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”.
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.
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
  o Emotional Labeling
  o Paraphrasing
  o Mirroring / Reflecting
  o Summary
  o Open Ended Questions
  o Minimal Encouragers
  o Effective Pauses
  o “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
• 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
o Periodically covering the main points.
o Tell back the story in your own words.

**Slide 32 – Open ended questions**
- Discuss with class what open ended questions are.
  o Questions that require more than a “yes” or “no” questions.

**Slide 33 – Open ended questions**
- Discuss with class the benefit of open ended questions
  o Conveys a sincere interest in gaining understanding
  o Gives a freedom of response while framing the scope
  o Limits the feeling of being interrogated

**Slide 34 – Open ended questions**
- Discuss with class the problems they may face with open ended questions.
  o Altered state of mind
  o Questions may not be understood

**Slide 35 – Minimal Encouragers**
- Discuss with class what minimal encouragers are.
  o Brief responses or sounds that indicate you are present and listening
- Give examples of minimal encouragers
  o Uh-Huh
  o Yeah
  o OK
  o Nodding your head (if face to face)

**Slide 36 – Minimal Encouragers**
- Discuss with class the best time to use minimal encouragers.
  o 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.
  o Immediately before or after saying something meaningful
  o Helps focus thoughts

**Slide 38 – Effective Pauses**
- Discuss with class the benefits of effective pauses.
  o Helps show the Subject the conversation is a turn taking process.
  o Subject will better understand that they have a time to talk and a time to listen.
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.