

	<p><i>Silver State Consulting</i></p> <p>Crisis Response: De-Escalation Techniques</p> <p>OUTLINE OF INSTRUCTION (v1.1)</p>
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COURSE TITLE: Crisis Response: De-Escalation Techniques

I. COURSE INTRODUCTION

De-Escalation skills and techniques are the cornerstone to crisis resolution and typically begin long before they are ever needed. Attendees in this course will be able to explain social, behavioral, legal, ethical, and tactical considerations that are intended to de-escalate a situation or prevent escalation into an undesirable confrontation. Additionally, they will be able to describe methods to solicit and obtain cooperation from a potentially uncooperative but non-threatening subject.

II. PROGRAM STRUCTURE

Students will be provided with the materials, theories, educational foundation, and a development plan which will allow them to better succeed in personal/professional endeavors. Students will be expected to engage in interactive discussions and practical exercises as a part of this course.

III. PROGRAM EXPECTATIONS

Theoretical casework and practical exercises are designed to help students absorb what they learn. There are brief practical exercises developed to test attendees on their critical thinking and absorption of the course material.

Students will gain the greatest benefit from this course by keeping an open mind and taking the time to carefully consider the ideas presented.

A minimum score of 70% or better is required to receive credit for the training. Upon successful completion of the material and associated quiz, a completion certificate will be provided to attendees showing the total number of hours obtained through the training course.

IV. ELEMENTS OF INSTRUCTION

- Instructional goal:

Course will be a combination of presentation and program examination. For students to meet the course objectives and successfully receive credit for attendance, activities include participation, case studies, and practical exercises.

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- Instructional Objectives:

Objective #1 Discuss and explain de-escalation techniques for addressing verbal and non-verbal non-compliance.

Objective #2 Identify social, behavioral, legal, ethical, and tactical considerations that intended to de-escalate a situation or prevent escalation into an undesirable confrontation.

Objective #3 Employ methods to solicit and obtain cooperation from a potentially uncooperative but non-threatening subject.

Objective #4 Apply ethical, legal, social, and tactical considerations when communicating with individuals in difficult and tense situations.

V. INSTRUCTOR BIOGRAPHY

Robert Woolsey's background includes over two decades of law enforcement experience, half of which were spent as a manager, both as a Lieutenant with the City of Las Vegas and as Chief of the Boulder City Marshal's Office. Over the course of his career, Robert worked assignments in patrol, criminal intelligence, internal affairs, background investigations, court security, warrant service, media relations, and emergency management before his retirement in 2019. Robert has advanced degrees in Public Administration and Organizational Leadership and is a graduate of the Staff and Command College at Northwestern University.

Robert designs and delivers a multitude of training programs for both law enforcement and private industry and is a regular speaker at conference events and for Society of Human Resource Management (SHRM) chapters. He was an adjunct faculty member for the University of Phoenix and has conducted consulting work for professional organizations throughout the United States and Canada.

VI. COURSE OUTLINE

- I. Recognizing a Person in Crisis
 - a. Identifying a Person in Crisis
 - i. Crisis Definition
 - ii. Visual Clues
 - iii. Verbal Clues
 - b. Understanding What Causes a Crisis
 - i. Mental Health Issues
 1. Depression

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2. Schizophrenia
 3. Bi-Polar Disorder
 - ii. Substance Abuse
 1. Illegal Narcotics
 - a. Methamphetamine
 - b. Heroin
 2. Prescription Narcotics
 - a. Opiates
 - iii. Societal Stressors
 1. Family
 2. Friends
 3. Relationships
 4. Work
 - c. When de-escalation can and cannot be considered
- II. Tactical principles of de-escalation, risk assessment and decision-making
- a. De-escalation interactions
 - b. Reasonable to consider
 - c. Tactically practical
 - d. Likelihood of success
 - e. "Response-ability Zone"
 - f. "7 T's De-escalation Evaluation Model"
- III. How to increase connections
- a. Establishing rapport
 - b. Effective principles of persuasion with difficult subjects

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- i. Mentally ill subjects
 - ii. Irrational subjects
 - iii. Emotionally distressed subjects
 - c. 'Behavioral Influence Stairway Model'
- IV. Enhancing de-escalation efforts
 - a. Human performance research findings
 - b. Observations of subject behavior
 - c. Psychological techniques for negotiation and influence
- V. Cognitive Triangle approach
- VI. Recognizing signs of 'conflict', 'crisis' or 'contaminated' thinking
 - a. Maximizing response options
 - b. Minimizing emotional and/or physical escalation
- VII. Common barriers to effective communication
- VIII. Concepts of 'fair and impartial' and 'rightful policing' principles
- IX. Questions/Answers
- X. WORKS CITED**

Bosse, T., Gerritsen, C., & de Man, J. (2016, August). An intelligent system for aggression de-escalation training. In Proceedings of the Twenty-second European Conference on Artificial Intelligence (pp. 1805-1811).

Cochran, S., Deane, M. W., & Borum, R. (2000). Improving police response to mentally ill people. *Psychiatric Services*, 51(10), 1315-1316.

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