

FACILITATOR GUIDE



ABLE
Active Bystandership
for Law Enforcement



ACTIVE BYSTANDERSHIP FOR LAW ENFORCEMENT™

2022 Reinforcement Module: Focus on Wellness

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Active Bystandership for Law Enforcement™

Focus on Wellness

Table of Contents

Focus on Wellness.....	2
Facilitator Notes	5
Preparing to Teach	5
Course Description.....	5
Facilitator Preparation	5
Module Materials Checklist.....	5
Icons and their Meanings	6
Delivery Time Estimates	7
Focus on Wellness.....	8
Welcome and ABLE Review	8
Purpose	8
Section Objectives.....	8
Welcome	9
Why we're here.....	9
Resource packet	9
How we'll get there.....	10
What is ABLE about and NOT about?	11
Discussion: Show what you know	11
Three pillars of ABLE.....	12
What gets in the way?.....	12
Three steps of ABLE.....	13
Why Focus on Health and Wellness?.....	14
Purpose	14
Section Objectives.....	14
Class discussion.....	15

The domino effect.....	16
By focusing on health and wellness we can... ..	16
Discussion: Emotional and psychological risks.....	16
Opportunities to intervene.....	17
Video: When we don't intervene	17
Notice the Need for Help	19
Purpose	19
Section Objectives.....	19
Discussion: What might you notice?.....	20
Physical indicators of stress	21
Behavioral indicators of stress.....	21
Unhealthy coping	21
Decide How to Best Help.....	23
Purpose	23
Section Objectives.....	23
Impact of inaction.....	24
Discussion: Deciding how to best help	24
Factors to consider.....	25
Act to Help	26
Purpose	26
Section Objectives.....	26
Act to help: Strategies	27
Tool: Personal wellness check-in.....	28
Discussion: Personal best practices.....	28
Building a resilient mind.....	29
Building a resilient body	29
Building connectedness.....	30
Strategies to help yourself.....	30
In-the-moment strategies	31
Review: Three tactical options.....	31
PACT	31

Discussion: Drunk driving incident	32
Far-reaching impact of tragic incident	32
When more help is needed	33
Indicators that professional help may be needed	33
Professional resources	33
Purpose	34
Section Objectives.....	34
Wrap up	35
Summary: caring for yourself.....	35
Summary: caring for each other	35
Thank you/close of class	36

Facilitator Notes

Preparing to Teach

Course Description

Focus on Wellness is a 2-hour reinforcement module that is part of the “Active Bystandership for Law Enforcement” (ABLE) program. The purpose of the class is to focus learning on the health and wellness pillar of ABLE by teaching the indicators of health and wellness challenges as well as strategies to help ourselves and others. This reinforcement module is designed to be taught by one or two certified ABLE instructors. The ideal class size is 25 to 30 participants; however, for this reinforcement module, class size is flexible. The class is designed to be taught in-person or virtually.

Facilitator Preparation

- Thoroughly familiarize yourself with this Facilitator Guide prior to the class.
- Review activity instructions and debrief points to ensure activities run smoothly and that maximum benefit is achieved.
- Practice with “build” slides, so that you know what to expect and when to click for more information when you are presenting.

Module Materials Checklist

- ☐ PowerPoint file containing the slides for this class
- ☐ Watch or clock to keep track of timeframes
- ☐ Flipchart(s), stand(s) and easel paper (for in-person training)
- ☐ Laptop computer and projector to project slides

Preparing to Teach, continued

Icons and their Meanings The following icons are used in this class. Please familiarize yourself with them to assist in the facilitation of the module.



Video – the video files are embedded in the PPT deck and can be played directly from the slide.

On some of the slides there are “large group discussion” prompts located in the bottom left corner which indicates a facilitated discussion with the whole class. For slides that don’t have that prompt you should not spend time on discussion (unless questions are raised by participants).

**LARGE GROUP
DISCUSSION**

Preparing to Teach, continued

Delivery Time Estimates Delivery times vary with the number of participants in each class and the amount of “sharing” permitted. If you go over the time allotted for one section, adjust subsequent topics to ensure that you complete all topics and finish the class on time.

Note that the class was designed to be taught without breaks. However, if you need to add a break, we recommend doing so between the “Decide” and “Act” sections (so, after slide 26).

Topic	Estimated Timeframe
Welcome and ABLE Review (slides 1-9)	10 minutes
Health and Wellness Focus (slides 10-17)	20 minutes
Notice the Need for Help (slides 18-22)	20 minutes
Decide How to Best Help (slides 23-26)	20 minutes
Act to Help (slides 27-42)	40 minutes
Wrap-Up (slides 43-46)	10 minutes
Total Session Time	2 hours

Focus on Wellness

Welcome and ABLE Review

(10 minutes)

Purpose

To welcome participants to the *Active Bystandership for Law Enforcement Focus on Wellness* module and to review key ABLE content.

Section Objectives

1. Explain the Focus on Wellness module.
2. Recall key content from the ABLE class.

Welcome and ABLE Review, Continued

Welcome



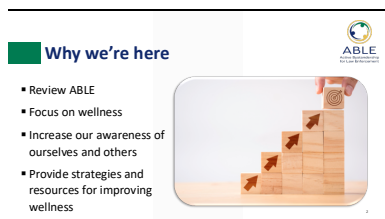
Slide 1

Show this slide as participants enter the training room.

Start the session on time.

Welcome participants to *Active Bystandership for Law Enforcement: Focus on Wellness*, and announce the course is beginning.

Why we're here



Slide 2

Review topics on slide.

Resource packet



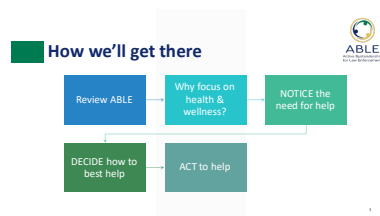
Slide 3

If your agency has printed copies of the resource packet, please distribute them now. If not, participants may follow along with the electronic version of the packet.

Transition: Let's take a look at how the next two hours of learning will unfold.

Welcome and ABLE Review, Continued

How we'll get there



Slide 4

Walk-through graphic on slide using the following talking points:

- Review ABLE: Before we focus on the health & wellness pillar, we'll review key content from the ABLE class to ensure we all remember the key points.
- Next, we'll establish why it's so important that we focus more closely on the health and wellness pillar and how we can use our intervention module of Notice, Decide, Act in new ways that are targeted specifically to a broad range of health and wellness opportunities.
- After we establish the "why," we'll spend the rest of the class focused on how we can get better at *noticing the need for help*, *deciding how to help*, and then how to *act to help*. Just as we did in the ABLE class, we'll think about the Notice, Decide, Act module in two ways - - helping others and helping ourselves.

Transition: Let's start with allowing you the opportunity to reflect on what you learned in ABLE and to share what you remember.

Welcome and ABLE Review, Continued

What is ABLE about and NOT about?



Slide 5

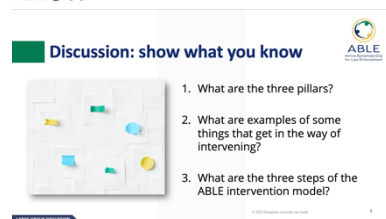
To paraphrase civil rights activist Ted Quant, “The greatest success of ABLE is in all the stories that will never be told because nothing bad happened.” ABLE is about the misconduct that doesn’t occur, the mistakes that don’t get made and the wellness crises that are averted. ABLE is all about preventing harm.

Emphasize that ABLE is not about reporting – it’s about preventing reportable offenses. Anything that is not currently reportable does not become reportable with ABLE. Conversely, anything that was previously reportable remains reportable with ABLE.

Intervening on mistakes and misconduct can prevent them from becoming reportable if the intervention happens early enough.

The goal of ABLE, whenever possible, is to prevent the involvement of Internal Affairs, prevent the need for discipline and mediation and prevent the need for reporting. At its core, ABLE is about preventing harm.

Discussion: Show what you know



Slide 6

Facilitate discussion using questions on slide.

Transition: Let’s see how we did.
Transition: Let’s be sure we’ve hit all of the key points...

Facilitator’s note: Move through the upcoming review slides quickly, emphasizing any points missed by the class in this Q&A discussion.

Timing: 5 minutes

ABLE: Welcome and ABLE Review Continued

Three pillars of ABLE



Slide 7

Recall: Mistakes happen in every context for every person. Making mistakes is how we learn, and sometimes it can be an indication that something is wrong.

Some misconduct is a result of mistakes, such as misinterpreting a situation, misinterpreting someone's behavior, etc. and responding appropriately. Other misconduct is not a result of a mistake, such as the "rough ride," "run tax," or beating up a handcuffed subject. Nonetheless, intervention is required to prevent unnecessary harm.

Emphasize: Officer health and wellness is a big contributing factor to mistakes and misconduct. Unwellness leads to mistakes and can lead to misconduct. This pillar is also important on its own, as your health and wellbeing can have far-reaching impacts on all aspects of your life. This is why we're focusing on this pillar today!

What gets in the way?

What gets in the way?		
Fear	Uncertainty	Experience
<ul style="list-style-type: none"> • Of retaliation, discipline, or exclusion • Of crossing boundaries • Of being wrong • Of intervention not being accepted 	<ul style="list-style-type: none"> • About whether an intervention is needed • About what to do or how to do it • About who should step in 	<ul style="list-style-type: none"> • Prior failed intervention • Prior repercussions for intervening • Burnout or compassion fatigue • Used to the status quo

Slide 8

Read points on slide. These are the inhibitors that can keep people from intervening to prevent or stop harm.

ABLE: What Is It? Continued

Three steps of ABLE



Remind participants about the three-step ABLE model:

First, we have to notice our colleagues' behaviors and actions; second, we have to decide when and how to best intervene; and third, we have to act to intervene to prevent or stop harm.

Slide 9

Why Focus on Health and Wellness?

(20 minutes)

Purpose

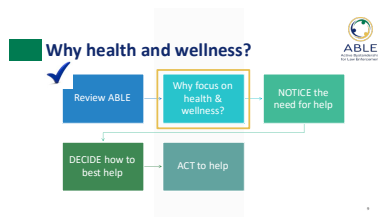
The purpose of this section is to identify the mental / emotional risks of policing and the importance of addressing these as a way to reduce mistakes and prevent misconduct.

Section Objectives

1. Explain the relationship between the Health and Wellness pillar and the other two.
2. Identify the wide range of health and wellness risks / issues in policing.

Why Focus on Health and Wellness? Continued

Why health and wellness?



Ask: Why is it important that we focus on health and wellness?

Gather a few responses and **transition** to next slide.

Slide 10

Class discussion

Facilitate discussion based on question on slide.



Lead discussion to emphasize the following points:

- Health and wellness issues can cause poor concentration or forgetfulness, which could lead to unintentional mistakes.
- When you're in a heightened state of arousal (fight, flight, freeze) you're more likely to make mistakes and/or engage in misconduct (e.g. excessive force)
- Personal tragedies are often preceded by health and wellness issues.

Slide 11

Timing: 5 minutes

Transition: Essentially, untreated health and wellness issues can have a domino effect...

Why Focus on Health and Wellness? Continued

The domino effect



Slide 12

By focusing on health and wellness we can...



Slide 13

Discussion: Emotional and psychological risks



Slide 14

Timing: 5 minutes

Walk through example on slide of how health and wellness can lead to mistakes or even misconduct.

Transition: This relationship between the health and wellness pillar and the other two is why it's so critical that we become more aware of these issues not only in our peers and colleagues but potentially within ourselves.

Read points on slide.

Transition: Let's spend a few minutes thinking about what you've personally experienced or witnessed related to mental and emotional issues within our profession.

Facilitate discussion based on questions on slide.

Question 1 goal responses include but are not limited to:

- *Health problems*
- *Mental health issues*
- *Discipline*
- *Firing*
- *Lawsuits*

Question 2 goal response

- *We don't get much training at all on the emotional or psychological risks. Almost all training is directed at physical risk only.*

Transition: The fact that we do not do much to prepare for or recover from the emotional and psychological risks is one reason ABLE is focusing on the health and wellness pillar as the first reinforcement module.

Why Focus on Health and Wellness? Continued

Health stressors in law enforcement



Slide 15

Opportunities to intervene



Slide 16

Read points on slide.

Transition: These stressors can have broad and devastating impacts. Chronic unmanaged stress literally changes your brain – prolonged stress that is not appropriately managed can lead to all sorts of mental and physical health issues.

Say: These health stressors in policing provide us ample opportunity to help ourselves and each other – IF we are using our ABLE intervention skills in these areas.

In ABLE, we learned a three-step model that can be applied to *ourselves and to others*. We can be better at noticing the need for help, deciding how to best help and acting to help with health and wellness issues.

We'll be using our three-step ABLE intervention model today to address specific ways in which you can help others and help protect yourself from the impact of these mental risks we've been discussing.

Transition: Before we discuss how to intervene, let's think about the impact of NOT intervening...

Video: When we don't intervene



Slide 17

Explain: We've all seen evidence of the emotional and mental strain of our profession, but have you ever considered the impact on individual officers of not intervening? Let's hear the story of one of our colleagues who has had this unfortunate experience as they share in their own words the personal toll of not intervening with health and wellness issues.



Play video.

Transition: Clearly the cost of being unaware (or ill-equipped to help) is great. We want to change that with this class – in order to do that, we first have to discuss what we could notice that might indicate a problem. In other words, what should we be looking for in ourselves and others?

Notice the Need for Help

(20 minutes)

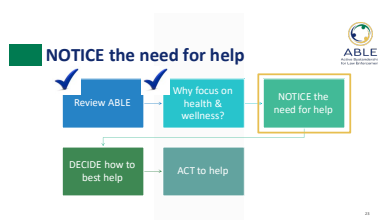
Purpose

The purpose of this section is to raise awareness of some of the signs that someone might be struggling with mental / emotional stressors and to equip participants to increase their self-awareness related to these signs and indicators, as well.

Section Objectives

1. Identify possible indicators one would notice of health & wellness related issues in others.
2. Explain what you would notice about yourself that might indicate a problem.
3. Identify resources for self-screening.


Notice the Need for Help Continued



Point out that we'll now focus on the "notice" step of our model.

Slide 18

Discussion: What might you notice?



What might you notice?

- What are some indicators of health and wellness issues that you might notice in yourself?
- What are some indicators you might notice in others?

Facilitate discussion around both questions on slide.

Question 1 possible responses: trouble sleeping, changes in appetite, irritability, health issues, etc.

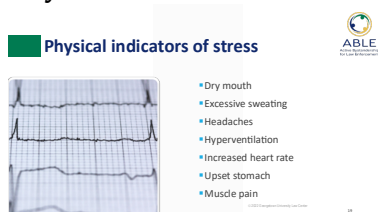
Question 2 possible responses: behavioral changes, relationship issues, depression, lack of engagement in activities previously enjoyed, aggression, anger, etc.

Slide 19

Timing: 5 minutes

Notice the Need for help Continued

Physical indicators of stress



- Dry mouth
- Excessive sweating
- Headaches
- Hyperventilation
- Increased heart rate
- Upset stomach
- Muscle pain

Slide 20

Say: The first place to begin is what your body may be signaling to you about your health and wellness. These are NOT exhaustive lists, but provide some signs to look for when identifying an acute stress reaction in yourself or others.

Direct participants to take a moment to reflect on whether or not they've personally experienced any of these over the past 6 months.

Transition: Let's now look at some general behavioral indicators...

Behavioral indicators of stress



- Aggression/violence/excessive force
- Risk taking
- Unpredictable, impulsive behavior
- Self-imposed isolation
- Deceptive or dishonest practices
- Withdrawing from previously enjoyed activities/hobbies
- Irritability
- Sudden or unexplained changes in behavior

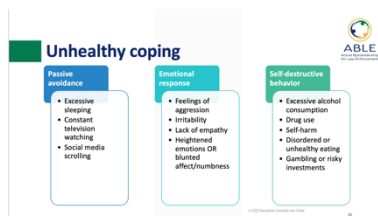
Slide 21

Say: As we mentioned, behaviors are likely the most observable evidence we have of potential struggles in others.

Direct participants to take a moment to reflect on whether or not they've noticed any of these in others over the last 6 months.

Transition: We all face stress, but how we cope can differ...

Unhealthy coping



- Passive avoidance**
 - Excessive sleeping
 - Constant television watching
 - Social media scrolling
- Emotional response**
 - Feelings of aggression
 - Irritability
 - Lack of empathy
 - Heightened emotions OR blurred affect/numbness
- Self-destructive behavior**
 - Excessive alcohol consumption
 - Drug use
 - Self-harm
 - Disordered or unhealthy eating
 - Gambling or risky investments

Slide 22

Explain: Healthy coping strategies focus on health and on problem-solving. By contrast, unhealthy strategies avoid or even worsen the existing stress. While these strategies may help the person feel relaxed in the moment, studies have shown that there is NO long-term stress reduction associated with these methods, and often there is an increase in self-reported stress levels.

Review unhealthy coping strategies on the slide.

Direct participants to take a moment to reflect on whether or not they've noticed any of these in themselves or others over the past 6 months.

Transition: We know that noticing or being more aware of indicators is the first step to helping ourselves or others with health and wellness issues. Ideally, knowing some of

the warning signs will help you become better noticers of yourself and others. Let's now focus on step 2 of our model – deciding how to best help.

Decide How to Best Help

(20 minutes)

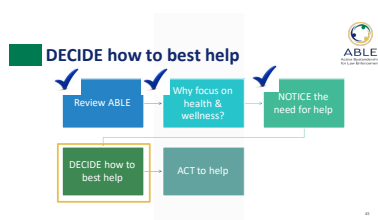
Purpose

The purpose of this section is to illustrate the “domino effect” of the health and wellness pillar and its impact on the other ABLE pillars within the context of a real example, and to discuss the factors to consider when deciding how to best help someone.

Section Objectives

1. Given a real example, identify factors that should be considered when deciding how to best help someone with health and wellness challenges.

Decide How to Best Help Continued



Say: Now that we've addressed the indicators, and we can notice that help might be needed, let's move to the "decide" step in our model.

Slide 23

Impact of inaction



Say: At the beginning of this module, we heard Scot's story of the impact of not having intervened with a colleague. We're going to hear another person's story of a missed intervention. This comes to us from ABLE Training Instructor Greg Hanna, who is a retired Captain with the Washington, DC Metropolitan Transit Police Department. While we listen, I want you to think about what factors you would have considered at any point that would have influenced how you would have intervened if you had been on the scene Greg describes.

Slide 24

Play video.

Discussion: Deciding how to best help



Facilitate discussion by gathering participants' thoughts on the questions they would have asked themselves when deciding if and how to intervene.

Possible responses: Who has a good relationship with the officer, where could I pull him over to the side and have the conversation, should I do this in the office or over coffee, etc.

Slide 25

Timing: 10-minutes

Transition: Let's see how many we identified.

Decide How to Best Help Continued

Factors to consider

Factors to consider

- Who is the best person to intervene / have the conversation?
- What is the best way to intervene if you have to do it "in the moment"?
- When is the best time to intervene?
- Where is the best place to intervene?
- Why is it important to intervene? / What might the consequences be for not intervening?

Review points on slide, highlighting any the class missed in the previous discussion.

Transition: Now that we've noticed the need for help, and decided how to best help, our next step is to ACT!

Slide 26

Act to Help

(40 minutes)

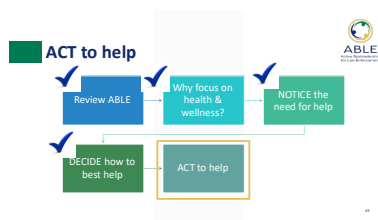
Purpose

The purpose of this section is to identify and explain specific strategies for acting to help both ourselves and others. The primary focus is on prevention strategies, but others are addressed, as well, to include when to seek professional help.

Section Objectives

1. Identify prevention practices for early health and wellness intervention.
2. Identify in-the-moment strategies for health and wellness intervention.
3. Develop a personal wellness roadmap by assessing your current health & wellness practices and identifying areas for improvement.
4. Identify additional resources for when professional help is needed.

Act to Help Continued



Say: So far, we've been focused on the indicators of acute stress or health and wellness concerns, as well as the unhealthy ways in which many of us cope with this stress.

Transition: What can we do to deal with this stress in a healthy way? What can we do to act to help ourselves and others? We'll explore those questions now!

Slide 27

Act to help: Strategies



Say: We're going to look at strategies through three different lenses:

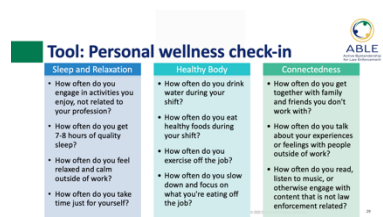
1. Prevention strategies – these are where we have the most power to help ourselves, so that's why this category is represented by the largest box.
2. In-the-moment strategies: If we're more aware of indicators of acute stress in ourselves and others, we can act to intervene in-the-moment to help prevent or stop harm.
3. When more help is needed: Sometimes people need more help than we can give – professionals are required. Here we'll discuss ways to know when professional help might be needed and provide some resources for obtaining that help.

Let's start with our biggest "bucket" – prevention strategies.

Slide 28

Act to Help Continued

Tool: Personal wellness check-in



Slide 29

Refer participants to the personal wellness check activity in their resource packet.

Emphasize: While we can certainly do a lot to help each other with everything we've learned in ABLE, the person we can help the most is ourselves.

You may have heard the saying "An ounce of prevention is worth a pound of cure." That's what this discussion is about – helping you identify areas where you can help yourself by adopting healthy and effective prevention strategies for the mental and emotional stressors of your profession.

Discussion: Personal best practices



Slide 30

Facilitate discussion using prompt on slide.

Transition: Excellent! Let's see if we can add to this list.

Timing: 10 minutes

Act to Help Continued

Building a resilient mind



Slide 31

Say: Building resiliency is about how we allow ourselves to recover and learn from difficult experiences. In the brain, resilience means protecting against many stress-induced changes. These often take root in the brain's fear, memory and mood, and executive control centers.

What you “feed” your mind is important – continually looking at information that feeds your anger or fear is reinforcing. Taking a “brain break” – even for one minute – can help create resiliency of mind.

Refer participants to page 2 and 3 in their participant packet for mindfulness and social media tips.

Building a resilient body



Slide 32

Say: We've heard this advice before, but somehow many of us ignore our physical health. We don't think about the impact of sleep or nutrition on our performance or long-term health.

We're going to hear from an expert shortly on the rhythm / exercise connection.

Refer participants to page 4 and 5 in their participant packet for tips for building a resilient body.

Remember, changing a few habits can have a dramatic impact on your physical wellness / resilience!

Building connectedness



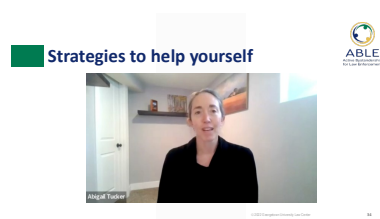
Slide 33

Say: Finally, our level of connectedness to people and things outside of work are tremendously important to mental wellness. The number one impact on mental health issues is lack of connectedness / relationships.

There are a lot of ways to increase connectedness – even if you’re an introvert.

Review points on slide.

Strategies to help yourself



Slide 34

Let’s listen to ABL Training Psychologist Dr. Abigail Tucker discuss some additional prevention strategies.

Play video.



Act to Help Continued

In-the-moment strategies

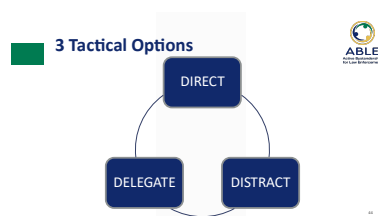
Say: Now let's focus on in-the-moment strategies.



Slide 35

Review: Three tactical options

Recall: We taught you three tactical options for intervening in-the-moment in ABLE: Directly intervening, distracting the person, and delegating the intervention or part of the intervention to allies.

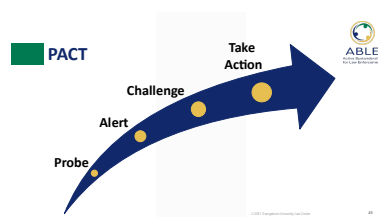


We also taught you a model to escalate an intervention if it was required...

Slide 36

PACT

Say: The PACT model can be used when you're intervening on someone of a higher rank, or if your initial intervention strategy is not working and unnecessary harm is imminent.




Transition: Let's go back to the story we most recently heard from Greg about a tragic officer death that occurred due to a failure to intervene. We talked about the questions we might ask ourselves when deciding how best to intervene, so now let's revisit how we might actually **act** in that situation to intervene.

Slide 37

Act to Help Continued

Discussion: Drunk driving incident



Slide 38

Gather a few responses from the class for each of the questions on the slide.

Possible response(s):

Question 1: "Let's put some rest requirements in here to make sure no mistakes are made, and nobody gets hurt."

Question 2: "Since we're all getting a bit tired, let's do this in teams so we don't make a huge mistake."

Question 3: "This is no longer safe and is putting us all at risk of getting hurt, hurting someone else and hurting our department."

Question 4: "Sergeant, what do you think about changing the rules of the competition, so nobody gets hurt?"

Question 5: "I know things are rough right now. How are you doing? Is there anything I can do to help you?"

Transition: We can help each other in the day-to-day work of law enforcement to manage our stress and be our best selves. What can we do for ourselves, as a daily practice, to help manage in-the-moment stress?

Far-reaching impact of tragic incident



Slide 39

Say: Let's hear again from ABLE Training Instructor Greg Hanna as he reflects on the profound impact of the event he described. Greg's reflections are a reminder of the far-reaching impact of the secondary trauma caused by Officer Johnson's death, and of the way in which organizational reforms are too often put in place only after a tragic incident.

Play the video.

Act to Help Continued

When more help is needed



Everything we've discussed up to this point is within your power to achieve. But sometimes we need more help than we can give ourselves, or than we can give each other.

Transition: How do we know when more help is needed?

Slide 40

Indicators that professional help may be needed



Say: If you or someone you know is experiencing any of these indicators, it's time to consider professional help.

Review points on slide.

Slide 41

Professional resources



Say: There are numerous places to go for help, including both local and national resources.

Don't forget to check your health insurance for accessing mental health care and be aware of departmental policy for taking time off.

Distribute / Review departmental policy.

Slide 42

Wrap-up

(10 minutes)

Purpose

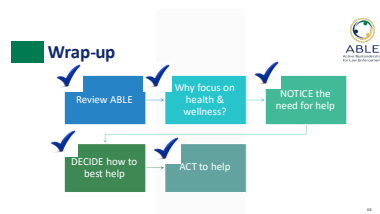
The purpose of this section is to wrap-up the class and leave participants with a plan of action to commit to their own health and wellness.

Section Objectives

1. Summarize the elements of an effective health and wellness intervention.
2. Identify key success factors to committing to personal health and wellness.

Wrap up Continued

Wrap up



We've covered a lot of important ground together today. Let's summarize how to most effectively help each other and help ourselves!

Slide 43

Summary: caring for yourself



Caring for yourself

- Start small. Pick one thing and stick to it.
- Aim to create a **positive habit**, not just a result.
- Change your environment (fridge, where you unwind, where you exercise, etc.)
- When you slip, be kind to yourself.
- Schedule new habits into your life
- Small changes add up.

Say: When it comes to helping ourselves, a little bit goes a long way, and a commitment to creating healthy habits is the focus.

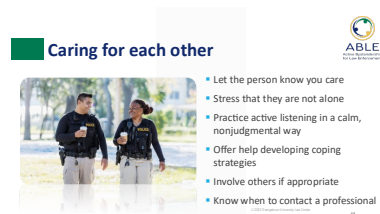
Review points on slide.

Encourage participants to use their Personal Wellness Check-in as a place to start in determining what new habits could help them the most.

Slide 44

Review elements of an effective intervention for health and wellness related issues on slide.

Summary: caring for each other



Caring for each other

- Let the person know you care
- Stress that they are not alone
- Practice active listening in a calm, nonjudgmental way
- Offer help developing coping strategies
- Involve others if appropriate
- Know when to contact a professional

Explain: These strategies look similar to interventions to prevent misconduct and mistakes. In the case of a suspected mental health issue, though, the intervener may need to take additional time to make sure the person feels supported and will be receptive to the intervention.

Training should provide officers with sample questions to start a conversation, such as:

- I've noticed [specific behaviors or observations], and I'm concerned.
- I wanted to check with you because I've noticed you haven't seemed like yourself lately.

Slide 45

An intervener must know when to involve a professional – mental health is a serious issue, and it won't be solved by one conversation. If the person is not open to seeking professional help, officers should try to find an alternative

they would feel comfortable with, such as OAP/EAP, a trusted colleague, or a family member, friend, or religious leader. Officers should be prepared to look out for each other, but should know that they can't "fix" mental health issues on their own.

Thank you/close of class



Thank participants and dismiss class. Let them know the link on screen will take them to a resource packet with supplemental information and resources.

Slide 46