

**LOS ANGELES POLICE DEPARTMENT**  
**Crisis Intervention**  
**1850-20801**

**Instructional Goal:** At the completion of this course the student will be able to identify a person suffering from a mental illness or in a mental health crisis, properly manage and de-escalate the situation and conduct a comprehensive assessment of the individual pursuant to 5150 of the Welfare and Institutions Code (WIC). This includes the completion of the required documentation.

**Performance Objectives:** Using lecture and learning activities including case studies, the student will:

- Recognize the most common mental illnesses they may encounter as law enforcement officers;
- Develop an understanding of the laws and Department policies involving persons who have a mental illness;
- Develop and utilize effective de-escalation techniques needed to bring about a peaceful resolution to an incident involving a person who has a mental illness or a person experiencing a mental health crisis;
- Demonstrate the basic components of communication skills and techniques.
- Demonstrate the importance of listening and persuasion skills as they relate to effective strategic communication.
- Demonstrate the skills needed to communicate effectively.  
Demonstrate a minimum standard of strategic communication skills with every technique and exercise, to include:
  - Officer Safety
  - Listening/Persuasion
  - Judgment and Decision Making
  - De-escalation, Verbal Commands
  - Effectiveness under Stress Conditions
- Formulate the questions necessary to conduct an effective mental health assessment.
- Identify the mental health related behavior(s) that justify probable cause for an involuntary mental health evaluation, pursuant to 5150 WIC or 5585 WIC;
- Know the appropriate referral information to provide the subject and/or family if the behavior(s) do not rise to the level of an involuntary mental health evaluation, pursuant to 5150 WIC or 5585 WIC;
- Understand the Department's Philosophy in the management of calls for services involving persons who have a mental illness.
- Understand how Implicit Bias<sup>1</sup> impacts our perceptions during interactions involving persons who have a mental illness;
- Understand applications of the Procedural Justice<sup>2</sup> policy during interactions involving persons who have a mental illness;
- Understand the de-escalation concepts of the P.A.T.R.O.L. acronym (Planning, Assessment, Time, Redeployment/Containment, Other Resources, Lines of communication)<sup>3</sup> during calls for service involving persons who have a mental illness;
- Be able to complete the MEU intake procedure and required forms;

---

<sup>1</sup> (2019, November) OCOP Administrative Order No. 19, Policy Prohibiting Bias Policing

<sup>2</sup> (2020, April) LAPD Training Bulletin, Contacts with the Public Part II, Procedural Justice, Volume XLIX, Issue 3

<sup>3</sup> Use of Force Tactics Directive, De-Escalation Techniques, Directive No 16

**LOS ANGELES POLICE DEPARTMENT**  
**Crisis Intervention**  
**1850-20801**

**References:** Instructors, facilitators and training supervisors shall ensure that current references are utilized

**I. INTRODUCTION TO MENTAL HEALTH INTERVENTION** **30 Mins**

- A. Introduction of instructor(s)
  - 1. Name, assignment
  - 2. Experience
  
- B. *ICE BREAKER: Student introduction exercise VIDEO- Biekxa Video*<sup>4</sup>
- C. *LECTURETTE: Mental Health Intervention Training Overview*
  - 1. Mental Health Overview
  - 2. Law Enforcement Legal Aspect
  - 3. Crisis Communication
  - 4. Assessment Form Completion
  - 5. Force Option Simulator
  - 6. Scenario Based Training
  - 7. Community Resources

**II. MENTAL HEALTH OVERVIEW** **30 Mins**

- B. LEARNING ACTIVITY: VIDEO AND DISCUSSION<sup>5</sup>
- C. *LECTURETTE: The Scope of Mental illness in the United States*
- D. SMALL GROUP ACTIVITY: Adults and Mental Illness
- E. SMALL GROUP ACTIVITY: Juveniles and Mental Illness
- F. SMALL GROUP ACTIVITY: Medication and Communication Resources
- G. SMALL GROUP ACTIVITY: Developmental Disabilities

**III. LAW ENFORCEMENT LEGAL ASPECTS** **60 Mins**

- A. LEARNING ACTIVITY: DISCUSSION
- B. CASE STUDY: ELLIOT RODGER <sup>6</sup>
- C. SMALL GROUP ACTIVITY: LEGAL RESEARCH AND TEACH BACKS
  - 1. Lanterman Petris- Short Act
  - 2. 5150 WIC/5585 WIC
  - 3. 5150 Process
  - 4. 5150.05 WIC
  - 5. Tarasoff V. Regents of University of California
  - 10. HIPAA (Health Insurance Portability and Accountability Act of 1996)
  - 11. EMTALA ( Emergency Medical Treatment and Labor Act)
  - 12. Mental Health Services Act
  - 13. 5345 WIC-Laura's Law
  - 14. 5150.2
  - 15. 8102 WIC
  - 16. 18100 PC
  - 17. 1524 (a) (10) & (14) PC
  - 18. 1524.5 PC

---

<sup>4</sup> NHLPA and Kevin Biekxa, March 2018, Mental Health Awareness, <https://youtu.be/ogbzAJxuVhs>

<sup>5</sup> (2014, July 15) Youtube Yvana A: Breaking the Stigma on Mental Illness <http://m.youtube.com/watch?v=YEacp1aHqOU>

<sup>6</sup> (2014, May) Santa Barbara Shooting: Who was Elliott Rodger? <https://www.youtube.com/watch?v=TBDsNUIdIT4>

**LOS ANGELES POLICE DEPARTMENT**  
**Crisis Intervention**  
**1850-20801**

19. Department policy and procedures<sup>7</sup>

**IV. CRISIS COMMUNICATION**

**60 Mins (IV-a, b, c, d, e, f, i)**

A. Case Study: ALLEN GAMBLE AND TERRY HOLTZ<sup>8</sup>

B. LECTURETTE: LAWS

1. De-escalation and Use of Force Policy<sup>9</sup>
2. Assembly Bill 392<sup>10</sup>
3. Senate Bill 230<sup>11</sup>
4. Officer Safety
5. Use of Force Directive # 16<sup>12</sup>
6. Balance Test

C. Case Study: Martin Riggs<sup>13</sup>

D. Facilitated Group Discussion

1. Antecedent
2. Beliefs
3. Consequence
4. Communication Skills
  - a. Escalation vs de-escalation
  - b. Listening skills
  - c. Questioning skills
  - d. Persuasion techniques
  - e. Group communication

E. ALLEN GAMBLE AND TERRY HOLTZ<sup>14</sup>

F. Roll Play: De-escalation Scenario

**V. ASSESSMENT REPORT COMPLETION**

**30 Mins**

A. LECTURETTE: Completing the MH 302 form

- a. Table top exercise form MH 302 form

**VI. SMALL GROUP ROTATIONS**

**90 Mins**

A. ROTATION #1 - FOS PRACTICAL APPLICATION

1. Large Group Activity
  - a. Schizophrenia veteran who is living in a school bus.
  - b. The suicidal lady in the park.
  - c. The suicidal Police Officer.
  - d. Angry veteran on the military base.

---

<sup>7</sup> LAPD Administrative Order No. 9, 2013

<sup>8</sup> <https://www.youtube.com/watch?v=-6WqJCSmkCw>

<sup>9</sup> (2016, October) Use of Force Tactics Directive, De-Escalation Techniques, Directive No 16

<sup>10</sup> [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201920200AB392](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB392)

<sup>11</sup> [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201920200SB230](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB230)

<sup>12</sup> Use of Force Tactics Directive, De-Escalation Techniques, October 2016, Directive No 16

<sup>13</sup> <https://www.youtube.com/watch?v=BOP6uMTYaM8>

<sup>14</sup> <https://www.youtube.com/watch?v=-6WqJCSmkCw>

**LOS ANGELES POLICE DEPARTMENT**  
**Crisis Intervention**  
**1850-20801**

**VII. SCENARIO BASED TRAINING** **90 Mins (IV a, b, c, d, e, f, h, i)**

1. Scenario 1:

Officers respond to radio call of trespass suspect in front yard.

- a. Officer safety
- b. Escalation versus de-escalation
- c. Communication Elements
- d. Listening Skills
- e. Questioning Techniques
- f. Persuasion
- g. Class Exercises/Student Evaluation/Testing

2. Scenario 2:

Officers respond to welfare check, juvenile female suicidal.

- a. Officer safety
- b. Escalation versus de-escalation
- c. Communication Elements
- d. Listening Skills
- e. Questioning Techniques
- f. Persuasion
- g. Class Exercises/Student Evaluation/Testing

3. Scenario 3:

Officers respond to welfare check, male with mental illness, not eating or taking medication.

- a. Officer safety
- b. Escalation versus de-escalation
- c. Communication Elements
- d. Listening Skills
- e. Questioning Techniques
- f. Persuasion
- g. People with disabilities
- h. Class Exercises/Student Evaluation Testing

**VIII. COMMUNITY RESOURCE** **60 Mins (IV a, b, c, d, e, h, i)**

- A. National Alliance on Mental Illness
- B. *LEARNING ACTIVITY*: Schizophrenia Simulation

1. Debrief

- a. Officer safety issues
- b. Communication Elements
- c. Listening Skills
- d. Questioning Techniques
- e. Persuasion
- f. People with disabilities
- g. Class Exercise

**IX. Evaluations and Certificates** **30 Mins**

- A. Course Evaluations
- B. Distribute Certificates
- C. Questions or clarifications