

WEBVTT

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Hey, how are you good you feeling better. Am Thank you. Okay, really good glad you could make it to this meeting. Thank you.

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I've been thinking of you.

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That's me.

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How did it cost time.

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Yeah, I missed one meeting.

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You'll see, Well, we'll see us we start here I.

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Yeah, we'll, you'll see I've been thinking about the voice of people with disability so look forward to your input. Okay, thank you.

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Hi Shannon.

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Hi guys.

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I might be moving here in just a minute. I'm going to try and get into an office for, we can get going on this but it'll be a minute here, and if I can't that's okay.

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Awesome.

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Everyone. That's why I go home for these things away.

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Yeah, I am so spoiled it just so much easier for me to look at multiple screens with all of the resources and everything so right now I just have my one little screen.

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One more meeting.

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Okay.

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Jennifer Hello.

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And hello everyone else I didn't mean that I was very offended Shannon, I am sorry,

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No, I was expecting Deborah or Jennifer so it's exciting I know we talked about it but I didn't know for sure so yeah sorry if I didn't I sent out a, the agenda I thought I put it in there but I put it in the email a

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noise, I got to everything that was actually on. Move it. I just haven't been to my email, chat and getting caught up. Yeah, no problem. So I think the only one who are we missing.

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We're missing Jill.

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Jill Yeah.

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Just, there are some participants. It looks like from the public coral Causeway and Linda Gleason.

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So if you want to get started.

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Shannon, we can do that and I can check before I can shut everybody down who's here and then we can check for public comment or we can give it a couple more minutes, whatever you want to do to see if Jill's able to join.

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I think that would be good. We can do that we can get started let me go closest door here. And then I just might end up moving here in a minute.

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Well,

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no, we're starting.

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No way. Thank you.

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Right, thank you guys sorry about that.

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Linda says no public comment from her today so check with coral also posted no public comment. Okay.

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Awesome, thanks for catching that. So I will record them and I will note that you guys are both on attendance with no comment, and then Shannon, it's off to you.

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Do we lose Jennifer I'll see on my screen anymore.

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D, or that this morning's meeting her phone was having problems so she jumped off a couple times and got back on as soon as she could.

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Okay.

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It'll be good.

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Alright so shyness said it's hard for me to go back and forth, each document. So if you could give me just a moment here.

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All right. We all good to go, everyone.

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Yeah. All right. Great.

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All right, so did everyone have a chance to review all of the documents and move it.

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And thank you all for your input, I didn't have a whole lot of input this time.

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But did you see the sample lesson plan that was sent out.

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So I think we'll probably structure it like that because that's a post lesson plan. So I keeps it pretty standardized I think, but it does anybody have any conflicts with that.

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So, Jennifer we were just talking about.

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We sent out a sample lesson plan I think everybody had an opportunity to see it. did you see it.

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I don't think so I saw

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a different things you guys did last week, but let me check my email.

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All right, no problem at all while you're looking, I just want to say thanks for coming to our group we, we appreciate you being here and I know that you're doing double duty so I really appreciate you being on ours as well so thank you for being here.

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Oh yeah, thank you for having me.

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Jennifer is if it's easier I can send you the lesson plans that they put together the sample lesson plan from last week if that's helpful.

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Okay. Yeah, that would be great. Search. Yeah, so I'm going to send you one from Shannon and then another lesson plan that Janet Larson, the chair of your subcommittee works from just because that's what everybody else got.

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Okay, yeah sorry I don't mean to slow things down. No you're not slowing things down all I just had to be easier, instead of research into your emails, so I'll just say a quick thank you.

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Alright, let's see, we can get started if you want. I'm looking at the agenda here.

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I wanted to talk about the overall goal and managing that verbiage for our overall goal, and then Chris you sent out that I'm trying to pull it up you guys I'm so sorry I had everything set and ready and I had to move.

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You got a group of folks come in here and see, Chris. Do you want to talk about yours here briefly so this is the in service interacting with people with disabilities, is that correct.

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Is that the one that you included.

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Yeah, the one that I uploaded Yeah, perfect, and Jennifer. Have you seen that also.

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Okay, awesome, everybody hears have seen it.

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Okay, so I'm going to go ahead and pull that up. I'm going to make this screen tiny and look at the other one.

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I will go back and forth.

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At the same problem I like it doesn't tabs open.

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I do It's crazy. And then it's different platforms to So, let's see. So, I'm Chris Can you explain, and just talk to us about your thoughts about that gentle learning goal, did you write that or was it something that you have.

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It's something that you use currently or.

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It's something that I wrote but the whole that whole thing is based off of what I currently do Fargo piece for me.

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Well, it's what I do that are many Academy, so are getting on a first come to work for our agency.

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And then also what I do for the, the base of post Academy. Currently, so it's built off of that.

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Except for the. I don't do any of the scenario based training. That was all stuff that I've actually added included.

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That's perfect.

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What do you guys think about that general learning goal there mean there's a lot of stuff that can be added to it. For example, when I looked at it a little bit ago before this meeting.

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I was like I forgot to include TBI.

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So that is something you know there's there's plenty of room for adding to this.

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Sure. And, um, you guys what suggestions do you have to add to that general learning goal.

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This is Jill i you know i i did not added learning. I did not put an objective and because everybody's seemed really good and there was no, especially Erica was reading years and I just don't.

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I didn't really have anything else to, to add with the exception of wanting to put in something about accommodations, because that's a that's a place where we're I've seen issues with, you know, if there is in fact an arrest made or somebody detained,

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then what happens with the accommodations within there and I don't know if it goes in the objective, or if it just goes into part of the learning plan.

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Otherwise, I, I feel it was pretty, I think it's broad Chris what what you wrote, but I think maybe that's okay unless somebody wants to be more specific and drill down to me having a broader allows us to i mean it's it's a double edged sword right it

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allows us to be able to individualize it but at the same time, it also potentially has things get dropped through the cracks. So, I don't, I don't know what else I would add I just want to make sure I put the, I just want to put that too sensitive about

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the accommodations otherwise.

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I'm looking at the objectives was really good. Again, that's something that I deal with is, you know how to make sure that people are have those accommodations if they're in there in a car if there are the jail if they're being processed if there overnight

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overnight those kinds of things and how it's different in the end what happens when, when they're putting different people are put in different circumstances.

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Yeah, the general goal I think is is fine I what I decided to do is kind of dig dig in a little bit to kind of accommodate also the individuals.

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The person with disabilities like experiences, and sometimes it's really good for other people to really fully appreciate what that experience is so I drafted some autism goals but I thought, well, why would I just translate that to all invisible, you

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know disabilities, and to include subjective experiences, which we can then lean on people in the community to explain the subjective experiences, I offer just with regard to autism I offered some sensory overload simulation videos that I think I really

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feel, you know feel what that might feel like, and that kind of a simulation it doesn't it doesn't replace a person's experience it just helps one understand so.

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So I really, I mean I really strongly believe in having that part and I was thinking of Jennifer and her advocacy for getting the voice of a person with disability in there as well.

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So, the learning outcome that I generated and proposed to you is to describe the subjective experiences, but also those behavioral indicators I thought that's really important because, law enforcement first responders, maybe a far away from someone you

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know kind of at a distance, what are some behaviors that one could, you know, just kind of determine that maybe Oh there is, maybe some kind of disability here let me dig into it more approach, etc.

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You know, in a safe manner. And then that last one, what are the describe some verbal nonverbal communication strategies and that may be covered somewhere else but I think a general goal is fine with regard to Americans with Disabilities Act, but we,

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I strongly believe in having the, the officers first responders understand the subjective experiences and behavioral indicators. And so just condensing it to those three learning outcomes I thought would be helpful if at least as a starting point.

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So thank you for your time for hearing my rationale, one bit of real life experience to the subjective part.

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So, I absolutely agree with everything you just said, so don't get me wrong there.

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But when it comes to that real world trying to put it together.

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I struggle with it now, let alone trying, we're trying to do it for every agency in the state.

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For example, I wanted to put together, deaf and hard of hearing, I want I want somebody who is deaf, to give that presentation which is also going to require an interpreter.

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What is it like to be deaf What is it like to have interaction with a you know somebody who's in law enforcement with an officer in the world is designed for hearing everything from the sirens and, you know, giving commands or orders or asking for driver's

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licenses all verbal, what's that like, and do how hard it's been to find somebody to do that and I'm looking six to nine months out and finding somebody to be able to give that presentation, even remotely.

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I hear you, I hear you and one thing I did was I reached out for my good friends who is deaf, and her whole family's deaf or hard of hearing and have different levels of hearing and I think that's why like part of part of this is like, maybe this will

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be an opportunity to reach out to the trusted experts to for their connections, the community partners that can help you locate those people that could be helpful to you and you would vet them obviously, to make sure they're appropriate for the audience

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but there are. I mean, I don't know the percentage of people who are deaf or hearing impaired but there's gotta be some willing participants to help out.

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I just want to be careful in mandating it. Not that we shouldn't suggest it.

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I just want to be very very careful in mandating it, especially for so many agencies, and that's that disability voice that I'm trying to integrate from Jennifer's advocacy and her point so that's why I wanted to least propose that



mandate, and how it's

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done is it's up to you.

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I really would love to hear Jennifer's input with regard to how do we get in that that person with disability voice. And so that's what I was kind of struggling with but that was just one suggestion, so I'll stop in here everybody else.

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Oh, it's good.

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Very good. But yes, and I mean, I was going to get yours too because this is, I think it's great and I think that with everything that you guys submitted we could put something together just combine it all, because every, every single aspect that you've

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contributed is important.

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It's all this back and forth is crazy sorry

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invisible disabilities. that's what I was looking for.

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No, I think it's, it's very good.

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So, let's, let's look at the goal, real quick, the one thing that I wanted to make a suggestion about in that general learning goal, what is our, our.

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What is our mission, you know, as with this committee, we want to improve those interactions, right. So I think that it would be good to include that verbiage as well.

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To that, to that goal will just include that.

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Looking at the doc, there's a document that I submitted one is titled draft in service. Yes. Oh yeah.

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So I have the original pulled up I can make changes to it as a talk.

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Okay. Yeah, I think it's great.

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So, like you said, accommodations will include that. and like you said that also.

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I think it should be included in maybe a performance objective.

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Those will be you know what we're going to teach this is what's going on. Okay, maybe what will teach but this is what will be taught. And this will be that performance objective so it'll be recognizing those accommodations that you need to make or how

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you can improve that.

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And, But as far as a goal.

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I'm pulling it up again give me two seconds I just wish that I printed everything out.

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Prior

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looking for Chris I list of resources Jonathan so pseudo so expose students to situations. Let's go back up.

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I so receive a basic introduction and understand how it applies to enforcement. The student will learn basic techniques to improve their interview. Okay.

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Individual interactions. I don't know I think it's good. It

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works and then he said, under performance objectives is where I would include the accommodations I just made my suggestion.

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You guys think.

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Erica years. That's, that's what's so hard, everything is

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very good. I think that's the biggest challenge that we have you guys it's just so much and everybody has such great input.

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I condensed six to three was writing these.

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And, again, just trying to get a well rounded thought and, you know, rather than getting too into the nitty gritty but that's subjectivity just understanding and again, I think back and one of the meetings we were talking about having first responders

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who have not had interactions with many people with disabilities, kind of better appreciate those just how the person might be, you know, experiencing their disability, you know, like just just just one example is autism.

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If you know someone with autism on the spectrum, has a really big sensitivity there's noise, the sirens, the multiple people, you know, talking at someone you know just understanding sensory overload that subjective experience is really going to help

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arm. Our first responders with the right skills to have those more positive interactions I really think these are tools to arm these first responders, so that it's successful and so I really strongly believe in that aspect.

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So, just, Just a thought, I agree. Great.

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As I don't want to sound like a disagree either because I absolutely do.

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It's just finding them.

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For every single officer every single year in the state to get get what if we mandate require it.

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Versus, you know, a best practice for training. I guess is what I'm what I'm trying to go with that.

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I teach master level students that I've taught dr Lola students they need reminders all the time and they're in the field. So like a one year annual reminder of just, hey this is how it might feel to not be able to express yourself verbally, you know

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is not a bad thing to mandate.

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I agree with you. It's, it's who's providing the training.

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Okay. You know when we discussed it last time that there was a potential that we could make this virtual training as well.

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And if we have the ability to reach out to the experts in those areas, they could, we could find a way to record it and leave it as a resource on the post website.

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And then that way, we are receiving that information from the experts, and we do have the ability to reach every officer in the state. Now again, leaving that that creative freedom that that's what you're talking about right for the in person training,

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how are we going to ensure that we have that expert available every time. Is that what you're concerned about that.

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But I guess we're I'm pressing back right now it was just on who who's able to do the training and the reason I know I brought this up several times, my training manager pushed me out all the time she talks about the dog Protection Act and how we watch

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a terribly produced video, because the requirements are so specific that who can provide the training. That, in turn, it's it's a checkbox, it's all it is on that training, we sit there in the middle of the night and can't play do something else, hit

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play do something else, and then take the little quiz at the end.

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And that sucks. That's not the kind of training that I hope for that comes out of this.

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I think we all agree, go ahead. I'm sorry. Oh, is it the learning outcome just the proposed one is described this subjective experiences or symptoms of people with invisible disabilities.

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It's really generalized where you could use video modeling you could use the that

wonderful text I remember the video regarding autism and that was created by mid middle Texas, one of the resources that was provided to us.

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That was brilliant, you know it's it's it's so it was so well done. And that could actually pass underneath this learning outcome. And it was a 20 minute video.

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Those other sensory overload videos are two or three minutes, just those that's just autism, it's not everyone else but just as an example, it's, I think that I wrote a general enough that you, as that trainer can determine how to meet that

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the one from Central Texas is great. I mean, it's, they did a really good job.

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I need to show the same video every single year.

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When we think about continuing education credits for any occupation right and how much does everybody in every occupation.

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My wife is a completely different occupation she hates it.

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She has to go. I don't want that I want to go to be more excited about it than that.

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Oh, my, my friends in the Chicago Police Department, really listened to me and they they understand the, like, some of my ideas also to help them understand particular disabilities and i i think one thing, and I'm just going to say this kindly and I think

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you are one of the more just open trainers and I'm so happy to work with you, Chris. I think that, you know, one of the pitfalls that I've seen with my friends in Chicago is that the only few that don't want to learn and don't want to expand themselves

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that's when they get into trouble. So it's that learning that desire to learn and instilling in your recruits that desire to learn. You know that energy to learn I think is going to really open their minds.

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So, so just, I'll stop talking and looks like other people have their hands up.

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Good, and where you're going to say Deborah.

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I like how you presented that Eric and I do think it gives room for creative, but still finding some of those resources like Shannon was saying where they could be accessible whether we go to the Coalition for the deaf and Hard of Hearing and the blind,

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deaf or we go to other nonprofits are quite a few of them here that I've had some contact with that could also contribute and probably have resources again already developed, but at the same time, if Chris found somebody from the deaf and hard of

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hearing community who could come in and represent that would still allow for that right it allows for either or it's not this, it's not one specific so I think that's smart a similar to our wish at the dementia journey, not all agencies are going to be

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able to get somebody come in and present or maybe don't have the capacity to do and train the training, but they could go to the recorded on demand programs that exist as well so it gives some flexibility but also allows for some of that creative, the

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creative sort of approach for those agencies that have the capacity and and you know the resources to do that so I like America it's really good.

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And then, Jennifer.

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Yeah, I was just curious.

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So, I see what you met and Chris and you mentioned that you were willing to have it fleshed out.

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I'm just curious what problems do you see within law enforcement when it comes to interacting with people with disabilities.

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Because I know that you teach at a training but do you see anything else that goes on beyond just

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like what do you see.

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Yeah, so it's actually kind of like the way you asked that question to this beyond disabilities right when it comes to law enforcement interactions with people, many people.

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The way I kind of describe it actually is.

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The officers that have trouble, they've lost their humanity.

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So they the Karen Gardner insulin level and I think is a prime example right I don't know that you could train that officer to have an interaction, any different.

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I don't know you could have

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the I don't mean I don't know the guy Personally, I've never met him, but based on what I've seen by date based on the video the incident based on the video back in their police station.

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I don't I don't you would have done different with.

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I would be willing to bet that he said that I know he said other incidents.

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Similar, they were people that weren't as they didn't have disabilities.

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So I when I talked to people about it.

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I talked about training the basics. You know, so how do we, how do you communicate with somebody who's deaf or hard of hearing how do you

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restrain somebody who has a physical mobility disability. How do you do, just basic real basic level, and once you get those basics once they have an understanding of why somebody with a cognitive disability is behaving the way they, they are saying with

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mental health why basic level not masters level stuff basic level, why are they behaving the way they are drugs, why are they behaving the way they are.

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You get that basic level understanding and then for most officers, and she let their humanity takeover.

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They'll be reasonable, and what they do, may not be the preferred it may not be you know exactly right.

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But it'll be reasonable, to the point that just about anybody in the community ago that was okay.

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Does that make sense does that answer your question.

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Yeah. Um, so I guess my question is, um, so the people that you've trained Do you feel like those people do it will go on to do it well, or do you think that way is that the disability community could have a voice and making that better.

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Um, I think that every time you can have a voice and making it better.

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Which is why I try to bring in folks to kind of create that level of understanding. So, like this year we had folks from the Arkadin from.

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It's a group called dimension together. It's somewhere so that all centers Association.

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Talk about what is it like to have Alzheimers, those are like to have autism.

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What does it like to be a caregiver for those folks.

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You know what are those people worry about when they're there people have an interaction with law enforcement, so that that my guys my deputies to understand like kind of Eric is talking about that subjective side.

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So when they have those interactions.

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They just have a better understanding, but we still try to keep it super basic.

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And I feel fortunate that I had access to those resources where my fear is that not every agency is going to have access to those resources.



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And it's unfortunate I wish they could.

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We just need to be flexible enough that if they don't or if they can't make it so provide the required training.

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Well, truth be told, Chris, don't they all have access it's whether or not they know how to utilize that access so maybe it's a question of the tutorial with how to teach other agencies how to, how to use the you know how to find those resources like

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you've been able to find in community because they all have access it's just how if whether or not they don't know what they don't know.

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So maybe that becomes part of suggestion I'm sorry to jumped on you Shannon without raising my hand I usually raise my hand and really Jennifer you know that's it's such an interesting question you asked because we really only hear when something goes

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wrong, we don't often hear when something is going right. And so how can you measure quantitatively the things that are working well, because we never let me you'll ask my kids they never hear the nice things I say they always here when I'm yelling at

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them right so.

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So I it's it's we never get to hear the things that are going well unless it's somebody writing a letter saying this was great. So, look I made it Shannon go away.

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They're all good.

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But I would say that versus using find the access, you know, being able to teach how to access it because it is it is available.

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Like, Shannon OA would add is that I do think that disease education, education in general does, promote empathy. And what we're talking about is that empathetic response.

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So I think that the disease patients, understanding the differences and the nuances of the communities that we're talking about, and how to best support them and approach them and, and even really difficult moments I think, I think the more education

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we have about

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the challenges of folks that maybe you, you just don't see I think Erica often the invisible disabilities, just gives you a moment of pause and it gives you an opportunity to I would say the young man who had the encounter with Karen gardener could have

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had a different experience of what was instilled in him so I do think education and training does help a person move towards that space of empathy and I don't know that it's always where you begin but I think you can get closer.

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And that's very similar to what I was going to have, in addition to what Chris said so Jennifer I think in a lot of cases when the biggest challenges that we might see as trainers of law enforcement is a lack of experience, they don't have that experience

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with individuals, you can talk about it all day but until you have that experience or that empathetic potential, you're not going to have that but again with Karen Garner that was a completely different.

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That was just an unreasonable circumstance, I mean the way he reacted.

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And, and, again, like you guys said that's few and far between, Jill right you said that it's it's what we hear and see in the media that's where.

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That's where the problem lies it's not everyone for sure.

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So I think we're all on the same page.

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Go ahead, Joe, I'm sorry. I guess there's just, I would, I would like to find a way to put dignity in this disc in here somewhere, treating people with dignity.

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But, um, yeah i think that's, I think, I think I don't I don't want to speak for

you, Jennifer, that's not what I'm trying to do but what I really, in every day, and an everyday day to day circumstances.

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The difference with people who may be walking around in accessing community that have disability in one and I add in one shape or another.

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They. The, we have to find we need to find a way to really be able to again mandate is a tough word I get but really be able to instill that the reaction is going to be very, very different.

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And if you know that that it's not, it's not just understanding what you see in a person like as an officer not just understanding all this person, clearly has something going on and that's nothing differentiate between a drug, a drug issue a mental health

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issue or I read disability issue that's it's they're very subtle differences but it's more than just identifying it's it's understanding immediately oh if I am too aggressive and assertive, then that's going to, then that's going to potentially, you know

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explode this situation or backfire and I don't know how I don't know how to teach that unless you're doing those table tops unless you're doing those unless you're actually doing, you know, sometimes you can watch the videos but really unless you're experiencing

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some of that, or listening to people with disability, how it is for them. And again, I go back to being a parent, when I'm trying to get something done or get out of the house or the minute I get the minute I get more stern and aggressive and assertive

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with my son. That's when he starts reacting, even in a safe environment, that's when he'll start reacting. And so it gets it goes from from bad to worse in about 60 seconds so I don't, how do you, how do we add that into it with the reaction based on

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it, and I think that's kind of when. That's what I'm hearing of how do we put that in there, so that there is something that's because it's much more subtle than just, oh this is what you're seeing.

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This is what you see in this person that you're stopping and asking questions to it's more. Okay, Now let me think really quickly on my feet.

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How do I want to react and I don't know that you can teach that at all i don't know i think some people you'll be able to teach that too.

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And I think others, you're not going to be able to teach it to.

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I think that's where we would end up using

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kind of a standardized format with resources available, potentially, I mean, without removing that that creative freedom, but say these are items that will be included in the training, maybe not mandated but they will be included and.

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And this is why, and this is why exactly, we always have to answer the why, for sure. I'm writing all this down.

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All right. And yes, we have Jennifer.

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Yeah. So one of my favorite resources that I think does a really good job of doing this.

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It's not short it's about two hours long. Can I put it in the resource list is the movie clip camp.

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And the reason that I think it does that is because it takes a really long time.

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Both showing these kids who experienced just sort of this utopia, of all being together.

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Having disabilities and just feeling normal.

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And then how that

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really changed into eventually becoming an ADA, and how that really

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is what what the world should be, and how the ADA doesn't quite get us there.

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But, is, is basically the history of the disability rights movement that is like.

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We just want to be normal people and we want to be treated like people but we really do not.

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And this but we're trying to get there.

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And if people understood that about people with disabilities.

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Maybe they would see that differently.

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Do you see what I'm saying.

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And I think it's really hard to convey when you're a person with a disability, you know i i became severely disabled through a scooter accident. And even though I had health conditions that I would have considered disabilities before that time.

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I don't think that I understood why how important these issues were and how that happened. and how just incredibly different the world became for me.

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After that accident.

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And it was like a totally different universe, and it just completely changed how I interacted with my friends, my family with institutions with everything.

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And I think that the reason that those interactions become so difficult is because it's non stop, and it takes very little to get you from here to here, because it's just never ending.

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And if you can just help people understand what that world is like I think that you have that chance to create, compassion, or just less fear.

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So if we can find ways to do that I think that is helpful.

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Perfect. And that's that's I think we, we are all right there we we all completely agree with that where we just need to work on how we will make that available to

everyone.

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And I didn't add this in and it's just coming, one of the the county via SOS in Grand Junction is trained in by the IP ICD, and that was really an interesting I learned a lot from him And so I put the link into that training resource.

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They deal with what they call agitated chaotic events delirium and so on and from a enforcement perspective so another really great training that I should have included inside that for sure so I put the link there, if you guys can make sure that gets

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added in.

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And then I would just add really quickly that knowing that that when you hear people with disabilities say that they want to be the people representing themselves is because they're so sensitive that about those experiences that when they fill misrepresented.

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It's incredibly frustrating if that makes sense.

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Like,

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they just feel that I feel I can't speak for other people but I think they can relate to.

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If somebody hasn't had that experience and they're kind of telling me what my life is is kind of like, No, I don't know if you can understand but that's kind of.

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I think that's where that's coming from.

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I think we actually do understand, because we've all experienced that in one way or another. You had your unique experience from the law enforcement side, getting that misrepresentation all the time.

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It's way different Don't get me wrong it's completely different than your experience, but it's the same general idea.

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One thing I think is important too.

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I've watched him camp.

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I watched another one. Not too long ago.

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code so the children are deaf adults.

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Those are great movies to watch.

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I think for the trainer. The defeated the trainer to train the trainer model to really understand that level.

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One thing that he ran a mark Simon's emails that he's been putting the public comment.

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After me she talks about being culturally relevant.

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And it's not just culturally relevant for the disability community, but it's also culturally relevant for the law enforcement community.

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Bye, bye appreciated grip camp, so she given my, my position.

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I don't know that if I played that for all the deputies that they would find the same appreciation and it.

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I think that's totally fair and I think that's why it's helpful maybe for, like you said for trainers that maybe then you can help me figure out how to convey those same ideas in a different way, if that makes sense.

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Absolutely.

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So does everyone like the idea of a learning outcome regarding subjective experiences. That's what I was trying to capture Jennifer did that capture what you're conveying here think so, but I also want to respect Chris, you know who has done some of the

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work and why do you think, as far as

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I'm reading it real quick.

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And I added a bullet point just each region may have, be able to indicate additional disabilities or a particular disability that's more prominent in that community.

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So, rescue if you have a lot of deaf and hard of hearing.

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You know people that are deaf and hard of hearing in your community, you might focus more on that because that is more prominent in your area. So I thought that that provides a lot of flexibility as well.

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Just some thoughts.

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Thank you for considering and hearing me out I put a lot of thought into that.

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I don't want to come off like I'm writing anybody's anybody off I hope I'm not, that's not not work no practical.

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All right. Okay, just like you guys I have huge goals right I have huge ideas. I'd love to implement.

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I mean there's like after about Karen Garner thing came to light you know I mean, I actually took some of the stuff off the Alzheimer's Association, and, you know, we made a mandatory training for our deputies to sit down and, and do it.

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You know, and then you get asked you know Okay, what else would be training on this like well what's the issue of the moment you know i mean i couldn't get that time for the saw summer stuff until.

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Hey, now it's an issue.

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reason we're getting this right now this opportunity is because somebody in the legislature said, this is an issue for my constituents. So now we get that opportunity.



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It's kind of the way it works and then most most organizations, but in law enforcement there's so many different things that they have to know and be proficient at.

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Yeah.

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Right.

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And I think that's our goal you guys were all right there.

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You know that I really think it's really an opportunity to as we teach folks about the issues that we were considering you know we're talking about today and we talked about best actions and whatnot.

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It's the resource awareness piece very important because when I know what my resources are like Chris new to go the Alzheimer's Association there's resources but what about that family that you go out to where the caregivers just buried or that family

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system needs more support and, and letting folks just know there's resources corruption community policing perspective.

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That's going to do a couple of things. one it's going to give you something. These gave when you're leaving absolutely not and I thought smart that, but also it's going to probably reduce the cost for services as repeat calls, those are big issues that

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everyone's trying to mitigate those unnecessary repeat calls right so I had a team down in South Central Valley. That's why he reached out he said I need to know what else can we do and you're able to help get some support there so I think resource development

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resource awareness has to also be embedded in what we do in terms of those office we may not remember all of it but there's a place where they know they can go and get.

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Oh yeah, I heard something about that.

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and they know there's a

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there's a space for me to get those resources to that family.

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Yes.

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So as I'm reading both of those objectives kind of going back to the learning objectives now as I'm reading both Chris and Eric as learning objectives I mean they're very different.

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So is there a way to combine combine them because I think, I think Chris What you said was excellent and I think it's certainly serves a purpose and I think this train the trainer part of is a really great way to go more extensive into it and all that

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jazz.

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But I also like what Eric is saying about those subtleties of kind of addresses what I was saying, you know what do you see and what do you do, what are you looking at and what are you going to do so.

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Is there a way to combine. I know I feel like crystal you were trying to be very succinct and to the point and he makes sense.

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In your world. And then I just want to know how we can potentially use those. Add in those bullet points that Erica brought up and how we can combine it in a way that makes sense, because I think I think they're both valid approaches.

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That's that were, you know, they're very different, they're saying very, they're still supporting the idea of improving communications but they're coming at it from very different doors.

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So how can we combine that

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Chris is the beginning part of Chris's goals the could stand as it is you know student will receive a basic introduction to the ADA and all of that, that second sentence.

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Could be a combination of the other learning outcomes instead of student will learn basic techniques. I used active verbs, using Bloom's Taxonomy you probably saw that chart.

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The reason why I set it forward is because those those, you know that's what we use in academia, it's kind of more of an active way of writing learning outcomes.

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I mean, it would be great to include some of these details but leave it open for the trainer to choose how they do it. So, your beginning student will, you know, learn describe the ADA and how it applies to people with disabilities, and then describe

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subjective experiences, identify behavioral indicators. And, you know, anyway, it looks, it would be really easy to combine them, I think, I think so.

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And again, that toolkit, do, I'm just curious if anyone collecting all the toolkits suggestions and putting them in one document.

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I'm willing to do that.

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If you really, I haven't had an opportunity to it's been very hectic.

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But that would be amazing if you, if you could, I'm happy to organize it and then the group can vet it later. Which what to keep what maybe leave out if it's not up to standards, so I know mine a little different than you are, you know there's I didn't

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see yours till I was done, and.

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And I thought, well, you know, I ended up doing graphics I have a built off the toolkit I had made some time ago.

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But on the other space where we were allowed to put documents, not just in this folder. I actually have curriculum and I have other resources so when you're combining that No, I didn't.

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I can start combining it and put it in one file and then we can see what to do with it. After that, How about that

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is cornea she allowed to do that.

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I don't know.

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Yeah, so it gets tricky. I mean, part of what when we got permission from the, from sorry it's from Jalen and Jeffrey to put to all put stuff in that file share was under the premise that there would not be collaboration because that then constitutes

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an open meeting.

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So I think it depends on what you're what you're planning on doing with it if you're just compiling information. Yes, and putting it together in one document so that it's easier for people to go through, that's different than, you know, sending things

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back and forth for people. Oh, yeah. No, it's just compiling it putting it in an organized fashion so we can see where the areas of opportunity are or you know what what else we can put in there or what we should eliminate, you know after the group looks

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at it, so it's just compile ation, nothing else. Yeah, I will. Fair before you do that, let me just double check with them I don't see a problem but I'm not the final say so I will, I will chat them right now and teams to see if I can get an answer during

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the meeting and if not, then we will wait to hear from them but yes So your goal is to take so everyone's going to put stuff in the file share. And then you would take that and compile it to make it more usable.

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Correct. Okay, let me check. And if I don't want to overstep my role so if you would like to do that or if somebody else prefers please feel free I'm just trying to offer to, so it's easier to read everything.

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Yeah, no, I think that's really helpful. And I've just been here taking notes I'm not away from the meeting I sometimes I just distract myself when I see my face on the screen so I I will just chat them up really quick and get right back to you if I hear

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from them.

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And I don't think you're overstepping your role but that's up to the your sub committee members if they.

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Okay.

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It would be very helpful, I think. Yeah.

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Good. Well, with that I think that we, we all have a really good idea of what we want to look at as overall goal. And then those performance objectives right.

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We have a pretty good understanding of that an agreeable, everyone. Okay.

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Yeah, we go, perfect.

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I add to that just a little bit, I can send something of my own and if that's okay.

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Of course yes I think it's important that all of us whatever whatever we have we we share it.

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Okay, great.

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Thank you.

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So that actually brings us to kind of the core curriculum layout so with that sample lesson plan that I did that was just a basic just to maybe give his job he talked about you didn't really have even seen it before, but everything at the end of that

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sample lesson plan just the simple topics.

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It's not simple topics but I mean it's just a simple list, that was on there. Let me pull that up real quick again.

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So, in that course content. You know, we can talk, we can start with. Alright,

here's our overall goal.

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We will want to be sure that we have performance objectives listed with each and every single one of these categories.

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I wanted to ask, what else could we include in that.

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And Jennifer Did you get the sample lesson plan. Yeah.

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Can you share, are you able to share your screen with that.

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Is that possible. Can we do that, actually.

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Is there anything against center roles and doing that.

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Okay.

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There's no rules at all against sharing your screen as long as you have the, I think you should have the ability Shannon.

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All right, I'll give it a shot here.

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So if you see like there should be a green share my screen, you should be able to pick whether you are sharing, just a monitor or specific file.

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Perfect. Okay, so do, because I keep jumping back and forth and I'm, I spent half my time getting lost so are you guys able to see that.

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Yeah, I'm gonna have to minimize us because I can't see.

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So if there's a hand up or anything just let me know.

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But sometimes I don't think I ever saw this.

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Oh.

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Oh. Did that make it too small, here and there. I've seen lesson plans, this looks, you know, a lot like ours.

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Right. And so this is actually, it's the standard format from pole right um so again you start with your title, so it just basically goes through this we won't have the post required hours, the required hours here, which just a simple example.

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What you're going to need for it. And then our general learning goal. So performance outcomes we can.

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In this lesson plan we will have to list every single performance outcome that we're going to incorporate throughout the course content.

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So it may be a few pages long, and that's fine but we want to make sure those objectives are listed. Initially, and then we will include them under those sub sections as well.

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The source material. We want to ensure that every video that we're utilizing isn't there every just basically everything that we compiled together as a resource is included.

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And then that brings you to that course content. So, I just kind of explained it a little bit here it's just this is how we can put it together, what it could look like.

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We will make sure our goal is clear here, and then our initial performance objective or learning outcome mentioned there I think it's really good to express to who we're sharing this information with on where this came from thing, so you know the history

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From there, at a definition I think it's very important that we are. We start with this you know and that actually is part of our general learning goal now.

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So let's discuss that definition.

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And then from there, I think international respect special populations that's a good progression into that course content. And then from there as well we break it down into each individual area that we want to talk about.

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And, you know, Chris you brought up that it's not something so on the basic Academy. These items are listed in interactions with special populations right.

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Each of these disabilities. is that correct.

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I'm saying you're muted, not currently they're not there, but in the basic Academy curriculum, the majority of these are listed somewhere that we discussed.

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When we went to the whole basic Academy curriculum, or to the whole I bet you spent a special populations yes, no, no, I'm saying as a whole. But I think, as a whole, we'll talk about that initially and then we'll go to each one of these, but I don't

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Gosh darn it.

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Sorry, I don't want to limit you know each topic five minutes we can't do that. I think it's important that we we incorporate exactly what you're saying Erica, we incorporate exactly what everyone has contributed, we want that empathetic aspect, you want

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to have the ability to identify and then what steps do you take to make that interaction positive and successful.

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So, and we can do that with each and every sub category, I think, and that's why I wanted to talk about timeframe revisit that timeframe, but I really think it's important for us to create that curriculum first, and then we'll talk about a time frame,

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because otherwise we are limiting everything that we're trying to work on. Go ahead, Joe, I don't mean to keep babbling now you're good. Can you scroll back up to the top where it was saying, learning.

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Learning Outcomes performance outcomes.

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And then the next part of that is this a place where we can take what you have here, and then Chris had what Chris has submitted and combine those into those because, as I'm going back and forth sorry, I apologize, I'm looking at my screen and looking



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at several things.

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So for example where Chris has top the topic outline where he has, where he has like auditory disabilities mobility device users those things service animals.

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Is there a way to wear with this document superimposed into the curriculum that you have are showing us the sample curriculum that you're showing us, Shannon.

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Does that make sense, it does so you want to know how Christmas would work with it, and maybe it's I don't know if it's in performance outcomes, then scroll down a little bit, please.

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So I think the detailed and I will go more down in the actual presentation which is on the next page might be in the content, down here Yes, yes I teach in order to get to the performance outcomes we list above.

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Yes, yes. That was the hard part was trying to explain this so that's why I bolted it so at a definition and then it would it would actually be directly across under the other categories as instructor notes and PowerPoint slide titles.

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So that's where you're going to put your, your references okay so if you have a PowerPoint slide number 21, that's where that's going to go. And so with, I'm going to peek at Chris's document here real quick.

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So we talked about auditory disabilities. So communication do's and don'ts. That's where on the other side is where we would put what an instructor could speak and say, you know, or we could just know, so the, the side to the left is where we would write

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down.

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Auditory disabilities as a subsection right communication do's and don'ts and then in that large areas where we're going to write this is exactly how you would say and what you could do what you shouldn't do.

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And then go back to the other side and it gives you that reference. Does that make sense. It seems so.

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Courtney. Can I add a little something.

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So the way these are designed to go is so that if the instructors not available, pretty much anybody can step in and teach the course.

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Yeah, and that's that's what the goal is and that's what we learn and train the trainer and I was going to ask Have you guys seen any base model for train the trainer at all.

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Or have you.

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It is for post but

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I mean are you asking if we have examples of what train the trainer lesson plans look like.

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No, we don't

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know i mean because we have very little say over what agencies do within service so we don't provide lesson plans. Right.

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I think I'm sorry I think more what I was looking for is the train the trainer curriculum.

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I don't know if we would have access to that.

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It used to I thought it was posted in the post manual but I looked on Friday, and I couldn't find it. Because I think it would be a really good help to understand, pretty much how to set this up.

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And that's, that's all this is the setup. This isn't.

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This was just kind of an example of. Let's start here and progress this way. But I think that each one of us would be, including natural content and that's why we would get to the experts and have their assistance and coming in and helping with that content.

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Yes, I'm under say you're asking for an example of a train the trainer lesson plan.

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Yes.

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I'm not a lesson plan. Okay.

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It's chain the chain of what like Chris said, the goal for a lesson plan is to hand it off to someone and your lesson plan they had the ability to teach the class, but I thought if we could find a train the trainer booklet curriculum something that says,

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Okay, this is it breaks down each and every single section of this lesson plan, makes it easier to understand.

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I will check and see if we have anything like that for like a toolkit for support with Trina Trina.

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Okay, thank you.

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So there's a, we had a recent really good example why lon for some sets up our training this way.

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Earlier this month, I was set to teach report writing for our mini Academy. It was the same day that the fire broke out in Estes Park, and the plane crashed.

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So I went from at 730 I got the first page I start teaching an eight by 830.

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I got pulled, and somebody from our records, who doesn't teach, now I had to come in and teach an eight hour course on report writing.

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We found where we do our lesson plans, where they weren't complete which I mean provides us a great opportunity to fix them.

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But we need to be able to have that just because the nature of the business we work in.

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If we get pulled. Anybody has to be able to come in and teach that course.

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Based on our lesson plan.

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Do you guys have any other questions about this that's, that's all this was was just kind of break it down and show you what what it would be and then Christmas, answer the why on typically we would use a format like this.

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Jennifer, are you still here, I've lost everyone I can't tell me yes okay.

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Okay, good. These lessons plans get really, really, really long

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full, full day long class.

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Night.

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And it, but I think it's important.

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I think for us to issue provide as a sample lesson plans so if you have an agency, who doesn't want to go through and put the effort in hey here's your lesson plan you teach from it.

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You're good you've met the requirements that that this commission is set out but then if you have somebody like me who says, hey, that's a great idea but I like my idea better, because it's an.

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It's a sample, it's a something you can work from if you want to.

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I'm going to stop sharing with everyone. Yeah.

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Thank you.

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Gotcha. Okay.

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I'm just catching up with all of the chat here, so perfect. So we all saw that right about combining the documents.

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Perfect.

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I think that'll be awesome Erica Thank you.

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Alright so long with no opining or commenting.

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Okay.

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We won't touch it.

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I'm sorry.

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I was just gonna add this is Jill I was just gonna add that what you all what you Shannon and Chris just went through on a scenario of, you know, if something happens, which we all know happens every day with emergency response.

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I'm just trying to sit with my anxiety about somebody stepping in who doesn't know pardon me, what the hell they're talking about. And, and that that worries me but I mean this is this is what you live every day, I know that I just I'm just trying to

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live with I'm just trying to balance out my own stress level about, oh my gosh, we're going to go through all of this, it with all the great intentions with some with people who, you know, originate with it from a really compassionate and empathetic way

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and want to do it well. And then, and then you're going to find somebody who's just going to step in and just read it in, and so that that hits my heart.

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And I know that's not what we want and what will hopefully won't happen but I'm just trying to sit with that I just need a voice that out.

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And Jill I hear you and thinking like when we get to that point maybe we can make sure there are some again I'm going to say it again sample videos and sample testimonies that will people can speak for themselves and here, press a button and have Everyone

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listen and at least they receive it, how much they integrate it that's a nother

thing but maybe like Chris, you would go back to your group and say Hey, What did you learn.

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You know, when you had a chance, so maybe that sample lesson plan can have some really specific set, make us happy. We're not all going to have everything done 100% you know it's just working together to do the best that we can, you know, with the time

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that we have. So I think we can do something Jill. I think so as well and that's why, and I know this is a huge undertaking you guys and it's so hard but I really think we could do this in a manner where we set this up and make it available on the website

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website 100%. You can you can deliver this information here are your videos here this, you know, and it will be quality, it'll be good, but then make sure we have that creative freedom, you know for other individuals who have that passion for us.

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So I think there's a possibility to do both. And then at the end, find a way for that knowledge test but again, we should keep that thought process of doing the hybrid type training where we are utilizing scenario based training, throughout that time.

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And we do table tops we do those types of things in this under these circumstances, you know, and then that way Jill it's not, you know, if you haven't aged, I totally agree with you.

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I mean, I could not fathom turning my job in class over to another instructor and going to have to, but it's super, it hurts my heart. You know it's not the same.

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And so I can relate to that for sure. And just just to acknowledge, where Jill said as well, turning over report writing was one thing. And even though I did go back and circle back around.

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I have made the comment to my training manager that there's no way on God's green earth anybody's teaching my disabilities class, forget it, and they happen if I can't do it.

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Nobody else is and we they find something else to them to do for those couple hours and we'll fix it later.

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Because nobody could teach it, like I do for my agency nobody could step into my supervisor Can't

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nobody can. So, I feel your pain.

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I just think that it's just a testimony to getting this toolkit set up in a way that's very easily accessible for anybody can, you know like, I know that we throw it, throw in a bunch of stuff in there I don't even know how to put them in the right folder

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to put it to upload some things but I'm, you know, making sure that when we create that tool kit that it's very easy to find what you might need for what, and I think that's where we are able to backfill some of this.

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So, that's why the traffic is like a thought processes with that Erica.

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It is. And I'm thinking okay now that there's a ton of documents, what's the best format.

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But you know at this point just, in my opinion, just put it together in a Word document or will just PDF it or whatever. And then at least it's right there for us to all see, and it really can translate it Yeah, yeah, yeah.

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Okay, yeah, and with with good headlines and my brain I organized well in my brain. So, at least it will be in a format that could be simply put into a program or something if you want it in a different format because doesn't it make sense that this is

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Joel Sorry, just in case. nobody knows.

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by that February date. If I'm, if I understand this correctly, we, we really need to have the basic product and what we're suggesting, and then we can be.

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We can be defining and creating that toolkit, with a little more care.

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I don't know if that's the case. Okay. I think what the bill says is that the recommendation has to be made to post by February 28. And then there's oversight over the implementation of that but what it was supposed to happen.

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In theory is that everything gets recommended on the 28th and then the post board votes on it on the in the march post board meeting so it has there has to be some sort of final product.

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Otherwise there's nothing for them to vote on, because then academies, and agencies have a very short time frame to get this implemented in their agencies by July one.

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Is that what you meant Oh Jill.

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Was it because I think we have that oversight right coordinate so we do have the ability to improve and add to it.

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Sure after implementation.

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Okay, right so what what I guess how we're kind of envisioning it is there's a product that's produced, or recommended product maybe isn't the right word but there's something recommended February 28, and then the post board boats on what that is, or

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if it's if it's acceptable to post board or not, then it is implemented by the agencies and academies by July 1 and then there's review oversight abilities of the commission to see how it's being implemented. But I think there's going to be kind of a stall period there between the 28th

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there between the 28th of February and July one, because they have to have time to implement it, we can't be changing what the robot recommendation is or what's in the toolkit and expect them to be able to implement it.

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By July one it's just too much of a of an ask.

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In that short time frame and, and if you think about the March, I want to say the March.

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Post board meeting is probably like the first or second week in March. So, the recommendation is made at the very end of February. And then within a week or two, the post board is meaning to vote on it.

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That can't, it's not going to be able to be changed. Right, they vote on what is



recommended and then they have to give it to the academies and agency so.

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All right, so there's no slowing down for us.

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I don't think so. I mean, of course, after the implementation. You can review it and say we want this change or this isn't going well. But there has to be foundation for that it can't just be because while we wanted to do this at the beginning, and we

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didn't have a chance. So now we're going to implement it, it has to be based on what's happening in agencies and academies.

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Right there has to be some foundation for the change because again, all of these recommendations have huge impacts and on our academy stuff agencies.

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And in service as well for sure we have well that's the agency right the agencies are the one doing in service so.

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Right, so I mean that, so it, and I, Erica This is the toolkit and organizing this and putting you know really making it makes sense is not going to be all up to you.

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I think if you can take a good swipe at it to begin with. As I think we've got, if we're all agree. I think we have a pretty good basic suggestion for our curriculum, you know the basic, but then that but then organizing, you know, take it, take us take

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us, you know, pass at it, Erica and then we, and then we just really kind of defined more of what we are, we can look what we're missing, we can see what we have and then figure out what we're missing for that toolkit that companion toolkit that's going

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to go with it.

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What do you prefer, my suggestion would be habit categorized together so have that performance outcome with that disability, and then all of that content underneath and then go to the next one, and can get direct connect Garrett okay I'm asking Courtney

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I'm asking you is that is that border lining making changes in it if she's

categorizing it in a way and I mean she's still going to keep all the content.

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I don't want anybody to get in trouble. Right.

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Right.

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No, no, she's, as long as you guys as long as two of you aren't having emails on the side about what you should do you're having all the discussion here.

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And then she has a task just like you guys had this week she has a task to do and she's going to bring it back to you guys.

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And I'm happy, I'm sorry. Yep. Now you're copying and pasting, and maybe putting it in a format that's easy. That's all consistent, that's, Yeah.

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No now there's no problem with that with open meeting.

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Okay.

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Thank you Joe.

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So it sounds like a good price if I can kind of add something. So I was looking back at Derek because we are learning outcomes.

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If we rephrase this to be more general to disabilities in general, rather than to specifics, because this is all disabilities.

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We will put it into that lesson plan.

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All of the things that I listed in my mind that the actual topic outline. We can create the actual day.

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That's really what that part of it is is this is what you're going to teach.

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And then as we have those resources we can plug those resources in so that somebody who, you know, has to step in and teach or small agency or whatever.

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Can you know, click on that link and it goes right straight to the video. And off they go but we can build that I think we can build that pretty easy based on what we have so far.

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Should I add them you're learning.

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If I, if I use, like what the Word document here and I add your learning outcome about Americans with Disabilities Act, and then add the content underneath those outcomes.

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It's like your topic outline. Anyway, I can take a stab at it, how about that.

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So if you want to use the topic outline is kind of your model for organizing.

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As part of it, definitely, I mean I wonder if that would be under more of the behavioral indicators. And then the subjective experiences would be more of those videos, you know, and

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I'm just thinking like so you have, we have our model day, or model lesson plan right.

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So when we're talking about this, or in the trainer is they can, they have all those resources, right there.

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Or somebody has to step in or whatever they have, they can easily find whatever, right, topics are available, but we can, we can put it in that lesson plan that is standard across color of law enforcement so they all know that they're looking at when

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they see it.

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We can start to build that lesson plan I think pretty easy.

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And then if the all the resources are already all divided out then I can go back and and plug them in and that standard format. Okay.

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I'm sorry. I'm sorry there's a little deciding which are the good ones, the ones that we want to recommend.

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And I can take a stab at it, put it as like the the document title can be master toolkit, maybe, and so you know what the compilation is and if there's something for God and we can talk about that here and then I can just add life you know time and,

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or, or Shannon can or Courtney can know what whoever would like to do that.

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Absolutely, but just getting started, I think I'm kind of at that point like let's get something on paper so we know kind of the direction we're going and Erica I can already tell you as we're talking I can already tell you some of the things that I uploaded

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are much more resource and less toolkit, if that makes any sense.

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So I think that if you, you're going to find that that there may be for example there's some agencies that have great trainings that people can you know that people can bring in or that can, they can inquire about curriculum, they want more interested

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in interested they more interested in it but I don't.

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They may not be tool kit wise, so.

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So just to sit that if that's the case then then maybe those just stay in a resource versus a toolkit, or get uploaded into the resource so that they're still there I don't, I don't want to move things around if they're not supposed to be moved around

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but but they're mine, there are some that I as I'm thinking about it are much more resource and tool kit is what I would say. Because does that make sense.

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I think so.

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You'll see when you, he'll see when you look at my stuff. No, it's really good though they're awesome resources, I actually that's my notes on my agenda here, great to resources.

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They are with with this and I'm thinking about it. For each disability that we are going to discuss we can go through the curriculum examples to look for their specific performance objectives so this isn't something that I don't feel like we all have

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to recreate. So hopefully that will make it a little easier there, therefore us most generally, and if they're not we can make them more robust or if they're not acceptable make them better but when it comes an assignment right if we see where we need

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something more than that can be something, an assignment that didn't really mean what I meant. But what my as Chris as I've said my marching orders that you know if I need to go find something to add that I can upload, you know, do some research on and

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that gives me something to to fill in the gaps analysis if we see what we're missing marching orders is your phrase, I know you made a comment about that a couple weeks ago and I keep I keep remembering it.

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And I really liked how he broke down everything last week. Um, let's see I was gonna say we could probably do that again but I know we're not quite to that point yet but we need to discuss on we're going to have our next meeting I was going to skip next

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week.

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It's terrifying to me to skip it.

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But, I mean, we can come back together, January 5 and Courtney is that when we're coming back together as a whole. Yeah, just a status update on the other one they are they had did choose to meet next week, next Wednesday at nine because they would like

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to come back to the whole commission with something a little bit more solid. That doesn't mean to influence your stuff, it's a heavy it's been heavier and a heavy holiday week, but they are going to do that and they were also discussing this morning about

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maybe coming back together on the fifth to them separate out again because they

feel like they're more productive, so I don't know, that's also like if you feel like you're not getting.

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If you guys want to take next week off.

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Don't feel like that's the end of this subcommittee because it may not be they were discussing other things of what they're going to ask for. So what do you guys have suggestions with.

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Well it's on my calendar. But I also know that I'm, I'm not traveling this Christmas holiday so and I'll have everybody out have gone out of my house by that time, because they're all traveling to me so I haven't on my calendar and I mean I'm, I'm, I'm

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happy to meet but I completely understand that people can't I think some people said they couldn't so I am traveling on Wednesday, but we could, if you guys are available Tuesday could meet on Tuesday, I am on vacation until January so it's whatever works

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so

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either day.

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Yeah me to my offices are closed but I will look let me look, as we're talking I'll look real quick for Tuesday,

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it's wide open for me on Tuesday.

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So we have to find out what Courtney's got happening. Yep, I can do Tuesday, if I can use it anytime.

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I'm just double checking on my calendar to target Tuesday the 28. Correct, yes yes sir. Yeah.

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I opener for me guys so if you want we can knock it out early and

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you can go early you can go late whatever you guys feel, chances are I won't be there.

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On Tuesday.

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It depends, I am.

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I mean I don't have anything work related but I was probably gonna take today. Awesome.

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Take the kids snowboarding.

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You would you are you available another day during the week, we just we had the sirens me Tuesday or Thursday Wednesday. This time, always works

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just the worst, because I have other things when I go anywhere that day but it's I mean if I'm not there I'm not there.

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You guys we can do.

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Oh, geez.

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So Sally. Oh, we can, we could do early on the 29. I just, I have to get to the airport. On the afternoon but well the only issue is we can't schedule them at the same time.

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Oh, Joshua early. And that's scheduled at nine.

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Nine to 11 yeah and I have to leave. Right, well I think I fly on at 1230 So, so you guys just decide amongst yourselves and let me know what you want to do.

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I am pretty, I can pretty much accommodate most things because we're done with all of our post test, we can't really do it amongst ourselves we have to do it here.

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Right, but you know what I mean, I you know my.

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And then you guys can decide.

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So my office is closed so I don't have my work the next week but so I'm flexible Tuesday Wednesday or Thursday, so you, I'm okay.

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Is anyone opposed to Monday I guess this 27

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looks like.

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Personally, I can do that morning, anytime after 10.

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Okay.

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Good Chris

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Monday the 27. I think it's a good idea for us to touch base and Jennifer would like for you to come back if you, if you don't mind the double duty.

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Yeah, I'd be happy to.

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Right now I have an appointment from one to two but I might be able to reschedule it.

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Yes.

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Well if we do Monday at 10am, without work and then it wouldn't interfere with your appointment.

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Yeah, that'd be great.

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Guys, final decision.

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Alright perfect so Monday December 27 at 10am 10am.

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Perfect. Thank you guys, I'll pass your archive that you have to do all this you have to kind of take.



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I will have it done by Monday. Okay, so we have some Christmas.

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I'm one of those people.

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I'm also taking a cornell university course so it's like, Yeah, I know, I'm off mic my classes aren't do are off until the middle of January thank god so good.

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So I'm happy Erica, this is your job then because I'm not that person.

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Let's see what I was gonna say I mean I figured stay on that too I was asked to teach a couple of courses on this actually this exact topic for the PDA coordinators conference.

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So, it's.

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Yeah, and it's in February, so I got you all this, all that put together by then. So I think we're all like that we're all running 1000 miles an hour.

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I think so.

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I don't know what I do if I didn't do it probably be very bored.

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Well okay so that that will work for everyone next Monday. So with that, before we leave today can we break down, kind of how each one of us individually and move forward and help contribute.

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And again, we may not be ready with a lot more on Monday, but like Deborah with Alzheimer's and dementia and that course content, and then the resources is very helpful.

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Erica the same with autism, but can we find the somebody wants to take I'm trying to pull up my list here. If somebody else want to take responsibility for, say, so we have the resources for hearing impaired and Deaf vision impaired and blind so we can

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start looking at that.

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I can work on building a more complete lesson plan.

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The awesome. And if even if you don't want to do the lesson plan if you could do more course content is kind of what we, we need to cover under those areas.

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And I think each one of us should include recognition, and then how to properly

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interact in the circumstance

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that resource referrals. So that's free right so the recognition, how to respond and then resource referral so that folks know you connection, right.

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So then, we'll probably, it'll work, we'll just put more together, and then actually have an idea, and with what Eric is doing that's, that's kind of what I was going to try and do with that lesson plan, but I will pick a topic you guys and just work

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on that.

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And then try and get more information to coordinate to upload it I'll China uploaded haven't tried yet so we need more on the service animals.

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Because I didn't find it I didn't put, I wasn't looking for it and hearing impaired right so hearing impaired service animals.

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So, from service animals we had a really, really, really careful, because service animals, that's enforced through the other agencies that's civil not criminal.

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Anytime I talk to any my deputies about that.

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I tell them it's don't even focus on the critter. We're getting called for a reason right somebody there, the interaction between people is not going well. In the animal. Yeah, I think that's part of it so we can we can definitely focus on that yes, here's the definition is going to

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the definition is going to be a dog or a horse with only service animals that are accepted. And then if you get a call. Let's focus on what the call was not the

animal.

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And we could put that in there as part of the curriculum. Well, and even if you're putting the difference between support and service that you know the difference between a support animal a service animal and because, I mean, it can be pretty basic, but

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there is a obviously you guys know there's a difference and so I just think about schools when I have had calls that I've had to do advocacy when we do have a service animal or when somebody has brought in a support animal and they said service and then

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parents get all mad and then police get called Believe it or not, and all that stuff so that the deputies are officers and should not be beaming, I'm sorry, should not be making that determination.

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Period. I tell them that that is not your job to make the determination whether an animal is a service animal any essay or otherwise, or if it's a pet, that is that is not, we don't enforce that if somebody is going to have a complaint about whether the

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public accommodation is allowing their, their critter into in or not that's a civil complaint me ask you a question I don't think that's accurate.

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I just and I wanted to ask you a scenario Sorry, sorry Jennifer scenario question let's say you get called on somebody on a cake something's happening, and a person has their service animal.

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Who then is becoming protective of the person who you're trying to interview not you specifically but do you have protocol for what happens then if the animal is is impeding what the officer needs to be doing between you, as the officer and the individual

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then there's the, the doc let's say the dog do deserve scenario that that ever comes in where you because that that person is that dog is their Lifeline but in yet the dog might be impeding on what you need to do what happens then.

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So do you mean like it was becoming aggressive or yeah let's say, let's say my dog that's asleep here at my feet who protects me.

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Who, who, if somebody went after me I mean cuz he's a German Shepherd he looks like he's getting in any hasn't but let's say it because I've had like for example I the sheriff come over to talk to me just we're in a we're just chatting.

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He lives in my neighborhood, he would not come in my house when my dog was barking, because he's been big plenty of times right so. And even though I say always friendly and I have a militia was really said if I only had, you know, \$5 for every time I

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heard that and then I got bit, so I mean what if I mean, is there any Is there any scenario where you will be talking to where you would be talking to your officers and training your officers on on those circumstances.

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If the dog is becoming aggressive and protecting the person that you're supposed to be talking with. I think it needs to be covered. I really do.

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So with that I think we're talking different than we're talking about two very different things, I think. So when we think about whether a public accommodation so I think like a restaurant and grocery store or something that is a lot of an animal into

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the building into our facility or not is different than an animal becoming protective or aggressive.

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Those are some very aggressive part yeah I think it's not the, I think it's the aggressive part because the other piece is exactly what you said it's not your officers do be the responsibility to determine whether or not that dog should or should not

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be in that building and that public access but I think what happens when a service animal is becoming aggressive and impeding that interaction with between the officer and the person with a disability.

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That's a great question. I guess if I was to advise you on that. I would say then you treat it as any other animal. It's no longer service animal.

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It's.

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If that's what it's doing if it's impeding, you know, a lawful objective, then you would need to be treating the animal different.

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That would ask the person to control her animal first or remove the animal, as the person remove the animal, something like that but we'd ask that of any other animals well hey, Dr.

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Richard, you know, put your animal in the house and come back out of here so we can talk you or whatever, which leads me exactly the conversation we're having right now leads me to believe that this needs to be discussed further.

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And then routed out, not because I don't like what you're saying I just, I get, because that dog is doing, or that animal is is doing something different than if somebody is.

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I don't know if it's seizure inducing happens because of the stress that's involved or the flashing lights from the, from the patrol car and that creates his seizures, you know, I just there.

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I know it's a splitting hairs, but this is exactly why people who have a service animal, have it, because that is that is part of how that as part of their combination into accessing community.

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So I think that it's just an interesting thing to dig into a little deeper, and I don't think it's that you're going to have a definitive answer but it certainly is worth having that conversation, and how, how would you defuse it, what would you do besides

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asking them to control your animal when they're already freaked out enough because they're being stopped and they can't express what they're trying to say you see what i'm saying is that, that becomes a level of stress that changes here those are yeah

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are two very different things from where I started versus where, where you're at whether. So when I, when I'm first thinking about this. You know people call and say hey, they're not letting me into, you know, Joe's restaurant.

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And they have to, well that's, that's not criminal that's, that's something that has to be handled through a complaint to the Department of Justice or the color.

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Yes. Rights Division.

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And I mean, I totally agree but I like Jill said I think we should work on that definition and then how to handle that, in that curriculum is that makes sense.

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Now that I'm and Jennifer What else did you have about that because I think, I think we're all on the same page with it and Chris you're exactly right, we're not going to go into the civil aspect of it but I do think that it needs to be discussed this

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is the definition of what happens if you do have a circumstance like this How can we handle it appropriately.

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And I'm sorry Jennifer I didn't mean to interrupt again.

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No, it's okay. I would just like to suggest that, when my dad Amy's resources, what would it be okay if we, if we gather them from people that we know are experts in the disability community so that there aren't there isn't confusion going forward, would

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you all be okay with that.

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I'm sorry, my, my kid interrupted me, she was told not to so I completely missed what you said.

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And I don't know what just happened to my screen.

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And so what I said is Would it be okay if we we gather these resources from people who are experts in the disability community.

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Would you all be okay with that going forward.

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So for example, Jennifer, I have a resource from the Arc of Aurora, which is their communicate communication to guide. And so I I uploaded that as being from the Arc of Aurora as a, as is that what you're saying, like, because they're there.

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This is something then there that they've produced that they've published that they that they would be. I don't know if you call them, I guess you call them experts to a certain extent but.

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Is that what you're what you're talking about versus like my sister in law who I don't know I'm making this up versus my sister in law who has a lot of experience because she lives with epilepsy let's just say, I mean it's is that is that what you mean

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like something that's been somewhat vetted.

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Yeah, I agree with you, then. Yeah.

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Okay, great.

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Oh, sorry. As I say So Mark, Simon put something in the chat about service animals, and pets and fake best and things like that.

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He also mentioned that in one of his recent responses they puts in the public feedback right why I agree with him that it is a criminal offense to misrepresent a service animal.

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If you read the statute regarding that it's nearly impossible to enforce mean you have to prove that the person has had a warning in the past.

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You have to prove that, you know, just too many things you have to prove and it makes. If you look at how it's written. The officer in my opinion, would be violating other things such as Americans with Disabilities Act.

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If they started asking the questions necessary to determine if a criminal offenses and commit.

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Well I think he wrote it.

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I mean, I read it, I've looked at it and I'm like, I don't know how I would suggest to anybody to enforce it.

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I mean I'm open to ideas and suggestions on that. But it's the way it's written.

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And now it's just a petty offense, are we not even that it's a civil infraction was dropped all the way from the last legislative session was dropped from a petty

offense to civil infraction.

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So it's, it's really hard for an officer to enforce, I think, to the point where they're opening themselves up to a ton of liability they start asking the questions necessary to enforce.

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But that's, that's just my opinion.

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There's my address that one little thing he put there in the, in the chat.

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No, I don't hear.

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Sharing you're muted.

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I'm sure that this is very frustrating for you, Shannon, we still can't hear you.

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Shannon, feel free to jump out and jump back in to see if that helps.

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Sometimes just resetting. Okay.

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I think I heard you say, I saw I saw your lips say that's what you're going to do right now okay.

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I don't know how to let me see if I can unmute you actually.

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I'm like can ask you to unmute

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so bizarre.

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See you.

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Okay, she just jumped off.

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She just jumped off I think she'll try to get back on here. Oh,



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there you go.

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Wonderful. All right, now that was strange I couldn't get out of the comments or anything so.

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Wonderful. All right, now that was strange I couldn't get out of the comments or anything so alright so with that so Jill. Can you remind us again, I'm sorry what what content you'll provide so i don't know i was, I don't know I was, I was, I was just

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looking at what we, but like, what do we need that we that hasn't been uploaded and so hearing impaired was, you know, do we have some more.

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Do we have, is there more content and more stuff for the toolkit more content for the toolkit. And I that's when I said this service animal piece of.

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That's kind of took us off but that was, you know, for tool kit purposes.

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I don't know if there's something that gives it you know gives tips on better you know best practice for interviewing or or communicating in a, in a I don't want to say altercation but on a call, you know, is there a better way of best practice for how

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to do that. Maybe because you may already have that I did that was I was just rooting out looking at what Chris what your topic your topics were and then I was just seeing what we don't have that I that I don't know that we don't have so I can, I can

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certainly.

01:44:29.000 --> 01:44:32.000

I don't know what would you like me, what would you like me to look into.

01:44:32.000 --> 01:44:36.000

Well, if you want to

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see I'm looking at the list as well. If you want to tell you right now one of the things I really really liked that I uploaded was that Arc of Aurora and I all I did was scan in the front and the back of those of that card, and I can, I don't know the

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best way to, because it's, I can see if I can get the PDF version of it from ARCA Aurora.

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And then just make sure like yeah PDF version and, and then they can order it you can order it through our camera but it's an amazingly good little tool for goes into your pocket for tips and how to communicate, really quickly, but I didn't know how to

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upload that so I can do, I can look a little further if I can reach anybody all of our chapters are closed between now and January 4 so I can try to see if I can get a PDF version that would be a better tool because departments can order those and have

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them mean that's what I do.

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So, and I also put sent to Courtney a list of people that I reached out to and, and the pastor who reached out to me. So, I think I saw that Jennifer, I think I saw that was.

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Yeah, so I don't know how we want to handle that as a group, but

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happy to do that or let other people do that it's not a big deal.

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That's. If you have time, if you can do it then that would work. It would be great.

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Okay, you can work on that and Erica and then, What do you think Chris are you, sir.

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At this time,

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I just say what do you want me to work on I mean I'll work on whatever is worked on.

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Perfect. So I'm looking at the best again. Most of my resources are real. I mean, it's very broad covers a lot of different.

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Yeah.

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Yeah. But I love in your topic outline which I can't emphasize enough is the interview techniques to avoid false confessions, that's so important. I don't know if you have toolkits for that but that would be so excellent to put in this whole resource,

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doing that's what I would like to have, I have some Aga I have some, so I'll look for all it for those because I think I may have put some of those but I'll really dial in the forensic interviews and there's a DVD associated with that.

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Yeah. Okay, it's 10 years old, though. I know I'm gonna I'm gonna look for something more, more current I'll look up look that committed interviewing is typical but then how do you use that for people with disabilities, and various people that have maybe

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comprehension difficulties and suggestibility like how do you work with people that are maybe a little bit more suggestible right yeah and and i'm actually worried more about somebody, I definitely inadvertently not interviewing somebody because they

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don't think that they can actually participate or that they're not going to know or that kind of thing. I worry about that more than I do about us messing up the interview itself.

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And that's part of that recognition and how to handle that appropriately. What's so interesting for me is to take all of this information and I so often I'm in court with people so their past way passes initial interaction and communication so I'm having

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having to reframe how I look at things because i've you know we're looking at competency in court and how it off. So it's just a very interesting process to back it up because I'm more often in court than I am obviously I'm not on scene with people so,

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um, yeah, it's just very it's a good exercise for me.

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I was on a case once I won't say the details that I was supposed to look for suggestibility and hypnosis. If a law enforcement officer used it. And I looked through tons of court testimony deposition.

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I mean, tons like tons.

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And, yeah, it's really important to be careful, and to give your officers really concrete tools. So, also do you have those, do you have those already.

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It's been a little while since I've been in a case was out of state so.

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But I have a lot of. I have a lot of resources, regarding cognitive interviewing, but with regard to people with disabilities. I would have to look that up.

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I'll look. Oh, I'll keep looking into that one and then what else do you want me to look so I have those other things that.

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So here's my thought so from the, the law enforcement trainer side right so if we are getting into that level of detail what we're like doing a forensic interview with somebody, or standard deputy is probably not going to do that.

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That'd be turned over to investigations.

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So we're training our, our patrol that be on this Are we back into that it's not quote unquote culturally appropriate where we need to have us different training for.

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But if they're giving those rights to the, you know, right, right, that's that's that that's that bridge right there. Right, right, you know if they decide they're going to bring somebody in and read them there.

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they're going to do that, and that's right there on the edge of where your word the officers would be potentially listening to everything they're saying and putting it down an interview, so that's that's that's a little that's that bridge, but you're

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absolutely right, with the forensic interviewed be much more in depth.

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Chances are, I'm sorry I haven't seen any of these resources I I downloaded everything that was on the file share.

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Um, but my understanding is that we were going to send out the survey to people

that were from the disability community, so that we could understand what resources were out there and.

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Is that what's happening with that I've got all my people ready to go and receive it. Whereas, what are we doing with them. Yeah, so there was a little technical issue because Deborah was going to be off the commission as of today, and so she was the

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one who designed the survey and so her and Chris, if she was off today she's now saying she's not going to be off today so Chris our initial plan is now Capote's, but the plan was for Chris and Deborah to meet after she was officially off the commission

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and transfer over ownership over that survey so it can be sent out because otherwise she can't she's not a voting member and can't really have that role anymore to put together the data of the survey.

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So she just says she's staying on till next week, that puts a damper on that plan Chris so I will check in with her to see I don't, I don't know if it's her choice to stay on because she's no longer with with that same organization.

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So I know she's asking us and I'll have to check with everybody at the office to see if that's her option or not. And then we can go from there but it's we're in a waiting game right now we have the letter I have the revised letter with just a couple

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edits and additions.

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But right now we don't have, she made the survey and she's no longer serving on the commission so she was going to transfer that to Chris and that can't happen outside of the commission meeting.

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If she's still going to participate next week so let me try to troubleshoot that a little bit.

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Okay, because I don't want I don't want to hold anything up but I guess my concern is that.

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I think I can relate to what you're saying Jennifer, I think what we're doing, we're not trying to circumvent anything we're just trying to get a base model of

all of the topics that we want to cover.

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And then once we get the results of the survey back is when we can really goodness, we can really build up that we can really build up the needs.

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Does that make sense. Yeah, as long as, as long as we're comfortable with understanding that this is just really preliminary.

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Yes, it certainly is this is just our, our outline per se, of what we're going to cover in content under those outlines and then when we get the survey results back it'll be a little easier for us to really focus on the areas that are of concern.

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Okay. Great.

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All right.

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And I was gonna say I work on the hearing impaired and, and vision impaired aspect.

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Oh, I'll start working on resources and seeking that out. I'll upload on that item to the toolkit and the resources.

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Okay, and there's really great resources from the deaf community and what I saw.

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So I don't know if you want to reach out to those organizations. If not, I'm happy to as well.

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Okay. And I don't think it would hurt for both of us to at some point.

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And I think I just don't want to overwhelm anyone because I think it's better for us to break down the responsibilities. Oh, absolutely. Yeah. Okay.

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All right. all.

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So since my already so Brian what I'm covering and looking at.

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I'll just put what I have for all the different things in kind of a broad, rather

than going now.

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How can I help What would you like me to

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think, what do you guys think. I think reaching out to your resources and creating that that would be so helpful.

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Like I said, but I don't want you to have double duty and a whole lot to do.

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I mean maybe defining defining what they can provide to. Does that make sense to be awesome. Yeah.

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If they have something published that could go, like how would it fit into a toolkit.

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And maybe it's maybe Jennifer maybe it's like if you.

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I don't know if they if they have an interview that's been that as a YouTube interview or some such thing or if they have an article or something that can be, if you think about how a trainee like a department training in service training could access

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that person's expertise, through a tool kit. How could they, what would they be looking at, you know, like if they open a tool tool kit or see a toolkit on computer.

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What can they be accessing from that expert versus the actual person. Does that make sense. Yes.

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Okay, great. Excellent.

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Alright guys.

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Do we have anything else for today.

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You can think of.

01:56:02.000 --> 01:56:09.000

Were you able to look up that blue morale project book. I said, resource to Courtney for everybody.

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It's just a way of one suggestion on how to an increase morale within police departments, you know, given all the external, internal variables.

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It's just a book resource, I wondered if we want to demon collect any of those that might be outside of the realm of what we're supposed to do, but it doesn't hurt.

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Side note it has nothing really direct with disability but it, improving morale could help with everything else. Absolutely.

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Great, improve that motivation.

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Yeah.

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Yeah, I, I can't log back in, I'm having major technical issues today.

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I don't know anybody.

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This is the last thing I do for their until until. This is my lucky.

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Well I mean worldwide.

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Right, I'm just looking at all my emails after two hours of being asleep. I'm like, Oh no, I'm not looking.

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Alright guys, well, honestly, I, I think that everything is good I'm feeling super excited with everything.

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I think we're moving forward and I don't know, I think it's good, and I'm sure the other so committee is as well on their way to almost be incomplete but I think it's a little easier they had kind of a base.

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I think we're getting that base and we're making a good step forward. So, oh Jennifer Did you have a question. Oh no, sorry my still messes up really bad after



like two o'clock so I probably click thing don't see it.

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Sorry about that.

01:57:58.000 --> 01:58:24.000

No problem.