

**EVALUATION OF THE WASHINGTON STATE CRIMINAL JUSTICE TRAINING
COMMISSION'S "WARRIORS TO GUARDIANS" CULTURAL SHIFT AND CRISIS
INTERVENTION TEAM (CIT) TRAINING**

FINAL REPORT

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EXECUTIVE SUMMARY

This document reports results from a research effort focused on training at the Washington State Criminal Justice Training Commission (WSCJTC). The central purpose of the study was to evaluate the impact of curriculum changes including Crisis Intervention Training (CIT), Blue Courage Training, and Tactical Social Interaction training. These changes comprise what has been called the guardian model of policing. A specific focus of this study was scenario-based evaluation of the CIT training as a component of the guardian-oriented law enforcement cultural shift.

Purpose of Study and Research Design

Purpose of Study

The purpose of this project was to evaluate the effect of changes in the curriculum and environment at WSCJTC on officer attitudes and knowledge. Phase I of this project is complete and this report presents our findings. This pilot project was intended to develop and administer an instrument to measure the impact of elements of the WSCJTC training curriculum, establish baseline measurements and construct validity for the survey instrument and method, and provide recommendations for longitudinal study of the impact of training. Four research questions were addressed; two questions were focused on the BLEA cadets and as they compared with the comparison group, and two questions were focused on the CIT group and as they compared with the comparison and BLEA group. These questions are presented below with their findings. This final report describes the first phase of the study, which was not intended to move beyond the initial, pilot stage of the study.

Research Design

This project was a mixed method design utilizing quantitative (survey) and qualitative (observation and interviews) data collection. During Phase I, six Basic Law Enforcement Academy (BLEA) classes including approximately 180 cadets, and six 40-hour Crisis Intervention Training (CIT) classes including approximately 85 law enforcement personnel were surveyed in a pre/post design over an 8-month period. Additionally, for comparison, 1400 sworn law enforcement officers and civilians, who either graduated from BLEA or CIT in the ten year period between July 2004 and July 2014, responded to a statewide survey sent out to nearly 4,716 BLEA graduates across the State of Washington.

Surveys were comprised of items measuring elements of the WSCJTC training curriculum including CIT, Blue Courage, and Tactical Social Interaction training. Responses were subjected to factor analysis for construct validity. One-way Analysis of Variance (ANOVA) were conducted to determine the aggregate differences between groups as a measure of training effects. Paired t-tests were conducted to determine the difference between matched BLEA and CIT cohorts. Additionally, qualitative data was collected from interviews with command staff, TAC officers, and CIT trainers, interviews with WSCJTC graduates, and content analyses were completed of open-ended questions on the survey; and the emails received from the field.

Summary of Findings

Results of the scale reliability and factor analysis indicate the survey instrument is an adequate and valid measure of six scales:

- | | |
|---|-----------------------------------|
| 1) Burnout / Emotional Intelligence Scale | 2) Guardianship / Respect Scale |
| 3) Negative Police Subculture Scale | 4) Social Tactics Scale |
| 5) Organizational Support Scales | 6) CIT Support Scale |
| 7) Guardianship / Empathy Scale | 8) CIT Organizational Value Scale |

Factor analysis indicates that all scales showed adequate reliability. Principal Components Analysis (PCA) showed that items loaded on a single underlying factor in each scale, except that Item S2_1rc, the reverse coded form of the item, *"It is inevitable that police officers become cynical about human nature,"* was not correlated with other items in the scale. Analysis suggested that scales could be improved by omitting some items in certain scales that did not load highly on the underlying factor. Further analysis is needed to determine if items in each scale should be dropped (in addition to S2_1rc) in order to improve scale validity of the scales. Findings showed mixed support for the proposition that the training changes at WSCJTC have resulted in measurable effects amongst cadet graduates with respect to the guardian-oriented cultural shift. Findings show clear training effects upon completion of both BLEA and CIT with respect to support for CIT. Findings related to each of the evaluation research questions are presented below

Research Questions

Research Question #1: How do WSCJTC BLEA graduates who attended during the study period compare in knowledge of curriculum content and attitudes consistent with curriculum goals with the comparison sample comprised of those who graduated before the curriculum changes took effect?

Findings showed that there were significant differences in the Post-BLEA group and the comparison group on the following scales: Emotional/burn-out, negative police subculture, organizational support, social tactics, CIT support, and CIT organizational value. There were no significant differences between the post-BLEA group and the comparison group on the scales measuring guardianship-empathy and guardianship-respect; thus, the two measures that were constructed to measure the essence of the cultural change at the academy did not reflect any difference between those who graduated before the training changes took effect and those cadets who experienced the Guardian-model training.

Research Question #2: Are there statistically significant training effects of BLEA (in knowledge and attitudes) as measured by the pre-survey administration at the beginning of BLEA and post-survey completed during the last day of the academy?

Findings showed significant differences in cadets' responses indicating measureable training effects in the following scales: Emotional/burn-out, social tactics, CIT support, and CIT organizational value. There were no significant differences in the pre- and post- groups in the scales: negative police subculture, organizational support, guardianship-empathy, or guardianship-respect. It should be noted that cadets showed high scores before beginning the academy on these items (except negative police subculture which were low both before and after training), thus, it would have been difficult to

have significantly “better” scores. In general, scores indicated that academy cadets begin their policing career feeling a great deal of organizational support, low negativity, and have positive attitudes toward the guardian concepts of respect and empathy.

Research Question #3: Are there significantly different training effects of the CIT 40-hour training (in knowledge, attitudes, evaluation of incidents involving individuals in behavioral crisis, and scenario-based decision-making and de-escalation strategies) as measured by the pre- survey administration at the beginning of the CIT 40- hour class and post-survey completed during the last day of the class?

Findings showed significant training effects of the CIT class in the following scales: Emotional burn-out, CIT support, and social tactics. An unexpected finding was that there was a significantly higher score post-training on negative police subculture – the opposite direction of what would be expected. Note that the CIT group was an in-service group with a substantial amount of street experience, but it doesn’t explain why they would show higher negativity after training as compared to before training. There were no significant differences between the pre- and post-survey responses in the following scales: organizational support, guardianship-empathy, guardianship-respect, and CIT organizational value.

Research Question #4: Is there a significant difference between 40-hour CIT completion and BLEA 8-hour CIT training in knowledge and attitudes involving individuals in behavioral crisis?

Findings showed some significant differences between the post-BLEA group (who only had 8 hours of CIT training) and the CIT post group (who had 40 hours of training). Significant differences were found in the following scales: Negative police subculture (with the CIT group’s scores significantly higher than the BLEA group), organizational support (with the BLEA group’s scores significantly higher than the CIT group’s scores), CIT organizational value (with the BLEA post-group showing higher scores than the CIT post-group – again, contrary to what would be expected). The fact that the CIT group was an in-service population may explain why their organizational support scores were lower and negative police subculture scores were higher than the BLEA group. It doesn’t explain, however, why the BLEA group’s scores on CIT organizational value were higher with the BLEA group.

There were no significant differences between the BLEA post and the CIT post groups in CIT support with both groups showing high scores on CIT support after training. Significant training effects were found on the CIT scenario items with respect to identification of the individual’s condition, interactions with the individual in behavioral crisis, and case disposition for both BLEA and CIT groups. More detailed findings regarding the responses to scenario-based questions are described in the findings.

Qualitative data indicated that TAC officers were consistently accurate in their understanding of guardianship concepts and generally supportive. From the data we collected, we conclude that cadets accurately absorb guardianship concepts and, to the little extent we were able to judge, the communication techniques worked well for them in the field. There is a degree of resistance to the concepts of Guardian Model policing, but many who are knowledgeable believe that it is due to misunderstanding rather than disagreement with the concepts of de-escalation and use of communication techniques. To many, the elements that make up the Guardian model are perceived to be just “good policing.” The fact that our instrument was unable to distinguish the comparison group from the post-BLEA group or CIT group may be reflective of this, or it may be response bias in that survey respondents were aware of the focus of the research and gave us socially desirable responses.

Conclusion

Results show that the instrument successfully measures distinct constructs related to curriculum changes and that changes at WSCJTC have had a positive intended effect, at least initially, on officer knowledge and attitudes. Findings also indicate that the two central scales measuring guardianship principles were unable to distinguish between groups. This may be because of response bias, or it may be because the scales need further development. Findings show clear training effects upon completion of both BLEA and CIT with respect to support for CIT, identification of the condition of individual's in behavioral crisis, interactions and case disposition involving individuals in behavioral crisis. These results indicate that continuation of the project into Phase II and III, with the instrument further analyzed and developed, would be helpful for further understanding of the effects of changes at the WSCJTC over the professional life-course of law enforcement officers.

Evaluation Of The Washington State Criminal Justice Training Commission’s “Warriors To Guardians” Cultural Shift And Crisis Intervention Team (CIT) Training

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CHAPTER 1

Introduction

In January 2013, the Washington State Criminal Justice Training Commission (WSCJTC) implemented curriculum and cultural changes believed to better prepare officers to interact with citizens, stay physically and emotionally healthy, and adapt to rapidly shifting societal demands of policing. The changes have been described as a shift away from a quasi-military, “warrior” model to a protection-oriented, “guardian” approach to law enforcement. This initiative included several key elements designed to shift the focus of peace officer training from what was perceived to be an over-emphasis on power, force, and coercion to a greater emphasis on de-escalation of violence, greater communication skills, and a stronger understanding of legal and civil rights and the positive effect of procedural justice (perceptions of fairness). The effect of this change in culture and curriculum is not yet fully understood. The cultural shift in the WSCJTC training curriculum is consistent with the recommendations promulgated by the President’s Task Force on 21st Century Policing, created after the events in Ferguson, Missouri and is an example of a state agency’s attempt to enhance procedural and social justice and democratic policing through training. The curriculum components added are consistent with the so-called guardian philosophy. However the effects of guardian-oriented training on individual law enforcement officer behavior and law enforcement culture post-academy training has not been empirically examined. This study is one of the first systematic attempts to collect empirical data to evaluate the effects of the guardian-oriented law enforcement curriculum and the post-academy effects of this training over time.

Project History

In 2012, Sheriff Sue Rahr left the King County Sheriff’s Office where she served 33 years as a patrol officer, line supervisor, commander and eventually elected Sheriff to lead the Washington State Criminal Justice Training Commission (WSCJTC). Responsible for the training and certification of more than 10,000 sworn law enforcement officers in 234 agencies across the state serving 39 counties and 243 cities, the WSCJTC has tremendous influence to affect the way law enforcement officers begin their careers in public service. Over 600 police recruits receive 720 hours of basic law enforcement academy training (BLEA) over the course of a 5-month training program annually. Executive Director Rahr observed what she felt to be an over-emphasis on military imagery and force, rather than communication skills in the academy culture and curriculum (Rahr & Rice, 2015).

Rahr and others developed the LEED model (listen, explain, equity and dignity). This curriculum emphasized listening and social skills to gain compliance from the citizenry and was consistent with and developed from the procedural justice research of Tom Tyler (Yale University) and his colleagues. Rahr and command staff also added “Blue Courage®,” a proprietary “train-the-trainer” curriculum developed by former and active law enforcement professionals. Later, curriculum elements from a military training project were added (Tactical Social Interaction) and CIT training that had been offered at WSCJTC as in-service training since 2008 was incorporated into an 8-hour segment within BLEA. Changes also occurred in the culture of the academy in that trainer-cadet relationships shifted from a boot camp style of interaction characterized by fear and intimidation to one of mutual respect. Trainers were urged to treat cadets in the way that cadets should treat citizens.

These reforms have been met with some resistance. Arguments against this style of approach are organized along themes of officer safety and idealization of a warrior mentality within the ranks of

experienced and relatively new law enforcement officers, alike. Among the police executives in the state, concerns circulated that a “softening” of the training would result in “weaker” officers who would pose a safety hazard to themselves and their co-workers. Anecdotal accounts of this phenomenon have been pervasive among the rank and file of officers from a variety of agencies around the state.

No scientific evidence existed to either validate the new approach to training or confirm the fears of the law enforcement community. During the winter of 2013/2014, Director Rahr approached the principals of the evaluation team to propose a first-of-its-kind, objective, scientific study of the curriculum changes, components of which include Crisis Intervention Training (CIT), and Blue Courage©.

The research project began with planning meetings in June 2014. A pre / post design was used for evaluating change in recruits who complete training during the study period. Also included in this research project was a comparison to prior graduates. Participants from both the comparison and intervention groups completed electronic questionnaires designed to measure attitudes and beliefs about essential components of the guardian training model.

This report is delivered at the end of Year 1/ Phase I. The evaluation team completed the following during this time period:

- 1) Received funding and permission to begin by June 2014.
- 2) Conducted planning meetings with command staff at WSCJTC to better understand the cultural shift and curriculum changes.
- 3) Developed the application to the Seattle University Institutional Review Board and obtained approval by the end of June 2014 (Appendix A).
- 4) Conducted a curriculum review of the Blue Courage curriculum with training documents provided by WSCJTC staff. Constructs were identified to use in developing the survey in July 2014.
- 5) Developed a survey utilizing prior literature on relevant concepts as well as original items based on our understanding of the guardian approach changes at WSCJTC by August 2014 (Appendix B).
- 6) Interviewed all TAC officers to establish fidelity and to conduct a validation check of the survey in September 2014 (Appendix C-D) and finalized the survey.
- 7) Began administering the survey to BLEA and CIT 40-hour cohorts in November 2014 and to 4,716 graduates of WSCJTC in February 2015 (comparison survey administration closed in April with 1400 usable surveys received).
- 8) Three members of the research team attended a 40 hour CIT training session in December 2014.
- 9) Conducted a content review of received letters from comparison sample in April 2015.
- 10) Began administering the survey to cadet graduates on the last day of academy in May 2015.
- 11) Identified, contacted, and interviewed willing BLEA graduates in April through June 2015.
- 12) Cleaned and analyzed comparison sample data May through June 2015.
- 13) Cleaned and analyzed BLEA pre and post survey data June 2015.
- 14) Cleaned and analyzed CIT training pre and post survey data June 2015.
- 15) Wrote and submitted final report June 2015.

As noted, the research team identified relevant theoretical constructs, and designed a survey instrument to measure training effects. The Seattle University Institutional Review Board (IRB) granted permission to proceed with the survey in the Summer of 2014; the first cohorts were surveyed in

November of 2014 and during a 45-day period in the Winter of 2015, 1400 responses were collected from a state wide comparison group (a sample of 4,716 was provided by WSCJTC of individuals who had completed academy training in a year previous to the curriculum changes at WSCJTC). In total, six BLEA cohorts/classes, six CIT-40 hour cohorts, and the comparison group were surveyed during the period of this phase of the research with findings reported herein.

What follows is the Phase I report briefly describing the literature, the methods and the results of the study, to date. Phase I was designed to pilot the approach and, as such is heavily focused on construct validity, method, and instrument validation. The full evolution of this project will be an unprecedented look at the effect of the new training components on the professional attitudes of police officers. The results of this project, at its various stages, will serve to support rational development of training by providing a feedback loop from officers in the field over the course of their careers.

Background and Literature Review

The Washington State Criminal Justice Training Academy (WSCJTC) is the primary training academy for all law enforcement and corrections in Washington State. WSCJTC provides:

- Basic Law Enforcement Academy (BLEA) Training
- Corrections Officer Academy (COA)
- Juvenile Corrections Personnel Academy (JCPA)
- Juvenile Rehabilitation Administration Academy (JRAA)
- Misdemeanant Probation Counselor Academy (MPCA)
- Peace Officer Certification
- Specialized in-service training including Leadership Development
- Crisis Intervention Team Training (CIT)

WSCJTC offers approximately 23 BLEA courses per year and a range of other course options annually. WSCJTC is contracted with King County to train 180 officers in the 40 hour CIT training each year with an average of 10 CIT 40-hour courses offered annually. In 2014, twelve classes were delivered to accommodate the Seattle Police Department to meet the requirements of the 2012 Department of Justice Settlement Agreement.

This research represents an unprecedented window into the effects of law enforcement training and a potentially extremely effective approach to science-based curriculum design. In 1950, California and New York were the first to standardize law enforcement through the establishment of Peace Officer Standards and Training (POST) commissions (Atherley & Hickman, 2013). Training has developed, largely, based on practitioner-driven perceived best practices. Most law enforcement academies hire experienced law enforcement officers and base their curriculum on industry accepted best practices; however, with few exceptions, law enforcement standards and training have developed without a strong tradition of evidence-based practices. Researchers have continuously noted the critical need to examine police academy training to ensure that officers are being provided the skills necessary to be effective; such as critical thinking, analytical skills, conflict resolution skills, self-directed learning, problem-solving, and coping strategies (Skogan, 2014; Bradford & Pynes, 1999; Caro, 2011).

The Guardian Model

Researchers have noted that American policing has drifted toward a culture of control characterized by paramilitary-style tactics and training (Garland, 2001; Kraska, 2007). Recent criticism of police has focused on how such tactics create a divisive relationship between citizens and the police. In the 1990's community policing initiatives offered an alternative to the control-oriented law enforcement (Clear, Hamilton, & Cadora, 2011). The community policing philosophy incorporated the concept of police-community partnerships, but also expanded the managerial approaches of policing to incorporate more proactive methods (e.g., neighborhood watch, problem-oriented policing, SARA, hot-spots policing, situational crime prevention and place-based initiatives, and broken-window strategies).

Many observers believe that the "urban warrior" beat cop approach to policing has created a culture of distrust between citizens in some communities and police with the perceived militarization (in form and function) of law enforcement perceived to exacerbate existing tensions between citizens and police. The total sum effect of a "warrior-based" policing ethic suggests a greater risk of abuse of force/authority, contentious relationships with minority communities, inappropriate responses to the mentally ill, and a utilitarian ends-justifies-the-means approach to civil liberties. Also potentially impacted by "warrior-based" training in the minds of its critics is the potential increased risk of abuse of force and deadly encounters, dysfunctional relationships with minority communities, inappropriate responses to the mentally ill, and a less protective approach to civil liberties.

A growing body of research has established the relationship between elements of "procedural justice" and citizens' perceptions of police legitimacy, police fairness, and citizen satisfaction with police. Procedural justice includes elements of voice (allowing the citizen the chance to speak); neutrality (fairness in decisions); respect (using respectful language and not demeaning the citizen); and trustworthiness (the idea that the actions of the officer are for the public good) (Elliott, Thomas and Ogloff, 2011; Engel, 2005; Mastrofski, Snipes, and Supina, 1996; Mazerolle, Antrobus, Bennett and Tyler, 2013, Gau, 2014; Tyler, 2001; Tyler, 2006; Tyler and Huo, 2002; Weitzer and Tuch, 2005). Mazerolle, Bennett, Davis, Sargeant and Manning (2013), for instance, completed a meta-analysis of studies employing measures of any elements of procedural justice and perceptions of police legitimacy and a greater likelihood of compliance. They discovered there was a positive correlation in measures of procedural justice and citizens' perceptions of legitimacy (which has been associated with compliance).

In 2011, King County Sheriff Sue Rahr operationalized a model for training street officers called LEED – "Listen and Explain with Equity and Dignity," that is based on procedural justice concepts. The LEED model trained officers to listen to people and explain what their options are in a way that maintains and reinforces equity and human dignity. When Sue Rahr moved from her position as King County Sheriff to Executive Director of the WSCJTC in 2012, she brought the LEED model with her, as well as a philosophical shift to the guardian model which incorporates the procedural justice elements described above, as well as other elements; for instance, a greater emphasis on civil liberties and rights. In the main lobby a mural of the United States Constitution framed by the words "In these Halls... Training the Guardians of Democracy" was added (Rahr & Rice, 2015, p. 9). The shift also brought with it key changes to elements of the Academy's BLEA, in-service, and specialized training curricula including specific training components that integrate behavioral and social science findings with law enforcement education to improve officer safety and public trust. The training components that comprise what will be referred to as the "guardian model" of training are more fully described below (Rahr & Rice, 2015).

Crisis Intervention Team (CIT) Training

The Crisis Intervention Team (CIT) training model was born of a need to respond to the large numbers of people experiencing mental crisis. CIT is an original law enforcement program designed to coordinate the efforts of law enforcement, mental health professionals, and the community in properly responding to crisis situations (Dupont, Cochran, Pillsbury, 2007). The CIT model was originally developed in 1988 by the Memphis Police Department in partnership with the University of Memphis, University of Tennessee and the National Alliance for the Mentally Ill (Compton, Easterberg, McGee, Kotwicki, & Olivia, 2006) as a means of addressing the growing number of mentally ill people interfacing with law enforcement. A direct result of deinstitutionalization, several tragic deaths have occurred (and continue to occur) as law enforcement officers conventionally lack the appropriate skills to serve this segment of the community.

The “Memphis Model,” progenitor of the CIT movement, was the direct result of the 1988 death of a mentally ill person in crisis at the hands of law enforcement. Since this initial program CIT programs have sprung up all over the country in an effort to establish collaborative working partnerships between law enforcement agencies, psychiatric emergency departments, and the mental health courts (Bahora, Hanafi, Chien, & Compton, 2008; Reuland, 2010; Wood & Beierschmitt, 2014). The “Memphis Model” CIT program recognizes that police officers are frequently the first responders for circumstances involving people with mental illnesses (Teller, Munetz, Gil, & Ritter, 2006). CIT was formed in order to address this problem of what was seen as a noticeable gap in communication between law enforcement and the mental health system.

Basic goals of CIT include improving officer and citizen safety and reducing the number of arrests of individuals with mental illness by resorting instead to the health care system. The program involves a total of 40 hours of training sessions providing selected and volunteer officers with lecture and experiential preparation on handling crisis (Compton, Bahora, Watson & Oliva, 2008). Once completed, the training will result in officers who better understand the relationship between people with mental illness and the criminal justice field, in hopes of directing individuals to treatment services instead of incarceration.

Traditionally, police officers have lacked the specialized training to appropriately respond to people with mental illness. CIT training seeks to remedy this deficit by providing the skills and tools necessary in making law enforcement officers highly competent first-line responders to scenes of mentally ill individuals in crisis (Bittner, 1967; Borum, Deane, Steadman, & Morrissey, 1998; Compton, Easterberg, McGee, Kotwicki, & Olivia, 2006; Wood & Beierschmitt, 2014).

CIT teaches law enforcement officers enhanced skills in recognizing mental illness, methods of handling crisis situations and the skills to divert people with mental illnesses to appropriate services (Compton, Easterberg, McGee, Kotwicki, & Olivia, 2006; Compton, et al., 2014a) and has been found to be positively associated with knowledge about mental illness, self-efficacy and skills in interacting with individuals in behavioral crisis (Compton, et al., 2014a), with verbal engagement as a method of force and referral rather than arrest as case disposition (Compton, et al., 2014b), and reduced stigma and social distance in officer attitudes toward mentally ill individuals (Bahora, Hanafi, Chien, & Compton, 2008). CIT has added potential in reducing the use of police resources by rerouting individuals with mental illness to services keeping them out of crisis (e.g., emergency room, hospitalization, medication, counseling), out of jail, and away from further contact with law enforcement personnel (Morabito, Watson, & Draine, 2013).

Studies assessing the effectiveness of current CIT programs have demonstrated overwhelmingly positive support. Ellis (2014) suggested that CIT training has increased law enforcement officers’ understanding of mental illness closer to that of mental health professionals,

and improved perceptions and attitudes of officers when working with individuals with mental illness. Further, departments utilizing CIT programs have reported lower arrest rates of individuals with mental illness, increased rates of mental health referrals, and a general reduction in severity of police encounters (Reuland, 2010).

CIT-trained officers have also indicated high esteem in the program, rating CIT as highly effective in assisting individuals with mental illness in crisis, maintaining community safety, keeping individuals with mental illness out of jail and minimizing officer time spent on calls related to mental illness (Borum, Deane, Steadman, & Morrissey, 1998). CIT has also been rated very positively by officers involved, demonstrated by officers highly rating their self-efficacy in interactions with individuals with mental illness, and also showing less stigmatizing attitudes, and less social distance in these encounters (Bahora, Hanafi, Chien, & Compton, 2008; Bonfine, Ritter, & Munetz, 2014; Compton, Easterberg, McGee, Kotwicki, & Olivia, 2006; Morabito, Watson, & Draine, 2013).

Components of WSCJTC Curriculum

It should be noted that the evaluation reported herein is a holistic evaluation in that the actual training components of the academy were not static and were changed during the study period. Also, an essential part of the academy shift involved the training approach of TAC officers and their relationships with cadets. The curriculum components below, however, can be considered the “content” of the guardian model:

CIT Training -- The WSCJTC’s CIT training program is derived from the “Memphis Model” of CIT. CIT has been a part of the statewide curriculum at the WSCJTC since 2008 when CIT was piloted with two courses. The current CIT-training program was implemented when WSCJTC was contracted by King County and MIDD in 2010 to provide training for King County agencies. The 8-hour CIT-training was implemented as part of the BLEA in March of 2014. In many ways, this focus on behavior and problem solving embodies the new wave in law enforcement training. The highly publicized nature of police incidents involving the mentally ill has brought attention to this issue by the general public and the academic community alike. As such, CIT is a model for the larger evaluation of science based curriculum in law enforcement.

Justice Based Policing -- This curriculum was developed under BJA/COPS grant (2011CKWXXK007) awarded to the King County Sheriff’s Office who worked with the WSCJTC, the University of Illinois Center for Public Safety and Justice, and New York University’s Tom Tyler. Tyler has been instrumental in the development of procedural justice concepts and their importance in criminal justice. The curriculum model that developed is called LEED. According to the training documents, the four “pillars” of the training approach are: Listen (Allow people to give their side of the story; give them voice, and let them vent.) Explain (Explain what you’re doing, what they can do, and what’s going to happen.) Equity (Tell them why you are taking action. The reason must be fair and free of bias, and show their input was taken into consideration.) Dignity – (Act with dignity and leave them with their dignity.)

*Blue Courage*¹ -- Blue Courage© is a “train the trainer” curriculum (see <http://bluecourage.com/>). According to their website: Blue Courage is a transformational process focused on the human development of a police officer. It draws on relevant, proven literature and research on human effectiveness, positive psychology, leadership development and neuroscience.

¹ See <http://bluecourage.com/>

The goal is personal and cultural transformation through institutionalizing the heart-set, mindset, skillset and toolset of police officers.

Tactical Social Interaction -- Academy personnel worked in partnership with the Defense Advanced Research Program Administration (DARPA) and Washington State University researchers to create a program that teaches cadets specific, measurable actions that increase rapport between the officer and strangers and leads to positive social interaction. The training was originally designed for soldiers when performing "police actions" that require communicating with and gaining the cooperation of the citizenry. Law enforcement personnel were utilized to help military trainers identify the best communication practices and develop a curriculum to train participants in the strategies and tactics most effective at reducing distrust and gaining cooperation. Such training is easily adapted (and has been) to civilian police forces for domestic applications. According to the WSCJTC website:

The Tactical Social Interaction class is designed to help young warfighters and police officers develop the knowledge and skills needed to manage tactical social interaction in ways that promote local and national goals. These skills are critical to young warfighters' and police officers' in their interactions with strangers and the community often form the operational center of gravity to trust in community policing, counterinsurgency, stabilization and humanitarian missions. Consequences from the decision they make in encounters with community members and noncombatants can reverberate across tactical, strategic, social media, and political boundaries

As noted above, the curriculum is not static and these components have continued to develop even during the study period. In addition, other elements of training, such as an adaptation of the implicit bias training pioneered by Ohio State University researchers² has been added and can be considered part of the approach characterized here as the "guardian model."

Project Goals and Research Questions

Fundamentally, this project seeks to understand the effect, if any, of the curriculum changes introduced at the WSCJTC, which include: CIT, Blue Courage, LEED, and Tactical Social Interaction. Such a long term project requires a multiphase approach. The project is ambitious and this report presents the research design and findings from only the first phase of the entire proposed study. If fully implemented, the project would eventually track officers through the first several years of their career as police officers. The long term goals of the project are as follows:

Phase I—(1) Establish comparative baseline metrics between the cohort(s) and the comparison group and validate the instrument, (2) Analyze differences between the comparison group and the study cohorts, (3) Analyze training effects by administering the survey to cadets at the beginning of their academy experience and the last day of the academy, and (4) compare knowledge and attitude measures.

Phase II--Transfer operational elements of primary data collection to WSCJTC for completion of the cohort data collection; initiate first follow-up waves (month 3 and year 1) data collection and continue to analyze results.

² See: <http://kirwaninstitute.osu.edu/wp-content/uploads/2014/03/2014-implicit-bias.pdf>

Phase III-- Continue follow-up wave(s) at year 3 and year 5 and analyze results.

In Phase 1, the Research Questions addressed were:

Research Question #1 -- How do WSCJTC BLEA graduates who attended during the study period compare in knowledge of curriculum content and attitudes consistent with curriculum goals with the comparison sample comprised of those who graduated before the curriculum changes took effect?

Research Question #2 -- Are there statistically significant training effects of BLEA (in knowledge and attitudes) as measured by the pre-survey administration at the beginning of BLEA and post-survey completed during the last day of the academy?

Research Question #3 -- Are there significantly different training effects of the CIT 40-hour training (in knowledge, attitudes, evaluation of incidents involving individuals in behavioral crisis, and scenario-based decision-making and de-escalation strategies) as measured by the pre-survey administration at the beginning of the CIT 40-hour class and post-survey completed during the last day of the class?

Research Question #4 -- Is there a significant difference between 40-hour CIT completion and BLEA 8-hour CIT training in knowledge and attitudes involving individuals in behavioral crisis?

The purpose of this project was to evaluate the effect of changes in the curriculum and environment at WSCJTC on officer attitudes and knowledge utilizing a holistic, mixed-methods, interdisciplinary approach. Phase I of this project is complete and this report presents our findings. This pilot project was intended to develop and administer an instrument to measure the impact of elements of the WSCJTC training curriculum, establish baseline measurements and construct validity for the survey instrument and method, and provide recommendations for longitudinal study of the impact of training over time. The remaining two phases of this study will examine, in depth, the longitudinal effect of academy training on officer attitudes.

CHAPTER 2

Method

This project involved two primary targets -- The BLEA course and the 40-hour CIT training course offered as an in-service course to current law enforcement officers. The survey developed for the project was utilized for both of these research targets with minor adjustments (surveys were identical except for the inclusion of an additional three CIT scenario question sets on the CIT pre/post surveys). A control group was not possible due to the fact that the changes had already ensued at the academy before the research team was in place and it would not have been feasible to run two completely separate BLEA courses; however, a comparison sample of officers who completed training before the curriculum changes took effect who had completed either BLEA or CIT training in the ten years prior to the cultural shift at the Academy (2002-2012) was obtained and compared to the BLEA graduates. Thus, the analyses utilize quantitative data from three distinct groups:

- (1) *BLEA* cadets during the study period
- (2) *CIT* 40-hour Training participants during the study period
- (3) *Comparison Group* of past WSCJTC BLEA and CIT graduates.

Participants

Participants were law enforcement personnel who completed WSCJTC training prior to and following the implementation of the cultural shift to the guardian philosophy. Three distinct groups of law enforcement personnel participated in the survey – BLEA cadets, CIT 40-hour training participants, and a comparison survey. The total number of survey respondents including the BLEA pre/post, CIT pre/post, and Comparison groups was 2056 (BLEA pre=341, BLEA post=113, CIT pre=104, CIT post = 94, Comparison=1401). Prior to the data analyses, cases were excluded for all respondents who did not complete at least 3 of the 45 questions in the General Question section of the survey. This excluded 296 cases (BLEA pre=26, BLEA post=6, CIT pre=7, CIT post = 9, Comparison=245), leaving the total number of cases used for the pilot study at 1760 (BLEA pre=315, BLEA post=107, CIT pre=97, CIT post=85, and Comparison survey=1158).³ The background characteristics of the BLEA, CIT, and Comparison groups are reported in Tables 1-5.

- (1) *BLEA* cadets during the study period

BLEA participants were cadets who completed one of 22 classes conducted annually at the WSCJTC with 30 cadets enrolled per class. In total, ten BLEA courses commenced and six BLEA classes (Cohorts 710 through 715) were completed during the pilot study period. Of the six BLEA courses completed, five were included in the pilot survey analysis and the sixth (class 715) was included in the qualitative data analysis.⁴ All cadets enrolled in these ten commenced and five completed BLEA classes who

³ There are a higher number of BLEA pre-surveys because there were 10 BLEA courses in total that began during the study period. However, only 6 BLEA COURSES were completed during the November – May 2015 pilot study period. The higher number of CIT pre-surveys was the result of attrition in survey participation.

⁴ BLEA class 715 ended on June 11 after the analysis for this report had already commenced. However, a focus group was conducted with the 715 class so qualitative results reflect feedback from the 715 class although their survey results came in too late to be included in the analysis for this report.

elected to participate in the study and completed the survey are included in the BLEA pre and post groups. BLEA cadets came from agencies across Washington State (See Table 1). The BLEA group was predominantly male (86.3%, $n=272$), Caucasian (77.5%, $n=244$), educated at the BA/BS level (48.6%, $n=153$), line staff (97.1%, $n=306$) with a mean age of 29.3 ($n=310$) and 1.1 year in law enforcement ($n=307$) (See Table 2).

COUNTY/TRIBE/ENTITY	N	%
KING	115	36.51%
PIERCE	25	7.94%
SNOHOMISH	22	6.98%
SKAGIT	16	5.08%
CLARK	14	4.44%
SPOKANE	14	4.44%
BENTON	8	2.54%
YAKIMA	8	2.54%
WHATCOM	7	2.22%
GRANT	6	1.90%
KITSAP	6	1.90%
COWLITZ	5	1.59%
BENTON	3	0.95%
CHELAN	3	0.95%
GRAYS HARBOR	3	0.95%
KITTITAS	3	0.95%
THURSTON	3	0.95%
WALLA WALLA	3	0.95%
ADAMS	2	0.63%
DOUGALS	2	0.63%
FRANKLIN	2	0.63%
GARFIELD	2	0.63%
ISLAND	2	0.63%
MASON	2	0.63%
OKANOGAN	2	0.63%
PACIFIC	2	0.63%
WHITMAN	2	0.63%
CLALLAM	1	0.32%
CLALLAM	1	0.32%
FERRY	1	0.32%
GRANT	1	0.32%
JEFFERSON	1	0.32%
KLICKITAT	1	0.32%
LINCOLN	1	0.32%
STEVENS	1	0.32%
WAHIAKUM	1	0.32%
TOTAL	291	92.38%
SYSTEM MISSING	24	7.62%
TOTAL	315	100.00%

Table 2
Background Characteristics of Survey Participants: BLEA (N=315)

	<i>f (%)</i>	<i>M(SD)</i>
Gender		
Female	41 (13.0)	---
Male	272 (86.3)	---
Missing/Unknown	2 (0.6)	---
Age (n=310)		
		29.28 (6.6)
Total Years in Law Enforcement (n=307)		
	---	1.1 (3.2)
Race/Ethnicity*		
Caucasian	244 (77.5)	---
African-American	11 (3.5)	---
Latino/Latina or Hispanic	24 (7.6)	---
Asian/Pacific Islander	13 (4.1)	---
Native-American/Alaskan Native	1 (0.3)	---
Multiple Race/Ethnicity	16 (5.1)	---
Other	4 (1.3)	---
Missing/Unknown	2 (0.6)	---
Education		
HS/GED	24 (7.6)	---
Some College	80 (25.4)	---
AA/AS	41 (13.0)	---
BA/BS	153 (48.6)	---
MA/MS	14 (4.4)	---
PhD/EdD	0 (0.0)	---
JD	2 (0.6)	---
Missing/Unknown	1 (0.3)	---
Current Rank		
Line Staff	306 (97.1)	---
Command Staff	1 (0.3)	---
Civilian	3 (1.0)	---
Missing/Unknown	5 (1.6)	---

(2) *CIT* 40-hour training participants during the study period

CIT participants were law enforcement personnel who completed and passed the week-long WSCJTC *CIT* 40-hour course during the pilot study period. There were six *CIT* 40-hour courses held during the pilot study-- Nov 17-21, 2014 (24), Dec 1-5, 2014 (3), Dec 8-12, 2014 (23), Mar 30-Apr 3, 2015 (11), Apr 27-May 1, 2015 (21), and May 11-15, 2015 (16), five of which were included in the study.⁵ Participants in the *CIT* courses included law enforcement personnel from across the state County with 74% of participants ($n=46$) from the Seattle Police Department, 16% ($n=10$) from other King agencies, 3.2% from Snohomish County ($n=2$), and 6.5% ($n=4$) from Kitsap County, and 1.6% ($n=1$) missing (See Table 3). The *CIT* group was predominantly male (80.8%, $n=91$), Caucasian (66.7%, $n=97$), educated at the BA/BS level (42.4%, $n=42$), line staff (81.8%, $n=81$) with a mean age of 39 ($n=90$) and 11.4 years in law enforcement ($n=91$) (See Table 4).

⁵ As a result of technical issues with the survey administration, the March 30-April 3rd course with 11 students was not included in the study.

COUNTY/TRIBE/ENTITY	N	%
KING	82	93.18%
KITSAP	1	1.14%
SNOHOMISH	2	2.27%
CLALLAM	1	1.14%
GRANT	1	1.14%
YAKAMAH	1	1.14%
TOTAL	97	100.00%

	f (%)	M(SD)
Gender (n=91)		
Female	9 (9.1)	---
Male	80 (80.8)	---
Missing/Unknown	8 (10.1)	---
Age (n=90)		
	---	39.0 (9.8)
Total Years in Law Enforcement (n=91)		
	---	11.4 (10.0)
Race/Ethnicity*		
Caucasian	66 (66.7)	---
African-American	1 (1.0)	---
Latino/Latina or Hispanic	4 (4.0)	---
Asian/Pacific Islander	6 (6.1)	---
Native-American/Alaskan Native	1 (1.0)	---
Multiple Race/Ethnicity	7 (7.1)	---
Other	1 (1.0)	---
Missing/Unknown	14 (13.1)	---
Education		
HS/GED	6 (6.1)	---
Some College	22 (22.2)	---
AA/AS	9 (9.1)	---
BA/BS	42 (42.4)	---
JD	2 (2.0)	---
MA/MS	7 (7.1)	---
PhD/EdD	0 (0.0)	---
Missing/Unknown	9 (11.1)	---
Current Rank		
Line Staff	81 (81.8)	---
Command Staff	8 (8.1)	---
Civilian	0 (0.0)	---
Missing/Unknown	8 (10.1)	---

(3) *Comparison Group* of past WSCJTC BLEA and CIT graduates.

The comparison survey sample included respondents who volunteered to complete the survey within a sample of 4,716 law enforcement personnel identified by WSCJTC administrative staff who

completed BLEA or CIT courses over a ten year period prior to the cultural shift at WSCJTC from July 2004 to July 2014.⁶ The original response rate before excluding the incomplete surveys for the comparison group was 30%. After removing the incomplete surveys, the response rate was 25%. Comparison survey respondents were drawn from WSCJTC data systems according to rules identifying all BLEA graduates, currently sworn and employed in the state of Washington and any personnel (sworn or civilian) who were exposed to the CIT training program. In total 4716 individuals were asked to participate in the survey. A majority of those surveyed were male, 85.1%. Females represented 14.9%. The largest demographic was Caucasian (47.3% male / 37.8% female). The next largest demographic was identified their race as “Other” (12.7% male / 13.6% female). Although it is inappropriate to draw a direct comparison between the group which was sampled and those who responded to the survey, Table 5 shows descriptive differences between the groups. Similar demographics were observed in in the age and gender of those who were asked to participate in the survey and those who responded. With regard to education, those holding more than a high school degree or graduate equivalent were overrepresented, with approximately twice as many law enforcement officers with a college education or higher responding to the survey as compared to the education level of the population invited to participate in the survey. The Comparison group was predominantly male (81.4%, $n=943$), Caucasian (83.5%, $n=967$), educated at the BA/BS level (42.6%, $n=493$), line staff (69.3%, $n=802$) with a mean age of 41.4 ($n=1099$) and 14.4 years in law enforcement ($n=1131$) (See Table 5 for background characteristics of participants in comparison with the total population invited to participate).

Table 5
Background Characteristics of Survey Participants
COMPARISON GROUP RESPONDED ($n=1158$) AND INVITED ($N=4716$)

	<i>Responded</i>		<i>Invited</i>	
	<i>f (%)</i>	<i>M(SD)</i>	<i>f (%)</i>	<i>M(SD)</i>
Gender				
Female	196 (16.9)	---	691 (14.9)	---
Male	943 (81.4)	---	2954 (85.1)	---
Missing/Unknown	19 (1.6)	---	---	---
Age ($n=1099$)				
	---	41.4 (8.8)	---	---
Total Years in Law Enforcement ($n=1131$)				
	---	14.4 (8.7)	---	---
Race/Ethnicity*				
Caucasian	967 (83.5)	---	2130 (35.4)	---
African-American	22 (1.9)	---	77 (1.7)	---
Latino/Latina or Hispanic	42 (3.6)	---	105 (2.3)	---

⁶ The guardian shift began in January 2013 but was not complete until full curriculum integration of the Blue Courage© program was complete in July of 2014. Additional elements have been added and/or adapted since that time.

Asian/Pacific Islander	39 (3.4)	---	73 (1.6)	---
Native-American/Alaskan Native	9 (0.8)	---	23 (.5)	---
Multiple Race/Ethnicity	35 (3.0)	---	na	---
Other	18 (1.6)	---	594 (12.8)	---
Missing/Unknown	26 (2.2)	---	1643 (35.8)	---
Education				
HS/GED	78 (6.7)	---	411 (8.9)	---
Some College	281 (24.3)	---	748 (16.1)	---
AA/AS	187 (16.1)	---	388 (8.6)	---
BA/BS	493 (42.6)	---	937 (20.2)	---
JD	10 (0.9)	---	na	---
MA/MS	86 (7.4)	---	52 (1.1)	---
PhD/EdD	5 (0.4)	---	7 (.6)	---
Missing/Unknown	18 (1.6)	---	1507 (32.4)	---
Current Rank				
Line Staff	802 (69.3)	---	na	---
Command Staff	300 (25.9)	---	na	---
Civilian	40 (3.5)	---	na	---
Missing/Unknown	16 (1.4)	---	na	---

Figure 1 shows the number of responses by County for the comparison group. See Table 6 for detailed breakdown on number, percentage, and response rate by county.

Figure 1
Comparison Group Responses by County

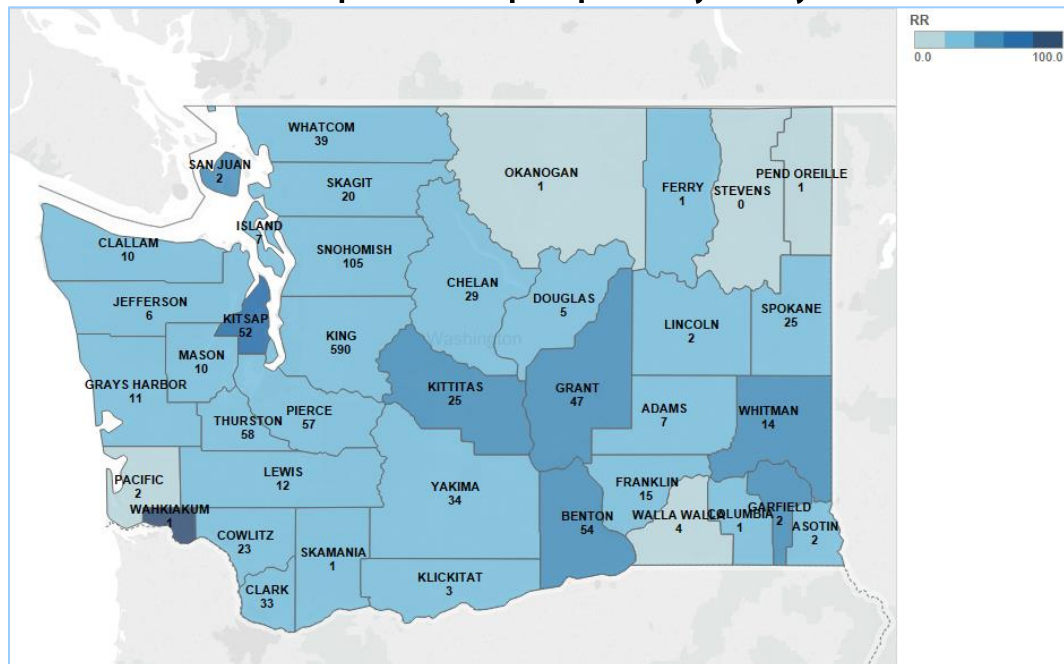


Table 6

Comparison Group Responses by County – Number, Percentage, and Response Rate

Sampling Frame (N = 4,950)			Final Sample (n = 1,400)			RESPONSE RATE
COUNTY/TRIBE/ENTITY	N	%	COUNTY/TRIBE/ENTITY	n	%	
ADAMS	26	.5	ADAMS	7	.5	26.9
ASOTIN	9	.2	ASOTIN	2	.1	22.2
BENTON	118	2.4	BENTON	54	3.9	45.8
CHEHALIS TRIBE	2	.0	CHEHALIS TRIBE	0		0.0
CHELAN	114		CHELAN	29	2.1	25.4
CLALLAM	38	.8	CLALLAM	10	.7	26.3
CLARK	155	3.1	CLARK	33	2.4	21.3
COLUMBIA	5	.1	COLUMBIA	1	.1	20.0
COLVILLE TRIBES	3	.1	COLVILLE TRIBES	0		0.0
COWLITZ	68	1.4	COWLITZ	23	1.6	33.8
DOUGLAS	25	.5	DOUGLAS	5	.4	20.0
ELWHA TRIBE	1	.0	ELWHA TRIBE	0		0.0
FEDERAL	2	.0	FEDERAL	0		0.0
FERRY	5	.1	FERRY	1	.1	20.0
FRANKLIN	57	1.2	FRANKLIN	15	1.1	26.3
GARFIELD	4	.1	GARFIELD	2	.1	50.0
GRANT	113	2.3	GRANT	47	3.4	41.6
GRAYS HARBOR	40	.8	GRAYS HARBOR	10	.7	25.0
ISLAND	22	.4	ISLAND	7	.5	31.8
JEFFERSON	19	.4	JEFFERSON	6	.4	31.6
KALISPEL TRIBE	2	.0	KALISPEL TRIBE	0		0.0
KING	2266	45.8	KING	580	41.4	25.6
KITSAP	81	1.6	KITSAP	47	3.4	58.0
KITTITAS	51	1.0	KITTITAS	25	1.8	49.0
KLICKITAT	11	.2	KLICKITAT	2	.1	18.2
LEWIS	30	.6	LEWIS	12	.9	40.0
LINCOLN	10	.2	LINCOLN	2	.1	20.0
LUMMI TRIBE	6	.1	LUMMI TRIBE	2	.1	33.3
MAKAH TRIBE	1	.0	MAKAH TRIBE	0		0.0
MASON	39	.8	MASON	10	.7	25.6
MUCKLESHOOT TRIBE	4	.1	MUCKLESHOOT TRIBE	1	.1	25.0
NISQUALLY TRIBE	8	.2	NISQUALLY TRIBE	0		0.0
NOOKSACK TRIBE	2	.0	NOOKSACK TRIBE	0		0.0
OKANOGAN	19	.4	OKANOGAN	1	.1	5.3
PACIFIC	10	.2	PACIFIC	2	.1	20.0
PEND OREILLE	6	.1	PEND OREILLE	1	.1	16.7
PIERCE	272	5.5	PIERCE	54	3.9	19.9
QUILEUTE TRIBE	2	.0	QUILEUTE TRIBE	0		0.0
SAN JUAN	5	.1	SAN JUAN	2	.1	40.0
SHOALWATER BAY TRIBE	1	.0	SHOALWATER BAY TRIBE	0		0.0
SKAGIT	78	1.6	SKAGIT	19	1.4	24.4
SKAMANIA	5	.1	SKAMANIA	1	.1	20.0
SKOKOMISH TRIBE	2	.0	SKOKOMISH TRIBE	0		0.0
SNOHOMISH	356	7.2	SNOHOMISH	101	7.2	28.4
SPOKANE	96	1.9	SPOKANE	25	1.8	26.0
SPOKANE TRIBE	1	.0	SPOKANE TRIBE	0		0.0
SQUAXIN ISLAND TRIBE	3	.1	SQUAXIN ISLAND TRIBE	0		0.0
STATEWIDE	150	3.0	STATEWIDE	54	3.9	36.0

STEVENS	8	.2	STEVENS	0		0.0
STILLAGUAMISH TRIBE	4	.1	STILLAGUAMISH TRIBE	2	.1	50.0
SUQUAMISH TRIBE	2	.0	SUQUAMISH TRIBE	5	.4	250.0
SWINOMISH TRIBE	10	.2	SWINOMISH TRIBE	0		0.0
THURSTON	169	3.4	THURSTON	57	4.1	33.7
TULALIP TRIBE	3	.1	TULALIP TRIBE	1	.1	33.3
UPPER SKAGIT TRIBE	3	.1	UPPER SKAGIT TRIBE	1	.1	33.3
WAHAKIYAKUM	1	.0	WAHAKIYAKUM	1	.1	100.0
WALLA WALLA	26	.5	WALLA WALLA	4	.3	15.4
WHATCOM	149	3.0	WHATCOM	37	2.6	24.8
WHITMAN	33	.7	WHITMAN	14	1.0	42.4
YAKIMA	105	2.1	YAKIMA	34	2.4	32.4
UNKNOWN	94	1.9	UNKNOWN	49	3.5	
N/A (RETIRED)	0		N/A (RETIRED)	2	.1	
TOTAL	4950	100.0	Total	1400	100.0	28.3

Additional background questions were included in the survey to assess the level of familiarity with guardian-oriented training components Blue Courage[®], Tactical Social Interaction, and CIT on a scale of agreement from 0 (not familiar)-100 (familiar). Respondents as a whole reported a lower level of familiarity with Blue Courage (All- $M=29.1$, $SD=30.3$; BLEA- $M=22.0$, $SD=27.3$; Comparison- $M=32.4$, $SD=31.0$; CIT- $M=23.8$, $SD=29.2$) and TSI (All- $M=24.4$, $SD=27.3$; BLEA- $M=18.0$, $SD=3.8$; Comparison- $M=27.9$, $SD=28.3$; CIT- $M=16.5$, $SD=18.4$) and higher level of familiarity with CIT ($M=64.2$, $SD=31.5$; BLEA- $M=28.3$, $SD=29.0$, Comparison- $M=72.2$, $SD=26.6$; CIT- $M=44.0$, $SD=27.5$). When examined by group, there was a significant difference in familiarity with the different types of training, with the comparison group reporting a higher familiarity with Blue Courage than the BLEA and CIT groups ($F=5.9$, $df=3$, $p=.001$), with the Comparison group and CIT group reporting higher levels of familiarity than BLEA cadets with TSI ($F=5.2$, $df=3$, $p=.002$) and CIT ($F=154.9$, $df=3$, $p=.000$).

Instruments

This research project is primarily based on a survey of knowledge and attitudes developed specifically to address the research questions posed (See Appendix A⁷). The survey was comprised of a General Attitude section including knowledge and attitude items designed to measure the effect of curriculum changes and a CIT section designed to measure knowledge and attitude items related specifically to incidents involving behavioral crisis and interactions with the mentally ill.

The survey was constructed during a four month period between June 2014 and October 2014. Researchers utilized existing literature on officer attitudes toward abuse of authority (Weisburd, Greenspan, Hamilton, Bryant & Williams, 2001), empathy, and training effectiveness (Kirkpatrick, 1960; Dionne, 1996; Hung, 2010; Phillips, 1997; Smidt, Balandin, Sigafos & Reed, 2009) to construct a General Attitudes sections. Additionally, researchers conducted interviews with WSCJTC training

⁷ The BLEA and CIT pre-surveys are included in the appendix. The Comparison survey was identical to the BLEA pre-survey and the BLEA and CIT-post surveys were identical to the BLEA and CIT pre-surveys with the background questions omitted. The CIT pre-survey was identical to the BLEA and Comparison surveys with the addition of 3 additional CIT scenario question sets.

staff to assess initial survey design. The survey included a CIT training measurement included knowledge-based items and scenario-based queries designed to measure how officers would respond in practice. This portion of the survey was adapted from a prior project that measured the effect of CIT training for the Seattle Police Department. The instrument is comprised of three sections:

- (1) Background
- (2) General attitudes
- (3) Crisis Intervention Team Training

Sections of the survey instrument (General Questions and CIT Perceptions) were subjected to factor analysis and scales were created to measure concepts reflecting key curricular goals of guardian-oriented law enforcement training and CIT training.⁸

Survey questions included yes/no/forced choice questions, Visual Analogue Scale (VAS) (“slider scale”) questions, and open-ended questions. Most of the survey sections and items that comprise the central measurement concepts were measured through VAS questions. Visual Analogue Scales were used for questions in sections 2, 3, 4, 5, and 6. With the recent popularity of computerized surveys, the use of visual analogue scales has increased and improved. When compared to Likert-scale questions, VASs allow for an unrestricted interpretation of a response and a detection of very small response changes. (Guyatt, Townsend, Berman, & Keller, 1987). Studies have shown that though not equivalent (Flynn, van Schaik, & van Wersch, 2004), both Likert-scales and VASs measure adequately subjective data. VASs are equidistant and similar to that of a Likert-scale (Reips & Funke, 2008) and they have higher responsiveness (sensitivity) than Likert-scale questions (See Appendix B).

Background

The background section of the survey included questions regarding demographic characteristics (age, race and sex, education), current rank, assignment, and agency, and prior experience with WSCJTC training components including Blue Courage®, CIT, and Tactical Social Interaction Training.

General Attitudes

The general attitudes section of the instrument includes items that are used to construct the scales deemed relevant to the research questions. As noted above, some of the items were taken or adapted from previous research while others were created by research project members. The general attitudes section measures the following constructs:

Burnout/Emotional Intelligence

This scale was constructed after doing a curriculum review of the Blue Courage curriculum. Originally, questions measuring burnout and emotional intelligence were removed from the construction of the instrument due to space restrictions. However, during the TAC officer interviews,

⁸ CIT training is not generally referred to in the literature under the umbrella of “guardian-oriented training.” However, this study examines CIT training as a key component of guardian-oriented training philosophy in conjunction with other guardian-oriented training components.

in response to a query about whether we had missed covering any important parts of the curriculum, several TAC officers noted the absence of the elements of emotional intelligence, inoculation against burnout, and aspects of taking care of one’s emotional and physical health. The basic concepts, present in both Blue Courage© and general guardian content, is that the officer must be aware of his/her own emotional state and affect in order to control them. Also, certain practices are taught to cadets (e.g. deep breathing exercises) in order to help them guard against burn-out and emotional exhaustion. Figure 2 shows the survey question items that make up the Burnout/Emotional Intelligence Scale.

Figure 2

Burnout/Emotional Intelligence Scale



Negative Police Subculture

Part of the concept of guardian policing is the idea that the warrior model creates an artificial and damaging divide between police officers and the public. This has also been an element of the so-called police subculture which has been a staple in criminal justice literature for decades. Because the guardian model is supposed to counteract the more negative parts of the subculture, this scale was constructed. We utilized prior research (e.g., some of the items were adapted from the Officer Attitudes Toward Abuse of Authority (Weisburd, Greenspan, Hamilton, Bryant & Williams, 2001) to develop the items. Generally, subcultural elements that are especially relevant to guardian concepts are the idea that citizens should defer to police (with no reciprocity from officers); that force is appropriate in situations where the law does not necessarily allow it; that formal policies and legal restrictions on police power get in the way of “real policing,” and that academy training is not what is necessary to learn to be effective on the street. Figure 3 shows the survey question items that make up the Negative Police Subculture Scale.

Figure 3
Negative Police Subculture Scale



Organizational Support

A unique aspect of this research project and one that will become important if the longitudinal phases of the project are put into effect is this scale on departmental support. There is no research that measures whether procedural justice or guardian training at the academy level has robust effects over time. There is a logical hypothesis, and one that was voiced by TAC officers, that cadets would be able to put their training into effect to the extent that they feel supported by their department (organizational justice). Because guardian policing comes from procedural justice, and procedural justice is related to organizational justice concepts, the presumption is that police officers must feel that they are being treated fairly by the organization in order to fully embrace the LEED approach with citizens. Figure 4 shows the survey question items that make up the Organizational Support Scale.

Figure 4
Organizational Support Scale



Guardianship/Empathy

A fundamental element of the LEED training component, Blue Courage[®], Social Tactics, and CIT is the development of empathy skills. Police officers should be able to understand what is happening with citizens in crisis in order to intervene in the most effective way. The Jefferson Scale of Physician Empathy (Hojat, Gonnella, Nasca, Mangione, Veloski, and Magee, 2002) was used to develop these items. The original items were designed to be used for physicians, so they were adapted to make the questions applicable to the law enforcement discipline. These items are below. Figure 5 shows the survey question items that make up the Guardianship/Empathy Scale.

Figure 5
Guardianship/Empathy Scale



Guardianship/Respect

Original questions were created to measure the element of "respect," a key concept taught in the Blue Courage curriculum referring to a respectful approach to interactions with citizenry. This is an essential element of the guardian model and was one that we heard repeatedly from TAC officers and in planning meetings. Figure 6 shows the survey question items that make up the Guardianship/Respect Scale.

Figure 6
Guardianship/Respect Scale



[Social Tactics](#)

We were asked to add specific items that came from a larger research study of the Tactical Social Interaction curriculum developed by DARPA and law enforcement partners. While some of the items are quite similar to our items in the conceptual scales above, it was decided to add the items *in toto*. These items don't necessarily have the same theoretical basis as the conceptual scales above, but the scale can be considered as a measure of the inclination to utilize communication techniques to gain trust and compliance from the citizenry. Figure 7 shows the survey question items that make up the Social Tactics Scale.

Figure 7
Social Tactics Scale



Crisis Intervention Team (CIT) Training

A primary objective of the survey was to measure the training effects of the WSCJTC CIT training curriculum including the 8 hour-CIT training segment included in the current BLEA and the 40-hour in-service training. Sections in the survey specific to the CIT training included sections on officer perceptions and experience responding to calls involving individuals in behavioral crisis, perceptions of and support for CIT, and CIT scenario questions requiring respondents to rate statements regarding hypothetical actions taken in incidents involving individuals in behavioral crisis. The following sections were included in the CIT component of the survey instrument:

Experience with Individuals in Behavioral Crisis

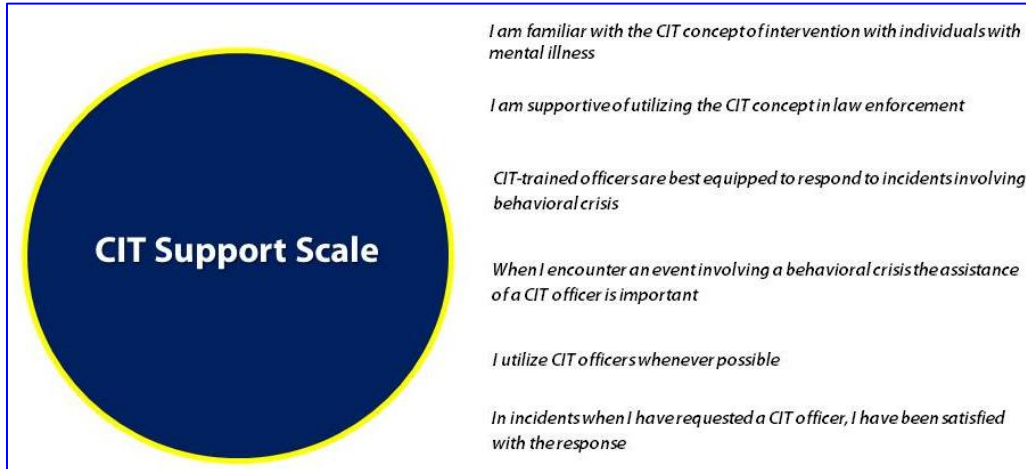
The Behavioral Crisis items were adapted from an instrument developed for a Seattle Police Department survey of police culture and attitudes toward CIT (Helfgott, et al, 2015). The questions in this section were:

- *Incidents involving individuals in behavioral crisis are a standard part of patrol work.*
- *Calls involving persons who are experiencing behavioral crisis are dangerous.*
- *I am confident in my ability to handle calls involving persons in behavioral crisis.*
- *I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events.*
- *My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly.*
- *Most supervisors expect patrol officers to resolve incidents involving persons in behavioral crisis quickly.*
- *My agency expects patrol officers to resolve incidents involving persons in behavioral crisis quickly.*

CIT Support

The CIT perception items were adapted from an instrument developed for a Seattle Police Department survey of police culture and attitudes toward CIT. (Helfgott, et al, 2015). Figure 8 shows the survey question items that make up the CIT Support Scale.

Figure 8
CIT Support Scale



CIT Organizational Value

The CIT Organizational Value items were adapted from an instrument developed for a Seattle Police Department survey of police culture and attitudes toward CIT (Helfgott, et al, 2015). Figure 9 shows the survey question items that make up the CIT Organizational Value Scale.

Figure 9
CIT Organizational Value



CIT Scenarios

CIT Scenarios and associated questions were developed with attention to the objectives of the WSCJTC In-service CIT Facilitator Guide and the 2014 King County Mock Scenarios used in current WSCJTC training and modeled after scenarios used in previous research to measure CIT training effectiveness (Bahora et al, 2008, Broussard et al, 2011, Compton et al, 2009, 2011, 2014a, 2014b; Hatfield, 2014; King, 2011; Nolan et al, 2012; Silverstone et al, 2013). This section was included to assess participants' understanding and knowledge of mental health disorders and the related

preferred behavioral responses to various scenarios involving people in crisis exhibiting symptoms and behaviors associated with different mental health issues, specific to content covered in the CIT course.

The BLEA pre/post and Comparison survey instrument included a set of three CIT scenario questions and the CIT pre/post instrument included a set of six scenarios. The scenarios were the same in both the pre and post to assess participants' knowledge before and after the 8-hour CIT component in the BLEA and the CIT-40 hour course. The scenarios were developed using a format similar to ones used in other psychological assessments designed for testing for knowledge of mental health assessment criteria as well as on the learning objectives outlined in the CIT Facilitator Guide which are specific to law enforcement personnel. Scenarios were developed to represent specific situations police officers were likely to encounter recurrently in their daily work. These consisted of: (1) individuals who may be experiencing depression and who may be suicidal, (2) individuals who may be experiencing schizophrenic episodes, (3) individuals who are elderly and who may be experiencing dementia, (4) individuals who may be experiencing PTSD episodes, (5) individuals who may be in a state of uncontrolled anger, and (6) individuals with autism spectrum disorder. The BLEA pre/post and the Comparison survey included scenario questions 1-3 and the CIT pre/post surveys included scenario questions 1-6 to provide sufficient behavioral and environmental information to allow for an informed assessment of the dynamics of the situation while not requiring a specific diagnosis.

Each scenario was followed by ten corresponding statements which outlined assessments that officers might make regarding the possible mental health issue present, the potential associated concerns officers might have and possible behavioral responses officers might take. Responses were recorded in the form of a sliding Visual Analogue Scale (VAS) to which the respondent indicates the degree to which they agree/disagree with the behavioral response or assessment outlined in the statement. Statements were developed based upon specific learning outcomes covered in the CIT course content identifying symptoms and behaviors associated with different mental health issues, including possible concomitant areas of concern and recommended behavioral actions. Incorrect assessments and undesirable behavioral responses were also included in some statements to test for negative conditions. CIT scenarios were designed to measure the following WSCJTC CIT Training learning objectives:

- Identify common behaviors an individual would exhibit experiencing schizophrenia and the appropriate intervention strategies.
- Identify behaviors related to psychosis and intervention techniques to successfully deal with these subjects.
- Identify behaviors indicative of an individual experiencing Bi-polar disorder and appropriate intervention strategies.
- Recognize individuals with developmental disabilities and effective intervention strategies to interact and communicate with them.
- Identify common indicators an individual is experiencing with Post Traumatic Stress and what officer techniques can lower tensions and diffuse the individual.
- Recognize common behaviors associated with an individual experiencing Depression, Anxiety, Fetal Alcohol Syndrome and Attention Deficit Disorder.
- Identify common behavior traits expressed by persons with the common personality disorders: Borderline, Paranoid, and Anti-Social Personality Disorder.
- Demonstrate in a role play effective strategies to de-escalate an individual expressing rage.
- Identify risk factors for Suicidality and what intervention strategies are the most effective in dealing with these situations.

- Identify risk factors for dementia/Alzheimer's and what intervention strategies are the most effective in dealing with these situations.

While not all of the WSCJTC CIT training objectives were able to be captured in the CIT scenarios included in the survey instrument (e.g., questions were not included specific to Fetal Alcohol Syndrome or bipolar disorder), the instrument included scenarios that focused on common incidents occurring in the field involving individuals in behavioral crisis as a pilot for future development of scenario-based CIT evaluation.

Procedure

Preliminary Work --Instrument Validation Check

Prior to administration of the surveys, TAC officers were employed to perform a validation check on the survey instrument. They were asked to take the survey to determine if any questions were confusing. They were also asked if the instrument missed important components of the curriculum. In response to this component of the research, several questions were deleted or adapted and several questions were added to capture the "burn-out/emotional intelligence" concepts. The Interview protocol for the preliminary interviews with TAC officers and their responses are provided in Appendix C-D.

Survey Administration (BLEA, CIT, and Comparison Sample)

WSCJTC staff conducted the pre/post survey administrations of cadets and participants. For these administrations, participants were either given access to academy laptops or they used their own laptop or smartphone to complete the survey. An informed consent section was the first section of the survey. Surveys were conducted using a web based electronic format. The survey was administered in a web-based format to increase response rate and accessibility. Popularity for web surveys is at an all-time high and web-based surveys are recognized as "an important advance in the evolution of self-administered questionnaires" (Tourangeau et al, 2013, p.1). Advantages to using web surveys include shorter transmitting times, lower delivery cost, more design options, and less data entry time (Fan & Yan, 2010).

For the comparison survey, emails were sent directly to the Chiefs and Sheriffs of Washington State from the Executive Director of the WSCJTC, fifteen days prior to the opening of the survey. Chiefs and Sheriffs were informed of the purpose of the project and its general design and were asked to support and promote the survey to their officers. In February of 2015, an email from the Director of this project was sent to the comparison sample. In addition to a brief description of the project and instructions for contacting the Evaluation Team, a link was provided to the survey utility.

Surveys administered to the cohorts were administered in a pre / post design. The first survey, a pre survey, was administered to cadets following successful completion of the Physical Ability Test (PAT), two (2) weeks prior to the start of the academy. This date was selected to prevent contamination from course material cadets are asked to read prior to the first day of class. The pre survey was administered following strenuous physical exertion and with the final knowledge that they cadet would be entering the academy, so artificial upward pressure on survey responses must be acknowledged. The post survey was administered at the end of the last day of class, the day before graduation. Similar to the pre survey, the post survey was administered at a point where the

cadets had completed all coursework and knew they would be graduating. Upward pressure must be acknowledged at this point as well but was deemed to be roughly equivalent to pre survey effects.

For the comparison sample, 4,716 graduates of WSCJTC were identified by WSCJTC staff. An email was sent to all 4,726 names with the email address on record. In the email was a letter from the principal investigator (Helfgott) explaining the purpose of the study and a request to participate with a link to access the survey. A large number of emails were returned because of incorrect addresses. A fair number of letters were received by either Director Rahr or Dr. Helfgott. Because the letters seemed to provide an interesting, if non-representative, view of the reaction to the study and the guardian model of training, a content analysis was done of them (see Appendix E). All surveys were conducted online under "Informed Consent" procedures, automated by the survey software (Qualtrics). Responses to the attitudinal scale questions were recorded using a Visual Analogue Scale (VAS) or "slider." Some of the respondents voiced concern over the lack of visible numeration in the scale and the inability to omit responses as not applicable. The impact of these effects was considered by the Evaluation Team and found to be acceptable.

Secondary Qualitative Data Collection

In addition to the quantitative data obtained through the pre/post and comparison survey administrations, the research team also acquired qualitative data. The original plan was to observe all areas and phases of BLEA and the CIT course. In addition, it was anticipated that focus groups of trainers and academy cadets would be conducted. The focus group method is a qualitative method of data collection that has grown in popularity over recent decades (Wibeck, Dahlgren, & Oberg, 2007) and has been used in previous research to obtain data regarding how officers use CIT knowledge and skills in their daily work (Hanafi et al, 2008). The group is guided through a protocol, that utilizes open-ended questions, and the discussion is allowed to follow the conversational path the participants develop (Bertrand, Brown & Ward, 1992). It is generally used as an exploratory method to discover constructs and themes in a particular phenomenological inquiry. We expected to utilize focus group data to evaluate the construct validity of our survey instruments with trainers and to conduct focus groups with academy cadets near the end of their academy experience to probe for qualitative data on the experience. This portion of the study proposal was changed after consultation with academy staff and for other reasons. Qualitative data comes from a number of distinct sources:

- (1) Preliminary interviews with academy administrators
- (2) Interviews with 14 TAC officers
- (3) Interviews with 5 academy graduates and a focus group with 6 officers
- (4) Analysis of "letters from the field"
- (5) Attendance by two research staff members of the 8-hour and 40 CIT training components
- (6) Analysis of open-ended answers from the CIT portion of the survey.

The actual data collection procedures are described in more detail below:

(1) Planning Interview

A number of organizational meetings and interviews took place with command staff in order to understand the scope of the project, the elements of the guardian approach, and for planning purposes. While there was no formal data gathering from these meetings, they were essential for the research project.

(2) TAC Officer Interviews

In preliminary planning meetings, staff members, in response to researchers' queries, explained that the focus group method may not be fruitful in interactions with trainers because they would be more likely to feel freer to discuss concepts in more detail individually. Thus, individual interviews were conducted with 14 TAC officers. The interview was conducted after the TAC officer had received and completed the BLEA survey draft. The interview protocol was developed for two purposes. First, our interview protocol was designed to act as a fidelity check for curriculum elements to determine if TAC officers agreed with and were disseminating the elements of the curriculum as administrators intended (See Interview Protocol in Appendix B). The second purpose of our interviews with the TAC officers was to have them participate in an external validity check for the survey instrument. We asked them to complete or review the draft survey and tell us if they thought we were measuring the stated constructs with our items, whether the survey was confusing in any of the questions; and whether we missed anything that we should be measuring. TAC officers were identified and scheduled for interviews by WSCJTC command staff. Each TAC officer met with two research team members (Atherley and Pollock). The TAC officer was told the purpose of the interview, told they were not obligated to participate, and then were requested to sign a consent form. All TAC officers consented to the interviews which ranged from 15 minutes to 45 minutes in length. The interviews took place over a two day period. The notes were transcribed, coding for themes was completed for each protocol query, and a report of findings was written. (See Appendix D for TAC officer interview findings).

(3) Officer Interviews

It was decided that the original plan to use focus groups with academy cadets before graduation might taint the responses to the post-test which was planned for the last day of the academy. An alternative approach was decided upon that would involve inviting cadets during the post-test administration to sign up for post-graduation interviews. The cadet classes (beginning with class 710) that had completed the pre-survey and that graduated during the study period and were administered the post-survey, were also asked if they would agree to be interviewed by one of the researchers. If so, they were asked to email Dr. Joycelyn Pollock, a member of the research team. Only one person emailed from this cohort to be interviewed. Multiple emails were sent back in reply to set up an interview time, however, the graduate never responded. We enlisted the help of TAC officers who sent emails to their graduating cohort encouraging them to participate but received no responses from this cohort class. These emails from the cohort's TAC officer were sent to each subsequent graduating cohort.

For the second cohort to graduate, we tried an alternative approach. Cadets were asked to put their names and email addresses on a sign-up sheet to be contacted by the researchers. Although 10 cadets provided their email addresses on this form, when they were sent an emailed letter by the research team (signed by Pollock) asking to schedule a telephone, in-person, or video conferencing interview, only one responded. That interview was completed, but all other contacts with the others who signed up were unsuccessful. At the end of the first cohort, an academy staff member had made the presentation which resulted in a better response rate and it was decided that one of the research team (Chief/Dr. John Vinson) would make the request in subsequent cohorts. The letter that Pollock had originally sent out was redrafted to come from Chief Vinson (see Appendix G) with the thought that more cooperation might be elicited if a fellow law enforcement professional was making the request. In subsequent cohorts, the pattern was that 8-10 cadets would sign up, but when sent

emails, most never responded to set up the actual interviews. Unfortunately, this approach has been less than successful and only five interviews were completed because graduates either did not sign up initially, or did not respond to research staff in follow-up emails.

Fortunately, and coincidentally, six graduates were employed by the same agency, and the agency was affiliated with one of the research project members (Vinson). These graduates participated in a focus group. The graduates were asked by their chief to meet with the researcher (Pollock) the day after graduation. They were told they were not obligated to participate. They were told they did not have to say anything even if they chose to sit in on the meeting. Chief Vinson was in and out of the room and intentionally left when a question concerning the department was asked.⁹Notes were taken by Pollock without identifying participants. The focus group used the same interview protocol as the individual interviews with adaptations. To control for the risk presented by a relatively small number of participants, responses of individual interviews and focus group are combined in the results. All responses to each query were cut and pasted into one document. Then themes were identified for each query. See Appendix G for Interview and Focus Group Questions.

(4) Analysis of Received Letters

In response to the massive survey solicitation email sent out in order to obtain the comparison sample, the research project director/principal investigator (Helfgott) and/or Director Rahr received a sizeable number of letters that made reference to the survey, the guardian model, or some other relevant topic. As these letters were a source of data in and of themselves, a content analysis was done of them. The results of that analysis can be found in Appendix H.

(5) Attendance by two research staff members of the 40-hour CIT training component

Two research staff (principal investigator and graduate research assistant) completed the 40-hour CIT training as participant observers. One of the research staff (graduate research assistant) also observed the 8-hour BLEA training component.

(6) An analysis of open-ended answers from CIT portion of survey

Open-ended responses on the CIT portion of the survey regarding perceptions of incidents involving behavioral crisis and CIT were analyzed for all groups to highlight themes regarding level of acceptance of the CIT model in law enforcement.

⁹ The utilization of Chief Vinson's dual role as co-investigator and police chief can be viewed as a potential ethical issue to pressure officers to participate. On the other hand, as law enforcement is a historically closed culture, the role of law enforcement professionals on the research team was intentional and seen as necessary to facilitate trust between law enforcement agencies and study participants and researchers. In addition to Chief Vinson, other members of the research team – Strah, Atherley, and Conn-Johnson- have been or currently are employed by law enforcement agencies. Given the particular role of Chief Vinson in the solicitation of focus group participation in the pilot study, extra steps were taken to ensure that officers felt comfortable declining participation.

CHAPTER 3 Results

Results are presented in three sections – Scale Dimensionality and Reliability Analysis, Survey Results, and Qualitative Findings.

Scale Dimensionality and Reliability Analysis

Scales were created from survey section items to measure key conceptual elements reflective of WSCJTC curricular content. Eight scales were created and used as outcome variables in the analyses:

- (1) Burnout/Emotional Intelligence
- (2) Negative Police Subculture
- (3) Organizational Support
- (4) Guardianship/Empathy
- (5) Guardianship/Respect
- (6) Social Tactics
- (7) CIT Support
- (8) CIT Organizational Value

I. Burnout / Emotional Intelligence Scale

This scale was comprised of seven items, listed below in Table 7. The development sample consisted of 951 respondents with valid data from the Comparison Survey Group. Diagnostics indicated that the pattern of correlations was sufficient to yield reliable factors ($KMO=.73$, Bartlett's Test =835.82, 21 df, $p<.001$),¹⁰ though Item S2_1rc, the reverse coded form of the item "*It is inevitable that police officers become cynical about human nature,*" was not correlated with any of the other items in the scale.

Table 7
Burnout/Emotional Intelligence Scale ($n = 951$)

Variable Name	Item	Mean	SD	Min	Max
S2_1rc	<i>It is inevitable that police officers become cynical about human nature</i>	53.8	29.7	0	100
S2_2	<i>Taking care of myself physically by eating well and exercising is an important part of being a police officer</i>	89.2	16.1	0	100

¹⁰ The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is the sum of the partial correlations relative to the sum of the zero-order correlations. KMO ranges from 0 to 1, with a value close to 1 indicating that the patterns of correlations are compact and that FA should produce reliable factors (values closer to 0 indicate a diffuse pattern of correlations and that FA may not produce reliable factors). A common rule of thumb is that $KMO > .5$ is acceptable, and the higher the better. Bartlett's test of sphericity is kind of an omnibus screening test. It's a chi-square based statistic that tests the null hypothesis that all of the inter-item correlations are equal to zero. If Bartlett's test is significant, reject the null and proceed with FA. If Bartlett's test is non-significant, fail to reject the null and conclude that FA is not appropriate.

S2_3	<i>I know the indicators of PTSD and know where to find support if I experience anything like it</i>	70.6	28.3	0	100
S2_4	<i>I am in good shape physically and know my skills would allow me to control any situation on the street</i>	68.7	23.0	0	100
S2_5	<i>I have people I can talk to if something is bothering me</i>	84.5	22.8	0	100
S2_6	<i>I generally know when I'm upset and can control it when interacting with the public</i>	89.1	13.5	8	100
S2_7	<i>I practice the breathing techniques that help you control your emotions</i>	56.9	34.2	0	100

The results of a Principal Components Analysis (PCA) suggested the presence of a single underlying factor, with the largest drop in Eigenvalues between the first and second components to approximately 1.0. However, the first item did not load well on the first factor (unrotated factor loading =-.046). Varimax rotation produced two factors with the first item loading separately. Cronbach's Alpha for the full scale was equal to .54, but increases to .63 if the first item is dropped. Subsequent analysis across all General Question items suggested that an alternative two factor solution could be realized with items 2, 4, and 6 comprising one subscale, and items 3, 5, and 7 comprising a second subscale. However, reliabilities are naturally lower with separate 3-item scales (.59 and .50, respectively).

II. Negative Police Subculture scale

This scale was comprised of seven items (listed below in Table 8). The development sample consisted of 743 respondents with valid data from the Comparison Survey Group. Diagnostics indicated that the pattern of correlations was sufficient to yield reliable factors (KMO=.78, Bartlett's Test =964.51, 21 df, p<.001).

Variable Name	Item	Mean	SD	Min	Max
S2_8	<i>People need to show more respect for the authority of the police</i>	66.0	28.1	0	100
S2_9	<i>The law and departmental policies don't give officers enough support to use force when necessary</i>	41.0	32.1	0	100
S2_10	<i>Always following the rules is not compatible with getting the job done</i>	21.1	25.0	0	100
S2_11	<i>The public is overly concerned with police brutality</i>	65.7	28.6	0	100
S2_12	<i>Police officers are not permitted to use as much force as is often necessary in making arrests</i>	28.6	28.3	0	100
S2_13	<i>Police officers should forget what they learned in the academy because it doesn't help them survive on the street</i>	18.2	22.6	0	100
S2_14	<i>Pretty much everything I do and who I socialize with is related to law enforcement and other police officers</i>	21.3	24.0	0	100

The results of a Principal Components Analysis (PCA) suggested the presence of a single underlying factor, with the largest drop in Eigenvalues between the first and second components to

below 1.0. However, the last item, *“Pretty much everything I do and who I socialize with is related to law enforcement and other police officers,”* did not load particularly strongly relative to the other items (unrotated factor loading =.300). Cronbach’s Alpha for the full scale was equal to .73, and increases to .75 if the last item is dropped. Subsequent analysis across all General Question items suggested that the last item would load separately and thus is eligible for removal.

III. Organizational Support scale

This scale was comprised of seven items (listed below in Table 9). The development sample consisted of 742 respondents with valid data from the Comparison Survey Group. Diagnostics indicated that the pattern of correlations was sufficient to yield reliable factors (KMO=.81, Bartlett’s Test =1613.16, 21 df, p<.001).

Variable Name	Item	Mean	SD	Min	Max
S2_15	<i>My department encourages a culture where officers can learn from their mistakes rather than one where there is a need to cover them up</i>	61.0	32.1	0	100
S2_16	<i>Supervisors and FTOs in my department exemplify the traits of service, respect for the law, professionalism, and courtesy</i>	61.0	29.4	0	100
S2_17rc	<i>Police administrators concentrate on what police officers do wrong rather than what police officers do right</i>	48.1	30.7	0	100
S2_18	<i>My police department takes a tough stance on improper behavior by police</i>	71.7	26.4	0	100
S2_19rc	<i>Police officers in my department respond to verbal abuse with physical force and nothing is done</i>	92.6	16.1	0	100
S2_20	<i>My department makes me feel important and relevant to its success</i>	49.3	32.7	0	100
S2_21	<i>My department considers how policies affect officers</i>	44.2	30.5	0	100

The results of a Principal Components Analysis (PCA) suggested the presence of a single underlying factor, with the largest drop in Eigenvalues between the first and second components to approximately 1.0. However item S2_19rc, the reverse coded form of the item, *“Police officers in my department respond to verbal abuse with physical force and nothing is done,”* did not load particularly strongly relative to the other items (unrotated factor loading =.145). Cronbach’s Alpha for the full scale was equal to .79, and increases to .82 if item S2_19rc is dropped. Subsequent analysis across all General Question items suggested that this item would load separately and thus is eligible for removal.

IV. Guardianship / Empathy scale

This scale was comprised of seven items (listed below in Table 10). The development sample consisted of 875 respondents with valid data from the Comparison Survey Group. Diagnostics indicated that the pattern of correlations was sufficient to yield reliable factors (KMO=.76, Bartlett’s Test =1732.1, 21 df, p<.001).

Table 10
Guardianship/Empathy Scale (n = 875)

Variable Name	Item	Mean	SD	Min	Max
S2_22	<i>I try to imagine myself in the shoes of the subjects I'm contacting</i>	65.3	26.5	0	100
S2_23	<i>I try to understand what is going on in a citizen's mind by paying attention to their nonverbal cues and body language</i>	82.7	16.5	0	100
S2_24	<i>I try to think like the citizens I'm dealing with in order to render a better outcome</i>	66.8	26.2	0	100
S2_25	<i>Understanding where the citizen is coming from is an important skill without which my success as a law enforcement officer would be limited</i>	72.4	23.4	0	100
S2_26rc	<i>Because people are different, it is almost impossible for me to see things from the perspective of the subjects I'm contacting</i>	79.2	20.7	0	100
S2_27	<i>I consider understanding my subject's body language as important as verbal communication in the police/citizen interaction/relationship</i>	83.3	16.8	1	100
S2_28rc	<i>It is difficult for me to view things from my subjects' perspective</i>	81.8	19.5	0	100

The results of a Principal Components Analysis (PCA) suggested the presence of a single underlying factor, or possibly two factors, with the largest drop in Eigenvalues between the first and second components to approximately 1.3. The two reverse coded items (S2_26rc and S2_28rc) did not load as highly on the first factor relative to other items (unrotated factor loadings = .335 and .425 respectively). Varimax rotation produced two factors with these two items loading separately. Cronbach's Alpha for the full scale was equal to .76, and would increase to .80 if the two items were dropped. The reliability of the two items is equal to .63. Subsequent analysis across all General Question items confirmed that the two reverse coded items loaded on a separate factor.

V. Guardianship / Respect scale

This scale was comprised of seven items (listed below in Table 11). The development sample consisted of 835 respondents with valid data from the Comparison Survey Group. Diagnostics indicated that the pattern of correlations was sufficient to yield reliable factors (KMO=.70, Bartlett's Test =857.8, 21 df, p<.001).

Table 11
Guardianship/Respect Scale (n = 835)

Variable Name	Item	Mean	SD	Min	Max
S2_29	<i>In most situations, officers can resolve an issue just by listening and talking to citizens</i>	69.6	22.7	0	100
S2_30	<i>Sometimes the right thing to do is just listen and sympathize with an agitated citizen</i>	73.3	22.3	0	100
S2_31	<i>Police should work with citizens to try and solve problems on their beat</i>	83.0	17.5	0	100
S2_32rc	<i>Sometimes the things I have to say to do my job offend</i>	65.6	28.8	0	100

	<i>people but that's not my problem (RC)</i>				
S2_33	<i>I can usually respect the other person's viewpoint, even if I don't agree with it</i>	75.9	20.7	0	100
S2_34rc	<i>Treating people politely usually puts officers in danger because then they don't respect the officer's authority (RC)</i>	85.8	17.7	2	100
S2_35rc	<i>I'll give people respect when they do what I tell them to do (RC)</i>	74.5	28.9	0	100

The results of a Principal Components Analysis (PCA) suggested a two factor solution, with the largest drop in Eigenvalues between the first and second components to approximately 1.4. The three reverse coded items (S2_32rc, S2_34rc, and S2_35rc) did not load well on the first factor relative to other items (unrotated factor loadings =.312, .427 and .224 respectively). Varimax rotation produced two factors with these three items loading separately. Cronbach's Alpha for the full scale was equal to .60, and would increase to .71 if the three items were dropped. The reliability of the three items is equal to .47. Subsequent analysis across all General Question items confirmed that the three reverse coded items loaded on a separate factor.

VI. Social Tactics scale

This scale was comprised of ten items (listed below in Table 12). The development sample consisted of 1,006 respondents with valid data from the Comparison Survey Group. Diagnostics indicated that the pattern of correlations was sufficient to yield reliable factors (KMO=.90, Bartlett's Test =3113.79, 45 df, p<.001).

Variable Name	Item	Mean	SD	Min	Max
S2_36	<i>One can use non-verbal mannerisms to de-escalate conflict</i>	72.2	23.1	0	100
S2_37	<i>It is possible to adapt conversational wording to ease a citizen's discomfort</i>	75.8	20.5	0	100
S2_38	<i>Internal planning is vital to starting a successful interaction with a citizen</i>	68.7	23.7	0	100
S2_39	<i>A person's observations of a citizen can provide information on how to best approach him/her</i>	74.8	20.4	0	100
S2_40	<i>Anomalies in a person's environment can predict sources of conflict</i>	59.1	24.0	0	100
S2_41	<i>Tactical awareness can be applied to the initiation of all personal encounters</i>	85.8	17.3	0	100
S2_42	<i>Mirroring increases comfort during an encounter</i>	59.6	25.9	0	100
S2_43	<i>It is useful to practice how to control one's emotions</i>	83.9	19.7	0	100
S2_44	<i>Understanding a person's culture can inform how to end an encounter</i>	74.4	22.1	0	100
S2_45	<i>One can often end an encounter in a manner that prepares for a future positive encounter</i>	85.0	15.9	1	100

The results of a Principal Components Analysis (PCA) suggested the presence of a single underlying factor, with the largest drop in Eigenvalues between the first and second components to below 1.0. Cronbach's Alpha for the full scale was equal to .85, and specific item removal would yield no improvement in reliability.

VII. CIT Support Scale

This scale was comprised of six of the seven items in the set of questions included in the survey to measure CIT support (listed below in Table 13). The single item in this section rated with a low level of agreement was “*The Basic Law Enforcement Academy Training (BLEA) that all officers receive is adequate to prepare officers to respond to incidents involving behavioral crisis.*” As this question item is a less direct measure of support for CIT and was not significantly correlated with the other items, this question item was omitted from the CIT Support subscale. The remaining 6 items were included in the “CIT Support” subscale as a measure of overall support for the implementation of the CIT model. The development sample consisted of 1158 respondents with valid data from the Comparison Survey Group. Diagnostics indicated that the pattern of correlations was sufficient to yield reliable factors (KMO=.80, Bartlett’s Test = 3168.6, 15 df, $p < .000$).

Table 13
CIT Support Scale (n = 1158)

Variable Name	Item	Mean	SD	Min	Max
S4_1	<i>I am familiar with the CIT concept of intervention with individuals with mental illness</i>	69.6		0	100
S4_2	<i>I am supportive of utilizing the CIT concept in law enforcement</i>	73.4		0	100
S4_3	<i>CIT-trained officers are best equipped to respond to incidents involving behavioral crisis</i>	65.2		0	100
S4_4	<i>When I encounter an event involving a behavioral crisis the assistance of a CIT officer is important</i>	58.8		0	100
S4_5	<i>I utilize CIT officers whenever possible</i>	49.5		0	100
S4_6	<i>In incidents when I have requested a CIT officer, I have been satisfied with the response</i>	51.0		0	100

The results of a Principal Components Analysis (PCA) suggested the presence of a single underlying factor, with the largest drop in Eigenvalues between the first and second components to below 1.0. Cronbach’s Alpha for the full scale was equal to .88, and specific item removal would yield no improvement in reliability.

VIII. CIT Organizational Value Scale

This scale was comprised of six items (listed below in Table 14). The development sample consisted of 1158 respondents with valid data from the Comparison Survey Group. Diagnostics indicated that the pattern of correlations was sufficient to yield reliable factors (KMO=.68, Bartlett’s Test = 3067.8, 6 df, $p < .000$).

Table 14
CIT Org Value Scale (n = 1158)

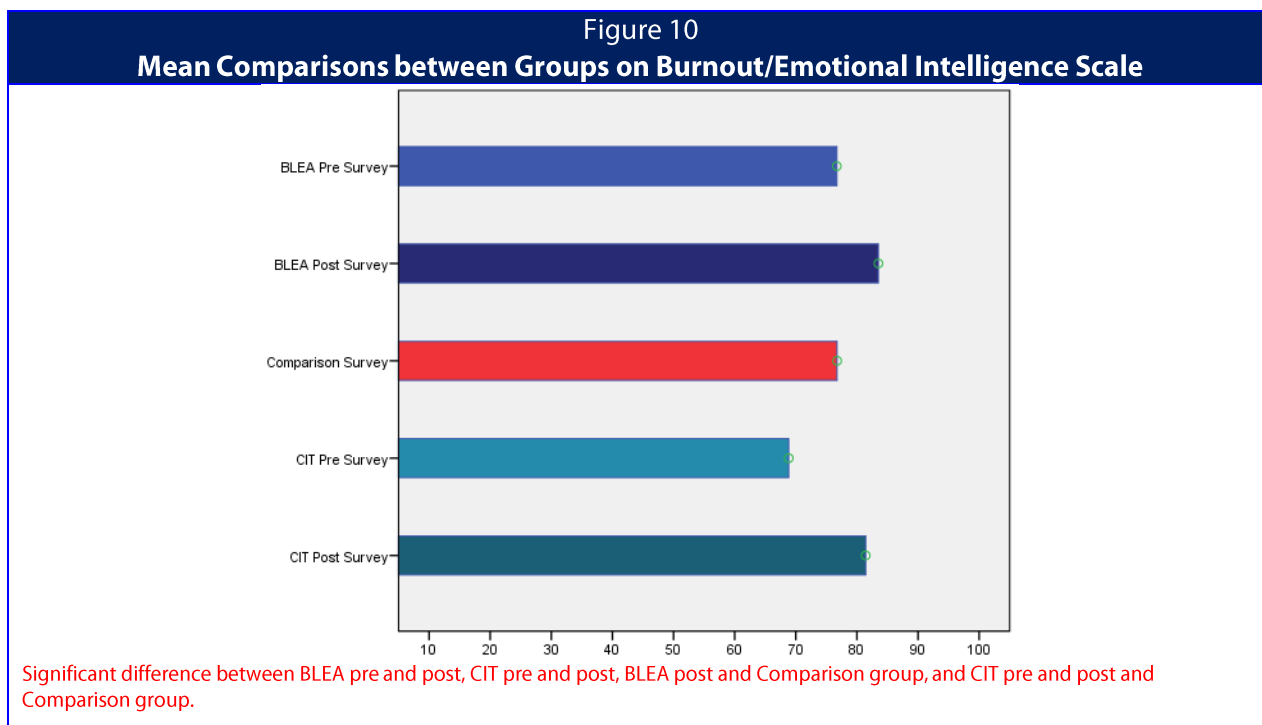
Variable Name	Item	Mean	SD	Min	Max
S5_1	<i>Department Leadership (i.e., Command Staff)</i>	61.4		0	100
S5_2	<i>My individual chain of command (i.e. Lieutenants, precinct leadership).</i>	59.4		0	100
S5_3	<i>My immediate supervisor (i.e. patrol sergeants)</i>	62.0		0	100
S5_4	<i>Patrol officers</i>	56.4		0	100

The results of a Principal Components Analysis (PCA) suggested the presence of a single underlying factor, with the largest drop in Eigenvalues between the first and second components to below 1.0. Cronbach’s Alpha for the full scale was equal to .87, and specific item removal would yield no improvement in reliability.

Survey Results

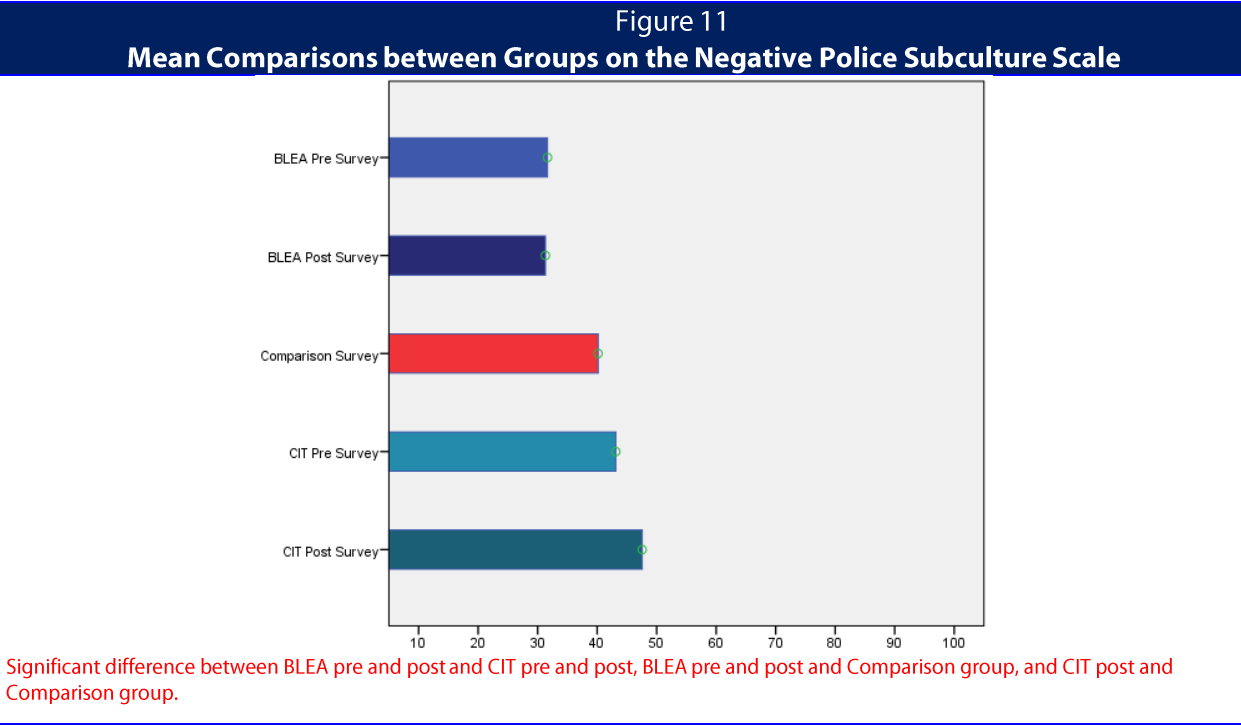
One-way analysis of variance (ANOVA) and post hoc Tukey comparisons were conducted to determine the differences between all groups – BLEA pre/post, Comparison, and CIT pre/post to determine whether or not there was a significant effect of the BLEA training curriculum on knowledge and attitudes reflective of the cultural shift at the WSCJTC.

One-way analysis of variance (ANOVA) yielded significant variation between test groups on the **Burnout/Emotional Intelligence Scale** ($p < .05$). A post hoc Tukey HSD test was conducted to compare each test group to all other test groups. Post hoc analysis using the Tukey HSD test indicated that the mean score for the BLEA Post group ($M=83.51, SD=11.065$) was significantly different than the groups representing CIT Pre ($M=68.66, SD=15.081$), BLEA Pre ($M=76.71, SD=14.867$), and the Comparison group ($M=76.76, SD=14.184$) at $p < .05$. Post hoc Tukey analysis also shows a significant difference between the CIT pre and post-surveys. However, CIT Post ($M=81.16, SD=12.689$) did not significantly differ from the BLEA Post Group. These results show a significant increase in ratings on the Burnout/Emotional Intelligence Scale for the BLEA group after completing the academy training and for the CIT group after completing the CIT-40 hour training with both the BLEA and CIT groups giving higher ratings on the Burnout/Emotional Intelligence Scale than the Comparison group. However there was no significant difference in ratings on the Burnout/Emotional Intelligence Scale between the BLEA and CIT groups. See Figure 10 and Table 15 for mean comparisons between Groups on the Burnout/Emotional Intelligence Scale.



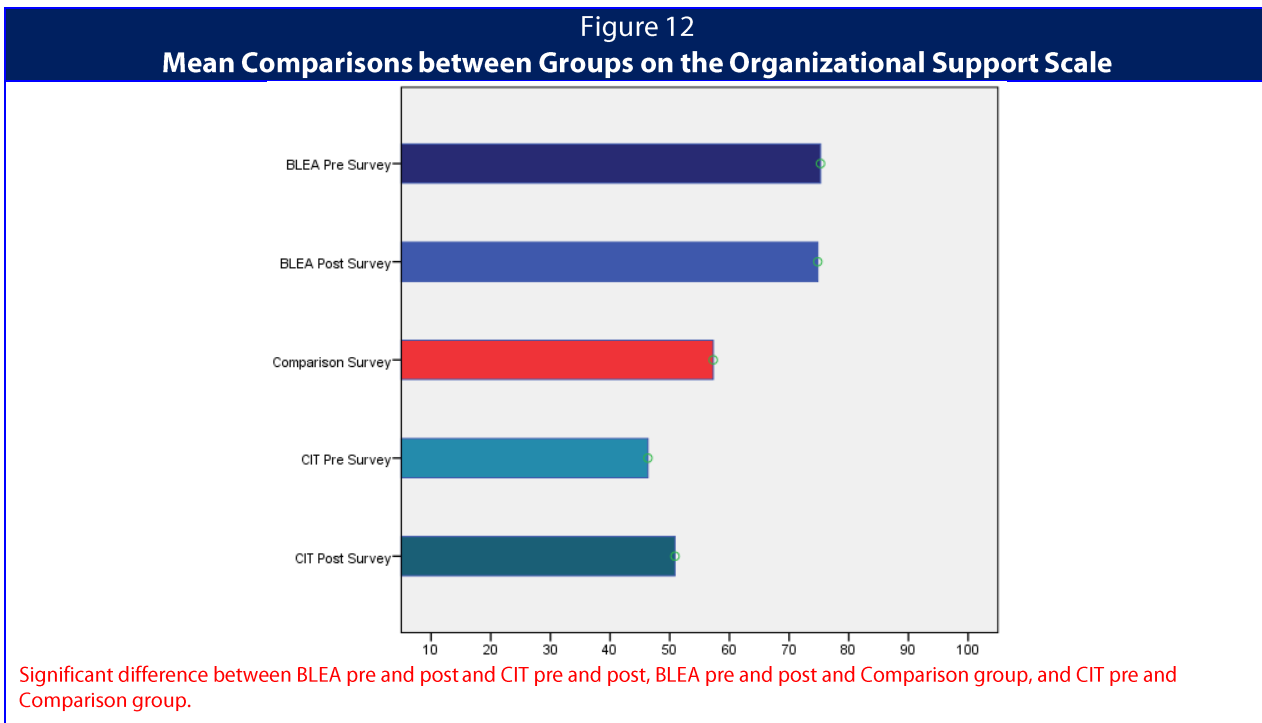
SCALE	Group	N	M	SD
BURNOUT/EMOTIONAL INTELLIGENCE SCALE	BLEA PRE	289	76.71	14.867
	BLEA POST	104	83.51	11.065
	COMPARISON	1015	76.76	14.184
	CIT PRE	88	68.85	14.780
	CIT POST	80	81.73	12.721
F = 14.748, (df) = 4, p = .000				

A one-way ANOVA exhibited significant variation between test groups on the **Negative Police Subculture Scale** ($p < .05$). Post hoc analysis using the Tukey HSD test indicated that the mean score for the BLEA Post group ($M=31.30, SD=15.134$) was significantly different than the CIT Pre ($M=42.59, SD=19.009$), CIT Post ($M=47.70, SD=16.401$), and Comparison ($M=40.15, SD=18.342$) groups. The mean ratings did not significantly differ between the BLEA Pre ($M=31.66, SD=14.988$) and BLEA Post groups. These results show that both the comparison group and CIT group gave significantly higher ratings on the Negative Police Subculture Scale than the BLEA group, that there was no change for the BLEA cadets on the Negative Police Subculture Scale after completion of academy training, and that the CIT group gave significantly higher ratings on the Negative Police Subculture Scale after completion of the CIT 40-hour training. See Figure 11 and Table 16 for mean comparisons between groups on the Negative Police Subculture Scale.



SCALE	Group	N	M	SD
NEGATIVE POLICE SUBCULTURE	BLEA PRE	209	31.66	14.988
	BLEA POST	76	31.30	15.134
	COMPARISON	765	40.15	18.342
	CIT PRE	75	43.13	19.186
	CIT POST	73	47.57	16.049
F = 19.193, (df) = 4, p = .000				

A one-way ANOVA yielded significant variation between test groups on the **Organizational Support Scale** ($p < .05$). Post hoc analysis using the Tukey HSD test indicated that the mean score for the BLEA Post group ($M=74.80, SD=16.254$) was significantly different than the CIT Pre ($M=46.62, SD=19.166$), CIT Post ($M=50.33, SD=17.596$), and Comparison ($M=57.28, SD=21.483$) groups. No significant difference in mean ratings was observed between BLEA Post and BLEA Pre ($M=75.27, SD=16.416$) groups. These results show that the BLEA group gave significantly higher ratings on the Organizational Support Scale than did the Comparison group and CIT group both before and after training and that there was no significant change in ratings for the BLEA or the CIT groups on the Organizational Support Scale after completion of training. See Figure 12 and Table 17 for mean comparisons between Groups on the Organizational Support Scale.



SCALE	Group	N	M	SD
ORGANIZATIONAL SUPPORT	BLEA PRE	252	75.27	16.416
	BLEA POST	89	74.80	16.254
	COMPARISON	960	57.30	21.483
	CIT PRE	84	46.84	19.862
	CIT POST	75		16.978

				50.43
F = 65.919, (df) = 4, p = .000				

A one-way ANOVA suggests significant variation between test groups on the **Guardianship Empathy Scale** ($p < .05$). However, post hoc analysis using the Tukey HSD test indicates no significant difference between the mean score for the BLEA Post group ($M=77.58, SD=14.626$) and the groups representing CIT Pre ($M=72.55, SD=12.982$), CIT Post ($M=73.86, SD=14.561$), BLEA Pre ($M=77.95, SD=13.322$), and Comparison group ($M=75.93, SD=13.860$). These results show that there was no significant difference between the BLEA and comparison groups on the Guardianship/Empathy Scale before or after training. However, the BLEA group gave higher ratings on the Guardianship/Empathy Scale than did the CIT group prior to training. This difference was not significant upon completion of training with the CIT group giving slightly higher (though not significantly different) ratings on the Guardianship/Empathy Scale upon completion of training. See Figure 13 and Table 18 for mean comparisons between Groups on the Guardianship/Empathy Scale.

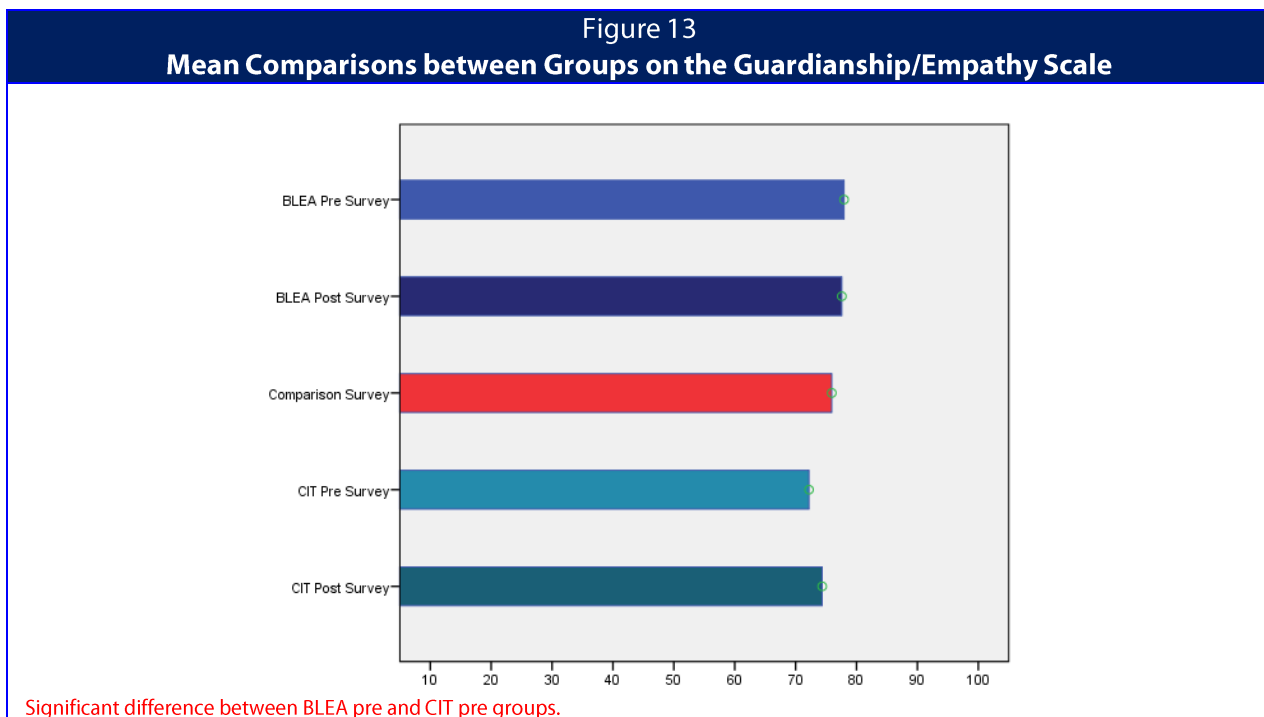


Table 18
Mean Comparisons between Groups on **Guardianship/Empathy and One-Way ANOVA**

SCALE	Group	N	M	SD
GUARDIANSHIP/EMPATHY	BLEA PRE	237	77.95	13.322
	BLEA POST	84	77.58	14.626
	COMPARISON	877	75.95	13.847
	CIT PRE	85	72.44	12.843
	CIT POST	73	74.14	14.762
F = 3.134, (df) = 4, p = .014				

Examining the testing groups through a one-way ANOVA, The **Guardianship/Respect Scale** did not demonstrate a significant effect at the $p < .05$ level [$F(4, 1297) = .731, p = 0.571$]. These results

show that there was no significant difference between the BLEA, CIT, or Comparison groups on the Guardianship/Respect Scale before and after training. See Figure 14 and Table 19 for mean comparisons between groups on the Guardianship/Respect Scale.

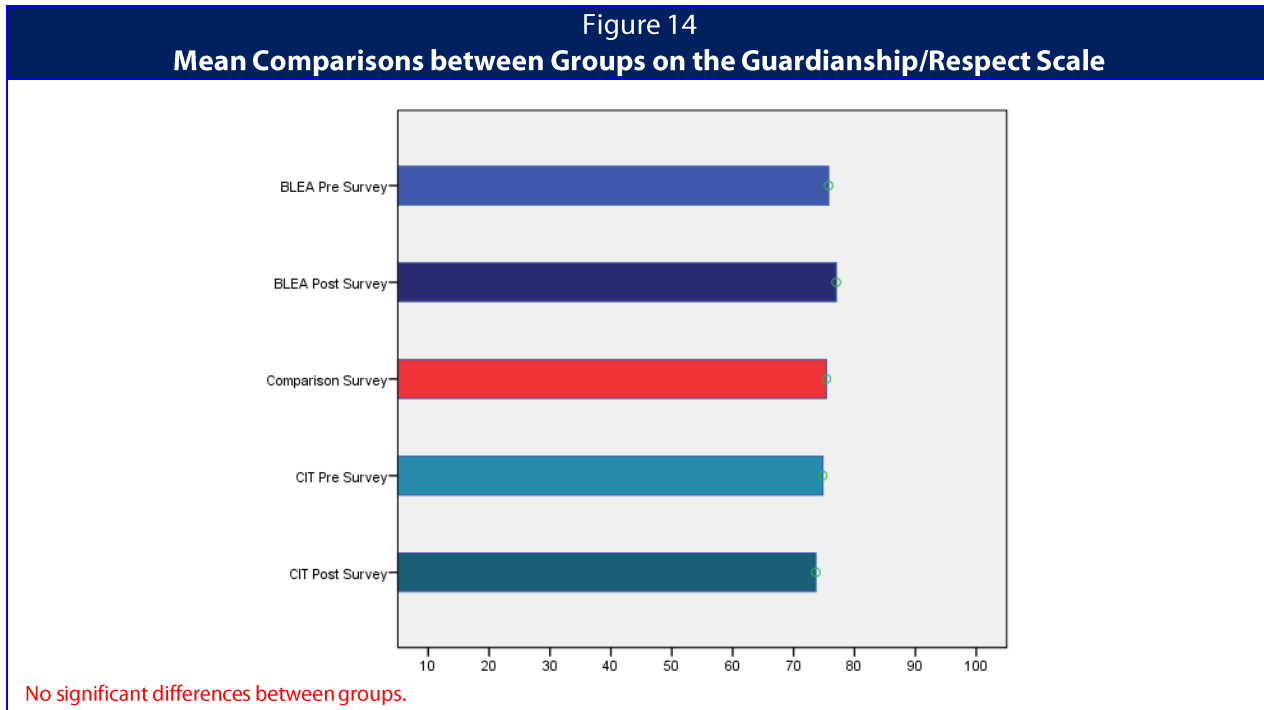
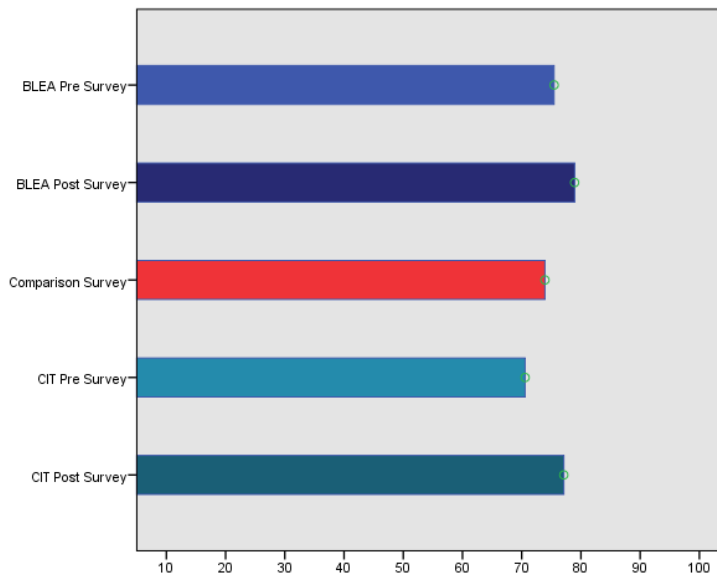


Table 19
Mean Comparisons between Groups on Guardianship/Respect and One-Way ANOVA

SCALE	Group	N	M	SD
GUARDIANSHIP/RESPECT	BLEA PRE	233	75.74	11.815
	BLEA POST	82	76.99	12.405
	COMPARISON	837	75.40	12.555
	CIT PRE	82	75.00	10.992
	CIT POST	70	73.37	13.611
F = .731, (df) = 4, p = .571				

A one-way ANOVA yielded significant variation between test groups on the Social Tactics Scale ($p < .05$). Post hoc analysis using the Tukey HSD test indicates that the mean score for the BLEA Post group ($M=78.94, SD=12.958$) is significantly different from the CIT Pre ($M=71.19, SD=12.568$) and Comparison groups ($M=73.93, SD=13.949$). No significant difference was observed between the mean of the BLEA Post group and CIT Post ($M=76.17, SD=14.311$) and BLEA Pre ($M=75.46, SD=15.004$) groups. These results show that the BLEA group gave higher ratings on the Social Tactics Scale than did the Comparison Group after BLEA cadets completed training and that the BLEA group gave higher ratings on the Social Tactics Scale than did the CIT group prior to training. This difference between BLEA and CIT groups was not significant when the CIT group completed training with the CIT group giving significantly higher ratings on the Social Tactics Scale upon completion of training. See Figure 15 and Table 20 for mean comparisons between groups on the Social Tactics Scale.

Figure 15
Mean Comparisons between Groups on the Social Tactics Scale



Significant difference between BLEA pre and post and CIT pre, BLEA post and Comparison group, and CIT pre and post.

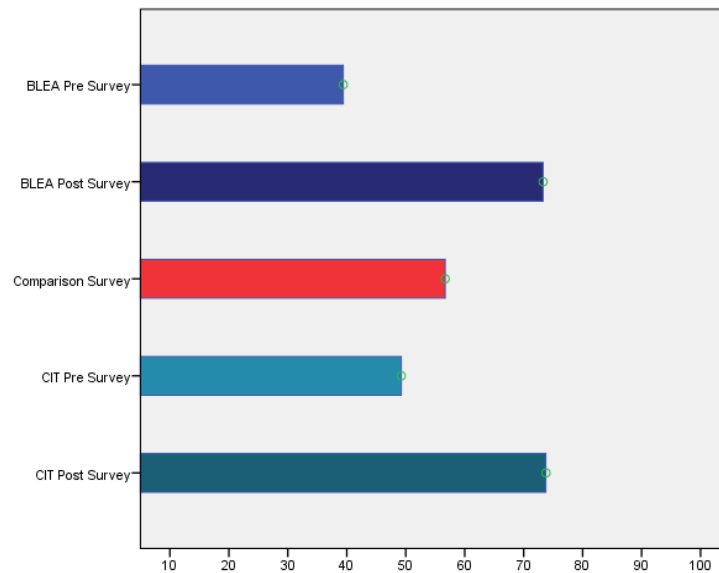
Table 20
Mean Comparisons between Groups on Social Tactics and One-Way ANOVA

SCALE	Group	N	M	SD
SOCIAL TACTICS	BLEA PRE	273	75.46	15.004
	BLEA POST	99	78.94	12.958
	COMPARISON	1008	73.93	13.938
	CIT PRE	89	70.74	12.497
	CIT POST	82	77.08	14.234
F = 4.669, (df) = 4, p = .001				

A one-way ANOVA yielded significant variation between test groups on the **CIT Support Scale** ($p < .05$). Post hoc analysis using a Tukey HSD test indicated a significant difference between the mean score for the BLEA Post group ($M=73.30, SD=15.981$) and the CIT Pre ($M=62.71, SD=20.128$), BLEA Pre ($M=39.39, SD=25.699$), and Comparison ($M=56.68, SD=26.126$) groups. Tukey HSD results show no significant difference between the BLEA Post group and the CIT Post ($M=72.43, SD=20.480$) group. These results show that both the BLEA and CIT groups rated items on the CIT Support Scale significantly higher after completion of training, that there was no significant difference in ratings of CIT Support between the BLEA and CIT groups upon completion of training, and that both the BLEA and CIT groups rated items on the CIT Support Scale significantly lower than the Comparison group prior to training but significantly higher than the Comparison Group after training showing a strong training effect for both the BLEA and CIT training on ratings of CIT Support. See Figure 16 and Table 21 for mean comparisons between groups on the CIT Support Scale.

Figure 16

Mean Comparisons between Groups on the CIT Support Scale



Significant difference between BLEA pre and post, CIT pre and post, BLEA pre and post and Comparison group, BLEA pre and post and CIT pre, and CIT pre and post and Comparison group.

Table 21

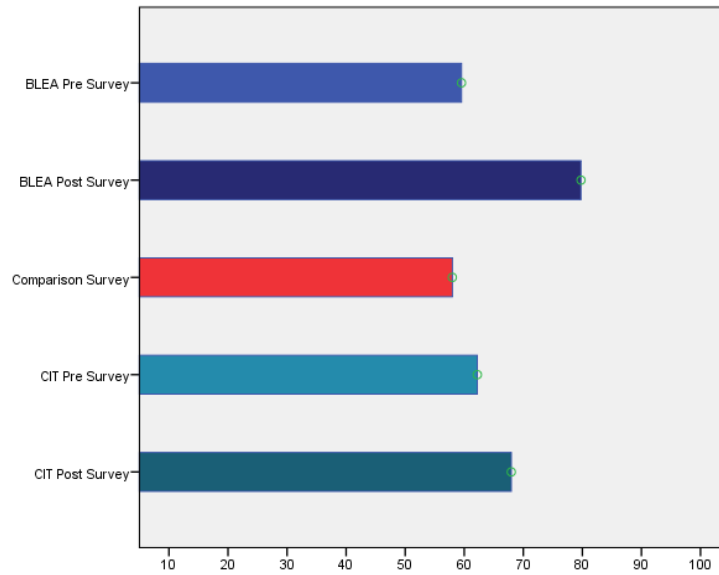
Mean Comparisons between Groups on CIT Support and One-Way ANOVA

SCALE	Group	N	M	SD
CIT SUPPORT	BLEA PRE	281	39.39	25.699
	BLEA POST	105	73.30	15.981
	COMPARISON	1103	56.72	26.118
	CIT PRE	97	49.84	23.003
	CIT POST	82	73.66	19.756
F = 54.267, (df) = 4, p = .000				

A one-way ANOVA yielded significant variation between test groups on the **CIT Organizational Value Scale** ($p < .05$). Post hoc analysis using a Tukey HSD test indicated a significant difference between the mean score for the BLEA Post group ($M=79.76, SD=19.187$) and CIT Pre ($M=62.71, SD=20.128$), CIT Post ($M=67.13, SD=22.181$), BLEA Pre ($M=59.53, SD=30.806$), and Comparison ($M=57.99, SD=27.072$) groups. These results show that BLEA cadets rated the CIT Organizational Support Scale significantly higher upon completion of training and that the BLEA group's ratings after training on the CIT Organizational Support Scale was significantly higher than the ratings of the Comparison Group and CIT groups' ratings on the CIT Organizational Support Scale and that this significant training effect on ratings on the CIT Organizational Support Scale was only reflected in the BLEA group ratings and did not occur for the CIT group upon completion of the CIT 40-hour training. See Figure 17 and Table 22 for mean comparisons between groups on the Burnout/Emotional Intelligence Scale.

Figure 17

Mean Comparisons between Groups on the CIT Organizational Value Scale



Significant difference between BLEA pre and post, BLEA post and CIT pre and post and Comparison group, and CIT post and Comparison group.

Table 22

Mean Comparisons between Groups on CIT Organizational Value and One-Way ANOVA

SCALE	Group	N	M	SD
CIT ORGANIZATIONAL VALUE	BLEA PRE	270	59.53	30.806
	BLEA POST	92	79.76	19.187
	COMPARISON	1056	58.01	27.051
	CIT PRE	98	62.36	20.240
	CIT POST	82	67.93	22.085
F = 15.805, (df) = 4, p = .000				

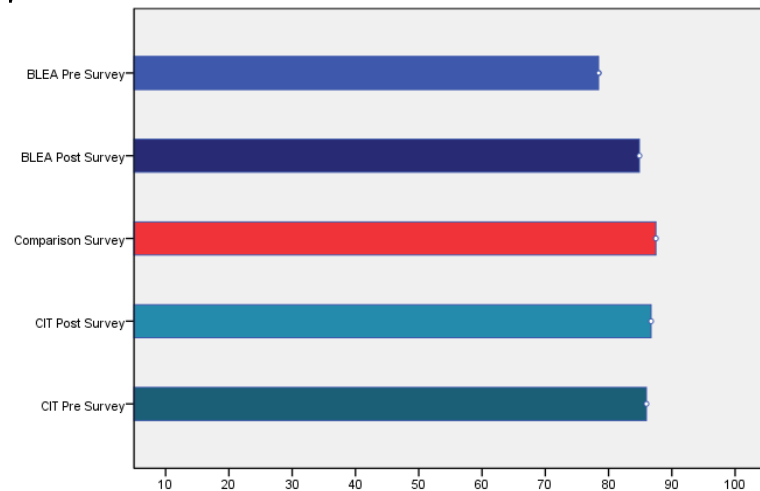
One way ANOVAs were conducted to compare group mean ratings on responses to items regarding incidents involving behavioral crisis and three CIT scenarios as a measure of their knowledge and perceptions of and ability to respond to incidents involving behavioral crisis. Table 23 shows comparison of mean ratings between groups on survey question items regarding Incidents Involving Behavioral Crisis and Tables 24-26 show comparisons of mean ratings on the three sets of CIT scenario questions.

Post hoc analysis using a Tukey HSD test on behavioral crisis items indicate a significant difference between the mean score for BLEA cadet ratings of the item *“Incidents involving individuals in behavioral crisis are a standard part of patrol work”* prior to training with BLEA cadets rating higher agreement with the item ($M=84.9, SD=18.6$) after completion of training as compared to prior to training ($M=78.4, SD=20.7$). The other groups – Comparison and the CIT group (both pre and post) rated this item higher than the BLEA group prior to training and the CIT responses did not significantly differ after completion of the CIT 40-hour training. On the item *“Calls involving persons who are experiencing behavioral crisis are dangerous,”* results show a significant difference between BLEA cadet responses after completion of the training ($M=80.3, SD=19.5$) as compared to prior to training ($M=70.3, SD=22.8$) and a significant difference between BLEA cadets prior to training and the comparison group ($M=83.6, SD=18.3$) but no significant difference between the BLEA responses and

the Comparison group after completion of training. Results also show a significant difference between the CIT group (which did not significantly differ upon completion of the CIT 40-hour training) and the Comparison group with the CIT group rating the item with less agreement. On the item *"I am confident in my ability to handle calls involving persons in behavioral crisis,"* results show a significant increase in BLEA group ratings after completion of the training ($M=79.1, SD=20.1$) as compared to before training ($M=66.2, SD=28.1$), a significant difference between BLEA cadet ratings prior to training and ratings of the Comparison ($M=83.9, SD=16.0$) and CIT group (both pre ($M=73.4, SD=18.6$) and post training ($M=80.7, SD=17.4$) and no significant difference between the BLEA group ratings and the Comparison and CIT groups after completion of BLEA training. Results show a significant difference between CIT groups (pre ($M=45.0, SD=26.8$) and post ($M=45.4, SD=28.0$)) and BLEA group (pre ($M=56.9, SD=30.8$) and post ($M=63.9, SD=27.9$)) on the item *"I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events"* with the CIT group rating this item with less agreement. On the item *"My training indicates that it is important to resolve incidents involving persons in behavioral crisis quickly,"* results show a significant difference between the BLEA cadet ratings prior to training ($M=59.9, SD=29.2$) and after training ($M=56.3, SD=29.7$) in comparison with the CIT group ratings prior to ($M=48.8, SD=28.0$) and after training ($M=37.5, SD=30.6$) with the CIT groups rating the item with less agreement. These results show that there was no significant difference between the BLEA and comparison group but that there was a training effect for BLEA in terms of educating cadets regarding the standard nature of incidents involving behavioral crisis in patrol work and confidence in handling calls involving behavioral crisis incidents and that the CIT group places less importance than both the Comparison and BLEA groups on handling crisis calls quickly (See Figure 18 and Table 23 and Mean Comparisons between Groups on Incidents Involving Behavioral Crisis Items).

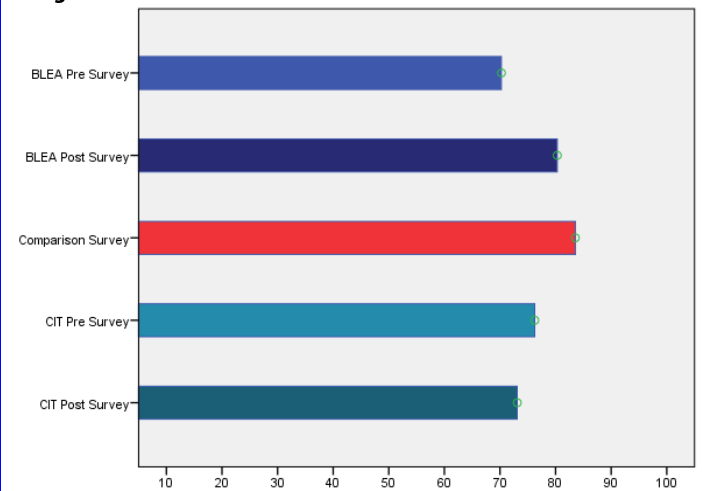
Figure 18
Mean Comparisons between Groups on the Behavioral Crisis Items

Incidents involving individuals in behavioral crisis are a standard part of patrol work.



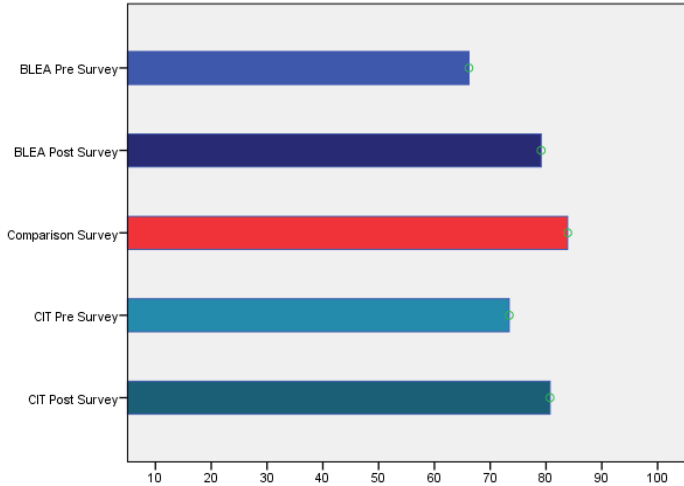
Significant difference between BLEA pre and post and BLEA pre and other groups.

Calls involving persons who are experiencing behavioral crisis are dangerous.



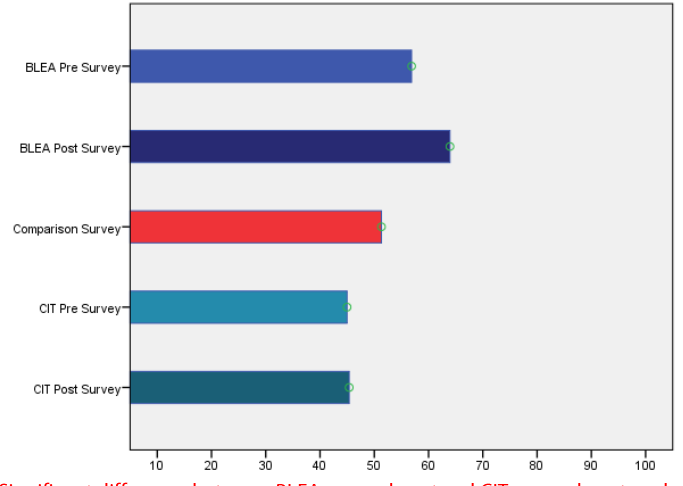
Significant difference between BLEA pre and post, BLEA pre and Comparison, Comparison and CIT pre and post groups.

I am confident in my ability to handle calls involving persons in behavioral crisis.



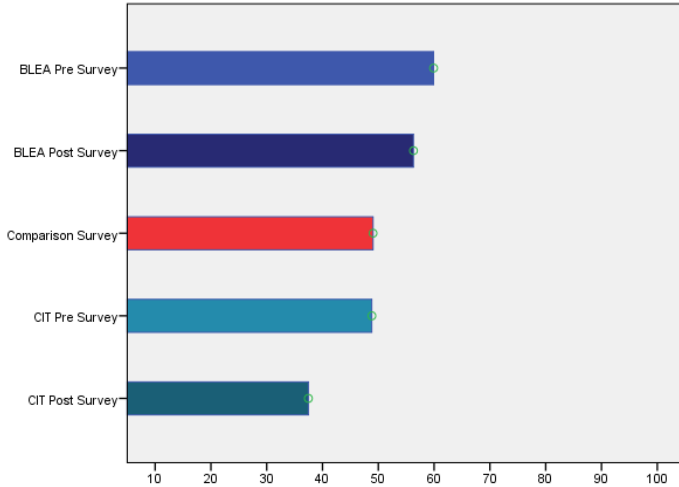
Significant difference between BLEA pre and post, BLEA pre and Comparison, BLEA and CIT pre and post, and CIT pre and Comparison group.

I feel recognition and respect from the department for my skills in de-escalating behavioral crisis incidents.



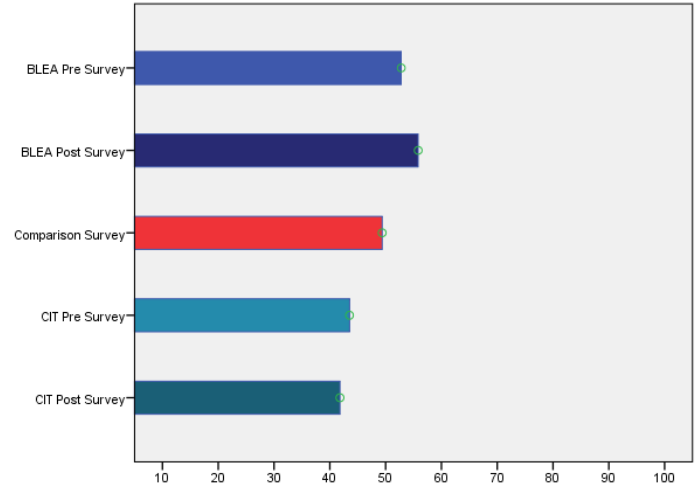
Significant difference between BLEA pre and post and CIT pre and post, and BLEA post and Comparison group.

My training indicates that it is important to resolve incidents involving persons in behavioral crisis quickly.



Significant difference between BLEA pre and CIT pre and post, BLEA post and CIT post, Comparison group and CIT post group.

Most supervisors expect patrol officers to resolve incidents involving behavioral crisis quickly.



Significant difference between BLEA pre and CIT post and BLEA post and CIT pre and post.

My agency expects patrol officers to resolve incidents involving behavioral crisis quickly.

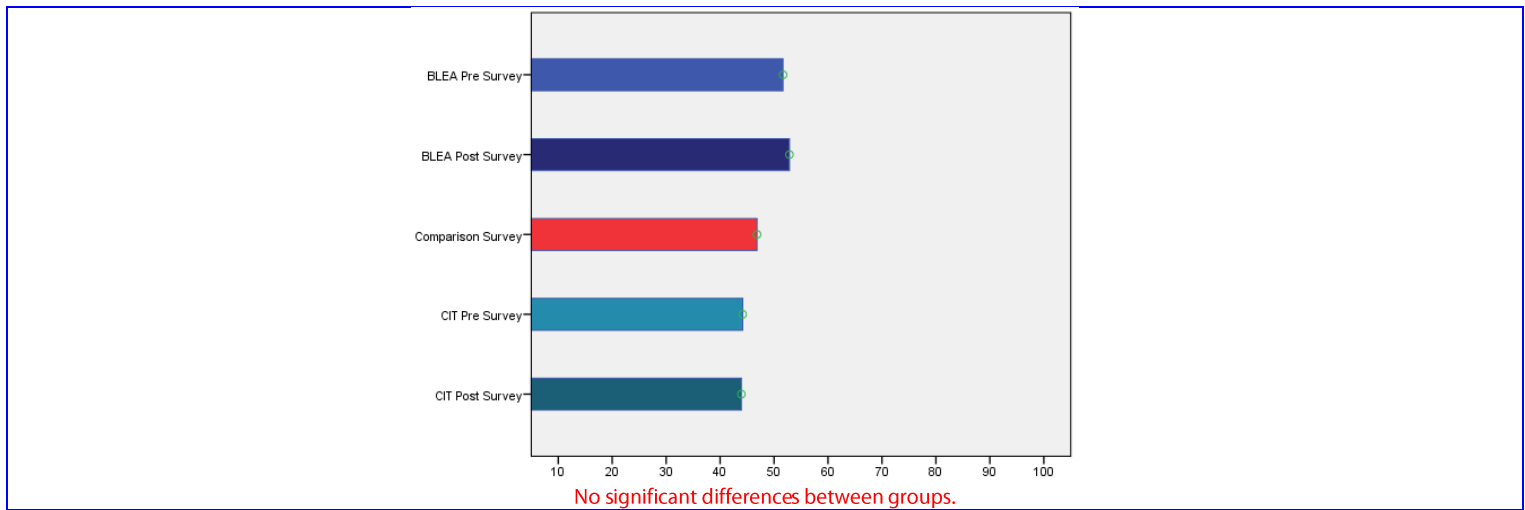


Table 23
One-Way ANOVA
Mean Comparisons between Groups on Incidents Involving Behavioral Crisis Items (N=1760)

Scale	BLEA Pre (N=312)		BLEA Post (N=107)		Comparison (N=1156)		CIT Pre (N=97)		CIT Post (N=85)		F (df), Sig.
	M (SD)	n (%N)	M (SD)	n (%N)	M (SD)	n (%N)	M (SD)	n (%N)	M (SD)	n (%N)	
Incidents involving individuals in behavioral crisis are a standard part of patrol work.	78.4 (20.7)	312 (100)	84.9 (18.6)	105 (98.1)	87.5 (17.0)	1130 (97.8)	86.0 (16.4)	97 (100)	86.7 (17.4)	85 (100)	15.9 (4), p=.000***
Calls involving persons who are experiencing behavioral crisis are dangerous.	70.3 (22.8)	312 (100)	80.3 (19.5)	105 (98.1)	83.6 (18.3)	1132 (97.9)	76.3 (18.6)	97 (100)	73.1 (20.4)	85 (100)	32.8 (4), p=.000***
I am confident in my ability to handle calls involving persons in behavioral crisis.	66.2 (28.1)	307 (98.4)	79.1 (20.1)	105 (98.1)	83.9 (16.0)	1129 (97.7)	73.4 (19.1)	97 (100)	80.7 (17.4)	85 (100)	54.1 (4), p=.000***
I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events.	56.9 (30.8)	285 (91.3)	63.9 (27.9)	95 (88.8)	51.3 (31.7)	1057 (91.4)	45.0 (26.8)	89 (91.8)	45.4 (28.0)	83 (96.5)	7.5 (4), p=.000***
My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly.	59.9 (29.2)	287 (92.0)	56.3 (29.7)	102 (86.0)	49.1 (30.4)	1077 (93.2)	48.8 (28.0)	95 (97.9)	37.5 (30.6)	84 (98.8)	12.6 (4), p=.000***
Most supervisors expect patrol officers to resolve incidents involving persons in behavioral crisis quickly.	52.8 (28.6)	285 (91.3)	56.3 (29.7)	102 (95.3)	49.4 (29.5)	1058 (91.5)	43.5 (27.9)	93 (95.9)	41.8 (27.9)	81 (95.2)	4.4 (4), p=.002**
My agency expects patrol officers to resolve incidents involving persons in behavioral crisis quickly.	51.7 (28.4)	279 (89.4)	52.9 (29.4)	88 (82.2)	46.8 (29.9)	1030 (89.1)	44.2 (27.0)	90 (92.8)	43.9 (28.7)	81 (95.2)	2.8 (4), p=.024*

Note: *p < .001, **p < .01, *p < .05.**

Three CIT scenario question sets were included in the survey to measure the impact of the guardian-oriented training on interactions with individuals in behavioral crisis. Results from one way ANOVAs show significant differences between groups on most of the scenario question items for each of the question sets. The first scenario question involved an individual presenting with

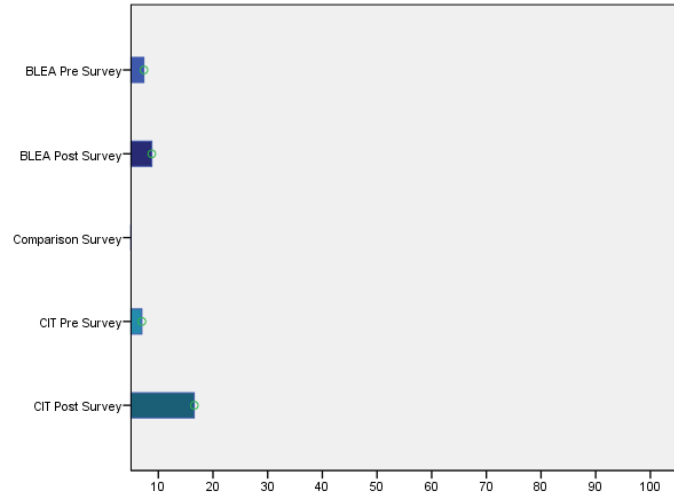
symptoms of depression and increased risk of suicide and suicide by cop. Responses in this scenario emphasized in WSCJTC CIT training include trying to establish rapport with the individual and assessment of the situation for the subject’s mental state, and de-escalation of the situation, and appropriate referral to crisis clinic or other resources. Post hoc analysis using a Tukey HSD test show significant differences between groups on some of the question items. Of particular importance were question items regarding assessment of the individual’s condition, de-escalation strategy, and disposition all of which show significant difference between groups (See Figure 19 and Table 24 and Mean Comparisons between Groups on Incidents Involving CIT Scenario #1).

Figure 19

Mean Comparisons between Groups on CIT Scenario #1 Items (Depression)

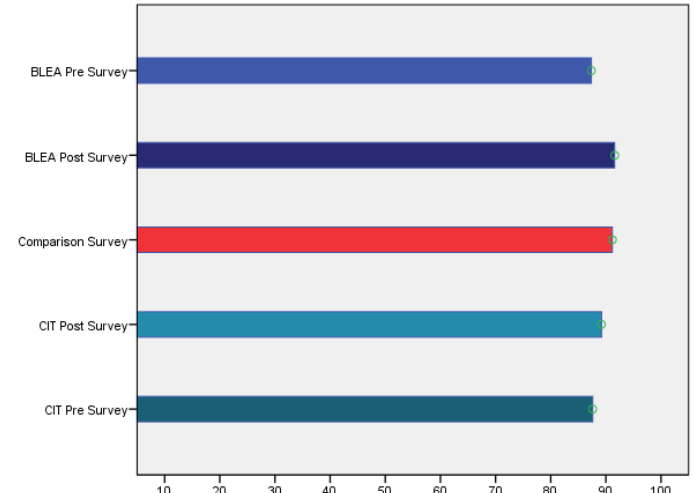
You are dispatched to a residence with the following information. Mr. N is a 30 year old male. His wife states that he has locked himself in the garage and won't come out. Mr. N's wife called the police because she doesn't know what he is going to do in there and she is concerned for his well-being. Mr. N has been feeling unusually sad and miserable for the past few months. Even though he is tired all the time, he has had great difficulty sleeping. He hasn't been eating much and has lost weight. He couldn't keep his mind on his work and put off doing important client projects and as a result he was let go from his job today. The wife states she has also just discovered that he hasn't been paying household bills and she found a pile of collection letters and foreclosure warnings in his office.

Mr. N is exhibiting symptoms most associated with Dementia or Alzheimer's.



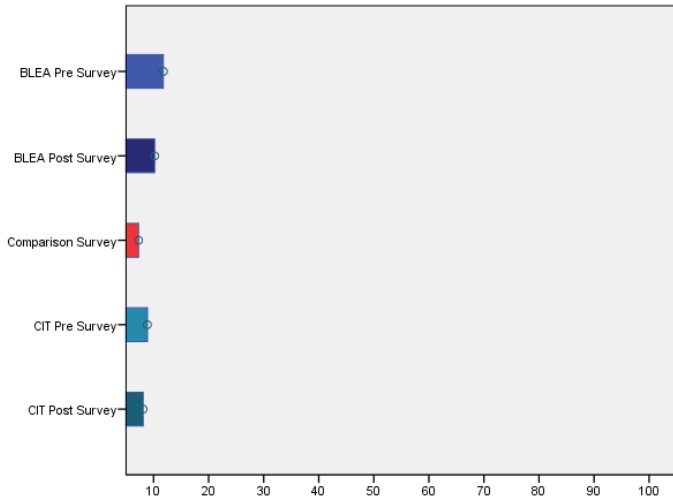
Significant difference between BLEA pre and post and CIT post, BLEA pre and Comparison group, CIT pre and post, and CIT post and Comparison group.

Mr. N is exhibiting symptoms most associated with Depression.



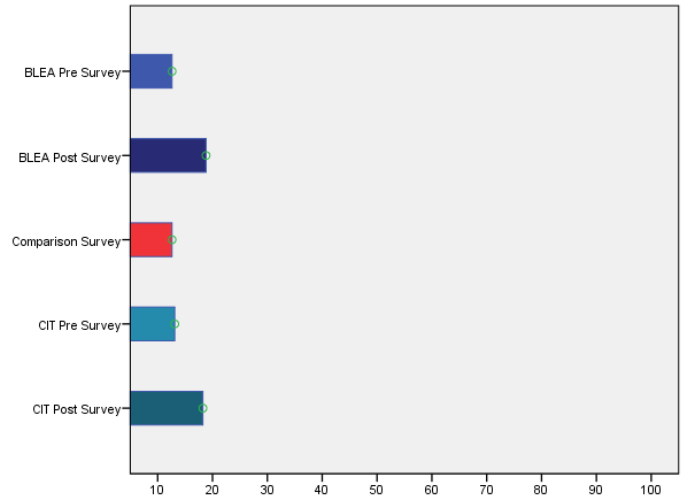
Significant difference between BLEA pre and post and BLEA pre and Comparison group.

Mr. N is exhibiting symptoms most associated with Schizophrenia.



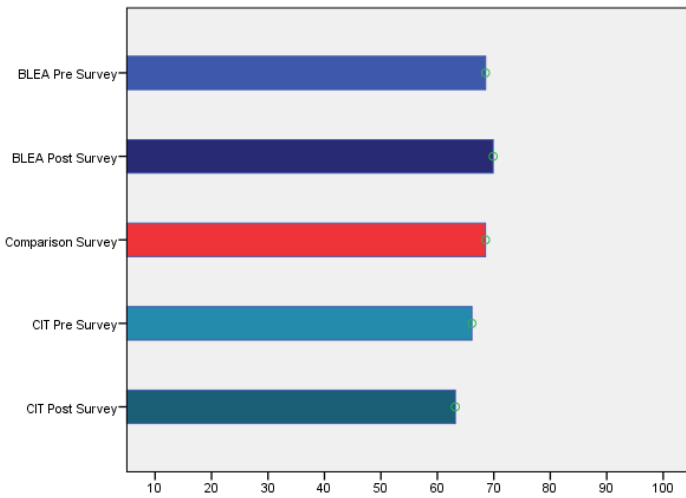
Significant difference between BLEA pre and Comparison group.

You determine there is no increased risk that Mr. N might attempt suicide.



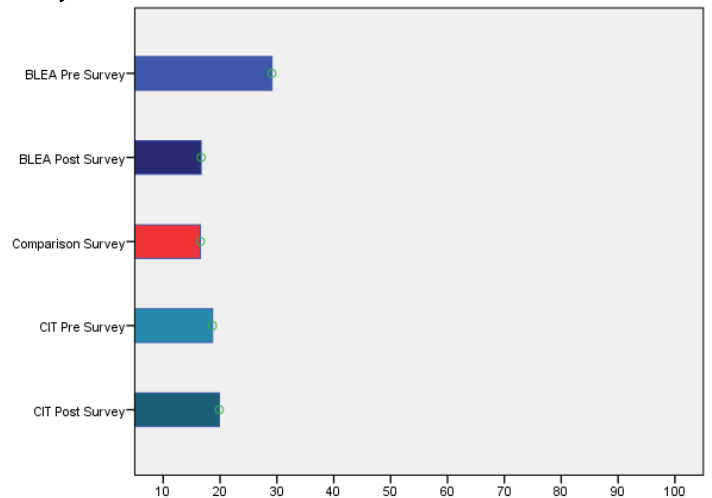
No significant differences between groups.

You determine that there is an increased risk that Mr. N might become aggressive and potentially attempt suicide-by-cop.



No significant differences between groups.

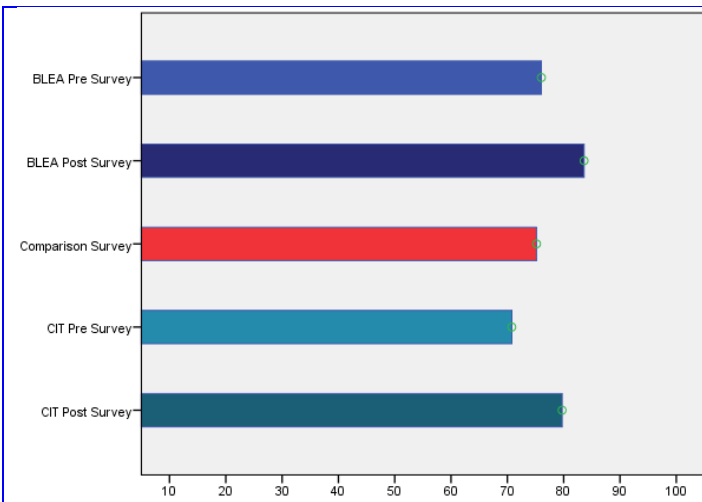
Your first priority upon arriving would be to gain entry to the garage in order to secure any weapons and to restrain Mr. N for his own safety.



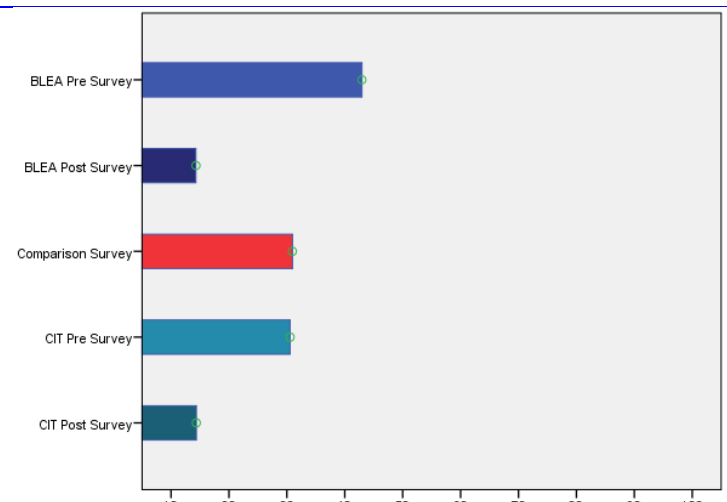
Significant difference between BLEA pre and post, BLEA pre and CIT pre, and BLEA pre and Comparison group.

Your first priority would be to attempt to engage with Mr. N through the garage door to assess the situation and his current mental state.

In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself.

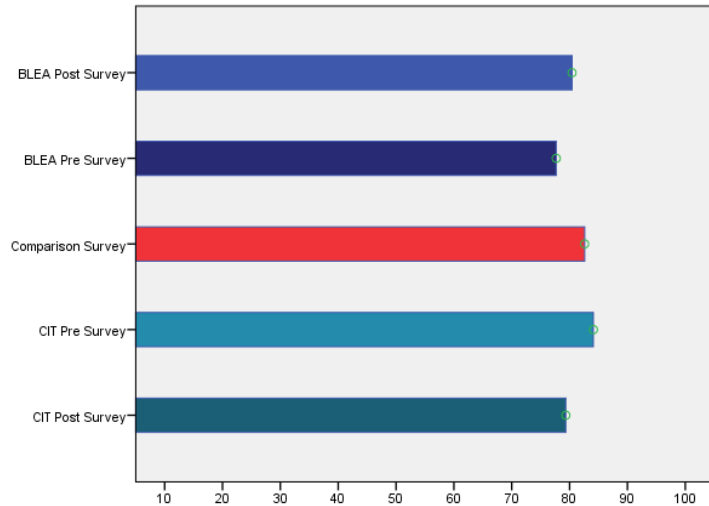


Significant difference between BLEA post and Comparison group and BLEA post and CIT pre.



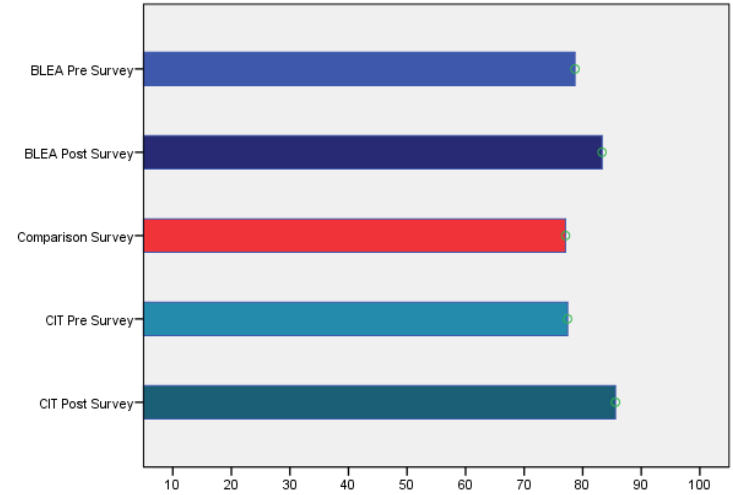
Significant difference between BLEA pre and post, CIT pre and post, BLEA pre and post and Comparison group, BLEA pre and post and CIT pre, BLEA pre and CIT post, and CIT post and Comparison group.

You would attempt to get Mr. N to open to door and step outside the garage so you can talk face to face.



Significant difference between BLEA pre and Comparison group.

Once you assess that Mr. N is not in imminent danger of self-harm. You give him the number for the Crisis Clinic 24 hour Crisis Line and suggest that it might be helpful for him to talk to someone.



No significant differences between groups.

Table 24

One-Way ANOVA

Mean Differences on CIT Scenario 1 (Depression) by Group (N=1760)

You are dispatched to a residence with the following information. Mr. N is a 30 year old male. His wife states that he has locked himself in the garage and won't come out. Mr. N's wife called the police because she doesn't know what he is going to do in there and she is concerned for his well-being. Mr. N has been feeling unusually sad and miserable for the past few months. Even though he is tired all the time, he has had great difficulty sleeping. He hasn't been eating much and has lost weight. He couldn't keep his mind on his work and put off doing important client projects and as a result he was let go from his job today. The wife states she has also just discovered that he hasn't been paying household bills and she found a pile of collection letters and foreclosure warnings in his office.

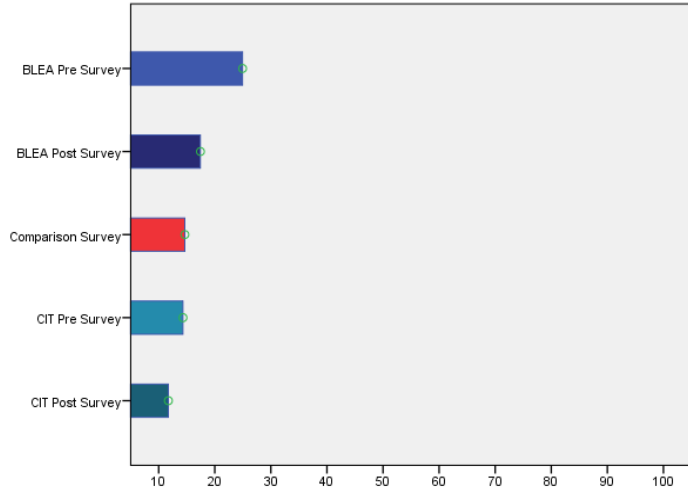
Scale	BLEA Pre (N=312)		BLEA Post (N=107)		Comparison (N=1156)		CIT Pre (N=97)		CIT Post (N=85)		F (df), Sig.
	M (SD)	n (%N)	M (SD)	n (%N)	M (SD)	n (%N)	M (SD)	n (%N)	M (SD)	n (%N)	

Mr. N is exhibiting symptoms most associated with Dementia or Alzheimer's	7.4 (15.6)	193 (61.9)	8.8 (21.9)	72 (67.3)	3.9 (10.5)	621 (53.7)	7.0 (15.9)	68 (70.1)	16.6 (29.4)	64 (75.3)	12.5 (4), p=.000***
Mr. N is exhibiting symptoms most associated with Depression.	87.4 (17.8)	310 (99.4)	91.6 (12.7)	102 (97.1)	91.2 (12.9)	1028 (88.9)	87.6 (15.1)	95 (97.9)	29.2 (18.0)	80 (94.1)	5.3 (4), p=.000***
Mr. N. is exhibiting symptoms most associated with Schizophrenia.	11.8 (20.0)	208 (66.7)	10.2 (19.4)	73 (69.5)	7.3 (15.3)	624 (54.0)	8.9 (14.8)	70 (72.2)	8.1 (14.6)	62 (72.9)	3.1 (4), p=.015*
You determine that there is no increased risk that Mr. N might attempt suicide.	12.6 (26.7)	224 (71.8)	18.8 (32.8)	79 (73.8)	12.6 (26.9)	651 (56.3)	13.1 (24.8)	73 (75.3)	18.2 (26.9)	71 (83.5)	1.5 (4), p=.193
You determine that there is an increased risk that Mr. N might become aggressive and potentially attempt suicide by cop.	68.5 (28.5)	304 (97.3)	69.9 (29.5)	97 (90.7)	68.5 (28.9)	991 (85.7)	66.1 (29.1)	93 (95.9)	63.1 (30.9)	77 (90.6)	.8 (4), p=.512
Your first priority upon arriving would be to gain entry to the garage in order to secure any weapons and to restrain Mr. N for his own safety.	29.1 (28.8)	258 (82.7)	16.7 (26.0)	79 (73.8)	16.6 (24.0)	725 (62.7)	18.9 (24.1)	78 (80.4)	19.9 (28.7)	71 (83.5)	11.9 (4), p=.000***
Your first priority would be to attempt to engage with Mr. N through the garage door to assess the situation and his current mental state.	76.0 (26.7)	295 (94.6)	83.6 (22.6)	100 (93.5)	75.2 (29.3)	982 (84.9)	70.1 (31.6)	93 (95.9)	79.7 (27.6)	76 (89.4)	3.1 (4), p=.016*
In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself.	43.0 (36.9)	267 (85.6)	14.3 (25.5)	78 (72.9)	31.0 (33.4)	812 (70.2)	30.6 (30.0)	82 (84.5)	14.4 (24.9)	69 (81.2)	17.9 (4), p=.000***
You would attempt to get Mr. N to open the door and step outside the garage so you can talk face to face.	77.7 (24.4)	304 (97.4)	80.4 (24.2)	100 (93.5)	82.6 (22.1)	1012 (87.5)	84.1 (18.5)	96 (99.0)	79.4 (28.5)	78 (91.8)	3.2 (4), p=.012*
Once you assess that Mr. N is not in imminent danger of self-harm, you give him the number for the Crisis Clinic 24 hour Crisis Line and suggest that it might be helpful for him to talk to someone.	78.7 (25.6)	302 (96.8)	83.3 (24.0)	100 (93.5)	77.1 (28.5)	990 (85.6)	77.4 (27.9)	94 (96.9)	85.6 (23.9)	77 (90.6)	2.7 (4), p=.028*
Note: ***p < .001, **p < .01, *p < .05.											

Figure 20
Mean Comparisons between Groups on CIT Scenario #2 Items (*Schizophrenia*)

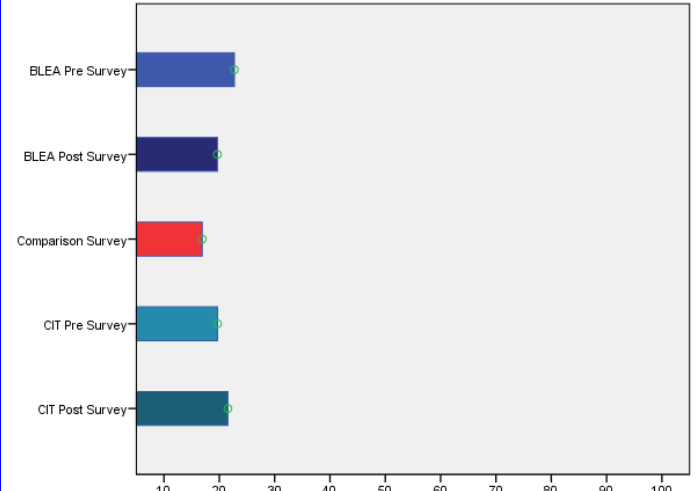
You and a partner are dispatched to an apartment residence with the following information. Building manager has called police because tenant Ms. S, age 23, has been throwing things against the walls and will not answer the door. Upon arrival at the building, you contact the manager, who informs you that Ms. S lives alone and is unemployed. Over the past several months, she has rarely been seen other than to occasionally look out her door. It is apparent that she has lost considerable weight and her appearance is disheveled and unclean. She rarely seems to go anywhere or see anyone. Neighbors have been complaining because they hear her walking around the room late at night and even though they know she is alone, they have heard her shouting and arguing as if someone else is in there. She has been heard yelling about people spying on her through the vents. The manager does not want her arrested, but wants her to quiet down.

Ms. S is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).



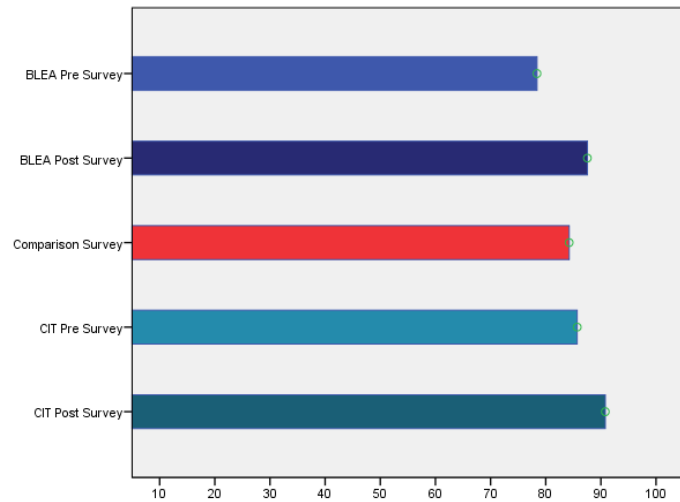
Significant difference between BLEA pre and CIT pre and post and Comparison group.

Ms. S is exhibiting symptoms most associated with Depression.



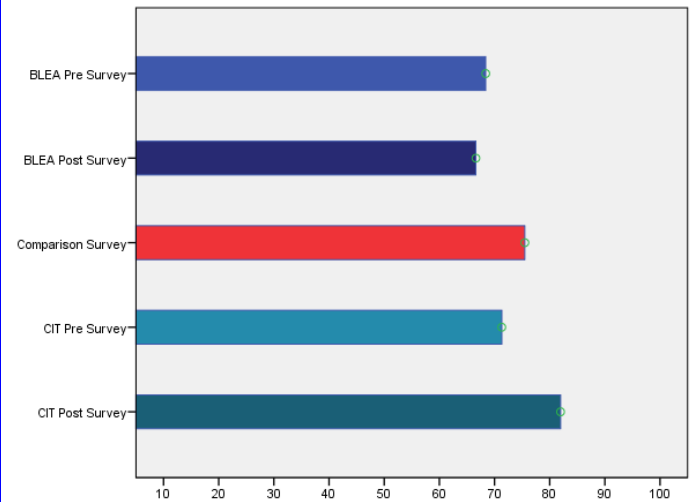
Significant difference between BLEA pre and Comparison group.

Ms. S is exhibiting symptoms most associated with Schizophrenia.



Significant difference between BLEA pre and post, BLEA pre and CIT pre and post, and BLEA pre and Comparison group.

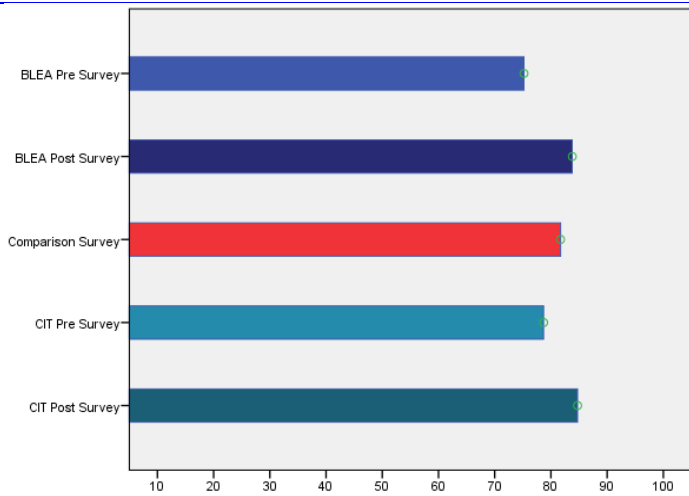
The voices Ms. S hears in her head suggest she is experiencing hallucinations.



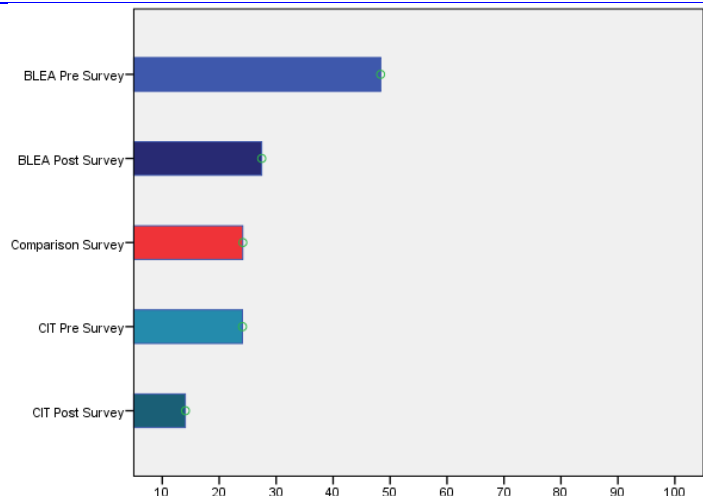
Significant difference between BLEA pre and post and CIT post and Comparison group.

Ms. S's belief that people are spying on her through the air vents suggest she is experiencing delusions.

In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her.

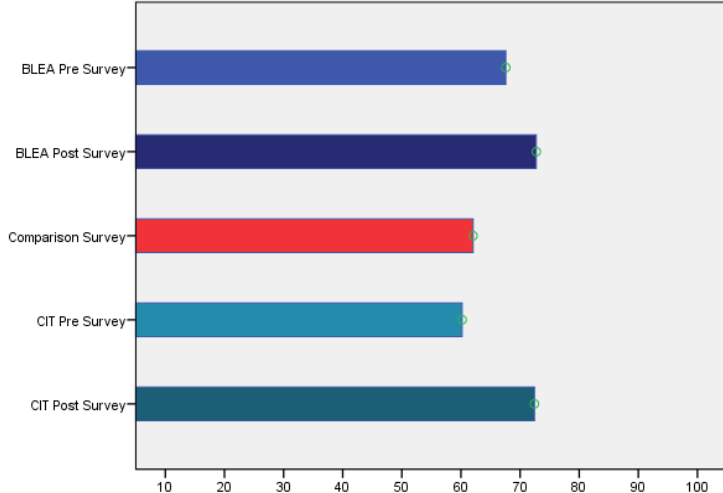


Significant difference between BLEA pre and post, BLEA pre and CIT post and Comparison group.



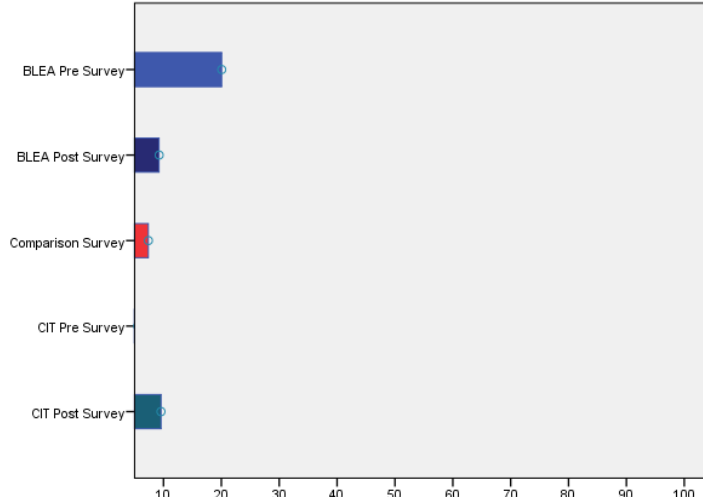
Significant difference between BLEA pre and post and BLEA pre and CIT pre and post and Comparison group.

In speaking with Ms. S, you should keep a safe distance, physically and emotionally, keeping a blade stance and informing her of what you are doing there and why.



Significant difference between BLEA post and CIT pre and Comparison group.

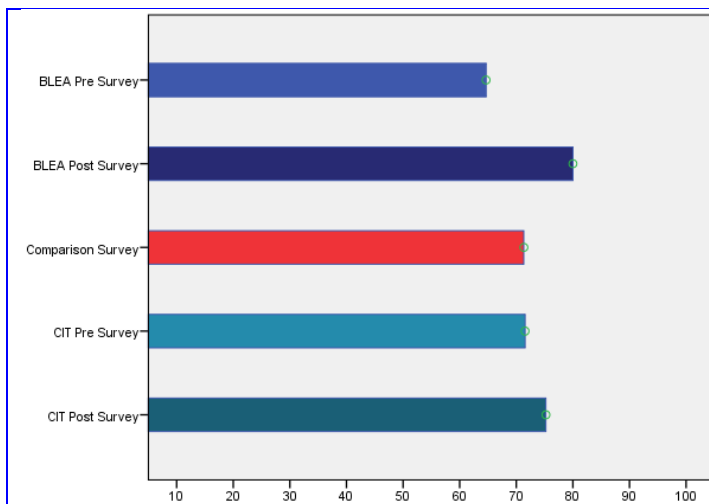
If Ms. S asks you if you hear the voices you should say yes in order to build a rapport with her.



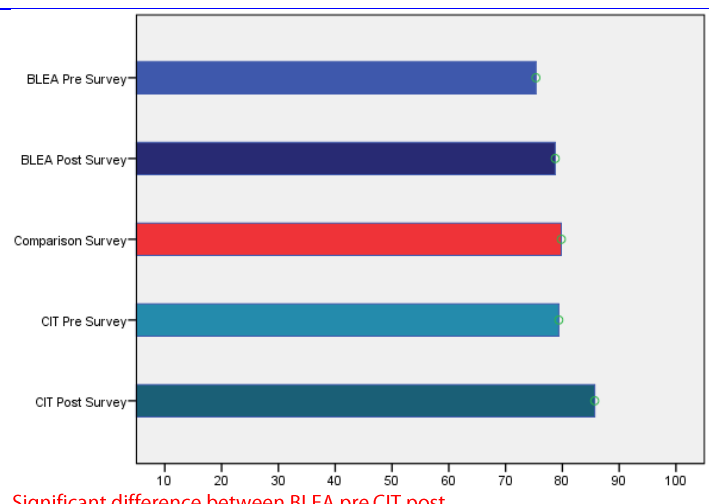
Significant difference between BLEA pre and post, BLEA pre and CIT pre and post and Comparison group.

Paraphrasing what Ms. S is saying back to her may help deescalate the situation.

You determine that since Ms. S is not an imminent danger to herself of others and call the Mobile Crisis Team (MCT) to respond to do a mental health evaluation.



Significant difference between BLEA pre and post, BLEA pre and CIT post and Comparison group.



Significant difference between BLEA pre CIT post.

Table 25
One-Way ANOVA
Mean Differences on CIT Scenario 2 (Schizophrenia) by Group (N=1760)

You and a partner are dispatched to an apartment residence with the following information. Building manager has called police because tenant Ms. S, age 23, has been throwing things against the walls and will not answer the door. Upon arrival at the building, you contact the manager, who informs you that Ms. S lives alone and is unemployed. Over the past several months, she has rarely been seen other than to occasionally look out her door. It is apparent that she has lost considerable weight and her appearance is disheveled and unclean. She rarely seems to go anywhere or see anyone. Neighbors have been complaining because they hear her walking around the room late at night and even though they know she is alone, they have heard her shouting and arguing as if someone else is in there. She has been heard yelling about people spying on her through the vents. The manager does not want her arrested, but wants her to quiet down.

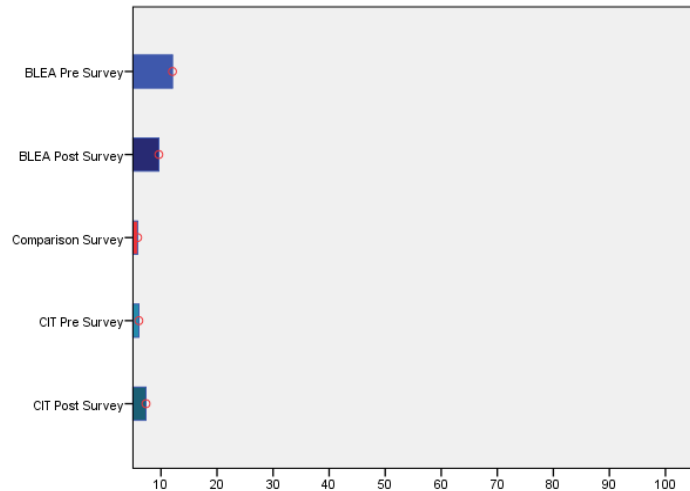
Scale	BLEA Pre (N=312)		BLEA Post (N=107)		Comparison (N=1156)		CIT Pre (N=97)		CIT Post (N=85)		F (df), Sig.
	M (SD)	n (%N)	M (SD)	n (%N)	M (SD)	n (%N)	M (SD)	n (%N)	M (SD)	n (%N)	
Ms. S is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).	25.0 (27.7)	236 (75.6)	17.4 (23.6)	73 (68.2)	14.7 (21.2)	678 (58.7)	14.3 (20.9)	73 (75.3)	11.7 (19.3)	68 (80.0)	10.2 (4), p=.000***
Ms. S is exhibiting symptoms most associated with Depression.	22.7 (26.5)	233 (74.7)	19.7 (27.8)	70 (65.4)	16.9 (24.3)	681 (58.9)	19.9 (24.1)	75 (75.3)	21.6 (28.2)	71 (83.5)	2.6 (4), p=.034*
Ms. S is exhibiting symptoms most associated with Schizophrenia.	78.4 (26.6)	300 (96.2)	87.6 (16.0)	98 (91.6)	84.3 (19.7)	1010 (87.4)	85.7 (16.3)	93 (95.9)	90.8 (14.4)	75 (88.2)	8.4 (4), p=.000***
The voices Ms. S hears in her head suggest she is experiencing hallucinations.	68.4 (29.1)	294 (94.2)	66.6 (35.5)	98 (91.6)	75.5 (25.7)	995 (86.1)	71.3 (29.6)	92 (94.8)	82.0 (23.8)	78 (91.7)	7.5 (4), p=.000***
Ms. S' belief that people are spying on her through the air vents suggest she is experiencing delusions.	75.2 (25.7)	301 (96.5)	83.8 (21.2)	99 (92.5)	81.7 (20.7)	1014 (87.7)	78.7 (22.2)	94 (96.9)	84.7 (23.1)	77 (90.6)	6.6 (4), p=.000***
In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her.	48.4 (35.6)	275 (88.1)	27.5 (37.0)	86 (80.4)	24.1 (31.4)	782 (67.6)	24.1 (31.7)	82 (84.5)	14.1 (25.7)	67 (78.8)	32.8 (4), p=.000***
In speaking with Ms. S, you should keep a safe distance physically and emotionally,	67.5 (28.7)	291 (93.3)	72.7 (29.2)	96 (89.7)	62.0 (31.4)	959 (83.0)	60.2 (32.6)	89 (91.8)	72.4 (29.3)	75 (88.2)	5.6 (4), p=.000***

keeping a blade stance and informing her what you are doing there and why.											
If Ms. S asks you if you hear the voices, you should say yes in order to build rapport with her.	20.1 (27.4)	239 (76.6)	9.2 (20.8)	75 (70.1)	7.4 (16.5)	685 (59.3)	4.1 (6.0)	71 (73.2)	9.6 (16.2)	67 (78.8)	21.3 (4), p=.000***
Paraphrasing what Ms. S is saying back to her may help deescalate the situation.	64.7 (29.2)	290 (92.9)	80.0 (21.5)	97 (90.7)	71.3 (26.2)	992 (85.8)	71.6 (24.5)	94 (96.9)	75.2 (25.1)	78 (91.7)	7.6 (4), p=.000***
You determine that Ms. S is not an imminent danger to herself or others and call the Mobile Crisis Team (MCT) to respond to do a mental health evaluation.	75.4 (27.8)	202 (64.7)	78.7 (28.4)	98 (91.6)	79.8 (26.9)	983 (85.0)	79.4 (26.8)	95 (97.9)	85.7 (21.6)	77 (90.6)	2.7 (4), p=.027*
Note: ***p < .001, **p < .01, *p < .05.											

Figure 20
Mean Comparisons between Groups on CIT Scenario #3 Items (*Dementia/Alzheimer's*)

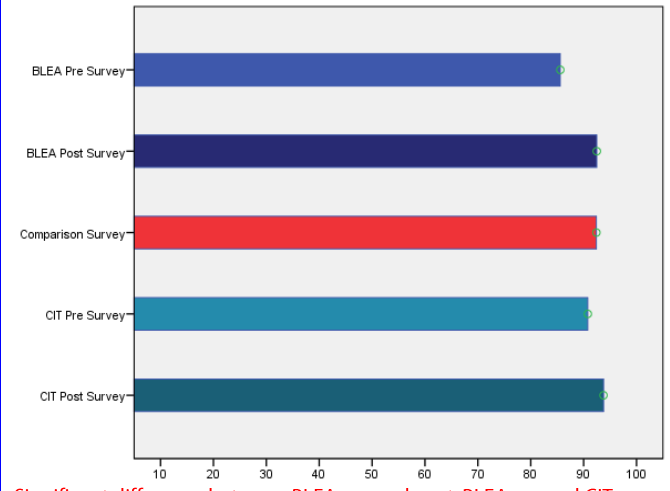
You are dispatched to a residence with the following information. Mr. B is an 88 year old male who has called police to report that his home has been burglarized. When you arrive at the residence, Mr. B lets you in and you can't help but notice that his clothing is stained and smells of urine. Walking through the kitchen, you see spoiled food on the counter and there are numerous empty alcohol bottles and broken glass on the floor and the gas stove burner is on. The living room is cluttered with piles of papers. It seems evident that there is no one else living there. When you ask Mr. B what was stolen from his home, he grows confused and says, "Nothing was stolen. Why would anything be stolen?" You tell him that you are at his house because he called to report a burglary, but he denies doing this.

Mr. B is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).



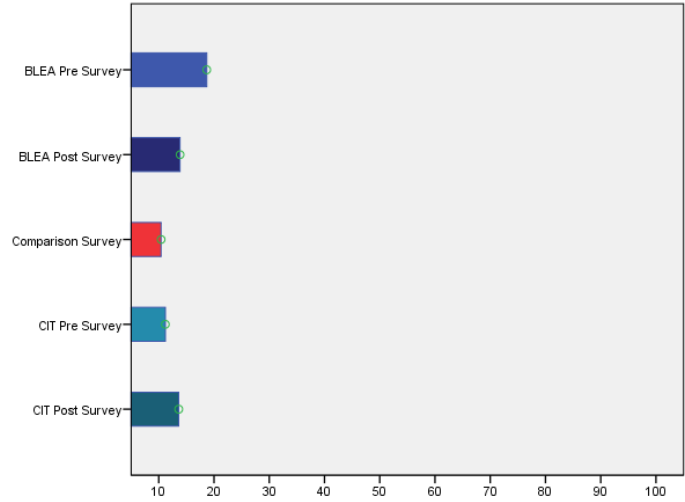
Significant difference between BLEA pre and CIT pre and Comparison group.

Mr. B is exhibiting symptoms most associated with Dementia or Alzheimer's.



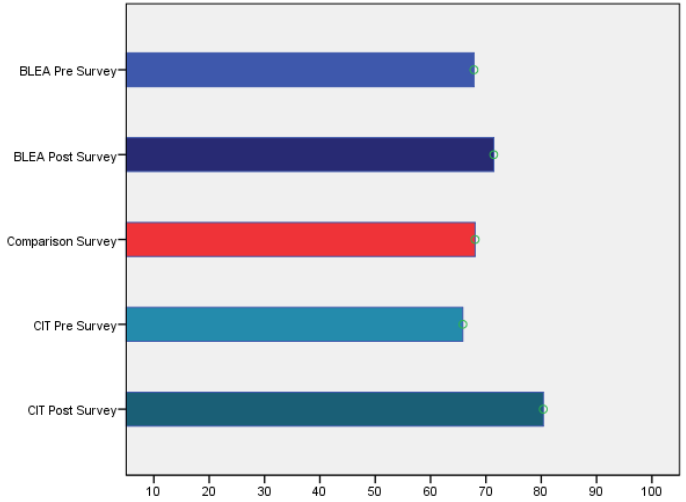
Significant difference between BLEA pre and post, BLEA pre and CIT pre and post, and Comparison group.

Mr. B is exhibiting symptoms most associated with Schizophrenia.



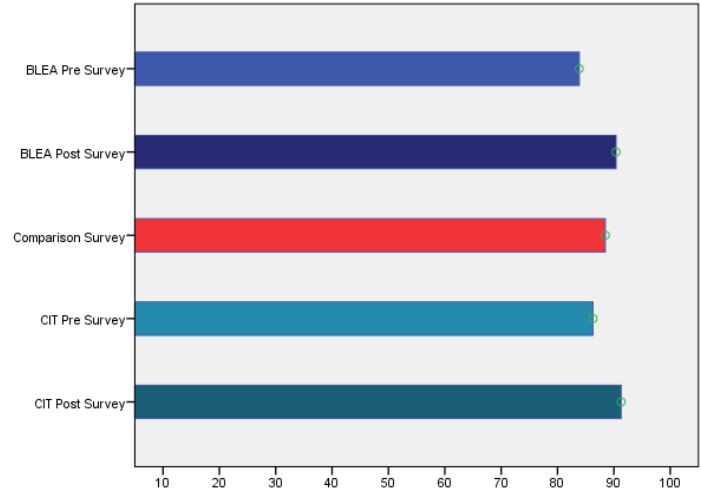
Significant difference between BLEA pre and Comparison group.

You ask Mr. B if you can sit down and ask permission before moving any items.



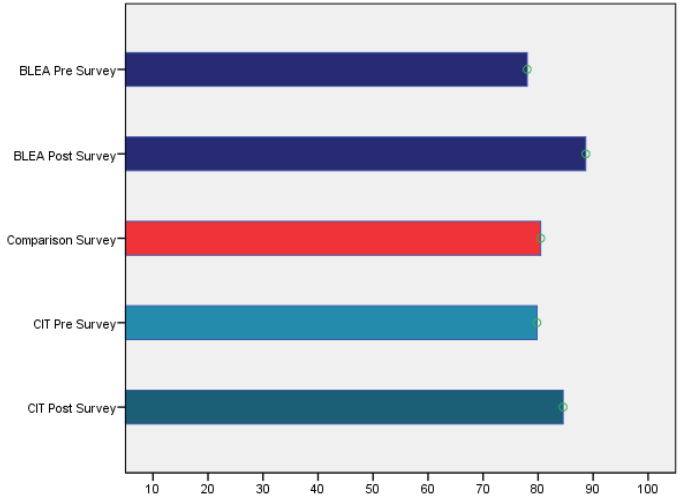
Significant difference between BLEA pre and CIT post, CIT pre and post, and CIT post and Comparison group.

You engage Mr. B in conversation, asking short questions to ascertain if he is oriented to time, place, and person.



Significant difference between BLEA pre and post, BLEA pre and CIT post and Comparison group.

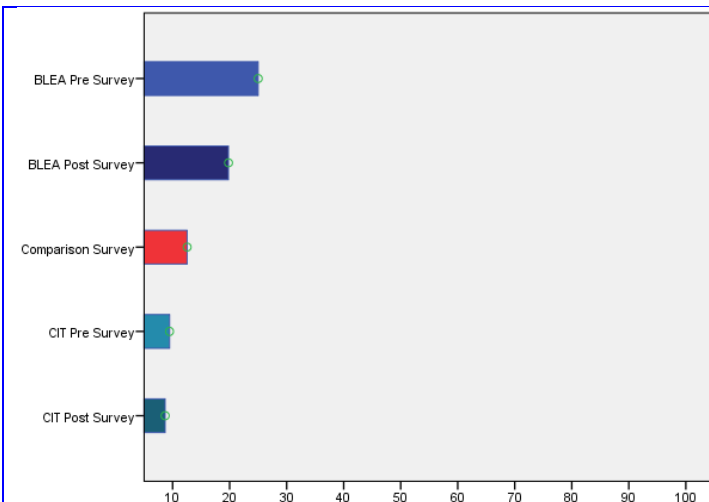
Paraphrasing Mr. B's statements helps to confirm that you understand them.



Significant difference between BLEA pre and post and CIT pre and BLEA post, and BLEA post and Comparison group.

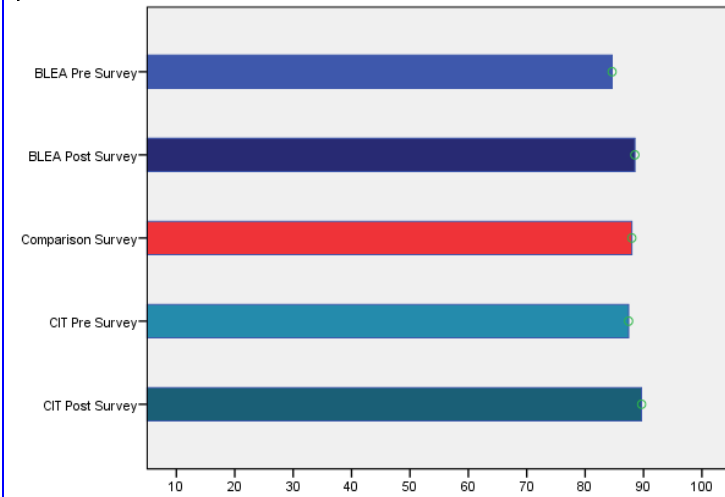
You determine that most likely there has been no burglary and you close the case and leave.

You determine that most likely there has been no burglary and you arrest Mr. B for filing a false police report.

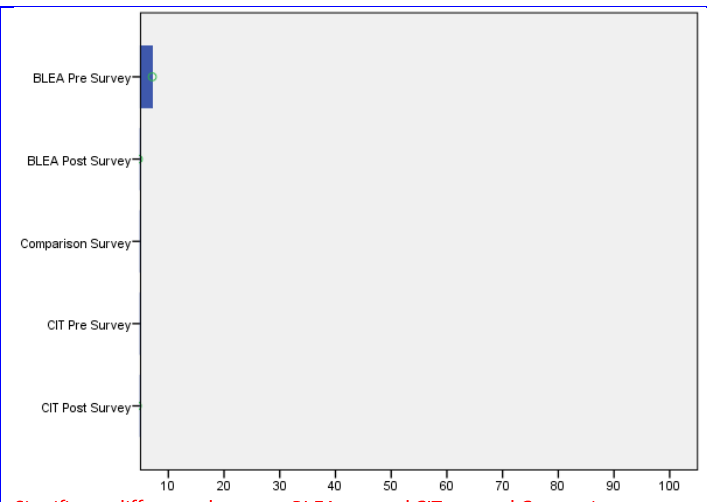


Significant difference between BLEA pre and CIT pre and post and Comparison group.

You determine that most likely there has been no burglary but Mr. B may need some outside help. You ask him if there is a friend or family member you can call for him.

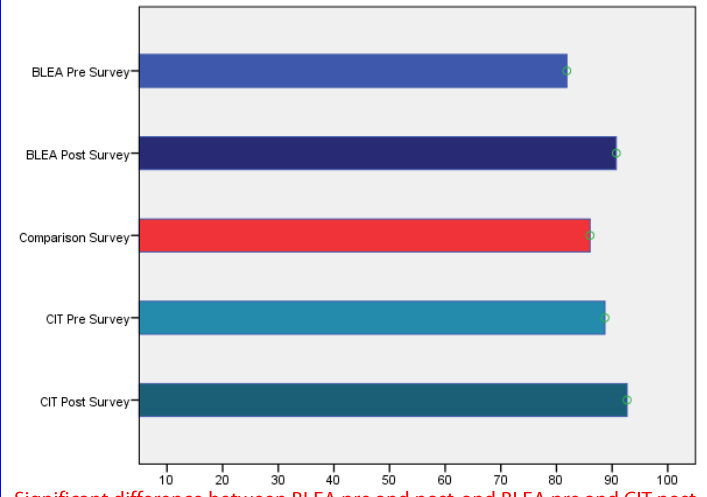


Significant difference between BLEA pre and Comparison group.



Significant difference between BLEA pre and CIT pre and Comparison group.

You call GRAT (Geriatric Regional Assessment Team) or MCT (Mobile Crisis Team) to see if they are available to do an evaluation.



Significant difference between BLEA pre and post, and BLEA pre and CIT post and Comparison group.

Results from the one-way ANOVA analyses of CIT scenarios and behavioral crisis items show training effects for both the BLEA and CIT groups on important measures of curricular goals including ability to identify conditions of individuals in behavioral crisis incidents, the use of effective de-escalation tactics in interactions with individuals in behavioral crisis, and appropriate case disposition.

Table 26

One-Way ANOVA

Mean Differences on CIT Scenario 3 (*Dementia/Alzheimer's*) by Group (N=1760)

You are dispatched to a residence with the following information. Mr. B is an 88 year old male who has called police to report that his home has been burglarized. When you arrive at the residence, Mr. B lets you in and you can't help but notice that his clothing is stained and smells of urine. Walking through the kitchen, you see spoiled food on the counter and there are numerous empty alcohol bottles and broken glass on the floor and the gas stove burner is on. The living room is cluttered with piles of papers. It seems evident that there is no one else living there. When you ask Mr. B what was stolen from his home, he grows confused and says, "Nothing was stolen. Why would anything be stolen?" You tell him that you are at his house because he called to report a burglary, but he denies doing this.

Scale	BLEA Pre (N=312)		BLEA Post (N=107)		Comparison (N=1156)		CIT Pre (N=97)		CIT Post (N=85)		F (df), Sig.
	M (SD)	n (%N)	M (SD)	n (%N)	M (SD)	n (%N)	M (SD)	n (%N)	M (SD)	n (%N)	
Mr. B is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).	12.1 (20.0)	214 (68.6)	9.6 (18.3)	69 (64.5)	5.8 (13.2)	611 (52.8)	6.1 (9.6)	70 (72.2)	7.3 (13.1)	61 (71.8)	7.3 (4), p=.000***
Mr. B is exhibiting symptoms most associated with Dementia or Alzheimer's.	85.6 (23.3)	300 (96.2)	92.5 (15.0)	100 (93.5)	92.4 (12.2)	1026 (88.8)	90.1 (15.6)	94 (96.9)	93.8 (12.3)	78 (91.8)	12.6 (4), p=.000***
Mr. B is exhibiting symptoms most associated with Schizophrenia.	18.7 (24.5)	207 (66.3)	13.9 (24.4)	67 (62.6)	10.4 (18.9)	618 (53.5)	11.2 (16.6)	67 (69.0)	13.6 (22.4)	62 (72.9)	6.4 (4), p=.000***
You ask Mr. B if you can sit down and ask permission before moving any items.	67.8 (32.2)	273 (87.5)	71.4 (33.5)	74 (69.2)	68.1 (32.7)	914 (79.1)	65.8 (33.7)	89 (91.8)	80.4 (27.1)	74 (87.1)	2.9 (4), p=.000***
You engage Mr. B in conversation, asking short questions to ascertain if he is oriented to time, place, and person.	83.9 (19.3)	301 (96.5)	90.4 (13.7)	100 (93.5)	88.5 (15.0)	1020 (88.2)	86.3 (15.5)	95 (97.9)	91.3 (13.7)	78 (91.8)	7.0 (4), p=.000***
Paraphrasing Mr. B's statements help to confirm that you understand them.	78.0 (23.5)	291 (93.3)	88.7 (17.1)	99 (92.5)	80.5 (21.6)	980 (84.8)	79.8 (21.4)	94 (96.9)	84.5 (18.9)	78 (91.8)	5.2 (4), p=.000***
You determine that most likely there has been no burglary and you close the case and leave.	25.0 (29.4)	249 (79.8)	19.8 (31.8)	78 (72.9)	12.5 (23.0)	720 (62.3)	9.5 (16.8)	76 (78.4)	8.7 (17.2)	67 (78.8)	14.9 (4), p=.000***
You determine that most likely there has been no burglary, and you arrest Mr. B for filing a false report.	7.1 (15.7)	205 (65.7)	4.6 (13.0)	71 (66.4)	1.4 (5.7)	593 (51.3)	2.7 (7.4)	69 (71.1)	4.4 (12.1)	67 (78.8)	14.0 (4), p=.000***
You determine that most likely there has been no burglary, but Mr. B may need some outside help. You ask him if there is a friend or family member you can call for him.	84.6 (20.5)	296 (94.9)	88.5 (18.4)	98 (91.6)	88.0 (17.6)	999 (86.4)	87.5 (17.2)	92 (94.8)	89.7 (18.3)	78 (91.8)	2.4 (4), p=.050
You call GRAT (Geriatric Regional Assessment Team) or MCT (Mobile Crisis Team) to see if they are available to do an evaluation.	81.8 (22.9)	291 (93.3)	90.8 (17.6)	99 (92.5)	86.0 (24.0)	978 (84.6)	88.7 (19.4)	94 (96.9)	92.7 (16.8)	77 (90.6)	5.4 (4), p=.000***

Note: ***p < .001, **p < .01, *p < .05.

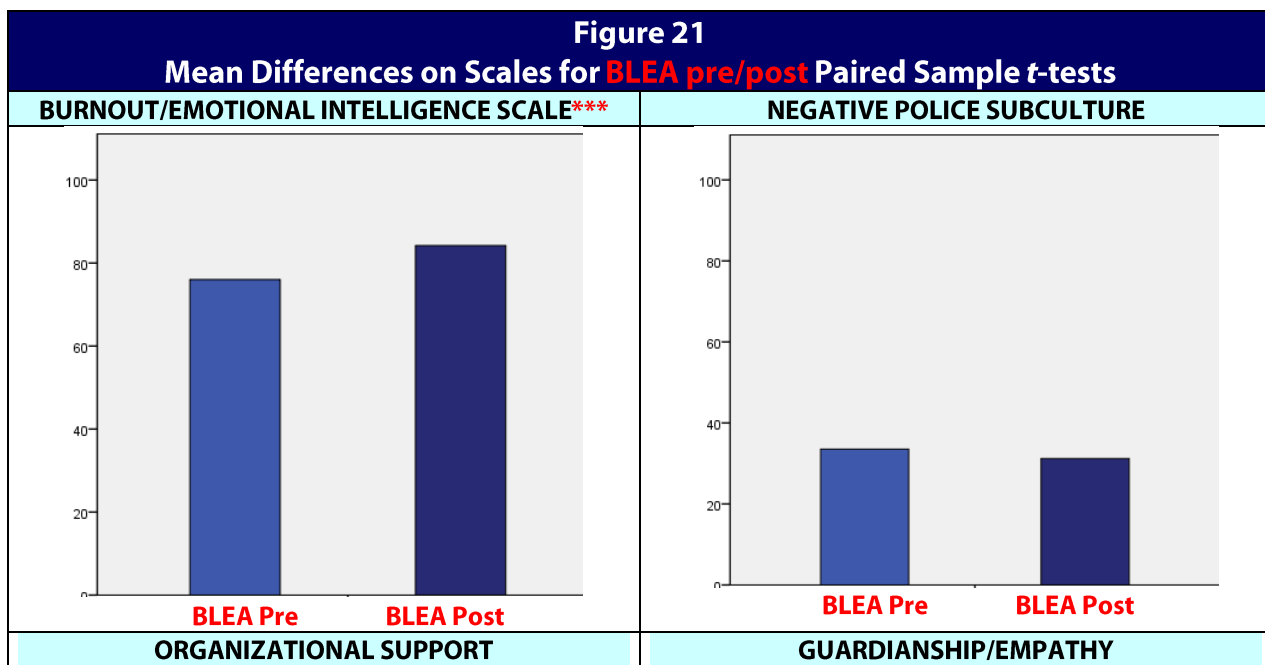
Paired sample *t*-tests were conducted on the BLEA pre/post and CIT pre/post groups to determine training effects on individual participants in the BLEA and CIT classes for those classes that were completed during the pilot study period. The paired samples *t*-test analyses were conducted to compare with findings from one-way ANOVAs and post-hoc Tukey comparisons conducted using aggregate group data to determine if the same differences were found using the more stringent individual-level paired sample data.

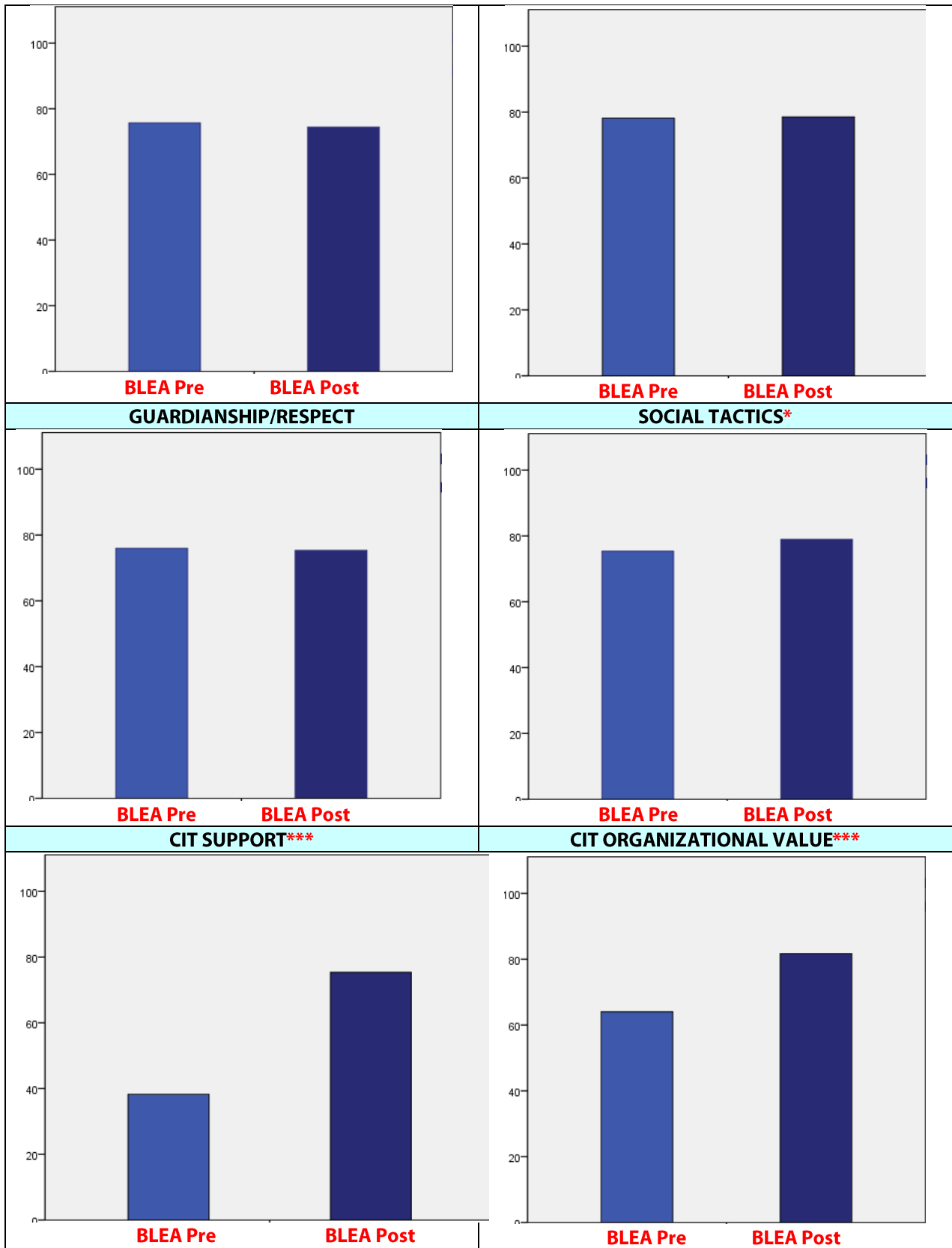
Results from the paired sample *t*-tests for the BLEA cadets pre and post training are presented in Tables 27 and Figure 21. Results show the same differences between groups on the scales and items as found in the aggregate group comparisons with training effects found for the Burnout/Emotional Intelligence ($t=-4.6, df=88, p=.000$), Social Tactics ($t=-2.0, df=78, p=.048$), CIT Support ($t=-13.5, df=85, p=.000$), and CIT Organizational Value ($t=-5.0, df=71, p=.000$) Scales.

Table 27
Mean Differences on Scales for BLEA pre/post Paired Sample t-tests

Item	BLEA PRE (N=315)			BLEA POST (N=107)			t-value (df) /Sig.
	M (SD)	n (%N)	% miss	M (SD)	n (%N)	% miss	
BURNOUT/EMOTIONAL INTELLIGENCE SCALE	76.0 (16.1)	89 (28.2)	71.8	84.2 (11.0)	89 (83.2)	16.8	-4.6 (88), p=.000***
NEGATIVE POLICE SUBCULTURE	33.5 (15.9)	56 (17.8)	82.2	31.2 (15.0)	56 (52.3)	47.7	1.0 (55), p=.308
ORGANIZATIONAL SUPPORT	75.7 (16.7)	67 (21.2)	78.8	74.4 (17.3)	67 (62.6)	27.4	.7 (66), p=.486
GUARDIANSHIP/EMPATHY	78.2 (14.4)	62 (19.7)	80.3	78.6 (14.8)	62 (57.9)	42.1	-.2 (61), p=.860
GUARDIANSHIP/RESPECT	76.0 (12.6)	64 (20.3)	79.7	75.3 (11.9)	64 (59.8)	40.2	.4 (63), p=.727
SOCIAL TACTICS	75.4 (16.3)	79 (25.1)	74.9	79.0 (13.3)	79 (73.8)	26.2	-2.0 (78), p=.048*
CIT SUPPORT	38.3 (24.6)	86 (27.3)	72.7	75.4 (15.8)	86 (80.4)	19.6	-13.5 (85), p=.000***
CIT ORGANIZATIONAL VALUE	64.0 (29.3)	72 (22.9)	77.1	81.7 (18.6)	72 (67.3)	32.7	-5.0 (71), p=.000***

*Note: ***p < .001, **p < .01, *p < .05.*





Note: ***p < .001, **p < .01, *p < .05.

Results from the paired sample t-test on the behavioral crisis items show similar results to the ANOVA analyses with significant training effects for the items "Incidents involving individuals in behavioral crisis are a standard part of patrol work," "Calls involving persons who are experiencing behavioral crisis are dangerous," "I am confident in my ability to handle calls involving persons in behavioral crisis," and "I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events." However the items regarding the importance of resolving behavioral crisis incidents quickly did not significantly change upon completion of training as was the case in the aggregate analysis.

Table 28

Mean Differences on Incidents Involving Behavioral Crisis for BLEA pre/post Paired Sample t-tests (n=422)

Item	BLEA PRE (N=315)			BLEA POST (N=107)			t-value (df) /Sig.
	M (SD)	n (%N)	% miss	M (SD)	n (%N)	% miss	t (df), p
Incidents involving individuals in behavioral crisis are a standard part of patrol work.	77.9 (21.4)	95 (30.2)	69.8	86.6 (16.4)	95 (88.8)	11.2	-3.7 (94), p=.000***
Calls involving persons who are experiencing behavioral crisis are dangerous.	71.4 (22.5)	95 (30.2)	69.8	81.5 (18.6)	95 (88.8)	11.2	-4.1 (94), p=.000***
I am confident in my ability to handle calls involving persons in behavioral crisis.	63.2 (30.9)	93 (29.5)	70.5	80.9 (18.4)	93 (86.9)	13.1	-6.1 (92), p=.000***
I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events.	55.6 (28.9)	77 (24.4)	75.6	66.7 (27.0)	77 (72.0)	28.0	-2.9 (76), p=.006**
My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly.	60.6 (30.6)	84 (26.7)	73.3	59.5 (29.6)	84 (78.5)	21.5	.3 (83), p=.786
Most supervisors expect patrol officers to resolve incidents involving persons in behavioral crisis quickly.	55.0 (28.4)	77 (24.4)	75.6	57.0 (29.7)	77 (72.0)	28.0	-.5 (76), p=.620
My agency expects patrol officers to resolve incidents involving persons in behavioral crisis quickly.	53.8 (29.3)	73 (23.2)	76.8	53.8 (30.4)	73 (68.2)	31.8	0 (72), p=.988

Note: ***p < .001, **p < .01, *p < .05.

Results from the paired sample t-test comparing the BLEA cadets pre and post training on the CIT scenario #1 items show the same changes pre/post treatment revealed in the ANOVA analysis with training effects on the CIT scenario #1 items "You determine that there is no increased risk that Mr. N might attempt suicide" (t=-2.1, df=58, p=.040), "Your first priority would be to attempt to engage with Mr. N through the garage door to assess the situation and his current mental state" (t=-7.7, df=79, p=.000), In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself (t=6.0, df=63), p=.000).

Table 29

Mean Differences on CIT Scenario 1 (Depression) for BLEA pre/post Paired Sample t-tests (n=422)

You are dispatched to a residence with the following information. Mr. N is a 30 year old male. His wife states that he has locked himself in the garage and won't come out. Mr. N's wife called the police because she doesn't know what he is going to do in there and she is concerned for his well-being. Mr. N has been feeling unusually sad and miserable for the past few months. Even though he is tired all the time, he has had great difficulty sleeping. He hasn't been eating much and has lost weight. He couldn't keep his mind on his work and put

off doing important client projects and as a result he was let go from his job today. The wife states she has also just discovered that he hasn't been paying household bills and she found a pile of collection letters and foreclosure warnings in his office.

Item	BLEA PRE (N=315)			BLEA POST (N=107)			t-value (df) /Sig.
	M (SD)	n (%N)	% miss	M (SD)	n (%N)	% miss	t (df), p
Mr. N is exhibiting symptoms most associated with Dementia or Alzheimer's	4.2 (9.1)	48 (15.2)	84.8	8.2 (20.1)	48 (44.9)	55.1	-1.6 (47), p=.117
Mr. N is exhibiting symptoms most associated with Depression.	89.6 (15.7)	95 (30.2)	69.8	91.7 (12.6)	95 (88.8)	12.2	-1.2 (94), p=.243
Mr. N. is exhibiting symptoms most associated with Schizophrenia.	9.8 (17.8)	53 (16.8)	83.2	11.5 (20.2)	53 (49.5)	50.5	-.6 (52), p=.569
You determine that there is no increased risk that Mr. N might attempt suicide.	10.4 (22.7)	59 (18.7)	81.7	18.5 (33.9)	59 (55.1)	44.9	-2.1 (58), p=.040*
You determine that there is an increased risk that Mr. N might become aggressive and potentially attempt suicide by cop.	66.3 (32.2)	88 (27.9)	62.1	69.8 (30.4)	88 (82.2)	17.8	-1.0 (87), p=.337
Your first priority upon arriving would be to gain entry to the garage in order to secure any weapons and to restrain Mr. N for his own safety.	22.6 (26.3)	63 (20.0)	80.0	16.4 (27.2)	63 (58.9)	41.1	1.5 (62), p=.128
Your first priority would be to attempt to engage with Mr. N through the garage door to assess the situation and his current mental state.	44.3 (37.5)	80 (25.4)	74.6	83.2 (23.5)	80 (74.8)	25.2	-7.7 (79), p=.000***
In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself.	46.8 (38.1)	64 (20.3)	79.7	14.2 (26.0)	64 (59.8)	40.2	6.0 (63), p=.000***
You would attempt to get Mr. N to open the door and step outside the garage so you can talk face to face.	82.0 (21.2)	92 (29.2)	70.8	80.9 (24.5)	92 (86.0)	14.0	.3 (91), p=.733
Once you assess that Mr. N is not in imminent danger of self-harm, you give him the number for the Crisis Clinic 24 hour Crisis Line and suggest that it might be helpful for him to talk to someone.	81.7 (23.7)	89 (28.3)	71.7	84.1 (23.5)	89 (83.2)	16.8	-.8 (88), p=.403

Note: *p < .001, **p < .01, *p < .05.**

Results from the paired sample *t*-test comparing the BLEA cadets pre and post training on the CIT scenario #2 items show the same changes pre/post treatment revealed in the ANOVA analysis with training effects on the CIT scenario #2 items "Ms. S is exhibiting symptoms most associated with Schizophrenia" ($t=-3.1, df=87, p=.002$), "Ms. S' belief that people are spying on her through the air vents suggest she is experiencing delusions." ($t=-2.5, df=90, p=.014$), "If Ms. S asks you if you hear the voices, you should say yes in order to build rapport with her" ($t=2.4, df=58, p=.020$), and "Paraphrasing what Ms. S is saying back to her may help deescalate the situation" ($t=-3.3, df=85, p=.001$).

Table 30

Mean Differences on CIT Scenario 2 (*Schizophrenia*) for BLEA pre/post Paired Sample t-tests (n=422)

You and a partner are dispatched to an apartment residence with the following information. Building manager has called police because tenant Ms. S, age 23, has been throwing things against the walls and will not answer the door. Upon arrival at the building, you contact the manager, who informs you that Ms. S lives alone and is unemployed. Over the past several months, she has rarely been seen other than to occasionally look out her door. It is apparent that she has lost considerable weight and her appearance is disheveled and unclean. She rarely seems to go anywhere or see anyone. Neighbors have been complaining because they hear her walking around the room late at night and even though they know she is alone, they have heard her shouting and arguing as if someone else is in there. She has been heard yelling about people spying on her through the vents. The manager does not want her arrested, but wants her to quiet down.

Item	BLEA PRE (N=315)			BLEA POST (N=107)			t-value (df) /Sig.
	M (SD)	n (%N)	% miss	M (SD)	n (%N)	% miss	t (df), p
Ms. S is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).	23.4 (27.5)	57 (18.1)	81.9	17.9 (23.1)	57 (53.3)	46.7	1.5 (56), p=.127
Ms. S is exhibiting symptoms most associated with Depression.	20.3 (25.7)	53 (16.8)	83.2	19.5 (26.7)	53 (49.5)	50.5	.2 (52), p=.843
Ms. S is exhibiting symptoms most associated with Schizophrenia.	80.8 (22.2)	88 (27.9)	72.1	88.1 (16.0)	88 (82.2)	17.8	-3.1 (87), p=.002**
The voices Ms. S hears in her head suggest she is experiencing hallucinations.	66.9 (29.6)	87 (27.6)	72.4	69.2 (34.8)	87 (81.3)	18.7	-.4 (86), p=.700
Ms. S' belief that people are spying on her through the air vents suggest she is experiencing delusions.	76.7 (25.0)	91 (28.9)	71.1	83.7 (21.6)	91 (85.0)	15.0	-2.5 (90), p=.014*
In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her.	41.7 (37.1)	73 (23.2)	6.8	25.9 (36.9)	73 (68.2)	31.8	3.5 (72), p=.001**
In speaking with Ms. S, you should keep a safe distance physically and emotionally, keeping a blade stance and informing her what you are doing there and why.	67.5 (28.0)	82 (26.0)	74.0	72.3 (29.7)	82 (76.6)	23.4	-1.3 (81), p=.195
If Ms. S asks you if you hear the voices, you should say yes in order to build rapport with her.	20.0 (28.5)	59 (18.7)	81.3	9.1 (21.6)	59 (55.1)	44.9	2.4 (58), p=.020*
Paraphrasing what Ms. S is saying back to her may help deescalate the situation.	68.9 (29.2)	86 (27.3)	72.7	80.6 (21.8)	86 (80.4)	19.6	-3.3 (85), p=.001**
You determine that Ms. S is not an imminent danger to herself or others and call the Mobile Crisis Team (MCT) to respond to do a mental health evaluation.	73.9 (30.0)	85 (27.0)	73.0	81.3 (26.1)	85 (79.4)	80.6	-1.7 (84), p=.086

Note: ***p < .001, **p < .01, *p < .05.

Results from the paired sample t-test comparing the BLEA cadets pre and post training on the CIT scenario #3 items show the same changes pre/post treatment revealed in the ANOVA analysis with training effects on the CIT scenario #3 items "Mr. B is exhibiting symptoms most associated with Dementia or Alzheimer's." ($t=-2.2$, $df=90$, $p=.030$), "You engage Mr. B in conversation, asking short questions to ascertain if he is oriented to time, place, and person." ($t=-3.1$, $df=90$, $p=.002$), "Paraphrasing Mr. B's statements help to confirm that you understand them." ($t=-4.3$, $df=87$, $p=.000$), and "You call GRAT (Geriatric Regional Assessment Team) or MCT (Mobile Crisis Team) to see if they are available to do an evaluation." ($t=-2.7$, $df=84$, $p=.009$).

Table 31

Mean Differences on CIT Scenario 3 (*Dementia/Alzheimer's*) for BLEA pre/post Paired Sample t-tests (n=422)

You are dispatched to a residence with the following information. Mr. B is an 88 year old male who has called police to report that his home has been burglarized. When you arrive at the residence, Mr. B lets you in and you can't help but notice that his clothing is stained and smells

of urine. Walking through the kitchen, you see spoiled food on the counter and there are numerous empty alcohol bottles and broken glass on the floor and the gas stove burner is on. The living room is cluttered with piles of papers. It seems evident that there is no one else living there. When you ask Mr. B what was stolen from his home, he grows confused and says, "Nothing was stolen, why would anything be stolen?" You tell him that you are at his house because he called to report a burglary, but he denies doing this.

Item	BLEA PRE (N=315)			BLEA POST (N=107)			t-value (df) /Sig.
	M (SD)	n (%N)	% miss	M (SD)	n (%N)	% miss	t (df), p
Mr. B is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).	10.7 (19.4)	49 (15.6)	84.4	9.9 (16.6)	49 (45.8)	54.2	.3 (48), p=.799
Mr. B is exhibiting symptoms most associated with Dementia or Alzheimer's.	87.3 (22.3)	91 (28.9)	31.1	92.8 (15.0)	91 (85.0)	15.0	-2.2 (90), p=.030*
Mr. B is exhibiting symptoms most associated with Schizophrenia.	17.1 (22.2)	46 (14.6)	85.4	15.9 (25.5)	46 (43.0)	57.0	.3 (45), p=.747
You ask Mr. B if you can sit down and ask permission before moving any items.	66.7 (35.6)	79 (25.1)	74.9	71.0 (34.0)	79 (73.8)	26.2	-9 (78), p=.390
You engage Mr. B in conversation, asking short questions to ascertain if he is oriented to time, place, and person.	85.3 (18.0)	91 (28.9)	71.1	91.0 (13.3)	91 (85.0)	15.0	-3.1 (90), p=.002**
Paraphrasing Mr. B's statements help to confirm that you understand them.	76.6 (25.7)	88 (27.9)	72.1	88.7 (17.2)	88 (82.2)	17.8	-4.3 (87), p=.000***
You determine that most likely there has been no burglary and you close the case and leave.	20.3 (25.5)	59 (18.7)	81.3	21.5 (32.1)	59 (55.1)	44.9	-.3 (58), p=.795
You determine that most likely there has been no burglary, and you arrest Mr. B for filing a false report.	6.0 (12.8)	49 (15.6)	84.4	4.8 (13.8)	49 (45.8)	54.2	.7 (48), p=.489
You determine that most likely there has been no burglary, but Mr. B may need some outside help. You ask him if there is a friend or family member you can call for him.	86.9 (18.4)	87 (27.6)	72.4	89.9 (16.5)	87 (81.3)	18.7	-1.3 (86), p=.194
You call GRAT (Geriatric Regional Assessment Team) or MCT (Mobile Crisis Team) to see if they are available to do an evaluation.	83.1 (21.4)	85 (27.0)	73.0	90.8 (18.2)	85 (79.4)	20.6	-2.7 (84), p=.009**

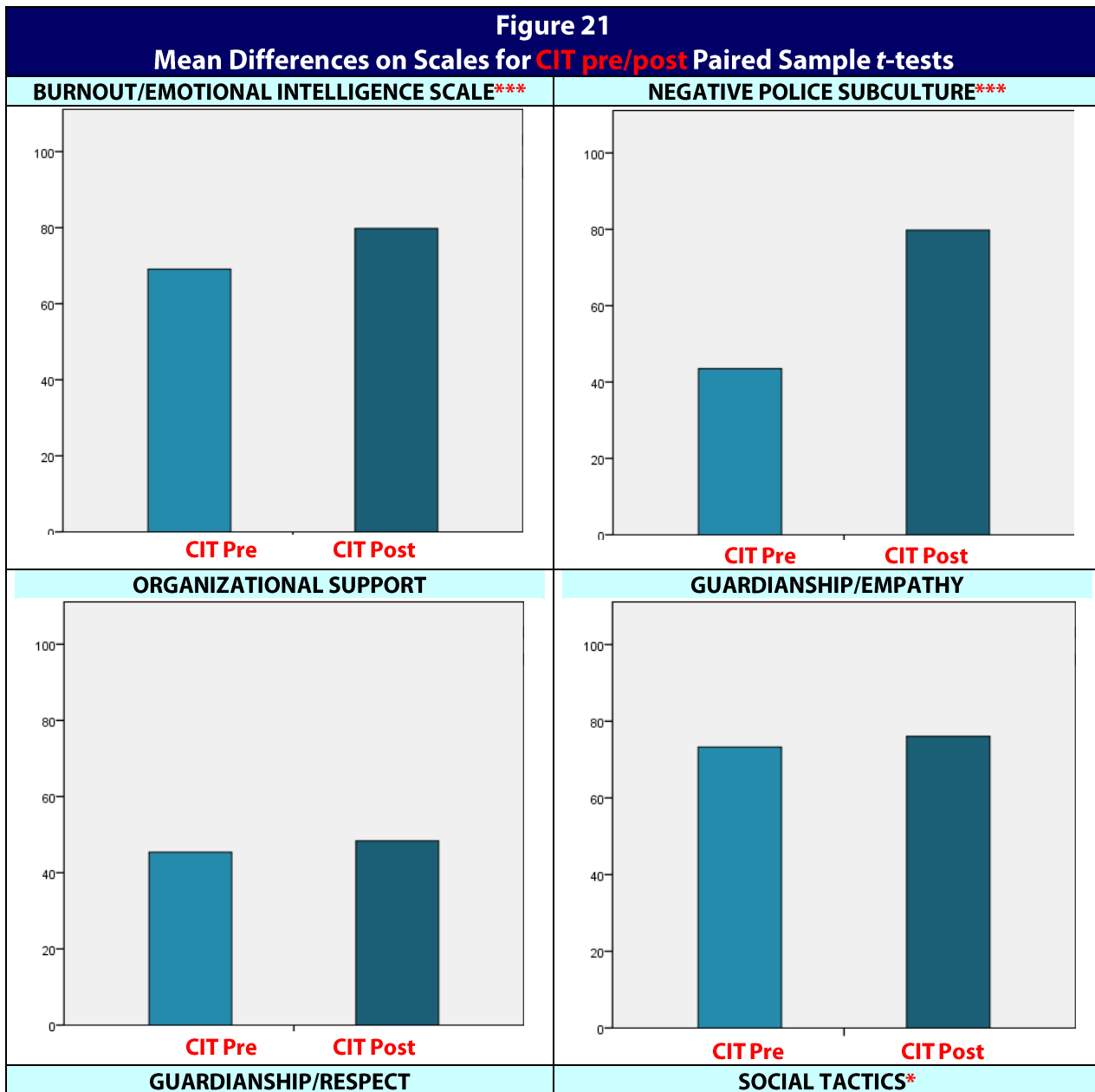
Note: ***p < .001, **p < .01, *p < .05.

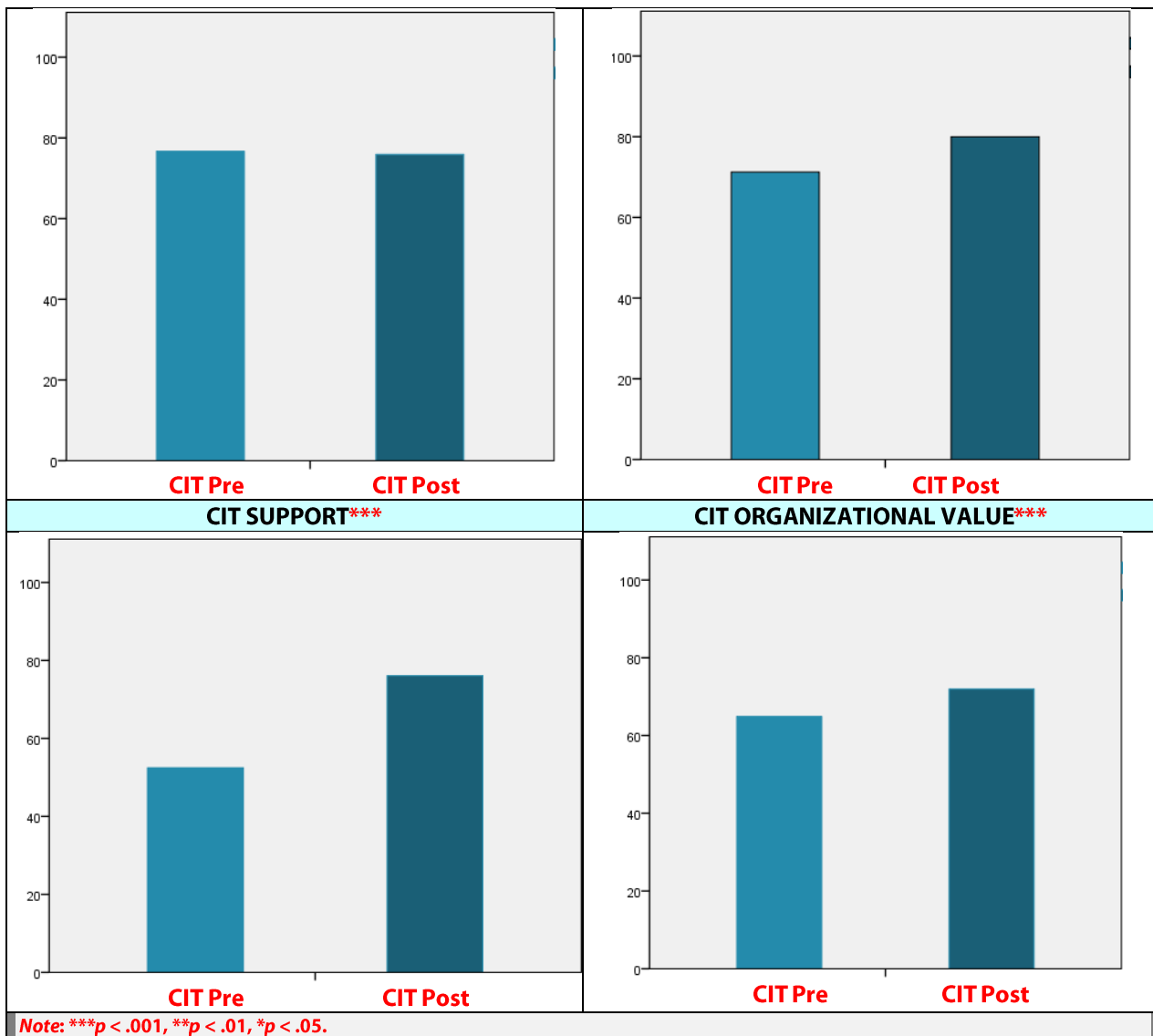
Results from the paired sample t-tests for the CIT 40-hour pre and post training are presented in Tables 28 and Figure 21. Results show the same differences between groups on the scales and items as found in the aggregate group comparisons with training effects found for the Burnout/Emotional Intelligence ($t=-5.7, df=51, p=.000$), Social Tactics ($t=-4.8, df=52, p=.000$), CIT Support ($t=-8.3, df=55, p=.000$), and CIT Organizational Values ($t=-2.8, df=56, p=.007$) Scales.

Item	CIT PRE (N=97)			CIT POST (N=85)			t-value (df) /Sig.
	M (SD)	n (%N)	% miss	M (SD)	n (%N)	% miss	t (df), p
BURNOUT/EMOTIONAL INTELLIGENCE SCALE	69.1 (15.0)	52 (53.6)	46.4	79.5 (13.5)	52 (61.2)	38.8	-5.7 (51), p=.000***
NEGATIVE POLICE SUBCULTURE	43.4 (18.9)	44 (45.4)	54.6	43.9 (14.5)	44 (51.8)	48.2	-.2 (43), p=.822
ORGANIZATIONAL SUPPORT	44.8 (18.6)	46 (47.4)	52.6	48.1 (17.3)	46 (54.1)	45.9	-1.9 (45), p=.061
GUARDIANSHIP/EMPATHY	72.8 (12.9)	48 (49.5)	50.5	75.6 (15.1)	48 (56.4)	43.6	-1.8 (47), p=.079
GUARDIANSHIP/RESPECT	76.5 (10.5)	45 (46.4)	53.6	75.6 (11.8)	45 (52.9)	47.1	.6 (44), p=.557
SOCIAL TACTICS	70.7 (13.6)	53 (54.6)	45.4	79.8 (11.1)	53 (62.4)	37.6	-4.8 (52), p=.000***

CIT SUPPORT	52.4 (20.9)	56 (57.7)	42.3	76.1 (16.9)	56 (65.9)	34.1	-8.3 (55), p=.000***
CIT ORGANIZATIONAL VALUE	64.9 (18.5)	57 (28.8)	71.2	71.9 (20.4)	57 (67.1)	32.9	-2.8 (56), p=.007**

Note: ***p < .001, **p < .01, *p < .05.





Results from the paired sample t-test for pre/post-training differences for the participants of the CIT 40-hour course on the behavioral crisis items show similar results to the ANOVA and post-hoc Tukey analyses with significant training effects for the items “I am confident in my ability to handle calls involving persons in behavioral crisis” ($t=-3.1, df=56, p=.003$) and “My training indicates that it is important to resolve incidents involving behavioral crisis quickly” ($t=2.8, df=53, p=.006$). However, the items regarding the importance of resolving behavioral crisis incidents quickly did not significantly change upon completion of training as was the case in the aggregate analysis.

Table 33
Mean Differences on Incidents Involving Behavioral Crisis for CIT pre/post Paired Sample t-tests (n=182)

Item	CIT PRE (N=97)			CIT POST (N=85)			t-value (df) /Sig.
	M (SD)	n (%N)	%	M (SD)	n (%N)	%	t (df), p

			<i>miss</i>			<i>miss</i>	
Incidents involving individuals in behavioral crisis are a standard part of patrol work.	87.0 (14.0)	57 (58.8)	41.2	87.2 (17.3)	57 (67.1)	32.9	-.1 (56), p=.954
Calls involving persons who are experiencing behavioral crisis are dangerous.	77.2 (17.4)	57 (58.8)	41.2	75.6 (20.7)	57 (67.1)	32.9	.7 (56), p=.508
I am confident in my ability to handle calls involving persons in behavioral crisis.	71.8 (17.8)	57 (58.8)	41.2	79.8 (17.2)	57 (67.1)	32.9	-3.1 (56), p=.003**
I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events.	44.0 (24.8)	53 (54.6)	45.4	45.2 (27.8)	53 (62.4)	37.6	-.3 (52), p=.748
My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly.	49.2 (25.2)	54 (55.7)	44.3	34.5 (29.6)	54 (63.5)	36.5	2.8 (53), p=.006**
Most supervisors expect patrol officers to resolve incidents involving persons in behavioral crisis quickly.	43.6 (24.3)	51 (52.6)	47.4	40.8 (29.1)	51 (60.0)	40.0	.9 (50), p=.399
My agency expects patrol officers to resolve incidents involving persons in behavioral crisis quickly.	45.1 (24.4)	51 (52.6)	47.4	42.4 (29.4)	51 (60.0)	40.0	.7 (50), p=.480

Note: ***p < .001, **p < .01, *p < .05.

Results from the paired sample t-test for pre/post training differences for the participants of the CIT 40-hour course on the CIT scenario #1 items show the same changes pre/post treatment revealed in the ANOVA analysis with training effects on the CIT scenario #1 items "Your first priority would be to attempt to engage with Mr. N through the garage door to assess the situation and his current mental state" (t=-2.6, df=53, p=.011 " and " In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself" (t=-2.3, df=52, p=.028).

Table 34

Mean Differences on CIT Scenario 1 (Depression) for CIT pre/post Paired Sample t-tests (n=182)

You are dispatched to a residence with the following information. Mr. N is a 30 year old male. His wife states that he has locked himself in the garage and won't come out. Mr. N's wife called the police because she doesn't know what he is going to do in there and she is concerned for his well-being. Mr. N has been feeling unusually sad and miserable for the past few months. Even though he is tired all the time, he has had great difficulty sleeping. He hasn't been eating much and has lost weight. He couldn't keep his mind on his work and put off doing important client projects and as a result he was let go from his job today. The wife states she has also just discovered that he hasn't been paying household bills and she found a pile of collection letters and foreclosure warnings in his office.

Item	CIT PRE (N=97)			CIT POST (N=85)			t-value (df) /Sig.
	M (SD)	n (%N)	% <i>miss</i>	M (SD)	n (%N)	% <i>miss</i>	t (df), p
Mr. N is exhibiting symptoms most associated with Dementia or Alzheimer's	7.5 (18.3)	38 (39.2)	60.8	15.4 (27.0)	38 (44.7)	55.3	-1.9 (37), p=.059
Mr. N is exhibiting symptoms most associated with Depression.	90.9 (12.5)	57 (58.8)	41.2	92.1 (13.6)	57 (67.1)	32.9	-.6 (56), p=.540
Mr. N. is exhibiting symptoms most associated with Schizophrenia.	10.0 (14.4)	39 (40.2)	59.8	10.6 (17.6)	39 (45.9)	54.1	-.2 (38), p=.829
You determine that there is no increased risk that Mr. N might attempt suicide.	7.7 (19.7)	39 (40.2)	59.8	17.0 (27.6)	39 (45.9)	54.1	-2.0 (38), p=.055
You determine that there is an increased risk that Mr. N might become aggressive and potentially attempt suicide by cop.	68.1 (28.6)	54 (55.7)	44.3	65.5 (29.7)	54 (63.5)	36.5	.6 (53), p=.557
Your first priority upon arriving would be to gain entry to the garage in order to secure any weapons and to restrain Mr. N for his own safety.	12.2 (15.5)	44 (45.4)	54.6	17.6 (26.8)	44 (51.8)	48.2	-1.4 (43), p=.160

Your first priority would be to attempt to engage with Mr. N through the garage door to assess the situation and his current mental state.	72.0 (31.9)	54 (55.7)	44.3	81.9 (27.0)	54 (63.5)	36.5	-2.6 (53), p=.011*
In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself.	29.6 (31.0)	44 (45.4)	54.6	11.3 (21.8)	44 (51.8)	48.2	3.8 (43), p=.000***
You would attempt to get Mr. N to open the door and step outside the garage so you can talk face to face.	86.2 (18.4)	55 (56.7)	43.3	85.7 (21.3)	55 (64.7)	35.3	.1 (54), p=.901
Once you assess that Mr. N is not in imminent danger of self-harm, you give him the number for the Crisis Clinic 24 hour Crisis Line and suggest that it might be helpful for him to talk to someone.	80.5 (25.9)	53 (54.6)	45.4	89.2 (18.1)	53 (62.4)	37.6	-2.3 (52), p=.028*
Note: ***p < .001, **p < .01, *p < .05.							

Results from the paired sample t-test for pre/post training differences for the participants of the CIT 40-hour course on the CIT scenario #2 items show the same changes pre/post treatment revealed in the ANOVA analysis with training effects on the CIT scenario #2 items “Ms. S is exhibiting symptoms most associated with Schizophrenia.” (t=-2.2, df=54, p=.029), “The voices Ms. S hears in her head suggest she is experiencing hallucinations.” (t=-2.2, df=54, p=.029), “In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her”(t=2.1, df=43, p=.039) , “In speaking with Ms. S, you should keep a safe distance physically and emotionally, keeping a blade stance and informing her what you are doing there and why” (t=-2.2, df=46, p=.031), and “If Ms. S asks you if you hear the voices, you should say yes in order to build rapport with her” (t=2.7, df=40, p=.011) .

**Table 35
Mean Differences on CIT Scenario 2 (Schizophrenia) for CIT pre/post Paired Sample t-tests (n=182)**

You and a partner are dispatched to an apartment residence with the following information. Building manager has called police because tenant Ms. S, age 23, has been throwing things against the walls and will not answer the door. Upon arrival at the building, you contact the manager, who informs you that Ms. S lives alone and is unemployed. Over the past several months, she has rarely been seen other than to occasionally look out her door. It is apparent that she has lost considerable weight and her appearance is disheveled and unclean. She rarely seems to go anywhere or see anyone. Neighbors have been complaining because they hear her walking around the room late at night and even though they know she is alone, they have heard her shouting and arguing as if someone else is in there. She has been heard yelling about people spying on her through the vents. The manager does not want her arrested, but wants her to quiet down.

Item	CIT PRE (N=97)			CIT POST (N=85)			t-value (df) /Sig.
	M (SD)	n (%N)	% miss	M (SD)	n (%N)	% miss	
Ms. S is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).	12.5 (18.3)	40 (41.2)	58.8	7.9 (15.4)	40 (47.1)	52.9	1.2 (39), p=.222
Ms. S is exhibiting symptoms most associated with Depression.	16.6 (23.9)	42 (43.3)	56.7	16.5 (24.9)	42 (49.4)	50.6	0 (41), p=.996
Ms. S is exhibiting symptoms most associated with Schizophrenia.	87.0 (14.4)	53 (54.6)	45.4	92.4 (12.1)	53 (62.4)	37.6	-2.2 (52), p=.035*
The voices Ms. S hears in her head suggest she is experiencing hallucinations.	71.9 (32.5)	55 (56.7)	43.3	82.3 (25.8)	55 (64.7)	35.3	-2.2 (54), p=.029*
Ms. S’ belief that people are spying on her through the air vents suggest she is experiencing delusions.	80.1 (23.3)	54 (55.7)	44.3	85.5 (25.3)	54 (63.5)	36.5	-1.8 (53), p=.075
In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her.	26.2 (34.4)	44 (45.4)	54.6	14.8 (26.7)	44 (51.8)	48.2	2.1 (43), p=.039*
In speaking with Ms. S, you should keep a safe distance physically and emotionally, keeping a blade stance and informing her what you are doing	59.6 (32.6)	47 (49.5)	50.5	71.2 (32.3)	47 (55.3)	44.7	-2.2 (46), p=.031*

there and why.							
If Ms. S asks you if you hear the voices, you should say yes in order to build rapport with her.	3.4 (5.2)	41 (42.3)	57.7	7.9 (10.5)	41 (48.2)	51.8	2.7 (40), p=.011*
Paraphrasing what Ms. S is saying back to her may help deescalate the situation.	75.6 (22.0)	55 (56.7)	43.3	75.7 (26.1)	55 (64.7)	35.3	0 (54), p=.983
You determine that Ms. S is not an imminent danger to herself or others and call the Mobile Crisis Team (MCT) to respond to do a mental health evaluation.	88.1 (17.3)	55 (56.7)	43.3	87.3 (22.0)	55 (64.7)	35.3	.2 (54), p=.839
Note: ***p < .001, **p < .01, *p < .05.							

Results from the paired sample t-test for pre/post training differences for the participants of the CIT 40-hour course on the CIT scenario #3 items show the same changes pre/post treatment revealed in the ANOVA analysis with training effects on the CIT scenario #3 items "You ask Mr. B if you can sit down and ask permission before moving any items" ($t=-2.6, df=51, p=.011$).

Table 36 Mean Differences on CIT Scenario 3 3 (Dementia/Alzheimer's) for CIT pre/post Paired Sample t-tests (n=182)							
You are dispatched to a residence with the following information. Mr. B is an 88 year old male who has called police to report that his home has been burglarized. When you arrive at the residence, Mr. B lets you in and you can't help but notice that his clothing is stained and smells of urine. Walking through the kitchen, you see spoiled food on the counter and there are numerous empty alcohol bottles and broken glass on the floor and the gas stove burner is on. The living room is cluttered with piles of papers. It seems evident that there is no one else living there. When you ask Mr. B what was stolen from his home, he grows confused and says, "Nothing was stolen, why would anything be stolen?" You tell him that you are at his house because he called to report a burglary, but he denies doing this.							
Item	CIT PRE (N=97)			CIT POST (N=85)			t-value (df) /Sig.
	M (SD)	n (%N)	% miss	M (SD)	n (%N)	% miss	t (df), p
Mr. B is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).	5.6 (10.2)	38 (39.2)	60.8	4.3 (6.8)	38 (44.7)	55.3	.7 (37), p=.481
Mr. B is exhibiting symptoms most associated with Dementia or Alzheimer's.	94.4 (8.5)	55 (56.7)	43.3	96.2 (7.9)	55 (64.7)	35.3	-1.2 (54), p=.247
Mr. B is exhibiting symptoms most associated with Schizophrenia.	12.8 (19.5)	37 (38.1)	61.9	9.3 (16.4)	37 (43.5)	56.5	1.0 (36), p=.342
You ask Mr. B if you can sit down and ask permission before moving any items.	71.9 (32.0)	52 (53.6)	46.4	84.4 (23.2)	52 (61.2)	38.8	-2.6 (51), p=.011*
You engage Mr. B in conversation, asking short questions to ascertain if he is oriented to time, place, and person.	90.0 (11.5)	55 (56.7)	43.3	93.6 (9.5)	55 (64.7)	35.3	-2.0 (54), p=.055
Paraphrasing Mr. B's statements help to confirm that you understand them.	82.9 (19.7)	55 (56.7)	43.3	86.6 (16.2)	55 (64.7)	35.3	-1.2 (54), p=.254
You determine that most likely there has been no burglary and you close the case and leave.	9.0 (17.6)	41 (42.3)	57.7	3.7 (6.2)	41 (48.2)	51.8	1.9 (40), p=.064
You determine that most likely there has been no burglary, and you arrest Mr. B for filing a false report.	2.1 (3.6)	39 (40.2)	59.8	3.2 (7.3)	39 (45.9)	54.1	-1.3 (38), p=.213
You determine that most likely there has been no burglary, but Mr. B may need some outside help. You ask him if there is a friend or family member you can call for him.	89.5 (17.4)	54 (55.7)	44.3	93.9 (10.5)	54 (63.5)	36.5	-1.8 (53), p=.071
You call GRAT (Geriatric Regional Assessment Team) or MCT (Mobile Crisis Team) to see if they are available to do an evaluation.	93.3 (14.6)	54 (55.7)	44.3	95.7 (9.3)	54 (63.5)	36.5	-1.2 (53), p=.220
Note: ***p < .001, **p < .01, *p < .05.							

The CIT 40-hour training pre/post survey included three additional CIT scenario question sets that were not included on the BLEA and Comparison surveys. These three additional question sets involved scenarios involving PTSD, anger management, and Autism Spectrum Disorder. On the question set regarding PTSD, only one item, "Determining that Sgt. K is oriented and no longer in a crisis state; you call the Mobile Crisis Team (MCT) to respond" ($t=-3.0, df=50, p=.004$) was significantly different after completion of the CIT 40-hour training (See Table 37).

Table 37
Mean Differences on CIT Scenario 4 (PTSD) for CIT pre/post Paired Sample t-tests (n=182)

You are on patrol, walking through to a city park, when you see a homeless man, approximately 35 years old, wearing an army jacket, lying underneath a park bench. It is unclear if he is merely asleep or unconscious; you approach him to check on his welfare. As you draw closer, a car backfires nearby. The man jumps up suddenly, he appears disoriented and fearful; brandishing a plastic hanger and holding it like a rifle. He is yelling loudly about taking cover.

Item	CIT PRE (N=97)			CIT POST (N=85)			t-value (df) /Sig.
	M (SD)	n (%N)	% miss	M (SD)	n (%N)	% miss	t (df), p
You immediately physically restrain and handcuff the man because he was acting aggressively.	5.4 (9.7)	39 (40.2)	59.8	5.2 (10.4)	39 (45.9)	54.1	.1 (38), p=.892
Keeping a safe distance, you reassure him, explain why you are there, ask him simple, short questions to ascertain if he is oriented to time, place, and person.	92.8 (10.2)	54 (55.7)	44.3	94.7 (9.8)	54 (63.5)	36.5	-1.1 (53), p=.286
You attempt to ascertain if the man is a veteran; being empathetic, but authoritative; acknowledging his service if he is a vet and trying to assess his current mental state.	91.8 (9.0)	54 (55.7)	44.3	94.7 (9.5)	54 (63.5)	36.5	-2.0 (53), p=.056
Paraphrasing back the man's statements will only enrage him.	32.3 (30.7)	44 (45.4)	54.6	35.8 (32.0)	44 (51.8)	47.2	-.6 (43), p=.535
You determine that the man, now self-identified as Sgt. K, an Iraq War veteran, is exhibiting symptoms most associated with dementia.	3.9 (6.5)	38 (39.2)	40.8	3.8 (6.7)	38 (44.7)	55.3	0 (37), p=.984
You determine that the man, now self-identified as Sgt. K, an Iraq War veteran, is exhibiting symptoms most associated with Post Traumatic Stress Disorder (PTSD).	93.7 (14.7)	54 (55.7)	44.3	96.8 (8.0)	54 (63.5)	36.5	-1.3 (53), p=.189
Finding out if Sgt. K is on any medications and whether he is currently taking them may be helpful.	90.9 (10.3)	54 (55.7)	44.3	92.7 (11.9)	54 (63.5)	36.5	-1.3 (53), p=.193
Determining that Sgt. K is oriented and no longer in a crisis state; you arrest Sgt. K for loitering and causing a public disturbance.	1.6 (2.7)	36 (37.1)	62.9	3.2 (7.9)	36 (42.4)	57.6	-1.4 (35), p=.161
Determining that Sgt. K is oriented and no longer in a crisis state; you call the Mobile Crisis Team (MCT) to respond.	71.7 (35.7)	51 (52.6)	47.4	84.5 (25.8)	51 (60)	40.0	-3.0 (50), p=.004**
Determining that Sgt. K is oriented and no longer in a crisis state, you provide him with direct contact information for the VA programs.	93.7 (9.4)	54 (55.7)	44.3	94.6 (10.3)	54 (63.5)	36.5	-.5 (53), p=.586

Note: ***p < .001, **p < .01, *p < .05.

On the question set regarding anger management, two items were significantly different after completion of the training, “In a calm manner and firm tone, you engage with Mr. P, explaining why you are there and ask him to tell you what the issue is” ($t=-2.2, df=52, p=.032$) and “You paraphrase Mr. P’s responses to help to confirm that you understand what he is saying” ($t=-2.1, df=51, p=.038$).

Table 38

Mean Differences on CIT Scenario 5 (Anger Management) for CIT pre/post Paired Sample t-tests (n=182)

You and your partner are dispatched to a store on a disturbance call. Information relayed is that a white male in his 30’s is yelling and breaking merchandise. On arriving, you find the store floor covered in broken glass. The store security personnel have cleared the area of other people. You speak to the store clerk and ask what happened and he replies that the individual (Mr. P) came in looking for a refund on a supposedly defective television set he had purchased six months ago, which was beyond the store’s refund policy time. When the clerk refused to refund his money, Mr. P grew more and more agitated and eventually started knocking down television sets around the room and threatening to break them all if they didn’t refund his money. The man in question, Mr. P, is now standing amidst the debris and yelling profanities, but otherwise not acting in an overtly aggressive manner upon your arrival.

Item	CIT PRE (N=97)			CIT POST (N=85)			t-value (df) /Sig.
	M (SD)	n (%N)	% miss	M (SD)	n (%N)	% miss	t (df), p
You immediately move in towards Mr. P and physically restrain and handcuff him.	31.0 (32.9)	43 (44.3)	55.7	20.7 (25.1)	43 (50.6)	49.4	1.9 (42), p=.059
In a calm manner and firm tone, you engage with Mr. P, explaining why you are there and ask him to tell you what the issue is.	79.7 (23.4)	53 (54.5)	45.5	88.6 (18.3)	53 (62.4)	37.6	-2.2 (52), p=.032*
Maintaining a safe distance, you attempt to ascertain Mr. P’s mental state and whether he is oriented to time, place, and person, by asking him simple short questions.	80.7 (21.8)	51 (52.5)	47.5	93.0 (10.7)	51 (60.0)	40.0	-4.2 (50), p=.000***
You repeat back word for word exactly what Mr. P says.	27.7 (34.9)	43 (44.3)	55.7	40.5 (39.3)	43 (50.6)	49.4	-1.9 (42), p=.058
You paraphrase Mr. P’s responses to help to confirm that you understand what he is saying.	77.3 (22.7)	52 (53.6)	46.4	84.9 (19.0)	52 (61.2)	38.8	-2.1 (51), p=.038*
Mr. P still seems angry but is responsive to your questions. However, due to his previous destructive behavior, you believe he is in a state of Excited Delirium, and is highly dangerous.	38.0 (34.7)	43 (44.3)	55.7	29.7 (34.7)	43 (50.6)	49.4	1.6 (42), p=.113
Mr. P seems to be exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).	17.1 (20.4)	37 (38.1)	61.9	15.7 (23.5)	37 (43.5)	56.5	.3 (36), p=.763
As Mr. P seems to be exhibiting symptoms of dementia, you call GRAT (Geriatric Regional Assessment Team) to do a mental health assessment.	12.0 (21.0)	36 (37.1)	62.9	5.8 (14.1)	36 (42.4)	57.6	1.5 (35), p=.132
You decide not to arrest Mr. P, as you believe he is decompensating and his behavior is likely a product of his Schizophrenia, and opt to take him to the hospital.	25.7 (31.9)	41 (42.3)	57.7	30.3 (37.8)	41 (48.2)	51.8	-.8 (40), p=.415
Mr. P seems to be exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).	78.2 (23.7)	51 (52.5)	47.5	78.1 (31.0)	51 (60.0)	40.0	0 (50), p=.970

Note: ***p < .001, **p < .01, *p < .05.

On the question set regarding Autism Spectrum Disorder, three items were significantly different after completion of the training, “Knowing this is an ASD call, if possible, you turn off sirens and lights before arriving at the group residence” ($t=-4.0, df=52, p=.000$) and “You should tell Ms. R exactly what you are going to do before you do it, such as moving in to handcuff or search her” ($t=-3.7, df=49,$

p=.001), and "If Ms. R begins kicking at you, a stern command of "Quiet Feet" in a moderate tone may help gain compliance" (t=-6.2, df=44, p=.000).

Table 39
Mean Differences on CIT Scenario 6 (Autism Spectrum Disorder) for CIT pre/post
Paired Sample t-tests (n=182)

You are dispatched to a group residence where a 25 year old female with Autism Spectrum Disorder (ASD), "Ms. R" has allegedly taken mirrors from all the other residents' rooms. When she was confronted by the other residents, Ms. R began kicking at and biting at them which prompted the call to the police. Residence supervisor indicates Ms. R is now in the corner of her room with the lights off, rocking back and forth and flapping her hands. Residents do not want to press charges for the thefts or attempted assaults, but your supervisor wants Ms. R to go to the hospital for a mental health evaluation.

Item	CIT PRE (N=97)			CIT POST (N=85)			t-value (df) /Sig.
	M (SD)	n (%N)	% miss	M (SD)	n (%N)	% miss	t (df), p
Knowing this is an ASD call, if possible, you turn off sirens and lights before arriving at the group residence.	81.8 (25.4)	53 (54.6)	45.4	95.5 (8.6)	53 (62.4)	37.6	-4.0 (52), p=.000***
Upon entering Ms. R's room, you turn on all the lights to let her know you are in charge and move quickly towards her to physically restrain her, so she won't kick or bite you.	10.3 (19.5)	37 (38.1)	61.9	6.2 (15.4)	37 (43.5)	56.5	1.0 (36), p=.323
Upon entering Ms. R's room, you keep a safe distance, tell Ms. R your name, that you are a police officer and that you are there to help her and you will need to turn some lights on to do that.	81.7 (20.8)	51 (52.6)	47.4	89.5 (17.4)	51 (60.0)	40.0	-2.3 (50), p=.025*
You tell Ms. R she needs to stop the constant rocking and flapping and order her to look directly at you and pay attention to what you are saying.	11.2 (21.3)	37 (38.1)	61.9	12.8 (22.9)	37 (43.5)	56.5	7.6 (36), p=.722
When Ms. R will not look at you or answer your questions, you need to raise your voice and shake her to get her to pay attention to what you are saying.	8.8 (17.1)	36 (37.1)	62.9	7.6 (19.1)	36 (42.4)	57.6	.3 (35), p=.790
You should tell Ms. R exactly what you are going to do before you do it, such as moving in to handcuff or search her.	79.8 (24.4)	50 (51.5)	48.5	92.3 (11.4)	50 (61.0)	39.0	-3.7 (49), p=.001**
All persons with Autism Spectrum Disorder exhibit the same sensitivities and behaviors.	16.2 (23.7)	37 (38.1)	61.9	11.1 (21.5)	37 (43.5)	56.5	1.1 (36), p=.281
Using restraints to gain Ms. R's compliance is not a concern, as persons with ASD do not have any physical issues that might require special accommodation.	11.3 (17.3)	37 (38.1)	61.9	13.2 (24.3)	37 (43.5)	56.5	-.5 (36), p=.628
If Ms. R begins kicking at you, a stern command of "Quiet Feet" in a moderate tone may help gain compliance.	38.3 (31.5)	45 (46.4)	53.6	73.7 (32.6)	45 (52.9)	47.1	-6.2 (44), p=.000***
It is best if Ms. R is transported in an ambulance to avoid injury if she is non-compliant.	81.6 (22.1)	50 (51.5)	48.5	88.4 (18.4)	50 (61.0)	39.0	-2.1 (49), p=.037*

Note: ***p < .001, **p < .01, *p < .05.

Results from the paired sample t-tests on the CIT scenarios and behavioral crisis items correspond to the one-way ANOVA analyses showing training effects for both the BLEA and CIT groups on important measures of curricular goals including ability to identify conditions of individuals in behavioral crisis incidents, the use of effective de-escalation tactics in interactions with individuals in behavioral crisis, and appropriate case disposition.

Qualitative Findings

CIT Course Observations

Observation of the 8-Hour BLEA CIT Component

One member of the research staff conducted an observation of the 8-hour In-Service Crisis Intervention Training class on November 25th, 2014. This class module was presented by an instructor who also teaches a module in the 40-hour CIT class, in particular the fourth day of the observation period conducted by the research staff. This class covered the same material as the module in the 40-hour course. However, the group of attendees was slightly less participative. Many expressed they needed to fill their training hours or were only interested in more information on the Involuntary Treatment Act. Although many of the attendees did not state they were mandated to attend the training, several expressed that this class was the only class that would fit into their schedules. During the training several attendees seemed disengaged or disinterested in the material, often attendees could be seen using their cell phones, doodling or drawing, and a few even fell asleep. Although the attendees were disengaged at times, several portions of the training seemed to hold the entire group's attention such as the section on Autism Spectrum Disorders and responding to children and teens experiencing behavioral crises. One slight difference with this training was the instructor's emphasis on 'not telling cops how to do their job, but to give them tools to enhance their effectiveness.' This was particularly clear when the instructor described that the threshold of physical intervention does not change with the cause of behavior. However, the instructor did point out that verbal de-escalation tactics are more effective and should be focused in use during interactions with individuals in crisis who exhibit lower levels of agitation.

Observation of CIT-40 Hour Course

Two members of the research staff conducted an observation of the 40-hour Crisis Intervention Training class on December 1st through 5th, 2014. During the five-day training class, there were several modules of training presented to the police officers in attendance including presentations from several social service entities that provided assistance to officers and individuals experiencing behavioral crisis incidents, clinical psychiatry and psychology professionals, and WSCJTC Academy staff with prior Law Enforcement experience. The observation period for this training class was completed for all five days of training and included observation of mock-scenes in which the attendees participated in role-playing vignettes to utilize the training they had received from the various modules and training presentations.

The first day of training began with introductions of the attendees and an outline for the course schedule. Attendees highlighted several expectations expressed about what the training should or could provide during this first day. Some of the expectations of the training included

requests to learn techniques about how to identify individuals who are a danger to themselves and others as well as more in-depth information regarding the involuntary treatment act and its use. Additionally, officers explained that they perceived individuals in behavioral crisis, specifically related to schizophrenia, were dangerous and potentially violent. Another theme throughout the weeklong training was of a societal expectation that police officers should be CIT trained.

The attendees were also asked whether or not they had volunteered for the training or were mandated to attend. Only a few of the attendees stated they had volunteered, while most stated it was mandatory for them to attend. Several attendees referenced that they were 'voluntold' to attend, implying that they volunteered, as they would eventually be mandated to attend the training. One attendee even stated, "...apparently mental illness is different on the west coast because I'm required to be here...". However, there were some that mentioned they had volunteered for the training to have 'more tools in their tool belt' and as 'additional information to do the job'. While the majority of the attendees were from agencies within King County, there were several from Snohomish County in attendance as well as some correctional staff members. The individuals who were from agencies outside of King County expressed frustration regarding the availability of social service resources for individuals in behavioral crisis in the city or jurisdiction in which their agency was located and mentioned that the resources presented in the training were only available within King County and did not apply to their jurisdiction.

After the introductions and opening remarks, the first class day began with a presentation of crisis and suicide intervention conducted by the Crisis Clinic Director of Crisis Services. The presentation began with a discussion of what a behavioral crisis may look like, with emphasis on who different people may experience and express crisis in various ways. Contact with individuals in crisis was described to include meeting them with empathy and a plan to attempt to put words to the crisis that is happening, through this the presenter provided examples of active listening and understanding that the individual in behavioral crisis may not be able to effectively express their thoughts or desires in a 'normal' conversation way. Additionally, an effective tool was presented as 'the three C's' or content of the behavioral crisis, clarification between the responder and the individual, as well as identifying coping mechanisms that may have worked in the past. This 'tool' was described along with the presenter's suggestion for the goal of crisis intervention. This goal was explained through the metaphor of 'taking a bag of spilled marbles and organizing them...as a responder the goal should be to help the individual in crisis to contain their marbles'; also, emphasized was the possible need for connection between the responding and the individual in behavioral crisis in order to create rapport and comfort for both parties.

This presentation also included a discussion of suicide response and intervention. Attendees discussed the impact of suicide and different types of situations in which suicidal ideations may arise. The impacts discussed include the idea that suicide may be wrong because of the impact on family members and community members as well as the irrational nature of suicidal ideations. The discussion surrounding precipitating factors for suicidal ideations including those individuals who may be experiencing some sort of health crisis like chronic pain or mental illness and have other risk factors present such as intent, capability of committing suicide, and their expressed intensity of emotional pain. One attendee even suggested that suicide may be justified because, "it's up to that person." Following this discussion the class was presented with common traits of suicidal persons which included the inability to communicate the depth of pain experienced, self-injury prior to suicide attempts or verbalized ideations as a way of communication, feelings of guilt, shame, hopelessness, anger, insomnia, and having a plan and access to means.

The presenter described that when responding to individuals who may be expressing suicidal ideations, meaningful conversation surrounding the outcome and impact of suicide may be, and to

provide resource options that begin with less restrictive and move toward more restrictive services. The less restrictive or 'low risk' services ranged from assisting the individual with finding resources to provide for their basic needs (housing, meals, clothing, showers, etc.) to natural support systems of friends and family or professional support systems through Designated Mental Health Professionals (DMHPs); moving into more restrictive services such things like emotional support systems through crisis hotlines or websites and community based crisis services. The community based services that were highlight for King County included the Mobile Crisis Team (MCT), Children's Crisis Outreach Response System (CCORS), and the Geriatric Regional Assessment Team (GRAT). Finally, the most restrictive and 'high risk' services described included both voluntary and involuntary inpatient hospitalization. These services were outlined in a quick reference guide for King County social services that included addresses, phone numbers, and brief descriptions of services provided by the agencies listed. This guide however, was mentioned to only be useful for those attendees that worked within the King County jurisdiction and did not provide adequate resource options for those outside of this area.

Following this presentation there was a schedule change due to a conflict with the NAMI presenters; during this time the CIT training staff did not have a replacement module. The time was then spent watching short YouTube videos that included the Mike Brave Legal Update from 2011. This lull in class time created some frustration among the attendees, which was exhibited by individuals doodling or drawing, and inquiring about the options provided of lunch. After this brief schedule change and lunch the class reconvened for a module covering CCORS more in-depth.

The CCORS module began with an explanation of which individuals would qualify for their services. These individuals include those between the ages of three and eighteen years who are experiencing a mental health crisis. However, individuals who are 18 years of age only qualify for this service if they still reside at home with their parents or guardians and are still attending high school. The CCORS program provides emergent outreach that include a home visit within two hours of being contacted by law enforcement and hospital emergency room visits if the child was transported their by law enforcement officers. However, the CCORS program is designed to provide diversion of unnecessary hospitalization and provide stabilization within the community. Additionally, this program provides non-emergent outreach that includes scheduled visits with the Crisis Clinic, sometimes twice per day, as well as intensive stabilization services at no cost. The program is available 24 hours a day and 7 days a week; it is voluntary and depends primarily on urgent, frequent, and intense service delivery from the Crisis Clinic and DMHPs.

The first class day concluded with a module for responding to Military Veterans and Veteran's culture. The presenter for this module was a Veteran and described that interactions with those that have served in the armed forces, specifically in combat zones, may have different ways of communicating and may perceive a disconnect between themselves and individuals who have not served. It was even mentioned that, 'America is not at war, the Marine Corps is at war, America is at the mall,' to emphasize how deep this disconnect may be. Attendees were given several suggestions for responding to Veterans when a behavioral crisis is suspected. These suggestions included being cognizant of past training such as firearms or weapons training and high self-reliance. Additionally, responders were encouraged to be aware of possible Traumatic Brain Injuries (TBI) or Post-Traumatic Stress Disorder (PTSD) and to use a tool identified as ROAD: Repeat yourself, Orient to the present, Announce your behaviors, and De-escalate, also the use of common military terminology could provide a more comfortable situation for a Veteran in behavioral crisis to express their feelings. Attendees were also cautioned to be aware of placing their hands on their service weapon, unless deemed absolutely necessary, as it may be perceived as a threatening or hostile action towards the Veteran in crisis. During this module a video was presented that positioned the viewer in the place of

a Veteran experiencing PTSD, flashbacks, and attempting to reintegrate into civilian life. Finally, the presenter emphasized that having a dependable Veteran's Resource was invaluable as well as connecting the individual with others who have experience the same military service related situations.

The second day began with a module presented by an Associate Professor of Psychiatry from the University of Washington Medical center. This module included a review of psychiatric disorders and presented mental illness as a disease and included a section on the relationship between violence and mental illness. Information specifically regarding violence and mental illness included a higher likelihood of victimization for those with chronic mental illness and individuals with mental health diagnoses were no more dangerous than the general population except when substance abuse was co-occurring with a mental health diagnosis. This module included the DSM-V definitions of several psychiatric disorders including: depression, bi-polar disorder, anxiety and panic disorders, PTSD, schizophrenia, ADHD, cluster A, B and C personality disorders, and cognitive disorders. Additionally, medication treatments for psychiatric disorders were discussed at length; however, the presenter chose to skip several power point slides pertaining to violence and psychiatric disorders. Several attendees expressed dissatisfaction with the presentation because they did not see the relevance of law enforcement officers as 'diagnosticians' and 'medication police' in lieu of Social Service providers and DMHPs.

While the participation levels varied throughout the week and the different modules, the afternoon module of the second day had increased attention from the attendees. This module, Voices of Recovery, was presented by NAMI and included a panel of six individuals with mental health diagnoses. These individuals explained their history including their diagnoses, substance abuse, the effects both issues had on their lives, and gave suggestions to the attendees for interacting with individuals with mental illness or substance abuse issues both in and out of crisis situations. The most emphasized suggestion that was repeated several times by the panel members was the expression of empathy from first responders and that slowing down to hear the whole story could make a large difference in de-escalating behavioral crisis incidents. Panel members expressed that "we're all human beings and we all suffer in different ways," and a goal for the presentation was that the panel members "Hope we can get to a place where we can trust you and you can trust us."

The third day began with a module covering elders in crisis with emphasis on dementia presented by the Evergreen Health Geriatric Regional Assessment Team. A key component of dementia that was highlighted during this module was that individuals could present with very unfocused responses to questions and language disturbances, alternatively described as 'word salad' in which a response may be correct but jumbled or out of order. While the main focus was on responding to individuals with dementia there were several other indicators of crisis for elders to look for as a first responder and included poor hygiene or household maintenance, wandering or confusion and disorientation to time and place, either unaware or too aware of 9-1-1 system, and impaired or impulsive judgment. Suggestions for responding to possible behavioral crisis situations for elders involved engaging the individual face to face in conversation and reducing background noise, clarifying and explaining the reason for responding to their location, and maintaining safety through awareness of canes/walkers and listening for distrust or suspiciousness expressed by the elder individual. Additionally, this module highlighted several resources for elder individuals including GRAT, adult protective services, and the Alzheimer's Association.

The second module of day three covered Autism Spectrum Disorders (ASD) for children and adults. Recognition of ASD was described through several overt physical behaviors and symptoms as well as possible situations that may trigger a behavioral crisis for an individual with ASD. The physical behaviors and symptoms included stimming (repetitive body movements like hand flapping or

rocking), echolalia (repetition of another person's spoken words), lack of eye contact, delayed response, and disassociated speech (among other symptoms). Situations that may trigger behavioral crisis for individuals with ADS can include breaking a daily routine or external stimuli such as bright flashing lights, loud noises, or crowded areas. The class was then shown a short video clip of a young male with an ASD diagnosis who exhibited many of the symptoms and displayed to the class attendees that issues of Miranda warnings and questioning could be problematic as individuals with ASD diagnoses may not understand fully what they are agreeing to or answering.

Additionally, attendees were advised that having alternative methods of communication could prove to be beneficial if an individual with ASD is non-verbal or has limited verbal capabilities. Patience was emphasized several times for first responding, specifically when questioning or speaking with the individual in behavioral crisis, but also when speaking with family members, friends, and care takers. Furthermore, communication with individuals with ASD was described as more effective when using the Autism Directive Cycle (ADC). The ADC includes addressing the individual and using effective pauses when speaking, directing the individual to the requested task, controlling input from external stimuli and background noise, and providing praise if and when the individual complies with requests. Tactics for law enforcement officer presence were explained through slow hand gestures, maintaining distance and personal space, indirect and non-threatening eye contact, soothing and reassuring tone of voice, and maintaining eye level height when speaking with an individual with ASD.

The next module of day three was a short presentation from a DMHP describing the process for which involuntary commitment is completed for individuals who are in behavioral crisis. The DMHPs handle approximately 6,800 cases per year and detain approximately 50% of individuals for involuntary commitment. The DMHP provided information regarding which Revised Codes of Washington that pertain to involuntary commitment and the criteria that must be met in order to detain an individual; however, the final commitment generally is decided on by a judge and will be a stay of approximately 14 days and the individual must be read a Miranda warning and offered an attorney. Generally, the requirement for emergency commitment is imminent risk and the safety of the public is a paramount concern. This module was particularly confusing for attendees and several individuals expressed frustration and dissatisfaction with the information as they felt they did not receive any relevant or usable information.

The final module for day three covered the phenomenon described as Excited Delirium (ED). This phenomenon is described as a sudden, abrupt display of exaggerated behavior wherein a person becomes very agitated, possibly to the point of extreme violence, may engage individuals in a vigorous struggle, and can potentially die suddenly. This module was presented by a commander with the WSCJTC, who had recently retired from the King County Sheriff's Office and was able to related more closely and speak in terminology that the attendees were familiar with. During this module all of the attendees were extremely engaged and actively participated in the discussion and conversation throughout the entire module. Several theories of ED causation were presented, including stimulant drug use and acute mental illness such as psychosis, schizophrenia, and bi-polar disorder along with medication regimen non-compliance.

The instructor for this course then outlined potential physical and behavioral cues that may alert first responders to the possibility of ED. The physical cues described included dilated pupils and lid lift, high body temperature, profuse sweating, skin discoloration, and extreme agitation. The behavioral cues described included violent resistance during control attempts and once restrained, muscle rigidity, incoherent speech and guttural noises, seemingly unlimited stamina, seeming inability to feel pain, intense paranoia and terror, attractions to glass, water and shiny objects, and inappropriate removal of clothing. Characteristics of individuals known to exhibit ED include male,

between the ages of 35 and 44 years, potential link to obesity, and no obvious cause or mechanism of death located during autopsies. The main focus of this training module was not to attempt clinic diagnosis but to identify behavioral cues that alert the potential for high-risk violent behavior and sudden or in-custody death.

The instructor explained several tactical considerations when there is a potential of encounter an individual experiencing ED such as isolating the subject, moving quickly and efficiently to restrain the subject, and to assemble a response team that may include law enforcement officers trained in less lethal force options, EMS personnel capable of providing advance life support, and preparation of restraints to be used. Additionally, the instructor described that there is a high likelihood of in-custody death due to the physical effects of ED as well as law enforcement restraint procedures including lateral vascular neck restraints that may block the individuals air way. Due to this factor, attendees were advised to consider ED be treated as a medical emergency but not to ignore safety concerns and not neglect use of force if agency policy permits.

The fourth day of training consisted of one 8-hour training module presented by a Licensed Mental Health Counselor (LMHC) with the purpose of providing de-escalation tactics based on different mental health diagnoses. The training module appeared to be similar and repeated information that was previously provided by the psychiatrist at the beginning of the training course. Some suggestions and examples of de-escalation tactics were provided such as showing congruence when interacting with an individual who may have schizophrenia. However, the de-escalation tactics were not specifically pointed out and remained unclear at times.

The final training day began with a module covering incidents of 'suicide by cop' (SBC) presented by another WSCJTC staff member. This module explained two different types of SBC, pre-planned and spontaneous events wherein the individual in behavioral crisis pushes the situation to a point where responding law enforcement officer may need to use lethal force. In pre-planned SBC events the individual in crisis makes very overt gestures, may engage law enforcement in physical fighting or brandish a weapon, and may also verbalize their intention of how the encounter should end. In spontaneous SBC events can manifest due to the individual in crisis perceiving that they are barricaded, have no way out, or are subject to some form of Three Strikes Legislation. De-escalation tactics presented by the instructor included contacting the individual via telephone to attempt to assess the individual's level of crisis, intent, potential victims in the area, as well as to provide the opportunity for a hostage negotiation team to connect with the individual prior to any physical engagement. Emphasis was placed on responding law enforcement officers to push for information before arriving on scene to include the presence of weapons, intentions, possible previous history of SBC attempts or other contacts with law enforcement or the criminal justice system. Key components of effective de-escalation response to SBC events was to slow the interaction and encounter down, to take time to listen to the subject and isolate them away from the public, and if possible to attempt to use less-lethal force options.

The final training module consisted of several mock scene role-play scenarios in which the attendees were presented with opportunities to utilize the information received during training, identify the different underlying causes of behavioral crises, and be provided with feedback from the instructors of the course. The mock scenes included identifying and individual attempting to occupy a public library after closing hours that claimed the area was the location they resided in with Jesus and that they were allowed to stay there for as long as they liked. The intention of this scene was to identify if the individual already had connects with a LMHC or other mental health service provider and attempt to connect them with them with the individual in crisis. The second mock scene was a call regarding a disturbance outside of an individual's residence. However upon arrival no such disturbance was located. The intent of this scene was to recognize symptoms of paranoia and

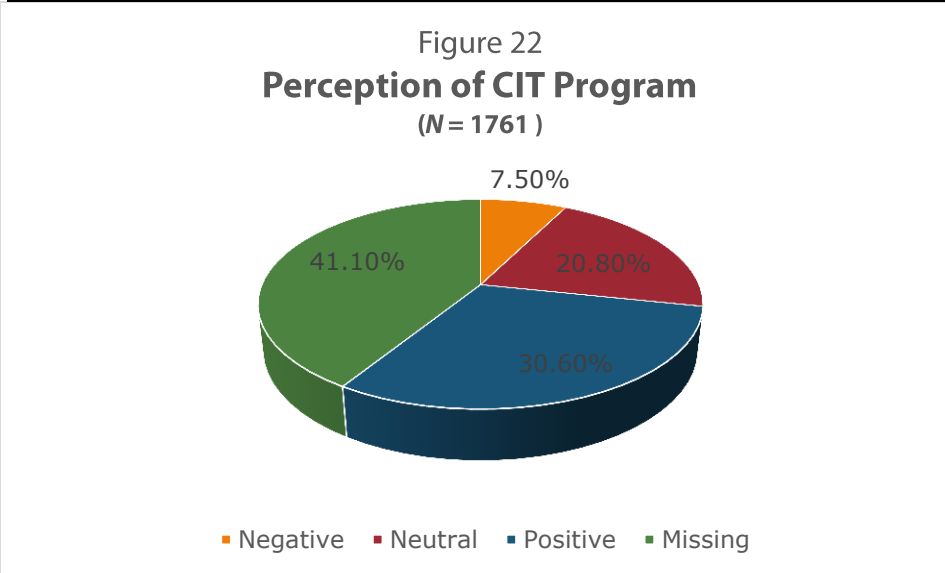
potential PTSD related symptoms and provide the individual in crisis with resources that could be contacted for support. The final mock scene was a response to a suicidal male brandishing a knife in his apartment. This scene was intended to provide attendees with a chance to use verbal de-escalation tactics and identify the cause of the individual's suicidal ideations and provide resources. Additionally, each group of attendees was able to sit and speak with a DMHP and ask any follow-up questions if needed. The training was officially concluded with providing all attendees certificates of completion as well as pins to wear on their uniforms.

Open-Ended Survey Questions

Narrative comments on open-ended survey questions on CIT perceptions for all groups – BLEA, CIT, and Comparison Groups were analyzed for themes. Narrative responses were analyzed for the purpose of obtaining cross-sectional qualitative data on perceptions of CIT information at a point in time (rather than comparing differences between groups' pre and post training). Question items regarding perceptions of CIT were rated as negative, neutral, or positive. String variables were transformed into ordinal variables based on researcher agreement on whether or not the qualitative comments were negative, neutral, or positive. Two independent raters who were research assistants on the study rated all qualitative comments in response to each of the open-ended survey questions. Inter-rater reliability for ratings was 97% on all sections (Behavioral crisis: *Kappa*=.98, CIT Perceptions: *Kappa*= .99, and General Comments: *Kappa*= .99). Results show that for those who responded, few were interested in completing the CIT 40-hour training, most offered neutral or positive comments regarding behavioral crisis incidents and CIT (See Table 40 and Figure 22).

Table 40 Qualitative Comment Ratings (N=1761)			
<i>What would make you interested in completing the 40-hour CIT training?</i>			
	<i>f</i>	<i>%</i>	<i>Valid %</i>
Negative	147	8.3	45.8
Neutral	162	9.2	50.5
Positive	12	0.7	3.7
Total n	321	18.2	100
Missing	1440	81.8	
Total	1761	100	
<i>Comments regarding Individuals in Behavioral Crisis</i>			
	<i>f</i>	<i>%</i>	<i>Valid %</i>
Negative	31	1.8	17.7
Neutral	98	5.6	56.0
Positive	46	2.6	26.3
Total n	175	9.9	100
Missing	1586	90.1	
Total	1761	100	

Perceptions of CIT			
	f	%	Valid %
Negative	132	7.5	12.7
Neutral	366	20.8	35.3
Positive	539	30.6	52.0
Total n	1037	58.9	100.0
Missing	724	41.1	
Total	1761	100	



Themes were identified in the narrative responses to open-ended survey items, “Please offer any comments clarifying your responses regarding incidents involving individuals in behavioral crisis,” “What is your general perception of the CIT Program?”, and “General Comments – Please provide any additional comments.” Table 41 shows selected comments to illustrate themes, how they were rated (as negative, neutral, positive), and the group from which the comment was selected.

Table 41 Selected General Comments Regarding Perceptions of Behavioral Crisis, CIT, and General Comments by Theme and Rating	
Open Ended Survey Questions	Themes/Responses/Ratings
Please offer any comments clarifying your responses regarding	Time and Quickness not a Factor
	“Safely/effectively/quickly” (≡) (CIT Pre)
	“Sometimes it is best to work through a problem with someone, over time. With that, there are times quick resolutions need to be made.” (+) (BLEA Pre)
	“I find my training supervisors and department expect patrol officers to resolve incidents involving persons in a

<p>incidents involving individuals in behavioral crisis.</p>	<p><i>behavioral crisis responsibly, not necessarily quickly. I along with my chain of command realize I am not a mental health professional, but imply trained in intervention training. I find with the mindset of trying to end a situation quickly could be more dangerous, therefore, responsibly is a more accurate fit.” (+) (Comparison)</i></p> <p>Safety</p> <p><i>“Dealing with persons in a behavioral crisis is unpredictable. It is difficult to say whether or not it is a good thing to end these incidents quickly or take more time in handling the situation. Safety is paramount for everyone involved. Safety is what normally dictates the outcome of such calls.” (≡) (Comparison)</i></p> <p><i>“Some incidents require an officer to make a quick solution due to danger to the person, public or themselves” (≡) (Comparison)</i></p> <p><i>“Anyone in a behavioral crisis is potentially dangerous. Although it is ideal to resolve them quickly, these situations are generally time consuming and should not be dealt with in haste.” (+) (BLEA Pre)</i></p> <p><i>“Sometimes you have to resolve crisis quickly for everyone to be safe and other times you have the time to take your time.” (≡) (Comparison)</i></p> <p>Role of Police</p> <p><i>“I am a warrior. Not a guardian.” (-) (Comparison)</i></p> <p><i>“With the decrease in funds for helping the behavioral crisis it has fallen onto law enforcement to be the MENTAL police!” (-) (Comparison)</i></p> <p><i>“The nature of our job and call loads do not permit us to take a tremendous amount of time with individuals. Generally EDP’s take more time than those not experiencing emotional issues however we don’t have all day to help them. It is our job to route tem to the appropriate sources of help, not necessarily provide the mental help assistance ourselves.” (-) (Comparison)</i></p> <p><i>“Sometimes it feels as though the officers who are more “physical” are seen as being good officers and those who spend time on behavior crisis are seen as “milking” the call.” (-) (Comparison)</i></p>
<p>What is your general perception of the CIT Program?</p>	<p>Useful, Helpful, and Valuable/Should be Mandatory</p> <p><i>“I have a positive perception of the CIT program and I believe that it is an important component in law enforcement.” (+) (BLEA Pre)</i></p> <p><i>“It is a very great tool for a police office to have and I think its a must have training.” (+) (BLEA Pre)</i></p> <p><i>“I think ever officer and deputy should be required to attend the 40hr CIT. The 40hr CIT needs to be mandatory part of BLEA.” (+) (Comparison)</i></p> <p><i>“The program should be implemented in all WA state Police agencies and should have more trained CIT only staff available.” (+) (Comparison)</i></p> <p><i>“Every dispatcher should have CIT training, its very helpful when dealing with a person in crisis over the phone” (+) (Comparison)</i></p> <p>Not a Cure All</p> <p><i>“Good start, but gives administrators a false sense of accomplishment and may needlessly open the officer to an increased civil liability” (-) (CIT Pre)</i></p> <p><i>“CIT is not a cure all for every situation. LE is dynamic. CIT concepts cannot always be applied as taught.” (-) (Comparison)</i></p> <p><i>“Good training, but not the end all be all. Still need to use good tactics, DT, officer safety and understand your abilities” (+) (Comparison)</i></p> <p><i>“It seems that this survey is all about CIT. While they can help, it is not going to be perfect and end ALL crisis calls perfectly. Like any other skill, it can’t be the only tool in the tool box. Sometimes force is necessary, and if we deem all</i></p>

	<p><i>calls that end up with force being used as failures, then we've created a one tool culture. You can't always ration with an irrational person." (-) (Comparison)</i></p>	
	<p>Experience is Worth More than Training</p> <p><i>"It has become the go to method but is really no different than what we learn from on the job experience. it is not or should not be a mandatory class." (-) (CIT Pre)</i></p> <p><i>"Provides good knowledge of resources and options available but does not replace the experience of dealing with these types of calls over lots of years" (+) (CIT Pre)</i></p> <p><i>"The concepts are good, but not every officer is equipped to handle every personality just because they have attended a class. There are many personality types both in uniform and in the community. Wearing a CIT pin doesn't fix all crisis situations." (-) (CIT Pre)</i></p> <p><i>"It can enhance a person's interpersonal skills and crisis resolution, but it cannot create them. I have seen officers get better, but it didn't seem to help certain officers with poor interpersonal skills." (-) (CIT Pre)</i></p>	
<p>General Comments – Please provide any additional comments</p>	<p>CIT Over Emphasized</p> <p><i>"I feel CIT training is important but there will always be situations where force may ultimately necessary. Putting too much emphasis on "verbal judo" may prevent or delay a new officer in ever using force and either being injured or actually using excessive or inappropriate force out of sheer panic and naiveté." (-) (Comparison)</i></p> <p><i>"Please don't let our new officers only be trained as "guardians" there is a time in this profession where we must be "warriors" and that is who I want coming for backup." (-) (Comparison)</i></p>	
	<p>Training</p> <p><i>"The Academy has done an excellent job integrating Crisis intervention into the curriculum. I feel that the majority of these calls must be solved with words and not only force. The Academy has done an excellent job preparing us to talk to people in crisis and de-escalate situations." (+) (BLEA Post)</i></p> <p><i>"Overall an informative week!" (+) (CIT Post)</i></p> <p><i>"I look forward to this training" (+) (CIT Pre)</i></p>	
	<p>No Experience with CIT</p> <p><i>"Like I said before on some of the first questions I cannot give an accurate answer because I do not have enough experience." (≡) (BLEA Post)</i></p>	

Post-BLEA Interviews

Interviews were completed with five cadet graduates and an additional six, from one agency, participated in a focus group. Because of the small numbers, a decision was made to combine all responses in order to protect anonymity. The limitations of these findings are that responses represent a very small percent of total graduates during the study period. Thus, the findings discussed here should be considered purely exploratory and used only to provide the basis for a more in-depth qualitative study with hopefully more participation. There is no presumption of representativeness in these responses, nor should they be considered comprehensive in capturing the range of themes in the various research question areas.

The participants were almost all male and the size of their departments ranged from 32 to "about" 1200. They participated in this study from the day after graduation to a "little under" a month after graduation. While some had been on patrol, others had yet to spend their first shift on the street since they were involved in departmental training after the WSCJTC graduation. Most did not have friends or relatives who were police officers.

Officers were asked what the biggest difference was between training and actual policing. While some had not been on the street patrolling, several who had mentioned the difference

between acting in the scenarios which are controlled and real life where people are unpredictable and the officer doesn't know what is going to happen. This was considered both easier and harder by different officers.

The people are real and you have no idea what's really gonna happen, what's going on because now you're in someone else's home and it's their world.

Makes it a bit more real when you are talking to real people instead of actors. To a certain extent, think it's a bit worse during acting as opposed to real life.

In the academy I'm there to learn; if I made a mistake, I know I need to make that better, but out here, the mistake is going to have a much bigger impact.

Officers did mention that the prism scenarios (shoot, don't shoot video experience) and the night mock scenes were the most realistic and they experienced the most realistic anxiety (although the anxiety stemmed from worrying about failing rather than worrying about getting hurt). Other concepts mentioned as different from the academy was report writing (departmental report writing was much more detailed), and the fact that actual policing is a lot busier than expected. Cadets mentioned that the scenarios were as realistic as they could be given the circumstances.

Communication Techniques

Officers were asked if they used any of the specific communication techniques taught at the academy. Officers who had not been out on patrol could not answer this question. Those who had, did state a range of techniques that were used with success, including:

- Building rapport
- Trying to defuse a situation
- Dealing with people in a respectful manner
- Using the LEED model
- Paraphrasing and repeating back to someone to let them know you are hearing what they are saying
- Saying things like "I can't imagine what you are going through" or things of that nature
- Asking for someone to do something first before demanding
- Trying not to match their mood, doing de-escalation.

Officers described how the communication techniques could de-escalate situations and prevent or lessen the need for force.

...So, basically the issues of just talking with every suspect, dealing with everybody with, like, a high level of dignity and respect regardless of who they are or how you're contacting them from you know, ... arresting somebody on a warrant or even arresting somebody out of their home ... it's just important to deal with them in a respectful manner. It's gonna make your life easier, it's gonna leave them less angry and less upset with the police overall. Kinda a lot of times again, you know, it de-escalates situations so that there's, you know, if not no force used, then less force used to deal with the situations; you know making arrests and things like that.

For those officers who had not spent time on the street, we asked what communication techniques they remember that they saw themselves using. These responses were closer to curriculum content.

I really like that LEED Model it's a good summary of good police work, good communication.

We were taught the 5 steps (set the context, present options, tell them what is going to happen, confirm their choice, clarify their choice).

Several officers mentioned very similar incidents where a citizen was in some sort of crisis, both because of situational issues that had made them upset, but also because there was a suspected mental illness issue. In these cases, officers used CIT training and the general communication techniques of trying to establish rapport by asking the individual questions, sympathizing with their stated problems, being very calm, and explaining what was going to happen. The officers who described these very similar situations explained that the techniques did seem to work in calming the individuals down and gaining compliance.

There was a guy downtown, irate, he had some mental health problems, and we were able to talk him down and just gain compliance by simply asking him to calm down and explaining why we were doing what we were doing so that's one...

One officer explained how they practiced the “ask, tell, make” steps in mock scenarios at the academy. This is interesting because in the TAC officer interviews, a TAC officer described that routine as contrary to the guardian model; with the assumption evidently that officers should discuss with individuals their options and engage in more persuasion before resorting to the “make” step. What this seems to indicate is that there is disparity in what is taught by different TAC officers, or that the TAC officers are responding to the difficulty early cohorts had with using force at some point when negotiation failed. This may indicate the academy training is adapting and settling in to more realistic training content. Cadets seem to feel this tension as well in terms of ideal situations where officers can utilize the “soft” techniques and situations where officer safety is paramount, and the ability to know the difference:

...you know it's maybe a CIT scenario where you're trying to talk to somebody to build rapport and work things out as much as possible but what they, in fact, want you to do for officer safety is to essentially get somebody in cuffs as soon as possible if it's for your own safety or for their own safety ... I feel like when I'm actually out in the real world it will probably be a balance of the two. But, it's kind of an interesting, there's a few things at the Academy where I feel like you get training in one area for one specific thing and then you get training that kind of eliminates the ability to do some of that stuff at the same time.

CIT Training

A point that was brought up was that the CIT training and the communication techniques overlapped. In fact, when asked for examples of when they had used the communication techniques, these examples were of field interviews with those in some sort of mental crisis so that when asked for an example of the CIT training in use, the conversation referred back to the earlier example. Officers didn't seem to distinguish or feel the need to distinguish the communication techniques from the two sources of training. The techniques of talking to someone in mental crisis worked for any individual, and the concept of treating people with respect obviously applied to those in mental crisis as well.

This is [not just for mentally ill], for any call when you don't know what they are going to do – don't know if you are going to take them to jail ...

Every officer felt that CIT training was helpful. BLEA graduates did not feel comfortable being able to distinguish types of mental illness, but they did feel confident in identifying when someone was in mental distress and when to seek assistance (e.g., the four prongs, danger to self, others, property or gravely disabled). Some comments were made as to the need for more videos or scenarios or actual contact with those in mental distress as opposed to taking notes from PowerPoint presentations. There was a concern that what was taught was overly complicated (in the number of steps) so officers may not be able to remember everything when faced with a rapidly developing situation. All those interviewed said they would be interested in more training and that such training was especially important in urban areas.

I would say I've used a little bit of it... talking to that woman in the above scenario. I was trying to find out more about what was going on with her mental illness and knowing what type of questions to ask to determine if we were going to involuntarily commit her.

I think I did use it; the minute I responded I knew right away that this guy had some mental health issues and it was going to be a crisis intervention response rather than a demand or arrest.

Emotional Intelligence

When asked if they used any of the specific techniques taught in Blue Courage to reduce stress and to better understand one's own reactions and emotions (emotional intelligence, burn-out inoculation), officers did not seem to think they would be using journaling except for those who already were in the habit. Some mention was made that the academy trainers only picked up the journals a few times so they didn't get the impression journaling was important. Other techniques that were mentioned as ones they used or felt they would be using include:

- Breathing was helpful and I can see myself using that
- The weekly letter homes helped us debrief
- Family-life balance [is] beyond important ... couldn't do this job without it
- Communicating with spouse or loved one, get some help, decompress, that really hit home for me personally
- I think the training helps ... keep people focused on why they became police officers and hopefully gives them something to focus on as time goes on so that they don't build up a level of cynicism, which I think is probably fairly easy to do
- The importance of physical fitness ... making sure you are consistently finding outlets for that stress, so at least trying to start out career by working out before shift...

Training Elements

Officers were asked what they thought the most important element of training was. This was asked in order to determine if an element of the guardian model or an element from the traditional curriculum was mentioned. "Everything" was a common answer and, unexpectedly, legal aspects of the training were mentioned. It is possible that the emphasis shift in guardian training has increased the concern for knowing the legal rights of the citizenry. Command presence and situational awareness were also mentioned. For some, defensive tactics were very important; for others, legal training might be or something else. It depended on what the strengths of the individual were before

training. Another concept mentioned was that the academy provided a number of different alternatives and different ways to deal with scenarios, but the officer had to figure out on the street which was the appropriate or most effective approach. Several noted that the most important part of training depended on your skill set going into the academy.

A lot of things come natural to people, being empathetic and being caring; if I wouldn't have had that criminal law block, I wouldn't know what to do.

For me, [the idea of] strike back first, and not necessarily in a defensive tactics scene; always be ahead of someone else's loop; you can kind of lead rather than react.

it's hard, knowing if you are at a social contact or a Terry stop; this person might have committed a crime, people have rights too, knowing when their rights might be violated....No matter who the person is they still have rights....

For me, I've never been in a fight, I've never shot a gun, so for me those were more difficult ...with limited experience, but I would say, the emotional intelligence parts and how much we talk about that and knowing where we are and what your level of emotion is learning command presence and having command voice that's something that I definitely did not have or did not feel comfortable using before .

Situational awareness – understanding where you are, who you are talking to; balanced in perspective of ...allows you to be more effective with people, where they are in their life, their culture and so on.

Guardian Model

Officers were asked their understanding of the guardian model of policing. They described accurate elements and the “sheepdog” paradigm seemed to be a common way that cadets organized the information about how to protect people. Protection of civil liberties and being part of the community were accurately described elements of the guardian model.

I took from it guarding people's constitutional rights, that's what I got from it mainly.

We are sheepdogs and people are sheep, wolves are the criminals.

The important thing is that the warrior comes out when it is necessary.

I see it as a sheepdog over the flock mentality, there are times when the sheepdog has to show its teeth; but most times he is just there with the flock and protecting them.

We can't be an occupying force in any community that we govern and that we derive our power from the people and that by interacting with people in a way that elicits cooperation as opposed to telling them what to do will overall make our authority more powerful and effective.

Basically my understanding of it is that it's more of a philosophical shift and by not branding it as primarily warriors, um, they're trying to uh, just instill in us the fact that we're not there just to fight, uh, we're there to be a policeman, be uh a supporting member of the community as well.

...they are to do what's necessary to make sure that the average citizen is doing the right things that maintain their rights as well as maintaining the rights of the people they are arresting.

Officers were asked if they had experienced pushback or resistance from other officers in the field. Not many had much to say about this topic. If they mentioned it, their perception (like the TAC officers) was that the resistance was largely because there was a misunderstanding about what the guardian model entailed. The idea was that guardian policing was just good policing and the labels did not matter.

...there's a lot of officers that get like really pissy about like the guardian vs. warrior thing, but to me they're different words for the same thing. I think guardian is a more public relations friendly word, because you say warriors ... people don't want their police officers to be soldiers, so I think guardian is a more, you know, public relations friendly word is how I put it, but I think it makes sense the way they're teaching at the academy because the academy is not training soldiers they are training people who like [people and] work, interact [and] live in the community that they serve. ...there's a couple of officers who are like grumbling about ... the guardian vs. warrior thing. It's just ridiculous 'cause they're just words [and because] the people who complain about it are people who ... are really good police officers.

In the discussions it seemed as if the cadets accepted the principles and rationale behind the guardian model. It remains to be seen how long-term that support might be, and, of course, there is possibly a bias introduced in these responses in that perhaps individuals who were supportive of the guardian model were the ones who agreed to be interviewed.

... within my academy group we embraced that, we embrace being a guardian ... obviously like during defensive tactics and firearms, ... that's warrior training, so everything else is guarding training, and I think everyone in my academy class understood that, and we as a group had a really good grasp on it. Overall, our recruit class we definitely embrace the fact that the community wants us to be guardians, they don't want us to be warriors.

When asked if they thought they would be able to follow guardian policing principles in their interactions with the public; few thought there would be any problems. The answers to this question and another where the officers were asked if their department followed the principles of guardian policing tended to merge the possible idea that officers believed that their department and the officers there were already doing guardian policing, they just didn't call it that.

They've always used those concepts, they've always wanted to be the community caretakers.

Officers thought at first it made no sense, but then when they went through it it's not something completely different, it's what is good policing.

[in response to a request for an example] I suppose an easy way is just look at any of the many calls we go to that are not criminal matters. And, we don't just say, eh, this is not a fight and leave. We do our job, we give them the resources, we say, "hey this is how you can deal with this landlord-tenant issue," for one. Getting called to those, "and here's your resources and what's more this is the process. I can't do anything about this now but I need you to do these steps and then we can help you out. Uh, that's not a warrior, you're not fighting.

There was a woman that rolled her ankle..and although it wasn't a police department problem right away, we took the time to sit and talk with her until the fire department arrived. We tried to calm her down and maybe give her a positive view of the police as oppose to a negative one.

[in this department] people were treated with respect, officers didn't have any problem touching them or shaking their hand, [but] they investigated the crime, so if there was some property they had on them and it looked like they couldn't afford it, they looked into it but I've seen compassion, so this is one of the reasons I ended up working here; one thing that attracted me to this department.

I think, you know, there's some officers who don't like the word guardian, but, as I said before, those are the people who, like, live it anyway. Like, they don't, they're not the people who go out there you know, thinking that they need to fight everybody, these people actually have like really good people skills. So, overall I would definitely say that my agency follows that mindset model even if they don't use the word for it.

You would be hard-pressed to find someone who wouldn't say treating people with respect is the name of the game and I know when I worked in the detective office showing people respect and giving them a chance to state their case in the long run was the way to go; people will give you respect back and it doesn't turn into a situation where they might ... they understand you're doing your job, they usually cooperate.

As part of the query as to whether officers dealt with pushback and resistance to the guardian model, they were asked if they had been told to “forget everything you learned in the academy.” The statement was not unfamiliar to them, but, generally, the understanding was that WSCJTC was teaching the fundamentals and each department and agency had to “fine-tune” training to their particular needs and procedures. There were a few statements that supported the “forget what you learned” perception, e.g. Seattle’s post-BLEA training is said to have the purpose to “wipe out” BLEA training. Generally, the graduates had not had any pervasive experiences with older officers telling them to forget the BLEA experience and one graduate was told by someone in his department to remember everything he was taught and when he came back, he would be taught more. Another probe to determine how well the guardian training had been internalized was to inquire as to whether they felt they couldn’t do what they were trained in some situations. We also were interested in whether parts of the BLEA training under the guardian model were not working well. Most officers had not been on the street long enough to answer this question. In some cases, they speculated that perhaps the LEED model and communication techniques would not work with hardcore criminals.

[General Comments](#)

Throughout the interviews, various comments were made about the training itself. In no particular order the following comments relate to the training itself:

I think that ... the criminal law stuff, the criminal procedure stuff, should come first, with the guardian model we started it early, but we didn't carry it through; the LEED model, we didn't get much of that at the end, [it] should be spread out...

...crisis intervention we could have more of, domestic violence too...

Tactics moves that they tried to teach you are a little bit complicated for the level that I am at and the people at the Academy are at. Some of the things that they teach you to do are fairly complex, you know, like a very complex series of movements that I think that when I am out on the street during the beginning I'm just not going to have the experience or be able to do that. I'm gonna probably be in a higher stress situation and I'm gonna go to something that's much much simpler

than some of the things that they taught me. Other things that they taught me I think I'll be able to do just fine.

All the officers who participated indicated they would participate in follow-up interviews in the months ahead. We also asked why they thought that other officers would not respond to our emails even if they signed up at the academy agreeing to participate. One response to this was that the graduates were too busy with unusual shifts or at training all day. The other response was that perhaps graduates, once back at their agency, were experiencing the resistance to the guardian model, and they perceived that being interviewed was assisting or supporting it in some way and did not want the stigma in their department.

I think it's still that larger negative connotation of "guardian" the guardian concept's the thing in here. There's still a lot of push-back you know where people will say, we're not guardians we're warriors you are gonna be out there in fights, and that's true and that's I think cause they don't understand that the two are not mutually exclusive. ... And I think it's, to get more people into it, you basically need to let them know that you're asking about this information so you can find out if this works, 'cause I think you can kinda turn that negative view into your exact research tool, if you don't think this works come talk to me and tell me how it doesn't work so I can fix it. Cause, people love to complain, you're gonna write it down.

If you Google guardian you're only gonna come up with this place and maybe a couple other of the materials on the Blue Courage stuff. Yeah, that's all you're gonna find. So, it's still kind of an unknown, and then it's the usual people on the outside, are gonna say, ... it's "get to know yourself kinda stuff" and that's radioactive to cops. It's like I don't want to touch that, I don't want to be a part of it. That's the same thing you get from the other side of the public-- they don't understand what it is we do necessarily, we have the same tendencies, you know, I don't know what's going on in there but I want no part of it. It's a guardian, and I'm not a guardian, I'm a warrior. It's an uphill battle.

Albeit small, the sample of participants provided an interesting and rich array of perceptions about the training and implementation of the guardian model. It appears that cadets are accurately perceiving and absorbing the principles of the model. Those who have had a chance to patrol have used the communication techniques taught and experienced positive results from them. There is a strong desire for more CIT training. The techniques related to stress, burn-out, and emotional intelligence received mixed results; while journaling probably won't carry over into the field, it appeared that the direct focus on paying attention to family ties and finding someone to talk to was very well received and understood. The perception is that those who resist guardian training in the field do so because they don't understand it and the words are getting in the way of training elements that should be and are considered just "good policing." Finally, there is some thought also that the perception in the field has been negative toward the cultural shift because officers perceived that who they were and what they had been doing was being rejected as the warrior model. It is possible that this approach is creating needless resistance as compared to an approach that simply defined the shift as curriculum elements that include more effective tools (e.g., de-escalation techniques, communication skills).

CHAPTER 4

Conclusion

The results tell the story of the impact of the cultural shift at the Washington State Criminal Justice Training Academy with attention to curricular components that reflect this shift. A primary focus of the evaluation was the role of CIT in the WSCJTC curriculum as part of the philosophical shift to the guardian culture and a pilot scenario-based evaluation of CIT training as a component of the guardian-oriented law enforcement cultural shift.

Science illuminates the world around us. Not just for the understanding of physics, chemistry and engineering anymore, we have learned to apply the scientific method to the study of behavior and complex social systems. Business and industry have been well motivated to adopt advanced analytics. Time literally equals money. In government, the drive to better understand what is being done and how to do it better is a less than linear association. Recent events in law enforcement bring in to sharp contrast the consequences for organizational apathy. Law enforcement has been heavily reliant on their position as a single source provider of police services. Communities across the socioeconomic distribution have expressed their displeasure with the “standard of care.” A heavy reliance on officer safety centric principles has led leaders in law enforcement reform to think outside the box. Certainly, the cost of a loss of organizational legitimacy can be seen in today’s media coverage of high profile police use of force incidents. The police may be the “only game in town” but they are certainly not the only option. With a tangible sense for the cost of inefficient or inappropriate operating standards, management by measurement becomes a very real solution.

Questions Answered

This project was an empirical evaluation of training at the Washington State Criminal Justice Training Commission (WSCJTC). While the focus of this initial phase has been to provide an independent evidence-based measure of the warrior to guardian cultural shift and CIT curriculum at the WSCJTC, this pilot study offers much more in terms of an understanding of the elements of training curricula are being received by officers, the impact of elements of training on key conceptual components of the curricular goals as well as information regarding the perception of elements of guardian-oriented training curricula that may or may not carry over to line-level law enforcement practice and the unique cultural environments that law enforcement officers return to upon completion of WSCJTC training.

This pilot study was the first phase of three of a longitudinal study of the warrior to guardian cultural shift at the WSCJTC. Results of the pilot study suggest that Phase was successful and that the full evolution of the project is not simply recommended but highly advisable. All statistical measures of the instrument and the methodology suggest there is support for a six-factor scale measuring elements of the guardian philosophy (i.e. CIT, Blue Courage and Tactical Social Interaction). Furthermore, early results demonstrate the methodology receives a significant response rate with an acceptable completion rate on the surveys and that statistical comparisons can be made using the

data. Finally, the pilot study suggests statistically significant¹¹ and theoretically meaningful¹² observations of the data can be made. With regard to the research question(s), consider the following:

Research Questions

Research Question #1: *How do WSCJTC BLEA graduates who attended during the study period compare in knowledge of curriculum content and attitudes consistent with curriculum goals with the comparison sample comprised of those who graduated before the curriculum changes took effect?*

Findings indicated that there were significant differences in the Post-BLEA group and the comparison group on the following scales: emotional/burn-out, negative police subculture, organizational support, social tactics, CIT support, and CIT organizational value. There were no significant differences between the post-BLEA group and the comparison group on the scales measuring guardianship-empathy and guardianship-respect; thus, the two measures that were constructed to measure the essence of the cultural change at the academy did not reflect any difference between those who graduated before the training changes took effect and those cadets who experienced the Guardian-model training. Positive support was most strongly observed for CIT through CIT Support and CIT Organizational Value. On the other hand, measures of attitudes related to the guardian philosophy (both empathy and respect) did not show significant training effects and for at least one of the groups (CIT), there was a significant training effect in the opposite direction on the measure of negative police subculture.

Research Question #2: *Are there statistically significant training effects of BLEA (in knowledge and attitude) as measured by the pre-survey administration at the beginning of BLEA and post-survey completed during the last day of the academy?*

Findings showed significant differences in cadets' responses indicating measurable training effects in the following scales: emotional/burn-out, social tactics, CIT support, and CIT org value. There were no significant differences in the pre- and post- groups in the scales: negative police subculture, organizational support, guardianship-empathy, or guardianship-respect. It should be noted that cadets showed high scores before beginning the academy on these items (except negative police subculture which were low both before and after training), thus, it would have been difficult to have significantly "better" scores. In general, scores indicated that academy cadets begin their policing career feeling a great deal of organizational support, low negativity, and have positive attitudes toward the guardian concepts of respect and empathy.

Research Question #3: *Are there significantly different training effects of the CIT 40-hour training (in knowledge, attitudes, evaluation of incidents involving individuals in behavioral crisis, and scenario-based decision-making and de-escalation strategies) as measured by the pre-survey*

¹¹ Although this data was not used in complex sampling, weighting or inferential models, statistical significance testing was used as a standard for comparison inter and intra-class, between the observed groups.

¹² Theoretical meaningfulness is a measure of construct validity indicating measures are related or correlated with scientific theory accepted in the criminal justice sciences literature.

administration at the beginning of the CIT 40- hour class and post-survey completed during the last day of the class?

Findings showed significant training effects of the CIT class in the following scales: emotional burn-out, social tactics, CIT support, and CIT organizational support. An unexpected finding was that there was a significantly higher score post-training on negative police subculture – the opposite direction of what would be expected. Note that the CIT group was an in-service group with a substantial amount of street experience, but it doesn't explain why they would show higher negativity after training as compared to before training. There were no significant differences between the pre- and post-survey responses in the following scales: organizational support, guardianship-empathy, guardianship-respect, and CIT organizational value.

Research Question #4: *Is there a significant difference between 40-hour CIT completion and BLEA 8-hour CIT training in knowledge and attitudes involving individuals in behavioral crisis?*

Findings showed some significant differences between the post-BLEA group (who only had 8 hours of CIT training) and the CIT post group (who had 40 hours of training). First, the paired sample t-test results suggest that there were training effects for the BLEA cadets on CIT items including the CIT support and CIT organizational value ratings (also significantly changed from pre to post for the CIT group), on 4 of the 6 behavioral crisis items and on the CIT scenarios in particular the items that involved identification of the individual's mental condition and appropriate case disposition and de-escalation tactics. Significant differences were also found between the BLEA and CIT groups on the following scales: negative police subculture (with the CIT group's scores significantly higher than the BLEA group), organizational support (with the BLEA group's scores significantly higher than the CIT group's scores), CIT organizational value (with the BLEA post-group showing higher scores than the CIT post-group – again, contrary to what would be expected). CIT 40-hour trained respondents also rated items higher than BLEA cadets post-training involving the time expected to resolve behavioral crisis incidents suggesting a more nuanced understanding that it takes time to resolve these sorts of calls. The fact that the CIT group was an in-service population may explain why their organizational support scores were lower and negative police subculture scores were higher than the BLEA group. It doesn't explain, however, why the BLEA group's scores on CIT organizational value were higher with the BLEA group. There were no significant differences between the BLEA post and the CIT post groups in CIT support with both groups showing high scores on CIT support after training.

Guardian-Oriented Training Constructs

Burnout/Emotional Intelligence

Although this questions is most appropriately answered by the mature, longitudinal evolution of this project (i.e. Phase I, II and III), some early results assist in refining the hypothesis. Significant observations were made across all six scales. With regard to the Burnout / Emotional Intelligence Scale, survey subjects were asked about their attitudes as they relate to their ability to be self-aware and professionally aware of resources at their disposal. The academy cohort measured significantly higher on this scale, indicating stronger agreement or understanding, after having completed the BLEA course. Similarly, academy coursework can be seen to have a positive effect on participants in the 40-hour CIT course. Both of these comparisons suggest, in the short term, support for the instruction and curriculum.

CIT Support / CIT Organizational Value

Measures of attitudes toward CIT indicate respondents recognize the value, more favorably than not, but do not necessarily understand what CIT is. On the Organizational Value scale, all respondents indicated favorably, within a 20 point range (58.01 to 79.76), with post graduates of the BLEA course indicating highest, followed by the CIT post (67.93), the pre-tests (BLEA then CIT) and finally, the comparison group.

Where interesting distinctions can be observed is in the CIT Support measure. Perhaps as a function of familiarity, and thus instructional efficacy, the BLEA cohort showed the strongest change in attitudes toward CIT support. Over the course of the academy, cohort respondent's attitudes shifted positively from the low, 39.39, to the observed high, 73.30. While exposure to the WSCJTC environment and curriculum appears to have had a positive effect on all measures, bringing attitudes from the disapproval to the approval side of the response scale, it bears mentioning that respondents from the comparison group answered with favorable attitudes, where all other initial responses were negative.

While, attitudes from the BLEA cohort could reasonably be attributed to either a lack of or a misunderstanding of CIT, the CIT pre-survey, responding just .16 to the left of the tipping point, and significantly lower than the comparison group. Responses from the CIT pre-survey may indicate that messaging or the compelled nature of CIT 40-hour course may contribute, along with limitations in the measurement (see above) to weaker support for CIT. Further study is required.

Negative Police Subculture

Observations of Negative Police Subculture are among the most interesting and valuable. Respondents were asked to indicate their agreement with statements typifying conventionally negative stereotypes observed in policing. Among the response scales measured in this project, this measure is inverted. In this case, lower, rather than higher scores are desired.

Among the BLEA cohort, the effect of environment and curriculum can be said to be slight, although subjects registered slightly higher (+.36) at the end of their academy experience. The comparison group defined the mid-range of the scale. With responses, still on the disagreement side of the scale (40.15), the comparison group still scored lower than the CIT pre-survey group, nearly 3 points lower (-2.98).

Most interesting are the responses from the CIT 40 hour group. Following exposure to the CIT 40-hour course, respondents measured higher on the Negative Police Subculture Scale, nearly 5 points higher (+4.44). A number of factors could influence this measure. Higher responses could be as a result of the point where the measurement took place. Respondents were asked to take the survey at the end of a 40 hour intensive course of CIT. Fatigue, disappointment or haste could all influence these measures.

The relatively slight (in context) positive influence on the measure would support "survey effects" influential. Likely not indicative of the training, the effect should be taken into consideration for future administrations of the instrument. A suggested alternative may be to administer follow-up post-surveys via email within one (1) week of graduation from the course. Although this may control for the survey effect, this solicitation method is likely to result in a lower response rate.

Organizational Support

Law enforcement often regards the officer as a highly autonomous element of the discipline; however, if recent highly publicized events are any indication, the cost and likelihood of a lack of organizational support having an undue negative influence is substantial. Elements of the Blue Courage program are intended to mitigate the effect of the job professional health and wellness but those strategies are more effective in a supportive environment.

Again, the results from this scale are dramatic. Respondents from the BLEA cohort demonstrated no change between pre and post measurements. Representing the top end of the scale (75.27 and 74.80, pre and post respectively), BLEA cohort responses appear to be indicative of the underlying idealism and energy associated with achieving employment in law enforcement and completing training.

The Comparison group, once again, represented the mid-point in the observation. At 57.30, responses from the group are still on the positive side of the scale, but just. Interestingly, the 40-hour CIT course appears to have had a slight positive influence (+3.59) on attitudes toward organizational support. A number of things may influence this response. Perhaps exposure to a program which demonstrates competency by identifying both a problem and a reasonable institutionalized solution, inspires confidence. Additionally, exposure to training as professional development may exert a positive influence. While remaining attitudinal measure may shed light on this phenomenon, ultimately, further study is needed.

Guardianship / Empathy, Guardianship / Respect and Social Tactical

The attitudinal measures associated with the guardian ethos represent the most significant results of Phase I, not for their variation but for their stability and universality. Results suggest that an overwhelming plurality of law enforcement officers support the tenants of service, virtue, nobility and respect as embodied and measured by the guardian / social tactical movements.

BLEA measurements indicate officers enter law enforcement with a high degree of idealism and energy. Measures across the test groups suggest those attitudes, at a very high level of granularity, are pervasive and may persist throughout the life-course of most law enforcement officers. While other measures paint a slightly more cynical view, for a variety of reasons.

Although there are some significant differences measured by the Social Tactical scale, the parallel but independent nature of the construct suggests the presence of an underlying factor which is embodied in both scales. Encouragingly, of the attitudinal measures, elements related to the Social Tactical scale improved between pre and post measurements in both BLEA and CIT and were statistically equivalent in both post measurements.

Qualitative Findings

The secondary qualitative findings showed that elements of the Guardian model, specifically empathy and respect, were well received by TAC Officers and BLEA graduates. The perception that these elements are not new ideas, but just “good policing” supports the relatively high survey scores recorded in all samples for these concepts. We found that TAC officers demonstrated a consistent understanding of and support for Guardian model principles. We also found that BLEA graduates seemed to accurately absorb the messages of Guardian model policing. The specific communication techniques learned seem to be working in the field in the small sample we were able to access.

We also found that there is a perception among those who support the Guardian model that the resistance comes from a misunderstanding of what it entails and, to some degree, a belief that officers will not use force when it is necessary. Qualitative findings cannot provide us with an estimate of how much resistance there is to the notions of the Guardian model, but those who participated in qualitative data collection indicated that such resistance came more from the “words” related to Guardian policing rather than the actual implementation of techniques of de-escalation, communication, and community relationship-building.

Methodological Limitations and Future Research

While this pilot project has accomplished its stated tasks, methodological limitations should be noted. First, the comparison sample was not an experimental control. It was not possible to have a control group given the fact that the research project took place after the implementation of the training. Therefore this study follows a bronze rather than gold standard of experimental design (Byrne & Lurugio, 2009).

Second, the comparison group included both those who participated in BLEA and those who participated in CIT training. As such, the sample included personnel who were involved in corrections as well as civilians, thus not strictly comparable to BLEA cadets, but were comparable to CIT classes.

Third, the training being measured was a moving target in that various elements of the curriculum were added or adapted during the study period. Over time, this problem would be negligible as more and more cohorts’ survey data is entered into the aggregate data, but for this pilot study, the small number of cohorts may have had different experiences in training as TAC officers were trained and/or left the academy.

Fourth, and related, post-survey results were only included from five cohorts as a result of the pilot study timeline and data collection period. While this was sufficient for statistical analysis, it might be expected that later cohorts (who experienced more mature Guardian training) might display stronger training effects. In other words, the project’s timeline was ambitious in hoping to create an instrument and track training effects in a time period of less than a year.

Fifth, we were unable to access desired numbers of BLEA graduates for the qualitative portion of the study, thus the qualitative findings section should be treated with caution.

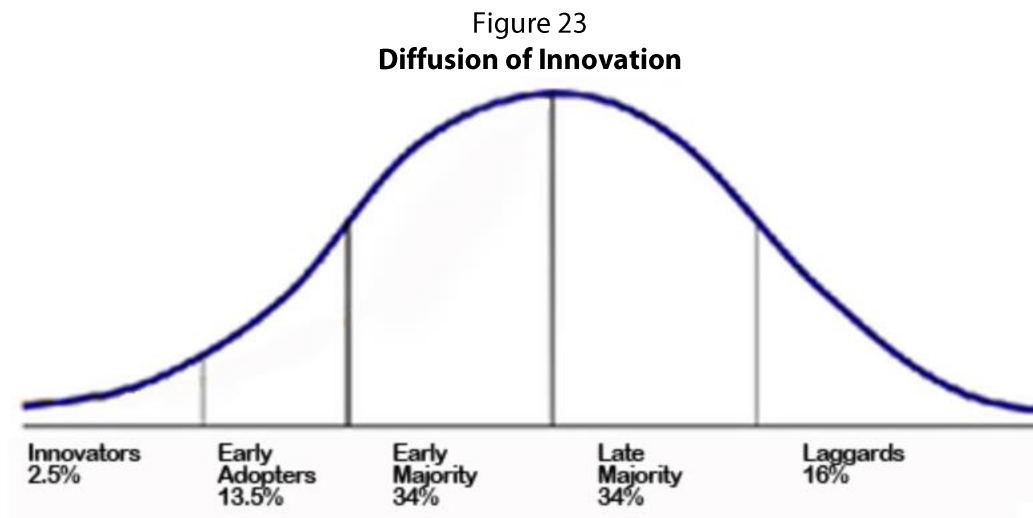
Sixth, the evaluation of the CIT curriculum through the scenario measures piloted here represents measure of potential behavioral training effects beyond other types of self-report satisfaction measures often used to evaluate training curricula. However, the three scenarios included in the BLEA and Comparison group survey instrument and the six scenarios used in the CIT instrument do not provide measures of the broad range of disorders and conditions and circumstances officers are confronted with in the field in responding to behavioral crisis incidents. Future research is needed on more comprehensive scenario-based instruments ideally supplemented with qualitative research that incorporates field observations of behavioral crisis incidents and officer response using officer body camera videos, researcher observation, or analysis of officer narratives in offense reports or mental health contact forms.¹³

¹³ For example some agencies, including the Seattle Police Department, have implemented data collection practices that capture detailed elements of police-citizen interactions in behavioral crisis incidents (See Helfgott (2015) for a description of the Seattle Police Department’s CIT data collection plan). This data offers a rich source of information for detailed analysis of officer response to behavioral crisis incidents.

As to findings, close analysis of the construct validity of the general attitudes portion of the survey shows that further development of the items could result in greater validity. Several of the constructs had items that did not load highly and in some constructs, there seemed to be two distinct groups of correlated items. If we further analyze these results it may be possible to slightly adapt items to create construct scales of respect, empathy, and negative police subculture that more clearly distinguishes the pre and post survey takers in BLEA and CIT classes. It was also true, however, that the relatively high scores of respect and empathy indicate that there may be a need to develop more sensitive items, or that the relatively high level of support for these concepts by BLEA cadets entering the academy means that we cannot tap training effects through a quantitative instrument. In other words, *support* for the concepts is different from *proficiency* in the methods of implementation. We may need to develop methods of measuring competence rather than support.

Implications

In recent years, diffusion of innovation (Robertson, 1967), a notion from the marketing industry which dates to the late 1960's, has gained widespread acceptance in corporate culture. The spread of innovative ideas in law enforcement is likely to follow a similar trajectory. Robertson (1967) posited, under the model, there are five (5) groups (See Figure 23).



The first 16% ("Innovators" and "Early Adopters") of people exposed to a new product or idea will adopt the idea easily and early. At around 17% of market saturation a tipping point is reached in which the remainder of the majority identify and adopt innovation readily. From this point, a product or idea is said to be standard or accepted not all people are receptive to standardization and a group of "Laggards" will remain as resistant.

This effect is likely more pronounced in law enforcement. The personalities drawn to work in the field are confident and used to being in positions of power, authority, or leadership. Furthermore, many who work in law enforcement adopt the identity and resistance to change is a deeply rooted crisis. However, culture and environment have been evolving in publically funded law enforcement since its inception. There was initially resistance to bulletproof vests but then many wouldn't venture out on patrol without them and most agencies now require their use. Although change is difficult, the results of this initial measurement suggest there is underlying support for the guardian ethic.

Persistence is the critical element missing from this data. Although not a focus of Phase I, persistence of the ideas measured by the six-factor scale will validate the approach. Early comparison suggests that persistence may be supported by existing culture and diffusion theory supports the presence of a tipping point; however, it will be critical for WSCJTC to continue to make positive strides in messaging and relationship building to assure that nascent guardianship ethics are supported once officers leave the protective estuary of the training commission.

With respect to specific implications of Phase 1 findings, the evaluation results offer a piloted instrument that can be used for the purposes of ongoing evaluation and longitudinal study of WSCJTC training effects. Of particular interest is the potential impact of unique law enforcement cultural environments on the training effects revealed in the study findings. Future longitudinal study of BLEA cadets over time will offer rich data to further examine the impact of the cultural shift at the WSCJTC to the guardian model.

Findings on the training effects of CIT as measured through the CIT support and organizational values scales and scenarios suggest that the WSCJTC CIT training is working in terms of the intended goal of educating officers in recognizing mental health conditions, educating officers in de-escalation skills and appropriate case disposition. Results however comparing BLEA and CIT groups do not show significant differences between the BLEA 8-hour and CIT 40-hour curriculum in terms of training effects. In fact, there were a greater number of significant training effects on CIT items for the BLEA cadets than the CIT group and in fact there were significant differences pre/post for the CIT group that were unexpected including increased ratings on negative police culture. Potential implications of these findings include examination of the differences in curricular components of the CIT 8-hour versus 40-hour course to ensure that curricular content meets the needs of in-service training. Results also suggest that future curriculum in the 40-hour course be cognizant of what officers in the 40-hour training already know including content that enhances the BLEA 8-hour training, is specifically geared to in-service training needs, and builds on the expertise and experience of law enforcement who elect to complete the advanced CIT training.

Concluding Comments

The cultural shift at the WSCJTC is an example of one state law enforcement academy's attempt to affect broad state-wide cultural and organizational change through law enforcement training educating officers in a guardian-oriented law enforcement model. This study offers an instrument with which to measure this cultural change and pilot results suggest that there are training effects for key elements of the guardian cultural philosophy.

Training is a logical starting and key element of cultural indoctrination and change. The results presented here suggest that even short-term exposure to an environment and curriculum designed to support a principle ethic, is effective. While institutionalization of these values begins with state certification, the solution must be owned by the law enforcement agencies receiving cadets trained under the model. It is often maligned; upon return to their home agency, a newly graduated law enforcement officer may be told to "forget all they taught you at the academy." Indeed, many agencies implement their own indoctrination program upon return from the academy. This consists, mostly, of local procedures and systems training but also a course of on-the-job training under one of two dominant models: Field Training and Patrol Training.

In the six months following BLEA graduation, young officers are acclimatized to the operations, procedures, patterns, routines and culture of their new home agency. Under the Field Training model, officers are run through a series of "check the box" exercises, designed to demonstrate competency in tightly constrained scenarios. Conversely, Patrol Training, a more recent

evolution of the model, is designed to stimulate problem solving and critical thinking while reinforcing a self-aware operational model. Collectively, these two models represent the conflict between a culture, driven by officer safety and one driven to promote highly functional law enforcement officers. Appropriately, immediate follow-up waves recommended by this project (3-month, 6-month and 1-year), are designed to measure the effect of agency specific indoctrination. While there appears to be strong support for the short-term training effects of the guardian model as well as CIT training, the true test is in the persistence of those ideals over the early phases of a law enforcement officer's nascent career.

Some have expressed grave concern for the safety of officers graduating under the guardian model and for the safety of the officers they work with. Future research is needed to examine the impact of the guardian cultural shift on officer and public safety. A study such as this that examines the impact of curricular changes at a state law enforcement academy on cadets attitudes, perceptions, beliefs, and scenario-based decision-making, is just one piece of a more comprehensive and necessary examination of the impact of the shift from a warrior to a guardian law enforcement culture.

The findings regarding support for the CIT model in law enforcement and results showing training effects for both the 8-hour and 40-hour CIT training at WSCJTC presented in this study are promising in terms of the widespread and growing use of the many variations of implementation of the CIT model in law enforcement. Continued evaluation of CIT curriculum using scenario-based measures is an important next step in accumulating research to inform evidence-based practice in implementing the CIT model in law enforcement. CIT is just one component of a guardian-oriented cultural shift. However, the findings showing training effects for CIT and broad cultural support for the CIT model is a powerful finding, in particular at a time of change. Nowhere is the issue of the potential impact of the warrior model on police-citizen interaction more salient than in police interactions with persons experiencing behavioral crisis. CIT training provides law enforcement officers with enhanced tools and resources to engage in alternate methods for conflict resolution and de-escalation and educates officers in early recognition of behavioral indicators of crisis. CIT also necessarily involves collaborative relationships between law enforcement, mental health treatment providers, social service, and community agencies. CIT is becoming a standard element of both initial and continuing education for law enforcement officers. Ideally, this more nuanced approach to behavior will support a more appropriate approach and result in fewer tragic incidents resulting in the death of a community member, an officer or both.

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APPENDIX A

Seattle University Institutional Review Board Approval



August 18, 2014

Jackie Helfgott
Criminal Justice, Casey 330
Seattle University

Re: Protocol # FY2015-002

Dear Jackie,

Your protocol entitled **FY2015-002: "Evaluation of the Washington State Criminal Justice Training Commission's 'Warriors to Guardians' Model"** has been reviewed and it is determined that you have included all necessary human subjects protections and do not need to submit any revisions.

The protocol is now approved for the period **August 18, 2014 to August 17, 2015**. You may go ahead and begin your study.

If your study continues beyond the approval period or ends before, please submit a Continuing Review Application or a Closeout Study form to the IRB at least one week prior to August 17, 2015. (Always visit our website to download the most recent forms: www.seattleu.edu/irb. Or, if you have concluded data collection and will be working on analysis only, you may apply for Downgrade to Exempt status. If you wish to make any changes during the course of the study, you will need to submit an IRB Modification Form to request approval of changes. Please bear in mind that no modifications may be made without prior IRB approval.

If you have additional questions or if we can be of further assistance, please don't hesitate to contact the IRB at any time.

Thank you for your time, and best wishes with your research pursuits.

Sincerely,

Andrea Rossing McDowell, PhD
Institutional Review Board Administrator
mcdowela@seattleu.edu

INSTITUTIONAL REVIEW BOARD

901 12th Avenue P.O. Box 222000 Seattle, WA 98122-1090 www.seattleu.edu/irb Tel.: (206) 296-2585

APPENDIX B

Survey Instruments

Note: The BLEA and CIT Pre-Surveys are included here. The Comparison survey was identical to the BLEA pre-survey and the BLEA post-survey and CIT post-surveys were identical to their respective pre-surveys with the background questions omitted. The difference between the BLEA/Comparison and CIT surveys is the inclusion of three additional CIT scenario questions.



Default Block

CONSENT TO PARTICIPATE IN EVALUATION OF WSCJTC CURRICULUM

You are being asked to participate in a project evaluating the effectiveness of certain training programs at the Washington State Criminal Justice Training Center (WSCJTC). The survey will take approximately 20 minutes to complete. Your answers will be collected electronically and analyzed by an independent research team. A final report will be made public, though none of your answers will be identified, individually, ever. Your participation will assist in improving the quality of training for future law enforcement officers in the State of Washington.

RISKS

There are no foreseeable risks for participating in this research.

BENEFITS

The results will be used to improve WSCJTC curriculum and training.

CONFIDENTIALITY

The data in this study will be confidential. Though you will be asked to provide details about yourself and your experience as a law enforcement officer, those responses will be held confidential. Identified responses will be held for a minimum of seven (7) years by the research team, as required by human subject's research standards and the protocol of this study. At the end of this period, your identified responses will be purged.

PARTICIPATION

Your participation is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty. There are no costs to you or any other party.

CONTACT

This research is being conducted by a research team directed by Dr. Jacqueline Helfgott (Principal Investigator) and is monitored by the Institutional Review Board (IRB) at Seattle University. Should you have any research related questions, you may contact Dr. Helfgott at (jhelfgot@seattleu.edu) or the review board at (irb@seattleu.edu).

Participant Signature/Date (Digital):

I. BACKGROUND

Name:

Student ID Number:

Class Number:

Total Years in Law Enforcement:

Current Agency Employed:

Date Employed at Current Agency:

Years as a Sworn Officer (with any Law Enforcement Agency):

Current Rank:

- Officer
- Detective
- Sergeant
- Lieutenant
- Captain
- Chief (Assistant, Deputy, Chief)
- Other

Current Assignment:

Years at Current Assignment:

Sex:

- Male
- Female

Age:

Education:

-
- HS/GED
 - Some College
 - AA/AS
 - BA/BS
 - MA/MS
 - PhD/EdD
 - JD

Race/Ethnicity:

-
- Caucasian
 - African American
 - Hispanic
 - Asian/Pacific Islander
 - Native American
 - Multiple Race/Ethnicity
 - Other

Have you previously received "Blue Courage Training"?

-
- Yes
 - No

Have you previously received Tactical Social Interaction Training (TSI)?

-
- Yes
 - No

Have you previously received Crisis Intervention Team (CIT) Training?

-
- Yes
 - No

What type of Crisis Intervention Training did you receive?

-
- 40-hour training
 - Basic Law Enforcement Academy Training - 8-hour CIT Component
 - Other

Where did you receive Crisis Intervention Team (CIT) Training:

I volunteered for the 40-hour CIT training:

- Yes, I volunteered.
- No, I was required to attend.

Where did you receive your 40-hour CIT training?:

Please indicate when you attended the CIT 40-hour training:

- Within the last five years
- Over five years ago, but less than ten years ago
- Over ten years ago, but less than fifteen years ago
- Over fifteen years ago
- NA- I did not complete week-long training

I am interested in attending CIT 40-hour training in the future

- True
- Not true

What would make you interested in completing the 40-hour CIT training?

Please indicate by sliding the bar your level of familiarity with the concepts and ideas associated with the following law enforcement training components. **Please move the slider bar to the right or click the slider bar to the desired position to indicate your level of familiarity with the concepts and ideas associated with each of the training components.**

Blue Courage	
Tactical Social Interaction (TSI)	
Crisis Intervention Team (CIT)	

General Questions

II. GENERAL QUESTIONS

Below is a series of statements regarding day-to-day law enforcement operations. **Please move the slider bar to the right or click the slider bar at the desired position to indicate the strength of your agreement with each statement. The degree to which you move the slider bar to the right indicates how strongly you agree with each statement.**

<p>It is inevitable that police officers become cynical about human nature.</p>	
<p>Taking care of myself physically by eating well and exercising is an important part of being a police officer.</p>	
<p>I know the indicators of PTSD and know where to find support if I experience anything like it.</p>	
<p>I am in good shape physically and know my skills would allow me to control any situation on the street.</p>	
<p>I have people I can talk to if something is bothering me.</p>	
<p>I generally know when I'm upset and can control it when interacting with the public.</p>	
<p>I practice the breathing techniques that help you control your emotions.</p>	
<p>People need to show more respect for the authority of the police.</p>	
<p>The law and departmental policies don't give officers enough support to use force when necessary.</p>	
<p>Always following the rules is not compatible with getting the job done.</p>	
<p>The public is overly concerned with police brutality.</p>	

<p>Police officers are not permitted to use as much force as is often necessary in making arrests.</p>	
<p>Police officers should forget what they learned in the academy because it doesn't help them survive on the street.</p>	
<p>Pretty much everything I do and who I socialize with is related to law enforcement and other police officers.</p>	
<p>My department encourages a culture where officers can learn from their mistakes rather than one where there is a need to cover them up.</p>	
<p>Supervisors and FTOs in my department exemplify the traits of service, respect for the law, professionalism, and courtesy.</p>	
<p>Police administrators concentrate on what police officers do wrong rather than what police officers do right.</p>	

<p>My police department takes a tough stance on improper behavior by police.</p>	
<p>Police officers in my department respond to verbal abuse with physical force and nothing is done.</p>	
<p>My department makes me feel important and relevant to its success.</p>	
<p>My department considers how policies affect officers.</p>	
<p>I try to imagine myself in the shoes of the subjects I'm contacting.</p>	
<p>I try to understand what is going on in a citizen's mind by paying attention to their nonverbal cues and body language.</p>	
<p>I try to think like the citizens I'm dealing with in order to render a better outcome.</p>	

Understanding where the citizen is coming from is an important skill without which my success as a law enforcement officer would be limited.	
Because people are different, it is almost impossible for me to see things from the perspective of the subjects I'm contacting.	
I consider understanding my subject's body language as important as verbal communication in the police/citizen interaction/relationship.	
It is difficult for me to view things from my subjects' perspective.	
In most situations, officers can resolve an issue just by listening and talking to citizens.	
Sometimes the right thing to do is just listen and sympathize with an agitated citizen.	
Police should work with citizens to try and solve problems on their beat.	
Sometimes the things I have to say to do my job offend people but that's not my problem.	
I can usually respect the other person's viewpoint, even if I don't agree with it.	
Treating people politely usually puts officers in danger because then they don't respect the officer's authority.	

I'll give people respect when they do what I tell them to do.	
One can use non-verbal mannerisms to de-escalate conflict.	
It is possible to adapt conversational wording to ease a citizen's discomfort.	
Internal planning is vital to starting a successful interaction with a citizen.	
A person's observations of a citizen can provide information on how to best approach him/her.	
Anomalies in a person's environment can predict sources of conflict.	
Tactical awareness can be applied to the initiation of all personal encounters.	
Mirroring increases comfort during an encounter.	
It is useful to practice how to control one's emotions.	
Understanding a person's culture can inform how to end an encounter.	
One can often end an encounter in a manner that prepares for a future positive encounter.	

Incidents involving persons in behavioral crisis

III. INCIDENTS INVOLVING INDIVIDUALS IN BEHAVIORAL CRISIS

*Below is a series of questions regarding day-to-day operations involving incidents involving individuals in behavioral crisis. If you are currently in a position where you do not regularly respond to calls, please answer to the best of your ability based on your background and experience. **Please move the slider bar to the right or click the slider bar at the desired position to indicate the strength of your agreement with each statement. The degree to which you move the slider bar to the right indicates how strongly you agree with each statement.***

<p>Incidents involving individuals in behavioral crisis are a standard part of patrol work.</p>	
<p>Calls involving persons who are experiencing behavioral crisis are dangerous.</p>	
<p>I am confident in my ability to handle calls involving persons in behavioral crisis.</p>	
<p>I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events.</p>	
<p>My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly.</p>	
<p>Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly.</p>	
<p>My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly.</p>	

Please offer any additional comments to clarify any of your responses above.

Perceptions and organizational value of CIT

IV. PERCEPTIONS of CIT

Below are a series of questions regarding your perceptions of CIT. These questions are important even if you have not taken CIT Training. Please move the slider bar to the right or click the slider bar at the desired position to indicate the strength of your agreement with each statement. The degree to which you move the slider bar to the right indicates how strongly you agree with each statement.

<p>I am familiar with the CIT concept of intervention with individuals with mental illness.</p>	
<p>I am supportive of utilizing the CIT concept in law enforcement.</p>	
<p>CIT-trained officers are best equipped to respond to incidents involving behavioral crisis.</p>	
<p>When I encounter an event involving a behavioral crisis the assistance of a CIT officer is important.</p>	
<p>I utilize CIT officers whenever possible.</p>	
<p>In incidents when I have requested a CIT officer, I have been satisfied with the response.</p>	
<p>The Basic Law Enforcement Academy Training (BLEA) that all officers receive is adequate to prepare officers to respond to incidents involving behavioral crisis.</p>	

What is your general perception of the CIT Program?

V. ORGANIZATIONAL VALUE OF CIT

Below is a list of different organizational levels within law enforcement agencies. Please move the slider bar to the right or click the slider bar at the desired position to indicate the value you believe is placed on the CIT concept in your agency for each level of your organization. The degree to which you move the slider bar to the right indicates the value you believe is placed on the CIT concept.

Department Leadership (i.e., Command Staff)	
My individual chain of command (i.e. Lieutenants, precinct leadership).	
My immediate supervisor (i.e. patrol sergeants).	
Patrol officers.	

Scenarios involving individuals in behavioral crisis

VI. SCENARIOS

The following three scenarios involve individuals who you may come into contact with when responding to routine calls for service. Please read the scenarios and use the slider to rate the strength of your agreement with the subsequent statements associated with each. Please move the slider bar to the right or click the slider bar at the desired position to indicate the strength of your agreement with each statement. The degree to which you move the slider bar to the right indicates how strongly you agree with each statement.

(1) You are dispatched to a residence with the following information. Mr. N is a 30 year old male. His wife states that he has locked himself in the garage and won't come out. Mr. N's wife called the police because she does not know what he is going to do in there and she is concerned for his well-being. Mr. N has a collection of guns that he uses for hunting which are stored in the garage. The wife states that Mr. N has been feeling unusually sad and miserable for the past few months. Even though he is tired all the time, he has had great difficulty sleeping. He hasn't been eating much and has lost weight. He couldn't keep his mind on his work and put off doing important client projects and as a result he was let go from his job today. The wife states she has also just discovered he hasn't been paying household bills and she found a pile of collection letters and foreclosure warnings in his office.

From an assessment of the facts you are given, please rate the strength of your agreement with the following statements.

Mr. N is exhibiting symptoms most associated with Dementia or Alzheimer's.	
Mr. N is exhibiting symptoms most associated with Depression.	
Mr. N is exhibiting symptoms most associated with Schizophrenia.	

<p>You determine there is no increased risk that Mr. N might attempt suicide.</p>	
<p>You determine that there is an increased risk that Mr. N might become aggressive and potentially attempt suicide-by-cop.</p>	
<p>Your first priority upon arriving would be to gain entry to the garage in order to secure any weapons and to restrain Mr. N for his own safety.</p>	
<p>Your first priority would be to attempt to engage with Mr. N through the garage door to assess the situation and his current mental state.</p>	
<p>In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself.</p>	
<p>You would attempt to get Mr. N to open to door and step outside the garage so you can talk face to face.</p>	
<p>Once you assess that Mr. N is not in imminent danger of self-harm. You give him the number for the Crisis Clinic 24 hour Crisis Line and suggest that it might be helpful for him to talk to someone.</p>	

(2) You and a partner are dispatched to an apartment residence with the following information. Building manager has called the police because tenant Ms. S, age 23 has been throwing things against the walls and will not answer the door. Upon arrival at the building you contact the manager who informs you that Ms. S lives alone and is unemployed. Over the past several months, she has rarely been seen other than to occasionally look out her door. It is apparent that she has lost considerable weight and her appearance is disheveled and unclear. She rarely seems to go anywhere or see anyone. Neighbors have been complaining because they hear her walking around her room late at night and even though they know she is alone, they have heard her shouting and arguing as if someone else is in there. She has been heard yelling about people spying on her through the vents. The manager does not want her arrested, just wants her to quiet down.

From an assessment of the facts you are given, please rate the strength of your agreement with the following statements.

<p>Ms. S is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).</p>	
<p>Ms. S is exhibiting symptoms most associated with Depression.</p>	
<p>Ms. S is exhibiting symptoms most associated with Schizophrenia.</p>	
<p>The voices Ms. S hears in her head suggest she is experiencing hallucinations.</p>	
<p>Ms. S's belief that people are spying on her through the air vents suggest she is experiencing delusions.</p>	
<p>In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her.</p>	
<p>In speaking with Ms. S, you should keep a safe distance, physically and emotionally, keeping a blade stance and informing her what you are doing there and why.</p>	
<p>If Ms. S asks you if you hear the voices you should say yes in order to build a rapport with her.</p>	

Paraphrasing what Ms. S is saying back to her may help deescalate the situation.	
You determine that since Ms. S is not an imminent danger to herself or others and call the Mobile Crisis Team (MCT) to respond to do a mental health evaluation.	

(3) You are dispatched to a residence with the following information. Mr. B is an 88 year old male who has called police to report that his home has been burglarized. When you arrive at the residence, Mr. B lets you in and you can't help but notice that his clothing is stained and smells of urine. Walking through the kitchen you see spoiled food on the counter and there are numerous empty alcohol bottles and broken glass on the floor and the gas stove burner is on. The living room is cluttered with piles of papers. It seems evident that there is no one else living there. When you ask Mr. B what was stolen from his home, he grows confused and says nothing was stolen, and asks why would anything be stolen. You tell him that you are at his house because he called to report a burglary, however he denies doing this.

From an assessment of the facts you are given, please rate the strength of your agreement with the following statements.

Mr. B is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).	
Mr. B is exhibiting symptoms most associated with Dementia or Alzheimer's.	
Mr. B is exhibiting symptoms most associated with Schizophrenia.	
You ask Mr. B if you can sit down and ask permission before moving any items.	
You engage Mr. B in conversation, asking short questions to ascertain if he is oriented to time, place, and person.	
Paraphrasing Mr. B's statements helps to confirm that you understand them.	

<p>You determine that most likely there has been no burglary and you close the case and leave.</p>		
<p>You determine that most likely there has been no burglary and you arrest Mr. B for filing a false police report.</p>		
<p>You determine that most likely there has been no burglary but Mr. B may need some outside help. You ask him if there is a friend or family member you can call for him.</p>		
<p>You call GRAT (Geriatric Regional Assessment Team) or MCT (Mobile Crisis Team) to see if they are available to do an evaluation.</p>		

General Comments

VII. GENERAL COMMENTS

We appreciate your feedback on this survey. Please provide any additional comments related to the survey you would like to offer.

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CONSENT TO PARTICIPATE IN EVALUATION OF WSCJTC CURRICULUM

You are being asked to participate in a project evaluating the effectiveness of certain training programs at the Washington State Criminal Justice Training Center (WSCJTC). The survey will take approximately 20 minutes to complete. Your answers will be collected electronically and analyzed by an independent research team. A final report will be made public, though none of your answers will be identified, individually, ever. Your participation will assist in improving the quality of training for future law enforcement officers in the State of Washington.

RISKS

There are no foreseeable risks for participating in this research.

BENEFITS

The results will be used to improve WSCJTC curriculum and training.

CONFIDENTIALITY

The data in this study will be confidential. Though you will be asked to provide details about yourself and your experience as a law enforcement officer, those responses will be held confidential. Identified responses will be held for a minimum of seven (7) years by the research team, as required by human subject's research standards and the protocol of this study. At the end of this period, your identified responses will be purged.

PARTICIPATION

Your participation is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty. There are no costs to you or any other party.

CONTACT

This research is being conducted by a research team directed by Dr. Jacqueline Helfgott (Principal Investigator) and is monitored by the Institutional Review Board (IRB) at Seattle University. Should you have any research related questions, you may contact Dr. Helfgott at (jhelfgot@seattleu.edu) or the review board at (irb@seattleu.edu).

Participant Signature/Date (Digital):

I. BACKGROUND

Name:

Student ID Number:

Class Number:

Total Years in Law Enforcement:

Current Agency Employed:

Date Employed at Current Agency:

Years as a Sworn Officer (with any Law Enforcement Agency):

Current Rank:

- Officer
- Detective
- Sergeant
- Lieutenant
- Captain
- Chief (Assistant, Deputy, Chief)
- Other

Current Assignment:

Years at Current Assignment:

Sex:

- Male
- Female

Age:

Education:

- HS/GED
- Some College
- AA/AS
- BA/BS
- MA/MS
- PhD/EdD
- JD

Race/Ethnicity:

- Caucasian
- African American
- Hispanic
- Asian/Pacific Islander
- Native American
- Multiple Race/Ethnicity
- Other

Have you previously received Tactical Social Interaction Training (TSI)?

- Yes
- No

Have you previously received "Blue Courage Training"?

- Yes
- No

Have you previously received Crisis Intervention Team (CIT) Training?

- Yes
- No

What type of Crisis Intervention Training did you receive?

- 40-hour training
- Basic Law Enforcement Academy Training - 8-hour CIT Component
- Other

Where did you receive Crisis Intervention Team (CIT) Training:

I volunteered for the 40-hour CIT training:

- Yes, I volunteered.
- No, I was required to attend.

Where did you receive your previous 40-hour CIT training?:

Please indicate when you attended the CIT 40-hour training:

- Within the last five years
- Over five years ago, but less than ten years ago
- Over ten years ago, but less than fifteen years ago
- Over fifteen years ago
- NA- I did not complete week-long training

Did you volunteer to take the current 40-hour CIT Training?

- Yes, I volunteered
- No, I was required to attend

Please indicate by sliding the bar your level of familiarity with the concepts and ideas associated with the following law enforcement training components. **Please move the slider to the right or click the slider bar at the desired position to indicate your level of familiarity with the concepts and ideas associated with each of the training components.**

Blue Courage	
Tactical Social Interaction (TSI)	
Crisis Intervention Team (CIT)	

Have you previously completed a WSCJTC Evaluation Project survey?

- Yes
- No

When did you complete the previous WSCJTC Evaluation survey?

General Questions

II. GENERAL QUESTIONS

Below is a series of statements regarding day-to-day law enforcement operations. Please move the slider bar to the right or click the slider bar at the desired position to indicate the strength of your agreement with each statement. The degree to which you move the slider bar to the right indicates how strongly you agree with each statement.

It is inevitable that police officers become cynical about human nature.	
Taking care of myself physically by eating well and exercising is an important part of being a police officer.	
I know the indicators of PTSD and know where to find support if I experience anything like it.	

I am in good shape physically and know my skills would allow me to control any situation on the street.	
I have people I can talk to if something is bothering me.	
I generally know when I'm upset and can control it when interacting with the public.	
I practice the breathing techniques that help you control your emotions.	
People need to show more respect for the authority of the police.	
The law and departmental policies don't give officers enough support to use force when necessary.	
Always following the rules is not compatible with getting the job done.	
The public is overly concerned with police brutality.	
Police officers are not permitted to use as much force as is often necessary in making arrests.	
Police officers should forget what they learned in the academy because it doesn't help them survive on the street.	
Pretty much everything I do and who I socialize with is related to law enforcement and other police officers.	

<p>My department encourages a culture where officers can learn from their mistakes rather than one where there is a need to cover them up.</p>	
<p>Supervisors and FTOs in my department exemplify the traits of service, respect for the law, professionalism, and courtesy.</p>	
<p>Police administrators concentrate on what police officers do wrong rather than what police officers do right.</p>	
<p>My police department takes a tough stance on improper behavior by police.</p>	
<p>Police officers in my department respond to verbal abuse with physical force and nothing is done.</p>	
<p>My department makes me feel important and relevant to its success.</p>	
<p>My department considers how policies affect officers.</p>	
<p>I try to imagine myself in the shoes of the subjects I'm contacting.</p>	
<p>I try to understand what is going on in a citizen's mind by paying attention to their nonverbal cues and body language.</p>	
<p>I try to think like the citizens I'm dealing with in order to render a better outcome.</p>	

<p>Understanding where the citizen is coming from is an important skill without which my success as a law enforcement officer would be limited.</p>	
<p>Because people are different, it is almost impossible for me to see things from the perspective of the subjects I'm contacting.</p>	
<p>I consider understanding my subject's body language as important as verbal communication in the police/citizen interaction/relationship.</p>	
<p>It is difficult for me to view things from my subjects' perspective.</p>	
<p>In most situations, officers can resolve an issue just by listening and talking to citizens.</p>	
<p>Sometimes the right thing to do is just listen and sympathize with an agitated citizen.</p>	
<p>Police should work with citizens to try and solve problems on their beat.</p>	
<p>Sometimes the things I have to say to do my job offend people but that's not my problem.</p>	
<p>I can usually respect the other person's viewpoint, even if I don't agree with it.</p>	

Treating people politely usually puts officers in danger because then they don't respect the officer's authority.	
I'll give people respect when they do what I tell them to do.	
One can use non-verbal mannerisms to de-escalate conflict.	
It is possible to adapt conversational wording to ease a citizen's discomfort.	
Internal planning is vital to starting a successful interaction with a citizen.	
A person's observations of a citizen can provide information on how to best approach him/her.	
Anomalies in a person's environment can predict sources of conflict.	
Tactical awareness can be applied to the initiation of all personal encounters.	
Mirroring increases comfort during an encounter.	
It is useful to practice how to control one's emotions.	
Understanding a person's culture can inform how to end an encounter.	
One can often end an encounter in a manner that prepares for a future positive encounter.	

Incidents involving persons in behavioral crisis

III. INCIDENTS INVOLVING INDIVIDUALS IN BEHAVIORAL CRISIS

Below is a series of questions regarding day-to-day operations involving incidents involving individuals in behavioral crisis. If you are currently in a position where you do not regularly respond to calls, please answer to the best of your ability based on your background and experience. Please move the slider bar to the right or click the slider bar at the desired position to indicate the strength of your agreement with each statement. The degree to which you move the slider bar to the right indicates how strongly you agree with each statement.

<p>Incidents involving individuals in behavioral crisis are a standard part of patrol work.</p>	
<p>Calls involving persons who are experiencing behavioral crisis are dangerous.</p>	
<p>I am confident in my ability to handle calls involving persons in behavioral crisis.</p>	
<p>I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events.</p>	
<p>My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly.</p>	
<p>Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly.</p>	
<p>Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly.</p>	
<p>My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly.</p>	

Please offer any additional comments to clarify any of your responses above.

Perceptions and organizational value of CIT

IV. PERCEPTIONS of CIT

Below are a series of questions regarding your perceptions of CIT. These questions are important even if you have not taken CIT Training. Please move the slider bar to the right or click the slider bar at the desired position to indicate the strength of your agreement with each statement. The degree to which you move the slider bar to the right indicates how strongly you agree with each statement.

I am familiar with the CIT concept of intervention with individuals with mental illness.	
I am supportive of utilizing the CIT concept in law enforcement.	
CIT-trained officers are best equipped to respond to incidents involving behavioral crisis.	
When I encounter an event involving a behavioral crisis the assistance of a CIT officer is important.	
I utilize CIT officers whenever possible.	
In incidents when I have requested a CIT officer, I have been satisfied with the response.	
The Basic Law Enforcement Academy Training (BLEA) that all officers receive is adequate to prepare officers to respond to incidents involving behavioral crisis.	

What is your general perception of the CIT Program?

V. ORGANIZATIONAL VALUE OF CIT

Below is a list of different organizational levels within law enforcement agencies. Please move the slider bar to the right or click the slider bar at the desired position to indicate the value you believed is placed on the CIT concept in your agency for each level of your organization. The degree to which you move the slider bar to the right indicates the value you believe is placed on the CIT concept.

Department Leadership (i.e., Command Staff)	
My individual chain of command (i.e. Lieutenants, precinct leadership).	
My immediate supervisor (i.e. patrol sergeants).	
Patrol officers.	

Scenarios involving individuals in behavioral crisis

VI. SCENARIOS

The following three scenarios involve individuals who you may come into contact with when responding to routine calls for service. Please read the scenarios and use the slider to rate the strength of your agreement with the subsequent statements associated with each. Please move the slider bar to the right or click the slider bar at the desired position to indicate the strength of your agreement with each statement. The degree to which you move the slider bar to the right indicates how strongly you agree with each statement.

(1) You are dispatched to a residence with the following information. Mr. N is a 30 year old male. His wife states that he has locked himself in the garage and won't come out. Mr. N's wife called the police because she does not know what he is going to do in there and she is concerned for his well-being. Mr. N has a collection of guns that he uses for hunting which are stored in the garage. The wife states that Mr. N has been feeling unusually sad and miserable for the past few months. Even though he is tired all the time, he has had great difficulty sleeping. He hasn't been eating much and has lost weight. He couldn't keep his mind on his work and put off doing important client projects and as a result he was let go from his job today. The wife states she has also just discovered he hasn't been paying household bills and she found a pile of collection letters and foreclosure warnings in his office.

From an assessment of the facts you are given, please rate the strength of your agreement with the following statements.

Mr. N is exhibiting symptoms most	
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<p>associated with Dementia or Alzheimer's.</p>	
<p>Mr. N is exhibiting symptoms most associated with Depression.</p>	
<p>Mr. N is exhibiting symptoms most associated with Schizophrenia.</p>	
<p>You determine there is no increased risk that Mr. N might attempt suicide.</p>	
<p>You determine that there is an increased risk that Mr. N might become aggressive and potentially attempt suicide-by-cop.</p>	
<p>Your first priority upon arriving would be to gain entry to the garage in order to secure any weapons and to restrain Mr. N for his own safety.</p>	
<p>Your first priority would be to attempt to engage with Mr. N through the garage door to assess the situation and his current mental state.</p>	
<p>In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself.</p>	
<p>You would attempt to get Mr. N to open to door and step outside the garage so you can talk face to face.</p>	
<p>Once you assess that Mr. N is not in imminent danger of self-harm. You give him the number for the Crisis Clinic 24 hour Crisis Line and suggest that it might be helpful for him to talk to someone.</p>	

(2) You and a partner are dispatched to an apartment residence with the following information. Building manager has called the police because tenant Ms. S, age 23 has been throwing things against the walls and will not answer the door. Upon arrival at the building you contact the manager who informs you that Ms. S lives alone and is unemployed. Over the past several months, she has rarely been seen other than to occasionally look out her door. It is apparent that she has lost considerable weight and her appearance is disheveled and unclean. She rarely seems to go anywhere or see anyone. Neighbors have been complaining because they hear her walking around her room late at night and even though they know she is alone, they have heard her shouting and arguing as if someone else is in there. She has been heard yelling about people spying on her through the vents. The manager does not want her arrested, just wants her to quiet down.

From an assessment of the facts you are given, please rate the strength of your agreement with the following statements.

<p>Ms. S is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).</p>	
<p>Ms. S is exhibiting symptoms most associated with Depression.</p>	
<p>Ms. S is exhibiting symptoms most associated with Schizophrenia.</p>	
<p>The voices Ms. S hears in her head suggest she is experiencing hallucinations.</p>	
<p>Ms. S's belief that people are spying on her through the air vents suggest she is experiencing delusions.</p>	
<p>In speaking with Ms. S, it is best practice if both you and your partner engage in conversation</p>	

with her.	
In speaking with Ms. S, you should keep a safe distance, physically and emotionally, keeping a blade stance and informing her what you are doing there and why.	
If Ms. S asks you if you hear the voices you should say yes in order to build a rapport with her.	
Paraphrasing what Ms. S is saying back to her may help deescalate the situation.	
You determine that since Ms. S is not an imminent danger to herself or others and call the Mobile Crisis Team (MCT) to respond to do a mental health evaluation.	

(3) You are dispatched to a residence with the following information. Mr. B is an 88 year old male who has called police to report that his home has been burglarized. When you arrive at the residence, Mr. B lets you in and you can't help but notice that his clothing is stained and smells of urine. Walking through the kitchen you see spoiled food on the counter and there are numerous empty alcohol bottles and broken glass on the floor and the gas stove burner is on. The living room is cluttered with piles of papers. It seems evident that there is no one else living there. When you ask Mr. B what was stolen from his home, he grows confused and says nothing was stolen, and asks why would anything be stolen. You tell him that you are at his house because he called to report a burglary, however he denies doing this.

From an assessment of the facts you are given, please rate the strength of your agreement with the following statements.

<p>Mr. B is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).</p>	
<p>Mr. B is exhibiting symptoms most associated with Dementia or Alzheimer's.</p>	
<p>Mr. B is exhibiting symptoms most associated with Schizophrenia.</p>	
<p>You ask Mr. B if you can sit down and ask permission before moving any items.</p>	
<p>You engage Mr. B in conversation, asking short questions to ascertain if he is oriented to time, place, and person.</p>	
<p>Paraphrasing Mr. B's statements helps to confirm that you understand them.</p>	
<p>You determine that most likely there has been no burglary and you close the case and leave.</p>	
<p>You determine that most likely there has been no burglary and you arrest Mr. B for filing a false police report.</p>	

<p>You determine that most likely there has been no burglary but Mr. B may need some outside help. You ask him if there is a friend or family member you can call for him.</p>	
<p>You call GRAT (Geriatric Regional Assessment Team) or MCT (Mobile Crisis Team) to see if they are available to do an evaluation.</p>	

(4) You are on patrol walking through to a city park when you see a homeless man, approximately 35 years old, wearing an army jacket lying underneath a park bench. It is unclear if he is merely asleep or unconscious; you approach him to check on his welfare. As you draw closer, a car backfires nearby. The man jumps up suddenly, he appears disoriented and fearful; brandishing a plastic hanger and holding it like a rifle. He is yelling loudly about taking cover.

From an assessment of the facts you are given, please rate the strength of your agreement with the following statements.

<p>You immediately physically restrain and handcuff the man because he was acting aggressively.</p>	
<p>Keeping a safe distance, you reassure him, explain why you are there, ask him simple, short questions to ascertain if he is oriented to time, place and person.</p>	
<p>You attempt to ascertain if the man is a veteran; being empathetic but authoritative; acknowledging his service if he is a vet and trying to assess his current mental state.</p>	
<p>Paraphrasing back the man's statements will likely only enrage him.</p>	
<p>You determine that the man, now self-identified as Sgt. K, an Iraq War veteran, is exhibiting symptoms most associated with Dementia.</p>	

<p>You determine that the man, now self-identified as Sgt. K, an Iraq War veteran, is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).</p>	
<p>Finding out Sgt. K is on any medications and whether he is currently taking them may be helpful.</p>	
<p>Determining that Sgt. K is oriented and no longer in a crisis state you arrest Sgt. K for loitering and causing a public disturbance.</p>	
<p>Determining that Sgt. K is oriented and no longer in a crisis state you call the Mobile Crisis Team (MCT) to respond.</p>	
<p>Determining that Sgt. K is oriented and no longer in a crisis state you provide him with contact information for the VA programs.</p>	

(5) You and your partner are dispatched to a store on a disturbance call. Information relayed is that a white male in his 30's is yelling and breaking merchandise. On arriving you find the store floor covered in broken glass. The store security personnel have clear the area of other people. You speak to the store clerk and ask what happened and he replies that the individual (Mr. P) came in looking for a refund on a supposedly defective television set he had purchased six months ago which is beyond the store's refund policy time. When the clerk refused to refund his money, Mr. P grew more and more agitated and eventually started knocking down television sets around the room and threatening to break them all if they didn't refund his money. The man in question, Mr. P is now standing amidst the debris and yelling profanities but otherwise not acting in an overtly aggressive manner upon your arrival.

From an assessment of the facts you are given, please rate the strength of your agreement with the following statements.

<p>You immediately move in towards Mr. P and physically restrain and handcuff him.</p>	
<p>In a calm manner and firm tone you engage with Mr. P explaining why you are there and ask him to tell you what the issue is.</p>	
<p>Maintaining a safe distance, you attempt to ascertain Mr. P's mental state and whether he is oriented to time, place and person by asking him simple short questions.</p>	
<p>You repeat back word for word exactly what Mr. P says.</p>	
<p>You paraphrase Mr. P's responses to help confirm that you understand what he is saying.</p>	
<p>Mr. P still seems angry but is responsive to your questions however due to his previous destructive behavior you believe his is in a state of Excited Delirium and as such is highly dangerous.</p>	
<p>Mr. P seems to be exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).</p>	

<p>As Mr. P seems to be exhibiting symptoms of dementia you call GRAT (Geriatric Regional Assessment Team) to do a mental health assessment.</p>	
<p>You decide not to arrest Mr. P as you believe he is decompensating and his behavior is likely a product of his Schizophrenia and opt to take him to the hospital.</p>	
<p>You tell Mr. P that you understand that he is angry about the refund situation but due to the damage he caused in the store you have to arrest him.</p>	

(6) You are dispatched to a group residence where a 25 year old female with Autism Spectrum Disorder (ASD) "Ms. R" has allegedly taken mirrors from all the other residents' rooms. When she was confronted by the other residents, Ms. R began kicking at and biting at them which prompted the call to the police. Residence supervisor indicates Ms. R is now in the corner of her room with the lights off, rocking back and forth and flapping her hands. Residents do not want to press charges for the thefts or attempted assaults but supervisor wants Ms. R to go to the hospital for a mental health evaluation.

From an assessment of the facts you are given, please rate the strength of your agreement with the following statements.

<p>Knowing this is an ASD call, if possible, you turn off sirens and lights</p>	
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<p>before arriving at the group residence.</p>	
<p>Upon entering Ms. R's room you turn on all the lights to let her know you are in charge and move quickly towards her to physically restrain her so she won't kick or bite you.</p>	
<p>Upon entering Ms. R's room, you keep a safe distance, tell Ms. R your name, that you are a police officer and that you are there to help her and you will need to turn some lights on to do that.</p>	
<p>You tell Ms. R she needs to stop the constant rocking and flapping and order her to look directly at you and pay attention to what you are saying.</p>	
<p>When Ms. R will not look at you or answer your questions, you need to raise your voice and shake her to get her to pay attention to what you are saying.</p>	
<p>You should tell Ms. R</p>	

<p>exactly what you are going to do before you do it, such as moving in to handcuff or search her.</p>	
<p>All persons with Autism Spectrum Disorder exhibit the same sensitivities and behaviors.</p>	
<p>Using restraints to gain Ms. R's compliance is not a concern as persons with ASD do not have any physical issues that might require special accommodation.</p>	
<p>If Ms. R begins kicking at you, a stern command of "Quiet Feet" in a moderate tone may help gain compliance.</p>	
<p>It is best if Ms. R is transported in an ambulance to avoid injury if she is non-compliant.</p>	

General Comments

VII. GENERAL COMMENTS

We appreciate your feedback on this survey. Please provide any additional comments related to the survey you would like to offer.

APPENDIX C

TAC Interview Protocol for Instrument Validation Check

Interview Protocol for WSCJTC Trainers

We are beginning a study of the Blue Courage and CIT training. We hope to understand what is being taught, what is retained by the trainees, and how it is applied on the street. To do that, we need your assistance to understand the training itself and to help us check to make sure that the survey we have developed is measuring what we want it to measure. You are our “expert panel” to double-check our preparation before we begin administering the survey. We’d like your honest opinion about things and if you don’t want to answer any of the questions, that’s fine. We will be taking notes on your answers to these questions. We want to emphasize that we have been asked to conduct this study of the CIT Training and guardianship and Blue Courage curriculum changes, but all data collected via surveys and interviews will be kept strictly confidential with all participants’ statements anonymous.

- What do you see as the major elements you are trying to impart with the Blue Courage additions to the BLEA training?
- Do you personally think these particular elements are useful additions to traditional training?
- What are the elements of the Blue Courage program that appear in the BLEA course?
- What elements of the BLEA course curriculum embody the guardian mentality?
- Have you experienced “pushback” from the departments that you are not training recruits in the way they would like to see? What are some of the comments you hear? Do you believe those are founded fears or concerns?
- What are the qualities of a good officer?
- How does training support those qualities?
- What is the most important component of law enforcement training (your opinion)?
- Do you see recruits as having difficulty implementing the elements of the training on the street?
- Do you see such training as being successfully delivered as an in-service course?
- Do you feel the CIT training sufficiently prepares officers to handle the mentally ill?
- If not, how would you change or add to the training to sufficiently prepare officers for dealing with the mentally ill?
- Do you have any additional comments on the subject of the guardian concept, Blue Courage or CIT curriculum developments?

APPENDIX D

Results from Preliminary Interviews with WSCJTC TAC Officers

Before beginning any analysis of curriculum, it is important to ensure “fidelity;” the idea that what is supposed to be taught is actually being taught in the classroom. To explore this concept, we conducted interviews with all trainers. The purposes of the interviews were to: determine whether there was a shared consensus on what the Blue Courage or guardian model consisted of; identify what TAC officers thought were the elements of those training components; discover whether they agreed with the content of the training; and determine how the new training elements fit into a larger perception of how training could support the qualities of good policing. We also asked questions specifically about the CIT training. A summary of the results of these interviews follows.

Elements of Blue Courage and the Guardian model

We began by asking about these two training approaches separately, but realized that most individuals saw the two as integrally related. Some noted that more specific components of the Blue Courage training was found in the various blocks of the curriculum while the guardian model was more of an approach or philosophy (“The guardian model is an approach: it's more of a mindset”). Most TAC officers were familiar with the concepts, although there was a range of familiarity from extremely familiar and committed to having a sense of what the training consisted of but not having yet gone through the instructor training. When describing the elements, the following concepts were expressed, ranked in order of frequency:

1. Training in the ability to communicate and be respectful to citizenry

- Courage is the most important word in the phrase -- courage to have open interactions with people, free of the puffer fish mentality (over-compensatory approach, coming from a place of suspicion and fear)
- Teaching not to be disrespectful; it [isn't] necessary to be disrespectful [when interacting with citizens]
- People respond to how we treat them so if we go someplace and treat somebody in a way that escalates things when we didn't need to, that's our fault
- Trying to get the recruits to understand they can do this job and still be personable
- Not everybody you're going to contact is the bottom 3% of society; you can still treat drug dealers with a level of respect and be safe about it
- You can be Andy [Griffith] and still be Charles Bronson... it's trying to bridge that gap and I think that's what Blue Courage does best
- Empathy [but] there's a difference between empathy and sympathy. Sympathy can get you into trouble."
- if the public doesn't trust the police you cannot be effective
- that's one of our greatest tools... giving dignity to somebody who hasn't had dignity
- show up professionally and treat people with respect and it goes a long way, the respect effect
- "Heart of a humanitarian and a fist of a warrior" ...you have to have both because if you lose one or the other. Lose the warrior and you're dead; lose the humanitarianism and you're an asshole
- Respect is a huge part of the guardian model, just that respect is modeled in a different way
- There's still a spot for the warrior but the warrior is not all inclusive. The guardian incorporates the warrior. At times we may need to pull the warrior out of the guardian to address those issues

2. Providing the “why” of policing along with pride in the profession

- [We're] getting back to the “why” of policing
- The “honor” and “pride” of the profession
- It's about having your heart in the right place
- We are caretakers of our community instead of enforcers of rules

- [Blue Courage] reinforces that message of “hey we're useless without the support of the people”
 - Enthusiasm , Empathy, Honor, Pride -- and to make it last
 - The only other time you'll feel like you feel right now is at a funeral. We're trying to keep that feeling and that blue courage mentality every day
 - The idea of guardianship; ownership; having a stake in the community
 - It's important to focus on the constitutional aspects of the job -- If you understand where you fit in, the answer becomes clear
 - Bringing you back to your roots
3. Addressing the use of force (reducing the need for it, but also being able to use it when necessary)
- To comply with words instead of hands-on (even if it was lawful); little bit more verbal techniques.
 - There are outlaws and they get treated differently but generally you deal with average people who are having the worst day of their life and you show up and they are agitated and you are in their living room and [then] you throw them on the ground and put your knee on their neck – those are the people the guardian and blue courage training is all about
 - When people don't know how to communicate they resort to force. I tried this and it didn't work out
 - Officers [if they were honest would say] “ I used force because I know how to do that”
 - You have to be stronger as an individual to carry out this idea of blue courage; you have to be stronger, it was easier with: “you do what I say” -- “ask- tell –make” – that's how I was trained (Ma'am, please sit over there. Sit over there! And, then you make them); you know, “I'm the police, you do what I say!”
 - [But]...we [aren't] an occupying army... If you try to act like an occupying army [you may get killed]; we don't have an army , we're shitty light infantry, cops get elevated opinions of ourselves, we have to police with the consent of the policed
 - The mission is to protect the rights of all people so they have freedom from fear, freedom of fear of the police too!
4. Counteracting the negative culture of policing
- [Counteracting] the “us versus them”
 - Police are a culture like any other and we separate ourselves by dress... we have gang mentality
 - It's important to combat dangerous attitudes
 - The culture feeds into the defensive mentality --“You're the glue that holds society together”
 - Most departments are going the wrong direction
5. Addressing the whole person (inoculating against burnout)
- Training emotional resilience
 - Try to help officers deal with the job; it is overwhelming, so many sad stories, guy gets released, all your work is for nothing, encourage officers that what they are doing is still important
 - Police officers tend to get jaded; [it] leads to long stressful careers and ends in short retirements
 - BC teaches you to be in touch but to also control your emotions
 - [Why do you think officers turn so cynical?] We don't have good foundations; we're not mindful of the harshness of reality
 - If law enforcement officers think it's weak to take care of “the reality of the way things are” you start losing your humanitarian side.
 - If you lose that love for people and why we're doing this in the first place you become cynical and arrogant and you start believing you're the glue that's holding society together.
- Specific training components (of Blue Courage and/or guardian training) mentioned included....
- The “respect effect”
 - The neuroscience of respect
 - Positive psychology (journaling, breathing...)
 - [Stress management] - the difficulty doesn't come in teaching them to manipulate the firearm... it comes in their ability to manage stress
 - Scenarios and integration of awareness component drawn from BC
 - Emotional control

- Emotional intelligence (being able to identify and control your own emotions and the emotions of those around you)
- Interpersonal skills
- How to be a healthy person
- Modeling tactical communication [and] dealing with people in crisis
- Breathing, morning reflections, nobility (used to start the day)
- Establishing mindfulness
- Proper mindset, physical fitness, confidence in skills and abilities
- Making them strong mentally and physically so they have the courage to do this job right
- Reality based training (between cadets and role players)
- Blue courage imparts more ideals - guardian is more in the mentoring
- Personal stories from TACs : "war stories" leave lasting impression because they really happened

Guardian training as modeling....

We heard many officers explain that, more than training components, the approach permeated the atmosphere of the training commission in how trainers dealt with recruits. In other words, trainers modeled Blue Courage and guardian concepts in their interactions with recruits. This contrasted with traditional forms of training wherein recruits might be humiliated and some trainers in the past seemed to take pleasure in abusing their power.

- Hazing is out
- [My academy training] did nothing to motivate me [and] made me want to be quiet about things
- We expect them to be respectful – we model respect. We try to make it a safe training so learning can happen; not regimented; tailor it to the individual needs of the student
- We don't belittle them and we try to bring them along.

It should also be noted, however, that some trainers saw value in group discipline (because it created an esprit de corps) and an atmosphere where recruits respected the chain of command (noting there was too much familiarity or less respect creeping in between recruits and trainers, e.g. referring to instructors by their last name to another TAC officer instead of giving them the respect of a title).

- [Not having the physical discipline may change the feeling] " you've got to have each other's back, it's not only his fault, it's your fault"
- There needs to be a little bit more of a balance; they get too relaxed
- Some Instructors were mean before; I think that needs to be gone, but new recruits [are] complaining about the hours, they bitch about the exams, the housing...they should be proud to be here...some of that is missing

Interestingly while some officers saw this training as a "paradigm shift" in policing; others described it as what good policing has always been.

- It's a paradigm shift
- The Blue Courage training is a validation of how I used to teach before and how I try to act in the field
- We're not teaching them any wild concepts... its nothing new
- This is old school police work

There was a clear shared consensus that an effective police officer must utilize the tools of respect and communication, although a number of TAC officers also emphasized that this ability needed to be backed up with the training and skill to use force when necessary. In fact, one of the clear themes that came out in (a) descriptions of what guardian policing was, (b) identifying any reservations or hesitations about the training, and (c) responding to pushback or negative commentary from others, was the ability to be a guardian occurs when and if the individual is supremely confident in his or her ability to handle the situation and has the skill and confidence to use force when necessary.

- [Officers] should come from a place of confidence, a place of curiosity

- If you don't have confidence, you don't have the ability to relate to the public
- [Mastery of skills] opens up communication options, if you are three steps ahead of the person and you have a bunch of different skills options, then you will let the situation play out
- [Train to avoid] fear-biting – when you “grow weeds that aren't there before” – you create “weeds” [bad situations] from your fear and insecurity and you have to act like a puffer fish to get people to do what you want
- You're afraid because your skills are substandard and you look at a poodle and treat it like a Doberman and you use too much force; the more fitness and skill training that you have the more confidence
- How fit you are when you show up makes a difference in what happens. I have confidence in my ability when people scream and yell because I am not afraid
- If you respect people, most will respect you, but there will be some you have to use force on -- when they get hit in the face for real, where is blue courage then?
- My concern is that when these recruits get out there, I want to make sure that they can bring the warrior when you need to be
- However, the happy medium hasn't been found yet; people are afraid to go hands-on, they talk too much; you've talked and now you need to go the other route
- I think that some people are afraid of using force now; in mock graded scenes ... the “suspects” were compliant so they didn't do what they should have done ... more recent cohorts are better so it could have been an issue with just that cohort but the training shouldn't make trainees be afraid to use measures of compliance or frisk

TAC Officer Commitment to Blue Courage and Guardian Training

The overwhelming response to whether or not the TAC officers personally believed in the Blue Courage/guardianship changes was not only “yes,” but, rather, “absolutely!” Even those who noted that they saw a bit of slippage in the respect that recruits directed to instructors or that they felt that the physical skills should be more emphasized were generally extremely positive about the overall training approach.

- Absolutely (most frequent response)
- Absolutely—[BC is] setting up a tradition that means something; [training teaches recruits] why we're here, [that they've] worked hard to be here, [that it is a] privilege to be here
- Blue courage is the bridge that connects skills and academics
- Yes, and it's what's been missing.
- Yes, but it's going to be a long process
- Definitely – Any time that you put the focus on the constitution and how we interact with the public that its essential
- I think all of it would be useful addition to the training... you just have to find where
- I do buy into the philosophy, I have seen it work numerous time; it made a lot of sense to me.
- I'm liking what I'm seeing

Pushback/Resistance from the Field

We were interested to find out what the TAC officers had experienced or heard about in terms of pushback. As expected, most officers had encountered some degree of resistance in communications with their home department personnel or other officers. The comments generally indicated a belief that the academy had “gone soft” or were teaching officers to be social workers. A small theme also emerged that the idea has always been there that the academy didn't train “real-world” policing. Comments included:

- Forget all the things you've learned at the academy
- Hug a thug
- That's not the way it is on the street
- That shit is going to get you killed
- The academy is teaching the “touchy feely approach”

- Teaching people to hug
- Go and do the academy and when you come back we'll teach you how to do it
- This is all bullshit
- It's weak
- We need warriors
- [We're] drinking the kool-aid
- Put the guns away and go out with a hug; you can't do police work anymore
- The academy is going soft
- That too shall pass [the training is just a passing fad]
- It will get people killed
- The gentler, kinder police
- It's going to cause us to be weak
- New recruits are pussified

There was also, however, a belief that the resistance or pushback was due to not understanding the elements of the training:

- It's semantics because that's what being a good officer is
- Pushback is a strong word; skepticism is better
- I wouldn't call it push back... I would call it questioning
- Nobody really understands what is changing
- We're now asking people to do a whole lot more... to be diplomatic... to do what they should do; once you explain it to them they understand
- Cops say they aren't social workers and then they act like them after giving token resistance
- I think a little bit started before when it went to a PBL type of learning; it seemed that as physical discipline was taken out, not the same protocol in the classrooms, no bracing in the hallways, some saw us as going soft; this was before the training changed even
- But people don't [continue to think that] after seeing about it and reading it, they see we aren't taking out the warrior part -- they still have it, but there is more
- I wouldn't call it pushback, but it is miscommunication
- We already have the base, it got sold as guardian and the 22 year vets took it as "oh, we are going to hug you to death," I see them as not understanding what it is supposed to be
- They don't understand what it means

When we asked if the concern or resistance was legitimate, the only concern expressed to any extent was that the warrior needed to be emphasized so that the fears of those who were concerned could be allayed, and the skill-set of recruits was such that he/she could make the choice to use force when necessary, but feel confident enough not to use force when not necessary:

- [When asked if the concerns were legitimate] Yes, because most officers are not physically competent enough with their hands and their weapons...Cops who are not confident with their skills use more force. Cops who are confident with their skills treat people better.

The Qualities of a Good Officer and Training

Another line of questioning dealt with the qualities of a good officer and whether training could create those qualities and/or support them, or whether the qualities were inherent. These topics were not directly related to the Blue Courage curriculum, but the conversations helped us understand concepts of policing better and how training fit into the development of a good officer. The most commonly mentioned qualities were communication skills, the knowledge set required, and integrity; however, a wide range of qualities were mentioned. Several TAC officers also noted that you could not point to just one or a couple of qualities, because it was important to have all of them. The following were the most commonly mentioned qualities of good police officers:

- Good communication skills (Also: good people skills; approachable; personable; good listener; active listener)
- Knowledge or Skills (Also: knowledge of agency policy, law; professionalism; skills; understanding policies; skills like legal knowledge, knowledge of DT; master of their skill-set; confidence in their skill-set)
- Integrity (Also: honesty)
- Compassion (Also: empathy)
- Hardworking
- Courageous
- Being respectful of everybody
- Accountability
- Common sense (Also: decision-making; make the right decision for the right reasons)
- Cool head on his or her shoulders (Also: objective, emotional control, patience; needs to be able to hide emotional reactions; be a good actor; Swim like a duck... on the surface very calm... under the water you're paddling like hell)
- Awareness
- Safety consciousness
- Emotional intelligence (Also: ability to handle stress)
- They see the role about their own interests.
- Respect the situation as much as they do the person
- Officer presence
- Confidence
- Ethical
- Obedient
- Well-rounded person
- Sense of humor
- Maturity – not peter-pan men looking for adventure
- Loyalty
- Be a student of the "science of policing"
- Flexible
- Service oriented
- Decisiveness
- Team Player
- You have to act like you care and you have to make it believable

How does training support those qualities?

Most officers felt that training brings out inherent qualities. The knowledge and skills required to be a good officer could be learned, as could some level of communication skills, but the desire to be a good officer has to be there as well as a certain level of humility, otherwise the person won't learn from the trainers. Also, a theme came out in this discussion that indicated that an essential part of training occurred in the relationship with TAC officers. These relationships involved the TAC officers modeling professionalism, honesty and integrity for recruits and these relationships carried the recruit through his or her formative years of policing.

- If they have a good connection with their trainers it will stick with them
- During stormy times in their life they will remember the impactful moments they have with people
- Honesty and integrity can be modeled but I don't think we can teach it
- Some [skills] you can teach; some you can't
- We train only the people we are given ... we may be able to screen applicants better...[we are] not testing for how able are you to be taught

The most important component of law enforcement training...

Many of the TAC officers declined to specify one component of training that was more important than any other ("If you don't have all of the instruments, you don't have a band"); however, of those who did, the most frequent response was some description of a skill-set and balance.

- The challenge of physical [confrontations]; knowing I can get through
- Balance between all aspects
- Respect for the people you work with; respect for the community
- Communication
- Focusing on knowledge, skill, self-awareness, health and wellness
- Emotional intelligence
- Have to know the law as well as constitution and what makes you have the authority to do what you're doing;
- Defensive tactics and the mental mindset, the two go hand in hand
- Reasonableness
- The ability to adjust
- Officer safety, DT, firearms, EVAC training, situational awareness
- Reality based training
- Relating concepts to personal experiences
- Communication
- Being able to communicate not just with people, but with your partners; if you're not good at communicating you're not going to make it in this job
- Emotional control

There were some who believed that training was an essential weakness throughout policing in that officers were not required to keep their skill-set honed and, therefore, were prone to make mistakes on the street because they did not have the same level of skills that they did when they graduated from the academy. Another related, but distinct, position was that Blue Courage could only work if it was reinforced by FTOs and administrators.

- We have to completely change our culture and the root will be a training orientation, the training oriented culture is not here, we have a culture of puffer fish -- a lot of people get by on intimidation and coercion
- During the 5 months [in the academy] you keep in physical shape, we make you skilled, we make you practice, we test you on those skills, you're fit, your mind is right when you leave here, but after you leave here, your fitness level goes down and you don't practice your skills, physically you are not as fit as you were in the academy, those two factors are no excuse for you to use force sooner, your skills aren't as good so you get scared so you're quicker to use force on people
- [But] training is expensive; ideally it would be 3 weeks on the road, 1 week in training
- We are task oriented; not process oriented
- It's easier for them to do nothing and then give speeches at our funerals
- It [should be] permanently linked with mastery of skills – the culture should be constant training in how the work is done
- BC is a guide to... a way of doing business - it's not something you can dump and run... it's something like everything where you have to continue to work on it

Difficulty implementing the elements of the training on the street?

We asked whether TAC officers thought that recruits would have difficulty implementing the principles of Blue Courage of guardianship on the street and the most prevalent response was "it depends." TAC officers believed that the experience will be shaped by FTOs and departmental leaders. Several stated they honestly didn't know and/or that it was too soon to tell.

- [Will need] buy-in from FTO's

- FTO's in it for training for service will carry the values forward; some FTO's are in it for the money
- I don't know... I don't know yet
- When you react it's going to be what you've trained
- I don't think so, hardest is going back to a police department that doesn't recognize those values, it made sense for me because my chief is huge on that, but departments that are more good old boys, that would be harder
- They do have difficulty doing it but only because they are not supported by the department.

Crisis Intervention Training (CIT)

We asked TAC officers about CIT specifically. It must be noted that many of the TAC officers did not feel comfortable answering these questions because they were not familiar with the curriculum nor had been through the training themselves. The responses below derive only from those officers who felt they could answer the questions, but that was a much smaller number than the group who had responded to the queries above.

Does CIT sufficiently prepare officers to handle the mentally ill?

Those officers who were familiar with the training thought that it was "better than before" and that it helped officers, but there was a theme that emerged that there could never be too much training in this area. There was a belief that the training was very beneficial to a new officer and could be to veteran officers; however, many officers have come to learn much of the content on their own.

- I don't think there's anything unless you stick a recruit in the hospital for a week; that would give them a good idea ... it isn't the same as encountering someone and it's a hands-on, knock-down, drag out
- It's pretty good... I've been through that
- It's a beginning - Is it effective? I don't know
- If you've never been around mentally ill people it's hard to be trained to deal with them
- It truly has to be on-the-job training

APPENDIX E

Survey Solicitation Letter

Good Afternoon,

As you may have heard through your agency, the *Washington State Criminal Justice Training Commission (WSCJTC)* has engaged a study to evaluate the WSCJTC training curriculum. You have been selected to participate in this important study. This study is the first of its kind and unprecedented in scope in its attempt to reach out to law enforcement personnel in Washington State who have completed WSCJTC Basic Law Enforcement Academy training in the past ten years. You are in a unique position to be of service by participating in this study. I hope you will consider taking time from your busy schedule to add your voice to shape the future of law enforcement training in Washington State.

Please take a moment to visit the survey to read about how we will collect the data, use the data, and protect your confidentiality to make an informed decision as to whether or not you would be willing to participate. For your convenience, answers to Frequently Asked Question (FAQ's) are provided below. If you have any additional questions or concerns, please contact me at wscjtc.evaluation@seattleu.edu. Should you volunteer to participate in the study, you will be asked to take 30 minutes or less of your time to complete the survey based on your experience as a law enforcement officer. Once you have completed the survey, you will be entered into a drawing to receive a **free iPad Air II**.

To take the WSCJTC Evaluation Survey: http://seattleu.qualtrics.com/jfe/form/SV_b1P7jOrC4FwXpEF

Warmest Regards,



J.B. Helfgott | Chair/Professor

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distribution or use is prohibited. If you received this email in error, please notify the sender and delete this email from your system. Thank you.

Frequently Asked Questions

How did we get your email address? We are working, under contract, for the WSCJTC to evaluate the training curriculum. Your selection for this project is not based on performance, or any specialized course work you may have taken in recent years. You were selected as part of a group of currently employed law enforcement professionals who represent a broad cross section of officers in the State of Washington. Your email address was provided by the WSCJTC, expressly for the purpose of this study.

Will my answers be kept confidential? Your answers will be kept strictly confidential. This project is funded by the Washington State Legislature and is conducted under the oversight of a Department of Health and Human Services (HHS), Institutional Review Board (IRB) for the protection of human subjects. In addition to federal law, it is our professional ethical obligation to maintain the strictest confidence. At no time will your answers be shared with anyone outside the Evaluation Team. At no time will your answers be shared with your agency. At no time will your answers be made public, ever.

Who is the Evaluation Team? The Evaluation Team consists of criminal justice academic professionals collaborating with WSCJTC. I am principal Investigator of the study working with a team of researchers with many years of experience in criminal justice research and law enforcement.

Will I get to see the results of this study? The results of the first year, Phase I, of this study will be made publicly available during the summer of 2015. Your answers will never be made public but they will contribute to a general understanding of what modern law enforcement and will go on to shape policy and curriculum. The results of this study will be the first cut of that data. We will go on to study your responses and other data collected under this protect, for years to come.

APPENDIX F

Content Analysis of Emails/Letters Received in Response to the Comparison Survey Solicitation

A review of letters received was completed on February 24, 2015.

There were a total of 79 files.

After removing responses, returned emails with bad addresses, repeats, and email requests for confirming it was a real email, remaining totaled 63.

The majority of remaining were individuals saying they were not eligible as they had graduated from the academy longer than 10 years ago, they did not go through BLEA, they were not a commissioned officer, or for other reasons not eligible (total: 36), leaving 29.

Of the remaining, most had issues with survey, specifically slider questions (5); technical questions about saving, student ID number, or other issues about taking the survey (6); also, two were responses to the second solicitation saying they had taken the survey (2) (total: 13); leaving 16.

Of the remaining 6 had questions about sampling, how questions were developed, or wanted more information (all were simply requests for information); leaving 10.

Two asked to be removed from mailing list, one with no reason and the other said that he did not agree with the direction the academy was going, creating a "kinder, gentler" police officer that could not handle the street. Leaving 8

Of the remaining letters, the issues raised were as follows (some overlap between letters):

Concern about confidentiality; did not see why we were asking questions about socializing, administrative support and PTSD; believed that we wanted to show police were negative on the world; issues about vagueness and grammar errors; disagreement about the word guardian because it was passive and democracy because the U.S. was a republic; issues of how survey was developed and whether SU was independent enough or affiliated with WSCJTC (and other concerns that were not related to survey itself).

APPENDIX G

Post-Survey Solicitation Letter

Greetings from Seattle!

Congratulations on graduating from WSCJTC and thank you for signing up for a follow-up interview. As you know, a research team, headed up by Dr. Jackie Helfgott at Seattle University, has been given the task of evaluating your academy experience. You have already participated by completing a pre-training survey and a post-training survey. The interview is designed to gather more qualitative data about the training you experienced. We have asked or will ask for volunteers to be interviewed in each of the cohorts that will graduate, starting from class 710 and continuing through class 715. Interview findings from all cohorts will be combined and reported as a group – no individual cohorts will be identified, nor, of course, any individual participants. The final report is due at the end of June for this phase of the research which will include survey data as well as findings from these qualitative interviews. We hope this project will continue in the coming years to continue to track your perceptions of the effectiveness of your training. It is important to note that no member of the research team is affiliated with WSCJTC and we have no agenda here – we want to hear the good, the bad, but especially the relevant so that we can begin a training-feedback loop for WSCJTC staff.

Because many of you may be far away from the Seattle-Tacoma area, we are trying video-conferencing or telephone interviews as alternatives to face-to-face interviews. As a member of the research team, I would be delighted to meet with those of you in the Seattle-Tacoma areas to have a face to face interview, at a mutually convenient time if that is your wish. You may also be contacted by Dr. Joycelyn Pollock, another member of the research team, who is also assisting with conducting the interviews.

I know this is a busy time for you returning home to your families and returning to your department, but it would be best if we could complete the interview no later than 1 week from now. The interview will simply be asking questions about the components of the training and whether or not you have been using elements of training on the job. The first step is for you to email me and let me know if you would like a face-to-face interview, a telephone interview, or if you would prefer a skype call. We will then be in touch with you to make it happen. Thanks so much for your participation. Your willingness to provide feedback is essential for the research project and will, hopefully, provide important data that will affect the training in the years to come.

Welcome to our noble profession.

John N. Vinson, Ph.D.
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APPENDIX H

Interview and Focus Group Questions

Interview Protocol

(individual interviews with those who indicate their willingness on the post-test; preferably at least 10 from each cohort)

1. Roughly what is the size of your police department?
2. How long has it been since you graduated from the academy? (which cohort class?)
3. Do you have any friends/relatives who are police officers?
4. What is the biggest difference between your experiences on the street so far and what you thought it would be like?
5. Have you used any of the specific communication techniques taught at the academy? If so, please describe exactly how the situation went. (Collect more examples if offered)
6. Have you used any of the specific information in the 8 hour CIT training taught in the academy? If so, what specifically? Describe the incident. (Collect more examples if offered)
7. Have you used any of the journaling, deep breathing, or other techniques taught in the academy as part of the Blue Courage curriculum? If so, what, and how is it/they working for you? (Collect examples)
8. If you had to limit to one thing, what is the most important thing you learned in the academy that you use the most on the street?
9. What is your understanding of the Guardian model of policing?
10. Do you think you follow those principles in your day-to-day interactions with the public? Please give examples.
11. Do you think your department follows those principles? Please give examples.
12. Have you been told to “forget everything you learned in the academy” because it’s not realistic or not real policing? Do you believe that to be true?
13. Do you feel that you can’t do your job the way you were taught in the academy? Do you have examples of this happening?
14. In your experience thus far, are there things you were taught in the academy that don’t work on the street? Provide examples.
15. How do Blue Courage and CIT contribute to the shift to the guardian model?