Autism Learning Objectives Work Group Recommendations for

PRE-SERVICE LEARNING OBJECTIVES FOR AUTISM TRAINING

These amendments would create a new Section 20 in Category 2 of the Learning Objectives for Professional Peace Officer Education and delete old references to autism.

NEW Section 20: Autism Spectrum Disorder (ASD) and Policing

2.20.1. Demonstrate understanding of Autism Spectrum Disorder (ASD), by:

- Defining what autism spectrum disorder (ASD) is,
- Describing the prevalence of autism and demographics of diverse ASD community,
- Discussing how disparities (by race, culture, language, gender, economic status, and geography) can be barriers to support and service to the autism community and explaining why disparity awareness should inform peace officer response.
- Describing and recognizing common characteristics and behaviors associated with ASD,
- Identifying some ways ASD and other developmental disabilities compare and contrast, and
- Reviewing and discussing facets of life with autism that may contribute to or detract from wellbeing, quality of life and safety, and the possibility for conflict or crisis.

2.20.2. Demonstrate understanding of the benefits of autism-informed policing by:

- Identifying reasons why individuals living with autism more likely to interface with law enforcement and emergency responders, and
- Explaining how alternative and accommodated strategies for interaction between law enforcement and individuals with autism and caregivers promote safety and positive outcomes for everyone involved.

2.20.3. Demonstrate understanding of how to use strategies and practices that promote safe, effective and positive outcomes in situations involving ASD, including those that:

- Promote effective communication,
- Demonstrate awareness and accommodation of sensory and other processing differences,
- May be beneficial in specific emergency circumstances, e.g., fire, missing person, accident scene,
- Support cooperation and interactive sharing of information and response strategies with families, caregivers and support services where possible and safe,
- Are effective in the safe intervention and de-escalation of crises, using non-violent and least restrictive tactics where possible, and
- Promote education, mutual understanding, and improved relationships between LEOs and autistic individuals and community.
2.20.4. Identify tools and technologies that may be useful in interacting with people with autism, including those that:

- Aid in response to missing person, elopement, wandering, or acute emergency circumstances.
- Facilitate the exchange of important, individual information on behalf of the person with autism.

AMENDMENTS (To remove existing reference in other sections)

2.19.4. Identify special communications issues peace officers may encounter and discuss reasonable and appropriate actions officers may take to improve communication with individuals:

- coping with communication disorders including hearing impairment,
- whose mobility impairment restricts communication, and
- coping with autism spectrum disorders, dementia, Alzheimer’s disease or intellectual disabilities.

2.20.2. Describe the symptoms of major mental illnesses and how they manifest in adults and children, i.e., those associated with antisocial personality disorders, autism spectrum disorders, bipolar disorder and manic behavior disorders, depression, dissociative disorders, post-traumatic stress disorder (PTSD), schizoaffective disorder, schizophrenia, and Tourette’s syndrome.

3.4.1. Discuss how conflict management strategies depend on the situation and various strategies that may be useful in resolving situations involving individuals dealing with mental illness, or substance use, or developmental disabilities such as autism.