



Final Report

***USE OF FORCE & DE-ESCALATION
for Individuals with Autism and Developmental
Disabilities***

Dec 2021

USE OF FORCE & DE-ESCALATION

for Individuals with Autism and Developmental Disabilities

As the prevalence of Autism and Intellectual/Developmental Disabilities (I/DD) continues to rise in the community, knowledge, experience, and best practices have continued to evolve. It is imperative our law enforcement officers have the most accurate and up-to-date knowledge to allow them to make informed decisions in the field.

This project allowed us to develop new training to build a higher level of knowledge and skills in law enforcement in the Inland Empire about the Intellectual/Developmental Disability (I/DD) community to increase successful communication and de-escalation techniques to reduce instances of lethal force such as officer-involved shootings (OIS).

Thank you to the State of California and the Commission on Peace Officer Standards and Training (POST) Innovations Grant Program to make this project possible. Thank you to Vicki Smith, Ph.D., and retired law enforcement officer Brian Herritt for their work to develop and test this curriculum. Our thanks to the adults with disabilities who were so honest and willing to share their experiences and perceptions with class attendees and to Anel Ibarra, the Autism Society Inland Empire Program Coordinator for her support throughout this project.

We are proud to work with our local law enforcement agencies to make the community better for everyone. Thank you again for this opportunity.

Beth Burt
Executive Director
Autism Society Inland Empire

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Participants

The project has provided 4-hour POST training to 197 law enforcement personnel from March 18, 2021, through November 18, 2021. 196 Responses were recorded from Course Evaluations and the Pre & Post-Testing

March 2021	3/18/21 = 16				
April 2021	4/20/21 = 15	4/26/21 = 20			
May 2021	5/12/21 = 20	5/14/21 = 8	5/18/21 = 13	5/25/21 = 29	5/28/21 = 13
June 2021	6/17/21 = 45	6/18/21 = 2			
October 2021	10/05/21 = 13				
November 2021	11/18/21 = 3				
Of the 196 Course Evaluations and Pre & Post-Testing – 134 Participants are from Riverside County and 62 are from San Bernardino County with the following breakdown:					
107 Riverside County Sheriff's Department		41 San Bernardino County Sheriff's Department			
18 CA Department of State Hospitals		10 Hemet Police Department			
9 Menifee Police Department		4 Riverside Police Department			
2 CSU San Bernardino Police		2 DPSS Officers			
1 Colton Police Department		1 Fontana Police Department			
2 Unidentified					

The original goal of this project was to train 240 officers in Riverside and San Bernardino Counties. We met 82% of that goal. Many law enforcement agencies were not allowing officers to participate in in-person training events due to COVID. Additionally, new administrative procedures asking officers to give 6 weeks' notice to attend training were the main factors in our inability to achieve 100% of our goal.

Funding

Approved	Personal	Operating	Equipment	Course	TOTAL
11/9/2020	\$ 4,494.85	\$ 13,211.67			\$17,706.52
12/9/2020	\$ 1,886.12	\$ 12,609.12			\$14,495.24
2/5/2021	\$ 55.28	\$ 6,144.87	\$ 1,339.22		\$ 7,539.37
3/12/2021	\$ 2,608.74	\$ 7,792.74	\$ 830.78		\$11,232.26
4/29/2021	\$ 1,886.12	\$ 1,182.88			\$ 3,069.00
6/10/2021	\$ 1,578.74	\$ 4,236.25		\$ 1,886.12	\$ 7,701.11
7/15/2021	\$ 2,608.74	\$ 3,802.38		\$ -	\$ 6,411.12
7/15/2021	\$ 2,608.74	\$ 546.38		\$ -	\$ 3,155.12
8/10/2021	\$ 500.00	\$ -		\$ 12,324.66	\$12,824.66
9/17/2021	\$ 211.81	\$ 264.00		\$ 1,003.65	\$ 1,479.46
Final Bill – Recently submitted	\$ 663.09	\$ 2,400.00		\$ 4,897.90	\$ 7,960.99
TOTAL	\$ 19,102.23	\$ 52,190.29	\$ 2,170.00	\$ 20,112.33	\$93,574.85

Law Enforcement Personnel Served

196

Cost to train each individual

\$ 477.42

The original budget for this project was \$ 121,163.69 to train 240 officers at \$504 per trainee. Due to COVID, we utilized video conferencing for the interactive portion of the training for the adults with developmental disabilities which eliminated traveling costs for them.

Evaluation and Assessments

Have course evaluations/assessments been completed to ensure that the training and learning tools are effectively meeting the learning needs of the targeted audiences?

Yes – Each Participant completes a Course Evaluation to ensure that the training and learning tools are effectively meeting the learning needs. In Overall Feedback, 76.9% of Participants rated “Excellent”, 21.0% rated “Very Good” and 2.1% rated Satisfactory. No Participants rated “Poor” or “Fair”. This equates to 97.9% rating the course as Very Good (4) or above on a 5-point scale. (see Appendix ‘A’) The areas of most positive response in descending order: Establishing Rapport, Using Attention-Getting, Memorable Conclusion, Audience Participation and Soliciting Questions followed by using Visual Aids. In our first two course deliveries, participants had commented very highly about the group exercises and interaction with people with intellectual and other developmental disabilities via zoom and commented critically of the statistics and amount of text on the materials. Immediate modifications were made to the curriculum layout by class three and the Course Content rating improved.

Describe any additional activities or successes during the performance period that you would like to highlight.

Through the Course Evaluation tool, information was gathered about what was most useful and what would they improve. By far, the highest category marked most useful is the Zoom Interaction with people with intellectual and other developmental disabilities with 95 of 187 responses. Learning about different communication and de-escalation techniques garnered 55 comments. Learning about the different disabilities exercise captured 48 and the instructor’s knowledge, experience and rapport are next highest with 42. There were also 29 notes of praise for the interactive group exercises. Interestingly, the greatest response (90) for improvement of the course was “nothing”, that the course was perfect as is. Second, was asking for the course to be longer (36), 14 said to do more of the interaction with people with intellectual and other developmental disabilities and 7 thought this course should be taught at the academy.

Describe what measurable outcomes have been achieved with the training, and how these outcomes are being assessed by the Recipient.

In each area of the Pre and Post-Test, participants have gained knowledge. (See Appendix ‘B’) In each of the 5 areas tested, participants before the training and immediately following the training rated their knowledge on a 5-point scale: Poor, Fair, Average, Good and Excellent. In all Questions, participants showed a high degree of increase in their knowledge. Many who marked ‘Poor’ on the Pre-test, marked ‘Average’ or even ‘Good’ on the Post-Test. Those who marked ‘Fair’ on the ‘Pre-Test’ marked ‘Good’ on the Post-test. Those marking ‘Average’ on the Pre-Test, marked ‘Good’ or higher on the Post-test. And those marking either ‘Good’ or Excellent on the Pre-test tended to mark the same or one-

step higher on the Post-test. In total, not a single participant that started at ‘Poor’ stayed at ‘Poor’ and all but 2 that started at “Fair” stayed at “Fair” (Question 1).

The Pre and Post-Test, taken along with the Course Evaluation, which reflects a transfer of knowledge from the group exercises learning about the different disabilities, to the presenter’s experience and the participants direct interaction with people with intellectual and other developmental disabilities, resulted in high praise for the applicability of the knowledge transfer and transition. It is very rare to find a class about this subject where participants are wanting it to be longer, to spend more time interacting with the subjects of the material, and to have such high praise for the instructor’s rapport. We would like to also mention that this course implements and is a perfect pairing to the subject matter contained in the recently published *A First Responder’s Guide for Persons with Mental Illness or Developmental Disability* (POST 2020).

Goal	Performance Measure	Benchmark/Baseline	Data collection:
Increase knowledge level in recognizing autism and other Intellectual/Developmental Disabilities	5-pt Scale Poor, Fair, Average, Good, Excellent	Pre-Test	Pre and Post Test Collected at end of Course
Increase knowledge level in identifying interpersonal communication techniques with people with Autism and other intellectual/developmental disabilities	5-pt Scale Poor, Fair, Average, Good, Excellent	Pre-Test	Pre and Post Test Collected at end of Course
Increase knowledge level in identifying de-escalation techniques with people with Autism and other intellectual/developmental disabilities	5-pt Scale Poor, Fair, Average, Good, Excellent	Pre-Test	Pre and Post Test Collected at end of Course

Increase knowledge level in identifying how Autism and other intellectual/developmental disabilities differ from mental illnesses	5-pt Scale Poor, Fair, Average, Good, Excellent	Pre-Test	Pre and Post Test Collected at end of Course
Increase knowledge level in how to incorporate methods of interpersonal communication techniques for crisis prevention and de-escalation in working with people with Autism and other intellectual/developmental disabilities	5-pt Scale Poor, Fair, Average, Good, Excellent	Pre-Test	Pre and Post Test Collected at end of Course

Q: How should we improve this course?

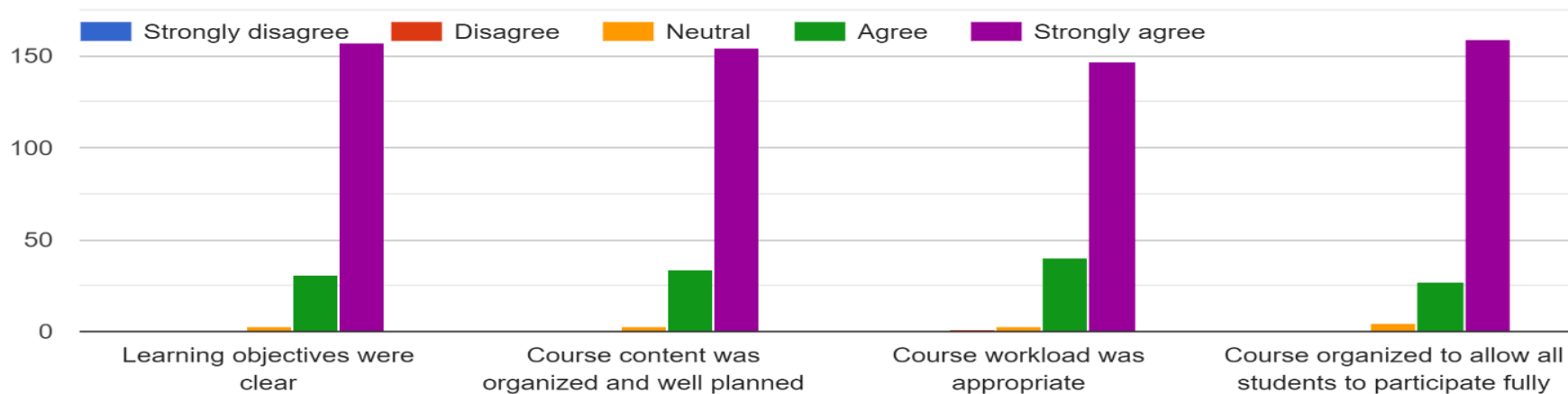
A: *“There is no way....our instructor has made me want to go back to school and learn more. This was a required course, but I’m so glad I took it.”*

Appendix 'A' – Course Evaluation

Overall Feedback

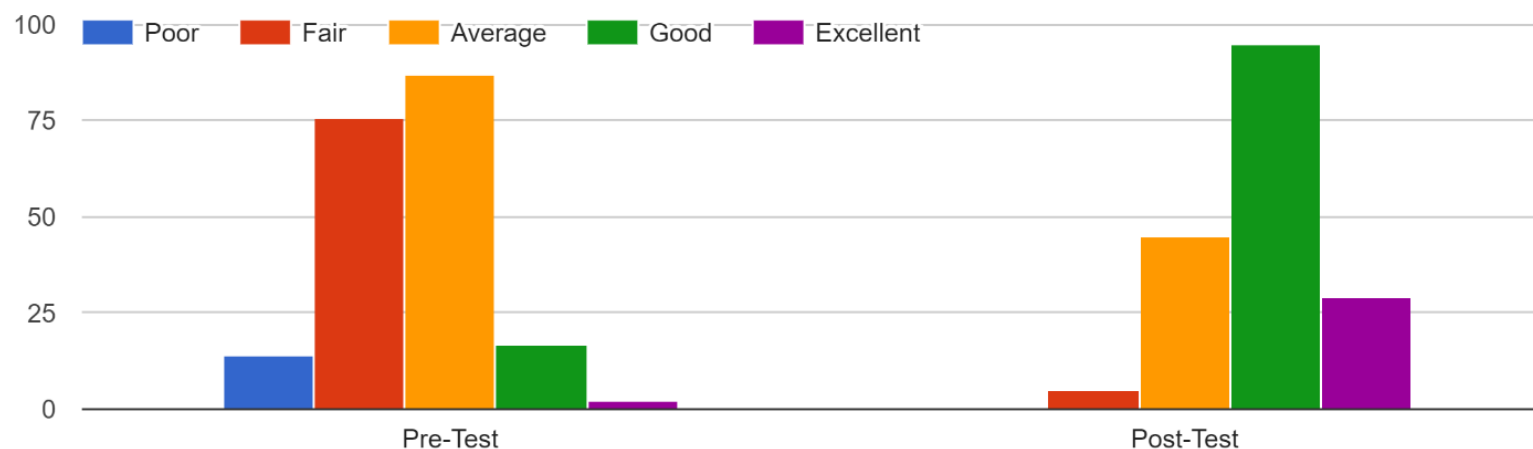


Course Content



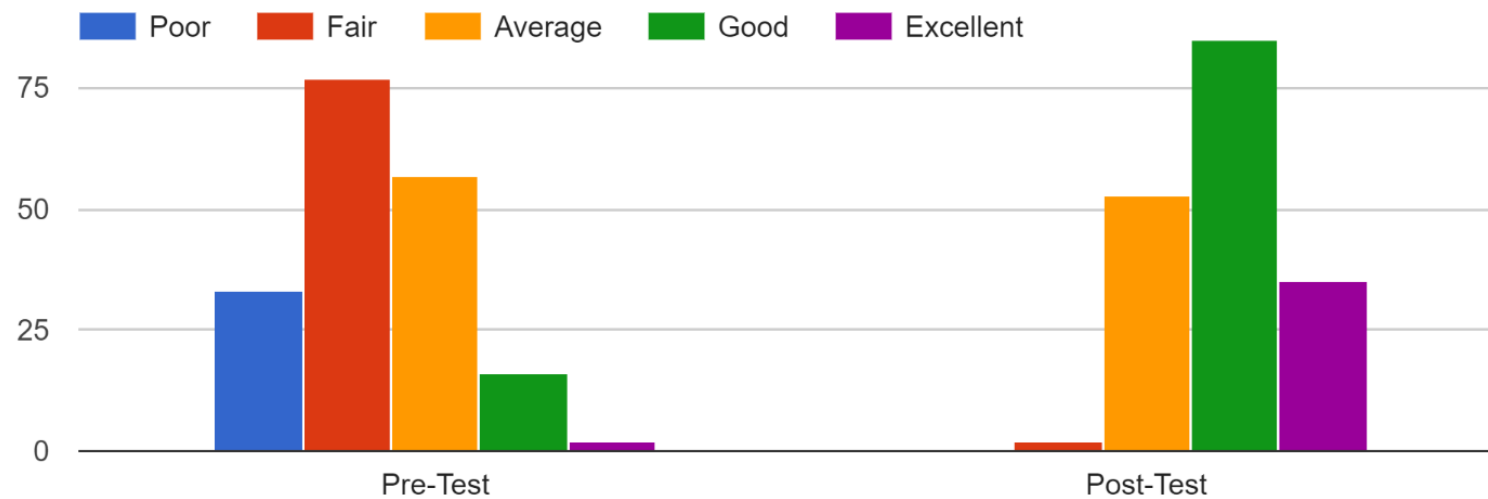
Appendix ‘B’ – Pre/Post-Test Results

1. What is your knowledge level in recognizing Autism and/or other Intellectual/Developmental Disabilities



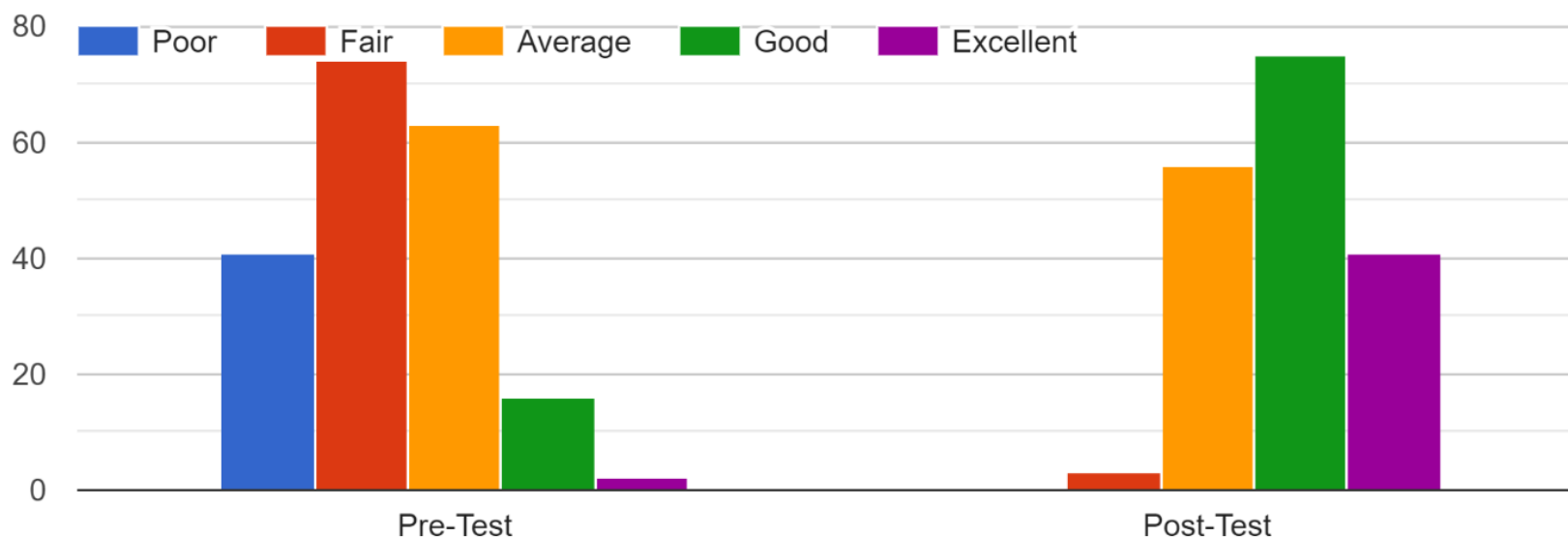
	Post-Test						
	Poor	Fair	Average	Good	Excellent	Blank	
Pre-Test	Poor	0	3	3	5	2	1
	Fair		2	22	39	4	9
	Average			20	42	15	10
	Good				9	7	1
	Excellent					1	1

2. What is your knowledge level in identifying Interpersonal Communication Techniques when working with people with Autism/Intellectual/Developmental Disabilities?



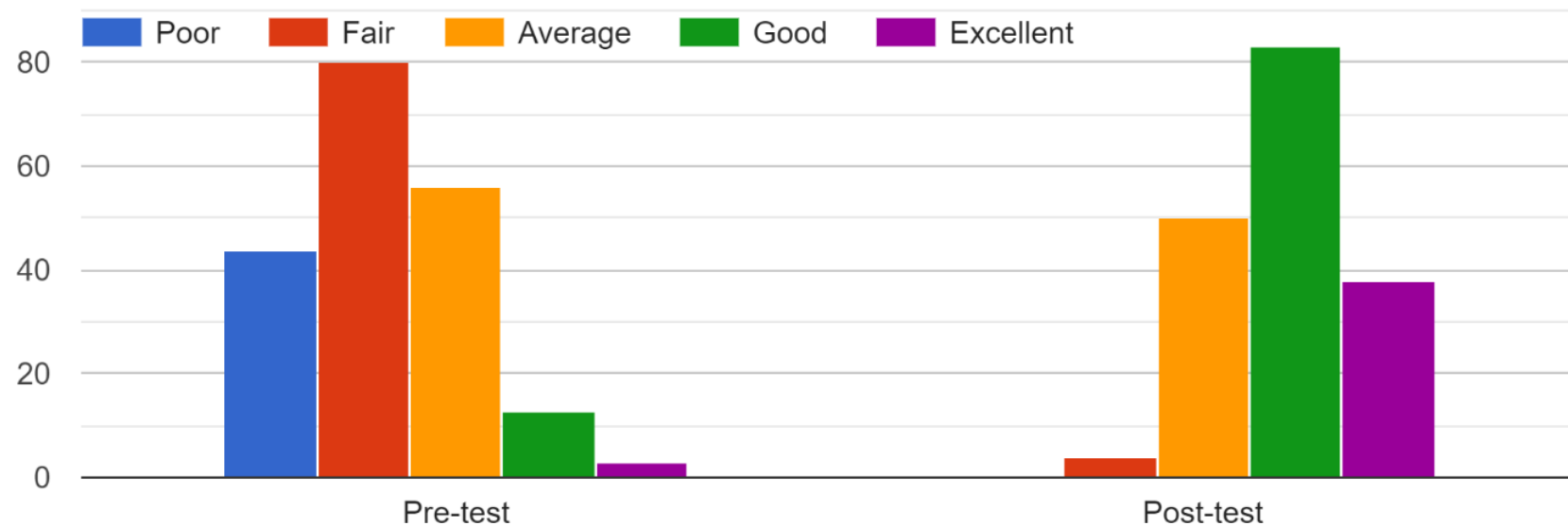
	Post-Test					
	Poor	Fair	Average	Good	Excellent	Blank
Pre-Test	Poor	0	3	10	14	3
	Fair		0	34	36	7
	Average		9	24	15	9
	Good			11	5	0
	Excellent				1	1

3. What is your knowledge level of De-Escalation Techniques for people with Autism and/or other Intellectual/Developmental Disabilities?



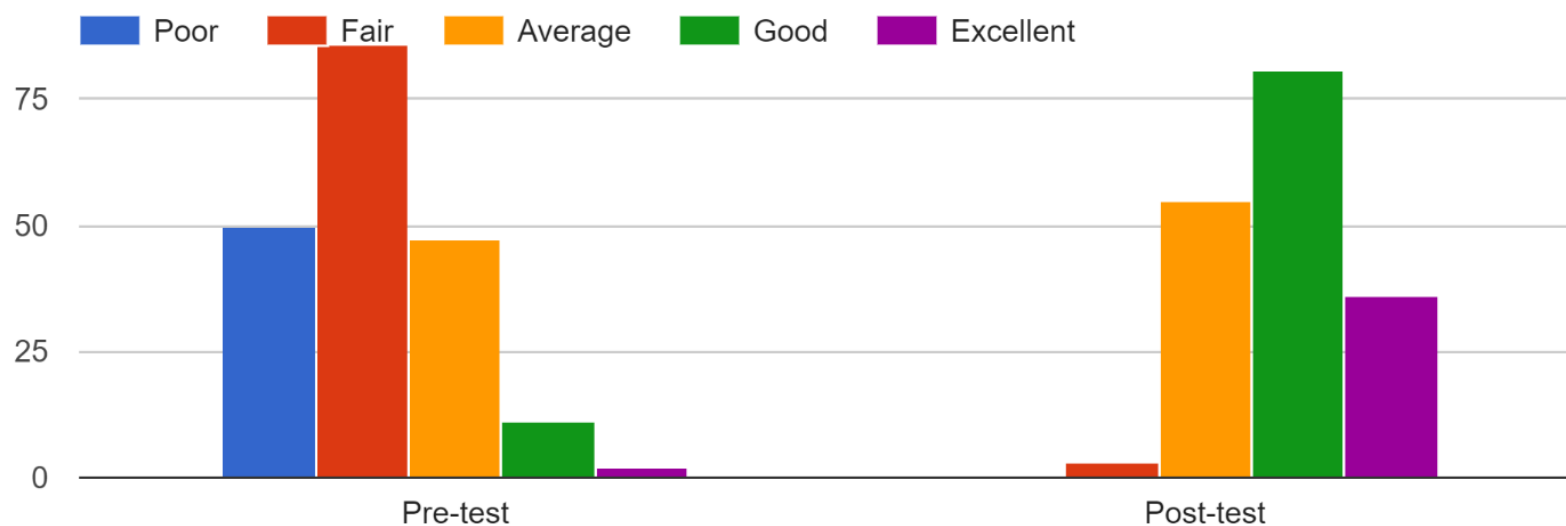
	Post-Test						
Pre-Test		Poor	Fair	Average	Good	Excellent	Blank
	Poor	0	3	20	11	6	1
	Fair		0	27	27	13	7
	Average			9	31	12	11
	Good				6	9	1
	Excellent					1	1

4. What is your knowledge level of how Autism and/or other Intellectual/Developmental Disabilities differ from Mental Illnesses?



	Post-Test					
	Poor	Fair	Average	Good	Excellent	Blank
Pre-Test	Poor	0	4	10	17	5
	Fair		0	31	35	6
	Average			9	26	8
	Good				6	1
	Excellent				2	1

5. What is your knowledge level on how to incorporate methods of interpersonal communication and other techniques for crisis Intervention Intellectual/Developmental Disabilities?



		Post-Test					
		Poor	Fair	Average	Good	Excellent	Blank
Pre-Test	Poor	0	3	19	15	10	3
	Fair		0	28	39	12	7
	Average			7	22	8	10
	Good			1	5	5	0
	Excellent					1	1

Appendix C - Material Developed

The training curriculum was developed and revised five times as training was delivered per feedback from trainees. The final presentation was broken into 5 sections:

1. Introduction and why this is important
2. Increasing Recognition of Autism, Intellectual and other Developmental Disabilities (I/DD) Characteristics and how these differ from Mental Health Disorders
3. Successful communication and de-escalation tactics
4. Interviewing adults with I/DD
5. Debrief



The presentation included videos, interactive exercises, and an opportunity to interact with adults with intellectual and developmental disabilities. As reported above, comments indicated over half (51%) of the attendees thought the interaction with people with intellectual and other developmental disabilities was the most useful, followed by learning about different communication and de-escalation techniques (29%). learning about the different disabilities exercise (26%), and the instructor's knowledge, experience, and rapport 22%. There were also 29 notes of praise for the interactive group exercises. Interestingly, the greatest response (90) for improvement of the course was "nothing", that the course was perfect as is. Second to that was asking for the course to be longer (36), 14 said to do more of the interaction with people with intellectual and other developmental disabilities and 7 thought this course should be taught at the academy.

Riverside County

Resources were developed specifically for each county, laminated, and distributed to each trainee.

RESOURCES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES

Riverside County 2021

Developmental disabilities often thought of as an umbrella term and include many distinct diagnoses. It includes disabilities that start during the developmental period (before age 22) and continue across the lifespan. There must be a substantial limitation in three or more of these major life areas: self-care, expressive or receptive language; learning; mobility; capacity for independent living; economic self-sufficiency; or self-direction.

Local Resources for All Developmental Disabilities:

Inland Regional Center (909) 890-3000 www.inlandrc.org. Non profit agency that has provided support to people with intellectual disabilities, autism, cerebral palsy, and epilepsy. Not all people with a developmental disability will qualify for services. Serves all Riverside and San Bernardino Counties.

State Council on Developmental Disabilities provides assistance to individuals with developmental disabilities whose disability occurs before age 22 and includes a mental or physical impairment or a combination of both. San Bernardino Regional Office covers all of Riverside, San Bernardino, Inyo and Mono Counties. (909) 890-1259 <https://scdd.ca.gov/sanbernardino/>

AUTISM SPECTRUM DISORDERS

Autism spectrum disorder is a condition related to brain development that impacts how a person perceives and socializes with others, causing problems in social interaction and communication. There is a wide range of symptoms and severity including poor eye contact, delayed speech or does not speak, does not understand questions and directions, repeats phrases or words, repetitive movements like hand shaking, spinning or rocking and sensitive to light, sound or touch.

Local Resources:

Autism Society Inland Empire (951) 220-6922 www.ieautism.org. Serves all of Riverside and San Bernardino Counties. Provides info and referral services, support, education and social programs.



CEREBRAL PALSY

A group of disorders that affect movement and muscle tone or posture. It's caused by damage that occurs to the immature brain as it develops, most often before birth. Signs and symptoms vary among people and over time. In general, cerebral palsy causes impaired movement associated with abnormal reflexes, floppiness or rigidity of the limbs and trunk, abnormal posture, involuntary movements, unsteady walking, or some combination of these.

Local Resources:

United Cerebral Palsy of the Inland Empire (760) 321-8184 <https://ucp.org> Programs and services in the Inland Empire in both Riverside and San Bernardino counties. Services provided respite, afterschool and summer programs, adaptive bike program, resources, support, and education programs.

WWW.IEAUTISM.ORG (951) 220-6922

AUTISM SOCIETY
Inland Empire

EPILEPSY

Epilepsy is a neurological disorder in which brain activity becomes abnormal, causing seizures or periods of unusual behavior, sensations, and sometimes loss of awareness. Seizure symptoms can vary widely. Some people with epilepsy simply stare blankly for a few seconds during a seizure, while others repeatedly twitch their arms or legs.



Local Resources:

The Epilepsy Center (951) 281-9892 www.theepilepsycenter.org. Provides services to people living in Riverside and San Bernardino Counties dealing with epilepsy. Offers free services such as resources, support, and educational classes.



INTELLECTUAL DISABILITIES

Formerly known as mental retardation. Intellectual disability is a and is characterized by below-average intellectual functioning (IQ under 70). Impacts thinking and behavior, and that may impact skills needed for daily life.

Local Resources:

Ezekiel's Gift of Love (Coachella Valley Down Syndrome Foundation) - (442) 324-3188 <https://ezekielsgiftoflove.com> Support and education to the Coachella Valley

Inland Valley Down Syndrome Association (833)-483-7221 www.ivdsa.org. Rancho Cucamonga but serves surrounding areas. Provides support as early as a prenatal diagnosis to new parents and helps support individuals with Down syndrome through adulthood.

OTHER DISABILITIES AND RESOURCES



Alzheimer's Association Southland Chapter - www.alz.org/socal 24/7 Helpline 800.272.3900 or local office (909)406.5376

Inland Caregivers Association (909) 514-1404 <https://inlandcaregivers.org> Family caregivers are those who care for others in need: seniors, veterans, brain impaired individuals, and all those who can no longer care for themselves. Provides a variety of programs and resources including information and referral, family consultation, support groups, short-term counseling, educational workshops, respite care, and supplemental services.

National Alliance of Mental Illness (NAMI) Serves families, friends, and individuals whose lives have been affected by mental illness with education and support.

- Western Riverside County (951) 369-1913 www.NAMIWesternRiverside.org. Corona, Norco, Eastvale, Mira Loma, Jurupa, Moreno Valley, and Riverside.
- NAMI Temecula Valley (951) 672-2089 www.namitv.org Lake Elsinore, Menifee, Murrieta, Sun City, Temecula, Wildomar, Winchester.
- NAMI Coachella Valley (442) 275-7385 www.namicoachellavalley.org Serves Banning, Palm Springs, Palm Desert, Indian Wells, Desert Hot Springs, Indio, Coachella, Salton Sea

Riverside County Mental Health - www.rcdmh.org.

- Call 2-1-1 referrals for health and social services.
- CARES Line Call (800) 706-7500
- Substance Use CARES Line (800) 499-3008
- 24/7 Mental Health Urgent Care Riverside: (951) 509-2499 Palm Springs: (442) 268-7000 Perris: (951) 349-4195
- Peer Navigation Line Call: 888-768-4968
- Open Doors Now Support Group, Riverside Mental Health (951) 358-6858 This group provides parents and caregivers who are raising a child/youth with mental health/emotional/behavioral challenges a safe place to vent, share support, information, solutions, and resources.

Veterans Crisis Line. The Veterans Crisis Line is a Department of Veterans Affairs (VA) resource that connects Veterans in crisis or their families and friends with qualified, caring VA professionals. Confidential support is available 24 hours a day, 7 days a week. (800)-273-8255

WWW.IEAUTISM.ORG (951) 220-6922

AUTISM SOCIETY
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San Bernardino County

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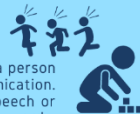
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Rock'n Our Disabilities Foundation (High Desert) <https://rocknourdiseabilitiesfoundation.org> (760) 998-2241. Provides social, recreational, educational, and mentoring programs for families and individuals with special needs.

State Council on Developmental Disabilities. An independent state agency to ensure that people with developmental disabilities and their families receive the services and supports they need. San Bernardino Regional Office covers all of Riverside, San Bernardino, Inyo and Mono Counties. (909) 890-1259 <https://scdd.ca.gov/sanbernardino/>

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High Desert Autism Support Group - www.facebook.com/High-Desert-Autism-Support-260830774477603/ HDAS currently meets once a month on the fourth Tuesday of every month from 6 to 8 p.m. at the St. Mary Senior Select Resource Center in Apple Valley.

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National Alliance of Mental Illness (NAMI) Serves families, friends, and individuals whose lives have been affected by mental illness with education and support.

- NAMI Inland Valley serves High Desert/Barstow/Upland Area (760) 217-4109 <http://namiinlandvalley.org>
- NAMI San Bernardino area serves greater San Bernardino area (909) 654-4134 www.namib.org

San Bernardino County Mental Health -

- Member Services: 24/7 Access & Referral Helpline: 1.888.743.1478, (909)386-8256 or visit <https://wp.sbcounty.gov/dbh/>
- For substance use disorder and recovery services call: 1.800.968.2636
- In Crisis, but don't need 911? Call (909) 386-8256

Veterans Crisis Line. The Veterans Crisis Line is a Department of Veterans Affairs (VA) resource that connects Veterans in crisis or their families and friends with qualified, caring VA professionals. Confidential support is available 24 hours a day, 7 days a week. (800)-273-8255

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