

Step 4

Planning a CIT for Youth Training



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Planning a CIT for Youth Training

Once you have coordinated efforts with your community partners and have a plan in place for CIT for Youth implementation, the next step is to plan a CIT for Youth training and select and adapt a curriculum that meets the needs of your community. This step provides curriculum options and an overview of the logistics and tasks associated with planning a CIT for Youth training.

Just like CIT training, CIT for Youth training should include instruction on topics important to your community, interactive components to engage participants and a significant amount of time dedicated to role-playing and practicing the skills participants learn during the training. CIT for Youth training should focus on the specific issues impacting youth with mental health needs and role playing should reflect scenarios law enforcement officers experience in the real world with youth.



Why Is CIT for Youth Training Important?

“The training that most police academies across the nation provide does not prepare officers to work within the school environment or with special populations, like youth with mental health needs.”

- Curt Lavarello, executive director, School Safety Advocacy Council

There are many reasons why a community would want to expand their CIT training to include CIT for Youth. CIT for Youth focuses on the specific and unique needs of children, adolescents and young adults with mental health needs and their families. It offers specialized training to law enforcement officers so they can effectively address the needs of these youth in the community and school settings.

Many CIT trainings focus on the adult population and do not include information, role plays or resources that reflect the needs of youth and the unique risks and issues associated with this population. There are several critical issues relevant to youth that are not addressed in a typical CIT curriculum. These issues include:

- The developmental and cognitive capabilities of youth are different than adults. A person’s brain is not fully developed until age 25. As such, youth act and react differently than adults. Thus, law enforcement officers need to learn different strategies for successfully relating to youth.

- Suicide and self-injury are prevalent issues in youth and may not get the attention they need in a typical CIT training.
- Family and peer involvement is very important when it comes to supporting youth with mental health needs. Law enforcement officers need to know how to effectively work with them to effectively support youth.
- The school setting presents unique challenges for law enforcement officers trying to address the needs of youth since school policies and procedures are often complex. Law enforcement officers need specific information on strategies to work effectively within the school system.
- Laws relating to minors often impact the treatment interventions that are available during a crisis.
- There are significant differences between the juvenile justice and criminal justice systems.
- Community-based mental health services and supports and medications that are effective for youth are different than those effective for adults.
- Early identification and intervention are critical to help prevent the development of a chronic and more serious mental illness.

These are just a few reasons why it's valuable to have a CIT for Youth training in addition to a standard CIT training.

Who Is Involved in CIT for Youth Training?

“Law enforcement officers are such a unique and oftentimes close-knit group. I have witnessed that training seems to flow best when it is one of their peers teaching.”

- Curt Lavarello, executive director, School Safety Advocacy Council

The steering committee should take the lead in choosing a curriculum, organizing the training and providing the training.

Important Note

Law enforcement officers should be integrally involved with this process for the training to be effective.

Your steering committee may choose to work with an existing CIT coordinator or appoint a CIT for Youth coordinator to be in charge of training logistics. The coordinator may be from any community partner. He or she typically takes on the role of planning trainings, gathering informal feedback on the effectiveness of trainings, evaluating the CIT for Youth program and working with trained officers on an ongoing basis to improve the training.

All of the community partners in the steering committee should contribute instructors for the CIT for Youth training.

- **Family and Youth:** They can provide the family and youth perspective and provide compelling personal stories during the training that illustrate the importance of CIT for Youth. Additionally, families and youth may want to participate in role plays.
- **Law Enforcement Officers:** They should have a major role in the training since they have the respect and ears of officers participating in the training and can add credibility to the training. They can teach crisis de-escalation techniques, officer safety and legal issues and lead the role-playing scenarios. Officers often learn best from each other since they have trust, respect and understanding for each other. They can also promote the training and recruit law enforcement officers who would benefit from the CIT for Youth training.
- **School Personnel:** They can provide an inside look at policies and procedures within their school and resources they have available.
- **Mental Health Providers:** They can provide information on child and adolescent development and mental illness, effective treatment interventions and community-based services and supports.

Important Note

It's important to choose instructors who are engaging, knowledgeable and also understand the dynamics of adult learners. For more information on adult learners, visit 14 Adult Learning Principles To Combat The Conference Learning Crisis, accessible at www.nami.org/citforyouth. It is also best for instructors to develop their own presentations based on their subject interest and expertise rather than teach someone else's material.

How Do We Plan CIT for Youth Training?

CIT for Youth training requires the leadership of the CIT for Youth coordinator (or CIT coordinator if you are using the same person for the CIT and CIT for Youth trainings) and the involvement of all of the community partners. Use the table, Planning CIT for Youth Training, starting on page 106, to review the tasks that should be completed to host a CIT for Youth training. These tasks should be delegated to community partners on the steering committee.

Planning CIT for Youth Training

Actions	Helpful Tools	Timeframe	Person Responsible**	✓ When Action is Taken
<p>Select a curriculum and adapt it to your community's needs.</p> <p><i>Be sure to include interactive components in the curriculum and ensure the curriculum appeals to adult learners.</i></p>	<p>Case Study: Selecting a CIT for Youth Training Curriculum in Illinois on page 119</p> <p>Comparison of CIT for Youth Curriculum Models on page 111</p> <p>Interactive Components of CIT for Youth Training on page 116</p> <p>Resources at www.nami.org/citforyouth:</p> <ul style="list-style-type: none"> 14 Adult Learning Principles To Combat The Conference Learning Crisis 	<p>3-6 months in advance</p>	<p>Steering committee</p>	
<p>Select a date.</p> <p><i>School-based law enforcement officers have restricted schedules so aim for school vacations, summer vacation or teacher in-service days.</i></p>		<p>3-6 months in advance</p>	<p>Steering committee</p>	
<p>Find a venue.</p> <p><i>Possible venues include a large classroom or an auditorium at a school or university or the law enforcement training academy.</i></p>		<p>3-6 months in advance</p>	<p>Steering committee</p>	

**When the steering committee is responsible for tasks, the committee may wish to delegate some tasks to individual committee members or to the CIT for Youth Coordinator.

Planning CIT for Youth Training (continued)

Actions	Helpful Tools	Timeframe	Person Responsible	✓ When Action is Taken
<p>Investigate whether your CIT for Youth training can provide Continuing Education Units (CEUs) for law enforcement officers.</p> <p><i>CEUs may provide a great incentive for law enforcement officers to participate in the training.</i></p>		3-6 months in advance	Steering committee	
<p>Determine whether you want your CIT for Youth training to be certified and approved by your state's training and standards board (often called the Peace Officer Standards and Training Board or POST). If so, contact the board as soon as possible; certification may not be available immediately, but is extremely valuable in the long term.</p>		3-6 months in advance	Steering committee	
<p>Promote the training to law enforcement officers.</p>		3-6 months in advance	Steering committee	

Planning CIT for Youth Training (continued)

Actions	Helpful Tools	Timeframe	Person Responsible	When Action is Taken
<p>Recruit instructors for the training. <i>Your instructors will likely come from your community partners.</i></p>	<p>Who Is Involved in CIT for Youth Training on page 104</p>	<p>3-4 months in advance</p>	<p>Steering committee</p>	
<p>Develop materials (e.g., PowerPoint presentations, class handouts, videos, etc.) to accompany the training.</p>	<p>NAMI's CIT for Youth Resource Center at www.nami.org/citforyouth</p>	<p>3 months in advance</p>	<p>Instructors</p>	
<p>Develop any additional materials you want law enforcement officers to have (e.g. resource guides, pocket guides, referral lists, etc.).</p>	<p>NAMI's CIT for Youth Resource Center at www.nami.org/citforyouth</p>	<p>3 months in advance</p>	<p>Steering committee</p>	
<p>Develop pre/post assessments for law enforcement officers to complete before and after the training. This will allow you to gauge the effectiveness of the training.</p>	<p>Step Five of this manual</p>	<p>1-2 months in advance</p>	<p>Instructors</p>	
<p>Arrange travel for any law enforcement officers or instructors who are traveling to the training.</p>		<p>1-2 months in advance</p>	<p>Steering committee</p>	

Planning CIT for Youth Training (continued)

Actions	Helpful Tools	Timeframe	Person Responsible	✓ When Action is Taken
Practice the training with the instructors and finalize all materials.		1 months in advance	Instructors and steering committee	
Print and assemble course binders for law enforcement officers with a full set of all of the course materials, pens and notebooks. <i>These binders should include any PowerPoint presentations, class handouts, community resources and any additional materials you choose to develop.</i>		2 weeks in advance	Steering committee	
Order refreshments and lunch (if applicable).		1 week in advance	Steering committee	

Selecting a CIT for Youth Training Curriculum

There is no need to reinvent the wheel when it comes to developing your CIT for Youth training curriculum. Communities across the country have developed a wide range of CIT for Youth curriculum options that can be adapted to meet the needs of your community.

This step provides an overview of the various curriculum options that exist and how you should go about selecting the curriculum that is right for you.

What CIT for Youth Training Curricula Exist?

Consult the table, Comparison of CIT for Youth Curriculum Models, starting on the next page, for an overview of available curriculum options. To access contact information for curriculum developers, visit NAMI's CIT for Youth Resource Center at www.nami.org/citforyouth. These curricula and related materials should be used as guidelines for instructors to develop their own presentations for the training.

Existing CIT for Youth curricula vary in three important ways:

- **Audience.** The audience for CIT for Youth can be officers who have already been trained through an existing 40-hour CIT program focused on adults or not. Training can also be targeted to school-based law enforcement officers, including school resource officers, community law enforcement or both. You will want to determine who your target audience is to inform your training decisions.

Important Note

Some communities have found it extremely valuable to invite school leaders and staff, such as principals, vice principals, teachers and guidance counselors to participate in the training as well. Others have even adapted their CIT for Youth program to specifically target the needs of school personnel.

- **Length of training.** Depending on your audience and available resources, you may choose to offer anything from a full 40-hour CIT training with a youth focus, a short in-service of 8 or 16 hours to follow up a CIT training or an advanced CIT for Youth training (40 hours of CIT for Youth in addition to 40 hours of CIT). *If the officers have no training, you will have to start from scratch with at least 40 hours of training to have an effective CIT for Youth program.*
- **Curriculum topics.** All CIT for Youth programs offer basic information about child and adolescent mental illness, urgent issues prevalent in their communities (e.g., suicide, self injury, eating disorders, school violence), de-escalation strategies, legal issues, family and youth perspectives and connections to community mental health resources. The time and resources available, the audience of officers being taught, the population you serve and the urgent issues in your community will determine the final content of your curriculum.

Comparison of CIT for Youth Curriculum Models

To access contact information for up-to-date information and these curricula, visit NAMI's CIT for Youth Resource Center at www.nami.org/citforyouth. This chart is not an exhaustive list of CIT for Youth programs.

Community	Training Hours and Description	Audience	Curriculum Topics
Utah	Eight hours In-Service	CIT-trained community law enforcement officers and school resource officers (SROs). These officers have already received 40 hours of CIT training before this eight-hour, in-service.	<ul style="list-style-type: none"> • Introduction • Child and Adolescent Development • Child and Adolescent Psychiatric Disorders • Suicide/Self Injurious Behavior Assessment and Intervention • Juvenile Civil Commitment Laws/Legal Issues • Intervention Strategies • Working with Supports and Resources
Lake Charles, La.	40 hours CIT training that includes a youth-focused portion	SROs who have not previously received CIT training.	<ul style="list-style-type: none"> • Introduction to Clinical Issues Relating to Mental Health • Understanding Psychopharmacology • Co-occurring Disorders in Adolescents • What Law Enforcement Needs to Know about Families and Consumers • Suicide Intervention • Basic Primer: Axis II Diagnoses • Basic Primer: Axis I Diagnoses • Less Lethal Devices: Their Capabilities and Shortcomings • Non-Violent Crisis Intervention • Post Traumatic Stress Disorder • Listening and Responding in Crisis Intervention • Legal Issues for Law Enforcement Officers • Drug Assessment: Indications of Intoxication, Overdose, and Withdrawal • Special Problems of Childhood and Adolescence

Comparison of CIT for Youth Curriculum Models (continued)

Community	Training Hours and Description	Audience	Curriculum Topics
Madison County, Ill.	Eight hours In-Service	CIT-trained, youth assigned community law enforcement officers and SROs. These officers have already received 40 hours of CIT training before this 8-hour, in-service.	<ul style="list-style-type: none"> • Introduction • Power Intimacy Competency • Most Common Mental Health Disorders • What's Different About Youth Mental Illness Diagnoses • Child and Adolescent Brain Development • Adverse Childhood Experience Study (ACE) • Post-traumatic Stress Disorder • Suicide • Self-harm (e.g., cutting, burning, eating disorders, etc.) • Substance Abuse • School Violence • Bullying • Power of Body Language, Tone of Voice and Words • Reflective Listening • Engaging the Community: Parents and Teachers as Allies
Models for Change ⁺⁺	Eight hours In-service	CIT-trained law enforcement officers. These officers have already received 40 hours of CIT training before this 8-hour, in-service.	<ul style="list-style-type: none"> • Introduction/Welcome/Overview • Adolescent Development • Adolescent Psychiatric Disorders and Treatment • Crisis Intervention and De-escalation • The Family Experience • Legal Issues • Connecting to Resources • Evaluation/Conclusion

⁺⁺The Models for Change CIT for Youth curriculum is currently only available in communities in select states. For more information, visit www.modelsforchange.org.

Comparison of CIT for Youth Curriculum Models (continued)

Community	Training Hours and Description	Audience	Curriculum Topics
Chicago, Ill.	40 hours Advanced CIT for Youth training.	<p>Sworn school patrol officers for CIT for Youth and the Culture of Calm and school personnel (<i>i.e.</i> teachers, administration, security and support staff).</p> <p>Officers must complete the 40-hour state certified basic CIT training prior to taking the advanced CIT for Youth. Upon completion officers have received 80 hours of mental health training.</p>	<ul style="list-style-type: none"> • Child and Adolescent Overview • Child and Adolescent Brain Development • Mental Illness: Signs and Symptoms • Medical and Developmental Disabilities • Parents and Teachers as Allies (NAMI signature education program) • IEP, 504, Behavioral Plans and Mental Illness • Risk Assessment and Crisis Intervention Skills • Violence, Urban Trauma and Mental Illness • Suicide and Self-Injurious Behaviors • Eating Disorders • Substance Abuse and Co-occurring Disorders • Psychotropic Medications • Juvenile Legal Issues • Department Procedures and Special Circumstances • Family Perspectives and Consumer Panel • Seamless Integration with Schools (Chicago Public Schools) • Community Resource Panel • Youth Investigators, Juvenile Justice and JICS Project • FBI School Violence and School Shooters • Crisis Intervention Role Play

Comparison of CIT for Youth Curriculum Models (continued)

Community	Training Hours and Description	Audience	Curriculum Topics
<p>San Antonio, Texas</p>	<p>40 hours CIT for Youth training</p> <p>Approved by the Texas Commission on Law Enforcement Officer Standards and Education.</p> <p>Provides Continuing Education Units (CEUs) to law enforcement officers.</p>	<p>SROs who have not previously received any CIT training.</p>	<ul style="list-style-type: none"> • Introduction to Crisis Intervention • Officer Tactics and Safety • Active Listening and De-escalation Techniques • Mental Illness in Children • Legal Issues and Emergency Detention • Child Abuse and Neglect and Duty to Report • Brain Development and Developmental Disorders • Informed Consent • Suicide Intervention • Learning Disabilities • Family and Child Perspective • Cultural Competency and Diversity • School Policies • Community Resources • Psychotropic Medications

How Do We Adapt a Curriculum to Our Community?

It is important to adapt whatever curriculum you select to the specific needs of your community by identifying the issues that are most critical to your community partners and understanding your community's demographics. The case study, *Selecting a CIT for Youth Training Curriculum in Illinois*, starting on page 119, provides a real-world example of how one community developed a CIT for Youth curriculum that best met their needs.

Important Note

To understand the needs of your community, it may be worthwhile to hold a focus group with law enforcement officers and other community partners to understand the situations and issues they experience when addressing the needs of youth with mental health needs in the community and in school. Louisiana and Utah both conducted focus groups with their law enforcement officers. The information they gathered helped inform the CIT for Youth curricula they developed. To review *A Conversation with CIT Trained School Resource Officers*, the focus group report NAMI created after hosting a focus group with Louisiana's SROs, visit www.nami.org/citforyouth.

There are some questions to consider when adapting a CIT for Youth curriculum to meet the needs of your community. They include:

- What are the characteristics of your community (e.g., socio-economic, race, gang activity, military status, sexual orientation, etc.)?
- Are there state, local or school policies, procedures and legal issues that officers should understand?
- What problems do officers report encountering most when responding to youth with mental health needs (e.g., suicide, self injury, violence, trauma, etc.)?
- What concerns do school personnel have about the mental health needs of students?
- What concerns do families and youth have about mental health?
- Do you want to focus your efforts on high schools, middle schools or elementary schools? You may want to consider which schools in your community need the most support (e.g., alternative schools, schools with high rates of juvenile justice referrals or schools with high dropout and suspension rates)?
- Which law enforcement agencies serve your schools and communities? Which agencies do you want to train? *Some communities have a police department, sheriff's department and/or a school law enforcement agency. Additionally, some school resource officers are employed by law enforcement agencies while some are employed by schools. This may impact the content of your training.*

Important Note

It is absolutely necessary to work with your community partners to identify the curriculum topics that are most important to them.

You will also want to incorporate interactive media, presentations and role playing into your curriculum. This will engage law enforcement officers throughout the training and appeal to various learning styles. See the Interactive Components of CIT for Youth Training below.

Interactive Components of CIT for Youth Training

Incorporating interactive components into your CIT for Youth training is critical to keeping the training session engaging and appealing to the various learning styles of adult learners. This list includes several components you may wish to include in your training. These resources can be found at www.nami.org/citforyouth.

Media

Using short video clips or other media can be very powerful for illustrating concepts or scenarios and engaging training participants. It is not appropriate to use media to substitute for large portions of instruction or to take the place of role-playing.

Ask the Doctor video clips. NAMI's Medical Director, Dr. Ken Duckworth, answers a few of the most commonly asked questions by parents and other caregivers of youth living with mental illness.

How to Incorporate into Training: You can use these brief clips throughout the training to help expand on key points about child and adolescent mental health issues.

"I Have Schizophrenia." This episode of MTV's *True Life* tells the stories of three teenagers living with schizophrenia.

How to Incorporate into Training: You can use this TV show to provide examples of how schizophrenia impacts the lives of young adults. It provides great insight into their lived experiences.

"Inside the Teenage Brain." This episode of PBS' *Frontline* reviews the science behind the changes in the brain and behavior in the teenage years. The website also includes resources and information for parents.

How to Incorporate into Training: This video can be used to illustrate concepts about child and adolescent brain development and how it influences the behaviors of youth.

Janssen’s MINDSTORM. This simulation provides a realistic example of the experience of visual and auditory hallucinations.

How to Incorporate into Training: You can use this interactive simulation to help law enforcement officers understand the lived experience of mental illness.

NAMI Education Programs

NAMI offers a variety of education and support programs that are valuable resources to people living with mental illness and their families and to child-serving professionals. The programs listed below, either in their entirety or in segments, may be incorporated into a CIT for Youth training. To learn more, contact your local NAMI Affiliate at www.nami.org/local.

Parents and Teachers as Allies (PTasA) is a two-hour, in-service program to help school professionals identify the early warning signs of mental health needs in youth. It focuses on the specific, age-related symptoms of mental illness in youth and how best to intervene and shares the lived experiences of youth and their families.

- This program can be adapted for use with law enforcement.
- This program can be used during CIT for Youth classes that include school personnel.

How to Incorporate into Training: Use this program to provide an overview of mental illness and the lived experience of parents and youth. This program can be used as an introduction to the training, especially if school leaders are participating in the training. PTasA has been included in several existing CIT for Youth programs.

In Our Own Voice (IOOV) is a unique public education program developed by NAMI in which two trained speakers share compelling personal stories about living with mental illness and achieving recovery.

- This program provides a structured way for officers to have face-to-face interactions with people living with mental illness.
- IOOV speakers can be youth or young adults.

How to Incorporate into Training: Use this program to allow training participants to interact with and hear from individuals living with mental illness about their experiences.

Role Playing

Role playing is an important part of CIT for Youth training and should be included in any curriculum.

Those who have implemented CIT for Youth recommend that at least 25 percent of the total training time be dedicated to role playing exercises so law enforcement officers can practice the de-escalation skills they learn. Role playing allows law enforcement officers to see how the concepts they are learning can be applied to real-life situations they experience and to

interactions they have with youth in school or in the community.

Some CIT for Youth programs have hired acting students at a local university to help with the role plays. Role players do not need to be professional actors. They can include already-trained law enforcement officers, mental health providers, individuals living with mental illness, family members and school professionals.

Scenarios for role plays should be drawn from the common experiences of parents, youth, school-based law enforcement officers, school personnel and mental health providers in your community. After practicing role play scenarios, the officers, actors and instructors should discuss officers' responses and offer guidance and suggestions on how to improve the interactions.

Case Study: Selecting a CIT for Youth Training Curriculum in Illinois

by John Williams, director of youth services, Oak Park and River Forest Townships, Ill.

When it came time to select a training curriculum for our CIT for Youth program, we first thought about who would be our target audience. We decided to train CIT-trained school resource officers (SROs) and community law enforcement officers since both officers often encounter kids (SROs in school and community law enforcement in homes and community settings). We also found out that some SROs are employed by our law enforcement agencies while some are employed by schools. We decided it was important to target all of these officers, regardless of their place of employment.



Since we have such a strong CIT program and most of our officers have already received training, we had to decide what was absolutely necessary to include in a follow-up CIT for Youth training. We had to determine what topics were already covered in the CIT program that we did not need to duplicate and what topics were not already covered that should be.

In Illinois, we have huge resource issues so it was important for us to keep the CIT for Youth training short. We worked on condensing the curriculum down to see what we could cover in 24 hours, 16 hours and eight hours.

When narrowing down what information we would include in the CIT for Youth training, we really listened to law enforcement officers and focused on the practical information they need when they answer a call from a home or school. We found that their needs lined up well with the focus group report that NAMI sent us.** We learned that our law enforcement officers needed more information on how to respond to self-injury, suicide and substance abuse. We also broke down the skills that law enforcement officers need to support a family in getting help and getting healthy.

We also listened to officers' frustrations. They get frustrated when they do everything right, but the child still does not get the help they need. It is important for us to teach them how to overcome challenges in real-life situations rather than talk about theoretical situations so it was helpful to hear directly from them about the challenges that they face.

**A *Conversation with CIT Trained School Resource Officers*, the focus group report NAMI created, is available online at www.nami.org/citforyouth.

We do not have control over how much time law enforcement officers will be able to spare in these economic times. Law enforcement agencies have to cover the shifts of the officers who participate in training, which usually means paying another officer overtime. We thought a lot about how we can “cheat time” with the training. One idea we had was to post the pre/post training assessment and feedback form online so law enforcement officers can complete them in their spare time.

You can teach a lot in a short period of time if the law enforcement officers have the right background information. We are using the web to post a short introduction and overview of what the officers have already learned in CIT training. Law enforcement officers can review this information before the training so they can come to the training with this information fresh in their minds.

We have been playing around with a variety of techniques to keep the training conversational and very interactive, including using video clips to say a lot in a short time and using role playing. We have been having excellent feedback in using short video clips of young spoken word artists performing original pieces related to Adverse Childhood Experiences (ACES) to say a great deal in a short period of time in an engaging manner. It also helps to have law enforcement officers—SROs, shift leaders, detectives or negotiators—on hand to talk about the de-escalation techniques. This gives the training more credibility since it comes from people the officers admire and it is in a language that is familiar to them.

Finally, above all, we have tried to be flexible in our training. We have created several possible role-playing scenarios, knowing that we may be able to only go through one or two. We want to leave room in the training for instructors to meet the needs of the law enforcement officers in the room. We also want to leave time for law enforcement officers to talk about their experiences with mental illness and to ask questions.

For more information on Illinois’ CIT for Youth efforts, contact John Williams at jwilliams@oakparktownship.org.



Step 4 Key Messages

- There is no need to re-invent the wheel when it comes to developing a CIT for Youth training curriculum. There are several curricula that have been developed by communities across the country. They serve as a great starting point, but you should still identify the most important topics to your community partners in order to adapt a curriculum to meet your community's specific needs. Additionally, your curriculum should include interactive components that appeal to adult learners and role playing.
- Planning a CIT for Youth training requires the involvement of the community partners on your steering committee. They will be responsible for providing training instructors and for delegating and completing the various steps associated with planning a CIT for Youth training.
- Remember, training is an important part of a CIT for Youth program, but it is not the first step. If you've skipped to this step of the manual, it is best to return to the beginning and read the sections on Building Community Partnerships, Conducting Asset Mapping and Planning and Coordinating.

