

Cleveland Division of Police
Communicating and Active Listening
Instructor's Manual

Slide 1 – Title

Slide 2 – Our purpose

- Start by asking the group to explain what they know about this training. What are they expecting? What have they heard?
- Why is a training on mental illness needed for police officers?

Key points to make before moving on

- You will routinely encounter people with various special needs including mental health problems, addictions, developmental disabilities, and those who are in various levels of distress
- Understanding how to communicate with the special needs population will help you to respond in a manner that improves the chances for a safe and positive outcome for both you and those that you are responding to

Slide 3 – What is mental illness?

- Start by getting them comfortable speaking in the class/develop some interest
- What do you about mental health case law concerning law enforcement?
- What current Cleveland cases are in court dealing with mental health and law enforcement?

Key points to make before moving on:

- Current case law that governs what we do.
- Know these case laws to assist you in the actions you will take.

Slide 4 – Case Law

- Case Law has been established stating that Officers must consider the Subject's mental health when using force.

Slide 5 – Griffith v. Coburn

- Discussion – Events that took place during Griffith v. Coburn

Key points:

- Arthur Partee's mother came to police station to ask about getting a mental evaluation for Arthur.
- It was found Arthur Partee had an outstanding traffic warrant.
- Officers responded to Partee's house with mother and entered with permission.
- Arthur Partee passively sat on the couch watching television, ignoring police orders.
- Arthur Partee was handcuffed and placed face down on the ground.
- Arthur Partee stopped breathing. Officers said he was "just faking".

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- Officers performed CPR, but Partee died.

Slide 6 – Griffith v. Coburn

- Discussion: What could the Officers have done differently?

Slide 7 – Deorle v. Rutherford

- Richard Deorle was upset he was diagnosed with Hepatitis C, consumed a half-pint of vodka and Interferon (medication).
- Deorle began behaving erratically and became suicidal. Deorle's wife called the police.
- Officer Mahon arrived and escorted Deorle's wife and kids out of the house, but Deorle would not allow him in the house.
- Officer Mahon calls for back up. 13 Officers respond, including Officer Rutherford.
- Officer Rutherford is trained in the deployment of force against recalcitrant suspects.
- Deorle obeyed police commands and dropped several items, including a hatchet and wood board, when ordered by police to do so.
- Deorle walked at a regular pace unarmed toward Officer Rutherford.
- Officer Rutherford fired his bean bag shotgun, striking Deorle in the eye.
- Deorle survived, but lost his left eye and had multiple cranium fractures.

Slide 8 – How do we normally gain information

- Ask class how they gain information.
 - Ask Questions
 - Interview and Interrogation
 - Investigations

Slide 9 – Characteristics of traditional law enforcement questioning

- Rapid fact finding
- Quick problem solving
- Intrusive
- Focus on the Officers agenda

Slide 10 – Impact of traditional law enforcement questioning

- Diminishes rapport
- Creates pressure
- Can provoke defensiveness
- May create barriers

Slide 11 – Behavioral change stairway

- Discuss with class the behavioral change stairway.

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Slide 12 – Persuasion vs. Influence

- Discuss with class the difference between persuasion and influence.
- Have class give examples of both.

Slide 13 – Persuasion vs. Influence

- Continued discussion on the difference between persuasion and influence.

Slide 14 – Build Rapport

- Discuss with class what rapport is.
- Have class give examples of when they built rapport with someone and how they did it.

Slide 15 – Build Rapport

- Use class examples of rapport building to show how they influenced an individual.

Slide 16 – Build Rapport

- Discuss techniques used to build rapport.

Slide 17 – Build Rapport

- Discuss with class that once rapport is established it can be damaged very easily.

Slide 18 – Empathy

- Discuss with class what empathy is.

Slide 19 – Empathy

- Discuss that empathy does not mean agreeing.

Slide 20 – 8 Active Listening skills

- Discuss the 8 active listening skills
 - Emotional Labeling
 - Paraphrasing
 - Mirroring / Reflecting
 - Summary
 - Open Ended Questions
 - Minimal Encouragers
 - Effective Pauses
 - “I” Messages

Slide 21 – Active Listening is not

- Discuss how you're allowing the subject to talk, not advising them on what they should do.

Slide 22 – Active listening is not

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- Talk with the class about not passing judgement, whether you agree or disagree with the subject's views.

Slide 23 – Active listening is not

- Persuasion
 - Emphasize that Officers are not trying to persuade the Subject, but instead trying to build rapport and influence Subject's choices.

Slide 24 – Emotional Labeling

- State the emotion that you hear
 - Ask class to demonstrate emotions and identify them.

Slide 25 – Emotional Labeling

- Discuss with class how actions of subject may not always show true feelings.
- Discuss with class how Subject may not know their emotions.

Slide 26 – Paraphrasing

- Discuss with class how to paraphrase statements.
 - Put meaning in your own words
 - Used for brief confirmations of meaning
 - Displays attentiveness

Slide 27 – Paraphrasing

- Discuss with class just because you paraphrase a statement doesn't mean you agree with the subject.

Slide 28 – Paraphrasing

- Have class give examples of paraphrasing.

Slide 29 – Mirroring / Reflecting

- Discuss with class the meaning of Mirroring / Reflecting
 - You repeat the last few words of the Subject's statement,
- Give examples to class.

Slide 30 – Mirroring / Reflecting

- Discuss with class the uses of mirroring / reflecting
 - Demonstrates understanding
 - Encourage Subjects to keep talking

Slide 31 – Summary

- Discuss with class what summary is

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- Periodically covering the main points.
- Tell back the story in your own words.

Slide 32 – Open ended questions

- Discuss with class what open ended questions are.
 - Questions that require more than a “yes” or “no” questions.

Slide 33 – Open ended questions

- Discuss with class the benefit of open ended questions
 - Conveys a sincere interest in gaining understanding
 - Gives a freedom of response while framing the scope
 - Limits the feeling of being interrogated

Slide 34 – Open ended questions

- Discuss with class the problems they may face with open ended questions.
 - Altered state of mind
 - Questions may not be understood

Slide 35 – Minimal Encouragers

- Discuss with class what minimal encouragers are.
 - Brief responses or sounds that indicate you are present and listening
- Give examples of minimal encouragers
 - Uh-Huh
 - Yeah
 - OK
 - Nodding your head (if face to face)

Slide 36 – Minimal Encouragers

- Discuss with class the best time to use minimal encouragers.
 - Best used when the subject is
 - Talking through an extended thought
 - Talking for an extended period of time

Slide 37 – Effective pauses

- Discuss with class what effective pauses are.
- Explain to class when to use effective pauses.
 - Immediately before or after saying something meaningful
 - Helps focus thoughts

Slide 38 – Effective Pauses

- Discuss with class the benefits of effective pauses.
 - Helps show the Subject the conversation is a turn taking process.
 - Subject will better understand that they have a time to talk and a time to listen.

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- Helps develop structure to the conversation.

Slide 39 – “I” Messages

- Discuss with class what “I” Messages are and when to use them.
 - Used to confront uncooperative behavior
 - Used to confront without being accusatory

Slide 40 – “I” Messages

- Give examples of “I” Messages to class.
 - “When you do this ... I feel this ...”
 - “Because of this ... I feel this...”

Slide 41 – Behavioral change stairway

- Review the behavioral change stairway again now that all aspects of it have been covered.
- Emphasize to the class that these steps take time, as displayed at bottom of picture.

Slide 42- Practice Test

- Handout practice test.

Slide 43 – Practice Test review

- Review practice test with class.

Slide 44 – Test

- Handout final test.