Getting Ready

The Getting Ready section outlines key roles and tasks to plan in advance of the training. Planning tasks may be shared between the training coordinator and mental health coordinator(s)—two key roles necessary to the success of this training.

Course Preparation

It is recommended that communities designate a local coordinator to lead the planning and implementation of this training. Ideally, the coordinator would be a sworn staff member well-versed in crisis response and intervention, a crisis intervention team coordinator, or a mental health professional who has a strong relationship with not only law enforcement, but also with community-based behavioral health service providers. This can also be a team approach having co-leads—a lead from law enforcement and a lead behavioral health service provider. The coordinator(s) would serve as the central point of contact for all planning activities, including participant and instructor recruitment, site visits (Module 11. Personal Connections), guest speaker coordination, scenario planning, and training logistics.

Crisis Response and Intervention Training (CRIT) courses are most effective when they utilize every opportunity for community collaboration, necessitating a larger than typical number of individuals who may be involved in the implementation of the course. CRIT is not meant to be taught by law enforcement only. It is meant to be a community approach to crisis response that fosters the development or enhancement of a crisis response model that works best for your community.

This course not only provides participants an opportunity to learn about mental health, substance use disorders, intellectual and developmental disabilities (IDD), and to practice effective skills when responding to mental health or IDD crisis situations, but also gives them an opportunity to learn about the services available in their community and to talk directly with providers. Law enforcement officers may have a general sense of what types of services are available in their community, and through this course, they can build relationships with these partners, which paves the way for the development or enhancement of a cohesive community-centered crisis response program.

When selecting community partners as trainers, be sure to identify instructors who have experience working with people living with mental health conditions, substance use disorders, and intellectual and developmental disabilities, and understand partnering with law enforcement. Experience has shown that the instructor's willingness to partner with law enforcement, paired with their field experience, has fostered mutual respect and credibility, leading to community-based connections after the training. Instructors should not only be knowledgeable, but they should be skilled communicators who can bring their real-life experience into the classroom in a manner relatable to officers. Many modules are best suited to be taught by mental health or developmental disability experts in your community. Local mental health providers, disability service providers, or university professors may be well-suited to effectively present the materials. Likewise, modules specific to the legal framework for local,

state, and federal statutes regarding custodial interactions with a person in distress may be best suited to be delivered by an active prosecutor, attorney, or law enforcement leader who has expertise in understanding and navigating the laws and policies that govern actions. It is strongly recommended to pair law enforcement and a community-based expert whenever possible throughout the training. For example, if a mental health provider is presenting Module 4. Understanding Mental Health Conditions and Mental Illnesses and a question specific to law enforcement actions comes up, the mental health provider should be able to rely on and turn to their law enforcement partner to address that question. The opposite should hold true if a law enforcement expert is presenting on a module and a clinical question arises, the officer should be able to look to their clinical partner to respond to the question.

Coordinators should allow ample preparation time ahead of hosting a CRIT course. The preparation phase may take up to six months to recruit and prepare instructors, tailor content to the local context, develop and practice scenarios that will resonate with the participants' experiences, recruit and prepare role-play volunteers, and build training hours into an agency's staffing schedules. Keep in mind that training schedules for many jurisdictions are finalized at the beginning of the year, so preparations to include CRIT into the training schedule should occur well in advance of anticipated training dates. The checklist on the next page will help agencies map out expected planning milestones.

Course Preparation Phase Checklist

Phase I (3–6 months in advance)

- ☐ Identify training coordinators
- ☐ Create a committee consisting of key partners in your crisis response community
- ☐ Present CRIT course to local leadership to gain support for the training
- ☐ Incorporate into an annual training schedule
- ☐ Schedule dates and times for the course
- ☐ Secure a location to host the course
- ☐ Designate a local coordinator to lead site logistics/planning components of this course

Phase II (2–3 months in advance)

- ☐ Identify and recruit local trainers/community partners to teach modules aligned with their field expertise
- ☐ Identify local service provider locations for site visits (Module 11. Personal Connections)
  - ○ Identify guest speakers, people with IDD, peers, and family members to participate in Module 8. Family and Peer Perspectives Panel
- ☐ Recruit participants and send out a training announcement with confirmed training hours
- ☐ Secure a police leader to open the course to highlight the importance of the training
- ☐ Secure a police leader to participate in the end of week graduation ceremony and hand out certificates of completion

Phase III (1–2 months in advance)

- ☐ Recruit and prepare role players and facilitators to participate in the scenarios
- ☐ Provide training material packets to the selected module facilitators, including:
  - ○ CRIT Matrix
  - ○ 1. Introduction – Instructor Guide
  - ○ 2. Using the Instructor Guide
  - ○ CRIT Trainer Assignments
  - ○ CRIT Agenda
  - ○ The module Instructor Guide for the module they are teaching
  - ○ The module PowerPoint slides for the module they are teaching
- ☐ Confirm scenarios are relevant to the class participant professions (patrol, dispatch, corrections, probation, parole, etc.)
- ☐ Ensure classroom format is conducive to discussions, scenarios, and the number of people involved in each activity
- ☐ Secure and test technology needed for the course, including projector and screen, audio speakers, computer, microphone, and internet access
- ☐ Secure food and drinks for participants for each day of the course, or have open lunch hour if eateries are available nearby

Participants

Target Audience

This course is designed for frontline law enforcement officers within agencies that have not yet trained their officers in enhanced crisis intervention, as well as for agencies that would like to update or refine their training strategies. The week-long training experience is designed for sworn law enforcement officers—but we also encourage the participation of dispatchers, 911 call-takers, corrections/detention officers, probation/parole officers, other non-sworn members of agencies, fire and emergency medical services, and members of a mobile crisis team, including peers. This course involves a blend of learning modalities which require a high degree of interactivity, including scenario-based skills training. Therefore, we recommend audiences be limited to 25–30 participants.

Course Length and Prerequisites

This course is 40 hours in length and is designed for delivery over a period of five 8-hour days. The course may be adjusted to accommodate four 10-hour days of instruction; however, participant fatigue is likely and we strongly suggest delivery over the period of five 8-hour days. While it may be tempting to vary the length of the training, we strongly recommend a week-long continuous experience to maintain focus, generate relevant questions, and keep the learning experience flowing. A sample agenda can be found in Tab 5. Participant Materials.

Instructor Preparation

Much of the success of this course comes from the engagement between instructors and participants. The most effective instructors are those that have deep knowledge of their topic, first-hand experience working with people with mental health conditions, substance use disorders, and/or intellectual and developmental disabilities (IDD), a history of collaboration or engagement with law enforcement, and are engaging communicators. When selecting instructors, keep in mind any local or state regulations for teaching a course to law enforcement. Check to see if instructors are required to attend any sort of instructor developmental training, or for non-sworn personnel, if they must receive approval from a certain governing body ahead of facilitating a training.

This course may also be an opportunity to build new relationships with behavioral health and IDD experts in the community. In these situations, we recommend that new instructors spend time with the law enforcement trainers to learn about the needs and preferences of law

enforcement and even go on a ride-along in their community to observe how officers approach their work. New instructors may also want to consider partnering with a senior trainer from the department to ensure content and examples relate to officers' daily experiences.

Instructors should keep in mind the goals of CRIT as they prepare their presentations; this course aims to teach officers how to recognize the signs of a potential mental health crisis or the signs of a person with an intellectual or developmental disability and how to adapt their responses accordingly to decrease an emotionally charged situation or recognize an IDD and facilitate a safe outcome. CRIT promotes officer safety, public safety, and diversion from the criminal justice system, when appropriate. Tips and real-life examples that focus on communication skills and response strategies will be invaluable to participants.

The modules in this course are designed to build upon each other, each adding to the knowledge base and skillset for participants. Trainers should review the entire course curriculum in advance and identify opportunities to draw links between modules, in examples and explanations. It is likely that officers will encounter individuals with co-occurring conditions and should practice applying communication skills that apply across mental health crisis situations as well as people with IDD.

Allow enough time in advance of the training (see checklist above) to meet either virtually or in person with your selected module trainers. Experience has shown that doing a "trainers' kickoff call" virtually has been successful. Preparing a slide deck ahead of time to present to trainers is recommended. Below you will find suggested material to cover during the trainers' kickoff call. It is also suggested that the trainers' kickoff call take place ahead of sending the training material to the trainers as many questions trainers may have will likely be answered during this call/slide presentation.

Trainer's kickoff call slide suggestions:

- Call Agenda
  - o Introductions and CRIT overview
  - o Overview of training and review of matrix/schedule and sample agenda
  - o Trainer assignments and role of recruited local facilitators on call
  - o Next steps—sending materials, office hour calls, prep/planning and logistics
  - o Questions?
- CRIT Overview
  - o The Crisis Response and Intervention Training (CRIT) is a 40-hour training curriculum designed to prepare police officers in their response to people experiencing crises related to behavioral health (BH) conditions and intellectual and developmental disabilities (IDD).

- This training is based upon the Memphis Model of Crisis Intervention Team (CIT) training and is designed to complement the development and delivery of crisis response programs planned by law enforcement agencies and BH/disability service providers in the community.

- CRIT Matrix and Design
  - Copy the matrix onto the slide and go over it with participants.
  - Below is suggested language to explain the design of CRIT:
    - This training program includes 18 modules of varying lengths and learning styles, some of which require local stakeholders and subject matter experts to co-present.
    - Topical areas include BH and IDD, community engagement and resources, systems and research considerations, and scenario-based skills.

- Local Trainer Assignments
  - Share a spreadsheet of which module each trainer has been assigned to and confirm their availability during their time slot.

- Next Steps
  - Local trainers should be informed that they will receive an email containing the following documents:
    - **CRIT matrix**
    - **Trainer assignment spreadsheet**
    - **Module slide deck** (PowerPoint slides)
    - **Instructor Guide** (PDF)
      - Be sure to point out to your trainers to review the layout of this guide and ask them to thoroughly review the **Using the Instructor Guide** section titled "6. The Modules."
      - **1. Introduction**
        - The Introduction incudes learning objectives for each module. This will help the trainers know what has been taught before them, and what will be after their session.
      - **2. Using the Instructor Guide**
    - **Agenda**
      - Provides specific times and dates for all modules
  - Provide the trainers the physical address for the in-person training delivery and how early they should arrive.
  - Ask presenters to connect with their co-trainers and plan ahead for module delivery.
    - If trainers are modifying the slide deck, make sure they bring their presentation with them on an external thumb drive.
  - Questions?
    - Invite any questions trainers might have and encourage them to check in with the training coordinators or contact them if questions or scheduling issues arise ahead of the training.
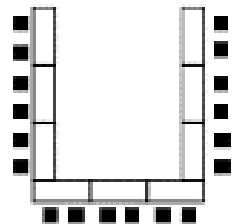
Training Setup and Wrap-Up

The Training Space

- The training coordinator is advised to select space that is well-ventilated, well-lit, and away from outside distractions.
- Exits should be pointed out at the beginning of training.
- In some settings, loudspeaker announcements may disrupt the training; arrange to have these discontinued or the speakers muted in the training space.
- If the room turns out to be too large for the group, trainers can "make the room smaller" by grouping the seating in just one section of the room.
- Not much can be done if the room is too small so be sure to select a suitable site.
- Room temperature should be comfortable for the participants (this may be a bit cool for trainers—dress accordingly).

Room Setup

- The site contact person is responsible for setting up the room; however, it is not uncommon to arrive at a site and find that this detail has been overlooked.
- Be sure to arrive early to set up the room if necessary (or find maintenance staff to help).
- The room should be arranged to comfortably seat all participants with chairs and writing surfaces.
- The recommended style of seating is a U-Shape so presenters can engage all participants.
- Designate one table for resources, one table for registration, and one table for refreshments.
- Make available any pamphlets or materials about local resources.
- Post prepared charts (Contact Information and Principles of Recovery) *[additional information and samples found in Tab 4. Trainer Materials & Resources]*.
- Distribute training materials at the registration table or place the materials at each of the seats.

Registration

- The registration table should be staffed.
- Materials at the registration table include:
  - Sign-in sheet
  - Name tags (set out alphabetically if done in advance and have blank ones for people not registered in advance) or table tents and markers where participants can write their names
  - Participant packets/folders & binders (these can also be placed at the seats)

- Instructions for the registration attendant
  - Ask each person to sign in and to check their contact information

Equipment

- LCD projector and projector screen
- Internet access
- Laptop/computer
- YouTube account is needed to play some videos depending on site IT settings.
  - It is a good idea to load up the videos prior to the module delivery, so the trainer can simply press play without worrying about video buffering or advertisements.
- Easel pad, markers, and tape (recommend painters tape to avoid wall damage)
- Slide advancer
- Speakers
- Microphone
  - It is important to use microphones for large groups (over 25) or large rooms.
  - Use of a microphone ensures that everyone will be able to hear the trainers, including those who may have some hearing impairment.
  - Be sure to speak into the microphone (if handheld, keep near the face; if lapel type, be sure that it is properly placed).
  - Be sure to turn off the microphone when consulting with other trainers or supporting staff; be sure to turn off the lapel microphone when leaving the room.

Setup

- Equipment
  - Be sure to clarify who is responsible for providing the equipment (including microphones and speakers).
  - Allow sufficient time to set up or check all equipment and its functioning.
  - Be sure to arrive early to allow time to troubleshoot in case there is a problem with the equipment.
  - Arrange for IT or other assistance as needed.
- Room arrangement
  - Walk around the room to make sure that all participants can see the screen and easel pad charts.
  - Be sure that the laptop computer is placed so that it is handy to the trainer (check to see if standing to the right or left is more comfortable).
  - Do not block the view of the visuals.

Materials

- Training materials can be delivered to the training site a few days before the training, but no later than the morning of the training.

- If using a printing company to make binders, be sure to check on the arrival of materials and keep tracking numbers.
- Distribute participant materials at the registration desk or at individual seats at the tables.

Table Items

- Some trainers like to place de-stressor toys or candy on each table.
- Others provide pens, paper, etc.

Training Setup and Wrap-Up Checklist

	Setup
	Registration table: ▪ Name tags ▪ Sign-in sheet ▪ Participant folders/packets and binders
	Resource table: ▪ Set out resource materials, including materials that local providers may bring with them
	Refreshment table: ▪ (optional)
	Room Set up in U-Shape: ▪ This is necessary to facilitate the center as the focal point and encourage interaction between participants.
	Table items: ▪ Set out any additional table items such as candy, pens, toys, etc. (optional)
	Equipment/Set up projector: ▪ Connect the laptop to the projector; open slide files.
	Equipment/Set up speakers: ▪ Connect the speakers to the laptop; check to make sure they work.
	Equipment/Set up Wi-Fi/Internet connection: ▪ Check to be sure videos can be accessed and are playing properly.
	Equipment/Set up microphone: ▪ Check if being used.
	Post easel charts: Contact Information and Principles of Recovery *[additional information and samples found in Tab 4. Trainer Materials & Resources]*
	Meet & greet participants: ▪ Note community or professional local leaders.
	Wrap-Up
	Gather sign-in sheets and participant feedback forms
	Pack boxes with leftover materials, supplies, or items and save for your next class
	Arrange to have boxes shipped or returned back to your organization (with prepaid shipping tags)

Trainer Note: Make copies of this checklist to use at each training.