

**SB 882 Advisory Council**  
**Staff Notes Taken Live and Presented on Screen**  
**December 10, 2025**

**Agenda Item 9<sup>1</sup>: Background Subcommittee**

This Background Subcommittee developed the following recommendations related to the first draft report's "background" section, which discusses the history and genesis of law enforcement response to persons with intellectual, developmental, and mental health disabilities, the legal rights of persons in these populations, and current systems of care:

1. The California Legislature and local policymakers should continue to build upon the current systems that support individuals with MDH/IDD to ensure that individuals—including those in crisis—receive the right services at the right time. This includes strengthening coordination of care across systems.
2. In building on these existing systems, policymakers, where appropriate, should consider incorporating elements of the State's Lanterman Act approach to support individuals with intellectual and developmental disabilities. This model emphasizes person-centered planning, access to lifelong services, and regional center coordination, which could inform broader efforts to improve care and outcomes.

December 10 Notes:

- Three topics:
  - Terminology—clear and consistent
    - E.g. use the Lanterman Act definitions throughout while acknowledging differing definitions in other sources
    - "SB 882 Population" to capture both IDD and mental health disabilities (reflected in December draft report)
  - Ensuring that background chapter provides sufficient information re current services and gaps for the SB 882 Population
    - Still working on a few additional background paragraphs
    - Discussion of work DDS is doing with community engagement and development
    - Further clarify distinction for services among SB 882 Population subgroups
  - Getting and inserting the most current numbers
    - Data / metrics on law enforcement interactions with the SB 882 Population (do we have baseline data)?
      - The question is what is out there and reliable, especially in terms of definitions not being used consistently for data collection and comparison—data collection is a challenge.

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<sup>1</sup> Notes are presented in the order that they were addressed by the Council during the meeting.

## **Agenda Item 15: Community/Non-Law Enforcement Subcommittee**

The Community/Non-Law Enforcement Subcommittee developed recommendations regarding agencies other than law enforcement like educational agencies, local departments of behavioral health, and regional centers that may impact law enforcement interactions:

1. Encourage law enforcement agencies to collaborate with community/non-law enforcement entities to allow for more natural, regular, non-emergency interactions between community members and law enforcement officers.
  - a) Programs to have individuals visit police stations and chat with law enforcement officers.
  - b) Law enforcement officers visit individuals with disabilities at, for example, various day programs, regional centers, regional center vendors.
  - c) Community events where natural conversations can occur (such as a community park) and officers and individuals do activities together (such as assigning buddies and play games together).
2. Integrate into the K-12 education system and curricula training and skills on how students can safely interact with law enforcement and interactions with law enforcement officers generally.
  - a) Positive and structured interactions with SROs so that students with disabilities can get used to interacting with officers and have continuity from school setting to other settings.
  - b) For schools without SROs, interaction with officers can still be part of curriculum where officers and educators work together to teach students how to safely interact with officers.
  - c) Work with a speech pathologist to develop a signal that helps individuals communicate non-verbally with law enforcement officers that they are experiencing a crisis. Once signal is developed, educate individuals and officers to utilize the signal.
  - d) Integrate into IEP skills and tips on how to interact with law enforcement (without necessarily having law enforcement come to IEP meetings).
3. Train and provide resources to individuals who are not law enforcement officers.
  - a) Training of and resources to students in schools (see Recommendation #2).
  - b) Training of and resources to individuals who receive services from regional centers. This can be integrated into the regional centers' IPP.
  - c) Training of dispatchers on how to get the right information from callers and triage so that interactions with law enforcement officers are minimal and if needed, safe
  - d) Training of private security officers, especially those who are able to carry a gun, in the same way police officers would be trained, during the security certification process.
  - e) Information and resources to family members and guardians to help limit calls to 911, and if 911 must be called, information on what would be helpful for callers.
4. Measure and track the impact of the above recommendations.
  - a) Create a database of data on positive and negative interactions and measure performance progress during the implementation of the recommendations.

The subcommittee also identified two topics for further discussion with the full Council: (1) How non-law enforcement mobile crisis teams can be effectively developed, utilized, and funded; (2) Whether making a recommendation involving the actions of private businesses (e.g. big box stores and private security) would be going outside SB 882's charge.

December 10 Notes:

- Encourage law enforcement agencies to collaborate with community/non-law enforcement
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- Integrate into the K-12 education system and curricula training and skills
  - Good opportunity to reach a wide range of youth especially those who are not/yet eligible for RC
- Train and provide resources to individuals who are not law enforcement officers
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- Measure and track the impact of the above recommendations
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- Training for individuals in regional centers; there are some off which 21-wide models could be developed
- (1) How non-law enforcement mobile crisis teams can be effectively developed, utilized, and funded
  - Depts of BH? Or non-profits?
    - Open to suggestions, but concerned about mission creep regarding the Council's legislation
  - AB 308 is pending re training of mobile crisis units
  - also been gaps when families think they're calling a non-LE crisis response, but then LE has to respond
    - Sac County approach is one response but these need to address gaps
    - Data is needed on how these approaches impact other service providers who had not previously been engaged
  - Modesto: CHAT team that responds
  - Combined terminology of "behavioral crisis" can be misleading given differences between underlying causation among SB 882 Population groups
- (2) Whether making a recommendation involving the actions of private businesses (e.g. big box stores and private security) would be going outside SB 882's charge

## **Agenda Item 10: Systems Intervention Subcommittee**

The Systems Intervention Subcommittee primarily developed systemic recommendations for non-law enforcement sectors that impact law enforcement responses, such as crisis response models and dispatch systems:

1. Foster law enforcement awareness of/connection with regional centers and county departments of behavioral health.
2. Develop and implement safety trainings for (1) youth/adults with behavioral health conditions and (2) direct support staff specific to interacting with law enforcement and emergency services.
3. Develop training for law enforcement on the spectrum of diagnoses including people with multiple conditions.
4. Develop training for dispatch on handling third party calls that may involve a caregiver—what to screen for, prompts they can present, criteria for sending out law enforcement and how to code it.
5. Investigate and develop strategies to help address workforce shortages among law enforcement, regional centers, and county departments of behavioral health, and their vendors.
6. Follow up on the Manny Act recommendations regarding making voluntary registries subject to statewide coding.
7. Develop best practices and model language for memoranda of understanding between law enforcement, regional centers, and county departments of behavioral health.
8. Build out services for people with multiple disabilities.
9. Address the statewide bed shortage for people in acute crisis.
10. Consider the following funding streams to support these recommendations:
  - a) Priorities or special grants for smaller departments especially in rural areas.
  - b) 911 surcharge funds for cellphones for these purposes.
  - c) Prop 63/Mental Health Services Act funds.

December 10 Notes:

- Points 1 & 7:
  - Best practices for responses to LE/emergent calls especially outside traditional business hours; how do we help families in crisis get the right resource(s) at the right time?
  - Can be challenging for RC's that span multiple municipalities/law enforcement agencies

- Would be helpful to get RC's input from LEAs what the best way is to make those linkages—through academy, liaisons, individual departments?
- Protocols to ensure continuity through staff changes
- MOUs – may not work for every RC, for example, depending on how many LEAs span the RC's catchment area
- Every County has a county-wide monthly-to-quarterly Sheriff and Chiefs Association—that could be a point of outreach for the particular region
  - Usually includes County Sheriff, local DA, Chiefs
  - Differing levels of formality
  - Recommend regular, e.g. yearly, meeting with Sheriff and Chiefs Associations
  - E.g. RC Director presents to S&Cs about what's broadly available and then delegate further contact down. More about awareness/education
- What crisis protocols/guidance do RCs have / could be shared out?
- Point 4: review rather than develop (there are trainings; question is adequacy)
- How pointed should recommendations be?
  - The more directed, the less open they are to being misinterpreted
  - Need to get more concise / specific

## **Agenda Item 14: Best Practices Subcommittee**

The Best Practices Subcommittee discussed best and emerging practices. The subcommittee wants to clarify with the Council the level of support for a given recommendation, e.g. what is a best practice versus emerging practice: it may be that all are “emerging” but be clear about additional data/support needed. With that understanding, the subcommittee made the following recommendations:

### **1. Training**

- a) Encourage self-paced modules that officers can access via a portal and complete asynchronously. The trainings could have interactive exam components to make sure the officers are actively engaged.
- b) Encourage/explore use of virtual reality to enhance training.
- c) Encourage/develop training for families and persons with behavioral health conditions (the mirror to training with officers) so that community members can better learn how to respond to stressful situations with law enforcement officer interactions.
- d) Train for different settings with potentially different responses.
- e) Encourage smaller agencies to learn how to use the POST training portal.
- f) Encourage micro-learning: integrate YouTube body cam footage to discuss specific scenarios – what was done, what could be improved, etc.
  - 1) Identify where this training would be housed (e.g., POST portal).

### **2. Response Models**

- a) Consider adopting Blue Envelope system or lanyard system (voluntary system where people with IDD can self-identify so officers know). Translate to common community languages.
- b) Systemically integrate calls for service with officer-initiated stops so that law enforcement is aware if family member has called in a relative v. officer comes across the scene.

### **December 10 Notes:**

- Online learning
  - Not just a video that can be quickly screened, but interactive, decision-tree trainings
  - Either interactive or true virtual
  - This has started at POST with Dispatch. Computer software generates new prompts based on the way that the trainee is responding; trainee can go back and change a decision if/when they realize a past mistake. They’re having good success with these
- Micro-learning
  - Officers interacted with liked these and found them easier to engage: watch, discuss, break
  - Gets to exposure and can present more opportunities to present on a range of lived experiences over time

## **Agenda Item 13: Data Recommendations Subcommittee**

The Data Recommendations Subcommittee discussed what data are needed to evaluate practices moving forward and made the following recommendations:

1. Recommendations about how to use data:
  - a) It is important to identify a mechanism to assess the efficacy of any new ideas or programs using research. As the current Council will disband in April, the subcommittee recommend that the Legislature create some structure or position to perform ongoing assessment of program success.
  - b) One such model is to run a pilot project, have researchers assess the efficacy of the pilot project, and make decisions about whether to institute the project more broadly (statewide, or otherwise) based on the results of that research.
2. Recommendations about data collection going forward:
  - a) The subcommittee has concerns regarding whether the data about officer perception that someone has a disability is accurate. The subcommittee recommends engaging researchers to assess this, including on the ground “red-teaming” or trying to apply the data collection system to very difficult conditions to identify failure points.
  - b) The subcommittee recommends identifying priority markers of success to be ensure that the goal of any reforms is measurable. Options for the full Council to consider include:
    - 1) Reduction in death/injury following interactions with law enforcement
    - 2) Increase in connection to helpful services following interactions with law enforcement
    - 3) Reduction in calls to law enforcement to respond to incidents involving people with MHD/IDD
    - 4) Reduction in internal affairs complaints about officer behavior during interactions with the MHD/IDD communities
3. The subcommittee recommends identifying a central repository for data about these interactions, more likely in a public health related agency as opposed to DOJ.

Additionally, the subcommittee is evaluating what data is already collected and what agency is doing that collecting, and will come to the full Council meeting with some more clearly identified gaps in data and suggestions for intersections of data sets that could be helpful for future data collection.

Notes from December 10:

- What’s the efficacy of the data? Are the programs evidence based? Is there ongoing assessment of success?
- How can we build in an evaluation model so that SB 882 moves forward?
- What is required already for stops?
  - Triggering events
    - Crime committed
      - Hate crimes (specific requirements)

- Potential liability to jdx
  - Officer discretion to document
  - Depending on agency, almost every CAD entry has a corresponding disposition (though not a formal report, it's in a database)
  - DOJ RIPA inputs for stops (include demographic information from officer impression and report unless self-disclosed)
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- Could something comparable be collected re SB 882 Population?
  - Pre-questions: what are agencies already collecting and how are they coding?
- What is the true scope of the problem with these interactions?
- What are our priorities (drill down into what data the Council wants most)? What does success mean for the Council?
  - Finding that lost child or adult in a timely fashion. When there's behavior so extreme that emergency services are dispatched to home, family gets respectful, understanding services. All those points of intersection between law enforcement, the SB 882 Population, and their loved ones.
  - Pilot(s)—success can be measured and leveraged for future advocacy for resources.
  - Reduce use of force in law enforcement encounters with the SB 882 Population.
  - Increase referral from law enforcement to service providers from interactions with SB 882 Population.
  - Educate family members and family members and providers about non-LEA services and interventions available to the SB 882 Population.
  - Reduction in Internal Affairs complaints received related to LEA interactions with the SB 882 Population.
  - Training Subcommittee's non-negotiable guiding principles:
    - Stop use of force/officer involved shootings of the SB 882 Population
    - Building trust and relationships with the SB 882 Population



## **Agenda Item 18: Training Subcommittee**

The Training Subcommittee developed recommendations related to training of law enforcement informed by two “non-negotiable guiding principles”—stopping use of force/officer involved shootings and building trust and relationships with the community. The subcommittee also identified key challenges for law enforcement training. These include limited resources and tools tailored to encounters with people with MHD/IDD, the overwhelming volume of new policies without clear integration into existing training, lack of centralized, accessible guidance for officers in the field, insufficient inclusion of subject matter experts in curriculum development, need for more realistic, scenario-based training that reflects community needs, lack of trust and fear between law enforcement and the community which can heighten the response, and difficulty finding subject matter experts who also have the background both to relate to and to make materials relevant to law enforcement. With this context in mind, the subcommittee developed the following recommendations:

1. Integrate MHD/IDD into de-escalation training.
2. Embed MHD/IDD-specific scenarios and considerations into POST learning domains, emphasizing time, distance, and family involvement.
3. Develop field-ready resources and make them accessible via QR codes, mobile apps, and patrol vehicle desktops.
4. Ensure trainings cover culture and local history of interactions and how those can lead to escalation.
5. Leverage technology, including simulation technology.
  - a) Expand the use of virtual reality. Develop statewide mobile training units available to smaller agencies, and bodycam-based platforms like Pro-Forma to simulate real-world encounters involving individuals with MHD/IDD.
  - b) Collaborate with subject matter experts, including professionals who work with people with MHD/IDD and community advocates, to co-develop training modules
6. Create a centralized training hub/library.
  - a) Target audiences/providers—people who would access it: law enforcement, medical professionals, non-profits, facilities like group homes and RC vendors.
  - b) House trainings, recommendations, and sample policy language other agencies can access.
  - c) Mobile training units that can be “checked out” especially for smaller and rural agencies.
7. Build in evaluation and research regarding outcomes.
  - a) Encourage departments to track training outcomes through pre/post assessments, use-of-force data, and officer feedback.
  - b) Explore partnerships with academic institutions to analyze bodycam footage and assess early indicators of escalation.
  - c) Include input from people with lived experience.

- d) Encourage inclusion of people with MHD/IDD on civilian oversight boards regarding use of force
- 8. Advocate for policy and curriculum reform,
  - a) Recommend that POST formally integrate MHD/IDD considerations into de-escalation standards and include subject matter experts in curriculum review processes.
  - b) Explore funding opportunities for virtual reality and mobile training expansion.
  - c) Initiate discussions with POST and academic partners to support curriculum updates and research.

December 10 Notes:

- Council Goals (Data): keeping all participants in these interactions safe
- Differentiating causation and whether/how it impacts intervention strategy
  - Some of processing and identifying could be embedded in trainings
  - These could be in their own subsections
- Point 3: what type of resources?
  - What does an officer on the street need?
    - E.g. a QR code that would have a basic summary of important information / special information
    - Resources
      - Training bulletins on black letter law
      - best practices
      - if/then guides
      - relevant protocols
    - Making safe space for officers to share information on family members who are in the SB 882 Population to build trust and understanding among officers