

# POLICE COMPASS

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## FREE LEGAL GLOSSARY

**Reasonable Grounds:** a set of facts and circumstances that would satisfy an ordinarily cautious and prudent person, and that are more than mere suspicion; a lower standard of proof than a balance of probabilities.

**Rifling:** a series of spiral grooves made in the barrel of a gun to ensure that the bullet flies in a straight line, providing class characteristics.

**Indictable Offences:** serious offences, such as murder, with longer periods of imprisonment and more complex prosecution procedures than those for summary conviction offences.

VISIT [EMOND.CA](http://EMOND.CA) FOR THE COMPLETE LEGAL GLOSSARY



## LAW ENFORCEMENT AND THE AUTISM COMMUNITY

According to the 2019 Canadian Health Survey on Children and Youth (CHSCY), 1 in 50 (or 2.0%) Canadian children and youth aged 1 to 17 were diagnosed with autism spectrum disorder (ASD).

Analyzing the data will tell you about the growth of the disorder, but it also reveals the reality that police officers will be coming into contact with people who have an autism spectrum disorder (ASD) on a much more regular basis.

When you encounter someone with ASD, you can easily mistake their actions and behaviours for the actions and behaviours of a person who is trying to provoke you. In these situations, one of the most valuable things for officers to possess is awareness.

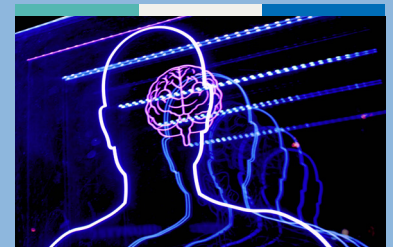
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## LAW ENFORCEMENT AND THE AUTISM COMMUNITY

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Here are nine important things to know when working with individuals on the Spectrum.

1. Kids with autism physically look no different than anyone else.
2. Some idiosyncratic behaviours common in those with ASD resemble behaviours attributed to intoxication or drug impairment.
3. Poor eye contact or silence are not signs of evasiveness or disrespect.
4. Social interactions, expressive language, societal norms, and unwritten rules don't come easily to those on the Spectrum.
5. Stress, anxiety, and bombardment of negative outside stimuli often exacerbate the condition. The fight or flight instinct often kicks in, resulting in violence.
6. A hands-on approach can elevate their anxiety. The best tactic will often be for officers to ensure the individual's physical safety and give them space.
7. Impaired ability to express language does not equate to impaired ability to understand language or impaired intelligence.
8. Family and friends are underrated resources. Ask them how to best communicate with the individual and redirect them to gain compliance.
9. A great source of anxiety is a lack of control and the unknown. If you must take an individual with autism into custody, give the individual a step-by-step plan of what will happen.

Excerpted from: 'How law enforcement interacts with the Autism community' by Joseph Pangaro. Published by Blue Line Magazine.



# RESOURCES FOR POLICE FOUNDATIONS STUDENTS

## ONLINE

OACP: [oacp.on.ca](http://oacp.on.ca)

CACP: [cacp.ca/index.html](http://cacp.ca/index.html)

Blue Line: [blueline.ca](http://blueline.ca)

OPP: [opp.ca/index.php](http://opp.ca/index.php)

YRP: [yrp.ca/en/careers.asp](http://yrp.ca/en/careers.asp)

TPS: [torontopolice.on.ca/careers](http://torontopolice.on.ca/careers)

## PRINT

**Mental Health Awareness:  
Practical Skills for First Responders  
and Mental Health Awareness:  
Self Care for First Responders, 2nd ed.**

**Fitness and Lifestyle Management  
for Law Enforcement, 5th ed.**

**Communications and Report Writing  
for Law Enforcement Professionals, 5th ed.**

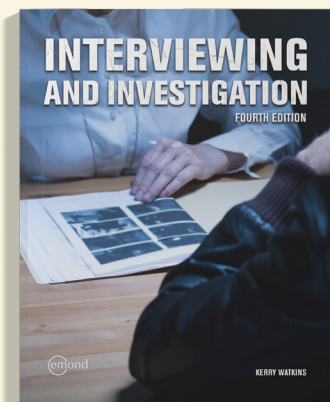
**The Law Enforcement Handbook: Foundations,  
Skills and Career Pathways**

PRINT RESOURCES ARE AVAILABLE AT [EMOND.CA](http://EMOND.CA)

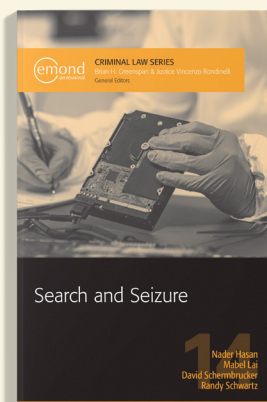
# SHOP. SAVE. STUDY.

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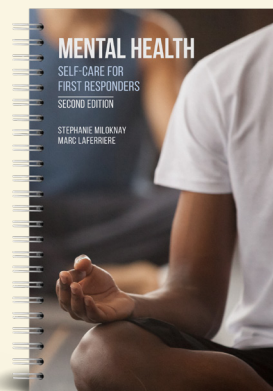
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# DE-ESCALATION DO'S AND DON'TS

Police officers are frequently the first-line responders for those suffering a mental health or addiction issue, so it helps to be prepared prior to these interactions.

## DE-ESCALATION DO'S

1. **Do ask individuals their name in a conversational manner and offer yours.** This can help develop an understanding and empathetic relationship.
2. **Do practise active listening.** Pay attention and maintain eye contact with the individual. You can also summarize what they say by repeating it back to them. Nod your head to demonstrate strong non-verbal understanding.
3. **Do use “open” body language.** Keep a calm and relaxed posture. Try not to cross your arms, smile, or show your concern. These behaviours allow the subject to feel safe and trusted.
4. **Do tell them what you are doing and why.** Explain to the individual what you have to do and why to decrease the chance of aggression and escalation.

## DE-ESCALATION DON'TS

1. **Don't tell them to “calm down” or “relax.”** It may make them angry because they feel they're being talked down to and told what to do.
2. **Don't use dominating body language.** Standing over an individual with your hands on your waist or on your gun, can indicate control and power. This may make the person feel defensive, powerless, and unimportant. They are less likely to be co-operative.
3. **Don't use improper mirroring.** Copying isn't always appropriate. If they're shouting, don't shout back, no matter the provocation. Keep a calm demeanour, even if they are not.
4. **Don't tell them they shouldn't feel a certain way.** Do not belittle what the subject is experiencing. For example, if a subject is hearing voices, don't say “No, you don't hear that.” Instead, ask more about the situation: “How long have you been hearing them?”

*Adapted from Mental Health Awareness for First Responders, 2nd Edition*

## FITNESSFACTS



Cardiorespiratory fitness is the ability to perform prolonged large-muscle activities at moderate to high intensity (i.e., aerobic exercise). Studies show that aerobic conditioning can help law enforcement officers engage in foot chases and cope with long shifts, stress, and the demands of their jobs.

Full book: [u.emond.ca/fitness-lifestyle](http://u.emond.ca/fitness-lifestyle)

## FITNESSTIPS



Improve your cardiorespiratory fitness by running on a treadmill, riding a bike, using a rowing machine, or swimming laps. Remember to start your session with a warm-up that mimics what you're going to be doing and end with a cool-down, where you lower your heart rate and stretch your muscles.

Full book: [u.emond.ca/fitness-lifestyle](http://u.emond.ca/fitness-lifestyle)

# THE ENHANCED COGNITIVE INTERVIEW: STEP BY STEP

1

## GREET, PERSONALIZE, AND ESTABLISH RAPPORT

Identify yourself and discuss everyday events before the interview to help put the witness at ease and establish a rapport. (e.g., "Did you have any difficulty finding the office today?"). Explain procedures and acknowledge that some people find it stressful to be a witness to a crime. Above all, be sincere, be interested, and value your witness.

2

## EXPLAIN THE AIMS OF THE INTERVIEW

For a witness to perform well during an investigative interview, you must explain the purpose of the interview and what you expect from the witness. Tell the witness to report everything they remember—even if they think it's unimportant—to concentrate hard, not to guess, and that you will ask follow-up questions later in the interview.

3

## INITIATE A FREE NARRATIVE ACCOUNT

Ask the witness to begin their account before the event in question, then allow them to provide an uninterrupted recollection of events (also called a free narrative or free recall). For example, you might say, "Before you tell me everything you remember about the [event], what were you doing earlier that day? Were you on your way to work or school, or was it a day off?" Pay attention, listen carefully, and take brief notes, but do not interrupt the witness's free recall.

4

## QUESTIONING

Before asking your follow-up questions on the free narrative, reiterate the aims of the interview and tell the witness that it's okay to say, "I don't know" and "I don't understand."

Begin your questioning using open-ended questions that invite detailed and unrestricted responses from the witness before moving on to closed questions that will help you clarify or elicit information. Try to use witness-compatible questions that play to the witness's strengths, knowledge, or mental images of the event.

5

## VARIED AND EXTENSIVE RETRIEVAL

If a witness has difficulty recalling information, try an alternative strategy to assist them. Ask the witness to recall details in a different order, draw a sketch, demonstrate what they witnessed, or focus all their senses when describing an event. These strategies help witnesses recall more details, but they also increase your comprehension of the event and allow you to evaluate the reliability of a witness's statement.

6

## SUMMARY AND REVIEW

Using your notes as a guide, summarize, and review all the relevant information that the witness provided. Give the witness enough time to listen, think, respond, and clarify. Incorporate their corrections and ask for any other relevant information. Giving a witness the opportunity to review and "adopt" their statement prevents later claims that you, as the investigator, misinterpreted their account. This step ensures your understanding of the witness' statement is complete and correct and makes the interview fair in practice and appearance.

7

## CLOSURE

Use this opportunity to leave a positive final impression on the witness. Exchange contact information with the witness and indicate that you are interested in hearing from them if they recall anything new. Thank the witness for participating and ensure that they are coping well.

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## WORDS OF WISDOM

"If we do not maintain justice,  
justice will not maintain us."

—Francis Bacon

"The most advanced justice  
system in the world is a failure  
if it does not provide justice to  
the people it is meant to serve."

—Rt. Hon. Beverley McLachlin

