

2018

Crisis Intervention Team (CIT) Training



Instructor Guide

De-Escalation Training

Active Listening Skills

COURSE TITLE PAGE

Program: Crisis Intervention Team (CIT) Training
Block: De-escalation Training
Course#/Title: Active Listening Skills
Accreditation#: NM170753
Course Level: Advanced Training
Prerequisites: None
Instructional Method: Lecture, Power Point, Exercises, Discussion
Time Allotted: 1 Hour
Target Group: New Mexico Law Enforcement Basic and Certified Officers; Basic and Certified Telecommunicators
Instructor/Student Ratio: 1/35
Evaluation Strategy: Pre-Test/Post-Test, Class discussion
Required Instructor Materials: Lesson Plan, Power Point, Handouts, Discussion,
Required Student Materials: Note-taking materials, Student Manual
Suggested Instructor Certification: General Instructor Professional Lecturer
 Specialized Instructor
 CIT Instructor Master Instructor

Source Document/Bibliography:
Noesner, G., & Webster, M. (1997). Crisis Intervention: Using Active Listening Skills in Negotiations. *Law Enforcement Bulletin*. FBI.
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Price, O., & Baker, J. (2012). Key components of de-escalation techniques: A thematic synthesis. International Journal of Mental Health Nursing, 310-319.
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Ekman, P. (1992a). Are There Basic Emotions?. *Psychological Review*, 99(3), 550-553.

Lazarus, R. S. (1991). *Emotion and Adaptation*. New York: Oxford University Press.

Davidson, J. A. and Versluys, M. 1999. Effects of brief training in cooperation and problem solving on success in conflict resolution. *Peace and Conflict: Journal of Peace Psychology*, 2: 137–148.

Vecchi, G. M., Hasselt, V. B., & Romano, S. J. (2005). Crisis (hostage) negotiation: Current strategies and issues in high-risk conflict resolution. *Aggression and Violent Behavior*, 10(5), 533-551.

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City of Albuquerque, Police Department. (n.d.). 2-20 *Hostage, Suicidal/Barricaded Subject, and Tactical Threat Assessment*.

City of Albuquerque, Police Department. (n.d.). 2-82
Restraint and transportation of prisoners.

City of Albuquerque, Police Department. (n.d.). 2-52
Use of Force

Winograd, P. and Thomson, L. (January 2017). *Homicide Rising? Insights From Law Enforcement and Mental Health*. Online presentation presented to the CIT Knowledge Network ECHO, Albuquerque, NM.

COURSE GOAL:

To prepare the student to handle situations involving people with mental illness and in crisis with de-escalation skills to reduce unnecessary force and develop rapport.

LEARNING OBJECTIVE(S):

Upon completion of training, the participant will be able to demonstrate the following measurable learning objectives:

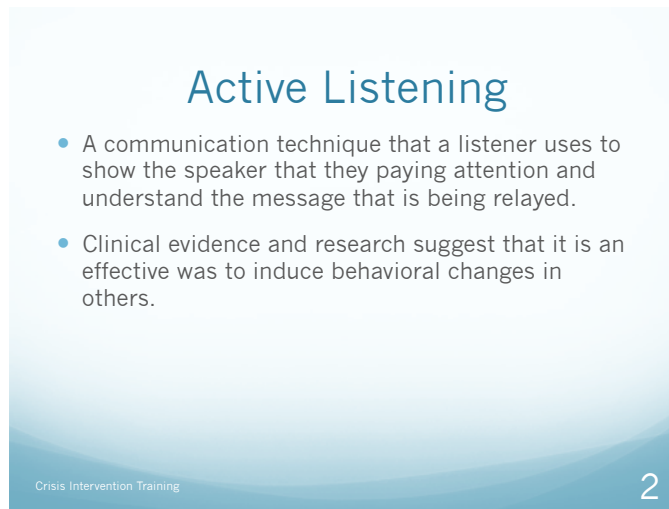
1. Describe commonly used active listening skills.
2. Apply active listening skills.
3. Demonstrate active listening skills.

Welcome (Slide 1)



- Welcome students and introduce yourself. You may want to include your name on this PowerPoint or write it on a whiteboard or flip chart.
- Provide a brief overview of the class and what to expect.
- Ask for cell phones and computers to be turned off.

Definition (Slide 2)



- A communication technique that a listener uses to show the speaker that they paying attention and understand the message that is being relayed.
- Active listening is a communication technique used in counselling, training and conflict resolution, which requires the listener to feedback what they hear to the speaker, by way of re-stating or paraphrasing what they have heard in their own words, to confirm what they have heard and moreover, to confirm the understanding of both parties.

Why Active Listening (Slide 3)

Why Active Listening?

- Empathy
- Understanding
- Retention
- Rapport
- Influence
- Compliance



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- Before showing slide ask class why or how Active Listening Skills are helpful.
- Briefly talk about points on this slide.
- *Optional talking point: Empathy vs Sympathy*
 - Empathy: Understanding what others are feeling because you have experienced it yourself or can put yourself in their shoes.
 - Sympathy: Acknowledging another person's emotional hardships and providing comfort and assurance.
- Retention of knowledge by reciting it to the speaker.
- Rapport is gained through actions indicating your attention toward the speaker.
- Influence is achievable after rapport is built.
- Compliance has a higher success rate after rapport and influence have been established.

Active Listening (Slide 4)

Active Listening

- Face the speaker
- Nod occasionally
- Maintain eye contact
- Minimize distractions (internal & external)
- Keep an open mind
- Open and inviting posture



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- Review the points on slide.
- Talk about the differences in eye contact.
 - Show an example of staring aggressively and looking at someone while listening.
- Open and inviting posture should not go against **officer safety** positioning or stance.



Discussion – Physical Active Listening Skills

Ask for students to come up with examples of other Physical Active Listening Skills.

- Open hands
- Hand on chin
- Sitting (when safe)
- Respond appropriately
- Smile
- Talk to the person directly

Write the new skills on the board or flip chart.

- Make sure to bring up officer/situational safety and never to give up personal safety to conduct active listening skills.

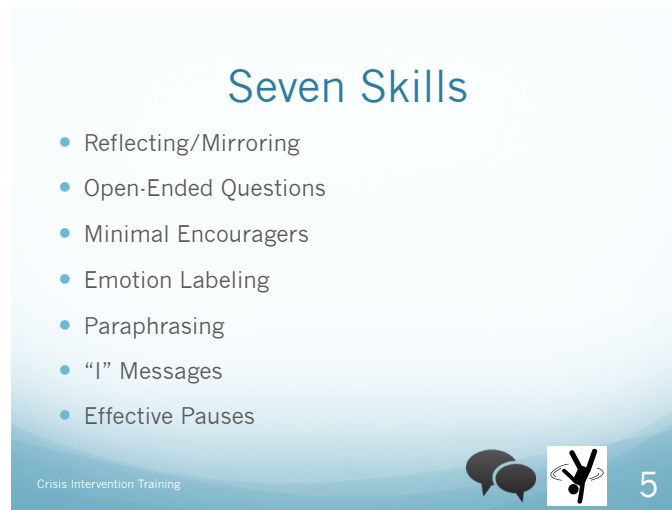
Office Example (Slide 5)



Video- (*Teaching active listening the office*)


- Use video to talk about inappropriate ways to show active listening
- Ineffective communication
- Body language can change the context of a conversation

Seven Active Listening Skills (Slide 6)



Seven Skills

- Reflecting/Mirroring
- Open-Ended Questions
- Minimal Encouragers
- Emotion Labeling
- Paraphrasing
- “I” Messages
- Effective Pauses

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- Review slide and give examples of each skill. (See Discussion Points below)
- Attempt to use actual police encounters as examples.



Reflecting/Mirroring:

- This should be simple and short. The user repeats key words or the last few spoken words that the speaker just said. This shows the speaker that the listener is trying to understand and is using the speaker’s terms as reference. This also helps indicate to the speaker that the listener wants them to continue the conversation and maybe talk more about what the listener reflected back.
 - “Gist” of a sentence
 - Repeating the last few words
 - Results in more intelligence/information
 - Voice inflection is important- Think of the tone of a question

Example: “Ever since we broke up I want to die”- Speaker

“You want to die...”- Listener (Mirroring)

“You want the pain to go away...” –Listener (Reflecting)



Open Ended Questions:

- These are designed to encourage a full, meaningful answer using the subject’s own knowledge and/or feelings. It is the opposite of close-ended questions, which encourages a short or single-word answer.
- Using the acronym WHaT can help you create open-ended questions.
 - What
 - How
 - (and)
 - “Tell me more about...”



Minimal Encouragers:

- These are small signals that let the speaker know you are listening and understanding what they are saying.
- Examples:
 - “uh-huh”
 - “mmm”
 - “ok”
 - Head nodding
- **Note:** Be cautious using “ok” in certain situations. It can relay that you are approving of an inappropriate action.
 - *Example:* I am going to kill myself.”, and the listener responds “ok”.



Emotion Labeling:

- This is an important step in building rapport. It helps the speaker know that the listener is seeing and understanding the emotions that are in play.
- You let the speaker know that you are seeing or hearing an emotion that they are experiencing or have experienced.
- Don't be afraid of labeling the emotions incorrectly.
- Examples:
 - “This experience sounds horrifying to you.”
 - “You look deflated and sad.”
- The student manual has more emotions listed.

Psychological research has classified six facial expressions which correspond to distinct universal emotions: disgust, sadness, happiness, fear, anger, surprise [Black,Yacoob,95]. It is interesting to note that four out of the six are negative emotions.

Paul Ekman's initial research determined that there were six core emotions, which he termed *universal emotions*. These original universal emotions are:

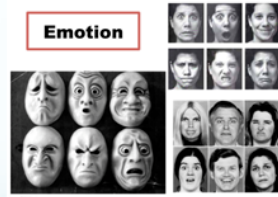
1. Happiness - symbolized by raising of the mouth corners (an obvious smile) and tightening of the eyelids
2. Sadness - symbolized by lowering of the mouth corners, the eyebrows descending to the inner corners and the eyelids drooping
3. Surprise - symbolized by eyebrows arching, eyes opening wide and exposing more white, with the jaw dropping slightly
4. Fear - symbolized by the upper eyelids raising, eyes opening and the lips stretching horizontally
5. Disgust - symbolized by the upper lip raising, nose bridge wrinkling and cheeks raising
6. Anger - symbolized by eyebrows lowering, lips pressing firmly and eyes bulging

There is a seventh emotion that is sometimes considered universal.

7. Contempt - symbolized by half of the upper lip tightening up (using what is called the risorius muscle) and often the head is tilted slightly back.

Role Playing

- Emotion Labeling
- Turn to the person next to you
- One person turn back to presentation
- Guess the emotion you see on their face



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Seven Active Listening Skills (Slide 7) Exercise: Emotion Labeling

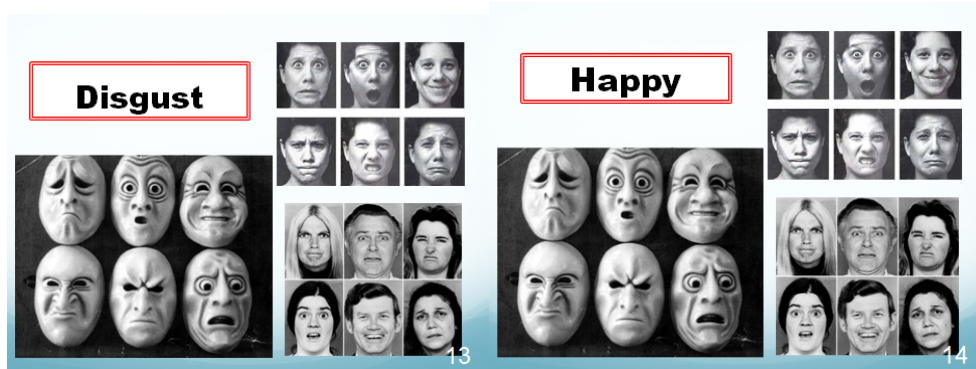
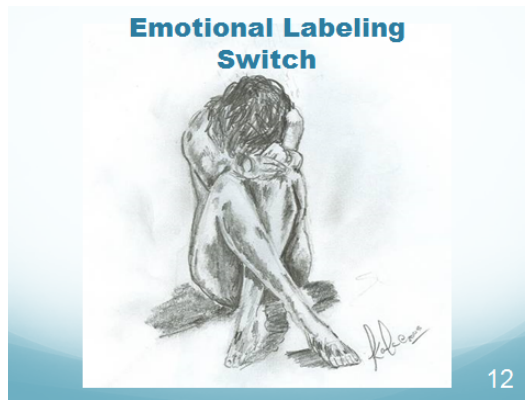
- Have students partner up. You can complete the exercise with groups of three if needed.
- Have students sit facing each other.
- Explain you are passing out worksheets and for them not to show the other student what is on their worksheet. (Or use the slides and have one student face the screen)
- Pass out worksheet titled Emotion Label Exercise Participant 1 to one member of the group.
- Pass out worksheet titled Emotion Label Exercise Participant 2 to the other member.
- Explain that students will act out emotions one at a time with facial expressions only.
- Express that the students acting should not use words to describe their emotions.
- The other student should guess the emotion they are seeing on the face of the acting student.
- Once Participant 1 is done let them know to switch and Participant 2 will be the actor. (If using slides, students will switch after the fourth slide, using the cue given.)

Surprised

Angry

Fear

Shame



Use the after time to discuss what just happened.

- Difficultly not trying to explain the emotion.
- Ask for some of the emotion descriptions that were given.
- The importance of emotion labeling to open up dialog when someone is in crisis.

Barriers to Active Listening (Slide 18)



- Review points on slide.
- Rescue trap is getting caught in the act of saving someone or stuck on one topic.
 - Get off the ledge
 - At a safe distance only address a blunt or bladed weapon and not the communication.
- Police Jargon is common language in the police culture, like 10 codes or statue numbers.
- Be aware of personal biases. Everyone has them, just don't bring them to the call. Treat everyone with dignity and respect. Step away if needed, use your 82.
- Show actual police encounters if possible.



Discussion- Barriers to Active Listening

Ask the students to come up with additional barriers to active listening.

- "Why" Questions
- Quick Reassurances
- Advising
- Preaching



Video- Optional Video (*It's not about the nail*)

- People want to be heard
- Try not to jump to problem solving

S.A.F.E.R. (Slide 19)



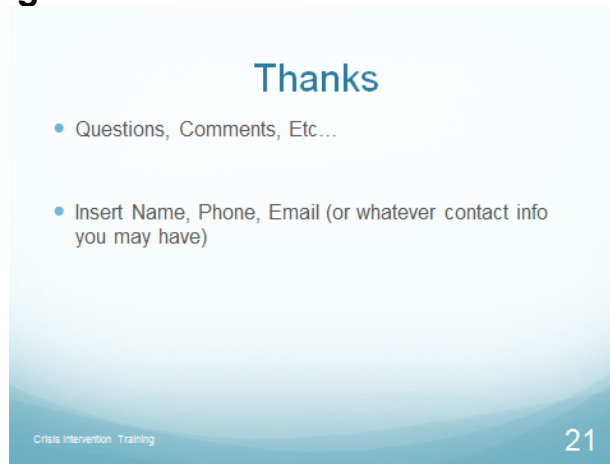
- This is from Verbal Judo by Dr. George Thompson
- Used to articulate and understand when active listening should not be utilized
- Refer to student guide for more information

Conclusion (Slide 20)



- Use this as a wrap up slide.
- Make sure to cover points that might have come up in questions throughout the course.

Thanks (Slide 21) Ending



- Please insert your (instructor) name and contact information.

Acknowledgements:

This course was created with collaborations from the following people and organizations:

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