



Using the Instructor Guide

The first step in getting ready to deliver the Crisis Response and Intervention Training (CRIT) 40-hour curriculum is to become completely familiar with the Instructor Guide. This section describes these resources.

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The Instructor Guide Binder

Each section listed below corresponds to a tab in the Instructor Guide binder and is listed in numerical order.

1. Introduction

The Introduction provides information on the purpose of CRIT and course development. It also lists the modules and their learning objectives. Instructors can use this information for introducing the 40-hour training. The Introduction can also be printed and provided to your chosen subject matter experts that will be teaching the modules for you. Providing this to your instructors and pointing out that the learning objectives to each module are provided in this section will help your trainers understand what is covered in each module. This will be helpful to minimize repetitive instruction. For example, it's important for your instructor teaching the Veterans module to know that post-traumatic stress disorder was covered in depth during the Trauma and Post-Traumatic Stress Disorder module. This helps cut down on duplicative instruction while setting up reinforced learning. In other words, it would be appropriate for the Veterans instructor to ask the participants to recall what was covered during the Trauma and Post-Traumatic Stress Disorder module while discussing it during the Veterans module, without having to review it in its entirety.

2. Using the Instructor Guide

This section provides an overview of the content of the Instructor Guide Binder and how to prepare for training and delivery.

3. Getting Ready

This section provides instructors with detailed guidelines and tools for planning and delivering the Crisis Response and Intervention Training (CRIT). Good planning is the key to any successful training delivery. Start your planning process ahead of time.

Topics

- Course Preparation
- Course Preparation Phase Checklist
- Participants
- Instructor Preparation
- Training Setup and Wrap-Up
- Training Setup and Wrap-Up Checklist



4. Trainer Materials and Resources

In this section, instructors will find copies of the materials necessary to conduct the training, which are listed below. Electronic files are available on the [Academic Training to Inform Police Responses](#) website.

- Handouts and documents for training
- Additional resources
- Supplemental materials for activities
 - Charts
 - Cards
 - Trainer Toolbox

5. Participant Materials

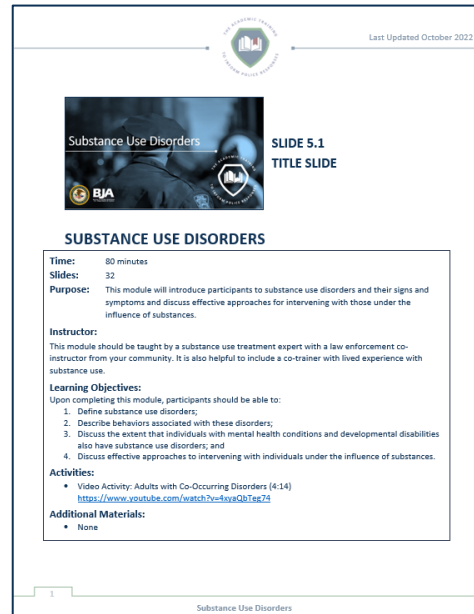
In this section, instructors will find the standard items used as participant materials. Once they are tailored to meet the needs of your agency, these are typically provided in a folder or in pockets of the participant binder:

- Sample Matrix
- Sample Agenda
- Module Learning Objectives
- Evaluation Materials
 - Pre-Training Survey
 - Post-Training Survey
 - Role Play Feedback Observation List
- Sample Certificate of Completion

6. The Modules

Module Layout

Each module begins with a distinctive title slide, which displays the name of the module. This slide can also be found in the opening page of each module in the Instructor Guide. An example opening title slide and opening module page are shown below.



Module Opening Page

Information about the module is provided under several bolded headings and in a shaded box

Time	Time frames are approximate delivery time of the module
Slides	The number of slides corresponding with the module
Purpose	A brief statement of what the module seeks to achieve
Instructor	Suggests who should facilitate the module
Learning Objectives	Learning to be achieved and skills to be developed
Activities	A list of the activities in the module, including any videos
Additional Materials	Any additional supplies, handouts, or other items to conduct the activities

Content Delivery

The content is organized according to the presentation slides. The “Notes” section provides key points to discuss with each slide.

Learning Objectives

- Each module has a list of learning objectives



- This manual uses performance-based learning objectives.
- The learning objectives reflect what participants should be able to do after participating in the training module.
- The format is as follows: “Upon completion of this module, participants should be able to...”.
- **Keep focused**
 - It is important to maintain an awareness of the learning objectives throughout the training program as they shape what is presented, discussed, or practiced.
 - For example, in Module 4: Understanding Mental Health Conditions and Mental Illnesses, it would be easy to lose sight of the learning objectives and begin to pursue an in-depth discussion about the lack of community resources to support mental health. While this type of discussion is clearly important, it moves away from a focus and the scope of the module. Content on community resources is covered in a future module.
- **Achieving these objectives**
 - Prior to each delivery, instructors should review the learning objectives for each module.
 - It is not necessary to list them for the participants; you may use them to add to the module introduction and refer the participants to the learning objectives documents in their materials.
 - Generally speaking, if the trainer properly facilitates the activities and presents the slides, the learning objectives should be covered.
 - A strategy to ensure that all learning objectives are covered is to list either the topics or the learning objectives on easel pad paper and post them in the room; this also helps to keep the training on track.

Tips for Delivering the Content	
■	Be aware of the level of experience of the participants.
■	Keep the focus on active learning; do not skip activities that are not listed as optional.
■	Avoid telling participants that you are going to speed through content due to running behind—don’t let participants feel they are getting less than the training requires.
■	Use the Instructor Guide trainer notes, content notes, and the slides as your primary tools; this will eliminate the need for notes or note cards.
■	Think of this work more as a discussion with the participants rather than a presentation to them.
■	Be yourself.
■	Use stories and illustrations but fully explain them; do not assume all participants will understand.
■	Incorporate your own experience and examples when appropriate.
■	When appropriate, use respectful and non-stigmatizing humor.



Symbols Glossary

Below are commonly used symbols in the Instructor Guide. They are intended to help the instructor deliver content, and to be aware of upcoming activities, videos, and Q&As.



Trainer notes provide specific instructions or tips about how to deliver the content. While it is important to cover the content accurately and to use the suggested methods, instructors should feel free to interject their own styles of presentation and examples based on their own unique experience.



Content notes go beyond the information to be presented, and provide additional context, information, and resources to supplement what is being presented. This is information that is not essential to teach participants but may prepare the trainer for additional questions or discussion related to the content on the slide.



Q&As are questions that the instructor poses for the class to respond to. They may be used as content checks but are often opportunities for participants to share their thoughts or experiences about a given topic.



Handouts note where this is supplemental material that may either be used to complement content or to be used for an activity. Hand these out to the class as appropriate.



Icebreakers are used to get the participants thinking and talking with one another. Sometimes this icon is used to denote an exercise that the instructor may prompt the class to participate in.




Videos are used in several modules throughout the curriculum to enhance learning. Additional information about videos is found further down.



Group Activities/Exercises are used to get participants together and talking. Examples of a group activity include breaking into small group and listing as many possible symptoms of a given mental illness as possible.

Below is an example page from a module that contains a trainer note, content note, and Q&A prompt. As noted on the slide screenshot, there is a Q&A icon in the bottom left corner of the slide. This reminds the instructor that there is a question to pose to the class. Be sure to check if there are any icon reminders before proceeding to the next slide.

If there is an activity that correlates with the slide, then the activity icon will appear in the lower left corner of the slide.



Icon reminder →

Trainer Note →

Content Note →

Q&A Prompt →

Substance Use Disorders

National Prevalence
20.4 million people ages 12+ reported having a substance use disorder in the past year

Source: SAMHSA, 2020, National Survey on Drug Use and Health (NSDUH)

Percentage of People Reporting a Substance Use Disorder

Disorder	Percentage
Alcohol	71.1%
Illicit Drug	40.7%
Both	11.8%

**SLIDE 5.4
SUBSTANCE USE
DISORDERS**

T N **Trainer Note:** Review the statistics from the 2019 National Survey on Drug Use and Health using the content note below for reference. After presenting these statistics use the Q&A below to prompt a discussion on participants' experiences with people living with substance use disorders.

Some participants may share stories of interactions with people they have encountered on the job. Others may volunteer personal information about their family's struggles or their own. Instructors should not explicitly encourage this sort of self-disclosure. However, if participants share personal experiences, treat this as an opportunity for learning about the class's feelings, opinions, and possible biases about individuals living with substance use disorders.

C N **Content Note:** According to the Substance Abuse and Mental Health Services Administration's 2019 National Survey on Drug Use and Health, 20.4 million people ages 12 and older reported having a substance use disorder in the past year. Among those people...

- 71.1% (14.5 million) reported having an alcohol use disorder in the last year.
- 40.7% (8.3 million) reported having an illicit drug use disorder.
- 11.8% (2.4 million) reported having both an alcohol use disorder and an illicit drug disorder.

Q&A **Ask participants about their experiences with people who are living with substance use disorders.**

Source: SAMHSA, 2020, *Key Substance Use and Mental Health Indicators in the United States: Results from the 2019 National Survey on Drug Use and Health* (HHS Publication No. PEP-20-07-01-001, NSDUH Series H-55), retrieved from <https://www.samhsa.gov/data/sites/default/files/reports/rpt29393/2019NSDUHHFRPD.FWHTML/2019NSDUHHFR1PDFW090120.pdf>

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Substance Use Disorders

7. References and Resources

In this section, instructors will find the reference list, which contains the sources cited throughout the Instructor Guide, and additional resources listed by module. These additional resources can be found on the [Academic Training to Inform Police Responses](https://www.samhsa.gov/data/sites/default/files/reports/rpt29393/2019NSDUHHFRPD.FWHTML/2019NSDUHHFR1PDFW090120.pdf) website.



Slides

Training Slides

The slides serve as a visual guide, grounding the information and discussion. Adult learning increases if the person not only hears the content but associates it with a visual image and with activities to experience or practice the learning points.

- Graphics, photographs, and color in the slides enhance content retention.
- An effort has been made to provide sufficient trainer notes and content notes for each slide for instructors to cover all the learning objectives; however, some instructors may choose to add notes if they have difficulty remembering details of the content.
 - Preparing ahead using the trainer notes and content notes can alleviate the need for additional note cards.
- Links to the videos are included in the module Instructor Guides and in the notes section of the PowerPoint slides. Be sure to review the video prior to playing it for the class in case it contains any sensitive content that requires a content warning be provided to the participants ahead of playing it.

Activities

This course includes learning outside of the classroom during Module 11. Personal Connections (Site Visits) and will also include scenario-based learning activities that may occur outside of the classroom as well, such as in community venues or specialized training facilities, if your community has access to these. Specific information about each course activity—for both participants and instructors—is found throughout the Instructor Guide.

Some ideas for handouts are provided throughout this curriculum, but again, feel free to develop or provide handouts that speak to your community and/or swap out the handouts provided here with updated or different ones that match your training style.

Processing and Summary

After the activity, a processing or summary section appears. This section provides an opportunity to debrief and discuss the activity, which is essential to learning.



Tips on Activities

- Adults have varied learning styles; therefore, it is important to use varied training methods.
- Activity-based learning helps to maintain energy and enhance interest, attention, and retention.
- If the trainer would like to use additional activities, these should support the content and the message of the training curriculum; they should be appropriate and relevant.
- When conducting an activity, be clear on the purpose, present clear instructions, be sure to tie the exercise back to the learning (processing and summary), and make sure to debrief after the activity.

Videos

Links to the videos used in this training are included in the Instructor Guides and in the notes section of the PowerPoint slides. Videos can be particularly effective at demonstrating the signs and indicators of specific mental health symptoms and disorders, as well as in telling the stories of individuals living with mental illnesses. Instructors should identify video clips they feel are particularly enlightening or instructive and are relevant to their local community to include in the curriculum. This can include the use of body camera footage. When appropriate, body camera clips can provide many teaching points and demonstrate what worked well, and perhaps what needs improvement. If you elect to use body camera footage from your agencies, make sure you always follow any and all laws, policies, and procedures regarding the use and dissemination of such content. Instructors should always ensure selected videos are appropriate, avoid the use of stigmatizing language, and do not violate any copyright restrictions.

All videos used in this training are listed below. Remember to make sure there is an adequate internet connection in the training space for any video that needs to play from the internet. Additionally, if you are using a video link, make sure to check the link ahead of time to ensure it is still active and does not require any additional sign on to the video platform ahead of playing. Always be conscious of how much time is left in the module before playing a lengthy video.



Module	Slide #	Name	Link
2. Perceptions & Attitudes on Behavioral Health & Disabilities	13	Not Special Needs	https://www.youtube.com/watch?v=rsjnHCZOfg8&ab_channel=DulceLopez (1:32)
3. Prioritizing Officer Mental Health, Wellness, & Resilience	3	4 Police Officers, 4 Different Ways to Cope with Suicide and Mental Health	https://www.wusa9.com/video/news/investigations/4-police-officers-4-different-ways-to-cope-with-suicide-and-mental-health/65-83d252c1-2150-4927-a487-bd317e8dae8e?jwsourc=cl (5:15)
4. Understanding Mental Health Conditions & Mental Illnesses	22	Schizophrenia Part 1	https://youtu.be/rCbf-pKtkhU (10:18)
5. Substance Use Disorders	27	Adults and Co-occurring Disorders	https://www.youtube.com/watch?v=4xyaQbTeg74 (4:14)
6. Trauma & Post-Traumatic Stress Disorder	16	ACES Overview	https://www.youtube.com/watch?v=GSKjPFExgX8&ab_channel=CentraCare (3:32)
7. Intellectual & Developmental Disabilities	3	Officer Interaction with a Teen with Autism	https://www.youtube.com/watch?v=FL5_ePq_mH2Q&t=8s&ab_channel=12News (Play up to 5:40)
7. Intellectual & Developmental Disabilities	14	What is Stimming?	https://www.youtube.com/watch?v=F5H17FHya-k&ab_channel=HealthMagazine (Play up to 3:21)
9. Suicide	12	The Bridge Between Suicide and Life	https://www.youtube.com/watch?v=7Clq4mtiamY&ab_channel=TED (14:13)
10. Neurocognitive Disorders	9	Understand Alzheimer's Disease in 3 Minutes	https://www.youtube.com/watch?v=Eq_Er-tqPsA (3:14)
13. Veterans	7	Veterans Come Home to Civilian Life	https://www.youtube.com/watch?v=c5gsd4FbwH8&ab_channel=AJ%2B (3:46)



Module	Slide #	Name	Link
13. Veterans	7	Law Enforcement Response to Veterans	https://s3.amazonaws.com/static.nicic.gov/Public/guider-blalock-720.mp4 (11:25)
13. Veterans	7	Andrew Chambers' TED Talk	https://www.youtube.com/watch?v=X6AYmzunPIQ&ab_channel=TEDxTalks (9:01)
14. Working with People Experiencing Homelessness	7	How to Fix America's Worsening Homeless Crisis	https://www.youtube.com/watch?v=LduaiX0yj6E (10:37)
16. De-escalation Communication Skills	30	Brené Brown on Empathy	https://www.youtube.com/watch?v=1Evwgu369Jw&ab_channel=RSA (2:53)

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