

Arizona Peace Officer Standards and Training

Basic Curriculum Model Lesson Plan

LESSON TITLE: INTERPERSONAL COMMUNICATION 6.3

SUBJECT:	Interpersonal Communication
AZ POST DESIGNATION:	6.3
HOURS:	12
COURSE CONTENT:	In this course, we will explore various verbal and non-verbal cues that can contribute to either positive or negative interactions between officers and community members. We will analyze how emotional intelligence and past experiences, along with other factors, can impact both the officers and community member's behavior in various situations.
PERFORMANCE OBJECTIVES:	Upon completion of this course of instruction, students using notes, handouts and other support materials as references, within the allotted time, will:
6.3.1	Identify and demonstrate the following as essential elements of effective interpersonal communication:
A.	Emotional Intelligence.
1.	Emotions are the primary drivers of our behavior.
2.	Emotional Intelligence (EI) is your ability to understand and manage emotions in yourself and others.
B.	Clarity of expression.
1.	Spoken word.
2.	Tone.
3.	Body Language.
C.	Empathy and Compassion.
1.	Perspective Taking.
2.	Recognizing emotion in other people.

3. Communicating it back.

D. Active Listening.

1. Minimal encouragers.

2. Open ended questions.

3. Reflecting/Mirroring.

4. Emotional labeling.

5. Paraphrasing.

6. "I" messages.

7. Effective pauses.

8. Summary.

6.3.2 Identify and demonstrate techniques to use in challenging situations:

A. Redirecting.

B. "I" statements.

C. Effective pauses.

6.3.3 Identify the following as steps that should be taken when notifying someone of a death:

A. Prior to notification.

1. Confirm the relationship of the deceased to the person being notified.

2. Gather as much detail about the circumstances of the death as possible.

B. Making the notification.

1. Always notify in person using a compassionate and sensitive demeanor, preferably in doors in a quiet and private location.

C. Reactions to the news.

1. Consider the range of possible reactions of the person to be notified.
- 6.3.4 Identify methods and techniques for communicating with community members that have experienced traumatic events.
- A. How people experience trauma is dependent on different factors and is individualized.
 1. Certain factors can protect people from the adverse effects of trauma.
 2. Other factors can increase chances that someone could experience adverse mental or emotional effects of trauma.
 - B. These effects can be diverse, pervasive, and long lasting.
 - C. Tips for successful interactions.
 1. Show respect.
 2. Give information and communicate what you are doing.
 3. Give the person choices when possible.
- 6.3.5 Identify methods and techniques for communicating with children and young adults.
- A. Explain in simple, age appropriate terms, why you are there.
 - B. Acknowledge that something happened and it is not the child's fault.
 - C. Express concern for the child and reassure them that you will find a safe place for them.
 - D. If a parent is arrested, minimize the child's exposure to the arrest.
- 6.3.6 Identify methods and techniques in communicating with community members who speak a different language.
- A. Try using pictures to communicate.

- B. Slow down your speech.
- C. Use your body language and tone.
- D. Be culturally aware.
- E. Identify appropriate community/department resources for interpretation services or translation services.

6.3.7 Identify the following as appropriate methods for communicating with community members who are visually impaired:

- A. Talk directly to the community member in a normal manners.
- B. Identify yourself as a peace officer and ask the community member if he/ she is visually impaired.
- C. Allow the community member to feel your badge or handcuffs if he/she seeks to verify your identity.

6.3.8 Identify methods and techniques in communicating with community members that are hard of hearing:

- A. Not all people are the same, there are different subcultures.
 - 1. Hearing loss occurs on a spectrum.
 - 2. Not everyone uses sign language.
 - 3. Ask about their preferred method of communication.
- B. Community is very important.
- C. The world is interpreted through sight.
- D. Enunciate don't yell.
- E. Identify a safe way to get their attention.
- F. Be patient and understanding.

6.3.9 Identify legal requirements for communicating with community members who are hard of hearing:

- A. Identify appropriate community/department resources for interpretation services or translation services:
 - 1. Obtain the assistance of a qualified sign language interpreter.
 - 2. If not using an interpreter, texting or using a pen and paper can be an option.
- B. Discuss the provisions of A.R.S. §12.242(C) with regard to:
 - 1. “Miranda” warnings.
 - 2. Interviewing community members who are hard of hearing.

6.3.10 Identify methods and techniques in communicating with community members in crisis:

- A. Acknowledge and validate the emotions first.
 - 1. Fear and anger are powerful emotions that can mask other emotions. Listen for the underlying emotions and label the ones you hear.
- B. Use de-escalation skills such as active listening and empathy to manage the emotions and the problem that is causing them.
- C. Stay aware of your own emotions, control them, and keep them in line with your goal.

LEARNING ACTIVITIES:

6.3.11 The trainee will observe and participate in instructor-led critiques of various role-playing exercises designed to demonstrate appropriate methods for communicating:

- A. Each instructor-led critique will address listening skills, the nature and appropriateness of all verbal and non-verbal communications made to the community member, the "messages" (both intentional and unintentional) communicated to the community member, the use/non-use of any appropriate specialized communication techniques and the overall acceptability of the final disposition of the matter.

- B. Each trainee will participate in at least one (1) role-playing exercise (either as the officer or as the person who poses special problems).

DATE FIRST PREPARED: August 1995

PREPARED BY: SME Committee

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AZ POST – APPROVAL:	Richard Watling	DATE: April 2010
AZ POST – APPROVAL:	Mandy Faust	DATE: February 2021
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INSTRUCTOR REFERENCES: George Thompson, Ph.D. and verbal judo references.

CLASS LEVEL: Student

TRAINING AIDS: Videos: Big Bang Theory “Please pass the butter” video and Aimes Media – “Diffusing Aggressive Behavior.” Role-playing exercises (1 and 2).

INSTRUCTIONAL STRATEGY: Interactive lecture, videos, instructor demonstration, group discussion, problem solving and practical exercises.

SUCCESS CRITERIA: 70% or higher on a written, multiple-choice examination. Learning activities will have a pass/fail evaluation to assess student competency.

COMPUTER FILE NAME: 6.3 Interpersonal Communication

DATE RELEASED TO THE SHARE FILE: May 27, 2022

I. INTRODUCTION

- A. Instructor – (self) introduction
- B. Preview of performance objectives

II. WHY IS THIS TOPIC IMPORTANT?**A. Communication Goals:**

1. Enhance professionalism
 - a. Always practice courtesy and respect
 - i. Courtesy – showing of politeness in one’s attitude and behavior towards others.
 - ii. Respect – due regard for the feelings, wishes, rights or traditions of others.
2. Have positive interactions with community members.
3. A previous Rutgers University study indicates that 93% of police officers’ duties involve verbal interaction with people.
4. To de-escalate challenging situations.
 - a. Increased community safety.
 - b. Increased officer safety.
5. Reduced risk of agency and personal liability.
6. Reduce community member complaints.
7. Successful completion of an investigation.
 - a. Effective communication is necessary to gather information from Victims, Witnesses and Suspects.
8. Lessen personal stress levels.
 - a. Perform your job better.
 - b. Personal satisfaction.
 - c. Helps you make better decisions.

- B. Evaluation of a positive video: **INSTRUCTOR NOTE: Amy and Sheldon Please Pass the Butter** <https://youtu.be/p1jzdSzGHnA> Point out that in the end, Amy got to her goal of compliance.
1. Ask the students why this is an example of effective communication?
- C. Communicating is the most important part of your job – with your boss, your co-workers and, most importantly, the citizens you serve.
1. At the academy, the majority of what you will learn is connected to skill to keep you safe (i.e., firearms, tactical driving, defensive tactics, etc.).
 - a. These skills are important, but seldom used.
 - b. They are rarely needed if you understand and build on your communication skills.
- D. Transition: Let us identify some essential elements to effective interpersonal communication.

III. ELEMENTS TO EFFECTIVE INTERPERSONAL COMMUNICATION

P. O. 6.3.1

A. Emotional Intelligence

P. O. 6.3.1A

1. Emotions are the primary driver for our behavior. **INSTRUCTOR NOTE: Institute for Health and Human Potential Emotional Intelligence test. Highly suggested to take on their own time for self evaluation.** <https://www.ihhp.com/free-eq-quiz/>
 - a. The 5 senses gather info and send it to the base of your brain.
 - b. Info passes through your emotional center (limbic system) before it gets to your logic center (prefrontal cortex).
 - c. You have an emotional reaction before your reason and self-control.
2. Emotional Intelligence is your ability to understand and manage this in yourself and others.
 - a. You can train yourself to manage your own emotions.
 - b. Before the moment:
 - i. Eat.
 - ii. Sleep.
 - iii. Contemplate/meditate - you can make your logic center physically stronger than your emotional center.

- iv. Practice - Familiarity with a situation will reduce the fear of it and therefore reduce the body's fight/flight reaction. ***INSTRUCTOR NOTE:*** *This is also true with culture. Familiarity with a person's culture, disability, etc. Reduces the fear of it and thus any bias that fear creates.*
 - v. Learn your triggers and how to diffuse your reactions.
 - vi. This will reduce your overall stress levels and make you a healthier person.
 - vii. Create a positive environment.
- c. In the moment:
- i. Breath – focus on your breath will get your brain in the condition you with it. Slow breaths in and out to a count of 4, or 4-7-8 breaths if you have time are most effective.
 - ii. Create time to allow your brain to shift processing to the prefrontal cortex. This is not possible if a suspect is attacking you, but in actuality, that is rare. More often than not, officers can control the pace of the encounter and can slow things down by communicating.
 - iii. Pause and think about your purpose/objective. Know where you are headed and make sure your emotions/behaviors are in line with your goal. It is easy for you to get emotionally sidetracked by the other person's anger, causing you to respond to the challenge and forget your goal.
- d. You can't control someone else's emotions, but you can make it better or worse.
- i. Try to identify the other person's emotions through what they communicate in their words, tone, and body language. If there is time, use an emotional label and allow them to agree or correct you.
 - ii. Keep in mind a person isn't wrong for feeling emotions. But their actions, based on their emotions, can become a problem. You can disagree with the action but still validate the emotion.
 - iii. Be aware of physical signs of a fight/flight response: Their face may flush as blood rushes to the muscles, they may clench their fists to fight, or set/clench their jaw.
 - iv. If the person is afraid, calm their reaction by helping them to feel safe.
 - v. Help them feel safe.

- vi. Respond to challenging questions.
 - a) Listen to the question/statement and the meaning behind it. For example, if the person says “this is none of your business, why are you at my house, respond without judgment and truthfully tell them why “we are here because your wife went to the neighbor’s house with a black eye and we need to investigate. We don’t know what happened.”
- vii. Discuss common goals and a mutual purpose.
 - a) Be cautious of the tendency to make assumptions about the call before you know the facts. Rather when you respond be curious and ask questions and listen to their answers. You are likely to learn something that will tell you what is going on and what their motivation is to help you resolve the situation.

B. Clarity of expression.**P. O. 6.3.1B****1. Mehrabian's Rule:****a. 7% spoken word**

- i. The words you use are a small piece of your message, but they are still significant and should be thoughtful. Some languages can turn people off, shutting them down and preventing you from engaging them in effective conversation. You can recover from a mistake, but follow these guidelines to avoid making the mistake in the first place.
- ii. Avoid jargon. This is a good rule in any profession as it is confusing. Police jargon is especially confusing as it often contains codes created specifically to be a somewhat secretive language.
- iii. Avoid profanity. Profanity comes with no benefit and a ton of baggage. It is disrespectful, makes you look unprofessional, and is prohibited by most departments. It does not help to make you sound more serious or forceful and can create problems for you when captured on video. You should make an effort to avoid using it.
- iv. Never use derogatory language or offensive terminology. You should always strive to treat people with dignity. Continually educate yourself as to what terms are stigmatizing or offensive. Attend training, read, ask other officers, or even ask members of the community that you have a rapport with. Language is constantly evolving and terms that were acceptable may become unacceptable as they acquire stigma.
- v. Don't be someone you are not. Be yourself. Use words that are natural to

you. Don't change your speech patterns to match the person you are talking with. If you do, it will often appear unnatural and silly, like a dad trying to use slang to talk to his teenage daughter.

- vi. Don't lie. It can be tempting just to tell the person what they want to hear so you can take them into custody now. This erodes trust, not only with them, but with the larger community and it will make any future interaction with that individual more difficult. It may not be you, but how you treat someone will affect how they treat others in the future including dispatchers and other officers. It isn't always easy to tell the truth, and sometimes you have to soften it, but you should avoid lying. Honesty is not confrontation, but making an opinion about the situation can be. Reassuring someone you are not judging them can be helpful.
- b. 38% tone.
 - i. A calm, clear, tone of voice is best suited to effective communication.
 - ii. Avoid a rude, snarky, or overly officious tone. **INSTRUCTOR NOTE:** Give examples of how tone of voice can change the message and how it's received.
 - c. 55% body language.
 - i. Body language is a huge part of what you communicate. Some of what we do is restricted by tactics, but when it is safe.
 - ii. Be eye level with the person you are talking to rather than standing over them. **INSTRUCTOR NOTE:** This does not always mean sitting down. Talk about safe ways to do this.
 - iii. Make natural eye contact: remove your sunglasses and make eye contact without staring.
 - iv. Be calm and natural, smile if appropriate. Human brains have mirror neurons that tend to duplicate what they see. This is why some people cry when watching a movie where a character on screen is crying. What you project is contagious and if you are escalated, people around you will escalate.
 - v. Be aware of subtle ways in which you communicate. For example, where do you put your hands when you are in uniform? Wearing a vest and a belt makes our hand movements awkward. The community does not understand why we hang our hands on our vest or rest them on our guns. It can look intimidating and closed off. Try to find a position that looks natural, open, and is still tactically advantageous.

2. Filtering of information - people interpret what they hear through a filter formed by their life experience, including traumatic experiences. **P. O. 6.3.1B**
 3. Language barriers - The US is a melting pot of culture and language. English may not be a first language.
 4. Disabilities - Hearing disabilities, cognitive disabilities, and substances can slow or alter how people take in and process information.
 5. Distraction - noise (actual noise or mental noise), flashing lights, chaos/activity, interruption, lack of time.
 6. **Key and Peele text message confusion, censored version.** Possible video to watch: <https://www.youtube.com/watch?v=sT4rQWjSXuk@t=2s>
- C. Empathy and Compassion. **P. O. 6.3.1C**
1. Empathy is the ability to understand and feel what others are feeling. **INSTRUCTOR NOTE: brene brown on empathy**
<https://www.google.com/url?q=https://www.youtube.com/watch?v%3D1Evwgu369Jw&sa=D&ust=1606753791422000&usg=AOvVaw2wvkQiHrHvNSBjbpBAva4p>
 2. Empathy does not incorporate the willingness to act to relieve the suffering of others, instead it is the ability to understand another's feelings and become one with that person's distress.
 3. Compassion is recognizing the other person's emotional state and having a desire to act in order to help.
 4. The 3 Components of Empathy.
 - a. Perspective taking, knowing how the other person feels and what they might be thinking.
 - b. The ability to recognize emotions in oneself and others via different communicative cues such as facial expressions, speech, or behavior.
 - c. Sharing of emotional states with others or the ability to experience similar emotions as others.
 - d. This may require you to recall your feelings in a similar situation or to imagine how you might feel in the same situation. Empathy is a vulnerable choice because you must connect with something in yourself that knows that feeling.
 5. The 4 Components of Compassion.
 - a. Intentional - a wish to see the easing of that suffering.

- b. Effective - sympathetic concern related to being emotionally moved by suffering.
 - c. Cognitive - an awareness of suffering. (common in Law Enforcement)
 - d. Motivational - a responsiveness or readiness to help remove that suffering. (common in PD)
 - e. Compassion does not consider the object of suffering to be weak or inferior, instead it encourages a broader vision through common experiences. Compassion is characterized by a willingness to purposely assist others on an emotional level; to selflessly put the needs of others before yourself without expecting anything in return.
6. You do not have to have empathy to show compassion. You can respond to people with compassion without having to put yourself in the person's shoes to understand their situation.
7. Learning about your community members: Their culture, their disability, their trauma, their socio/economic status, can help with both compassion and empathy. **INSTRUCTOR NOTE:** *Keep in mind what you share and with whom. Don't share your personal information with a hardened criminal*
8. Ensure any self-disclosure is appropriate. Remember, it is not about you. Your experience is different from theirs. Briefly mentioning that you went through something similar can be a powerful connection, but make it very brief.
9. Make an effort to avoid saying: "I understand" or "I want to help you." Instead use active listening techniques (MOREPIES). If you do use these statements you must add a qualifying statement: "I understand that you are feeling sad because your wife moved out", "right now you are dealing with a lot and I would like to help you find the resources you need to help you get through this".
10. Remember, Memories are generally prone to distortion over time, but emotional memories are more resistant to the decay process. Negative events tend to edge out positive ones in our memories. People you come into contact with on a call are more likely to remember their interaction with you, try and make it positive.

D. Active Listening.

P. O. 6.3.1D

- 1. Most people don't listen; they are formulating their response while the other person is talking. Active listening is about really listening. The techniques used in Active Listening will help you then form a quick, helpful response that demonstrates to the other person that you really are listening. Active listening techniques:
- 2. **M - Minimal** encouragers are Brief assertions such as "I see," "OK" or "please go on." Avoid over use. If you use them too much you tend to check out and listen passively.

3. **O - Open** ended questions.
 - a. Ask “how”, “when”, “what” and “where” questions to elicit more than a “yes” or “no” response.
 - b. Sometimes you need to ask a yes/no question like “do you have any weapons”. The answer may allow you to follow up with an open ended question like “what kind of weapon?”
 - c. Avoid asking “why” questions, it may put the community member on the defensive.
4. **R - Reflecting/Mirroring** - repeating the last thing the person said. Avoid over use (so you don’t sound like a parrot) you will eventually have to ask a question.
5. **E - Emotional** labeling means labeling emotions you hear such as, “You sure seem angry.” “That sounds really scary.”
6. **P - Paraphrasing** means summarizing what the community member has said and giving feedback to let the person know you understand.
 - a. Feed back to them the meaning of what they said, don’t just repeat back the words. If you don’t know the meaning, ask questions or paraphrase what you think and ask them to correct you. “let me see if I understood you right...”
 - b. This can be a quick paraphrase in your own words of what they just said. Statement: “I don’t trust cops because they always beat me” response: “so what it sounds like is you don’t want to get hurt.”
7. I - "I" messages - I feel _____, when you _____, because _____
 - a. “I feel frustrated when you yell at me because I’m just trying to conduct this investigation” “I get concerned when people use drugs because it affects their ability to make good decisions and I want you to make good decisions.”
8. **E - Effective pauses** are the use of silence during a conversation with the in order to encourage the community member to talk to fill the space.
 - a. Effective pauses can be used to gain the community member’s attention, and then emphasize a point. It is natural for them to pay closer attention when they are waiting for you to continue.
 - i. Example: “It sounds like you’re having a real hard time Sarah.....but I can tell you want to be there for your daughter’s graduation in a month.”
 - b. They are also useful when you are being verbally attacked. Being quiet while

they are verbally releasing allows them to expend energy and get their emotions out. Emotions are like a pressure cooker, sometimes you just have to let the steam out. If you say nothing often they end by apologizing. While they are ranting, listen to the meaning behind what they are saying because even though they may be verbally abusive, they may communicate what their problem is, why they feel this way and what is motivating them. Paraphrasing this back in your own words is a good next step.

9. **S - Summary** means to summarize the details or facts of what the community member said, “so what I’m hearing you say is.....”
 - a. This is longer than a paraphrase and includes the facts as well as how the person feels about those facts.
 - i. Example: “Let me see if I understand what is going on” (then go through the whole story, not just pieces of it).

IV. EXAMPLES OF ROUTINE BUT CHALLENGING CONVERSATIONS

P. O. 6.3.2

- A. In much of our professional capacity, our presence or our actions won't be what people want to happen. Few people want to be pulled over, arrested, or have the police in their house. Navigating these situations will be everyday challenges. Yet, your interaction may be one of the only interactions that citizens ever have with their government, and their impression of the contact can have ripple effects throughout their community and their other interactions with government employees.
- B. Redirection is a useful tool for confrontational conversations. **P. O. 6.3.2A**
- C. Individuals responding emotionally to a situation may make bold, inflammatory statements. **INSTRUCTOR NOTE:** Give an example such as, “I don't have to do what you say.”
- D. Often, directly addressing the statement will only cause more conflict.
- E. Redirecting is a tool you can use to neutrally address the irate comment and redirect the conversation to a more constructive path. Use one of the active listening skills to redirect their challenge back to the main point.
 1. Example of a challenging statement: “I didn’t call you, I want you out of my house.”
 2. "I can appreciate that this is a personal matter for you and you don’t want the police involved, it must be hard for you (emotional label) right now because you feel like you don’t have any options since you lost your job (paraphrase)."
- F. I" statements can also be used when it is necessary to address consistent problem behaviors. This allows you to make the problem your own, rather than giving them an order you can't enforce. It's a better way to say “You need to calm down.” **P. O. 6.3.2B**

1. "I feel frustrated when you yell at me because it is preventing us from finding a solution to this problem. **INSTRUCTOR NOTE:** *Practice using I statements to respond to challenges.*

- G. Effective pauses/silence can also be an option allowing them to vent. Talking over someone usually just escalates the situation. **P. O. 6.3.2C**

- H. These tools are not magic. Not everyone will deescalate, and not every situation has a peaceful resolution, but when successful these tools provide for positive interactions and build trust in the community.

- I. So let's explore some common scenarios:
 1. Traffic stop - Traffic violations may violate the letter of the law, but the driver may have had a reason. **INSTRUCTOR NOTE:** *Show video of LASO Deputy who's never got a complaint.*

<https://www.bing.com/videos/search?q=la+deputy+elton+simmons+video&docid=608037386691612416&mid=CD2A99A80D190EB38ABFCD2A99A80D190EB38ABF&view=detail&FORM=VIRE>
 - a. Stating the reason for the stop and allowing them to give an explanation will help them to feel heard.
 - b. Absent an emergency, there is rarely a good reason to violate a vehicle code and sometimes their statements can be used later in court, however, this also allows you to start a dialogue with them and explain your decision to take action, either a warning or a ticket.

 2. Responding to a call where the complainant has been waiting for several hours. **INSTRUCTOR NOTE:** *Point out to the students in the discussion important points to consider.*
 - a. A community member would be understandably upset if they had to wait hours for police to arrive.
 - i. Validate the person's frustration.
 - ii. It is appropriate to briefly mention if you have been unusually busy and that this is abnormal.
 - iii. Quickly change focus to the fact that you are there now and ready to help.
 - iv. Do your job well to give them the service they have waited for.

 3. Arrest of a relative.

- a. Situations will often require us to arrest a subject. While it becomes routine for us, it is not routine in most communities, and when it is, that is a special kind of trauma.
 - b. When a person is incarcerated for more than 2 days, they are at much greater risk of becoming homeless. If they are the primary source of income for a family, they will be understandably worried and confused.
 - c. Our loyalty is to protect the greater good of the community, including victims of crimes. We will have to make arrests regularly and must do our job to protect the community.
 - d. Being empathetic to the ordeal that the suspect and their family are going through will help you build trust in the community.
 - e. Most often, people will want to know what is going to happen. You will not have all the answers, often it will depend on what the judge says at the first hearing. But, what little information you can provide will be helpful. **INSTRUCTOR NOTE:** *you can also role play this scenario.*
 - f. If you don't have time to talk with the family, try to request resources that do. It may be another officer, a supervisor, or another city or county resource like a mobile team or crisis line.
 - g. Remember, while we are focused on the suspect and the arrest, the family may be in crisis and need support as well. Listening, allowing them time, and giving them resources will help.
 - h. The family can be excellent help in the suspects rehabilitation if you take time to make them an ally.
4. Civil Disputes.
- a. Civil disputes can be challenging, because officers must adopt the role of moderator, as there is no crime to take action against.
 - b. Citizens may expect you to hold court and make decisions for them like a judge. This is not legal or appropriate.
 - c. You also can't just walk away because the parties will continue to argue and disturb the peace, possibly even escalating to something that is a crime.
 - d. In these cases, use your active listening skills and allow both parties to tell you their problem.
 - e. Once you have heard them out, explain your limitations and present them with

options to choose from. For example:

- i. If you are providing a civil standby for someone picking up property and an item is in dispute.
- ii. Explain that the object will remain where it is unless they can come to some compromise with the other person or explain the option to seek restitution in small claims court.
- iii. Listening and providing realistic options helps to diffuse the situation and professionally inform the parties what you can and cannot do.
- iv. It also educates them to be able to handle future problems of this nature without the police.

V. DEATH NOTIFICATIONS**P. O. 6.3.3**

A. Remember, you are delivering traumatic news.

1. Their lives will be different.
2. Many people would rather die themselves than experience the pain of the death of a loved one.
3. How you deliver the news can help start the healing process, be neutral, or can do more harm.
4. Given the delicate nature of such communication, it is odd that very few departments have detailed policies or training on how to deliver them.

B. Prior to notification:

P. O. 6.3.3A

1. Make sure you are notifying the right people.
2. Confirm the relationship of the deceased to the person being notified.
3. Gather as much detail about the circumstances of the death as possible.

C. Making the notification:

P. O. 6.3.3B

1. In Person - always make the notification in person unless it is impossible and then you can use the phone.
2. In Pairs - notifications can be risky, there is no telling how people may react.
 - a. Decide in advance who will talk. That officers should offer comfort.

- b. The cover officer is there to protect the officer communicating. Don't get sucked into the conversation.
 - c. Keep the group as small as is safe in order to show compassion and get the information you need.
 - 3. In Private - try to find a private or at least protected area to deliver the news. It should not be delivered for all to see and hear.
 - 4. In Time - Try to make the notification as soon as possible so that the family is not left hanging or found out via the news or social media.
 - a. If you have to delay, provide as many updates as you can. No one wants to be a mushroom. (i.e. kept in the dark)
 - D. Delivering the News:
 - 1. Identify yourself and those with you.
 - 2. Ask to come inside or invite the person to a protected space.
 - 3. Confirm their relationship to the deceased.
 - 4. Try and get everyone to sit down.
 - 5. Use CLEAR and compassionate language:
 - a. "I am so sorry to have to tell you..."
 - b. Call the deceased by name, not "victim" or "the body".
 - c. Use words such as dead, killed or died, not vague terms like passed, gone, or lost.
 - 6. Be patient - give time for the news to settle and for them to react before moving on to details or plans.
 - a. Everybody is different. Some community members may need more time than others to process the news and react. Allow them to take that time, do not rush them through this process.
 - E. Reactions to the News. **P. O. 6.3.3C**
 - 1. Shock - the person may even collapse.
 - 2. Disbelief - wondering if there is some mistake. Make sure there isn't before delivering the news.

3. Physical Illness - they may feel sick or vomit.
4. Extreme emotional response - they may scream or lash out verbally or physically.
5. Numbness - they may stare into space, or stare at you or through you.
6. Quiet - they may thank you and ask you to leave.

F. Your Response.

1. Be alert for medical issues and call for medical help if needed.
2. Be prepared for a range of emotional expressions.
3. Know you can't fix it, or make it better. Don't confront people, however, you can re-direct guilt or blame.
4. Be comfortable saying "I don't know, I am sorry." Especially when they ask why God let this happen. This is not the time for reason or theology.
5. Be comfortable saying "I don't know, I am sorry." Especially when they ask why God let this happen. This is not the time for reason or theology.
6. Think before you speak. Thoughtlessness can be very damaging.
7. Avoid unhelpful clichés such as "I know how you feel" or "you'll get over this."
8. People may want to know if the person suffered, it is your choice what to tell them, but try not to say, "he/she never knew what hit them."
9. If you don't know what to say, just stay quiet and listen.

VI. TRAUMA INFORMED APPROACHES

P. O. 6.3.4

A. What is Trauma?

1. We aren't talking about physical trauma like gunshot wounds or other physical injury that will land you in an ER with a Trauma Center.
2. We are referring to an event that can cause emotional scarring like Post Traumatic Stress (PTSD).
3. Definition (NASMHPD, 2006) - The experience of violence and victimization including sexual abuse, physical abuse, severe neglect, loss, domestic violence and/or the witnessing of violence, terrorism or disasters.
4. Definition (SAMHSA) - An event, series of events, or set of circumstances that is

experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well being.

B. How would someone encounter Trauma? ***INSTRUCTOR NOTE:*** Ask the class to throw out some events that could cause trauma. Write them on the board. When they are done, mention some they missed.

1. Sexual Abuse or Assault.
2. Physical Abuse or Assault.
3. Emotional Abuse or Psychological Maltreatment.
4. Neglect.
5. Serious Accident, Illness, or Medical Procedure.
6. Victim or Witness to Domestic Violence or Community Violence.
7. Victim or Witness to Extreme Personal or Interpersonal Violence.
8. Historical Trauma.
9. School Violence.
10. Bullying.
11. Natural or Manmade Disasters.
12. Forced Displacement (refugees).
13. War, Terrorism, Political Violence.
14. Military Trauma.
15. Traumatic Grief or Separation.
16. System-Induced Trauma. (foster care, invasive medical care, etc.)

C. Trauma rates are very high.

1. Given all these ways that someone could experience a traumatic event, it is not surprising that approximately half the population report experiencing at least one traumatic event in their lifetime.
2. Trauma is especially present in jail populations, among persons with mental illness, and

among the homeless.

3. Given the prevalence of trauma, especially in the populations we more commonly encounter, it is arguably appropriate to assume that the person you are interacting with has experienced significant trauma.

D. Characteristics of Traumatic Events.

1. Threatening - Involve threats to life or bodily integrity, or close personal encounter with violence and death.
2. Terrifying - Confront human beings with feelings of helplessness and terror.
3. Overwhelming - Disrupts a sense of control, connection and meaning and renders victims helpless by overwhelming force.

E. How people experience Trauma is dependent on different factors and is individualized:

P. O. 6.3.4A

1. Trauma is an individualized response to an event, a series of events, or a set of circumstances.
 - a. May include actual or extreme threat of physical or psychological harm.
 - b. May include neglect.
2. Risk Factors.
 - a. Things that increase the likelihood of adverse effects:
 - i. Health issues.
 - ii. Illness can make a person more psychologically vulnerable.
 - iii. Resources required to fight the illness leaves few to cope with the event.
 - iv. Mental health issues.
 - v. Diminished mental capacity reduces coping ability.
 - vi. Diminished decision making leaves them vulnerable to victimization.
 - vii. Severity of the event.
 - viii. Some events are more horrific than others.
 - ix. Some events are very long in duration. (Puerto Rico)

- x. Proximity to the event.
 - xi. Being physically or emotionally closer to the event increases how powerful the experience is.
 - xii. Biology.
 - xiii. Brain structure. (size of the amygdala)
 - xiv. Ability to manage strong feelings and impulses.
 - xv. Previous trauma.
 - xvi. Trauma has a cumulative effect.
 - xvii. Life experiences can diminish capacity to cope. (recent death in family, changes in employment or financial status)
- b. High risk populations – certain socio/economic and environmental factors can make a person more vulnerable to experiencing adverse effects from trauma.
- i. Veterans.
 - ii. Homeless.
 - iii. Severe Poverty.
 - iv. Gang or community violence.
 - v. LGBTQ.
 - vi. Community trauma.
 - a) War, Terrorist attack.
 - b) Mass shooting, natural disaster.
 - vii. Historical trauma – Often involves powerful issues that can have lasting traumatic effects and be transmitted from generation to generation.
 - a) Native Americans.
 - b) People of Color – generations of discrimination and racism.
 - c) Immigrants.
 - d) Holocaust Survivors.

3. Protective factors and Resilience factors.
 - a. Protective factors are unique to the circumstance/event.
 - b. Resiliency factors are unique to the person/experience.
 - i. The primary factor in resilience is having caring and supportive relationships within and outside the family. Relationships that create love and trust, provide role models, encouragement, and reassurance that bolster a person's resilience.
 - a) Family support system.
 - b) Strong friendships.
 - c) Community connection.
 - ii. Positive view of yourself and confidence in your abilities.
 - iii. Capacity to make and execute plans.
 - iv. Skills in communication and problem solving.
 - v. Employment.
 - vi. Biology.
 - vii. Meaningful activity.
 - viii. Strong cultural/religious beliefs.
 - c. Can limit the adverse effects of the event on the person.
 - d. You most likely have a lot of these resiliency factors. You should not therefore compare your ability to handle a situation with someone else who may lack some or all of these factors. Not everyone can "pull themselves up by their bootstraps", especially when they don't even have shoes.
- F. A person's risk or resiliency can be measured: ***INSTRUCTOR NOTE: ACEScoreResilienceQ2.pdf***
1. Someone with an ACEs score of 2 or more is at increased risk of:
 - a. Depression.
 - b. Suicide.

- c. Hallucinations.
 - d. Impaired memory.
 - e. Smoking, alcoholism, addiction, eating disorder.
 - f. Being a victim of DV or Rape.
 - g. Teen pregnancy.
 - h. Having impaired work performance.
2. Risk increases greatly at ACEs score of 4 or more.
- a. Example: Male with ACEs score of 6 has a 4600% increase in likelihood of intravenous drug use. (opioid epidemic)
- G. The Effects of Trauma can manifest in surprising and long-lasting consequences.
- P. O. 6.3.4B**
1. Experiences during the critical periods of early childhood organizes brain systems and changes brain development.
- a. Children whose parents' abuse alcohol and other drugs are:
 - i. 3 times more likely to be abused.
 - ii. 4 times more likely to be neglected.
 - b. Children who experience abuse and neglect are:
 - i. 59% more likely to be arrested as a juvenile.
 - ii. 28% more likely to be arrested as an adult.
 - iii. 30% more likely to commit a violent crime.
2. Shapes a person's world view.
- a. Self - I am helpless. I am worthless and undeserving of love.
 - b. Beliefs - The world is dangerous. It isn't fair. No one can protect me. Never feel safe. Powerless.
 - c. Relationships - Impaired capacity to trust. Impaired ability to connect with others. Anger that can be uncontrollable.
3. Effects are diverse and pervasive. (They can affect everything!)

- a. Affects ability to function well and be independent.
- b. May affect the ability to keep a job or care for children and family.
- c. Can affect biological, psychological, and social development.
- d. Can have profound effects on health.
 - i. Events could result in a TBI or other injury leading to long term physical impairment such as a loss of limb or mobility.
 - ii. PTS and chronic stress can change your brain and body chemistry.
 - a) Larger amygdala, smaller hippocampus and prefrontal cortex.
 - b) Changes in chemistry with more stress hormones. (Elevated levels of inflammatory markers in bloodstream)
 - c) Immune system is less effective leading to cancer, arthritis, asthma.
 - d) Social, emotional and cognitive impairment.
 - e) Heart disease, liver disease, stomach problems. Early death.
 - iii. Survivors often engage in risky behavior.
 - a) High risk of STDs.
 - b) High risk of drug use.
 - c) Risk of physical injury from these risks.

H. Things to keep in mind when interacting with survivors of Trauma:

P. O. 6.3.4C

- 1. Trust issues are common.
- 2. Individuals may rarely be truthful.
 - a. Tell lies to protect the suspect.
 - b. Tell lies to avoid abuse.
 - c. Confuse what the truth really is.
- 3. People who live with abuse will figure out how to avoid getting hurt.

4. Trouble expressing emotion.
 5. Drugs help suppress feelings and memories.
 6. Using violence can be a way of coping.
 - a. People who expect aggression may strike out first.
 - b. People may strike out instinctively without thought.
- I. Tips for successful interactions.
1. Show respect.
 - a. People who have been marginalized are not used to respect and giving them some can change everything.
 - b. You are supporting their recovery by helping their self-esteem.
 - c. Huge factor in street and prison culture.
 2. Give information.
 - a. Information is reassuring and calming.
 - b. #1 question from a prisoner is “what is going to happen?”
 3. Safety is important.
 - a. Paranoia and suspiciousness are symptoms of trauma.
 - b. If you can help them feel safe it will calm their behavior.
 4. Choice is important.
 - a. Shows respect and helps people feel powerful.
 - b. Even something as dumb as which radio station they listen to on the drive to jail is a big show of respect.
 5. Survivors often like a lot of personal space.
 - a. You can ask about it or ask before you approach “can I sit here?”
 6. Communicating what you are doing is respectful.

- a. Now I am going to lock these handcuffs.
- b. I'm just going to get a form and then I will return your signature.
7. Building trust is huge – DO NOT LIE.
8. Collaboration is key to enhancing personal responsibility.
9. Respond vs react.
 - a. Their behavior may be annoying, rude, or unsafe.
 - b. Don't take it personally and think about what they are going through before you address it.

VII. INTERACTIONS WITH CHILDREN AND YOUNG ADULTS**P. O. 6.3.5**

- A. Things to keep in mind:
 1. Their brains are still developing and they will behave differently than adults.
 2. Younger children are literal in their speech.
 3. Young adults may be impulsive, behave inappropriately, or lack a filter. The part of the brain that controls impulse or provides a filter is the last to develop.
 4. Trauma can have significant impacts on children.
 - a. Children that have witnessed a lot of trauma may seem "careless".
 - b. They may display complicated feelings for their parents or cling to their caregiver.
 - c. They may not have a fear of strangers, which a typical child would normally have.
 - d. They may feel that they are responsible for the bad thing that happened.
 - e. They may experience anxiety, terror, shock, withdrawal, helplessness, sleep disorders, aggression, and/or other symptoms of PTSD.
 - f. They may worry about the safety of loved ones.
 5. No matter the chaos of the situation: most children love their parents and most parents love their children. Any statements to the contrary are typically made out of anger and frustration and are a sign of crisis rather than true statements.
 - a. In these situations, take this as an indication of a crisis.

- b. Separate the individuals involved.
 - c. Utilize your active listening skills until the party's calm down.
 - d. Request help from a partner organization (like a crisis team) if needed.
- B. Communicating with Youth.
- 1. As with any individual, if possible, be at eye level, which may mean sitting or kneeling.
 - 2. Introduce yourself and explain in simple terms why you are there. Examples:
 - a. "Someone called because they are worried about you and your family."
 - b. "Mom called because she needed help with dad."
 - c. "Mom was out of control and we needed to make her stop. She is sitting in our car now."
 - 3. Acknowledge if something upsetting happened and stress that it is not the child's fault.
 - 4. Re-assure them that you will make sure they have a safe place to stay until everything gets worked out.
 - 5. The child should be given an age appropriate explanation of what is happening.
 - 6. Try to answer questions they may have about the process. If they are older, you may be able to give them more details about court processes and other relevant information.
 - 7. Reassure them that they have done nothing wrong and that their parents will be safe.
 - 8. Do not speak poorly of their parents. The child is part of their parents, and to talk badly about them is to make the child feel bad about themselves.
 - 9. Express concern for the child.
- C. On scene Procedures.
- 1. Make sure to check children for injuries.
 - 2. Interview parents away from children.
 - a. Separating children and parents in different rooms can have a calming effect if they are fighting.
 - 3. If the child has witnessed an extremely violent situation, they should be interviewed by a certified forensic interviewer.

- a. This ensures their statements will be acceptable in court.
4. In cases where an English translator is needed:
- a. Use extreme caution when asking children to translate, and never use them to translate during the investigative stage. It exposes them to information that may not be age appropriate and they may be confused and mis-understand what is being said.
 - b. Also, parents should never be used to translating for their children. They are not impartial and can misrepresent facts.
 - c. A department approved translator, another officer, or a language line should be used to provide translation.
- D. Arresting a Parent.
1. This can be very traumatic for children.
- a. They may feel shock, immense fear, anxiety, or anger towards the arresting officers or law enforcement in general.
 - b. They may feel that they themselves did something wrong or are being punished.
 - c. Incarceration of a primary caregiver (often the mother) can have the most severe and long-lasting consequences.
 - d. Often, these events have a negative impact on a child's immediate and long term emotional, social, and physical health.
 - e. This can also lead to later problems with authority figures and police.
 - f. Time taken to treat a child with compassion and thoughtfulness is time well spent.
2. Minimize the child's exposure to the arrest.
- a. Avoid making the arrest or handcuffing the parent in front of the child. Arrests become routine for officers, but to children they are very traumatic.
 - b. If the arrest is pre-planned, try to determine if children live in the home and plan the event for when they will not be present.
 - c. You may want to consult your supervisor for permission to cite in lieu of detention or to submit charges to prevent separating the parent and child.

- d. If possible, allow the parent to comfort and explain things to their child and let them know who will be taking care of them.
 - i. If the parent is too upset or is unwilling, consider requesting a victim advocate or social worker from a partner organization to assist.
 - e. Allowing the parent to stay with the child until another caregiver is present is additionally comforting.
 - f. Teenagers are vulnerable to being left alone. It is important to ensure placement of all children with a responsible adult and not left to fend for themselves.
3. If there is no custodial parent to care for the child:
- a. Try to locate a parent and ask them who they want to care for the child.
 - b. It is better if the child can be placed with another parent, close relative, or family friend rather than DCS. Familiar, trusted surroundings can provide stability and help children to cope with the stress of being separated from their parents.
 - c. Gather up any medications, school books, a change of clothes, and items of comfort for the child to take with them. If possible, ask the parent to identify items or have the child select them.
 - d. Document the name and contact information of the parents and the people taking custody.
 - e. Contact the Department of Children’s Safety (DCS) if there is no other possible caregiver or to report abuse/neglect. **INSTRUCTOR NOTE:** *The Law Enforcement only direct line is : 1-877=238-4501.*
4. If there are no children present:
- a. Consider asking individuals you arrest if they are a parent or caregiver.
 - b. Look for indications that they may be a parent such as a car seat or toys.
 - c. If they are a caregiver, follow the procedures just outlined to ensure there is someone to care for the child.
 - d. If the child is at school, contact the principal or similar adult to consult who is available to pick up the child and provide temporary care. Often schools have the names and phone numbers of designated caregivers on file.

VII. INTERACTIONS WITH COMMUNITY MEMBERS WHO SPEAK A DIFFERENT LANGUAGE

P. O. 6.3.6

- A. Introduction.

1. As an officer, in tense, uncertain situations, you will issue orders you expect to be followed immediately. When those orders are not followed, it can be cause for concern and generally makes us very nervous.
 2. However, there are several benign and legitimate reasons that someone may not follow our instructions immediately. While we need to be cautious, we also need to keep an open mind and remember that a person may not understand us or may not be in a position to comply.
 3. When a person does not do what you tell them, consider that they may not speak your language, cannot hear you, or that some other legitimate concern is preventing them from complying.
 4. This will be harder to do the more stressful the situation and it takes practice to remain calm and not rush to judgment.
- B. Communicating with a community member who speaks a different language.
1. The most respectful thing you can do is to make your interactions as smooth and understandable as possible.
 2. Try using pictures to communicate. **P. O. 6.3.6A**
 - a. If they speak very little or no English, this may be the best way to communicate at first.
 - b. You will need to identify what language they speak, a card with multiple written languages on it will allow them to point to the one they speak.
 - i. You can also use an app on your phone to help.
 - c. It's ok to talk while you do this, it is considered more respectful than remaining mute.
 3. Slow down your speech. **P. O. 6.3.6B**
 - a. If a person speaks some English, it can still be difficult to understand you if you talk fast.
 - b. Be careful not to talk louder or sound condescending which we tend to do when we slow our speech.
 - c. Use full sentences that are short and concise.
 - d. Enunciate clearly, pronounce your words fully, avoid slang, avoid idioms and other complex phrases, and avoid jokes as they do not translate well.

- e. Try to use words that sound similar in any language like “ok” and “no”.
4. Use your body language and tone. **P. O. 6.3.6C**
- a. Intonation signifies a question in English and many other languages like Spanish.
 - b. Use your tone to help convey your meaning so that, even if the person doesn’t understand all the words, the context can help convey your meaning.
 - c. Your facial expressions, your stance, and hand signals can also help give context to your speech.
 - d. Make eye contact just as you would in any conversation.
5. Be culturally aware. **P. O. 6.3.6D**
- a. Knowing about a person’s culture, values, preferences and differences can help you understand context and will aid in your communication.
 - b. Taking their point of view into consideration is respectful.
 - c. Try to learn their name and pronounce it correctly, it will help you make a stronger connection.
6. Learn some polite expressions and key phrases.
- a. Try learning to say hello or good morning in your community’s native language. By doing so you are showing true interest in them and their culture and it goes a long way to breaking the ice and building trust. You can learn from a fellow officer, a trusted community member, or by calling the language line if you can’t find anyone else.
7. Request a translator.
- a. Request another officer that speaks the individual’s native language to respond. This is the most ideal.
 - b. When an officer is not available, use the language line as these are official translators that will communicate the exact meaning of what is being said.
 - c. You may also use a trusted family member or member of the community. Avoid using children, even young adults, as this can be very traumatic for them.
8. Consider learning a second language.
- a. You may not become fluent, but any additional understanding can be helpful.

- b. In learning another language, you learn about culture which can be very useful in helping you communicate.

IX. INTERACTIONS WITH COMMUNITY MEMBERS WHO ARE VISUALLY IMPAIRED

P. O. 6.3.7

A. Differences to keep in mind:

1. Community members with visual impairment may use a white cane, or a guide dog, or they may not. Some do not want to look vulnerable or identify themselves because they think it makes them an easy target. The presence of the cane or a dog are indicators that the person may be visually impaired but may not always be used. In addition, some individuals with visual impairment can see some shapes or colors and may not be completely blind. The only way to know is to ask them.
2. Some individuals with visual impairment can see some shapes and colors and may not be completely blind. The only way to know is to ask them.
 - a. They may appear to make eye contact with you. They may be just looking toward the sound of your voice or they may see some part of you.
 - b. Some people can only see out of their periphery so they will turn their head in order to see you.
 - c. Some eyes may appear abnormal or may contain a natural nystagmus and individuals may not cover them with glasses.
3. People with visual impairment are not super-sensory. While they rely on their other senses more, they do not have a sixth sense. Some have developed the ability to use sound to echolocate, meaning they listen to the way sound bounces off objects. They may snap their fingers, click their tongue, tap, or make any other noise to listen to the sound. **INSTRUCTOR NOTE:** *Optional videos on etiquette for interacting with persons who are visually impaired.*
<https://youtube.com/playlist?list=PLLTQ1G0lq8b1XRqTvL3Ps4hro4RCAYHEh>
4. Overcompensating kindness is just as insulting as judgment. Many individuals with visual impairment are very capable. If you lead them to a location when they just asked for directions, it can be patronizing. Instead, ask if they would like help rather than assuming they need it. If they say no, accept that they will be ok.
5. Persons with visual impairment may report more anxiety than people in the general population. It can be challenging to avoid stressors in daily life. This does not affect their quality of life, but it is a real indication of their true experience.

B. Communicating with a person who is visually impaired.

1. Identify yourself as a police officer and ask if the person is visually impaired.
P. O. 6.3.7B
2. The person may not be able to see your uniform and may wish to verify you are not impersonating an officer. If it is safe, allowing the person to touch your badge can help them identify who you are. If you have time, you may also want to ask the person how they would like to verify your identity. 2 other possible options are:
P. O. 6.3.7C
 - a. Use your radio to ask the dispatcher to verify your identity and let the person listen.
 - b. Allow the person to call your non-emergency number and confirm your identity themselves.
3. Talk directly to the person in a normal manner. Don't avoid words like "viewpoint," "see," or "witness." It can create an awkwardness that doesn't need to be there as these words are not offensive. Instead, talk normally and just let them be a part of your experience as they let you be a part of theirs.
P. O. 6.3.7A
4. Curious inquiries are not offensive. Asking questions can give you great insight and shows you are open minded and willing to learn.
5. Sometimes auditory "clutter" can be a distraction as well as "visual clutter". So, if you are trying to question someone at the scene of a crime... sounds or bright / flashing lights may be a stressor to some. A verbal explanation of the environment may be enough to calm a person. Otherwise, a quieter or controlled environment may be needed for effective communication.
6. Self-esteem, self-belief, and self-image are partially formed through social interactions. The more capable you believe a person is, the more they will shine. This is true of all people, not just people with disabilities. As an officer, you are a very influential member of the community and your support matters more than most. Your investment in building people up can be very rewarding. It won't fix all problems, but you will be a positive force in their life .

X. INTERACTIONS WITH COMMUNITY MEMBERS WHO ARE HARD OF HEARING. P. O. 6.3.8**A. Deaf culture and differences to keep in mind:**

1. Not all deaf people are the same and there are different subcultures.
P. O. 6.3.8
 - a. Some individuals with hearing impairment identify as medically deaf. They will use a lowercase "d" when they write "deaf" to signify that identity. They are diagnosed as hard of hearing but do not identify as being culturally Deaf.
 - b. Those that identify as culturally Deaf, will use the capital D. They may use sign language or actively participate in the Deaf community.

- c. Hearing loss is a spectrum and there are many different types of hearing loss. Many people can hear some sounds, they just can't hear them clearly.
 - d. People in the deaf community have different opinions on whether to learn or not learn sign language, if cochlear implants are good or bad, and a range of other topics. Just like in all cultures, people are individuals.
 - e. Take away:
 - i. Don't make assumptions. Ask questions to better understand each individual person.
 - ii. Ask about the person's preferred method of communication.
2. Community is very important. Being with other individuals who are also hard of hearing is comforting and empowering. **P. O. 6.3.8B**
- a. Deaf culture is collectivists; they see themselves as part of a close-knit and interconnected group. Hearing culture is more individualist and emphasizes privacy.
 - b. Information sharing is important in this type of culture and they are comfortable talking about personal topics.
 - c. Being direct is also a characteristic. While hearing people may consider this directness rude, deaf people are often confused by the roundabout way of hearing people talk. They did not grow up listening to people interact and they cannot hear tone of voice. Thus indirect messages are often confusing.
 - d. Communication with someone who is hearing can be challenging and can cause stress or anxiety.
 - e. Take away:
 - i. Be direct and clear in your communication. Don't confuse things by trying to soften bad news with a lot of words.
 - ii. Including other members of the deaf community is more important than ever to reduce stress and should be considered when safe to do so.
3. People who are deaf interpret the world through sight. **P. O. 6.3.8C**
- a. Facial expressions, body language, and other visual cues are very important.
 - b. Take away:
 - i. Make an effort to interact in a well-lit area.

- ii. Make eye contact and don't turn your back when communicating.
 - iii. Be aware of your facial expressions and body language.
4. Sign language:
- a. Facial expressions are just as important in sign language as using the hands. Expressions and body language make up for the lack of tone of voice. When deaf people sign, they look at each other's faces.
 - b. Sign language is not universal, each country has its own language. American Sign Language is used in the United States while British Sign Language is used in the United Kingdom.
 - c. Not all people who are Hard of Hearing know sign language.
 - d. 88% of parents of deaf children do not learn sign language. In turn, many deaf children may not learn. There are many reasons and schools of thought for and against using sign language. The choice to learn it or not is personal.
 - e. For people who do sign, their hands are their voice. Grabbing their hands is like slapping your hand over the mouth of a hearing person.
 - f. Take away:
 - i. You may have to handcuff someone who is deaf and communicates through sign language. Understand that this will be exceptionally traumatic. If it is safe to do so, explain what is happening and how long they will be handcuffed. Then, try to remove them as soon as possible.
5. Hearing aids make sounds louder, but not clearer, so just talking louder won't help.
- P. O. 6.3.8D**
- a. Take away:
 - i. Enunciate more clearly and distinctly if it seems like they are having trouble understanding you.
6. Tips for getting someone's attention:
- P. O. 6.3.8E**
- a. Do's:
 - i. For an individual: Tap the person on the shoulder.
 - ii. For a group: flash the lights on and off or tap on a table so the vibrations get everyone's attention.

- b. Don'ts:
 - i. Waving your hands in someone's face or jabbing them is considered rude.
 - ii. Flashing lights when only looking to get the attention of an individual is also considered rude, as is stomping on the floor.

- 7. Most of the world is designed for people who can hear. Often, only a certain amount of conversation will actually be translated for a deaf person. This can lead to feelings of being neglected or alienated, sometimes even by family members. It can be exhausting and frustrating to navigate this environment. Expending this energy can shorten someone's patience, put them in a bad mood, or create animosity toward hearing people.
 - a. Take away: **P. O. 6.3.8F**
 - i. Bring your patience and understanding. It will take a little extra effort on your part, but you only have to do it for a short time, for them it is every day all day.

- 8. The term Hearing Impaired is not politically correct. The deaf can do anything a hearing person can and they do not view their disability as an impairment. As such, they prefer the term Hard of Hearing or Deaf.

- B. Legal considerations: **P. O. 6.3.9**
 - 1. ARS 12-242(C)
 - a. If a person who is deaf is arrested or taken into custody the officer shall procure a qualified interpreter for:
 - i. Warnings of the person's constitutional rights (Miranda).
 - ii. Interrogation.
 - iii. Obtaining their statements.

 - 2. Obtaining a qualified interpreter is very important to the deaf community. Given that communication is so difficult, it is important to make it as easy as possible.
 - a. Take away:
 - i. Request an interpreter and make every effort to provide one as soon as possible.
 - ii. Ask the person what method of communication they prefer.

- iii. A deaf person may also request an intermediary to help provide interpreting services between them and the interpreter you provide.
3. Text messages and/or pen and paper can work in a pinch.
 - a. These are not the best as they do not convey any body language or facial expression.
 - b. You must save any written communication as it becomes evidence in court.
 - c. Some individuals may have a device or devices that assists them with communication. In the stress of the moment, they may forget about it. Asking about how they normally communicate can help prompt them to remember.

XI. COMMUNICATIONS WITH CITIZENS IN CRISIS.**P. O. 6.3.10**

- A. Often, police are called to respond to highly emotional situations. In these challenging situations, it is best to deal with the emotions first. Dealing with the emotions will help you deal with any challenging behavior.
- B. Control yourself first, use a very calm voice. Acknowledge their emotions, validate it. Ex: distraught loved one "I can't imagine how painful this is for you, we are doing everything we can, but I need to get more information so we can be more helpful." **P. O. 6.3.10A**
- C. The crisis is not the situation; it is the reaction to the situation. It is not the problem you have to fix, it is the reaction to the problem you have to manage.
 1. The way you manage that, is use the skills we discussed , active listening, empathy, and emotional intelligence. **P. O. 6.3.10B**
- D. Aim to only talk for 20% of the conversation and use that time to let the other person know you heard them.
 1. Key listening skills: A lot of silence, open ended questions, and paraphrases will allow them to tell their story. It allows them to feel safe to talk.
- E. Stay curious about the other person.
- F. See the situation from their perspective. What is causing them to act this way? Is it fear? Is it anger? Those are powerful emotions that tend to overpower others.
 1. Fear.
 - a. Acknowledge it first and ask them to tell you more about it.
 - b. Ask them a lot of questions about it. As they talk about it, they are venting and releasing, and they may come to terms with the situation they are in.

- c. Sometimes you can help... if they are afraid of their neighbors seeing them get arrested, we can formulate a plan with them that will protect them.
 - d. But sometimes you can't help, if they are a felon and they are afraid of going to jail, we are still going to take them. But if they talk it through, they can come to terms and accept their situation.
2. Anger.
- a. Again, acknowledge it first and ask them to tell you more about it. Keeping them talking, venting their anger verbally is much better than physically. Frank honesty is important, because being evasive will add to the anger.
 - b. Example: "We got a call from someone that there was an argument and we need to investigate and find out what happened."
 - c. Anger is an energy consuming emotion, and most sober people can't keep it up indefinitely.
 - d. Human nature is to avoid topics that they bring up because they are angry about it. These are things that they need to talk about and vent. This is different from topics you bring up that they get angry about. If that happens, apologize, drop it, and move on. People don't expect cops to apologize and it goes a long way to building rapport.
3. With both fear and anger, there are emotions underneath that are being overshadowed. Aim to listen for the underlying emotions to address. Label the emotions that you hear.
4. Emotionally charged situations like this can sweep you up into them. It is very important in these crisis situations to manage your own emotions. Slow yourself down, slow the situation down, use time to your advantage. Know your own emotions, make sure they are in-line with your goal. A second officer can keep you in check. They can let you know if they observe you getting too emotional.

P. O. 6.3.10C

XII. CONCLUSION

- A. Review of performance objectives
- B. Final questions and answers
- C. Instructor closing comment(s)