

# Crisis Intervention Team Training 2

Facilitator Guide

## Session Overview

Personal Introduction & Learning Objectives	05m
Review of Regional Resource Exercise	15m
<b>INDIVIDUAL EXERCISE</b> – ITA written report	30m
Crisis Communication Skills (CIALAS)	20m
<b>Break (as needed)</b>	<b>10m</b>
Escalation Cycle and Intervention	50m
<b>Break (as needed)</b>	<b>10m</b>
Escalation Cycle and Intervention Cont.	50m
<b>Break (as needed)</b>	<b>10m</b>
Suicide Intervention	20m
Suicide by Cop	15m
GPS/Cell Phone Rules	10m
<b>GPS EXERCISE</b>	10m
<b>End of Session / Break</b>	

## Learning Objectives:

- On a given assignment write an Involuntary Treatment Act Referral using the criteria presented in class.
- In a mock scene demonstrate skills presented to communicate with a subject experiencing a Mental Health Crisis as presented by the instructor.
- In a mock scene demonstrate skills presented to communicate with a subject with a developmental disability as taught by the instructor.
- In a mock scene demonstrate skills presented in class to de-escalate a subject experiencing a mental health crisis.
- Identify two common characteristics of a person exhibiting “Officer Assisted Suicide” tendencies as presented in class.
- In an exercise involving a potentially suicidal subject using simulated GPS coordinates locate the subject.

*Total Session Time: 3 hours*

### **Main Topics of Session:**

- *Crisis Intervention Strategies*
- *Slowing Down Crisis Situations*
- *De-escalation Skills*
- *ITA written report*
- *Suicide*

**Facilitators Needed: 1**

**Location: Classroom**

### **Materials Needed:**

- *PowerPoint*
- *ITA form*
- *GPS/Cell Phone Handout*





### NOTE TO FACILITATOR

Review Regional Resource Exercise. Stress for large jurisdiction officers to research multiple resources for each category. For small rural agencies with limited resources encourage them to look at neighboring communities and encourage them to reach out to potential partners for juveniles, adults and elderly subjects



### SAY TO CLASS – Introductions/Foundation

Restate objectives, explain class agenda:

- Review Regional Resource Exercise
- ITA Handouts
- Review Criteria for ITA show video and have students complete the form and turn in.

### Individual Exercise:

Time: 20 Minutes

Materials: Video, Handouts

### Instructions:

### Crisis Communication Skills

People in all types of crisis behave and react differently. To resolve these situations safely and effectively we have to use specialized skills. From the first block of training you should have some insight into a myriad of issues that you might come across on Patrol. As you learn and practice these techniques remember Officer Safety is always a priority. Another important point to remember is that in all most all of these situations it is important to slow the interaction down. Statistically mental health calls will take three times longer to resolve than a standard call. If you try to rush the resolution the situation will escalate or you or your squad will be called back repeatedly. Take the time to get a good resolution the first time.



### NOTE TO FACILITATOR

You are presenting an intervention model CIALAS to intervene and de-escalate persons in crisis. It is a step by step process and it is important that students can recall and implement these skill steps. Ten mock scenes along the Sequential Intercept Continuum could come up in Mock Scenes or Testing.



Connect before you correct: Look for what is important to them. Bumper stickers, jewelry, tattoos, decorations or home décor and vehicles all provide insight into what a person sees as important.

**CIALAS intervention skills:**

**C**heck for Safety. Do not attempt to de-escalate or intervene if it is not safe to do so.

**I**ntroduce yourself and get the subjects name.

**A**sk open ended questions.

**L**isten actively. Use active listening skills (Verbal and Para-verbal)

**A**lign. Seek to find common ground what do you both want.

**S**upport. Look for opportunities to tie the person to resources that will improve the situation

Check for safety. Slow down, observe are there weapons visible or behaviors that indicate a weapon involved? Where are collateral subjects and what behaviors are you observing that indicate you might need back-up or need to wait to intervene?  
(Fools rush in where angels fear to tread)

Introduce yourself and get the subjects name and use it in the conversation. Using someone's name establishes a relationship and puts the interaction on a different level. Hearing your name often times can positively change the dynamics of an escalating situation.

Ask open ended questions. By inviting the subject to share, fill in the blanks and vent (to a certain point) removes tension and stress. Getting to verbalize their frustration, at lower



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levels, serves to remove energy and emotion from the interaction. This leaves space for reasoning and thought.

**Listen.** Use active listening skills lean forward, open body posture, verbalize by saying yes, uh-hu, I see. Use non-verbal nods, non-judgmental expressions that show you are listening and responding to content.

**Align.** After establishing content and emotional state try to get an idea of what and where the subject is coming from. Use reflective statements; “What I hear you saying is .....”, “So what you’re saying is”. Then state what you believe you and the subject mutual interest are. You can also state “I see how you could feel that way”, “I understand you are seeing that”. Do not buy into delusions, but it is beneficial to state that you believe they are seeing or hearing something.

**Support.** What resources, facilities, phone numbers or contacts might be able to assist this person and improve their circumstances? Gather business cards for local providers and agencies that provide assistance to give out and refer to. Even just giving a business card will make the individual feel you are helping them and most likely will make your next interaction with them smoother.

**Break** 10



**Note to facilitator:** Present the escalation cycle: Baseline, Anxiety, Defensive, Aggressive and Dangerous. Show the scale and draw in each section as you present it. Start with Baseline include that it varies from individual to individual and is influenced by culture, gender and expectations. For Anxiety behavior brainstorm what does it look like, What does it sound like and what does it feel like. For defensive behaviors have them break into three groups brainstorm and present to the class. For aggressive behaviors show animal videos and present how aggressive behavior is not assaultive behavior or danger behavior but is meant to avoid those behaviors. For danger behaviors present pre-attach indicators and that is not the time for de-escalation but for control.

### Escalation Cycle and Intervention:

**Baseline:** The behavior an individual usually displays. Baseline behavior varies significantly from person to person and from culture to culture and gender to gender. It is important to note we are looking for a change from what behavior the person normally shows not necessarily what is normal behavior.



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**Anxiety:** The first level of escalation and noted for a small increase in energy. Behaviors usually include increase or decrease in talkativeness, increased body movements, stuttering or pressured speech.

**Defensiveness:** Higher energy level marked by perception of being threatened. Appears like protecting space, backing up, getting back or side against a wall to perceived threat. May sound like veiled threats or undirected swearing.

**Aggressiveness:** Most misunderstood level of the continuum. Aggressive behavior is used as a last ditch effort to avoid or control the conflict without the need of violence. Behavior now is to get the opponent to back up to create space. If challenged at this level you force the person into a win loose scenario.

**Break 10**

**Dangerous:** The individual has flipped the switch to use violence. At this point they only thing they might be waiting for is a tactical advantage. Often seen as “the calm before the storm” where the noise level falls off and activity becomes less frantic more focused. Pre attack indicators are present and the likelihood of violence increases dramatically.

### **Suicide Intervention:**

Suicide Statistics  
 Suicide Prevention  
 Risk Factors vs. Protective Factors Balance  
 Signs of Suicidal Thinking  
 Intervention Techniques

Suicide Prevention for Law Enforcement PowerPoint 13 Slides

### **Officer Assisted Suicide/Suicide by cop**

Definition  
 Research Findings  
 Verbal and Action Cues  
 Statistics and Incident Indicators  
 Suicidal Homicidal nexus  
 Response Options

### **GPS/Cell phone rules**

Present the three positional formats:  
 Degrees, minutes, seconds  
 Degrees, Decimal minutes



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Degrees decimal degrees

What is required to “Ping a Cellphone”

Don't explain the situation fully just give the reasonable belief that the situation involves immediate danger of death or serious injury.

**Exercise:**

Given four sets of coordinates find the location on google maps of the “ping location”

