

**MARYLAND POLICE AND CORRECTIONAL TRAINING COMMISSIONS  
LESSON PLAN**

**COURSE TITLE:** 40 Hour CIT Training

**LESSON TITLE:** CIT Scenario Based Training

**PREPARED BY:** Sgt. Thomas Smith      **DATE:** 12/30/20

**EDITED BY:** Sgt. Thomas Smith      **DATE:** 8/12/21

| TIME FRAME  | PARAMETERS   |
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| <p>Total Lesson Hours: 8 hrs.</p> <p>Day/Time: Day 5</p>  | <p>Audience: Crisis Intervention Team Candidates</p> <p>Space: BPD Academy: Scenario Rooms and Classroom</p>                           |
| PERFORMANCE OBJECTIVES  | ASSESSMENT TECHNIQUE   |
| <p>1. Students will utilize their accumulated knowledge of Crisis Intervention Training, behavioral health lessons, de-escalation, officer safety, and Integrated Communications, Assessment, and Tactics (ICAT) to achieve a peaceful resolution to the scenario that incorporates the core principles of crisis response to the satisfaction of the observing facilitator.</p> <p>2. Students will apply critical decision making to determine whether emergency petition or diversion to community resources are appropriate given their understanding of BPD policy, training, and the individual's needs to the satisfaction of the observing facilitator.</p> | <p>CRT Supervisor/CRT Officer Critique<br/>BHSB Stakeholder/BCRI Stakeholder Critique<br/>CIT Candidate Observation &amp; Critique</p> |
| MPCTC OBJECTIVES  |  |
| <p><i>(Ensure all objectives mentioned here are also added to the "Instructor Notes" column where they are addressed in the lesson)</i></p>   |  |
| INSTRUCTOR MATERIALS  |  |

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| <b>EQUIPMENT/SUPPLIED NEEDED</b>   |          |
| Scenario Rooms, Role players   |          |
| <b>STUDENT HANDOUTS</b>  |          |
| # Needed   | Handouts |
| Title:   |          |
| <b>METHODS/TECHNIQUES</b>  |          |
| Scenario/Vignette exercise   |          |
| <b>REFERENCES</b>  |          |
| <b>GENERAL COMMENTS</b>  |          |
| This lesson plan is intended to be utilized by a mental health professional with expertise in diagnosing and treating MH conditions, resolution-focused crisis response, and recovery principles of care. The trainer has extensive knowledge of the crisis system of care in Baltimore. |          |

| PRESENTATION GUIDE   | TRAINER NOTES   |
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| <p><b>I. ANTICIPATORY SET</b></p> <p>The facilitators will provide a brief introduction of himself/herself (background, history with the department, etc.).</p> <p><b>Explain:</b> This is the final day of the 40-hour CIT training: Scenario Based Training. The lesson/module is intended for students to demonstrate the knowledge they have accumulated over the past few days and to display competency in their actions to:</p> <ul style="list-style-type: none"> <li>- Identify whether the individuals they interact with have a behavioral health and/or mental illness</li> <li>- Adjust de-escalation and communication techniques based on known or perceived diagnosis</li> <li>- Police in a manner that recognizes diversity in experience and overlap with behavioral health – older adults, youth, LGBTQ+</li> <li>- Resolve conflict informally or determine not intervene,</li> <li>- Refer to an appropriate resource,</li> <li>- Request additional resources (e.g., MCT or CRT), or</li> <li>- Take into custody for an emergency evaluation.</li> </ul> <p><b>Explain the Lesson's Logistics:</b> You will be assigned a partner, and you will have to determine who is the contact and cover officer. In the scenario rooms, you will encounter an individual in crisis, and you will have to use what you learned this week to de-escalate and peacefully resolve the situation while protecting public safety. While you await your assignment in the scenario rooms, as a class, we will also complete some additional role-plays with our CIT candidate peers providing feedback. Everyone will have the opportunity to complete both types of scenarios throughout the course of today's session.</p> | <p><b>Time:</b> 45-60 minutes</p> <p><b>Recap of the Week:</b><br/>Lead the Candidates through a high-level overview of the week's lessons. Pull up the week's schedule, and review each course, identifying the key points:</p> <ul style="list-style-type: none"> <li>- Particularized information or strategies for unique disorders or populations,</li> <li>- Unique de-escalation strategies for particular topics,</li> <li>- Helpful resources for the field on particular topics.</li> </ul> <p>Ensure each course is covered, and any additional resources/unique de-escalation techniques are discussed.</p> <p>Answer any questions as necessary from Candidates.</p> |

## II. INSTRUCTIONAL INPUT

### Simulation Room Scenarios:

#### Here are the Lesson Objectives:

1. Students will utilize their accumulated knowledge of Crisis Intervention Training, behavioral health lessons, de-escalation, officer safety, and Integrated Communications, Assessment, and Tactics (ICAT) to achieve a peaceful resolution to the scenario that incorporates the core principles of crisis response to the satisfaction of the observing facilitator.
2. Students will apply critical decision making to determine whether emergency petition or diversion to community resources are appropriate given their understanding of BPD policy, training, and the individual's needs to the satisfaction of the observing facilitator.

#### Bar/Restaurant Scenario:

*The bar owner/bartender calls 911 and states that he/she has a patron who has been drinking all afternoon, is intoxicated, acting extremely depressed and crying. The bartender fears that the patron may not be able to make it home and isn't in his/her right state of mind.*

The facilitator will begin by pulling the first pair of candidates out of the classroom to perform the scenarios listed in the left column.

#### Bar/Restaurant Scenario:

The role player playing the part of the intoxicated and depressed patron will display emotions and behaviors consistent with suicidality. The role player will take on the persona of someone whose spouse has just left them, taken the kids, and has stated they will never be found or heard from again. The patron is distressed at this and thinks that they cannot go on living without their wife/husband and kids. During the interaction with police, the role player will display high levels of frustration and aggravation with the officers for trying to interfere. Through interaction with the responding officers (CIT Students) the role player will divulge that they have a plan to complete suicide, access to a weapon or high volume of medication for overdosing themselves.

#### Desired Response:

Students should display lessons learned about interacting with someone in crisis and establish contact/cover roles upon arrival. When the role player displays elevated frustration, aggravation, or

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| <p>When students handcuff and secure the patron and exit the bar (presumably to transport to area hospital) the scenario ends.</p> <p><b>Convenience Store Scenario:</b><br/>Given a scenario of a “Convenience Store” students will respond to the location as a result of a call for service:</p> <p><i>The cashier calls 911 and states that he/she has a customer who is acting very erratic, talking to themselves, talking to someone or something that isn’t present, and is re-arranging the shelves in the store. When asked to stop by the cashier, the customer would yell loudly and not allow the cashier anywhere near. This is disrupting the business and the cashier is asking police to remove the customer.</i></p> | <p>aggression the “responding officers” should employ their de-escalation skills in an attempt to calm the patron down. Upon learning that the patron has a plan to complete suicide and the means to carry it out the officers should deploy the lessons-learned from the suicidal crisis module in a manner that preserves the officer’s safety, and may decide that an involuntary emergency petition is the correct course of action. The role player should attempt to escalate or de-escalate depending on how well the student/CIT candidate is performing in the scenario. Students should articulate to the patron that they are not in trouble, nor are they under arrest. Students should talk to the patron and explain each step of the way how the patron will be taken into custody, and transported if the elements of an EP are present. Students would explain that for the patron’s safety and that of Departmental rules that while being transported that handcuffs will be worn but removed shortly after triage.</p> <p><b>Convenience Store Scenario:</b><br/>The role player will take on the persona of someone who believes that they are being controlled by someone or some entity. The role player playing the part of the customer will display emotions and behaviors consistent with someone who is experiencing auditory and visual hallucinations and a fixed delusion that if they don’t finish their task of re-arranging items in the store that “something bad” will happen to them.</p> <p><b>Desired Response:</b><br/>Students should display lessons learned about interacting with someone in crisis and establish contact/cover roles upon arrival. When the role player displays elevated frustration, aggravation, or aggression the “responding officers” should employ their de-escalation skills in an attempt to calm the patron down. The students should identify that the person is in crisis, but that they are not a clear and present danger to themselves or anyone else at this time. Students should attempt to discuss with the individual whether they see a doctor regularly, what</p> |
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| <p>The scenario ends when the customer accepts the offer for a mobile crisis team or CRT to respond.</p> <p><b>Apartment Scenario:</b><br/>Given a scenario of a “Apartment Setting” students will respond to the location as a result of a call for service:</p> <p><i>A family member of a known person with mental illness has called 911. The family member states that their brother/sister who has a history of mental illness and a previously violent history hasn’t been able to refill their medication or obtain an appointment with their health care physician. The 911 caller/family member fears what the sibling may do to themselves or someone else.</i></p> <p>The scenario ends when the sibling with mental illness accepts an offer to speak with the MCT or CRT.</p> | <p>medications they may or not be prescribed, and the last time they took that medication. Students should recognize this as an opportunity for diversion. Students hypothetically would be calling for CRT, BCRI’s mobile crisis team, trying to contact the individual’s health care provider, etc. Students should work to establish a rapport and gain the individual’s trust in an attempt to willingly be provided with care.</p> <p><b>Apartment Scenario:</b><br/>The role player(s) will take on the persona of someone who lives with their sibling who has a mental illness. The 911 caller is frustrated and agitated for having been a care taker for so long and always shouldering the burden. The 911 caller also displays behaviors that are triggering to the person in crisis and ultimately a barrier to responding officers. The students will have to navigate the hurdle of 911 caller while also engaging the person in crisis.</p> <p>The role player playing the person in crisis will take on the persona of someone who is feeling unstable. They recognize their behavior from how they use to feel before being diagnosed and receiving regular medication. The role player (in persona) will admit to responding officers that before being medicated and attending therapy that they would often feel suicidal or homicidal but don’t feel like they are at that point just yet.</p> <p><b>Desired Response:</b><br/>Students should display lessons learned about interacting with someone in crisis and establish contact/cover roles upon arrival. When the role player displays elevated frustration, aggravation, or aggression the “responding officers” should employ their de-escalation skills in an attempt to calm the sibling down. The students should identify that the person is in crisis, but that they are not a clear and present danger to themselves or anyone else at this time. Students should attempt to discuss with the</p> |
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| <p><b>Classroom Scenarios</b></p> <p>In these scenarios the students shall in a practical way demonstrate the skills learned in the CIT course to de-escalate the situation presented to them and decide if the person should be emergency petitioned, referred to services, or diverted to other resources. The goal of the classroom scenarios is to expose CIT candidates to more variety of calls/crises' and allow them to utilize some of the new resources they accumulated during the weeklong course. Additionally, classroom scenarios will occur in front of their CIT Candidate peers, and there will be an opportunity for classroom feedback/discussion.</p> <p><u>Older Adults:</u></p> <p><i>You are called to the scene of a wooded park. 911 dispatch states that an elderly man was found there walking up to strangers and asking them if they knew where Mary was. Caller states the man seems disoriented and when offered help to get home, or to look for Mary the older man appears to not understand how he got to the park. Upon your arrival you see an elderly man swinging his cane at people who are standing around him. The man looks fearful and very anxious.</i></p> | <p>customer if they see a doctor regularly, what medications they may or not be prescribed, and the last time they took that medication. Students should recognize this as an opportunity for diversion. Students hypothetically would be calling for CRT, BCRI's mobile crisis team, trying to contact the customer's health care provider, etc. Students should work to establish a rapport and gain the customers trust in an attempt to willingly be provided with care. The responding officers may be tempted to Emergency Petition based on the admission by the mentally ill person that they could be suicidal or homicidal <b>IF</b> they don't get their medicine but ultimately <b>SHOULD NOT</b> be emergency petitioning in this case.</p> <p>The role player playing the person in crisis will take on the persona of someone who is feeling unstable/unsettled/confused about their whereabouts. The role player should make mention that they've been getting lost a lot lately and sometimes needs help getting back home and also is fearful of people he doesn't recognize. Role player should emphasize that they're older in age (e.g., walking slow and/or hunched over) as to help clue the participants into the fact that this person could be suffering from Alzheimers/Dementia..etc</p> <p><b>Desired Response:</b></p> |
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| <p>At the conclusion of this scenario, the facilitator will:</p> <ul style="list-style-type: none"> <li>- ask the participating Candidate to reflect on their performance of the scenario,</li> <li>- provide any immediate feedback, beginning with positive feedback and then following with constructive feedback on possible improvements, regarding tactics or the resolution of the scenario, and</li> <li>- ask observing CIT Candidates open-ended discussion questions about the tactics and resolution observed, allowing for a general conversation on how the approach/tactics could have changed given additional information/elements of the call for service, or what they may have done differently.</li> </ul> <p>Facilitator will track any key observations, or needed resources on the white board or flip chart.</p> <p><u><b>LGBTQ:</b></u></p> <p><i>You are called to a rowhome in the city for report of a family/domestic disturbance. On arrival you are met by a woman at the front door who states angrily “I don’t know why he called you. This isn’t a police matter. Since you’re here though you can remove him from my house. I didn’t raise no homosexual!” As the responding officer you go upstairs to meet with the son who is 17yo. The son states that he came out to his mother this morning that he is gay. Upon hearing this the mother started screaming and cursing at the son and calling him derogatory names. The son</i></p> | <p>Students should display lessons learned about interacting with someone in crisis and establish contact/cover roles upon arrival. Students should come to the determination that the person suffers from Alzheimer’s or Dementia and start taking steps to contact a family member, checking KGA to see if anyone has reported a missing person..etc.</p> <p>The role player playing the person in crisis will take on the persona of someone who is feeling upset, abandoned, let down, disappointed about their interaction with their parents upon telling them that they’re gay. Role player should impart that they thought this may happen and, after receiving confirmation from their parents, indicates they may have suicidal ideology.</p> <p><b>Desired Response:</b></p> <p>Students should display lessons learned about interacting with someone in crisis and establish contact/cover roles upon arrival. Students should take steps to address the person in crisis taking into</p> |
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*feared this backlash and has now stated that the idea of attempting suicide has entered his mind.*

At the conclusion of this scenario, the facilitator will:

- ask the participating Candidate to reflect on their performance of the scenario,
- provide any immediate feedback beginning with positive feedback and then following with constructive feedback on possible improvements, regarding tactics or the resolution of the scenario, and
- ask observing CIT Candidates open-ended discussion questions about the tactics and resolution observed, allowing for a general conversation on how the approach/tactics could have changed given additional information/elements of the call for service, or what they may have done differently.

Youth:

You are dispatched a call through 911 from the Dept. of Social Services. Social Worker Mary Brown states she received a phone call from a Dunbar High School guidance counselor. The social worker believes after a phone conversation with the school counselor that the child is being sexually and or physically abused at home. The child told the counselor he's going to run away from home and if forced to go home is going to kill the step-father. On arrival the child is hollering and yelling at the guidance counselor.

account lessons learned from the LGTBQ module such as asking the person how they wish to be addressed with proper pronouns where applicable. Additionally, the students should pull communication/de-escalation tactics from the *Working with Youth* module related to ACES and trauma-informed practice.

The role player playing the person in crisis will take on the persona of someone who is feeling unstable/withdrawn. The role player should make the student work to establish rapport as this is often the case with youth.

**Desired Response:**

Students should display lessons learned about interacting with someone in crisis and establish contact/cover roles upon arrival. Students should take steps to address the person in crisis taking into account lessons learned from the "Working with Youth" module such as taking into account longer reactions times for answers to questions asked as well as understanding the trauma of an Adverse Childhood Experiences (ACEs). Students should contact CPS as well as reach out to Baltimore Child Adolescent Response (BCARS).

NOTE: The BPD is currently revising its policy on Child Abuse Investigations. Consistent with the

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| <p>At the conclusion of this scenario, the facilitator will:</p> <ul style="list-style-type: none"> <li>- ask the participating Candidate to reflect on their performance of the scenario,</li> <li>- provide any immediate feedback beginning with positive feedback and then following with constructive feedback on possible improvements, regarding tactics or the resolution of the scenario, and</li> <li>- ask observing CIT Candidates open-ended discussion questions about the tactics and resolution observed, allowing for a general conversation on how the approach/tactics could have changed given additional information/elements of the call for service, or what they may have done differently.</li> </ul> <p><b><u>Police Officer in Suicidal Crisis:</u></b></p> <p>You receive a 911 call for a behavioral crisis. Dispatch advises the caller is the wife of the man who has been tearing up the house, punching holes in the walls, yelling that he can't take it anymore. Wife states she believes he's been drinking and does own several firearms. On arrival the wife advises that her husband is a police officer. He has approx. 12 years on the department, has been involved in 2 police-involved shootings so far in his career. He recently was the primary of a fatal fire in which an infant perished in the car while there was nothing the officer could do. He came home that night and hasn't been the same since.</p> | <p>current and upcoming policy, patrol members' role in these situations is to first de-escalate and stabilize the scene, then ask the guidance counselor (or the child, if necessary) limited questions in order to establish the basic elements of the alleged abuse. Patrol members should then notify a Child Abuse Detective regarding the crime. The behavioral health/crisis issues can be resolved through BCARS.</p> <p>The role player playing the person in crisis will take on the persona of someone who is feeling unstable, stating suicidal ideologies. Role player can recall traumatizing experiences in their law enforcement career that has led them to this Crisis</p> <p><b>Desired Response:</b></p> <p>Students responding to a call for service should show empathy as officers themselves while recognizing that every crisis is unique to the individual and be cautious in overstating their understanding. Students should address the whereabouts of the officer's service weapon and/or other firearms in the home. Students should try and divert if the person in crisis is not actively threatening suicide, and entertain the need for an EP</p> |
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| <p>At the conclusion of this scenario, the facilitator will:</p> <ul style="list-style-type: none"> <li>- ask the participating Candidate to reflect on their performance of the scenario,</li> <li>- provide any immediate feedback beginning with positive feedback and then following with constructive feedback on possible improvements, regarding tactics or the resolution of the scenario, and</li> <li>- ask observing CIT Candidates open-ended discussion questions about the tactics and resolution observed, allowing for a general conversation on how the approach/tactics could have changed given additional information/elements of the call for service, or what they may have done differently.</li> </ul> | <p>if they are. Students should be ready to cite sources of behavioral resources offered by the persons police dept and other community resources where applicable.</p> <p><b>NOTE:</b> This debrief should also discuss risk and protective factors for officers and suicide. Permit space for officers to share stories of fellow officers who have died by suicide. Conclude the debrief with a reminder that the BPD houses an Officer Safety &amp; Wellness section with 24/7 free counseling and Peer Support. All members should have OSW and BHS' number in the phone, or use the app.</p> |
| <p><b>EVALUATION/CLOSURE</b></p> <p>Once all of the Candidates have participated in the Simulation Room and Classroom scenarios, the entire group will convene in the classroom for a final debrief. The facilitator will ask open-ended discussion questions such as:</p> <ul style="list-style-type: none"> <li>- Candidate's experience in both environments during today's scenario-based training,</li> <li>- Thoughts on the training during the week: new items to take away, new resources for the street, perhaps new lessons for their personal life,</li> </ul>   | <p><b>Time:</b> 1 hour</p> <div data-bbox="841 1373 1218 1711"> </div> <div data-bbox="1263 1373 1445 1453"> </div> <div data-bbox="1235 1484 1485 1604"> <p>Call Baltimore's <b>Here2Help Hotline</b> for 24/7 access to confidential advice and emotional support.<br/> <b>410-433-5175</b></p> </div>   |

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| <ul style="list-style-type: none"> <li>- How they'll work as a resource to their district/colleagues.</li> </ul> <p>Provide participants with an opportunity for questions and/or feedback regarding the training.</p> <p>Facilitator will advise the candidates that they will now complete a written assessment to complete the course.</p> <p>Following successful completion of the written assessment, candidates will receive their CIT pins and certificates.</p> |  |
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