

**MARYLAND POLICE AND CORRECTIONAL TRAINING COMMISSIONS  
LESSON PLAN**

**COURSE TITLE: Law Enforcement and People with Intellectual Disabilities and/or Developmental Disabilities**

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**PREPARED BY: Maryland Department of Disabilities      DATE: April 29, 2021**

<b>TIME FRAME</b>	<b>PARAMETERS</b>
<p>Hours: 2-4 Day/Time: Vary</p> <p><b>PERFORMANCE OBJECTIVES</b></p> <ol style="list-style-type: none"><li>1. Explain what it means to be SAFE, UNDERSTOOD, and INCLUDED from the following perspectives:<ol style="list-style-type: none"><li>a. People with intellectual and developmental disabilities (I/DD);</li><li>b. The officer; and</li><li>c. The community.</li></ol></li><li>2. Identify the procedures that an officer should/may employ when encountering an individual with an I/DD.</li><li>3. Identify the indicators that a person may have an I/DD.</li></ol>	<p>Audience: Entrance Level Law Enforcement Number: 2 - 30 Space: Classroom</p> <p><b>ASSESSMENT TECHNIQUE</b></p> <ol style="list-style-type: none"><li>1. Through facilitated discussion with feedback, students explain what it means to be safe, understood, and included from the following perspectives:<ol style="list-style-type: none"><li>a. People with intellectual and developmental disabilities (I/DD);</li><li>b. The officer; and</li><li>c. The community.</li></ol></li><li>2. Through facilitated discussion with feedback, students identify the procedures that an officer should/may employ when encountering an individual with an I/DD.</li><li>3. Through facilitated discussion with feedback, students identify the indicators that a person may have an I/DD.</li></ol>

<ol style="list-style-type: none"><li>4. Identify the procedures an officer should follow to ensure the safety and calmness of an individual that has an I/DD.</li> <li>5. Demonstrate communication techniques required to effectively interact with a person who has an I/DD.</li> <li>6. Describe the procedures an officer uses to ensure compliance with the Americans with Disabilities Act when encountering a person with an Intellectual, Developmental, or Physical disability.</li></ol>	<ol style="list-style-type: none"><li>4. Through facilitated discussion with feedback, students identify the procedures an officer should follow to ensure the safety and calmness of an individual that has an I/DD.</li> <li>5. Through participation in practical exercises, students demonstrates communication techniques required to effectively interact with a person who has an I/DD.</li> <li>6. Through facilitated discussion with feedback, students describe the procedures an officer uses to ensure compliance with the Americans with Disabilities Act when encountering a person with an Intellectual, Developmental, or Physical disability.</li></ol>
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**INSTRUCTOR MATERIALS**

- X PowerPoint presentation
- X [https://www.youtube.com/playlist?list=PLs\\_B4O\\_w\\_1TZelJmqhHGifxxvsf4cEFYm](https://www.youtube.com/playlist?list=PLs_B4O_w_1TZelJmqhHGifxxvsf4cEFYm)
- X Scenarios

**EQUIPMENT/SUPPLIES NEEDED**

- |                           |   |
|---------------------------|---|
| X Laptop/Desktop Computer | X Powerstrips for computer/projection equipment |
| X LCD Projector           | X Dry erase board or easel pad and easel        |
| X Speakers                | X Markers                                       |
| X Internet access         |   |

**STUDENT HANDOUTS**

**# Needed**  
2-30

**Title**  
PowerPoint

## METHODS/TECHNIQUES

## REFERENCES

American Association on Intellectual and Developmental Disabilities  
 American Psychological Assoc, Diagnostic and Statistical Manual of Mental Disorders, V  
 The Arc National Center on Criminal Justice and Disability  
 The Arc North Carolina (Partners in Justice)  
 Autism Society of Central Texas  
 CDC (US Centers for Disease Prevention and Control)  
 Dennis Debbaudt, Autism Risk Management  
 Disability Justice Initiative  
 Interactive Autism Network, *What Do We Really Know about Autism and Crime*  
 International Association of Chiefs of Police, Alexandria, VA  
 Maryland Department of Disabilities, Governor's Commission for Effective Community  
 Inclusion of National Autism Association  
 Pathfinders for Autism  
 People with Intellectual and Developmental Disabilities

### Supplemental Resources:

The Arc Center for Criminal Justice and Disability  
<https://www.thearc.org/NCCJD>  
 International Association of Chiefs of Police – 2017 Model Policy  
[www.theiacp.org/policycenter](http://www.theiacp.org/policycenter)  
 ADA and Police - [https://www.ada.gov/q&a\\_law.htm](https://www.ada.gov/q&a_law.htm)  
 National Down Syndrome Society - <https://www.ndss.org>  
 National Down Syndrome Congress – <https://www.ndsccenter.org>  
 Global Down Syndrome Foundation - <https://www.globaldownsyndrome.org>  
 Pathfinders for Autism [www.pathfindersforautism.org](http://www.pathfindersforautism.org)

### Video links:

[https://www.youtube.com/watch?v=gNRBpqf2-Ng&list=PLs\\_B4O\\_w\\_1TZelJmqhHGifxxvsf4cEFYm&index=1&t=3s](https://www.youtube.com/watch?v=gNRBpqf2-Ng&list=PLs_B4O_w_1TZelJmqhHGifxxvsf4cEFYm&index=1&t=3s)  
[https://www.youtube.com/watch?v=QYiU33on11U&list=PLs\\_B4O\\_w\\_1TZelJmqhHGifxxvsf4cEFYm&index=2&t=168s](https://www.youtube.com/watch?v=QYiU33on11U&list=PLs_B4O_w_1TZelJmqhHGifxxvsf4cEFYm&index=2&t=168s)  
[https://www.youtube.com/watch?v=HRVdBYI1RQM&list=PLs\\_B4O\\_w\\_1TZelJmqhHGifxxvsf4cEFYm&index=3](https://www.youtube.com/watch?v=HRVdBYI1RQM&list=PLs_B4O_w_1TZelJmqhHGifxxvsf4cEFYm&index=3)

[https://www.youtube.com/watch?v=eqBAOX6Qegk&list=PLs\\_B4O\\_w\\_1TZelJmqhHGifxxvsf4cEFYm&index=4&t=30s](https://www.youtube.com/watch?v=eqBAOX6Qegk&list=PLs_B4O_w_1TZelJmqhHGifxxvsf4cEFYm&index=4&t=30s)

[https://www.youtube.com/watch?v=49b8EJFqqPQ&list=PLs\\_B4O\\_w\\_1TZelJmqhHGifxxvsf4cEFYm&index=5&t=2s](https://www.youtube.com/watch?v=49b8EJFqqPQ&list=PLs_B4O_w_1TZelJmqhHGifxxvsf4cEFYm&index=5&t=2s)

**GENERAL COMMENTS**