

ANSWER KEY

Objectives and Entry Level Assessment for “Law Enforcement and People with Intellectual and Developmental Disabilities” Training Curriculum

Objectives:

09.15 Identify the procedures that an officer should/may employ when interacting with an individual with an intellectual/developmental disability.

09.16 Identify the indicators that a person may have an intellectual/developmental disability.

09.17 Identify the procedures an officer should follow to ensure the safety and calmness of an individual that has an intellectual/developmental disability.

09.18 Demonstrate communication techniques required to effectively interact with a person who has an intellectual/developmental disability.

09.19 Explain the resources available to assist an officer interacting with a person with an intellectual/developmental disability.

09.20 Describe the procedures an officer uses to ensure compliance with the American with Disabilities Act when interacting with a person with intellectual, developmental, or physical disability.

1. Developmental disabilities generally impact a person’s communication, language processing, and social interaction, so when encountering a person with one, you should always: (9.15)
 - a. Use gestures and act out what you’re trying to communicate
 - b. Speak calmly and slowly and avoid using metaphors or jargon
 - c. Place your hands on them and direct them to where they need to go
 - d. Avoid interacting with them and look for a support person who’s present
2. One of the most important things to remember when communicating with a person with a developmental disability is: (9.15)
 - a. They need the help of their support person
 - b. You will need to give them more time to respond to your questions
 - c. They will be in a crisis or be agitated/upset when approached
 - d. They may not be able to communicate with you verbally
3. The term “mental retardation” is still an acceptable term to refer to a person’s intellectual disability. (9.16) True or False
4. Most people with developmental disabilities are only mildly affected and are not easily recognized as having a disability (i.e. “hidden”). (9.16) True or False

5. Which of the following is true about developmental disabilities? (9.16)
 - a. They are apparent in childhood and originate before age 22
 - b. They are likely to continue throughout the individual's lifetime
 - c. They can often be diagnosed alongside co-occurring psychiatric issues
 - d. All of the above
6. You should know whether a person has an intellectual or developmental disability by how they look. (9.16) True or False
7. Which of the following is false about why people with an intellectual/developmental disability are at greater risk of victimization: (9.16)
 - a. Eagerness to please others
 - b. Believe perpetrator is a "friend"
 - c. Insufficient adaptive behaviors
 - d. Difficulty understanding safety and ways to protect themselves
 - e. All are true
8. When interacting with a person with a developmental disability, as anxiety increases, the ability to process language increases. (9.16) True or False
9. Which of the following should you **not** do to limit "command presence?" (9.17)
 - a. Speak calmly
 - b. Keep your hands on your hips or crossed in front of you
 - c. Repeat short, direct phrases in a calm manner
 - d. Avoid abrupt movements or actions
10. Which of the following are examples of available resources officers can check for when trying to get more information about a person with a developmental disability? (9.19)
 - a. Medical alert bracelets or necklaces
 - b. Medical identification tags on clothing, shoelaces or belts
 - c. 911 Address-flagging database, if available
 - d. All of the above
11. Which of the following is **NOT** an example of the stages of a meltdown? (9.17)
 - a. Rumbling Stage
 - b. Rage Stage
 - c. Exhaustive Stage
 - d. Recovery Stage
12. People with intellectual disabilities and/or developmental disabilities have more difficulty employing coping skills and strategies when escalated. (9.17) True or False

13. Which of the following is NOT an example of a possible trigger of emotional escalation, crisis, or meltdown of someone with an intellectual/developmental disability? (9.17)
- a. Constipation
 - b. Hunger
 - c. Change/transition
 - d. Sensory overload
 - e. All of the above are examples
14. When interacting with someone with an intellectual/developmental disability, you should block self-stimulatory repetitive behavior or take away an object that they are being distracted by. (9.18) True or False
15. All of the following are examples of “reasonable accommodations” that officers can take to ensure accessibility for individuals with disabilities **except**: (9.20)
- a. Finding alternate ways to communicate with a person with an ID/DD, such as: pictures, gestures, typing, assistive technology
 - b. Housing the person with an intellectual/developmental disability in a medical unit and keeping them away from people without disabilities
 - c. Keeping the person and his or her service animal together at all times, if possible
 - d. If desired by the person with a disability, call his or her desired support person, family member or a disability advocacy organization for assistance
16. Many people with an intellectual/developmental disability may not be able to fully understand their rights but will agree with the officer in order to hide their disability or to appear cooperative. (9.20) True or False
17. The Americans with Disabilities Act states that an individual with a disability cannot face criminal charges. (09.20) True or False
18. Which of the following are examples of community engagement officers can take to improve interactions with people with intellectual/developmental disabilities? (9.19)
- a. Conduct wellness checks at residential homes, assisted living homes, and day programs
 - b. Partner with local disability groups, such as The Arc or the autism society, and name a liaison to that group
 - c. Hold an open house for people with disabilities to visit the police station, meet with the CIT team
 - d. Offer ride-alongs
 - e. All of the above

19. If an individual with an intellectual/developmental disability seems highly agitated, you can help de-escalate the situation by: (09.17)
- a. a. Playing soft music
 - b. Using restraints, which may calm people down
 - c. Removing distractions that could be creating sensory overload
 - d. Administering chemical sedation
20. A common de-escalation tool when interacting with an individual with an intellectual/developmental disability is to: (09.17)
- a. Use the person's passions or interests to redirect them
 - b. Touch the person's face to calm them
 - c. Avoid telling the person what is coming next
 - d. Speed things up to make the process go faster