

Instructor Resource Guide



Analyzing Missing Persons Investigations

Course ID# 3276

Continuing Education Requirement

Revised: January 2025

ABSTRACT

During the 88th regular legislative session, HB 2660 and SB 2429 required the Commission to develop a voluntary advanced course on missing children and missing persons. This course satisfies that requirement. This course covers age-specific legislation, reporting requirements, high-risk populations, and statewide alerts. Additionally, this curriculum focuses on the applicability of the content by reviewing and analyzing high-risk missing persons cases.

Instructor Resource Guide:

This is an Instructor Resource Guide (IRG), not a lesson plan. The purpose of the IRG is to outline the minimum state requirements of what must be taught for a course to be considered compliant and receive TCOLE credit. The learning objectives provided in this IRG are the minimum state requirements for the training and must not be changed or altered.

- A qualified instructor **shall** develop the IRG into a lesson plan that meets their organization and student needs and must be kept in a training file for auditing purposes.

Please note: It is the responsibility of the Academy and/or Contractual Training Provider to ensure the IRG is developed into a complete lesson plan based on the requirements outlined in the IRG for a particular topic.

Lesson Plan:

Each organization is charged with creating their own lesson plan for how the organization will disseminate the information in the IRG.

- The IRG is designed to assist the instructor/subject matter expert in developing comprehensive lesson plans. The use of current statistics, best practice models, and scenario-based training should also be included in the lesson plan development. Instructors are encouraged to add additional activities.
- The institutions and instructors will determine how much time is spent on each topic/module, how many/what kind of examples or exercises are used during their presentation, and how in-depth they review each topic in the course they present.
- Any activity that is **suggested** is just that, an example or suggestion, and is not mandated for inclusion.
- Anything that is **required** must be included in the instructor's lesson plan.

Note to Trainers:

It is the responsibility of the Academy and/or Training Coordinator to ensure this curriculum and its materials are kept up to date. Refer to curriculum and legal resources for changes in subject matter or laws relating to this topic as well as the Texas Commission on Law Enforcement website at www.tcole.texas.gov for edits due to course review. Training providers must keep a complete training file on all courses reported for TCOLE credit.

Student Prerequisites:

- Must be a licensed peace officer for a minimum of two (2) years and have taken the Basic Missing and Exploited Persons course #3275 or equivalent.

Instructor Prerequisites:

An instructor must be a subject matter expert in the topic and must have documented knowledge/training/education and provide an instructor's biography that documents subject matter expertise. It is the responsibility of the training academy/training coordinator to select qualified instructors. A TCOLE instructor certification does not certify someone to teach any topic.

- A documented subject matter expert who is actively involved in interdiction, missing/exploited persons, human trafficking with at least 2 years' experience instructing law enforcement personnel.

Length of Course:

It is the training coordinator's responsibility to ensure the minimum hours are being met. Students are required to attend all classroom hours as listed in this instructor resource guide, there is no 10% attendance rule. TCOLE Rule 218.1 (C)(4) states that failure to meet the minimum course length may be grounds for denial of training. This course shall be taught the minimum hours that are listed in this guide and the student shall attend the entire class to receive credit.

- 4 hours, minimum.

Assessment:

- Training providers are responsible for creating student assessments and documenting the mastery of all objectives in this course using various testing assessment opportunities.
 - Assessment opportunities include oral or written testing, interaction with instructor and students, case study and scenario, and other means of testing student's application of the skills taught as the instructor or department deems appropriate.
- The minimum passing score shall be 70%.

Unit 1 Missing Children

INSTRUCTOR NOTE: The definition of child varies between different statutes and offenses. Instructors should advise students to review the specific statute applicable to the victim to determine the correct age classification as a child.

1.1 Identify laws surrounding missing children.

- A. Code of Criminal Procedure, Sec. 63.001(1-a): Definition of a child
 - i. Code of Criminal Procedure, Sec. 63.001(3): Definition of a missing child
 - ii. Code of Criminal Procedure, Sec. 63.001(4)
- B. Reporting requirements
 - i. Code of Criminal Procedure, Sec. 63.00905: Law Enforcement Requirements for Report of Missing Child
 - ii. Code of Criminal Procedure, Sec. 63.0091: Law Enforcement Requirements Regarding Reports of Certain Missing Children
 - iii. Code of Criminal Procedure, Sec. 63.0041: Reporting of Attempted Child Abduction

1.2 Describe high-risk populations.

INSTRUCTOR NOTE: The instructor is encouraged to include any other high-risk population that applies to the students' service area. Be aware that individuals may belong to more than one high-risk population due to overlapping risk factors.

- A. Code of Criminal Procedure, Sec. 63.0091
 - i. Disappeared while in a dangerous environment
 - ii. Has a mental or behavioral health needs
 - iii. Previously exhibited signs of mental illness
 - iv. Has an intellectual or developmental disability
 - v. Is known to have been last seen or in communication with an adult known to the child's family or legal guardian.
- B. Some high-risk populations include:
 - i. Children with disabilities
 - 1. Difficulty communicating or use of alternative forms of communication may make it harder for them to express their needs or ask for help.
 - 2. Often rely on caregivers for their daily needs.
 - a. If caregivers are overwhelmed, children may be more susceptible to wandering or going missing unintentionally.
 - b. These children are also more susceptible to abuse, which could be a contributing factor for going missing.

- c. Certain disabilities can affect a child's understanding of danger or their ability to assess dangerous situations.
- ii. Children in foster care
 - 1. History of trauma may increase the desire to escape or run away.
 - 2. Foster care placements can change frequently causing a lack of stability and supervision, creating opportunities for children to run away or go missing.
 - 3. Placement dissatisfaction may motivate them to run away.
 - 4. May be overlooked or have a lack of support from peers and guardians.
- iii. Immigrant children
 - 1. Language and cultural barriers can make it difficult to navigate unfamiliar places or seek help.
 - 2. They may get separated from their parents or legal guardians, causing an increased risk of going missing.
 - 3. Living in poverty can contribute to unstable living situations, limited supervision, and limited access to resources.

1.3 Recognize statewide alert(s) for missing children.

A. AMBER Alert: America's Missing: Broadcast Emergency Response (AMBER)

- i. Law enforcement may request a local area alert activation if the agency knows a child is missing but has not verified the Amber Alert criteria, and if the chief law enforcement officer of the agency believes that the activation of the alert system is warranted.
- ii. Criteria for an AMBER Alert:
 - 1. Is this child 17 years of age or younger, whose whereabouts are unknown, and whose disappearance law enforcement has determined to be unwilling which poses a credible threat to the child's safety and health; and if abducted by a parent or legal guardian, was the abduction in the course of an attempted murder or murder? OR
 - 2. Is this child 13 years of age or younger, who was taken (willingly or unwillingly) without permission from the care and custody of a parent or legal guardian by:
 - 3. Someone unrelated and more than three years older OR
 - 4. Another parent or legal guardian who attempted or committed murder at the time of the abduction?
 - 5. Is this child in immediate danger of sexual assault, death, or serious bodily injury?
 - 6. Has a preliminary investigation verified the abduction and eliminated alternative explanations for the child's disappearance?

7. Is sufficient information available to disseminate to the public to help locate the child, a suspect, or the vehicle used in the abduction?
- B. Endangered Missing Persons Alert:
- i. Used in cases of wanderings for persons with an intellectual disability (Autism, Developmental disorders, etc.).
 - ii. Criteria for an Endangered Missing Person Alert:
 1. Has the missing person been diagnosed with an Intellectual Disability and/or a Pervasive Developmental Disorder, including Asperger's Disorder, Autistic Disorder, Autism Spectrum Disorder, Childhood Disintegrative Disorder, Rett's Disorder or a Pervasive Developmental Disorder (Not Otherwise Specified)?
 2. If the missing person has been diagnosed with an Intellectual Disability, law enforcement shall require a written diagnosis from a physician or psychologist licensed to practice within Texas, or certified by the Texas Department of Aging and Disability Services and/or Texas Department of State Health Services.
 3. Is it confirmed that an investigation has taken place, verifying that a reasonable explanation for the missing person's disappearance has been ruled out and that the disappearance poses a credible threat to the health and safety of the missing person?
 4. Is the Endangered Missing Persons Alert request being made within 72 hours of the missing person's disappearance?
 5. Is there sufficient information available to disseminate to the public that could assist in locating the missing person? (Highway signs will be activated only if accurate vehicle information is available AND it is confirmed that the missing person was in the vehicle at the time of the disappearance).
 6. Endangered Missing Persons Alert:
 7. Used in cases of wanderings for persons with an intellectual disability (Autism, Developmental disorders, etc.).
 - iii. Criteria for an Endangered Missing Person Alert:
 1. Has the missing person been diagnosed with an Intellectual Disability and/or a Pervasive Developmental Disorder, including Asperger's Disorder, Autistic Disorder, Autism Spectrum Disorder, Childhood Disintegrative Disorder, Rett's Disorder or a Pervasive Developmental Disorder (Not Otherwise Specified)?
 2. If the missing person has been diagnosed with an Intellectual Disability, law enforcement shall require a written diagnosis from a physician or psychologist licensed to practice within Texas, or certified by the Texas Department of Aging and Disability Services and/or Texas Department of State Health Services.

3. Is it confirmed that an investigation has taken place, verifying that a reasonable explanation for the missing person's disappearance has been ruled out and that the disappearance poses a credible threat to the health and safety of the missing person?
4. Is the Endangered Missing Persons Alert request being made within 72 hours of the missing person's disappearance?
5. Is there sufficient information available to disseminate to the public that could assist in locating the missing person? (Highway signs will be activated only if accurate vehicle information is available AND it is confirmed that the missing person was in the vehicle at the time of the disappearance).

INSTRUCTOR NOTE: The activity below is specifically developed to allow students a substantial amount of class time to discuss two high-risk child scenarios and apply the content they have learned. The discussion points are divided into three stages, so students can gather case information incrementally and focus on different aspects of the incident, which enhances both learning and retention. These scenarios may be viewed as blaming or critical of law enforcement practices. However, it is important for instructors to guide and facilitate open discussion. It is imperative to elaborate on the discussion takeaways in order to ensure law enforcement-related details are covered and clear to the students.

REQUIRED ACTIVITY: The instructor may determine the most appropriate format to carry out this activity. Students must be given information on each case provided below by the instructor. The instructor must guide and facilitate discussions based on the information provided in the activity. The analysis of each case study should be divided into three stages that build upon each other.

Child Scenario #1:

On September 3rd, a 15-year-old female disappears while attending a college football game with her father. The female left her father in the stands to visit the concession stand. After 45 minutes, she had not returned, and the father went to search for her. After having trouble finding her, the father notified a security guard at the stadium and a search ensued. They searched the stadium for two hours- she was nowhere to be found.

There is video evidence from the security cameras at the stadium. The female was last seen talking with an unknown male who was also attending the game. The male was described as Caucasian, around 5'10", slim build, wearing a UT football jersey, and a white baseball cap. It appears that surveillance footage shows the male coerced the juvenile into leaving with him. They are seen walking into the parking lot just out of the camera's line of sight.

The female has a prior history of running away from home. She has left at least four times in the past two years. In the past, she always ran away with people she knows and always left a note. She is reported to take medicine to treat anxiety.

Student activity #1

Based on only the information above, have students:

- Identify if the victim is legally a child or an adult.

- Discuss what other information would you seek from parents, witness, or available evidence before deciding what to do?
- Identify applicable penal codes associated with the offenses.
- Recognize if the victim is from a high-risk population.
- Identify the risk factors associated with that population, if applicable.
- Discuss the impact of these risk factors on the officer's response, considering a trauma-informed approach.
- Identify their agency/department policy surrounding this kind of case.

Student activity #2

The father attempts to file a missing child report for his daughter with the university police department. However, the police department's policy dictates a report cannot be taken for a runaway unless the reported runaway lives in the city area. The father is directed to report her missing in the jurisdiction they reside.

The father drives to his local police department to file a police report. It has been four hours since his daughter disappeared.

Based on the information above, have students:

- Discuss how would law enforcement classify this case? Are they looking for the female?
- Identify the reporting requirements by law for this type of case?
- Identify the type of alert, if applicable.
- Discuss factors that may hinder the case.

Student activity #3

The father, not seeing the progress or attention he'd like in finding his daughter, contacted a private source that specializes in finding trafficked people. The missing female recently appeared in an ad page for sex workers. The female was found seven days after she went missing. She was found in a motel in a neighboring state.

Based on the information above, have students:

- Discuss if parents hire a private investigator or a non-law enforcement person to find the missing child/person, what are some considerations for law enforcement?
- Identify how law enforcement coordinates with other law enforcement agencies since the female was found in a different jurisdiction or another state.
- Discuss some of the successes and failures in how this case was handled.
- Analyze best practices and lessons learned in the law enforcement's handling of the case.

Child Scenario #2

On April 9th, a 16-year-old boy went missing from his foster home. He had said he was riding his bike to a nearby gas station at around 6:00 PM. After two hours with no sign of him, his foster parents started calling and texting him. His phone rang but didn't go to voicemail immediately, suggesting it was still on. They assumed he had gone to the gas station and then

to his best friend's house up the road, which he often did, so they weren't immediately concerned.

By 11:00AM on April 10th, the boy still had not returned home or contacted his foster parents. They called again and reached out to his friends to no avail. They drove around the neighborhood and along the route he would have taken to the gas station. When they arrived at the gas station, they found his bike there. They went inside to ask the staff if anyone recognized him, but no one did.

The juvenile has a history of running away. This is the third foster home since he was removed from his biological parents' home at the age of twelve.

Student activity #1

Based on only the information above, have students:

- Identify if the victim is legally a child or an adult.
- Recognize if the victim is from a high-risk population.
- Identify the risk factors associated with that population, if applicable.
- Discuss the impact of these risk factors on the officer's response, considering a trauma-informed approach.
- Identify their agency/department policy surrounding this kind of case.
- List what other information or evidence should be collected from the parents or other witnesses.

Student activity #2

The foster parents call 911 at 12:12 PM. Dispatch informs the officers enroute that the juvenile had a criminal record. The officers arrive at the house within 10 minutes to take the report.

One of the first responding officers asks the foster parents why they had waited so long to report him missing. They explain that when he runs away, he usually returns after staying at a friend's house. They also mention they found his phone and wallet in his dresser and were concerned because he hadn't taken his medication for depression and anxiety.

After interviewing the parents, officers go to the gas station where his bike was found. They notice security cameras but are told by the owner that they had been out of order for months. The officers proceed to check the homes of known friends but did not obtain any pertinent intelligence. They leave their contact information with the foster parents and advise them to use social media to help locate the juvenile and reach out if they hear anything.

Based on only the information above, have students:

- Discuss how law enforcement would classify this case.
- Decide if officers are looking for the juvenile.
- Discuss the legal reporting requirements for this type of case.
- Identify the type of alert applicable to this incident, if any.
- Discuss any factors that may hinder the investigation so far.

Student activity #3

The foster parents take the officers' suggestion and use different social media platforms to try and find him. However, social media posts did not lead to any pertinent information.

After a week with no progress and feeling that not enough had been done to search for the juvenile, the foster parents revisit the gas station to see if nearby businesses might have security footage. A couple of blocks away, they notice storage units with cameras. They contact the manager and receive a call back the next day, who agreed to review the footage. They provide the manager with the investigator's contact information and ask him to reach out if he found anything.

Later that same day, the storage unit manager informs the investigator that he had seen someone matching the boy's description riding past the units on April 9th at 6:13 PM, heading in the opposite direction from the gas station.

The local police department posts on their Facebook page, asking the community to review camera footage in the area. Unfortunately, no new leads emerge from this effort.

On May 13th, the foster mother receives a message from the juvenile, who says he has been with his biological father in New Orleans, Louisiana. He mentions he was struggling mentally and wants to return home, but his biological father would not bring him back. The parents immediately notify the police of this communication to ask for further guidance.

Based on the information above, have students:

- Decide the best approaches for local law enforcement to coordinate with other agencies since the juvenile was found in another state.
- Identify the legal and ethical considerations when a missing juvenile is found with a parent, especially if there is a history of removal from the home.
- Identify successes and failures in how this case was handled by the law enforcement agency.
- Analyze best practices and lessons learned in how this case was handled by the law enforcement agency.

Unit 2 Missing Adults

2.1 Identify laws surrounding missing adults.

- A. An adult is any person 18 years of age or older.
- B. Code of Criminal Procedure, Sec. 63.001(2): Definition of a missing person
 - i. Code of Criminal Procedure, Sec. 63.001(4)
- C. Reporting requirements
 - i. Code of Criminal Procedure, Sec. 63.009: Law Enforcement Requirements Generally

2.2 Describe high-risk populations.

INSTRUCTOR NOTE: The instructor is encouraged to include any other high-risk population that applies to the students' service area. Be aware that individuals may belong to more than one high-risk population due to overlapping risk factors.

- A. Elderly
 - i. May be dependent on assailant for physical and medical care, financial support, and/or transportation.
 - ii. Physical or cognitive conditions, as well as medications, increase their risk to become disoriented and wander.
 - iii. Elders with limited social interaction or who live alone may not have anyone immediately aware if they go missing, delaying reporting and response.
- B. Immigrants
 - i. Language and cultural differences.
 - ii. Social network may avoid or delay reporting due to fear of legal repercussions regarding their immigration status.
- C. Persons experiencing homelessness
 - i. Lack of stable housing makes them particularly challenging to locate or monitor.
 - ii. History of mental health challenges can contribute to risky behaviors.
 - iii. Exposure to health and safety risks, such as violence, substance abuse, and harsh weather conditions, can lead to accidents and misconduct from others.

2.3 Recognize statewide alerts for missing adults.

- A. Silver Alert:
 - i. Used in cases of wanderings for people with dementia, including those with Alzheimer's.
 - ii. Criteria for a Silver Alert:
 1. Is the missing person 65 years of age or older or been diagnosed with Alzheimer's Disease?
 2. Does the senior citizen have a diagnosed impaired mental condition, and does the senior citizen's disappearance pose a credible threat to the senior citizen's health and safety? (Law enforcement shall require the family or legal guardian of the missing senior citizen to provide documentation from a medical or mental health professional of the senior citizen's condition).
 3. Is it confirmed that an investigation has taken place verifying that the senior citizen's disappearance is due to his/her impaired mental condition, and alternative reasons for the senior citizen's disappearance have been ruled out?
 4. Is the Silver Alert request within 72 hours of the senior citizen's disappearance?
 5. Is there sufficient information available to disseminate to the public that could assist in locating the senior citizen?

6. Note: A physician's letterhead, indicating the impaired mental condition, date of diagnosis, patient's name, with physician's signature is recommended to satisfy the documentation requirement.
- B. CLEAR Alert:
- i. Designed to close the gap between missing children and senior citizens.
 - ii. The CLEAR alert assists law enforcement in locating and rescuing missing, kidnapped or abducted adults or adults who are in immediate danger of injury or death, as well as aid in locating any potential suspects.
 - iii. Criteria for a CLEAR Alert:
 1. Is the individual 18 to 64 years of age, whose whereabouts are unknown?
 2. Has a preliminary investigation verified the adult is in imminent danger of bodily injury or death or is the disappearance involuntary such as an abduction or kidnapping?
 3. Is the clear alert request within 72 hours of the individual's disappearance?
 4. Is sufficient information available to disseminate to the public to help locate the individual, a suspect, or the vehicle used in the incident?
- C. Endangered Missing Persons Alert:
- i. Used in cases of wanderings for persons with an intellectual disability (Autism, Developmental disorders, etc.).
 - ii. Criteria for an Endangered Missing Person Alert:
 1. Has the missing person been diagnosed with an Intellectual Disability and/or a Pervasive Developmental Disorder, including Asperger's Disorder, Autistic Disorder, Autism Spectrum Disorder, Childhood Disintegrative Disorder, Rett's Disorder or a Pervasive Developmental Disorder (Not Otherwise Specified)?
 2. If the missing person has been diagnosed with an Intellectual Disability, law enforcement shall require a written diagnosis from a physician or psychologist licensed to practice within Texas, or certified by the Texas Department of Aging and Disability Services and/or Texas Department of State Health Services.
 3. Is it confirmed that an investigation has taken place, verifying that a reasonable explanation for the missing person's disappearance has been ruled out and that the disappearance poses a credible threat to the health and safety of the missing person?
 4. Is the Endangered Missing Persons Alert request being made within 72 hours of the missing person's disappearance?
 5. Is there sufficient information available to disseminate to the public that could assist in locating the missing person? (Highway signs will be activated

only if accurate vehicle information is available AND it is confirmed that the missing person was in the vehicle at the time of the disappearance).

6. Endangered Missing Persons Alert:
 7. Used in cases of wanderings for persons with an intellectual disability (Autism, Developmental disorders, etc.).
- iii. Criteria for an Endangered Missing Person Alert:
1. Has the missing person been diagnosed with an Intellectual Disability and/or a Pervasive Developmental Disorder, including Asperger's Disorder, Autistic Disorder, Autism Spectrum Disorder, Childhood Disintegrative Disorder, Rett's Disorder or a Pervasive Developmental Disorder (Not Otherwise Specified)?
 2. If the missing person has been diagnosed with an Intellectual Disability, law enforcement shall require a written diagnosis from a physician or psychologist licensed to practice within Texas, or certified by the Texas Department of Aging and Disability Services and/or Texas Department of State Health Services.
 3. Is it confirmed that an investigation has taken place, verifying that a reasonable explanation for the missing person's disappearance has been ruled out and that the disappearance poses a credible threat to the health and safety of the missing person?
 4. Is the Endangered Missing Persons Alert request being made within 72 hours of the missing person's disappearance?
 5. Is there sufficient information available to disseminate to the public that could assist in locating the missing person? (Highway signs will be activated only if accurate vehicle information is available AND it is confirmed that the missing person was in the vehicle at the time of the disappearance).

D. Camo Alert:

- i. Designed to notify the public of a missing current or former member of the United States armed forces, including the National Guard or a reserve or auxiliary unit of any branch of the armed forces.
- ii. Criteria for a Camo Alert:
 1. Verification from the Texas Department of Public Safety that the missing military member is registered for the camo alert program.
 2. Confirmation the individual reported missing is a current or former member of the United States armed forces, including the National Guard or a reserve or auxiliary unit of any branch of the armed forces and that the individual's location is unknown.
 3. Confirmation the missing person suffers from a mental illness, including post-traumatic stress disorder or a traumatic brain injury.

4. Confirmation the disappearance poses a credible threat to the military member's health and safety or the health and safety of another.
5. Note: A physician's or psychologist's letterhead, indicating the impaired mental condition, date of diagnosis, patient's name, with physician's signature is recommended to satisfy the documentation requirement.

INSTRUCTOR NOTE: The activity below is specifically developed to allow students a substantial amount of class time to discuss two high-risk adult scenarios and apply the content they have learned. The discussion points are divided into three stages, so students can gather case information incrementally and focus on different aspects of the incident, which enhances both learning and retention. These scenarios may be viewed as blaming or critical of law enforcement practices. However, it is important for instructors to guide and facilitate open discussion. It is imperative to elaborate on the discussion takeaways in order to ensure law enforcement-related details are covered and clear to the students.

REQUIRED ACTIVITY: The instructor may determine the most appropriate format to carry out this activity. Students must be given information on each case provided below by the instructor. The instructor must guide and facilitate discussions based on the information provided in the activity. The analysis of each case study should be divided into three stages that build upon each other.

Adult Scenario #1

On December 27th, a 32-year-old male, who is currently homeless, went missing. He was supposed to have a meeting with his case manager at 10:00AM but did not call or show up. When she tried calling him, the call went straight to voicemail. She knows that he stays in frequent contact with his sister and has her listed as an emergency contact. The case manager reached out and learned she had not heard from him in about two weeks.

He is known to frequently move between shelters and live outdoors. He has a history of mental health issues and substance abuse. They also believe he has a warrant in a neighboring state. The case manager calls other shelters, hospitals and jails, but no one has seen him. He has a distinct black rose on his left wrist with the name "Rose" written in it.

The case manager is concerned because, despite the male being homeless and struggling with substance abuse, he never misses the monthly meetings and always stays in contact with his sister.

Student activity #1

Based on only the information above, have students:

- Identify if the victim is legally a child or an adult.
- Recognize if the victim is from a high-risk population.
- Identify the risk factors associated with that population, if applicable.
- Discuss the impact of these risk factors on the officer's response, considering a trauma-informed approach.
- Identify their agency/department policy surrounding this kind of case.

Student activity #2

The missing male's sister calls the police around 4:00PM and is told she will get a call back shortly. When she receives a call back, approximately two (2) hours later, she is told that they would not take the missing person report because "he is an adult and has the right to go missing."

The sister creates a flyer and posts it to local Facebook groups and NextDoor. On December 30th, a city employee reached out to her on December 30th after seeing the post on Facebook and claims he may have seen him on December 23rd, at a local park around 6:00PM. He says he has been exhibiting erratic behavior, talking to himself, and seemed disoriented. He also states that the parks have cameras, so he will ask his supervisor to review the footage.

The next day, the supervisor informs the sister that the video shows the person she described arriving at the park on December 23rd, at 5:14PM. In the video, he is seen displaying the behaviors described by the city employee. However, at 5:37PM, footage also indicates a female approaching the male and getting into a physical altercation. The male is last seen walking towards a nearby known homeless camp. The sister is able to confirm that is her brother in the video.

The sister contacts the police again with the new information and is able to file a missing person's report. It has been eight days since he was last seen by his case manager.

Based on the information above, have students:

- Decide how law enforcement would classify this case.
- Discuss the legal reporting requirements for this type of case.
- Identify the type of alert applicable to this incident, if any.
- Discuss any factors that may hinder the investigation so far.
- Determine best practices for law enforcement when handling missing person case involving adults regarding the balance between respecting an adult's right to disappear with addressing potential risks or harm?
- Discuss ways by which law enforcement can ensure they address the unique needs of individuals with mental health or substance abuse issues in missing persons investigations.

Student activity #3

After the missing person report was filed on December 31st, the police department intensifies their investigation based on the new evidence provided. Officers concentrate their search efforts around the park and the nearby homeless camp. They distribute flyers, interview individuals residing in the area, and check local shelters.

In collaboration with the sister, law enforcement also makes a public appeal for information through social media and local media channels. On January 8th, search teams discover his body near a secluded area near the riverbank, about 1.5 miles from the park. Initial assessments suggest that the cause of death is a drug overdose.

Based on the information above, have students:

- Discuss challenges and considerations surrounding missing persons cases that also involve drug overdoses.

- Decide if there are any additional complications due to the victim having been reported missing.
- Analyze the role and levels of effectiveness of public appeals through social media and local media channels in the investigation.
- Identify successes and failures in how this case was handled by the law enforcement agency.
- Analyze best practices and lessons learned in how this case was handled by the law enforcement agency.

Adult Scenario #2:

On March 13th, a mother and daughter took a road trip to the Galleria mall. The mother, a 65-year-old female who has been diagnosed with dementia, and her 30-year-old daughter were shopping for dresses for a formal occasion. The daughter walked towards a dress she thought her mother would love. As she was talking about the dress, she noticed her mother was no longer with her. The daughter began to backtrack through the large department store and asked an employee for assistance in locating her mother. She also checked her phone for missing calls and noticed it was 2:32PM.

The daughter was directed to mall security and provided a description of the missing 65-year-old female. Security provided a description of the missing female over the Galleria intercom and began reviewing security cameras.

The missing female is Hispanic, 5'6", 145lbs, and wearing a blue shirt with white flowers, blue jeans, and black sandals. She has brown eyes and shoulder length brown hair with a grey strip in the front. She has a heart tattoo on the inside of her right wrist and a small scar on her left arm, under the elbow.

Store footage indicates she walked out of the store alone towards the street at 2:21PM. The business next door has outdoor cameras, but they are not currently working.

The missing female has a prior history of wandering due to her condition; however, those cases were always when she was at home.

Student activity #1:

Based on the information above, have students:

- Identify if the victim is legally a child or an adult.
- Recognize if the victim is from a high-risk population.
- Identify the risk factors associated with that population, if applicable.
- Discuss the impact of these risk factors on the officer's response, considering a trauma-informed approach.
- Determine what other witness information or available evidence should be sought before deciding next steps.
- Identify their agency/department policy surrounding this kind of case.
- Identify applicable penal codes associated with the offenses.

Student activity #2

The daughter attempts to file a missing person report with the local police department but is advised she cannot because there is no evidence a crime was committed. When she asked officers to clarify, they explained that because her mother was an adult that seemed to have left of her own accord, the incident did not meet the qualifications of a missing person's case.

Based on the information above, have students:

- Decide how law enforcement would classify this case.
- Establish if the officer's response to the daughter was accurate and why.
- Discuss the legal reporting requirements for this type of case.
- Identify the type of alert applicable to this incident, if any.
- Discuss any factors that may hinder the investigation, based on the information provided so far.

Student activity #3

For the next two weeks, the daughter repeatedly calls the police department and attempts to file a police report to no avail. In the meantime, family members begin posting information on the 65-year-old female on social media, asking if anyone has seen her or has any pertinent information.

Three weeks since the initial disappearance, a civilian reaches out to the family after identifying the female in the background of a TikTok video that had gone viral locally. She is sitting on a curb at a CVS in the same clothes she was wearing on the 13th. The location of the CVS was in Liberty, Texas.

The female was eventually found approximately one month after she went missing in a homeless encampment in Liberty, Texas. She was hungry and dehydrated and was no longer in possession of any form of identification. She also had visual bruises that appeared to indicate she may have been assaulted. Due to her diagnosis, the victim had limited recall of the events that took place while she went missing.

Based on the information above, have students:

- Discuss implications on public perception of law enforcement considering the location and recovery of the missing female was done by civilians.
- Determine benefits for both the case and the victim if police had been involved in the case sooner.
- Establish challenges and recommendations in the investigation of this case given the victim's mental health diagnosis.
- Identify successes and failures in how this case was handled by the law enforcement agency.
- Analyze best practices and lessons learned in how this case was handled by the law enforcement agency.