

**Event 10 – Quality of Life**  
**Session 9 – Developmental Disabilities**  
**LD 37 – People with Disabilities**

**Date Revised: 12/2/2019**

**Course Goal:** To teach recruit officers the fundamentals of the laws affecting and peace officer's responsibility to protect the rights of people with disabilities. In order to make appropriate decisions regarding intervention strategies, peace officers must be able to recognize, based on behavioral cues and other indicators, people with intellectual/developmental disabilities. Also in order to make the appropriate decisions and serve those with physical disabilities, peace officers must be able to recognize indicators of people with disabilities.

**Learning Objectives:**

- State the intent of the American with Disabilities Act of 1990 **[37.1A]**
- Recognize the role of peace officers when interacting with a person with a disability **[37.1B]** Applying culturally responsive community policing principles **[37.1B1]**, Reducing stigma **[37.1B2]**, Increasing and maintaining peace officer and public safety **[37.1B3]**
- State the intent of the Lanterman- Developmental Disabilities Services Act (Welfare and Institutions Code Sections 4500 et.seq.) **[37.2A]**
- Define the term developmental disability **[37.2B]**
- Recognize general behavioral indicators associated with all developmental disabilities **[37.2C]**
- Recognize behavioral indicators specifically associated with the following developmental disabilities: **[37.2D]** Intellectual Disability (including Down Syndrome) **[37.2D1]**, Cerebral Palsy **[37.2D3]**, Autism Spectrum Disorder **[37.2D4]**, Epilepsy **[37.2D5]**
- Recognize appropriate peace officer response(s) during field contacts with people with the following developmental disabilities: **[37.2E]** Intellectual Disability (including Down Syndrome) **[37.2E1]**, Cerebral Palsy **[37.2E2]**, Autism Spectrum Disorder **[37.2E3]**, Epilepsy **[37.2E4]**
- Recognize the causes and nature of intellectual developmental disabilities **[37.2F]**
- Discuss the referral process and state/local resources available to people with intellectual/developmental disabilities **[37.2G]**
- Recognize behavioral indicators specifically associated with the following neurological disorders, including: **[37.3A]** Acquired **[37.3A1]**, Traumatic **[37.3A2]**
- Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are: **[37.3B]** Affected by traumatic disorders: **[37.3B1]** neurological: **[37.3B1a]**, traumatic brain injuries: **[37.3B1b]**, Affected by dementia and stroke **[37.3B2]**
- List types of mobility assistance equipment and devices **[37.3C]**
- Recognize behavioral or other indicators that may lead an officer to identify a person as being: **[37.3D]** Blind or visually impaired **[37.3D1]**, Deaf or hard of hearing **[37.3D2]**
- Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are: **[37.3E]** Blind or visually impaired **[37.3E1]**, Deaf or hard of hearing **[37.3E2]**
- Discuss addition laws that protect the rights of people with disabilities including: Rehabilitation Act of 1973, Section 504 **[37.3F1]**, Right of way (Vehicle Code Section 21963) **[37.3F2]**, White Cane Law (Civil Code Section 54.4) **[37.3F3]**, Service Animals (Penal Code Section 365.5 et.seq.) **[37.3F4]**
- Discuss the referral process and state/local resources available to people with physical disabilities **[37.3G]**
- The student will participate in a learning activity that requires self-assessment to determine their own level of experience with, and awareness of people with disabilities

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**[37.6A]**, and provide the student with an opportunity to determine their current level of experience interacting with people with disabilities **[37.6A1]**, and should serve as a starting point for an instructor-facilitated discussion which addresses fears, myths, discrimination, bias, cultural factors, media impact and stereotypes concerning contact with people with disabilities **[37.6A2]**

- The student will participate in a facilitated debrief following a series of simulated incidents regarding effective law enforcement intervention techniques with people exhibiting behavior which may be indicative of a physical and developmental disability. **[37.6B]** The debrief shall minimally address the following topics as they pertain to the contact: The types of behaviors exhibited by the person contacted **[37.6B1]**, Possible causes of the behaviors **[37.6B2]**, Tactical safety measures employed by the responding officer(s), if applicable **[37.6B3]**, Appropriateness of the resolution, referral, or follow-up strategy, if applicable **[37.6B4]**, Use of effective verbal/non-verbal communication skills **[37.6B5]**, Overall effectiveness of the contact **[37.6B6]**

**Session Time:** 3 hours

<b>Resources:</b>	
<ul style="list-style-type: none"> <li>• Classroom with tables</li> <li>• Whiteboard/Dry-erase markers</li> <li>• Laptop, Projector and Speakers</li> <li>• Handouts: “Assessing My Own Awareness and Experiences-I”, Fact sheets: DOJ Guide to Disability Rights, LDDSA, Overview ADA 1990, Regional Centers, LAPD Manual 4/645.20, TB Vol XL, Issues 1, 10/2008, TB Vol XL Issue 3, 11/2008, CA Penal Code 2656 Fact sheets: ASD, Autism Overview, Epilepsy, Training Bulletin: Vol XXXVI, Issue 5, 12/2004, Fact Sheets: Neurological-Disorders, Overview of Blindness, Glossary of Terms for Blindness and Visual Impairments, Interacting with People Who use Guide Dogs, CA Penal Code: 365.5, 365.6, 365.7, CA Vehicle Code: 21963, 21964, 21965, CA Civil Code: 52.2, 54.-54.7, 55., 55.1</li> <li>• Video: POST: Law Enforcement Awareness of Disabilities (LEADS) Down Syndrome (Mental Retardation) Segment, POST: Law Enforcement Awareness of Disabilities (LEADS) Cerebral Palsy Segment, True Life: “I Have Autism” , Interacting with the Deaf and Hard of Hearing,</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Session Summary:</b> The recruit officer will identify the various types of Intellectual/developmental disabilities, physical disabilities, mental disabilities, neurological disorders and the proper officer responses during field contacts with disabled individuals.</li> </ul>	
Outline	Instructor Notes
<p>I. People with Disabilities</p> <p>A. Introduction</p> <p>1. Opening – We utilize facilitated discussion, videos, case studies and role plays to:</p> <p>a. Recognize behavioral cues and other indicators associated with various disabilities</p> <p>b. State the purpose, intent and impact on law enforcement of the American with disabilities Act</p>	

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1990, Lanterman Disabilities Services Act and the Lanterman Developmental Disabilities Services Act 1968 (Welfare and Institutions Code Sections 4500 et.seq.)

- c. Recognize the role of law enforcement when interacting with persons with disabilities
  - d. Define and list the categories of mental illness
  - e. Recognize appropriate tactical responses when interacting with a person who is mentally ill
  - f. Develop effective communication skills when interacting with a person who is mentally ill
  - g. Become familiar with laws protecting persons with disabilities
2. **Learning Activity #1:** “Assessing My Own Awareness and Experiences -I” worksheet [37.6A1] [37.6A2]
- a. Students will participate in a learning activity that requires self-assessment to determine their own level of experience with, and awareness of people with disabilities. [37.6A]
  - b. The learning activity should provide the student with an opportunity to determine their current level of experience interacting with people with disabilities.
  - c. The learning activity should serve as a starting point for an instructor-facilitated discussion which addresses fears, myths, stigma, discrimination, bias, cultural factors, media impact and stereotypes concerning contact with people with disabilities.
  - d. Purpose: The students will assess their awareness and experiences with people with disabilities.
  - e. Procedures: Large Group Activity (5 Min)
    - 1) Distribute: Worksheet: “Assessing My Own Awareness and Experiences -I”
    - 2) Give instructions
    - 3) Allow 5 Minutes to complete
    - 4) Instruct the recruits:
      - a) We’re going to start by looking at our own “Awareness and Experiences with People with Disabilities.”
      - b) On the worksheet, you will see 15 forms of myths or facts of people with disabilities.
      - c) Complete worksheet by placing a Circle around one answer (Myth or Fact) per question or statement.

**Learning Activity #1:**  
**“Assessing My Own Awareness and Experiences - I” worksheet**

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<ul style="list-style-type: none"><li>d) Place a check by any that you have occurred to you or you've seen occur to others. You might check one item, all items, or none.</li><li>e) Think of your present and past life experiences.</li><li>f) There is no place for your name on this worksheet.</li><li>g) The purpose is not to collect data, but for you to determine your level of awareness and experience interacting with people with disabilities and to think about fears, myths, stigmas, discrimination, bias, cultural factors, media impact and stereotypes concerning people with disabilities.</li></ul> <p>f. Debrief: Discuss this exercise</p> <ul style="list-style-type: none"><li>1) Ask: "Just judging by our group, how common are the experiences?"</li><li>2) Instructor should pick two to three statements to review the Myths vs. Facts with the class.</li><li>3) We will briefly discuss their answers and collect the worksheet. Advise the recruits to keep this exercise in mind as we go through the rest of the class.</li></ul> <p>3. Overview of Disabilities</p> <ul style="list-style-type: none"><li>a. More persons with disabilities will be encountered in the "mainstream" of society because of moving from established support programs to inclusion of persons with disabilities into their communities</li><li>b. Statistically, the number of law enforcement contacts with persons with disabilities is increasing daily and patience and a willingness to conduct a thorough investigation must characterize police officers' response to persons with disabilities.</li><li>c. Persons with disabilities are confronted by fear, misunderstanding, prejudice and stereotyping by the public and on occasion by law enforcement officers.</li></ul> <p>4. Recognize the role of peace officers when interacting with persons with a disability</p> <ul style="list-style-type: none"><li>a. Applying culturally responsive community policing principles <b>[37.1B1]</b><ul style="list-style-type: none"><li>1) Although it is not the role of or within the capacity of peace officers to attempt to diagnosis a person's disability, officers need to recognize cues</li></ul></li></ul>	<p><b>Ask: "Just judging by our group, how common are the experiences?"</b></p>
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and other indicators to make appropriate decisions regarding intervention strategies.

- 2) To the extent possible, responding officers should observe the behavior exhibited by the person to determine what is happening and what might be prompting the observed behavior.
- 3) Victims and Witnesses
  - a) If an officer suspects or concludes that a victim or witness to a criminal act is a person with a disability, the officer should consider the person's special needs.
- b. Reducing stigma **[37.1B2]**
  - 1) Any type of call for peace officer assistance may potentially involve a person with a disability
  - 2) Officer must not allow stigmas, stereotypes, or prejudices to cloud decisions on intervention, investigation, and/or enforcement.
  - 3) Officers should avoid prejudging the contact and remain aware of an underlying disability.
    - a) Remind recruits of our Core Value #5, Respect for People
- c. Increasing and maintaining peace officer and public safety **[37.1B3]**
  - 1) Learning the behavior signs and indicators of various special conditions can assist officers in identifying the proper intervention to bring a quick and safe conclusion.
  - 2) Officers should take control of a situation by using proper communication techniques for people with disabilities.
  - 3) People with disabilities can commit crimes. They are not relieved from their obligation to obey the law.
  - 4) Treat a person who has a disability with the same caution that you would use with any other suspect regarding judgments about enforcement of the law and personal safety. Although the individual may have a disability, that individual may still can injure the officer.
  - 5) Once the scene is stabilized and there is no threat to life then the officer has a duty to reasonable accommodate the person's disability, but not before. (Hainze v Richards No. 99-50222, 207 F 3d 795 [5<sup>TH</sup> Cir. 2000])

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**B. Learning Activity #2: Small Group Presentations**

1. Purpose: To define and recognize behaviors/indicators associated with various disabilities.
2. Procedures: Small Group Activity
3. NOTE: Group 1 and 7 have handouts in their folder that should be distributed to the class during their presentation. Assign each group a number between 1 and 8. Have a member from each group pick up the corresponding folder from the front table. Instruct the students to use their LD #37 POST Workbooks and the information in the folder to answer the questions on the worksheets and make their presentations to the class. Instruct the students that their presentations are not to be read verbatim to the class. Instruct the students to select one person from each group to make the presentation. Give the students 20-30 minutes to research and prepare their presentations. Have each group make their presentations, and as they do, display the appropriate power point slides in the background and ensure that all the points are being covered. Ask the recruit questions from the suggested facilitator question handout during their presentation.
4. Worksheet #1 questions:
  - a. State the intent, give the history, purpose and impact the following laws have on law enforcement. **[37.1A]**
  - b. American with Disabilities Act
    - 1) Federal Civil Rights law signed in 1990.
    - 2) Written to provide a clear and comprehensive mandate for the elimination of discrimination against individuals with mental and/or physical impairments.
    - 3) Used by law enforcement officials as a guide when developing their department's specific policies that officers must comply with.
    - 4) Guidelines provided by the ADA are broken into 5 categories:
      - a) Employment
      - b) State and local government
      - c) Transportation
      - d) Public accommodations
      - e) Telecommunications
    - 5) Applies to all law enforcement facilities
      - a) Providing qualified sign language interpreters
      - b) Having TDD capabilities

**Learning Activity #2: Small Group Presentations**

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- c) Protecting disabled suspects from abuse from other inmates
- d) Special accommodations
- e) Transportation
- c. Discuss additional laws that protect the rights of people with physical disabilities, including:  
Rehabilitation Act 1973 **[37.3F] [37.3F1]**
  - 1) Provides opportunity for children and adults with disabilities in education, employment and other settings.
  - 2) The requirements include reasonable accommodation for employees with disabilities and providing effective communication with persons who have hearing or vision disabilities and accessibility to all public accommodation.
  - 3) State the intent of the Lanterman Developmental Disabilities Service Act (*Welfare and Institutions Code Sections 4500 et.seq.*) **[37.2A]**
  - 4) Written to establish the state of California's responsibility for and the coordination of services for persons with developmental disabilities.
  - 5) The goal of the writers of this act was to stop persons with developmental disabilities from being displaced from their homes and communities
  - 6) Another major component of this act was to ensure that persons with developmental disabilities be free from harm, including unnecessary physical restraint.
  - 7) Regional Centers assist persons with disabilities with securing housing, educational opportunities, employment, medical assistance and any service they need to live independently.
- d. Worksheet #1 questions cont.:
  - 1) Define the following terms:
    - a) Disability
      - (1) A physical or mental impairment that substantially limits a person from:
        - (a) actively taking part in one or more major life activities
        - (b) has a record of a physical or mental impairment, or?
        - (c) is regarded as having a mental or physical impairment

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<p>(2) Major life activities include (not an all-inclusive list):</p> <ul style="list-style-type: none"><li>(a) Walking</li><li>(b) Talking</li><li>(c) Hearing</li><li>(d) Seeing</li><li>(e) Breathing</li><li>(f) Thinking</li></ul> <p>b) Physical Disability</p> <p>(1) Functional limitations that can include hearing, vision impairments, neurological disorders (i.e. Alzheimer's, spinal cord injuries) or amputation.</p> <p>c) Mental Disabilities</p> <p>(1) A group of disorders that can cause disturbances in thinking, feeling, or in relating to others.</p> <p>(2) The two major categories are thought and mood disorders</p> <p>(3) Causes an inability to cope with the ordinary demands of life.</p> <p>(4) Also called mental illness</p> <p>d) Define the term Developmental Disability <b>[37.2B]</b></p> <p>(1) Manifests before the age of 18</p> <p>(2) Continues or can be expected to continue indefinitely and</p> <p>(3) Constitutes a substantial disability for that individual</p> <p>(4) Examples are Intellectual Disability (including Mental Retardation), cerebral palsy, epilepsy and autism</p> <p>e. Recognize general behavioral indicators associated with all developmental disabilities: <b>[37.2C]</b></p> <p>1) The behaviors associated with developmental disabilities vary by individual and the type and extent of each specific disability.</p> <p>2) General behavioral indicators can include, but are not limited to:</p> <ul style="list-style-type: none"><li>a) Confusion and/or disorientation</li><li>b) Slow response to commands/directions/questions</li><li>c) slurred speech and/or other speech disorders</li><li>d) muscle control difficulty</li></ul>	
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<ul style="list-style-type: none"><li>e) Seizure disorders</li><li>f) Lethargy</li><li>g) Self-endangering</li><li>h) Inappropriate responses to a situation</li><li>i) Lack of awareness of dangerous situation</li><li>j) Inability to understand and respond to commands, directions, and questions</li><li>k) Sensitivity to touch/sound</li></ul> <p>5. <u>Worksheet #2 questions:</u></p> <ul style="list-style-type: none"><li>a. Define Intellectual Disability (including Down Syndrome)<ul style="list-style-type: none"><li>1) Below average intellectual functioning or deficits in adaptive behavior that usually presents before age 18.</li><li>2) Affected individuals have a limited capacity to learn which may have been caused by a birth defect, deprivation in early childhood, disease, consumption of toxins or poisons, or numerous other reasons.</li><li>3) Approximately 80-90% of individuals who have been affected by Intellectual Disability (mental retardation) are mildly retarded.</li><li>4) Not the same as mental illness, but a person can have a dual diagnosis.</li></ul></li><li>b. Recognize behavioral indicators specifically associated with the following developmental disabilities: <b>[37.02.D]</b><ul style="list-style-type: none"><li>1) Intellectual Disability (including Down Syndrome) <b>[37.2D1]</b><ul style="list-style-type: none"><li>a) Poor communication skills</li><li>b) Shortened attention span</li><li>c) Immature social relationships</li><li>d) Overly compliant</li><li>e) Poor sense of time</li><li>f) Difficulty with simple tasks</li><li>g) Poor understanding of consequences of actions</li></ul></li></ul></li><li>c. Recognize appropriate peace officer response(s) during field contacts with people with an Intellectual Disability (including Down Syndrome): <b>[37.2E]</b> <b>[37.6B3-6]</b><ul style="list-style-type: none"><li>1) Intellectual Disability (including Down Syndrome) <b>[37.2E1]</b><ul style="list-style-type: none"><li>a) Approach in a calm and respectful manner</li></ul></li></ul></li></ul>	
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<ul style="list-style-type: none"><li>b) Be patient</li><li>c) Use simple language</li><li>d) Speak slowly and clearly in a normal tone of voice</li><li>e) Use concrete terms and avoid abstract ideas</li><li>f) Proceed slowly and allow the individual to set the pace of the interview</li><li>g) Give praise and encouragement</li></ul> <p>d. Guidelines when interviewing a person with an Intellectual Disability (including Down Syndrome)</p> <ul style="list-style-type: none"><li>1) Allow plenty of time for the individual to respond</li><li>2) Ask for concrete descriptions (e.g., colors, clothing, etc.)</li><li>3) Avoid questions regarding time or complex sequences.</li><li>4) Avoid questions that deal with abstract ideas. (e.g., “Why do you think he did that?”)</li><li>5) Avoid questions that tell the person the answer that is expected. (e.g., “You saw him take the purse, didn’t you?”)</li></ul> <p>6. <b>Learning Activity #3:</b> POST Law Enforcement Awareness of Disabilities (LEADS) Video[37.6B1-6]</p> <ul style="list-style-type: none"><li>a. Synopsis: This video depicts a man with Down Syndrome (a form of Intellectual Disability) speaking about living independently.</li><li>b. Show video</li><li>c. Procedure: Large Group Discussion<ul style="list-style-type: none"><li>1) Have the class identify what behaviors/cues they saw that matched indicators of Intellectual Disability (mental retardation).</li></ul></li></ul> <p>7. <u>Worksheet #3 questions:</u></p> <ul style="list-style-type: none"><li>a. Define Cerebral Palsy<ul style="list-style-type: none"><li>1) Cerebral refers to the brain</li><li>2) Palsy describes a disorder that impairs control of body movement</li><li>3) Cerebral palsy refers to large group of chronic conditions that affect an individual’s body movements and coordination.</li><li>4) Because of the lack of muscle control, the condition can also affect speech, hearing, or vision</li></ul></li><li>b. Recognize behavioral indicators specifically associated with cerebral palsy. [37.2D3]<ul style="list-style-type: none"><li>1) An awkward gait and poor balance</li><li>2) Impaired coordination of movements</li></ul></li></ul>	<p style="text-align: center;"><b>Learning Activity #3: POST Law Enforcement Awareness of Disabilities (LEADS) Video</b></p>
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- 3) Grimacing or drooling due to poorly controlled facial muscles
  - 4) Limited range of motion
  - 5) Involuntary, jerky movements
  - 6) Slow and/or slurred speech
  - 7) Limited sensation of touch or pain
  - 8) Possible use of mobility aids or presence of service animal
- c. Recognize appropriate peace officer response(s) during field contacts with people with cerebral palsy  
**[37.2E2]**
- 1) Ask first if the person requires any assistance. Allow the person to suggest appropriate manners of assistance.
  - 2) Watch for signs of fatigue. Living with cerebral palsy can consume a great deal of energy.
  - 3) Determine if the person uses any prescription medications
  - 4) Be encouraging, not correcting. Tell the person to take some time and relax.
  - 5) Try to calm the person.
- d. Guidelines when interviewing a person with cerebral palsy
- 1) Allow extra time for the person to speak and answer questions.
  - 2) Do not attempt to “fill in” words or speak for the person.
  - 3) Ask questions that require short answers, a nod, or a simple gesture rather than long worded responses.
  - 4) Ask the person to repeat what he or she has said if the officer did not understand.
  - 5) Speak directly to the person rather than to an assistant or others present.
- e. Ask the class: What are some things to consider if you arrest a person who has cerebral palsy?
- 1) Expected responses:
    - a) Allow the person to retain mobility aids if possible.
    - b) Some individuals with cerebral palsy can lose their balance if handcuffed.
    - c) Others with muscular rigidity may be almost impossible to handcuff without harm to the

**Ask: What are some things to consider if you arrest a person who has cerebral palsy?**

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<p>suspect. Alternate methods of restraint may be required.</p> <ul style="list-style-type: none"><li>d) Alternative methods of handcuffing</li><li>e) An individual with cerebral palsy may be easily exhausted. Stress and pressure (e.g., interrogation, victim of a crime) can overload the individual and lead the person to wrongfully confess or agree with anything.</li><li>f) Officers should always be mindful of personal safety when dealing with mobility aids.</li><li>g) Department Policy mandates that male arrestees with orthopedic or prosthetic devices shall be booked at Metropolitan Jail Section, Seventy-Seventh Jail Section, or Valley Jail Section<sup>1</sup>. (12002 LAPD Manual 4/465.20)</li></ul> <ul style="list-style-type: none"><li>(1) Female arrestees shall be booked at Valley Jail Section or Seventy-Seventh Jail Section.</li><li>(2) When personnel responsible for department jail facilities have reasonable cause to believe that possession of an orthopedic or prosthetic device by an arrestee poses a safety or security risk, such device may be removed from the arrestee with the approval of the jail facility watch commander.</li></ul> <p>8. <b>Learning Activity # 4: POST Law Enforcement Awareness of Disabilities (LEADS) Video.</b></p> <ul style="list-style-type: none"><li>a. Synopsis: This video depicts a man with cerebral palsy discussing the challenges of daily living.</li><li>b. Show video</li><li>c. Procedure: Large Group Activity<ul style="list-style-type: none"><li>1) Have the class identify what behaviors/cues they saw that matched indicators of cerebral palsy.</li></ul></li></ul> <p>9. <u>Worksheet #4 questions:</u></p> <ul style="list-style-type: none"><li>a. Define Autism Spectrum Disorder <b>[37.6B2]</b><ul style="list-style-type: none"><li>1) Severe developmental disability</li><li>2) Usually evident by early childhood</li><li>3) More commonly seen in males by age 3</li><li>4) Affects all areas of functioning and interacting with others</li><li>5) Included in larger definition of Autism Spectrum Disorder (ASD)</li></ul></li></ul>	<p style="text-align: center;"><b>Learning Activity #4: POST Law Enforcement Awareness of Disabilities (LEADS) Video</b></p>
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<ul style="list-style-type: none"><li>6) Each disorder within ASD has its own unique symptoms that vary in severity and scope</li><li>7) Once considered rare, people with autism now outnumber people with cerebral palsy, type 1 diabetes, down syndrome and childhood cancer</li><li>8) No known cure</li><li>b. Recognize general behavioral indicators specifically associated with Autism Spectrum Disorder <b>[37.2D4]</b> <b>[37.6B1]</b><ul style="list-style-type: none"><li>1) Difficulty relating to people</li><li>2) Aversion to being touched, especially by strangers</li><li>3) May act as if hurt when touched lightly, while totally ignoring painful injuries</li><li>4) Avoidance of eye contact</li><li>5) May cover their eyes or ears to prevent contact with the outside world</li><li>6) May appear to be fascinated by shiny objects (e.g. officer's badge)</li><li>7) Repetitive movements (e.g. rocking, spinning, hand twisting, etc.)</li><li>8) Few social skills</li><li>9) Severely impaired communication skills</li><li>10) Echolalia speech (repeating what others say)</li><li>11) Insistence that the environment and daily routine remain the same</li><li>12) Possible limited intellectual ability</li><li>13) Tantrums, self-stimulation, or self-mutilation</li><li>14) Eating nonfood items or objects</li></ul></li><li>c. Recognize appropriate police officer response(s) during field contacts with a person with Autism Spectrum Disorder <b>[37.2E3]</b> <b>[37.6B3-6]</b><ul style="list-style-type: none"><li>1) Observe the person from a distance</li><li>2) Remain calm</li><li>3) Speak in a normal tone of voice</li><li>4) Do not rush the person</li><li>5) Do not attempt to touch the person unless necessary</li><li>6) Attempt to determine pre-established signals for yes, no, etc.</li><li>7) Ask questions one at a time</li><li>8) Allow time for the person to process information</li><li>9) Give the person choices between two alternatives</li></ul></li></ul> <p>10. <b>Learning Activity # 5:</b> True Life: "I Have Autism"</p>	<p style="text-align: center;"><b>Learning Activity #5: True Life: "I Have Autism"</b></p>
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<ul style="list-style-type: none"><li>a. Synopsis: This video depicts three young men affected by autism on varying levels. You will see someone who is severely impacted with autism to someone who is considered high functioning (Asperger's Syndrome)</li><li>b. Show Video</li><li>c. Procedure: Large Group Discussion<ul style="list-style-type: none"><li>1) Have the class identify what behaviors/cues they saw that matched indicators of autism. Also have the class discuss differences in the varying levels of autism.</li></ul></li></ul> <p>11. <u>Worksheet #5 questions:</u></p> <ul style="list-style-type: none"><li>a. Define Epilepsy<ul style="list-style-type: none"><li>1) Term for a convulsive disorder that causes brief, temporary changes in the brain's electrical system.</li><li>2) These abnormal electrical discharges in the brain cause massive muscle contractions and convulsion, known as seizures and occasionally unconsciousness</li><li>3) Cannot be cured but can be controlled using anticonvulsant medications.</li><li>4) A seizure is the result of a surge of energy through the brain</li><li>5) Instead of discharging electrical energy in a controlled manner, the brain cells continue firing, causing massive involuntary contractions of muscles and possible unconsciousness.</li><li>6) If only part of the brain is affected, it may cloud awareness, block normal communication, and produce a variety of undirected, unorganized movements.</li></ul></li><li>b. Recognize behavioral indicators specifically associated with persons with Epilepsy <b>[37.2D4]</b> <b>[37.6B1]</b><ul style="list-style-type: none"><li>1) Staring spells</li><li>2) Disorientation</li><li>3) Lethargy</li><li>4) Slurred speech</li><li>5) Staggering or impaired gait</li><li>6) Tic-like movements</li><li>7) Rhythmic movements of the head</li><li>8) Purposeless sounds and body movements</li><li>9) Dropping of the head</li></ul></li></ul>	
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<p>10) Lack of response 11) Eye rolling upward 12) Lip smacking, chewing, or swallowing movements 13) Partial or complete loss of consciousness 14) Picking at clothing</p> <p>c. Recognize appropriate peace officer response(s) during field contacts with people with Epilepsy <b>[37.2E4]</b></p> <p>1) Look for medical bracelets or other signs of medical identification 2) Do not restrain them 3) Move objects out of the way which could harm them 4) Cushion their head 5) Keep people away 6) Turn them on their side 7) Never put anything in their mouth 8) May experience post seizure confusion and/or agitation 9) May be violent 10) Remain with the person until they are in the care of another person or able to take care of themselves. 11) Medical treatment</p> <p>d. Recognize the causes and nature of intellectual/developmental disabilities <b>[37.2F]</b> <b>[37.6B2]</b></p> <p>1) Individuals affected by intellectual disability have limited capacity to learn which may have been caused by:</p> <p>a) Birth defect b) Deprivation in early childhood c) Disease d) Consumption of toxins or poisons, or e) Numerous other reasons</p> <p>e. Discuss the referral process and state/local resources available to people with intellectual/developmental disabilities <b>[37.2G]</b></p> <p>1) Regional Developmental Disabilities Centers Handout</p> <p>12. <u>Worksheet #6 questions:</u></p> <p>a. Recognize behavioral indicators specifically associated with the following neurological disorders, including: Acquired <b>[37.3A1]</b>, Traumatic <b>[37.3A2]</b></p>	
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| <ol style="list-style-type: none"><li>1) Physical disability<ol style="list-style-type: none"><li>a) Can be illness related (acquired) or injury related (traumatic)</li></ol></li><li>2) Recognize the causes and nature of Acquired and Traumatic neurological disorders<ol style="list-style-type: none"><li>a) Acquired neurological disorders<ol style="list-style-type: none"><li>(1) Three of the most acquired illnesses are<ol style="list-style-type: none"><li>(a) Dementia<ol style="list-style-type: none"><li>i. Memory loss</li><li>ii. Verbal repetition</li><li>iii. Same questions repeated</li><li>iv. Unable to follow directions</li><li>v. Loss of communication skills</li><li>vi. Disorientation of time and place</li><li>vii. Neglectful personal care and safety</li><li>viii. Wandering or lost</li><li>ix. Erratic driving</li><li>x. Mistakenly reporting crimes</li><li>xi. Indecent exposure</li></ol></li><li>(b) Strokes<ol style="list-style-type: none"><li>i. Muscular weakness</li><li>ii. Facial paralysis</li><li>iii. Incontinence</li><li>iv. Loss of balance</li><li>v. Labored breathing</li><li>vi. No or slurred speech</li><li>vii. Loss of basic motor skills</li></ol></li><li>(c) Alzheimer's disease<ol style="list-style-type: none"><li>i. Memory loss that disrupts daily life</li><li>ii. Challenges in planning or solving problems</li><li>iii. Difficulty completing familiar tasks at home, at work or at leisure</li><li>iv. Confusion with time or place</li><li>v. Trouble understanding visual images and spatial relationships</li><li>vi. New problems with words in speaking or writing</li><li>vii. Misplacing things and losing the ability to retrace steps</li><li>viii. Decreased or poor judgment</li><li>ix. Withdrawal from work or social activities</li><li>x. Changes in mood and personality</li></ol></li></ol></li></ol></li></ol></li></ol> |  |
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- b) Traumatic neurological disorders caused by:
  - (1) Vehicle accidents
  - (2) Sports injuries
  - (3) Falls
  - (4) Acts of violence
  - (5) Any number of other forms of trauma
- c) One type of injury is Traumatic Brain Injury (TBI) caused by:
  - i. A bump, blow to the head
  - ii. Violent shaking, or
  - iii. Pressure wave from an explosion
- d) Other forms of neurological or physical injuries that can affect an individual's abilities include:
  - (1) Spinal cord injury
  - (2) Quadriplegia
  - (3) Paraplegia and
  - (4) Amputation
- b. List behaviors/ cues associated with neurological disorders
  - 1) Communication difficulties
  - 2) Learning difficulties
  - 3) Poor memory
  - 4) Easily stressed
  - 5) May seem slow in movements and or reactions
  - 6) Muscle weakness
  - 7) Loss of sensation
  - 8) Confusion
  - 9) Poor coordination
- c. Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are: **[37.3B]**
  - 1) Affected by traumatic disorders **[37.3B1]**
    - a) Officers are not trained to diagnose TBI but should watch for the possible symptoms to be able to refer the person to seek medical assistance.
    - b) Traumatic Neurological Disorders **[37.3B1a]**
    - c) Traumatic Brain Injuries **[37.3B1b]**
      - (1) Awareness of the signs and symptoms of TBI
      - (2) May initially appear to be intoxicated
      - (3) TBI is not just restricted to military veterans; it can include anyone who has gone through any traumatic event

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<p>(a) Traffic accident (b) Sexual assault (c) Combat situations (4) Police officers should provide information to the public on available local resources (a) Veterans Administration (VA) (b) Local resources (c) County veterans' service office, and (d) Internet resources to help educate such as <a href="http://www.nimh.nih.gov">www.nimh.nih.gov</a></p> <p>2) Affected by Dementia and Stroke <b>[37.3B2]</b></p> <p>a) Dementia</p> <p>(1) When dealing with a person with Dementia, identify yourself as a police officer.</p> <p>(2) Explain the circumstances for the contact in a non-threatening manner.</p> <p>(3) Maintain eye contact</p> <p>(4) Speak slowly in a calm manner.</p> <p>(5) Consider non-verbal communication methods.</p> <p>(6) Reduce the volume of the radio or external loud noises if possible.</p> <p>(7) Avoid confinement where possible, while maintaining officer safety</p> <p>(8) Only the contact officer should communicate with the person, whenever possible</p> <p>b) Stroke</p> <p>(1) Persons affected by Stroke may be unable to communicate clearly due to impaired motor or cognitive skills.</p> <p>(2) Initial contact may require officers to use alternative means of communication.</p> <p>(a) Have the person blink their eyes to answer yes/no questions</p> <p>(3) Do not assume the person doesn't understand your questions or commands.</p> <p>d. List types of mobility assistance equipment and devices <b>[37.3C]</b></p> <p>1) Canes 2) Crutches 3) Walkers 4) Braces</p>	
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| <ul style="list-style-type: none"><li>5) Prosthesis</li><li>6) Motorized scooters</li><li>7) Manual or motorized wheelchairs</li><li>8) Service dogs</li><li>9) Mobile respiratory devices or other equipment necessary for bodily functions</li><li>e. Define and give overview of blindness / vision impairments. [37.06.B.1-6]<ul style="list-style-type: none"><li>1) Historical misconceptions about blind or vision impaired individuals are that they are helpless, cannot care for themselves, and are not credible witnesses to crimes or accidents.</li><li>2) About eighty percent of all individuals who are legally blind have some usable vision. The degree to which a person's vision impairment.</li><li>3) The degree to which a person's mobility is affected depends on that person's vision impairment.</li><li>4) Approximately 109,000 use long canes and approximately 10,000 use guide dogs.</li></ul></li><li>f. Recognize behavioral or other indicators that may lead an officer to identify a person as being Blind or visually impaired <b>[37.3D1]</b><ul style="list-style-type: none"><li>1) Blind or visually impaired<ul style="list-style-type: none"><li>a) Use of guide/service dogs</li><li>b) Use of cane (most common mobility tool)</li><li>c) Can be all white with or without a red tip, and can be collapsible or non-collapsible</li><li>d) Eyes<ul style="list-style-type: none"><li>(1) Jerky eye movements</li><li>(2) Milky coloration of eyes</li></ul></li><li>e) Person appears to be tracking the sound of your voice</li><li>f) Rocking body motions</li><li>g) Unusual positioning of the head or head movements</li><li>h) Moving unusually close to people or printed material</li><li>i) Holding onto the arm of another person</li></ul></li></ul></li><li>g. Recognize appropriate peace officer response(s) and methods of communication during field contacts with people who are Blind or visually impaired <b>[37.3E1]</b><ul style="list-style-type: none"><li>1) Talk directly to the person</li><li>2) Determine level of impairment</li></ul></li></ul> |  |
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- 3) Speak in a normal voice and volume
- 4) Ask if they want or need assistance
- 5) If assistance is needed ask what type/form of assistance is needed
- 6) Give detailed descriptions
- 7) When guiding someone who is blind or visually impaired, officers should let that person hold the officers elbow
- 8) Walk normally
- 9) Inform the person about pending obstacles
- 10) Do not grab, pull or lead the person
- 11) Advise the person first before leaving the room

13. Worksheet #7 questions:

- 1) The term deafness means a substantial or complete loss of hearing
  - 2) Many are concerned about being perceived as uncooperative
  - 3) Approximately 15% of the U.S. population are hard of hearing
  - 4) Hearing impairments affect all levels of society regardless of race, age, education or occupation
  - 5) Hearing impairments may cause speech impairment
  - 6) American Sign Language (ASL) is not universal. Each country has its own sign language.
  - 7) “Deaf” or “hard of hearing” are acceptable terms
- b. Recognize behavioral or other indicators that may lead an officer to identify a person as being Deaf or Hard of hearing **[37.3D2]**
- 1) Use signing
  - 2) Wearing of hearing aids or cochlear implants
  - 3) Use of signal/service animal
  - 4) Speaking with difficulty or in an unconventional method
  - 5) Pointing to ear and shaking head negatively
  - 6) Failing to respond to an officer’s questions or commands
  - 7) Attempting to gain attention through body movements or touching (i.e., hand waving, foot stomping, clapping hands)
  - 8) Turning head to “good ear” so it is facing officer
- c. Recognize appropriate peace officer’s response(s) and methods of communication during field contacts

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with people who are Deaf or Hard of Hearing [37.3  
E2]

- 1) Methods of communication who are Deaf or hard of hearing
  - a) Deaf individuals determine method of communication
  - b) The most common form of communication is writing
    - (1) Offer pencil and paper rather than having person search for something to write with
    - (2) Use simple language and concise sentences
    - (3) Be patient and allow person to ask questions
    - (4) Statements may not be grammatically correct
  - c) Combination of speech and sign language
  - d) American Sign Language
  - e) Written
    - (1) Level of reading and writing ability is affected by when person lost their hearing
  - f) Lip reading ~ not common
    - (1) Look directly at person when speaking
    - (2) Speak slowly and clearly
    - (3) Speak in normal tone and volume
    - (4) Be aware of lighting conditions and facial hair
    - (5) Do not use child as interpreter ~ may not be able to interpret or translate
    - (6) When both parties are deaf, to avoid potential conflict of interest an officer should request two certified SLI's
  - g) Use of (TTY) or (TDD) machine ~ older technology
- 2) Appropriate peace officer response(s) to persons who are deaf or hard of hearing
  - a) Get their attention before speaking
  - b) If using a certified sign language interpreter, maintain contact with the deaf person
  - c) Use body gestures, language and facial expressions
  - d) Don't exaggerate your lips when speaking
  - e) Don't yell or shout

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<p>f) To request a driver's license, extend both index fingers upward, point thumbs horizontal and bring thumbs together so they touch</p> <p>g) When not in uniform, identify oneself as an officer by making a "c" with the right hand over the heart</p> <p>d. LAPD Department Policy: Interacting with Deaf or Hard of Hearing</p> <p>1) Minor incidents (traffic stop, completion of basic crime report) attempt to communicate by using pen or paper, gestures, or requesting a certified sign language interpreter (SLI) via Communications Division</p> <p>2) Major incidents (Miranda warning, domestic Violence, dui, sexual assault) request certified SLI via Communications Division</p> <p>3) Request of certified SLI is mandatory when effective communication cannot be established or the deaf or hard of hearing person request one</p> <p>4) Complete and issue the Deaf/Hard of Hearing Communication Card and document in DFAR and any other related reports</p> <p>5) SLI's are not required to effect an arrest</p> <p>e. <b>Learning Activity # 6:</b> "LAPD: Interacting with The Deaf or Hard of Hearing" Video</p> <p>1) Synopsis: The video reviews procedures for establishing effective communication with individuals who are deaf or hard of hearing.</p> <p>2) Procedure: Large Group Discussion</p> <p>3) Lead the class in a discussion identifying the benefits of having a policy regarding establishing effective communication with a person who is deaf or hard of hearing and requesting certified SLI's.</p> <p>a) Expected responses:</p> <p>(1) Increased community trust in officers and department</p> <p>(2) Lessens stress for deaf or hard of hearing person by keeping them informed</p> <p>(3) Meets ADA requirements of providing reasonable accommodations to people with disabilities</p> <p>14. <u>Worksheet #8 questions:</u></p> <p>a. Discuss additional laws that protect the rights of people with physical disabilities, including: <b>[37.3F]</b></p>	<p><b>Learning Activity 6: "LAPD: Interacting with The Deaf or Hard of Hearing" Video</b></p>
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Rehabilitation Act of 1973, Section 504 **[37.3F1]**,  
Right of way (Vehicle Code Section 21963) **[37.3F2]**,  
White Cane Law (Civil Code Section 54.4) **[37.3F3]**,  
Service Animals (Penal Code Section 365.5 et. seq.)  
**[37.3F4]**

- b. California Civil Code 54.1-54.7 **[37.3F3]**
  - 1) Formerly known as White Cane Laws
  - 2) Covers blind and other physically disabled people
  - 3) Identifies the right to all public places (streets, buses, businesses, etc.) **54.1**
  - 4) Guarantees full and equal access (transportation, housing etc.) **54.1**
  - 5) Allows service animals in these places without extra costs or fees for admittance of service animals **54.2**
  - 6) Violators liable for damages **54.3**
  - 7) Blind/visually impaired have the right of way on any highway with or without cane with or without red tip **54.4**
  - 8) Zoos and wild animal parks exempt from these requirements if no barrier exists separating public from animals **54.7**
  - 9) Zoo must provide a sighted guide for blind or visually impaired person and provide boarding for service animal **54.7**
- c. Service Animals (California Penal Code 365.5(a)(b)(c) P.C.) **[37.3F4]**
  - 1) Blind, deaf or disabled persons right to have trained guide, signal service dog in all modes of public transportation with them **365.5(a) P.C.**
  - 2) Blind, deaf or disabled person shall not be denied accommodations (medical facilities, private schools, hotels, resorts etc.) because of the presence of guide, signal or service dog **365.5(b) P.C.**
  - 3) Violation of the above sections is a misdemeanor **365.5(c) P.C.**
- d. Right of way (California Vehicle Code 21963) **[37.3F2]**
  - 1) A totally blind or partially blind pedestrian with a predominately white cane, with or without a red tip, or using a guide dog shall have the right of way on any highway
  - 2) Violators of this section are guilty of misdemeanor

15. Explain the following animal functions

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<ul style="list-style-type: none"><li>a. Service Animals<ul style="list-style-type: none"><li>1) Animals used by people with disabilities to assist them in everyday tasks such as pulling a wheelchair, opening doors, picking up dropped objects)</li><li>2) Animals must be trained by a licensed person under the provisions of the Business and Professions Code (California Law)</li><li>3) Seen as an extension of the individual</li><li>4) Typically, large dogs, but can be other types of animals</li></ul></li><li>b. Signal dog<ul style="list-style-type: none"><li>1) Trained to alert a deaf or hard of hearing person to sounds (telephone ringing, doorbell, intruders)</li></ul></li><li>c. Guide dog<ul style="list-style-type: none"><li>1) Used by Blind or visually impaired person</li></ul></li><li>d. Ask the class: What types of questions can you ask a person to verify that their animal is needed for their disabilities?<ul style="list-style-type: none"><li>1) Expected responses:<ul style="list-style-type: none"><li>a) An officer can ask questions regarding what types of services the animal provides for them</li><li>b) An officer cannot ask the individual questions about their disability (violation of the ADA)</li></ul></li></ul></li></ul> <p>16. Discuss the referral process and state/local resources available to people with physical disabilities <b>[37.3G]</b></p> <ul style="list-style-type: none"><li>a. <b>Distribute: Los Angeles Police Department, Department of Developmental Services Regional Centers</b></li></ul>	<p><b>Ask: What types of questions can you ask a person to verify that their animal is needed for their disabilities?</b></p>
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**Learning Activity #1: “Assessing My Own Awareness and Experiences - I” worksheet**



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1. **Learning Activity #1:** “Assessing My Own Awareness and Experiences - I” worksheet
  - a. Students will participate in a learning activity that requires self-assessment to determine their own level of experience with, and awareness of people with disabilities. **[37.6A]**
  - b. The learning activity should provide the student with an opportunity to determine their current level of experience interacting with people with disabilities. **[37.6A1]**
  - c. The learning activity should serve as a starting point for an instructor-facilitated discussion which addresses fears, myths, stigma, discrimination, bias, cultural factors, media impact and stereotypes concerning contact with people with disabilities. **[37.6A2]**
  - d. Purpose: The students will assess their awareness and experiences with people with disabilities.
  - e. Procedures: Large Group Activity (5 Min)
    - 1) Distribute: Worksheet: “Assessing My Own Awareness and Experiences”
    - 2) Give instructions
    - 3) Allow 5 Minutes to complete
    - 4) Instruct the recruits:
      - a) We’re going to start by looking at our own “Awareness and Experiences with People with Disabilities.”
      - b) On the worksheet, you will see ten forms of myths and stereotypes of people with disabilities.
      - c) Complete worksheet by placing a Circle around one answer (Myth or Fact) per question or statement.
      - d) Place a check by any that you have occurred to you or you’ve seen occur to others. You might check one item, all items, or none.
      - e) Think of your present and past life experiences.
      - f) There is no place for your name on this worksheet.
      - g) The purpose is not to collect data, but for you to determine your level of awareness and experience interacting with people with disabilities and to think about fears, myths stigmas, discrimination, bias, cultural factors, media impact and stereotypes concerning people with disabilities.
  - f. Debrief: Discuss this exercise
    - 1) Ask: “Just judging by our group, how common are the experiences?”
    - 2) We will briefly discuss their answers and collect the worksheet.
    - 3) Instructor should pick two to three statements to review the Myths vs. Facts with the class.
    - 4) Advise the recruits to keep this exercise in mind as we go through the rest of the class.

**Learning Activity 2: Small Group Presentations**

- A. **Learning Activity 2:** Small Group Presentations **[37.6B1-6]**

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Purpose: To define and recognize behaviors/indicators associated with various disabilities and determine the student's own level of experience interacting with people with disabilities

1. Procedures: Small Group Activity
2. NOTE: Group 1 and 7 have handouts in their folder that should be distributed to the class during their presentation. Assign each group a number between 1 and 8. Have a member from each group pick up the corresponding folder from the front table. Instruct the students to use their LD #37 POST Workbooks and the information in the folder to answer the questions on the worksheets and make their presentations to the class. Instruct the students that their presentations are not to be read verbatim to the class. Instruct the students to select one person from each group to make the presentation. Give the students 20-30 minutes to research and prepare their presentations. Have each group make their presentations, and as they do, display the appropriate power point slides in the background and ensure that all the points are being covered. Ask the recruit questions from the suggested facilitator question handout during their presentation.
3. Worksheet #1 questions:
  - a. State the intent, give the history, purpose and impact the following laws have on law enforcement. **[37.1A]**
  - b. American with Disabilities Act of 1990
    - 1) Federal Civil Rights law signed in 1990.
    - 2) Written to provide a clear and comprehensive mandate for the elimination of discrimination against individuals with mental and/or physical impairments.
    - 3) Used by law enforcement officials as a guide when developing their department's specific policies that officers must comply with.
    - 4) Guidelines provided by the ADA are broken into 5 categories:
      - a) Employment
      - b) State and local government
      - c) Transportation
      - d) Public accommodations
      - e) Telecommunications
    - 5) Applies to all law enforcement facilities
      - a) Providing qualified sign language interpreters
      - b) Having TDD capabilities
      - c) Protecting disabled suspects from abuse from other inmates
      - d) Special accommodations
      - e) Transportation
  - c. Discuss additional laws that protect the rights of people with physical disabilities, including: Rehabilitation Act 1973, Section 504 **[37.3F] [37.3F1]**
    - 1) Provides opportunity for children and adults with disabilities in education, employment and other settings.
    - 2) The requirements include reasonable accommodation for employees with disabilities and providing effective communication with persons who have hearing or vision disabilities and accessibility to all public accommodation.
    - 3) State the intent of the Lantermant Developmental Disabilities Service Act (*Welfare and Institutions Code Sections 4500 et.seq.*) **[37.2A]**
    - 4) Written to establish the state of California's responsibility for and the coordination of services for persons with developmental disabilities.
    - 5) The goal of the writers of this act was to stop persons with developmental disabilities from being displaced from their homes and communities

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- 6) Another major component of this act was to ensure that persons with developmental disabilities be free from harm, including unnecessary physical restraint.
  - 7) Regional Centers assist persons with disabilities with securing housing, educational opportunities, employment, medical assistance and any service they need to live independently.
- d. Worksheet #1 questions cont.:
- 1) Define the following terms:
    - a) Disability
      - (1) A physical or mental impairment that substantially limits a person from:
        - (a) actively taking part in one or more major life activities
        - (b) has a record of a physical or mental impairment, or?
        - (c) is regarded as having a mental or physical impairment
      - (2) Major life activities include (not an all-inclusive list):
        - (a) Walking
        - (b) Talking
        - (c) Hearing
        - (d) Seeing
        - (e) Breathing
        - (f) Thinking
    - b) Physical Disability
      - (1) Functional limitations that can include hearing, vision impairments, neurological disorders (i.e. Alzheimer's, spinal cord injuries) or amputation.
    - c) Mental Disabilities
      - (1) A group of disorders that can cause disturbances in thinking, feeling, or in relating to others.
      - (2) The two major categories are thought and mood disorders
      - (3) Causes an inability to cope with the ordinary demands of life.
      - (4) Also called mental illness
  - d) Define the term Developmental Disability **[37.2B]**
    - (1) Manifests before the age of 18
    - (2) Continues or can be expected to continue indefinitely and
    - (3) Constitutes a substantial disability for that individual
    - (4) Examples are Intellectual Disability (including Mental Retardation), cerebral palsy, epilepsy and autism
- e. Recognize general behavioral indicators associated with all developmental disabilities: **[37.2C]**
- 1) The behaviors associated with developmental disabilities vary by individual and the type and extent of each specific disability.
  - 2) General behavioral indicators can include, but are not limited to:
    - a) Confusion and/or disorientation
    - b) Slow response to commands/directions/questions
    - c) slurred speech and/or other speech disorders
    - d) muscle control difficulty
    - e) Seizure disorders
    - f) Lethargy
    - g) Self-endangering
    - h) Inappropriate responses to a situation

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- i) Lack of awareness of dangerous situation
  - j) Inability to understand and respond to commands, directions, and questions
  - k) Sensitivity to touch/sound
4. Worksheet #2 questions:
- a. Define Intellectual Disability
    - 1) Below average intellectual functioning or deficits in adaptive behavior that usually presents before age 18.
    - 2) Affected individuals have a limited capacity to learn which may have been caused by a birth defect, deprivation in early childhood, disease, consumption of toxins or poisons, or numerous other reasons.
    - 3) Approximately 80-90% of individuals who have been affected by mental retardation are mildly retarded.
    - 4) Not the same as mental illness, but a person can have a dual diagnosis.
  - b. Recognize behavioral indicators specifically associated with the following developmental disabilities: **[37.2D]**
    - 1) Intellectual Disability **[37.2D1]**
      - a) Poor communication skills
      - b) Shortened attention span
      - c) Immature social relationships
      - d) Overly compliant
      - e) Poor sense of time
      - f) Difficulty with simple tasks
      - g) Poor understanding of consequences of actions
  - c. Recognize appropriate peace officer actions during field contacts with people with Intellectual Disability: **[37.2E]**
    - 1) Intellectual Disability **[37.2E1]**
      - a) Approach in a calm and respectful manner
      - b) Be patient
      - c) Use simple language
      - d) Speak slowly and clearly in a normal tone of voice
      - e) Use concrete terms and avoid abstract ideas
      - f) Proceed slowly and allow the individual to set the pace of the interview
      - g) Give praise and encouragement
  - d. Guidelines when interviewing a person with an Intellectual Disability (including Down Syndrome)
    - 1) Allow plenty of time for the individual to respond
    - 2) Ask for concrete descriptions (e.g., colors, clothing, etc.)
    - 3) Avoid questions regarding time or complex sequences.
    - 4) Avoid questions that deal with abstract ideas. (e.g., “Why do you think he did that?”)
    - 5) Avoid questions that tell the person the answer that is expected. (e.g., “You saw him take the purse, didn’t you?”)
5. **Learning Activity 3: POST Law Enforcement Awareness of Disabilities (LEADS) Video [4]**
- a. Synopsis: This video depicts a man with Down Syndrome (a form of intellectual disability) speaking about living independently.
  - b. Show video
  - c. Procedure: Large Group Discussion

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- 1) Have the class identify what behaviors/cues they saw that matched indicators of Intellectual Disability (mental retardation).
6. Worksheet #3 questions:
  - a. Define Cerebral Palsy
    - 1) Cerebral refers to the brain
    - 2) Palsy describes a disorder that impairs control of body movement
    - 3) Cerebral palsy refers to large group of chronic conditions that affect an individual's body movements and coordination.
    - 4) Because of the lack of muscle control, the condition can also affect speech, hearing, or vision
  - b. Recognize behavioral indicators specifically associated with cerebral palsy. **[37.2D2]**
    - 1) An awkward gait and poor balance
    - 2) Impaired coordination of movements
    - 3) Grimacing or drooling due to poorly controlled facial muscles
    - 4) Limited range of motion
    - 5) Involuntary, jerky movements
    - 6) Slow and/or slurred speech
    - 7) Limited sensation of touch or pain
    - 8) Possible use of mobility aids or presence of service animal
  - c. Recognize appropriate peace officer actions during field contacts with people with cerebral palsy **[37.2E2]**
    - 1) Ask first if the person requires any assistance. Allow the person to suggest appropriate manners of assistance.
    - 2) Watch for signs of fatigue. Living with cerebral palsy can consume a great deal of energy.
    - 3) Determine if the person uses any prescription medications
    - 4) Be encouraging, not correcting. Tell the person to take some time and relax.
    - 5) Try to calm the person.
  - d. Guidelines when interviewing a person with cerebral palsy
    - 1) Allow extra time for the person to speak and answer questions.
    - 2) Do not attempt to "fill in" words or speak for the person.
    - 3) Ask questions that require short answers, a nod, or a simple gesture rather than long worded responses.
    - 4) Ask the person to repeat what he or she has said if the officer did not understand.
    - 5) Speak directly to the person rather than to an assistant or others present.
  - e. Ask the class: What are some things to consider if you arrest a person who has cerebral palsy?
    - 1) Expected responses:
      - a) Allow the person to retain mobility aids if possible.
      - b) Some individuals with cerebral palsy can lose their balance if handcuffed.
      - c) Others with muscular rigidity may be almost impossible to handcuff without harm to the suspect. Alternate methods of restraint may be required.
      - d) Alternative methods of handcuffing
      - e) An individual with cerebral palsy may be easily exhausted. Stress and pressure (e.g., interrogation, victim of a crime) can overload the individual and lead the person to wrongfully confess or agree with anything.

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- f) Officers should always be mindful of personal safety when dealing with mobility aids.
  - g) Department Policy mandates that male arrestees with orthopedic or prosthetic devices shall be booked at Metropolitan Jail Section, Seventy-Seventh Jail Section, or Valley Jail Section<sup>1</sup>. (12002 LAPD Manual 4/465.20)
    - (1) Female arrestees shall be booked at Valley Jail Section or Seventy-Seventh Jail Section.
    - (2) When personnel responsible for department jail facilities have reasonable cause to believe that possession of an orthopedic or prosthetic device by an arrestee poses a safety or security risk, such device may be removed from the arrestee with the approval of the jail facility watch commander.
7. **Learning Activity 4: POST Law Enforcement Awareness of Disabilities (LEADS) Video**
- a. Synopsis: This video depicts a man with cerebral palsy discussing the challenges of daily living.
  - b. Show video
  - c. Procedure: Large Group Activity
    - 1) Have the class identify what behaviors/cues they saw that matched indicators of cerebral palsy.
8. Worksheet #4 questions:
- a. Define Autism
    - 1) Severe developmental disability
    - 2) Usually evident by early childhood
    - 3) More commonly seen in males by age 3
    - 4) Affects all areas of functioning and interacting with others
    - 5) Included in larger definition of Autism Spectrum Disorder (ASD)
    - 6) Each disorder within ASD has its own unique symptoms that vary in severity and scope
    - 7) Once considered rare, people with autism now outnumber people with cerebral palsy, type 1 diabetes, down syndrome and childhood cancer
    - 8) No known cure
  - b. Recognize general behavioral indicators specifically associated with Autism **[37.2D3]**
    - 1) Difficulty relating to people
    - 2) Aversion to being touched, especially by strangers
    - 3) May act as if aunt when touched lightly, while totally ignoring painful injuries
    - 4) Avoidance of eye contact
    - 5) May cover their eyes or ears to prevent contact with the outside world
    - 6) May appear to be fascinated by shine objects (e.g. officer's badge)
    - 7) Repetitive movements (e.g. rocking, spinning, hand twisting, etc.)
    - 8) Few social skills
    - 9) Severely impaired communication skills
    - 10) Echolalia speech (repeating what others say)
    - 11) Insistence that the environment and daily routine remain the same
    - 12) Possible limited intellectual ability
    - 13) Tantrums, self-stimulation, or self-mutilation
    - 14) Eating nonfood items or objects
  - c. Recognize appropriate peace officer actions during field contacts with a people with Autism **[37.2E3]**
    - 1) Observe the person from a distance

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- 2) Remain calm
  - 3) Speak in a normal tone of voice
  - 4) Do not rush the person
  - 5) Do not attempt to touch the person unless necessary
  - 6) Attempt to determine pre-established signals for yes, no, etc.
  - 7) Ask questions one at a time
  - 8) Allow time for the person to process information
  - 9) Give the person choices between two alternatives
9. **Learning Activity 5: True Life: “I Have Autism”**
- a. Synopsis: This video depicts three young men affected by autism on varying levels. You will see someone who is severely impacted with autism to someone who is considered high functioning (Asperger’s Syndrome)
  - b. Show Video
  - c. Procedure: Large Group Discussion
    - 1) Have the class identify what behaviors/cues they saw that matched indicators of autism. Also have the class discuss differences in the varying levels of autism.
10. Worksheet #5 questions:
- a. Define Epilepsy
    - 1) Term for a convulsive disorder that causes brief, temporary changes in the brain’s electrical system.
    - 2) These abnormal electrical discharges in the brain cause massive muscle contractions and convulsion, known as seizures and occasionally unconsciousness
    - 3) Cannot be cured but can be controlled using anticonvulsant medications.
    - 4) A seizure is the result of a surge of energy through the brain
    - 5) Instead of discharging electrical energy in a controlled manner, the brain cells continue firing, causing massive involuntary contractions of muscles and possible unconsciousness.
    - 6) If only part of the brain is affected, it may cloud awareness, block normal communication, and produce a variety of undirected, unorganized movements.
  - b. Recognize behavioral indicators specifically associated with persons with Epilepsy **[37.2D4]**
    - 1) Staring spells
    - 2) Disorientation
    - 3) Lethargy
    - 4) Slurred speech
    - 5) Staggering or impaired gait
    - 6) Tic-like movements
    - 7) Rhythmic movements of the head
    - 8) Purposeless sounds and body movements
    - 9) Dropping of the head
    - 10) Lack of response
    - 11) Eye rolling upward
    - 12) Lip smacking, chewing, or swallowing movements
    - 13) Partial or complete loss of consciousness
    - 14) Picking at clothing
  - c. Recognize appropriate peace officer actions during field contacts with people with Epilepsy **[37.2E4]**
    - 1) Look for medical bracelets or other signs of medical identification

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- 2) Do not restrain them
- 3) Move objects out of the way which could harm them
- 4) Cushion their head
- 5) Keep people away
- 6) Turn them on their side
- 7) Never put anything in their mouth
- 8) May experience post seizure confusion and/or agitation
- 9) May be violent
- 10) Remain with the person until they are in the care of another person or able to take care of themselves.
- 11) Medical treatment

11. Worksheet #6 questions:

- a. Discuss the types of neurological disorders, including: Acquired **[37.3A1]**, Traumatic **[37.3A2]**
  - 1) Physical disability
    - a) Can be illness related (acquired) or injury related (traumatic)
  - 2) Acquired neurological disorders
    - a) Two of the most common acquired illness are
      - (1) Strokes
      - (2) Alzheimer's disease
  - 3) Traumatic neurological disorders caused by:
    - a) Vehicle accidents
    - b) Sports injuries
    - c) Falls
    - d) Acts of violence
    - e) Any number of other forms of trauma
  - 4) Other forms of neurological or physical injuries that can affect an individual's abilities include:
    - a) Spinal cord injury
    - b) Quadriplegia
    - c) Paraplegia and
    - d) Amputation
- b. List types of mobility assistance equipment and devices **[37.3B]**
  - 1) Canes
  - 2) Crutches
  - 3) Walkers
  - 4) Braces
  - 5) Prosthesis
  - 6) Motorized scooters
  - 7) Manual or motorized wheelchairs
  - 8) Service dogs
  - 9) Mobile respiratory devices or other equipment necessary for bodily functions
- c. Define and give overview of blindness / vision impairments.
  - 1) Historical misconceptions about blind or vision impaired individuals is that they are helpless, cannot care for themselves, and are not credible witnesses to crimes or accidents.
  - 2) About eighty percent of all individuals who are legally blind have some usable vision. The degree to which a person's vision impairment.
  - 3) The degree to which a person's mobility is affected depends on that person's vision impairment.



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- 4) Approximately 109,000 use long canes and approximately 10,000 use guide dogs.
- d. Recognize behavioral or other indicators that may lead an officer to identify a person as being Blind or visually impaired **[37.3D1]**
  - 1) Blind or visually impaired
    - a) Use of guide/service dogs
    - b) Use of cane (most common mobility tool)
    - c) Can be all white with or without a red tip, and can be collapsible or non-collapsible
    - d) Eyes
      - (1) Jerky eye movements
      - (2) Milky coloration of eyes
    - e) Person appears to be tracking the sound of your voice
    - f) Rocking body motions
    - g) Unusual positioning of the head or head movements
    - h) Moving unusually close to people or printed material
    - i) Holding onto the arm of another person
  - e. Recognize appropriate peace officer actions during field contacts with people who are Blind or visually impaired **[37.3E1]**
    - 1) Talk directly to the person
    - 2) Determine level of impairment
    - 3) Speak in a normal voice and volume
    - 4) Ask if they want or need assistance
    - 5) If assistance is needed ask what type/form of assistance is needed
    - 6) Give detailed descriptions
    - 7) When guiding someone who is blind or visually impaired, officers should let that person hold the officers elbow
    - 8) Walk normally
    - 9) Inform the person about pending obstacles
    - 10) Do not grab, pull or lead the person
    - 11) Advise the person first before leaving the room
12. Worksheet #7 questions:
  - a. Recognize behavioral or other indicators that may lead an officer to identify a person as being Deaf or Hard of hearing **[37.3D2]**
    - 1) The term deafness means a substantial or complete loss of hearing
    - 2) Many are concerned about being perceived as uncooperative
    - 3) Approximately 15% of the U.S. population are hard of hearing
    - 4) Hearing impairments affect all levels of society regardless of race, age, education or occupation
    - 5) Hearing impairments may cause speech impairment
    - 6) American Sign Language (ASL) is not universal. Each country has its own sign language.
    - 7) “Deaf” or “hard of hearing” are acceptable terms
  - b. List Behaviors/indicators associated with deafness or hearing impairments
    - 1) Use signing
    - 2) Wearing of hearing aids or cochlear implants
    - 3) Use of signal/service animal
    - 4) Speaking with difficulty or in an unconventional method
    - 5) Pointing to ear and shaking head negatively
    - 6) Failing to respond to an officer’s questions or commands

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- 7) Attempting to gain attention through body movements or touching (i.e., hand waving, foot stomping, clapping hands)
- 8) Turning head to “good ear” so it is facing officer
- c. Identifying methods an officer can use to communicate with a deaf or hard of hearing person **[37.3E2]**
  - 1) Methods of communication who are Deaf or hard of hearing
    - a) Deaf individual determines method of communication
    - b) The most common form of communication is writing
      - (1) Offer pencil and paper rather than having person search for something to write with
      - (2) Use simple language and concise sentences
      - (3) Be patient and allow person to ask questions
      - (4) Statements may not be grammatically correct
    - c) Combination of speech and sign language
    - d) American Sign Language
    - e) Written
      - (1) Level of reading and writing ability is affected by when person lost their hearing
    - f) Lip reading ~ not common
      - (1) Look directly at person when speaking
      - (2) Speak slowly and clearly
      - (3) Speak in normal tone and volume
      - (4) Be aware of lighting conditions and facial hair
      - (5) Do not use child as interpreter ~ may not be able to interpret or translate
      - (6) When both parties are deaf, to avoid potential conflict of interest an officer should request two certified SLI’s
    - g) Use of (TTY) or (TDD) machine ~ older technology
  - 2) Recognize appropriate peace officer actions during field contacts with people who are deaf or hard of hearing **[37.3D2]**
    - a) Get their attention before speaking
    - b) If using a certified sign language interpreter, maintain contact with the deaf person
    - c) Use body gestures, language and facial expressions
    - d) Don’t exaggerate your lips when speaking
    - e) Don’t yell or shout
    - f) To request a driver’s license, extend both index fingers upward, point thumbs horizontal and bring thumbs together so they touch
    - g) When not in uniform, identify oneself as an officer by making a “c” with the right hand over the heart
- d. LAPD Department Policy: Interacting with Deaf or Hard of Hearing
  - 1) Minor incidents (traffic stop, completion of basic crime report) attempt to communicated by using pen or paper, gestures, or requesting a certified sign language interpreter (SLI) via Communications Division
  - 2) Major incidents (Miranda warning, domestic Violence, dui, sexual assault) request certified SLI via Communications Division
  - 3) Request of certified SLI is mandatory when effective communication cannot be established or the deaf or hard of hearing person request one
  - 4) Complete and issue the Deaf/Hard of Hearing Communication Card and document in DFAR and any other related reports

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- 5) SLI's are not required to effect an arrest
- e. **Learning Activity 6: “LAPD: Interacting with The Deaf or Hard of Hearing” Video**
  - 1) Synopsis: The video reviews procedures for establishing effective communication with individuals who are deaf or hard of hearing.
  - 2) Procedure: Large Group Discussion
  - 3) Lead the class in a discussion identifying the benefits of having a policy regarding establishing effective communication with a person who is deaf or hard of hearing and requesting certified SLI's.
    - a) Expected responses:
      - (1) Increased community trust in officers and department
      - (2) Lessens stress for deaf or hard of hearing person by keeping them informed
      - (3) Meets ADA requirements of providing reasonable accommodations to people with disabilities
13. Worksheet #8 questions:
  - a. Discuss additional laws that protect the rights of people with physical disabilities, including: **[37.3F]** Rehabilitation Act of 1973, Section 504 **[37.3F1]**, Right of way (Vehicle Code Section 21963) **[37.3F2]**, White Cane Law (Civil Code Section 54.4) **[37.3F3]**, Service Animals (Penal Code Section 365.5 et. seq.) **[37.3F4]**
  - b. California Civil Code 54.1-54.7 **[37.3F3]**
    - 1) Formerly known as White Cane Laws
    - 2) Covers blind and other physically disabled people
    - 3) Identifies the right to all public places (streets, buses, businesses, etc.) **54.1**
    - 4) Guarantees full and equal access (transportation, housing etc.) **54.1**
    - 5) Allows service animals in these places without extra costs or fees for admittance of service animals **54.2**
    - 6) Violators liable for damages **54.3**
    - 7) Blind/visually impaired have the right of way on any highway with or without cane with or without red tip **54.4**
    - 8) Zoos and wild animal parks exempt from these requirements if no barrier exists separating public from animals **54.7**
    - 9) Zoo must provide a sighted guide for blind or visually impaired person and provide boarding for service animal **54.7**
  - c. Service Animals (California Penal Code 365.5(a)(b)(c) P.C.) **[37.03.F.4]**
    - 1) Blind, deaf or disabled persons right to have trained guide, signal service dog in all modes of public transportation with them **365.5(a) P.C.**
    - 2) Blind, deaf or disabled person shall not be denied accommodations (medical facilities, private schools, hotels, resorts etc.) because of the presence of guide, signal or service dog **365.5(b) P.C.**
    - 3) Violation of the above sections is a misdemeanor **365.5(c) P.C.**
  - d. Right of way (California Vehicle Code 21963) **[37.3F2]**
    - 1) A totally blind or partially blind pedestrian with a predominately white cane, with or without a red tip, or using a guide dog shall have the right of way on any highway
    - 2) Violators of this section are guilty of misdemeanor
14. Explain the following animal functions
  - a. Service Animals
    - 1) Animals used by people with disabilities to assist them in everyday tasks such as pulling a wheelchair, opening doors, picking up dropped objects)

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- 2) Animals must be trained by a licensed person under the provisions of the Business and Professions Code (California Law)
  - 3) Seen as an extension of the individual
  - 4) Typically, large dogs, but can be other types of animals
- b. Signal dog
- 1) Trained to alert a deaf or hard of hearing person to sounds (telephone ringing, doorbell, intruders)
- c. Guide dog
- 1) Used by Blind or visually impaired person
- d. Ask the class: What types of questions can you ask a person to verify that their animal is needed for their disabilities?
- 1) Expected responses:
    - a) An officer can ask questions regarding what types of services the animal provides for them
    - b) An officer cannot ask the individual questions about their disability (violation of the ADA)
- e. Explain state and local resources available to people with disabilities **[37.3G]**
- 1) **Distribute: Los Angeles Police Department, Department of Developmental Services Regional Centers**