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

July 1, 2008January 1, 2013

RBC		Other	Basic	Cours			
	832	Ш	II	Ι	SIBC	Requal	
							I.
X				Х	Х	Х	
X				Х	Х	Х	
X				Х	Х	Х	
							II.
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#### LEARNING NEED

Peace officers must understand that there are laws protecting 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
- C. Explain state and local resources available to people with disabilities

#### 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 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
- C. Recognize general behavioral indicators associated with all developmental disabilities
- D. Recognize behavioral indicators specifically associated with the following developmental disabilities:

			Other					
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	Х				Х	Х		
	Х				Х	Х		

- 1. Mental retardation
- 2. Cerebral Palsy
- 3. Autism
- 4. Epilepsy
- E. Recognize appropriate peace officer actions during field contacts with people with the following developmental disabilities:
  - 1. Mental retardation
  - 2. Cerebral Palsy
  - 3. Autism
  - 4. Epilepsy

## LEARNING NEED

In order to make appropriate decisions and serve those with physical disabilities, peace officers must be able to recognize indicators of people affected bywith physical disabilities.

#### LEARNING OBJECTIVES

- A. Discuss the types of neurologically based disorders, including:
  - 1. Acquired
  - 2. Traumatic
- B. List the types of mobility assistance equipment and devices
- C. Recognize behavioral or other indicators that may lead an officer to identify a person as being:
  - 1. Blind or visually impaired
  - 2. Deaf or hearing impaired hard of hearing
- D. Recognize appropriate peace officer actions during field contacts with people who are:
  - 1. Blind or visually impaired

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X X				X X	X X	X X
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X				X	Х	Х
X				X	Х	Х

## 2. Deaf or hearing impaired hard of hearing

- E. Identify methods an officer can use to communicate with a person who is deaf or <u>hearing impairedhard of hearing</u>
- 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.)

## IV. LEARNING NEED

Peace Officers must become familiar with the <u>causes and nature</u> <u>behavioral and psychological indicators</u> of mental illness in order to determine if an individual is <u>a danger to others</u>, <u>a danger to self or gravely disabled</u> <del>or dangerous</del> and to determine an appropriate response and resolution option.

## LEARNING OBJECTIVES

- A. Define the term mental illness
- B. List the categories of mental illness:
  - 1. Thought disorders <u>including schizophrenia</u>
  - 2. Mood disorders including depression and bipolar (i.e., postpartum psychosis)
- C. Recognize behavioral indicators that may be generally associated with people affected by mental illness
- D. Recognize indicators officers may use to help determine if a person affected by a mental illness is a danger to self others, or othersa danger to self, or gravely disabled due to mental illness
- E. Recognize appropriate tactical actions when responding to a call <u>that</u> involvinges a person with a mental illness

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X				Х	Х	

- F. Explain the intent of the Lanterman-Petris-Short Act (Welfare and Institutions Code section 5150)
- G. Recognize behavioral indicators that may lead an officer to believe a person <u>with mental illness</u> may be <del>a danger</del>:
  - 1. <u>a danger</u> to others
  - 2. <u>a danger to self</u>
- H. Differentiate between courses of action for peace officers when dealing with a person who appears to be affected by a mental illness and is:
  - 1. Dangerous or gravely disabled, or <u>A danger to others</u>, a danger to self, or gravely disabled
  - 2. Not dangerous or gravely disabled
- I. Recognize peace officer actions when a person affected by mental illness does not meet detention under the *Welfare and Institutions Code section* 5150

## REQUIRED TESTS

V.

- 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.

RBC		Other	Basic				
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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.

#### . REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a facilitated critique following a series of simulated incidents regarding effective law enforcement intervention techniques with people exhibiting behavior which may be indicative of a disability. At a minimum, the depictions must involve people exhibiting behaviors characteristic of :
  - 1. Mental illness
  - 2. Physical disability
  - 3. Developmental disability

The critique shall minimally address the following issues 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. Overall effectiveness of the contact

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- B. 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 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

# 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

January 1, 2002 January 1, 2004 August 15, 2004 September 15, 2004 January 1, 2006 July 1, 2008 January 1, 2013