



Presentation on Law Enforcement Academy Training and Crisis Intervention Team (Training)





The State Council on Developmental Disabilities (SCDD) is established by federal law ([Developmental Disabilities and Bill of Rights Act](#)) and state law ([Lanterman Act at Welfare and Institutions Code, section 4520 et. seq.](#)). SCDD is to ensure that individuals with developmental disabilities and their families participate in the planning, design and receipt of the services and supports they need which promote increased independence, productivity, inclusion and self-determination.

Federal law requires SCDD to identify methods to improve and increase services for individuals and their families and to submit these to the federal government in the form of a [State Plan](#). The State Plan is approved by the [federal Administration on Intellectual and Developmental Disabilities \(AIDD\)](#). AIDD is the funding source for SCDD and its State Plan Activities. SCDD and its regional offices' primary work is achieving the State Plan goals, objectives, and strategies.

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Board Treasurer for CIT International

POST – AICC / Level III IDI Instructor

CIT Coordinator

Autism: Recognition Response and Risk Management for Law
Enforcement and Fire/First Responders - Certification

Orange County Collaborative to End Abuse of Individual with
Disabilities – Training of Trainers Certificate

Los Angeles and Orange County Office of Education Alternate Dispute
Resolution Certificate

Disabilities / Inclusion Specialist

Special Education Advocacy Trainer

Disability Rights Trainer



LD-37
People
with
Disabilities



Academy Instructors

- The Academy Instructor Certificate Program (AICP) establishes instructor training and certification requirements for academies in the program. Its purpose is to recognize demonstrated competency levels in education and training experience for each instructor, which, in turn, improves the overall professionalism, quality, and effectiveness of law enforcement training. The [AICP Guidelines and Curriculum](#) (pdf) provides a set of guidelines and curriculum.
- During 2007, the POST Commission approved the creation of the [Instructor Development Institute \(IDI\)](#) as a subcategory of the AICP. The IDI curriculum was subdivided into four Academy Instructor Certification Courses (AICC) Levels 1-4. The purpose of the IDI curriculum design is to "provide multi-level, multi-track programs to develop professionalism in the delivery of law enforcement instruction.

Learning Domain -
 37

Missing 5th Category
 Sensory Implications



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Dementia / Alzheimer's part of
 Neurological disorders



Learning
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LD-37 Important missing portions

The **5th category** refers to "**disabling conditions closely related to intellectual disability or requiring similar treatment**". This category provides a pathway for individuals who may not have one of the four explicitly named qualifying conditions but still experience significant functional limitations similar to those with intellectual disabilities.

- This population has law enforcement encounters
 - Lack judgment, easily influenced,
- Sensory Implications when it comes to law enforcement response
 - How our 8 senses respond to sensory overload
- Co-occurring mental health disorders
 - Developmental disabilities and co-occurring mental health disorders

A little more about 5th Category

- This category provides a pathway for individuals who may not have one of the four explicitly named qualifying conditions but still experience significant functional limitations similar to those with intellectual disabilities.
- Disabling conditions “closely related” to an intellectual disability, take into consideration the following:
 - Intellectual functioning in the low borderline range of intelligence (IQ score between 70 – 74)
 - Cognition is defined by “the ability of an individual to solve problems with insight, to adapt to new situations, to think abstractly and to profit from experience.” (17 CCR §54002)
 - Substantial adaptive skill deficits (aka major life activities) are related to cognitive impairments

Characteristics of 5th Category

- **Poor judgment**
- **Failure to consider consequences of actions**
- **Poor concentration and attention**
- **Social withdrawal**
- **Intermittent anxiety**
- **Stubbornness**
- **Low-average IQs**
- **Poor executive functioning**
- **Lack of social and communication skills**
- **Lack of appropriate initiative**
- **General lack of awareness/sequencing capacity**
- **Slow/inappropriate response(s)**

Characteristics of 5th Category

- Disabling conditions requiring treatment “similar to” an intellectual disability, take into consideration the following:
 - Skill deficits are a result of cognitive impairments
 - The nature of the training and intervention
 - Long-term habilitation is required (versus rehabilitation)
 - Long-term training is broken down into small, discrete units taught by repetition
 - Individual requires more supports with modifications across many skill areas

Challenging Behaviors...



Impulsivity (...no real need to think about it!)



Disinhibition (e.g. social, verbal, sexual, etc.)



Bipolar Swings (e.g. rapid cycling/lability, etc.)



Hyper-sexuality (may include paraphilias)



Gullible



Easily influenced



Aggression (physical, verbal, sexual, etc.)

Missing portions on LD-37 and CIT Crisis Related Resources and Services

Developmental Disabilities Systems and Services: Safety Net Services

Preventative Support Services

- [Service Coordination](#)
- [Applied Behavioral Analysis](#)
- [Respite](#)
- [START Program](#)

Mobile Crisis

- [Mobile Crisis Services](#)
- [CAST \(Crisis Assessment Stabilization Teams\)](#)

Residential Services

- [Independent Living Skills/Supported Living Services](#)
- [Community Care Facilities for Adults](#)
- [Community Care Facilities for Children](#)
- Homes/Services for Complex Support Needs
- [Enhanced Behavioral Supports Homes](#)
- [Community Crisis Homes](#)

Missing portions on LD-37 and CIT

Crisis Related Resources and Services

Developmental Disabilities Systems and Services: Safety Net Services

Acute Crisis Options

- [Institutions for Mental Disease](#)
- [Canyon Springs](#)
- [Porterville Developmental Center- Secure Treatment Area](#)
- [STAR \(Stabilization Training Assistance Reintegration\)](#)

Step Down

- [Step-Down Homes for Individuals Transitioning from Institutions for Mental Disease](#)
- [Porterville Developmental Center - Secure Treatment Area Step-Down Homes](#)

Stabilization/Wrap-Around

- [Community Wraparound Services](#)
- [START Program](#)
- [Intensive Transition Services for Individuals](#)

Common Triggers and Causes Related to Crisis Calls

- **Intellectual and Developmental Disabilities:** Anxiety, Sensory Dysfunction, Communication,
- **Mental Health Disorders:** Anxiety, depression, bipolar disorder, schizophrenia.
- **Substance Abuse:** Alcohol, drugs, and their withdrawal.
- **Acute Stress:** Trauma, loss, or significant life changes.
- **Environmental Factors:** Situational stressors like financial issues, relationship problems, sensory overload





CIT International

Improving Crisis Response Systems

Who is CIT International?

CIT International is a non-profit organization with a vision of promoting community collaboration using the CIT Program to assist people living with a behavioral health disorder who are in crisis. <https://www.citinternational.org>

CIT International hosts a conference yearly where thousands of law enforcement, clinicians and people with lived experience come together to learn about crisis intervention teams, 988, dispatch, research, substance use disorder, mental health services and developmental disabilities and topics related to crisis response.

Anaheim, CA for the 2025 CIT International Conference
SAVE THE DATE: August 11 - 13, 2025



What is CIT?

Community Based



CIT is community based and improves community responses to behavioral health needs. The most visible faces of CIT are CIT officers, but CIT is not a law enforcement program.

CIT includes people living with behavioral health challenges and their families. No one has a greater stake in the outcome of a behavioral health crisis than the person in crisis, followed closely by their family members.



Nothing about us without us

Partners and Stakeholders



CIT is based on partners coming together. CIT partners are equal decision-makers who solve problems together, bring resources to the table, and hold each other accountable. Mutual commitment, trust, and respect are the bedrock of strong partnerships.



CIT has the same goals it had when the first program started in Memphis in 1988. However, as the program has spread across the United States and beyond, there has been incredible innovation at the local level and coordination among national and international partners. Many CIT programs are part of a greater national behavioral health movement that emphasizes recovery and the need for more robust community mental health systems.

GOALS

1. Improve safety during law enforcement encounters with people experiencing a behavioral health crisis, for everyone involved.
2. Increase connections to effective and timely behavioral health services for people in behavioral health crisis.
3. Use law enforcement strategically during crisis situations—such as when there is an imminent threat to safety or a criminal concern—and increase the role of behavioral health professionals, peer support specialists, and other community supports.
4. Reduce the trauma that people experience during a behavioral health crisis and thus contribute to their long-term recovery.

Voluntary Program

Law enforcement officers who volunteer to attend CIT training, receive 40-hours of specialized instruction from behavioral health experts from their community, previously trained CIT officers and people with lived experience as well as their family members.

This intensive advanced-officer training is designed to help officers gain understanding about behavioral health disorders, and developmental disorders, developing a basic foundation from which officers build their skills.



CIT International

Improving Crisis Response Systems

HOW MANY OFFICERS NEED TO BE CIT-TRAINED?

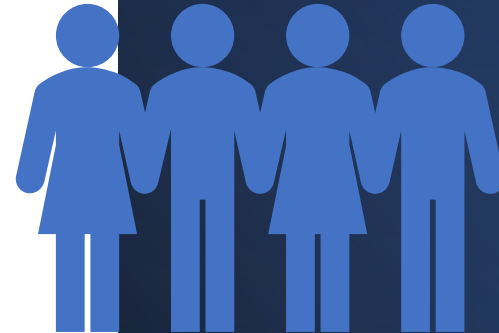
There is no specific percentage of officers a law enforcement agency should seek to train through their CIT program. An agency should recruit and train officers until there are enough CIT officers to provide coverage for all districts and all patrol shifts, 365 days a year. In large agencies, this may come out to 20 or 25 percent of officers. In very large urban agencies, the percent may be even higher. In very small agencies, almost all officers may need to be trained to provide adequate coverage.

However, training officers who do not have the specific interest, personal motivation, or skills to be CIT officers is not encouraged. It is more important that the officers trained have self-selected and volunteered to be CIT officers.

Through program monitoring (see page 107) your program can track whether more CIT officers are needed or whether specific shifts need additional coverage.

Who from the community should be involved?

- NAMI
- Behavioral health
- Developmental disabilities agencies
 - Regional Centers
 - Forensic Specialists
 - Crisis Services
 - Crisis Prevention Services (START Programs)
- Law enforcement
- Veterans Services
 - Battle buddies
- Homeless Agencies/Resources
- Youth Services
- Victims Services



Who from the community should be involved?

- Hospitals
- Advocates
- Call centers
 - 988
 - 211
- Peers
- School Districts
 - Resource Officers
- Others: Clergy, Animal Services



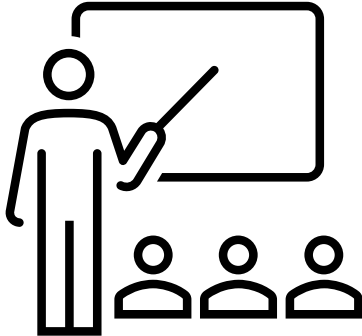
IF NEEDED, CREATE A MEMORANDUM OF UNDERSTANDING AMONG PARTNERS

Some CIT programs develop a Memorandum of Understanding (MOU) in addition to changes in individual agency policy. An MOU is a document describing the roles and responsibilities of multiple organizations and agencies. While it may be structured similarly to a contract, it is not a legally binding document; rather, it's a statement of intent.

A MOU covers many of the same issues identified above. It may be particularly helpful if numerous agencies and organizations coordinate to provide crisis response and services, or if multiple law enforcement agencies coordinate on calls. It can also be helpful if money or resources change hands to ensure the smooth operation of the CIT program. For example, in addition to topics in law enforcement and receiving policies, a MOU might address:

- How law enforcement, EMS, mobile crisis, and peer support interact on the scene of a crisis,
- How multiple agencies and organizations coordinate follow-up to individuals who have been the subject of repeated calls for service,
- Joint governance of the CIT steering committee, and/or
- The roles of partner organizations in providing training coordination, program monitoring, community outreach, and advocacy for mental health services.

CIT 40-hour Sample Curriculum schedule



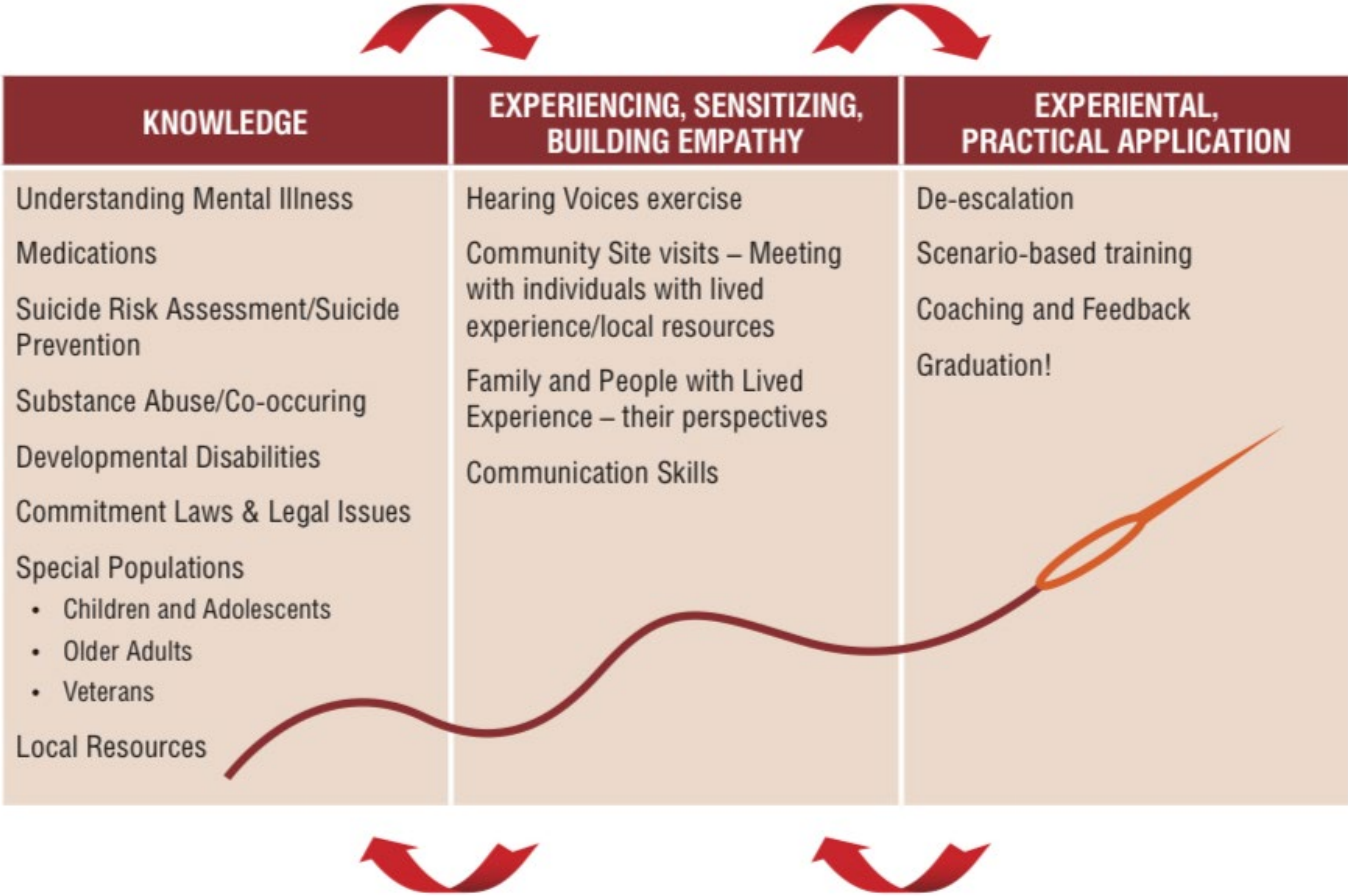
How many instructors are involved? Most programs will have 50 or more instructors available to present at the 40-hour session

- Recruitment
 - Through their steering committee
 - Behavioral health, law enforcement, advocacy, lived experience and others

Are these teams funded? (Some teams are funded, some are looking for funding opportunities.)

- The steering committee can help to identify funding sources:
 - County Behavioral Health can provide funding
 - SAMHSA Grants
 - COPS Grants
 - Propositions

CIT TRAINING BUILDING BLOCKS



A Best Practice Guide for Transforming Community Responses to Mental Health Crises

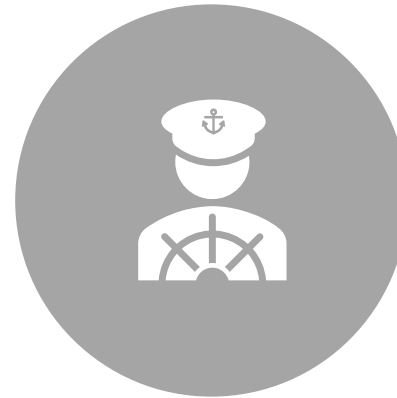
CIT NATIONAL CURRICULUM MATRIX²²

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
800	Administration: Welcome and Overview	Mental Health Topics: Personality Disorders	Mental Health Topics: Autism and Developmental Disabilities	Mental Health Topics: Posttraumatic Stress Disorder	De-Escalation: Scenario-Based Skills Training
830	Administration: Pre-Training Evaluation				
900	Mental Health Topics: Serious Mental Illness	Mental Health Topics: Cognitive Disorders (Dementia, Delirium, and TBI)	Mental Health Topics: Medications	Mental Health Topics: Suicide	
930					
1000		Site Visits: Facilitated Conversations with People with Lived Experience	Mental Health Topics: Assessment and Commitment	Community Support: Panel of Community Resources	
1030					
1100	Mental Health Topics: Thought Disorders and Mood Disorders	Law Enforcement: Policy and Procedure	Law Enforcement: Liability	Break	Law Enforcement: Question and Answers
1130					
1200	Lunch 1200-1300				
1230					
1300	Mental Health Topics: Substance Use Disorders and Co-occurring Disorders	Site Visits: Facilitated Conversations with People with Lived Experience	Community Support: Advocacy Perspectives, Veterans Issues, Homeless Issues, Cultural Awareness ²³	De-Escalation: Scenario-Based Skills Training	Community Support: Advocacy Perspectives
1330					
1400			De-Escalation: Scenario-Based Skill Training		Administration: Post-Training Evaluation
1430					
1500	Mental Health Topics: Children, Youth, and Adolescents			Administration: Graduation	
1530					
1600	Community Support: Advocacy Perspectives				
1630					
1700					

Curriculum and Instructors



CIT INTERNATIONAL ENCOURAGES COMMUNITIES TO DEVELOP CURRICULUM, USE THE SAMPLE MODEL OR LOOK AT OTHER CURRICULUM SUCH AS CRIT.



OFFICER WELLNESS IS ALSO A STRONG COMPONENT.

Being a CIT Instructor for the 40 - hour training component



What do I teach at a CIT training?

CALIFORNIA LAW SAYS A DEVELOPMENTAL DISABILITY STARTS BEFORE AGE 18, IS EXPECTED TO CONTINUE INDEFINITELY, AND IS A “SUBSTANTIAL DISABILITY.”



Cerebral Palsy



Epilepsy



Autism



IDD



5th Category

Provide information on Characteristics

- Social interactions
- Non-verbal and verbal communication needs
 - Processing receptively and expressively
- Behavioral manifestations
 - Common reasons for physical behavioral manifestations
 - meltdowns
- Common law enforcement interactions
 - Wandering
 - Self-injurious behaviors
 - Behaviors towards others
- Sensory Implications
 - 8 senses and how they impact crisis response
- Deficits in cognitive (intellectual) skills

Let's talk
about our
senses....

Olfactory
Sense of smell
Info. received through the nose

Gustatory
Sense of taste
Info. received through the mouth

Vestibular
Sense of balance and spatial orientation

Tactile
Sense of touch
Info. received by contact through the skin

8 SENSES
THE SENSORY SYSTEM

Auditory
Sense of sound
Info. received through the ears

Proprioception
Awareness of body in space and strength needed to complete actions

Interoception
Awareness of internal bodily states

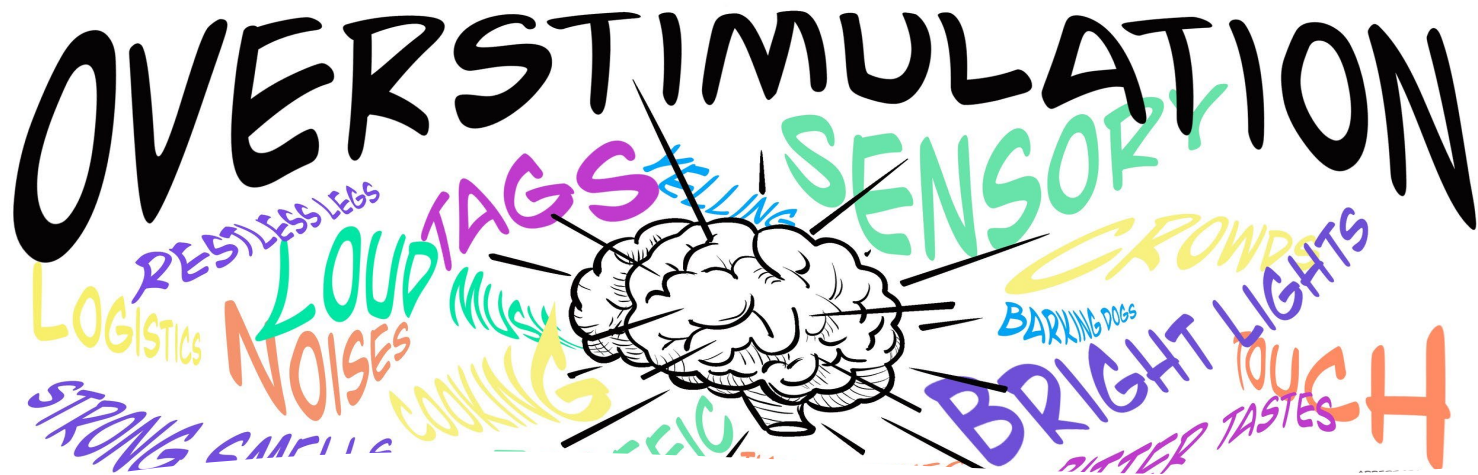
Visual
Sense of sight
Info. received through the eyes

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A person with a **vestibular disorder** might face challenges during DUI field sobriety tests. These tests often include the Horizontal Gaze Nystagmus (HGN), Walk-and-Turn (WAT), and One-Leg Stand (OLS), which rely on balance and coordination¹. Vestibular disorders can affect balance and eye movements, potentially leading to false positives in these tests²³.

Potential issues can exist when interacting with someone who has vestibular disorders (often the senses are not an important part of law enforcement training)

A person with a **proprioception disorder** might face challenges understanding where their body is in space and may not be aware that they are too close to another person's personal space which can make it difficult during a police interaction



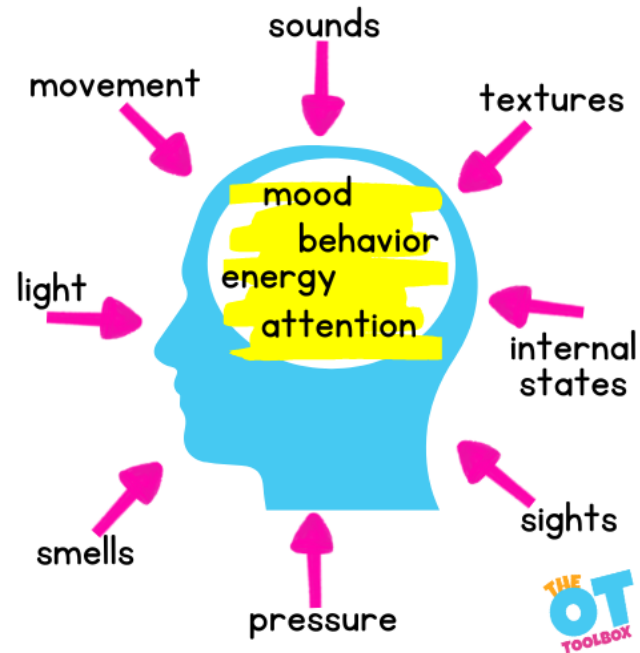
What is Sensory Overload?

Sensory overload can happen to anyone. It occurs when too much information is sent to the brain to be processed at once.



Sensory overload might be triggered by something as simple as touching the wrong material or hearing the wrong noise. It can also build up with time as the brain receives more and more input.

WHAT IS SENSORY DYSREGULATION



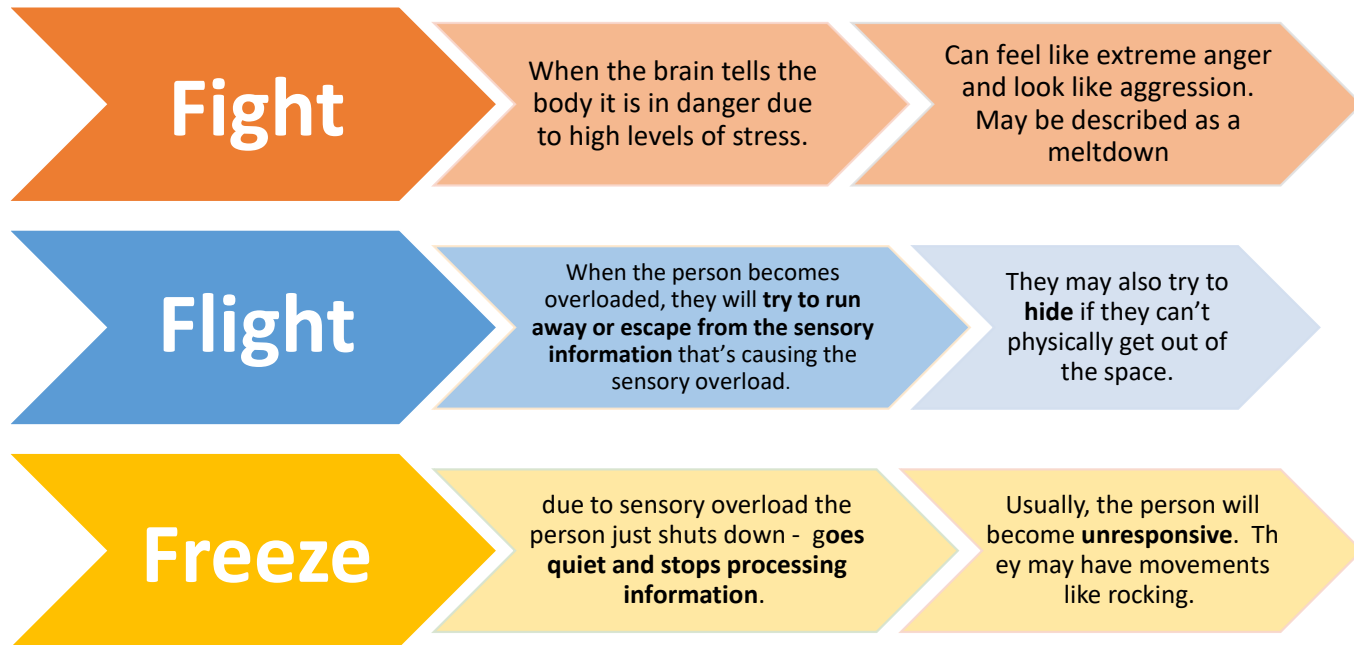
Meltdowns



Sensory Dysregulation Can Look Like...

Fight/Flight

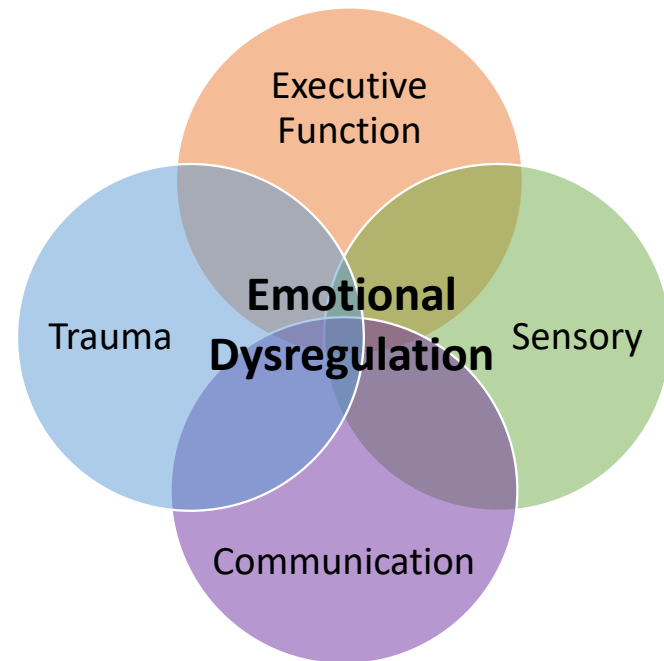
- Can make a person react to normal experiences as if they were life and death threats
- This is not a rational/cognitive process – wired into our physiological response (brain stem)



Adapted from griffinot.com

How is Emotional/Behavioral Regulation Related to Sensory Regulation?

- Our ability to regulate and adapt our behaviors is deeply intertwined with sensory regulation.
- Challenges in sensory processing, such as feeling overwhelmed or highly sensitive to sensory input, can have a significant impact on our behavioral regulation.
- These sensory difficulties can trigger stress responses which put us in fight-flight-freeze.
- Modifying our actions and behaviors becomes much more difficult when we are in a stress response state.



Tips for crisis responders

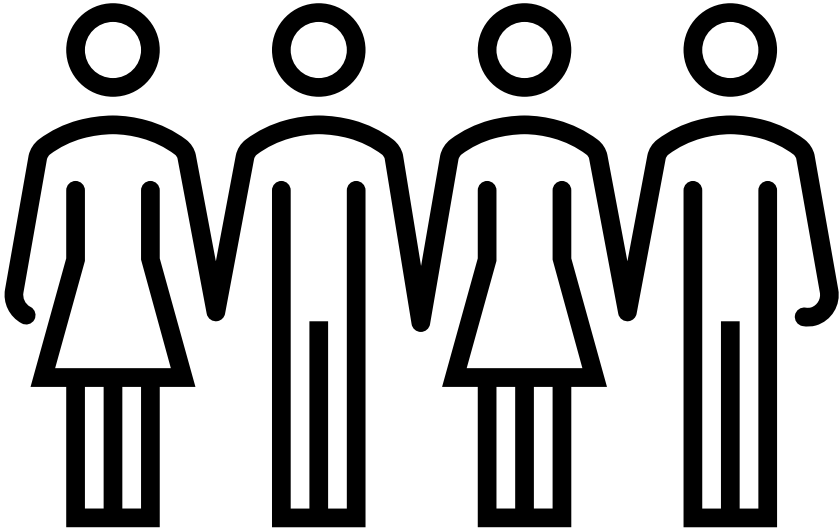
Tips for Crisis Responders



Sight	Sound	Touch	Balance	Body Awareness
<p>Reduce bright light</p> <p>Turn off flashing lights</p> <p>Offer sunglasses</p>	<p>Reduce volume</p> <p>Turn off sirens, radios</p> <p>Limit noise, music, background conversation, etc.</p> <p>Offer noise cancelling headphones or ear plugs</p>	<p>Provide sensory fidgets (squishy, soft, textured)</p> <p>Ask before making physical contact</p> <p>Avoid unnecessary touch</p>	<p>Allow movement (rocking, spinning, jumping, etc.)</p> <p>Go for a walk</p> <p>Offer weighted blanket</p> <p>Provide quiet space to sit</p>	<p>Allow personal space</p> <p>Model deep breathes</p> <p>Offer a drink or small snack</p> <p>Assess for pain, health issue</p>

Adapted from Safety on the Spectrum™

Community
Engagement
and
Presentations



Community Education

- Provide education to the community:
 - Crisis intervention teams
 - Crisis services
 - Community policing
 - Community engagement activities
 - 988 Crisis line (988 call centers also need to have intensive developmental disabilities training)
 - 911 When to call and what information should be provided (911 dispatchers should also be part of crisis intervention team training so that they can be better equipped to ask the correct questions)

Tips for families that have to make that 911 call

Provide as much information about the person:

- Use your words wisely (ex. aggressive and violent)
- Triggers
- Topics of Interest
- Communication needs
- Sensory needs
- Information on the person's disability
- Are they a regional center client

What other information do you think a dispatcher may need?

- The dispatcher will be the one relaying all the information to the officer so the more you provide the better.



Thank you!
