



Criminal Justice Training: Training in Juvenile, Mental Health, and Active Shooter Issues

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Goal of Presentation

- The goal of this presentation is to provide a comprehensive picture of not only the mandated training requirements as promulgated by the Criminal Justice Services Board but the training that goes beyond the minimum standards in both basic and law enforcement in-service programs.



Discussion Points

- Types of training law enforcement officers receive related to juveniles and/in schools relevant to the compulsory minimum training standards.
- Active shooter training
 - ALERRT (Advanced Law Enforcement Rapid Response Training)
 - FORT (First Responder on Rural Terrain)
- Training officers receive related to dealing with psychological and mental health issues in basic and in-service programs.
- Crisis Intervention Training



Minimum Training Standards

- The Department of Criminal Justice Services establishes and enforces, throughout the Commonwealth of Virginia in each of the 39 academies, minimum standards for training for each of the occupation disciplines that fall within their regulatory oversight.



Misunderstanding

- When we speak of Law Enforcement Training, the tendency is to lump each of the occupational disciplines into a single body as it relates to training and call it “law enforcement training.”
- Each of the criminal justice disciplines has its own unique set of training standards that are based upon a specific job task analysis (JTA) that identifies the primary elements of each occupational discipline based upon their ever-changing roles.



Types Of Criminal Justice Training

- Dispatcher
- Entry Level Jail Officer
- Entry Level Court Security/Civil Process Officer
- Entry Level Law Enforcement Officer



Law Enforcement Standards

- Within the training standards, there are over 1,705 minimum standards that are related to training our law enforcement officers.
- The training is broken down into 10 categories.



6VAC20-20-21. Performance outcomes and minimum hours required.

- Academy training
 - Category 1 - Professionalism
 - Category 2 - Legal Issues
 - Category 3 - Communications
 - Category 4 - Patrol
 - Category 5 - Investigations
 - Category 6 - Defensive Tactics/Use of Force
 - Category 7 - Weapons Use
 - Category 8 - Driver Training
 - Category 9 - Physical Training (Optional)
- ACADEMY TRAINING HOURS - 480 (excluding Category 9)
 - Category 10 - Field Training
- FIELD TRAINING HOURS - 100
- TOTAL MINIMUM TRAINING STANDARDS HOURS - 580 (excluding Category 9)
- 40 hours of in-service training every two years; and,
- Annual firearms qualifications



2012 Crime Commission Study Results

- All academies significantly exceed the 480 hour compulsory minimum training standard required for basic training.

• Basic Training Overview	Regional Academies	Independent Academies
• Average Basic Training Hours	776	1,016
• Average Length of Basic Academy	4.5 months	6 months

Source: Virginia State Crime Commission, Regional and Independent Academy Directors Survey.



Mandated Training In Basic Programs Related to Juvenile Issues, Mental Health, and Use of Force

- Category 2
- Category 3
- Category 4
- Category 6
- Category 7



Mental Health Law

- Category 2-
 - Performance outcome 2.7 Serve mental health commitment papers
 - Procedures for emergency custody order or temporary detention order return of service.
 - Return service promptly to the clerk's office stating the date and manner of service and to whom service was made.
 - Service of mental health commitment papers is the same as service and return of any other civil judicial process.
 - Service is not restricted but is applicable statewide (§8.01-292).
 - Copy of papers must be served to the person to be committed or to a person found at the normal place of abode (§37.2-808 and 37.2-809).
 - Emergency commitments (involuntary detention), (§§37.2-808, 37.2-809, 37.2-810).



Training Relevant to Juveniles

- Category 2 – Legal Issues-
 - Performance outcome 2.6 relates to the law in Virginia as it relates to juvenile offenders and sets out the legal framework of the juvenile justice system, criteria for determining if a juvenile is in need of services or supervision, or assessing the need for mental health intervention and treatment.



Training Relevant to Juveniles (continued)

- Category 3 – Communications –
 - Performance outcome 3.2 relates to interview child victims of crime, witnesses to crime, and conferencing with parents to ensure understanding of the procedures and contacts for assistance.



Training Relevant to Juveniles (continued)

- Category 3 – Communications –
 - Performance outcome 3.10.1 relates to adjusting communication skills that are appropriate to juveniles of various ages
 - Discussion as to the reasons that law enforcement officers are role models to children.
 - Reinforcing ways to make children feel important.
 - Explaining the importance of verbal and non-verbal behaviors that reinforce the officer is paying attention when the juvenile speaks.
 - Physically getting down to eye contact with juvenile if possible to reduce the authoritative tensions that may exist.
 - Using positive reinforcement strategies such as giving praise to children for asking questions.
 - Having officers to take time to compliment the good things you know about the children.
 - Treating older juveniles in a more adult manner.
 - Communication styles that respond to questions with age appropriate answers.
 - Being honest, but use language the juvenile is most likely to comprehend.
 - Emphasizing the positive in whatever the juvenile is discussing, if possible.



Training Relevant to Juveniles (continued)

- Category 3 – Communications –
 - Performance outcome – 3.14- Interview a child victim of crime.
 - Having officers to identify language ability level of the juvenile victim.
 - Identifying emotional capacity of victim to be interviewed based upon environmental factors as well as medical, physiological, and intellectual factors.
 - Compassionate and non- judgmental communication methods to help establish trust.
 - Ensuring the victim is comfortable and understands the purpose of the interview (officer needs to learn what happened to hurt the victim).
 - Adjusting language as needed to help victim understand questions.
 - Identifying special circumstances and assistance needed to interview an intellectually disabled victim.



Training Relevant to Mental Health

- Category 4-
 - Performance Outcome 4.12
 - Observe individual to recognize signs of abnormal behavior.
 - Assess need for mental or medical evaluation, or help and resources from another source.
 - Take into involuntary custody a person displaying behavior that gives the officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.



Training Relevant to Mental Health (continued)

- **Category 4 – Performance outcome 4.12-**

Identify legal requirements to take into involuntary custody a person displaying behavior that gives the officer probable cause to believe that mental illness exists using the appropriate Code of Virginia requirements.

Identify and be able to articulate conditions for an emergency custody order.

Identify and be able to articulate conditions for a temporary detention order.

Identify procedures for obtaining an emergency custody order or temporary detention order.

Identify procedure for securing, searching, and transporting a person who meets the criteria of an emergency custody order or temporary detention order including a change of voluntary consent for transport to placement under emergency while in transport (§37.2-808(H)).

Identify conditions that provide a law enforcement officer the ability to obtain health care records under §32.1-127/1:03.D.2.

Identify conditions for transfer of custody of person under emergency custody order under §37.2-808 E.



Training Relevant to Juveniles (continued)

- Category 4
 - Performance outcome 4.19 - Investigate suspicious person or activity
 - Objective 4.19.8 - Identifying enforcement options when dealing with juveniles who have committed offense(s)
 - a. Notify and release to parent/guardian or other responsible party
 - b. Transport to juvenile intake
 - c. Transport to juvenile detention



Rapid Response to Active Shooter

- The goal of active shooter training is to aid the first responder in their abilities to effectively isolate, distract, and neutralize an “active shooter”.
- To empower the first responder with the tools and tactics necessary to combat the most dedicated murderers.
- To save as many lives as possible.

– Source: Terrorism Response Tactics Basic Active Shooter Level I Participant Guide v 5.0.0



Crisis Intervention Training

- Even before the Virginia Tech shooting in April of 2007, the need for enhanced training in mental health awareness issues was in process.



Training Academy Survey Questions

- Do you incorporate response to active shooter training into your basic training programs?
- Do you teach response to active shooter within your in-service classes?
- Have you conducted any training relating to response to active shooter, rapid deployment, response to school violence?
- Do you teach courses that incorporate dealing with emotionally disturbed persons/juveniles?
- How many officers do you train annually?



Training Academy Survey Questions

- Within the past 12 months have you hosted, sponsored, or conducted training that would assist officers within your span of control to respond to any of the incidents mentioned above?
- Within the next 12 months are you planning any type of training related to the topics/ issues in the previous question?



Training Survey Results

- Do you incorporate response to active shooter training into your basic training programs?
 - Yes 100.0%
 - No 0.0% 0



Training Survey Results

- Do you teach response to active shooter within your in-service classes?
 - Yes 100.0%
 - No 0.0% 0



Training Survey Results

- Have you conducted any training relating to response to active shooter, rapid deployment, response to school violence? (if so, please explain)
 - Yes (list below) 87.5%
 - No 12.5%



Narrative to Question 3

- Active Shooter, Psychological Response to Active Shooter, Active Shooter Rescue Task Force.
- ALERRT training and conduct active shooter courses at least once a year.
- Specialized 16 hour active shooter course with 4 hours of classroom training and 12 hours of practical exercises. Conducted two of these programs in 2012.
- Aside from the basic and in-service we have hosted a number of the Train the Trainer courses for ALERRT and FORT.
- Sponsored ALERRT Rapid Response to an Active Shooter 'Train the Trainer' program.
- Conduct active shooter training in every basic class.
- Conduct at least 4 stand alone Rapid Response to an Active Shooter classes annually as well as including in the in-service classes.



Training Survey Results

- **Do you teach courses that incorporate dealing with emotionally disturbed persons/juveniles?**
 - Yes 75.0%
 - No 25.0%



Training Survey Results

- How many officers do you train annually?
 - 0-50 0.0%
 - 51-100 0.0%
 - 101-250 25.0%
 - 251-500 12.5%
 - 501-750 62.5%



Training Survey Results

- Within the past 12 months have you hosted, sponsored, or conducted training that would assist officers within your span of control to respond to any of the incidents mentioned above?
 - Yes 75.0%
 - No 25.0%



Narrative supplement for Question 6

- Conflict Communications - 8 hours
- Psychological Response to Active Shooter - 8 hours
- Active Shooter - 4 hours, Active Shooter/Rescue Task Force - 4 hours
- CIT Crisis Intervention Training - 40 hours
- 5 in-service programs at 16 hours each (Active Shooter)
- 2 Basic Law Enforcement programs at 24 hours (Active Shooter)
- 2 Basic Law Enforcement program with 20 hours (Crisis Intervention, Mental Illness, Autism Awareness and PTSD in returning war veterans).
- 5 in-service programs at 4 hours each (Crisis Intervention, Mental Illness, Autism Awareness and PTSD in returning war veterans)
- 2 Basic Law Enforcement programs with 10 hours on Juvenile Matters
- Lethal School Violence-16 hours
- Legal and Liability Issues in Schools-16 hours
- ALICE Instructor School-24 hours
- SOLO-Engagement Tactics for Active Shooters-18 hours
- Legal & Liability Operations for SWAT-40 hours
- Applied Suicide Intervention Skills-16 hours
- Dealing with Difficult People-8 hours



Training Survey Results

- Within the next 12 months are you planning any type of training related to the topics/issues in the previous question?
 - Yes 87.5%
 - No 12.5%



Narrative Supplement for Question 7

- Post Traumatic Stress - 8 hours
- 5 in-service programs at 16 hours each (Active Shooter)
- 2 Basic Law Enforcement programs at 24 hours (Active Shooter)
- 2 Basic Law Enforcement programs with 20 hours (Crisis Intervention, Mental Illness, Autism Awareness and PTSD in returning war veterans)
- 5 in-service programs at 4 hours each (Crisis Intervention, Mental Illness, Autism Awareness and PTSD in returning war veterans)
- 2 Basic Law Enforcement programs with 10 hours on Juvenile Matters
- 2 Advance Patrol Tactics with 16 hours of Active Shooter training
- 2 Advanced Patrol Tactics with 4 hours of Crisis Intervention Training
- 6 Crisis Intervention Team Training 40 hour course
 - Course designed to train officers to recognize mental illness and effectively handle situations involving mentally ill individuals.
- Active shooter presentation for SRO only



Questions?

Thank you!