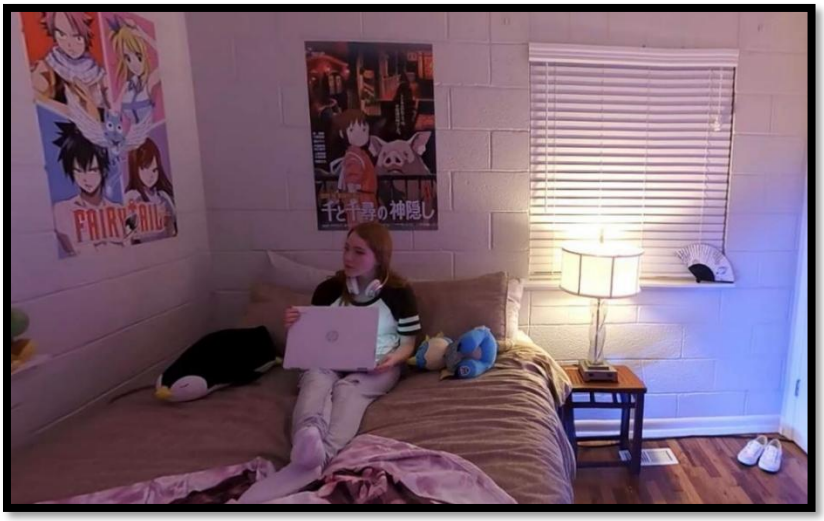
Axon VR

Community Engagement Training (CET)



Autism II

Facilitator's Guide



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FACILITATOR'S GUIDE OVERVIEW & USAGE TIPS

This Facilitator's Guide is customizable, enabling you to adapt it to your specific needs for tracking trainee progress, preparing for and conducting training sessions, and debriefing and assessing trainees after they complete the CET scenario in-headset.

TRAINING SESSION PREPARATION	
NOTE: Trainers should complete the scenario in-headset at least once prior to facilitating this CET module with trainees.	
LESSON PLAN	Review the lesson plan, which provides a comprehensive overview of the CET module, including its purpose, scenario overview, trainer preparation guidance, references, and links to additional resources.
LEARNING OBJECTIVES	Review the CET module's learning objectives, identify additional learning objective skills to assess trainees on during the scenario, and add any agency-specific learning objective skills to assess.
AGENCY RESOURCES	Add agency-specific notes, including local and state resources, best practices, and pertinent guidelines tailored to your agency and community.
SCENARIO FLOW & DECISION POINTS	Refer to the one-page flowchart outlining the scenario's decision points and corresponding branches as needed.

TRAINEE EVALUATION	
Use the Trainee Evaluation form to track trainee completion and document notes on their scenario decisions. Conduct a debriefing with the trainee by asking debriefing questions. Print copies for each trainee and add the trainee's name, ID, and position at the top of each evaluation form to use as a training record. **NOTE**: If facilitating this CET with multiple trainees at once, use the group debriefing questions in the group evaluation section to debrief the group. Axon also recommends screen casting the in-headset experience for the group to observe.	
DEBRIEFING QUESTIONS	After the trainee completes the scenario in-headset, conduct a debriefing with them to provide feedback, discuss their choices and the scenario's outcome. Use the provided debriefing questions for guidance and incorporate any agency-specific debriefing questions.

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LESSON PLAN

COURSE OVERVIEW	Police interactions can often overwhelm individuals on the autism spectrum. In an environment filled with lights, sirens and other potential triggers, in this CET, trainees learn the tools they can use to identify and respond to an individual in crisis exhibiting subtle signs of Autism to achieve positive outcomes. This first-person scenario demonstrates how certain behaviors, while less distinct, can be identified by officers in the field. Observation, patience and communication skills play important roles in assessing unique situations and conducting effective interactions. After completing the experience, the trainer will conduct a debriefing with the trainee.
IN-HEADSET VR EXPERIENCE	Trainees will begin the in-headset experience from the first-person perspective of an individual living on the autism spectrum. Trainees then re-enter the scenario as the responding officer. Trainees will be asked to make decisions in real time by selecting from multiple on-screen options. The trainees will see the scenario play out based on their selections. No VR Controllers are required; trainees will use head movements to aim a crosshair and make selections. See the scenario flow and decision points flowchart for an overview of the VR scenario and decision points branching.
LEARNING OBJECTIVES	• Discover what life might be like for an individual on the autism spectrum. • Recognize and explain more subtle behaviors of people on the autism spectrum that could be misinterpreted on a call. • Successfully demonstrate proper conduct and situational awareness on a call involving a person on the autism spectrum with lesser-known symptoms that end with the best possible outcome for both officers and community members. • Recognize and explain best practices for public safety when encountering community members on the autism spectrum.
INSTRUCTIONAL GOAL	As a responding officer, the trainee will apply agency policy and use available scenario information to demonstrate proper conduct and situational awareness during a basic call involving an individual on the autism spectrum with lesser-known symptoms, aiming to achieve the best possible outcome for both officers and community members.

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CHARACTER PROFILES	In the VR scenario, trainees will meet the following characters: • **Officer Julien Delgado**: Officer Delgado is weary from working the midnight shift when he encounters a teenage girl in the park after hours. He must consider Alex's safety as a possible runaway and also determine whether she might be using drugs since her responses to his questions are perplexing. Officer Delgado must patiently work through his communication tactics to have a productive conversation with Alex and get to the bottom of why Alex is out in the middle of the night. • **Alex Taylor**: Alex, a 17-year=old girl living on the autism spectrum, is a creative and hardworking high school senior. She sometimes feels restless in the middle of the night and has developed a habit of wandering to clear her head. Left to her own devices, she can generally work through her own anxiety and insomnia, but running into some school bullies puts her in a frenzied state when she's approached by Officer Delgado. Knowing she's done nothing wrong, Alex is blunt and uncooperative with Officer Delgado; her attention is focused on something else. • **Julia Taylor**: The mother of two children on the autism spectrum, Mrs. Taylor is both protective and defensive of her children. She worries constantly and has repeatedly warned Alex of the dangers that night wandering might bring. She remains patient despite being consistently challenged by her children's struggles and behaviors but provides additional useful information. • **Kevin and Tyler**: Kevin and Tyler are two boys from Alex's school who are out riding their skateboards in the middle of the night when they come across Alex, the "weird girl" from school. Kevin and Tyler are cool, popular, and rowdy. They tease Alex and take her things, not understanding that she is on the spectrum, but they are quickly deterred by a response from Alex they were not expecting.
REQUIRED MATERIALS	• Facilitator's Guide • Sample Course Roster
DATE RELEASED	January 2022
PREREQUISITES	None
COURSE LENGTH	30 minutes (in-person instructor-led training)
EQUIPMENT	• Axon VR headset • Samsung VR tablet *(optional, but recommended for trainer observation through Miracast)*

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FACILITY LOCATION	The Training Space will be identified by the agency and must contain a virtual boundary to keep trainees safe. Training Spaces should be kept clear of objects, pets, live weapons, and other people.
TARGET GROUP	Public safety and law enforcement officers
INSTRUCTORS	Any agency-identified VR trainer
GROUP RATIO	This curriculum is designed for a trainer-to-trainee ratio of 1:1. **NOTE**: If facilitating this module with multiple trainees at the same time, Axon recommends screen casting a trainee's in-headset experience for the group to observe. Use the group debriefing questions to guide your debriefing with the group.
TRAINER PRE-WORK	1. Create a VR Training Space. This is a 360° video experience that is best viewed while seated. 2. Open the CET application and download the module to the Library if it's not already present. 3. Once downloaded, complete the module in-headset at least once prior to facilitating this CET. View the scenario more than once to experience the different possible outcomes.
ADDITIONAL MATERIALS	Download the optional Sample Course Roster. Print the roster to collect trainee names and email addresses during training and to track course completion.

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ADDITIONAL RESOURCES	• For assistance facilitating this CET or setting up Axon VR equipment, see the Axon VR Training page
	• For assistance screen casting the in-headset experience, see the Screen cast options article
	• Autism websites
	  ○ Autism Society
	  ○ VCU Autism Center for Excellence
	• Autism and law enforcement articles
	  ○ Law Enforcement Officers' Preparation for Calls Involving Autism: Prior Experiences and Response to Training
	  ○ The Prevalence and Correlates of Involvement in the Criminal Justice System Among Youth on the Autism Spectrum
	  ○ Correlates of Police Involvement Among Adolescents and Adults with Autism Spectrum Disorder

SAMPLE COURSE SCHEDULE

0800-0815	Trainee completes VR scenario in-headset.
0815-0830	Trainer conducts a debriefing evaluation with the trainee using the debriefing questions in this Facilitator's Guide.

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LEARNING OBJECTIVES

Upon completion of this CET module, trainees should be able to do the following:

- Discover what life might be like for an individual on the autism spectrum.
- Recognize and explain more subtle behaviors of people on the autism spectrum that could be misinterpreted on a call.
- Successfully demonstrate proper conduct and situational awareness on a call involving a person on the autism spectrum with lesser-known symptoms that ends with the best possible outcome for both officers and community members.
- Recognize and explain best practices for public safety when encountering community members on the autism spectrum.

LEARNING OBJECTIVE SKILLS

Select additional learning objective skills to assess trainees on in this module:

SITUATIONAL AWARENESS & OBSERVATION

- ☐ 360º awareness
- ☐ Observation: Whole body, hands, belt line, demeanor (immediate area)
- ☐ Subject proximity
- ☐ Vehicle proximity

TASER ENERGY WEAPON DEPLOYMENT

- ☐ Post deployment activity (supervisor; medical; other)
- ☐ Probe deployment: Clothing consideration

ADMINISTRATIVE

- ☐ Court preparation
- ☐ Report writing
- ☐ Resource identification

DE-ESCALATION & COMMUNICATION

- ☐ Active listening & conflict resolution
- ☐ Building rapport
- ☐ Communication with partner
- ☐ Communication with subject/individual
- ☐ Cuffing under power
- ☐ Dispatch disparity (caller perception, bias, etc.)
- ☐ Duty to intervene
- ☐ Empathy
- ☐ Family intervention
- ☐ Indicators of autism
- ☐ Non-verbal communication
- ☐ Third party considerations/bias
- ☐ Verbal de-escalation

TACTICS & MOVEMENT

- ☐ Interview stance

AGENCY-SPECIFIC LEARNING OBJECTIVE SKILLS

Add any additional agency-specific learning objective skills you would like to assess trainees on as a part of this scenario:

☐ ☐

☐ ☐

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AGENCY RESOURCES

This training is best augmented with agency-specific resources. Axon does not make any recommendations on agency policies.

In alignment with agency policy, consider creating a supplemental guide (or use the space below to add agency-specific notes) to share with trainees that includes the local and state resources available that are specific to your agency and community, best practices, and agency-specific guidelines.

AGENCY-SPECIFIC NOTES

TRAINEE EVALUATION (INDIVIDUAL)

After the trainee completes the VR scenario in-headset, conduct a debriefing with them to provide feedback and discuss their choices and the scenario outcome using the provided questions as a guide.

You can use the Trainee Evaluation form with the debriefing questions as a training record to record performance notes and track individual trainee evaluations. Simply print copies for each trainee.

NOTE: If facilitating this CET with multiple trainees at once, use the group debriefing questions in the group evaluation section to conduct a debriefing with the group.

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TRAINEE EVALUATION: AUTISM II

TRAINEE NAME	TRAINEE ID	TYPE
		☐ Recruit ☐ Officer

DEBRIEFING QUESTIONS (INDIVIDUAL)

INITIAL OBSERVATIONS & SCENE SETTING

- ☐ What is the significance of Alex looking out the window in the opening scene?
- ☐ What were noticeable differences within the room between the two scenes introducing Alex?
- ☐ What was Alex fascinated with?
- ☐ Describe anything in the opening scene that was concerning for you as a public safety professional.
- ☐ How might individuals on the autism spectrum perceive a sense of passing time? What is the importance of intercepting the father before he enters the scene?

SENSORY PERCEPTIONS & ENVIRONMENTAL REACTIONS

- ☐ Did you notice anything about how Alex perceived the lights when public safety arrived on the scene?
- ☐ How did Alex perceive the sounds coming from the radio?
- ☐ How can bright or flashing lights affect individuals on the autism spectrum?
- ☐ Articulate your understanding about Alex's senses as the officer shined lights near her during the nighttime encounter.
- ☐ Keeping officer safety at the forefront, what are some accommodations about bright lights you can make when approaching an individual?

BEHAVIOR & COMMUNICATION

- ☐ What was the phrase that Alex was repeating? Why might someone on the autism spectrum repeat words or phrases, rather than replying or answering a question?
- ☐ What is the significance of Alex's verbal actions, and would that serve as notice to an observant public safety professional?
- ☐ Describe other things that Alex's behavior when you arrived on scene could be mistaken for.
- ☐ What was Alex referring to when asking, “Where is my music”?

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OFFICER INTERACTION & DE-ESCALATION TECHNIQUES

- [ ] What changes in Alex's demeanor did you observe once the music was located?
- [ ] Does Officer Delgado create a connection with Alex? Why would he do this?
- [ ] How might the use of an overly authoritative voice be interpreted by someone on the autism spectrum?
- [ ] What could Officer Delgado do to improve situational awareness and safety on the scene?
- [ ] Off camera, Officer Delgado ends this scenario by doing something simple to help Alex calm herself. What was it?

SAFETY, SCENE MANAGEMENT & PUBLIC TRUST

- [ ] Is this scenario a criminal investigation or a community caretaking function?
- [ ] How might our approach to information gathering change depending on the context?
- [ ] Is Officer Delgado presented with any exigent circumstances or life safety issues that would necessitate an urgent resolution?
- [ ] What safety considerations must we consider when encountering individuals on the autism spectrum?
- [ ] While clearing of this type of call can have legal ramifications (civilly/criminally), describe how it also impacts community trust in law enforcement.

CAREGIVER & COMMUNITY ENGAGEMENT

- [ ] What is Alex's concern when she learns her mother is being contacted? Why?
- [ ] How does Officer Delgado attempt to use resources?
- [ ] How might it be important to determine previous contacts with an individual in a community caretaking encounter?
- [ ] How does Alex's mom initially approach the scene?
- [ ] What information did Alex's mother convey regarding Alex’s common behaviors?

ADDITIONAL AGENCY DEBRIEFING QUESTIONS

- [ ]
- [ ]

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TRAINEE EVALUATION (GROUP)

If facilitating this CET with multiple trainees at once, use these group questions to conduct a debriefing with the group. Add additional questions as needed.

DEBRIEFING QUESTIONS (GROUP)

- [ ] Does anyone have autism or have a friend or family member on the spectrum that can help provide personal insights or experience to some of the key points we learned about today?
- [ ] If you were in the officer's position in this scenario, what would you have done differently or what have you done differently on similar calls?
- [ ] What are some lessons learned from this scenario?
- [ ] Have you ever had a call with someone like Alex? How did that end?

ADDITIONAL AGENCY DEBRIEFING QUESTIONS

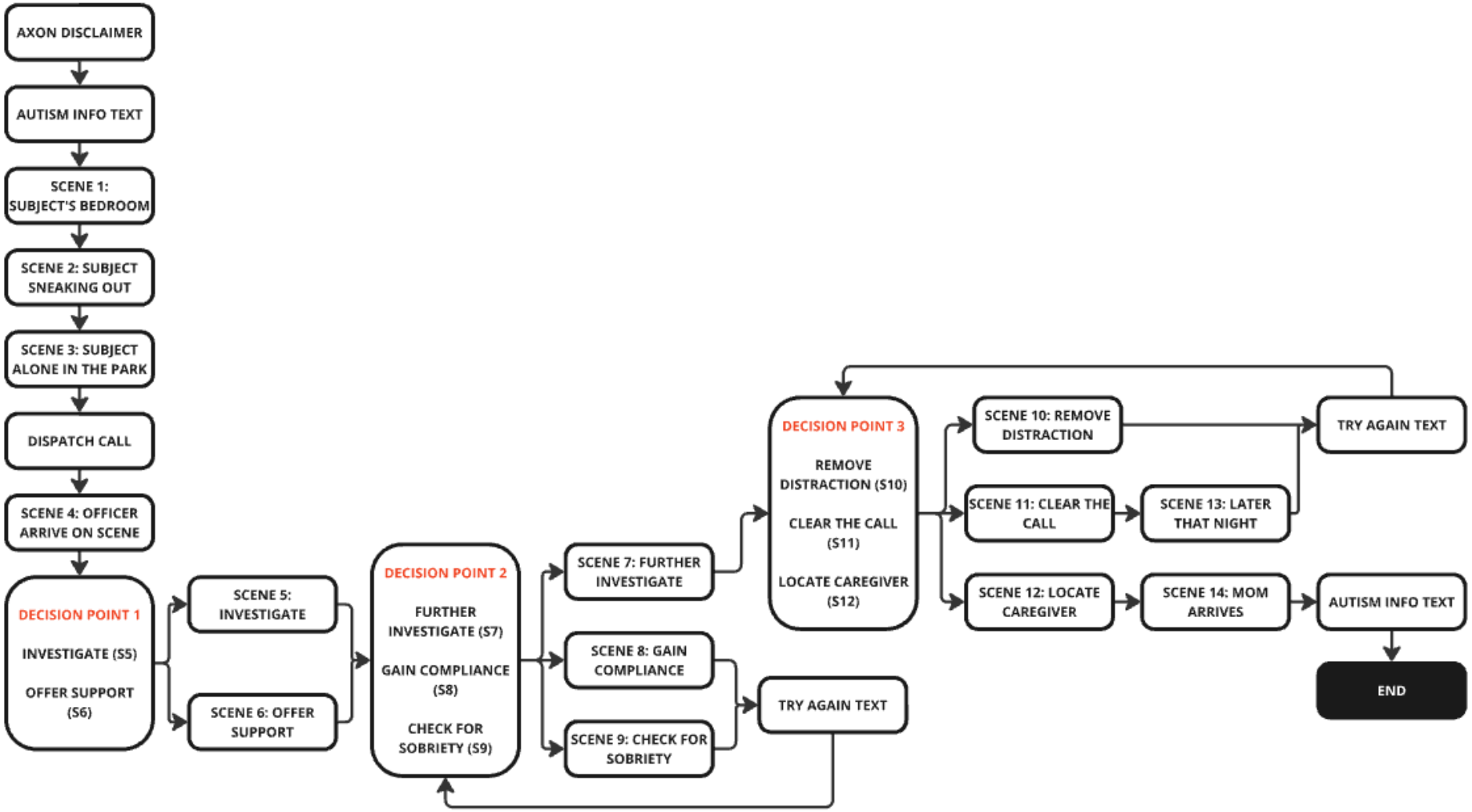
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SCENARIO FLOW & DECISION POINTS

The flowchart below displays the trainee decision points and their respective branches in the scenario.



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