

## In-Service Recommendation

The goal of the curriculum is to provide a sample lesson plan and resource toolkit to Law Enforcement Agencies across the state to utilize, if they choose, as they train annual in-service programs. The areas of focus the Commission identified are:

- Alzheimer's and Dementia
- Autism & Intellectual and Developmental Disabilities (IDD)
- Blind and Visually Impaired
- Deaf, Hard of Hearing and Deafblind
- Physical Disabilities
- Traumatic Brain Injury

For the purposes of the POST Board review, the Commission has prepared overall learning outcomes, a sample lesson plan including resources used to develop the lesson plan, and a snapshot of the resource toolkit for the Deaf, Hard of Hearing and Deafblind focus area. The documents and resource toolkit will be available on the POST website for agencies to access.

The other focus areas will continue to be adjusted and fine tuned in the coming weeks.

### **Mission Statement:**

The goal of the **Commission on Improving First Responder Interactions with Persons with Disabilities** is to help promote safe, inclusive, and effective interactions between individuals who have disabilities and first responders in the State of Colorado.

The Vision: The Commission members have a passion to improve the service and support to this population since they are vulnerable to being misinterpreted and misjudged, which can lead to negative outcomes. We believe that education is one part of the solution. These learning outcomes are a combination of voices from the Commission and community members to facilitate learning, conversations and perspective taking so interactions between individuals with disabilities and first responders are positive and effective.

### **Learning Outcomes:**

1. The students will outline a basic introduction to the Americans with Disabilities Act and understand how it applies to law enforcement.
2. Using current statistics, the students will understand the rate of violent and nonviolent victimization against individuals with disabilities.

3. Using current statistics, the students will understand the rate of comorbid (co-occurring) mental health and/or physical conditions in individuals with disabilities. Some examples include but are not limited to intellectual/developmental disability and slowed information processing, depression and physical disabilities, autism and ADHD, brain injury and seizures, etc.
4. The students will apply appropriate accommodations unique to the needs based on the individual's disability.
5. The students will identify and analyze the behavioral indicators (objective signs) of individuals with disabilities. Invisible disabilities to be covered include but are not limited to intellectual/developmental disabilities, autism, deaf/heard of hearing, blind/visually impaired, traumatic/acquired brain injury, and dementia.
6. The students will identify the signs of comprehension challenges in individuals with disabilities.
7. The students will describe the symptoms (physical and mental subjective experiences) of people with disabilities. Invisible disabilities to be covered include but are not limited to intellectual/developmental disabilities, autism, deaf/heard of hearing, blind/visually impaired, traumatic/acquired brain injury, and dementia.
8. The students will describe and apply verbal and nonverbal communication strategies in case scenarios that an officer may employ when encountering a person with a disability.
9. The students will identify the behavioral indicators (signs) of the various types of seizures (e.g., specifically indicators of petit mal seizures).
10. The students will describe and analyze case scenarios when individuals with disabilities are approached by first responders and have support animals.
11. The students will explain the concerns and fears parents have of their young and adult children with disabilities with regard to interactions with first responders.
12. The students will identify resources in their community to learn more about how to support people with disabilities.

### **When to Train & Length of Training:**

The Commission on Improving First Responder Interactions with Persons with Disabilities recommends law enforcement agencies include and offer training on improving interactions with persons with disabilities during in-service training, at a minimum, on an annual basis. The

Commission further expands this recommendation to include suggesting that as much time as possible be set aside for this very important topic. At a minimum, 60-90 minutes.

**Who Should Instruct:**

The Commission on Improving First Responder Interactions with Persons with Disabilities strongly suggests that persons with lived experience specific to the topic or learning outcome(s) at hand facilitate the aforementioned in-service training of the various recommended learning objective areas or be included in a portion of the training at a minimum. For example, including a person who lives with Autism or a parent of a child with Autism and a person who lives with a visual and/or hearing impairment.

If including persons with lived experience is not possible, then at minimum, The Commission recommends law enforcement agencies should then consult, and when possible, partner with subject area experts and/or advocates to facilitate the recommended in-service training.

## Lesson Plan - Deaf, Hard of Hearing and Deafblind

<b>Course Title</b>	<b>Improving First Responder Interactions with Persons with Disabilities-Deaf, Hard of Hearing or Deafblind</b>
<b>P.O.S.T. Required Hours</b>	0
<b>Academy Required Hours</b>	0
<b>Instructor(s)</b>	As Assigned by Individual Agencies
<b>Prepared By (name and title)</b>	Commission on Improving First Responder Interactions with Persons with Disabilities
<b>Date Prepared</b>	February 2022
<b>Date Revised</b>	
<b>Learning Goal</b>	The student will understand how law enforcement and first responder interactions with the disabled community can be improved with the knowledge of recognition and tools to approach each unique situation with respect and dignity.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Assist law enforcement and first responders with recognizing Individuals that are Deaf or Hard of Hearing.</li> <li>• Teach law enforcement and first responders to understand Deaf and Hard of Hearing individuals related behavior and aid in choosing the appropriate responses.</li> <li>• Instruct law enforcement and first responders how to communicate effectively with the individual.</li> <li>• Give law enforcement and first responders the tools to have the ability to refer Deaf or Hard of Hearing individuals community resources for ongoing support.</li> <li>• Work to reduce the potential for a Use of Force response.</li> </ul>
<b>Methods of Instruction</b>	Lecture, Case Study, Directed Activity (Scenario Based Training), Table Top Scenario Exercises-At discretion of the delivering agency.
<b>Equipment Needed</b>	Recommended: Computer, projector, training space, PowerPoint, and paper for handouts/scenario based training/table top exercises.
<b>Handouts</b>	Possible handouts listed in the Toolkit.
<b>Assessments</b>	At the discretion of the delivering agency

<b>Source Material</b>	Listed separately, titled 'Resources'
<b>Is safety plan included?</b>	No site safety plan required

<b>Reviewed by (name and title)</b>	<b>Date Reviewed</b>
<b>Content/Instructor Guidance</b>	<b>Delivery Notes/Prompts Slide Titles/PO#/TQ#</b>
<p>Specific Performance Outcomes are listed separately in the main folder.</p> <p><b>Instructional Content:</b></p> <p>A. Definitions:</p> <p>a. Deaf: A person with a severe to profound hearing loss who associates themselves with the Deaf community and its norms; generally communicates using American Sign Language.</p> <p>b. Hard of Hearing: A person with a mild to moderate hearing loss who does not necessarily associate with the Deaf community and its norms. With the use of a hearing aid, can function fairly comfortable in a hearing world.</p>	<p>The items listed in the left column are key points to cover in your training.</p> <p>These points are not all inclusive and you should not feel limited. Expand as much as you see fit to meet your training needs.</p> <p>Utilize the items in the Toolkit provided to add content, videos and to seek out scenario examples.</p> <p>Utilize subject matter experts whenever available.</p>

<ul style="list-style-type: none"> <li>c. American Sign Language (ASL): Native language of the majority of deaf people in the United States. A visual/manual language with own set of rules for sentence structure and grammar that differs from the English language.</li> <li>d. Sign language Interpreter: Someone who makes communication possible between people who are deaf or hard of hearing and people who can hear. Colorado law requires a sign language interpreter to hold a national certification and a Legal Credential Authorization before interpreting for the police in any legal setting.</li> <li>e. TTY/TDD: Term used to describe a telecommunications devices used in making phone calls to or by a deaf person. Due to advances in technology, only a small percentage of deaf and hard of hearing people use this device today. Many individuals now utilize apps such as FaceTime or Messenger. (TTY: Teletypewriter/TDD: Telecommunications Device for the Deaf)</li> </ul> <p>B. Recognizing Individuals that are Deaf of Hard of Hearing</p> <ul style="list-style-type: none"> <li>a. A person may shake their head “no” and point to their ears.</li> <li>b. An individual moves their hands in a repeated pattern trying to communicate in sign language.</li> <li>c. A person gestures indicating the need to write down communications.</li> </ul>	<p>Resource: Colorado Department of Human Services Legal Auxiliary Services  <a href="https://ccdhhdb.com/index.php/las/">https://ccdhhdb.com/index.php/las/</a></p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<ul style="list-style-type: none"> <li>d. Person seems very alert, watching people's faces intently but may not respond to sounds or language.</li> <li>e. Person may react to environmental noises (siren, alarm, loud noises) but may not be able to understand speech.</li> </ul> <p>C. Approaching Deaf or Hard of Hearing Individuals</p> <ul style="list-style-type: none"> <li>a. Walk in front of them, wave your hand or tap the individual's shoulder, arm or hand. Do not tap their back. It may startle them and escalate the situation.</li> <li>b. Flash headlights, flashlight in view of the individual. Do not point your lights directly in the eyes of the individual.</li> <li>c. Do not assume that a person with hearing aids can hear and understand you. The device may only permit limited hearing functions, such as capturing environmental sounds, but not speech.</li> </ul> <p>D. Communication Methods</p> <ul style="list-style-type: none"> <li>a. Speech Reading (Lip reading)-90% of deaf people do not read lips.</li> <li>b. Written Notes-May not be effective communication as English tends to be a second language to ASL.</li> <li>c. Sign Language Interpreter-Generally most accurate and efficient means of communication.</li> <li>d. When working with a sign language interpreter address the Deaf individual in</li> </ul>	<p>Officers/Deputies should ask the person their preferred means of communication. In many cases it will vary depending on the context of the communication.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------




















<p>first person and speak directly to them at a normal pace.</p> <ul style="list-style-type: none"> <li>e. Avoid using family or friends in legal situations as an interpreter. Convey scenarios that would require a Sign Language Interpreter.</li> <li>f. Look at how to obtain a Sign Language Interpreter, i.e. contact dispatch or language line in your area.</li> <li>g. Do not cover your mouth, turn away or chew gum, remain patient.</li> </ul> <p>E. Officer Safety: You cannot compromise officer safety. Remain aware of your surroundings, the individuals' hands, use of weapons, potential weapons, vehicle use and various other situations.</p> <p>F. Cover the use/need of Service Animals.</p> <p>G. Tools and Resources: There are various tools and resources listed in the toolkit for content material, videos, handouts, quick tip guides and potential scenarios. You are encouraged to utilize subject matter experts whenever available.</p> <p>H. Reality based training scenarios are strongly encouraged. Examples of scenarios are located in the Toolkit provided with this subject matter.</p>	
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



## **Deaf, Hard of Hearing or Deafblind Resources**

- ADA [www.ada.org](http://www.ada.org)
- Americans with Disability Act (D) Information for Law Enforcement; Commission for People with Disabilities; Denver Police Academy
- Center for Development and Disability, University of New Mexico-Tips for First Responders, 2<sup>nd</sup> Edition. <http://cdd.unm.edu/products/tipsforfirstresponders.htm>
- Colorado Commission on the Deaf, Hard of Hearing and DeafBlind; <https://ccdhhdb.com/>
- Colorado Cross Disability Coalition; [www.ccdconline.org](http://www.ccdconline.org)
- Colorado Revised Statutes (CRS) 24-34-803
- Denver Office of Sign Language Services and Resources, [https://denverregion.co.networkofcare.org/aging/services/agency.aspx?pid=DenverOfficeofSignLanguageServices\\_965\\_1\\_0](https://denverregion.co.networkofcare.org/aging/services/agency.aspx?pid=DenverOfficeofSignLanguageServices_965_1_0)
- Denver Police Department-Denver Police Department and the Deaf Community, In-Service Training PowerPoint presentation.
- DOVE; Deaf Overcoming Violence Through Empowerment; <https://www.deafdove.org/>
- United States Department of Justice-Commonly Asked Questions About The Americans With Disabilities Act and Law Enforcement; Civil Rights Division.
- United States Department of Justice-Guide for Law Enforcement Officers When in Contact with People Who Are Deaf or Hard of Hearing; Civil Rights Division.

Toolkit Resources that will be available on the POST website for the Deaf, Hard of Hearing and Deafblind focus area

-  Deaf or Hard of Hearing slides
-  ADA\_Overview\_2015-handout.pdf
-  C.R.S. 24-34-803 Rights of Individuals with Service Animals Handout.pdf
-  Crime-Victims-Rights.pdf
-  Deaf Community.pdf
-  Deaf Power and Control Wheel.pdf
-  Deaf YouTube Playlist.pdf
-  DeafInPrison-Fact-Sheet-.pdf
-  Denver Office of Sign Language Services - Recruit Trng\_Police 1hr.pptx
-  DOJ COMMONLY ASKED QUESTIONS ABOUT THE AMERICANS WITH DISABILITIES ACT AND LAW ENFORCEMENT (1).pdf
-  DOJ Communicating with People Who Are Deaf or Hard of Hearing ADA Guide for Law Enforcement Officers (1).pdf
-  DOJ Guide for LE When contacting Deaf or Hard of Hearing (1).pdf
-  Office of Disability Rights -PoliceAcademy2016Fall.pptx
-  PwD Model Policy\_FINAL.pdf
-  Tips for First Responders (1).pdf
-  Toolkit Items.pdf
-  trafficstop\_CD.wmv
-  why-autism-training-for-police-isnt-enough.pdf
-  YouTube Video Links.pdf