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JUSTIFICATION

Individuals with disabilities are more likely to come into contact with law enforcement personnel than members of the general population (Viljoen et al., 2016; Child et al., 2011). While the reasons for this are complex, communication difficulties are a major factor (Viljoen et al., 2016). In addition, communication barriers contribute to individuals with disabilities being less likely to report crime to law enforcement personnel compared to the general population (Child et al., 2011; National Council on Disability, 2007).

Communication difficulties associated with and experienced by law enforcement personnel and individuals with disabilities are a significant challenge (Viljoen et al., 2016). These difficulties may contribute to incomplete information gathering from victims with disabilities and compromise the apprehension and prosecution of perpetrators (Viljoen et al., 2016). Further, disabilities may present a particular challenge in the context of law enforcement, where misunderstood, socially atypical behavior may result in a dangerous situation for both the officer and the individual with a disability (Osborn, 2008). Such can be avoided, however, if law enforcement personnel are trained to recognize and appropriately respond to individuals with disabilities (Osborn, 2008). Whether individuals with disabilities are victims, witnesses, or perpetrators, law enforcement personnel need to be educated and trained to understand and recognize the features of disability, and be equipped with the skills to communicate appropriately (Viljoen et al., 2016).

The purpose of this scoping study is to systematically identify (1) what training programs exist for law enforcement personnel to promote effective communication between law enforcement personnel and people with disabilities; and (2) whether there are examples of policies and procedures for law enforcement personnel related to communication and interaction with people with disabilities.

Whether the few identified training programs and model policies are effective cannot be assessed, as they frequently lack evaluation and quality control measures (Engelman & Deardorff, 2016). The intended audiences for the presented information are law enforcement personnel and collaborating disability advocates and organizations.

LEGAL JUSTIFICATION

The legal justification for effective communication between law enforcement personnel and people with disabilities comes from the Americans with Disabilities Act, Title II, Subpart E – Communications, § 35.160, which states;

(a)

(1) A public entity shall take appropriate steps to ensure that communications with applicants, participants, members of the public, and companions with disabilities are as effective as communications with others.

(2) For purposes of this section, "companion" means a family member, friend, or associate of an individual seeking access to a service, program, or activity of a public entity, who, along with such individual, is an appropriate person with whom the public entity should communicate.

(b)

(1) A public entity shall furnish appropriate auxiliary aids and services where necessary to afford qualified individuals with disabilities, including applicants, participants, companions, and members of the public, an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity of a public entity.

(2) The type of auxiliary aid or service necessary to ensure effective communication will vary in accordance with the method of communication used by the individual; the nature, length, and complexity of the communication involved; and the context in which the communication is taking place. In determining what types of auxiliary aids and services are necessary, a public entity shall give primary consideration to the requests of individuals with disabilities. In order to be effective, auxiliary aids and services must be provided in accessible formats, in a timely manner, and in such a way as to protect the privacy and independence of the individual with a disability.

(c)

(1) A public entity shall not require an individual with a disability to bring another individual to interpret for him or her.

(2) A public entity shall not rely on an adult accompanying an individual with a disability to interpret or facilitate communication except—

(i) In an emergency involving an imminent threat to the safety or welfare of an individual or the public where there is no interpreter available; or

(ii) Where the individual with a disability specifically requests that the accompanying adult interpret or facilitate communication, the accompanying adult agrees to provide such assistance, and reliance on that adult for such assistance is appropriate under the circumstances.

(3) A public entity shall not rely on a minor child to interpret or facilitate communication, except in an emergency involving an imminent threat to the safety or welfare of an individual or the public where there is no interpreter available.

METHOD

This research was approached as a scoping study, as training programs for law enforcement personnel to promote effective communication with individuals with disabilities appears to be both sparse and disparate. Therefore, this scoping study takes two approaches. First, a systematic search to identify a comprehensive list of published records from electronic databases was used to provide citations in response to queries. Eight databases were considered relevant; Academic Search Premier, Sociological Abstracts, Criminal Justice Abstracts, ERIC, Scopus, JSTOR, ProQuest, and Google Scholar. Second, internet searches using

Google were carried out to identify anecdotal records. These approaches identified published scientific studies, grey literature, technical assistance materials, and training materials.

Relevant materials were further reviewed for references regarding additional materials.

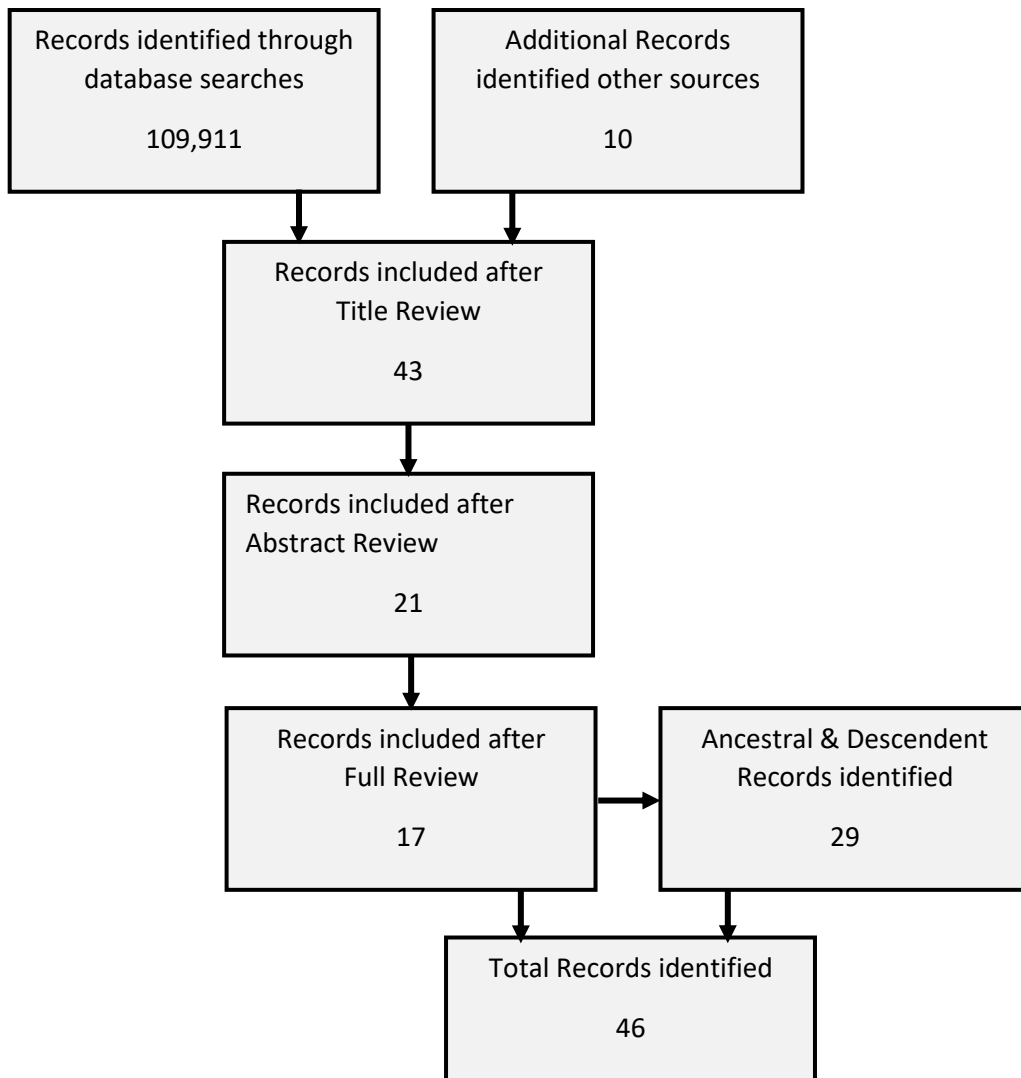
Searches were conducted using the following words and phrases in the title or abstract, although modified per the query requirements of each database; ((police OR law enforcement OR officer*) AND (disab* OR handicap* OR impair*) AND (communicat*)). The Google internet search was also conducted to identify “law enforcement”, “disability”, and “training”.

Materials considered for inclusion described training programs and/or policies for law enforcement personnel to promote effective communication between law enforcement personnel and people with disabilities, and were published in English. Materials meeting the inclusion criteria were separated into three categories: law enforcement training recommendations, model policies, and training curricula. Assessment of the quality of the materials to identify ‘good’ ones was difficult as there aren’t many to choose from, and those that are available haven’t been examined for efficacy. Therefore, no assessment of the quality of the presented material was made, other than a general assessment conducted by the author based on whether the publisher was a recognized government or disability advocacy organization.

RESULTS

As shown in Figure 1, the initial database queries returned 109,911 records; Academic Search Premier 255, Sociological Abstracts 153, Criminal Justice Abstracts 65, ERIC 86, Scopus 3,146, ProQuest 43, JSTOR 86,657, Google Scholar 19,500, and Google 4. These were reviewed

Figure 1. Systematic review flow diagram.



by title and abstract to identify duplicates and determine initial relevancy resulting in the identification of 33 resources. Given the high number of returns, only the first 150 from JSTOR and Google Scholar were reviewed for initial relevancy. Ten additional records had been identified during the framing of the scoping study, which were duplicated in the database search. The abstracts of these 43 total records were examined to verify relevancy, after which 22 records were excluded. The remaining 21 records were systematically evaluated in their entirety to assess the presented training programs and/or policies for law enforcement

personnel to promote effective communication between law enforcement personnel and people with disabilities. Four records were excluded, as they were not focused on or addressed communication being primarily about general disability awareness.

Additional records were identified from the reference lists or narratives of the 17 included records identified through the systematic database search. This review process resulted in the addition of 29 citations from records referenced by the materials identified by database and internet searches. These were systematically evaluated in their entirety to assess the relevancy to the purpose of this study. Ultimately, of the 46 records systematically identified, 3 were not available for review (Debbaudt, 2001; Tiberia, 1992; Portman et al., n.d.).

Although the materials described training programs and/or policies for law enforcement personnel to promote effective communication between law enforcement personnel and people with disabilities, more often than not, the materials were specific to types of disabilities. Table 1 presents the 43 records, which were included for review according to their disability focus and the terms used within the materials. Materials may focus on more than one type of disability, yet not on disabilities in general. The review results are presented in the following three subsections of the Discussion section; Law Enforcement Training Recommendations, Model Policies, and Training Curricula.

Table 1. Reviewed records by disability focus (number of records).

General Disabilities (15)	(Disability Rights NC, 2010) (City of Orlando , 2014) (Orange County Police & Human Relations Council, 2003) (SafePlace & Family Eldercare, n.d.) (U.S. Department of Justice, 2006) (Niagara University, n.d.) (U.S. Department of Justice, 2002) (BPI, n.d.) (U.S. Department of Justice, 2011) (Niagara University, 2011) (U.S. Department of Justice, 2010) (SafePlace, 2007) (Illinois Family Violence Coordinating Council, 2011) (Project Safe, 2011) (ADA 2006c)
Autism (9)	(Osborn, 2008) (Louis & Resendiz, 1997) (Lashley, 2009) (Debbaudt & Rothman, 2001) (AELE Law Enforcement Legal Center, 2009) (Hasselbrink, 2017) (Illinois Attorney General, 2008) (Kulbarsh, 2008) (Indiana Resource Center for Autism, n.d.)
Intellectual Disabilities (8)	(Louis & Resendiz, 1997) (Brennan & Brennan, 1994) (Lashley, 2009) (Agnew et al., 2006) (Herrington & Roberts, 2012) (ARC, n.d.) (U.S. Department of Justice, 2011) (Institute on Disabilities, 2002)
Developmental Disabilities (3)	(Child et al., 2011) (Louis & Resendiz, 1997) (Institute on Disabilities, 2002)
Learning Disabilities (2)	(Parsons & Sherwood, 2015, 2016)
TBI (1)	(Togher et al., 2004)
Cerebral Palsy (1)	(Louis & Resendiz, 1997)
Epilepsy (1)	(Louis & Resendiz, 1997)
Hearing Impairments (8)	(Louis & Resendiz, 1997) (Engelman & Deardorff, 2016) (ADA 2006a) (ADA 2006b) (ACLU, 2014) (IACP, n.d.) (AELE Law Enforcement Legal Center, 2009) (SafePlace, 2007)
Mental Illness (1)	(Herrington & Roberts, 2012)
Sensory Disabilities (1)	(Virginia State Dept. for the Deaf and Hard of Hearing, 1994)
Communication Disabilities (1)	(U.S. Department of Justice, 2011)

DISCUSSION

Please note, the following discussion uses the terms presented within the individual materials presented. As such, the term handicapped, mental retardation, and others are used, although such terms are not acceptable today. However, the author of this study felt that understanding the context in which disability was presented in the identified and reviewed materials is useful in evaluating the appropriateness of the material in the context of law enforcement.

Law Enforcement Training Recommendations

Although not complete law enforcement training curricula, there are available materials offering a variety of recommendations regarding the content of law enforcement training concerning communicating with individuals with disabilities. These recommendations may be useful in the preparation, revision, or refinement of training curricula. Some materials, however, describe the problems with only vague suggestions as to how to improve 'communicating timely and precise information to police about the presence and needs of people with ASD in the community,' such as Osborn (2008). Osborn (2008) does suggest that traditional law enforcement techniques for controlling and containing situations are ineffective and may provoke further escalation or a violent physical outburst by the person with ASD. Such outbursts do not result from "meanness or acts of purposeful injury to others," but rather they are a reaction to the overwhelming environmental stimuli. Paradoxically, the more force a police officer applies to gain control over the situation, the more dangerous and out of control the situation likely becomes. Instead, calmness, patience, and geographical containment, as

opposed to physical force, will usually lead to a de-escalation of behavior within a few minutes. A police officer unprepared to recognize the signs of ASD and respond appropriately not only places the person with ASD at an unnecessarily greater risk by the use of force but also creates a more dangerous situation for the officer. To alleviate this problem, police and first responders need better training to recognize "the unique needs and characteristics of people with autism so the situation they're encountering doesn't become worse" (Osborn, 2008).

Parsons and Sherwood (2015; 2016) describe a project piloting the use of a more accessible format of the rights and entitlements notice used in the UK, using Widgit Symbols as shown in Figures 2 and 3, with positive indications for future use. The focus of the study was on exploring stakeholder perspectives on the acceptability and feasibility of using information in symbol-based form, in the custody context. Thus, the use of symbol-based communication to present information in a more accessible way can be applied regardless of the specific format.

Figure. Standard Rights and Entitlement.



Figure. Widgit Symbols for Rights and Entitlement materials.



Child et al. (2011) identified communication challenges as one of eight themes; disability identification and disclosure, victim understanding and involvement, lack of credibility and victim blaming, misconceptions and stereotypes, communication challenges, accommodations and supports, intersectionality and history, and building understanding. The authors recommended disability sensitivity training and 'liaisons' to mitigate these eight challenges.

Togher et al. (2004) focused on the communication behaviors of policemen during routine telephone inquiries with individuals with TBI. As presented in the article, police recruits assigned to the training condition received six, 2-hour sessions of communication strategies training. The goals of the program were based on the performance of subjects during the pre-training tapes, with the following problems being highlighted (a) difficulty establishing the nature of the service request, (b) confusing the genre of a service encounter with that of a casual conversation, thus failing to stop participants with TBI from introducing tangential topics, and (c) difficulty closing the call. The training program aimed to increase the awareness of participants with regard to these three problems, but the larger goal was for participants to incorporate the theoretical model of Systemic Functional Linguistics into the way they made language choices during service encounter interactions. That is, participants were made aware of the way they communicated using the framework of SFL as a guide.

The training program consisted of the following modules

1. What is a TBI? (epidemiology, causes, nature, and consequences, differentiating TBI from mental illness, video case studies, managing challenging behaviors, and the impact of consequences of TBI in completing a police interview).
2. Communication in context (language in context, features of communication situations, generic structure of spoken and written texts, the role of a police officer,

genres used in policing-arrests, inquiries, interviewing witnesses, maintaining authority while also establishing a community policing role).

3. Telephone inquiries I (generic structure of a service encounter vs casual conversation, typical features in service encounters of people with TBI).
4. Telephone inquiries II (importance of closure elements, related and unrelated content, question-asking strategies to assist with the completion of the call, e.g., Is there anything else I can do for you?).
5. Practice with people with TBI (interviewing people about their injury, while being aware of practicing strategies of keeping the interview ""on track"").
6. Revision and role-plays (small group activities, responding to examples from the pre-training literature with the use of newly learned strategies).

Each session started with a video of a person with a TBI and participants were asked to focus on how they would interact with each case, noting any strategies they could use. This was followed by a theoretical component where key concepts were introduced with reference to the pre-training transcripts. This was accompanied by the use of police and TBI case studies, scenarios, and role-plays to provide real contexts for learning. Participants were asked to analyze transcripts to identify the generic structural elements and highlight areas of text they thought were problematic. There were also a number of small group activities where participants were asked to suggest responses to difficult situations. Finally, in the fifth session, participants practiced their newly learned skills with two people with TBI with severe cognitive-communication impairments within group sessions to help generalization of skills.

Engelman and Deardorff (2016) examined whether exposure to a Deaf trainer, as well as receiving training about working with the Deaf community, could improve attitudes, in addition to knowledge and skills, among emergency responders. The communication training was secondary to the purpose of the study, but included:

Topics

- Audism or stereotyping about the capabilities of Deaf people and its impact on Deaf/HH DV survivors
- The intersection of police culture and the Deaf community
- Legal requirements and the use of ASL interpreters
- Deaf culture
- Hearing privilege and forming partnerships with hearing allies in the law enforcement system
- Communication technologies
- Dos and don'ts when communicating with a Deaf/HH person

Exercises

- Lip reading skills
- Interpreting ASL grammar from the perspective of a Deaf survivor who was a nonnative English user

Tiberia (1992) briefly presents and examines the Effectively Communicating with Handicapped Offenders (ECHO) program, which features a curriculum consisting of eight training modules. The modules cover the physical and behavioral characteristics of the various types of developmental disabilities and techniques for working with these individuals. The author suggests that the ECHO program can help officers recognize handicapped inmates and more effectively manage officer-inmate interactions. However, the ECHO program does not appear to be available at this time.

Agnew et al. (2006) analyzed the way police officers interview children with intellectual disabilities. While the approach used by the police officers was broadly consistent with best-practice recommendations (i.e. their interviews contained few leading, coercive or negative strategies), they frequently interrupted the child's account and used relatively minimal encouragers and other strategies designed to keep the child talking.

The authors indicate that the following types of strategies were used by interviewers to keep the child on task or to clarify information; negative strategies are marked with an asterisk:

- Gaining the child's attention (e.g. 'Sean, are you ready to answer some questions?')
- Positive feedback about the process of the interview (e.g. 'You're doing a great job of sitting still and thinking about my questions.')
- Restating the focus of the interview (e.g. 'I need to know some more about what happened in the Deakin activities.')
- Instructing the child to try to concentrate (e.g. 'Have a little think and see if there's more you can remember about the Deakin activities.')
- Repeating the question when the child does not answer
- Ask child to demonstrate or show what (s)he meant (e.g. 'Can you show me with your hands how you used the face spray?')
- Repeat the child's response in the form of a question (without disbelieving the child)
- Asking the child to clarify something that was said (e.g. 'I'm sorry, I didn't understand that, the lady wore a red what?')
- Telling the child there is more to tell (e.g. 'I know that there is more to tell about the Deakin activities.')
- Bribery (e.g. 'If you remember one more thing, I'll buy you a Coke afterwards.')
- Criticizing the child when the child does not provide a response (e.g. 'Hurry up, we don't have all day.')
- Repeating the question when the child does provide an answer, but the answer is assumed to be irrelevant*
- Asking if the child is sure about his/her response (e.g. 'Are you sure the story wasn't about rockets and spaceships?')
- Disputing what the child says (e.g. 'I think you're tricking me, Sarah wouldn't have had just one puzzle for all the children.')

Herrington and Roberts (2012) promoted the PEACE model of investigative interviewing as a useful structure for these interviews, because it stresses the development of rapport in order to obtain as reliable an account as possible. Here interviewers engage the suspect, explain the situation, minimize concerns, and create an unthreatening context to reduce situational stress. Creating rapport and reducing stress by adopting a supportive and warm demeanor is particularly important for suspects with a psychological vulnerability (PV) given their low

resilience to stress and the risk that fear and anxiety can exacerbate symptoms, increasing unreliability.

As Herrington and Roberts (2012) explained, Conversation Management can be used in the 'account' phase of PEACE for structuring interviews with individuals with a PV. There are three stages to this process: the suspect agenda, police agenda, and challenge phases. This approach stresses the importance of allowing the suspect to present a first, unchallenged, account of events (the suspect agenda) prior to further clarification of the account (police agenda), and challenge. Such an approach is particularly useful for individuals with a PV, who are at greater risk of confabulation when their account of events is directly challenged, or questions are repetitively asked.

Further minimization of the inherent risks to PV suspect's account can be achieved by reducing an interview's length, and providing a number of breaks. Suspects with a PV often have difficulty maintaining focused attention; longer interviews increase the likelihood of distraction, increase situational stress, which can increase the manifestation of a PV, and the attendant risks to the reliability of information obtained. As noted earlier, complex questions should also be avoided, as they are susceptible to recency bias and confusion. Short, simple, and open questions have been found to be most productive. Whilst open questions are considered best practice and should feature heavily in any interview, interviews with suspects with a PV may require use of some closed questions as some suspects may struggle to engage with the interviewer and provide detailed answers to open questions. Closed questions, if used with caution, may make life easier for such suspects and may provide the interviewer with at least some information. Leading questions should be avoided, as individuals with a PV are

particularly susceptible to these. Similarly, fast and rapid questioning increases existing difficulties in processing information, recall, and formulation of responses, and it increases situational stress and the likely manifestation of a PV, with a slower pace recommended.

Similar to the PEACE model, Debbaudt and Rothman (2001) suggest that law enforcement officers can use the acronym AUTISM to help them remember the methodology they should use when dealing with individuals with autism. They should:

- **A**pproach the person in a quiet, non-threatening manner.
- **U**nderstand that touching the autistic person may cause a protective "fight or flight" reaction.
- **T**alk to the person in a moderate and calm voice.
- **I**nstructions should be simple and direct with no use of slang.
- **S**eek all indicators to evaluate the situation as it unfolds.
- **M**aintain a safe distance until any inappropriate behaviors lessen, but remain alert to the possibility of outbursts or impulsive acts.

Kulbarsh (2008) provides the tips for law enforcement officers suggested by Debbaudt and Rothman (2001).

The AELE Law Enforcement Legal Center (2009a; 2009b) published two articles containing a resource list to guide the interactions of law enforcement with autistic persons, and a resource list to guide the interactions of law enforcement with deaf persons. The AELE Law Enforcement Legal Center suggests that formal training on the topic is most beneficial, but that simple distribution of informational resources can be beneficial, as well. These resources include a list of autism characteristics law enforcement personnel should recognize, including limited or no ability to speak, lack of eye contact, insistence on sameness, obsessive attachment to objects, self-stimulating behavior including hand flapping or body rocking, etc. The resources also

include recommendations for law enforcement officers responding to a call, restraining, and interviewing an individual with autism. The additional resources, some of which made the inclusion criteria for this study, are listed and can reviewed in the articles.

The U.S. Department of Justice (2006) maintains a *Commonly Asked Questions about the Americans with Disabilities Act and Law Enforcement*, which offers common sense suggestions to assist law enforcement agencies in complying with the ADA. The suggestions are presented in five sections; an Introduction to the ADA, Interacting with People with Disabilities, Effective Communication, Architectural Access, and Modifications of Policies, Practices, and Procedures.

The Virginia State Dept. for the Deaf and Hard of Hearing (1994) developed a Pocket Handbook for response personnel, to include tips on handling situations involving persons with sensory disabilities, as well as a Best Practices Guide for Law Enforcement and Emergency Services administrators to utilize in establishing policies and procedures. Neither of these could be located for review.

Model Policies

The following are examples of policies and procedures for law enforcement personnel related to communication and interaction with people with disabilities, the second research question of this scoping study. The identified model policies are presented in two forms; the first are more general recommendations for policies, while the second are example/model policies which can be implemented by governmental agencies. These later examples may be found in their entirety in the accompanying resources (Appendix).

Given the well-established challenges of identifying offenders with disabilities or difficulties by frontline officers, the reluctance of individuals to admit to difficulties, and the possibility that many individuals do not identify or label themselves as having learning disabilities until they get to custody, adopting a universal approach of giving accessible information to everyone entering custody would potentially meet more communication needs at the earliest opportunity (Parsons & Sherwood, 2016).

Engelman and Deardorff (2016) note that determining the right way to communicate at the time of an emergency is not always clear-cut, despite the general legal requirement for police departments to provide effective communication pursuant to Title II of the Americans with Disabilities Act. Therefore, Togher et al. (2004) suggests a general policy of focusing on improving conversational interaction by training the communication partner and/or law enforcement officers rather than the person with communication disabilities.

The following four model policies were identified through the systematic review process and are included in the appendix of accompanying resources.

Model Policy for Law Enforcement on Communicating with People Who Are Deaf or Hard of Hearing (ADA, 2006b)

This 4-page document serves as a model for law enforcement agencies when adopting a policy on effective communication with people who are deaf or hard of hearing.

[Appendix Policy1](#)

Model Policy – Deaf and Hearing Impaired (IACP, n.d.)

Policy designed to provide guidance on effective communication during police contacts with the Deaf and persons who have a hearing impairment, whether those persons be victims, witnesses, or suspects.

Orlando Police Department Policy and Procedure; 1108.2, INTERACTING WITH INDIVIDUALS WITH DISABILITIES (City of Orlando, 2014)

The purpose of this policy is to ensure that a consistently high level of service is provided to all community members, including those who have disabilities. This agency has specific legal obligations under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act to provide necessary accommodations and to communicate effectively with people with disabilities, including those who are deaf or hard of hearing

[Appendix Policy2](#)

Protocol for Law Enforcement: Responding to Victims with Disabilities who Experience Sexual Assault and Domestic Violence (Illinois Family Violence Coordinating Council, 2011)

The purpose of this protocol is to effectively guide law enforcement in responding to domestic violence and sexual assault victims with disabilities through model guidelines, investigative procedures, and legal considerations. Implementation of the protocol will allow for successful partnering with prosecutors, advocates, and others in the criminal justice system in the response to victims with disabilities, and also ensure that the response follows legal mandates as well as current best practices.

[Appendix Policy3](#)

Training Curricula

The following resources are training programs for law enforcement personnel to promote effective communication between law enforcement personnel and people with disabilities, the first research question of this scoping study. The training materials are either available from the URL, included as part of the description, or in the appendix of accompanying resources. The training materials are concerning General Disabilities, Autism, Communication Disabilities, Developmental Disabilities, Hearing Impairments, and Intellectual Disabilities

General Disabilities

Police Response to People with Disabilities, Eight Part Series (ADA, 2006c)

For use in rollcall training, this video series addresses law enforcement situations involving people who have mobility disabilities, mental illnesses, mental retardation, epilepsy or seizure disorders, speech disabilities, deafness or hard of hearing, and blindness or low vision.

<https://www.ada.gov/policevideo/policebroadbandgallery.htm>

Interacting with Law Enforcement: A Guide for Persons with Disabilities (Disability Rights NC, 2010)

How interactions between people with disabilities and officers may be improved. This guide's audience is individuals with disabilities, not law enforcement personnel.

Appendix Training 2

Interacting with Individuals with Disabilities in Law Enforcement (ADA National Network, 2016)

This 30-minute training module's goal is to provide an overview of how the ADA applies to law enforcement practices and interactions with individuals with disabilities.

Appendix Training 3

Officer's Guide to Interacting with Disabled People: Law Enforcement Training Education & Community Relations (Orange County Police & Human Relations Council, 2003)

This video provides law enforcement officers with the basic tools they need to interact in the most effective manner with disabled people. It specifically discusses interacting with individuals with developmental disabilities, hearing impairment, mental retardation, cerebral palsy, autism, deafness, epilepsy, physical disabilities, autism, cerebral palsy, and epilepsy. This does not appear to be available any longer.

Responding to Crimes against People with Disabilities, Deaf Individuals and Older Adults; A Guide for Law Enforcement and Service Agencies (SafePlace & Family Eldercare, n.d.)

Brochure providing guidance for interviewing crime victims with cognitive disabilities, speech disabilities, mental illness, or physical disabilities; victims who are blind; Deaf victims; and older victims.

Appendix Training 12

First Responders Disability Awareness Training (Niagara University, n.d.)

Disability awareness training for first responders, with a tailored presentation for law enforcement. The training enhances sensitivity for those working with persons with disabilities, including victims. It includes etiquette and interaction skills, the perspective of persons with disabilities, challenging behaviors, and current trends and topics.

Participants learn about the disabilities that they will encounter and how to appropriately respond.

Law Enforcement Disability Awareness Training (Niagara University, 2011)

Disability awareness training for law enforcement. The training enhances sensitivity for those working with persons with disabilities, including victims. It includes etiquette and interaction skills, the perspective of persons with disabilities, challenging behaviors, and current trends and topics. Participants learn about the disabilities that they will encounter and how to appropriately respond.

First Response to Victims of Crime Who Have a Disability (U.S. Department of Justice, 2002)
A handbook for law enforcement officers created by the Office for Victims of Crime on responding to crime victims who have Alzheimer's, mental illness or retardation, or other disabilities.

Appendix Training 13

Massachusetts Building Partnerships Initiative (BPI) Training for Law Enforcement (BPI, n.d.)
These award-winning, new recruit and veteran police officer training curricula incorporate five learning modules designed to ensure officers can: Identify the prevalence and complexities in conducting investigations of crimes against persons with disabilities; recognize how to effectively respond to crime victims or witnesses with a disability; and understand the Adult Protective Service system.

First Response to Victims of Crime (U.S. Department of Justice, 2010)
Multimedia training that describes steps law enforcement can take to meet victim's needs, with the special needs of victims with disabilities addressed.

Appendix Training 15

Responding to Crime Victims with Disabilities: A Kentucky Resource Guide. (Project Safe, 2011)
This resource was created for professionals who may encounter individuals with disabilities who are victims of crime.

Appendix Training 18

Autism

Autism Spectrum Disorders: A Special Needs Subject Response Guide for Police Officers
(Lashley, 2009)

This guide will outline some verbal and nonverbal strategies police officers can use when interacting with a person with ASD and cognitive delays. In addition, it will provide medical and physical precautions recommended for use during a physical stabilization or arrest.

Appendix Training 5

Autism Safety Techniques: Assessing and Approaching Individuals with Autism.

<http://www.hasselbrink.com/autsafety.html>

Autism Recognition and Response - Video

<https://www.policeone.com/police-trainers/videos/5956254-Autism-Recognition-and-Response/>

Autism Awareness Video for Law Enforcement/Community Service Personnel

<http://www.paddc.org/council-archive/autism-awareness-video-for-law-enforcementcommunity-service-personnel/>

Law Enforcement Guide to Interacting with People with Autism

http://www.ag.state.il.us/rights/Disabilities_interactingautism.pdf

Appendix Training 6

Training for Indiana's First Responders: Recognizing and Responding Appropriately to Individuals with Autism Spectrum Disorders (Indiana Resource Center for Autism, n.d.)

PowerPoint multimedia awareness training about autism spectrum disorders for first responders including law enforcement officers.

Appendix Training 17

Communication Disabilities

Victims with Disabilities: The Forensic Interview-Techniques for Interviewing Victims with Communication and/or Cognitive Disabilities. (U.S. Department of Justice, 2011)

This document is a trainer's guide to demonstrate effective techniques for interviewing individuals with disabilities that affect cognitive and communication abilities.

Guidebook available at

<https://www.ovc.gov/publications/infores/pdftxt/VictimsGuideBook.pdf>

Video available at http://ovc.ncjrs.gov/videos/wmv/Fl_webClip.wmv

Appendix Training 10

Developmental Disabilities

Sensitizing Police Officers to Persons with Developmental Disabilities. A Curriculum Guide for Law Enforcement Trainers (Louis & Resendiz, 1997)

These three documents (a curriculum guide and two learning guides) are designed for use in police academies in Texas for advanced officer training. The curriculum guide provides a comprehensive training program designed to give police officers a working knowledge and understanding of how to interact while in the line of duty with persons who have disabilities. Designed for one, 8-hour session, the material is organized into six major sections: (1) an overview of developmental disabilities (DD); (2) mental retardation; (3) autism; (4) cerebral palsy; (5) epilepsy; and (6) hearing impairments. Each section is designed to meet the specific objectives of assisting with identification of and communication with persons with DD. Each section includes performance and enabling objectives, lecture material, and suggested activities. All transparency masters are found at the end of the guide. The first learning guide is designed as a train-the-trainer guide. Divided into tasks, the guide provides for each task these materials: introduction; performance and enabling objectives; prerequisites; check list; key points; self-check with answer key; learning experiences, including roleplaying; and performance test. The second learning guide is designed as a handout for the advanced officer's training. For each topic, these materials are provided: objectives, information, and suggested activity. A quiz is appended.

Appendix Training 4

Hearing Impairments

Communicating with People Who Are Deaf or Hard of Hearing: ADA Guide for Law Enforcement Officers (ADA, 2006a)

This 8 panel pocket guide provides basic information for officers about communicating effectively with people who are deaf or hard of hearing.

Appendix Training 1

Marlee Matlin on Deaf and Police Interaction (ACLU, 2014)

Actress Marlee Matlin, who is deaf and the wife of a police officer, teamed up with ACLU and advocacy group HEARD, on an American Sign Language video to ensure deaf people know their rights when interacting with law enforcement. When police officers don't realize deaf and hard of hearing people can't hear them, it has led to police officers brutally assaulting deaf people and other tragedies. While this video aims to ensure that deaf people know their rights, they can only do so much. It is the responsibility of police departments to ensure that their officers are adequately trained.

<https://youtu.be/pAvevviVwjY>

In My Jurisdiction; Responding to Crimes Against People with Disabilities, Deaf Individuals, and Older Adults. (SafePlace, 2007)

This curriculum provides law enforcement officers with additional skills in responding to crimes against people with disabilities.

Appendix Training 16

Intellectual Disabilities

Clartalk – Police Responding to Intellectual Disability (Brennan & Brennan, 1994)

The Clartalk project was developed in New South Wales (Australia) to help police respond to the communication needs of people with intellectual disabilities. The materials include Clartalk training modules on the impact of intellectual disability on the individual, recognizing that an individual has an intellectual disability, techniques for questioning the individual, assessing communicative effectiveness, and responsive policing.

Appendix Training 7

The Police Response to People with Mental Retardation

<https://www.ncjrs.gov/pdffiles1/Digitization/204210NCJRS.pdf>

Appendix Training 8

Police Officer's Guide; When in Contact with People who have Mental Retardation. (Arc, n.d.)

This document provides general information to promote voluntary compliance with the ADA regarding how police officers can make sure their activities are readily accessible to people who have mental retardation.

Appendix Training 9

Assisting Victims and Witnesses with Disabilities in the Criminal Justice System: A Curriculum for Law Enforcement Officers (Institute on Disabilities, 2002)

Training module providing law enforcement officers with a basic understanding of mental retardation and its impact on an individual's ability to interact with criminal justice personnel. The training is designed to enhance an officer's ability to respond more effectively to victims of crime, as well as witnesses and suspects, who have mental retardation and other developmental disabilities. It includes both knowledge and skill components.

Appendix Training 11

Victims with Disabilities: Collaborative, Multidisciplinary First Response-Techniques for First Responders Called to Help Crime Victims who have Disabilities (U.S. Department of Justice, 2011)

Training DVD and guidebook, developed under the guidance of a national advisory board, demonstrates effective techniques for first responders who have been called to the scene of a crime in which the victim has a disability. It not only provides guidelines for interacting with adult and adolescent victims of crime who have communication and/or intellectual disabilities, but also helps law enforcement personnel gain a deeper understanding of the lives, personal attributes, and abilities of individuals with disabilities.

Guidebook available at:

https://www.ovc.gov/publications/infores/pdftxt/VwD_FirstResponse.pdf

Video available at: <http://ovc.ncjrs.gov/videos/wmv/cmfr.wmv>

Appendix Training 14

IMPLICATIONS

The reviewed training programs and policies to promote effective communication between law enforcement personnel and people with disabilities are somewhat dated, with over 55% developed prior to 2009 when the ADA was amended, although most of the programs were developed after the year 2000. Generally, it is the later programs and policies that are presented in appropriate people-first language, as well as appearing to be more relevant. However, only a cursory assessment of the quality of the programs and policies was made. It may be helpful to either review all appropriate materials to determine those most appropriate to a given situation, or to require the interested party to do so independently.

The focus of the training programs and policies is similarly haphazard. More often than not, the materials were specific to types of disabilities, as shown in Table 1 and as presented in the preceding Conclusion section. Similar to other disability policy efforts, there appears to be an emphasis on Autism Spectrum Disorder (ASD), partly in response to a number of well-publicized incidents between law enforcement and individuals with ASD. For similar reasons, there are a number of training programs that focus on individuals with intellectual disabilities, as well. The most seemingly relevant law enforcement approach for interacting with individuals with ASD is Debbaudt & Rothman's (2012) AUTISM framework.

The disability specific approach is, in part, a result of the complexity of disabilities as a concept where determining the right way to communicate is somewhat disability specific and not always clear-cut, despite the general legal requirement for police departments to provide effective communication pursuant to Title II of the Americans with Disabilities Act (Engelman & Deardorff, 2016). Therefore, as suggested by Togher et al. (2004), a general policy of focusing

on improving conversational interaction by training law enforcement officers, rather than the person with disabilities, is recommended. Focusing on training law enforcement officers, rather than those with disabilities, reduces the number of relevant training programs substantially.

The following training programs are those recommended for their appropriate relevance in training law enforcement personnel to communicate effectively with people with disabilities. For informational/awareness purposes, the U.S. Department of Justice (2006) maintains a *Commonly Asked Questions about the Americans with Disabilities Act and Law Enforcement* which offers common sense suggestions to assist law enforcement agencies and officers in complying with the ADA. Although this resource is not a training program or curricula and does not appear to be actively updated, there are two useful sections, Interacting with People with Disabilities and Effective Communication, which could be used to provide general information and promote awareness.

Similarly, there is one training resource which does not require a significant investment in time and could be used to raise awareness among law enforcement personnel. Interacting with Individuals with Disabilities in Law Enforcement (ADA National Network, 2016) is a 30 -minute training module providing an overview of how the ADA applies to law enforcement practices and interactions with individuals with disabilities.

There are two training resources which require a greater investment in time. The first, Police Response to People with Disabilities (ADA, 2006c), is an eight part video series intended for use in rollcall training. The video segments, all of which are less than 10 minutes in length, address law enforcement interactions involving people who have various disabilities. The second, Sensitizing Police Officers to Persons with Developmental Disabilities. A Curriculum Guide for

Law Enforcement Trainers (Louis & Resendiz, 1997), while older, is a completely developed training curriculum. This resource represents the most complete and comprehensive training program available, both in depth (designed for one 8-hour session) and materials. For general application, the curriculum materials need to be revised somewhat given that it was designed for use in police academies in Texas and is somewhat dated in its language. However, there are a wealth of materials designed to give law enforcement officers a working knowledge and understanding of how to interact while in the line of duty with persons who have disabilities, including a training curriculum guide, train-the-trainer guide, and participant materials. This resource may be the most relevant training program to promote effective communication between law enforcement personnel and people with disabilities. It may be worth the investment to update the materials for application nationwide.

For those law enforcement agencies which wish to enroll in training-for-hire, Law Enforcement Disability Awareness Training (Niagara University, 2011), appears to be a good option. This disability awareness training for law enforcement includes etiquette and interaction skills, the perspective of persons with disabilities, challenging behaviors, and current trends and topics.

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