

**“Sharing Your Story with Law Enforcement”
Trainer’s Guide**



2019

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About This Guide

The contents of this guide should be used to plan and facilitate the in person coaching session as part of the “NAMI Sharing Your Story with Law Enforcement” presenter training. The in-person coaching session is the second part, in a two-part training, to prepare peers and family members to share their story during law enforcement training. Upon completing the first part of the training (online) participants will have a draft of their story, which will be used during group activities in this in-person coaching session. In order to ensure that your participants receive the full benefit of this training program, presenters must complete the online modules of this training before they attend this in person coaching session.

Related training materials:

2b) Presenter’s Guide

2c) Coaching Session Power Point

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CLASS TIMING CHART

Module Name	Slides	Purpose & Concept of Activity	Duration
Introduction & Logistics	1 - 9	The purpose of this segment is to welcome participants, establish some common ground, communicate expected results, handle the logistics, and engage in an ice breaker activity.	30 min.
Crisis Intervention Team (CIT) Training	10-14	The purpose of this segment is to introduce the Crisis Intervention Team (CIT) program model, CIT in your community, and purpose of the Lived Experience Presentation.	15 min
Not as Seen on TV	15-18	The purpose of this segment is to begin to introduce law enforcement culture and prepare speakers to present to a law enforcement audience.	10 min.
Presenter Skills	19-25	The purpose of this activity is to explore our very normal and very natural nervous reaction that occurs with a presentation and what to do about it. The purpose of this activity is to practice hearing and answering the various types of questions that show up during a presentation.	35 min.
Break	26		15 min
Presenting to a Friendly Audience	27-29	The purpose of this activity is to rehearse your presentation in front of a “friendly” audience, to help each other by using NAMI support criteria (provided) and to get more comfortable delivering your presentation.	1 hr. 30 min.
Lunch	30		45 min.
Dress Rehearsal	31-34	The purpose of this activity is to deliver the full presentation in front of a “friendly” audience.	1 hr. 15 min.
Break	35		15 min.
Reviewing and Feedback	36-39	The purpose of this segment is to provide an opportunity for participants to apply the feedback they received during the “Team work” section.	30 min

Close	40-43	The purpose of this segment is to provide additional information about the logistics for presentations during CIT training, congratulate, and end.	15 min.
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FACILITATORS SCRIPT AND NOTES

Facilitators Notes	Script
<p>Before Starting the training (Slide 1)</p>  <ul style="list-style-type: none"> • Greet participants • Hand out or direct them to the Emergency Contact Form (pg 27 of Presenter’s Guide), and have all participants complete them and hand them back into you before the training begins. • This form should only be used for the day of the training and should be shredded after the training. 	
Introduction – 35 min. (whole group)	
<p>Welcome (Slide 2)</p>  <ul style="list-style-type: none"> • Change the content of the script to match your personal style. • Introduce the presenters. • Introduce any support staff that is in the room. 	<p>Hello, my name is [name, title, role with NAMI], this is [name, title, role with NAMI]. We are very excited to have you here today. Thank you for your courage and for investing your time and energy in this program.</p> <p>You’ll offer inspiration and hope to the people who hear you speak. You’ll also play an important role in reducing ignorance and stigma about mental health conditions.</p>

Personal Introductions (Slide 3)

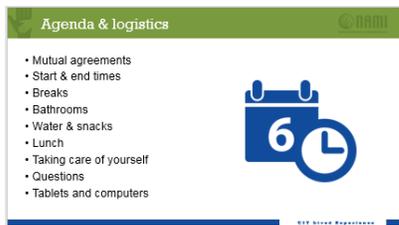


- Go around the room and have everyone introduce themselves.
- Keep the introductions moving so the activity does not take longer than 10-15 min.

We'd like to get to know a little about all of you. In less than a minute, share: Your name and where you're from; a favorite way to spend your free time.

[Both trainers start the process by introducing themselves as an example]

Agenda and Logistics (Slide 4)



Edit this slide based on the agenda and logistics for the training you have planned. For example, if there is wifi in your training center, include that information. If you plan to hold an all-day training, let your participants know what time you will break for lunch. The “Agenda & Logistics” slide continues to set expectations for the day.

Let's start by going over some logistics

[Share with participants:

- Start and end times
- When to expect breaks/how long they will last
- Bathrooms are located...
- Water and snacks are located...
- Please feel free to move or stretch if you need to
- How you will handle questions (suggest the “Parking lot” method)
- Turn off cell phones
- You may use your tablet or computer, but please use it only for content related to this training]

We would also like to mention that you should take care of yourself during today's training. If you need to stand up and move around, please do so but remember to be respectful so that you do not disturb the others in the training

Ground Rules (Slide 5)

Ground Rules

- Participate fully
- Help keep us on time
- Turn off cell phones
- Others?

- Use a flip chart to write out the ground rules and to have visible for the day of the training.
- Have a few ground rules prepared but have your participants add to the list.

Next, we are going to create some ground rules or mutual agreements for our training today. This will help create a training space that is safe for everyone to learn and will keep us moving through the content. A few ground rules we have come up with include,

- Participate fully
- Help keep us on time
- Turn off cell phones

Are there any others that you would like to include?

Purpose (Slide 6)

Purpose

The purpose of this course is to explore what makes a CIT Lived Experience presentation effective, find the best approach for you, practice delivering your presentation and increase your confidence.



- Use this section to lay out what the participants can expect from the content of the training.
- Best practice in adult learning tells us that laying out this map will help your participants engage.

The purpose of this training is to get you ready to share your story during a law enforcement training, most likely a Crisis Intervention Team (CIT) training. To do that, we'll explore what makes a presentation effective for a law enforcement audience, how to find the best approach for you, practice delivering your presentation and increase your confidence.

How will we get there? (Slide 7)



Throughout the training we'll do a series of learning activities designed to give you practical experience in what it's like to deliver your presentation.

We're also going to ask you lots of questions to make you think and apply what you know to a given situation. This will challenge you to make you a better presenter.

You bring your own personal knowledge and skills to class with you. Our job is to put you in situations where you must use your knowledge and skills in new ways.

What You Will Walk Away With (Slide 8)



So, what results can you expect from this training? You can expect to have gained:

- An understanding of how you can best deliver your presentation.
- Confidence in your abilities.
- Clarity on how to handle questions.

Pre-Training Evaluation (Slide 9)



In your participant guide you will find the pre-training evaluation. Please take a few moments to answer these few questions that evaluate how you feel about your knowledge and preparedness related to presenting.

[When it looks like everyone has finished, continue.]

- The pre-training evaluation can be found on page 21 in the Presenter's Guide.
- Help participants find the form in their packets.
- Give participants 1-3 minutes to complete the form.

Ok, now take that evaluation and put it away, either in the back of a folder, insert it in the back of your notebook, or put it into your bag. We will ask you to bring these back out at the end of the day and complete the second part of the evaluation.

Transition (Slide 9)

Before we dive in, let's briefly recall what you've accomplished so far:

- You've completed the online training.
- You've explored your views on mental health and how they align with NAMI's approach.
- You've written at least one draft of your presentation.
- You've practiced.

That great work you've already done has prepared you for our work together. Now we are going to build on that work to really get you prepared.

Crisis Intervention Team (CIT) Training – 15 min. (whole group)

Crisis Intervention Team (CIT) Training (Slide 10)



- This section should be a brief review of CIT.
- Additional materials and information can be found on NAMI's website at [www.nami.org/Get-Involved/Crisis-Intervention-Team-\(CIT\)-Programs](http://www.nami.org/Get-Involved/Crisis-Intervention-Team-(CIT)-Programs)
- If you need to shorten your training, you can provide this information to your participants via email.

How many of you know what CIT, or Crisis Intervention Team, programs are? Great! CIT helps communities rethink how they support people who experience mental health crises.

People who have heard of CIT often know about the law enforcement training. That's why all of you are in the room today! You are here to train to be part of that training.

What is CIT? (Slide 11)



- This slide contains an embedded video. Before the training, make sure it will play inside the slides.
- If you are unable to get the video to play inside the Power Point, you can find a copy of the video at [www.nami.org/Get-Involved/Crisis-Intervention-Team-\(CIT\)-Programs](http://www.nami.org/Get-Involved/Crisis-Intervention-Team-(CIT)-Programs)

To make sure everyone has the same understanding of CIT, we are going to watch a brief video about CIT.

CIT In Your Community (Slide 12)



- This slide should be edited to include information about your local CIT efforts.
- Include: Number officers trained, partners in the collaboration etc.
- Sharing this information will help your participants feel part of a larger community effort.

Here in **[insert the name of your community]** we have a CIT program **[Share the information included on the slide – see facilitators notes]**

CIT Peer and Family Perspective Module (Slide 13)

CIT Lived Experience Presentation

- It is YOUR story!
 - A personal perspective on mental health crisis
 - Goals:
 - Understand mental illness and the challenges peers and family members face
 - Eliminate stigma
 - One on one exchange (Q&A)
 - Move hearts and change minds!
- Officers often say this is the best part of the training!

- Share additional information about the Peer and Family Perspective Module in the CIT training.
- Not all communities will refer to this module as the Peer and Family Perspective Module. If there is another name for the presentation or training module, include that information.

One of the things we hear repeatedly from officers who have attended a CIT training is that hearing from people with lived experience is one of the best parts of the training. For officers, this presentation is often their first time interacting with someone who has a mental illness or family members outside of a crisis. It's an opportunity for them to learn about what it's like to experience a crisis and how people experience wellness.

By sharing your story, you will help officers understand the challenges peers and family members face to access treatment and fight the stigma of mental illness, and you will help change the perspectives of law enforcement.

Your Role as a Presenter (Slide 14)

Your Role as a Presenter

- You are only one module in a larger training – don't worry that you need to tell your audience EVERYTHING about mental illness
- You are there to:
 - Share your experience
 - Represent NAMI and help develop NAMI's relationship with the law enforcement community.
- You are not there to:
 - Train law enforcement about tactics or protocol
 - Shame officers in your audience about the actions of other officers

- Emphasize the participants role in the larger CIT training.
- Make sure you are aware of any recent use of force incidents in the community, or tensions between law enforcement and the people in your training.

Something that is important to remember is that this is YOUR STORY! You do not need to be an expert on mental illness or law enforcement protocols. You are there to be an expert in your personal story.

You are also at the training to represent NAMI and help build a relationship with law enforcement. Building relationships between NAMI and law enforcement is important. Law enforcement begin to see NAMI as a partner and this creates an opportunity for open dialogue about how communities respond to mental health crises.

It's important that you approach your interactions with this audience in a compassionate and open way. Some of you may have experience interacting with law enforcement during a mental health crisis. These stories can be helpful because your audience can learn from that story. But it's

important that you share your experience and not generalize it to all officers.

The officers in your audience are not necessarily the same officers in your story. The goal of your presentation is to help officers learn and understand the experience of people with mental illness. Being confrontational will only cause your audience members to shut down.

The officers in your audience will receive training about their departments protocols and policies. Focus on sharing your experience and creating a space for you to have an open dialogue with your audience during the Q&A portion of the presentation.

Not As Seen On Tv – 15 min. (whole group)

Not As Seen on TV (Slide 15)



- The purpose of this segment is to breakdown stereotypes and misperceptions about law enforcement.
- If your program has a relationship with the local law enforcement agency, consider inviting an officer to present during this segment.
- Make sure to not let the participants get caught up in discussions about the bad behavior of some law enforcement officers.

[Have the audience raise their hands if the answer to the following question is yes.]

How many of you have seen law enforcement shows on TV?

How many of you watch them all the time?

TV and media give us one picture of what the law enforcement profession is like. But in reality, law enforcement and the perspectives of law enforcement officers are very different.

Not As Seen On TV: Myth Busting (Slide 16)

Not as seen on TV: Myth busting

- 73% of officers say they have never fired their service weapon while on duty (not including training exercises) and the vast majority of their calls are resolved without any use of force.
- Only 8% of officers see themselves as enforcers, 31% see themselves as protectors.
- 84% of officers say they worry about their safety, 42% say this worry is nearly always or often.

Source: Pew Research Center, (2017), Behind the Badge, Washington, DC
<http://www.pewsocialtrends.org/2017/11/15/police-culture/>

- In this section, when allowing participants to react to the statistics, keep the conversation moving.
- You can acknowledge the bad behavior of some law enforcement officers but don't let frustrations, that might exist in your audience, take over.

In this segment, we are going to do a little myth busting that will help you learn about law enforcement and the culture of the officers in your audience.

On your screen you will see 3 different statistics about law enforcement officers. These were gathered during a 2017 survey conducted by the Pew Research Center.

- 73% of officers say they have never fired their service weapon while on duty (not including training exercises) and the vast majority of their calls are resolved without any use of force.
- Only 8% of the officers see themselves as enforcers, 31% see themselves as protectors.
- 84% of officers say they worry about their safety, 42% say this worry is nearly always or often.

What is your reaction to these statistics? Are any of you surprised by what is reported? **[Briefly pause to allow people in your audience to react to the statistics.]**

What these statistics tell us is that the law enforcement profession is not as much the “beat ‘em up, shoot ‘em up” culture portrayed in movies and television.

Officers also worry about their safety. In fact, one of the mottos of the law enforcement profession is “everyone goes home”. That means, every day, officers are approaching their work with one goal in mind, the safety of themselves and their fellow officers.

Law Enforcement and Mental Illness (Slide 17)

Law Enforcements and Mental Illness

- Nearly 1 in 4 police officers has thoughts of suicide at some point in their life
- More police die by suicide than in the line of duty. In 2017 there were an estimated 140 law enforcement suicides.
- Compared to the general population, law enforcement report much higher rates of depression, PTSD, burnout, and other anxiety related mental health conditions.
- Much of this is related to vicarious trauma from work as a law enforcement officer

Source: Rudeman Family Foundation. (2017). Mental Health and Suicides of First Responders. Boston, MA. <https://rudemanfoundation.org/writings/papers/police-officers-and-firefighters-are-more-likely-to-die-by-suicide-than-in-line-of-duty>

- The purpose of these statistics is to show that the law enforcement officers in their audience, and law enforcement in general, could have experience with mental illness. It is intended to bridge understanding and that there might be common ground between the presenters and their audience.

You likely have more in common with the law enforcement officers in your audience than you may initially think. Due to high levels of stress and trauma experienced on the job, there are high rates of mental illness in the law enforcement profession.

- Nearly 1 in 4 police officers has thoughts of suicide at some point in their life
- More police die by suicide than in the line of duty. In 2017 there were an estimated 140 law enforcement suicides.
- Law enforcement often report symptoms of depression, PTSD and burnout, which is often related to secondary traumatic stress experienced in their work.

Even though officers report these high rates in survey and other studies, mental illness is not widely discussed within the profession or among officers.

What This Means For You . . . The Do's and Don'ts (Slide 18)

What this means for you . . . The Do's and Don'ts

- **Do** try to relate to your audience -Law enforcement officers might not be so different from you. Use this knowledge to relate to your audience and talk about things beyond your illness or law enforcements work.
- **Don't** get into arguments about use of force or protocol. Officers will not want to pass judgement on another officers actions, and engaging in an argument will not change their minds.
- **Do** share your story, even if it includes a negative experience with law enforcement. Remember your "I" statements, don't place blame and to share the story from your perspective.

What does this mean for you and your presentation during a CIT training?

Do try to relate to your audience – Law enforcement officers might not be so different from you. Use this knowledge to relate to your audience. Telling stories or sharing personal interests can help with this. For example, share a favorite sports team or a type of music you enjoy.

Military culture and law enforcement culture are very similar. If you are a veteran or come from a military family, share that information.

Learning about you beyond your mental illness will help breakdown the invisible wall that sometimes exists between us and our audience.

Don't get into arguments about use of force or protocol. Officers will not want to pass judgement on another officer's actions and engaging in an argument will not change their minds. No one likes to be blamed, lectured, or shamed, and doing any of these things will not help engage the officers in your audience in your presentation.

Remember that you are representing NAMI and that this speaking opportunity is a chance to build a positive relationship with the law enforcement departments in your community. Engaging in this type of discussion may lead to some officers discounting what you say in the rest of your presentation.

Do share your story, even if it includes a negative experience with law enforcement. Remember your "I" statements, don't place blame and to share the story from your perspective. If your story includes a negative experience with a law enforcement officer or department, don't be discouraged from including this information in your story. That experience is part of your story.

However, consider how you approach the story. Share it from your experience and how it made you feel. We are here to help you do this, and there will be lots of opportunities during the rest of this training to work on your story and get feedback from us (the trainers) and your fellow presenters.

Developing Your Presenter Skills – 30 min (with small group activities)

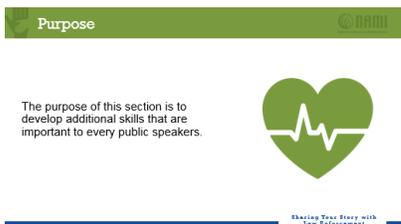
Developing Your Presenter Skills (Slide 19)



- This section includes 2 small group activities – before the training make sure you identify how you will split up the participants into small groups.

In this next segment we are going to engage in a few small group activities that will help develop your presenter skills and prepare you for your presentation.

Purpose (Slide 20)

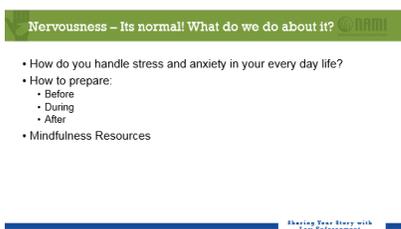


- The skills participants will focus on in this section are managing their nervousness and managing Q&A during their presentation.

Every presenter, whether they are experienced or brand new to public speaking, get nervous. So we will discuss nervousness and provide you with some strategies for handling nerves or stress, before, during and after your presentation.

We will also talk about answering questions and provide you with some skills for answering the most difficult questions that might be asked by your audience.

Nervousness – Its Normal. So what do we do about it? (Slide 21)



Let's take a closer look at nervousness. Like we said, no matter how experienced you are at public speaking, everyone gets nervous. The important thing is that you have the skills and resources to manage your nerves.

- What are some ways that you handle nervousness or anxiety? **[Allow participants to raise their hands and offer suggestions]**

- The handouts related to this section can be found on page 5, 7 and 11 of the Presenter’s guide.

Another tool for combating nerves is using mindfulness exercises. Raise your hand if you already use mindfulness exercises.
[pause for a moment for people to raise their hands]

Starting on page 5 in your Presenter Guide, you will find resources that discuss handling nervousness, including instructions for three different mindfulness exercise; “Diaphragmatic Breathing”, “Progressive Relaxation”, and “Breathing with Words”. Take a moment to review these resources before you sign up to present.

Directions (Slide 22)

Directions

In your groups, answer the following questions:

- It's the night before your presentation and you feel nervous. What do you do to feel more calm?
- It's the day of your presentation and you feel nervous. What do you do to feel more calm?
- During your presentation you can feel your heart racing and you start to forget what to say. What do you do to feel more calm?

Be prepared to share

- Break up your audience into small groups.
- Give them about 5-10 minutes to share in small groups, making sure you give them enough time for everyone to share.
- Bring the group back together and have each group share a few ideas.
- Encourage others to share, ask questions and discuss/clarify as needed. Using the list from the training tools, ask things like: “What about rest? Is rest important before a presentation?”
- Write their suggestions on a flip chart or board

At your table, work with each other to quickly come up with some answers to the questions on the slide.

You can write your ideas down to remember them. After we share in small groups we will discuss with the larger group.

Are there any questions? Let’s begin.

[Circulate: while participants are discussing, walk around the room to answer questions.]

Let’s hear your ideas.

Before I share our suggestions, I want to reiterate that it's okay to find out that not every suggestion will work for you. We would like you to try them and see what’s best to help you.

Included in your resources folder, we have included a list of our suggestions for these questions.

Handling Questions (Slide 23)

Handling Questions

- Not all question and answer sessions flow naturally
- Come prepared (Facilitating a Q&A Session handout)
- Know your limits – You don't need to answer questions you are uncomfortable answering.
- Explore different techniques (C-A-R-E)

Sharing Your Story with Law Enforcement

- Hand out is titled “Facilitating a Successful Q&A Session” which can be found on page 3 of the Presenter’s Guide
- Remind everyone that they can go back into the online training and review the “Handling the Unexpected”.
- Also remind them that they don’t have to answer every question that is asked (example response -“That is a pretty personal question. I’m not sure I am comfortable answering something that personal. Do you have another question?”)
- Edit the content of the script if Q&A during the presentation is facilitated by someone other than the presenters.

Next, we are going to review some techniques for effectively responding to questions.

Asking questions is easy but answering them can be difficult. At the end of your presentation, there will be an opportunity for the officers in your audience to ask you questions. Most often it is an open structure where you will facilitate, calling on officers who have questions. This part of the presentation is just as important because it continues a dialogue that helps officers understanding and empathy towards the experience of people with mental illness.

Sometimes Q&A sessions don’t flow naturally. Make sure you come prepared to facilitate the Q&A, and possibly feed questions to your audience. In your materials on page 3 you will find a resource for facilitating a successful Q&A. It also includes several suggested questions. If initially no one has questions, share one of these common questions and answer it.

Sometimes the way people phrase their questions can be confusing or unclear. We have an approach we are going to try when responding to questions. The C-A-R-E technique uses active listening, which requires the listener to concentrate, understand and respond to what another person is saying. When we engage in active listening, we are open to understanding what someone wants to know and are less likely to respond in a reactive and emotional way.

The C-A-R-E Technique (Slide 24)

The C-A-R-E Technique

- **C – Check:** Make sure you understand what's being asked and, if necessary, ask a question to check your understanding
- **A – Acknowledge:** Identify the feelings underlying the question. In most cases, this is something you do in your mind. You just sense or feel what might be motivating the question and, if necessary, use your own words to acknowledge what you hear.
- **R – Respond:** Answer the question with an honest response from your personal perspective (remember "I" statements).
- **E – Encourage:** Inspire others to ask a question. Asking a question can feel vulnerable to audience members, so how you answer one person's question will determine if others will participate. Be kind, honest and supportive.

Shaping Your Story with
Law Refinement

- Read through each of the parts of C-A-R-E on the slide.
- Have participants volunteer to read each of the bullet points.

There are four parts to the C – A – R – E method.

C – Check: Make sure you understand what's being asked and, if necessary, ask a question to check your understanding.

A – Acknowledge: Identify the feelings underlying the question. In most cases, this is something you do in your mind. You just sense or feel what might be motivating the person to ask that question and, if necessary, use your own words to acknowledge what you hear.

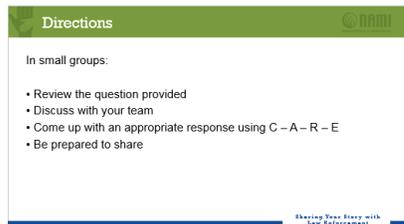
R – Respond: Answer the question with an honest response from your personal perspective (remember "I" statements).

E – Encourage: Inspire others to ask a question. Asking a question can feel vulnerable to audience members, so how you answer one person's question will determine if others will participate. Be kind, honest and supportive.

We want you to try using this strategy. The goal is to give you a way to approach questions.

You may not need each step, but if you go through them in your mind, you'll help create a positive interaction. It will take a little time and practice to get used to this, but it will become easier and more natural.

Directions (Slide 25)



Directions

In small groups:

- Review the question provided
- Discuss with your team
- Come up with an appropriate response using C – A – R – E
- Be prepared to share

Shaking Your Heels with Low Retirement

- Have everyone break up into small groups. These can be the same groups for the nervousness activities, or new groups.
- The worksheets to help with this activity can be found on <insert page> of the Presenter Guide.
- Assign each group one of the three questions.
- Give them 10 minutes to discuss that question and come up with a response.
- Debrief by asking one or two groups to share.
- It is OK if they do not use the formula. It's most important that they give get an appropriate answer.
- Handout for this activity can be found on page 17 of the Presenter Guide.

We are going to break up into small groups again and work through a few different questions. In your Presenter Guide on page 17 there is a worksheet that corresponds with this exercise. I will assign each group to answer either question #1, 2 or 3. Using C-A-R-E write an answer to that question your group is assigned.

When you are done we will share in the larger group.

[After 10 minutes] Can I get one or two groups to share their answer. **[Pause and wait for a few groups to volunteer.]**

[After they have shared ask the larger group]. Any feedback from the larger group about the response that they created? Does anyone have a different response that the prepared?

How many of you liked the formula? With practice, it will feel more natural to use. You can use the other two questions in the packet to get more practice.

We also understand if the formula doesn't work for you. The important thing is that we always answer questions appropriately and with kindness.



Break 15 min. (Whole Group)

Presenting to a Friendly Audience – 90 min. (Small Groups)

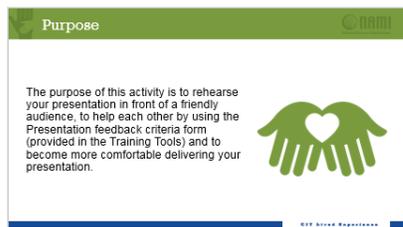
Presenting to a Friendly Audience (Slide 27)



- This module will include small group work.
- Before the training, think about how you will break the participants into small groups.
- This segment will take about 1.5 hours (groups of 3 people). If time allows, consider adding an additional 15 minutes so that individuals can have time to write down their feedback after each presentation.
- Groups should be no more than three. If you need to create groups of more than 3 you will need to provide additional time for this module, so each person has time to present their story to the others in their group.

Now you are going to have time to practice presenting your story and get feedback.

Purpose (Slide 28)



- Worksheet for this activity can be found on page 13 in the Presenter's Guide.

The purposes of this activity is to rehearse your part of the presentation in front of a friendly audience, to help each other by using the Presentation Feedback Criteria form and to become more comfortable delivering your presentation.

The criteria form can be found on page 13 of your Presenter Guide.

Directions (Slide 29)

Directions

Presenters

- Break into small groups
- Each person delivers their CIT Lived Experience presentation
- If you make a mistake, keep going
- If you lose your place, keep going
- Listen to feedback from your peers

- Encourage participants to present their story without reading directly from their written scripts. Suggest creating outlines or using note cards to use when they are giving their presentation.
- Make sure to give participants notice at intervals to make sure they are switching presenters
- During the exercise, informally wander around to each of the groups.
- Provide encouragement (acknowledge what's being done well); Coach audience to only give feedback on criteria provided. We want feedback to be on the items in the form, not personal opinions.
- Assess how each trainee is doing. Note anything you might want to address with a presenter one-on-one. For example, you might want to address if they are using aggressive and blaming language towards law enforcement or they are being instructional about police protocol.

In a moment we will divide you into groups of three.

You're going to present to your small groups without interruption, and without Q & A.

There are two sets of directions—one for the presenter and one for the friendly audience member.

When you are presenting:

- Delivers your complete presentation. Since you will likely be standing during your presentation, stand up when you practice.
- Do not stop or “break character”—that is, act exactly the way you would if your group members were an audience, not at a training
- Try giving your presentation without reading from your written script.
- Practice making eye contact and engage with their audience.
- If you make a mistake or lose your place, pause for a moment, collect your thoughts, and keep going

When you finish, listen to the feedback and be open to any suggestions from your peers.

When you are an audience member:

- One person should keep time so the person presenting can know the length of their presentation – make sure you select this person before each person begins their presentation.
- Use the Presentation Feedback Criteria for each section to provide 2 types of verbal feedback: What went well? Where is an opportunity for improvement?

- Give the Feedback Criteria Form to the presenter once they're done
- Please only provide feedback on the items in the Feedback Criteria Form. Please do not give feedback on items not listed on the form.
- Limit your feedback to 2 or 3 items per presenter

Are there any questions? **[pause and allow for someone to ask questions]** Great! Let's separate everyone into groups and get started.



Break 15 min. (Whole Group)

Dress Rehearsal – 45 min. (Whole Group)

Dress Rehearsal (Slide 31)



- During this segment 2 volunteers will present their stories. If you have additional time, you can increase the number of volunteers.
- If you need to choose presenters, you may want to pick people who need additional practice.

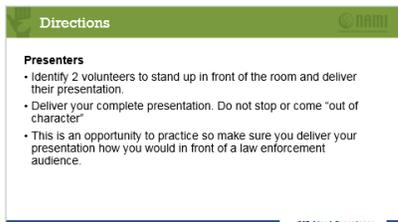
The purpose of this next segment is to give a few of you an opportunity to stand up in front of the room and practice your entire speech.

Purpose (Slide 32)



We will only have time for one or two presenters share their story with the larger group, and we will also include a facilitated Q&A session.

Directions (Slide 33)



The instructions for this are similar to our small team work activity. I will need two volunteers who are willing to present their story to the larger group.

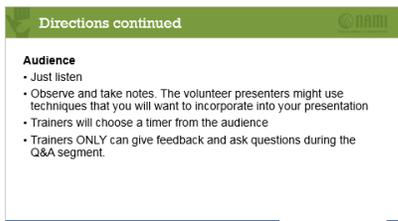
Each presenter will:

1. Stand in front of the room and deliver their entire presentation, just as they would in a real presentation to law enforcement
2. Use C-A-R-E to facilitate the Q&A session.

- The directions for presenters are very similar to those from the small group activity.
- There are no directions for the audience this time, other than listening.

Can we clarify anything about what we're going to do next?

Directions Continued (Slide 34)



We, the trainers, will ask a few questions during the Q&A segment. No one else in the audience will ask questions. We will also be the only ones to provide feedback on the presentation.

For those of you who will be audience members: Sit back and listen! You might learn a technique used by one of your fellow presenters that you want to try. You may also benefit from the feedback we provide.

- Make sure to congratulate presenters when they finish.
- During your feedback – Include feedback about body language, projection and eye contact.

Does anyone have any questions? **[pause and allow people to ask questions]** Great! I will now need 2 volunteers who are willing to present.

- Whenever possible, you should generalize feedback to all presenters and deliver it to the entire class.
- Use the criteria as your guide, but you may have additional feedback that you'd like to share as well.
- Try to acknowledge the positive things they have done, and not just areas for improvement.

Transition (Slide 34)

Thank you, everyone. We've all benefited from your willingness to present to us. Are you feeling more confident with your presentations? **[pause and allow people to share thoughts]**

Now that you have seen the full presentation, does anyone have any questions or observations? **[Pause and wait for a few individuals ask question]**

We are going to take a quick break and then come back for our next activity.



Break 15 min. (Whole Group)

Reviewing and Feedback – 30 min

Reviewing and Feedback (Slide 36)



We are now going to give you time to reflect on what you have experienced here today, to review some of the feedback you received during our small group work, and to work on your story.

Purpose (Slide 37)

Purpose

The purpose of this activity is to reflect on what you have learned today, review the feedback you received from your small group members, and take time to make edits to your story. We are going to explore a few ideas and then have time for editing.



Shaping Your Story with Law Enforcement

Reflection (Slide 38)

Reflection

- Think about the presentations you saw today.
- What stuck out to you?
- Was there any feedback or ideas that you would like to incorporate into your presentation?

Shaping Your Story with Law Enforcement

Take a moment to think about what you have learned today, about the feedback your group members gave you during the small group practice. How many of you feel like you can make adjustments to your presentation that will help improve it? **[Pause for people to raise their hands]**

What is one thing you learned today that you might want to incorporate into your presentation? **[pause and wait for volunteers to offer]**

Directions (Slide 39)

Directions

- Take a few minutes and think it over
- Start including revisions to your story or adding notes about things you would like to add to your presentation.
- Ask for help! Your peers are all around you and the we (the trainers) are here to help.
- Take some time to review the feedback provided by your fellow presenters.
- Think about your presentation and how you might be able to incorporate some of their suggestions or new ideas into your presentation.

Shaping Your Story with Law Enforcement

- In this segment, identify those who might want to work in small groups to make edits, and those who want to work by themselves.
- Float around the room and offer help.
- You can provide additional time in this segment if you are ahead of schedule.
- During this section, give participants time to make edits and adjustments to their presentation.

If you aren't sure what to focus on, one thing you should look at is timing. One of the most difficult things about presenting is timing. Sometimes there is too much time and we struggle to fill it. Other times there is so much we want to share that there is not enough time allotted.

Look at the time on your presenter feedback form from the small group work. If you are over the time limit, try working on your pacing. Don't talk so fast that no one can understand you, but you can increase your speed to make sure you fit in your content. If you are significantly over your time you will want to work on cutting the information you included in your presentation.

If you would like help thinking through changes, we can create some small work groups [Pause and assess if there are

- Encourage them to use the worksheet on page 19. The length of time they have to present will be different based on the time allotted by the law enforcement agency. The online curriculum prepares them for a 20-30 minute presentation, but if it will be different, use this time to help them prepare for those differences.

people who would like to work together]. You can also raise your hand for assistance from one of us. We will be floating around the room to help anyone who would like assistance.

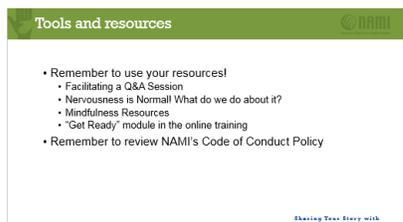
Conclusion – 15 to 20 min

Conclusion (Slide 40)



To end the training today, we want to go through the presentation materials and program policies, share your next steps, have you fill out some evaluation forms and celebrate our work together.

Tools and Resources (Slide 41)



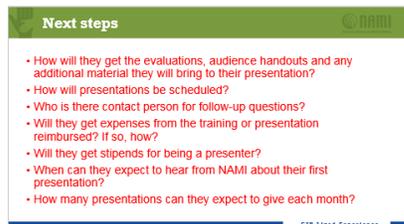
- On this slide, review the resources that are in the Presenters Guide.
- Make sure to refer participants to the “Get Ready” section in the online training.

Let’s take a look back. Through out the training today we completed a number of exercises. Many of these exercises had resources and worksheets that accompanied them. Keep these and use them to prepare for each presentation.

You should plan to review the “Get ready” module online before each presentation to remind yourself what to do before, during and after each presentation.

Take some time after this training to review the material in your Presenter Guide section. You should also review the NAMI Code of Conduct, if you haven’t already.

Next Steps (Slide 42)



- This slide should be edited to give information that is relevant to your community.

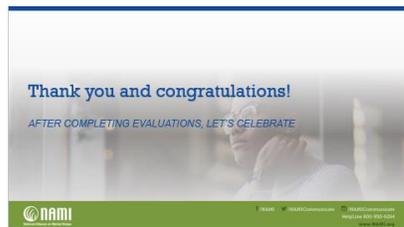
Provide presenters with the following logistic information:

- How will presentations be scheduled?
- Who is their contact person for follow-up questions?
- Will they get stipends for being a presenter?
- When can they expect to hear from NAMI about their first presentation?
- How many presentations can they expect to give each month?
- Participants should also complete the second part of the Presenter Practice Session Evaluation. Remember to collect them before your participants leave.

[This slide will be used to go over the logistics specific to your community. Leave time to answer any questions.]

Now take out your evaluation you completed this morning. Please complete the post evaluation portion on page 23 of the Presenter's Guide. When you have finished we will ask you to hand them in to one of us.

Thank You and Congratulations (Slide 43)



- Consider creating certificates to hand out at the end of the training.

Thank you all for your hard work, thoughts, and opinions. You have made this training a success.

Would anyone like to share what they will take away from this training or their favorite part?

Thank you all again and we will be in touch. Please feel free to see us after if you have any lingering questions

LEAVE BLANK

Presenter Guide Resources

The materials included in this section appear in the Presenter's Guide and will be used by participants throughout the in-person coaching session. Materials include:

1. Facilitating a Successful Q&A
2. Nervousness is Normal – What do we do about it?
3. Mindfulness Resources; Handling Nervousness
4. Feedback Form – Small Group Presentations
5. Handling Questions, The C-A-R-E Technique
6. Reviewing and Feedback
7. Pre and Post Training Evaluations
8. Trainee Emergency Contact Information

LEAVE BLANK

Facilitating a Successful Q&A Session

An important part of your presentation is the question and answer session. This is an opportunity for the law enforcement officers in the audience to continue to learn from you and for you to learn from them. This exchange can have a huge impact on the evolution of your audience's understanding of mental illness and people experiencing mental health crises.

When you are planning for your presentation, make sure that there is at least 10 minutes for your audience to ask you questions. Sometimes this will go smoothly - your audience will feel engaged and have lots of questions. Other times, your audience might be more reserved and not offer any questions, at least to start. If this happens it's always good to have a few questions prepared as "conversation starters." You can ask them out loud to your audience, and either provide an answer or ask the audience to respond to the questions.

Below are some questions you can use as "conversation starters":

- How has our presentation impacted you today?
- Did you hear anything today that might change the way you engage or approach someone with a mental illness?
- Were there parts of our stories that helped to reinforce the training that you have been receiving? Which parts?
- How will you be able to apply the things you have heard here today to your everyday work?
- What are some of the most difficult challenges you encounter when you are interacting with people who have symptoms of serious mental illness?
- What would you like to see NAMI or the advocacy community do to support the law enforcement community in responding to mental health crises?
- If you were responding to a crisis in any of our families, and you had been provided with information about the mental health history, would you have changed your response?

- Why do families call the police during a mental health crisis when someone may not have committed a crime?
- What kind of information would be helpful to know about an individual in crisis? Do you ever engage with family, friends or caregivers on the scene? How do you think they could be helpful to your work?

NERVOUSNESS IS NORMAL – WHAT DO WE DO ABOUT IT?

Getting up and speaking in front of any size audience will cause even the most experienced public speakers to feel nervous. Nervousness is a natural part of being a public speaker. The key is that you don't allow it to interfere with delivering a successful presentation. Below are a few ideas to combat nervousness - before, during and after your presentation!

Before the presentation

- Be well rested. Get enough rest the night before so you'll have plenty of energy during the presentation.
- Eat well. Make sure you've eaten enough food that day and that you haven't overeaten. Try to eat healthy, balanced meals that day. Most people feel better when they avoid foods that are high in sugar or caffeine, which can make you feel jittery and anxious.
- Dress appropriately. It's important to feel confident in the way you look, so wear clothes you like and feel comfortable in. "Appropriate" dress might vary depending on the presentation venue. The first impression you make will affect how people receive your presentation. Looking clean and neat is critical.
- Practice and prepare. Don't wait until the last minute to put your speech together. Rehearse several times before the day of the training.
- Plan ahead. A few days before your presentation, gather handouts, evaluation forms, data survey form and local NAMI information.
- Visualize yourself doing well. Imagine the experience in a detailed way. See yourself walking to the speaker's stand. Hear yourself speaking smoothly and naturally. Hear the audience laugh if you say something funny. See yourself as successful and run several replays of your success. You will also find that, after a few presentations, this picture will be very easy to recall.

- Don't repeat negative beliefs about yourself. Don't say, "I know I'm going to do a bad job" or "I'm so nervous, I'll never get through this presentation." Try reframing these thoughts, whether in your mind or out loud, as something like, "I'm nervous, and that's natural. I know I will do a good job."

During the presentation

- Stay focused on your message. When you believe you have something important to share, it's easy to feel excited. When you focus on your message, you'll probably feel less self-conscious.
- Take several deep breaths. Breathing deeply has a calming effect. A good approach is to breathe from the diaphragm (moving your belly rather than your chest). Breathe in for four counts, hold your breath for four counts, breathe out for four, pause for four and start again. You can do this while waiting to speak. This is sometimes called "Box Breath" (4x4x4x4).
- Move around. If you are waiting to appear in front of your audience, take some large steps and shake out your arms. This can release nervous energy and restore a feeling of calm.
- Be generous to yourself. It is okay to make a mistake. Speakers make mistakes. If you learn to laugh about it and let your audience enjoy it with you, it can lead to a better dynamic with your audience.
- Identify a focal point. Find friendly faces and make eye contact with them. Looking at people while you are speaking, or while they are speaking to you, is very important. You're letting them know that you're giving them your full attention and that you value the interaction.

After the presentation

- Congratulate yourself! Sharing the most personal parts of your life with complete strangers takes a lot of courage. Give yourself credit for what you've accomplished, even if you think you could have done better.
- Critique yourself without being critical. Choose one or two things you'd like to improve for your next presentation, but don't make a long list of things you did wrong. Note the positive things you did.

MINDFULNESS RESOURCES

Stress and anxiety can be part of everyday life. But sometimes events such as speaking in front of a large audience or sharing a story about a traumatic event, can elevate our stress levels. There are lots of resources to help with stress and anxiety and we each have our own tools for staying calm and relaxed. Below are a few additional suggestions and tools to help you relax.

DIAPHRAGMATIC BREATHING

Diaphragmatic breathing can help us slow down, decrease our stress and think more clearly. It is how babies breathe when they are sleeping.

Why does it matter how we breathe? Because the brain relies on the oxygen we breathe to do its job. When someone is hyperventilating, often the only way they can stop this shallow, quick breathing is when someone surprises them to the point that they take a deep breath. That's when their brain gets enough oxygen to focus back on their situation and think clearly again.

To get a sense of how we respond to this breathing technique, it can be helpful to notice how we feel before and after doing it.

Take a moment to see how you are feeling in this moment. Are your muscles tight or are they relaxed? What are you thinking about? Are there any strong emotions?

DIAPHRAGMATIC BREATHING INSTRUCTIONS

1. Get comfortable in a seated position, preferably in a place where it is quiet
2. Close your eyes
3. Start by breathing normally by breathing in through your nose and out through your mouth
4. Put one hand on your chest and one hand on your belly, pay attention to whether your hands move as you breathe
5. Try to breathe so your belly hand moves, and your chest hand does not

6. Try this for a few deep breaths
7. Go back to your regular breathing for a minute or so
8. Slowly open your eyes

Keep in mind:

- You can try diaphragmatic breathing standing, sitting up, or lying down
- Stay focused on your breath
- If your mind wanders, just gently return your focus to your breath
- When you first try this, you may want to do it for only a few minutes
- Regular daily practice teaches you how to calm yourself when stressed
- Slow down and be gentle with yourself, especially if you cough or feel light-headed
- If diaphragmatic breathing makes you feel anxious, stop
- If you have COPD, asthma or other breathing problems, you may want to check with your health care provider before practicing on your own.

PROGRESSIVE RELAXATION

A benefit of this technique is being able to notice when you are tense, and then deliberately relaxing the area of the body that feels tense.

We are sharing a variety of breathing and relaxation techniques because science shows that regularly practicing a relaxation technique decreases stress and increases feelings of well-being. People respond differently to different techniques, so we want to expose you to a number of them.

PROGRESSIVE RELAXATION INSTRUCTIONS

1. Get comfortable, either sit or lie down and uncross your legs or arms
2. Close your eyes if you wish
3. Decide what part of your body you are going to tense and relax first
4. Take a few deep breaths
5. Slowly tense that body part, holding it for 5 seconds
6. Slowly relax that body part over the next 30 seconds
7. Repeat if you still feel tense
8. Continue onto the next area until you have relaxed tense areas throughout your body
9. Scan your body to notice if any other area is tense. Relax and tense that area
10. Notice the relaxed sensation throughout your body and slowly return to your day

BREATHING WITH WORDS

This technique involves relaxed breathing while concentrating on a word or a phrase. First, notice how you feel in this moment. Are your muscles tight, or are they relaxed? What are you thinking about? Are there any emotions? Next, we're going to make each part of our breath—inhaling, holding our breath, exhaling—last for four seconds.

BREATHING WITH WORDS INSTRUCTIONS

1. Choose a word that is relaxing for you
2. Take a deep breath, close your eyes if you want...and release it
3. Now inhale slowly to a count of 4, saying your word silently
4. Hold your breath for 4 counts, again silently saying your word
5. Slowly exhale for 4 seconds, saying your word
6. Now another series, inhale (*wait 4 seconds*), hold your breath (*wait 4 seconds*) and exhale (*wait 4 seconds*)
7. Continue breathing this way as long as you'd like

HANDLING NERVOUSNESS – Activity Sheet

Purpose

The purpose of this activity is to explore our very normal and very natural nervous reaction when presenting, and to prepare some strategies for how to handle those feelings.

Directions

Work in small groups (2 to 3 people) to answer the following questions.

- It's the night before your presentation and you feel nervous. What do you do to feel calm?
- It's the day of your presentation and you feel nervous. What do you do to feel calm?
- During your presentation you can feel your heart racing and you start to forget what to say. What do you do to feel calm?

Group Answers:

LEAVE BLANK

Feedback Form - Small Group Presentation

Presentation time: _____

Introduction: Did the presenter . . .

- Include information about NAMI?
- Include personal information other than their experience with the justice system or about their mental illness?

What happened: Did the presenter . . .

- Use “I” statements?
- Share challenging experiences (symptoms, stigma or barriers to support) in a way you could relate to?
- Limit their story to the topics in this section?

What helps: Did the presenter . . .

- Use “I” statements?
- Include when they realized that they needed support?
- If the presenter was a peer, did they share their experiences of creating a personal wellness plan, and healthy coping skills, or about the difficulties of accessing care and support?
- If the presenter was a family member, did they share their experiences of success and challenges of finding ways to support their loved-one?
- Limit their story to the topics in this section?
- Avoid sharing specific names of medications, doctors and facilities?

What’s next: Did the presenter . . .

- Use “I” statements?
- Focus on things that represent success?
- Share what they are looking forward to – hopes and dreams for the future?
- Limit their story to the topics in this section?
- Share why these things are meaningful to them?

Overall Feedback: Did the presenter . . .

- Speak clearly and maintain a steady pace throughout the presentation?
- Share their personal experience and not discuss police protocol?
- Use techniques to relate to and engage the audience?

Open Feedback – Use the space below to provide feedback to the presenter. What went well? What are some opportunities to improve the presentation? Please limit your feedback to one or three comments.

Feedback Form - Small Group Presentation

Presentation time: _____

Introduction: Did the presenter . . .

- Include information about NAMI?
- Include personal information other than their experience with the justice system or about their mental illness?

What happened: Did the presenter . . .

- Use “I” statements?
- Share challenging experiences (symptoms, stigma or barriers to support) in a way you could relate to?
- Limit their story to the topics in this section?

What helps: Did the presenter . . .

- Use “I” statements?
- Include when they realized that they needed support?
- If the presenter was a peer, did they share their experiences of creating a personal wellness plan, and healthy coping skills, or about the difficulties of accessing care and support?
- If the presenter was a family member, did they share their experiences of success and challenges of finding ways to support their loved-one?
- Limit their story to the topics in this section?
- Avoid sharing specific names of medications, doctors and facilities?

What’s next: Did the presenter . . .

- Use “I” statements?
- Focus on things that represent success?
- Share what they are looking forward to – hopes and dreams for the future?
- Limit their story to the topics in this section?
- Share why these things are meaningful to them?

Overall Feedback: Did the presenter . . .

- Speak clearly and maintain a steady pace throughout the presentation?
- Share their personal experience and not discuss police protocol?
- Use techniques to relate to and engage the audience?

Open Feedback – Use the space below to provide feedback to the presenter. What went well? What are some opportunities to improve the presentation? Please limit your feedback to one or three comments.

HANDLING QUESTIONS – The C-A-R-E Technique

Purpose

The purpose of this activity is to practice hearing and answering the types of questions that are asked during a law enforcement presentation. You reviewed these in the online portion of this training. We are going to explore how you can prepare to answer them here.

C-A-R-E Formula

C – Check: Make sure you understand what’s being asked and, if necessary, ask a question to check your understanding.

A – Acknowledge: Identify the feelings underlying the question. In most cases, this is something you do in your mind. You just sense or feel what might be motivating the person to ask that question and, if necessary, use your own words to acknowledge what you hear.

R – Respond: Answer the question with an honest response from your personal perspective (remember “I” statements).

E – Encourage: Inspire others to ask a question. Asking a question can feel vulnerable to audience members, so how you answer one person’s question will determine if others will participate. Be kind, honest and supportive.

Directions

In your groups:

- Review the questions and identify one that your group will answer using the C-A-R-E method.
- Discuss how to respond using the C-A-R-E method
- Come up with an appropriate response using C-A-R-E
- Be prepared to share with the larger group

Question #1: How do you deal with the reality that at any moment you could relapse and be a danger to your family or the community?

Question #2: Why don't you just make your child get treatment? Why can't you convince them that receiving treatment will make them better?

Question #3: I have taken lots of people experiencing a mental health crisis to the emergency room and it seems like the next day they are back in the community without accepting help. Why don't they just get help and get better?

Answer:

C – Check:

A – Acknowledge:

R – Respond:

E – Encourage:

REVIEWING AND FEEDBACK

Use the space below to jot down a few ideas about how you can improve your presentation.

- Does your presentation run over the allotted 20-25 minutes?
- Can you remove anything without affecting the overall message of your story?
- Are there other examples you could provide that are relevant to law enforcement officers?

NOTES:

NOTES:

Presenter Pre-Training Evaluation

Please complete the following brief pre-training evaluation. We will use the information to determine the effectiveness of this training.

1. Overall, my **knowledge and skill level** as a presenter to law enforcement is . . .

5	4	3	2	1
Excellent	Very Good	Good	Fair	Poor

2. Overall, my level of **confidence** as a presenter to law enforcement is . . .

5	4	3	2	1
Excellent	Very Good	Good	Fair	Poor

3. Overall, my feelings of **preparedness** to present to law enforcement is . . .

5	4	3	2	1
Excellent	Very Good	Good	Fair	Poor

LEAVE BLANK

Presenter Training Evaluation

Thank you for taking the time to provide feedback on your training experience. This information will help us improve the training for future presenters.

Section 1: Post Evaluation

Please answer the questions below about your level of knowledge, confidence and preparedness after the training.

1. Overall, my **knowledge and skill level** as a presenter to law enforcement is:

5	4	3	2	1
Excellent	Very Good	Good	Fair	Poor

2. Overall, my level of **confidence** as a presenter to law enforcement is:

5	4	3	2	1
Excellent	Very Good	Good	Fair	Poor

3. Overall, my feelings of preparedness to present to law enforcement is:

5	4	3	2	1
Excellent	Very Good	Good	Fair	Poor

Section 2: Overall training evaluation

4. Rate **each** of the following aspects of the online training using this scale:

5 = Excellent 4=Very Good 3 = Good 2 = Fair 1 = Poor

_____ Drafting your story online

_____ Guidance and tips for preparing and practicing your story

_____ Getting ready and tailoring your story online

5. Rate each of the following aspects of the in-person training using this scale:

5 = Excellent 4=Very Good 3 = Good 2 = Fair 1 = Poor

- _____ Practicing in-person
- _____ Handling nervousness in-person
- _____ Handling questions in-person

6. Rate each of the following aspects of the overall training to this scale:

5 = Excellent 4=Very Good 3 = Good 2 = Fair 1 = Poor

- _____ Overall quality of the training
- _____ Your trainers
- _____ Set up and environment of in-person training

7. In your own words, what were the **most helpful** aspects of this training for you?

8. What is one thing we can **improve about the training**? What would have made this a better experience for you?

9. List three (3) words that describe **how you feel** about being a presenter?

10. Check the one response that best reflects your **overall satisfaction** with your training experience.

- Very satisfied Satisfied Somewhat satisfied
- Dissatisfied Not sure

11. Anything else you'd like to share about your training experience?

Thank you for your feedback!

Trainee emergency contact information

Trainee's name _____

1. Contact name _____

relationship _____

day phone _____

cell phone _____

evening phone _____

2. Contact name _____

relationship _____

day phone _____

cell phone _____

evening phone _____