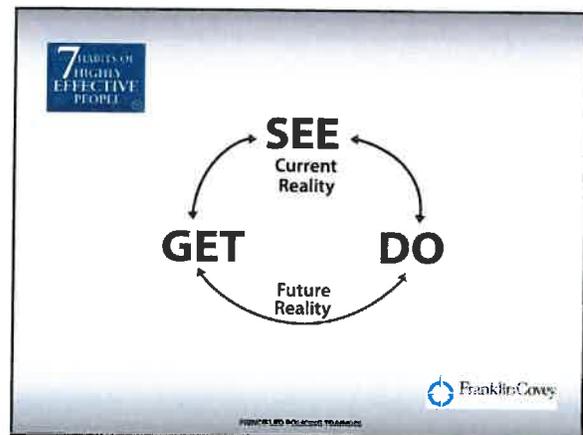
- The decision is not based on personal bias
- Consistent and transparent

The decision is applied equally to all

- Allows people to see the decision has been neutral

Explain the Process! (Transparency)

14



17

Labeling

Table Exercise:

Part 1

Write one word that the police use to describe the people in the areas they work.

Part 2

Write one word that residents use to describe the police.

15

Procedural Justice: Respect

Quality of the Treatment – Respect

- Treating a person with dignity validates them as a human being
- Showing empathy indicates understanding of the importance they place on the issue involving the police
- Respect for the person and the person's rights

Results in voluntary compliance

18

Procedural Justice: Trustworthiness

Quality of Treatment – Trustworthiness

Officers are seen as trustworthy when they:

- Consistently communicate caring and positive intent and character
- Explain and justify their actions in a way that shows sensitivity to people’s needs and concerns
- Consistently try to do what is best for people

19

Personal Stories Exercise

A visit to the doctor:

*You visit the doctor but s/he does not listen to your symptoms.
The doctor gives you medicine before you can tell him/her what is wrong.*

- Does this experience build trust with the doctor? The office? HMO?
- Do you tell others about your experience?
- How do you feel when someone does not listen to you? Or when you feel as if you have no control over your care?

What’s your story?

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Power

Power of Control:
Using coercion, threats, force, or the perception of power to gain compliance.

★ **Power of Influence:**

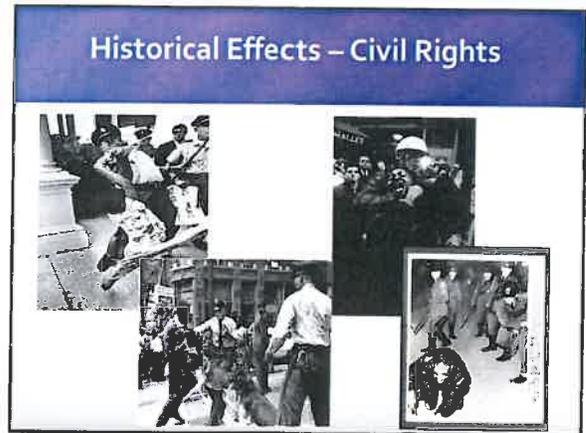
- ◇ Using ethical principles to earn people’s respect and make a positive difference in their lives.
- ◇ The power to work effectively with others to get a better result.

Procedural Justice leads to Legitimacy...

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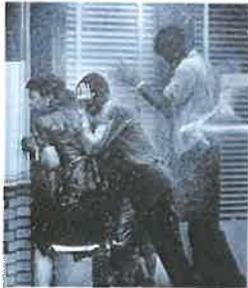
MODULE 4: Historical & Generational Effects of Policing

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Historical Effects



What role does the history of policing play in how the community views police legitimacy?

Does the history of police with communities of low trust affect relations today?

2

How Did We Get Here?

The Fugitive Slave Act of 1850

- The act was part of the Compromise of 1850 between the South and the North.
- It declared that all runaway slaves were, upon capture, to be returned to their owners.
- It is nicknamed the "Bloodhound Law"

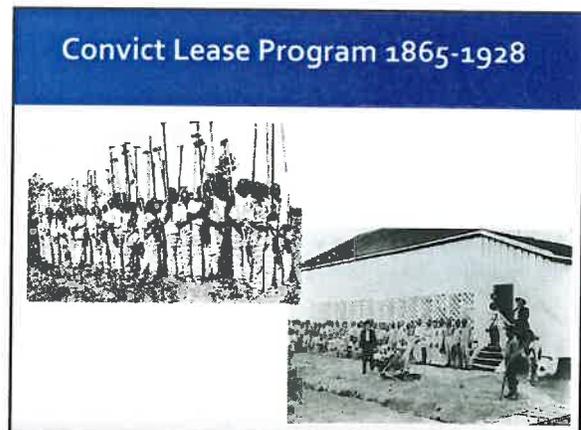
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How did we get here?

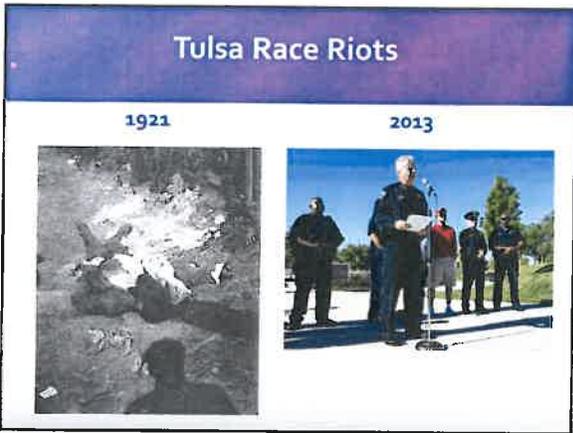
Throughout the world and even in modern times, police are sometimes seen as the enemy of the people.

- Not to be trusted
- Part of the establishment
- Goal is to maintain power
- Or worse?

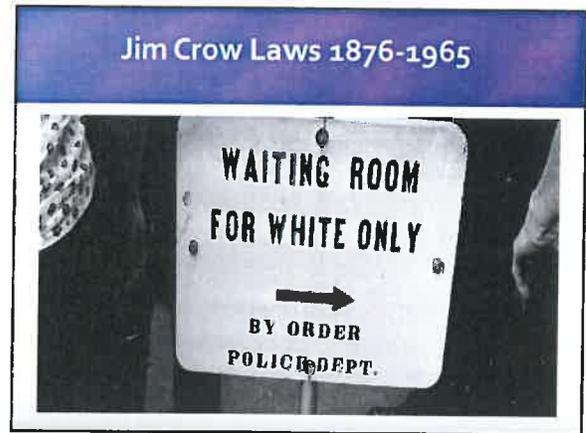
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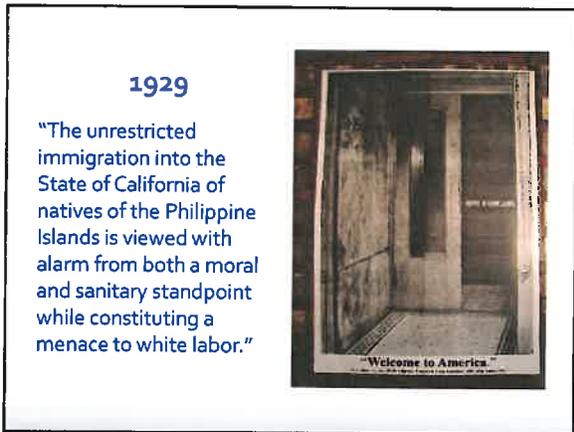
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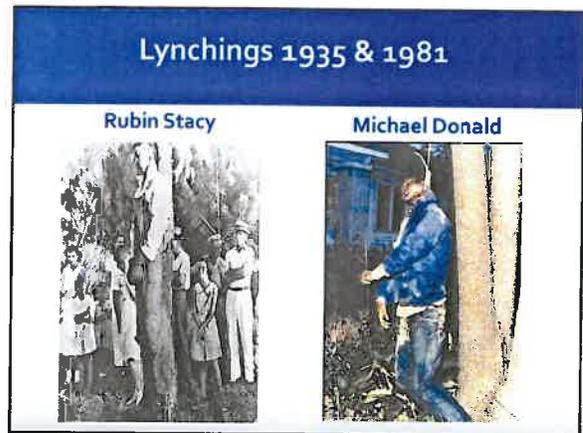
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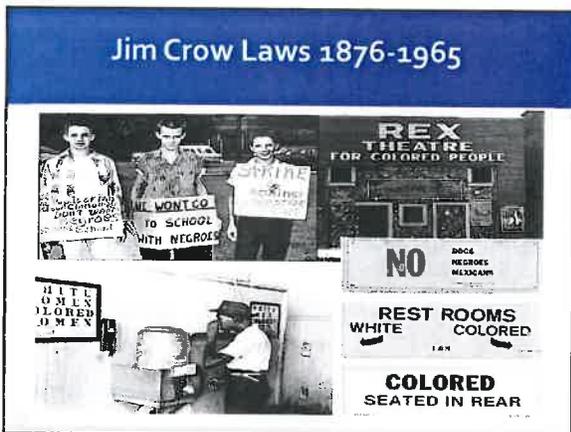
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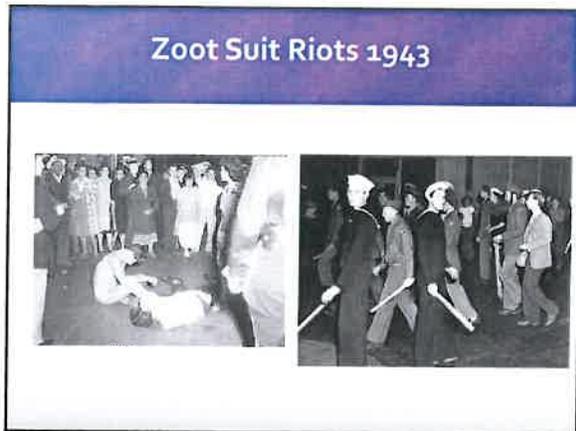
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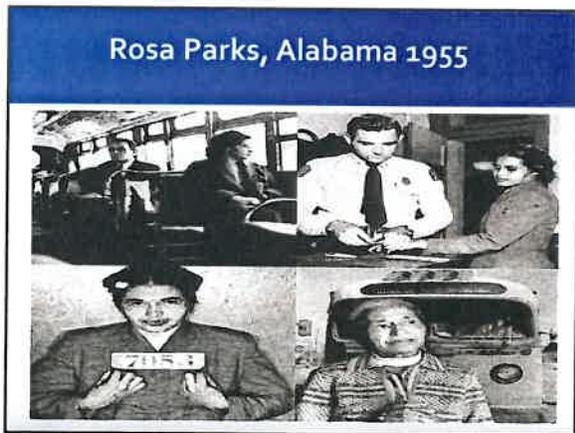
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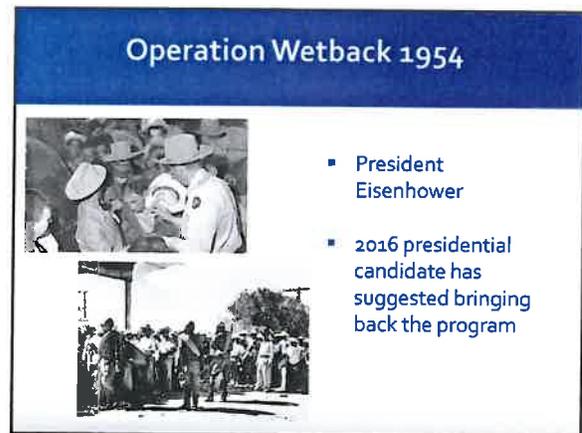
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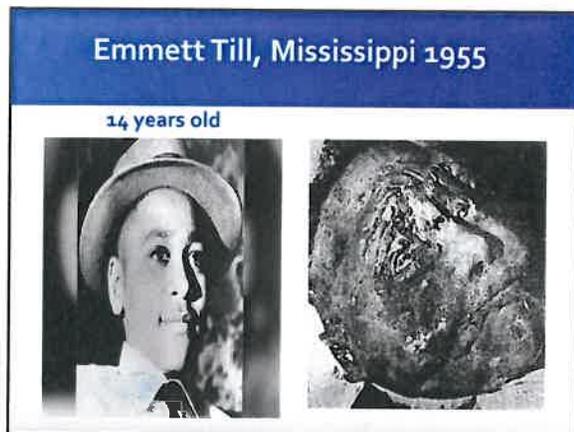
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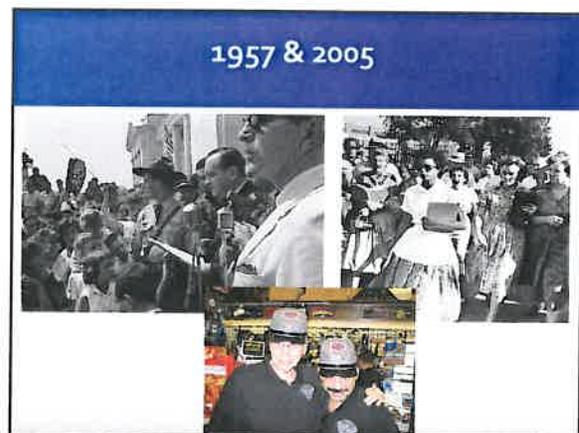
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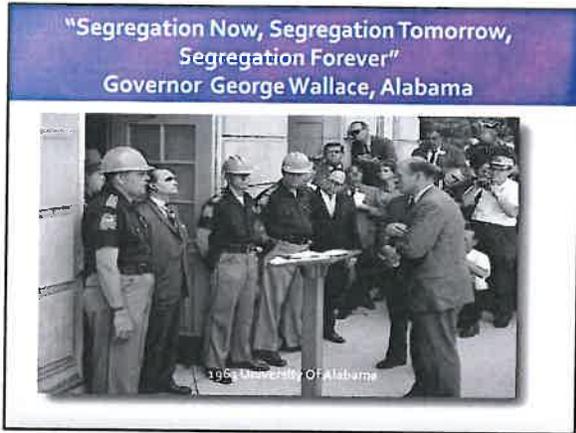
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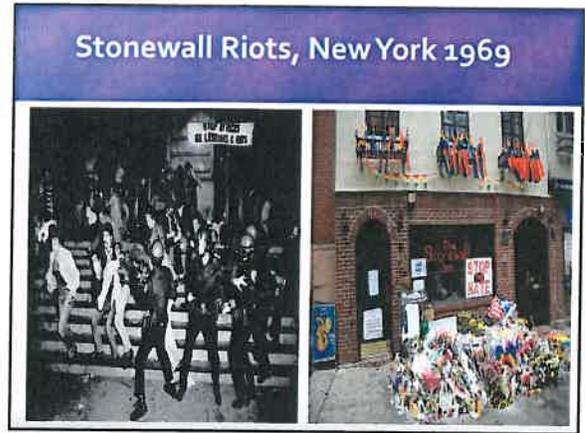
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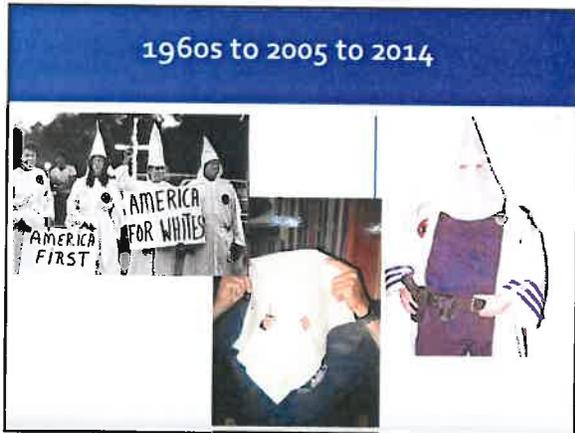
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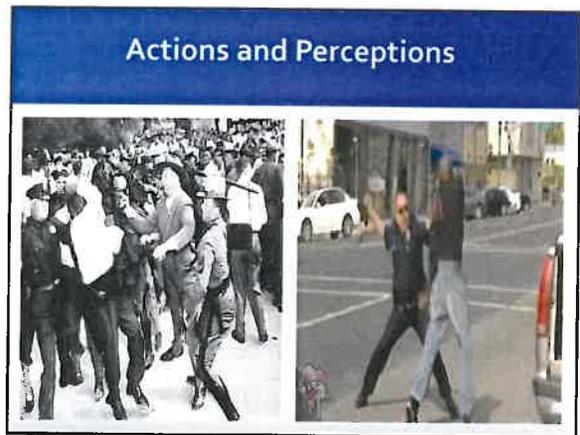
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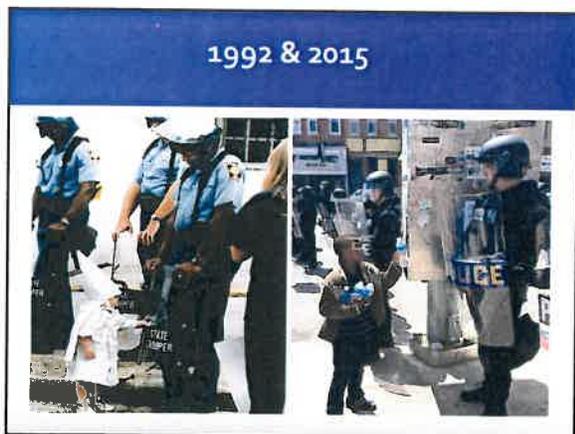
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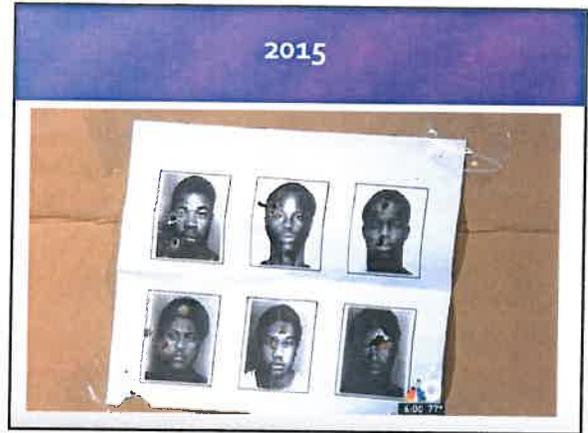
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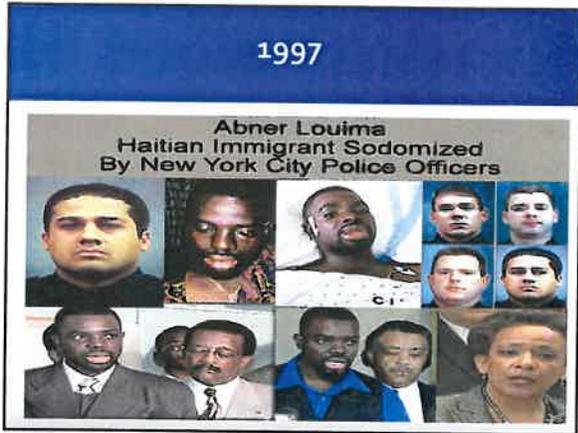
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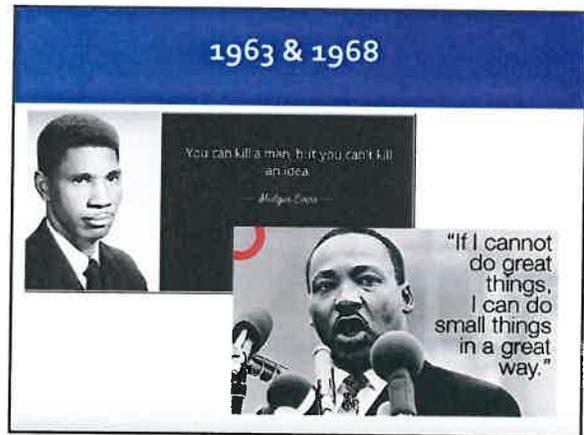
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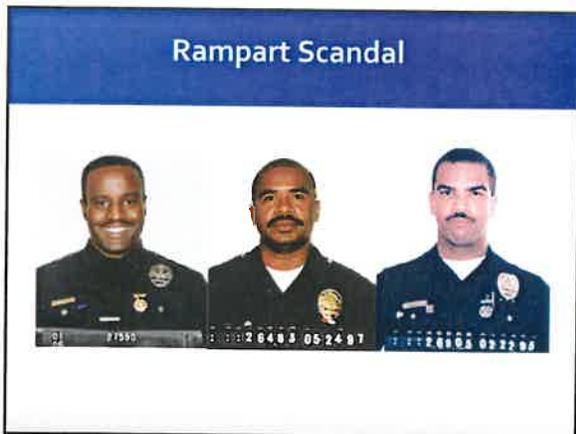
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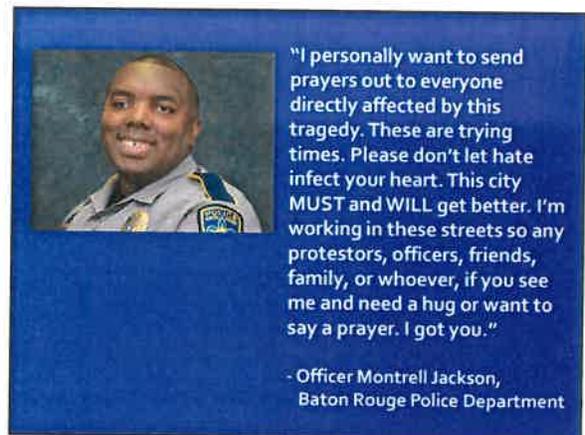
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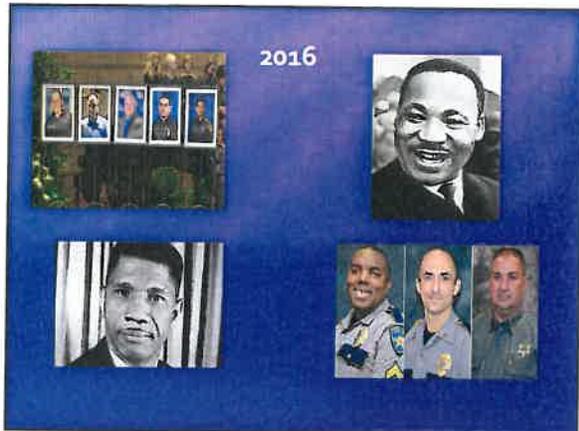
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Community Bank Account

- Community bank account
 - Are we making deposits or withdrawals?
 - What is the impact of a withdrawal on YOU? The Department? The Community?
- What impact does policing have on future generations?

Procedural justice is a deposit!



The Runaway – Norman Rockwell

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Deposit or Withdrawal?

Every encounter is either a deposit or a withdrawal

- Every contact is an opportunity to increase legitimacy.
- Are you making a deposit or withdrawal in the way you police?

How many deposits does it take to make up for a withdrawal?

- Research shows that 10 deposits = 1 withdrawal

How does one encounter affect how future generations view the police?

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MODULE 5: IMPLICIT BIAS

Stanford SPARQ
PRINCIPLED POLICING TRAINING

1

- ## Module Objectives
- Definition
 - Sources
 - Examples
 - Interventions
- Stanford SPARQ
PRINCIPLED POLICING TRAINING

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WHAT IS IMPLICIT BIAS?

Stanford SPARQ
PRINCIPLED POLICING TRAINING

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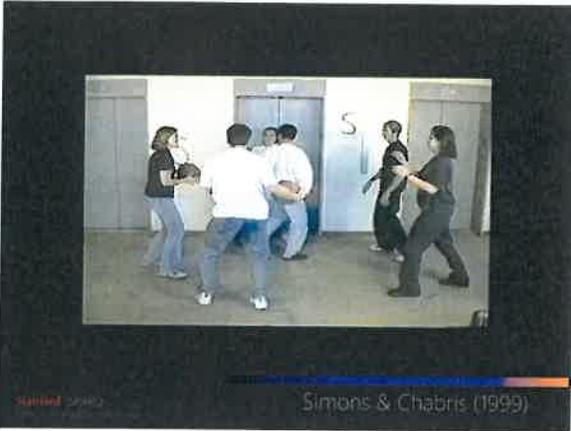
Definition

Implicit Bias

Thoughts or feelings about people that we are unaware of and can influence our own and others' actions.

Stanford SPARQ
PRINCIPLED POLICING TRAINING

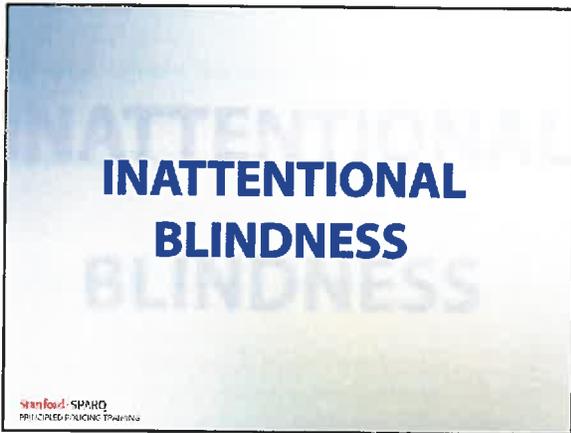
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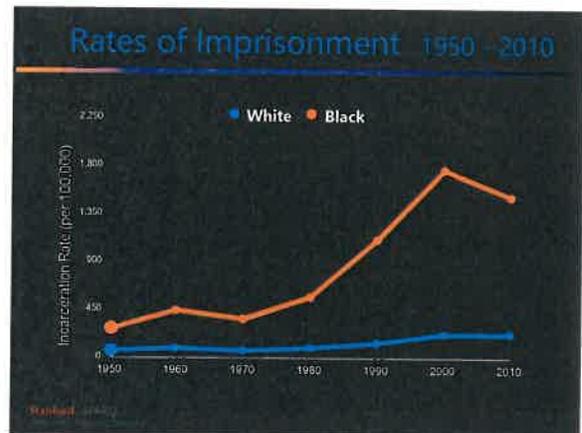
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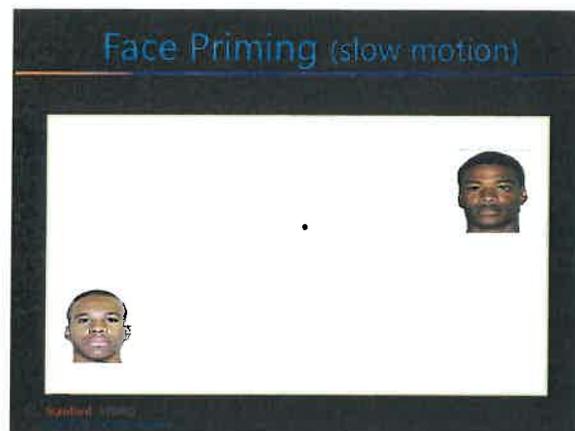
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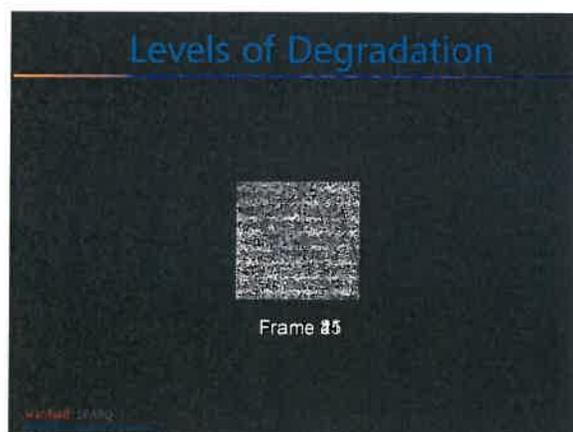
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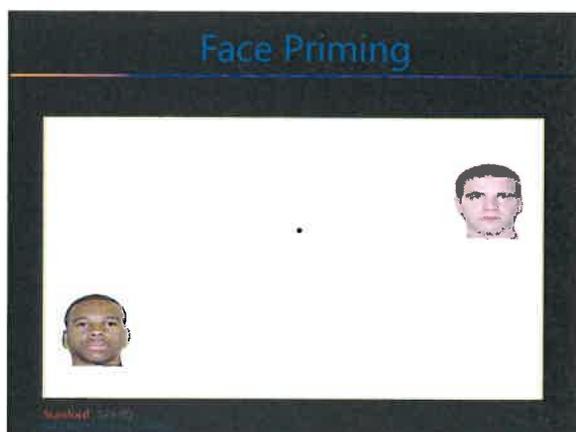
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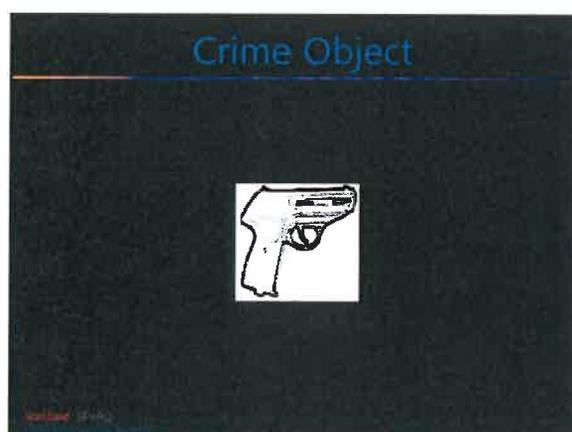
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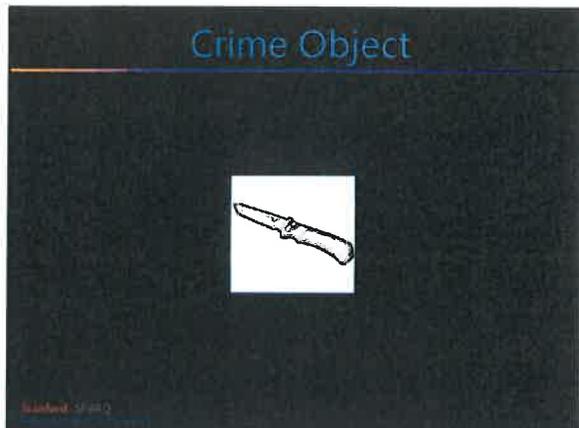
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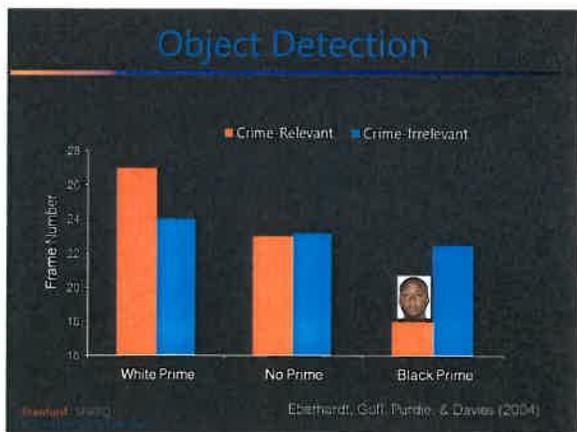
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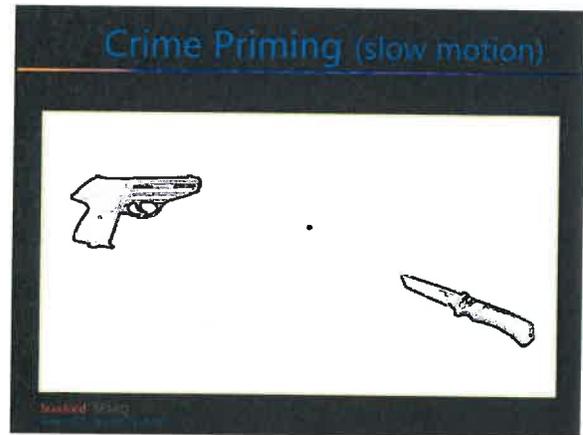
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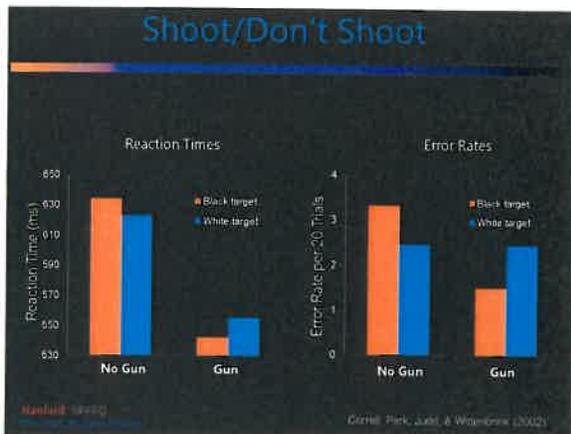
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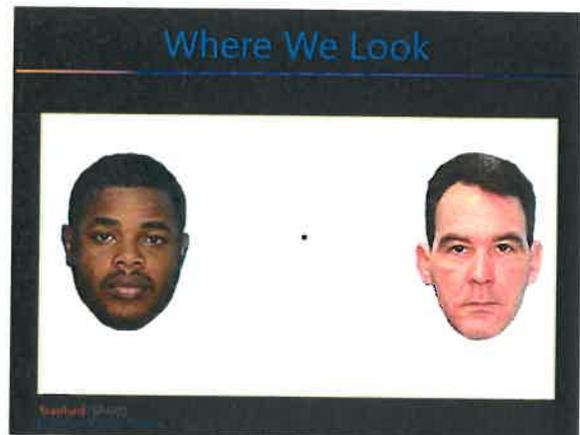
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