

## Guidelines for Basic Verbal Skills Power Point Presentation Thomas M. Kirchberg, Ph.D., ABPP

The first twenty (20) slides set the stage for basic verbal skills training by situating basic verbal skills training within the overall thirteen (13) hours of de-escalation training. The presenter defines crisis, intervention, and team in a straightforward manner making use of photos depicting an Olympic Marathon crisis, photos of teams, and a photo of a successful crisis intervention by Memphis Police Department CIT Officer. These power point slides have been arranged according to a strategy employing the following principles.

### Didactic

1. Learning is sequential. Human beings learn sequentially, one thing at a time. The Plan of Learning repeats throughout the training because people need to know where they have been and where they are going.
2. Learning is broken into approximately ten (10) minute blocks because people get bored after about ten (10) minutes. People need something new to maintain their attention.
3. People respond to narratives that engage emotions & curiosity. The presentation need to have multiple narratives that catch people's attention and call forth their natural inquisitiveness.
4. People learn better when visuals are used in teaching new information.
5. Humor is useful in breaking through walls that separate. When two people can laugh together, the possibility of joining one another in satisfying activities is enhanced.
6. There is scientific evidence for the effectiveness of the skills being taught. Repeated references in the slides to the science underlying the concepts and skills being taught add a dimension of seriousness. The student can look up the references if she or he so chooses

### Experiential

1. Writing exercises are used to enhance learning of active listening skills by engaging the trainees in the intentional act of composing responses to specific comments of consumers in four (4) different crisis situations. The instructor allows time for trainees to write their responses, asks for volunteers to read off their written responses and then processes. This approach makes for experimentation with newly taught skills and allows the trainer to suggest phrasing for more helpful responses.

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2. Reality based scenario skills training is continued for ninety (90) minutes beginning with simple non complex situations that allow officer trainees to concentrate on specific skills that are highlighted in the final slide (87)
  
1. Title Slide
  - a. Contains title of class
  - b. Name of CIT program
  - c. Date of training
  - d. Name and title of presenter
  
2. Scheduling De-escalation in the 40 hour CIT Training (five steps)
  - a. The presenter describes the stepwise nature of de-escalation training
  - b. The presenter focuses briefly on each step of the training indicating that successive steps build on prior steps and that there is repetition in the presentations.
  - c. The presenter names the instructors for each of the components of de-escalation training.
  
3. Basic Skills step is highlighted
  - a. The presenter emphasizes Basic Skills as the foundation for all the steps that follow
  - b. The presenter emphasizes that trainees will be learning skills. Prior to going to the law enforcement academy, officers did not know the basic skills necessary for effective law enforcement. Officers learned basic skills that they have developed over the course of their career. Officers learn a wide range of skills including investigation of traffic accidents, shootings, burglaries, armed robberies, rapes, etc. These skills enable them to be effective and stay safe.
  - c. The basic verbal skills gives the officer another set of tools to enhance his/her law enforcement activities
  
4. Plan of Learning
  
5. Plan of Learning—Step One Crisis, Intervention, Team
  
6. Crisis
  - a. Definitions of crisis

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- i. Illustrate with examples from officers' experience (officer injury; injury of a child or other defenseless person; line of duty death; loss of relationship; loss of job or career; loss of home; diagnosis of medical condition; loss of reputation ...)
7. Intervention
  - a. Definitions of intervention
    - i. Can use the example of a surgical intervention to correct a medical condition (getting a cast on a broken limb; getting a hernia repaired)
    - ii. Military special forces/SWAT engaging in actions to capture or rescue
8. Team
  - a. The presenter can identify his/her sports team. In the current slides the team is Roma from the Italian A League and the shaved head player is an American Michael Bradley.
  - b. Include photo of surgical team
  - c. Include photo of CIT Team including officers, dispatchers, mental health professionals, consumers
9. Photo of August 5, 2012 London Olympics Women's Marathon (Photo Run).
  - a. The presenter introduces a story from the 2012 Olympics
  - b. The photo shows Tiki Gelana of Ethiopia an early leader along with runners from Kenya
  - c. The presenter can choose another sports story that retains the idea of representing movement and strenuous effort
10. Crisis
  - a. Presenter addresses fact that what is a crisis for one person is not a crisis for another
  - b. What makes a situation a crisis is the perception that there is no way out of the situation. "I don't know what to do."
  - c. Teenagers fall apart when they lose their first love. You and I may not like losing a friendship or romantic relationship but generally we've been through it before. We have a history that includes recovery from past losses.
  - d. With life experience people can learn to navigate crises.
  - e. Older more experienced people face crises when they lose their job, their home, their child dies, their marriage ends, a life threatening illness emerges, their reputation is publicly tarnished, they have their dreams

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snatched away, their spouse or life partner dies, etc. Despite a longer life experience, older people also become overwhelmed by life's challenges.

11. Photo of stair way with sign "No Exit". The photo captures the way persons in the midst of a crisis think. "There is no way out for me."

12. Photo of 2012 London Olympics Women's Marathon with Big Ben in background (Photo Run).

- a. Tiki Gelana of Ethiopia is among the leaders as she heads into a turn on rain slick streets. There were torrential rains on and off through the entire Women's Marathon

13. Crisis...continued

- a. Tiki Gelana needed to hydrate to maintain physical homeostasis. Without water her muscles would falter, her thinking (essential for race strategy) would become impaired but in trying to navigate the water station she lost her footing and balance and as she fell her dreams seemed to come crashing down.

14. Photo of Tiki Gelana lying on the pavement (AP photo).

- a. The 24 year old Ethiopian runner lost her footing while trying to negotiate a water station and went crashing to the ground injuring a knee and elbow.
- b. All of her years of training had led up to this moment. She was representing her small town, Bekoji, home to other Olympic champions. Family and friends, her townspeople were watching and she knew it as she went down hard on the pavement. Her opportunity for success on the Olympic stage was slipping away. Her dreams were collapsing.
- c. This was a crisis that was both physical and psychological.

15. Crisis Intervention

- a. Crisis intervention focuses on the here and now
- b. What is needed now to get this person pointed toward crisis resolution?
- c. The resolution of a crisis begins with human interaction that conveys message: "I am here to assist you. I would like to work with you to find a solution."

16. Photo of Tiki Gelana on her feet and running again (Photograph: Photo Run)

- a. She got up and back into the race
- b. That's what crisis intervention is about: Helping people to get back on their feet and back in the race.

17. Crisis Intervention...continued

- a. Crisis Intervention can best be understood as psychological “first aid”
- b. The Crisis Intervention Team Officer works with the person(s) in crisis to begin getting them back on their feet—that is, get movement away from violence and toward behavioral change that will facilitate a solution to immediate crisis.
- c. The Crisis Intervention Team Officer assists the person(s) in crisis to take the first steps back toward independent functioning which may be talking things out with the officer’s help, taking their medicine, going to the triage center.

18. Photo of Tiki Gelana crossing the finish line with a new Olympic record: 2hours: 23 minutes: 07 seconds (Photo Run).

19. Photo of Tiki Gelana proudly carrying the flag of her homeland, Ethiopia (Photo Run).

- a. The story is complete. She got back up and into the race. We are here because we see a value in serving people who often have no one to cheer them back up on their feet and into life. CIT Officers have the ability and skills necessary to intervene effectively in mental health related crises

20. Crisis Intervention Team in a narrow sense refers to the officers who respond to mental health related crises. But in the larger truer sense, Crisis Intervention Team refers to:

- a. the officers providing backup at a scene;
- b. mental health providers, like me, providing training for CIT Officers;
- c. triage center and emergency room staff who receive and treat consumers;
- d. National Alliance on Mental Illness that advocates for persons with mental illness as well as CIT programs across the nation.
- e. That being said, the public face of CIT is the CIT Officer on the streets of his or her community interacting with consumers, family and other citizens in a transformative manner.

21. CIT Officers are unique individuals with highly prized personal and professional characteristics This slide indicates characteristics identified by James and Gilliland (2013) and others as common among successful crisis interventionists. The presenter will want to highlight several of the characteristics and be sure focus on courage (coming from the Latin, *cor* and in turn from the French *cour* meaning heart.). The presenter can remark about the courage necessary for law enforcement officers in general and the added element of courage necessary to

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stand up in front of peers and people from a community and use a full range of law enforcement and communication skills with goal of getting cooperation to resolve the crisis without injury to citizens or officers. The CIT Officer frequently works while people are screaming, cursing, crying, and threatening to harm themselves or others.

### 22. Summarizing slide

23. Photo of actual Memphis Police CIT call that was successfully resolved by CIT Officer. Photo of suicidal patient straddling overpass with CIT Officer engaging with him (Photo: University of Memphis CIT Center). Standing near the patrol car is an officer providing backup. Below the overpass officers had blocked traffic and were re-routing vehicles. The crisis ended with the CIT Officer successfully resolving the crisis and transporting the consumer to the triage center for stabilization. This slide serves as a bridge between the introductory section and remainder of the presentation by setting expectations for successful outcomes to dangerous crisis situations.

### 24. Plan of Learning—Emotional Crises impose suffering

Slides 24-27 address the issue of suffering that is “imposed” on persons by mental health problems. These slides serve to impress trainees that depressive feelings, anxiety, emotional agitation caused by mental illness, substance use, and the physiological arousal that can accompany many crisis states are extremely uncomfortable for persons in crisis. When people are in crisis their behaviors can become reckless. People in crisis do not respond well to intimidating or diminishing behaviors or comments. People in crisis do not respond to being criticized, judged, or lectured. Trainees are introduced to “Active Listening” as a means to establish an empathic relationship that will allow the person in crisis to become receptive to the CIT Officer’s efforts to help resolve the crisis.

25. This slide introduces the reality that emotional crises cause suffering for people. Most people do not set out to create suffering for themselves or others. Sometimes, because of factors beyond our control (genetics; exposure to abuse or violence; exposure to toxic substances; exposure to loss) or also because of choices we make while being unaware of what the consequences might be, we find ourselves suffering with no apparent way out.

26. This slide portrays the painting by Edvard Munch (Norwegian painter who treated psychological themes in his work) entitled, *The Scream* (Munch painted several variations). Munch wrote, "My father was temperamentally nervous and

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obsessively religious—to the point of psychoneurosis. From him I inherited the seeds of madness. The angels of fear, sorrow, and death stood by my side since the day I was born.” Wikipedia has a brief biography and numerous examples of his paintings, many of which would provide sensitive portrayals of psychological conditions.

Through photos that are sequenced into the slide, the viewer is helped to visually imagine how military personnel can suddenly find themselves in a life and death struggle with lasting consequences. The presenter should identify law enforcement professionals as experiencing similar life and death situations. Additionally the presenter identifies childhood abuse, physical and sexual as assaults, transportation accidents, terrorist attacks and natural disasters as capable or producing PTSD.

27. Slide portrays the challenges that military personnel face. Afghan children gather around a coalition forces truck loaded with more than 300 backpacks and other school supplies as it enters the Gulam Ali Boys and Girls School in Bagram, Afghanistan, Jan. 22, 2009 (U.S. Army photo by Sgt. Lynne Eickstedt). Peaceful, pleasant encounters can quickly become dangerous (U.S. Marine Corps photo by Lance Cpl. Kelsey J. Green). A person’s emotions suddenly go from relatively relaxed to “fight or flight” mode.

28. The slide portrays another facet of combat related experiences (DoD photo by U.S. Army photo by Sgt. Travis Zielinski) that is emerging in research (c.f. website for National Center for PTSD: [www.ptsd.va.gov](http://www.ptsd.va.gov)). The presenter may also consult Nancy Sherman, *The Untold War* (2010), New York: W.W. Norton. Bottom right photo: March 25, 2010 wreath laying ceremony at Tomb of Unknown Soldier at Arlington National Cemetery. More than 30 Congressional Medal of Honor recipients attended. Service above self comes with a price (DoD photo by U.S. Navy Petty Officer 2nd Class Willam DoD photo by Petty Officer 2nd Class Kim Smith, U.S. Navy. (Released) ; DoD photo by U.S. Navy Petty Officer 2nd Class Willam.

29. Slide carries quote from FBI Law Enforcement Bulletin indicating the advantage of a combat Veteran crisis being handled by law enforcement officers who are informed about combat Veteran issues. Etter, D., McCarthy, L., & Asken, M.J. (2011). Police Negotiations with war veterans: Seeing through the residual fog of war. *FBI Law Enforcement Bulletin*, 80, 7, 1-10.

30. Plan of Learning—Empathic Understanding

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31. Slide indicates basic skills that enable the CIT Officer and all other crisis workers to successfully resolve a crisis. Presenter will want to briefly state that training is not designed to teach new or foreign skills but rather to expand knowledge and enhance skills to one degree or another already present in the CIT Officer's repertoire.
32. The presenter emphasizes the importance of being able to put oneself in some else's shoes, that is, to share in the experience of another person. Empathy is the capacity to enter the world of another person for a time. The empathic CIT Officer accurately senses the inner feelings and meanings of the consumer and is able to communicate his/her understanding to the consumer.
33. Brain response to pain, magnetic resonance imaging (MRI) computer models. Two brains are shown from the side, front of brains at left. The brain at left is that of a person experiencing pain (active brain areas are yellow/red). The brain at right is that of a person watching someone experience pain, producing a response known as empathy, where they are able to imagine the pain the other person is feeling. The MRI scan confirms that similar brain areas are activated in empathy, but that areas producing the actual sensation of pain (one at top of brain) are not triggered.
34. This slide humorously portrays a near total lack of awareness, communication skills, and empathy (CLOSE TO HOME ©1996 John McPherson. Reprinted with permission of UNIVERSAL UCLICK. All rights reserved).
35. This slide portrays a Chinese symbol for the verb to listen. The presenter might ask the members of the class, "What do you see anything in the symbol?" The presenter can bring in the word "Ear" and then shift to the right side and bring in the word "You". He/she might ask, "What else do you see in the symbol? Bring in the word "Eyes". Bring in "Undivided attention". Bring in "Heart". The heart represents the fact that there is a meeting of hearts when we listen carefully. The Romans described such a conversation as a "heart to heart talk" (*cor ad cor loquitur*). Remind the class of the use of hearts on Valentine's Day and the use of hearts on bumper stickers to let the world know that, for example, "I love Memphis" or "I love my church" or "I love soccer" etc. *Cor*, the word for heart in Latin and *cour* the word for heart in French are the roots of our word courage. It takes courage to engage in active listening.



36. The presenter will emphasize that listening is often viewed as passive. The opposite is true. In crisis intervention listening is very active. The CIT Officer is focused, fully engaged, striving to insure accurate understanding of the person(s) in crisis. Active listening involves active observation (Matsumoto, D., Frank, M.G., & Hwang, H.S. (2013). *Reading people: Introduction to the world of nonverbal behavior*. In D. Matsumoto, M.G. Frank, & H.S. Hwang (Eds.), *Nonverbal communication* (pp. 3-14). Los Angeles: Sage). Active listening also involves close attention to or awareness of what the CIT Officer is experiencing within himself or herself.

The information provided in slides 35-40 is adapted from the work of Albert Mehrabian (Mehrabian, A. (1971). *Nonverbal betrayal of feeling*. *Journal of Experimental Research in Personality*, 5, 64-73; Mehrabian, A. (1972). *Nonverbal communication*. Chicago: Aldine Atherton.). The guidance provided by Mehrabian has to do with observation of how people communicate about issues involving feelings and attitudes. In a crisis situation feelings are aroused. Whether or not the 70% rule holds across all individuals and all situations is not as important as understanding that there is more to communication, especially in an emotionally-charged situation, than words alone. If I focus on the words only, I may miss the majority of the message.

37. The presenter emphasizes the three elements: words, tone of voice, and body language. At this point the presenter will ask a trainee if he/she would assist in illustrating the point. Once the permission of the trainee has been obtained the presenter can move in closer proximity to the trainee. The presenter can say for example, "I love you" using an unnatural tone, leaning in close ignoring "distinctions of personal space" (Hall, E.T. (1973). *The silent language*. New York: Anchor.), staring with an unnatural facial expression (This may need practice before a mirror or a colleague who understands that you are trying to present incongruence of words, tone, and body language). Generally, this demonstration engenders laughter or uncomfortable looks from the volunteer. The presenter then asks, "Why are you laughing at me? or "What's wrong?" The trainee will typically say something to the effect that, "Your facial expression and tone were strange." The presenter then states, "The message, 'I love you' contains words that people typically want to hear." Another example would be to say to a trainee, "I am really interested in getting to know more about what you do" with a bored tone while looking around and not at the trainee. The presenter then asks, "What do think about what I just said to you?" The trainee will usually respond that, "You don't care about me or what I do." Recall Hall's distinctions

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("intimate space" = 18 inches; "personal space" = 18 inches to 4 feet; "social distance" = 4 to 12 feet; and "public distance" is 12 feet and greater).

38. The presenter makes the point that when words are inconsistent with tone of voice and body language, then the listener will be more influenced by tone and body language. Here the presenter pauses, briefly and asks the officers what they look for when questioning a suspect. The point is to reinforce earlier reminder that we are not asking them to acquire completely new or foreign skills but rather to enhance and expand already present skills.
39. This slide visually presents the contributions of elements of communication as a pie chart. The presenter accentuates the relatively small contribution of words employed versus voice tone and facial/body language. Hence the importance of attending to the congruence or non-congruence of words used and non-verbals (tone of voice and facial/body language).
40. The CIT Officer pays close attention to the entire message. Refer back to experiment with trainee ("I love you") or ("I am really interested in understanding what you do" (Photo University of Memphis CIT Center).
41. The CIT Officer attends to the full package: Are the consumer's messages congruent? Are the Officer's messages congruent? Often, people are not aware of their own facial expressions and body language.
42. Plan of Learning—Filter or noise
43. If I want to successfully resolve a crisis situation then I must establish an empathic relationship with the person(s) in crisis. Active listening is the skill that facilitates the establishment of an empathic relationship. Recall that empathy does not mean that I agree or approve of what is going on. Empathy is not pity or sympathy. Empathy is the capacity to enter the world of another person, experience and know that world for a time without over identifying with the other person. Active listening is the key to establishing an empathic relationship. For a moment, picture your most successful criminal interrogators. They are successful because they are able to establish empathic relationships (Noesner, G.W. & Webster, M. (August 1997). Using active listening skills in negotiations. FBI Law Enforcement Bulletin, 13-19: accessed at [http://www.au.af.mil/au/awc/awcgate/fbi/crisis\\_interven2.htm](http://www.au.af.mil/au/awc/awcgate/fbi/crisis_interven2.htm))

Slides 43 through 58 present a model for Active Listening and illustrate ways in which Active Listening skills overcome human tendencies to judge, demean, lecture, evaluate

and impose solutions on others. Active listening fosters an atmosphere of empathy and respect. When the person in crisis experiences an empathic relationship with the CIT officer, s/he begins to understand “This officer cares about what is happening to me and how I feel.” The door is opened for the person in crisis to begin caring about what the officer can

44. Active listening begins with a speaker who sends a message to a listener encoded in language. Language can be considered a code insofar as those who do not know the language have difficulty communicating. Think of the difficulties in communities with populations of persons from other countries and cultures. When I was a young boy in Memphis, there were primarily two groups of people: African American and European. Now in Memphis we have a large Hispanic population but we also have multiple groups of African immigrants from Sudan, Ethiopia, Eritrea, and Nigeria. We have Vietnamese, Chinese, and Cambodian immigrants.
45. Even if I know the code, there is much that can interfere with the message getting to me in a complete manner. Do you remember when we were in elementary school and the teacher whispered into the ear of a student in the first row who turned and whispered in the ear of the next student and so on until the last student stood up to announce to the class the message he/she had received. Did that announcement ever match the initial message?
46. Of course, a speaker’s message is not typically relayed through several different people where it can get confused. However, there are other influences on the messages we hear. Each of us has a filter or filters which can alter messages so that the message sent is not the message received. You can illustrate with a story: There was a travelling salesman who sold insurance in farm areas. He was travelling late one summer night in northern Indiana in a rental car heading toward the town where he was going to be meeting potential clients the next morning. It was around 11:30 and he was travelling down a dark road and suddenly had a blow out. He stopped his car and got out to find the right rear tire was flat. He opened the trunk and took out his cases of insurance forms. He pulled up the carpet and released the spare tire. He pulled out the jack and took it around to the right rear, felt with his fingers and found a notch for the jack. He went to the trunk to get the jack handle and could not find it. There was none. Now what? He recalled there was farm house ¼ mile back. He couldn’t see anything further in front of him and so decided to walk back the quarter mile but not before he loaded the spare and jack and all his files back into the trunk which he locked. It was hot. He was sweating as he made his way along the dark and deserted road. Along the way, he was thinking to himself, “I bet the farmer is

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tired. He has to get up early. He's going to be angry. Damn it's hot. How stupid can you be to not check for a jack handle before renting a car? He's going to think I'm stupid." It was 12:15 am when he finally reached the farm house. The front porch light was on. He rang the doorbell and soon saw the farmer approaching the door through the large front window. "Boy is he going to be angry with me waking him up this time of night." The farmer opened the door and said, "Well howdy. Can I help ya?" To which the insurance salesman replied, "I didn't want your damn jack handle anyway" and walked off.

47. Cartoon of police officer giving what he thinks are clear directions to a man who has the directions completely confused.
48. The presenter provides examples of issues, beliefs, life situations, emotions that can be unconsciously triggered, etc. that filter out or interfere with messages getting through in their entirety.
49. The presenter provides examples of responses that indicate the listener may have heard the message. However, the listener / officer starts providing answers that may serve to protect from the reality of the other person's situation. The officer is playing "Mister Good Wrench". He wants to fix it.
50. Plan of Learning—Restatement and Reflection; written exercise
51. Because of the distortions in messages sent and received that can occur at any point in a conversation about emotionally charged circumstances, it is essential to check the accuracy of the message received. Refer to Officers checking out radio transmissions from dispatch. How easy is it to misunderstand a radio message particularly when an Officer is calling for help? Officers check out the radio message with dispatch by repeating what they heard or asking the dispatcher to repeat. We are not talking about new skills but rather expanding and enhancing skills that the CIT Officer already possesses.
52. The CIT Officer checks out the message s/he received by sending back a message in the direction of the speaker/consumer.
53. We call the message the Officer sends back restatement or reflection. Some times we say the person is parroting. Restatement is a technical term referring to responding by repeating accurately the facts of the person's crisis situation. Reflection is a technical term referring to responding by reporting accurately the person's feelings related to this / her crisis situation.

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54. This is the model. The speaker and listener depicted here alternate. Once the listener believes s/he has understood the message, s/he becomes the speaker checking out the message through restatement or reflection. Think of information received by radio from dispatch. You always check it out and especially when an Officer is calling for help.

55. Restatement is defined and examples are given.

56. Reflection is defined and examples are given. Comment to the trainees that emotions can be thought of as the wrappings of a situation. You describe a situation, for example not having a place to sleep (facts) and the feelings related to having nowhere to sleep (fear, depression, anger).

At this point, a humorous story helps. “Years ago a girlfriend invited me and several friends over for dinner and impressed on us the need to be on time. I left the office late and began rushing through traffic. A Memphis Police Officer pulled me over and wrote me a ticket on Lamar Avenue and Southwall St. right in front of the Cherokee Adult Theater. Several work acquaintances drove by and saw me. The next day at work, some of them had some questions and laughs about whether I had been arrested at the adult theater. I arrived at the girlfriend’s home 30 minutes late. I knocked on the door. When she opened to the door she questioned me with an angry tone. “Where have you been? I told you to be on time. What’s wrong with you?” I responded, “You’re really angry with me because you went to all this effort and I promised to be on time.” She fired back, “Don’t give me that counseling shit!” The trainees typically laugh. I remind them that although initially restatements and reflections may sound artificial or like a parrot but with practice the skills improve.

57. Restatements and Reflections placed side by side for comparison. Here a handout with various examples of restatement and reflection is helpful.

58. Slide depicting full Restatement/Reflection Model.

At this point the instructor can use the written exercises to provide an activity that will engage mind and hands as trainees attempt to respond with accurate restatement and reflection (c.f. Memphis Model CIT: Basic Verbal Skills 1). The brief verbal statements make use of foul language both as realistic and as a way of desensitizing.

59. Benefits of Restatement and Reflection. Don’t read the slide but do recap information.

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60. Remind Officer Trainees that they have excellent observational skills and that they can choose to engage or not when they notice a nonverbal or verbal discrepancy. A response like, “You seem uncomfortable” lets the consumer know that you have heard or seen something but is not threatening.
61. Plan of Learning—Questions and “I” statements
62. Open ended questions are helpful in getting a story. Emphasize that they begin with “What, How, When” Remind the trainees that “Why” questions lead people to begin trying to defend themselves, make up excuse, etc.
63. Benefits of Open Ended Questions. The instructor might briefly describe examples from his/her experience when open ended question(s) as opposed to “Yes or No questions” revealed essential information.
64. Closed ended questions are necessary and valuable for getting information quickly.
65. Benefits of Closed Ended Questions.
66. Sometimes the CIT Officer has to ask for what s/he needs from consumer(s) and others at a crisis scene. “I statements” are part of the Officer’s repertoire.
67. Essential examples of “I statements”
68. Additional examples of “I statements”. This is the style of communication that we use with children when they are upset. We try to slow them down by speaking slowly and repeating. It is important to use a caring tone, a normal rate of speaking, and congruent body language.
69. Summary power point slide (Photo of Carl Rogers) that indicates the point of using active listening skills is to establish an empathic relationship with the person in crisis. A person in crisis is generally experiencing high levels of internal turmoil and arousal because of the threat posed by the crisis situation. Use of active listening enables the Officer to establish an empathic relationship with the consumer. The consumer begins to understand that the officer is not there to inflict harm but rather is demonstrating caring. The person begins to feel less burdensome and alienated. Because s/he feels understood and cared about, s/he begins to be open to possibility that the CIT Officer might help. **“...they have to know that you care before they care what you know.”**

70. Plan of Learning—Genuineness

71. Genuineness means that the Officer is the “real deal”, straightforward, not fake. the trainer comments that the Officer is not a psychologist, a judge, a preacher, not Detective Goren, etc. (Photos of Judge Judy, Dr. Phil and Vincent D’Onofrio—Detective Goren). The trainer asks, “What does sincere mean?” Allow time for several officers to respond.
72. The Vatican Museum in Rome (Photo: Thomas M. Kirchberg).. The trainer tells a story. “In Ancient Rome they had sculptors who carved original works. Typically you had to be very rich to get an original work from an outstanding sculptor. However, for those who were not exceptionally rich there was the possibility of buying from a less expert sculptor or even a “used statue” by a more talented artist. So you might go to a “used statue dealer” and walk around looking for a statue within your budget to place in your home or outside the family mausoleum somewhere along the Appian Way outside the city.”
73. After several trips to the used statue dealer, you narrow down the choices to two or three statues (Photos: Thomas M. Kirchberg). Finally you make your choice and tell the dealer which one you want.”
74. “This is the statue I want” (Photo: Thomas M. Kirchberg). But, on closer inspection, you notice some cracks in the marble. The ancient Roman “used statue dealers” used to rub wax into the cracks in statues until the crack disappeared. But this statue with the cracks is without wax. In Latin, “sine cera” means without wax. “Sine cera” sincere. The CIT Officer does not try to cover up his/her flaws. S/he doesn’t wear masks. CIT Officers can admit mistakes and learn from them. You are who you are. You bring the real you with all your flaws and brokenness. You are not trying to be other than who you are. You are sincere—without wax. Sincerity is essential to developing empathy.
75. The CIT officer can be stumped. By continuing dialogue with the consumer and other Officers on the scene something will emerge to bring about a resolution of the immediate crisis situation. Calls may be holding but **take your time**. Make haste slowly!
76. Congruence. One way that seasoned CIT Officers demonstrate congruence is visiting consumers at times when they are not in crisis. The consumer, family

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members and neighbors come to understand, “This officer cares. She’s on my side.” Of course on the scene of a crisis the CIT Officer demonstrates respect in language, gestures, etc.

77. The trainer might remind trainees that pastors during sermons sometimes say to their congregations, “Stay with me now.....” Think of how you soothe a crying child by speaking in calm and low tone...”Okay sweetheart take a breath now. That’s it. Good.”

78. Plan of Learning—Acceptance vs. stigma

79. Stigma facts.

80. Stigma is countered by facts. Important to emphasize in the time of mass shootings by persons that seem to have a history mental illness.

81. Two faces of Stigma: Societal or public and personal or self.

82. Illustrate the power of societal beliefs to influence even those who “know better” (Photo: Nelson Mandela). Stigma regarding mental illness and all other forms of stereotyping, prejudice, and discrimination are similar to the air we breathe. We aren’t aware of the air we breathe until a foul odor emerges. Nelson Mandela’s story illustrates how stigma works publically and personally.

83. The CIT Officer demonstrates an attitude that welcomes rather than alienates.

84. The slide flies in some possible characteristics of persons in mental health crisis and what characteristics the CIT Officer brings to a crisis including Courage.

85. Plan of Learning—Skills practice

86. Skills Training slide. Emphasize that making mistakes is normal

87. Emphasize the skills training as limited in scope: 1) Introduction 2) open ended questions 3) Thank you 4) restatement and 5) reflection. Leave slide up so trainees can look up for guidance if they get stuck. Tell them that you expect them to look at the slide. Encourage trainees to learn from others and if they like what they see other officers do then copy what they like.

Break for 10 minutes prior to beginning 1.5 hours of role play or skills building.