CIT After DOJ

2017

CIT International Conference
Objectives

- Lessons learned and progress made after DOJ came to town.
- Describe the importance of using data in crisis intervention programs.
- Analysis curricula to ensure best practices.
- Increase understanding in organizing community collaboration.
History

• APD CIT started 1996
• High profile uses of force
• DOJ Findings Letter April 2014
• DOJ Settlement agreement October 2014
Findings Letter

• After interviewing and observing the Team and some of the patrol officers they have trained and certified, we are encouraged by the innovations and passions that many on the Team have brought to the department.

• In many ways, the Team provides a template for the department as it considers how to remedy its pattern of unreasonable uses of force.
Impact of DOJ

- Community buy in
- Moral
- Us vs Them
- Knee Jerk Reactions
- Working with monitor team
Collaboration

• Pre DOJ
  • Disjointed
  • Not standard
  • Employee dependent

• After DOJ
  • Established through policy
  • MHRAC
  • Inclusive (AJP Paper)
Collaboration to Reduce Tragedy and Improve Outcomes: Law Enforcement, Psychiatry, and People Living With Mental Illness

Nils Rosenbaum, M.D., Detective Matthew Tinney, Mauricio Tohen, M.D., Dr.P.H.

A homeless man, known as “the Street Corner Saint,” lived in a small camp in a park in uptown Albuquerque. Each morning he would stand on the same busy corner and preach that the world would be saved once “Margaret realized her destiny.” Despite efforts by police and local homeless providers, no intervention was successful. Local outreach groups got to know him and ensured that he ate every day. Despite the various services he was offered, he refused to move or leave his corner.

Meanwhile, the police received numerous calls about him from angry and concerned citizens. “He’s bad for business!” “He scares kids!” When he was doing well, the Saint quietly displayed signs, answered questions about Margaret, whom he never identified, and counseled people on how to live happy lives. At his worst, he yelled at pedestrians and threw rocks near children. He established rapport. He also spoke with local homeless assistance providers, who gave him background and patterns that would later help to resolve the case: The Saint was never seen with recreational drugs, he had no known medical problems, and at times he reacted to internal stimuli. Notably, some years earlier, he had refused food and almost starved himself to death.

The psychiatrist also spoke with providers at the university hospital emergency psychiatric services. They discussed various options, planning to intervene the next time he decompensated. Months later, a report came to the psychiatrist that the Saint had lost weight and was refusing food. The psychiatrist evaluated him again, and because rapport had already been established, the Saint told him that he had stopped eating because Margaret had demanded that he purify himself by refusing food.
Policy

• Pre DOJ
  • 2 page policy on interactions with people living with mental illness
  • Changes made capriciously
  • No standing reviews

• Post DOJ
  • 30 page policy to include I/DD
  • Multi layer review process
  • MHRAC
Documentation “If you didn’t document it, it didn’t happen”

• Pre DOJ
  • Standard police reports
  • Little to no proof of work

• Post DOJ
  • Minutes
  • Attendance
  • Course of business
Training

• Pre DOJ
  • Outside agency (double billing)
  • PowerPoint only
  • Closed to public
  • Proprietary
  • Voluntary 40 hours
  • Non-collaborative
  • In silos
  • One and done
Training

• Post DOJ
  • Community driven
  • Curriculum based (ADDIE)
  • Mandatory 40
  • Voluntary enhanced (40%)
  • Continuing education (CIT Knowledge Network)
  • Integrated into lifespan of employment
  • Co-taught with community experts and peers
  • Open to public
Training

• ADDIE
  • Analyze
  • Design
  • Development
  • Implementation
  • Evaluation
Suggested Instructor Certification:

- General Instructor
- Specialized Instructor
- CIT Instructor
- Professional Lecturer
- Master Instructor

Source

Document/Bibliography:


Livingston, J., Desmarais, S., Verdun-Jones, S.,
Active Listening (Slide 4)

Active Listening

- Face the speaker
- Nod occasionally
- Maintain eye contact
- Minimize distractions (internal & external)
- Keep an open mind
- Open and inviting posture

- Review the points on slide.
- Talk about the differences in eye contact.
  - Show an example of staring aggressively and looking at someone while listening.
- Open and inviting posture should not go against officer safety positioning or stance.

Discussion – Physical Active Listening Skills

Ask for students to come up with examples of other Physical Active Listening Skills.

- Open hands
- Hand on chin
- Sitting (when safe)
- Respond appropriately
- Smile
- Talk to the person directly
Active listening - Physical Skills:

Active listening starts with your physical characteristics and approach when engaging someone. These skills may not work on everyone you spend time with but if you use them consistently they will reflect professionalism on all your encounters.

Creating a scene with empathy and respect will help an individual feel safe enough to consider other perspectives and become more receptive to the positive suggestion from law enforcement.

- Face the speaker
- Nod occasionally
- Maintain eye contact
- Minimize distractions
- Keep an open mind
- Open and inviting posture when safe

- Open hands while talking or listening
- Thinking position
- Sitting when safe
- Respond appropriately
- Smile and other facial expressions
- Talk to the person directly
Data

• Pre DOJ
  • Informal/ handwritten
  • Used for brags
  • Not analyzed
Data

• Post DOJ
  • Mindset shift
  • CIT Worksheets
  • Data Analyst & Assistant
  • Data mining
  • Monthly reports
  • Policy changes
  • Training changes
Is life better or worse after DOJ?
Thanks! Questions?

Nils Rosenbaum, MD
nrosenbaum@cabq.gov

Lawrence Saavedra
ldsaavedra@cabq.gov

Peter Winograd, PhD
pwinograd@cabq.gov

Matt Tinney
mtinney@cabq.gov