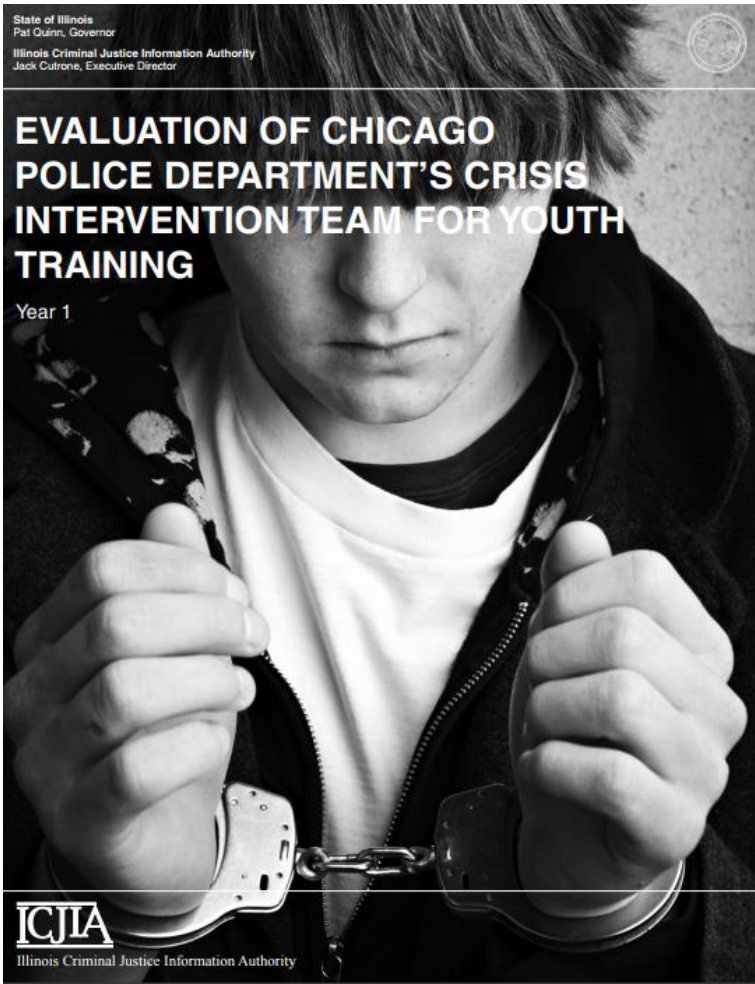


Evaluation of Chicago Police Department's Crisis Intervention Team for Youth (CIT-Y) Training

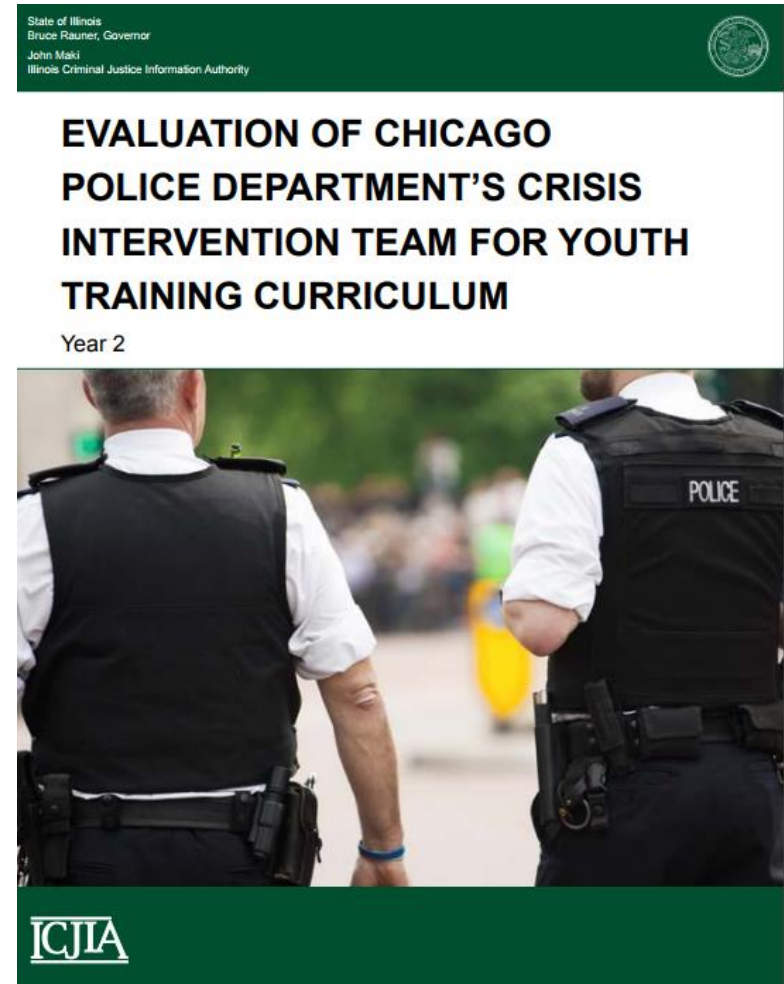
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Program Description

CIT-Y course

- *Voluntary* 5 day, 40-hour course for officers
- Recognize signs and symptoms of mental illness and exercise skills to defuse crisis situations
- Developed in collaboration with National Alliance on Mental Illness of Greater Chicago

Pre-training qualification

- Completion of a 5 day, 40 hour basic training CIT course

Evaluation Design

Research questions

- Who received CIT-Y training?
- Was knowledge gained and retained?
- What barriers, benefits, training improvements did officers report?

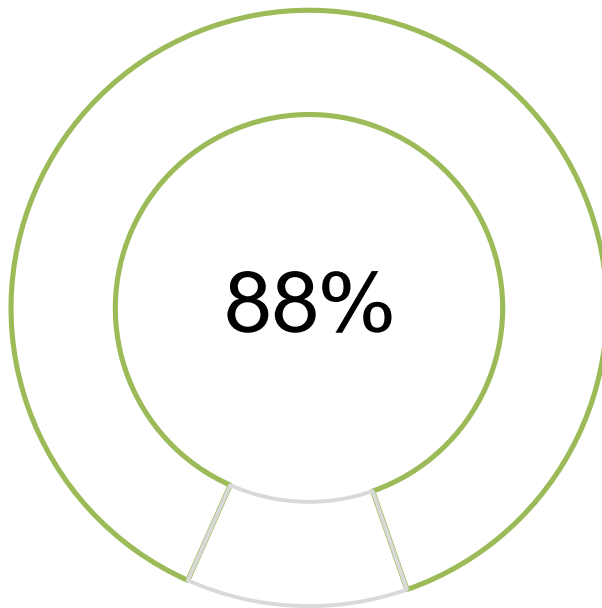
Method

- Overall training satisfaction and feedback survey
- Pre/Posttest surveys measuring knowledge attainment
- Focus groups and survey 6 months post training

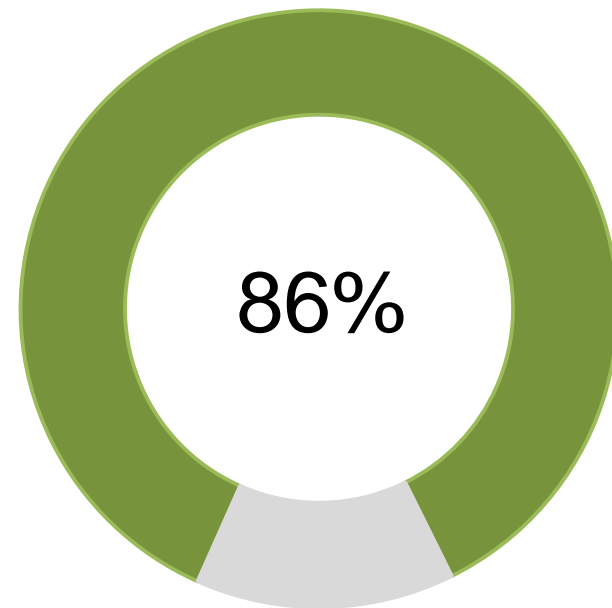
Sample

- Year 1 (2010): 133 CIT trained officers
- Year 2 (2012): 144 CIT trained officers; 138 untrained officers

The **majority** of individuals trained were **police officer** rank.

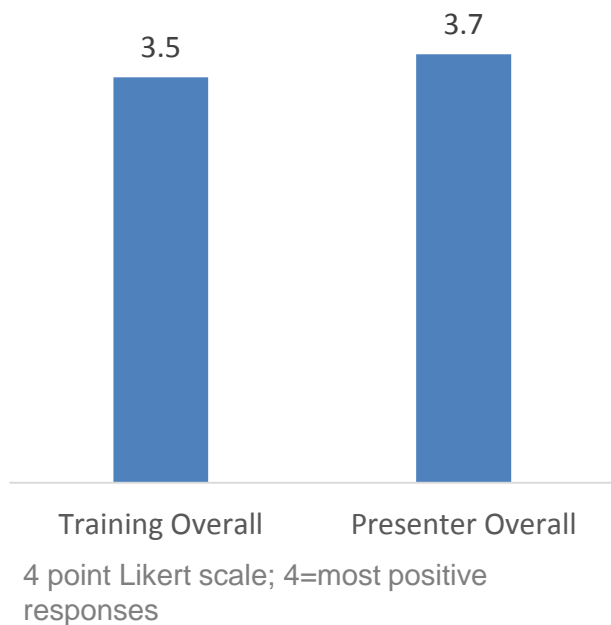


Year 1



Year 2

Officers were generally **satisfied** with the training content.

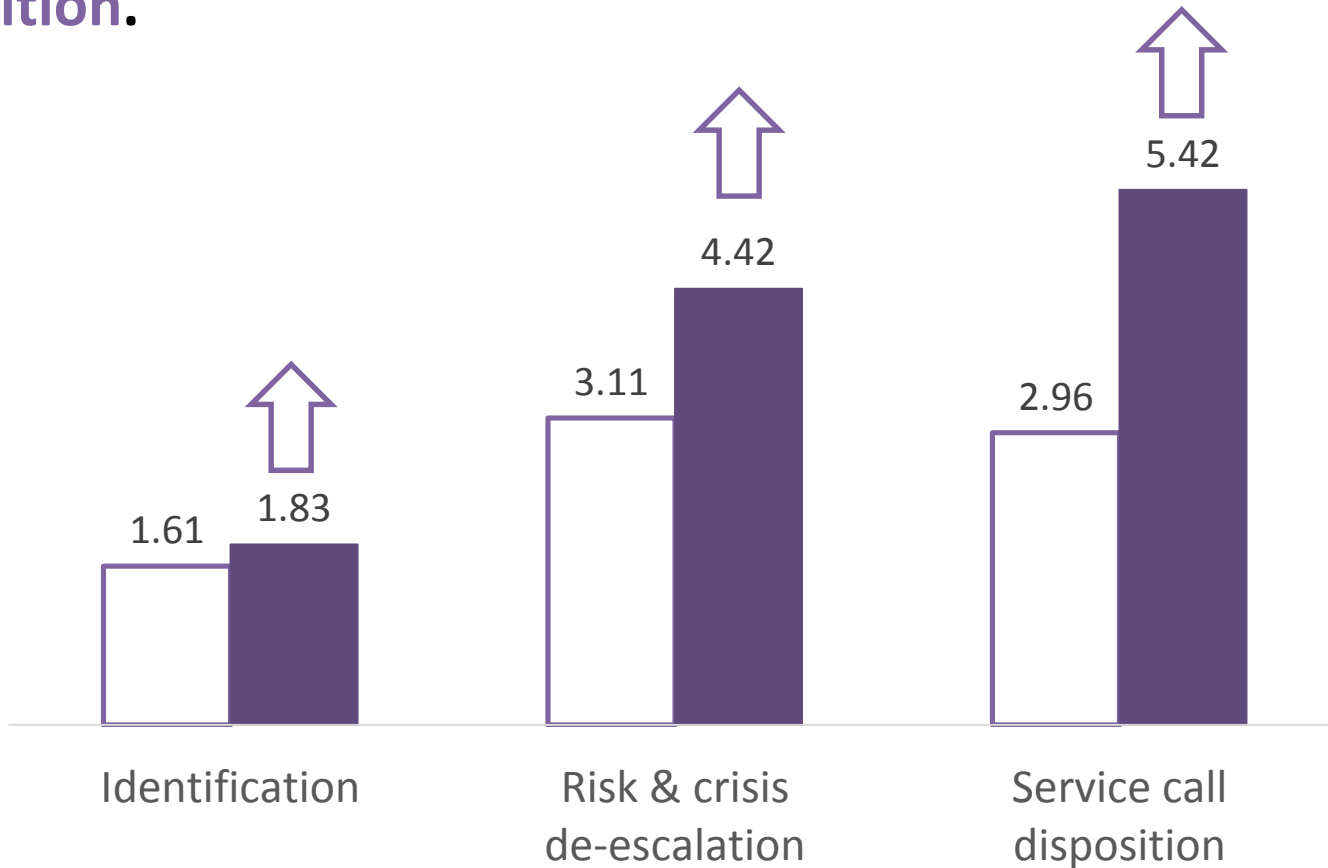


Officers felt the training **enhanced** their ability to effectively respond to youth as well as others in crisis.

*Training will **definitely assist** me dealing with juveniles having a crisis. This training helps with **most disturbances** involving homeless, domestic, and other disturbance calls. It helps to calm people down.*

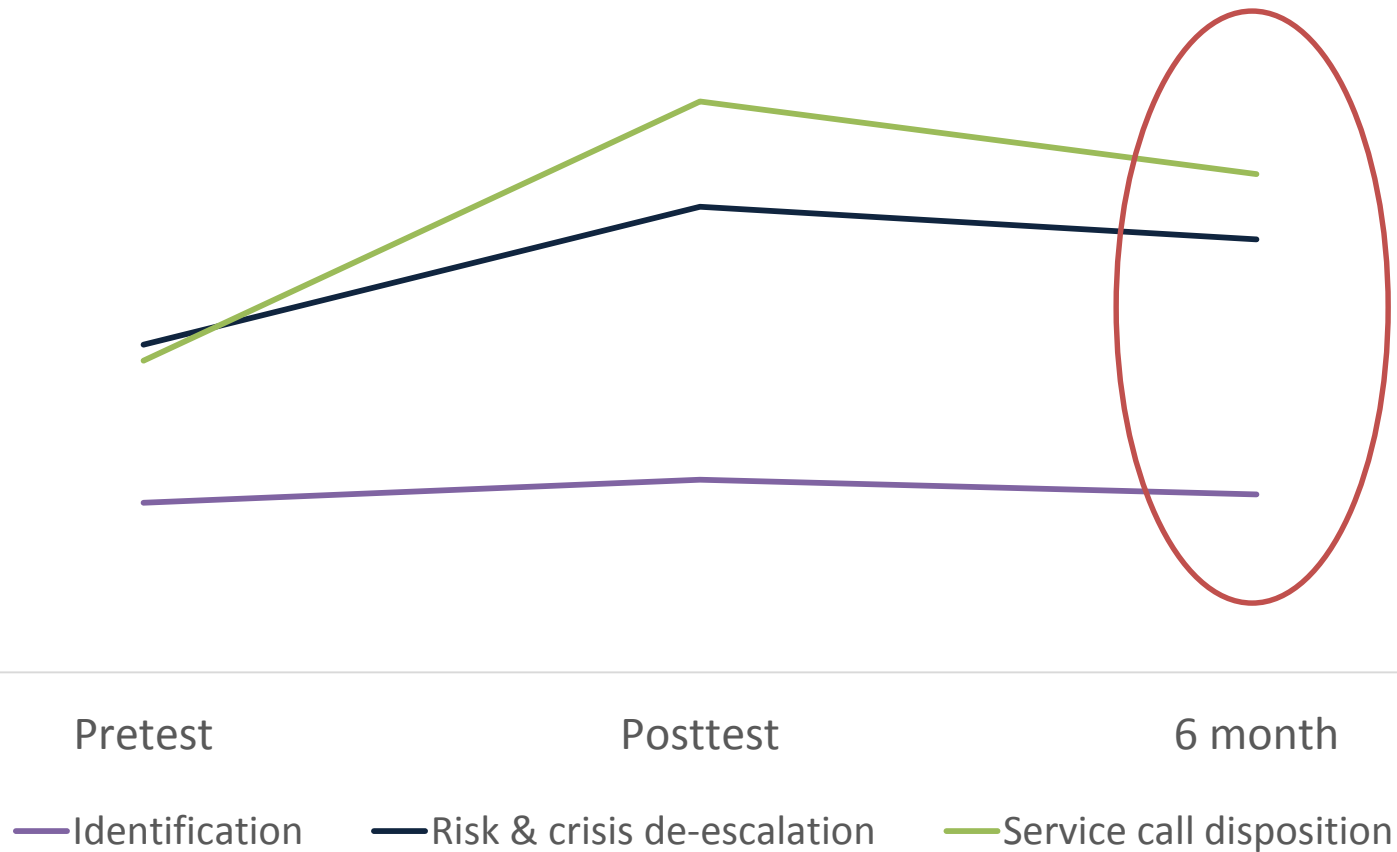
*I [am leaving] this class **prepared** to deal with **supervisors, schools, and parents** better when it comes to all legal aspects when rendering aid to children in crisis. For that I am grateful.*

The CIT-Y training did **increase** officer knowledge, particularly in the areas of **risk and crisis de-escalation** and **service call disposition**.



(N=144)

Knowledge attainment **declined** slightly once out into the field.



n=26

Scenario-based case reviews, role playing, and developing communication skills were identified as ways to **improve** training.

*I would have liked to do **role play** like the first class. I think it helped a lot to understand the material we had learned by **actually putting it to use**. . . (Year 2)*

*Additional training on recognizing and diffusing youths in crisis **{including scripts and body language}**. Effective **communication skills** with various partners including school and hospital staffs [would be helpful and practical]. (Year 2)*

Lack of training in **peers**, **supervisors**, and **school staff** was identified as a barrier.

Also, the *lack of cooperation, patience, and understanding of fellow officers [is a barrier].*

My biggest problem is other officers who are not CIT-trained. We had a 14-year-old [with] a knife to the grandmother. [I] was able to talk him down, but officers want[ed] to tase the kid and take him down. . .

Supervisors at my worksite are not familiar with the critical impact of CIT measures. They need the training to ensure awareness and strategies of CIT are welcomed, used . . .

. . . sergeants who do not understand the time spent, beginning with the initial engagement with the individual to the final resolution of the incident.

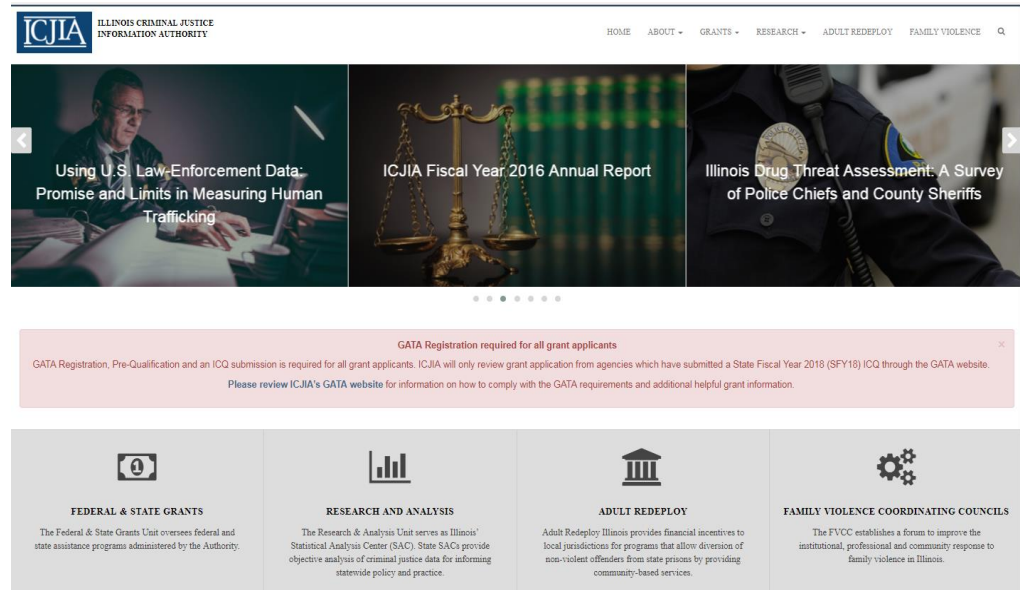
School personnel also need training because sometimes they try to tell CPD officers how to do their jobs . .

The CIT-Y training was associated with knowledge and skill attainment, particularly in the areas of risk and crisis de-escalation and call disposition.

But

Strong implementation requires an environment that supports CIT

1. Expand training and education
 - Supervisors – mentoring, modeling, and reinforcement
 - CIT trained officers – refresher courses, tool to aid identification
 - Non-CIT officers – education of CIT purpose, buy-in
 - School staff – education of CIT purpose, buy-in
2. Continually review and modify training
 - Officer feedback and experiences
 - Develop protocols that support officers in the field
3. Collect and use data
 - CIT calls – location, case characteristics, outcome, case reviews



Research reports and articles: www.icjia.state.il.us

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