

Scaling Up Trauma-Informed Policing Practices in Indian Country with Help from the Virtual Tribe

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Disclaimers/Commercial Disclosure

- Dr. Glenn Albright and Sutton King are both employed at Kognito, a for-profit organization.
- Dr. Jami Bartgis is the evaluator for the Tribal Youth Program Technical and Training Assistance Center

About the Presenters

Dr. Glenn Albright is a clinical psychologist who received his Ph.D. from City University of New York in the area of experimental cognition with concentrations in neuropsychology and applied psychophysiology. He is a former chair of the Department of Psychology at Baruch College and Director of Research at Kognito. His research involves evaluating the efficacy of online role-play simulations where users practice challenging conversations with emotionally responsive and intelligent virtual humans to bring about positive changes in attitudes, skills and behaviors in the areas of health and mental health.

Dr. Jami Bartgis, an enrolled citizen of the Cherokee Nation, serves as CEO of One Fire Associates, LLC; a firm dedicated to building research and evaluation capacity toward healthy and well communities. She has spent her career working for tribal and urban American Indian communities supporting the development of trauma-informed systems of care using community-driven evaluation and research. Dr. Bartgis previously served as a faculty member at the University of Oklahoma Health Sciences Center, Indian Country Child Trauma Center, and as Director of Technical Assistance and Research and the National Council of Urban Indian Health.

Sutton King, a Menominee and Oneida descent from Wisconsin, is Turtle clan of the Oneida Nation. She furthered her education at The College of Mount Saint Vincent in New York City. She graduated with her B.A in Psychology, with the goal of bridging the devastating gap of health inequities that exists within Indian country. As the Tribal Program Specialist & Research Coordinator for Kognito, she has organized and executed several pilot studies, and has managed Tribal projects funded by OJJDP in partnership with the Indian Country Child Trauma Center.

About the OJJDP Tribal Youth TTAC

- Provides support to OJJDP Tribal Youth Grantees
- Indian Country Child Trauma Center at the University of Oklahoma Health Sciences Center
- Under the direction of Dr. Dolores Subia Bigfoot

Agenda

- Presenter Introductions
- Introducing Kognito's online role play simulations
- 3 Simulations free for grantees
- The Importance of Trauma-Informed Policing with Youth in Indian Country
- Introduction of Trauma-Informed Policing with Tribal Youth
- Program Effectiveness
- Introduction of At-Risk for High School Educators and Friend2Friend
- Creating an Account and Accessing the Simulations
- Implementation and Outreach
- Questions and Next Steps

Online + Role-Play + Simulation

- Role-Play: most effective approach for changing behavior, building conversation skills
- Simulation: practice in a safe environment before trying it in “real life”
- Online: accessible 24/7 from any internet-connected computer, fidelity to the evidence-based model.



Why Virtual Humans

Instructional Benefits:

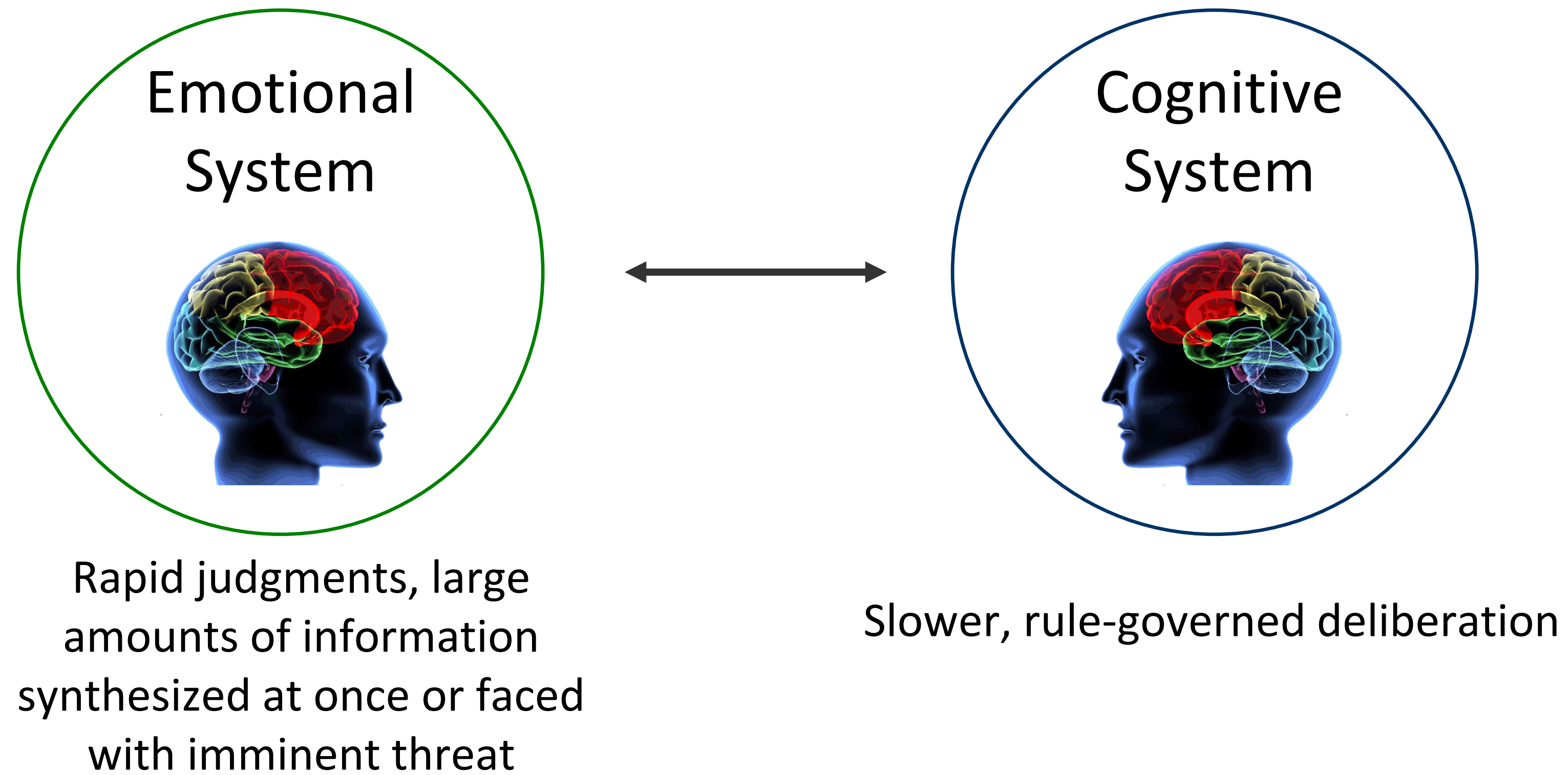
- Safe to self-disclose, experiment
- Increase in engagement, openness
- Decrease in transference reactions
- Decrease social evaluative threat

Other benefits:

- Personalization of experience
- Reach geographically dispersed areas
- Reduce costs of updates
- “Choose your Avatar” option
- Mobile Applications



Gatekeeper Conversations Are Hard



To manage challenging conversations the cognitive system needs to monitor & regulate emotional system....practice

Kognito's Behavior Change Model

Integrates several evidence-based models, tactics, game mechanics, and learning principles integral to structuring conversations that lead to measurable change

Key models and tactics

- Motivational interviewing
- Shared decision-making
- Mentalizing
- Emotional self-regulation
- Empathy / empathic accuracy
- Reappraisal strategy

Key learning principles

- Hands-on-practice
- Self-directed (DIY) approach
- Effective and ineffective navigational choices
- Contextual learning
- Personalized feedback
- Storytelling
- Case-based approach



HELP SPREAD THE WORD IN INDIAN COUNTRY ABOUT THE NO-COST AVAILABILITY OF THESE INNOVATIVE RESOURCES.

TRAUMA-INFORMED POLICING WITH TRIBAL YOUTH



Law enforcement professionals learn about the effects of historical and intergenerational trauma on tribal youth and how to lead positive police-youth interactions.

SIMULATION COVERS:

Becoming Trauma-Informed,
Building Rapport and Modeling Respect,
Empowering Positive Decisions

**Credits for Oklahoma available,
national CEUs to come.**

AT-RISK FOR HIGH SCHOOL EDUCATORS



Educators learn about mental health and suicide prevention, how to recognize students showing signs of psychological distress, and connect them to support.

SIMULATION COVERS:

Disruptive Behavior, Anxiety, Cutting,
Cyberbullying, Thoughts of Suicide

FRIEND2FRIEND



High school students learn how to recognize when a peer is showing signs of psychological distress and connect them to a trusted adult.

SIMULATION COVERS:

Effective and ineffective tactics
for approaching friends about
sensitive topics.

Key Features

Available online 24/7

Can be completed in multiple sittings



Listed: SPRC/AFSP Best Practices Registry (*At-Risk for High School Educators*)

Created in collaboration with school, mental health experts, educators and law enforcement professionals

How It Works



- 1 Assume the role of a teacher, law enforcement professional, student and engage in **virtual conversations**
- 2 Control the conversation by **choosing** what to say
- 3 Learn to use open-ended questions and **motivational interviewing** techniques
- 4 Receive **feedback** throughout that highlights important lessons and key strategies

Why Is Trauma-Informed Policing Important?

- Helps recognize trauma and trauma-response to de-escalate situations
- Connect traumatized youth with resources (systems of care)
- Reduce recidivism through early intervention

Our Vision: Making Trauma-Informed Policing the New Normal in Indian Country

We believe that trauma-informed policing can have a profound and beneficial impact on the safety and well-being of tribal youth.

Our goals are 1) to quickly and effectively increase the awareness of the need for law enforcement to adopt trauma-informed policing approaches and 2) provide effective training to all law enforcement officers working in Indian Country - tribal, BIA, local, state, federal




Introducing: Trauma-Informed Policing with Tribal Youth

Trauma-Informed Policing with Tribal Youth is an online interactive role-play simulation for law enforcement professionals that teaches about the effects of historical and intergenerational trauma on tribal youth and builds skills for leading positive police-youth interactions.

Trauma-Informed Policing with Tribal Youth

- Culturally-tailored
 - Developed with 25 Tribal Subject Matter Experts
 - Sensitizes users to historical and intergenerational trauma
 - Adapted from evidence-based model in collaboration with OJJDP Tribal Youth TTAC
- Simulation format
 - provides practice interacting with Tribal youth
 - Effective in changing knowledge, skills and self-confidence
- Easy and convenient
 - Online, available anywhere 24/7
 - Awards free CEU for Oklahoma LEOs from CLEET; IADLEST CEU available



Trauma-Informed Policing with Tribal Youth

Practice interacting with virtual tribal youth in a way that promotes cooperation and respect. You will learn about how historical and individual trauma can lead to negative behavior and how your own actions can empower them to make better choices.

FOR **Tribal Law Enforcement Professionals**
LENGTH **0h 24m**

- ▶ **Understanding the Effects of Trauma**
6 min
How can past and current trauma affect the behavior of American Indian and Alaska Native youth?
- ▶ **Connecting with Youth**
5 min
How can we improve our communication with youth who have been exposed to trauma?
- ▶ **Practice Conversation**
12 min
A tribal youth is suspected of shoplifting. Using trauma-informed techniques, build a relationship with him to reach a favorable outcome.
- ▶ **Preventing Escalation**
2 min
How can we handle tense situations with trauma-exposed youth?

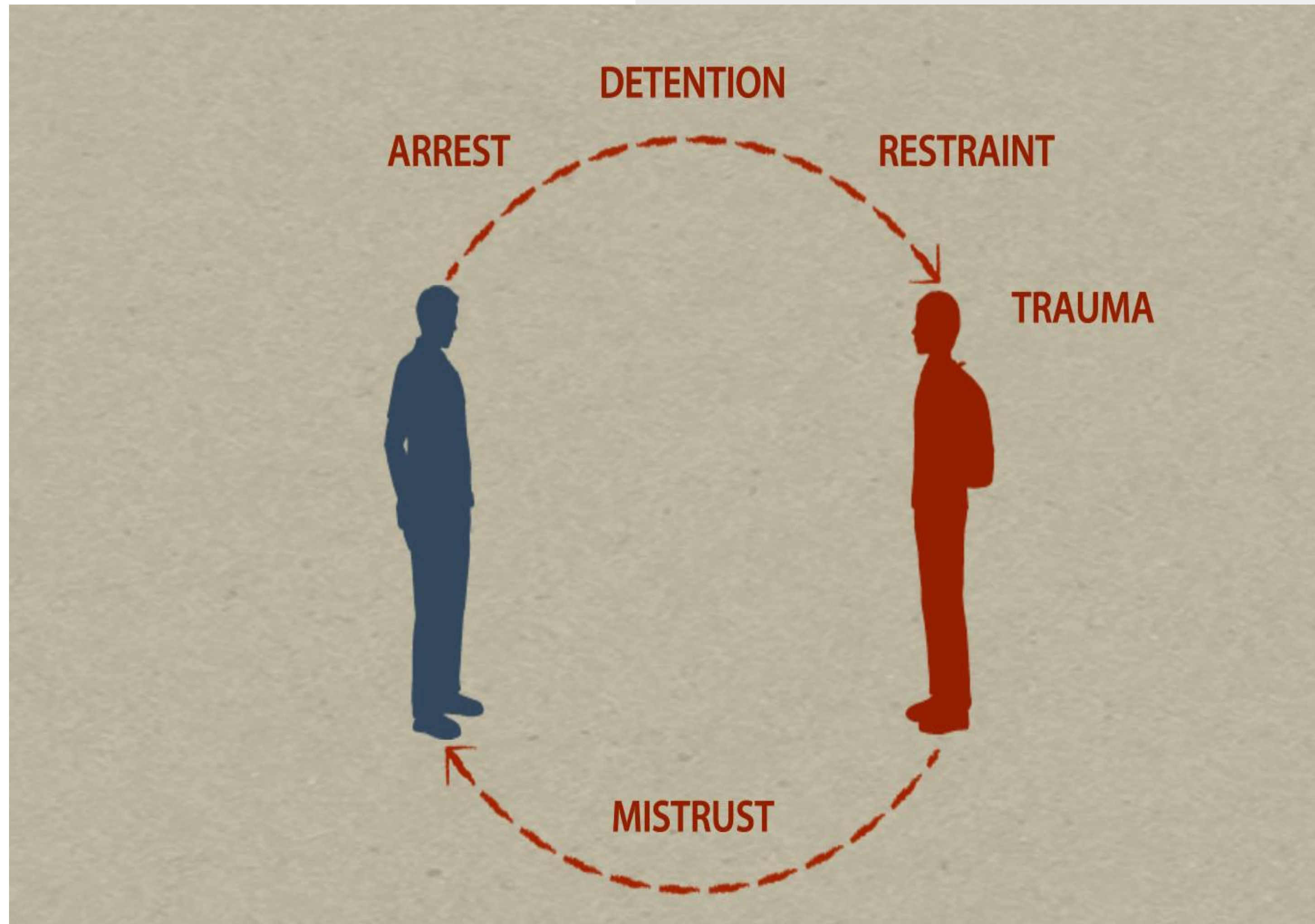
📄 **Resources**
Links to other resources about trauma-informed policing.

***Walkthrough of the TIP Learning
Experience***

Understanding the Effects of Trauma (6 min)



Connecting with Youth (5 min)



Conversation Challenge: Jacob Bigbear (12 min)



Preventing Escalation (2 min)



Additional Materials and Resources



Trauma-Informed Policing
with Tribal Youth

Resources

Summary of Content

An overview of Trauma-Informed Policing with Tribal Youth

[Summary \(PDF\) »](#)

The Effects of Adolescent Development on Policing

A guide developed by the Office of Juvenile Justice and Delinquency Prevention containing strategies for interacting with youth and examples of programs from police departments across the US

[Guide \(PDF\) »](#)

Childhood Trauma and Its Effects: Implications for Police

A paper from the National Institute of Justice summarizing the effects of ongoing trauma and the implications for policing

The Adverse Childhood Experience (ACE) Study and American Indian/Alaska Native Children

A webinar discussing the ACE study findings with American Indian and Alaska Native children

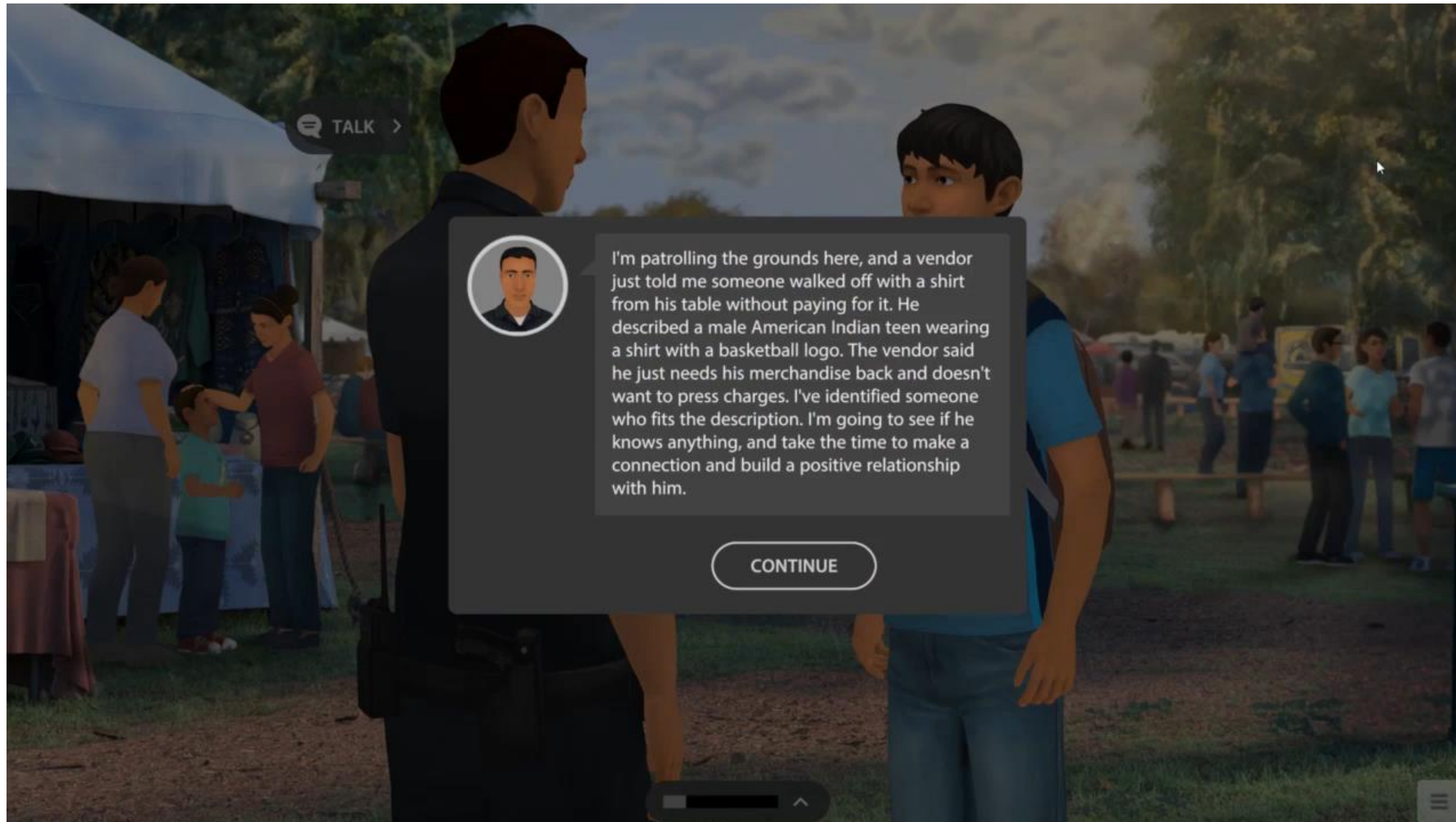
[Webinar »](#)

Self-Care Resources for Stress Management

A collection of online resources and strategies for self-care, stress management, and burnout

[Self-Care Resources »](#)

Demo of Trauma-Informed Policing with Tribal Youth



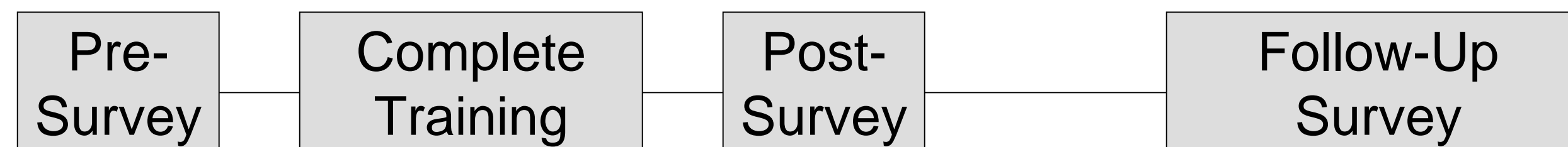
Program Effectiveness

Tribal Report (July 2017)

Participants: N=100 from Trauma-Informed Policing with Tribal Youth

- Tribal Law Enforcement (N=31)
- City/Municipal Officer (N=13)
- County Law Enforcement (N=6)
- Probation Officer (N=4)
- State Highway Patrol (N=2)
- Other Law Enforcement (N=14)
- Other (e.g., Youth worker, Campus Police) (N=27)

Methodology:



Means Efficacy

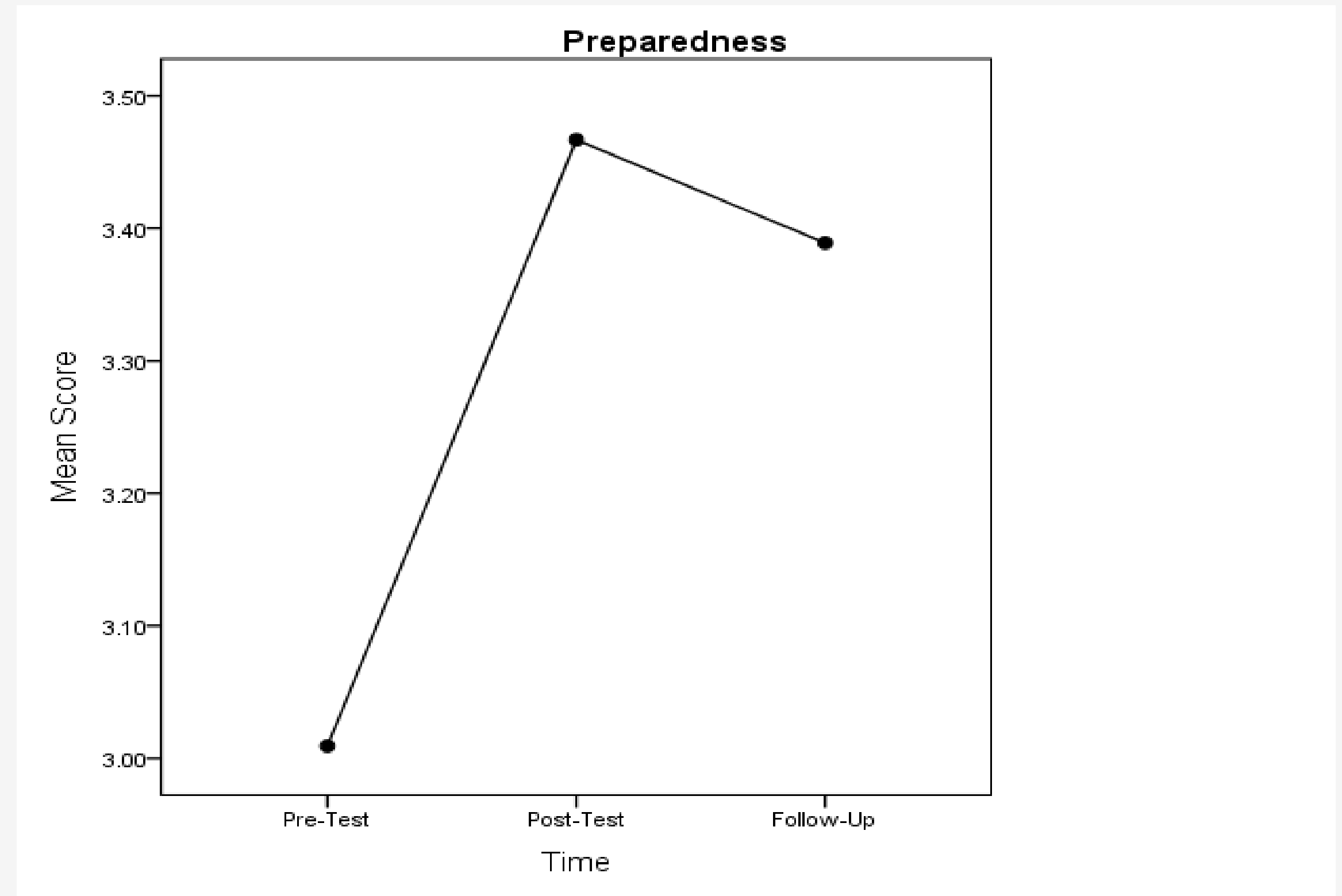
Participants were very satisfied, providing an overall average training simulation rating of 3.32(SD=.67) on a 4-point scale.

Preparedness

T- Test

Preparedness significantly increased ($p < .001$) from pre to post. Measures included six self-perceived measures of preparedness in one's ability to:

1. Understand the youth's emotional feelings
2. Manage the youth's emotional feelings in a helpful way
3. Adjust the way I talk to a tense and/or cautious youth so I can build trust and rapport.
4. Approach the youth in a way that puts the youth at ease
5. Refer the youth to mental health services
6. Refer to community or other support services (Elder, traditional leaders, school counselor....)



Graphical Display of Differences across Pretest, Posttest, and Follow-up (n = 18)

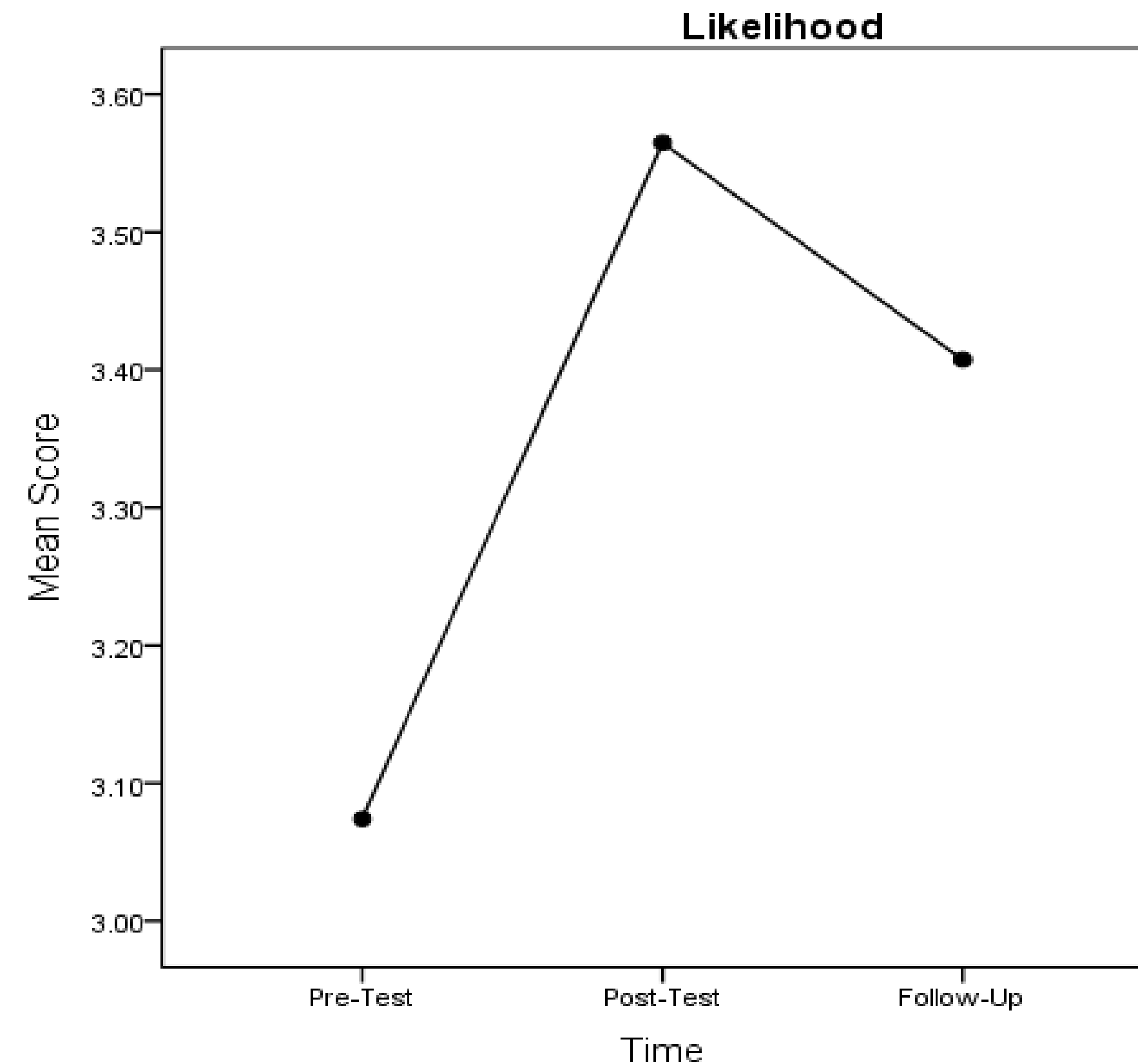
- Repeated-Measures ANOVA, $F(2,16) = 8.03, p < .05$.
- Post-hocs: Pre-Post and Pre-Followup are significantly different at $p < .05$.
- Post-Followup not significantly different.

Likelihood

T- Test

Likelihood significantly increased ($p < .001$) from pre to post. Measures included six self-perceived measures of likelihood in one's ability to:

1. Understand the youth's emotional feelings
2. Manage the youth's emotional feelings in a helpful way
3. Adjust the way I talk to a tense and/or cautious youth so I can build trust and rapport.
4. Approach the youth in a way that puts the youth at ease
5. Refer the youth to mental health services
6. Refer to community or other support services (Elder, traditional leaders, school counselor....)



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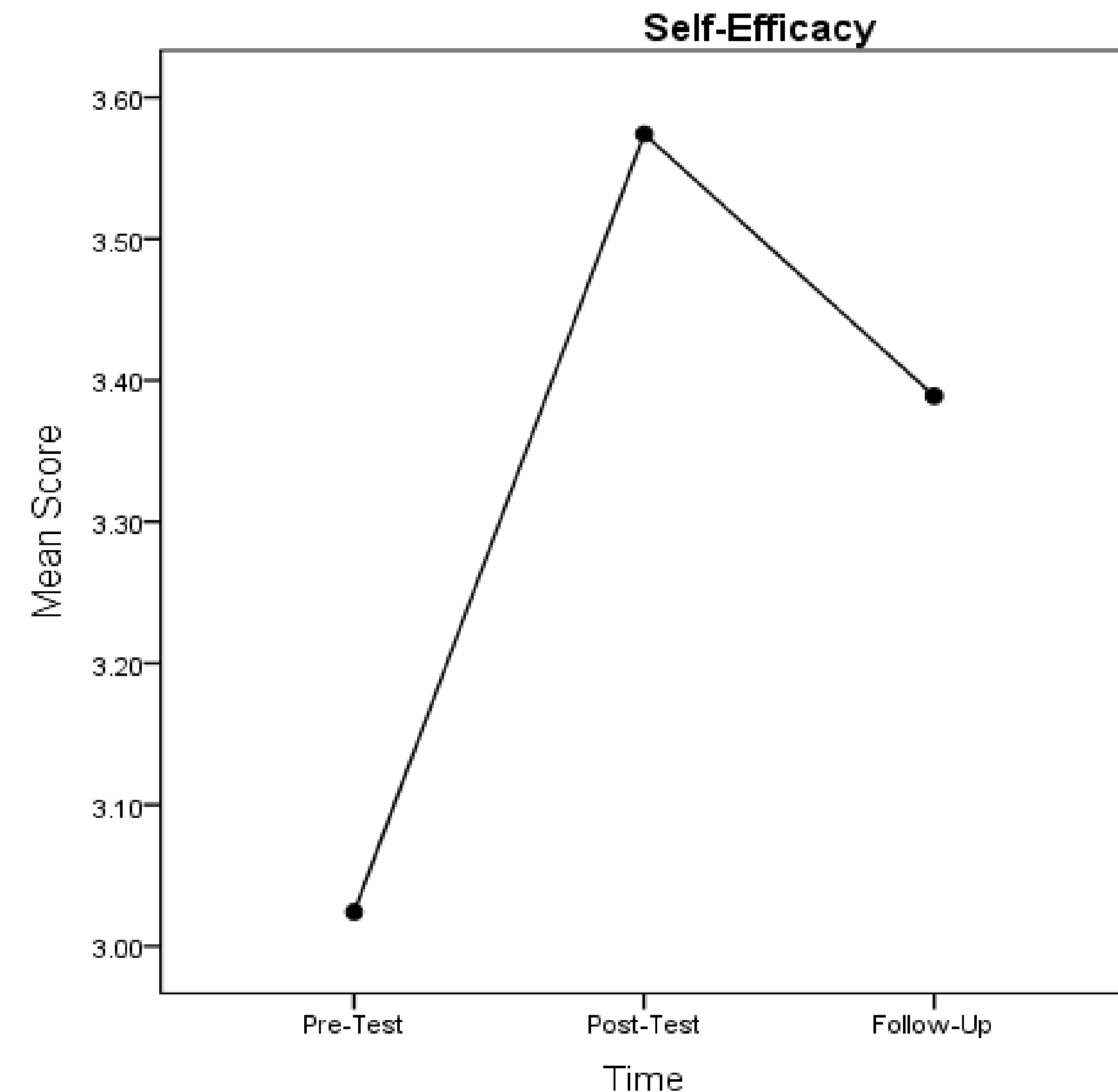
- Repeated-Measures ANOVA, $F(2,16) = 10.70, p < .05$.
- Post-hocs: Pre-Post and Pre-Followup are significantly different at $p < .05$.
- Post-Followup not significantly different.

Self-Efficacy

T- Test

Self-Efficacy significantly increased ($p < .001$) from pre to post. Measures included six self-perceived measures of confidence in one's ability to:

1. Understand the youth's emotional feelings
2. Manage the youth's emotional feelings in a helpful way
3. Adjust the way I talk to a tense and/or cautious youth so I can build trust and rapport.
4. Approach the youth in a way that puts the youth at ease
5. Refer the youth to mental health services
6. Refer to community or other support services (Elder, traditional leaders, school counselor....)



Graphical Display of Differences across Pretest, Posttest, and Follow-up (n = 18)

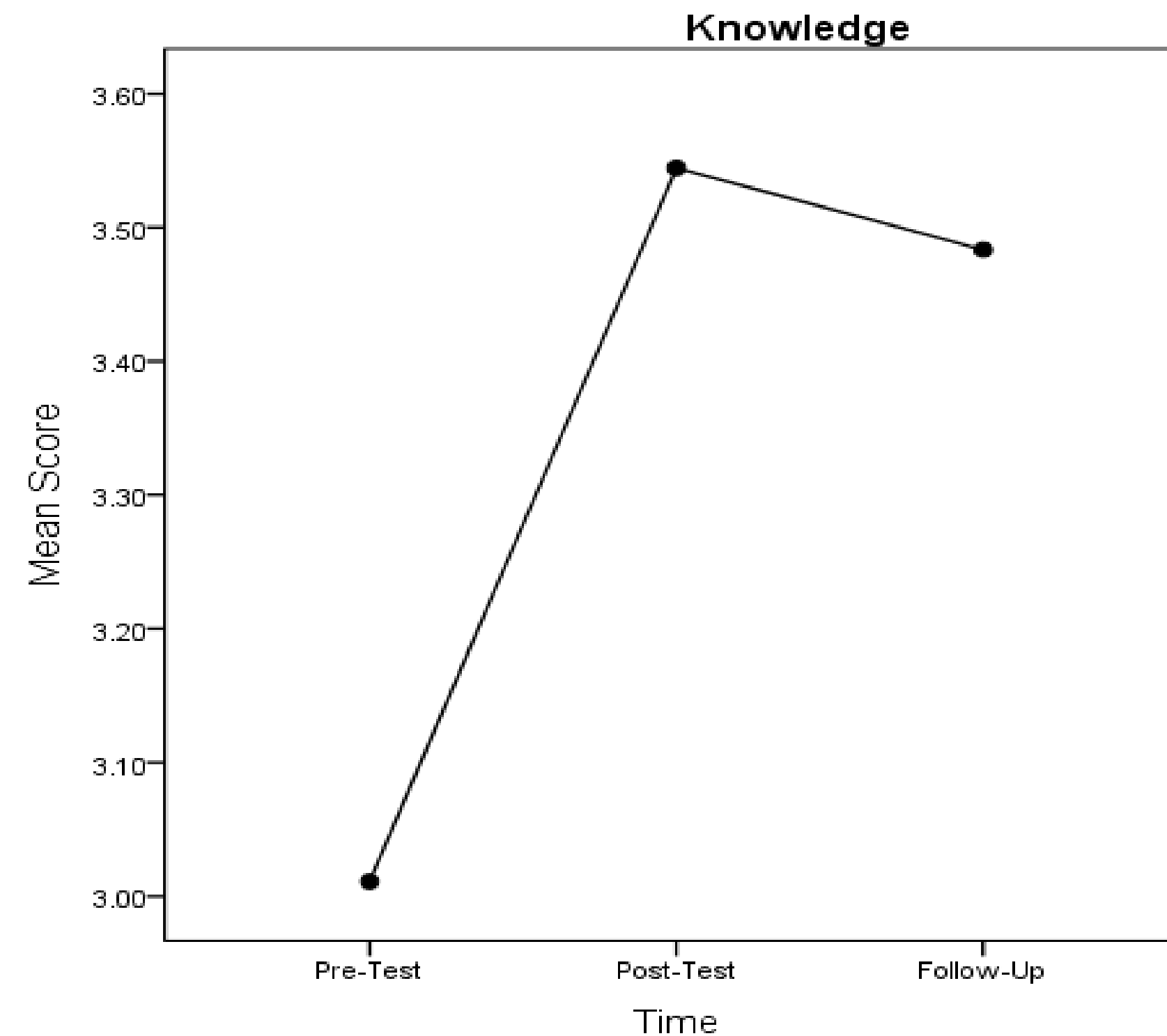
- Repeated-Measures ANOVA, $F(2,16) = 16.12, p < .05$.
- Post-hocs: Pre-Post and Pre-Followup are significantly different at $p < .05$.
- Post-Followup not significantly different.

Knowledge

T- Test

Knowledge significantly increased ($p < .001$) from pre to post. Measures included five self-perceived measures of knowledge. Participants indicated how much they agreed or disagreed with the following statements:

1. I understand how intergenerational trauma can negatively impact the behavior of youth
2. I am aware of mental health and other support services available for youth
3. I am aware of how to refer youth to mental health and other support services
4. I am aware that law enforcement can traumatize youth
5. I understand the goals of trauma-informed policing



Graphical Display of Differences across Pretest, Posttest, and Follow-up (n = 18)

- Repeated-Measures ANOVA, $F(2,16) = 10.03$, $p < .05$.
- Post-hocs: Pre-Post and Pre-Followup are significantly different at $p < .05$.
- Post-Followup not significantly different.



Trauma-Informed Policing Report & Research

Licenses Activated = 257
Training Completed = 256

Tribal Samples

Tribe	Number of End Users
Cherokee Nations	32
The Muscogee (Creek) Nation	29
The Winnebago Tribe of Nebraska	21
The Chickasaw Nation	20
Comanche Nation	19
Reno-Sparks Indian Colony, Nevada	10
The Cheyenne and Arapaho Tribes, Oklahoma	10

One Month Follow-Up Survey

Has the simulation affected how you deal with resistant behavior?

“Yes because I was able to work with one kid that was, he wasn’t involved in any crime, but he was involved in just not wanting to listen to teachers and I really sat down and worked with him and just spoke with him for almost an hour. I was able to get him to focus back into his school where the staff was trying to go. By having the training I was able to stop myself and not treat him like an adult but sit down, talk to him for a while and target some of the reasons to get him to respond to me in a positive way.”

Research Findings

- **Overall, how would you rate this simulation?**

- Law enforcement professionals rated the simulation highly, with 83% rating it very good or excellent; 17% rating it as good;

- **Would you recommend this simulation to other law enforcement professionals?**

- 99.15% of law enforcement professionals answered **yes**

- **Would you recommend this simulation to cadets learning to become law enforcement professionals?**

- 98.33% of law enforcement professionals answered **yes**

Post Training Follow-up

- **Do you think the simulation will affect the way you respond to stressful situations with American Indian and Alaskan Native youth? Please explain.**

- “No doubt about it! I think that by going through that process it gets you thinking again, even though you may have some prior education in it. I think there’s one thing about sitting in a classroom setting and listening to a presentation or instruction on that, but when you actually work the process I think it really gets you thinking on how to better utilize that when you’re out there. I think that this is what is needed.”

Robert E Bryant

Chief of Police
Penobscot Nation
Trauma-Informed Policing with
Tribal Youth



Image by Bangor Daily News

“I like the fact that it’s interactive and it forces the person involved in this to actually think and move through a series of questions. I think the same as if you are out on the street interacting with a youth. I like that a lot better than just reading something or answering a multiple type choice of questionnaire I like the way that you interact with it.”

Rolling Out TIP In Your Department

1. Get department leadership on board (use these slides?) and ask that TIP be mandated in your department or community. The continuing ed credits are free.
2. Consider when is the best time to train – do you have training times or windows? Select a “train-by” date
3. Announce the training to officers/staff – access instructions are on the flyer
4. Verify: ask officers to hand in (by email or paper copy) their certificate of completion by the due date.
5. Consider discussing their experience with the simulation in a staff meeting.

Mental Health & Suicide Prevention

at-risk
for High School Educators



Friend2Friend



- Professional development for HS Teachers and Staff
- Multi-cultural
- 60-90 minute learning experience
- Mental Health and Suicide Prevention
- Listed National Registry of Evidence-based Programs (NREPP)

- Peer support for high school students
- Multi-cultural
- 30 minute learning experience
- Mental Health and Suicide Prevention
- Classroom activity
- Sample lesson plan available

Testimonial

Leslie Locklear

Doctoral candidate at the University of
North Carolina at Greensboro

Lumbee and Waccamaw Siouan tribes





Jessica Shaffer

School Social Worker at
Lower Brule Schools



"The response from the teachers always makes it worth it. More often than not, a teacher or para professional will say "Wow, I never thought of talking to the kids that way". The At-Risk for High School Educators gate-keeper training is such a great tool for helping improve the quality of the culture at our school."

Lower Brule Sioux Tribe

At-Risk for High School
Educators



- Was great, wished we could get our local schools, all our programs that work with our youth in our rural area to take this course.
 - Amazing.. Well put together and diverse scenarios and population.. well represented.
 - Highly recommend new teachers receive this training and follow up
-

Implementation & Outreach

How to Access

To take the training, go to:

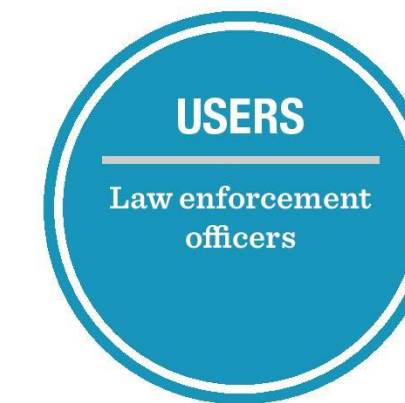
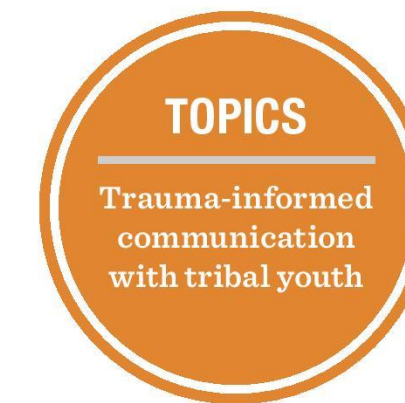
www.kognitocampus.com/login

- Create an account
- Use enrollment key: tribalyth
- Take training - Including pre/post surveys - about 30 minutes
- Review the resources section for more information
- Share information with other law enforcement groups, individuals

Trauma-informed Policing with Tribal Youth

PROFESSIONAL DEVELOPMENT SIMULATION

An interactive role-play simulation for law enforcement professionals that builds knowledge about the effects of historical and intergenerational trauma on tribal youth, and prepares officers to lead more effective real-life interactions with tribal youth.



BUILD REAL-LIFE SKILLS IN A VIRTUAL ENVIRONMENT

Assume the role of a police officer and talk with a virtual tribal youth who has been accused of stealing. Try different approaches to see what works best to uncover the truth.

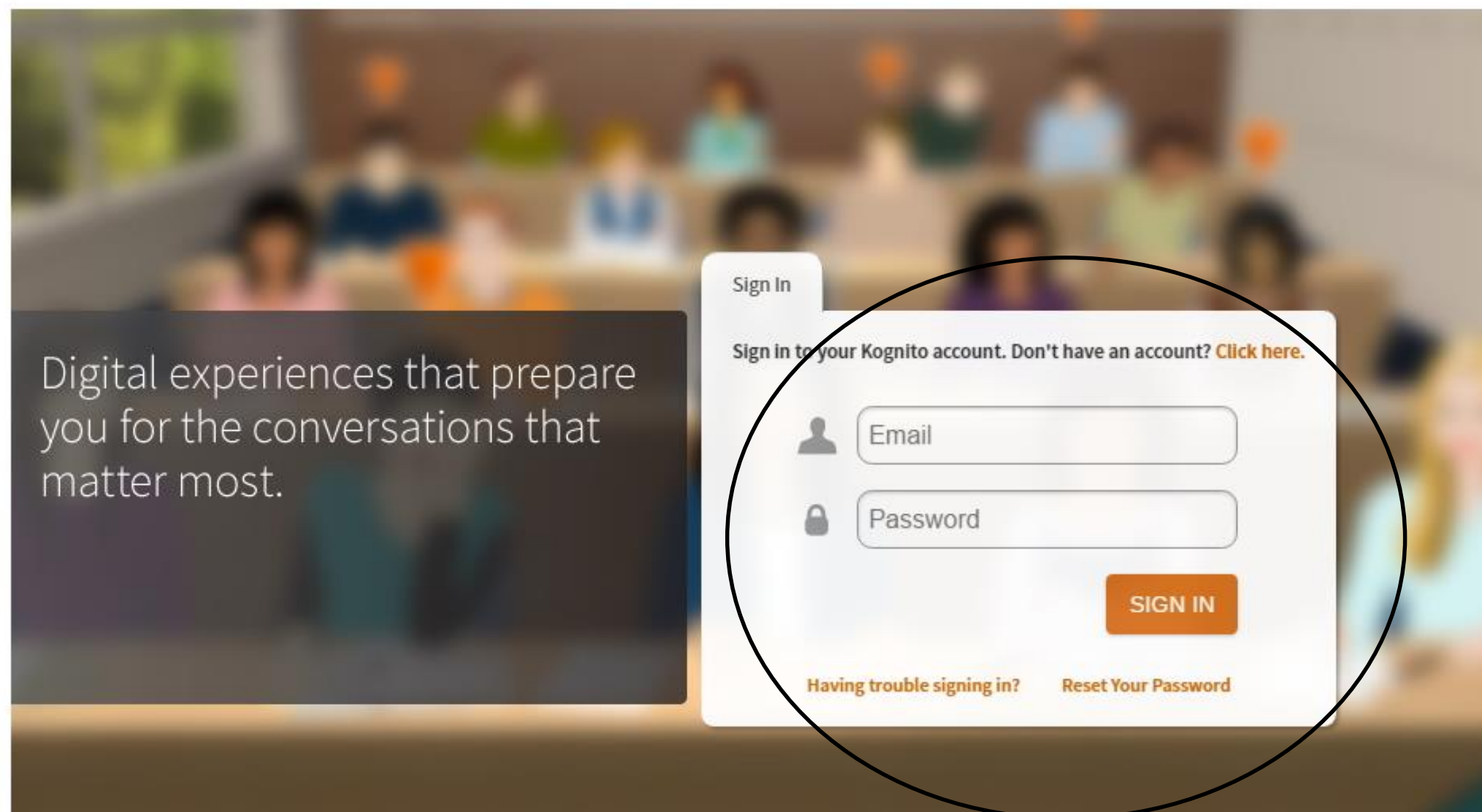


How to Access the Simulations

- Go to: <http://go.kognito.com/tytta>
- Create an account
- **For Trauma-Informed Policing with Tribal Youth**
Use enrollment key: **tribalyth**
- **For At-Risk for High School Educators**
Use enrollment key: **ofateacher**
- **For Friend2Friend**
Use enrollment key: **ofastudent**
- Take desired training - Including pre/post surveys
- Review the resources section for more information
- Share information with others

Access the Course

 Kognito



www.kognitocampus.com/login

Access training programs – new or existing accounts

Access Tips & Resources for schools implementing programs

Create an Account

Your Account X

First Name	<input type="text"/>	Last Name	<input type="text"/>
Email Address	<input type="text"/>	Re-enter Email Address	<input type="text"/>
User Name	<input type="text"/>	Re-enter User Name	<input type="text"/>
Choose Password	<input type="text"/>	Re-enter Password	<input type="text"/>

NEXT STEP

Already have an account? [Sign In](#)

Choose Your Course

Choose a course.

at-risk
for High School

at-risk
for Middle School

at-risk
for Elementary School



Welcome!
Choose a course above.

Looking for more information about other Kognito trainings? [Click here](#)

Select and Launch the Training

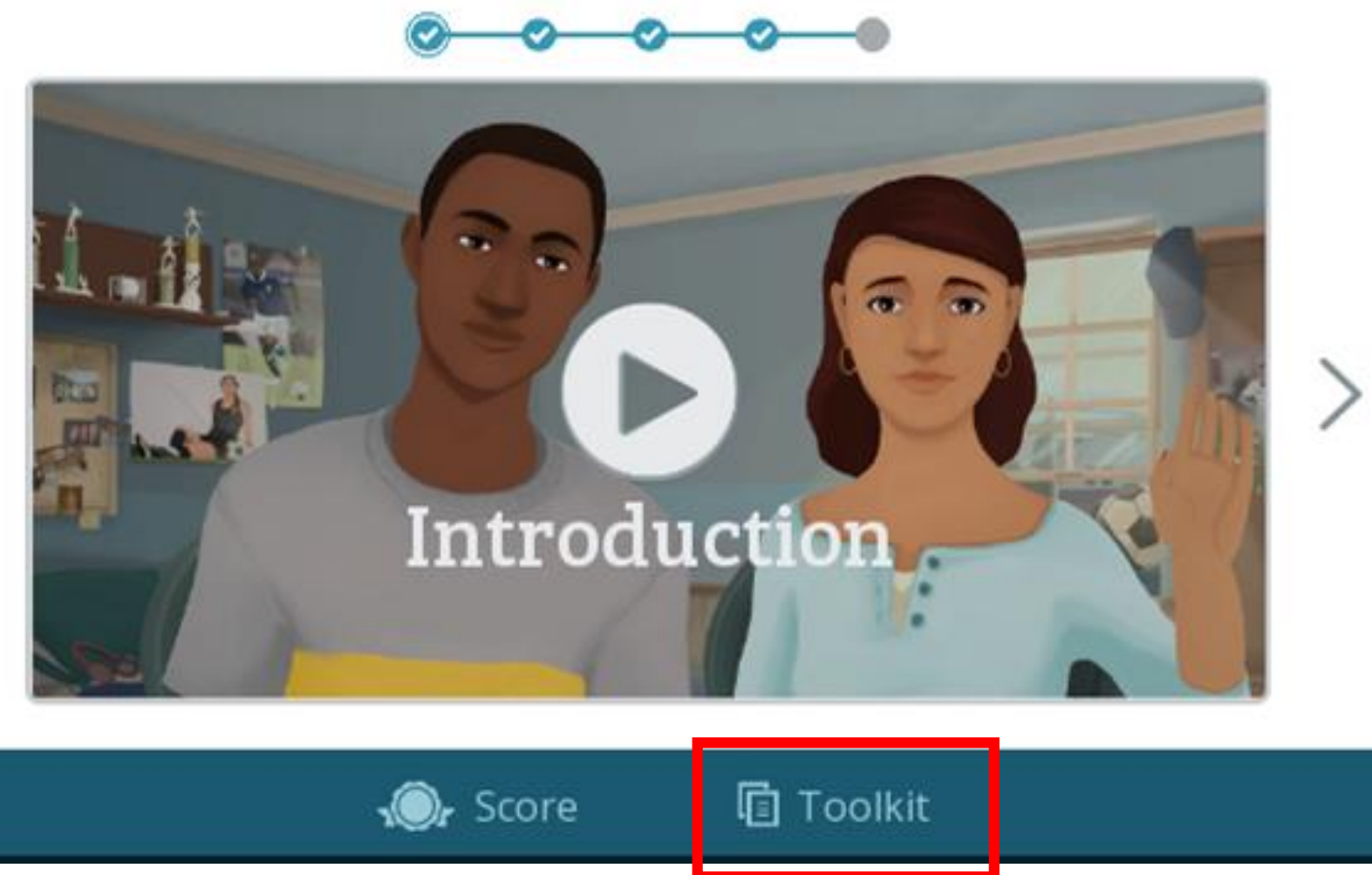
The screenshot shows a user interface for selecting and launching training courses. At the top right, the user is identified as 'sutton king' with a 'Sign Out' option. Below this is a 'Choose a course.' section with four course cards: 'at-risk for High School Educators' (with a 'Launch' button), 'Friend2Friend FOR EDUCATOR EVALUATION ONLY' (with a 'Launch' button), 'Trauma-Informed Policing with Tribal Youth' (with a 'Resume' button), and a partially visible fourth card. A yellow callout box points to these cards with the text 'All courses available are shown'. Below the cards is a detailed view of the 'At-Risk for High School Educators' course. A yellow callout box points to this view with the text 'Details about the currently selected course'. The detailed view includes the course title, a description: 'Recognize when a student is exhibiting signs of psychological distress, and manage conversations with three virtual students to connect them with appropriate services within the sc ... More', a 'Need to recertify?' section with an information icon, a 'LAUNCH' button, and a status indicator: 'Status: Not Started'. A second yellow callout box points to the 'LAUNCH' button with the text 'Once selected, launch the course'. On the right side of the interface, there is a vertical 'TECHNICAL SUPPORT' button.

Toolkit

at-risk
for High School Educators



Friend2Friend



Once you've completed the training, be sure to click on the Toolkit link(s) for:

- Information about local and national services
- Certificate of completion
- Course summary
- Survey to give feedback about the course

Implementation & Outreach

Help Us Spread the Word

- Email your police departments and schools
- Post information to your listservs
- Share on social media
- Talk about simulations at community meetings

At-Risk for High School Educators & Friend2Friend: Sample Email

Dear Colleagues:

I just completed two, free online training simulations focusing on mental health and suicide prevention, At-Risk for High School Educators and Friend2Friend. At-Risk for High School Educators is an interactive role-play simulation that helps high school faculty, staff and administrators learn common signs of psychological distress and how to approach an at-risk student for referral to the school counselor. Friend2Friend is designed for youth ages 14-18 and introduces the concept of mental health, warning signs of psychological distress and strategies for improving mental wellness within students.

To take the training, go to: <http://go.kognito.com/tytta>

- Create an account
- For At-Risk for High School Educators
 - Use enrollment key: ofateacher
- For Friend2Friend
 - Use enrollment key: ofastudent
- Take desired training - Including pre/post surveys -
- Review the resources section for more information
- Share information with others

Trauma-Informed Policing with Tribal Youth: Sample Listserv Posting

Now Available: Free Online Training Simulation for Tribal Law Enforcement

Trauma-informed Policing With Tribal Youth is a new interactive role-play training simulation that quickly teaches about how historical and intergenerational trauma can negatively affect police/youth interactions and helps the user build skills for leading more effective interactions with tribal youth. The simulation is available at no cost to users through the sponsorship of the OJJDP Tribal Youth Training and Technical Assistance Center (TYTTAC). Completion of the simulation awards 1 continuing education credit hour from the State of Oklahoma Center for Law Enforcement Education and Training (CLEET) and from the International Association of Directors of Law Enforcement (IADLEST) as part of the National Certification Program.

Dr. Dee Bigfoot, who leads the OJJDP TTAC, hopes that by providing this tool online and making it freely available in every corner of Indian Country that law enforcement agencies will begin to embrace trauma-informed approaches as part as part of their policing culture.

Users can access it online at:

www.kognitocampus.com/login; use enrollment key tribalyth.

For more information, please contact the OJJDP TY TTAC at: **tribalyouthttacenter@ouhsc.edu**

At-Risk for High School Educators and Friend2Friend: Sample Listserv Posting

Now Available: Free Online Training Simulation for High School Staff and Youth

Freely available to all federally recognized tribes are two online role play simulations focusing on mental health and suicide prevention, *At-Risk for High School Educators* and *Friend2Friend*. *At-Risk for High School Educators* is an interactive role-play simulation for high school educators that builds awareness, knowledge, and skills about mental health and suicide prevention, and prepares users to lead real-life conversations with students that build resilience, strengthen relationships, and connect them with support. *At-Risk for High School Educators* is listed in SAMHSA'S national Registry of Evidence-Based Programs and Practices (NREPP). *Friend2Friend* is a game-based simulation for adolescents that builds awareness, knowledge, and skills about mental health while reducing stigma. It prepares youth to recognize signs of distress, reach out to a friend they are concerned about, and help identify a trusted adult for support.

These simulations are available at no cost to users through the sponsorship of the OJJDP Tribal Youth Training and Technical Assistance Center (TYTTAC).

Users can access it online at: <http://go.kognito.com/tytta>

- For *At-Risk for High School Educators* use enrollment key **ofateacher**
- For *Friend2Friend* use enrollment key **ofastudent**

For more information, please contact the OJJDP TY TTAC at: **tribalyouthttacenter@ouhsc.edu**

Trauma-Informed Policing with Tribal Youth: Sample Social Media Post

Free [#traumainformed](#) training for [#LawEnforcement](#) in [#IndianCountry](#). Go to kognitocampus.com/login . Use enrollmentkey: tribalyth

Trauma-Informed Policing with Tribal Youth

Take on the role of Officer Redbird. Can you build trust with Jacob, even though he may have stolen a T-shirt from a vendor at the fair?



The first simulation adapted specifically for tribal audiences. Content developed with extensive input from two dozen members of tribal law enforcement agencies, AI/AN youth and ICCTC experts.

Cut and Paste:

Free [#traumainformed](#) training for [#LawEnforcement](#) in [#IndianCountry](#). You can, too. Go to <http://www.kognitocampus.com/login>. Use enrollment key: tribalyth



At-Risk for High School Educators: Sample Social Media Post



Cut and Paste:

Free **#SuicidePrevention** training for **#HighSchoolEducators** in **#IndianCountry**. You can, too. Go to <http://www.kognitocampus.com/login>
Use enrollment key: ofateacher

Friend2Friend: Sample Social Media Post



Cut and Paste:

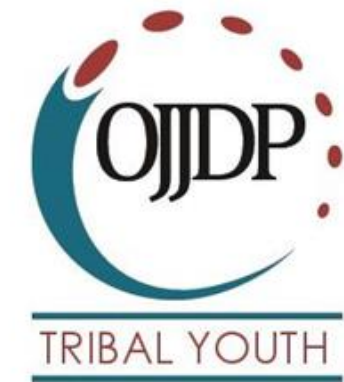
Free **#SuicidePrevention** training for **#YOUTH** in **#IndianCountry**.

You can, too. Go to

<http://www.kognitocampus.com/login>

Use enrollment key: ofastudent

Build the skills to support tribal youth.



Free online simulation training for tribal law enforcement professionals.



TRAUMA-INFORMED POLICING WITH TRIBAL YOUTH

Law enforcement professionals learn about the effects of historical and intergenerational trauma on tribal youth and how to lead positive police-youth interactions.

SIMULATION COVERS:

- Becoming Trauma-Informed
- Building Rapport and Modeling Respect
- Empowering Positive Decisions



To access this simulation, go to kognitocampus.com. Enrollment key: **tribalyth**

For user technical support, contact support@kognito.com.

For questions regarding this training, contact TribalYouthTTACenter@ouhsc.edu or **405.271.8858**.

This course has been certified by IADLEST as part of the National Certification Program™

CLEET: This class has been accredited by the Council on Law Enforcement Education and Training for 1 hour of mandatory continuing education credit. Regarding any law enforcement concepts, practices, methods, techniques, products or devices as might be taught, promoted, or otherwise espoused in outside schools or seminars, there is no intent expressed or implied, that 'accreditation' indicates or in any way conveys "CLEET approval" of such concepts, practices, methods, techniques, products, or devices, unless such approval is explicitly stated by CLEET.

This project was approved by Award no. 2015-MU-MU-K011 awarded to the Indian Country Child Trauma Center, University of Oklahoma Sciences Center, by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs.

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FRIEND2FRIEND



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Wrapping Up

Q&A



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