Crisis Intervention Team (CIT) Training

Instructor Guide

De-Escalation Training
Tips and Techniques
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:


illness regarding their interactions with police. 


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)

- 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)
  o 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
  o Why do people believe the fake reporter?
  o People have trust in what they believe is right.
  o 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.
  o Ambulance
  o Mental health provider
  o 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.
Acknowledgements:
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