

Review of Training Requirements in Learning Domain 37 (People with Disabilities)

The following is a summary of the Learning Domain 37 (Persons with Disabilities) workshop activities. In substance, staff completed recommended changes to the Training and Testing Specification for Peace Officer Basic Courses (TTS). The proposed changes appear to add about 2-hours of required learning activities, for a total of 8-hours of training and testing in Learning Domain 37.

The workgroup voiced a strong desire to increase the number of “demonstrated” assignments. Using the adult learning model, they felt that more demonstrated learning activities would allow for better memory adhesion. They also wanted to highlight ways to reduce the “stigma” attached to people with disabilities.

Language revisions (red) include:

- Recognizing the role of peace officers when interacting with a person with disabilities to **include apply culturally responsive community policing principles, reduce stigma, and increase officer safety and maintain public safety.**
- Replace “**mental retardation**” with **intellectual disability**
- Add “**Down Syndrome**”
- Add **Autism Spectrum Disorders**
- Replace peace officer’s “actions” with **response(s)**
- **Recognize the causes and nature of developmental disabilities**
- **Explain and discuss the referral process and state/local resources available to people with disabilities**
- **Recognize behavior indicators specifically associated with the following neurological disorders including, acquired and traumatic**
- **Recognize appropriate peace officer response(s) and methods of communications during field contacts with people who are: affected by traumatic disorders, neurological, traumatic brain injuries, and affected by dementia and stroke – NOTE: there was an emphasis on enhancing “methods of communication”**
- Recognize appropriate peace officer **response(s) and methods of communication** during field contacts with people who are: blind or visually impaired, deaf, or hard of hearing
- **Discuss the referral process and state/local resources available to people with physical disabilities**
- **In order to make appropriate decisions regarding intervention strategies, peace officers must be able to recognize, based on behavioral cues and other indicators, people with mental illness**
- List the categories of mental illness: **Anxiety related disorders including Post Traumatic Stress Disorder (PTSD), and Co-occurring/dual diagnosis disorders**
- **Recognize the causes and nature of mental illness**
- Recognize appropriate tactical **response(s) and methods of communication** when responding to a call that involves a person with mental illness
- **Explain and discuss the referral process and state/local resources available to people with mental illness**

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Added Learning Need V (to specifically break out the detention concepts of WIC §5150)

- Peace officers must become familiar with the application of Welfare and Institutions Code section 5150 in order to determine if an individual is a danger to others, or to himself or herself, or gravely disabled and to determine an appropriate response and resolutions option.
 - Explain the intent of the Lanterman-Petris-Short Act (WIC §5150)
 - Recognize indicators officers may use to help determine if a person is affected by mental illness is a danger to others, or to himself or herself, or gravely disabled due to mental illness
 - Differentiate between courses of action for peace officers when dealing with a person who appears to be affected by a mental illness and is: a danger to others, or to himself or herself, or gravely disabled; or not dangerous or gravely disabled
 - Recognize documentation requirements pursuant to WIC §5150.2 (note – would like to have students complete a WIC §5150 detention form)

Left Scenario testing alone (existing scenarios adequately assess student learning)

Added **two** Required Learning Activities (4 total)

- 1) the student will be required to perform a **self-assessment of their own experience** with people with disabilities, then
- 2) a facilitated debrief following a series of simulated (video or other) incidents regarding intervention techniques involving people with **physical and developmental disabilities**, then
- 3) participate in an instructor-led discussion evaluating POST-approved video re-enactments depicting law enforcement contacts with people with **mental illness**, then
- 4) the existing ethics activity
 - The concept is to breakout the disabilities and perform a self-assessment in order to enhance the learning experience
 - There will be an emphasis on student interaction with learning activities and focus on verbal/non-verbal communications skills