



## Trainer Materials & Resources

This section contains materials the trainer needs to successfully deliver the training program. It also contains some additional resources for training. Some of the trainer materials are only available electronically. To access these materials, trainers can use the Academic Training to Inform Police Responses website (<https://www.informedpoliceresponses.com/>).

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## Handouts and Documents for Training

Handouts and documents/instructions needed for activities, including roleplays, are available through the [Academic Training to Inform Police Responses](#) website and are listed below:

### Module 1: Welcome & Introduction to CRIT

- Handout: Pre-Training Survey
- Handout: BJA Police-Mental Health Collaboration (PMHC) “Essential Elements of PMHC Programs”
- Handout: NAMI – [Divert to What? Community Services That Enhance Diversion](#)
- Handout: Law Enforcement Response to People with Developmental Disabilities: Steps for Deflection or Pre-Arrest Diversion

### Module 4: Understanding Mental Health Conditions & Mental Illnesses

- Activity Instructions: Hearing Voices Drawing Activity
- Activity Instructions: Case Scenarios

### Module 7: Intellectual & Developmental Disabilities

- Activity Instructions: Law Enforcement Interactions with People with Intellectual and Developmental Disabilities: Brief Role Plays for Discussion

### Module 10: Neurocognitive Disorders

- Handout: [International Association of Chiefs of Police, IACP’s Alzheimer’s Initiatives](#)

### Module 15: Community Resources

- Handout: NAMI – [Divert to What? Community Services That Enhance Diversion](#)
- Handout: Law Enforcement Response to People with Developmental Disabilities: Steps for Deflection and Pre-Arrest Diversion

### Module 16: Scenario-Based Skills Training – De-escalation Communication Skills

- Activity Instructions: Scenario Practice: Restatement, Reflection, Summary
- Activity Instructions: Empathy Roleplay #1 & #2

### Module 18: Scenario-Based Skills Training – Verbal De-escalation Scenarios

- Activity Instructions: Role-Player Instructions – Tip Sheet
- Activity Instructions: Role Play Feedback Observation List
- Activity Instructions: Role Play Scenarios
- Handout: Post-Training Survey



## Additional Resources

### Module 1: Welcome & Introduction to CRIT

- [BJA/CSG – Police-Mental Health Collaborations: A Framework for Implementing Effective Law Enforcement Responses for People Who Have Mental Health Needs](#)

### Module 3: Prioritizing Officer Mental Health, Wellness, & Resilience

- [IACP/BJA – Enhancing Officer Wellness and Resiliency in Policing](#)
- [IACP – Employee Family and Wellness Guide](#)
- [BJA VALOR Officer Safety and Wellness Initiative](#)
- [IACP Officer Safety and Wellness](#)
- [IACP/BJA – National Consortium on Preventing Law Enforcement Suicide Toolkit](#)
- [IACP/BJA – Mastering Work-Life Balance Poster](#)
- [IACP Vicarious Trauma Response Initiative](#)
- [IACP/BJA – Peer Support as a Powerful Tool in Law Enforcement Suicide Prevention](#)
- [IACP Law Enforcement Agency and Officer Resilience Training Program](#)

### Module 4: Understanding Mental Health Conditions & Mental Illnesses

- [IACP/OJJDP – The Effects of Adolescent Development on Policing](#)
- [IACP/Yale Medicine Child Study Center/OJJDP – Enhancing Police Responses to Children Exposed to Violence: A Toolkit for Law Enforcement](#)

### Module 7: Intellectual & Developmental Disabilities

- [Mental Health Conditions & Developmental Disabilities: Why Know the Difference](#)
- [Developmental Disabilities: What Law Enforcement Officers Need to Know](#)

### Module 8: Family & Peer Perspectives Panel

- [NAMI – The CIT Coordinators' Guide to the Peer and Family Perspective Panel](#)

### Module 10: Neurocognitive Disorders

- [IACP Alzheimer's Initiatives](#)
- [IACP Identifying and Responding to Elder Abuse: An Officer's Role](#)
- [IACP Home Safe Initiative](#)

### Module 17: Scenario-Based Skills Training – De-escalation Strategies

- [IACP – Interactions with Individuals with Intellectual and Developmental Disabilities: Model Policy, Concepts & Issues Paper, Need to Know...](#)
- [IACP – Responding to Persons Experiencing a Mental Health Crisis: Model Policy, Concepts & Issues Paper, Need to Know...](#)



## Supplemental Materials for Activities

### Charts

Having the charts pre-printed saves time during the training. Trainers can either have an electronic copy of the charts printed or simply write the headings on blank easel chart paper. Post the charts prior to the start of the training. Having charts such as the **Principles of Recovery** and **Contact Information** posted ahead of time can also save time during training. Each chart is described below:

**Principles of Recovery** – This chart lists 10 terms that SAMHSA uses to define recovery.

“Recovery has been identified as a primary goal for behavioral health care. In August 2010, leaders in the behavioral health field, consisting of people in recovery from mental health and substance use problems and SAMHSA, met to explore the development of a common, unified working definition of recovery. Prior to this, SAMHSA had separate definitions for recovery from mental disorders and substance use disorders. These different definitions, along with other government agency definitions, complicate the discussion as we work to expand health insurance coverage for treatment and recovery support services. Building on these efforts and in consultation with many stakeholders, SAMHSA has developed a working definition and set of principles for recovery. A standard, unified working definition will help advance recovery opportunities for all Americans, and help to clarify these concepts for peers, families, funders, providers, and others” (SAMHSA, 2012, [SAMHSA's Working Definition of Recovery](#), p. 2). This chart is meant to be used during Module 2. Perceptions & Attitudes on Behavioral Health & Disabilities, and can be left up and referred to as a reminder throughout the week.

**Contact Information** – This chart is meant to provide the participants the contact information of the course coordinators. It is important for class participants to be able to communicate with leads of the class throughout the week if for some reason they must miss a section for a court hearing or to attend to a personal matter, or other various reasons. Providing this information can help build relationships with trained participants if they have questions. Also, participants can communicate information to the coordinators if they make new community connections. If you choose not to pre-print this chart, it’s important to put the coordinators contact information on a white board or flip chart throughout the week.

Remember, if you know an activity will need an easel chart, prepare your headings and charts ahead of time and then hang the charts in such a way that the information is not visible until the appropriate time.

Charts are available through the [Academic Training to Inform Police Responses](#) website.



## Cards

Trainers may also choose to print cards to signal how much time remains in each module. The opening page in each module's instructor guide informs facilitators of the estimated time to complete each module. It can be helpful to use these cards to signal presenters 15, 10, and 5-minute warnings as they reach the end of their allotted time. These cards are best printed on card stock and laminated. The following are available through the [Academic Training to Inform Police Responses](#) website:

- 5 Minutes
- 10 Minutes
- 15 Minutes

## Trainer Toolbox

It is always best to have a trainer toolbox/supply box during each training. This box holds all of the office supplies and other standard items trainers need for the delivery. Including items such as handouts throughout the weeks, thumb drives containing downloaded material/PowerPoints, slide advancer, painters' tape for hanging posters, post-it type notes, highlighters, markers, and many other items.

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