

**MARYLAND POLICE AND CORRECTIONAL TRAINING COMMISSIONS
LESSON PLAN**

COURSE TITLE: People with Intellectual and Developmental Disabilities (I/DD) and Law Enforcement (LE)

PREPARED BY: J.A. Beskid

DATE: January 7, 2015

TIME FRAME	PARAMETERS
<p>Hours: 7 Day/Time: Vary</p>	<p>Audience: Entrance Level Law Enforcement Number: 2 - 30 Space: Classroom</p>
PERFORMANCE OBJECTIVES	ASSESSMENT TECHNIQUE
<ol style="list-style-type: none"> 1. Explain what it means to be SAFE, UNDERSTOOD, and INCLUDED from the following perspectives: <ol style="list-style-type: none"> a. People with intellectual and developmental disabilities (I/DD); b. The officer; and c. The community. 2. Identify the procedures that an officer should/may employ when encountering an individual with an I/DD (Obj. 09.15) 3. Identify the indicators that a person may have an I/DD (Obj. 09.16) 	<ol style="list-style-type: none"> 1. Through facilitated discussion with feedback, students explain what it means to be safe, understood, and included from the following perspectives: <ol style="list-style-type: none"> a. People with intellectual and developmental disabilities (I/DD); b. The officer; and c. The community. 2. Through facilitated discussion with feedback, students identify the procedures that an officer should/may employ when encountering an individual with an I/DD. 3. Through facilitated discussion with feedback, students identify the indicators that a person may have an I/DD.

<p>4. Identify the procedures an officer should follow to ensure the safety and calmness of an individual that has an I/DD. (Obj. 09.17)</p> <p>5. Demonstrate communication techniques required to effectively interact with a person who has an I/DD. (Obj. 09.18)</p> <p>6. Explain the resources available to assist an officer encountering a person with an I/DD. (Obj. 09.19)</p> <p>7. Describe the procedures an officer uses to ensure compliance with the Americans with Disabilities Act when encountering a person with an Intellectual, Developmental, or Physical disability. (Obj. 09/20)</p>	<p>4. Through facilitated discussion with feedback, students identify the procedures an officer should follow to ensure the safety and calmness of an individual that has an I/DD.</p> <p>5. Through participation in practical exercises, students demonstrates communication techniques required to effectively interact with a person who has an I/DD.</p> <p>6. Through facilitated discussion with feedback, students explain the resources available to assist an officer encountering a person with an I/DD.</p> <p>7. Through facilitated discussion with feedback, students describe the procedures an officer uses to ensure compliance with the Americans with Disabilities Act when encountering a person with an Intellectual, Developmental, or Physical disability.</p>
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INSTRUCTOR MATERIALS

- X PowerPoint presentation
- X <https://www.youtube.com/watch?v=-LwHD1PBrCM>
- X Vignettes

EQUIPMENT/SUPPLIED NEEDED

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|---------------------------|---|
| X Laptop/Desktop Computer | X Powerstrips for computer/projection equipment |
| X LCD Projector | X Dry erase board or easel pad and easel |
| X Speakers | X Markers |

STUDENT HANDOUTS

# Needed	Title
10 – 25	Autism/Alzheimer’s Wandering Prevention Safety Tips (Montgomery County Department of Police)
10 – 25	Activity One - What is this?
10 – 25	Activity Two – Behaviors
10 – 25	Activity Three – Challenges for LE
10 – 25	Activity Four – Role Plays
10 – 25	Activity Five – Case Studies
10 – 25	Role Play – Blake
10 – 25	Role Play - Karen
10 – 25	Common Physical Conditions Associated with I/DDs

METHODS/TECHNIQUES

REFERENCES

The following books and other materials are used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively teach this module.

Disability Justice Initiative, North Dakota,

<http://disabilities.temple.edu/programs/justice/docs/bibliographyScans/Arrayan%202.pdf>

Police Officers and Disability: Perceptions and Attitudes (Modell, S.J. and Cropp, D (2007)

<http://www.hrw.org/reports/2001/ustat0301-01.htm>

<http://www.uwosh.edu/ccdet/caregiver/Documents/Pinkston/Handouts/pamelastatcssex.pdf>;

<http://www.thearc.org/what-we-do/resources/fact-sheets/sexual-violence>

<http://aaid.org/intellectual-disability/definition/faqs-on-intellectual-disability>

Developmental Disabilities Act, Pub L, 106 - 402

<http://www.acl.gov/Programs/AIDD/DDA BOR ACT 2000/Index.aspx>

<http://nspt4kids.com/parenting/expressive-vs-receptive-language/>

<http://aaid.org/intellectual-disability/definition/faqs-on-intellectual-disability>

<http://www.nichd.nih.gov/health/topics/idds/conditioninfo/Pages/default.aspx>

<http://www.cdc.gov/ncbddd/fasd/facts.html>

<http://invisible disabilities.org/what-is-an-invisible-disability/>

<http://thenadd.org/resources/information-on-dual-diagnosis-2/>

<http://www.arcnc.org/partners-in-justice>

<http://www.nonverbalgroup.com/2011/08/how-much-of-communication-is-really-nonverbal/>

Wisconsin Department of Justice, Law Enforcement Standards Board, March 2007,

<http://naminc.org/nn/blet/wisc-training-guide.pdf>

<http://www.thearc.org/who-we-are/media-center/people-first-language>

2011 Surrey Place Centre, <http://www.surreyplace.on.ca/>

Supplemental Resources:

<http://www.ddmga.org/dddefinitions.pdf>

<http://awaare.nationalautismassociation.org/>

<http://www.webmd.com/epilepsy/>

<http://www.myrtlebeachonline.com/2014/12/27/4692501/vigil-planned-saturday-for-4-year.html>

http://www.acl.gov/Programs/AIDD/DDA BOR ACT 2000/docs/dd_act.pdf

Video links:

<https://www.youtube.com/watch?v=-LwHD1PBrCM> – Homecoming Court

<https://www.youtube.com/watch?v=0BS8HOAViIE> – Chris Burke Video

https://www.youtube.com/watch?v=V_mTP9WLdcI – AAIDD Video

<https://www.youtube.com/watch?v=WQXwt83hYkE> – Abbott & Costello Video

GENERAL COMMENTS

In preparing to teach this material, the instructor should take into consideration the following comments or suggestions.

LESSON PLAN

TITLE:

PRESENTATION GUIDE	TRAINER NOTES
<p>1. ANTICIPATORY SET</p> <p>How many students in this class know someone with an intellectual and/or developmental disability as a family member, friend, neighbor, or classmate?</p> <p>A few hands should go up.</p> <p>Have any of you attended school with someone with an I/DD?</p> <p>A few hands or “Yes” answers.</p> <p>Can anyone describe his/her interactions in the school setting with a person or group of people with I/DD?</p> <p>Answers will vary.</p> <p>Did anyone know of people with I/DD who had an experience like this?</p> <p>Allow students a few minutes to share if anyone has a positive story.</p> <p>While the story of the homecoming king and queen is a great example of inclusion and acceptance, the facts are that people with an I/DD are seven (7) times more likely to come into contact with law enforcement as a victim or witness of a crime. There are not any statistics available on the percentage of people with I/DD who are perpetrators of crimes.</p> <p>During today’s training we will focus on the following goals:</p>	<p>Time:</p> <p>QTC</p> <p>AR</p> <p>QTC</p> <p>AR</p> <p>QTC</p> <p>AR</p> <p>NTF – play the following video clip. https://www.youtube.com/watch?v=-LwHD1PBrCM</p> <p>09.18.04 & 09.19.03</p>

<ol style="list-style-type: none"> 1. Explain what it means to be SAFE, UNDERSTOOD, and INCLUDED from the following perspectives: <ol style="list-style-type: none"> a. People with intellectual and developmental disabilities (I/DD); b. The officer; and c. The community. 2. Identify the procedures that an officer should/may employ when encountering an individual with an I/DD (Obj. 09.15) 3. Identify the indicators that a person may have an I/DD (Obj. 09.16) 4. Identify the procedures an officer should follow to ensure the safety and calmness of an individual that has an I/DD. (Obj. 09.17) 5. Demonstrate communication techniques required to effectively interact with a person who has an I/DD. (Obj. 09.18) 6. Explain the resources available to assist an officer encountering a person with an I/DD. (Obj. 09.19) 7. Describe the procedures an officer uses to ensure compliance with the Americans with Disabilities Act when encountering a person with an Intellectual, Developmental, or Physical disability. (Obj. 09/20) 	
<p>II. INSTRUCTIONAL INPUT (CONTENT)</p> <p>“It is not necessary, or even appropriate, for law enforcement to diagnose intellectual and developmental disabilities. What is important is to <i>recognize</i> the</p>	<p>Time:</p> <p>PP – 6</p>

characteristics of I/DD so that an effective approach can be used with each person.”

A few self-advocates have taken their time to prepare a message for you explaining the importance of today’s training.

Consider the following snapshots/vignettes about people with I/DD. Take a minute to think about how any of these people may come into contact with law enforcement.

Karen – A very shy 45 year old woman with a mild intellectual disability. This means that Karen’s IQ is close to 70. Average IQ is between 90 – 110. Karen is able to live within society independently. She relies on a calculator to help her with math for her jewelry making business. She shops for supplies at small stores where she is allowed to spend long periods of time looking for supplies. Karen avoids social situations with new and unfamiliar people as she reflects carefully on everything she says because she wants to make sure she states things correctly.

Karen maintains an apartment in Frederick, MD. She uses public transportation to go to the grocery store, the bank, doctor’s appointments, and to manage her business.

Tommy is 19-years old and has Aspergers. He lives with his parents and an older brother. He receives academic services in a school setting. One day Tommy’s class spent a day learning how to use public transportation. At the end of the day, each student received a bus pass.

Justin is 15 years old and has an intellectual disability and autism. Justin lives at home with his family and while he can do things for himself, he always needs a family member or support staff to be available to him. His parents use a reward system to encourage him in school and with everyday life skills. His rewards include things such as going to the movies or buying new CDs or DVDs.

PP – 7 (Video)

PP – 8

NTF – There are no right or wrong answers to this activity.

Throughout the training, these scenarios will be introduced again and additional information will be provided.

09.18

09.18

09.15

<p>Blake is a 45-year old man with Down Syndrome who lives in a residential setting. Blake recently moved to a new residential setting and has been having some difficulty adjusting to the change of routine. Blake liked the former home where everything was familiar and has difficulty understanding that the former home closed.</p>	<p>09.15</p>
<p>Sarah is a 32-year old woman who has cerebral palsy and uses a wheelchair. She usually has good days and can communicate with other people and interact in a positive manner.</p>	<p>09.18</p>
<p>Ben is a 23 year old male with fetal alcohol syndrome who lives with his family. Although he needs some assistance, Ben has some independence in his neighborhood and loves riding his bike. His family allows Ben time everyday just before dinner or dark to ride his bike on a pre-determined path through his neighborhood. This is a daily ritual for Ben as he loves the exercise this provides him as well as the sense of pride he enjoys every time he rides.</p>	<p>09.18</p>
<p>Mike is 62 years old and lived with his parents his entire life. He has an intellectual disability and his parents spent their lives preparing Mike for a time when he would be independent. Prior to their deaths approximately one year ago, they made sure Mike had a home and support persons in place to assist him with getting to work everyday, making meals, doing laundry, taking out the trash and paying bills. Mike has a support person who comes to his home every morning to help with the daily schedule. When Mike comes home from work or when he has days off, he is responsible for his own care for the remainder of the day/night. Sometimes Mike can get lonely at night.</p>	<p>09.18</p>
<p>Arnold is in his mid-20s and has autism. He is off to the county fair with his housemates and one staff person. Crowds usually make Arnold uncomfortable but Arnold and his staff think he may enjoy the county fair because of his fondness for animals.</p>	<p>09.15</p>

How could each of these people come into contact with law enforcement?

Vary

Take a look at this slide. It lists the current objectives, by category, which are taught in entrance-level academies. Currently all of the SPECIFIED I/DD objectives to be taught are under objective 9 – Crisis Intervention. Yet people with I/DD who have contact with law enforcement are not always in crisis.

For example objective 02.06 – “identify the hazards and benefits of using police equipment while patrolling, in a moving vehicle, i.e., siren, lights, radio, whistle.”

For a person with I/DD who is sensitive to lights or sounds, the presence of a police vehicle may result in a reaction from the individual that is unexpected or unanticipated. If the person with I/DD has a hidden disability, the officer has no way of knowing what is creating this unexpected response.

Objective 06.05 – demonstrate interview techniques for person(s) in various situations is another objective that could be expanded. For an individual with I/DD, research has determined that false confessions are often attributed to persons with I/DD or the individual may mimic an officer or otherwise interfere with the process (unintentionally).

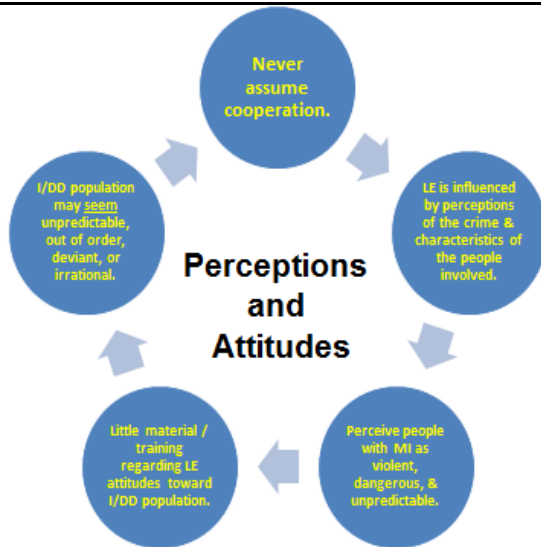
QTC

AR – Students should identify the potential for any of these individuals to be a victim of or witness to a crime.

NTF – Inform students that each of these people will show up throughout the training. Each of the incidents involving the people presented in these vignettes is based on a real incident.

PP – 9

PP – 10



Police Officers and Disability: Perceptions and Attitudes (Modell, S.J. and Cropp, D (2007)

Perceive people with mental illness as violent, dangerous, and unpredictable. – Third circle on the right. Little material or training regarding law enforcement attitudes toward I/DD population. Fourth circle from top.

I/DD populations may seem unpredictable, out of order, deviant, or irrational.

Law enforcement is influenced by perceptions of the crime & characteristics of the people involved.

Research has suggested that police officers perceive those with mental illness as violent, dangerous and unpredictable.

There is little research available regarding law enforcement’s attitudes toward people with physical and developmental disabilities such as intellectual disability, autism, cerebral palsy, and traumatic brain injury. Yet it is also known that most individuals with these disorders are neither violent nor dangerous.

Despite this, the behavior of people with these disabilities may seem to be unpredictable, out of order, deviant or irrational.

Facts about people with I/DD

What have you heard or what do you believe to be true

PP – 11

NTF – There are many examples of interactions between law enforcement and people with mental illness in the news on a regular basis. To reinforce the “perceptions” circle and how this is influenced, pull an article from a news site.

For example -

“Lives of Mentally Ill and Police Collide” (Hilliard, OH)

...when the officer arrived on the scene, the subject was outside his wrecked SUV, bloodied, holding a butcher’s knife and threatening passersby. The subject advanced relentlessly on the police officer, who shot him four times. The subject died on the spot. The physical confrontation lasted 10 seconds.

<http://www.wsj.com/articles/SB10001424052702304561004579135623495179250>

09.17.04

<p>about people with I/DD?</p> <p>Throughout this training it is important to keep in mind that people with intellectual and developmental disabilities are people with similar hopes, dreams and feelings as you and everyone else. We are not so different and everyone wants to be accepted in their communities and treated with respect.</p> <p>People with I/DD may have a typical social life.</p> <p>People with I/DD date and marry.</p> <p>People with I/DD drive.</p> <p>People with I/DD learn!</p> <ul style="list-style-type: none"> • People with I/DD may have delays in processing information. • Therefore, learning may take additional time. • They are capable of learning. <p>People with I/DD work and if they get a job, they keep it! 62% of adults with I/DD are employed and have been at their current job for 3-years or more.</p> <p>Chris Burke Video</p> <p>People with I/DD may have sensory processing issues to include...</p> <ul style="list-style-type: none"> • Being more animated. • Constant tapping of feet or wringing of hands. • Chewing on fingers and other inedible objects. • Reacting to noises perceived as loud. <p>People with I/DD communicate with the skills they</p>	<p>PP – 12 09.19.01</p> <p>PP – 13 NTF - The trainer can make the point that people with intellectual and developmental disabilities want to live independent lives and make choices about the same things we all want to make choices about (e.g. What to wear, what to eat and when, what kind of music to listen to, what movie to see, when to go out, etc). Depending on the living situation and other factors, sometimes these choices are restricted which can lead to frustration as it would for any one of us. 09.19.01</p> <p>PP – 14 09.19.01</p>
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<p>possess to convey their thoughts and emotions.</p> <ul style="list-style-type: none"> • Someone with an I/DD may have fewer tools to express thoughts, emotions, and needs. • Someone may be expressing frustration, pain or other emotions and feelings. <p>People with I/DD are generally not violent</p> <ul style="list-style-type: none"> • Of the few cases in which people with I/DD have been involved in a Part I crime they are often influenced by other participants who do not have an I/DD. <p>People with I/DD are at risk for sexual victimization.</p> <ul style="list-style-type: none"> • 40% of women with physical disabilities reported being sexually assaulted and almost half of these victims report repeated assaults. • Children with intellectual disabilities are also at higher risk of being sexually abused. <p>People with I/DD may be vulnerable but are often capable of communicating on their own behalf.</p> <ul style="list-style-type: none"> • When responding to a call for service, first speak directly to the person with I/DD. • If the person is non-verbal, make every effort to get information from the person with I/DD first. <p>Prevalent I/DDs include:</p> <ul style="list-style-type: none"> • Autism Spectrum Disorder • Cerebral Palsy • Down Syndrome • Fetal Alcohol Syndrome • More than 200 known I/DDs • Most people with I/DD (approximately 87%) are only mildly affected and are not easily recognized as having an I/DD. 	<p>PP – 15 09.19.01</p> <p>PP – 16 https://www.youtube.com/watch?v=0BS8HOAViIE 09.19.01</p> <p>PP – 17 09.19.01</p> <p>PP – 18 09.19.01</p> <p>PP – 19 http://www.hrw.org/reports/2001/ustat0301-01.htm 09.19.01</p> <p>PP - 20 NTF – It is suspected that sexual abuse is significantly underreported due to the victim being reliant on the abuser for care and/or the victim being non-verbal. http://www.uwosh.edu/ccdet/caregiver/Documents/Pinkston/Handouts/pamelastatcssex.pdf http://www.thearc.org/what-we-do/resources/fact-sheets/sexual-violence</p>
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PP – 21
09.19.01

PP – 22

H/O – Autism/Alzheimers

Wandering Safety Tips

Autism - Individuals on the spectrum have three major developmental differences:

- Communication
- Socialization
- Unusual interest or behaviors.
- Known to wander which presents the following risks:

WANDERING DANGERS

Drowning; Exposure;

Dehydration; Hypothermia; Traffic

Injuries; Falls; Physical Restraint;

Encounters with strangers;

Encounters with law enforcement.

90% chance of drowning

Autism/Alzheimer's Wandering

Safety tips

Project Lifesaver Form

<https://www2.montgomerycountymd.gov/LSIF/>

Autism Elopement 9-1-1 Script

Autism neighbor letter

Cerebral Palsy – A group of disorders that affect a person's ability to move and to maintain posture and balance. A person with mild CP may walk awkwardly but not require assistance while someone with severe CP may not be able to walk and may require lifelong care.

Likelihood of I/DD & LE Encounter in Maryland,
n=55,786

Type of Crime	Persons w/Disabilities	Persons w/o
Total	10,981 (20%)	44,805 (80%)
Serious violent Crime	6,847 (12%)	21,232 (38%)
Rape/sexual Assault (.02%)	371 (.007%)	951
Robbery Aggravated Assault (23%)	3,195 (.06%)	6,976 (12%)
	3,194 (.06%)	13,106

Down Syndrome – Most people with Down Syndrome have IQs in the mild to moderate range of intellectual disability and are at higher risk for heart disease, Alzheimer’s Disease, and leukemia.

Fetal Alcohol Syndrome (FAS) - FASDs refer to the whole range of effects that can happen to a person whose mother drank alcohol during pregnancy. These conditions can affect each person in different ways, and can range from mild to severe. A person with an FASD might have:

- Abnormal facial features, such as a smooth ridge between the nose and upper lip (this ridge is called the philtrum)
- Small head size
- Shorter-than-average height
- Low body weight
- Poor coordination
- Hyperactive behavior
- Difficulty with attention
- Poor memory
- Difficulty in school (especially with math)
- Learning disabilities
- Speech and language delays
- Intellectual disability or low IQ
- Poor reasoning and judgment skills
- Sleep and sucking problems as a baby
- Vision or hearing problems
- Problems with the heart, kidneys, or bones

<http://www.cdc.gov/ncbddd/fasd/facts.html>

09.16.02

PP – 23

Data extrapolated from the U.S.

<p>What is...?</p> <ul style="list-style-type: none"> • Mental Illness? • Developmental Disability? • Intellectual Disability? • Dual Diagnosis? <p>The general public has often considered mental illness as a catch all for intellectual and developmental disabilities. There are actually distinct differences between mental illness, developmental disability, and intellectual disability.</p> <p>Mental Illness</p> <ul style="list-style-type: none"> • Mental illness is a medical condition that disrupts a person's: <ul style="list-style-type: none"> • thinking, • feeling, • mood, • ability to relate to others, and, • daily functioning. <p>"Developmental Disabilities" is an umbrella term that includes intellectual disability but also includes other disabilities that are apparent <u>during childhood</u>.</p> <p>AAIDD Video</p> <p>Under Maryland Law the term Developmental Disabilities has a 5-prong definition including a chronic disability that:</p> <ol style="list-style-type: none"> 1. Is attributable to a mental or physical impairment or a combination of those impairments; <ul style="list-style-type: none"> • Occurs before the individual reaches age 22; <p>Developmental Disabilities</p>	<p>Department of Justice and the Bureau of Justice Assistance, Crime Against Persons with Disabilities, 2009 – 2012 – Statistical Tables and Maryland Uniform Crime Reporting (2012). According to American Community Survey (2012), 39% of Marylanders with disabilities report “cognitive disability,” which could be associated with I/DD, traumatic brain injury, and other disabilities.</p> <p>09.15.01</p> <p>PP – 24 09.16.05</p> <p>PP – 25 09.16.05</p> <p>PP – 26 http://aaid.org/intellectual-disability/definition/faqs-on-intellectual-disability 09.16.05</p> <p>PP – 27 https://www.youtube.com/watch?v</p>
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<p>2. Results in substantial functional limitations in three (3) or more of the following areas of major life activity:</p> <ul style="list-style-type: none"> • Self-care • Receptive and expressive language • Learning • Mobility • Capacity for independent living, and • Economic self-sufficiency; and, 	<p>=V mTP9WLdcl</p> <p>09.16.03</p> <p>PP – 28 09.16.03</p> <p>PP – 29 NTF – Includes: http://www.acl.gov/Programs/AID/D/DDA BOR ACT 2000/docs/dd_act.pdf</p> <p>PP – 30 http://nspt4kids.com/parenting/expressive-vs-receptive-language/ <u>Receptive language</u> is the understanding of language “input.” This includes the understanding of both words and gestures. Receptive language goes beyond just vocabulary skills, but also the ability to interpret a question as a question, the understanding of concepts like “on,” or accurately interpreting complex grammatical forms (i.e. understanding that the phrase “The boy was kicked by the girl” means that a girl did the kicking). A child typically develops receptive language skills first, you can think of children as sponges who absorb the rules and use of language before they begin to express themselves using each of these language skills. <u>Expressive language</u>, is most simply the “output” of language, how one expresses his or her wants and needs. This includes not only words, but also the grammar rules that dictate how words are</p>
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<p>Developmental Disabilities</p> <p>3. The person will need:</p> <ul style="list-style-type: none"> • Lifelong services, • Supports, or • Assistance. <p>Developmental Disabilities (cont.)</p> <ul style="list-style-type: none"> • Impacts a person’s ability to learn and experience life during the developmental years, for example: <ul style="list-style-type: none"> • Born with Cerebral Palsy. • Born with Down Syndrome. • Diagnosed with Autism Spectrum Disorder by age 6-years. <p>Reflects the individual’s need for a combination and sequence of special, interdisciplinary, or generic services, individualized supports, or other forms of assistance that are of lifelong or extended duration and are individually planned and coordinated. May include an Individual Education Plan (IEP) during school years or Therapeutic Support Services (TSS) during</p>	<p>combined into phrases, sentences and paragraphs as well as the use of gestures and facial expressions. It is important to make the distinction here between expressive language and speech production. Speech production relates to the formulation of individual speech sounds using one’s lips, teeth, and tongue. This is separate from one’s ability to formulate thoughts that are expressed using the appropriate word or combination of words. If you have concerns about your child’s language development, consider both how they respond to directions you provide, as well as the words and word combinations they use. Give credit to the gestural cues and facial expressions that your child uses and reacts to as this is an early-developing and important skill. If your concerns persist, seek out the advice of a Speech-Language Pathologist who can evaluate your child and determine if their development is on track, or whether therapy is warranted. And regardless of your child’s skill set, keep talking and interacting with your child- however they are able. Language models are key in fostering the development of communication skills.</p> <p>09.16.03</p> <p>PP – 31</p> <p>09.16.03</p>
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Hidden Conditions

- Debilitating pain.
- Fatigue.
- Dizziness.
- Cognitive dysfunctions.
- Autism.
- Brain injuries.
- Learning differences.
- Mental health disorders.
- Hearing and vision impairments.

This is not the focus of this training but we wanted you to be aware of this diagnosis.

- Co-existence of the symptoms of both intellectual or developmental disabilities and mental health problems.
- Persons with a dual diagnosis can be found at all ages and levels of intellectual and adaptive functioning.
- Many professionals have adopted the estimate that 30-35% of all persons with an I/DD have a psychiatric disorder.

Activity One - I/DD Worksheet

Students will be given 5-10 minutes to review the handout.

Place "D" (Disability), "DD" (Developmental Disability), or "MH" (Mental Health) in the column to the left to indicate the category the impairment listed is.

malformation that caused cerebral palsy did not exist, these secondary conditions would not be present. Associative conditions – intellectual impairment, epileptic seizures, hearing impairment, or vision impairment AND cerebral palsy. Do not result from the same brain injury that caused CP but do occur frequently in those with the condition.

Co-mitigating factors - An individual may also have health conditions separate from cerebral palsy. Unlike associative conditions, researchers have not concluded that these conditions have a high correlation to cerebral palsy. Co-mitigating factors exist regardless of cerebral palsy. Examples of co-mitigating conditions of cerebral palsy include autism, attention deficit hyperactivity disorder (ADHD), and asthma.

09.16.03

PP – 37

NTF - These are not always obvious to the onlooker, but can sometimes or always limit daily activities, range from mild challenges to severe limitations and vary from person to person.

<http://invisibledisabilities.org/what-is-an-invisible-disability/>

PP - 38

<http://thenadd.org/resources/information-on-dual-diagnosis-2/>

Break

Instances where people with I/DD and communities met...

- Shopping
- Driving

Shopping Trip

An individual with an I/DD was shopping in a department store with a support staff. The individual was an adult male who liked to hold onto and play with a ball. This behavior was comforting to him in the same manner holding a blanket or stuffed animal is comforting to a small child.

At one point during the shopping trip, the man threw the ball. It hit a glass window at one of the entrances to the store. The window broke and the manager called police to file charges. The man with I/DD ended up being sentenced to 5-years probation and paying restitution.

Driving

- It's late at night on a dark road with little traffic.
- You notice a vehicle being driven suspiciously.
- You turn around to investigate.
- The vehicle stops on the shoulder as you approach.
- You stop as well.
- What are you thinking on the approach?

Driving with I/DD video

After viewing the video ask students what they saw. Specifically ask if Grant made a false confession?

The answer to this question will vary but the act of pulling himself over without violating the law or having done something to warrant being pulled over sets the

PP - 39

H/O - I/DD Worksheet

NTF - During debrief stress that Developmental Disabilities occur between birth and the age of 22. They impact a person's ability to learn and during developmental years.

09.16.05

PP - 40

PP - 41

PP - 42

09.15.02

PP - 43

NTF - The video that is to be played in the next slide is narrated by Grant and explains a time when he passed a police officer.

stage for a false confession.

As you heard Grant state in the video, the officer asked him if he had been drinking. While Grant stated he had not been drinking, a person who has a desire to please law enforcement, may admit to having been drinking even if he/she had not been.

It is important to understand that as an officer, the odds of you interacting with someone with an I/DD are good.

The odds that you will recognize this type of interaction are not as good.

It is estimated that most people with ID (approximately 87%) are only mildly affected and are not easily recognized as having an ID.

Interpreting Behaviors...

- In the previous examples, there was no immediate crisis – the action had happened.
- Possibility of a false confession.
- In this activity, we examine behaviors and the outcome of the behaviors.

In this section, you will work in small teams to determine which of the people in the assigned scenario is/are having a crisis.

Activity – Break the class up into small groups.
Assign each group a crisis situation.
Give the group 5 – 10 minutes to read their assigned “crisis” and prepare to answer the following questions:

- Is there a crisis?
- If yes, who is experiencing the crisis?
- What behaviors are being exhibited that indicate there is a crisis?

Once groups have prepared their answers, the FACILITATOR will read the challenge and then have

Wait to debrief this slide until after you play the Grant video. During the debrief make sure you talk about self-incrimination (pulled over without being signaled).

PP - 44

09.15

QTC - Did Grant make a false confession?

PP - 45

PP - 46

Activity

H/O - Activity 2

09.16

09.16.01

09.16.04

the group answer the question.

In the activity that you just completed, the intent is to look at events from the various perspectives. People with I/DD have difficulty processing information. These difficulties will manifest in various ways.

Earlier you were introduced to people with I/DD and asked if you could think of ways in which they may interact with police. Building on some of their stories, below are examples of what is happening for these individuals:

Characteristics of People with I/DD

- Inability to see things from another person's point of view. (Blake)
Blake is the 45-year old man who recently moved to a new residential home. His focus is on missing his former home. He is grieving for his former home, familiar room, familiar routines, known schedule, and housemates and staff. When he is told it is grocery shopping day, something all members of the household participate in, he frequently refuses to get in the car to go. When his staff person tries to reason with him, Blake responds that at his other home they grocery shopped on another day.
- Impulse control. (Mike)
Mike is the 62-year old man whose parents recently died. In the evening he is lonely and views the friendly people at 9-1-1 as someone he can talk to. Even though Mike knows he should not call 9-1-1 just because he is lonely, he frequently reaches for the phone and calls to have someone to talk to.
- Trusting – not quite aware of malice. (Robert)
- Knows what is expected but unable to do what is expected. (Robert)
- Having difficulty describing facts or details of the offense. (Robert)
- Being confused about who is responsible for the

NTF - It is important that the **FACILITATOR** reads the crisis as students who are not comfortable with reading to the group will paraphrase and may change the content.

PP - 47
Role play - Blake
H/O
09.17.03

09.17.02

PP - 48
09.17.05

<p>crime and confessing even when innocent. (Robert)</p> <p>Robert is a 49-year old male who lives independently in his own apartment and works. He receives assistance with basic life skills every morning and his parents are local and involved in his life while respecting his independence. Robert gets involved with a group of young adults who start hanging out at his apartment and get him to give them money for things.</p> <ul style="list-style-type: none"> • Being overwhelmed by a police presence. (Karen) • Saying what he/she thinks the officer wants to hear. (Karen) Karen is the very shy 45-year old woman who makes jewelry. She is not comfortable speaking to people in general and when you add an authority figure such as a police officer. • Not understanding commands, instructions, etc. (Smoking weed) • Acting upset and trying to run away. (Smoking weed) In the activity that was just completed, the officers did not know that the people smoking weed were deaf or hearing impaired. The people did not know that they were being approached by officers. Being unable to understand the officer's commands, one person stayed with his peers but posed a threat since the officer did not know why he was not complying. For those who ran away, they believed the officers were trying to rob them but the officers had no way of knowing this. • Difficulty understanding social norms such as respecting boundaries and touch. (Headphones in park) A group of people with I/DD are at the library when one of the people goes to a nearby park. While she is at the park, she sees a little girl wearing headphones similar to ones she owns 	<p>PP - 49 Role play - Karen H/O 09.17.04</p> <p>NTF – People who are deaf and/or hard of hearing do not always consider themselves to have an I/DD as most people can learn with accommodations. However, they may present with characteristics of someone with an I/DD in regard to communication.</p> <p>PP - 50</p>
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and she reaches out to touch the headphones.

The following is an example of how these characteristics resulted in a person with I/DD having contact with law enforcement:

Tommy is 19-years old. He lives with his parents and an older brother. He receives academic services in a school setting. One day Tommy's class spent a day learning how to use public transportation. At the end of the day, each student received a bus pass.

- One day Tommy did not feel like going to school so he caught the city bus.
- He got off the bus at a spot that seemed familiar to him.
- There was a coffee shop that he remembered having coffee with his brother at that looked just like this one.
- Tommy bought a cup of coffee and spent the morning proud of himself for being able to ride the bus and purchase coffee.
- An employee of the coffee shop noticed Tommy and kept an eye on him throughout the morning.
- He noticed Tommy would drink some coffee, walk up and down the neighborhood, and return to an outside table and sip his coffee.
- Several times he stopped by the table to make sure Tommy was OK.
- During these contacts Tommy would play with his phone and mumble a response.
- Concerned about Tommy, the worker calls the police at the end of his shift and leaves.
- An officer arrives to check on Tommy's well-being.
- As he approaches, Tommy fidgets with his phone.
- The officer asks to see Tommy's phone and when Tommy shows it to him, he can see it is turned off.
- Tommy is asked to turn on the phone – which he does.
- Once the phone is turned on, several text messages come in on his phone.

PP - 51

09.17.07

<p>Activity Three - Challenges for Law Enforcement</p> <ul style="list-style-type: none"> - Domestic violence - Abuse by acquaintances - Caretaker arrest - Young child running around - Stolen bike <p>Break</p> <p>Abott & Costello video</p> <p>Communication 101</p> <ul style="list-style-type: none"> • 7% of any message is conveyed through words, • 38% through certain vocal elements, and • 55% through nonverbal elements (facial expressions, gestures, posture, etc.). <p>Receptive vs. Expressive Language</p> <p>Receptive:</p> <ul style="list-style-type: none"> - Understand words. - Recognize a depiction of an item. - Touch this hand for yes. - Touch this hand for no. <p>Expressive:</p> <ul style="list-style-type: none"> - Finding the words to describe something. - People who have receptive language cannot always use expressive language. - The person understands but can't find the words. <p>Flipping the switch</p> <ul style="list-style-type: none"> • What are you learning in the academy setting about communication? • What are you learning in the academy setting about communicating with persons with disabilities? 	<p>or freeze in the academy setting. Explain that an event can happen that will cause a similar reaction for people with an I/DD.</p> <p>PP - 57 H/O 09.18 09.18.02 09.18.03 09.18.04</p> <p>PP - 58</p> <p>PP - 59 Video https://www.youtube.com/watch?v=WQXwt83hYkE</p> <p>PP - 60 http://www.nonverbalgroup.com/2011/08/how-much-of-communication-is-really-nonverbal/</p> <p>PP - 61 09.18.05</p> <p>PP - 62</p>
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Adrian - free speech

- In this clip, Adrian was asked to speak about himself and share an interaction he has had with law enforcement.
- Visually – what did you notice about Adrian’s communication skills?
- Verbally?

When communicating...

- Use your given name rather than a title.
- Learn and use the person’s name.
- Use simple commands.

Move to where the subject can see you and use an open stance. An open stance, with your body slightly angled and hands visible with palms up appears non-confrontational to the person in crisis while also allowing you to react quickly if need be. If dealing with a child or a short adult or seated person, you may wish to lower yourself. By kneeling or stooping or sitting, you may appear less threatening. However, only do this if you feel it is safe.

Avoid crowding the subject, to the extent possible. If you crowd the person, you may appear threatening or may appear as though you are blocking the person’s “escape” route.

Control distance and maintain bailout routes. Even if the person in crisis is not bothered by closeness, you must keep a safe distance away—out of the reach of a punch or kick. Be aware of your escape routes should you suddenly need to disengage.

Remain alert, but try not to appear tense. Instead, try to project that you are calm. Speak in a low, calm tone of voice and keep your body relaxed. Try to maintain a neutral but interested facial expression, and keep your palms open, not closed. Remember that your calm appearance may help the subject to feel safer and calmer, because he or she will perceive that you are in control of

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Wisconsin Department of Justice,
Law Enforcement Standards Board,
March 2007

09.19

the situation.

Use your given name, rather than a title. This will make the encounter seem less formal, and thus be less frightening to the subject. It makes you seem like a person first.

Example: *“Good morning, I’m Bill Smith.”*

You can add your title after you’ve given your name, if you wish to do so.

Learn and use the individual’s name. Often using the person’s first name helps establish a bond, but it is a good idea to ask permission first, particularly if you are a younger officer dealing with an older subject. In that case, it might be better to use “Mr.” Or “Mrs.”

Example: *“Is it okay if I call you Bill?”*

*Ask the subject to look at you. But do **not** order him or her to do so.* Be polite about this.

If needed, wave your hands slowly to get the other person’s attention.

Examples: *“Joe, please look at me.”*

“Susan, can I get you to look at me?”

Use simple commands, using the subject’s first name if you know it. Remember, a person in crisis has a diminished ability to think rationally. If your orders or commands are too complex or abstract, the subject may not understand them. Nor will the subject necessarily let you know that he or she does not understand what you have said. That can be a problem. Keep your commands as simple as possible and be polite. This is a sign of basic respect, and is likely (though not guaranteed) to make the encounter go more smoothly.

Examples: *“Joe, please move three steps that way.”*

(pointing the way)

“Mary, walk toward me.”

“Bill, show me your hands.”

Avoid using words or phrases that the subject may not understand, or may be frightened or confused by. Do not use ten-codes or other police jargon

(“What’s your D.O.B.?” “Have you ever been Chapter 51’d?” or “We may have to Chapter you”). Instead, try to use simple words or phrases that the subject is more likely to understand.

Example: *“When were you born?”* or *“What’s your*

date of birth?"

Avoid anything that may unnecessarily escalate the situation, such as:

Being overly authoritative if you do not have to do so

Talking too loud or too fast, so as to frighten or confuse the subject

Pointing at the person with the "parental finger"

Laughing at the person or using derogatory words or phrases.

Take your time—don't rush the encounter. If you try to rush, the subject may feel threatened or get upset, and may therefore be less cooperative. Take as much time as you can, so that the subject will calm down, focus on you, and be compliant. Remember that time is your friend. The longer you can keep things in a verbal mode, the less likely it is that you will have to escalate to physical intervention. Wait the person out, if you can do that.

Try to get the person's attention

- Move to where the subject can see you and avoid disapproving/angry looks.
- Avoid crowding the subject, as possible.
- Control distance and maintain bailout routes.
- Remain alert.
- Minimize external distracters.

This is an important first step. You will not be able to make progress with a person in crisis unless he or she is paying adequate attention to you.

Attempt to Establish Rapport with the Person

- Tell the person directly that you are here to help protect him/her.
- Listen to the person.
- Use the pronoun "I" as frequently as possible.

For example responding to a suspicious person at a playground - I just got here and I see you swinging. Has something happened.

Effective Approaches

- Short sentences.

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PP - 66

<ul style="list-style-type: none"> • Avoid complex words. • Avoid leading questions. • Say it and show it. • Check for understanding. • Explain your actions in advance. • Be aware of other words. i.e. names of body parts. 	<p>PP - 67 NTF – Each of these topics is covered in more detail on the following slides.</p>						
<p>Short Sentences</p> <ul style="list-style-type: none"> • Easy enough BUT pause between each sentence. • Avoid figurative statements, such as: <ul style="list-style-type: none"> – “Take a seat.” – “Give me a break.” – “Hit the road.” 	<p>PP - 68</p>						
<p>Avoid complex words</p> <ul style="list-style-type: none"> • Who <u>assaulted</u> you? • What was the <u>assailant</u> wearing? <ul style="list-style-type: none"> – What are better words for assaulted and assailant? 	<p>PP - 69</p>						
<p>Build Your Questions</p> <table border="0"> <tr> <td>Did you see the person who hit you?</td> <td>What did the person look like?</td> </tr> <tr> <td>Are you OK?</td> <td>Are you hurt? Will you show me?</td> </tr> <tr> <td>Did you take this?</td> <td>Do you have something from the store? Did you pay for it?</td> </tr> </table>	Did you see the person who hit you?	What did the person look like?	Are you OK?	Are you hurt? Will you show me?	Did you take this?	Do you have something from the store? Did you pay for it?	<p>PP - 70</p>
Did you see the person who hit you?	What did the person look like?						
Are you OK?	Are you hurt? Will you show me?						
Did you take this?	Do you have something from the store? Did you pay for it?						
<p>Avoid leading questions</p> <ul style="list-style-type: none"> • Did you take the item from the store because you wanted it? • Did you hit your roommate because he stole your CD? • Was the person tall or short? Black or white? <ul style="list-style-type: none"> – A person with I/DD may simply state the last word he/she heard. – Short and white. <p>People with I/DD tend to agree with everything you say unless you show displeasure. If the person senses you are displeased with them, he/she may adapt their responses in an effort to regain your approval.</p>	<p>PP - 71</p>						

<p>Research has shown that a person with I/DD may state the last word he/she heard. As a result, what seems like a simple question, “was the person tall or short?” may result in a false answer.</p> <p>Say it and Show it</p> <ul style="list-style-type: none"> • Touch the tip of your nose with your right index finger. <ul style="list-style-type: none"> – If I believe right is “write,” and I do not understand which finger is my index finger, I may touch the tip of my nose with my left middle finger. <p>Check for Understanding</p> <ul style="list-style-type: none"> • Ask the person to repeat each phrase in his/her words? <ul style="list-style-type: none"> – Can you tell me what I just said? (Expressive language) – Can you show me? (Receptive language) <p>Move Toward Resolution</p> <ul style="list-style-type: none"> • Keep the subject as calm as possible. • Find out as much as you can about the situation. • Use available resources to help with resolution. • Remain realistic and honest in your dealing with the subject. <p>Explain your actions in advance</p> <ul style="list-style-type: none"> • I am going to place you in handcuffs. • I am going to call for an ambulance. • The ambulance is coming to help you. • I am going to check for outstanding warrants. <p>Additional Phrases</p> <ul style="list-style-type: none"> • I need you to listen to what I say. • I need you to do what I say. • Tell me if you do not understand. • Tell me if I am talking too fast. • Can I help you? <p>One of the major improvements in communicating with and about people with disabilities is "People-First</p>	<p>PP - 72</p> <p>PP - 73</p> <p>PP - 74</p> <p>PP - 75</p> <p>PP - 76</p>
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<p>Language.”</p> <p>People First Video</p> <p>Sarah</p> <ul style="list-style-type: none"> – Possesses good verbal communication skills. – These skills disappear when Sarah gets frustrated or angry. – Sarah’s story. <ul style="list-style-type: none"> • Describe how you would interview Sarah. <p>A 32-year old woman with an intellectual disability who also has Cerebral Palsy. She uses a wheelchair and this has contributed to Sarah having very good upper body strength. On good days, Sarah can communicate effectively and is a pleasure to be around. On bad days, Sarah reverts to acting out behavior and throws objects around.</p> <p>Today Sarah is angry and is not responding to staff’s efforts to redirect her anger. As a result, staff is becoming irritated . Sarah starts throwing objects in the residential home she resides in. Staff tells Sarah to do what she wants and staff makes it clear she will not clean up after Sarah. This only enrages Sarah further. Sarah picks up a computer monitor and throws it. It hits the front picture window, shattering it and landing in the front yard.</p> <p>A neighbor, who is walking home with her child from the bus stop, passes by just as the window breaks. She and her son are not hurt but she rushes home and calls the police. The police arrive and see the destruction, an exhausted Sarah who is sitting in her wheelchair and breathing hard, and a staff person who is sitting on the steps smoking a cigarette. As the officer walks up, the staff person looks at the officer and says, “you can take over now, I’m done with her!”</p> <p>Break</p>	<p>PP - 77 http://www.thearc.org/who-we-are/media-center/people-first-language</p> <p>PP - 78</p> <p>PP - 79 09.19.02</p>
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<p>What is a Crisis?</p> <ul style="list-style-type: none"> • A situation – <u>real or perceived</u> – that significantly reduces a person’s ability to cope. • A crisis presents an obstacle, trauma, or threat, but it also presents an opportunity for either growth or decline. <p>Event vs. Crisis</p> <ul style="list-style-type: none"> • An event happens. • Someone perceives a crisis to be occurring. • Your interactions on scene may initiate a crisis. • Are my actions raising or lowering the emotional level? <p>Crisis Management Goals</p> <p>Support Staff</p> <ul style="list-style-type: none"> • Ensure safety. • Be directive. • Crisis intervention and safety strategies: <ul style="list-style-type: none"> – Continue to attempt verbal de-escalation. – Use physical interventions. – Call 9-1-1 <p>Law Enforcement</p> <ul style="list-style-type: none"> • Ensure safety of self & public. • Establish & maintain control. • Resolve the situation positively. • Crisis intervention may include physical interventions. <p>Perception of Crisis and Persons with I/DD</p> <ul style="list-style-type: none"> • Persons with I/DD may behave atypically or unexpectedly (even without a crisis). • Family members & support staff understand the atypical response. <ul style="list-style-type: none"> – The general public may not. <p>Target Shopping Trip Justin is a 15-year old juvenile with an intellectual</p>	<p>PP - 80</p> <p>PP - 81 09.17</p> <p>PP - 82 09.17</p> <p>PP - 83 NTF - Make sure students understand that when a support staff contacts you may vary based on when the person feels they should call for assistance. In addition, the support staff may not be the one who calls. 09.17</p> <p>Also make sure students understand that physical interventions may be necessary. It is not the purpose of this training to tell law enforcement personnel when to intervene physically. HO – Common Physical Conditions Associated with I/DDs</p> <p>PP - 84 2011 Surrey Place Centre</p>
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disability and autism.
 Justin had earned a reward for good school work and his mother took him shopping after school so he could get his reward – a new CD he had been wanting.
 While walking to the music section, Justin drops to the floor and begins having an angry outburst.
 Justin’s mother attempts to redirect his behavior by reminding him they are at the store to get his new CD. She encourages him to get up so they can get the CD. Justin gets up and hits his mother.
 A man who has witnessed this offers to call the police but Justin’s mother says, “No police, he’s my son!”
 The man calls the police anyway.
 By the time an officer arrives, Justin’s mother has calmed him down and is putting him in the car.
 The man who called points them out to you and you approach the car.
 The mother’s face is red and puffy.
 There is also a red mark on her arm from where Justin grabbed her.
 It is a warm summer day and the marks are clearly visible to you.
 How do you proceed?

Decision Point: Is there a crisis? If yes, who is experiencing the crisis?

Conclusion: The mother is minimally cooperative and tells you her son has a disability and is sometimes prone to outburst. She insists that her son has done nothing wrong or criminal and that she is taking him home. She does provide you with their names and basic information. She is allowed to leave with Justin.

Responding to People in Crisis

- Never assume how the person should feel in the given situation.
- The crisis may not seem significant to you but it is for the person.
- Crisis is a matter of *PERCEPTION* for the person having the crisis.

Crisis Behaviors

- People who are experiencing a crisis do not

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PP - 86

<p>always act the same way.</p> <ul style="list-style-type: none"> – Sometimes a person is visibly upset. – Sometimes a person does not display any obvious behaviors. <ul style="list-style-type: none"> • Consider the following: • A 42-year old woman with an I/DD and her 21-year old support staff went to an amusement park. • The support staff, sensing the woman was overstimulated, after several hours at the park suggested they leave. • The woman became upset and refused to leave. • The support staff suggested taking a break to get a drink or something to eat. • The woman became upset and began yelling at the support staff. • Unbeknownst to both of them, park security was called. • Security arrived on scene and told the woman and support staff that she would need to calm down or they would be asked to leave. • The woman turned her frustration on security and began yelling at them. • She then stormed off into the women’s restroom. • Security followed the woman to the restroom and witnessed her punching the mirrors. • They escorted her and her support staff from the park. • The woman refused to get in the car to go home. • Security left the support staff to handle the woman on her own. • The woman tried to re-enter the park and in doing so had hit her support staff. • Police were called since the woman continued to attempt to re-enter the park. • How do you handle this? 	<p>PP - 87</p> <p>PP - 88 09.17</p>
<p>Activity Four - Role Plays</p> <ul style="list-style-type: none"> • Wandering • Drugs in Juvenile Facility • Loitering • Calls to 9-1-1 	<p>PP - 89</p>

<ul style="list-style-type: none"> • Shoplifting Suspect • Possible Sexual Assault <p>Crisis Stages - Theories</p> <ul style="list-style-type: none"> • Prevention • Escalation • Crisis • Post-Crisis Calming <p>Prevention</p> <ul style="list-style-type: none"> • Family members and support staff: <ul style="list-style-type: none"> – Knowledge of routines. – Knowledge of needs. • Know early warning signs that signal increasing stress or anxiety (family member or support person). <p>Prevention - Calming Measures</p> <ul style="list-style-type: none"> • Encourage talking, be empathetic, use a non-judgmental approach, • Be supportive, increase positive feedback, offer choices. • Use calming object or usual calming approach (e.g., deep breathing) <p>Escalation</p> <ul style="list-style-type: none"> • Increasing resistance to requests. • Refusal. • Questioning. • Challenging. • Change in tone and volume of voice. • Sense of loss of control. • Increasing physical activity. • Loud. • Self-talk. • Swearing to self. • Focus on technology. <p>Escalation</p> <ul style="list-style-type: none"> • Consider escalating behavior as COMMUNICATION. • Escalating behaviors may be the best or only way that a person with I/DD can communicate that 	<p>PP - 90</p> <p>PP - 91</p> <p>PP - 92</p> <p>PP - 93</p> <p>PP - 94</p>
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<p>something is wrong.</p> <p>Escalation - Calming Measures</p> <ul style="list-style-type: none"> • Check yourself!!! • Speech <ul style="list-style-type: none"> – Tone – Rate of speech • Body language <ul style="list-style-type: none"> – Physical space <p>Escalation - Calming Measures</p> <ul style="list-style-type: none"> • Reflective listening <ul style="list-style-type: none"> – Describe what you see, not your interpretation of it. • Reassurance <ul style="list-style-type: none"> – Verbal and non-verbal cues. <ul style="list-style-type: none"> • Nodding your head. • I'm here to help. • Eye contact and/or touch is different for everyone. <p>Crisis behaviors stem from events</p> <ul style="list-style-type: none"> • Person with I/DD finds a gun in a trash can. • Thinks it's a toy. • Begins to carry it around and show it to others. • The police are called. • How does law enforcement get the gun from the person? 	<p>PP - 95</p> <p>PP - 96 NTF - Discuss this in-depth. If the person with I/DD is able to communicate verbally, identify his/her major feeling state (e.g. angry, frustrated, or anxious). Allow the person to provide answers to questions, generate discussion, state facts, ask short clear questions. For a non-verbal person with DD, adjust responses to him/her.</p> <p>PP - 97 How the person may respond when you are trying to get their toy? The following is a list of possible behaviors: Verbal threats of aggression, or aggression: Swearing at people. Explosive, threatening. Using threatening gestures to others or self. Physical aggression to self or others: Hurting self. Kicking, hitting, scratching, choking. Using objects to hurt self or others.</p>
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<p>Crisis Calming Measures</p> <ul style="list-style-type: none"> • Ensure your own safety, safety of others, and safety of individual. • Use personal space and supportive stance. • Remove potentially harmful objects. • Use clear, short, calm and slow statements. <ul style="list-style-type: none"> • Remind the person with I/DD of pre-established boundaries; • Remind him/her about the consequences of his/her behavior but do not threaten him/her. • Get assistance to keep safe. <p>Post-Crisis Calming</p> <ul style="list-style-type: none"> • Stress and tension decrease. • Decrease in physical and emotional energy. • Regains control of behavior. <p>What does this look like?</p> <ul style="list-style-type: none"> • Prevention: <ul style="list-style-type: none"> – Arnold is in his mid-20s and has autism. – Crowds make Arnold uncomfortable. – Arnold likes animals. • What could Arnold and his staff do to prepare him for the county fair? <p>Plan to go at a time that isn't as busy. Contact the fair to see if accommodations can be made for before or after hours visit. Ask for additional staff to attend. Bring water and other supplies to help keep Arnold and his housemates comfortable.</p> <p>Escalation</p> <ul style="list-style-type: none"> • It is hot at the county fair. • Arnold gets in line to buy water. • Staff can see Arnold but are attending to Arnold's housemates. • A 7-year old girl is near Arnold pestering her grandfather to buy her cotton candy. • Arnold can hear the girl – staff can't. <p>Escalation</p>	<p>09.17.06</p> <p>PP - 98</p> <p>PP - 99</p> <p>PP - 100</p> <p>PP - 101</p> <p>QTC</p> <p>AR</p> <p>PP - 102</p>
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<ul style="list-style-type: none"> • When the grandfather tells the girl “no,” she begins to scream that she ‘REALLY wants cotton candy!!’ • Arnold covers his ears to block the noise. • Arnold remains in line for water. 	PP - 103
<p>Escalation</p> <ul style="list-style-type: none"> • Staff can see Arnold but not the girl. • They assume he is using his protective behaviors to block the noise of the fair. • For Arnold, the girl is simply screaming – he no longer hears words. 	PP - 104
<p>Escalation</p> <ul style="list-style-type: none"> • Arnold pulls his head to his chest. • He shuts his eyes. • He places his hands even harder over his ears. • Staff begin to walk toward Arnold. • The child continues to scream. 	PP - 105
<p>Crisis</p> <ul style="list-style-type: none"> • Before staff reach Arnold, he opens his eyes, uncovers his ears, walks quickly toward the girl and slaps her face. • The child starts to cry. • Her grandfather picks her up and screams at Arnold, “What the hell do you think you’re doing? You’re going to jail!!” 	PP - 106
<p>Crisis</p> <ul style="list-style-type: none"> • The grandfather calls the police. • You are already at the fair and respond quickly. • Staff have arrived with Arnold’s housemate. • Arnold is repeatedly stating, “no, no, no” to himself while covering his ears. 	PP - 107
<p>Crisis</p> <ul style="list-style-type: none"> • A crowd has formed. • Arnold’s staff are trying to calm Arnold and talk to the grandfather. • The grandfather is angry. • The girl is screaming hysterically. • Arnold’s housemate is bouncing from foot-to- 	PP - 108

<p>foot and flapping his hands.</p> <p>Describe how you would move this situation to post-crisis calming.</p> <ul style="list-style-type: none"> • Define the crisis. • Identify the goal for police. • Describe the actions you would take. • Identify available resources. • Describe your action plan. <p>Trauma Defined</p> <ol style="list-style-type: none"> a. An experience that produces psychological injury or pain. b. The psychological injury so caused. <p>It's not just the event but also the after-effects of the experience of the event.</p> <p>Trauma Experiences of People with I/DD</p> <ul style="list-style-type: none"> • Abuse: <ul style="list-style-type: none"> – Physical – Sexual • Social/Emotional Trauma: <ul style="list-style-type: none"> – Bullying – Identified as being different – Exclusion – Segregation <p>Trauma Experiences of People with I/DD</p> <ul style="list-style-type: none"> • Trauma of institutionalization: <ul style="list-style-type: none"> – Removal from family. – Foster care placement. • Uncertainty of safety and basic needs being met (neglect). <p>Considerations for Law Enforcement – Related to past trauma</p> <ul style="list-style-type: none"> • Verbal threats • Physical aggression • Running away • Taking items <p>Approaching a person with I/DD</p> <ul style="list-style-type: none"> • May be very sensitive to tone of voice, body 	<p>PP - 109</p> <p>PP - 110</p> <p>PP - 111 09.17.01</p> <p>PP - 112</p> <p>PP - 113</p>
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<p>language, and words you are using.</p> <ul style="list-style-type: none"> – Communicate directly with the person: don't assume that they cannot communicate. – Be very aware of what you and your non-verbal behavior is communicating and adjust your approach based on how the other person reacts. 	<p>PP - 114</p>
<p>Approaching a person with I/DD</p> <ul style="list-style-type: none"> • May be very sensitive to touch. <ul style="list-style-type: none"> • If necessary to touch person, tell the person exactly what you are going to do and what you need them to do. • Reassure the person. <ul style="list-style-type: none"> • Re-iterating that you are there to help and that you want to hear what they have to say. 	<p>PP - 115</p>
<p>Americans with Disabilities Act (ADA)</p> <ul style="list-style-type: none"> • A Federal Civil Rights law passed in 1961. • Guarantees equal opportunity for individuals with disabilities in: <ul style="list-style-type: none"> – State and local government services, – public accommodations, – employment, – transportation, and – telecommunications. 	<p>PP - 116</p>
<p>The ADA effects virtually everything a law enforcement officer does.</p> <ul style="list-style-type: none"> • For example: <ul style="list-style-type: none"> – receiving citizen complaints; – interrogating witnesses; – arresting, booking, and holding suspects; – operating telephone (911) emergency centers; – providing emergency medical services; – enforcing laws; – and other duties. 	<p>PP - 117 09.20</p>
<p>The ADA covers a wide range of individuals with disabilities, including those with IDD.</p>	

<p>The ADA requires Law enforcement agencies to make reasonable modifications in their:</p> <ul style="list-style-type: none"> - policies, - practices, and - procedures <p>that are necessary to ensure accessibility for individuals with disabilities, unless making such modifications would fundamentally alter the program or service involved</p> <p>Many of the techniques presented in this training provide ways in which a police or sheriffs' department might need to modify its normal practices to accommodate a person with a disability, including an IDD.</p> <p>Be aware that unexpected actions by some individuals with IDD may be misconstrued by officers or deputies as suspicious or illegal activity or uncooperative behavior. For example, a person with an IDD may not be able to quickly respond to a question or command or a person with IDD may walk with an unsteady gait, leading some to think the person is intoxicated.</p> <p>Reasonable Accommodations</p> <ul style="list-style-type: none"> • Finding alternate ways to communicate with a person with an IDD, such as: <ul style="list-style-type: none"> - pictures, - gestures, or, - technology <p>Tests, such as breathalyzers, will provide more accurate results and reduce the possibility of false arrest.</p> <p>Examples of Modifications</p> <p>A department modifies the procedures for giving <u>Miranda</u> warnings when arresting an individual who has IDD. Law enforcement personnel use simple words and ask the individual to repeat each phrase of the warnings in her or his own words. The personnel also check for understanding, by asking the individual such questions as</p>	<p>PP - 118</p> <p>PP - 119</p> <p>PP - 120</p> <p>PP - 121</p>
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what a lawyer is and how a lawyer might help the individual, or asking the individual for an example of what a right is. Using simple language or pictures and symbols, speaking slowly and clearly, and asking concrete questions, are all ways to communicate with individuals who have IDD.

A department modifies its regular practice of handcuffing arrestees behind their backs, and instead handcuffs deaf individuals in front in order for the person to sign or write notes.

A department modifies its practice of confiscating medications for the period of confinement, in order to permit inmates who have disabilities that require self-medication, such as cardiac conditions or epilepsy, to self-administer medications that do not have abuse potential.

Decisions

- The ADA requires that the expressed choice of the individual with the disability, including an intellectual or developmental disability, who is in the best position to know her or his needs, should be given primary consideration in determining which communication aid to provide.
- The ultimate decision is made by the police department.

The department should honor the individual's choice unless it can demonstrate that another effective method of communication exists.

Community - A Valuable Resource

- What do you know about the area in which you will work?
- Are there assisted living homes, independent living homes, or service providers?
- Does dispatch have a mechanism for identifying addresses where a person with an I/DD may reside?

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<p>Community Engagement</p> <ul style="list-style-type: none"> • Conduct wellness checks at residential homes and day programs. • Frequent businesses in your patrol area that employ people with I/DD. • Ask SROs for updates of any school incidents involving people with I/DD. <p>Community Engagement</p> <ul style="list-style-type: none"> • Ride-alongs • Participate in community events such as public safety day/fire safety day. • Volunteer for Special Olympics and other events featuring people with I/DD. • Educate people about what law enforcement officers do. <p>Community Engagement</p> <ul style="list-style-type: none"> • Provide or assist with training: <ul style="list-style-type: none"> – Safety (seatbelts, when to call 9-1-1, what to do if someone hurts you). – Support staff – how to engage with an officer when their client is a victim, witness, or suspect. <p>Examples</p> <ul style="list-style-type: none"> • What programs do you know of...? 	<p>PP – 124</p> <p>PP – 125</p> <p>PP – 126</p> <p>PP – 127</p>
<p>III. EVALUATION/CLOSURE</p> <p>1. Explain what it means to be SAFE, UNDERSTOOD, and INCLUDED from the following perspectives:</p> <ul style="list-style-type: none"> a. People with intellectual and developmental disabilities (I/DD); b. The officer; and 	<p>Time:</p>

c. The community.

2. Identify the procedures that an officer should/may employ when encountering an individual with an I/DD (Obj. 09.15)
3. Identify the indicators that a person may have an I/DD (Obj. 09.16)
4. Identify the procedures an officer should follow to ensure the safety and calmness of an individual that has an I/DD. (Obj. 09.17)
5. Demonstrate communication techniques required to effectively interact with a person who has an I/DD. (Obj. 09.18)
6. Explain the resources available to assist an officer encountering a person with an I/DD. (Obj. 09.19)
7. Describe the procedures an officer uses to ensure compliance with the Americans with Disabilities Act when encountering a person with an Intellectual, Developmental, or Physical disability. (Obj. 09/20)

TEST

1. The primary goal of the Maryland Commission for the Effective Community Inclusion of People with Intellectual and Developmental Disabilities is to Explain what it means to be SAFE, UNDERSTOOD, and INCLUDED from the following perspectives: (a) People with intellectual and developmental disabilities (I/DD); (b) the officer; and (c) the community. Which of the following is an example of inclusion?
 - a. Having people with I/DD in the public school setting.
 - b. Employing an adult with an I/DD.
 - c. **Engaging an adult with an I/DD about**

his/her day, activities, etc.

- d. Deciding not to issue a citation to a person with an I/DD that you stopped for speeding.
2. You encounter a person who is acting a little strange. When you ask direct question, the person does not make eye contact, wrings her hands repeatedly, and takes 15 – 30 seconds to even begin to answer questions. Is it ok to ask the person if she has an I/DD? (Obj. 9.15 & 9.16)
 - a. **Yes**
 - b. No
3. When encountering a person with an I/DD who is non-verbal, you should begin by addressing the family member or support person who is with the individual. (Obj. 9.15)
 - a. True
 - b. **False**
4. There are more than 200 known I/DDs and approximately 80% of the population with I/DDs have hidden disabilities.
 - a. **True**
 - b. False
5. Which of the following is NOT true about people with I/DD: (obj. 9.16)
 - a. Can drive.
 - b. Can work.
 - c. **Are generally violent.**
 - d. Are 7x more likely to be the victims or witnesses of a crime.
6. Mental illness and I/DD are the same.
 - a. True
 - b. **False**
7. An example of an adaptive behavior that a person with an I/DD may need support with includes: (Obj. 9.16)

<p>a. Getting dressed. b. Feeding oneself. c. Managing money. d. All of the above. e. None of the above.</p> <p>8. People with I/DDs are NOT capable of living independently. a. True b. False</p> <p>9. People with I/DDs may have difficulty understanding personal space and boundaries. (Obj. 9.16) a. True b. False</p> <p>10. A person with an I/DD may have language processing issues. Therefore, the person may only remember the last word he/she heard. Therefore, when asking for a description, the officer may say did the suspect have dark or light hair? The person with an I/DD will respond light hair even though he/she knew the person had dark hair. (Obj. 9.18) a. True b. False</p> <p>11. When questioning a person with an I/DD it is always best to use common acronyms, such as DOB. (Obj. 9.18) a. True b. False</p> <p>12. When communicating with a person with an I/DD it is important to: (Obj. 9.17 & 9.18) a. Take your time. b. Give the person time to respond to your first question before moving to the next. c. Avoid disapproving looks. d. All of the above. e. None of the above.</p>	
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<p>13. A person with an I/DD should never be arrested.</p> <ul style="list-style-type: none">a. Trueb. False <p>14. When approaching a person with a suspected I/DD the best way to open the dialogue is to: (Obj. 9.18)</p> <ul style="list-style-type: none">a. Ask what the person is doing?b. State what you observed upon coming onto the scene.c. Begin yelling commands at the individual as soon as you arrive on scene.d. Ignore the individual and speak directly to the person with the individual. <p>15. Examples of resources available to officers when they interact with persons with I/DD include: (Obj. 9.19)</p> <ul style="list-style-type: none">a. Communication skillsb. De-escalation skillsc. Family members/support staffd. All of the abovee. None of the above <p>16. Officers are encouraged to visit residential settings for people with I/DD and employers who employ people with I/DD to become familiar with people with I/DD who live in the communities they patrol to check on the well-being of these people and to attempt to establish rapport before a need for law enforcement services presents itself. (Obj. 9.19)</p> <ul style="list-style-type: none">a. Trueb. False	
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