E19 — Strengthening Relationships between Law Enforcement & Students Using PBIS Strategies

Lead Presenters: Sergeant James Ream & Laura Zeff, BCBA

Key Words: PBIS Foundations, Special Education, Training

Objectives

• Gain an understanding of how to positively influence law enforcement interactions with students

• Learn and develop strategies to implement training and experiential activities using PBIS with law enforcement and students with disabilities

• Understand the correlation between effective training with experiential activities and positive outcomes for students and law enforcement
Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:
- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?

Who are we?

- Los Angeles Unified School District
  - Enrollment – 694,096
  - Total Schools - 1,322

- Los Angeles School Police Department
  - 410 Police Officers
  - 101 School Safety Officers (SSO)
  - 34 civilian support staff
85,675 students in the Los Angeles Unified School District are currently receiving Special Education services.

Special Education Eligibilities in LAUSD

- 18.76% AUT
- 12.86% ED
- 5.01% ID
- 41.01% OHI
- 1.95% SLD
- 20.41% Other

Data from September 2018

There is a nationwide concern regarding the interaction between law enforcement and students with disabilities.

Body Camera Shows School Resource Officer Handcuffing an Autistic 10-Year-Old
Officer Eric Coulston repeatedly pinned the student to the ground and handcuffed him after he tried to hide in a cubby hole.

FBI, Justice Department investigating S.C. police officer who threw student across classroom

Police in schools: Keeping kids safe, or arresting them for no good reason?

Mother Of 6 Year Old Special Needs Child Is Outraged School Cop Handcuffed Her Son

POLICE CHARGE 9 YEAR-OLD AUTISTIC BOY WITH TERRORISTIC BOMB THREAT
Parents claim “zero tolerance” policy has gone too far

Autistic 8-Year-Old Child Arrested, Brought to Jail & Put In Straight Jacket Over School Outburst
What are your experiences with law enforcement and students with disabilities?

We saw a need

- Complaints from officers
  - Called out for things that are not police matters
  - Lack of training on disabilities
- Calls for “student out of control”

- Others also saw a need
  - Mission Possible
    - Los Angeles Police Department
    - Autism Society of Los Angeles
Our Response

• Develop and implement an expanded, internal program designed to educate school safety personnel in laws, policies and supports for all students with disabilities.
A Team Approach

Rolling it Out

- Building a collaborative team
  - Law enforcement and educators
    - Understanding and using each others perspectives and emphasis
- Develop Curriculum
  - Information, materials, logistics
- Selecting appropriate location for the training
  - Space, access
- Selecting the students and getting permission slips, photo releases, transportation, etc.
- Selecting staff trainers (District and Law Enforcement) for the training
**Special Ops, Special Ed**

- Built upon the premise that knowledge, experience and collaboration are power
  - a person receives information
    - they process the information by experiencing it
    - they apply the information in real life situations
    - they reflect on the entire experience and what was learned
    - they see it from another's perspective
- Results: changes in practice, behavior and understanding

**GOAL**

To better prepare officers to respond to incidents involving students with disabilities in LAUSD.
Objectives of the Special Ops, Special Ed Training Program

- Officers will learn:
  - characteristics of different disabilities.
  - additional communication strategies.
  - state & federal law regarding students with disabilities.
  - LAUSD policies regarding students with disabilities.
  - trauma informed strategies.
- Officers will spend time with students with disabilities.
- Officers will help students with disabilities learn safe behaviors to communicate and interact with LASPD personnel, and follow common police procedures.

Schedule for the Day

- 0730-0800  Welcome
- 0800-0915  Experiential Activities
- 0915-1000  Understanding Disabilities
- 1000-1015  Break
- 1015-1030  Officers meet their student
- 1030-1200  Officer & Student Activities
- 1200-1300  Lunch
- 1300-1325  Debrief, Legal Guidelines, District Policies
- 1325-1400  Trauma Informed Strategies
- 1400-1515  Strategies, Techniques, Use of Force
- 1515-1530  Debrief & Next Steps
## Officer Activities

<table>
<thead>
<tr>
<th>Can you hear me now?</th>
<th>What’s your 20?</th>
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<tbody>
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## Can you hear me now?

Simulate what a student with autism or auditory processing deficits might be hearing or feeling when there is noise or commotion going on around them.
What’s your 20?

Simulate what students with intellectual disabilities or processing deficits might be able to complete when multi-step directions are given quickly.

Can you draw?

Simulate how we all process verbal information differently by giving only verbal directions.
Sock it to me

Simulate how tasks that might be easy for some, are challenging for others.

Understanding Special Education
Understanding Disabilities

- Special Education Process
- Definition of disabilities
  - Specific Learning Disability
  - Emotional Disturbance
  - Autism
  - Intellectual Disability
  - Other Health Impairment
- Characteristics
- Video examples
- IEPs

Student & Officer Activities

- Tool Time
- Police Vehicles
- Mirror rorrM
- BINGO
Tool Time

Students will have the opportunity to learn about the different types of equipment (everything except their weapons) that officers have on their person. Students will be able to pick-up and try on certain equipment, with supervision from their Buddy Officer.

Police Vehicles

Students will have the opportunity to learn about the different vehicles that police officers use and the equipment in the vehicles. An experience of a lifetime!
Mirror

Students will be given the opportunity to learn how to communicate and interact with LASPD personnel, and practice following common police procedures.

BINGO

Students will have the opportunity to learn about items that police officers have and use. The officers will gain an understanding of different communication styles and abilities.
Students with disabilities experiencing behavioral challenges in the school environment must be afforded the opportunity to be supported using the evidence-based practices found in Multi-Tiered Systems of Support (MTSS).
Federal and State Regulations

- Section 1400(c)(5)(F) of Title 20 of the United States Code
- Section 56520 of the California Education Code

- The education of children with disabilities can be made more effective through the use of positive behavioral interventions and supports to address the learning and behavioral needs of these children.

Education Code & Penal Code

California Education Code 56521.1
Students with Disabilities
- "(c) No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the school site administrator or law enforcement agency, as applicable to the situation."

California Penal Code 835(a)
Use of Force
- "Any peace officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use reasonable force to effect the arrest, to prevent escape or to overcome resistance."
When responding to an incident involving a student with disabilities....
Remember **DART**

**Demeanor**  **Attitude**  **Rapport**  **Tactics**

Let’s put it all together!

- Reduce distractions
- Listen/look for the “real” message
- Check to make sure the person understands what you are saying
- Possibly adjust your communication to meet the receivers needs
- Remain calm, have patience
Current Numbers

• Since June 2014
  – 12 trainings have been completed
  – Over 175 officers have been trained

Comments From Students

Dear Mrs. Bernard,
I want to thank you for planning the event at the police station. I had a lot of fun. My favorite part was getting into the police car. Once again thank you.

Your friend,
Emma
To have more patience and I know how it feels to be a disability. I did not know how to interact but got better. I felt relaxed to talk and to do the activities.

I now can put myself in their shoes and show more empathy.

It’s made me more comfortable and more prepared.

I did not know how to interact but got better. I felt relaxed to talk and to do the activities.

I need to hit the pause button and think about what I learned here today when dealing with students with disabilities.

Thank you for giving more tools to work with to help me do my job better.

Comments from Officers

I have a better understanding of what the perspective of the student may be and why they may have a reaction they have.

This presentation was an eye opener. More tools on my belt.

I have learned to think outside the box and not treat students with disabilities as criminals but as people with needs.

It taught me to be more attentive and to try different approaches to communicate with students.

I learned that I must listen and not judge too swiftly. Intelligence is more than language. It is a part of the entire personality of the person.

Becoming more aware of deficiencies in communication level and understanding in people with disabilities.

Comments from Officers
Successes

• Officers expanded their knowledge and first hand experience
• Officers overcame their fears
• Students and school staff had a positive experience with law enforcement
• Students learned how to interact with police officers
• The Chief of Police and the Associate Superintendent of Special Education want this to continue
• Minimal cost
• Expanding to Districts outside of LAUSD

Challenges

• Logistics (reliable resources & staff)
• Time
• Pulling officers away from assignment
• Clear instructions/expectations for all
• Consistency of message/presentation

www.pbis.org
A collaboration between the Los Angeles School Police Department and the LAUSD Division of Special Education to educate and empower students and officers.

The objective of Special Ops, Special Ed is to better prepare officers to respond to incidents involving students with disabilities in LAUSD, to avoid violating the constitutional rights of students and to mitigate litigation risk. This includes learning characteristics of different disabilities, effective communication strategies, state & federal law regarding students with disabilities and LAUSD policies regarding students with disabilities. Officers spend time with students with disabilities and support them in learning safe behaviors to communicate and interact with LAUSD personnel, and follow common police procedures.

March 2018
Where are you in the implementation process?
Adapted from Fixsen & Blase, 2005

**Exploration & Adoption**
- We think we know what we need so we are planning to move forward (evidence-based)

**Installation**
- Let’s make sure we’re ready to implement (capacity infrastructure)

**Initial Implementation**
- Let’s give it a try & evaluate (demonstration)

**Full Implementation**
- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)

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**Leadership Team Action Planning**
**Worksheets: Steps**

**Self-Assessment:** Accomplishments & Priorities
- Leadership Team Action Planning Worksheet

**Session Assignments & Notes:** High Priorities
- Team Member Note-Taking Worksheet

**Action Planning:** Enhancements & Improvements
- Leadership Team Action Planning Worksheet
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- Online underneath the posted presentations at www.pbis.org/presentations/chicago_forum_18

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