Axon VR

Community Engagement Training (CET)



Autism I

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 to achieve positive outcomes. After completing this scenario, the trainee will debrief with the trainer.
IN-HEADSET VR EXPERIENCE	Trainees will begin the in-headset experience from the first person perspective of an individual living on the autism spectrum. This first-person view provides an immersive look at a tense situation amplified by lights and sirens that could potentially escalate. 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.
CHARACTER PROFILES	In the scenario, trainees will meet the following characters: • **Officer Davis**: A young police officer with just a few years on the force, Officer Davis finds himself face to face with an individual in crisis. He has had limited experience with interactions such as this and must make time-sensitive decisions on how to approach the individual. • **Officer Taylor**: A confident and calm police officer, but he is unfamiliar with the condition of the individual in the parking lot who is experiencing some sort of mental health crisis. He must work in tandem with his partner to reach a safe outcome for all parties. • **Michael Clark**: Michael is 18 years old and has been diagnosed with Level 3 ASD (Autism Spectrum Disorder). He occasionally exhibits severe signs of autism and will likely require support from a guardian throughout his life. Michael has limited social abilities and inflexible behaviors, especially once he has experienced audio or visual triggers. Just having walked out of a store with a toy he did not pay for, Michael is first confronted by the store clerk, startled by an oncoming car, and then faced with police contact. The sensory overload causes Michael to experience a meltdown. • **Adam Clark**: Adam is Michael's father and a loving and protective caretaker for his son. He knows from experience how to handle Michael's behaviors and responds accordingly, but when he loses track of his son at the mall and then spots him in the parking lot with police officers, he rushes to defend him.

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LEARNING OBJECTIVES	• Discover what life might be like for an individual on the autism spectrum. • Recognize and describe common behaviors of individuals on the autism spectrum. • Demonstrate proper conduct and situational awareness on a basic call involving an individual on the autism spectrum that ends with the best possible outcome for both officers and community members. • Recognize and describe best practices for public safety professionals 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 in crisis, aiming to achieve the best possible outcome for both officers and community members.
REQUIRED MATERIALS	• Facilitator's Guide • Sample Course Roster
DATE CET MODULE RELEASED	May 2019
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)*
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

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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 group debriefing.
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.

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 describe common behaviors of individuals on the autism spectrum.
- Demonstrate proper conduct and situational awareness on a basic call involving an individual on the autism spectrum that ends with the best possible outcome for both officers and community members.
- Recognize and describe best practices for public safety professionals 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 I

TRAINEE NAME	TRAINEE ID	TYPE
		☐ Recruit ☐ Officer

DEBRIEFING QUESTIONS (INDIVIDUAL)

PRE-ARRIVAL & INITIAL ASSESSMENT

- ☐ What are your scene pre-arrival concerns?
- ☐ How did the information from Dispatch impact your approach?
- ☐ Is this the individual you expected based on the information you received from Dispatch?
- ☐ Did you have the adequate resources to handle this situation?
- ☐ Did you have enough resources to manage the scene and maintain control?
- ☐ What is in place in our agency if there's no crisis team?
- ☐ What resources could you call in a situation like this?
- ☐ What additional resources did the primary officer suggest to his partner?
- ☐ Should Officer Taylor leave a controlled scene and his partner alone? Why?
- ☐ What is the importance of intercepting the father before he enters the scene?

SUBJECT POINT OF VIEW & BEHAVIORAL UNDERSTANDING

- ☐ What behaviors did you observe from the individual's perspective?
  - ☐ What did you see?
  - ☐ What did you hear?
- ☐ Did the clerk’s response impact how Michael reacted to officers? How?
- ☐ Have you experienced this behavior before on other calls?
  - ☐ What caused it?
  - ☐ What could it be mistaken for?
  - ☐ How do we avoid bias from previous experiences?
- ☐ How does building a mental "schema" based on past theft calls affect your perception in this scenario?
- ☐ Do these behaviors resemble other mental health issues you’ve encountered?
- ☐ How did lights and sounds appear from Michael’s point of view?
- ☐ What impact could emergency equipment have on someone with autism?
- ☐ How could visual stimuli influence interactions with someone with autism?
- ☐ What visual clues may indicate the person is on the autism spectrum?
- ☐ What observable signs may show the person is in crisis or on the autism spectrum?
- ☐ Did any of Michael's actions or words suggest a behavioral health issue?
- ☐ How do an individual’s behaviors affect your response?

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INITIAL CONTACT & TACTICAL RESPONSE

- [ ] What behaviors did you see from Michael when officers first arrived?
- [ ] Was Michael exhibiting behaviors that suggested the need for non-law enforcement resources? What kind?
- [ ] What tactical considerations should be made with someone in behavioral crisis?
- [ ] How does Michael respond to:
  - [ ] Commands?
  - [ ] His caregiver?
  - [ ] Being surrounded?
  - [ ] TASER energy weapon being drawn?
  - [ ] Shouted commands?
  - [ ] Lights and sirens?
  - [ ] Your partner?
  - [ ] You?
- [ ] Could Michael's meltdown have been prevented? How?
- [ ] What could help Michael calm down?
- [ ] What changes did you observe in Michael after the emergency lights were turned off?
- [ ] What behavioral changes in Michael occurred after Officer Taylor left the scene? Why?
- [ ] If you were in Officer Davis' position, what would you have done differently?

USE OF FORCE & DE-ESCALATION

- [ ] What is our agency's TASER energy weapon deployment policy?
- [ ] What's the policy for TASER energy weapon use on non-compliant, non-violent individuals?
- [ ] Did surrounding Michael raise or lower the tension?
- [ ] Why is it important for only one officer to talk (contact/cover)?
- [ ] What de-escalation tactics were used in this scenario?
- [ ] Do repeated commands count as de-escalation?
- [ ] Should officers continuously assess de-escalation efforts as they assess force use?
- [ ] How did the chaos of the scene affect the usage of a TASER energy weapon?
- [ ] How does a public safety professional's demeanor affect outcomes?
- [ ] How does criminal vs. non-criminal context affect officer response in behavioral health encounters?

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CAREGIVER ARRIVAL & FAMILY DYNAMICS

- [ ] What was the father's response when he arrived?
- [ ] Did his response help or hurt the situation?
- [ ] How can tension with a caregiver be de-escalated?
- [ ] Could the caregiver become a threat if things escalate?
- [ ] What safety concerns did the father's arrival create?
- [ ] How did Michael react when his father arrived?
- [ ] What impact did the father's presence have on Michael's behavior?
- [ ] What was the benefit of intercepting the rapidly approaching male?
- [ ] Are caregivers typically helpful, neutral, or threats?
- [ ] How do the father's actions affect your threat assessment?
- [ ] Are the father's fears or concerns justified?
- [ ] How does this scene appear from the father's perspective?
- [ ] Would your actions change if Michael was your son?
- [ ] What is the importance of gathering information from the father?
- [ ] How does the father's arrival impact scene control?

EXTERNAL FACTORS & AFTERMATH

- [ ] What did you notice when bystanders entered the scene?
- [ ] Did you perceive the bystanders as a threat? What was their behavior?
- [ ] How might other shoppers perceive this scene?
- [ ] How can parents/caregivers assist during ASD encounters?
- [ ] How might parents/caregivers unintentionally escalate things?
- [ ] What other notification options exist within the store?
- [ ] How would the scene have changed with more backup?
- [ ] What rapport-building techniques can you use as the scene stabilizes?
- [ ] How did officers attempt to build rapport with Michael?
- [ ] How did Michael's demeanor shift? What influenced that change?
- [ ] Which officer behaviors had the most impact on Michael?

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)

- [ ] Was [insert trainee name] within policy with their actions/selections? If not, why?
- [ ] Was [insert trainee name] able to successfully justify their actions and articulate their use of force?
- [ ] Does anyone have autism or have a friend or family member on the autism 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?

ADDITIONAL AGENCY DEBRIEFING QUESTIONS

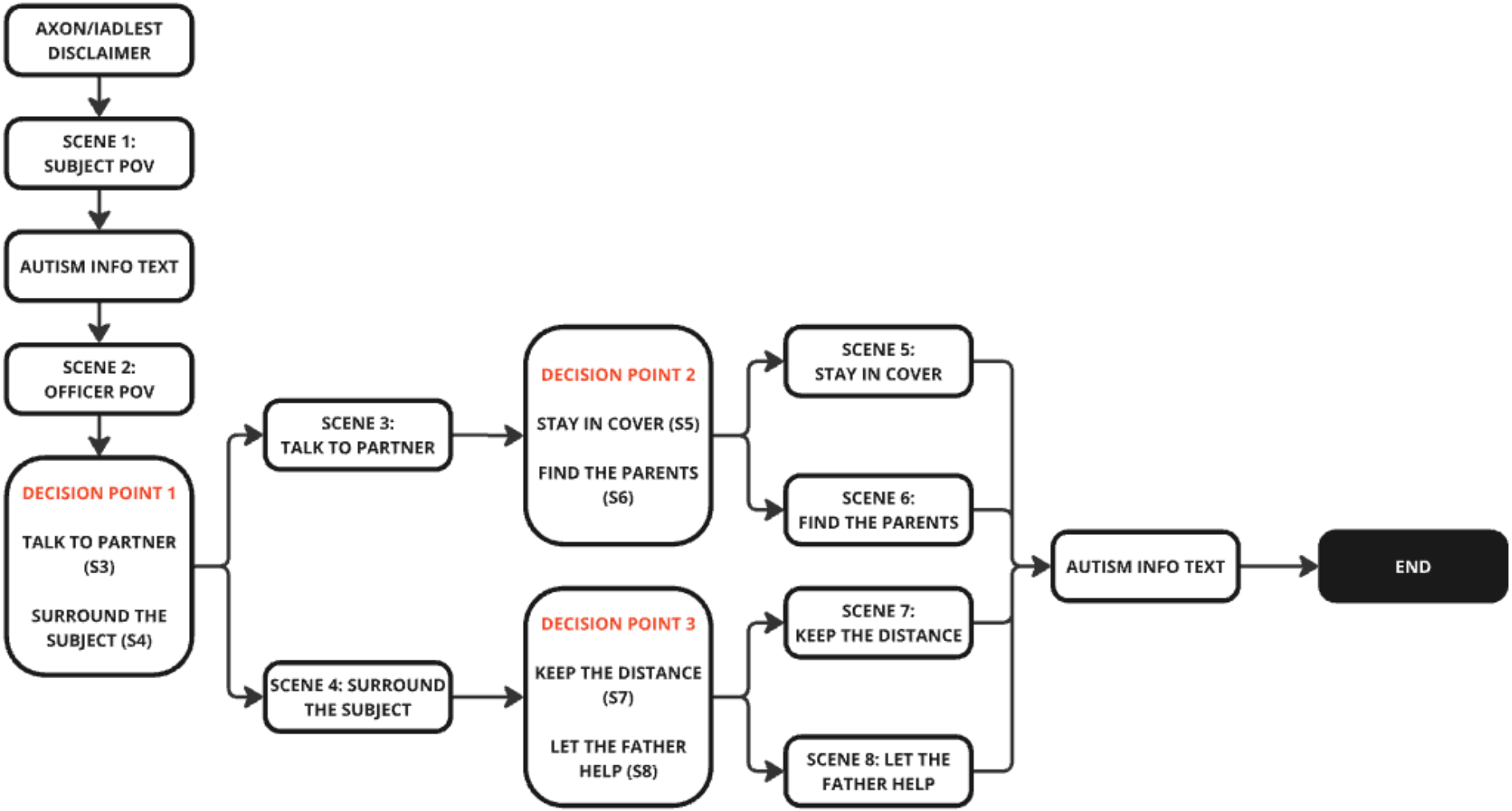
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SCENARIO FLOW & DECISION POINTS

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



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