

BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION

LESSON PLAN

COURSE TITLE: IST 2025: Behavioral Crisis Barricade Response

LESSON TITLE: Introduction to Behavioral Crisis Barricades

New or Revised Course: New Revised

Prepared By: P/O Travis Ryckman & Damond Durrant **Date:** 10-29-24

Academic Director Approval: Director Gary Cordner **Date:** 12/2/2024

PARAMETERS	Lesson length: 60 minutes	<input type="checkbox"/> Entry-level
	Class size: 40 students	<input checked="" type="checkbox"/> Continuing Education
	Space needs: Classroom	<input type="checkbox"/> Other

STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)

Participants should include all sworn members of the Baltimore Police Department.

LESSON HISTORY (previous versions, titles if applicable)

N/A

PERFORMANCE OBJECTIVES

1. Through facilitated discussion, students will identify and explain the principles of Strategic Disengagement, to the satisfaction of the facilitator.
2. Through facilitated discussion, students will identify the threats and risks of a Behavioral Crisis Barricade, to the satisfaction of the facilitator.

ASSESSMENT TECHNIQUE

1. Facilitated Discussion
2. Facilitated Discussion

COURSE DESCRIPTION

This course provides an introduction to handling Behavioral Crisis Barricade situations.

Participants will learn to distinguish between criminal and Behavioral Crisis Barricades, the principles of Strategic Disengagement, and the need for a Re-Engagement Plan. Through guided discussions, scenarios, and practical examples, officers will gain the skills to assess situations accurately and respond appropriately while upholding their legal, policy-driven, and moral responsibilities.

MPCTC OBJECTIVES (if applicable)

(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the "Facilitator Notes" column where they are addressed in the lesson.)

None

INSTRUCTOR MATERIALS

- Chart paper
- Markers

TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED

- Computer
- Projection device
- Internet Access

STUDENT HANDOUTS

None

METHODS/TECHNIQUES

Facilitated discussion

REFERENCES

BPD Documents:

- *Policy 702, Hostage/Barricade/Sniper Incidents*
- *Policy 712, Crisis Intervention Program*
- *Policy 713, Petitions for Emergency Evaluations & Voluntary Admission*

GENERAL COMMENTS

This module should be taught by a certified member who should have an in-depth understanding of the governing policies associated with their department. The BPD instructor should also have an in-depth understanding of tactics and response to a person in a behavioral health crisis.

Lesson Plan Checklist (Part 1)

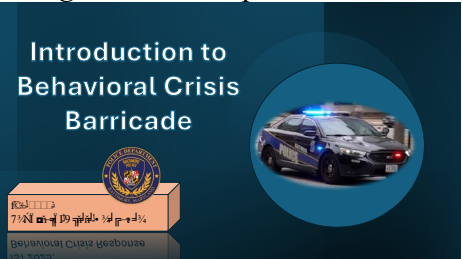

Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.	X		
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.	X		
b. Videos underscore relevant training concepts.	X		
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.	X		
d. Videos portray individuals of diverse demographics in a positive light.			X
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?	X		
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD mission, vision, and values?	X		
16. Does the lesson reinforce the Critical Decision-Making Model?	X		
17. Does the lesson reinforce peer intervention (EPIC)?			X
18. Does the lesson incorporate community policing principles?	X		
19. Does the lesson incorporate problem solving practices?	X		
20. Does the lesson incorporate procedural justice principles?	X		
21. Does the lesson incorporate fair & impartial policing principles?	X		
22. Does the lesson reinforce de-escalation?	X		
23. Does the lesson reinforce using most effective, least intrusive options?	X		
24. Does the lesson have external partners involved in the development of training?		X	
25. Does the lesson have external partners in the delivery of training?		X	
Subject Matter Expert: Officer Travis Ryckman and Officer Damond Durrant	Date: 11-15-2024		
Curriculum Specialist: Danalee Potter	Date: 11-19-2024, 12-27-2024		
Reviewing Supervisor: Sgt. Parlett	Date: 11/19/24		
Reviewing Commander: Lt. Josh Rosenblatt	Date: 11/27/24		

COURSE TITLE: IST 2025: Behavioral Crisis Barricade Response

LESSON TITLE: Introduction to Behavioral Crisis Barricade

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>SAY: Good morning, I am ____.</p> <p>Today’s training focuses on equipping officers with the knowledge and skills to handle Behavioral Crisis Barricade situations effectively. Participants will learn to distinguish between criminal and Behavioral Crisis Barricades, assess associated risks, and apply relevant laws and policies.</p>	<p>Time: 10 minutes</p> <p>Slide 1</p> <p><i>NOTE: The facilitator should briefly introduce themselves and provide a summary of their background and experience.</i></p> 
<p>SAY: Let’s take a look at a situation that happened in Novi, Michigan a few years ago.</p> <p>According to news articles, around 9:45 p.m. the night before, Novi police received a call from a man’s family members saying he was suicidal. When police arrived on scene for a welfare check, the man ran upstairs to a bedroom and closed the door. The man was alone in the home.</p> <p>After 18 hours of surrounding the house and trying to establish communication with the man (including calling the home phone and calling over loudspeaker for the man to pick up the phone or talk to them), Novi police were relieved by police from other jurisdictions in order to maintain the perimeter.</p> <p>No confirmation was received during this time that any weapons were in the house.</p>	<p>Slide 2</p>  <p><i>Play video and then read text to the left</i></p> <p>https://www.youtube.com/watch?v=KfWWDsgv8Ig</p>

SAY: Take a few minutes and address these 6 questions in your groups:

- Why are the police involved?
- What is the impact of police involvement at this point? (good and bad)
- Can the police go in?
- Should they remain in place?
- Can the police leave?
- What information would you want before making a decision?

We'll then go around the room and see what you all came up with.

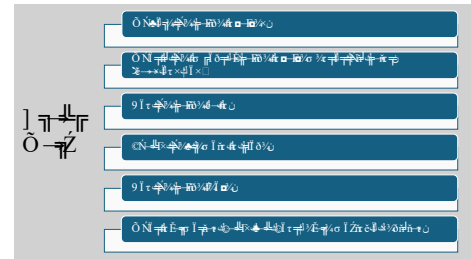
ASK: Can someone tell me why the police are involved here?

ASK: What is the impact of police involvement?

ASK: Can the police go in?

ASK: What would happen if we did go in and the man pointed a gun toward the police?

Slide 3



Anticipated Response:

Call that he's suicidal. There to check on the man's well-being

Anticipated Response:

Caused the man to run upstairs and close himself in his bedroom, increased stress on man over next 18 hours of phone ringing and loudspeakers outside, police surrounding. Limited access to/from neighborhood.

Anticipated Response:

No. Not based on the information provided. Nothing observed qualifies as "exigent circumstances" that would justify forced entry.

Anticipated Response:

We could end up defending ourselves and using deadly force because we were there to "save" him.

<p>ASK: Should the police remain in place?</p> <p>ASK: Can the police leave?</p> <p>ASK: What information would you want before making a decision to stay involved or change the plan?</p> <p>SAY: This type of situation is what we'll be talking about today. Sometimes in the moment we find ourselves in a "barricade" situation thinking that we're facing one kind of threat. However, as the investigation continues we might realize that there's an opportunity to de-escalate and make things safer for the person in crisis as well as the public.</p>	<p>Anticipated Response: It depends on the danger posed and whether we're doing any good by being there.</p> <p>Anticipated Response: If there's no present need for us to be there we might be able to de-escalate by taking down the perimeter and following up once things cool off (such as with CRT, clinician visit, etc.).</p> <p>Anticipated Response: Threat multipliers: Presence of firearms, threat to others Person issues and clues as to what's worked in the past to de-escalate: History of mental illness, location history, speaking with neighbors/friends/family, what might have triggered this incident</p>
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SAY: The classes today will be broken down into 5 lessons with scenarios and a test at the end of the day.

We'll cover:

- Introduction to Behavioral Crisis Barricades (this class)
- Discuss our Duty to Protect and creation and duty for Special Relationships
- Behavioral Health and Crisis Factors
- Assessing a Behavioral Crisis Barricade
- We'll go to Lunch
- We'll talk more about Strategic Disengagement and Re-engagement Plans
- And we'll run through some Scenarios to apply what we've learned

Slide 4

SAY: In this introduction, we'll cover:

- the principles of Strategic Disengagement
- the threats and risks associated with a Behavioral Crisis Barricade.

Slide 5

II. INSTRUCTIONAL INPUT (CONTENT)

SAY: Let's start with the principle of Strategic Disengagement.

Strategic Disengagement is the tactical decision to leave, delay contact, delay custody, and/or plan to make contact at a different time and under different circumstances.

Strategic Disengagement must always include a Re-Engagement Plan.

The idea is that sometimes the best option IS to walk away - as long as safety allows and you plan to return at a better time.

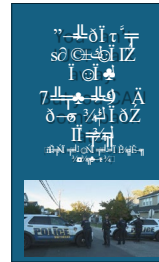
ASK: What are some differences between giving up and Strategic Disengagement?

ASK: Why do you think you need to always have a Re-Engagement Plan if you're doing Strategic Disengagement?

ASK: When do you think that it would make sense to try Strategic Disengagement?

Time: 35 minutes

Slide 6



Strategic Disengagement:
The tactical decision to leave, delay contact, delay custody, and/or plan to make contact at a different time and under different circumstances.

Strategic Disengagement
must include a
Re-Engagement Plan.

Desired Response:

- Giving up means you've decided something doesn't matter and you're no longer trying to improve things.
- Strategic Disengagement means the goal still matters and you're still trying to achieve it; you just need to step back and work it from another angle.

Desired Response:

Because that's what makes Strategic Disengagement different from just leaving. A plan allows you to tactically reassess and then approach the problem from a better angle.

Desired Response:

It's a form of de-escalation, so any time what we're doing isn't working it might be worth considering.

SAY: One area where you should ALWAYS consider Strategic Disengagement is when you're dealing with a Behavioral Crisis Barricade. That doesn't mean strategic disengagement is the correct option; it's just something that should be considered.

ASK: When do you think it would NOT make sense to try Strategic Disengagement?

Anticipated Response:
Active shooter, threat to public, or we're having success engaging with the suspect with what we're doing.

SAY: The key to Strategic Disengagement is that it's a tactical decision to leave, delay contact, delay custody, and/or plan to make contact at a different time and under different circumstances.

For it to be a "tactic," there are things that need to happen first:

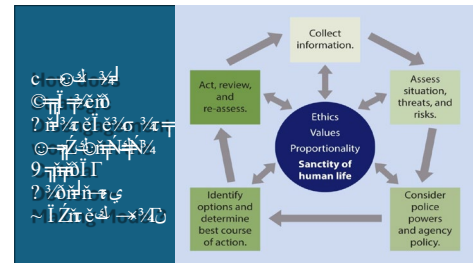
- Collect information
- Assess the situation, threats, and risks
- Consider police powers and agency policy
- Identify options and determine best course of action

Only after doing those things do we:

- Act, review, and re-assess

Then "spin the wheel" by collecting additional information and working through the steps again (collecting information, assessing the situation, considering what you're allowed to do, identifying your options, taking action, and re-assessing). Like a wheel in motion, the steps repeat until the situation is resolved.

Slide 7



SAY: Step 1 in the CDMM is “Collect Information.”

ASK: So what information do we need to have that would ordinarily cause us to treat a situation as a Criminal Barricade?

SAY: Good responses! First, let’s discuss the factors that define a criminal barricade. A criminal barricade occurs when a person suspected of committing a crime barricades themselves in a location and refuses to exit or comply with law enforcement orders.

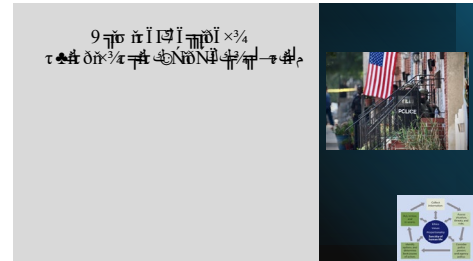
ASK: If someone isn’t going to be placed under arrest or otherwise seized for a crime, is it a Criminal Barricade?

ASK: What is the difference between a criminal and Behavioral Crisis Barricade?

SAY: It’s possible that the same barricade could be BOTH a Barricade Incident AND a Behavioral Crisis Barricade. In those cases, Strategic Disengagement could still be considered if it’s the safer option as long as the factors apply (no/minimal threat to public, no

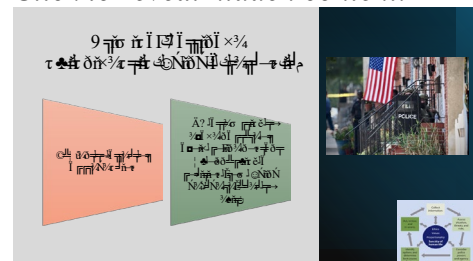
Slide 8

NOTE: Content on this slide is hidden. Do not reveal it until directed to do so.



Expected Response:
A criminal barricade occurs when a crime has been committed and a person is subject to arrest or apprehension AND is avoiding that by occupying a position from which they refuse to exit

Click to reveal hidden content.



Desired Response: No

Expected Response:

- A criminal barricade involves unlawful activity, while a Behavioral Crisis Barricade typically stems from a mental health crisis.

need to immediately apprehend the person, etc.).	
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SAY: Let's examine the factors of a Behavioral Crisis Barricade.

A Behavioral Crisis Barricade is any incident in which a person:

- Does not pose an imminent threat to others
- Appears to be experiencing a behavioral health crisis
- Is subject to detention as part of an existing Emergency Petition or so that an Emergency Petition can be completed OR is wanted for a crime other than a felony involving violence
- AND that person begins to ignore or resist law enforcement efforts while maintaining a position of cover or concealment.

NOTE: An incident may be a Non-Criminal Barricade whether or not it is reasonable to believe the subject is armed with a dangerous or deadly weapon.

ASK: What are some questions you could ask when considering whether or not a barricade is a Behavioral Crisis Barricade?

SAY: Here are the questions to consider. When I ask the question, tell me what the correct answer is in order for it to be a Behavioral Crisis Barricade.

Slide 9

NOTE: Content on this slide is hidden. Do not reveal it until directed to do so.

Factors of a Behavioral Crisis Barricade

Any incident in which a person:

- Does not pose an imminent threat to others
- Appears to be experiencing a behavioral health crisis
- Is subject to detention as part of an existing Emergency Petition or so that an Emergency Petition can be completed OR is wanted for a crime other than a felony involving violence
- AND that person begins to ignore or resist law enforcement efforts while maintaining a position of cover or concealment.

Scan the QR Code to access the policy

Desired Responses:

- Does the person pose an imminent threat to others?
- Is the person in Crisis?
- Do we have the legal right to detain them?
- Is the person refusing to come out from cover/concealment?

NOTE: After students share their responses, reveal the hidden content and review anything questions they did not mention.

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Factors of a Non-Criminal Barricade

Non-criminal barricade

A subject who does not pose an imminent threat to the public and is not wanted for a crime or who is only wanted for a minor offense begins to ignore or resist law enforcement efforts while maintaining a position of cover or concealment.

Has a crime been committed? Is the person Armed and threatening suicide?

Are they by themselves in their own residence? Is the person refusing to come out!

Scan the QR Code to access the policy

ASK: If this is a Behavioral Crisis Barricade...

ASK: If Does the person pose an imminent threat to others?

ASK: If Is the person in Crisis?

ASK: If Do we have the legal right to detain them?

ASK: If Is the person ignoring or resisting requests to come out from cover/concealment?

SAY: Remember, Maryland decriminalized attempted suicide in 2019. If you respond to a call for someone who's attempting suicide, it is NOT a crime.

If you're handling a barricade and those are the answers to the questions, then the situation should be considered a Behavioral Crisis Barricade.

Here's an example of how those questions determine a Behavioral Crisis Barricade situation. Anytime any one of these questions has answers that are different, then you must re-evaluate the situation.

ASK: If the information you collect leads you to believe you're dealing with a Behavioral Crisis Barricade, what should you consider?

Desired Responses:
No

Desired Responses:
Yes

Desired Responses:
Yes

Desired Responses:
Yes

Desired Responses:
Yes

Click to reveal hidden content.

The screenshot shows a document titled "Factors of a Non-Criminal Barricade" from the City of Baltimore. It defines a non-criminal barricade as a subject who does not pose an imminent threat to the public and is not wanted for a crime or who is only wanted for a minor offense. Below the definition is a decision matrix with four questions:

Has a crime been committed? NO	Is the person Armed and threatening suicide? YES
Are they by themselves in their own residence? YES	Is the person refusing to come out! YES

To the right of the matrix is a QR code and a red arrow pointing to it with the text "Scan the QR Code to access the policy".

Desired Response:
Consider whether Strategic Disengagement would be useful

SAY: As officers, it's our responsibility to evaluate every situation carefully, including determining whether a barricade is criminal or the result of a Behavioral Crisis. Each type requires a thoughtful and appropriate response.

ASK: Why is it important for police officers to properly assess and address Behavioral Crisis Barricade situations?

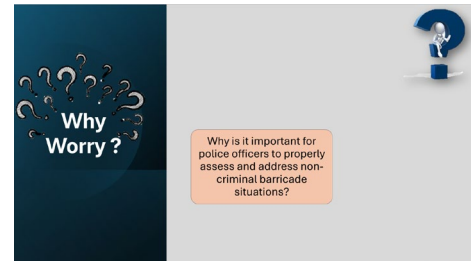
SAY: As police officers, we have three primary responsibilities: legal duties, policy-driven obligations, and moral obligations. Each plays a critical role in guiding our actions and decisions in the field.

We are bound by laws and policies that dictate when and how we must act. It is essential to understand when a situation falls within our professional duty and obligation and when it does not. Beyond legal and policy requirements, our moral duties reflect the expectations of the community we serve. People rely on us not only for enforcement but also for meaningful help within the boundaries of law and policy.

Throughout today's training, you will gain a deeper understanding of when it is appropriate to get involved and when it is better to step back, ensuring that your actions are both effective and aligned with your responsibilities.

Slide 10

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Possible responses:

- It's our job
- It's our duty to protect
- It's policy
- The right thing to do

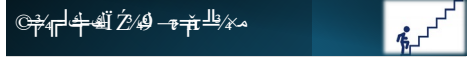
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SAY: As information is gathered, it is critical to keep all involved parties informed. This ensures that everyone can evaluate the situation accurately, determine the appropriate course of action, and plan the next steps for various scenarios.

REMOVED

Slide 12



<p>ASK: What would reasonable communication efforts be?</p> <p>SAY: “Reasonable” negotiation/communication efforts depend on the threat involved and may include, but are not limited to, the following *REMOVED*</p> <p>ASK: What else might change what is considered a reasonable effort at communication?</p> <p>SAY: Obviously if we can help someone, we want to do that. There’s no math formula to determine what’s “enough,” so it will depend on the circumstances.</p> <p>If what we’re doing seems like it’s working, we should keep at it and see if we can resolve the issue successfully. Similarly, if there’s a threat to the public, we need to address that threat.</p>	<p>Desired Response: You’ve tried multiple times in multiple ways to contact the person. You’ve explained why you’re there in a non-threatening way. You’ve tried to reach out to people who might know them.</p> <p>Anticipated Response: It can also depend on:</p> <ul style="list-style-type: none"> • What we know about the person • What we know about the situation • Potential benefit from communication • Whether communication appears to be working
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ASK: Can anyone tell me what directives Policy 712 requires when it comes to dealing with a person in Crisis?

SAY: Other things we need to consider when looking at Strategic Disengagement include:

- The subject is not threatening any person other than themselves
- After preliminary investigation, the risk to the involved subject, members of the community, and/or responding officers outweighs the need for immediate action.
- Tactical options/entry would be considered unreasonable or unacceptable
- The risks to third parties are either acceptable or none.
- Strategic Disengagement improves officer safety, mitigates threats, maintains public trust, and preserves life.

ASK: Can someone give me an example of a time where there might be some risk to a third party, but we might still consider Strategic Disengagement?

SAY: It's impossible to eliminate risk in life. There's almost never "no risk" even in the safest of situations. What we need to do is make sure that we consider the risks involved and make sure that they're not unreasonable.

Desired Response:

- Deescalating and avoiding escalation when interacting with people with behavioral health disabilities;
- Utilizing and referring persons with disabilities to community-based resources;
- Exercising discretion to not arrest or press charges for criminal actions when the behavior is related to a person's behavioral health disability.

Anticipated Response:

Someone in crisis does not have any known access to a firearm and has not expressed any intent to harm anyone other than himself. Is it possible that the situation changes? Sure. But there's no information suggesting that it will.

ASK: Who needs to authorize Strategic Disengagement?

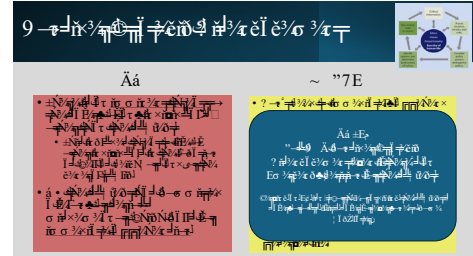
ASK: Can you still consider Strategic Disengagement if there's an Emergency Petition?

SAY: An Emergency Petition does not prohibit Strategic Disengagement where we've considered everything here and Strategic Disengagement seems like the best way to improve officer safety, mitigate threats, maintain public trust, and preserve life.

Desired Response:
A permanent-ranked supervisor

Anticipated Response:
Yes. An EP doesn't require that you endanger people's lives to serve it at any cost.

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SAY: Remember earlier we said that you can't have a Strategic Disengagement without a Re-Engagement Plan.

ASK: What do you think should be part of a re-engagement plan?

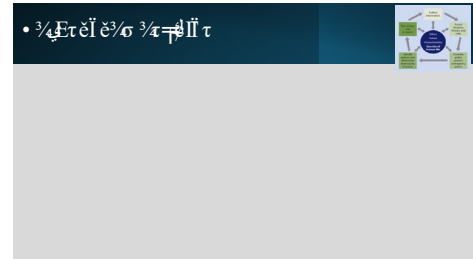
SAY: A Re-Engagement Plan should take into account:

- How we are disengaging
- How we are informing the community that we are disengaging
- How we are informing any affected person(s) such as neighbors or family members that we are disengaging
- Services that can be offered prior to disengagement
- Whether an Emergency Petition should be sought prior to re-engagement. See Policy 713, Petitions for Emergency Evaluation & Voluntary Admission.
- Which BPD unit(s) will be responsible for re-engagement attempts
- Services that may be necessary at the time of re-engagement
- The time period during which re-engagement will occur
- What to do if the situation escalates prior to planned re-engagement

ASK: Does Strategic Disengagement mean that everyone has to leave the area?

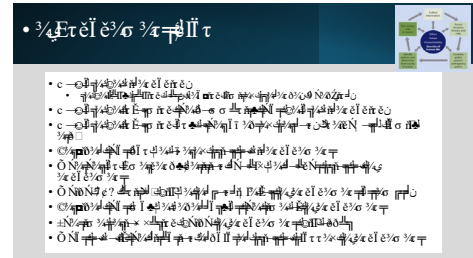
Slide 15

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Responses will vary. Take answers before clicking to reveal the text.

Click to reveal hidden content.



Anticipated Response:
No

SAY: As part of the Re-Engagement plan, the Incident Commander shall consider whether the threat posed requires them to leave a team of fixed-post officers or arrange to have officers conduct periodic check-ins at the location prior to attempting re-engagement.

ASK: Why might we need to tell the community that we are doing a Strategic Disengagement?

SAY: The idea is that when we showed up we took control of the situation. In leaving, we need to return the situation back to “neutral.” Part of this can include telling people that we’re leaving.

ASK: Who might we need to tell?

SAY: Members are reminded not to make any promises that would create a "special relationship" while handling a barricade.

We’ll discuss more about what that means in the next class, but the short version is: don’t make promises that would cause people to rely on them to their detriment. Don’t tell people “we’ll make everything ok” or “we guarantee that Mr. Jones gets help, no matter what.”

The idea is that you can’t say anything that would keep someone else from trying to help later on, if needed. It’s like taking away the safety net that we build for ourselves through family, friends, and community. While we can take charge when we’re on scene, we can’t disengage if we’ve taken away the person’s safety net.

So “we’re going to try our best” is fine. But “we’re definitely going to fix everything, so go home and rest assured that everything will be ok” is a problem because if we disengage later on, that person’s support system might not kick back in. That’s also why, before we disengage, we try to communicate with that support net so that people know what’s happening.

Anticipated Response:

If we told them that we were in control of the situation earlier, then we should tell them we’re leaving.

Anticipated Response:

Anyone we spoke to earlier that might think we’re still controlling the situation.

ASK: If the Re-Engagement Plan involves everyone leaving, can we force people to leave the area or order them to contact or not contact the subject?

SAY: If it is determined as part of the Re-Engagement Plan that members are going to fully release the location, they cannot force any persons present to enter or leave the area, nor can they prevent these persons from contacting the barricaded/isolated subject. If the location is being fully released, members no longer control access.

NOTE: This is only if the location is being fully released. The Re-Engagement Plan can account for pulling back resources and leaving a limited number of personnel on scene to prevent exit/access. In that case, the situation is different.

In some cases, the officers will still be controlling access to the location.

In other cases, it may be determined that officers only need to observe and watch for any change in circumstances that may require immediate action. We'll discuss all of this later today when we discuss Disengagement and Re-Engagement.

Anticipated Response:
No.

SAY:
There will ALWAYS be a report for a Behavioral Crisis Barricade.
That report must include:

- Behavioral Health Report in Axon Records, if the incident involves persons with Behavioral Health Disabilities or experiencing Crisis
- Efforts to de-escalate the situation prior to disengagement
- Any injuries sustained by officers or subject
- Reasons for disengagement including the subject's actions and behaviors
- The supervisor who authorized Strategic Disengagement
- The name(s) of the member(s) who gave the disengagement advisement and who they gave it to

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SAY:

- Any community members who were directly affected by the incident
- If an Emergency Petition was obtained or, if not, why not
- The Re-Engagement Plan

Note: The Re-Engagement plan must either be shared with the primary so that they can include it in the Incident Report or the IC must author a supplement to the Incident Report prior to end of shift.

III. REVIEW/EVALUATION/CLOSURE

SAY: Let's take time to quickly recap a few key points we discussed.

ASK: What's the difference between a criminal and Behavioral Crisis Barricade?

SAY: Nice job; next question.

ASK: What policy dictates how to handle a barricade situation?

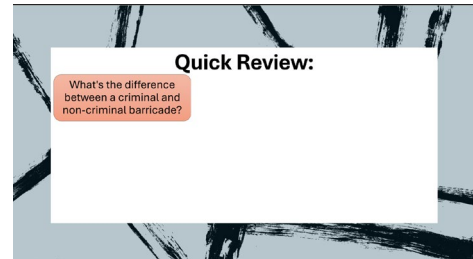
SAY: You are correct.

ASK: Is attempted suicide a crime?

Time: 15 minutes

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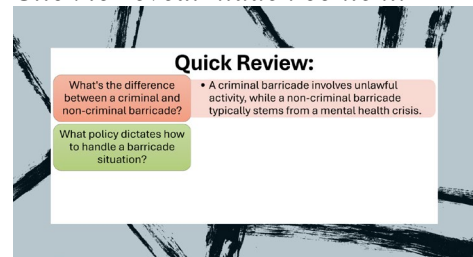
NOTE: Content on this slide is hidden. Do not reveal it until directed to do so.



Desired Response:

A criminal barricade involves unlawful activity, while a Behavioral Crisis Barricade typically stems from a mental health crisis.

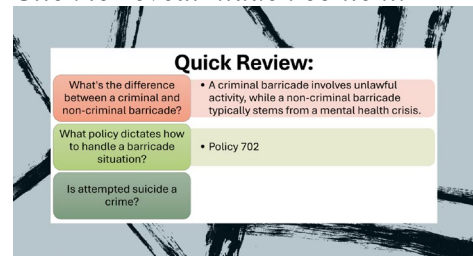
Click to reveal hidden content.



Desired Response:

Policy 702

Click to reveal hidden content.



Desired Response:

No – it is a mental health issue.

SAY: Great job.

Click to reveal hidden content.

Quick Review:

- What's the difference between a criminal and non-criminal barricade?
 - A criminal barricade involves unlawful activity, while a non-criminal barricade typically stems from a mental health crisis.
- What policy dictates how to handle a barricade situation?
 - Policy 702
- Is attempted suicide a crime?
 - No – it is a mental health issue.

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NOTE: *Content on this slide is hidden. Do not reveal it until directed to do so.*

Quick Review:

- What is Strategic Disengagement?

ASK: What is Strategic Disengagement?

Desired Response: The tactical decision to leave, delay contact, delay custody, and/or plan to make contact at a different time and under different circumstances.

Click to reveal hidden content.

Quick Review:

- What is Strategic Disengagement?
 - The tactical decision to leave, delay contact, delay custody, and/or plan to make contact at a different time and under different circumstances.

SAY: Nice job; next question.

ASK: When can you NOT use Strategic Disengagement?

SAY: Nice job; next question.

SAY: Nice job; final question.

ASK: What do you always need with Strategic Disengagement?

Click to reveal hidden content.

Quick Review:

- The tactical decision to leave, delay contact, delay custody, and/or plan to make contact at a different time and under different circumstances.

What is Strategic Disengagement?

When can you NOT use Strategic Disengagement?

Desired Response:

- Imminent threat to safety of another
- OR crime that calls for immediate apprehension.

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Quick Review:

- The tactical decision to leave, delay contact, delay custody, and/or plan to make contact at a different time and under different circumstances.
- Imminent threat to safety of another
- OR crime that calls for immediate apprehension.

What is Strategic Disengagement?

When can you NOT use Strategic Disengagement?

Click to reveal hidden content.

Quick Review:

- The tactical decision to leave, delay contact, delay custody, and/or plan to make contact at a different time and under different circumstances.
- Imminent threat to safety of another
- OR crime that calls for immediate apprehension.

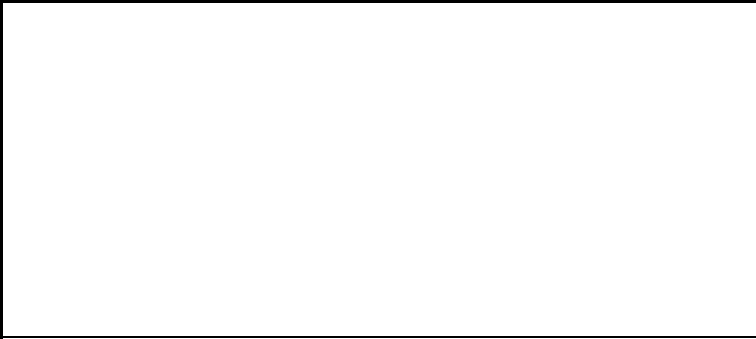
What is Strategic Disengagement?

When can you NOT use Strategic Disengagement?

What do you always need with Strategic Disengagement?

Desired Response:

Need a Re-Engagement Plan



Click to reveal hidden content.

Factors of a Behavioral Crisis Barricade:

Any incident in which a person:


- Does not pose an imminent threat to others
- Appears to be experiencing a behavioral health crisis
- Is subject to detention as part of an existing Emergency Petition or so that an Emergency Petition can be completed OR is wanted for a crime other than a felony involving violence
- AND that person begins to ignore or resist law enforcement efforts while maintaining a position of cover or concealment.

Imminent threat to others? NO	In crisis? YES
Can we detain? YES	Refusing to come out from cover? YES

SAY: During this time, we talked about the difference between both criminal and Behavioral Crisis Barricades and went over our initial response. In the next modules we will be taking a closer look at our duty to care, more about people in crisis, how and when we respond to Behavioral Crisis Barricades and how to assess them, and how to form a re-engagement plan.

ASK: Are there any Questions?

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What questions do you have?

The facilitator should address any questions posed, or provide clarification, when necessary.

SAY: Take a 10 min break, then, we will move on to the next lesson.

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Take a 10-Minute Break!!!