

**TRAINING AND TESTING  
SPECIFICATIONS FOR LEARNING DOMAIN #37  
PEOPLE WITH DISABILITIES**

~~August 1, 2015~~ August 1, 2016

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X				X	X	X
X				X	X	X
<u>X</u>				<u>X</u>	<u>X</u>	<u>X</u>
<u>X</u>				<u>X</u>	<u>X</u>	<u>X</u>
<u>X</u>				<u>X</u>	<u>X</u>	<u>X</u>
<del>X</del>				<del>X</del>	<del>X</del>	<del>X</del>
X				X	X	X
X				X	X	X

I. LEARNING NEED

Peace officers must understand ~~that there are laws protecting~~ the laws affecting, and the peace officers responsibility to protect, the rights of people with disabilities.

LEARNING OBJECTIVES

A. State the intent of the Americans with Disabilities Act of 1990

B. Recognize the role of peace officers when interacting with a person with a disability

1. Applying culturally responsive community policing principles

2. Reducing stigma

3. Increasing and maintaining peace officer and public safety

~~C. Explain state and local resources available to people with disabilities~~

II. LEARNING NEED

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 intellectual/developmental disabilities.

A. State the intent of the Lanterman-~~Petris Short~~ Developmental Disabilities Service Act (*Welfare and Institutions Code Sections 4500 et.seq.*)

B. Define the term developmental disability



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<u>X</u>				<u>X</u>	<u>X</u>	
<u>X</u>				<u>X</u>	<u>X</u>	
<u>X</u>				<u>X</u>	<u>X</u>	
<u>X</u>				<u>X</u>	<u>X</u>	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
<del>X</del>				<del>X</del>	<del>X</del>	
X				X	X	
X				X	X	
X				X	X	
X				X	X	
<u>X</u>				<u>X</u>	<u>X</u>	

B. Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are:

1. Affected by traumatic disorders
  - a. neurological
  - b. traumatic brain injuries
2. Affected by dementia and stroke

~~BC.~~ List the types of mobility assistance equipment and devices

~~ED.~~ Recognize behavioral or other indicators that may lead an officer to identify a person as being:

1. Blind or visually impaired
2. Deaf or hard of hearing

~~DE.~~ Recognize appropriate peace officer ~~actions-~~response(s) and methods of communication during field contacts with people who are:

1. Blind or visually impaired
2. Deaf or hard of hearing

~~E. Identify methods an officer can use to communicate with a person who is deaf or hard of hearing~~

F. Discuss additional laws that protect the rights of people with physical disabilities, including:

1. Rehabilitation Act of 1973, Section 504
2. Right of way (Vehicle Code Section 21963)
3. White Cane Law (Civil Code Section 54.4)
4. Service Animals (Penal Code Section 365.5 et. seq.)

G. Discuss the referral process and state/local resources available to people with physical disabilities

IV. LEARNING NEED





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X				X	X	
X				X	X	
						X
X				X		
X				X		
X				X		
X				X		
X				X		

V.

## REQUIRED TESTS

- A. The POST-Constructed Knowledge Test on the learning objectives in Domain #37.
- B. The POST-Constructed Comprehensive Mid-Course Proficiency Test.
- C. The POST-Constructed Comprehensive End-of-Course Proficiency Test.
- D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test.
- E. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test.
- F. The POST-Constructed PC 832 Arrest Written Test.
- G. The POST-Constructed Comprehensive Test for the Requalification Course.
- H. A scenario test that requires the student to demonstrate proficiency in contacting people with simulated disabilities. At a minimum, the test shall evaluate the following competencies:
  1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
  2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
  3. Legal authority/Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
  4. Officer Safety - Tactical and situational awareness and response to surroundings.
  5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
  6. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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X				X		
<u>X</u>				<u>X</u>		
<u>X</u>				<u>X</u>		
<u>X</u>				<u>X</u>		
X				X		
<del>X</del>				<del>X</del>		
<del>X</del>				<del>X</del>		
<del>X</del>				<del>X</del>		
X				X		
X				X		
X				X		
X				X		
<u>X</u>				<u>X</u>		
X				X		
X				X	X	

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

## VI. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity that requires self-assessment to determine their own level of experience with, and awareness of, people with disabilities.

1. The learning activity should provide the student with an opportunity to determine their current level of experience interacting with people with disabilities

2. The learning activity should serve as a starting point for an instructor-facilitated discussion which addresses fears, myths, stigma, discrimination, bias, cultural factors, media impact and stereotypes concerning contact with people with disabilities

~~AB.~~ The student will participate in a facilitated ~~critique-debrief~~ following a series of simulated incidents regarding effective law enforcement intervention techniques with people exhibiting behavior which may be indicative of a physical and developmental disability. ~~At a minimum, the depictions must involve people exhibiting behaviors characteristic of:~~

~~1. Mental illness~~

~~2. Physical disability~~

~~3. Developmental disability~~

The ~~critique-debrief~~ shall minimally address the following ~~issues-topics~~ as they pertain to the contact:

1. The types of behaviors exhibited by the person contacted

2. Possible causes of the behaviors

3. Tactical safety measures employed by the responding officer(s), if applicable

4. Appropriateness of the resolution, referral, or follow-up strategy, if applicable

5. Use of effective verbal/non-verbal communication skills

~~5~~6. Overall effectiveness of the contact

~~BC.~~ The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable

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X				X	X	
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<u>X</u>				<u>X</u>	<u>X</u>	
<u>X</u> <u>X</u> <u>X</u> <u>X</u> <u>X</u> <u>X</u> <u>X</u> <u>X</u>				<u>X</u> <u>X</u> <u>X</u> <u>X</u> <u>X</u> <u>X</u> <u>X</u> <u>X</u>	<u>X</u> <u>X</u> <u>X</u> <u>X</u> <u>X</u> <u>X</u> <u>X</u> <u>X</u>	
<del>6</del> <u>15</u>				<del>6</del> <u>15</u>	6	2

sources regarding people with disabilities. At a minimum, each activity, or combination of activities must address the following topics:

1. Responsibility of a peace officer to exercise ethical leadership during contacts with people with disabilities
2. Use of effective communication skills (e.g. empathy, respect and honesty) and problem solving to enhance an officer's efforts to appropriately resolve issues of equal treatment and access to services
3. Impact of an officer's attitude and actions toward people with disabilities on the community, agency and the officer

D. The student will participate in an instructor-led discussion evaluating POST-provided video re-enactments depicting law enforcement contacts with people with mental illness, or an equivalent simulation, scenario or video representation provided by the presenter.

Among the topics which must be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officer(s)
2. Perception of the person with disabilities being contacted
3. Presence or absence of stigma
4. Use of effective verbal/non-verbal communications skills
5. Use of problem solving skills to enhance an officer's efforts to appropriately resolve issues
6. Tactical safety measures employed by the responding officer(s), if applicable
7. Legality of the contact and subsequent actions of the contacting officer(s)
8. Consideration of cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

## VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on persons with disabilities.

## VIII. ORIGINATION DATE

January 1, 2001

## IX. REVISION DATE



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	832	III	II	I	SIBC	

January 1, 2002  
January 1, 2004  
August 15, 2004  
September 15, 2004

January 1, 2006 August 1, 2016  
July 1, 2008  
January 1, 2013  
August 1, 2015