**Supplementary Figure SF1: Methodology (development of training)**

**Supplementary Table S1: Qualitative general feedback (post-training)**

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| --- | --- |
| **Question** | **Responses from participants** |
| *What was particularly helpful?* | “The material relating to communication approaches…” “The layout of the slides… ““…extremely practical and a useful exercise which provided a real appreciable level of understanding of the principle issues faced” “..Getting a grounding in what constitutes an ID”“…the scenarios posed … very helpful as it pointed out pitfalls in previous interactions and advice on better ways to deal with such situations” “Learning how to recognise a person with an ID – so many traits I wasn’t previously aware of”“The Vignettes were helpful in providing practical real life scenarios, with the appropriate response to take”“Advice on how to deal with person with ID in a crisis”“To find out that epilepsy is very common”“ Flapping is a coping means for those affected”“ To hear from the experts in the field that it’s not easy to identify a person easily with an ID”“Learning that stalking is a common occurrence and difficult to treat with those with ID”“…we deal with many who have mild learning disabilities and it goes unnoticed and seen as they are being difficult”“The discussion on the four aspects and recognising and communicating with a suspect who has intellectual disability”“The discussion of the custody regulations and the Responsible Adult – it is always complied with when a juvenile is in custody but it has highlighted the regulation also applies to a suspect with ID” |
| *How would you improve this module?* | “A practical example with Garda members acting out a scene would be beneficial …more procedural guidance”“More examples of real live scenarios”“I would like to see people with an ID who ideally have had interactions with AGS offer their viewpoint and what they feel would have helped them through the criminal justice process” (AGS refers to An Garda Síochána)“It may be worth considering having someone with an ID or a representative who may be able to share lived experience” “Classroom/conference room setting would be great” “Access to medical assistance is a geographical lottery with a fight to get even verbal advise from the mental health system”“If the doctor info leaflet was given to An Garda Síochána for national distribution in all detention stations- it is another tool which would assist when the doctor is at the station” |

**Supplementary Table S2: Qualitative practice-based feedback (post-training)**

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| --- |
| *How has this/will this training change your practice?* |
| *Pre-arrest* | “I would consider what other options are available and how serious the alleged offence is” “Better planning and awareness required”“It will ensure that I now take cognisance of these issues and contingency planning when preparing for arrest operations”“More conscious of what to look for”“It will allow me to question more, rather than drawing a conclusion, and to help the person in crisis as opposed to possibly making things worse. I will also try to find out more about the person pre-arrest, in order to avoid an arrest….” “How a person interacts with me initially – looking for signs of an ID, e.g. incongruent behaviour, poor coping skills…I would have previously not associated these traits with an ID. I will change how I communicate with this person.”“Be aware of disability” “The knowledge to know how to deal with a person with ID in a crisis”“Short sentences, no eye contact. No physical contact. No hand gestures...”“Be aware to ask for questions to be repeated to further assess ability…”“Comprehension of the crime, medical condition…” |
| *Arrest* | “I will ensure that I consider any potential ID when deciding on the necessity to arrest”“Better planning and awareness required”“It will dictate how persons are dealt with on arrest. In particular, the repeated query to establish if they understand through repetition of the question asked is very useful…”“Aware that it might not be initially obvious who exactly are those needing additional assistance”“How to deal with person with ID on arrest and any additional special measures they might need, or that might antagonise them further… i.e. use of handcuffs…”“I will ensure I keep explaining how step of the process to them. I will break every aspect down to ensure they understand…”“Explain clearly, break down sentences. Be aware that a person with ID may not understand but may still agree with everything you are saying”“Calm approach, explain with brief sentences, find out if they have a helper, slower process than normal…” |
| *Initial custody* | “I would ensure that more time is taken to explain a person’s rights to them”“Better planning and awareness required”“Awareness of the issues faced in comprehending the C72(S) is a major issue…” (C72(s) refers to the formal notice of rights provided to those in custody)“Increase observation levels”“Making sure to obtain as much information as possible and record it on the C72 (S) to make sure I meet the person’s needs and also assess their ability for interview and if an appropriate adult may be required”“I won’t wait for questions to be asked – I will keep explaining and ensure a solicitor is called even if not requested”“Responsible adult- regulation 22(1) -a person who has experience in dealing with the mentally handicapped” (Regulation 22(1) refers to An Garda Síochána custody regulations from 1987 in respect of children and people with an intellectual disability)“Review of notice of rights”“Make member i/c aware of my index of suspicion, responsibility adult in interview. Having a responsible adult- not connected with the case and who has understanding of ID- this isn’t an easy action” (member i/c refers to the member of An Garda Síochána in charge of custody based on legislation from 1984 and regulations from 1987) |
| *Interview* | “… consider their fitness to be interviewed and ensure that an appropriate adult is offered…” “Better planning and awareness required”“Constant checking for the signs of ID and the presence of appropriate adults in any instance where any doubt exists will be a significant consideration” “Awareness of the major need for a regulated appropriate adult system”“The different techniques to use. Calling them by their name, using it more to ease them, also if becoming agitated, bring the conversations back to a more common (neutral) neutral topic and to make sure I understand that the interview procedure will take a lot longer than with a person who does not have an intellectual disability, simple questions, especially non-leading…”“If deemed suitable for interview – I would ensure an appropriate adult is present”“Specialist Victim interviewers”“Carried out in special premises”“Responsible adult, but realistically it will be trained interviewers and that will mean that the arrest will need much pre plaining to cater for further persons involved in the investigation- time management for personnel. Open ended questions…” |
| *Charge* | “…advise the person in respect of ensuring that they seek legal advice”“Better planning and awareness required”“…presence of an appropriate adult at this juncture to explain in ordinary terms what is happening”“Explaining the charge”“Have an appropriate person there to make certain they understand. Explain in plain simple, and clear language the charge and what they have to do next” “Explain everything in simple terms”“…short sentences, no physical contact…”“Simple language… is he/she able to read/write, comprehension of a charge/bail. How will this affect this vulnerable person now” |
| *Court* | “I would ensure that the court is made are of the ID to ensure appropriate safeguards are put in place” “Better planning and awareness required”“Necessity to inform the solicitor of the ID issues. Necessity to advise the Court in the absence of a solicitor of ID issues. Same for the Probation Officers and Prison Officers if that becomes an issue”“Special considerations”“Advise the court if special services are required, appropriate adult/advocate, interpreter”“Ensure all support services are proffered”“Closed circuit television link/ screens/ wigs & gowns/ expanded pre-recorded evidence in chief…Exclusion of the public …Appropriate adult”“Support services from the court, no public access. Court room is a cold and harsh place…” |

**Supplementary Table S3**

**Intellectual Disabilities Awareness – Training Evaluation Questionnaires**

Please rate the following by marking an x in the relevant boxes

**Pre-Module**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Stronglydisagree | Disagree | Neutral | Agree | Strongly Agree |
| I have an understanding of what Intellectual Disability is |  |  |  |  |  |
| I understand the common difficulties faced by people with Intellectual Disability |  |  |  |  |  |
| I know strategies to help me communicate with people with Intellectual Disability |  |  |  |  |  |
| I know how to approach people with an Intellectual Disability in crisis |  |  |  |  |  |
| I need further training in this field |  |  |  |  |  |

**Supplementary Table S4**

**Intellectual Disabilities Awareness – Training Evaluation**

**Post-Module**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Stronglydisagree | Disagree | Neutral | Agree | Strongly Agree |
| I have an understanding of what Intellectual Disability is |  |  |  |  |  |
| I understand the common difficulties faced by people with Intellectual Disability |  |  |  |  |  |
| I know strategies to help me communicate with people with Intellectual Disability |  |  |  |  |  |
| I know how to approach people with an Intellectual Disability in crisis |  |  |  |  |  |
| I need further training in this field |  |  |  |  |  |

What was particularly helpful?

How would you improve this module?

**How has this/will this change your practice? Please comment on Pre-Arrest, Arrest, Initial Custody, Interview, Charge, Court**

|  |  |
| --- | --- |
| Pre-Arrest |  |
| Arrest |  |
| Initial Custody |  |
| Interview |  |
| Charge |  |
| Court |  |