



## Participant Materials

This section contains the participant materials for the training program. These materials should be printed from the available electronic files on the Academic Training to Inform Police Responses website (<https://www.informedpoliceresponses.com/>).

It can be helpful to organize participant materials in a folder or binder. Trainers may choose to supplement these materials with other information (e.g., trainers may add information about local trauma-informed programs or materials on behavioral health and recovery). Trainers should encourage service providers to distribute relevant materials about local resources.

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## Binder Contents

### Right pocket

- Schedule Matrix
- Agenda
- Participant list (optional)

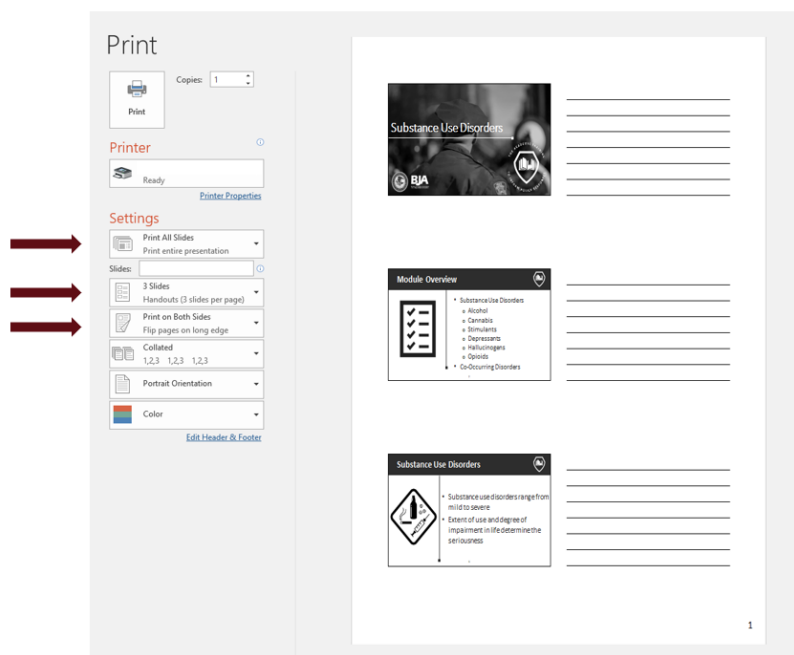
### Left pocket

- Evaluation Materials
  - Pre-Training Survey (on easily identifiable color paper)
  - Post-Training Survey (on easily identifiable color paper)
  - Role Play Feedback Observation List (on easily identifiable color paper)

### Binder Center

The center of the binder should contain the slide decks from each of the 18 modules. Before each module's slide deck, include the module's learning objectives.

Modifying your printer settings as shown below will allow the slides to be printed on both sides of the paper with a place for participants to take notes. It is recommended that you load the printer with 3-hole punch paper ahead of printing.





## Sample Matrix

# Crisis Response and Intervention Training (CRIT)

## Proposed Training Matrix\*

Total Time: 40 hours

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
M1   Welcome & Introduction to CRIT	M6   Trauma & Post-Traumatic Stress Disorder	M11   Personal Connections	M16   Scenario-Based Skills Training / De-escalation Communication Skills	M18   Scenario-Based Skills Training / De-escalation Scenarios
M2   Perceptions & Attitudes on Behavioral Health & Disabilities	M7   Intellectual & Developmental Disabilities		M17   Scenario-Based Skills Training / De-escalation Strategies	
M3   Prioritizing Officer Mental Health, Wellness, & Resilience			Break	Break
Break	Break	M12   Legal & Policy Topics	M18   Scenario-Based Skills Training / De-escalation Scenarios	M18   Scenario-Based Skills Training / De-escalation Scenarios
M4   Understanding Mental Health Conditions & Mental Illnesses	M8   Family & Peer Perspectives Panel	M13   Veterans		
M5   Substance Use Disorders	M9   Suicide	M14   Working with People Experiencing Homelessness		M18   Scenario-Based Skills Training / De-escalation Scenarios
	M10   Neurocognitive Disorders	M15   Community Resources		

\*The training matrix may be tailored to accommodate the resources and schedules of the law enforcement agency and their mental health/disability service provider partners.

Gray boxes indicate lunch breaks and administrative tasks;

Orange boxes include the welcome and training overview;

Blue boxes indicate instruction on behavioral health and intellectual and developmental disability basics;


Green boxes indicate time set aside for community site visits and officer engagement with people with lived experiences and their families;

Purple boxes indicate instruction that focuses on community resources and viewpoints of different populations; and

Red boxes indicate scenario-based skills training and discussion of key legal and policy issues.




## Sample Agenda

		
<b>Crisis Response and Intervention Training (CRIT)</b>		
<b>Location</b> <b>Dates</b>		
<b>DAY 1</b> <b>Date</b> <b>7:45AM–4:50PM</b>		
Time	Content	Facilitator(s)
7:45AM–8:10AM	<b>Call to Order</b> - Introduction to the Academic Training to Inform Police Responses - Opening Remarks - Pre-Training Survey	
8:10AM–9:10AM	<b>Module 1.</b> Welcome & Introduction to CRIT (60 minutes)	
9:10AM–9:20AM	BREAK	
9:20AM–10:30AM	<b>Module 2.</b> Perceptions & Attitudes on Behavioral Health & Disabilities (70 minutes)	
10:30AM–10:40AM	BREAK	
10:40AM–11:30AM	<b>Module 3.</b> Prioritizing Officer Mental Health, Wellness, and Resilience (50 minutes)	
11:30AM–12:30PM	LUNCH (On your own)	
12:30PM–3:10PM (Breaks Included)	<b>Module 4.</b> Introduction to Mental Health Conditions & Mental Illnesses (160 minutes)	
3:10PM–3:20PM	BREAK	
3:20PM–4:40PM	<b>Module 5.</b> Substance Use Disorders (80 minutes)	
4:40PM–4:50PM	Questions & Dismissal	



## Module Learning Objectives

Before each module's slide deck, include the module's learning objectives. Documents with each module's learning objectives are found on the [Academic Training to Inform Police Responses](#) website. A sample document is included below.


Last Updated October 2022

### 1. Welcome & Introduction to CRIT

**Time:** 60 minutes  
**Slides:** 16  
**Purpose:** This module sets the stage for the 40-hour Crisis Response and Intervention Training (CRIT). It introduces the lead instructors and the classroom participants to one another, sets expectations for the week of learning, and presents the basic concept of police-mental health collaboration (PMHC) in crisis response. This module also discusses issues related to the high prevalence of people living with mental health (MH) conditions and those with intellectual and developmental disabilities (IDD) in the criminal justice system.

**Learning Objectives:**  
Upon completing this module, participants should be able to:

1. Define Crisis Response and Intervention Training;
2. Explain the need for crisis response training and programs;
3. Identify the role of law enforcement in crisis response; and
4. Describe police-mental health collaboration (PMHC) in crisis response and identify core elements of effective PMHC.

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## Evaluation Materials

### Pre-Training Survey

Participants should be provided with the Pre-Training Survey prior to the start of the training. You may choose to place the survey at each seat with the participants' training binders, or you may hand the survey to each participant as they enter the training room. Provide time (approximately 10–15 minutes, depending on the length of the survey) for the participants to complete the survey before moving to the next slide. Collect the survey from the participants as they complete it.

Advise participants that the survey is designed to measure their baseline knowledge, perceptions, and experiences related to crisis response and intervention. They will be asked to complete another survey on the last afternoon of the training.

**Crisis Response and Intervention Training (CRIT) Pre-Training Survey**

*This survey is designed to assess the Crisis Response and Intervention Training you are about to receive. Please respond to all survey items as directed.*

**Are you a sworn law enforcement officer?** ☐ Yes ☐ No

**Badge number or unique ID:** \_\_\_\_\_  
(This is requested to link your responses across surveys. Your identity will not be revealed.)

**Full Agency Name (no acronyms):** \_\_\_\_\_

**I. Views on Police-Citizen Interactions**

First, we would like to understand your views of police-citizen interactions. Please indicate your level of agreement with each of the statements presented below.

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1. I can influence the nature of citizen interactions to create positive outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am good at defusing tense encounters with citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Officers can be trained to increase the likelihood of positive encounters with citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. In tense citizen encounters, the most important thing is that I get home safely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Officers can be trained to effectively defuse difficult encounters with citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**II. Responding to Persons in Crisis**

A "crisis" refers to an emotionally stressful event and/or traumatic experience in which a person's natural coping skills are not effective. Crisis situations can be influenced by many factors, including substance use, mental health conditions, intellectual and developmental disabilities, and situational stress.

Please indicate your level of agreement to each of the following statements:

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1. Police-led crisis response and intervention programs are important for responding to individuals experiencing a crisis in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1



## Post-Training Survey

Participants should be provided with the Post-Training Survey at the end of the training. Collect the survey from the participants as they leave.

You can also use this same survey after a certain follow-up period (e.g., three months) to measure changes in participants' knowledge, perceptions, and experiences over time.

### Crisis Response and Intervention Training (CRIT) Post-Training Survey

*This survey is designed to assess the Crisis Response and Intervention Training you just received. Please respond to all survey items as directed.*

Are you a sworn law enforcement officer? ☐ Yes ☐ No

Badge number or unique ID: \_\_\_\_\_

(This is requested to link your responses across surveys. Your identity will not be revealed)

Full Agency Name (no acronyms): \_\_\_\_\_

#### I. Views on Police-Citizen Interactions

First, we would like to understand your views of police-citizen interactions. Please indicate your level of agreement with each of the statements presented below.

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1. I can influence the nature of citizen interactions to create positive outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am good at defusing tense encounters with citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Officers can be trained to increase the likelihood of positive encounters with citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. In tense citizen encounters, the most important thing is that I get home safely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Officers can be trained to effectively defuse difficult encounters with citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### II. Responding to Persons in Crisis

A "crisis" refers to an emotionally stressful event and/or traumatic experience in which a person's natural coping skills are not effective. Crisis situations can be influenced by many factors, including substance use, mental health conditions, intellectual and developmental disabilities, and situational stress.

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## Role Play Feedback Observation List



### MODULE 18. VERBAL DE-ESCALATION SCENARIOS

#### Role Play Feedback Observation List – Things to Look for During Scenarios

##### Use of Communication Skills

Active listening – Open-ended questions, restatement, reflection, summary

Body language – tone, presence, attention, distance

Empathy – listen, validate, positive reinforcement

##### Use of Strategies

###### Strategies:

- Slow things down
- Test compliance
- Provide structure
- Gather information
- Give choices

###### The “Four Plays”

- Give your name
- Get their name
- Identify emotion
- Provide summary

##### Effective Demonstration of Skills and Strategies – Participants must have...

- Introduced self and got the person’s name
- Used non-threatening body language
- Used a calm, even voice tone
- Appeared genuine and caring
- Showed empathy and respect
- Repeated statements or questions as needed
- Demonstrated listening skills
- Did not interrupt
- Was reassuring, creating a sense of safety
- Used restatement, reflection, and summarizing – they identified feelings and could summarize what was being said
- Used methods of communication that promoted the person’s preference or made it easy to understand what they are saying
- Offered resolutions after building rapport

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## Sample Certificate of Completion

Agencies may create their own certificate if they choose, which can be disseminated to participants upon completion of the 40-hour training. Trainers may choose to print certificates of completion with the names of participants and other information inserted.

# Certificate of Completion

This certifies that  
**NAME**  
has completed the  
**Academic Training to Inform Police Responses:**  
**CRISIS RESPONSE AND INTERVENTION TRAINING**  
LOCATION | DATE

\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Instructor



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