

## Don't Leave Safety to Chance! Essential Skills for Interacting Safely with Police



Presented by Emily Iland, M.A. &  
Thomas Iland, B.S., CPA

Into the Future, December 3, 2016

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Welcome!



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### Today's Objectives

1. **Examine** statistics that demonstrate the need for direct instruction
2. **Identify** seven proactive skills to teach
3. **Explore** tools and resources for teaching
4. **Discuss** ways to meet the needs of diverse learners

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## The Need

News stories across the country focus attention unsafe or disastrous encounters with peace officers.



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## Example: Autism Statistics

- Someone with ASD is 7x more likely to have a police encounter
- There are more children with ASD than ever before and they are growing up!
- Teens and adults with other disabilities face similar risks.



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## Train the Police Promote Mutual Understanding



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## Don't Leave Safety to Chance! Prioritize Proactive, Explicit Teaching



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## Two Sides to the Safety Equation

Peace  
Officers

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Individuals with  
disabilities

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## Teach Seven Key Safety Skills

1. Follow the law to be safe
2. Stay where you are when you meet the police
3. Keep your hands to yourself when you meet the police
4. When the police tell you to do something, just do it
5. Tell the police about your disability
6. Remain silent if arrested
7. Tell where you are when you call 911



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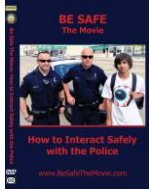
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## New Safety Tool



BE SAFE The Movie



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Made with & for people with  
ASD and related disabilities  
@ Inclusion Films



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ASD  
plus...



- All disabilities, all abilities
- Disabilities such as
  - Intellectual Disability
  - Traumatic Brain Injury
  - Attention Deficit Hyperactivity Disorder
  - Obsessive Compulsive Disorder
  - Cerebral Palsy, etc.

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## ASD plus...



- Relevant and even life-saving for anyone
  - Individuals with learning differences but no diagnosis
  - People with no disability at all

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## Appeal to the intended audience

- Actors are similar in age
- Viewers relate to the everyday scenarios like skateboarding, driving
- Realistic conversations, language



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## Real police, realistic scenarios



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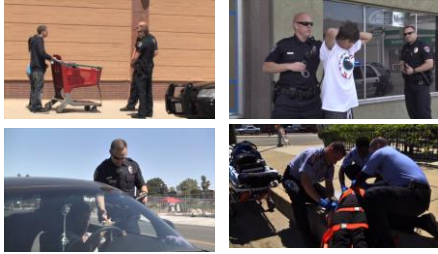
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## Help everyone learn to Be Safe everyday



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## Evidence Base: Video modeling

- Many people with ASD don't learn by watching and copying people in the environment
- Many do **re-enact what they see in videos**.
- They often **repeat dialogue and actions** (desirable and appropriate, or not).



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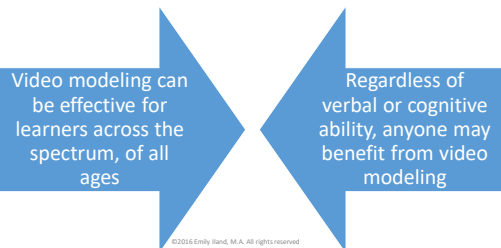
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## Present positive, specific skills to copy & practice (Reichow & Volkmar, 2010)



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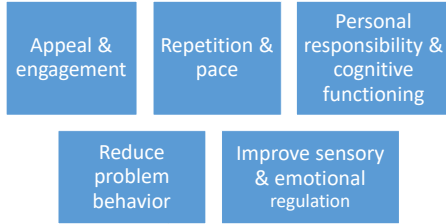
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**VM improves  
communication, social skills & behavior**  
(Bellini & Akullian, 2007)




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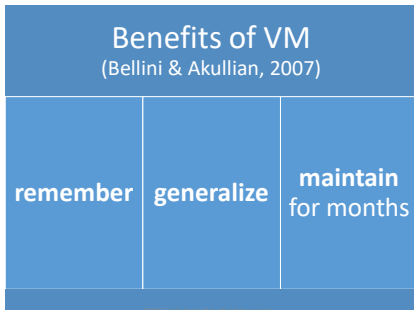
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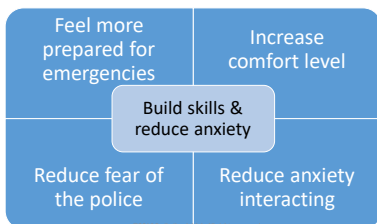
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**Realistic interactions  
Helping roles  
Clear expectations**




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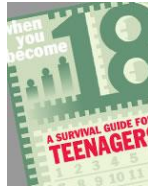
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## Choose Your Tools!

<http://www.calbar.ca.gov/Public/Pamphlets/WhenYouTurn18.aspx>



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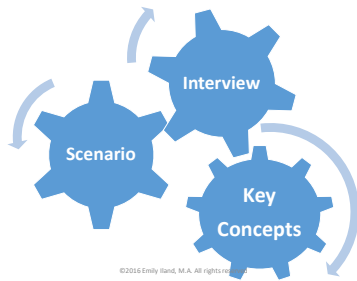
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## Supporting Comprehension: Structure



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## The narrator shows & tells



- ✓ Primes or “frontloads” concepts, prepares viewers for material that follows.
- ✓ Photographs, video, words and other visual supports are integrated
- ✓ This can become part of the “**social knowledge**” of viewers.

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## Dramatizations reinforce & illustrate



- ✓ Real officers and actors WD model safe, calm interactions, conversing, following instructions, and cooperating.
- ✓ Safety procedures are spelled out explicitly.
- ✓ These interactions can translate into **"social action"** for viewers, especially w/ review, live role playing and practice.

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## The narrator talks with officers & actors, in character



- ✓ They explore the thoughts, feelings, and expectations
- ✓ This provides insight into the perspectives behind each situation.
- ✓ Personal insights can become part of the **"social thinking"** of viewers.

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## Summary: Narrator ties the information together



- ✓ She summarizes, draws conclusions, emphasizes take-away points, and reinforces learning objectives.
- ✓ Safety rules for viewers to follow are clearly identified.
- ✓ This step helps the viewer integrate ideas, thoughts and action.

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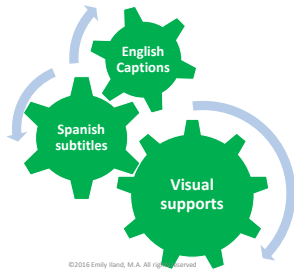
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## Supporting Comprehension: Language




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## Seven Episodes

1. Laws Help Us Be Safe
2. Law Enforcement Officers Help Us Be Safe
3. Uniforms and Safety Tools
4. Stay Calm When You Meet the Police
5. Self-Disclosure
6. Crime Doesn't Pay
7. 911 Calls




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## Who Can Benefit?




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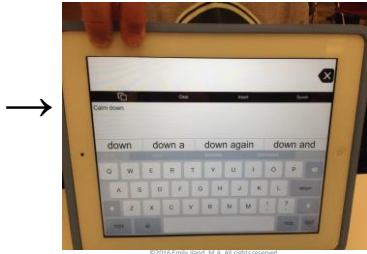
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## What Did Scott Learn?




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## Kevin Hosseini, age 18



"After I watched the movie, I learned to stay calm, not to run away or argue.

Do what the police officer tells you to do.

Whether you do something wrong or not, you still need to stay calm and not run away.

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## Kevin Hosseini, age 18

I also learned what a badge is and not to pet police dogs, especially when they're working.

When a police officer stops me, I need to let him know I have autism."



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Meet the needs of diverse learners  
with differentiated materials

Match to the person's verbal  
and cognitive ability



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Use Differentiated Teaching Materials  
Example: Be Safe Teaching Edition



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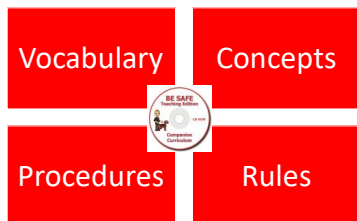
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Foundational Information



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## Active Safety Vocabulary




- How can we expect young people to BE SAFE if they do not have an active vocabulary of safety words?
- More than 100 vital safety words are explored in the Movie and Curriculum, ranging from badge to self-incrimination.



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	<b>PICTURE THIS!</b> 	
<b>SAFE</b>	<b>DANGER</b>	<b>ACCIDENT</b>
		
<b>HURT</b>	<b>CROSS WALK</b>	<b>IN TROUBLE</b>

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<b>BE SAFE</b>	
<b>Picture Dictionary</b>	
Picture & Word	Meaning & My Example
<b>Pedestrian</b> 	A person who is walking (usually along a street) My Example:
<b>Walk Signal</b> 	Electric signs at some cross walks that let walkers know when it is time to cross the street My Example:
<b>Emergency Vehicle</b> 	Cars and trucks used by the police, fire department or ambulance companies My Example:

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## Visual Tools



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### My First-Then Card for Handcuffs

#### FIRST

Let the police put on  
one handcuff



First hand

#### THEN

Let the police put on  
the other handcuff



Second hand

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My Rules for Meeting the Police	
<p>I will stay where I am when the police come near me</p>	<p>I will NOT run away</p>
BE SAFE Handout 4E.2 My Rules for Meeting the Police	

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My YES & NO CARD Following Instructions from the Police	
	
<b>I will:</b>	<b>I will NOT:</b>
I will pay attention and stay focused when the police talk to me.	I will NOT zone out when the police talk to me.
I will listen to what the police say.	I will NOT ignore the police.
I will do what the police tell me to do.	I will NOT disobey the police.
<small>BE SAFE Handout 2E.3 My Yes &amp; No Card for Following Instructions from the Police ©2016 Emily Sand, M.A. All rights reserved.</small>	

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The Police Need to Touch Me if I Am Arrested
<p>Sometimes I am sensitive to touch.</p> <ul style="list-style-type: none"> <li>• Sometimes I don't like it when other people touch me.</li> <li>• Even if someone touches me on my arms or my hands, it can bother me.</li> <li>• Most of the time I can avoid having other people touch my arms or hands.</li> </ul> <p>The police have to touch peoples' arms or hands when they do their job.</p> <ul style="list-style-type: none"> <li>• That is a fact that everyone has to accept.</li> <li>• I will accept that the police might have to touch my hands or arms when they do their job.</li> </ul>
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## Self-Disclosure Tools for diverse learners



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## Example: Wallet Cards



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## Example: If I Need Help



- A QR Code and a QR code reader on a smart phone can reunite a lost person with a parent or caregiver.
- Useful for those who could not identify themselves or tell about their special needs when found.
- The QR CODE on clothing or other identification links to caregiver contact information in real time.
- More information <https://ifineedhelp.org/>

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## Build Capacity: BE SAFE Certificate Course



For parents, educators agency staff,  
service providers, ILS agencies, etc.

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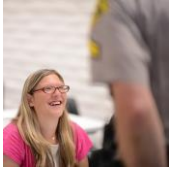
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## Create Relationships through Community Safety Events



- Bring together law enforcement & the disability community
- Promote mutual understanding

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## Create Relationships

“It doesn’t take an act of Congress, federal or state mandate, or even money to make you realize that relationships are everything”

Patti Saylor



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## Example: ACCESS HOUR Emergency Expo



- Integrate into existing events
- Improve comfort levels

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## Example: BE SAFE Interactive Screening Promote Safe Interactions with the Police



- Promote mutual understanding
- Everyone learns

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## BE SAFE Interactive Screening Promote Safe Interactions with Police



- Procedures & Expectations
- Practice with Police

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## Prioritize Safety in Transition & Beyond!

- **Prioritize** safety goals for diverse individuals, of all abilities and disabilities
- Get a **baseline**!
- **Choose** evidence-based tools
- **Create opportunities** for experience and application
- **Measure** outcomes

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Don't Leave Safety to Chance!  
What will you do?



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Time for Questions



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For your interest



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Keep in touch!

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**Emily Iland, M.A.**

26893 Bouquet Canyon Road, C-333  
Saugus CA 91350  
661.347.8557

[emily@BeSafeTheMovie.com](mailto:emily@BeSafeTheMovie.com)

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