

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

February 15, 2017

| RBC | Other Basic Courses | | | | | Requal |
|-----|---------------------|-----|----|---|------|--------|
| | 832 | III | II | I | SIBC | |
| | | | | | | |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| | | | | | | |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |

I. LEARNING NEED

Peace officers must understand 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

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 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

| RBC | Other Basic Courses | | | | | Requal |
|-----|---------------------|-----|----|---|------|--------|
| | 832 | III | II | I | SIBC | |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |

D. Recognize behavioral indicators specifically associated with the following developmental disabilities:

1. Intellectual Disability (including Down Syndrome)
2. Cerebral Palsy
3. Autism Spectrum Disorder
4. Epilepsy

E. Recognize appropriate peace officer response(s) during field contacts with people with the following developmental disabilities:

1. Intellectual Disability (including Down Syndrome)
2. Cerebral Palsy
3. Autism Spectrum Disorder
4. Epilepsy

F. Recognize the causes and nature of intellectual/developmental disabilities

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

III. LEARNING NEED

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

LEARNING OBJECTIVES

A. Recognize behavioral indicators specifically associated with the following neurological disorders, including:

1. Acquired
2. Traumatic

| RBC | Other Basic Courses | | | | | Requal |
|-----|---------------------|-----|----|---|------|--------|
| | 832 | III | II | I | SIBC | |
| | | | | | | |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| | | | | | | |
| | | | | | | |

LEARNING OBJECTIVES

- A. Define the term mental illness
- B. List the categories of mental illness:
 - 1. Thought disorders, including schizophrenia
 - 2. Mood disorders, including depression and bipolar
 - 3. Anxiety related disorders
 - 4. Post-Traumatic Stress Disorder (PTSD)
 - 5. Co-occurring/dual diagnosis disorders
- C. Recognize the causes and nature of mental illness
- D. Recognize behavioral indicators that may be generally associated with people affected by mental illness
- E. Recognize appropriate peace officer response(s) and methods of communication when responding to a call that involves a person with a mental illness
- F. Discuss the referral process and state/local resources available to people with mental illness
- G. Identify appropriate resolution options

V. LEARNING NEED

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 resolution option.

LEARNING OBJECTIVES

| RBC | Other Basic Courses | | | | | Requal |
|-----|---------------------|-----|----|---|------|--------|
| | 832 | III | II | I | SIBC | |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| X | | | | X | X | X |
| | | | | | | |
| X | | | | | | |
| | | | | | X | |
| | | | | X | | |
| | | | | | | X |
| X | | | | X | | |
| X | | | | X | | |
| X | | | | X | | |

- A. Explain the intent of the Lanterman-Petris-Short Act (*Welfare and Institutions Code Section 5150*)
- B. Recognize the authority of peace officers to take a person into custody pursuant to *Welfare and Institutions Code Section 5150*
- C. Recognize behavioral indicators peace officers may use to help determine if a person affected by mental illness is a danger to others, or to himself or herself, or gravely disabled
- D. Recognize the rights of individuals who have been taken into custody, pursuant to *Welfare and Institutions Code Section 5150*
- E. Recognize the documentation requirements pursuant to *Welfare and Institution Code Section 5150.2*

V. REQUIRED TESTS

- A. The POST-Constructed Comprehensive RBC Test 3.
- B. The POST-Constructed Comprehensive SIBC Test 3.
- C. The POST-Constructed Comprehensive Module I Test.
- D. The POST-Constructed Comprehensive Requalification Test.
- E. 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.

| RBC | Other Basic Courses | | | | | Requal |
|-----|---------------------|-----|----|---|------|--------|
| | 832 | III | II | I | SIBC | |
| X | | | | X | | |
| X | | | | X | | |
| X | | | | X | | |
| X | | | | X | | |
| | | | | | | |
| X | | | | X | | |
| X | | | | X | | |
| X | | | | X | | |
| X | | | | X | | |
| X | | | | X | | |
| X | | | | X | | |

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.

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

B. The student will participate in a facilitated 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.

The debrief shall minimally address the following 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
6. Overall effectiveness of the contact

| RBC | Other Basic Courses | | | | | Requal |
|-----|---------------------|-----|----|----|------|--------|
| | 832 | III | II | I | SIBC | |
| X | | | | X | X | |
| X | | | | X | X | |
| X | | | | X | X | |
| X | | | | X | X | |
| X | | | | X | X | |
| X | | | | X | X | |
| X | | | | X | X | |
| X | | | | X | X | |
| X | | | | X | X | |
| X | | | | X | X | |
| | | | | | | |
| 15 | | | | 15 | 6 | 2 |
| | | | | | | |

C. 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

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. ORINATION DATE

January 1, 2001

| RBC | Other Basic Courses | | | | | Requal |
|-----|---------------------|-----|----|---|------|--------|
| | 832 | III | II | I | SIBC | |
| | | | | | | |

IX.

REVISION DATE

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

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

August 1, 2016
 February 15, 2017