2018

Crisis Intervention Team (CIT) Training

Instructor Guide

De-Escalation Training

Tips and Techniques

COURSE TITLE PAGE

Program:	Crisis Intervention Team (CIT) Training
Block:	De-escalation Training
Course#/Title:	Tips and Techniques
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, Video, 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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Thompson, G., & Jenkins, J. (2004). *Verbal judo: The gentle art of persuasion.* (Rev. ed.). New York: Quill.

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.

Rütgen, M., Seidel, E., Silani, G., Riečanský, I., Hummer, A., Windischberger, C., . . . Lamm, C. (2015). Placebo analgesia and its opioidergic regulation suggest that empathy for pain is grounded in self pain. *Proceedings of the National Academy of Sciences Proc Natl Acad Sci USA, 112*(41).

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.

Diagnostic and statistical manual of mental disorders: DSM-V-TR. (2013). American Psychiatric Association.

City of Albuquerque, Police Department. (n.d.). *2-19 Response to Behavioral Health Issues.*

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*

City of Albuquerque, Police Department, CIT Course, *Active Listening Skills.*

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 de-escalation techniques.
2. Apply de-escalation techniques.
3. Demonstrate de-escalation techniques.

Welcome (Slide 1)
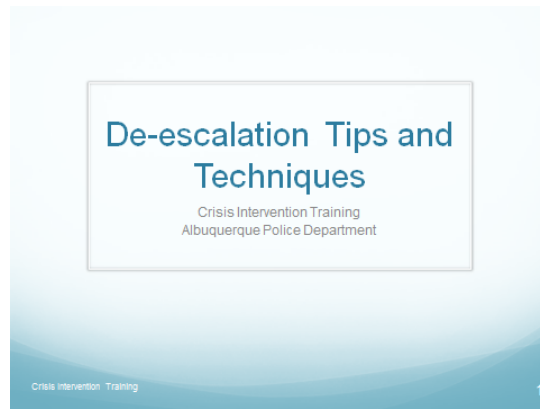
- Welcome students and introduce yourself. You may want to include your name on this PowerPoint or write it on a whiteboard or flip chart.
- Provide a brief overview of the class and what to expect.
- Ask for cell phones and computers to be turned off.
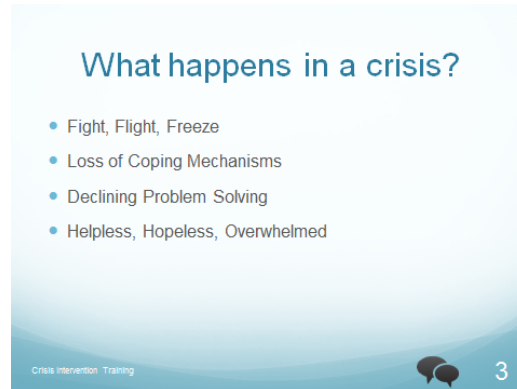
Definition (Slide 2)
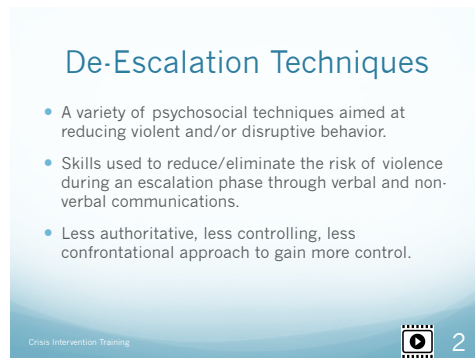
- De-escalation techniques consist of a variety of psychosocial techniques aimed at reducing violent and/or disruptive behavior.
- Review Slide

Video Discussion- *Law Enforcement Crisis Intervention De-escalation*
- Review video
- Active Listening
- Approach
- Officer's hands and body posture

What happens in a crisis? (Slide 3)

- Review Slide

Discussion- What Happens in a Crisis?

Ask students what they have seen in someone experiencing a crisis.
- Fight, Flight, or Freeze
- Deer in headlights
- Difficulty with decision making

De-escalation (Slide 4)

- Review the points on slide.
- Speak on the importance of self-control and being prepared for work.
- The 7 Active Listening Skills are covered in previous course.
- What is the goal of the interaction what should be resolved.

*See next page.

Discussion – Respect vs Dignity

Ask for students to define the difference.

Merriam-Webster Definitions:

Respect
- A feeling of admiring someone or something that is good, valuable, important, etc.
- A feeling or understanding that someone or something is important, serious, etc., and should
  be treated in an appropriate way
- A particular way of thinking about or looking at something

Dignity

- A way of appearing or behaving that suggests seriousness and self-control
- The quality of being worthy of honor or respect

Video Discussion (Slide 5)

Video Discussion

Crisis Intervention Training   5
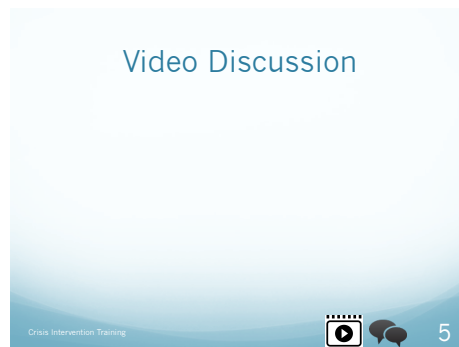
- Show the following videos before discussion
  - Anderson Silva Breaks Leg
  - Drunk Guy Falls Down Hill

Discussion- Bias and Pain Reception
  - Ask students to share bias they may have.
  - Law Enforcement connects with fighters, belief that we are warriors.
  - We associate alcohol with negative encounters.
  - When we watch people get hurt we can feel pain empathy.

*See next page.

- Show any of the videos titled "judge_" (4 different one)
  - Talk about how this is common in law enforcement and we must be aware at times of how our body positioning and approach may be viewed from an outside perspective.

- Show any of the Lie Witness News videos
  - Why do people believe the fake reporter?
  - People have trust in what they believe is right.
  - Law Enforcement is a trusted profession so we must be careful with misleading people.

Models: C.A.F. (Slide 6)

- Calm, Assess, and Facilitate- This is overall goals of interactions
- Created by the University of Florida
- First calm the situation. Reduce lights, noises, personnel, and others obstacles.
- Assess the individual for their needs.
- Is this a medical emergency or is this a criminal investigation?
- Facilitate the appropriate resources.
  - Ambulance
  - Mental health provider
  - Jail (if incident is criminal related)
- http://mhlp.fmhi.usf.edu/content/mhlpcontent.cfm?item=136#trainingresources

Models: L.E.A.P.S. (Slide 7)

- This model is by Dr. George Thompson in Verbal Judo (http://verbaljudo.com).
- This is a model on communication.
- Has been adopted by many law enforcement training programs.
- Listening means you listen, officers have the tendency to interrupt communication with fact finding line of questioning.
- Empathy has been discussed. This would be good time to use a student previously mentioned definition.
- Get as much information as you can use open ended questions.
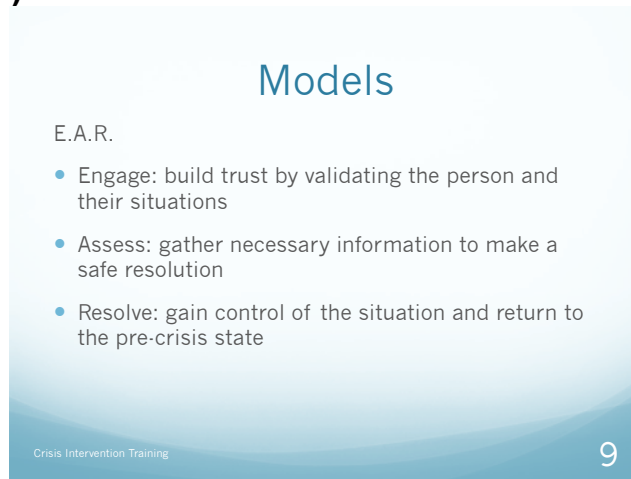
Models: ALGEE (Slide 8)

- This is the Mental Health First Aid Model (http://www.mentalhealthfirstaid.org)
- Created in Australia and adopted by the National Council for Behavioral Health in the U.S.
- This is geared toward basic initial assessments but can be utilized to help with decision making.

Models: E.A.R. (Slide 9)

- This was introduced during House Bill 93 training.
- These are the stages of a crisis encounter.
- Student may remember a video of Paul Lilley (Ohio) speaking of this from in-service training.

Common Themes (Slide 10)

- Review slide.
- Ask students if they see other themes evolving.
  - Customer service oriented.
  - Empathetic approach.

Summary (Slide 11)

- Review the slide.
- Summarize any in class discussion to help drive home learning points.

Thanks (Slide 13) Ending

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