

Exemplary CIT Practices in Ohio – Peer Review Collection

Following is a collection of unique and/or best practices gleaned from Peer Assessment reports and site visits of Ohio CIT programs over the course of three years, July 2009 – June 2012. The Peer Review process is utilized in Ohio to aid communities in assessing the status of CIT programs related to the implementation of Core Elements and best practices, and to encourage and enhance the peer resource structure that is a core component of the statewide adoption of CIT in Ohio. This document is designed specifically to outline unique or commendable practices that were identified through the CIT peer review process and encourage additional communities to consider adopting similar practices. **Items in red font can be found on the Criminal Justice Coordinating Center of Excellence website, www.neomed.edu/cjcco**

Training Practices

1. Evaluation of Training
 - a. CONTENT - In Franklin County each training block has an independent page evaluation form that participants are asked to complete. After the yearly trainings, the CIT Committee then reviews the evaluations for the next year.
 - b. FOLLOW-UP: **Hamilton County sends out follow up surveys** to CIT graduates, 4-8 weeks post training. This is a great tool in soliciting feedback from the training after the officers may have had a chance to utilize the skills learned in the course.
 - c. KNOWLEDGE: **Hancock County C.I.T. training includes a written exam** that is given to the class near the end of the week to test the content knowledge the officers received over the course of the training. The tests are graded and the results of the tests are used in a larger class discussion to re-enforce what was learned over the week. Lucas County utilizes pre- and post-test tools to gauge knowledge acquisition from the training.
 - d. SKILLS – Champaign/Logan utilizes a Skills Building Facilitators Check List and a Correction Role Play Scoring Sheet on engagement as an organized and complete way to meet objective standards that were taught during the week and to give feedback to the officers after the completion of a scenario.
 - e. BELIEFS: Lucas County utilizes pre- and post-test tools to gather information from the participants regarding their beliefs and knowledge of mental illness.

2. Training Content/Training Blocks:
 - a. DE-ESCALATION MODELS: **Hancock County has been recognized by the Office of the Ohio Attorney General for their De-escalation training model (EAR/ LOSS)**. The Program has been commissioned by the Ohio Peace Officer's Training Council to

develop a two hour web-based training on “De-escalating a Mental Health Crisis.” The EAR/LOSS approach will also be used at the Academy as part of a 16-hour basic training for cadets on “Interacting with Special Populations.” The LOSS model identifies the four encounters profiles that officers will need to de-escalate and the E.A.R. model identifies the three phases of every encounter (Engage/Assess/Resolve). In contrast to other C.I.T. trainings that focus on DSM-IV diagnoses, the LOSS model emphasizes actual behaviors that officers will encounter along with an understanding of what may be going on with these individuals. The presentation itself includes a number of short videos that illustrate examples of people dealing with the four areas of loss: hope, reality, perspective and control. The presentation has received high ratings from participants.

- b. OFFICER STRESS – **Hamilton County offers a “Live Well” presentation** as part of CIT training, addressing officer stress
- c. **WRITING AN EFFECTIVE HOLD – Hamilton County** CIT training participants receive training on writing an effective hold, from staff of the University Hospital Mobile Crisis Response Team.
- d. CLIENT RIGHTS – offered in Clermont County
- e. OPIATE ABUSE – highest rated segment of training in Clermont County
- f. **LEGAL BLOCK –** strong attention to detail related to legal issues in **Champaign/Logan County. Presentation provided by nationally respected police chief,** county prosecutors, and attorneys. The PowerPoint slides have been shared with other communities and are available on the CJ CCoE website.
- g. OFFICER EXPERIENCE - Champaign/Logan and Lucas Counties bring in veteran CIT officers from the community to share their experiences as CIT officers and discuss how CIT training has affected their work with the mentally ill population, which helps attendees see the connection between the training and their real-life police work, adding significantly to the “buy-in” of the course.

Athens County developed a training block, “What is your experience from the field? An interactive session with Participants,” that explores with the students, early in the training, their actual in the line of duty encounters with individuals with mental illness. This block ties well with the mental illness and de-escalation blocks.

3. Training Design:

- a. DISSEMINATION OF TRAINING MATERIALS: Summit County provides flash drives to each training participant with a rich source of material on mental illness and de-escalation, as well as the training PowerPoint slides and handouts.
- b. SCENARIO-BASED ROLE PLAYS: In Summit County each officer in training participates in two role play encounters, once taking the lead and once performing as back-up.

In Athens County, officer-students have wanted to act out a situation they have dealt with and use it for role play, and this has been effective.

- c. LAW ENFORCEMENT AND CORRECTIONS - Champaign/Logan training “splits –out” police officers from corrections officers during the week for an hour to deal with their respective legal issues, then again for two hours when corrections officers get a course titled “Managing the Suicidal Inmate” while officers get “Lethality Assessment and De-escalation Issues.” This is very innovative, as is the separate role-play scenarios that were developed for the street setting and the corrections setting so as to be relevant for the students work setting. Peer reviewers found that by keeping these two entities in the same classroom for most of the course there is an exchange of ideas and bonding which results in a better appreciation for what the other one is doing and may actually be an empathy builder.
 - d. MINI ROLE PLAY: At the end of the first day of training, Champaign/Logan uses mini-role plays that let officers participate to demonstrate skills. This gives them an idea of what will be expected of them on Thursday when their learned skills are tested.
4. Companion/Specialized Courses
 - a. SCHOOL PERSONNEL: Portage County holds an annual 40-hour companion training for all levels of school personnel from bus drivers to principals. The training is referred to as CIT Education Collaboration because of the collaborative efforts involved between the county’s CIT program and local educators in developing and implementing the training in such a way that it compliments CIT theory and practices but is directly applicable to school personnel, including scenario based role plays utilizing a school bus. The training is also approved for graduate level course credit at Ashland and Kent State Universities.
 5. Consumers
 - a. SCHIZOPHRENIA FROM THE INSIDE OUT – Athens County citizen developed a training block which has proved to be a powerful teaching opportunity and very well received by CIT students.

Program Practices

1. Feeding and Nurturing CIT Officers:
 - a. USE OF TECHNOLOGY - Columbus Police Department utilizes an intradepartmental CIT web page to communicate. The web page has current information, application, articles, forms, presentations, team roster, and other information for officers to

access. Reference and resource information that is often carried in paper or card format by other departments is maintained electronically, e.g., medication list.

Portage County CIT has been using social media for a few years to engage people. Originally, they used the NING social website, but have recently moved to Facebook. The Portage County Mental Health & Recovery Board also has a comprehensive CIT page on their website, with current training dates and officer recognition articles.

b. RECOGNITION – The Hancock County ADAMH Board recognizes a CIT Officer each month in their bi-monthly publication, “Highlighter.”

2. Policies and Procedures: Akron Police Department (Summit County) implemented a thorough policy that addresses Emergency mental Illness Procedures and identifies the roles of the responding officer, how to request a CIT officer, transport responsibilities, dealing with juveniles, and the mental health system’s Duty to Protect.

Findlay Police Department (Hancock County) has a set of policies and procedures that are directly focused on CIT. Policies are fairly specific, clearly indicate the department’s commitment to the CIT program, and ensure that CIT trained officers who have volunteered are dispatched to encounters that involve individuals having a mental health issue/crisis.

3. CIT Data Collection: Included in Akron PD’s policy is the expectation of completion of the department’s encounter form.

Findlay PD collects and tracks encounters involving people with mental health issues. Their data clearly demonstrates that almost all encounters end with no injuries, the majority of encounters result in people getting help rather than being arrested, and there has been a significant reduction in Use of Force incidents since the adoption of CIT. Data is also used to inform the training content. The Hancock County ADAMHS Board compiles a written annual CIT report which incorporates the Findlay PD Data.

4. Program Coordination

a. Law Enforcement leadership – Champaign/Logan Counties have strong law enforcement representation across both counties, in both planning and training implementation, including top police administrators and county prosecutor’s office.