THE HONORABLE JAMES L. ROBART

UNITED STATES DISTRICT COURT
FOR THE WESTERN DISTRICT OF WASHINGTON
AT SEATTLE

UNITED STATES OF AMERICA

                Plaintiff,

    vs.

CITY OF SEATTLE

                Defendant.

CASE No. C12-1282JLR

MEMORANDUM REGARDING INSTRUCTIONAL SYSTEM DESIGN MODEL FOR COMPREHENSIVE USE OF FORCE TRAINING

I.   INTRODUCTION

Pursuant to paragraph 128 and 178 (as modified by Dkt. No. 13) of the Settlement Agreement (Dkt. No. 3-1), the Parties and the Monitor hereby submit for the Court's approval the Seattle Police Department ("SPD")'s 2014 Street Skills Instructional System Design Model ("ISDM") Instructor Notebook for use in Phase II use of force training. The Instructor Notebook (also referred to as the "ISDM Manual"), attached hereto as Exhibit A, is the product of substantial efforts by the SPD Education and Training Section to provide officers of all ranks with detailed training guidance, exercises, and evaluation standards.

MEMORANDUM REGARDING INSTRUCTIONAL SYSTEM
DESIGN MODEL FOR COMPREHENSIVE USE OF FORCE
TRAINING - 1
Case No. C12-1282JLR

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Representatives of the Department of Justice, the City Attorney's Office, and the Monitoring Team carefully reviewed several drafts of the ISDM Manual and reviewed the associated PowerPoint Presentations and video materials to be used in the use of force training. They met over a period of four months over a dozen times and provided hundreds of comments and suggestions for improvement or additional clarification and worked through the changes with Training Section representatives. The Training Section has admirably embraced the ISDM approachto provide a rigorous and detailed training program that will provide officers with some 24 hours of instruction on core use of force principles, less lethal instrumentalities, team tactics, the use of firearms, and a variety of critical use of force skills including de-escalation. The ISDM approach, while new to SPD, is an instructional best practice embraced by the armed forces, large private and public organizations, and the best law enforcement agencies in the country. The attached ISDM Manual represents a significant achievement, and the Monitor recommends approval of the Manual for the reasons set forth below.

II.   MEMORANDUM

A.   Required Use of Force Training

As of April 30, 2014, over the course of two months, nearly all 1300 SPD sworn officers have received an "interim" training on the use of force policies that the Court approved. (*See* Dkt. No. 115.) That training consisted of video, e-learning, and one day of live classroom instruction on the important elements of the policies and their accompanying screening and reporting requirements. (*See* Dkt No. 127 at 21.) The purpose of that training, which the Court approved as part of the Second-Year Monitoring Plan, was to provide initial guidance to officers on performance expectations under the new policies and provide orientation to the important

MEMORANDUM REGARDING INSTRUCTIONAL SYSTEM
DESIGN MODEL FOR COMPREHENSIVE USE OF FORCE
TRAINING - 2
Case No. C12-1282JLR

Merrick J. Bobb, Monitor
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PO Box 27445
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(213) 623-5757

changes in force reporting and review set forth in the new policies.

Paragraph 128 of the Consent Decree calls for the development and delivery of use of force training for officers that address the following topics:

a.   SPD's use of force policy, use of force reporting requirements, and the mechanics of efficiently writing an informative use of force report;

b.   proper use of force decision-making;

c.   the Fourth Amendment and related law;

d.   participatory scenarios and interactive exercises that illustrate proper use of force decision-making; and

e.   the appropriate use of de-escalation techniques.

Pursuant to the Second-year Monitoring Plan, the SPD and Parties agreed that it would develop this comprehensive training utilizing the ISDM methodology and providing the first such materials for approval by May 30, 2014. (*See* Docket No. 127 at 21–22.) The materials presented herein for Court approval represent the SPD's major efforts toward providing the in-depth training contemplated by Paragraph 128.

B.   Instructional System Design Model (ISDM) of Adult Learning

Before turning to the ISDM Manual itself, it may be useful to briefly address some of the longstanding concerns with law enforcement training and outline the basic features of the Instructional System Design Model for adult learning..

The Problem With Ad Hoc Training. Historically, many law enforcement agencies have struggled to provide employees with ongoing, post-academy training that successfully integrates instruction in technical skills, policies in procedures, and core values. Instead, the

MEMORANDUM REGARDING INSTRUCTIONAL SYSTEM
DESIGN MODEL FOR COMPREHENSIVE USE OF FORCE
TRAINING - 3
Case No. C12-1282JLR

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approach has largely been ad hoc—officers learn technical skills, such as self-defense, in one course; learn department policies in another; and are exposed to core value instruction intermittently, if at all. A consequence of this scattered approach is that officers may be forced to figure out how to integrate these different areas of knowledge for themselves in the field— often under conditions of high stress and personal risk.

Law enforcement agencies often have taken a similar, ad hoc approach to revising training curricula. Re-examination of training curricula may be driven by the headlines—a high-profile vehicle pursuit or use of force incident—or driven by personality—a highly-motivated lieutenant of captain or commander who may shake things up until he or she is promoted or moves on to the next assignment. The ill effects of such an ad hoc approach inevitably spill out onto the street. Officers may not learn from the mistakes of their peers or may follow tactical approaches that no longer match up with their policing environment.

A Systemic Response. Increasingly, law enforcement agencies have turned to well-developed theories of adult learning to address the deficiencies of ad hoc skills and policy training. One widespread methodology is the Instructional System Design Model, which breaks down the process of designing adult instruction into several different phases. These phases include: (1) analysis of existing performance, deficiencies, and needs; (2) design and develop the training to address the needs; (3) implementation; and (4) evaluation of the training throughout the training cycle.   Among the more salient features of the ISDM approach is the creation of highly-detailed instruction materials subject to ongoing, rigorous evaluation as the training is rolled out.

Today, ISDM is an instructional best practice embraced by the armed forces, large

MEMORANDUM REGARDING INSTRUCTIONAL SYSTEM
DESIGN MODEL FOR COMPREHENSIVE USE OF FORCE
TRAINING - 4
Case No. C12-1282JLR

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private and public organizations, and, over the last couple of decades, law enforcement. The Commission on Accreditation of Law Enforcement Agencies ("CALEA") expressly recognizes the value of an ISDM approach to police training. In addition, state enforcement training organizations, such as California's Commission on Peace Officer Standards Training ("POST") require all new training to be developed using the ISDM method. DOJ's police practitioner expert, Robert Davis, the former Chief of Police of San Jose and former president of the Major City Chief's Conference, who has consulted with dozens of departments nationwide, greatly assisted SPD in importing this approach. The attached reflects this best practice.

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C.   SPD's 2014 Street Skills ISDM Manual

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The attached ISDM Manual (Exhibit A) comprises the SPD's first effort at applying the ISDM approach to use of force training. SPD has conducted a careful assessment of use of force training needs from a variety of sources—including terms of the Settlement Agreement, the newly-adopted use of force policies, and use of force reports that describe officers' performance in the field. The materials cover 24 hours of in-service training[1] that address the following topics that correspond to several of the force subjects covered by Paragraph 128 of the Settlement Agreement:

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- **Use of Force Core Principles (pp. 32 - 71):** A two-hour course covering the SPD's revised policies, with particular emphasis on de-escalation and other approaches to force reduction that do not compromise officer or public safety. The instruction includes

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[1] The remaining eight hours of the SPD's annual 32-hour training requirement addresses Crisis Intervention Training (CIT). CIT-related training materials are addressed in another Memorandum to be filed with the Court.

MEMORANDUM REGARDING INSTRUCTIONAL SYSTEM
DESIGN MODEL FOR COMPREHENSIVE USE OF FORCE
TRAINING - 5
Case No. C12-1282JLR

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interactive assessment of video footage of real police-citizen encounters that involve conflict and/or the use of force. Students must identify failures and successes and articulate alternative approaches to encounters that would reduce the likelihood of a use of force incident.

- **Less-Lethal Tools (pp. 72-132).**   A four-hour course that combines legal and policy principles with hands-on skills training.   A classroom presentation is followed by drill and role-playing scenarios for the SPD's three less-lethal weapons: baton, OC Spray, and Taser. Students must demonstrate when less lethal tools are appropriate to deploy and demonstrate an ability to de-escalate as a suspect either stops resisting or complies with officer commands.

- **Use of Force Skills Module I: (De-Escalation and Contact / Cover Technique) (pp. 133-189**).   A four-hour course that emphasizes avoiding the use of force through de-escalating volatile situations and using sound team tactics, such as assigning one officer to communicate with a civilian (contact) while the other serves in a supporting, protective role (cover).   Instruction includes review and discussion of video footage of officers' successful and unsuccessful uses of these techniques.   It also includes role-playing exercises that require students to demonstrate de-escalation as well as safe restraint and handcuffing techniques.

- **Use of Force Skills Module II: Threat Assessment and Prisoner Control (pp. 190-233).** A four-hour course addressing how officers may safely and effectively respond to potential risks posed by suspects who are prone on the ground with one or both hands concealed from view. This position, sometimes known as the "turtle position," can

MEMORANDUM REGARDING INSTRUCTIONAL SYSTEM
DESIGN MODEL FOR COMPREHENSIVE USE OF FORCE
TRAINING - 6
Case No. C12-1282JLR

Merrick J. Bobb, Monitor
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present a particularly high risk both to the officer, who does not know if the suspect has access to a deadly weapon, and to the suspect, who may sustain an injury while officers seek to move his or her hands into a handcuffing position.   Role-playing exercises require students to demonstrate proficiency both in safely handcuffing an unarmed suspect and in responding to a suspect who either attempts to fight the officer or reach for a concealed firearm.

- **Firearms Skills (pp. 234-261).** A four-hour manual skills course that addresses basic firearms skills, including one- and two-handed shooting techniques, flashlight/firearm techniques, and positioning a firearm safely out of the holster. This course does not address deadly force decision nmaking (*e.g.,* "shoot/don't shoot" scenarios). SPD will develop additional ISDM training to cover that subject.

- **First Aid (pp. 262- 281).** A two-hour skills course that provides officers instruction in CPR and basic trauma response, such as use of a field tourniquet.

- **Team Tactics (pp. 282-349).**   A four-hour course addressing rapid intervention techniques (*e.g*., active shooter in school or shopping center), team searches for suspects in buildings, and team response to an "officer down" call. Instruction is primarily skills-based, with an emphasis on reducing firearms risk to officers and to members of the through coordinated tactics. Students must demonstrate proficiency in role-playing exercises that include "don't shoot" scenarios.

The ISDM Manual emphasizes close integration of technical skills instruction with training on legal, policy, and ethical principles. Here, for example, the Manual emphasizes that de-escalation is not merely policy, but a key tactical tool that itself may render a scene safe for

MEMORANDUM REGARDING INSTRUCTIONAL SYSTEM
DESIGN MODEL FOR COMPREHENSIVE USE OF FORCE
TRAINING - 7
Case No. C12-1282JLR

Merrick J. Bobb, Monitor
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PO Box 27445
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officers and the public:

> It is well and good for officers to have multiple hand-control techniques or to be experts in marksmanship, but we feel the first, most essential skill is a thought process. Our experience and frequent lessons of the Use of Force Review Board clearly indicate that it often is not the lack of a physical skill, but rather the lack of a well-developed mental one that leads to inappropriate uses of force. That skill is decision-making and its sine qua non is De-escalation.
>
> Our policy in 16.110 states that officers are not "expected to attempt de-escalation when faced with an imminent safety risk that requires immediate response." ***Nonetheless, we recognize that very often the same tactics commonly used in de-escalation can be used effectively to assist in rendering a scene safe while reducing the need for use of force***. Body posture, tone of voice, hand-positioning – may all be useful in influencing a subject, buying time, and negotiating, and should be used in any context whenever possible in a manner that does not increase the risk to officers, the public, or the subject. With these thoughts in mind, the essential skill we will be training is a singular one: Is it feasible and safe to de-escalate?

(Exhibit A at 10) (emphasis added).

D.   Evaluation and Ongoing Refinement

As noted above, a critical feature of the Instructional System Design Model (ISDM) is the ongoing evaluation and refinement of instructional materials and methods. Thus, SPD's adoption of an ISDM approach to its use of force training, virtually guarantees that the written materials presented here for approval will be subject to revision as the training is implemented

MEMORANDUM REGARDING INSTRUCTIONAL SYSTEM
DESIGN MODEL FOR COMPREHENSIVE USE OF FORCE
TRAINING - 8
Case No. C12-1282JLR

and as the Education and Training Section continually examines how its training plays out in the field.

The Parties and the Monitor will work closely to monitor the implementation of this use of force training and to assess where the materials and approaches require adjustment. SPD will keep the Monitoring Team and Parties apprised of changes to training materials. Any material or major adjustments, based on this evaluation process, will be presented to the Court for its review. Mindful that the implementation of major training initiatives must be a dynamic and iterative process, the Monitor recommends that the Court permit non-material or minor adjustments to proceed with the approval of the Monitor and Parties—and without formally seeking approval of the Court.

III.   CONCLUSION

The attached 2014 Use of Force Street Skills ISDM Instructor Notebook stands as an important step in a substantial re-engineering of the SPD's overall approach to training. The Manual not only reflects substantial work by the Education and Training Section but also close collaboration with the Department of Justice and its consultants, the City Attorney's Office, and a receptiveness to input from the Monitoring Team to integrate essential skills and tactic training with applicable law, policy, and a core commitment to safe, respectful policing.   The Manual firmly commits the SPD to drawing lessons from real-life police encounters in order to reduce risk to officers and civilians alike.

MEMORANDUM REGARDING INSTRUCTIONAL SYSTEM
DESIGN MODEL FOR COMPREHENSIVE USE OF FORCE
TRAINING - 9
Case No. C12-1282JLR

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2   For these reasons, the Monitor recommends approval of the attached Manual.

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4   DATED this 30th day of May, 2014.

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     Merrick J. Bobb, Monitor
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10   IT IS SO APPROVED:

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     HON. JAMES L. ROBART

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MEMORANDUM REGARDING INSTRUCTIONAL SYSTEM   Merrick J. Bobb, Monitor
DESIGN MODEL FOR COMPREHENSIVE USE OF FORCE   Police Assessment Resource Center
TRAINING - 10   PO Box 27445
Case No. C12-1282JLR   Los Angeles, CA 90027
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CERTIFICATE OF SERVICE

3   I certify that on the 30th day of May, 2014, I electronically filed the foregoing with the

4 Clerk of the Court using the CM/ECF system, which will send notification of such filing to the

5 following attorneys of record:

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19   DATED this 30th day of May, 2014.

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21   */s/ Carole Corona*
                                      Carole Corona

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MEMORANDUM REGARDING INSTRUCTIONAL SYSTEM
DESIGN MODEL FOR COMPREHENSIVE USE OF FORCE
TRAINING - 11
Case No. C12-1282JLR

Merrick J. Bobb, Monitor
Police Assessment Resource Center
PO Box 27445
Los Angeles, CA 90027
(213) 623-5757

EXHIBIT A

Use of Force Phase II 2014

Table of Contents

2014 Street Skills

Executive Summary

The mission of the Seattle Police Department is to prevent crime, enforce the law, and support quality public safety by delivering respectful, professional and dependable police services. Our mission is accomplished through ensuring that the officers of the Seattle Police Department receive the highest quality of training. Recognizing the importance of a well-trained police force, the City of Seattle has contractually agreed to provide 32 hours of annual training to all sworn officers. The 32-hour annual training commitment has become known as Street Skills. The Department must offer a minimum of 32 hours of training per officer per year. Annual training must include Firearms, Use of Force and First Aid. The training shall also include, but not necessarily be limited to, two of the following four topics:

- Diversity and Ethics Training
- Emergency Vehicle Operation
- Defensive Tactics
- New Technology

Those topics that are not subjects of training in one year shall be subjects in the following year. (Per SPOG 2013 Contract effective through 12-31-2014)

Street Skills training in 2014 is designed to implement or operationalize the concepts established in the Use of Force Policy issued January 1, 2014. Street Skills also begins the process of creating a foundation for the implementation of the Bias and Terry policies issued after the Use of Force Policy. Street Skills reinforces existing skills, train officers in new skills and reinforces correct police officer decision making. The planned training consists of 2 hours of in-person Use of Force training covering the Core Concepts established by policy, 2 hours of First Aid training, 4 hours of Less-lethal Device re-certification training, 4 hours of Firearms instruction, 8 hours of practical Tactical Skills instruction, 4 hours of interactive reality-based scenario instruction, and 8 hours of Crisis Intervention Training (CIT). The purpose of these courses is to meet the requirement to provide on-going annual training and to facilitate the integration of recently issued policies into daily operations of the Seattle Police Department. Specifically, the training will focus on addressing the requirements of the Settlement Agreement relating to Use of Force policies, procedures and reporting.

Training Needs Assessment

In 2014, we will end the second year of the Settlement Agreement between the City of Seattle and the Department of Justice (though the First Year Monitoring Plan was not agreed to until March 2013). Working with the Monitoring Team and the Department of Justice, the Seattle Police Department conducted an extensive review of the organization which resulted in comprehensive revisions to our policies and procedures. Significant modifications of Seattle Police Department Policy, principally in the areas of Use of Force, Use of Force Reporting, Less-Lethal device carry/certification, Terry Stop Policy, Crisis Intervention Policy and Bias-Free Policing, have all been or are about to be introduced. Training is required to ensure the necessary transition to new tactics, procedures and reporting, as these changes have altered past practices of the Department. Additionally, the Seattle Police Department is contractually obligated to provide 32 hours of in-service officer training. The training presented in this document will ensure compliance with new policies and procedures. The training integrates the concepts identified in the policy into the practical application of force. This training also ensures that all Seattle Police personnel have a clear baseline of understanding of the new expectations. The training further meets the contractual obligation of providing in-service officer training.

Priorities

In 2014, the Department will implement training and practices that accelerate the cultural transformation of the Seattle Police Department. In 2013, among other initiatives, the implementation of the Use of Force Review Board and Sergeants Investigation of Force training began the process of improving the investigation, reporting and review of use of force incidents. A larger operational shift of the organization began with issuance of revised policies altering past practices impacting many areas of routine procedure. Implementation began January 1, 2014 with the issuance of a modified Use of Force policy, followed by a new Terry Stop policy, and a new Bias-Free Policing policy, effective January 30, 2014. Embedding new policy in the operations of the department is most effectively done through training in the concepts supporting a policy, instructing officers in how to apply the policy and, finally, reinforcement of a change through systematic demand for compliance.

One responsibility of the Education and Training Section is to train officers in the specific changes mandated by the Settlement Agreement. This singular role alone does not sufficiently describe the responsibility of the Section in providing in-service officer training. The true task is to operationalize the underlying philosophy supporting the cultural transformation of the Department. To that end, the Education and Training Section is integrating throughout curriculum not only changes to use of force, stops and bias, but also incorporating procedural justice concepts, LEED (Listen and Explain with Equity and Dignity), De-Escalation concepts and crisis intervention techniques. All training will incorporate standardized Key Knowledge Based Points that ask officers how they would apply each of these concepts to a problem. When combined with in-person instruction in Procedural Justice, LEED, De-Escalation, and Crisis Intervention, essential operational principles will be woven throughout all Officer training.

We seek full integration of procedures, policy and the philosophical underpinnings described in the Settlement Agreement in all aspects of training. A fully integrated approach is the new Education and Training Section training standard. As an example, there was a policy change that defines officers pointing a firearm at subject as reportable force. A Training block where an officer draws their weapon and points it at a person would ask the student: "Is this reportable force? If so, how is it reported, and why? Regardless of whether it is reportable force, what was the reasoning behind the decision?" The training would not end with the policy and procedural changes, but branches out, asking officers broader doctrinal and reflective questions. For example, "Would you point your weapon at a subject in a similar circumstance if they are wearing a business suit? Could alternative approaches reduce the likelihood of using reportable force, and what post force interaction should Seattle Police officers have to explain the event to the subject?" In this example a single training scenario would address policy changes, procedural justice, De-Escalation, Crisis Intervention, and LEED.

In short, the physical tactical skill is integrated - operationalized – with the legal concepts and thought processes of decision-making.

To prioritize training, the Education and Training Section has identified the following concepts that must be addressed during the 2014 training cycle and carry over into 2015:

- Use of Force Reporting to reflect new policy requirements
    - Officers' functional familiarization with a new online Use of Force reporting system called "Blue Team"
- Use of Force Core Concepts review to ensure understanding of revised policies
- Less-Lethal Tool re-certification to ensure policy compliance
- First Aid as required by contract
- Use of Force practical skills training to apply trained concepts covering the following subcategories:
    - Threat Assessment
    - De-escalation
    - Contact-Cover
    - Prisoner control
- Team Tactics using scenario training to reinforce key tactical skills
- Firearms skills as required by contract
- Crisis Intervention Training(CIT) basic course
- Crisis Intervention Training specific to Seattle Police personnel
- Stops and Detention training to cover policy revisions
- Bias-Free Policing identification and reporting to comply with new policies
- Use of Force De-Escalation Practical Skill and Scenario Training in 2015

To train the above concepts, the Education and Training Section will utilize a progressive training delivery plan. Training will be provided using the following delivery methods: "Reader Board, a department-wide video content delivery system; online e-Learning modules; classroom instruction; in-person practical skills training; and group scenario sessions. Where appropriate, each block will be initiated by a video recording of a Chief's message, followed by the pre-load of concepts using our Reader Board system and associated e-Learning modules. Once introduced to the material, officers will attend in-person classes, skills/drills development training, and complete the block with relevant scenarios to establish the appropriate context for trained skills. The training progression will conclude with reminder messages circulated through additional Reader Board content. Areas identified as needing further clarification or emphasis will be addressed through Reader Board and Training Digest messaging.

Prioritization of training was done by identifying those subjects with the broadest organizational impact, recognizing curriculum needed to ensure compliance with the Settlement Agreement and determining training topics that are capable of timely delivery. The ability to train certain classes is in some cases affected by interests outside the Seattle Police Department. For example, several training areas identified by the community, the DOJ, or the Monitoring Team must go through external review by outside stakeholders. For some classes, this impacted the timing for delivery of training. Where appropriate, there are comments below that discuss issues delaying implementation of particular courses.

The Education and Training Section's 2014 plan is to deliver training using the following priority:

Phase 1 Implementation of Use of Force Policy- Interim Training, approved by DOJ and the Monitoring Team:

1. Chief's introduction of Use of Force policy message
2. e-Learning Modules
    - Authorized Use of Force
    - Type I, II, III Use of Force identification
    - Less-Lethal Tools
    - Reviewing Use of Force
    - Force Investigation Team (FIT) callout criteria and procedures
3. Use of Force: Supervisors' Investigation Course
    - Initiated September 2013-complete June 2014
4. Use of Force Reporting for all officers (8 hours in class)
    - Initiated February 2014-complete May 2014

Phase 2 Commencement of DOJ and Monitoring Team Approved Use of Force Phase II Training:
Block One

1. **Use of Force Comprehensive Course: One day, 8 hours**
    I. Core Use of Force Concepts-**2 hours**
        o In person interactive classroom presentation with policy identification scenarios

    II. First Aid skills re-certification-**2 hours**

      ○ CPR, AED, wound packing drills

III.   Less-lethal Re-Certification- **4 hours**

Present policy, drill deployment, conduct threat assessment scenario

      ○ OC Spray
      ○ Baton
      ○ Taser

Officers will be presented with two potential force scenarios for each tool. One scenario will have an application of force. The other scenario will have a De-Escalation of force, ending with suspect compliance.

The above classes are prioritized to train Core Use of Force concepts, to ensure uniform compliance with less-lethal re-certification and complete required First Aid Practical skills. The Education and Training Section will complete this class for all sworn personnel by **July 15th 2014**. To accomplish this goal, classes will be offered 4 days per week, with an additional Sunday and Thursday night session per month. This will allow for a total of 48 sessions, for a total of 1,920 slots for the 1,300 officers needing training. This training needed to start as close to May 1, 2014 as possible and tentative approval by the DOJ and Monitoring Team has been secured.

2. **Use of Force Online Reporting- IAPro/Blue Team**

   IA Pro Officer Immersion into online Use of Force Reporting-**2 hours**

   I.   **System familiarization**
   II.   **Completion of Type 1-transient pain report**
         a. Show video to identify force and reporting type
         b. Complete required data collection blocks
         c. Accurately report force
         d. Complete associated narrative
         e. Education and Training Section monitor will verify correct documentation
   III.   **Completion of Type 2 force report-officer performs take down**
         a. View video from force used in interim reporting class (Phase 1)

    b. Complete required data collection blocks

    c. Accurately report force

    d. Complete an abbreviated narrative based on the instruction provided in the Phase 1 interim class

    e. Education and Training Section monitor will verify correct documentation

To ensure accurate reporting, complete documentation and uniformity throughout the Department the Education and Training Section is advocating rapid system implementation. The class will be offered to on-duty personnel during their normal work shift at their precincts. Officers will come out of service to attend the training and then return to duty once the training is complete. Development of this component is nearly complete, with finalization awaiting Train the Trainer dates, a pilot program in a particular precinct, and implementation dates from the vendor.

Priority is given to Block One in order to address the essential requirements of uniform policy understanding and policy compliance. Although the above represents significant training commitments, it is essential to implement core institutional concepts and reporting requirements rapidly. Successful training ensures uniformity of understanding, encourages compliance, operationalizes core concepts and establishes the appropriate models for officer conduct. This block will serve as the foundation for additional blocks of future instruction.

Block Two

Use of Force Practical Skills Training-8 hours

Individual and small team skills, drills and scenario training

I. Practical Use of Force Skills One:

    I. De-escalation

    II. Contact and Cover

II. Practical Use of Force Skills Two:

    I. Threat Assessment

    II. Prisoner Control

Block Two represents the practical application of the Use of Force policy and will begin after establishing the conceptual baseline of understanding in Block One. 48 officers will attend the training per day. They will be divided into two groups, with one attending practical Skills One

and the other attending practical Skills Two. After lunch they will switch so that both groups receive the complete training. The Education and Training Section will provide 4 sessions per week beginning approximately July 15, 2014 and concluding December 31, 2014.

The training will focus on individual and team understanding of the legal authority for a contact, conducting a threat assessment prior to contact, identification of potential for de-escalation, reasonable application of force if required, post incident officer response and reinforcing correct incident reporting. Each block will also include a review of Key Knowledge Based Points that ensure review of all concepts driving the cultural transformation of the Seattle Police Department.

In block two, we have identified those skills that we believe are fundamental or foundational to operationalize the concepts present in our Use of Force policy. The time limitations inherent in the law enforcement structure require us to narrowly focus techniques and points of discussion to ensure that key concepts are clearly understood and practiced. The skills presented in Block Two represent the distillation of what we feel are the most fundamental, essential skills to support not only the physical skills required, but the nearly instantaneous decision points officers must master to make good decisions. It is well and good for officers to have multiple hand-control techniques or to be experts in marksmanship, but we feel the first, most essential skill is a thought process. Our experience and frequent lessons of the Use of Force Review Board clearly indicate that it often is not the lack of a physical skill, but rather the lack of a well-developed mental one that leads to inappropriate uses of force. That skill is decision-making and its sine qua non is De-escalation.

Our policy in 16.110 states that officers are not "expected to attempt de-escalation when faced with an imminent safety risk that requires immediate response." Nonetheless, we recognize that very often the same tactics commonly used in de-escalation can be used effectively to assist in rendering a scene safe while reducing the need for use of force. Body posture, tone of voice, hand-positioning – may all be useful in influencing a subject, buying time, and negotiating, and should be used in any context whenever possible in a manner that does not increase the risk to officers, the public, or the subject. With these thoughts in mind, the essential skill we will be training is a singular one: Is it feasible and safe to de-escalate?

Two of the other three topics presented in Skills Two are largely in support of this lesson: Threat Assessment, and Contact & Cover. While the de-escalation lesson will promote time, distance, and shielding as a means of allowing de-escalation to occur, Threat Assessment and Contact & Cover will support and reinforce the same skills. In Threat Assessment, students will evaluate the situation, the subject, the environment, their resources, and many other factors in

deciding what the relative safety is for them and for the general public. These skills are the immediate first checklist to deciding whether immediate de-escalation is possible or whether immediate force is required. This is the first cycle through an OODA loop that will continue throughout the contact from beginning until the interaction concludes. Contact and Cover will utilize other strategies to reduce the need for force, but it is most fundamentally a means of increasing the chances of good decision-making by reducing mental responsibilities and creating distance for the Cover officer, while he or she creates shielding for the Contact officer. Contact and Cover allows an officer to perform the threat assessment and have time to make proper decision-making.

Throughout each of these lessons and throughout all of the lessons presented in Use of Force Phase II, we will utilize key knowledge based points and discussions to operationalize and blend each topic's concept with the others. Voice, presence, warnings, force, and the ability to explain what the student did, what they could do, and why, will be constant themes. Our goal is to ensure that officers have a deep understanding of the "why" of a technique, tactic, or action based on a thought process, not because they thought they understood a rote procedure or tactical rule. It is for that reason that we have made a conscious choice to minimize many of the physical techniques we are presenting in Use of Force Phase II down to a few seemingly basic skills, while we are highlighting a seemingly simple concept – De-escalation – to its essence: a Decision.

Hand-cuffing and Prisoner Escort builds somewhat on this return to basics. Use of Force Review Board and other incidents in our profession point to this being an area that while basic, results in significant instances of force. Often these incidents appear to have been preventable from the standpoint that if the hand-cuffing or escort had been done is a more effective manner, the need for force or even the need to escalate may have been reduced or avoided altogether.

All of these topics: De-Escalation, Threat Assessment, Contact & Cover, Prisoner Handcuffing and Escorts, are foundational to controlling incidents and resolving them with the minimum force possible while reducing the risk of injuries to officers and the public. Together they are a starting point to ensure that all officers have the basic skills to work with moving forward to more advanced iterations of similar themes.

Firearms and Team Tactics Training-8 hours

Officers will attend mandatory firearms training for 4 hours, paired with 4 hours of team tactics scenario training. The Seattle Police Department range can only accommodate 16 students at one time. Therefore the Education and Training Section will train 32 officers per day, two days

per week. The training will begin once approved and conclude in November of 2014. The Education and Training Section has tentatively set May 5th as a desired start date as the outdoor nature of the Seattle Police Range can make Firearms training challenging in the later months of the year. Team Tactics will continue to focus on integration of policy into tactical decision making. The scenarios will require the officer(s) to respond to an active shooter incident, resolve an open door building search and to provide trained first aid techniques in a realistic context. In each scenario, officers will be presented with key decision-making situations and be required to take appropriate action including both decisions to use force and decisions to de-escalate situations. Training will emphasize the use of De-escalation including taking actions to stabilize the situation and reduce the immediacy of the threat so that more time, options, and resources are available to resolve the situation. The goal of de-escalation is to gain the voluntary compliance of subjects, when feasible and reduce or eliminate the necessity to use physical force.

The officer's performance will be coached and evaluated throughout the completion of all scenarios presented in Team Tactics and the Firearms sessions. The primary goal of the Team Tactics scenarios will be to provide officers an opportunity to exercise the tenets they have been learning in a complete mock-scenario setting and to complete the feedback loop though timely de-briefing. These scenarios will also provide invaluable feedback to identify areas that would benefit from specific training emphasis moving into the 2015 Training Year.

The following Courses are not a part of the Use of Force Phase II curriculum, but are included to provide additional background relevant to the Education and Training Section's setting of priorities, timelines, and training goals for Training Year 2014.

Crisis Intervention Training Basic Course

The Seattle Police Department, in conjunction with the Washington State Criminal Justice Training Commission, will provide Crisis Intervention Basic training to officers. The goal of this training is to reduce the use of force on persons in behavioral crisis or under the influence of drugs and/or alcohol and to direct those persons to the appropriate service providers. This will be an 8 hour, one day immersion class conducted at the police academy. This baseline course will be supplemented with Seattle-specific information and focus through e-learning modules and resource cards (discussed below). The 40 hour CIT state courses will continue to be offered to Seattle Police Department personnel. With the tentative approval of this training strategy from the DOJ and the Monitoring Team, the basic training began in April 2014 and will end with all officers attending, at a minimum, the Crisis Intervention Basic Course by December 31, 2014.

Seattle Police Department-Oriented Crisis Intervention Basic Training Course

To address the unique needs and processes of the City of Seattle and resources within King County, the Department is developing additional Crisis Intervention Basic Training curriculum. The training is designed to assist officers in applying CIT trained concepts to incidents occurring within the city. It will be a series of e-Learning modules building on the state provided CIT basic course. The training modules will cover the following:

1. The CIT Program and Operational Structure within the Seattle Police Department
2. Emergent Detention and Seattle Police and King County MHP specific forms and policies
3. Critical Recourses Available for Persons in Crisis

These courses will be completed, reviewed and disseminated department wide beginning June of 2014. Depending on the schedule for rolling out this content, our intent is for all sworn personnel to have both the Crisis Intervention Training Course and complete the Seattle Police Department specific e-Learning modules by December 31, 2014.

Stops and Detention Training and Bias-Free Policing Training

Understanding both of these topics is critical to effective policing and to providing equitable police services based upon the needs of the people we serve. The Education and Training Section will provide approved interim training to ease the implementation of these new policies. The interim training will consist of a video recording of a Chief's message, Reader Board presentations, e-Learning modules and roll call training. Approved Interim training will begin June 2, 2014 and be completed by August 2014.

Phase II of Stops and Detention, as well as Bias-Free Policing curriculums, are currently in the training proposal stage of development. Significant portions of this training require input and guidance not only from the Monitoring Team, but also the Community Policing Commission. The Education and Training Section has scheduled these blocks of instruction tentatively to require 8-hours of instruction per officer, and the courses have been included in the 2014 Training Calendar with a projected completion date by December 31, 2014. The final content, timeline and completion date are necessarily dependent upon the input of these partnerships.

Phase 3 Use of Force Training-De-Escalation

Phase 1 Interim Training and Phase 2 Comprehensive Training are intended to establish the baseline of understanding of new policies and corresponding procedures. Phase 3 Use of Force training will build on this foundation providing additional practical De-Escalation skills. The Education and Training Section will follow the same model used for training described above. De-Escalation interim training will begin with a video recording of a Chief's message, delivery of De-Escalation concepts using the Reader Board delivery system followed by e-Learning De-Escalation training modules. The online e-Learning modules will cover active listening skills, LEED (Listen and Explain with Equity and Dignity), De-Escalation and Procedural Justice Concepts. Interim training is tentatively slated to begin in the summer of 2014 and conclude by the late fall of 2014.

Approved De-Escalation training will consist of a one day, 8 hours class, providing all officers with a definition of persons in crisis, a de-escalation model for reducing the need for force, and a method for ensuring police action embraces the concepts of procedural justice. It is intended that this course will start as early as the fall of 2014 and carryover into 2015. This curriculum is under development.

Constraints

There are many constraints to providing the 2014 Officer training. There are significant direct and indirect costs to providing training to every officer on the department. Use of adjunct instructors and non-Education and Training Section personnel as role players creates significant cost in overtime. Budget concerns are real and must be proactively addressed as training is commenced. The proposed plan will cut costs wherever possible and has designed training with an eye to reducing controllable external overtime while providing meaningful and necessary training. Our current projection is for overtime costs to be in-line with historic Education and Training Sections overtime expenditures, but this is difficult to predict given that some training content is still undergoing review.

The direct impact on Operations is significant in that each hour of training that a patrol officer attends is an hour away from regular duties. Obviously, we want and need well trained officers, but a by-product of removing a substantial number of officers from normal duty assignments to attend training is the potential impact on the efficiency of public safety operations. In past years, the Seattle Police Department has regularly removed up to 40-50 officers per day to attend training. This attendance represents removing approximately 4-5% of sworn officers per day over a given training cycle. As a raw number, removing 5% of officers to attend training is possible without disproportionately affecting public safety operations; however, unless carefully managed these can have a disproportionate impact on operations. Removing 50 officers exclusively from Patrol would have significant effect on patrol officer staffing levels. With at most 60% of officers working on a particular day, removal of 50 operations officer would represent a reduction of between 17-20% of officers available to respond to emergency 911 calls. Seattle Police Department Relief-staffing factors account for common rates of absenteeism as a consequence of illness, discretionary time-off, and a typical training demand of about 32 hours of "out-of-service" training per officer per year. Traditionally, the Seattle Police Department avoids training Operations personnel during the summer months as these months are heavily-laden with special community events and officer vacations. At present, the active and proposed training schedule combined anticipate that each officer and supervisor will be required to attend a total of 48 and 64 hours of training, respectively. This is in addition to whatever e-learning or in-service Training (IA Pro, In-Car Video) personnel will be required to complete in Training Year 2014. The Education and Training Section currently believes that these impacts are manageable and will **not** have a disproportionate impact on operations, but only through very careful management of course timing, attendance rates, curriculum implementation, and Operations-managed back-fill of Patrol resources.

In order to manage these potential indirect impacts, the Education and Training Section will implement several strategies to mitigate impacts. ETS will take steps to ensure classes will be scheduled in a manner that permits the greatest degree of flexibility for scheduling training. A

review of existing available data identifies times of day and months when demands for police services are at their lowest. Time periods when officers are least likely to schedule vacations are also anecdotally available. This information has been used and will continue to be used to schedule training at times that minimize impact and risk. Detectives and non-operational personnel will be directed to attend training during times of high demand for patrol services, while Patrol resources will be directed away from attending training during the months of July and August. By design, the Training Calendar itself already avoids these months to the degree possible. The Education and Training Section will continue the past practice of not scheduling any training on Friday and Saturday thereby eliminating impacts on days with traditionally anticipated high demand for police services. Options are being explored, especially regarding partnerships with the Criminal Justice Training Commission, which would permit some reimbursement and degree of back-filling of Patrol resources through grant funding while also building partnerships that may enhance the breadth of the Crisis Intervention Training and other skills now and into the future. Finally, the Chain of Command is seeking external agencies to support our training and defray some of the expected direct and indirect costs.

Facilities and other logistical issues are present, but at this point are manageable. We have sufficient classroom space and training areas to provide the planned training. Parking in and around Park 90-5 remains very difficult and does have an impact on the efficiency of training. To address the parking concerns several of our courses are being offered off-site at locations with substantially more available space and parking. As an example, Practical Use of Force Skills Block One: Less-lethal Re-certification, Core Use of Force Policy and First Aid Practical Skill, will be held at the Seattle Police Department Range. The Range has a significant amount of available parking and facilities. There are several hundred parking slots available, three classrooms, 7+ ranges, and easy freeway access. Other locations, including conducting training at the precincts, will be considered to ease officer attendance at required class. This will include, when practical, doing training in a precinct during a shift and returning an officer to their normal duty promptly.

Program Goals

The Education and Training Section's overall goal is to provide the officers of the Seattle Police Department with the concepts, skills, and decision making capabilities required to operate effectively, legally, and ethically when serving their community. There is an additional goal of assisting in integrating recently modified policy and procedures into the daily operations of the Seattle Police Department.

The Education and Training Sections specific goals are as follows:

    I.   All sworn officers will be able to demonstrate an understanding of key Use of Force Concepts, demonstrate that they understand when force is authorized, and demonstrate they understand when force is prohibited to the satisfaction of an Education and Training Section subject matter expert.

    II.   All sworn personnel will demonstrate they understand and can complete a Use of Force report online using IAPro software to the satisfaction of an Education and Training Section subject matter expert.

    III.   All sworn officers will demonstrate an understanding and ability to apply Less than Lethal tools, demonstrate they understand proper deployment criteria, demonstrate they can apply the device using trained tactics, demonstrate they recognize opportunities for De-Escalation, demonstrate they can execute post force response protocols, and demonstrate they can properly report the force, all to the satisfaction of an Education and Training Section subject matter expert.

    IV.   All sworn personnel will demonstrate they can provide First Aid and CPR, including use of an AED, and the application of a tourniquet to the satisfaction of an Education and Training Section subject matter expert.

    V.   All sworn personnel will demonstrate through practical skills/drills/scenarios they can apply the concepts of contact and cover, the concepts of tactical De-Escalation, the concepts of prisoner control, the concepts of threat assessment, and how to properly report the incident to the satisfaction of an Education and Training Section subject matter expert.

VI.   All sworn personnel will demonstrate proper firearms handling, appropriate use of deadly force decision making through live-fire exercises, and correct reporting of force to the satisfaction of an Education and Training Section subject matter expert.

VII.   All sworn personnel will attend the Crisis Intervention Basic Training course and complete the online e-Learning Seattle-centric Crisis Intervention course confirming they understand emergent detentions, available resources, and the structure of Crisis Intervention within the Seattle Police Department.

VIII.   All sworn personnel will over 2014 and into 2015 complete training on stops and detentions and Bias-free policing, demonstrating they understand the new policies, can apply the new policies and know how to report the incident to the satisfaction of an Education and Training Section subject matter expert.

IX.   The Education and Training Section will initiate Phase Three Use of Force De-Escalation training in Training Year 2015. When completed, all officers will be able to demonstrate they can identify someone in crisis, effectively apply active listening skills, and implement the principles of LEED (Listen and Explain with Equity and Dignity). Sworn personnel will further apply the De-Escalation of force model and demonstrate they can accomplish these goals consistent with procedural justice policies and procedures to the satisfaction of an Education and Training Section subject matter expert.

Officers must meet the performance criteria defined by the Seattle Police Department and implemented by the Education and Training Section. Officers attending training will be evaluated for acceptable performance. Failure to meet the training standard will result in remediation. Officers will receive immediate additional instruction and opportunity to successfully complete the training. Failure to meet the required level of performance, after remediation, will result in an officer's referral to the Education and Training Section for additional training. Continued failure to meet the minimum standard will result in referral of the officer to the chain of command for review.

Learner Characteristics

The students participating in Street Skills 2014 are required by policy to attend. It is intended that the Education and Training Section will train all of the approximately 1,300 sworn officers on the department, including all service ranks and classifications. The learner characteristics of the students in this course are based upon their individual background, education, training, and experience. With all of these variables, we will teach to a diverse student population. Most of the officers attending will have participated in prior versions of Street Skills and are familiar with the process. All have a basic understanding of tactics, policy, and procedures. The students are adult learners and will seek training that relates to their perceived needs, that is timely and appropriate, and when it is beneficial to them.

The 2014 training plan represents a strong affirmative step toward the cultural transformation of the entire organization. Training materials and topics are designed to encourage buy in by all officers to new procedures and create acceptance of new transformative policies. The Seattle Police Department is an agency with a long history. As a consequence, like many large organizations it is not always readily adaptable to sudden changes in operational direction. In order overcome this inertia, it is important that the messaging of change to the department impact everyone equally regardless of rank. Training is one of the very few means of impacting all personnel in a short period of time and doing so with a consistent message.

Our 2014 training plan intends to train all personnel regardless of rank. Training across all ranks ensures all people understand the vision for the future of the Seattle Police Department. Uniformity of messaging is believed to speed the buy-in of all personnel to department changes. The tenets of Procedural Justice are commonly presented as a relationship between law enforcers and the communities they serve, but the theories and relationships are every bit as relevant when applied inwardly toward the police organization and its members. The methods and teaching models utilized by the Education and Training Section are intentionally designed to encourage discussion and create understanding of policies with the express intent of enhancing an understanding not only of the changes in policy, but also to create acceptance, adherence, and support. While exercising this paradigm, ETS personnel will also be modeling it. Since people with different positions or different organizational perspectives will participate, the Education and Training Section will adapt training, tailoring it to their individual responsibilities. When practical, classes will adjust the presented training exercise so it more accurately reflects the role of the student within the Department. Concepts, skills/drills and practical application of training will be adjusted by rank as follows:

Student Officer   Training will focus on concepts, skills/drills and scenario training with an eye toward functional application of tactics, policies and procedures. The training in Post-BLEA, FTO, and during student

officers' probationary period will focus on immersion into Seattle Police Department procedures.

Officer/Detective

Training will focus on concepts, skills/drills and scenario training with an eye toward functional application of tactics, policies and procedures. Experiential training, dialogues, and de-briefs will be emphasized to build understanding, trust, and commitment.

Sergeants

Supervisors must understand the concepts, skills and tactics used by their officers in the field. It is essential they recognize conduct that is consistent with best practices. If performance is not consistent with training then a Sergeant must understand how and what must be remediated. Sergeants will therefore receive functional training in skills but will also be provided opportunities to manage officers during and after these incidents. Experiential training and dialogues will be stressed, but sergeants will be encouraged to take a more lead role in de-briefs.

Lieutenants

It is essential that command officers understand officer and sergeant skills and tactics. They must also be able to recognize their role and operate as an incident commander. Lieutenants will receive both functional training and where appropriate have an opportunity to apply trained skills as an incident commander. Lieutenants and higher will be strongly encouraged to take a lead role in debriefs and feedback sessions.

Captains/Chiefs

It is essential that command officers understand officer, sergeant and Lieutenants skills and tactics. They must also be able to recognize their role and operate as an incident commander or event commander. They will receive both functional training and have opportunity to apply trained skills at their appropriate level of command. As with other command ranks, Captains and Chiefs will be cast into roles that allow them to lead and develop skills in a safe learning environment.

The consistent message to all learners regardless of rank or job classification will be that they will be respected as professionals and treated as adults. Training will be presented as an opportunity to develop and improve in all facets, while also learning and adapting to cultural changes occurring within the

organization. While all students participating in training will be absorbing the lessons of the published curriculum, they will just as certainly be observing and practicing the less-clearly presented lessons of the LEED model and good leadership practices.

Task Lists

Task lists were prepared separately for each of the training blocks. These are incorporated within the included lesson plans. Each Program's training block is unique and requires separate task lists.

The Program's Training Method

Historical Perspective:

The format, content and priorities of officer training within the Seattle Police Department have evolved significantly over the last twenty-five years. In the late 1980's and early 1990's, officer training was intermittent, inconsistent and often reactive. With rare exception, there was no ongoing or refresher training. Most instruction was specifically skill-oriented, such as state-required Blood Alcohol Content (B.A.C.) refresher training or O.C. certification training. During this time, very few resources were dedicated to training and most of the training staff was assigned to operate the Seattle Police Department Range.

In 1999, the Columbine High School mass shooting event identified a need for advanced tactical training for officers. As a result, the Seattle Police Department dedicated significant resources to provide active shooter training for all officers. Active shooter training was the first time the department provided uniform tactical training across the entire organization. The complexity of the training and the need for ongoing refresher training called into question the prior approach used to develop officer skills. Lack of consistent training resulted in a request by the Seattle Police Department Guild to provide ongoing annual officer training. The Guild and City contractually agreed to provide 32 hours of annual training. This contractual agreement transformed our approach to maintaining and developing officer skills. The Advanced Training Unit (Education and Training Section) was formed, and officers were assigned to it on a permanent basis. Consistent with the Seattle Police Officers Guild Contract the State of Washington also requires a minimum number of hours be dedicated for officer in service training as stated in the Washington Administrative Code, 139-05-300. (24 hours per year)

Core Training:

The 32 hours of annual officer training was broken into four eight-hour sessions. During the early years, officers would attend for four consecutive days of instruction. Later, officers had an opportunity to schedule training sessions throughout the year, provided they completed the required courses.

Working from the contractual agreement, the Advanced Training Unit (Education and Training Section) identified the following primary blocks of instruction:

- Best Practices, including legal update training
- Emergency Vehicle Operation
- Defensive Tactics

- Tactics
- Firearms
- High Risk Vehicle Stops/Vehicle Tactics
- First Aid
- Less-Lethal Devices

The primary areas of instruction have been adjusted over the years, with certain areas receiving additional emphasis during a particular training cycle. Although emphasis on particular categories has changed, the above areas remain identified as our core training concepts.

Identification of Training Priorities

Selection and identification of training topics within our core concepts is guided by the prioritization of required skills to operate effectively as a police officer. With limited training time and finite resources, the Seattle Police Department must critically evaluate training to ensure it provides the greatest impact across the broadest spectrum of situations. Department priorities are life safety for citizens and officers, stabilization of incidents, and ensuring public trust in the police. The implementation of these priorities by the Education and Training Section has been heavily impacted by the risk analysis prioritization of training put forward by Gordon Graham, of Graham Research Consultants, as detailed in the following breakdown of job tasks:

High risk, high frequency events require priority training attention, are a core training mission of law enforcement and should be simulated for effective police training. High risk, low frequency events also require priority attention as they constitute the next most significant training area. High risk, low frequency events should be simulated for effective training as they are also the events most prone to costly errors. The third tier of training priorities is low risk, high frequency events. These are routine actions that officers spend the most time on during work and during which potential risks can be overlooked. Because this area of skills is the most often encountered it can lead to complacency. Low risk, low frequency tasks are the lowest training priority, often having little or no time dedicated to them in skills training. The

prioritization of training topics requires constant analysis of demonstrated performance to identify gaps in trained responses to events.

Training Development

The Seattle Police Department Education and Training Section model for realistic training is to develop a training idea, identify how it integrates into official Departmental Policies and Procedures, instruct on the overriding concepts of the training, train the required skills and conclude with an integrated scenario.

Training development can be viewed as the following progression:

Training Idea
⬇
Doctrine and Concepts
⬇
Concepts Training
⬇
Skills/Drills Training
⬇
Scenario Training
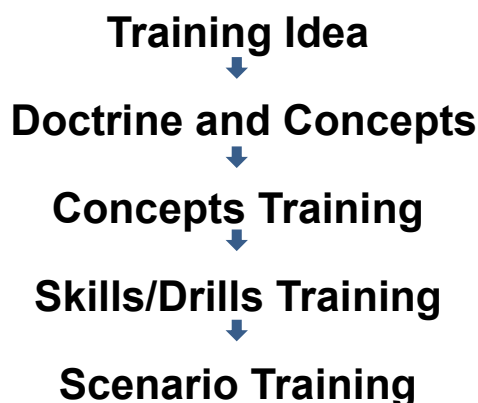
A training idea can originate from recent events, be derived from critical analysis of current practices, result from the evolution of procedures, created from feedback of skilled instructors or come from a specific request of the chain of command or other interested parties. The training idea also can come from review of Seattle Police Department reported events or review of completed training by way of data point collection. Use of force reporting, injury reports, vehicle pursuit reports and collision reports are examples of data that can indicate the effectiveness of training or opportunities for additional training.

The "Training Idea" is a global view of a problem, which must be translated into a workable doctrine and concepts. The "Training Idea" is developed into specific curriculum and training necessary to employ core doctrines and concepts. Prior to initiating hands on or "practical" instruction, officers must become familiar with the concepts supporting particular skills or tasks. Once identified, the "Concept" is broken down into workable training components.

With the components of the training "Concept" noted, the Education and Training Section begins the process of identifying the skills required to accomplish the trained task. These "focused skills" are then "chunked" into workable, inter-related skills training blocks. Each block

builds on the other to train all the desired skills needed to perform a training "Concept". New skills and reinforcement of existing skills are drilled in a structured, repetitive manner to build familiarity and understanding of the desired results. Finally, scenario training is used to reinforce, in a realistic construct, how the trained skills are employed.

Our Conceptual Training Model

The Education and Training Section of the Seattle Police Department trains officers to solve problems. Training problem-solving is most effective when students are engaged in addressing real-world issues. Training is further facilitated when there is existing knowledge which serves as a foundation for new concepts. Effectiveness of instruction is increased when a skill is demonstrated, is based on an existing trained skill, and is applied in a realistic context. Put another way, it is important for a learner to attach significance to the training, have the training build on previously trained skills, have the student apply the training, and integrate the training into reality.

Additionally, officers are also asked to solve two types of problems. In the field, officers are faced with analytical problems and time pressured decision-making problems. Analytical problem solving is generally done in static or controlled environments. Officers have the time to identify the issue, collect information, decide the cause, identify possible solutions, select the best solution, and then implement their solution.

As time pressure increases, the officer, depending on their experience and training, will begin to transition from analytical problem solving to time-pressured decision making. The current standards under the law for reviewing use of force decisions give officers an allowance for the fact that officers are compelled to make decisions about the amount of force that is appropriate in situations that are tense, uncertain and rapidly evolving. In other words, the current standards allow for the fact that officers will make time-pressured decisions. In situations that are often described as "tense, uncertain and rapidly evolving", an officer may be presented with ambiguous or incomplete information in a dynamic and constantly changing environment with unclear or changing goals. Under these difficult conditions, an officer is expected to make a timely and reasonable decision. As these factors increase, the officer may not have the time to undertake a slow, methodical approach to the problem. In addition, stress may place additional demands upon the officer's ability to process and analyze information in a shortened timeframe. Nonetheless, much depends upon the officer's ability to recognize the situation and make sound choices, such has the scope of legal authority, cover / concealment, de-escalation, or use of force.

During time-pressured decisions, officers use mental models or schema to analyze the problem, find the solution and make a choice that resolves the perceived problem in the time

allowed.   The officers build mental models or *"schema"* through experience and training. Schema help officers recognize and solve the problem. Use of mental models or "schema" allows officers to process perceived information very quickly, facilitating time pressure decision making. Stated another way, mental models or schemas allow an officer to address a problem in the time available during a tense, uncertain and rapidly evolving event.   This approach also used by other professionals required to make critical, time-pressured decisions, such as pilots, firefighters, and emergency medical personnel.

Police trainers use concepts including "threat assessment training," skills training and scenarios to develop appropriate schema to assist officers in recognizing the need for force and the appropriate force response. One key concept in law enforcement training has been to use models or continuums to assist officers in correlating suspect actions and officer reactions. However, as discussed above, a key component of building schema is experience. Therefore, it is unrealistic to believe that a novice or average officer will necessarily make the same decisions about what is appropriate as effectively and predictably as a highly trained and very experienced officer would make.

It is essential that training curriculum and methodology assist officers in developing working models that support both analytical and time pressured decision making. Traditional training methods supported primarily the analytical decision making model; for example, best practices classes reviewed updates to law and policy as an academic exercise. Carryover to actual operations in a time-pressured environment is limited with this type of training due to the lack of schema or model development. Our current training model focuses on the development of the mental models or schema necessary to make time pressured decisions that are consistent with the concepts established in policy. The training is carefully designed using an analytical approach in picking the concepts and skills necessary to implement the policies. The resulting schema developed in the training imprint "pictures" of when and how trained skills are applied. Realistic training provides the context for using trained skills. It is important to paint multiple pictures of an event to ensure an officer can assess the proper context for a skill across the broadest spectrum of potential events. For example, training should not teach only the application of force, but must be balanced with the de-escalation of force. The officer would then be left with the mental model of when and when not to use a trained skill.

Experiential training also provides, in a safe environment, an opportunity for the officer to experience firsthand the psychological and physiological effects of stress – *e.g.,* tunnel vision, auditory exclusion, reduction in fine motor control – and to learn how to mitigate those effects or adjust their actions to account for them.

Training Methodology

The Seattle Police Department Education and Training Section personnel train officers using the following methods:

1. Online e-Learning
2. In-person classroom facilitation
3. Hands-on Skill/Drill Training
4. Reality-Based Scenario Training

Online e-Learning is largely used to train concepts and to form the foundation for building the correct schema for use in a time-pressured environment. It is often used as a pre-load to planned training, beginning the education of students in the concepts supporting the curriculum. It is relatively short in duration and is intended to be conducted on duty with a minimum of impact to patrol operations. The effectiveness of online e-Learning can be measured; however, student interactivity is limited.

In-person classroom instruction can be productive and is efficient. It is cost-effective when compared to other forms of training due to the low instructor to student ratio. However, classroom instruction is also one of the most difficult methods with which to effectively train officers. Lecturing without interactivity is training of limited value. The Education and Training Section operates under the belief that it is essential to make the material relevant to the student. We use a facilitation method of instruction that strongly encourages student engagement. Classroom training will often present the curriculum in a way that students can apply it to a real event. For example, the instructor may present a scenario using video and ask the students to identify how the training would apply to the problem. These "Do-ID" exercises are interactive discussions directing students to identify a potential problem and then asking them how the previously trained concepts would apply to resolve that problem. The Education and Training Section has developed a model for each hour of class; 10-20 minutes is used for presenting concepts and related material, 20-40 minutes is used to identify a problem and resolve that problem through application of the training. The final 10 minutes is used to conduct an experiential de-brief.

Skill and drill training uses the "tell, show, do" method of instruction to teach new skills and reinforce trained skills. The instructor explains a skill, demonstrates how to perform the skill and then has the student do the skill. Skill training is structured and done in a repetitive manner to build muscle and cognitive memory. The long-term goal is for these skills to become automatic, thus lessening the mental processing needed to employ a technique when making time-pressure decisions. We know, under the "Cognitive Load Theory", that people have limits

regarding what they can process at one time. Skills learned to automaticity lessen the impact on mental processing and speeds time pressure decision making.

Scenario training is the final step in the Education and Training Section's instructional process. Reality-based scenarios built from training concepts and shaped by skill instruction provide the mental "picture" for when certain skills should be used. Scenarios significantly improve the impact of training by providing a realistic context for the application of the skills by an officer. It also gives officers an opportunity to demonstrate the skills and for instructors to evaluate/coach as necessary to ensure the desired application of the skill.

The use of reality-based scenarios integrates the training into the student's real-world view of how to solve a particular problem. It is essential that students walk away with the correct "picture" of when to use the proper technique. To ensure an officer has the correct picture we use the Reflective Reinforcement method for conducting scenario training. The scenario is briefed and officers engage. If the instructor notes a deviation from the desired performance, the instructor "pauses" the scenario and redirects the student to the correct application of trained skills. The instructor ensures that each student finishes a scenario by performing the desired tasks through the correct application of the skills. Once the scenario is concluded, a narrative de-brief of the scenario is conducted. The officer freely describes the event thereby experiencing an additional mental repetition.

Once a narrative de-brief of a scenario or skill training is concluded an Education and Training Section subject matter expert will initiate a Q&A session covering Key Knowledge Based Points for the training.   Key Knowledge Based Points are designed to ensure understanding of applicable law, policy, procedure, and highlight fair and equitable community interaction. An example of Key Knowledge Based Points might ask officers the following:

1) Do you have legal authority to be where you took enforcement action? Why?
2) Do you have a lawful purpose for the seizure? What?
3) Did you attempt De-Escalation? Was De-Escalation possible?
   a. Could you have taken steps that would have reduced the likelihood of using force?
   b. If force is used was the force necessary? Why?
   c. Was the force used proportional to the resistance offered? How?
   d. Did you modulate the force based on resistance? How?
   e. Was the force objectively reasonable? Why?
4) Was your decision in training within policy? Why?
   a. What is your reporting requirement, if any, under policy?
   b. How is the incident documented?
5) Would your decision be uniformly applied in all communities?

  i.   If not why not?
  ii. Is this Reasonable?
6) What post investigation or post incident actions should you do to explain your decision to the subject, the others impacted by the police action and to the community?

Using the described Education and Training Section method of instruction an officer learns through concepts, drills and scenarios how and when to apply a skill. The Key Knowledge Based Points build on these by compelling officers to clearly fit the trained skill into the appropriate policy, procedure and understand how the skill comports with equitable and fair police practices.

Staffing Model

The Education and Training Section designs courses to effectively meet our training objectives through safe, efficient and successful instructional methods. Historically, classroom facilitated training usually has between 25-40 students attending. Skills/Drill and scenario training typically has 40-50 students attending per day. The Education and Training Section staffs classroom courses with one lead instructor and an assistant trainer to split the instructional workload. In most circumstances there is no safety concerns associated with the training for it is largely conceptual or computer-based application of trained concepts.

Skills/Drills and Scenario Training are believed to be the most effective for teaching practical skills such as officer tactics, firearms skills, team tactics, defensive tactics, less-than-lethal tool certification/tactics, EVOC, crowd management, first aid and use of force decision making. As described above, Skills/Drills and Scenario Training creates schema and imprints on the officer how to correctly apply trained concepts under time pressure. Unlike classroom instruction, Skills/Drills and Scenario Training presents significant safety concerns. Officers are asked to use weapons, simunitions (paintball-type ammunition) fired from realistic weapons, conduct live fire, apply defensive tactics to role players, deploy less-than-lethal devices, drive vehicles and demonstrate other practical skills.

To avoid risk we create "safe areas" that are weapons free to deny the introduction of harmful items (guns, knives etc.) into a training classes. These areas are locked, taped off and monitored by staff to ensure no one can introduce anything that could contribute to a training accident. Training accidents are routine nationwide but have very rarely happened within the Seattle Police Department and we have not suffered significant injury. The Education and Training Section has maintained this safety standard by using vetted and national recognized training safety protocols (see **Training at the Speed of Light** by Ken Murray).

All officers are searched by hand and then with metal detectors prior to entering the sterilized training area. We have a designated safety officer for each training block. In addition, a lead instructor is assigned to manage the entire training site. Typically we staff each scenario with one role player and one monitor. The instructor is the content expert for the training. Role players are selected from our cadre and use special equipment so that they can be shot at with simunitions during the scenario. We only use trained instructors/role players to ensure consistent training.

A typical day of Scenario Training would have 6 stations, with a lead instructor, a safety officer, 6 monitors and 6 role players. Total staffing would be approximately 14 staff for 40-50 students. We would achieve approximately a 1 to 3-5 instructor-to-student ratio during a very interactive and potential dangerous training block. Skill and Drill exercises usually increase the instructor to student ratio to approximately 1 to 6-8. Theses staffing levels tend to hold for all practical application courses instructed. The Education and Training Section plans to staff at least half of these positions with on duty personnel. The remainder would be filled by trained adjunct instructors and role players.

All instructors used in Street Skills must attend a 40 hour, Tactics Instructor Course and receive annual 8 hours-plus train the trainer instruction for new Street Skills curriculum. In addition, our trainers will complete specialty courses in firearms, defensive tactics, state certified Emergency Operation of Vehicles instructor course, instructor development and other classes needed for certification. Often instructors in the Education and Training section have undergone several hundred hours of instructor training, recertification training and an apprenticeship prior to leading a training section.

Lesson Plans

The lesson plans included in this training document are structured in the same general format. Each lesson plan has a title page followed by logistical information outlining the general training information and logistics necessary to conduct the training. Following the logistics information the lesson plan proper begins with the performance objectives. The performance objectives outline what the student needs to be able to accomplish by the end of that training plan. When appropriate, Performance Objectives are supplemented with Enabling Learning Objectives within the individual task itself to provide greater detail in what tasks need to be performed to demonstrate total competence. The overview outlines how the students will achieve the performance objectives. Each lesson plan has an interest introduction designed to "hook" the students and an introduction of the material covered in the training. Following the material introduction will be the Tell, Show and Do material for individual skills or material for classroom training. Skill training concludes with dynamic drills or scenarios. At the end of each lesson plan, is a review and summary section.   The construction of a typical lesson plan is the following:

1. Title page

2. Logistical information

3. Performance objectives

4. Overview

5. Interest introduction

6. Material introduction

7. Tell, Show, Do

8. Dynamic Drills or Scenarios

9. Review and Summary or Debrief

2014 USE OF FORCE CONCEPTS

CORE PRINCIPLES

Prepared: Officer M. Russey

Reviewed: Sgt. T. Ovens

Training summary:

This two-hour training module consists of a review of Seattle Police Manual Section 8.00—Use of Force Core Principles, 8.050—Use of Force Definitions and Section 8.100—Using Force. The training will emphasize key concepts, to include the following: Minimal Reliance on Force, De-escalation, Prohibited Force, Authorized Force, Necessary, Objectively Reasonable, Proportional, Mitigate the Effects of Force, and Reporting of Force. Exercises will focus on identifying potential problems with the use of force in light of the key concepts. The scenarios will utilize actual Use of Force incidents captured on video.

Daily Training schedule: *This session runs opposite First Aid training*

Session One:

0630-0700   Instructors on site to set up and prepare for class

0700-0715   Introductions and Overview:

- Introduction of instructors and officers
- Course objectives
- Interest introduction and Material introduction

0715-0800   Review of key concepts from Manual Section 8.000—Use of Force Core Principles and 8.100—Using Force
- Facilitated review, covering key concepts:
  - Recognize need for cover officer
  - Minimal Reliance on Force
  - De-escalation
  - Prohibited Force
  - Authorized Force
  - Necessary
  - Objectively Reasonable
  - Proportional
  - Mitigate
  - Report

Application of the concepts in practical exercises. Officers will view video of actual Use of Force incidents and analyze the incidents in light of the Core Principles.

- Written and video scenarios

0845-0900   Experiential Debrief

Session Two:

0900-0915   Introduction and Overview:

- Introduction of instructors and officers
- Course objectives
- Interest introduction and Material introduction
- Material introduction

0915-1045   Review of key concepts from Manual Section 8.000—Use of Force Core Principles and 8.100—Using Force
- Facilitated review, covering key concepts:
  - Minimal Reliance on Force
  - De-escalation
  - Prohibited Force
  - Authorized Force
  - Necessary
  - Objectively Reasonable
  - Proportional
  - Mitigate
  - Report

Application of the concepts in practical exercises. Officers will view video of actual Use of Force incidents and analyze the incidents in light of the Core Principles.

- Written and video scenarios

1045-1100   Experiential Debrief

1100-1200   LUNCH BREAK

Session Three:

1200-1215   Introduction and Overview:

- Introduction of instructors and officers
- Course objectives
- Interest introduction and Material introduction
- Material introduction

1215-1345   Review of key concepts from Manual Section 8.000—Use of Force Core Principles and 8.100—Using Force
- Facilitated review, covering key concepts:
  - Minimal Reliance on Force
  - De-escalation
  - Prohibited Force
  - Authorized Force
  - Necessary
  - Objectively Reasonable
  - Proportional
  - Mitigate
  - Report

Application of the concepts in practical exercises. Officers will view video of actual Use of Force incidents and analyze the incidents in light of the Core Principles.
  - Written and video scenarios

1345-1400   Experiential Debrief

Session Four:

1400-1415   Introduction and Overview:

- Introduction of instructors and officers
- Course objectives
- Interest introduction and Material introduction
- Material introduction

1415-1545   Review of key concepts from Manual Section 8.000—Use of Force Core Principles and 8.100—Using Force
- Facilitated review, covering key concepts:
  - Minimal Reliance on Force

- De-escalation
- Prohibited Force
- Authorized Force
- Necessary
- Objectively Reasonable
- Proportional
- Mitigate
- Report

Application of the concepts in practical exercises. Officers will view video of actual Use of Force incidents and analyze the incidents in light of the Core Principles.

- Written and video scenarios

1545-1600   Experiential Debrief

Training plan:

Training will be delivered Monday through Thursday; commencing May 5, 2014. The intended audience is sworn officers. This class will be a two-hour block of instruction, as part of a 9-hour overall training session. The 9-hour training session will consist of an A/B format, with a class of forty (40) students split into two groups of twenty (20) students. Group A will attend four (4) hours of Less-Lethal Recertification training, while Group B attends a split session consisting of Use of Force Core Principles and First Aid Training.

This class will run opposite First Aid training, as part of the split session. A group of twenty (20) students will divide into two groups; with ten (10) students attending First Aid and ten (10) students attending Core Principles.

After students complete either Core Principles or First Aid, they will switch sessions, to complete the split session. Group A and Group B will switch at the lunch break. Each full A/B session will accommodate two (2) groups of twenty (20) students. With the addition of a Sunday daytime session or a Thursday nighttime session once per week, 200 officers will be able to complete this training each week. This will allow 1300 officers to complete the training within an eight (8) week training cycle, with an allowance for 23% above the minimum required number of training slots.

Logistical Information:

Site: Park 90/5

Staffing Requirements: Instructors: 2

Training Equipment:

- Computer for instructors
- Projector/screen
- Office supplies (pens, paper)

Teaching Methodology:

Students will achieve the learning objectives or performance objectives through interactive presentation, in-class work and facilitated discussions.

Performance Objectives:

All officers, given a class room scenario and under the evaluation of an Education and Training Section staff instructor, will:

1. Consider need and advantages of calling for a cover officer

2. Correctly identify an opportunity to de-escalate the situation and minimize the need to rely on force;

3. Properly identify authorized or prohibited force;

4. Correctly identify necessary and objectively reasonable force;

5. Properly identify proportionate force;

6. Correctly identify steps to mitigate and report a use of force.

Overview:

In order to complete the learning objectives, officers will receive two hours of in-person classroom instruction. The instruction will consist of facilitated lecture and application of the instructed material in practical analytical scenario exercises.

Officers will receive instruction on the following topics:

Review of key concepts from Manual Section 8.000—Use of Force Core Principles, 8.050—Use of Force Definitions and 8.100—Using Force

The facilitated review will cover these key concepts:
- Minimal Reliance on Force
- De-escalation
- Prohibited Force
- Authorized Force
- Necessary
- Objectively Reasonable
- Proportional
- Mitigate
- Report

The instructor will guide all students through the application of the concepts in practical exercises. Officers will view video of actual Use of Force incidents and analyze the incidents in light of the Core Principles.

Interest Introduction:

The Use of Force Core Principles of the Seattle Police Department are based on the concepts of Minimal Reliance on Force, De-escalation of Force, Prohibited Force, Authorized Force, Objectively Reasonable Force, Necessary Force, Proportional Force, Mitigation of Force and Reporting of Force.

Officers' uses of force will be evaluated with these Core Principles in mind. It is important that officers are able to recognize how these concepts apply to Use of Force incidents in which they may be involved.

Developing a solid understanding of these Core Principles will assist officers in minimizing their reliance on force; as well as assisting officers in thoroughly explaining their actions when an application of force is necessary to resolve an incident.

Material Introduction:

This class is intended to familiarize officers with the Use of Force concepts outlined in Seattle Police Manual Sections 8.000—Use of Force Core Principles, 8.050—Use of Force Definitions and 8.100—Using Force.

This is intended to be an interactive course. The instructors will facilitate an in-depth discussion and analysis of the key concepts and their application to practical analytical exercises involving Use of Force incidents.

Officers are expected to use their own experience and knowledge to enhance the learning of other course participants.

Material:

1. Instructors will facilitate a review of the key concepts from Manual Sections 8.000—Use of Force Core Principles, 8.050—Use of Force Definitions and 8.100—Using Force, to include the following:

   - Minimal Reliance on Force
   - De-escalation
   - Prohibited Force
   - Authorized Force
   - Necessary
   - Objectively Reasonable
   - Proportional
   - Mitigate
   - Report

Core Concepts

The conceptual portion of Title 8—Use of Force is contained in three sections of the Seattle Police manual:

8.000-Use of Force Core Principles

8.050-Use of Force Definitions

8.100-Using Force

The key concepts of the policies covered by Seattle Police Manual Sections 8.000, 8.050 and 8.100, can be distilled to these topical areas:

Minimal Reliance on Force through **De-escalation of Force whenever feasible**

Prohibited Force—things we shouldn't do.

Authorized Force is **Necessary, Objectively Reasonable and Proportional**

Mitigation of Force

Reporting of Force

Minimal Reliance on Force: Section 8.000

OPERATIONAL CONCEPTS

What policy says to do:	*How to do it:*
-Minimal reliance on force	-Be professional and respectful
-Uphold the law	-De-escalate whenever feasible
-Defend civil rights	-Use only necessary force
-Treat people with dignity	-Use objectively reasonable force
-Protect life and property	-Use proportional force
-Maintain civil order	-Use contact and cover
	-Use effective communication skills

8.000(1) Every Member of the Seattle Police Department is Committed to Upholding the Constitution and Laws of the United States and the State of Washington, and Defending the Civil Rights and Dignity of All Individuals, While Protecting Human Life and Property and Maintaining Civil Order

It is the policy of the Seattle Police Department to accomplish the police mission with t he cooperation of the public and as effectively as possible, and with minimal reliance upon the use of physical force.

The community expects and the Seattle Police Department requires that officers use only the force necessary to perform their duties and that such force be proportional to the threat or resistance of the subject under the circumstances.

An officer's commitment to public safety includes the welfare of members of the public, the officer, and fellow officers, with an emphasis on respect, professionalism, and protection of human life, even when force is necessary.

Officers who violate those values by using objectively unreasonable force degrade the confidence of the community, violate the rights of individuals upon whom unreasonable force is used, and may expose the Department and fellow officers to legal and physical hazards.

Conversely, officers who fail to use timely and adequate force when it is necessary fail in their duty to act as public guardians and may endanger themselves, the community and fellow officers.

De-escalation: 8.000 (2), 8.0505, 8.100 (3)

OPERATIONAL CONCEPTS

What policy says to do:	How to do it:
-De-escalate conflict without using physical force	-Advisements
-When time, safety and circumstances Permit:	-Warnings
Try to gain compliance	-Persuasion
Consider the reason for a lack of compliance when feasible	-Tactics
Recognize conduct prior to use of force can impact the level of force necessary	-Do not precipitate the use of force
	-Whenever possible do not place yourself or others in jeopardy
	-Use time, distance and shielding to reduce you exposure
	-Use CIT and/or HNT whenever feasible

8.000(2) When Time, Circumstances, and Safety Permit, Officers Will Take Steps to Gain Compliance and De-Escalate Conflict Without Using Physical Force

When safe under the totality of circumstances and time and circumstances permit, officers shall use advisements, warnings, verbal persuasion, and other tactics in order to reduce the need to use force.

Officers should consider whether a subject's lack of compliance is a deliberate attempt to resist or an inability to comply based on factors including, but not limited to: medical conditions, mental impairment, developmental disability, physical limitation, language barrier, drug interaction and behavioral crisis.

8.000(3) Sometimes the Use-of-Force Is Unavoidable, and an Officer Must Exercise Physical Control of a Violent, Assaultive, or Resisting Individual to Make an Arrest, or to Protect Members of the Public and Officers From Risk of Harm

In doing so:

Officers should recognize that their conduct prior to the use of force, including the display of a weapon, may be a factor which can influence the level of force necessary in a given situation.

Officers should take reasonable care that their actions do not precipitate an unnecessary, unreasonable, or disproportionate use of force, by placing themselves or others in jeopardy, or by not following policy or training.

Officers should continually assess the situation and changing circumstances, and modulate the use-of-force appropriately.

8.050 – Use-of-Force Definitions

<u>De-escalation:</u> Taking action to stabilize the situation and reduce the immediacy of the threat so that more time, options, and resources are available to resolve the situation. The goal of de-escalation is to gain the voluntary compliance of subjects, when feasible and reduce or eliminate the necessity to use physical force.

<u>De-escalation Techniques:</u> Actions used by officers, when safe and without compromising law-enforcement priorities, that seek to minimize the likelihood of the need to use force during an incident, and increase the likelihood of gaining voluntary compliance from a subject.

8.100(3). When Safe under the Totality of the Circumstances and Time and Circumstances Permit, Officers Shall Use De-Escalation Tactics in Order to Reduce the Need for Force

De-escalation tactics and techniques are actions used by officers, when safe and without compromising law enforcement priorities, which seek to minimize the likelihood of the need to use force during an incident.

When safe and feasible under the totality of circumstances, officers shall attempt to slow down or stabilize the situation so that more time, options and resources are available for incident resolution.

When time and circumstances reasonably permit, officers shall consider whether a subject's lack of compliance is a deliberate attempt to resist or an inability to comply based on factors including, but not limited to: medical conditions, mental impairment, developmental disability, physical limitation, language barrier, drug interaction, and behavioral crisis.

An officer's awareness of these possibilities, when time and circumstances reasonably permit, shall then be balanced against the facts of the incident facing the officer when
deciding which tactical options are the most appropriate to bring the situation to a safe resolution.

Mitigating the immediacy of threat gives officers time to utilize extra resources, and increases time available to call more officers or specialty units.

The number of officers on scene may increase the available force options and may increase the ability to reduce the overall force used.

Other examples include: placing barriers between an uncooperative subject and an officer; containing a threat; moving from a position that exposes officers to potential threats to a safer position; decreasing the exposure to potential threat by using; distance; cover or concealment; communication from a safe position intended to gain the subject's compliance, using: verbal persuasion, advisements and warnings; avoidance of physical confrontation, unless immediately necessary (for example, to protect someone, or stop dangerous behavior); using verbal techniques, such as Listen and Explain with Equity and Dignity (LEED) Training, to calm an agitated subject and promote rational decision making; calling extra resources to assist or officers to assist: more officers; CIT-trained officers; officers equipped with less-lethal tools; any other tactics and approaches that attempt to achieve law enforcement objectives by gaining the compliance of the subject.

Concept Application: Minimal reliance on Force and De-escalation

Concepts being reviewed in this scenario:
- Was there a minimal reliance on force by the officer?
- Was there any attempt at de-escalation?

Overview:
An officer checks an occupied suspicious vehicle. There are two suspects inside the vehicle and one outside when he approaches. The officer locates warrants for the two vehicle occupants. The officer tells both suspects that he is going to arrest them. The officer becomes engaged in a verbal exchange with one of the suspects when the suspect objects to being identified as a child molester. The suspect challenges the officer to fight and the officer accepts his challenge. The officer uses force on the suspect and the suspect is taken in to custody.

Officers will review video of this incident.

Class Discussion on the concepts being reviewed:

- *Was there a minimal reliance on force by the officer?*

    Instructor Answers:
    o   NO
    o   As soon as the suspect challenged the officer to a fight, the officer accepted the challenge and encouraged the suspect to fight.

- *Was there any attempt at de-escalation?*

Instructor Answers:

o   The officer's words and actions **did not** contribute to the de-escalation of this situation. The officer addressed the suspect as "child molester" in front of the other suspects and officers. The officer could reasonably expect this to incite the suspect.

o   The suspect was clearly angered by this and told the officer to "Fuck off" and "You know what, you don't even know shit" and "Let's go, motherfucker". The officer could reasonably assume, based on the suspect's tone of voice, choice of words and body language that the suspect was angry and likely to assault him. Rather than attempt to de-escalate the situation and avoid the use of force, the officer accepted the suspect's challenge to fight by saying "I am exactly the person for that job" and "You have picked the exact person for that."

o   When the suspect said "Let's go" and charged out of the vehicle, the officer responded with "Let's go right now" and moved forward to engage the suspect as the suspect charged towards him.

o   A component of de-escalation is the utilization of other officers to increase available options for the resolution of the incident with minimal reliance on force. In this case, there was no apparent communication between the primary officer and the backing officers regarding a plan to take the suspects into custody. Communication with the other officers and the use of tactics such as contact/cover to take the suspect into custody, may have reduced the need for a force application.

o   **Prior to the force application, the officer made no attempt to de-escalate this situation. In fact, his actions could reasonably be considered to have created the need for force to be used against the suspect.**

Instructor Review Notes for Scenario Debrief

➢ Be sure that officers understand that this case was a violation of department policy for which the officer received twenty days off.

➢ Reinforce that this behavior is clearly outside of current policy and best practices.

➢ The behaviors shown on the video would be very difficult for the officer to defend in any subsequent litigation, criminal or civil.

➢ The behaviors shown also place the officer's back up in a difficult spot. For example, they would be required to testify at his OPA investigation, and any subsequent litigation.

Prohibited Force: Section 8.100

OPERATIONAL CONCEPTS

What the policy says:	How to do it:
-We *can't* use force to: ∗Punish or retaliate ∗Who only verbally confront ∗On handcuffed or otherwise restrained subjects unless exceptional circumstances apply such as preventing injury, escape or destruction of property ∗Prevent someone from swallowing a substance ∗Extract evidence from the body of a person unless we have a warrant	-Don't do it -Stay up to date with policy and procedures

8.100(2) Use-of-Force: When Prohibited

An Officer may **not** use physical force:

- To punish or retaliate
- Against individuals who only verbally confront them unless the vocalization impedes a legitimate law enforcement function or contains specific threats to harm the officers or others
- On handcuffed or otherwise restrained subjects except in exceptional circumstances when the subject's actions must be immediately stopped to prevent injury, escape, or destruction of property. Use-of-force on restrained subjects shall be closely and critically reviewed. Officers must articulate both: the exceptional circumstances, and why no reasonably effective alternative to the use-of-force appeared to exist.
- To stop a subject from swallowing a substance, such as a plastic bag containing a controlled substance or other evidence.
- To extract a substance or item from inside the body of a suspect without a warrant.

Concept Application: Prohibited Force

Concepts being reviewed in this scenario:
- Was this an authorized use of force?
- What were the exceptional circumstances that necessitated force?
- Were there reasonably effective alternatives to the force?

Written Scenario:

An officer is escorting a handcuffed suspect. Without warning, the suspect violently spins away from the officer, breaking the officer's hold on the suspect. As the officer attempts to regain control of the suspect, the suspect tries to kick the officer. The officer is able to push the suspect against a wall, but the suspect starts to thrash violently to get away from the officer. The officer takes the suspect to the ground and restrains him on the ground until other officers arrive to assist.

Class Discussion on the concepts being reviewed:

- *Was this an authorized use of force?*

    Instructor Answers:

    - o Officers may not use force on handcuffed or otherwise restrained individuals, except in exceptional circumstances
        - ▪ Subject's actions must be immediately stopped to prevent injury, escape, or destruction of property
    - o YES or NO will be dependent on the officer articulating the exceptional circumstance and why there were no reasonable alternatives to the force.

- *What were the exceptional circumstances to consider?*

    Instructor Answers:
    - o What are the risks to the officer or public from the handcuffed suspect?
        - ▪ Even when handcuffed, suspects can still use other means to assault others; such as knocking someone to the ground, kicking or head-butting.
        - ▪ More officers or other people present; either potential victims or as available resources to control the suspect.
    - o Was there a risk of continued assault or escape?
        - ▪ Is the officer able to avoid the suspect's assault?
        - ▪ Where did this take place? Holding cell, street?
        - ▪ Were other people present?
    - o Was the officer able to physically control the suspect?
        - ▪ Size/strength of officer vs. suspect?

- *Were there reasonably effective alternatives to the force?*

Instructor Answers:

*This situation has many too many unknowns to definitively determine if the force is prohibited or authorized.

Instructor Review Notes for Scenario Debrief

➢ Be sure that officers understand that this situation will be very fact-dependent; in some cases the force will be authorized and in others it will not be. It all depends on the articulation of the facts by the officer using force.

➢ Certain facts such as the suspect is known to be violent, has a history of escape, or is wanted or under arrest for a very serious offense, might be factors that justify the use of force.

➢ On the contrary, other factors may not support a use of force, such as: the suspect is not known to be a violent offender, the suspect has only been arrested for a property crime, the suspect has diminished mental capacity, officers have ample and available backup.

➢ Be sure to mention that the use of less-lethal weapons is largely prohibited on handcuffed individuals and any uses of less-lethal weapons on handcuffed suspects will be the subject of a detailed review.

Authorized Force: Section 8.050, 8.100

OPERATIONAL CONCEPTS

What policy says to do:	How to do it:
-Use reasonable, necessary, and proportionate force to achieve a law-enforcement objective	-Use your training and experience to evaluate the suspects behavior or situation to: -Assess the threat or resistance being offered based on the totality of the circumstances and -Choose a reasonable force option that is balanced with the suspect's resistance to effect a lawful purpose

8.100 (1) Use of Force: When Authorized:

An officer shall use only the force reasonable, necessary, and proportionate to effectively bring an incident or person under control, while protecting the lives of the officer or others.

In other words, officers shall only use objectively reasonable force, proportional to the threat or urgency of the situation, when necessary, to achieve a law-enforcement objective. The force used must comply with federal and state law and Seattle Police Department policies, training, and rules for specific instruments and devices. Once it is safe to do so and the threat is contained, and/or the subject complies with the officer's orders, the force must stop.

When determining if the force was objectively reasonable, necessary and proportionate, and therefore authorized, the following guidelines will be applied:

Reasonable: The reasonableness of a particular use-of-force is based on the totality of circumstances known by the officer at the time of the use-of-force and weighs the actions of the officer against the rights of the subject, in light of the circumstances surrounding the event. It must be judged from the perspective of a reasonable officer

on the scene, rather than with the 20/20 vision of hindsight. Factors to be considered in determining the objective reasonableness of force include, but are not limited to:

• The seriousness of the crime or suspected offense;

• The level of threat or resistance presented by the subject;

- Whether the subject was posing an immediate threat to officers or a danger to the community;

- The potential for injury to citizens, officers or subjects;

- The risk or apparent attempt by the subject to escape;

- The conduct of the subject being confronted (as reasonably perceived by the officer at the time);

- The time available to an officer to make a decision;

- The availability of other resources;

- The training and experience of the officer;

- The proximity or access of weapons to the subject;

- Officer versus subject factors such as age, size, relative strength, skill level, injury/exhaustion and number of officers versus subjects; and

- The environmental factors and/or other exigent circumstances.

The assessment of reasonableness must embody allowance for the fact that police officers are often forced to make split-second decisions—in circumstances that are tense, uncertain, and rapidly evolving—about the amount of force that is necessary in a particular situation.

The reasonableness inquiry in an excessive-force case is an objective one: the question is whether the officers' actions are objectively reasonable in light of the facts and circumstances confronting them, without regard to their underlying intent or motivation.

Necessary: Officers will use physical force only when no reasonably effective alternative appears to exist, and only then to the degree which is reasonable to effect a lawful purpose.

Proportional: To be proportional, the level of force applied must reflect the totality of circumstances surrounding the immediate situation, including the presence of an imminent danger to officers or others. Officers must rely on training, experience, and assessment of the situation to decide an appropriate level of force to be applied. Reasonable and sound judgment will dictate the force option to be employed. Proportional force does not require officers to use the same type or amount of force as the subject. The more immediate the threat and the more likely that the threat will result in death or serious physical injury, the greater the level of force that may be proportional, objectively reasonable, and necessary to counter it.

8.100(5)   Use of Deadly Force

Deadly force may only be used in circumstances where threat of death or serious physical injury to the officer or others is imminent. A danger is imminent when an objectively reasonable officer would conclude that:

• A suspect is acting or threatening to cause death or serious physical injury to the officer or others, and

• The suspect has the means or instrumentalities to do so, and

• The suspect has the opportunity and ability to use the means or instrumentalities to cause death or serious physical injury.

8.100(6)   Deadly Force May Be Used to Prevent the Escape of a Fleeing Suspect Only When an Objectively Reasonable Officer Would Conclude That it Is Necessary and the Officer Has Probable Cause to Believe That:

•   The suspect has committed a felony involving the infliction or threatened infliction of serious physical injury or death; and

•   The escape of the suspect would pose an imminent danger of death or serious physical injury to the officer or to another person unless the suspect is apprehended without delay; and

•   The officer has given a verbal warning to the suspect, if time, safety, and circumstances permit.

**8.050: Deadly Force:** _The application of force through the use of firearms or any other_ means reasonably likely to cause death, great bodily harm, or serious physical injury.

When reasonably likely to cause death or serious physical injury, deadly force includes: shooting a firearm at a person; a hard strike to a person's head; neck, or throat with an impact weapon; using stop-sticks on a moving motorcycle; striking a person's head into a hard, fixed object. Examples include, but are not limited to: concrete objects or surfaces; street surfaces; solid metal structures; such as bars or guardrails; shooting a person in the head or neck with a beanbag shotgun round.

Neck and carotid restraints may only be used when deadly force is authorized.

Necessary: Section 8.000, 8.050

OPERATIONAL CONCEPTS

What policy says to do:	How to do it:
-Use force only when no reasonably effective alternative exists	-Use your training and experience to evaluate the suspects behavior or situation to:
-Use force only to the degree reasonable to effect a lawful purpose like: *Make an arrest *Protect yourself from harm *Protect someone else from harm	-Assess the threat or resistance being offered based on the totality of the circumstances and -Determine if force is necessary to effect a lawful purpose

8.000(1) Every Member of the Seattle Police Department is Committed to Upholding the Constitution and Laws of the United States and the State of Washington, and Defending the Civil Rights and Dignity of All Individuals, While Protecting Human Life and Property and Maintaining Civil Order

It is the policy of the Seattle Police Department to accomplish the police mission with t he cooperation of the public and as effectively as possible, and with minimal reliance upon the use of physical force.

The community expects and the Seattle Police Department requires that officers use only the force necessary to perform their duties and that such force be proportional to the threat or resistance of the subject under the circumstances.

An officer's commitment to public safety includes the welfare of members of the public, the officer, and fellow officers, with an emphasis on respect, professionalism, and protection of human life, even when force is necessary.

Officers who violate those values by using objectively unreasonable force degrade the confidence of the community, violate the rights of individuals upon whom unreasonable force is used, and may expose the Department and fellow officers to legal and physical hazards.

Conversely, officers who fail to use timely and adequate force when it is necessary fail in their duty to act as public guardians and may endanger themselves, the community and fellow officers.

8.000(3) Sometimes the Use-of-Force Is Unavoidable, and an Officer Must Exercise Physical Control of a Violent, Assaultive, or Resisting Individual to Make an Arrest, or to Protect Members of the Public and Officers From Risk of Harm

In doing so:

Officers should recognize that their conduct prior to the use of force, including the display of a weapon, may be a factor which can influence the level of force necessary in a given situation.

Officers should take reasonable care that their actions do not precipitate an unnecessary, unreasonable, or disproportionate use of force, by placing themselves or others in jeopardy, or by not following policy or training.

Officers should continually assess the situation and changing circumstances, and modulate the use-of-force appropriately.

8.000(4) An Officer Shall Use Only the Degree of Force That Is Objectively Reasonable, Necessary Under the Circumstances, and Proportional to the Threat or Resistance of a Subject

Objectively reasonable: The reasonableness of a particular use of force is based on the totality of circumstances known by the officer at the time of the use of force and weighs the actions of the officer against the rights of the subject, in light of the circumstances surrounding the event. It must be judged from the perspective of a reasonable officer on the scene, rather than with the 20/20 vision of hindsight.

The assessment of reasonableness must embody allowance for the fact that police officers are often forced to make split-second decisions—in circumstances that are tense, uncertain, and rapidly evolving—about the amount of force that is necessary in a particular situation.

The reasonableness inquiry in an excessive-force case is an objective one: the question is whether the officers' actions are objectively reasonable in light of the facts and circumstances confronting them, without regard to their underlying intent or motivation.

Necessary: Officers will use physical force only when no reasonably effective alternative appears to exist, and only then to the degree which is reasonable to effect a lawful purpose.

Proportional: The level of force applied must reflect the totality of circumstances surrounding the situation, including the presence of imminent danger to officers or others. Proportional

force does not require officers to use the same type or amount of force as the subject. The more immediate the threat and the more likely that the threat will result in death or serious physical injury, the greater the level of force that may be objectively reasonable and necessary to counter it.

8.050: Necessary Force: "Necessary" means that no reasonably effective alternative to the use of force appeared to exist and that the amount of force used was reasonable to effect the lawful purpose intended. **See** *RCW 9A.16.010*.

Objectively Reasonable: Section 8.000, 8.050

OPERATIONAL CONCEPTS

What the policy says:	How we do it:
-Use objectively reasonable force	-Use your training and experience to evaluate the suspects behavior or situation to: -Assess the threat or resistance being offered based on the totality of the circumstances and -Choose a force option to overcome the threat or resistance being offered in the time allowed.

8.000(4)An Officer Shall Use Only the Degree of Force That Is Objectively Reasonable, Necessary Under the Circumstances, and Proportional to the Threat or Resistance of a Subject

Objectively reasonable: The reasonableness of a particular use of force is based on the totality of circumstances known by the officer at the time of the use of force and weighs the actions of the officer against the rights of the subject, in light of the circumstances surrounding the event. It must be judged from the perspective of a reasonable officer on the scene, rather than with the 20/20 vision of hindsight.

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8.050: Objectively Reasonable Force: Objectively reasonable force is based on the totality of circumstances known by the officer at the time of the use of force and weighs the actions of the officer against the rights of the subject, in light of the circumstances surrounding the event. It must be judged from the perspective of a reasonable officer at the scene, rather than with the 20/20 vision of hindsight. See 8.000.4 and 8.100.1 for further guidance on objectively reasonable force.

Concept Application: Necessary and Objectively Reasonable

Concepts being reviewed in this exercise:

- What level of threat is the suspect posing?
- What factors make you believe the suspect is posing that level of threat?
- Is the use of force necessary?
- What force is objectively reasonable at this point?
- Was the use of force objectively reasonable?

Written Scenario:
Officer Chin is on routine patrol at 0100 hours on a Saturday night. He is dispatched to a reportable traffic accident. When the officer arrives, one of the involved parties exits his vehicle and approaches the officer. The subject is walking unsteadily in the traveled portion of the roadway. The officer asks the subject to exit the roadway and move to the sidewalk. The suspect is 6'00"/225 lb., and in good physical condition.

The suspect does not comply with Officer Chin's requests; instead the suspect charges the officer and tackles him to the ground. The suspect is on top of Officer Chin and pulling on the officer's gun.

Officer Jones responds after Officer Chin is able to call for help.   Jones arrives to find the suspect on top of the officer; both are on the ground and the suspect is grabbing for the officer's gun in *an apparent attempt to disarm Officer Chin*. There is a crowd of people nearly encircling the officer. The crowd is yelling loudly. Some people are yelling for the suspect to stop, others are encouraging the suspect by yelling: "fuck him up."

Officer Jones while yelling: "Seattle Police" pushes through the crowd; knocking several people out of the way. After pushing through the crowd, Officer Jones sees that the suspect is pulling on Officer Chin's service weapon in an attempt to gain control of the weapon. Officer Jones uses his flashlight to strike the suspect in the head several times, ultimately the suspect is rendered unconscious. The suspect collapses. Officer Jones rolls him off Officer Chin and secures him with handcuffs and places him in the recovery position.

Class Discussion on the concepts being reviewed:

- *What level of threat is the suspect posing?*

   Instructor Answers:
   o   The suspect is posing a deadly threat to the officer. (see next question)

- *What factors make you believe that the suspect is posing that level of threat?*

   Instructor Answers:

   o   The suspect has made an unprovoked assault on the officer.
   o   It is reasonable to believe that the suspect intends to inflict serious physical injury on the officer because he has not tried to escape after his unprovoked assault, along with the fact he is attempting to disarm the officer.
   o   An officer on the ground, with a suspect on top, is at a severe disadvantage because the suspect can use their weight and leverage to attack the officer and the officer will have a hard time escaping.
   o   The suspect is grabbing at the officer's gun; in an apparent attempt to disarm the officer.
   o   Officers have a near certainty of being shot by suspects after being disarmed of their gun, based on historical data of gun takeaways provided by the FBI.

- *Is the use of force necessary?*

   Instructor Answers:
   o   If Officer Jones stops to assess the threat beyond what is readily apparent, Officer Chin may be seriously injured or killed.

- *What force is objectively reasonable at this point?*

   Instructor Answers:
   o   At this point, the officer may use whatever force is necessary to overcome the suspect's assault; up to and including deadly force.
   - The suspect is actively assaulting the officer.
   - The suspect has the officer at an extreme disadvantage and poses a serious threat to the officer.
   - The suspect is making an active effort to access the officer's gun.
   - There is very limited time for the officer to make a decision or explore other options.

- *Was Officer Jones' force objectively reasonable?*

   Instructor Answers:

   o   Jones responded based on the totality of the circumstances at the time.
   o   Officer Jones responded to a "help the officer". Upon arrival, Officer Jones observed a suspect on top of another officer. The suspect was pulling Officer Chin's weapon, as Officer Jones arrived at his side.
   o   Jones and the other officer were both in extreme danger due to the possibility that the suspect could access the officer's firearm.
   o   Jones had fractions of a second to consider multiple feasible options and make a decision.
   o   Though Jones responded with a high initial level of force, he assessed the results of the force and modulated his subsequent force to a lower level based on the results of the initial force.

- **How would the force decisions change if, upon arrival and approach, Officer Jones saw Officer Chin kick free and make it to his feet? What if, as Officer Jones arrives, Officer Chin rolls over into the top position and pulls the suspect's hands free of the gun?**

   Instructor Answers:

   o   Officer Jones would likely be justified in using counter striking or less-lethal weapons.
   o   This fact pattern is still very dangerous but the threat to Officer Chin seems to be lower at this moment.
   o   Officer Jones would need to assess the continuing threat to Officer Chin.

Instructor Review Notes for Scenario Debrief

➢ The initial scenario is clearly a deadly force scenario in the eyes of an objectively reasonable police officer. Officer Chin has radioed a "help the officer." A "help the officer" call is only used when the officer believes that they are in danger of serious physical injury or death. When Officer Jones arrives on scene and sees the suspect on top of Officer Chin and grabbing at his gun, we expect that Officer Jones take immediate action to save the life of Officer Chin.

➢ This situation is tense, uncertain and rapidly evolving. The time for Officer Jones to perform a threat assessment is near zero. Once Officer Jones recognizes the threat to Officer Chin, with Officer Chin on the bottom and the suspect grabbing for Officer Chin's gun, Officer Jones must act decisively to stop the threat.   In this exercise, the suspect is actively assaulting a uniformed officer and attempting to gain access to their firearm. A reasonable police officer must conclude that since the suspect is continuing to engage Officer Chin when Officer Chin is in an inferior position, the suspect must be intending to cause serious physical injury or death to the officer. A reasonable officer also knows, based upon training and experience that over 90% of all suspects who successfully pull a pistol from an officer's holster, immediately shoot the officer; most often killing the officer.

➢ Officers in Washington State tragically learned, in 2002 and 2003 that "defending" your gun in a "gun grab" scenario means that an Officer gets killed. Therefore, since 2004, SPD training for weapon retention has focused on taking away the suspect's intent and capability to murder a police officer by incapacitating the suspect, using whatever means necessary.

➢ We do not expect officers to use less-lethal devices, such as OC spray, baton or TASER, to confront a deadly threat. However, we do believe that the tactical situation may dictate that an officer choose a force option other than a firearm in a deadly force confrontation. Limitations to the use of a firearm may include: crowds, a fellow officer in the line of fire, or the officer is unable to access their firearm. We specifically excluded TASER and OC because of their relative ineffectiveness in deadly force encounters and the risks to Officer Chin from overspray or a TASER miss. We also believe that attempting to employ alternatives gives the suspect more time to complete their action and puts the victim officer at greater risk.

➢ The entire incident would be investigated as a Type III.

➢ Emphasize that changing facts will likely change our threat assessment and result in different force options being necessary, objectively reasonable and proportionate.

Proportional: Section 8.000, 8.100

OPERATIONAL CONCEPTS

What the policy says:	How we do it:
-Use proportional force	Assess the suspects actions and choose a force option that will overcome the resistance or stop the potential for harm created by the suspect's actions.

Balance the force with the resistance or Threat posed by the suspect's actions. |

8.000(3) Sometimes the Use-of-Force Is Unavoidable, and an Officer Must Exercise Physical Control of a Violent, Assaultive, or Resisting Individual to Make an Arrest, or to Protect Members of the Public and Officers From Risk of Harm

In doing so:

Officers should recognize that their conduct prior to the use of force, including the display of a weapon, may be a factor which can influence the level of force necessary in a given situation.

Officers should take reasonable care that their actions do not precipitate an unnecessary, unreasonable, or disproportionate use of force, by placing themselves or others in jeopardy, or by not following policy or training.

 Officers should continually assess the situation and changing circumstances, and modulate the use-of-force appropriately.

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Objectively reasonable: The reasonableness of a particular use of force is based on the totality of circumstances known by the officer at the time of the use of force and weighs the actions of the officer against the rights of the subject, in light of the circumstances
surrounding the event. It must be judged from the perspective of a reasonable officer on the scene, rather than with the 20/20 vision of hindsight.

The assessment of reasonableness must embody allowance for the fact that police officers are often forced to make split-second decisions—in circumstances that are tense, uncertain, and rapidly evolving—about the amount of force that is necessary in a particular situation.

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Necessary: Officers will use physical force only when no reasonably effective alternative appears to exist, and only then to the degree which is reasonable to effect a lawful purpose.

Proportional: The level of force applied must reflect the totality of circumstances surrounding the situation, including the presence of imminent danger to officers or others. Proportional force does not require officers to use the same type or amount of force as the subject. The more immediate the threat and the more likely that the threat will result in death or serious physical injury, the greater the level of force that may be objectively reasonable and necessary to counter it.

8.100(4) Officers Should Assess and Modulate the Use-Of-Force as Resistance Decreases

For example, as resistance decreases, the use-of-force may decrease.

Concept Application: Proportional

Concept being reviewed in this scenario:
- Was the force used proportional to the resistance offered?

Scenario Overview:
An officer stops a driver and determines he is possibly DUI. The officer conducts the investigation, including Standardized Field Sobriety Tests, without utilizing backup, and determines that he has probable cause to arrest the driver. The officer attempts to arrest the driver without utilizing a backing officer and the driver resists the arrest. The officer uses force to take the driver into custody.

Officers will review video of this incident.

Class Discussion on the concepts being reviewed:

- *Was the force used proportional to the resistance offered?*

Instructor Answers:

o   The suspect showed a clear intention to resist the arrest by tensing up his arm and pulling away from the officer. The suspect failed to comply with repeated commands to put his hands behind his back. Therefore, the suspect was non-compliant and resisting arrest.

o   The force used was proportional to the resistance offered by the suspect. The officer used controlling types of force to overcome the resistance of the suspect.

o   The officer focused on gaining control of the suspect's hands and restraining him with handcuffs; absent assaultive resistance by the suspect.

o   Once the suspect was controlled and restrained, the officer stopped using force.

Instructor Review Notes for Scenario Debrief

➤   It is a violation of best practices to take enforcement action without a cover officer. In this case, the officer should have called for a cover officer.

Mitigate: Section 8.000, 8.100

OPERATIONAL CONCEPTS

What the policy says:	How we do it:
Maintain vigorous standards and be transparent Build a strong partnership with the community	-Explain our actions -Offer aid to those affected by a use of force -Treat subjects, witnesses and bystanders with professionalism and courtesy -Follow up with neighbors or family to explain our actions and hear concerns and feedback.

8.000(6) The Department Is Committed to Upholding Lawful, Professional, and Ethical Standards Through Assertive Leadership and Supervision Before, During, and After Every Force Incident

The Seattle Police Department recognizes the magnitude of the responsibility that comes with the constitutional authority to use force. This responsibility includes maintaining vigorous standards and transparent oversight systems to ensure accountability to the community in order to maintain their trust. This includes:

• Force prevention efforts,

• Effective tactics, and

• Objective review and analysis of all incidents of reportable force

8.000(7) A Strong Partnership Between the Department and the Community Is Essential for Effective Law Enforcement and Public Safety

Uses of force, even if lawful and proper, can have a damaging effect on the public's perception of the Department and the Department's relationship with the community.

Both the Department and individual officers need to be aware of the negative effects of use-of-force incidents and be empowered to take appropriate action to mitigate these effects, such as:

• Explaining actions to subjects or members of the public

• Offering reasonable aid to those affected by a use-of-force

• Treating subjects, witnesses, and bystanders with professionalism and courtesy

• Department follow-up with neighbors or family to explain police actions and hear concerns and feedback

8.100(7) Following a Use-of-Force, Officers Shall Render or Request Medical Aid, if Needed or if Requested By Anyone, as Soon as Reasonably Possible

Following a use-of-force, officers will request a medical aid response, if necessary, for subjects and others and will closely monitor subjects taken into custody.

Absent exigent circumstances, prone subjects will be placed on their side in a recovery position. Officers shall not restrain subjects who are in custody and under control in a manner that compromises the subject's ability to breathe.

8.100(8)   Officers Shall Automatically Request Medical Aid in Certain Situations

Any use-of-force, greater than de-minimis force on subjects who are reasonably believed or known to be:

• Pregnant

• Pre-adolescent children

• Elderly

• Physically frail

Any subjects or officers who:

• Sustain a CEW application

• Are struck by a beanbag shotgun round

• Sustain an impact weapon strike to the head

• Sustain a strike of their head against a hard, fixed object

Report: Section 8.000, 8.100, Covered in Incident Screening and Use of Force Reporting

OPERATIONAL CONCEPTS

What the policy says:	How we do it:
-Justify your use of force by explaining and articulating the facts and any conclusions you made from those facts	-Screen your seizure or arrest and use of force as trained. -Write a report as trained.

8.000(5)Each Officer Is Responsible for Explaining and Articulating the Specific Facts, and Reasonable Inferences From Those Facts, Which Justify the Officer's Use Of Force

The officer's justification will be reviewed to determine whether or not the force used was in or out of policy. Failure to adequately document and explain the facts, circumstances, and inferences when reporting force may lead to the conclusion that the force used was out of policy.

8.100(9) Consistent With the Timelines in 8.300, Officers and Supervisors Shall Ensure That the Incident Is Accurately and Properly Reported, Documented, and Investigated

Concepts Application #5: Overview of all concepts

Concepts being reviewed in this scenario:
- Was there any attempt at de-escalation?
- Was the force necessary?
- Was the force used objectively reasonable?
- Was the force used proportional to the resistance offered?
- How would the officer mitigate the use of force?
- How would the officer report the force?

Scenario Overview:
Two officers on foot patrol in an area of high drug usage observe a suspect smoking narcotics in a glass pipe right inside an alleyway. The officers have clear probable cause based on their observations, their training and experience to believe that the subject is in possession and smoking "crack" cocaine. Officers attempt to contact the suspect, but he runs from them. As the officers begin to chase the suspect in foot pursuit, they radio in for additional units. The

officers catch up to the suspect after a short foot pursuit and tackle him to the ground. The suspect lands facedown and the officers attempt to handcuff him. The suspect pulls his hands underneath his body and attempts to get up. The suspect is also reaching into one of his pockets. The officers are unable to pull his hands from underneath him and punch him several times in the head and body area. The suspect eventually puts his hands out from underneath his body and is handcuffed by the officers.

Officers will review video of this incident.

Class Discussion on the concepts being reviewed:

- *Was there any attempt at de-escalation?*

    Instructor Answers:

    o   The officers gave clear verbal commands for the suspect to get on his belly.

- *Was the force necessary?*

    Instructor Answers:
    o   At this point in the encounter, the force used was necessary to control and restrain the suspect.

- *Was the force used objectively reasonable?*

    Instructor Answers:

    ▪   This was a narcotics arrest.

    ▪   Narcotics arrests often involve armed suspects.

    ▪   Though the suspect was saying he would stop; he was still clearly continuing to resist the officers' efforts to control him.

    ▪   Despite two officers attempting to hold him down and control him, the suspect was attempting to get to his feet. The officers were having significant difficulty in keeping him pinned down.

    ▪   The suspect getting back to his feet created a significant risk to officers.
      - There is a high likelihood that the suspect may assault officers once he is back on his feet and in a more advantageous fighting position
      - Even if he doesn't assault officers, then the only other reason to get to his feet is to escape arrest

- ▪ The suspect had a hand in his pocket; possibly accessing a weapon.

- *Was the force used proportional to the resistance offered?*

  <u>Instructor Answers:</u>

  o Once the suspect was under control and restrained, officers stopped using force.

- *How would the officer mitigate the use of force?*

  <u>Instructor Answers:</u>

  o Offer medical aid if necessary.

  o Explain their actions to the subject and other members of the public.

  o The officer speaking with the witness was calm and professional.

- *How would the officer report the force?*

  <u>Instructor Answers:</u>

  o Report the use of force to a supervisor via radio immediately.

  o Explain and articulate facts and inferences which justify the use of force.

<u>**Instructor Review Notes for Scenario Debrief**</u>

➢ Targeting of empty hand strikes is somewhat dependent on the physical situation. Officers should not intentionally hit targets such as the spine or neck unless deadly force is warranted.

➢ Our general counter-strike targeting is to target the body or the face. Striking to the face with a closed fist creates some risk of injury to the officers; therefore officers may want to consider targeting alternative targets with a closed fist and using different strikes to hit the face.

➢ Dependent on changes in the suspect's resistance, officers may want to consider alternative force options such as O.C. spray or TASER.

Concept Application Exercise: Bonus Exercise (if class is ahead of schedule)

Concepts being applied in the scenario:

- Was there any attempt at de-escalation?

- Was the force necessary?

- Was the force objectively reasonable?

- Was the force used proportional to the resistance offered?

- How would the officer mitigate the use of force?

- How would the officer report the force?

Overview:

An officer makes a traffic stop for a minor violation (expired tabs). The driver refuses to provide identification. The officer tells the driver he is subject to arrest and the driver still refuses to identify himself. After giving a short amount of time for the driver's compliance, the officer removes him from the vehicle and places him under arrest.

Officers will review video of this incident.

Class Discussion on the concepts being reviewed:

- *Was there any attempt at de-escalation?*

  Instructor Answers:
  o   The officer explained the consequences of failure to provide identification.

  o   **However, the officer gave minimal time for compliance. (approx. 20 seconds)**

  o   The officer could have considered other feasible identification and enforcement options, rather than arresting the driver.

  o   Further explanation of consequences and attempts to gain compliance from the driver may have de-escalated the situation and gained the suspect's compliance.

  o   Utilization of backing officers prior to and during the arrest would have given the officer more options to resolve the incident without resorting to force. The presence of another officer may have caused the suspect to comply or the other officer may have been able to establish a rapport with the suspect and talk him into compliance.

  o   Though the officer recognized a need for backup and requested a backing officer, he only waited 15 seconds after his request before starting to arrest the suspect on his own.

- *Was the force necessary?*

Instructor Answers:

- o Though it is possible the use of force could have been avoided through the use of de-escalation prior to initiating the arrest; once the driver resisted the arrest, the force used was necessary and reasonable to overcome his resistance.

- *Was the force objectively reasonable?*

Instructor Answers:

- o Force used was objectively reasonable

- o In consideration of relevant factors:
  - ▪ The initial stop was for a minor traffic violation (expired tabs).
  - ▪ The crime (Failing to provide identification) did not create a risk to the officer or public.
  - ▪ There was some risk of escape, due to the fact the suspect was operating a vehicle; however, there was minimal risk to the officer or public if he fled.

  - ▪ The officer may have perceived a risk to his safety by delaying the physical control and arrest of the suspect; based on his knowledge of "sovereign citizens", including the increased possibility of violence towards law enforcement, and the suspect's access to weapons if he remained unsecured in the vehicle.

  - ▪ The physical force used was minimal, and consisted of pulling the suspect out of the vehicle, controlling him and placing him in handcuffs.

- *Was the force used proportional to the resistance offered?*

Instructor Answers:

- o The force was proportional to the resistance offered. The officer used enough force to maintain control the suspect and overcome his resistance, with the goal being to restrain the suspect in handcuffs.

- *How would the officer mitigate the use of force?*

Instructor Answers:

- o   The officer was polite and professional while explaining the situation to the passenger in the suspect's vehicle. The officer took the time to thoroughly explain the arrest of the suspect and answer all of the passenger's questions.

- ***How would the officer report the force?***

  Instructor Answers:

  - o   The officer called a supervisor to the scene via radio.

  - o   The officer would need to explain and articulate facts and inferences which justify the use of force

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Instructor Review Notes for Scenario Debrief

➤ This officer may likely be out of policy for failing to de-escalate. The video seems to show that the officer had time, and the circumstances allowed for further de-escalation attempts. The officer would need to articulate facts or circumstances not clearly evident that made attempting further de-escalation unsafe.

➤ The officer should have waited for his cover officer prior to making the arrest unless there was information not clearly evident on the ICV that made the situation exigent.

Experiential Debrief:

- What did we cover in this block of instruction?

- What did you do?

- What did you learn?

- What are the important concepts of this training?

- Were the focus skill sets achieved?

- What was similar to your expectations or past experience?

- What was different from your expectations or past experience?

- Why is this training important?

- How can you apply this training to your job?

Key Knowledge-Based Points

1) Do you have legal authority to be where you took enforcement action? Why?
2) Do you have a lawful purpose for the seizure? What?
3) Did you attempt De-Escalation? Was De-Escalation possible?
   a. Could you have taken steps that would have reduced the likelihood of using force?
   b. If force is used was the force necessary? Why?
   c. Was the force used proportional to the resistance offered? How?
   d. Did you modulate the force based on resistance? How?
   e. Was the force objectively reasonable? Why?
4) Was your decision in training within policy? Why?
   a. What is your reporting requirement, if any, under policy?
   b. How is the incident documented?
5) Would your decision be uniformly applied in all communities?
   i. If not, why not?
   ii. Is this Reasonable?
6) What post-investigation or post-incident actions should you take to explain your decision to the subject, the others impacted by the police action and to the community?

2014 Use of Force Skills Training

Less-Lethal Recertification

Prepared by: Kerry Zieger

Sgt. Review: Sgt. Ovens

Training summary:

The 2014 less-lethal recertification will be a four hour class performed as part of Use of Force Skills Training 2014. Two sessions will be held each day of training. Each session will allow attendance of up to 20 students. The less-lethal recertification will involve a class room presentation followed by practical sessions for the three less-lethal weapons: Baton, OC Spray, and TASER.

The first portion of the Less-Lethal Recertification will be a conceptual interactive presentation discussing key Seattle Police Manual section 8.200 Use-of-Force Tools provisions applicable to all three less-lethal weapons.

The second portion will be three practical sessions with one session for each less-lethal weapon. The class will be split into three groups and sent to one of three stations. One group will attend station one while the other groups participate in stations two or three. Following completion of the block, which will take about 65 minutes, each group will rotate into a different station. Each station will consist of a brief discussion of concepts relevant to that particular less-lethal weapon, specific skill training, and decision making scenarios with practical application of the less-lethal weapons.

In all three stations, the instructors will train the practical use of less-lethal weapons as well as policy guidelines. All Students will be provided with OC, baton and TASER training during this recertification.

Daily training schedule:

0700-1100-Session #1

0630-Instructors arrive for pat down and safety brief.

0700-first session students arrive.

0700-0710-check in

0710-0730-facilitated discussion lesson plan, safety brief, and key concepts for use of less-lethal weapons

0730-0835-rotation 0ne

0835-0940-rotation Two

0940-1045-rotation Three

1045-1100-return of gear and debrief

1200-1600 Session #2

1200-second session students arrive

1200-1210-check in

1210-1230- facilitated discussion of lesson plan, safety briefing, and key concepts for use of less-lethal weapons

 1230-1335-rotation One

1335-1440-rotation Two

1440-1545-rotation Three

1545-1600-return of gear and debrief

1600-1700-breakdown stations and debriefing of the instructors

Training plan:

This training will be delivered four days a week for a total of ten weeks. The training schedule is Monday through Thursday for a total of 48 sessions. We have also planned for an additional Sunday sessions and Thursday evening sessions. This training plan allows for up to 40 officers per day to attend the training. There will be 56 sessions scheduled which will accommodate over 1900 hundred officers. This will allow for make ups, personnel returning from light duty and military leave.

Logistical Information:
Site: Annex I and II

Training Equipment:
- Inert MK-4 and Mk-9 canisters
- Training handcuffs
- Training batons

- Training TASERs
- Training firearm
- Protective gear for instructors and role players
- Sports mats.
- Leg bands.
- Station Book: Lesson Plans, Station books and cards and evaluations

Staffing Requirements:
Lead Instructor and Safety Officer: 1
Instructors: 3-one for each station
Role players: 3-one for each station

This staffing plan will reduce down time and give officers more time to practice skills in relationship to our core tactical concepts and our Use of Force Policy.

The lead instructor will ensure that the training is consistent with the lesson plan and that all personnel are performing up to standards. The lead instructor will also serve as the safety officer.

Teaching Methodology:
Students will receive conceptual, skill, and drill based training. Students will apply their knowledge and understanding of the training during the completion of reality based scenarios. This approach reflects the dynamics and intricacies of real world police work.

After a student completes each scenario, they will debrief with the instructor. This will be done using the reflective reinforcement method. Students will be asked structured questions regarding the policy implications of their actions.

Evaluation Process:
Instructors will evaluate performance during exercises and correct performance that deviates from the desired responses as stated in the lesson plan. If the student performance during an exercise cannot be remediated during the session, and when the performance is:

- Due to an inability or unwillingness to perform up to the desired response, or;

- A repeated violation of training safety rules, or;

- More than one use of unnecessary or excessive force, as evaluated by two instructors using the objective-reasonable standard.

The lead instructor will excuse the student from training and immediately notify an ETS Sergeant. The lead instructor will document the actions taken, the reason behind the dismissal and who they notified of the dismissal.

Performance Objectives:

All officers given a specific tactical scenario and under the evaluation of an Education and Training Section staff instructor:

- Will identify a legal justification for the deployment of a baton, will properly use the baton, striking desired target locations, assess and modulate their force and take a role player into the prone handcuffing position using the skill steps shown in class;

- Will identify that the scenario does not justify the deployment of a baton, assess and modulate their force and take a role player into the prone handcuffing or compliant handcuffing position using the skill steps shown in class;

- Will identify a legal justification for the deployment of OC spray, will properly use the OC spray, apply the spray to the designated target location, assess and modulate their force, take a role player into the prone handcuffing position using the skill steps shown in class and demonstrate the ability to provide decontamination material or provide aid for less-lethal deployment;

- Will identify that the scenario does not justify the deployment of a OC spray, assess and modulate their force and take a role player into the prone handcuffing or compliant handcuffing position using the skill steps shown in class;

- Will identify a legal justification for the deployment of the Taser, will properly use the Taser, targeting trained body locations, assess and modulate their force and direct that or take a role player into the prone handcuffing position using the skill steps shown in class;

- Will identify when a scenario does not justify the deployment of a Taser, assess and modulate their force and take a role player into the prone handcuffing or compliant handcuffing position using the skill steps shown in class;

Overview:

- Discussion about the tactical advantages of using less-lethal weapons and review of essential elements of the use of force policy related to less-lethal weapons. Highlight the tactical limitations of each tool with an emphasis on understanding the likelihood of achieving suspect control dependent on environmental and tactical concerns.

- Skills training in the use of less-lethal weapons.

- Scenarios involving the application of less-lethal weapons to control the suspect through either application of the tool or compliance.

Interest Introduction:

- Less-lethal weapons give force options in cases where traditional control tactics are likely to cause an officer to suffer injuries. In a Department of Justice study in 2011 it found that "the use of pepper spray and CEWs (TASER) can significantly reduce injuries to suspects and the use of CEWs can decrease injuries to officers."

- Less-lethal weapons are intended for use to disrupt hostile and aggressive behavior by subjects when an officer reasonably believes that physical control tactics might bring harm or injury to an officer or others.

- Less-lethal weapons are not intended as the first response to potential lethal situations. In no situation are officers required to use less force than is being threatened by a subject. Less-lethal weapons may be effective against subjects who are armed with weapons such as knives or other objects provided it is tactically sound given the totality of the circumstances.

- The mere threat of the use of less-lethal weapons may cause a subject to comply, thereby reducing the likelihood of an officer having to use type II or III force options.

- Threatened deployment of a less-lethal weapon alone is not a reportable force event.

Material Introduction:

- This block of instruction will provide you with refresher skills in the deployment of less-lethal weapons.

- You will be given information on policy, proper deployment methods and post deployment procedures.

- The training will be focused on the use of less-lethal team tactics. Sometimes the deployment of less-lethal devices is necessary for self-defense in a one-on- one situation. To protect yourself or others from active resistance or aggression a solo officer may consider use of less-lethal weapons.

- The deployment strategies used in this training are meant to give you a momentary tactical advantage when used against subjects whose active resistance or aggression is creating risk of injury to you or someone else.

Station One-Impact Weapons

Enabling Learning Objectives:

In a drill and tactical scenario, the student will perform the following:

1. Recognize the need for a cover officer.

2. Identify aggressive behavior from a suspect and will select a less-lethal weapon (baton) as the appropriate force option to counter the threat posed by the suspect.

3. Give a warning if feasible prior to the use of the police baton.

4. Demonstrate proper striking patterns using the downward X or horizontal X pattern.

5. Recognize an opportunity for de-escalation and either cease striking with the baton or not strike with a baton at all.

6. Close the distance when tactically sound, use the head control takedown with under-hook to take an actively resisting or aggressive suspect to the prone handcuffing position. If the officer is able to de-escalate and gain compliance from a previously resistive or aggressive subject then transition to compliant handcuffing.

Concepts:

Today's training on impact weapons covers two distinct forms of training concepts and skills and decision making in scenarios. The skill training will focus on the following:

➢ Striking with the impact weapon;

➢ Handcuffing after de-escalation or use of the impact weapon;

    Impact weapons are an intermediate force option for use in situations that create a significant risk of harm to an officer or another person that an officer believes will not

be controlled by the use of control tactics. Typically, impact weapons are used to defend the officer or   another person from assault.

Impact weapons may be utilized in both self-defense and for less-lethal team tactics. When used in a less-lethal team deployment, the situation must warrant the use of intermediate force options.

You should strike at the arms, legs and torso and avoid hitting the head, neck, groin, throat or kidneys unless deadly force is justified. *We no longer teach the targeting of primary first and then secondary targeting due to the dynamic nature of situations requiring the use of impact weapons.* An intentional strike to the head is permissible in deadly force situations where the officer already has an impact weapon in their hand or it would be impractical to use a firearm.

After the use of impact weapons and as part of the CREST model, officers should evaluate the need for medical attention. CREST is an acronym that stands for Control, Restrain, Evaluate, Search and Transport. The CREST model is trained by the CJTC and most agencies in Washington State. Due to the extra requirements posed on Seattle Police Officers by our policy, we have added screening into the CREST model. Therefore in our model the S in CREST stands for Screen and Search. Due to time limitations, the Search and Transport will not be skill the subject of skill training in this module. We recommend as a best practice that officers summon fire to the scene after the use of force occurs. Certain situations require calling fire to the scene, such as a strike to the head or neck.

Unless exigent circumstances or tactical considerations prohibit a warning, always give a warning prior to the use of an impact weapon.

Warning and verbal commands should be clear, concise and easy to remember and understand. For example: "Police, get down" or "Police-Stop". Also, if time permits, say that force will be used if commands are not followed. "Get down on the ground or you will be struck!"

The use of an impact weapons is a Type 2 use of force, call a sergeant immediately after the situation is under control.

"Downward X"

Introduction to the skill:

The downward "X" is a striking pattern utilizing a baton in a fluid motion resembling an "X" or a figure eight pattern. *Our use of force policy requires you to articulate each use of the impact weapon. We train the use of striking patterns because it is safer for you, bio-mechanically, more efficient and likely to be more effective than the use of hit and retract techniques. Ultimately the goal is to stop the threat, control the suspect and reduce the need for additional force. You must articulate the necessity and objective reasonableness of each use of a striking pattern.*

Skill Steps:

- Start with the baton in your strong hand with approx. 3-4 inches of the baton sticking out from beneath your hand. The free hand should be protecting the face/head area.

- Give verbal commands

- The target areas for the use of a baton are torso, arms and legs. Officers should avoid targeting the subject's head unless lethal force is justified.

- Use of an impact weapon is Type II reportable force. Intentionally or unintentionally striking the subject's head is a Type III force event.

- With the baton over your strong side shoulder, forcefully strike downwards with an angle towards your opposite hip.

- Follow through with the baton to the opposite shoulder and repeat the downward strike.

- Return back to the original starting position. The free hand will either be out in front of the officer or protecting the face/head area.

Show:
- Instructor will demonstrate the proper stance making sure that the strong side is leading and that there is 3-4 inches of impact weapon protruding from the bottom of the hand.

- Instructor will demonstrate downward X striking pattern, utilizing checking hand when complete.
    - Instructor will demonstrate the technique once at full speed
    - once half speed
    - and again at full speed

- Instructor will demonstrate drill with aggressive role player using soft stick and verbal commands.
- Instructor will engage aggressive suspect, use verbal commands, enter when feasible, and take the suspect to the ground.
- Instructor will roll the subject into handcuffing position.

Do:
- Students will practice downward X striking through mirrored repetition.

- Students will practice with each other using training batons. One student designated as the officer will strike a training baton held by a fellow student.

- Student will practice drill with aggressive role player using soft stick and verbal commands.

"Horizontal X"
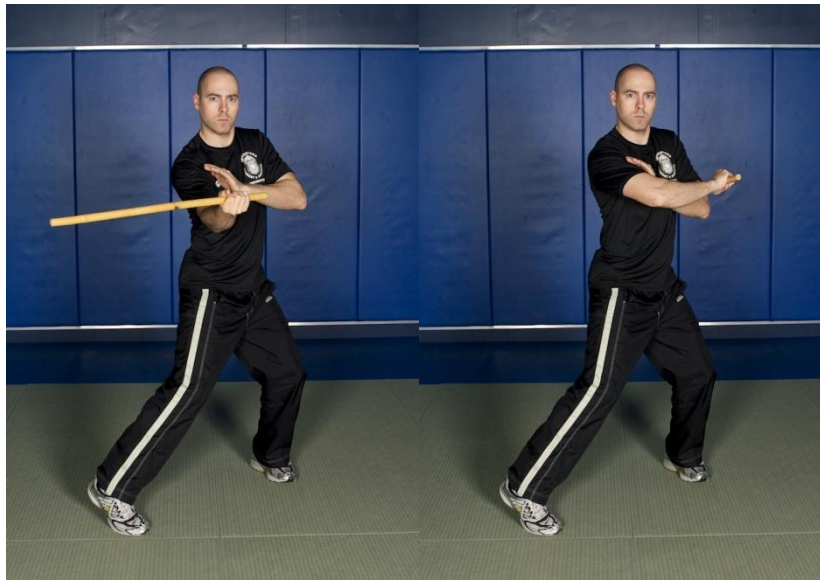
Introduction to the skill:

The horizontal "X" is a striking pattern utilizing a baton in a fluid motion in a back and forth motion on a horizontal plane. *Our use of force policy requires you to articulate each use of the impact weapon. We train the use of striking patterns because it is safer for you, bio-mechanically more efficient and likely to be more effective than the use of hit and retract techniques, ultimately reducing the need for additional force. You must articulate the necessity and objective reasonableness of each use of a striking pattern.*

Skill Steps:

- Give verbal commands

- The target areas for the use of a baton are torso, arms and legs. Officers should avoid targeting the subjects head unless lethal force is justified.

- Use of an impact weapon is Type II reportable force. Intentionally or unintentionally striking the subject's head is a Type III force event.

- Power side forward with the appropriate grip and the baton chambered above the strong side shoulder.

- The strike will start by forcefully bringing the baton across the front of the body in a horizontal plane. The hips and lead foot will also pivot in order to generate additional force. The free hand will be out in front of the body or protecting the face/head area.

- The baton will end up in the armpit area or underneath the opposite arm. The baton is then returned with horizontal strike across the body where it will end up in the original starting point. The free hand will again, be out in front of the body or protecting the face/head area.

Show:

- Instructor will demonstrate the proper stance making sure that the strong side is leading and that there is 3-4 inches of impact weapon protruding from the bottom of the hand.

- Instructor will demonstrate horizontal X striking pattern, utilizing checking hand when complete.
    - Instructor will demonstrate the technique once at full speed
    - once half speed
    - and again at full speed

- Instructor will demonstrate drill with aggressive role player using soft stick and   verbal commands.

- Instructor will engage an aggressive suspect, use verbal commands, enter when feasible, and if tactically sound take the suspect to the ground.

- The instructor roles the subject into handcuffing position.

Do:

- Students will practice horizontal X striking pattern through mirrored repetition.

- Students will practice with each other using training batons. One student designated as the officer will strike a training baton held be a fellow student.

- Student will practice drill with aggressive role player using soft stick and verbal commands.

Head Control Takedown (w/ under hook)

Picture will be changed to show baton in hand

Introduction to the Skill:

Baton strikes are intended to reduce the risk to an officer closing to physically control the suspect or for self-defense. As soon as the situation permits, the officer will modulate their level of force to make entry and gain control of the suspect. In less-lethal team tactics or in self-defense, the officer closing with the suspect may not be the same officer who delivered the baton strike.

During the use of impact weapons, you must assess the situation and modulate your force as appropriate by de-escalating or escalating force as appropriate. The goal is to get the suspect under control as soon as possible, with the minimum amount of force necessary.

The Head Control with under-hook allows for control of the suspect on the way down to the ground and also leads to the prone handcuffing position.

Skill Steps:

- o Instructor will use verbal commands
- o When a cover officer is present the instructor will walk the ladder (check both hands of suspect during entry) and gain control of the head on hand at a time.
- o Grip both hands tightly together pulling suspect head into your chest and squeezing your elbows together for a tight grip.
- o Under hook either right or left shoulder with your hand and maintain suspect's forehead to your chest.

Show:

- o   Instructor will demonstrate head control with under-hook takedown with baton in hand on role player after suspect drops hands.
    - o   Instructor will demonstrate the technique once at full speed
    - o   once half speed
    - o   and again at full speed

- o   Instructors will demonstrate head control with underhook takedown on role player using soft stick after suspect drops hands after striking pattern.

Do:

- o   Students will perform a head control under-hook takedown with baton in hand on role player after suspect drops hands.

- o   Students will perform a head control takedown on role player using soft stick after suspect drops hands after striking pattern.

De-Escalation of Aggressive Suspect

Officers may contact subjects who are physically aggressive necessitating consideration of using a less-lethal tool, but once engaged an officer can de-escalate leading to compliant cuffing. A subject could also comply after deployment of less-lethal tool leading to compliant cuffing.

Skill Steps:

- o   Instructor will use verbal commands engaging a physically aggressive subject
- o   Subject complies and instructor gives verbal commands to transition to compliant handcuffing.
- o   Instructor requests a cover officer if one is not on scene

Show:

- o   Verbal commands
- o   Instructor will demonstrate de-escalation with baton in hand on role player after suspect drops hands.
    - o   Instructor will demonstrate the technique once at full speed
    - o   once at half speed
    - o   and again at full speed

- o   Instructors will demonstrate de-escalation to compliant handcuffing.

Do:

- o Students will perform de-escalation with baton in hand on role player after suspect drops hands.
- o Student will progress through compliant handcuffing

Baton Scenario # 1 Arrest of suspect

Performance Objectives
In each situation, the student will: • Use clear, concise verbal commands and warnings. • Recognize suspect de-escalation no longer justifying the use of a police baton. • Close the distance, if needed and tactically feasible. • If subject complies move into compliant cuffing.

Situation
Robbery detective requests two officers arrest subject on P.C. for a strong arm robbery. Detective informs officer that subject has a history of assaulting officers. Subject faces officer and stands still. Suspect gives officer clear pre-attack indicators and verbal statements indicating non-compliance. Officer is armed with a baton. Suspect complies with verbal commands and warnings.

Site Description
Open area, where officers see suspect wanted for Robbery.

Notes
Involved parties: Two officers, Suspect role player

Dispatch Directions Or Situation Explanation
Officers see subject wanted for robbery.

Role Player # 1   Baton Scenario # 1

General Overview Of Situation
Officers have P.C. for a strong arm robbery. You have a history of assaulting officers. You will face the officers and stand still. You will give officers clear pre-attack indicators and verbal statements indicating non-compliance. Officer is armed with a baton. You will submit to verbal warnings and commands after the officer gives them.

Officer Action	Role Players Responses
Observes suspect.	Faces officer. Suspect's fists are clenched, but arms are down to the sides.
Officer Action Officer makes verbal contact.	**Role Players Responses** Role player is agitated, has fists clenched. Yells; "Think only two of you can take me?"
Officer Action Officer provides verbal warning while displaying baton. After suspect submits, officer should make entry and take control of subject using head control with under-hook takedown or other compliant handcuffing techniques.	**Role Players Responses** Roll player raises hands and submits to officer.
Deliberate Actions, Activities, and Phrases:	

Weapons
Pistol ☐   Revolver   ☐   Rifle   ☐   Edged Weapon ☐   Ammo/blanks ☐   Ammo /Marking ☐   Other ☐ _____

Miscellaneous Notes And Instructions

Instructor Notes/De-Brief

- What happened?
    - o Permit narrative debrief of entire event
- Do you have the legal authority to be at location where you took enforcement action?
- Did you have lawful purpose for the seizure? What?
- What was the subject's level of resistance?
- Was de-escalation feasible? Why or why not?
- What was your response? Why?
- Is this reportable force? Was it within policy?
- What are the limitations to deploying a baton?
    - o Confined space
    - o Environmental concerns
    - o Inadvertent striking or targeting in a dynamic environment
- Would your decision be uniformly applied in all communities?
    - ▪ If not, why not?
    - ▪ Is this Reasonable?
- What post-investigation or post-incident actions should you take to explain your decision to the subject, the others impacted by the police action and to the community?

Baton Scenario # 2 Arrest of suspect

Performance Objectives

In each situation, the student will:
- Use clear, concise verbal commands and warnings.
- Recognize that situation requires the use of a police baton.
- Properly use a police baton
- Recognize suspect de-escalation no longer justifying the use of a police baton.
- Attempt compliance if tactically sound and justified by subject's actions.
- Close with the subject when feasible and tactically sound and take the subject into the prone handcuffing position using the head control with underhook takedown if justified by subject's actions

Situation

Robbery detective requests two officers arrest subject on P.C. for a strong arm robbery. Detective informs officer that subject has a history of assaulting officers. Subject faces officer and stands still. Suspect gives officer clear pre-attack indicators and verbal statements indicating non-compliance. Officer is armed with a baton. Suspect does not comply with verbal commands or warnings.

Site Description

Open area, where officers see suspect wanted for Robbery.

Notes

Involved parties: Two officers, Suspect role player

Dispatch Directions Or Situation Explanation

Officers see subject wanted for robbery.

Role Player # 1   Baton Scenario # 2

General Overview Of Situation
Officers have P.C. for a strong arm robbery. You have a history of assaulting officers. You will face the officers and stand still. You will give officers clear pre-attack indicators and verbal statements indicating non-compliance. Officer is armed with a baton. You will not submit to verbal warnings and commands after the officer gives them.

Officer Action	Role Players Responses
Observes suspect.	Faces officer. Suspect's fists are clenched but arms are down to the sides.
Officer Action Officer makes verbal contact.	**Role Players Responses** Role player is agitated, and raises clenched fists. Yells; "Think only two of you can take me?"
Officer Action Officer provides verbal warning while displaying baton.	**Role Players Responses** Role player slowly walks toward officer continuing verbal threats.
Officer Action Officer delivers strikes with baton and evaluates. After suspect submits, arrest officer should make entry and take control of subject using head control takedown.	**Role Players Responses** Role player raises hands and submits to officer.

Deliberate Actions, Activities, and Phrases:

Weapons
Pistol ☐   Revolver   ☐   Rifle   ☐   Edged Weapon ☐   Ammo/blanks ☐
Ammo /Marking ☐   Other ☐ _____

Instructor Notes/De-Brief

- What happened?
  - Permit narrative debrief of entire event
- Do you have the legal authority to be at location where you took enforcement action?
- Did you have lawful purpose for the seizure? What?
- What was the subject's level of resistance?
- Was de-escalation feasible? Why or why not?
- What was your response? Why?
- Is this reportable force? Was it within policy?
- What are the limitations to deploying a baton?
  - Confined space
  - Environmental concerns
  - Inadvertent striking or targeting in a dynamic environment
- Would your decision be uniformly applied in all communities?
  - If not, why not?
  - Is this Reasonable?
- What post-investigation or post-incident actions should you take to explain your decision to the subject, the others impacted by the police action and to the community?

Seattle Police Department Manual:

8.200–POL–5 Impact Weapons

Effective Date: 1/1/2014

This policy applies to the use of Department-approved and exigent (improvised) impact weapons, by all sworn Department employees. An impact weapon is any object that is used to forcefully strike a subject in a manner that is reasonably likely to cause injury. The baton is capable of delivering powerful blows to interrupt or incapacitate an aggressive subject. It is also capable of delivering lethal or permanently disabling blows. *See Manual Section 8.200.1 for information on approved impact weapons.*

1. Education & Training Section (ETS) Will Train and Certify Officers on Department-Approved Impact Weapons Every Two Years

Officers will be trained and certified to use Department-approved impact weapons before being authorized to carry these weapons.

2. Officers Shall Only Use Impact Weapons When Objectively Reasonable

3. Officers Will Not Use Impact Weapons on Subjects Who Are Restrained and Under Control, or Complying With Police Direction

4. A Hard Strike to the Head With Any Impact Weapon, Including a Baton, Is Prohibited Unless Deadly Force is Justified

The head, throat, neck, spine, groin, or kidneys shall not be targeted unless deadly force is justified. Unintentional or mistaken blows to these areas must be reported to ensure that all reasonable care was taken to avoid them. Preferred target areas include arms, legs and torso.

5. Officers Shall Not Use Flashlights as Impact Weapons, Except in Exigent Circumstances

The improvised use of weapons, such as flashlights, may present a greater risk of injury than batons. Use of another object in place of the baton,

including flashlights, is prohibited unless there is an immediate need to strike and an officer is precluded from using or cannot feasibly use the CEW, baton, or OC spray.

The failure to carry a baton, in and of itself, does not justify the regular use of a flashlight as an impact weapon. Routine reliance on flashlights as an impact weapon is prohibited.

6. Officers Must Justify Each Separate Impact Weapon Application in Their Use-of-Force Report

a. Officers are Required to Report the Use of an Impact Weapon to their Sergeant, Regardless of Whether a Subject is Struck.

See 8.300-POL-1.5.

Student Performance Evaluation:

Impact Weapon Block:

Trained (T) – Officer/team performed _all_ task elements in the check list to an acceptable standard.

Remedial (R) - Officer/team does not perform all task elements to the described standard.*

*Remedial training:

Comments:

Instructor:

Student Name:

Serial #:   **Date trained:**

Station Two-O.C

Enabling Learning Objectives:

In a drill and tactical scenario, the student will perform the following:

1. Identify the need for requesting a cover officer prior to contact unless exigency demands officer intervention.

2. Will identify resistive behavior from a suspect and will select a less-lethal weapon (OC spray) as the appropriate force option to counter the resistance posed by the suspect.

3. Give a warning prior to the use of OC spray.

4. Will properly deploy OC spray on a suspect.

5. Will recognize an opportunity for de-escalation and either cease using OC spray or not use OC spray at all.

6. When tactically sound an officer will close the distance and attempt to control the subject. If resistive the officer should consider closing and use the head control takedown to take the suspect to the prone handcuffing position. If the subject complies with officer's instruction, the officer should transition to compliant cuffing.

7. If an officer deploys OC the officer must recognize the need for decontamination, including the recommended techniques of providing ventilation (wind), use water for decontamination and wiping away excess spray material from the subject's target area. It is recommended to have Seattle Fire respond to the scene.

8. As soon as practical move the subject to the recovery position.

Concepts:

Today's training on OC Spray covers two distinct forms of training: concepts, skills and decision making in scenarios. The skill training will focus on the following:

➢ Skills to use in deploying OC spray;

➢ Takedown to the prone handcuffing position after use of OC spray. If the subject complies shift into compliant handcuffing.

OC Spray is an intermediate force option for use in situations that create a risk of harm to an officer or another person that an officer believes will not be controlled by the use of control tactics. Typically, OC spray is used when controlling levels of force have not been effective or it appears that they will be ineffective, but the suspect has not attacked anyone yet.
OC spray may be utilized in both self-defense and for less-lethal team tactics. When used in a less-lethal team deployment, the situation must warrant the use of intermediate force options.

Optimum deployment distance is 3-7 feet for MK4 and 6-12 feet for MK9.

You should spray at the face: specifically the eyes, nose and mouth in short bursts of spray.

After the OC spray and as part of the CREST model officers should evaluate the need for medical attention. CREST is an acronym that stands for Control, Restrain, Evaluate, Search and Transport. The CREST model is trained by the CJTC and most agencies in Washington State. Due to the extra requirements posed on Seattle Police Officers by our policy, we have added screening into the CREST model. Therefore in our model the S in CREST stands for Screen and Search. Due to time limitations, the Search and Transport will not be skill the subject of skill training in this module.

We recommend as a best practice that officers summon Seattle Fire to the scene after the use of OC spray. Certain situations require calling fire to the scene; such as the uses of less-lethal force on pregnant, elderly, frail, physically vulnerable subjects, or if the suspect complains of injury or requests medical aid. While awaiting arrival of fire, use field decontamination procedures: wind, water and wipe if available and feasible. Expose the subject to fresh air, use water or paper towels to wash and wipe away excess spray.

Unless exigent circumstances or tactical considerations prohibit a warning; give a warning prior to the use of OC spray.

Warning and verbal commands should be clear, concise and easy to remember and understand. For example: "Police, get down" or "Police-Stop" when a subject is closing the distance as you move away. If time permits, warn that force will be used if commands are not followed. "Get down on the ground or you will be sprayed!"

The use of OC Spray is a Type 2 use of force, call a sergeant immediately after the situation is under control following an OC deployment.

O.C

Introduction to the skill:

OC spray provides you a temporary tactical advantage. Sometimes OC spray will cause a resistive subject to stop resisting, but it is not uncommon for a suspect to continue to actively resist, though probably in a diminished capacity. *Our use of force policy requires you to articulate each use of OC spray and to target specific individuals unless used as a crowd dispersal tool. Use as a crowd dispersal tool requires command-level authorization unless it is for immediate life safety.*

Skill steps for O.C. deployment:

- Stance

- Provide warning unless exigent or tactical circumstances prevent it.

- Deploy short burst of O.C. to head and face.

- Move left or right. Give verbal commands.

- Assess whether O.C. has taken affect.

- Modulate your force, re-apply or move in based on subject' actions.

Show:

- Instructor will demonstrate the proper deployment stance similar to a fighting stance. Strong platform with both hands up. O.C. can be held in either hand.

- Instructor will demonstrate proper deployment utilizing a verbal warning.
    - Instructor will demonstrate the technique once at full speed
    - once half speed
    - and again at full speed

- Instructor will demonstrate post application tactics.
    1. Checking hand up and moving left or right.
    2. Emphasize waiting for the O.C. to take effect and give opportunity for offender to submit. Talk about quick placement of O.C, post deployment (Inside cargo pant pocket, jacket pocket).
    3. Instructor will use verbal commands such as "lie flat on the ground!" to gain compliance.
    4. Consider waiting for cover officer prior to closing with the suspect.

Do:

- Students will perform the proper deployment stance similar to a fighting stance. Strong platform with both hands up. O.C. can be held in either hand.

- Students will perform a deployment utilizing a verbal warning.

- Student will perform post application tactics.
    - Checking hand up and moving left or right.
    - Emphasize waiting until the O.C. to takes effect and give an opportunity for offender to submit. Talk about quick placement of O.C, post deployment (inside cargo pant pocket, jacket pocket).
    - Student will use verbal commands such as "lie flat on the ground!" to gain compliance.
    - Officers will begin the steps for prone handcuffing

Head Control Takedown (w/ under hook)

Introduction to the Skill:

OC Spray is intended to reduce the risk to an officer closing to physically control the suspect or for self-defense. However closing with a subject who has been exposed to OC creates a risk of contamination to the officer. The officer should always consider if it is tactically sound to close with the contaminated subject and unless exigent should wait for a cover officer to attempt to control a subject. As soon as the situation permits, the officer will modulate their level of force to make entry and gain control of the suspect. In less-lethal team tactics or in self-defense, the officer closing with the suspect may not be the same officer who delivered the OC spray. Officers should consider not closing with the suspect without a cover officer.

During the use of OC spray, you must assess the situation and modulate your force as appropriate by de-escalating or escalating force as appropriate. The goal is to get the suspect under control as soon as possible, with the minimum amount of force necessary.

The Head Control with under-hook allows for control of the suspect on the way down to the ground and also leads to the prone handcuffing position.

Skill Steps:

- o Walk the ladder (check both hands of suspect during entry) and gain control of the head on hand at a time.

- o Grip both hands tightly together pulling suspect head into your chest and squeezing your elbows together for a tight grip.

- o Under hook either right or left shoulder with your hand and maintain suspect's forehead to your chest.

Show:
- o Instructor will demonstrate head control takedown with role player after suspect drops hands.
    - o Instructor will demonstrate the technique once at full speed
    - o once half speed
    - o and again at full speed

- o After an attempt at verbal commands instructors will demonstrate head control takedown on role player after role player bends over in reaction to the OC spray. Consider waiting for cover officer prior to closing to control the suspect. Close only if tactically sound.
    - o Instructor will demonstrate the technique once at full speed
    - o once half speed
    - o and again at full speed

Do:

- o Students will perform a head control takedown with each other after suspect drops hands.

- o Students will perform a head control takedown on role player after application of spray and suspect bends over.

De-Escalation of Aggressive Suspect

Officers may contact subjects who are physically aggressive necessitating consideration of using a less-lethal tool, but once engaged an officer can de-escalate leading to compliant cuffing. A subject could also comply after deployment of less-lethal tool leading to compliant cuffing.

Skill Steps:
- o Instructor will use verbal commands engaging a physically aggressive subject
- o Subject complies and instructor gives verbal commands to transition to compliant handcuffing.
- o Instructor requests a cover officer if one is not on scene
- o Instructor orders subject to turn, go to their knees, put their arms up, palms toward the officer, and conduct complaint handcuffing

Show:
- o Verbal commands
- o Instructor will demonstrate de-escalation with baton in hand on role player after suspect drops hands.
  - o Instructor will demonstrate the technique once at full speed
  - o once half speed
  - o and again at full speed

- o Instructors will demonstrate de-escalation to compliant kneeling handcuffing.

Do:
- o Students will perform de-escalation with baton in hand on role player after suspect drops hands.
- o Student will progress through to kneeling handcuffing position

O.C. Scenario # 1 Arrest of suspect

Performance Objectives
In each situation, the student will:
- Recognize the need for a cover officer.
- Use clear, concise verbal commands and warnings.
- Recognize suspect de-escalation no longer justifying the use of OC spray.
  Give verbal commands and take the subject into custody using compliant cuffing techniques.

Situation
Officer witnesses a subject kick out a window to a business. Subject faces officer and stands still. Suspect yells incoherently about "justice." Officer is armed with a MK4 or a MK9 O.C.

Site Description
Open area, where officers see suspect commit property damage in their presence.

Notes
Involved parties: Two officers, Suspect role player

Dispatch Directions Or Situation Explanation
Officers on views a property destruction.

Role Player # 1   O.C. Scenario # 1

General Overview Of Situation
You have just broken a window, the police saw you do it. When confronted by an officer you will turn and face the officers, yelling "justice" repeatedly. You will not submit to verbal commands until the display of OC spray and verbal warnings.

Officer Action	**Role Players Responses**
Observes crime.	Faces officer.
Officer Action Officer makes verbal contact.	**Role Players Responses** Role player is agitated, has fists clenched. Yells; "Justice"
Officer Action Officer provides verbal warning indicating O.C. application. After suspect submits, arrest officer should make entry and take control of subject using head control with under-hook takedown.	**Role Players Responses** Role player raises hands and submits to officer.
Deliberate Actions, Activities, and Phrases:	

Weapons
Pistol ☐   Revolver ☐   Rifle ☐   Edged Weapon ☐   Ammo/blanks ☐

Ammo /Marking ☐   Other ☐ _____

Instructor Notes/De-Brief

- What happened?
    - Permit narrative debrief of entire event
- Do you have the legal authority to be at location where you took enforcement action?
- Did you have lawful purpose for the seizure? What?
- What was the subject's level of resistance?
- Was de-escalation feasible? Why or why not?
- What was your response? Why?
- Is this reportable force? Was it within policy?
- What are the limitations to deploying OC?
    - Confined space
    - Environmental concerns
    - Inadvertent striking or targeting in a dynamic environment
- Would your decision be uniformly applied in all communities?
    - If not, why not?
    - Is this Reasonable?
- What post-investigation or post-incident actions should you take to explain your decision to the subject, the others impacted by the police action and to the community?

O.C. Scenario # 2 Arrest of suspect

Performance Objectives
In each situation, the student will:
- Recognize the need for cover officer.
- Use clear, concise verbal commands and warnings.
- Recognize that situation requires the use of OC spray.
- Properly use OC spray
- Recognize suspect de-escalation no longer justifying the use of OC spray.
- Close the distance and take the subject into the prone handcuffing position using the head control takedown. If tactically sound consider compliant cuffing if feasible.

Situation
Officer witnesses a subject kick out a window to a business. Subject faces officer and stands still. Suspect yells incoherently about "justice." Officer is armed with a MK4 or a MK9 O.C.

Site Description
Open area, where officers see suspect commit property damage in their presence.

Notes
Involved parties: Two officers, Suspect role player

Dispatch Directions Or Situation Explanation
Officer on views a property destruction.

Role Player # 1   **O.C. Scenario # 2**

General Overview Of Situation
You have just broken a window, the police saw you do it. When confronted by an officer you will turn and face the officers, yelling "justice" repeatedly. You will not submit to verbal commands until the display of OC spray and verbal warnings.

Officer Action	Role Players Responses
Observes crime.	Faces officer.
Officer Action Officer makes verbal contact.	**Role Players Responses** Role player is agitated, has fists clenched. Yells: "Justice"
Officer Action Officer provides verbal warning indicating O.C. application.	**Role Players Responses** Roll player slowly refuses to submit and starts slowly walking toward officers
Officer Action Officer uses O.C. to defend against attacker. After suspect submits, arrest officer should make entry and take control of subject using head control with under-hook takedown.	**Role Players Responses** Role player submits by placing hands in the air and follows officer's commands.
Deliberate Actions, Activities, and Phrases:	

Weapons
Pistol ☐   Revolver   ☐   Rifle   ☐   Edged Weapon ☐   Ammo/blanks ☐
Ammo /Marking ☐   Other ☐ _____

Instructor Notes/De-Brief

- What happened?
    - Permit narrative debrief of entire event
- Do you have the legal authority to be at location where you took enforcement action?
- Did you have lawful purpose for the seizure? What?
- What was the subject's level of resistance?
- Was de-escalation feasible? Why or why not?
- What was your response? Why?
- Is this reportable force? Was it within policy?
- What are the limitations to deploying OC?
    - Confined space
    - Environmental concerns
    - Inadvertent striking or targeting in a dynamic environment
- Would your decision be uniformly applied in all communities?
    - If not, why not?
    - Is this Reasonable?
- What post-investigation or post-incident actions should you take to explain your decision to the subject, the others impacted by the police action and to the community?

Seattle Police Department Manual

8.200–POL–6 Oleoresin Capsicum (OC) Spray

Effective Date: 1/1/2014

This policy applies to the use of OC spray by all sworn Department employees.

Oleoresin Capsicum spray (OC spray) is an inflammatory agent that causes an intense burning sensation of the skin, eyes, and mucous membranes. A one second burst applied directly to the face (direct exposure), even with glasses, will usually result in the immediate closing of the eyes. The individual's eyes will close, tear, and swell as a result. When inhaled (secondary exposure), the respiratory tract will become inflamed and temporarily restrict breathing to short, shallow breaths. The individual may experience choking, gagging, gasping for breath, or, on rare occasion, unconsciousness. The individual may experience nausea, lung pain, or temporarily impaired thought processes. The individual may become disoriented or lose his or her balance.

OC spray may reduce or eliminate the need for substantial physical force to make an arrest or gain custody. It may reduce the potential for injuries to officers and suspects.

1. Education & Training Section (ETS) Will Train and Certify Officers in the Use of OC Spray Every Two Years

The OC spray policy and training will incorporate the evolving guidance contained within the SPD Post-Basic Law Enforcement Academy course on less-lethal force as well as guidance from the medical community.

2. Officers Shall Only Use Department-Issued or Approved OC Spray

3. Officers Will Use OC Spray Only When Such Force is Objectively Reasonable, Including When Used for Crowd Dispersal or Protection

For use of OC spray in the context of demonstration management, see Manual Section 14.090.10.

a. OC Spray May Be Used Against a Dangerous Animal to Deter an Attack or to Prevent Injury to Persons Present

b. OC Spray Shall Not Be Used Unless the Use of Physical Force Is Necessary

4. Officers Shall Issue a Verbal Warning to the Subject, Fellow Officers and Other Individuals Present Prior to Using OC Spray

Officers shall issue a verbal warning to the subject, other officers, and other individuals present, that OC spray will be used and defer using OC spray a reasonable amount of time to allow the subject to comply with the warning.
Exception: A verbal warning is required if feasible and unless giving the warning would compromise the safety of the officer or others.

5. Officers Must Justify Each Separate Application of OC Spray

After the initial application of OC spray, each subsequent spray must also be reasonable and the employee should reevaluate the situation accordingly.

6. Officers are Required to Report the Use of OC Spray, Regardless of the Effect, as Well as the Decontamination Procedures That Followed

See 8.300-POL-1.5.

7. The Application of OC Spray on Persons in Restraints Such As Handcuffs Must Be to Protect an Officer or Member of the Public from Physical Injury

8. Officers Shall Direct OC Spray at the Specific Subject(s) Who are Posing a Threat

Officers deploying OC will attempt to minimize exposure to non- targeted parties.

9. Officers Shall Assist Exposed Subjects with Decontamination and Water- Flushing of Exposed Areas as Soon as Feasible

If the subject was exposed inside or in a confined space, officers will remove the subject as soon as possible from the contaminated area and expose the individual to fresh air.

Officers shall request medical response or assistance for subjects exposed to chemical spray when they complain of continued effects after having been decontaminated, or they indicate that they have a pre-existing condition (such as asthma, emphysema, bronchitis, or heart ailment) that may be aggravated by chemical spray.

Officers shall monitor exposed subjects for changes in their condition while in police custody and request medical evaluation as needed.

10. The Department Shall Maintain Written Documentation of the Number of OC Spray Canisters Annually Distributed to, and Utilized by, Each Employee

Student Performance Evaluation:

OC Spray Block:

☐   **Trained (T) – Officer/team performed *all* task elements in the check list to an acceptable standard.**

☐   **Remedial (R) - Officer/team does not perform all task elements to the   described standard.***

*Remedial training:

Comments:

Instructor:_____

Student Name:_____

Serial #:_____

Date trained:_____

Station Three-Taser

Enabling Learning Objectives:

In a drill and tactical scenario, all Taser officers will perform the following:

1. Identify requirement of a cover officer unless exigent action is needed.
2. Will identify resistive behavior from a suspect and will select a less-lethal weapon (Taser) as the appropriate force option to counter the resistance posed by the suspect.
3. Give a warning prior to the use of the Taser.
4. All Taser officers will confirm their understanding of targeting the back, legs and lower abdomen.
5. All Taser officers will properly deploy the Taser.
6. Will recognize an opportunity for de-escalation and either cease using the Taser or not use the Taser at all.

Concepts:

If a Taser is deployed, officers will in a drill and tactical scenario, use the prone handcuffing position to handcuff a suspect. If the suspect complies, before the use of a Taser officers will consider the use of compliant kneeling handcuffing procedures.

Today's training on the Taser covers two distinct forms of training: concepts, and skills and decision making in scenarios. The skill training will focus on the following:

➢ Skills to use in deploying the Taser;

➢ Prone handcuffing position after use of successful use of the Taser.

The Taser is an intermediate force option for use in situations that create a risk of harm to an officer or another person that an officer believes will not be controlled by the use of control tactics. Typically, the Taser is used when controlling levels of force have not been effective or it appears that they will be ineffective, but the suspect has not attacked anyone yet.

The Taser may be utilized in both self-defense and for less-lethal team tactics. When used in a less-lethal team deployment, the situation must warrant the use of intermediate force options.

Optimum deployment distance for the TASER is 7-12 feet. You should target the center mass of back or lower center mass of torso, splitting the beltline if possible. Exigent circumstances or the fluidity of the situation may require or result in targeting outside the preferred target areas. Per policy, a subject wearing heavy clothing may present an opportunity to target the areas not covered by the clothing including the legs. In a dynamic event however, targeting small moving body parts presents significant problems affecting the likelihood of successful deployment.

Officers confronting a resistive subject in a situation that does not create an opportunity for effective Taser deployment should consider alternative force options.

After the application of the Taser and as part of the CREST model officers should evaluate the need for medical attention. CREST is an acronym that stands for Control, Restrain, Evaluate, Search and Transport. The CREST model is trained by the CJTC and most agencies in Washington State. Due to the extra requirements posed on Seattle Police Officers by our policy, we have added screening into the CREST model. Therefore in our model the S in CREST stands for Screen and Search. Due to time limitations, the Search and Transport will not be skill the subject of skill training in this module. Call Seattle Fire to the scene of a Taser application whenever it is safe to do so. If it is not safe for fire to come into the scene, then meet SFD at a nearby location. Collect the evidence as directed by the screening Sergeant.

Unless exigent circumstances or tactical considerations prohibit a warning; give a warning prior to the use of the Taser.

Warning and verbal commands should be clear, concise and easy to remember and understand. For example: "Police, get down" or "Police-Stop" when a subject is moving towards you as you move away. Also, if time permits, warn that force will be used if commands are not followed. "Get down on the ground or you will be Tased!"

The use of the Taser is a Type 2 use of force, call a sergeant immediately after the situation is under control following a Taser deployment.

If there is not a TASER officer in the group, all officers will train to take control of the suspect during the 5 second cycle. The instructor will serve as the TASER officer during any of the drills when TASER officers are not present. Any TASER officers present will fire at least two cartridges into paper targets showing proper placement within recommended target areas.

TASER

Introduction to the skill:

The Taser provides you a temporary tactical advantage. Sometimes the Taser will cause a resistive subject to stop resisting; this is a best case scenario. There are many instances when the Taser may fail completely or be only partially effective due to clothing disconnects, lack of sufficient spread, or a miss. *Our use of force policy requires you to articulate each use of the Taser, to use the Taser for one standard cycle and evaluate the effectiveness and consider switching to alternative uses of force after the application of three standard cycles.*

Skill steps for TASER deployment:

- Acquire proper stance for deployment.
- Target proper location on subject's body for a TASER application.
- Provide verbal warning unless tactical or exigent circumstances prevent it.
- Deploy TASER and direct officers to take control, or
- Move into prone handcuffing position if solo officer.

Show:

- o Instructor will demonstrate a TASER application including verbal commands.
    - o Instructor will demonstrate the technique once at full speed
    - o once half speed
    - o and again at full speed

- o   Instructor will demonstrate gaining control of the subject while TASER is cycling.
  - o   Instructor will demonstrate the technique once at full speed
  - o   once half speed
  - o   and again at full speed

<u>Do</u>:

- o   Taser operators will perform a Taser application including verbal commands on paper targets. Other students will move forward and take control of role player.

- o   All students will practice taking control of subject after use of a Taser.

Prone Handcuffing

Introduction to the Skill:

The prone handcuffing position is used after a suspect is taken to the ground through the use of less-lethal weapons most often with a verbal warning. The prone handcuffing position is used to maximize the advantage to the officer and minimize the suspect's ability to continue resisting or to start resisting after being coerced to comply. The prone handcuffing position has three points of control: Shoulder/back, Arm and Fingers.

Skill Steps:

- Place your knee on the upper back, taking care to avoid putting pressure on the suspect's neck.

- Scoop the suspect's arm with the same side arm (Outside Arm) straight up making sure it is secured in the "V" of your inside arm.

- Scoop a second time and secure two to three fingers and face them towards the buttocks.

- With your opposite hand (Head Side) retrieve handcuffs and place them on "Palm Up Pinky Side."

- Gauge and Double Lock.

Show:

- o   Instructor will demonstrate the proper use of prone handcuffing position.
    - ▪   Instructor will demonstrate the technique once at full speed
    - ▪   once half speed
    - ▪   and again at full speed

Do:

- o   Student will perform prone handcuffing of a subject after a simulated application of the Taser. Student will perform initially at slow speed and repeat at faster speeds as comfortable.

TASER Scenario # 1 Arrest of assault subject

Performance Objectives
In each situation, the student will:
- Use clear, concise verbal commands and warnings.
- Recognize suspect de-escalation no longer justifying the use of a Taser
- Close the distance and take the subject into custody using the appropriate handcuffing position-either prone or compliant cuffing

Situation
Two officers see a subject who assaulted a police officer 45 minutes prior and escaped. Subject faces officer and stands still. At least one officer is armed with a TASER.

Site Description

Open area, where officers see suspect who had previously assaulted a police officer.

Notes
Involved parties: Two officers, Suspect role player

Dispatch Directions Or Situation Explanation
Two officers see a subject who assaulted a police officer 45 minutes prior and escaped. Subject faces officer and stands still. At least one officer is armed with a TASER.

Role Player # 1   TASER Scenario # 1

General Overview Of Situation
You assaulted a police officer 45 minutes ago. You escaped from the police. When confronted by an officer you will turn and face the officers, laughing at them repeatedly. You will not submit to verbal commands until the display of a Taser and verbal warnings.

Officer Action	Role Players Responses
Officer observes suspect.	Faces officer.
Officer Action Officer makes verbal contact.	**Role Players Responses** Role player is agitated, has fists clenched. Laugh in the officer's face repeatedly.
Officer Action Officer provides verbal warning indicating TASER application. After suspect submits, Taser officer should direct the arrest team to make entry and take control of subject using head control takedown.	**Role Players Responses** Role player raises hands and submits to officer.

Deliberate Actions, Activities, and Phrases:

Weapons
Pistol ☐   Revolver ☐   Rifle ☐   Edged Weapon ☐   Ammo/blanks ☐

Ammo /Marking ☐   Other ☐ _____

Instructor Notes/De-Brief

- What happened?
  - Permit narrative debrief of entire event
- Do you have the legal authority to be at location where you took enforcement action?
- Did you have lawful purpose for the seizure? What?
- What was the subject's level of resistance?
- Was de-escalation feasible? Why or why not?
- What was your response? Why?
- Is this reportable force? Was it within policy?
- What are the limitations to deploying a Taser?
  - Confined space
  - Environmental concerns
  - In advertent striking or targeting in a dynamic environment
  - Likely to assist in effectively controlling the subject
- Would your decision be uniformly applied in all communities?
  - If not, why not?
  - Is this Reasonable?
- What post-investigation or post-incident actions should you take to explain your decision to the subject, the others impacted by the police action and to the community?

TASER Scenario # 2 Arrest of assault subject

Performance Objectives
In each situation, the student will:
- Use clear, concise verbal commands and warnings.
- Recognize that situation requires the use of a Taser.
- Properly use the Taser to achieve simulated NMI
- Recognize suspect de-escalation no longer justifying the use of the Taser
- Direct the arrest officer to close the distance and take the subject into custody.

Situation
Two officers see a subject who assaulted a police officer 45 minutes prior and escaped. Subject faces officer and stands still. At least one officer is armed with a TASER.

Site Description

Open area, where officers see suspect who had previously assaulted a police officer.

Notes
Involved parties: Two officers, Suspect role player

Dispatch Directions Or Situation Explanation
Two officers see a subject who assaulted a police officer 45 minutes prior and escaped. Subject faces officer and stands still. At least one officer is armed with a TASER.

Role Player # 1   TASER Scenario # 2

General Overview Of Situation
You assaulted a police officer 45 minutes ago. You escaped from the police. When confronted by an officer you will turn and face the officers, laughing at them repeatedly. You will not submit to verbal commands until the Taser had been deployed.

Officer Action	Role Players Responses
Officer Action Officer observes suspect.	**Role Players Responses** Faces officer.
Officer Action Officer makes verbal contact.	**Role Players Responses** Role player is agitated, has fists clenched. Laugh repeatedly in the officers face
Officer Action Officer provides verbal warning indicating TASER application.	**Role Players Responses** Role player raises fists and begins slowly walking toward officer.
Officer Action Officer deploys TASER on suspect.	**Role Players Responses** Role player falls to the ground following simulated NMI.
Officer action Officer directs arrest team to arrest suspect. Arrest officers move in and using prone handcuffing take the suspect into custody.	**Role Players Responses** Role player complies with officers.
Officer action Officers place subject into recovery position and await fire response.	**Role Players Responses** Role player is compliant.

Deliberate Actions, Activities, and Phrases:

Weapons
Pistol ☐   Revolver   ☐   Rifle   ☐   Edged Weapon ☐   Ammo/blanks ☐

Ammo /Marking ☐   Other ☐ _____

Instructor Notes/De-Brief

- What happened?
  - Permit narrative debrief of entire event
- Do you have the legal authority to be at location where you took enforcement action?
- Did you have lawful purpose for the seizure? What?
- What was the subject's level of resistance?
- Was de-escalation feasible? Why or why not?
- What was your response? Why?
- Is this reportable force? Was it within policy?
- What are the limitations to deploying a Taser?
  - Confined space
  - Environmental concerns
  - In advertent striking or targeting in a dynamic environment
  - Likely to assist in effectively controlling the subject
- Would your decision be uniformly applied in all communities?
    - If not, why not?
    - Is this Reasonable?
- What post-investigation or post-incident actions should you take to explain your decision to the subject, the others impacted by the police action and to the community?

Seattle Police Department Manual:

8.200–POL–3 CEW/Conducted Electrical Weapons (TASER)

Effective Date: 1/1/2014

This policy applies to the use of conducted electrical weapons (CEW) by all sworn Department employees.

A CEW in cartridge mode (also known as probe mode) is designed to disrupt a subject's central nervous system with sufficient electrical energy to bring about uncontrolled muscle contractions which override an individual's motor responses. Drive stun mode (also known as touch stun mode) occurs when the CEW makes direct contact with the subject's body and does not override an individual's motor responses. It is intended to cause significant pain. Use of the CEW in probe or cartridge mode is preferred in some circumstances over use in drive stun mode, which can only be used at close range and may cause burns and scarring.

1. Education & Training Section (ETS) Manages the CEW Program

ETS will maintain the CEW operator's manual.

2. ETS Will Train and Certify Operators Annually

Only officers who have been trained and certified are allowed to use CEW.

3. Officers Who Have Been Trained and Certified to Carry a CEW and Have Been Issued One Must Carry It During Their Shift

Officers must carry their CEW in a holster on their support side.

4. Officers Shall Only Deploy CEW When <u>Objectively Reasonable</u>

Officers may use CEWs to overcome active resistance or aggression that causes an immediate threat of harm to the officer or others.

When a CEW is used against a subject, either in probe or drive stun mode, it shall be for one standard discharge cycle of five seconds and the officer using the CEW must reassess the situation. Only the minimum number of five second cycles necessary to place the subject in custody shall be used.

Officers should assume that if they have used the CEW three times against a subject but the subject continues to actively resist or aggress, the CEW may not be effective against that person; the officer shall reassess and consider other options.

The area of the chest and heart should not be targeted, if at all possible. The CEW may be used to stop a dangerous animal.

When using CEW in the drive stun mode, officers shall wait a reasonable amount of time between applications to discern if compliance has been gained.

5. Officers Shall Consider Secondary Risks to the Subject and Third Parties When Determining Whether to Deploy CEW

Secondary risks include the dangers presented by an uncontrolled fall, an elevated position, and the potential to cause a fire. Additional guidance on secondary risks may be found here.

6. Officers Shall Issue a Verbal Warning to the Subject and Fellow Officers Prior to Deploying the CEW

Officers shall issue a verbal warning to the subject, other officers, and other individuals present, that a CEW will be used and defer using the CEW a reasonable amount of time to allow the subject to comply with the warning.

Exception: A verbal warning is required if feasible and unless giving the warning would compromise the safety of the officer or others.

7. Officers Shall not Target a Subject's Head, Neck or Genital Area

CEW users will not target a subject's head, neck, or genital area except to protect officer or public safety. The center mass of the back is the preferred target. The lower center mass of the body should otherwise be targeted.

When encountering subjects wearing heavy or loose clothing on the upper body, the legs should be considered as targets.

8. CEWs Shall Not Be Used In any Environment Where an Officer Knows That a Potentially Flammable, Volatile, or Explosive Material is Present

Officers aware of environmental hazards shall alert fellow officers as soon as possible.

9. As With the Initial CEW Application, Each Subsequent Application Is a Separate Application of Force That Must Be Individually Justified As Reasonable

a. Officers are Required to Report the Use of a CEW, Regardless of Whether a

Subject is Struck.

See 8.300-POL-1.5.

10. Officers Shall Summon Medical Aid Whenever a Subject Has Sustained a CEW Application

a. Officers Shall Not Remove CEW Barbs That are Embedded in Flesh

CEW barbs shall only be removed by fire department personnel or healthcare professionals. Officers shall collect CEW barbs and submit them into evidence.

11. Officers Shall Monitor All Subjects Who Have Sustained a CEW Application While They Are in Police Custody

12. When Restraining a Subject That Has Been Struck With a CEW, Officers Shall Use a Technique That Does Not Impair Respiration

Once a subject is under control, officers shall place him or her in a recovery position until such time as medical aid arrives.

13. ETS Shall Conduct CEW Inspections on a Biannual Basis to Ensure That All CEWs are Operable, to Conduct Information Downloads, and Perform Any Necessary Maintenance or Repairs

Student Performance Evaluation:

Taser Block:

☐ **Trained (T) – Officer/team performed *all* task elements in the check list to an acceptable standard.**

☐ **Remedial (R) - Officer/team does not perform all task elements to the described standard.***

*Remedial training:

Comments:

Instructor:_____

Student Name:_____

Serial #:_____

Date trained:_____

Review:

- Review of Performance Objectives of Class

- Review of key points that achieved the performance objectives

- Instructor contact information for student follow-up

Debrief: w/ Instructors….*what went right, wrong and what can we do better*?

Key Knowledge Based Points

1) Do you have legal authority to be where you took enforcement action? Why?
2) Do you have a lawful purpose for the seizure? What?
3) Did you attempt De-Escalation? Was De-Escalation possible?
   a. Could you have taken steps that would have reduced the likelihood of using force?
   b. If force is used was the force necessary? Why?
   c. Was the force used proportional to the resistance offered? How?
   d. Did you modulate the force based on resistance? How?
   e. Was the force objectively reasonable? Why?
4) Was your decision in training within policy? Why?
   a. What is your reporting requirement, if any, under policy?
   b. How is the incident documented?
5) Would your decision be uniformly applied in all communities?
   i. If not why not?
   ii. Is this Reasonable?
6) What post investigation or post incident actions should you do to explain your decision to the subject, the others impacted by the police action and to the community?

2014 Use of Force Skills Training

Use of Force Skills Module One: De-escalation and Contact & Cover

Prepared by: Officers Anderson, Jensen, Johnson, Nichols and Knight

Reviewed by: Sergeant Ovens

Training summary:

This module incorporates training in De-escalation and Contact & Cover. This is the first module in a series of in-service training in support of the Seattle Police Department's Use of Force Policy. This block of training will be delivered at Annex I & II.

De-escalation, where feasible and appropriate, is a key component of increasing safety for the public and the involved officers. It is also a core principle of the Seattle Police Department's Use of Force policy. The tactic of Contact & Cover enhances opportunities for de-escalation and enhances public and officer safety. Contact & Cover is a well-established tactical principle in the law enforcement community; however, sustainment training ensures that all officers are operating from a common understanding of the involved principles and skills.

This training module is designed to accommodate a maximum of twenty-four (24) and a minimum of twelve (12) officers. The training module will be four (4) hours in length. It is intended that officers will complete the training on duty. The officers will be divided evenly in to two (2) groups (A/B). Group A will complete the De-escalation training while Group B will attend Contact & Cover training. At half time, the groups will switch.

Each sub-module, De-escalation and Contact & Cover, will start with a brief presentation covering key concepts about the topics. These concepts will be made operational through skill training and scenarios.

The twelve (12) students in each sub-module will be sub-divided into two (2) groups of six (6) officers for the skills, drills and scenario training. Sub-dividing the groups allows each officer to complete more repetitions and scenarios in the time allowed for training.

The training will be conducted using our standard instructional method of: Concepts, Skills/Drills and Reality-based Scenario Training. Concepts will be presented in a clear and concise manner, focused on making the concepts operational. The Skills/Drills portion will be delivered using our standard Tell, Show, Do method of instruction. Scenarios will be performed using the SPD reality-based training protocol; using the pause, reset and reflective reinforcement debrief. The training day will be concluded with a group debrief.

Each sub-module will be staffed with the station instructor(s) and the necessary role player(s) to conduct the skill/drills and scenario training effectively and safely. One (1) instructor will serve as the lead instructor and safety officer. Scenarios are designed to incorporate common events that a patrol officer will need to deal with; for example, an irate complainant or a fight disturbance.

Daily training schedule:

0800-1200	Session #1

0730   Instructors on site and prepare for training

0745-0800   Students arrive and are cleared through entry control point

0800-0815   Students are divided into two (2) groups of twelve (12). One group (A) will go to Contact & Cover training and the other group (B) will go to De-Escalation training.

0815-0830   Group A: concepts presentation for Contact & Cover

              Group B: concepts presentation for De-escalation

0830-0915   Drill Training for both groups

0915-1000   Scenario Training for both groups

1000   Groups rotate

1000-1015   Group A: concepts presentation for De-escalation

              Group B: concepts presentation for Contact & Cover

1015-1100   Drill Training for both groups

1100-1145   Scenario Training for both groups

1145-1200   Recovery / Review

1300-1700	Session #2

1230   Instructors on site and prepare for training

1245-1300   Students arrive and are cleared through entry control point

1300-1315   Students are divided into two (2) groups of twelve (12). One group (A) will go to Contact & Cover training and the other group (B) will go to De-Escalation training.

1315-1330   Group A: concepts presentation for Contact & Cover

              Group B: concepts presentation for De-escalation

1330-1415   Drill Training for both groups

1415-1500   Scenario Training for both groups

1500   Groups Rotate

1500-1515	Group A: concepts presentation for Contact & Cover
	Group B: concepts presentation for De-escalation
1515-1600	Drill Training for both groups
1600-1645	Scenario Training for both groups
1645-1700	Recovery/Review

Training plan:

This training will be delivered on Monday, Wednesday and Sunday; starting as soon as the less-lethal certifications are completed. This training will be presented with Module Two on an A/B schedule, with the students switching groups at the half-way point. This training plan allows for 144 officers per week to attend the training. With an allowance for 25% excess seats, this will allow 1300 officers to complete the training cycle in twelve (12) weeks. Scheduling Modules 1 and 2 on a Monday, Wednesday and Sunday schedule reduces the draw from Operations on a particular day and allows the opportunity to offer Firearms and Team Tactics concurrently on a Tuesday and Thursday schedule. Sunday scheduling significantly reduces the impact of training on Patrol Operations, as this is historically the day of the week with the lowest call volume for Patrol.

Logistical Information:
Site: Annex I & II

Training Equipment:
  o Glock red training guns
  o Computer, monitor and presentation
  o Station Book: Lesson Plans, Station books and cards, Evaluations
  o Standard ETS training safety equipment

Staffing Requirements:
Lead Instructor / Safety Officer: 1 total
Instructors: 4
  • 1 per sub-module
  • 2 sub-modules for De-escalation
  • 2 sub-modules for Contact & Cover
Role players: 4
  • 2 for De-escalation
  • 2 for Contact & Cover

Each drill station requires one (1) instructor and one (1) role player. Sub-dividing the group of twelve (12) into two (2) groups of six (6) allows for two (2) stations of the same drill simultaneously. This reduces down time and gives each officer more time to practice these skills.

Both Contact & Cover scenarios need one (1) instructor and two (2) role players. By carefully orchestrating the scenarios, one instructor will be able to perform a reflective reinforcement debrief while the other instructor utilizes the role players in the scenarios. The lead instructor will ensure that the training is consistent with the lesson plan and that all personnel are performing up to standards. The lead instructor will also serve as the safety officer.

Teaching Methodology:

Students will receive conceptual and skill/drill-based training. Students will apply their knowledge and understanding of the training during the completion of reality-based scenarios. This approach reflects the dynamics and intricacies of real-world police work.

After each student completes a scenario, they will debrief with the instructor. This will be done using the reflective reinforcement method. Students will be asked structured questions regarding the implications of their actions, based on applicable law and policy.

De-Escalation

De-escalation is taking action to stabilize the situation and reduce the immediacy of the threat so that more time, options, and resources are available to resolve the situation. The goal of de-escalation is to gain the voluntary compliance of subjects when feasible, and reduce or eliminate the necessity to use physical force. De-escalation techniques and tactics can be used to enhance the safety of all people involved in an incident and reduce the likelihood that officers may have to rely on force to stabilize and control a scene.

Given the time constraints of this training and the ongoing plan to train de-escalation as part of in-service and CIT training, this block of instruction will focus on the identification of opportunities to de-escalate and initial de-escalation tactics. This training will provide the opportunity for the development of appropriate schema for the implementation and operationalization of de-escalation tactics and skills related to police contacts. Beginning in late 2014, officers will receive additional training in de-escalation techniques; including skill training and practical application scenarios that build on this recognition training. The Seattle Police Department is committed to the central concept that de-escalation techniques provide significant tactical value to situations that have potential to escalate. These skills can be applied throughout an incident to reduce risk to all and stabilize an encounter.

Looking at de-escalation as a continuum, this block of training addresses the very beginning of a police response to a person in crisis or to any dangerous situation; such as the first 20-30 seconds of police activity on arrival.   Officers should identify and address any immediate threat. Addressing the threat does not always equate to a use of force, it could mean just moving to a position of cover. Absent any immediate threat, officers should identify any potential threats and utilize appropriate tactics to reduce risk to themselves and others, in order to provide an opportunity for de-escalation of the incident through means other than the application of force.

Applying this training to the following scenario, the analysis would look something like this.

Scenario: An officer on routine patrol observes a subject crossing the street with a knife in their hand and a piece of wood. Other pedestrians in the area seem unalarmed by this, but the officer is concerned for public safety and believes that the public may be unaware of the potential danger. The officer believes that they should take action to protect the public and that the subject with the knife may be in crisis and a danger to themselves.

Without complete schema development, the officer may only see the danger presented by an armed subject and take action based on that fact, without consideration of other options. For example, the officer may close distance with the suspect in order to address him. Having closed distance, the officer may find himself within a distance that may put him at risk of being stabbed by the suspect, which in turn may increase the possibility of a deadly force to defend against a real or perceived attack .

Following this training, the officer's desired actions driven by the de-escalation schema being trained, should be the following:

- Notify radio and request assistance (contact and cover);
- Park the patrol vehicle to provide time, distance and shielding from the potential threat;
- Determine if immediate force is necessary to prevent harm to the officer or someone else (For example, if the subject sits down and starts to carve on the wood, the officer should conclude that immediate force is not necessary; on the other hand, if the subject starts to attack a pedestrian, the officer should conclude that immediate force is necessary to protect the pedestrian)
- If immediate force is not necessary;
- Identify that you are the police and give verbal commands;
- Determine if force is necessary at that moment to isolate, contain and reduce exposure to potential harm to the officers or others (For example, if the subject stops and follows verbal commands after the officer identifies themselves and gives commands, the officer should conclude that force is not necessary, on the other hand if the subject refuses to stop and is moving to a position of tactical advantage or towards potential hostages/victims, the officer should conclude that force is necessary);
- At this point the scene is as safe as it can be at this moment and the officer would continue employing physical de-escalation strategies, such as utilizing additional time, distance and shielding to reduce exposure to the potential threat; thereby decreasing the potential need for force.
- The officer would also attempt additional verbal and non-verbal de-escalation strategies; which will be the subject of future training.

We believe that the proper application of this schema will allow officers to assess the need for force in a manner that leads to creating more opportunities to de-escalate dangerous situations without using force or creating real or perceived unnecessary risks to the officers, the public or the person involved in the situation. We also believe that this schema allows officers to operationalize de-escalation in a usable manner.

Performance Objectives:

All officers given a specific tactical scenario and under the evaluation of an Education and Training Section staff instructor:

- Will identify when and discuss methods to de-escalate a situation using time, distance, shielding and other resources;

- Will identify options that may permit or enhance the application of de-escalation tactics including early application of de-escalation skills, seeking of alternative options for incident resolution, and the tactical advantage of withdrawal if others are not at risk.

- Will identify when exigent circumstances prevent the use of de-escalation strategies.

Enabling Learning Objectives:

In a drill and tactical scenario, the student will perform the following:

1. Perform a threat assessment to identify if immediate police action is necessary to protect someone from harm.

2. Establish that the scene is safe or make the scene safe. The scene is safe when through de-escalation tactics or force options the suspect cannot harm the officer or a victim. If no potential victims are at risk, then officers, if possible, should attempt to gain time, distance and shielding.

3. Use time, distance and shielding to enhance the opportunity for de-escalation by limiting exposure to the person in crisis.

Overview:

In order to complete the performance objectives or learning objectives the students will receive the following training:

1. Concepts training on the decision to de-escalate or to take action.

2. Interactive discussion about the decision to de-escalate or to take action.

    a. Two (2) instructor-guided video presentations to illustrate the concepts discussed.

3. Practical application of concepts by students to video scenarios.

    a. Students will evaluate two (2) video scenarios and apply the instructed concepts to the scenarios.

4. Reality-based scenario training involving application of the concepts in dynamic scenarios.

    a. Agitated Complainant Scenario: Students will de-escalate the situation.

    b. Suicidal Subject Scenario: Students will recognize that the scene has escalated and respond with reasonable and necessary force.

Interest Introduction:

- This training is about your safety and the safety of the public. You should not engage a subject when there is no immediate need to take action.

- This training is about recognizing when immediate action is necessary to prevent harm to you or someone else.

- Lessons learned from the Use of Force Review Board show that some Use of Force incidents may have been reduced in severity or prevented entirely by utilizing the concept of de-escalation.   Again our priority, when feasible, is to de-escalate and seek opportunities to reduce the need to use force or the amount of force that may be necessary.

Material Introduction:

- De-Escalation has always been a vital tactic for police officers.

- De-escalation, like other police tactics, is not appropriate in all situations. Common tools of de-escalation (voice, body position, tone) can be useful to buy time and gain control, even when you have not made the decision to de-escalate and you may even know you are likely to escalate.

- Proper threat assessment allows officers to recognize when De-escalation may be an appropriate tactic to use to achieve the law enforcement objective.

- This material is gathered from Seattle Police Manual Sections 8.1000(2), 8.100 (3) and Crisis Intervention Training.

Concepts:

The Seattle Police Department's revised Use of Force policy *requires* that you use de-escalation tactics in order to reduce the need for force when time, circumstances, and safety permit. This is analyzed under the totality of the circumstances.   De-escalation is not only about reducing the need to use force, but to reduce immediate threats and give officers additional time and options to resolve conflict. For example, an officer may utilize de-escalation techniques to slow events down so that he or she may increase tactical distance, take cover, or otherwise remain safe while backup is on the way.

De-escalation does not, however, *replace necessary, proportional and objectively reasonable force as an available option for officers to safely resolve situations.*

While the Department has increased its focus on the value of de-escalation, officers responding to a scene will still follow the same two fundamental steps they have taken in the past:

Step One:

Perform a threat assessment:

a. On-going violence or imminent violence?
b. Weapons visible?
c. Environment: is this a safe environment to work in?
d. Number of subjects: how many; do you have sufficient officers on hand?
e. Demeanor of subjects: threatening violence; other risks of violence?
f. Are drugs or alcohol a factor?
g. Other factors?

If the threat assessment, based on the totality of circumstances, at the time of arrival indicates that force is necessary to address an on-going or imminent risk of harm to you or anyone else, use objectively reasonable and proportional force to control the situation. Call aid to the scene for any injured parties. If the threat assessment does not indicate that force is necessary, make the scene safe to prevent an escalation of the situation.

If force is used, follow all reporting requirements. *Note in your report why time, circumstances and safety did not permit the use of de-escalation tactics.* It should be noted that officers should evaluate the incident in its entirety when considering de-escalation options. Often opportunities for de-escalation present themselves prior to contact or during the initial interaction with a subject, as well as during the potential confrontation. If no one is exposed to

harm then waiting for resources, disengagement, and containment, may be viable options for force reduction.

Step Two:
Make the scene safe including through appropriate tactics and de-escalation techniques as feasible:

- Have all threats of immediate harm been recognized and addressed?
- Obtain sufficient officers
- Isolate and contain the scene
- Establish lines of communication

First responders should continue to evaluate and utilize suitable tactics and/or de-escalation techniques as feasible.

What is De-escalation?
De-escalation is the use of words and actions to reduce a heightened emotional and physical state in order to facilitate calm, rational interaction with an individual.

This training focuses on the *actions* you can take to enhance opportunities for de-escalation.

The use of words and body language for de-escalation is beyond the scope of this training and will be covered in future training.

Some *actions* you can take to limit your exposure to the person in crisis or the situation include:

- Obtain additional officers on scene;
- Increase spacing between you and the person in crisis;
- Remove other potential victims from the scene;
- Move to a position of cover;
- Obtain a shield or other physical barrier;
- Obtain additional resources;
    - CIT officers;
    - Less-lethal devices such as OC spray or Taser;
- Request a sergeant

By mitigating the immediacy of threat, you give yourself time to utilize extra resources, such as non-patrol units or CIT officers that may have specialized tools or training to successfully resolve the situation.

While de-escalation may prove useful in reducing risks at any stage of a citizen encounter, officers must nonetheless remain prepared to protect themselves or others immediate threats of serious harm.

Once the scene is safe through de-escalation and other tactics, and action has been taken to reduce your and the publics' exposure to immediate harm, officers should continue the use of words as part of de-escalation. More intensive de-escalation training will be conducted later in the year as part of a separate training module.

Show:

Video One: Ohio State Trooper

1. **Did the Sergeant have legal authority and lawful purpose for the contact?**

    Yes: The vehicle was on a public roadway and a traffic infraction was committed at the beginning of the taped portion of the incident.

2. **In your mind, what is the threat assessment?**

    a. On-going violence or imminent violence? *No*

    b. Weapons visible? *Unknown; none apparent.*

    c. Environment: is this a safe environment to work in? *Yes*

    d. Number of subjects: how many; do you have sufficient officers on hand? *One-to-one, with known resistive subject.*

    e. Demeanor of subjects-threatening violence or other risk of violence? *Not at the time of initial stop, but suspect was known to be resistive.*

    f. Are drugs or alcohol a factor? *Unknown*

    g. Are there any other factors to consider?

       Subject is known to be larger and stronger than officer.

3. **Did the Sergeant need to take immediate action during the onset of this traffic stop to protect herself or anyone else from immediate harm?**
    NO

4. **Did the Sergeant's actions make the scene safe?**

   a. Have all threats been recognized and addressed? *She recognized and addressed the threat verbally.*

   b. Obtain sufficient officers-*The sergeant did not have sufficient officers on scene when she elected to engage the subject.*

   c. Isolate and contain the scene: *The scene was not isolated and contained. Bystanders were allowed to approach. The suspect was ordered to get out of the vehicle, reducing the officer's ability to contain and control him.*

   d. Establish lines of communication: *The suspect said he was not getting out of the car and was not going to answer questions.*

   The sergeant initially established her presence with the driver. She elevated the situation by telling the driver to exit the vehicle while aiming her TASER at him. This was a situation where the officer had time to wait for backup before engaging the suspect physically.

5. **What actions should have been taken to make the scene safe?**

   Wait for sufficient back up before removing the suspect from his vehicle.
   Not open the car door

   Disengage from the immediate threat area so you can maintain 360

6. **What actions could have been taken to start de-escalation?**
   - *Obtain additional officers on scene;*
   - *Increase spacing between you and the person in crisis;*
   - *Remove other potential victims from the scene;*
   - *Move to a position of cover;*
   - *Obtain a shield or other physical barrier;*
   - *Obtain additional resources;*
     - *CIT officers;*
     - *Less-lethal devices such as OC spray or Taser;*
   - *Request a sergeant*

Video #2: Idaho State Trooper

1. **Did the trooper have legal authority and lawful purpose for the contact?**

    Yes, the vehicle was on a public roadway and a traffic infraction was committed in the beginning of the tape.

2. **In your mind, what is the threat assessment?**

    a. On-going violence or imminent violence? *Maybe*

    b. Weapons visible? *Unknown, but apparently not.*

    c. Environment: is this a safe environment to work in? *Yes, initially; No, eventually*

    d. Number of subjects: how many, do you have sufficient officers on hand? *One-to-three; insufficient officers.*

    e. Demeanor of subjects: threatening violence or other risk of violence?
        Not at the time of initial stop, but suspect was non-compliant, passenger was hostile. Bystanders are hostile and argumentative.

    f. Are drugs or alcohol a factor? *Yes, subjects appear to be intoxicated.*

    g. Are there any other factors to consider?
        It appears that the trooper has no backing officers close by. He appears to be in a remote area, indicated by his need to hold his radio over his head to get reception.

3. **Did the trooper need to take immediate action other than those taken during the onset of this traffic stop to protect himself or anyone else from immediate harm?**

    Yes, the suspects escalated the situation forcing the Trooper to respond.

4. **Did the trooper's actions make the scene safe?**

a. Have all threats been recognized and addressed? *The trooper distanced himself from the three individuals so he could watch all three. He called for additional units. He attempted to speak to the subjects and was able to convince one subject to leave. He rendered the scene safe, to the best of his abilities at the time*

b. Obtain sufficient officers: *The Trooper called for additional officers.*

c. Isolate and contain the scene: *The trooper distances himself from the three individuals so he can watch all three. He also calls for additional units. The scene was not isolated and contained. Bystanders were allowed to approach, and the suspect was ordered to get out of the vehicle.*

d. Establish lines of communication: *The trooper attempts to speak to the subjects and gets one of the individuals to leave. He initially told the driver what he needed him to do. He also explained to the other subjects what he needed them to do. He informed the passenger that he could leave. He informed the subject who walked up on him that he could leave in order to take care of his daughter. The trooper was calm and professional while still remaining assertive. The Trooper attempted to keep the situation under control until he had sufficient backup.*

5. **Did the trooper attempt de-escalation?**

Assume that you had authority to make the stop. Did the Trooper de-escalate?

What would you do?

Assume that the person contacted questioned your authority.

What are your other options?

Assume that you don't have authority, what are your options?

6. **Did the trooper have to use deadly force?**

The subjects escalated the situation, despite the trooper's attempts at de-escalation. As a response to their escalating resistance and eventual physical assault on him, the trooper was required to respond with proportionate force in order to preserve his own safety. He attempted to use less-lethal tools to resolve the incident, when he applied O.C. spray to the first suspect who assaulted him. After the O.C. application, the suspects continued to assault the trooper. According to the trooper's account of the shooting —

which appears out of view of the camera — the trooper was knocked to the ground and kicked repeatedly. At that point, the trooper shot two of the suspects killing one and wounding another. A federal jury convicted the surviving suspect. According to the AP report, the trooper required several months of leave to recover from the incident.

Do:

- Officers will view two (2) videos of situations in which it might be appropriate to de-escalate:

- Instructor will discuss points in each video in relation to the decision to de-escalate or to use force.

Video #3:   Baltimore Police Officer

1. **Did the Officer have legal authority and lawful purpose for the contact?**

   Yes. The skateboarders were in public roadway and apparently violating a local ordinance.

2. **In your mind, what is the threat assessment?**

   a. On-going violence or imminent violence? *No*

   b. Weapons visible? *Unknown, but apparently not.*

   c. Environment: is this a safe environment to work in? *Yes*

   d. Number of subjects: how many, do you have sufficient officers on hand? *One-to-three*

   e. Demeanor of subjects-threatening violence or other risk of violence? *Not at the time of initial stop*

   f. Are drugs or alcohol a factor? *Unknown*

   g. Are there any other factors to consider?

3. **Did the officer need to take immediate action during the onset of this stop to protect himself or anyone else from immediate harm?**

   No

4. **Did the officer's actions make the scene safe?**

   a. Have all threats been recognized and addressed? *The officer didn't address the potential threat. Instead, the officer seemed more concerned with being disrespected.*

   b. Obtain sufficient officers: *There were not sufficient officers on scene to have a verbal interaction with the teenagers regarding their skateboarding.*

   c. Isolate and contain the scene: *The scene was not isolated and contained. The officer approached three skateboarders and addressed them from a distance; expecting them to hear him.*

   d. Establish lines of communication: *The officer started communications at a distance. The officer got upset when the subjects could not hear him.*

5. **Was this scene unsafe?**
    a. **The scene was safe**

6. **If the officer felt the scene was unsafe, what actions should have been taken to make the scene safe?**

    Waited for additional units before making contact with multiple suspects.

    Establish a rapport and not come off as confrontational.

7. **If we all agree the scene was safe and it was feasible to de-escalate, what de-escalation steps should have been taken?**

    - *Obtain additional officers on scene;*
    - *Increase spacing between you and the person in crisis;*
    - *Remove other potential victims from the scene;*
    - *Move to a position of cover;*
    - *Obtain a shield or other physical barrier;*
    - *Obtain additional resources;*
        - *CIT officers;*
    - *Request a sergeant*

    Final note: This incident attracted citywide and then national attention once the video became public. The 19-year officer was initially cleared of allegations of excessive force, but ultimately fired for his failure to file a report about the incident. The officer's appealed the grievance of his dismissal was denied He sued for reinstatement, but in 2012, the Maryland Court of Appeal upheld the discharge.

Video #4: Spokane Police Officers

1. **Did the officers have legal authority and lawful purpose for the contact?**

Yes. The driver had committed a violation on a public roadway and failed to stop and identify himself. This is a misdemeanor.

2. **In your mind, what is the threat assessment?**

    a. On-going violence or imminent violence? *Yes. It is apparent that the suspect was likely to resist.*

    b. Weapons visible? *Unknown, but apparently not.*

    c. Environment: is this a safe environment to work in? *Yes*

    d. Number of subjects: how many, do you have sufficient officers on hand? *Three officers to one suspect.*

    e. Demeanor of subjects-threatening violence or other risk of violence? *Not at the time of initial stop.*

    f. Are drugs or alcohol a factor? *Unknown*

    g. Are there any other factors that you would consider in your threat assessment?
        The suspect looks very large and muscular.

3. **Did the officers need to take immediate action other than those already taken during the onset of this stop to protect yourself or anyone else from immediate harm?**
    Maybe

4. **Did the officers' actions make the scene safe?**

    a. Have all threats been recognized and addressed? *The officers are clearly trying to limit the opportunity for the suspect to escalate.*

    b. Obtain sufficient officers: *Yes, they do. There were plenty of officers there to secure the scene.*

    c. Isolate and contain the scene: *The scene was isolated and contained.*

    d. Establish lines of communication: *Yes. The officers did an excellent job in keeping the suspect engaged by speaking to him calmly. They informed him why he was being*

arrested and what was happening.   They also kept asking him to obey their commands.

5. **If the scene was safe and it was feasible to de-escalate, what de-escalation steps should have been taken?**

- *Obtain additional officers on scene;*
- *Increase spacing between you and the person in crisis;*
- *Remove other potential victims from the scene;*
- *Move to a position of cover;*
- *Obtain a shield or other physical barrier;*
- *Obtain additional resources;*
  - *CIT officers;*
  - *Less-lethal devices such as OC spray or Taser;*
- *Request a sergeant*

6. **Did the officers use de-escalation to lessen the degree of force used?**

Yes, they did. The outcome was positive even though a TASER application was necessary.

Did the officers do everything they could to de-escalate the situation?

Note: The Spokane officers did not give a TASER warning prior to deploying. SPD Policy (8.200–POL–3 (6)) requires that, if feasible and consistent with safety, officers must give a TASER warning and defer using the TASER to give the subject an opportunity to comply.

Was a TASER warning an option for the officers here?
What about arc-ing the TASER to show the possible effects?

Scenarios:

Scenario 1: Agitated Complainant: One officer will be dispatched to take a car prowl report that occurred three hours earlier. When the officer arrives, the subject will be very loud and verbally abusive about having to wait so long for an officer. Subject will not be physically aggressive towards the officers. Officers should use de-escalation to calm the subject and take the report**.**

Scenario #2: Suicidal Subject: Complainant calls 911 to report that his roommate is very upset over a breakup with his girlfriend and has been talking about killing himself. When officers arrive, the complainant will invite officers into his home and show them where his distraught roommate is located. Subject will be standing behind a big table pacing back and forth. The subject will be yelling about his girlfriend and that he wants to die. Complainant will not leave the scene. Subject will pick up a knife and state that he wants to die.

Scenario #1:   Agitated complainant

Situation
One officer will be dispatched to take a car prowl report that occurred three hours earlier. When the officer arrives, the subject will be very loud and verbally abusive about having to wait so long for an officer. Subject will not be physically aggressive towards the officers. Officers should use de-escalation to calm the subject and take the report**.**

Performance Objectives
In each situation, the student will: • Perform a threat assessment to identify if immediate police action is necessary to protect someone from harm. • Establish that the scene is safe or make the scene safe. • Use time, distance and shielding to enhance the opportunity for de-escalation by limiting exposure to the person in crisis.

Site Description
Training Annex II in the living room

Notes
Instructor will start briefing with the scenario scene location out of the officers' site. When put into play, student will round a corner and action will begin. -Two (2)officers, with one (1) staged as backup -One (1) instructor and one (1) role player

Dispatch Directions Or Situation Explanation
Officer is dispatched to a car prowl report that has been holding for three hours.

Role Player 1 Instructions

General Overview Of Situation
Victim is very agitated from having to wait 3 hours to report a car prowl. Victim is verbally abusive, but not assaultive towards officers.

Officer Action	Role Player Response	Officer Response Desired	Officer Response not desired
Contacts victim	Yells at officer (for taking so long)	Attempts to gain rapport and explain the delayed response.	Engages in an argument with complainant.
Officer Action Attempts to calm down complainant in order to take report	**Role Player Response** Continues to yell at officers	**Officer Response Desired** Keeps attempting to de-escalate.	**Officer Response not desired** Yells back at complainant and threatens to leave.
Officer Action Keeps attempting to calm down complainant in order to take report	**Role Player Response** Complies	**Officer Response Desired** Achieves positive rapport and takes report	**Officer Response not desired** Does not achieve positive rapport and attempts to leave.
Deliberate Actions, Activities, and Phrases:			

Self Narrative Debrief	
•Have student start at beginning and tell what happened •Pause and paraphrase if required due to rambling narrative •Focus on sequential, chronological de-brief •Use questions to guide debrief; what happened next? What did you do then? •If you ask a subjective question, redirect by asking "why" -How did that feel.....Why?	

Scenario #2:   Suicidal Subject

Situation
Complainant calls 911 to report that his roommate is very upset over a breakup with his girlfriend and has been talking about killing himself.   When officers arrive, the complainant will invite officers into his home and show them where his distraught roommate is located. Subject will be standing behind a big table pacing back and forth. Subject will be yelling about his girlfriend and that he wants to die. Complainant will not leave the scene. Subject will pick up a knife and state that he wants to die.

Performance Objectives
In each situation, the student will: • Perform a threat assessment to identify if immediate police action is necessary to protect someone from harm. • Establish that the scene is safe or make the scene safe. • Use time, distance and shielding to enhance the opportunity for de-escalation by limiting exposure to the person in crisis.

Site Description
Training Annex II

Notes
Set up of room should include a large table between subject & officers. -Two (2)officers, with one (1) staged as backup -One (1) instructor and two (2) role players

Dispatch Directions Or Situation Explanation
The caller states that his/her roommate has been very depressed because his/her girlfriend/boyfriend recently broke up the relationship. The roommate has also been talking about killing him/herself.

Instructions Complainant – Role Player 1

Situation
Complainant calls 911 to report that his roommate is very upset over a breakup with his girlfriend and has been talking about killing himself. When officers arrive, the complainant will invite officers into his home and show them where his distraught roommate is located.

Officer Action	Role Player Response	Officer response desired	Officer response not desired
Officer will contact complainant	Explains to officers the situation	Officers will use contact/cover to interview complainant and observe subject	Officers ignores complainant and attempts to contact subject directly.
Officer Action Attempts to find out if subject is armed and if anyone else is in the home	**Role Player Response** States subject is not armed, but will not leave the residence.	**Officer response desired** Calls for CIT officers and tells complainant to leave.	**Officer response not desired** Does not call for CIT and does not tell complainant to leave.

Deliberate Actions, Activities, and Phrases:

Weapons
Pistol ☐   Revolver ☐   Rifle ☐   Edged Weapon ☒   Ammo/blanks ☐   Ammo /Marking ☐   Other ☐ _____

Role Player 2- Instructions

Situation
Subject is standing behind a big table pacing back and forth, yelling about his girlfriend and wanting to die. Complaint will not leave the scene. Subject grabs a knife and states that he wants to die and starts walking towards officers while holding the knife.

Officer Action Contacts subject by dialogue from a distance	**Role Player Response** Very upset and depressed and refuses to talk to officers	**Officer response desired** Attempt to communicate with subject using de-escalation skills	**Officer response not desired** Does not attempt to de-escalate and does not establish rapport.
Officer Action Continues dialogue to de-escalate the situation	**Role Player Response** Subject begins making threats to kill himself	**Officer response desired** Attempts to call CIT, less-lethal options, supervisor, additional officers	**Officer response not desired** Does not attempt to contact additional resources and attempts to physically restrain.
Officer Action Continues dialogue to de-escalate the situation	**Role Player Response** Grab knife from drawer and states "I want to die" and starts walking towards officers	**Officer response desired** Use necessary force options to protect officers and complainant	**Officer response not desired** Does not use necessary force options.

Deliberate Actions, Activities, and Phrases:
Knife is hidden in drawer. When prompted by instructor, subject will grab knife in a threatening manner. Subject will scream, "I want to die!" and start walking towards officers.

Weapons
Pistol ☐   Revolver ☐   Rifle ☐   Edged Weapon ☒   Ammo/blanks ☐

Ammo /Marking ☐   Other ☐ _____

Self Narrative Debrief	Scenario Specific Questions
	What was your legal basis for contact?
	Was your contact a seizure, or was the
Have student start at beginning and tell	subject free to leave? Why?
what happened	
	What factors led you to seize the subject,
Pause and paraphrase if required due to	if you seized them?
rambling narrative	
	What was your threat assessment?
Focus on sequential, chronological de-brief	
	What tactics did you use? Why?
Use questions to guide debrief; what	
happened next? What did you do then?	
	Did you use de-escalation techniques?
	Why?
If you ask a subjective question, redirect by	
asking "why?"	
-How did that feel…..Why?	Did you use reportable force in the course
.	of your duties? What level/type of force
	did you use?

Debrief of Training:

1. Review of Performance Objectives of Class

2. Review of key points that achieved the performance objectives

3. Solicited student feedback

4. Instructor contact information for student follow-up

5. On a final note: call for a cover officer before taking enforcement action.

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Key Knowledge Based Points

1) Do you have legal authority to be where you took enforcement action? Why?
2) Do you have a lawful purpose for the seizure? What?
3) Did you attempt De-Escalation? Was De-Escalation possible?
   a. Could you have taken steps that would have reduced the likelihood of using force?
   b. If force is used was the force necessary? Why?
   c. Was the force used proportional to the resistance offered? How?
   d. Did you modulate the force based on resistance? How?
   e. Was the force objectively reasonable? Why?
4) Was your decision in training within policy? Why?
   a. What is your reporting requirement, if any, under policy?
   b. How is the incident documented?
5) Would your decision be uniformly applied in all communities?
   i. If not why not?
   ii. Is this Reasonable?
6) What post investigation or post incident actions should you do to explain your decision to the subject, the others impacted by the police action and to the community?

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Contact & Cover

Performance Objectives:

All officers given a scenario or dynamic drill under the evaluation of an Education and Training Section staff instructor will:

- Correctly identify when it is appropriate to use Contact & Cover when taking enforcement action, using the roles and responsibilities as shown in skill training;

- Correctly identify when it is *not* appropriate to use Contact & Cover when taking enforcement action.

Enabling Learning Objectives:

In a drill, each student will:

1. Demonstrate how to establish and execute their roles properly in Contact & Cover.

2. Demonstrate the proper physical position of the cover officer in relation to the contact officer.

3. Properly use Contact & Cover to control a compliant subject, using verbal skills, and take that subject into custody using defensive tactics skills in the following sequence:
   - Communicate
   - Verbal commands
   - Entry
   - Modified escort
   - Compliant handcuffing

4. Properly use Contact & Cover to control a resistive subject, using defensive tactics skills in the following sequence:
   - Communicate
   - Verbal commands
   - Entry
   - Modified escort
   - Head- control takedown
   - Prone handcuffing

5. Properly use Contact & Cover to control an assaultive subject, using defensive tactics skills in the following sequence:
   - Communicate
   - Verbal commands
   - Entry
   - Modified escort
   - High cover
   - Cross, check, cross
   - Entry
   - Head-control takedown
   - Prone handcuffing

Overview:

In order to complete the performance objectives, officers will participate in the following:

1. Concept training regarding Contact & Cover

2. Skill/drill training covering the following topics:
   a. Communication
      i. Establish roles
      ii. Establish plan
   b. Positioning
      i. Patch to patch
      ii. Tactical "L"

3. Dynamic drills involving application of the concepts and skills to real-world scenarios:
   a. Use of Contact & Cover when arresting a compliant suspect;
   b. Use of Contact & Cover when arresting a resistive suspect;
   c. Use of Contact & Cover when arresting an assaultive suspect.

4. Scenario training involving application of the concepts and skills to real-world scenarios:
   a. On-view fight disturbance by solo officer.

Interest Introduction:

- Contact & Cover allows officers to make contacts and take enforcement action more safely than taking action alone.

- Lessons learned from the Use of Force Review Board show that some Use of Force incidents could potentially have been reduced in severity or prevented by using established Contact & Cover practices. Reductions in uses of force translate into fewer physical injuries sustained by officers and suspects.

- FBI statistics support the idea that officers are less likely to be killed or seriously injured when proper Contact & Cover practices are used.

Material Introduction:

- Contact & Cover is a trained best practice.

- Contact & Cover has been a law enforcement tactic for well over twenty years.

- The tactic has evolved over time; from focusing on having a second officer on scene as back-up to having a second officer on scene who takes on specific responsibilities.

- Contact & Cover utilizes specific roles and responsibilities to make officers' jobs safer and more efficient. Officers should stay in the designated role unless circumstances dictate a change.

- Contact & Cover requires clear communication between officers to be effective.

- Contact & Cover is a recognized de-escalation strategy.

Warm Up

Officers will warm up by practicing the defensive tactics they will use in the drills. The skills used in the warm up have been core skills for several years and most officers should be able to perform them by mirroring the instructors during the warm up. Instructors will coach for proper form and technique.

Interview Stance
- Feet shoulder-width apart (In line with your shoulders or slightly outside of the shoulders

- Knees slightly bent

- One foot setback to provide stability and mobility

- Back-foot heel slightly off the ground for an athletic stance and for equal weight distribution

- Both hands chest-high (not aggressive in nature)

Modified Escort Position
- Officer will be in a balanced interview stance with hands chest-high.

- Officer will conduct the following movement in two beats:
  - Cover centerline on entry
  - "C" clamp the elbow with one hand; control the wrist with the other hand (Middle Finger and Thumb Grip).
  - Bring suspect's arm up

- Officer will keep eyes on suspect; do not focus on or look for the arm.

- Officer's centerline is on suspect and suspect's centerline is off the officer's

Straight Wrist Twist Lock (SWTL)
- With the Modified Escort Position secured, the captured arm of the subject will be placed in 90-degree position.
  - Officer's hand cupping the elbow pushes suspect's elbow towards sky
  - Officer's hand clamping the wrist maintains hold and slightly turns it as elbow is being raised.
  - Suspect's arm ends up as follows:
    - Elbow up
    - Hand pointed to the ground
    - Wrist straight

- 90-degree angle in arm

- The officer's hand that is cupping the subject's elbow will slide down below the clamping hand and take hold of suspect's hand.
    - Officer's palm to back of suspect's hand (motorcycle grip)
    - Officer's thumb behind suspect's thumb
    - Maintain straight wrist on suspect

- The clamping hand is now free
    - Maintain contact with suspect
    - If size mismatch, can grab suspect's fingers to enhance control

- With the SWTL secured, officers can modulate the control of the subject by applying pressure to the hand/wrist of the subject with a twisting motion

- Officer gives the verbal command, "Place your other hand on top of your head."

Fighting Stance:
- Feet shoulder-width apart (In line with your shoulders or slightly outside of the shoulders
- Knees slightly bent
- One foot setback to provide stability and mobility
- Back-foot heel slightly off the ground for an athletic stance and for equal weight distribution
- Hands up, beside officer's cheekbones
- Chin down
- Breathe

High Cover
- Officer should be in a strong fighting stance
- Instructor throws a looping punch. Officer should cover with the same side arm as the punch.
- Hand is tight against the side or back of head, arm is tight against side of head, elbow pointed forward
- The elbow of the covering hand will be pointed towards the officer's center line and the other hand will be in the guard position (fists covering face, elbows hanging naturally)
- Officer maintains fighting stance

- At the moment of impact, the officer will step towards the suspect; dissipating the power of the punch

Counter Striking (Check/Cross/Check)
- Fighting Stance

- One hand out (striking, pushing) while other hand stays up (near cheekbone)
- Chin down
- Breathe
- Use the whole body, and pivoting principles, to generate maximum power
  - Power comes from the hips

Head Control with Under-hook

- Walk the ladder (check both hands of suspect during entry); gain control of the head one hand at a time.

- Grip both hands tightly together behind suspect's head
  - Palm-to-palm grip

- Pull the suspect's head into the officer's chest

- To maintain tight grip, officer's squeeze their elbows together while maintaining palm-to-palm grip

- Under-hook suspect's right or left shoulder and maintain suspect's forehead to their chest.

Double Snap Takedown

- Take one step back and snap the head of the suspect down to their waist level (table-topping)

- Take two steps back and at the same time snap the suspect down to the ground

- Scoop the under-hooked arm to the officer's chest

- Once suspect is on the ground, Maintain one knee on back of suspect's shoulder (X'ing the body) and one knee on the ground tight to the suspect's body

- Give verbal commands.

Prone Handcuffing

- Take the suspect down to the ground with head control with under-hook

- Scoop the suspect's arm with their same side arm (Outside Arm).
  - Officer secures the suspect's arm in the "V" of the officer's arm
  - Suspect's arm is straight up

- Scoop the suspect's arm with the opposite side arm (Inside Arm)
  - Officer secures the suspect's arm in the "V" of the officer's arm
  - Suspect's arm is straight up

- With the same side hand (Outside Hand), the officer will secure two to three fingers of the suspect's fingers on the scooped arm
  - Suspect's palm will be facing up
  - Suspect's finger facing their own buttocks
  - Officer will apply downward pressure to the suspect's fingers in order to maintain control of suspect
  - Opens "cuffing channel"

- Officer will give verbal commands to suspect
  - "Hands out to your side like an airplane"
  - "Look away from me"

- With the opposite hand (Head Side) officer will retrieve handcuffs
  - Head Side hand always cuffs

- Officer will secure a handcuff around the suspect's scooped wrist, utilizing the concept of "Palms Up-Pinky Side" to correctly orient the handcuffs

- Officer will maintain control of the suspect's scooped arm with the cuffing hand, by maintaining the proper grip on the handcuffs (Head Side)

- Officer will sweep the suspect's waistline (small of back) for weapons with the same side (Outside Hand)

- If waistline is clear, officer will direct suspect to bring other hand behind their back

- Officer will take hold of the suspect's un-scooped hand
  - Officer will grip with palm over suspect's thumb

- o If hand size mismatch occurs, officer should grab low over suspect's fingers, to prevent suspect grabbing with their thumb

- Officer will apply the handcuff to the suspect's un-scooped wrist

- Gauge and Double-Lock handcuffs
  - o Proper gauge is tight enough that the suspect's wrist cannot pull free of the handcuffs and loose enough that the handcuffs don't restrict blood flow

Compliant Handcuffing

- From interview stance, make an entry into the Modified Escort Position.

- From the Modified Escort Position, the officer will obtain control of the suspect's wrist
  - One hand on suspect's wrist; one hand just above suspect's elbow

- Step to the rear of the suspect with controlled arm

- After gaining control, the officer will restrain the subject using the "Palm down – Pinky side" method.

- The officer's hand that is cupping the subject's elbow will slide down below the clamping hand and take hold of suspect's hand.
  - o Officer's palm to back of suspect's hand (motorcycle grip)
  - o Officer's thumb behind suspect's thumb

- Officer gives the verbal command, "Place your other hand on top of your head."

- With suspect under control, officer's free hand retrieves handcuffs

- Officer applies handcuff to the controlled wrist
  - o "Palm down, pinky side"

- Officer maintains control of cuffed hand by maintaining proper grip on handcuffs

- Requests suspect bring other hand behind back

- Officer will take hold of the suspect's free hand

- Grip over suspect's thumb and four fingers

- Cuffing channel open

- Officer applied handcuff to free wrist

- Officer will ensure handcuffs are not too tight and will double-lock the latches to prevent inadvertent tightening of handcuffs
    - Proper gauge is tight enough that the suspect's wrists cannot pull free of the handcuffs and loose enough that the handcuffs don't restrict blood flow

Concepts Material:

When an officer attempts to take individual enforcement action, they are often vulnerable to unseen dangers. Any time an officer anticipates taking enforcement action, the officer should use Contact & Cover; absent exigent circumstances or life-safety issues that require immediate action. Examples of enforcement action include:

- Civil infractions
- Arrests
- Terry stops

Once additional resources are summoned, officers should communicate and establish their roles and responsibilities:

Roles:

- Contact officer
- Cover officer
- Additional contact and/or cover officers

Responsibilities:

Contact officer(s)

- Responsible for direct interaction and communication with the suspect
- Performs investigatory tasks
- Takes enforcement actions, if necessary and appropriate
- Concludes contact, if appropriate

Cover officer(s)

- Takes position based upon "reading" the contact officer and using tactical considerations in placement and spacing, such as: number of subjects, environment and terrain
- Responsible for protection of contact officer
- Provides 360-degree scene protection
- Remains focused on task until released by contact
- Avoids interacting with subject; redirects subject to contact officer
- Minimizes his or her communications with contact officer

Cover Officer Placement:

- We recommend that the cover officer use either: "patch to patch" or the "Tactical L" placement.

Skill and Drill Training #1:   "Patch to Patch"

Introduction to skill:

"Patch to patch" is one form of officer placement. Like all tactics, it has advantages and disadvantages. Advantages to this placement include: It allows for officers to communicate in loud environments, It allows officers to support each other; including in crowd situations. It reduces the ability of the suspect to put officers in a cross-fire situation. Disadvantages to this placement include: It is easier for the suspect to attack both officers at once, officers are not dividing the attention of the suspect, and the cover officer does not have a different angle on the suspect than the contact officer. A different angle on the suspect may allow the cover officer to identify threats not visible to the contact officer and to engage the suspect from another angle than the contact officer.

Skill steps:

- Communicate
    - Establish roles
    - Establish plan

- Contact officer takes up interview stance off centerline of subject

- Cover officer steps left or right of contact officer; remaining within arm's length of contact officer

- Cover officer maintains 360 degree awareness

Show:

Instructor will demonstrate set up of Contact & Cover using **"**patch to patch" placement.

- Contact with suspect whose back is to a wall
- Contact with suspect in open area

Do:

Students will practice Contact & Cover using "patch to patch" placement

- Contact with suspect whose back is to a wall
- Contact with suspect in open area

Skill/Drill Training #2   **Tactical "L"**

Introduction to skill:

Tactical "L" is another form of officer placement. Like all police tactics it has advantages and disadvantages. Advantages include: it is harder for the suspect to attack both officers at once, it is difficult for the suspect to keep both officers in their direct line of sight, and it allows the cover officer to have a different view of the suspect. Disadvantages to the *Tactical "L"* placement include: it is easier for the suspect to place officers in a cross fire by moving up the center of the L, it is harder to use in crowds, and it is harder to use in a loud environment. It may also expose the firearm of the cover officer to the suspect dependent on positioning.

Skill steps:

- Communicate

    o Establish roles

    o Establish plan

- Contact officer takes up interview stance off centerline of subject

- Cover officer offsets on the suspect at 90 degrees

- Can shift dependent upon crowd, noise, terrain

Show:

Instructor will demonstrate set up of Contact and Cover using Tactical "L" placement.

- Contact with suspect whose back is to wall

- Contact with suspect in open area

<u>Do:</u>

Students will practice Contact and Cover using patch to patch placement

- Contact with suspect whose back is to wall
- Contact with suspect in open area

Contact and Cover: Dynamic Drills

Summary: Students will be given a series of drills. A role player will be introduced to the drill. Each set of students will have to make a threat assessment dependent on the feeds from the role player. Students will have to use Contact & Cover and defensive tactics skills in the correct tactical sequence to control the suspect and take them into custody or into the prone handcuffing position. Each officer will be given multiple repetitions in each role of Contact & Cover.

Drill #1: Suspect is Compliant

Scenario:

Solo officer will observe a suspect known to have an outstanding felony warrant. The officer will be staged in a position where they can observe the suspect without being seen. The officer should call for a cover officer, establish roles, communicate a plan and make the arrest. The cover officer should assume the proper responsibilities. Suspect will comply when both officers move in for the arrest.

Learning Objectives:

1. Demonstrate establishment and execution of correct roles utilizing Contact & Cover.

2. Demonstrate the physical position of the cover officer in relation to the contact officer.

3. Properly use Contact & Cover to control a compliant subject using verbal skills and to take that subject into custody using the following tactical sequence:
    - Communicate
        - Establish roles
        - Establish plan
    - Verbal commands
    - Entry
    - Modified escort
    - Compliant handcuffing

Role Player Actions:

- Will be staged in a position where they cannot observe officer
- Will have their back toward a wall
- Will obey officer's commands

Desired Officer Actions:

- Recognize need for additional officer before taking enforcement action
- Call for cover officer

- Establish roles: Contact officer and Cover officer
- Communicate responsibilities and plan for arrest
- Correct officer placement: use Tactical "L" or patch to patch methods
- Verbal commands to suspect
- Entry to Modified Escort
- Compliant handcuffing

End of scenario:

Once the suspect is taken into custody using the C.R.E.S.T. model, the scenario will end.

Reflective reinforcement debriefing:

Instructor will debrief each dynamic drill using the reflective reinforcement debriefing.

Drill #2 Suspect resists by pulling away

Scenario:

Solo officer will observe a suspect known to have an outstanding felony warrant. The officer will be staged in a position where they can observe the suspect without being seen. The officer should call for a cover officer, establish roles, communicate a plan and make the arrest. Upon arrival, the cover officer should assume their responsibilities. Suspect will not comply when officers move in for the arrest.

Learning Objectives:

1. Will demonstrate establishment and execution of proper roles utilizing Contact & Cover.

2. Will demonstrate the physical position of the cover officer in relation to the contact officer.

3. Will properly use Contact & Cover to control a resistive subject using defensive tactics skills in this tactical sequence:
    - Communicate
        o Establish roles
        o Establish plan
    - Verbal commands
    - Entry
    - Modified escort
    - Head control takedown
    - Prone handcuffing.

Role Player Actions:

- Upon contact, role player will tell officers their warrant has been cleared and they do not want to go to jail
- As officers enter and attempt modified escort hold, role player will tense up and pull away from officers
- Once officers transition to head control takedown, role player will stop resisting and comply
- Role player will allow officers to handcuff from prone position

Desired Officer Actions:

- Recognize need for additional officer before taking enforcement action
- Call for cover officer

- Establish roles: Contact officer and Cover officer
- Communicate responsibilities and plan for arrest
- Correct officer placement: Tactical "L" or "patch to patch" methods
- Verbal commands to suspect
- Entry to Modified Escort
- Head control after suspect resists
- Head control takedown to prone handcuffing

End of Scenario:

Once the officers have placed the suspect in the proper prone handcuffing position, utilizing the correct techniques, the scenario will end.

Reflective reinforcement debrief:

Instructor will debrief each dynamic drill using the reflective reinforcement debriefing.

Drill #3 Suspect Assaults Officer

Scenario:

Solo officer will observe a suspect known to have an outstanding felony warrant. The officer will be staged in a position where they can observe the suspect without being seen. The officer should call for a cover officer, establish roles, communicate a plan and make the arrest. Upon arrival, the cover officer should assume their responsibilities. Suspect will push officers away when they make contact and then swing at officers with looping right cross.

Learning Objectives:

1. Will demonstrate establishing and executing their roles in using contact and cover.

2. Will demonstrate the physical positions of the cover officer in proximity of the contact officer.

3. Will properly use contact & cover to control an assaultive subject using defensive tactics skills in this tactical sequence:
    - Communicate
        o   Establish roles
        o   Establish plan
    - Verbal commands
    - Entry
    - Modified escort
    - High cover
    - Cross, Check, Cross
    - Entry
    - Head control takedown
    - Prone handcuffing

Role Player's Actions:

- Upon contact, role player will tell officers their warrant is clear, and they do not want to go to jail
- As officers close the distance, the role player will push the contact officer away and feed the contact officer with a right hook
- Role player will allow officer to gain head control with underhook followed by double snap takedown after officer performs correct striking pattern
- Role player will allow officers to handcuff from the prone position

Desired Officer Actions:

- Recognize need for additional officer before taking enforcement action
- Call for cover officer
- Establish roles: Contact officer and Cover officer
- Communicate responsibilities and plan for arrest
- Correct officer placement: Tactical "L" or patch to patch methods
- Verbal commands to suspect
- Entry to Modified Escort
- High Cover to protect head from punch
- Respond with Cross, Check, Cross
- Take head control after suspect drops hands
- Head control takedown
- Prone handcuffing

End of Scenario:

Once the officers have placed the suspect in the proper prone handcuffing position by using the correct techniques, the scenario will end.

Reflective reinforcement debrief:

Instructor will debrief each dynamic drill using the reflective reinforcement debriefing.

Scenario:

On View Disturbance- Once put into play, the student will walk around a corner and see two subjects involved in a minor physical disturbance. The student should recognize that a potential crime is occurring in their presence, but the risk of serious physical injury to either party is low (**threat assessment**). The student should call for additional resources. If the student does not call for additional resources, the instructor will pause the scenario and discuss the disadvantages of attempting to intercede without additional resources (**reference DP&P title 8, Section 1, sub-section 3**). Once additional resources arrive, officers should use Contact & Cover to engage the subjects (**legal basis to make contact, establish roles, and de-escalation**).

Focus Skill Sets

- Legal basis to make contact
    - Terry stop
    - Arrest
- Threat Assessment
    - Summon additional officer(s)
- Communicate
    - Establish roles
    - Establish plan
- Take appropriate positioning using Tactical "L" method or patch-to-patch
- Use proper roles
    - Contact officer:
        - Responsible for direct interaction and communication with the suspect
        - Performs investigatory tasks
        - Takes enforcement actions if needed
        - Makes the arrest if appropriate using CREST model
        - Concludes contact if appropriate
    - Cover Officer:
        - Responsible for protection of Contact Officer
        - Provides 360-degree scene protection

On-View Disturbance Scenario

Performance Objectives
In each situation, the student will:

- Recognize that enforcement action is likely and call for a cover officer
- Use proper roles, plan, and responsibilities
- Use proper positioning
- Use clear, concise verbal commands and warnings

Situation:
The student will walk around a corner and see two subjects involved in a minor physical disturbance. The student should recognize that a potential crime is occurring in their presence, but the risk of serious physical injury to either party is low (**threat assessment**). The student should call for additional resources. If the student does not call for additional resources, the instructor will pause the scenario and discuss the disadvantages of attempting to intercede without additional resources (**reference DP&P title 8, Section 1, sub-section 3**). Once additional resources arrive, officers should use Contact & Cover to engage the subjects (**legal basis to make contact, establish roles, and de-escalation**).

Site Description
Open area of the garage in Training Annex II

Notes
Instructor will start briefing and scenario out of sight of the scene. When put into play, student will round a corner and action will begin.
-Two (2) officers; with one (1) staged as backing officer
-One (1) instructor and two (2) role players

Dispatch Directions Or Situation Explanation
A solo officer is walking to coffee when they round a corner and observe two people involved in a physical disturbance.

Role Player 1 and 2 Instructions

General Overview Of Situation
Subject #1 is engaged in a pushing match with subject #2. When they observe officer, subjects will ignore any verbal commands.   If officer attempts to handle without additional units, both subjects will turn on officer.

Officer Action	Role Player Response	Officer Response Desired	Officer Response Not Desired
Observes two people in pushing match with each other	Continue pushing each other	Make threat assessment and calls for additional units	Does not call for additional units.
Attempts to verbally control subjects	Ignore officer and continue pushing other subject	Do not approach and wait for additional units	Attempts to walk towards subjects and engage.
Attempts to physically engage by themselves	Turn aggression towards officer	Officer recognizes that the situation is not exigent and there are no life safety concerns	Does not recognize situation is exigent and there are no life safety concerns
Calls for additional officers and waits from a distance	Continue pushing other subject	Wait for additional officer(s) to arrive	Engages without waiting for cover officer.
Establishes roles (contact & cover)	Comply with officers	Establish roles. Use de-escalation skills	Does not establish roles. Does not use de-escalation skills

Deliberate Actions, Activities, and Phrases of Role Player:

Does not strike other subject; only pushes
Complies when Contact & Cover is utilized along with verbal commands

Weapons

Pistol ☐   Revolver ☐   Rifle ☐   Edged Weapon ☐   Ammo/blanks ☐

Ammo /Marking ☐   Other ☐ _____

Self-Narrative Debrief	**Scenario Specific Questions:**
- Have student start at beginning and tell what happened - Pause and paraphrase if required due to rambling narrative - Focus on sequential, chronological de-brief - Use questions to guide debrief; what happened next? What did you do then? - If you ask a subjective question, redirect by asking "why" - Example: How did that feel? Why?	- Would our best practices suggest you call a cover officer in this scenario if one was not already present? - What was your legal basis for contact? - Was your contact a seizure, or was the subject free to leave? Why? - What factors led you to seize the subject, if you seized them? - What was your threat assessment? - What tactics did you use? Why? - Did you use de-escalation techniques? Why? - Did you use reportable force in the course of your duties? What level/type of force did you use? - Did you use contact and cover?

Student Performance Evaluation:

Contact and Cover:

☐   **Trained (T) – Officer/team performed _all_ task elements in the check list to an acceptable standard.**

☐   **Remedial (R) - Officer/team did not perform all task elements to the described standard.***

*Remedial training:

Comments:

Instructor:_____

Student Name:_____

Serial #:_____

Date trained:_____

Key Knowledge Based Points

1) Do you have legal authority to be where you took enforcement action? Why?
2) Do you have a lawful purpose for the seizure? What?
3) Did you attempt De-Escalation? Was De-Escalation possible?
    a. Could you have taken steps that would have reduced the likelihood of using force?
    b. If force is used was the force necessary? Why?
    c. Was the force used proportional to the resistance offered? How?
    d. Did you modulate the force based on resistance? How?
    e. Was the force objectively reasonable? Why?
4) Was your decision in training within policy? Why?
    a. What is your reporting requirement, if any, under policy?
    b. How is the incident documented?
5) Would your decision be uniformly applied in all communities?
        i. If not why not?
        ii. Is this Reasonable?
6) What post investigation or post incident actions should you do to explain your decision to the subject, the others impacted by the police action and

2014 Use of Force Skills Training

Use of Force Skills Module Two: Threat Assessment and Prisoner Control

Prepared by: Officers Conway, Jensen and Peterson

Sgt. Review: Sgt. Ovens

Training summary:

This module covers prisoner control and threat assessment of prone suspects on the ground. Both of these areas have been identified as areas needing additional training by the SPD Use of Force Review Board. The module is the second in a series of in-service training supporting the Use of Force Policy. This training will be delivered in Annex I.

Threat assessment is a key component of increasing safety for the public and the involved officers. It is also a core principle of our Use of Force policy. Threat assessment is not entirely an analytical exercise trained in a classroom. Often a threat assessment is made under time pressure. The relative positioning between an officer and subject can change the threat posed to the officer by the subject's actions. Therefore, skill training in physical force options needs to give the officer a clear picture of when a particular technique may be appropriate. Prisoner control is also a vital law enforcement skill. Officers are responsible for the well-being of those is their custody. Officers also need to control prisoners to reduce the likelihood of the prisoner escaping or assaulting the officer.

The total training time for skill development is 4 hours and will be equally divided between threat assessment and prisoner control. The threat assessment sub-module is designed to assist officers in performing a proper threat assessment for use of force situations with prone suspects on the ground. The prisoner control sub-module will assist officers in controlling and escorting suspects in handcuffs. Each sub-module: Threat Assessment and Prisoner Control will have a brief presentation covering the key concepts supporting the skills, drills and scenarios in the training module. This training module is designed to accommodate a maximum of twenty-four (24) and a minimum of twelve (12) officers. The training module will be four hours in length and it is intended that officers will complete the training on an A and B schedule with Use of Force Skills One. The intended audience for the course is all sworn members of the Seattle Police Department.

The training will be conducted using our standard instructional method of concepts, skills/drills and reality-based scenario training. Concepts will be presented in a clear and concise manner focusing on making the concepts operational. The skills/drills portion will be delivered using our standard Tell, Show, and Do method of instruction. Scenarios will be performed using the SPD reality-based training protocol using the pause, reset and reflective reinforcement debrief. The training day will conclude with a group debrief. Each sub-module will be staffed with the station instructor(s) and the necessary role player(s) to conduct the skill/drills and scenario training effectively and safely. One instructor will serve as the lead instructor and safety officer. Dynamic drills are designed to incorporate common events that a patrol officer will need to deal with, for example a suspect resisting arrest in the prone position.

Daily training schedule:

0800-1200   **Session #1**

0715   Instructors on site and prepare for training

0745-0800   Students arrive and are cleared through entry control point

0800-0815   Students receive safety briefing

0815-0830   Concepts presentation for threat assessment

0830-0915   Skill Training

0915-1000   Dynamic Drills

1000-1015   Concepts presentation for prisoner control

1015-1100   Skill Training

1100-1145   Dynamic Drills

1145-1200   Recovery/Review

1300-1600   **Session #2**

1215   Instructors on site and prepare for training

1245-1300   Students arrive and are cleared through entry control point

1300-1315   Students receive safety briefing

1315-1330   Concepts presentation for threat assessment

1330-1415   Skill Training

1415-1500   Dynamic Drills

1500-1515   Concepts presentation for prisoner control

1515-1600   Skill Training

1600-1645   Dynamic Drills

1645-1700   Recovery/Review

Training plan:

This training will be delivered on Monday, Wednesday and Sunday starting as soon as the less-lethal certifications are completed. This training will be presented with module one on an A and B schedule with the students switching groups at the half way point. This training plan allows for 144 officers per week to attend the training, and with an allowance for 25% excess seats will complete the training cycle in 12 weeks for 1,300 officers. Scheduling Modules 1 and 2 on a M,W and S schedule provides us an opportunity to reduce the draw from Operations on a particular day and allows us the opportunity to run less-lethal certifications concurrently on a Tuesday and Thursday schedule. Sunday scheduling significantly reduces the impact of training on Patrol Operations as the personnel are being trained on the slowest day of the week for Patrol.

Logistical Information:

Site: Annex 1, Building D.

Training Equipment:

- Safety Bands, Metal Detector, Computer, Flat Screen Monitor, Water, Training Cuffs, Ground Dummies, Protective Suit for role player, Folding Mats and Cleaning Supplies
- Station Book: Lesson Plans, Station books and cards and evaluations
- Patrol car

Staffing Requirements:

Lead Instructor and Safety Officer: 1
Instructors: 3-one for each skill station
Role players: 3-one for each dynamic drill stations

Each dynamic drill station will need one instructor and one role player. During skill training the role players are used for either teaching or as a subject to pair up with students as necessary.

The lead instructor will ensure that the training is consistent with the lesson plan and that all personnel are performing up to standards. The lead instructor will also serve as the safety officer.

Teaching Methodology:

Students will receive conceptual and skill and dynamic drill based training. Students will apply their knowledge and understanding of the training during the completion of reality-based dynamic drills. This approach reflects the dynamics and intricacies of real-world police work.

After a student completes each dynamic drill, they will debrief with the instructor. This will be done using the reflective reinforcement method. Students will be asked structured questions, regarding the policy implications of their actions.

Concepts: Interactive presentation

Skills and drills: Tell, Show and Do method using coaching skills to guide performance.

Dynamic drills: Reality-based training scenarios using pause, reset and reflective reinforcement to achieve the desired outcome.

Evaluation Process:

Instructors will evaluate performance during training and exercises and correct performance that deviates from the desired responses as stated in the lesson plan. If the student performance during an exercise cannot be remediated during the session, and when the performance is:

- Due to an inability or unwillingness to perform up to the desired response, or;

- A repeated violation of training safety rules, or;

- More than one use of unnecessary or excessive force, as evaluated by two instructors using the objective-reasonable standard.

The lead instructor will excuse the student from training and immediately notify an ETS Sergeant. The lead instructor will document the actions taken, the reason behind the dismissal and who they notified of the dismissal.

Threat Assessment

Performance Objectives

All officers given a specific dynamic drill and under the evaluation of an Education and Training Section staff instructor will:

1. Recognize a suspect using static resistance in the turtle position and use the cross face technique to gain control and place the suspect in the prone handcuffing position;

2. Recognize a suspect escalating from static resistance in the turtle position to aggressive resistance, use counter striking tactics to defend against the aggression and de-escalate by placing the suspect in the prone handcuffing position;

3. Identify a suspect transitioning from static resistance in the turtle position to a deadly force attack and use deadly force tactics to stop the deadly attack and place the suspect in the prone handcuffing position.

Enabling Learning Objectives:

In a drill, the student will perform the following:

1. Identify the turtle position;

2. Properly utilize the cross face technique to control a subject using static resistance in the turtle position and transition from the cross face to the prone handcuffing position;

3. Identify when the suspect has escalated from static resistance to aggressive resistance in the turtle position.

4. Use counter striking tactics to defend against aggressive resistance in the turtle position and de-escalate to ground control by transitioning to the prone handcuffing position;

5. Recognize when the suspect has escalated to a deadly force attack in the turtle position;

6. Use deadly force tactics to stop the deadly force attack and de-escalate to ground control by transitioning to the prone handcuffing position.

Overview:

In order to complete the performance objectives the officers will participate in the following:

1. Concepts training covering the Turtle Position.

2. Skill training on the following skills:

   - Cross Face **(Type 1 and possible Type 2)**
   - Counter Striking**(Type 2)**
   - Lethal Force Response **(Type 3)**

3. Dynamic drills involving the application of the concepts and skills to real world scenarios.

   - Officers will take a static Turtled suspect into custody using the Cross Face technique

   - Officers will use counter strikes to respond to a suspect who is trying to gain dominant position on the ground

   - Officers will recognize a suspect attempting to retrieve a weapon from their waist band and will respond with the appropriate level of force.

Interest and Introduction:

- One of the most critical parts of your job is to make lawful arrests using proper control tactics.

- Suspects sometimes resist arrest. One of our common tactics to deal with suspects who are resisting arrest is to take them to the ground. Many suspects continue to resist arrest even after being taken to the ground.

- Some common actions displayed by suspects involve concealing or hiding their hands, trying to get up and turning towards you.

- Being able to recognize and respond appropriately to the actions of suspects on the ground increases your safety and the safety of the public.

Material Introduction:

- This block of skill instruction involves a suspect who is in the "Turtle" position.

- We will also cover when a suspect who is in the "Turtle" position either escalates or de-escalates their resistance.

- You will learn how to assess the resistance being offered by the suspect and modulate your response to their actions using proportional force.

- Properly assessing the resistance being offered and responding with proportional force increases your safety, the safety of the public and the safety of the subject of force.

Warm Up

a) Movement drills solo and leader-follower

b) Forward, Back, Left, Right –
    * 1st set is one step forward, back, left and right.
    * 2nd set it two steps forward, back, left and right.
    * 3rd set is one quick step forward, back, left and right.
    * 4th set is two quick steps forward, back, left and right.

c) Check and Cross
    * If the class is has strong basics then do Check and Cross with shadowboxing.
    * If the class is less experienced then just work on jab-cross shadowboxing.

d) Under hook/head control takedown

    * Walk the ladder (check both hands of suspect during entry) and gain control of the head on hand at a time.
    * Grip both hands tightly together behind the suspect's neck while pulling the suspect's head into your chest and squeezing your elbows together for a tight grip.
    * Under hook either right or left shoulder and maintain suspect's forehead to your chest.
    * While maintaining tight control of the suspect via the under hook and head control, use 2 quick snap downs to bring the subject to the ground and into the prone cuffing position.

e) Stretching – From the top of the body to the bottom.
    * Neck – "yes" movements and "no" movements with stretch
    * Shoulder shrugs and circles
    * Shoulder stretch across body and pulling elbow behind head
    * Hip flexors (aka: "hula")
    * Knee rotations (clockwise and counter clockwise)
    * Ankle rotations (clockwise and counter clockwise)
    * Hamstring (reach up and breathe in, stretch to your toes and exhale)
    * Calf stretch (lunge forward and push heel to the ground – similar to a traditional karate front stance)

Skill and Drill Training #1:   **Recognizing and controlling the "Turtle" position.**

Tell:

The "Turtle" position is characterized by the suspect lying face down with their arms underneath them. The suspect is using static active resistance to overcome your efforts to put them in the prone handcuffing position.

Introduction to skill:

Recognizing and controlling the suspect who is resisting in the "Turtle" position is a key component of making arrests. Some traditional methods such as the use of OC Spray and the Taser have been restricted by case law. The failure to control a suspect in the "Turtle" position in a timely manner may allow the subject the ability to escalate the situation.

When encountering a suspect turtled on the ground often officers will try leverage, counter joint tactics or prying techniques to access or control their arms and legs. These tactics can often be defeated when a suspect is turtled up, with both of their arms under their body. It is unrealistic to expect officers to overpower a suspect and force the suspect's arms into the prone handcuffing position if they refuse to comply.

Absent clearly recognizable factors in the totality of the circumstances, a suspect in the "Turtle" position is actively resisting arrest. Therefore, you should generally use control tactics to control a suspect in the "Turtle" position.

The cross face is the control technique that we would like you to use to overcome the resistance of a subject in the "Turtle" position after traditional techniques like just trying to pull their arms out from underneath them hasn't worked or when you don't think bodily force alone will work. The technique involves the officer placing his/her forearm across the suspect's face and applying pressure to gain compliance.

While transitioning to the Prone Cuffing position, it is important that the Officer maintains control of the suspect using body weight to pin the suspect to the ground.

Skills Steps for Cross Face:
- The suspect will be lying on their stomach prone on the ground with their hands and arms tucked underneath their torso.

- The officer will issue the verbal command to the suspect, **"Hands out to your side like an airplane"** to assess compliance.

- When the suspect does not do as they are told, the officer will approach the prone and lay down on them by placing their chest against the suspect's back. The officer's body will be perpendicular to the suspect's body.

- The officer will place their forearm across the suspect's cheekbone just above their jaw line and clasp their other free hand.

- The officer will then squeeze their arms together while arching their back to drive their forearm into the suspect's cheekbone area to gain compliance.

- The verbal command **"Hands out to your side like an airplane"** will be given while applying the force.

- Once the suspect puts their hands out to their side, the officer will decrease the pressure of the cross face but stay in position to ensure continued compliance.

Skills Steps for Cross Face with Transition to Prone Handcuffing Position:
- Once the suspect puts their arms out to their side (w/ no weapon), the Officer will keep body weight pressure on the suspect (preferably chest), spinning to the head side of the suspect (North/South Position).

- Officer will scoop the suspect's closest arm hugging it in the "V" of their arm, while placing one knee on the deck and placing the other knee on the upper part of the back.

Skills Steps for Cross Face with Transition to Prone Handcuffing Position with 2nd Officer:
- If there are two Officers, the second Officer will grab the free arm while the primary Officer maintains the Cross Face position. The secondary Officer will scoop the suspect's arm into the "V" of their arm while placing a knee on the deck and placing their other knee on the suspect's back. Secondary Officer will complete the prone cuffing sequence.

Show:

- The instructor will demonstrate a suspect in the "Turtle" position and solicit feedback that acknowledges that officers recognize the position

- The instructor will demonstrate the skills steps to perform the cross face
    - Instructor will demonstrate the technique once at full speed
    - once half speed
    - and again at full speed

- The instructor will demonstrate how to transition to prone handcuffing position when suspect brings arms out
    - Instructor will demonstrate the technique once at full speed
    - once half speed
    - and again at full speed

- The instructor will demonstrate with an assistant instructor how to perform the two-officers cross face

    o   Instructor will demonstrate the technique once at full speed
    o   once half speed
    o   and again at full speed

Do:

- Students will recognize the "Turtle" position

- Under constant instructor supervision, students will perform the shown technique on each other:

    1. Perform cross face to standards
    2. Transition to prone handcuffing position when suspect brings arms out
    3. Perform two-officers cross face

Skill and Drill Training #2:   **Recognizing and responding to aggression on the ground.**

Tell:

The "Turtle" position is characterized by the suspect lying face down with their arms underneath them. The suspect is using static resistance to overcome your efforts to put them in the prone handcuffing position. Sometimes the suspect will escalate by turning to face or trying to get up.

Introduction to skill:

Recognizing and responding to aggression on the ground is a valuable officer safety skill.   Some suspects who are forcibly taken to the ground continue to resist and escalate their resistance by trying to turn to face the officer or get up from the ground. Once the suspect faces the officer, they continue or begin to attack the officer. Suspects who get back to their feet after being forcibly taken to the ground may attack the officer or flee. The failure to defend yourself in this situation can lead to serious injury or death for you or your partner.

Absent clearly recognizable de-escalating or mitigating factors in the totality of the circumstances, a suspect who makes attempts to get to their feet or to face the officer would

reasonably be perceived as being aggressive and has moved their behavior beyond resisting arrest.

In such circumstances, where an officer reasonably perceived that the suspect has a chance of success, an officer may be justified in using an intermediate force option to defend you from the risk of harm in allowing the suspect to escalate. These intermediate force options include striking tactics.

Striking tactics include the use of hands, elbows, feet, or knees to strike the subject in order to defend against aggressive behavior.

Striking tactics generally work in one of three ways or for a combination of these reasons:

1. The suspect submits and de-escalates their aggressive behavior due to the officers strikes convincing them generally through pain and/or fear to stop being aggressive;

2. The suspect is temporarily physically prevented from being aggressive because they have been knocked of their feet or knees;

3. Or, the suspect is no longer physically capable of being aggressive because they are incapacitated.

It is our trained response, that when you feel you must strike someone to stop aggressive behavior that you strike the suspect while assessing the behavior of the suspect and the effectiveness in your strikes. If the strikes are ineffective, you should transition to alternative force options. If the strikes are effective, you are to modulate and de-escalate as appropriate.

Skill Steps:

*   Recognize suspect changing to a position of advantage or becoming assaultive.

Skill Steps-Knee Strikes:

*   Brace support hands on suspect's neck, head or body.

*   Kick back striking leg and thrust forward using the top of the knee to strike the suspect's body or head area.

*   Stop counter strikes once the threat has stopped.

Skill Steps-Hand Strikes:

- The officer will identify possible target areas on the suspect to strike in order to stop the threat.

- The officer will use a hammer fist to strike these areas while maintaining top position on the suspect.

- Stop counterstrikes once the threat has stopped.

Show:

- The instructor will demonstrate a suspect in the "Turtle" position who escalates by turning to face and/or pushes up to get to their feet.

- The instructor will demonstrate striking tactics on the ground dummy using knee strike.
    - Instructor will demonstrate the technique once at full speed
    - once half speed
    - and again at full speed

- The instructor will demonstrate striking tactics on the ground dummy using a hammer fist technique.
    - Instructor will demonstrate the technique once at full speed
    - once half speed
    - and again at full speed
- The instructor will demonstrate de-escalation to the cross face if the suspect de-escalates to static resistance.
    - Instructor will demonstrate the technique once at full speed
    - once half speed
    - and again at full speed

- The instructor will demonstrate de-escalation to the prone handcuffing position if the suspect de-escalates and goes limp
    - Instructor will demonstrate the technique once at full speed
    - once half speed
    - and again at full speed

Do:

- Students will recognize the suspect in a "Turtle" position who escalates by trying to get up or turning to face.

- Under constant instructor supervision they will perform the shown techniques:

  - Hammer fists
  - Knee strikes
  - De-escalation to cross face or prone handcuffing if suspect de-escalates

Skill and Drill Training #3:   Recognizing and responding to a deadly assault on the ground.

Tell:

Recent incidents and experience have shown that subjects on the ground may quickly transition to a deadly attack on you. In the last year in Seattle, at least one subject tried to place a choke on an officer. Other suspects attempted to take an officer's pistol.

Introduction to skill:

Recognizing and responding to a deadly assault on the ground is a paramount officer safety skill. Some suspects who are forcibly taken to the ground will escalate to trying to kill you in order to avoid arrest. These deadly attacks may include: choking, taking your pistol, stabbing, clubbing, or shooting you. Today's training covers how to respond to a subject who is accessing a weapon.

A suspect who assaults you with deadly force should be stopped with deadly force. In a deadly force situation you may use whatever tools or skills necessary to save your life or the life of another. Sometimes counter strikes are necessary to stop the suspect from gaining a position of advantage, escape or to counter an assault.

Skill Steps-Brace Contact:

- The officer will recognize that the suspect is trying to or has gained access to a weapon.

- The officer decides on a firearm stop and draws their weapon while maintaining top position on the suspect.

- With the officer's non-dominant hand the officer will grab over the barrel of his/her firearm and place the thumb of the dominant hand on the back of the slide.

- The officer will consider where to fire the weapon in regards to bullet over penetration and where on the suspect it has the best chance of stopping the threat.

- While maintaining this grip the firearm will be pressed against the suspect and the decision to fire will be made.

- Firing the weapon will create a malfunction (spent casing in the chamber) and the officer will now tap the base of their magazine, rack the slide to expel the spent casing and chamber a new one and then assess the situation.

Skill Steps-Create Space:

- The officer will recognize that the suspect is trying to or has gained access to a weapon.

- The officer will push off of the downed suspect while simultaneously drawing the weapon and backing away from the suspect at an angle towards the suspect's feet if possible.

- If able to do so the officer will give verbal commands to the suspect and assess the situation.

- The decision to fire will be based on the suspect's actions.

Show:

- The instructor will demonstrate a suspect in the "Turtle" position who escalates by accessing or producing a weapon

- The instructor will demonstrate using the brace contact shot on the ground dummy

- o Instructor will demonstrate the technique once at full speed
- o once half speed
- o and again at full speed

- The instructor will demonstrate how to disengage, arc away and use deadly force if still appropriate

   - o Instructor will demonstrate the technique once at full speed
   - o once half speed
   - o and again at full speed

- The instructor will demonstrate de-escalation to the prone handcuffing position if the suspect de-escalates and goes limp

   - o Instructor will demonstrate the technique once at full speed
   - o once half speed
   - o and again at full speed

<u>Do:</u>

- Students will recognize a suspect in the "Turtle" position that escalates to a deadly force attack
- Under constant instructor supervision, students will perform the shown techniques:

   1. Striking subject in deadly force targets, throat and neck
   2. Brace contact shot
   3. Disengage, arc away and use deadly force if still appropriate

Dynamic Drills
"Turtle" Subject

Summary:
This station will be a series of drills requiring officers to make quick decisions, rapid threat assessments, and take actions to reduce their exposure to the actions of the subject in "Turtle" position.   These drills allow officers to use the skills they just learned in a more realistic and dynamic environment. Officers will be placed in pre-set environments. When the drill starts, officers will assess and react appropriately to the actions and circumstances they view.

Drill 1

Scenario:
At least 2 officers will contact a known felony warrant suspect. The officers will be pre-staged in position, as if they had just taken the subject to the ground. The subject will be in the "Turtle" position using active static resistance to overcome the officer's attempts to take them into custody. The suspect will not listen to commands and will only comply when the proper cross face technique is applied.

Performance Objectives:
The student will perform the following in this drill:

1. Identify static resistance in the turtle position;

2. Properly utilize the cross face technique to control a subject using static resistance in the turtle position and transition from the cross face to the prone handcuffing position.

Role Player's Actions:

- "Turtles" up on the ground
- Will not listen to officers' commands
- Will be compliant once the officers apply/perform the correct techniques

End of drill:
Once the officers have placed the suspect into the proper prone handcuffing position by correctly utilizing the demonstrated techniques, the drill will end.

Reflective reinforcement debrief:

Instructor will debrief each dynamic drill using the reflective reinforcement debriefing.

Drill 2

Scenario:

At least 2 officers will contact a known felony warrant suspect. The officers will be pre-staged in position as if they had just taken the subject to the ground. The subject will be in the "Turtle" position using active static resistance to overcome the officer's attempts to take them into custody. Once officers make an effort to use control tactics the suspect will (in a controlled and safe manner) get up. The suspect will not listen to commands and will only comply after the proper striking tactics have been used.

Performance Objectives:

The student will perform the following in this drill:

1. Identify when the suspect has escalated from static resistance to aggressive resistance in the turtle position;

2. Use counter striking tactics to defend against aggressive resistance in the turtle position and de-escalate to ground control by transitioning to the prone handcuffing position.

Role Player's Actions:

- "Turtles" up on the ground just before officers physically contact him

- Will not listen to commands

- Once physically contacted the suspect will get up

- Will be compliant once the officers perform the correct techniques

End of drill:

Once the officers have placed the suspect into the proper prone handcuffing position by correctly utilizing the demonstrated techniques, the drill will end.

Reflective reinforcement debrief:

Instructor will debrief each dynamic drill using the reflective reinforcement debriefing.

Drill 3

Scenario:

At least 2 officers will contact a known felony warrant suspect. Just prior to the physical contact between the officers and the suspect, the suspect goes to the ground and "turtles" up with their hands not visible and tucked beneath their body. Once officers make physical contact with the suspect the suspect will (in a controlled and safe manner) attempt to remove a weapon from his/her waistband.

Performance Objectives:

The student will perform the following in this drill:

1. Recognize when the suspect has escalated to a deadly force attack in the turtle position;

2. Use deadly force tactics to stop the deadly force attack and de-escalate to ground control by transitioning to the prone handcuffing position.

Role Player's Actions:

- "Turtles" up on the ground just before officers physically contact him

- Will not listen to officers commands

- Once physically contacted the suspect will attempt to produce a weapon from their waistband

- Will be compliant once the officers apply/perform the correct techniques

End of drill:

Once the officers have placed the suspect into the proper prone handcuffing position by correctly utilizing the demonstrated techniques, the drill will end.

Reflective reinforcement debrief:

Instructor will debrief each dynamic drill using the reflective reinforcement debriefing.

Prisoner Control

Performance Objectives

All officers given a specific dynamic drill or in drill training and under the evaluation of an Education and Training Section staff instructor will:

- Properly handcuff a suspect in the prone position;

- Properly control and stand up a handcuffed suspect from the prone handcuffing position;

- Safely escort a handcuffed suspect to a patrol car or holding cell;

- Safely control and place a resistive handcuffed suspect in a patrol car;

- Recognize when a suspect in handcuffs is being aggressive during escort and can only be safely controlled by the use of reportable force;

- Properly take an aggressive suspect to the ground in order to protect the officer from assault.

Enabling Learning Objectives:

In a drill, the student will perform the following:

1. Prone handcuffing;

2. Control, stand up and escort a handcuffed suspect;

3. Control and place a resistive suspect in a patrol car;

4. Take an aggressive suspect to the ground who is in handcuffs

<u>Overview:</u>

In order to complete the performance objectives the officers will participate in the following:

1. Concepts training covering Prisoner Control.

2. Skill training on the following:

    *   Prone Handcuffing

    *   Standing handcuffed suspect up from the prone position

    *   Prisoner Escort **(De Minimis Force)**

    *   Prisoner Control **(Possible Type 1 – Gooseneck wrist lock)**

    *   Assaultive handcuffed suspect takedown **(De Minimis/Type 1)**

    *   Place Handcuffed uncooperative suspect into patrol vehicle

3. Dynamic drills involving the application of the concepts and skills to real-world scenarios.

    *   Officers will safely and properly stand a handcuffed suspect up from the prone position.

    *   Officers will use a control technique to properly escort an uncooperative handcuffed suspect.

    *   Officers will safely put an uncooperative handcuffed suspect into a patrol car.

Interest Introduction:

- One of the most critical parts of your job is to make lawful arrests using proper control tactics.

- Suspects sometimes resist arrest. One of our common tactics to deal with suspects who are resisting arrest is to take them to the ground. Many suspects continue to resist arrest even after being taken to the ground.

- Once the suspect is taken to the ground, proper control tactics, including handcuffing, de-escalates the situation so that a higher level of force does not become necessary.

- Tactically sound prisoner control enhances your safety. In the last year numerous officers have been assaulted by handcuffed prisoners in Seattle.

Material Introduction:

- This block of skill instruction covers handcuffing a suspect and maintaining control of the suspect after they are handcuffed. Proper control and escort techniques may prevent the suspect from escalating the situation and require the use of force on restrained subjects.

- Proper body positioning and control while standing a suspect up from the prone position will minimize injury to the suspect and at the same time reduce physical stress on you.

- Proper handling of a suspect prior to and while placing them in the back of the patrol vehicle requires good positioning.

- Sometimes suspects in handcuffs continue to resist or escalate to assaultive behavior. These suspects are generally taken to the ground in order to control and calm the suspect before transportation.

- You will need to assess the need to call for a transport van after you have taken a handcuffed suspect to the ground.

Skill and Drill Training 1-Prone Handcuffing

Introduction to the skill:

Prone Handcuffing is the standard throughout the country for taking a violent or resistant suspect into custody. The prone position is used because it creates an advantage for the officer. Prone handcuffing is not intended or expected to cause serious physical injury; however, officers should be aware of conditions that may make prone handcuffing inappropriate (e.g., pregnant subjects or the frail, or environmental conditions). Suspects who resist the prone handcuffing are likely to receive minor injuries. Common minor injuries from the use of prone handcuffing include abrasions, redness or temporary pain.

Skill Steps:

- With the suspect on the ground with their arms out to their sides, the officer will scoop the suspect's arm using their outside arm, straight up making sure it is secured in the "V" of their arm.

- The officer will have one knee on the ground next to the suspect's torso and the other knee will be placed across the upper back of the suspect, avoid placing pressure on the suspect's neck.

- Scoop a second time and control the suspect's arm by securing two or three of his/her fingers towards the buttocks.

- With your opposite hand (hand closest to the head) retrieve handcuffs and place them on "Palm up, Pinky side."

- Gauge and double lock the handcuffs. Proper gauge is tight enough that a wrist cannot pull out and loose enough that it doesn't cause obvious injury.

- Check waistband near the handcuffs for weapons and move suspect to modified recovery position.

Show:

- The instructor will demonstrate the skill steps for prone handcuffing on role player
    - Instructor will demonstrate the technique once at full speed
    - once half speed
    - and again at full speed

Do:

- Under constant instructor supervision they will perform the shown techniques:

    - Prone handcuffing

Skill and Drill Training 2-Standing Handcuffed Suspect Up from Prone Position

Introduction to the skill:
Standing a handcuffed subject up from the prone position should be done in a manner that reduces the risk of injury to the officer and subject. At the same time, you need to maintain control of the subject to reduce the risk of escape or assault.

Skill Steps:
- The officer in a kneeling position with the handcuffed suspect lying on their side (Recovery Position).

- Officer will conduct a waistband sweep for weapons and sit the suspect on their buttocks with the one leg folded in towards their other leg for the pre-stand up position.

- Officer will be in the kneeling position with one knee up behind the suspect's back. Officer will secure the one arm with one hand (grabbing the suspect's elbow) and the back of the suspect's neck with the other hand.

- One the count of 1-2-3, the Officer will rock the suspect toward the folded leg and stand the suspect up to a position of prisoner control and transport.

Show:

- The instructor will demonstrate the skill steps for standing up a suspect in handcuffs from the prone handcuffing position
    - Instructor will demonstrate the technique once at full speed
    - once half speed
    - and again at full speed

Do:

- Under constant instructor supervision they will perform the shown techniques:

    - Instructors will give the students a step by step set of instruction.
    - On the command "Seated Position," students will place their training partner in the seated position with one leg bent in.
    - On the command "Stand Up" students will stand their (Suspect) partner up from the seated position to their feet.
    - Officer will then take control of the suspect's wrist and elbow for escort or control.

Skill and Drill Training 3-Escort Handcuffed Suspect

Introduction to the skill:

Once a suspect is in our custody we are responsible for their actions and safety. Officers will use control tactics to properly move a suspect from one location to the other. Displaying professionalism and respect during the escort may calm the suspect and will represent the Seattle Police Department in a proper manner.

Skill Steps:

- Compliant – control the suspect's elbow and wrist.

- Resistant – pull the suspect's arm tight to your body and conduct a "Gooseneck" wrist lock (Officer pushes the suspect's bent wrist toward his/her own forearm) and give the suspect verbal commands to comply.

- Once suspect becomes compliant release the "Gooseneck" wrist lock for de-escalation.

Show:

- The instructor will demonstrate the skill steps for properly escorting a compliant suspect in handcuffs

  - Instructor will demonstrate the technique once at full speed
  - once half speed
  - and again at full speed

- The instructor will demonstrate the skill steps for properly escorting a resistant suspect in handcuffs

    o   Instructor will demonstrate the technique once at full speed
    o   once half speed
    o   and again at full speed

Do:

- Under constant instructor supervision students will perform the shown techniques:

    o   Compliant Escort Position" Officers will control the suspect arm and wrist.
    o   "Resistant Escort Position" Officers will hug the suspect arm close to their body, apply Gooseneck wrist lock and give verbal commands to comply.

Skill and Drill Training 4-Controlling Aggressive Handcuffed Suspect

Introduction to the skill:

Controlling an aggressive handcuffed suspect is an important element of ensuring officer safety as well as suspect safety. Despite an Officer's attempt to calm the suspect down, the suspect may still assault the officer.   Having positive control or being able to gain control of a handcuffed aggressive suspect is a necessary skill.

Control Skills Steps:

- Start in the proper prisoner escort position (Hand on prisoner elbow and wrist).

- The hand that is on the suspect's elbow will move to the suspect's neck while the hand that was grabbing the suspect's wrist will under hook the suspect's arm.

- Once both grips are secured by the Officer, the suspect will be bent over at the waist by pulling the neck down and pulling with the under hook (both pulling towards the ground).

- The suspect can then be placed in a patrol car or holding cell.

Takedown

Introduction to the skill

Controlling an aggressive handcuffed suspect is an important element of ensuring officer safety as well as suspect safety. When a suspect is handcuffed they can still assault an officer with kicks, head butts and spitting thus causing the need to take the suspect to the ground to gain

positive control.   Having positive control or being able to gain control of a handcuffed aggressive suspect is a necessary skill.

Takedown skill steps:
- Verbal commands to get on the ground.

- Push the suspect's head towards his/her feet using the hand on the back of the neck while at the same time reach towards the suspect's opposite shoulder with the under hooked hand.

- Pull up slightly on the suspect's under hooked arm as he/she approaches the ground to control their descent.

- Once on the ground keep the suspect on his/her side while maintaining control of his/her arm and head.

Show:
- The instructor will demonstrate the skill steps for properly escorting a resistant suspect in handcuffs who needs greater control than the Gooseneck wrist lock, for example someone likely to spit on an officer using the Head Control/Under Hook technique
    - Instructor will demonstrate the technique once at full speed
    - once half speed
    - and again at full speed

- The instructor will demonstrate the skill steps for properly escorting a resistant suspect in handcuffs who needs greater control than the Gooseneck wrist lock, for example someone likely to spit on an officer using the Head Control/Under Hook technique to place them in a chair or patrol car
    - Instructor will demonstrate the technique once at full speed
    - once half speed
    - and again at full speed

- The instructor will demonstrate the skill steps for properly escorting a resistant suspect in handcuffs who needs greater control than the Gooseneck wrist lock, for example someone likely to spit on an officer using the Head Control/Under Hook technique to take them to the ground
    - Instructor will demonstrate the technique once at full speed
    - once half speed
    - and again at full speed

Do:

- Under constant instructor supervision students will perform the shown techniques:

    - To the basic Head Control/Under Hook technique
    - To the basic Head Control/Under Hook position then place into chair or a patrol car
    - To takedown

2014 Dynamic Drills

Summary:

This station will be a series of drills requiring the officers to make quick decisions, perform rapid threat assessments, and take actions to reduce exposure to assault or any additional risks. Officers will be placed in pre-set environments. When the drill starts, officers will assess and react appropriately to the actions and circumstances they view. Officers will make use of the full spectrum of options available to them in these drills.

Drill 1

Scenario:

There will be a prone handcuffed suspect and officers will be required to properly and safely stand the suspect up.

Performance Objective:

- Properly control and stand up a handcuffed suspect from the prone handcuffing position.

Officer Actions:

- Officers will utilize contact and cover

- Put the suspect on his/her side

- Check waistband for weapons (Front/back)

- Using the correct technique, safely stand the suspect up

Role Player's Actions:

- Will listen to officers' commands

- Will be compliant while the officers apply/perform the correct techniques

End of drill:

Once the officers have correctly utilized the correct techniques the drill will end.

Reflective reinforcement debrief:
Instructor will debrief each dynamic drill using the reflective reinforcement debriefing.

Drill 2

Scenario:
Officers will be told to escort a handcuffed prisoner to a predetermined location in the training annex. During the escort the suspect will attempt to wrestle/pull away from the officer, thus requiring the officer to gain a further degree of control.

Performance Objective:

- Safely escort a handcuffed suspect.

Officer's Actions:
- Correct escort position

- Recognize the possible need for further control

- Correctly use shown techniques to gain control

- Modulate the force to control techniques when safe and reasonable

Role Player's Actions:
- The suspect will attempt to wrestle/pull away from the officer

- Will not comply with verbal commands

- Will comply once proper control techniques are applied

End of drill:
Once the officers have correctly utilized the correct techniques the drill will end.

Reflective reinforcement debrief:
 Instructor will debrief each dynamic drill using the reflective reinforcement debriefing.

Drill 3

Scenario:

Officers will escort a handcuffed prisoner to a patrol car and place them inside. The suspect will resist going into the vehicle requiring officers to work together to place him the vehicle.

Performance Objective:

- Safely control and place a resistive handcuffed suspect in a patrol car.

Officer Actions:

- Correct escort position

- Recognize the possible need for further control

- Correctly use shown techniques to gain control

- Modulate to control techniques when safe and reasonable

Role Player's Actions:

- The suspect will refuse to sit in the patrol car

- Will not comply with verbal commands

End of drill:

Once the officers have correctly utilized the correct techniques the drill will end.

Reflective reinforcement debrief:

Instructor will debrief each dynamic drill using the reflective reinforcement debriefing.

Student Performance Evaluation:

Turtled Suspect Instructional Block

☐ **Trained (T) – Officer/team performed _all_ task elements in the check list to an acceptable standard.**

☐ **Remedial (R) - Officer/team does not perform all task elements to the described standard.***
*Remedial training:
Comments:

Instructor:
Prisoner Control Instructional Block

☐ **Trained (T) – Officer/team performed _all_ task elements in the check list to an acceptable standard.**

☐ **Remedial (R) - Officer/team does not perform all task elements to the described standard.***
*Remedial training:

Comments:
Instructor:
Student Name:_____
Serial #:_____
Date trained:_____

Review:

- Review of Performance Objectives of Class

- Review of key points that achieved the performance objectives

- Instructor contact information for student follow-up

Debrief: w/ Instructors….*what went right, wrong and what can we do better*?

Key Knowledge Based Points

1) Do you have legal authority to be where you took enforcement action? Why?
2) Do you have a lawful purpose for the seizure? What?
3) Did you attempt De-Escalation? Was De-Escalation possible?
   a. Could you have taken steps that would have reduced the likelihood of using force?
   b. If force is used was the force necessary? Why?
   c. Was the force used proportional to the resistance offered? How?
   d. Did you modulate the force based on resistance? How?
   e. Was the force objectively reasonable? Why?
4) Was your decision in training within policy? Why?
   a. What is your reporting requirement, if any, under policy?
   b. How is the incident documented?
5) Would your decision be uniformly applied in all communities?
   i. If not why not?
   ii. Is this Reasonable?
6) What post investigation or post incident actions should you do to explain your decision to the subject, the others impacted by the police action and to the community?

2014 Use of Force & Firearms Training

Firearms Skills

Prepared by: Officer A.C. Torrescano

Review: Sgt. Ovens

Training summary:

This module incorporates firearms training in the Fundamentals of marksmanship, Flashlight techniques, one handed shooting, reloading techniques and the SUL and Low Ready position, during in-service training in support of the Seattle Police Department's Use of Force Policy and the department handgun qualification course. All officers' have state basic firearms training and this training is a continuance of those basic skills. This block of training will be delivered at the departments firing range.

The Fundamentals of Marksmanship, flashlight techniques, one handed shooting techniques, reloading techniques and the SUL and Low Ready positions are a key component of our department qualification test, as well as increasing safety for the public and the involved officers. These are well established fundamental principles in the law enforcement community and like all skills; sustained training ensures that all officers are operating from common principles and skills.

This training module is designed to accommodate a maximum of sixteen (18) and a minimum of six (6) officers due to our range constraints. The training module will be four hours in length. The officers will be divided evenly into groups. One half of the group will complete the fundamentals of marksmanship, Flashlight techniques, one handed shooting, reloading techniques and the SUL and Low Ready positions training while the other will attend the scenario based team tactics training. At half time, the groups will switch.

The firearms training will start with a PowerPoint presentation in the classroom covering the Use of Force Policy-in the use of firearms, key concepts supported in the skills and drills and how they relate to our use of force policy and the department qualification course. The eighteen students will then move to the range for live fire training.

The training will be conducted using our standard instructional method of concepts, skills/drills and live fire based training. Concepts will be presented in a clear and concise manner focusing on making the concepts operational. The skills and drills portion will be delivered using our standard Tell, Show, and Do method of instruction. The training day will be concluded with a group debrief.

The training will be staffed with a lead instructor and the required adjunct instructors to assist in training safely and effectively. One instructor will serve as the lead instructor and safety officer. The drills are designed to incorporate the fundamentals of marksmanship so that a patrol officer can deal with the mental, physical and environmental chaos of a deadly force confrontation.

Daily training schedule:

0800-1200   **Session #1**

0700   Instructors on site and prepare for training

0745-0800   Students arrive

0800-0845   Students arrive and sign the attendance roster

PowerPoint presentation covering the following;

The Use of Force Policy/Firearms

Fundamentals of Marksmanship

Flashlight techniques

One handed shooting techniques

Reloading techniques

SUL and Low ready positions & the use of force policy

0900-1145   Meet on Combat range 3 for skills and drills training

1145-1200   Recover brass/Review/Dismiss

1300-1700   **Session #2**

1300-1345   Students arrive and sign the attendance roster

PowerPoint presentation covering the following;

The Use of Force Policy/Firearms

Fundamentals of Marksmanship

Flashlight techniques

One handed shooting techniques

Reloading techniques

SUL and Low ready positions & the use of force policy

1400-1645   Meet on Combat range 3 for skills and drills training

1645-1700   Recover brass/Review/Dismiss

Training plan:

This training will be delivered on most Tuesdays and Thursdays starting as soon as May 6th 2014. This training will be presented with the team tactics scenario training on an A and B schedule with the students switching groups at the half way point. This training plan allows for 72 officers per week to attend the training and will complete the training cycle in 21 weeks for a little over 1,300 officers.

Logistical Information:

Site: Seattle Police firing range

Training Equipment:
- Eye and ear protection (personal or dept. provided)
- Body armor and billed cap
- Patrol duty or plain clothes duty leather gear depending on assignment
- At a minimum 3 speed loaders or 3 magazines
- Flashlight
- Clothing appropriate for the weather
- Various calibers of ammunition and dummy rounds
- Department qualification targets
- First-aid kit, AED, mosquito repellant, sunscreen and lead wipes
- PA System, staplers and staples
- Cleaning equipment for all calibers

Staffing Requirements:

Lead Instructor and Safety Officer: 1
Adjunct firearm Instructors: 1 instructor per 4 officers

The lead instructor will ensure that the training is consistent with the lesson plan and that all personnel are performing up to standards. The lead instructor will also serve as the safety officer. The adjunct instructors will watch and assist their group of officers making sure their training is consistent with the lesson plan, offer feedback and watch for any range violations that might occur. They will also make sure that there are fresh targets on all of the shooting points prior to the start of a new drill.

Teaching Methodology:

Students will receive skill/drill based training. Students will apply their knowledge and understanding of the training during the completion of live fire based training using our qualification "Manny" targets, under certain time frames, as established through the Departments qualification course. This approach reflects the dynamics and intricacies of real world police work time frames when involved in a shooting situation.

After each student completes a drill they will debrief with the adjunct instructor(s). This will be done using the reflective reinforcement method. Students will be asked structured questions regarding the use of the fundamentals of marksmanship, flashlight techniques, one handed shooting techniques, reloading techniques and the SUL and Low ready positions as taught in class.

Concepts: Interactive PowerPoint presentation in class.
Use of Force Policy/Firearms
Fundamentals of marksmanship

Skills and Drills: Tell, Show and Do using coaching skills and reflective reinforcement to guide performance.

Performance Objectives:

Upon completion of this block of instruction, officers' will able to perform and demonstrate the following, using the departments qualification course time frames and the minimum passing score of 112, during the live fire portion of training:

1. Shooting the various stages of the Department qualification course using the time frames as established in the qualification directive.

2. Demonstrate the proper positioning and shooting from the SUL and low ready positions.

3. Passing the departments, minimum required points of 112, during a practice qualification at the end of the days training.

Failure to meet the 112 pt. standard:

Any officer who fails to meet the minimum standard will be assigned a firearms instructor, who will meet with the officer for some additional training, at both of their convenience. When both are satisfied that the officer is prepared, the officer will attend a subsequent department qualification and be given two attempts to pass using the minimum standard of 112 pts. This information will then be documented and kept by the firearms training unit and the Education and Training Section.

Overview:

In order to complete the performance objectives the officers will participate in the following:

5. Interactive presentation on the fundamentals of marksmanship,
6. Flashlight techniques
7. One handed shooting techniques
8. Reloading techniques
9. The SUL and low ready position
10. Skill and drill training in a live fire environment under certain time frames and its relationship to officer involved shootings, department use of force policy and the department qualification course.

Interest Introduction:

- Regardless of the shift being worked, or the time of day, the officer may face situations that call for the use of deadly force in defense of themselves or others. Society recognizes these risks and grants the officer the authority to protect themselves or others as they perform their duties. The question is whether the officers' actions are objectively reasonable, necessary and proportional to the threat or resistance of a subject in light of the facts and the circumstances confronting them. So with this in mind, it is always good to go back to the Fundamentals of Marksmanship in firearms training to re-affirm what it takes to make accurate shots on target when called upon in a deadly force confrontation.

- FBI Statistics support the idea that officers are less likely to be killed or seriously injured when proper marksmanship and tactical fundamentals are used.

- We need to make sure that our officers have a good grasp on the fundamentals of marksmanship and how that applies to real world officer involved shootings. We should be prepared to assist them in learning to adapt the fundamentals to a real world situation by providing realistic training.

- Our ultimate goal is your success in a deadly force confrontation.

Material Introduction:
This material is taken from the Washington State Criminal Justice Training Commissions' Handgun Instructor School. This material is the basis for the introduction to firearms training for all officer recruits' in the state of Washington.
This is a state certified program.

<u>**Material:**</u>

The Four Cardinal Rules of Firearms Range Safety
1.   **All guns are loaded**
2.   **Point the muzzle in a safe direction**
3.   **Keep your trigger finger outside the trigger guard until you are on target and have decided to fire**
4.   **Be sure of your target and what is beyond it**

The **Fundamentals of Marksmanship** consist of the following;

Stance:

- **Modern Isosceles**: The feet are a comfortable shoulder width apart with the dominant leg farther back from the intended target. This stance places the handgun in a position that is less accessible to confronted suspects. The knees are slightly bent with the center of gravity shifted forward over the balls of the feet. The upper body is aligned slightly forward to assist in recoil control when the handgun goes off. The handgun is held in a two-handed grip with both arms fully extended and the shoulders relaxed. The handgun is centered on the mid-line of the body.

- **The Weaver stance**: The feet are shoulder width apart with the dominant leg farther back from the intended target. This places the handgun in a less accessible position to confronted suspects. The body is bladed at an angle to the threat with the shoulders pointing in the same direction as the hips and feet. The handgun is held in a two-handed grip, using isometric tension, by pushing the handgun away from the body, while at the same time the support hand applies equal pressure pulling back towards the dominant shoulder. The dominant hand may be held straight or slightly bent. The support arm is bent with the elbow pointing downwards towards the ground using skeletal structure to support the handgun. The dominant wrist is locked to control muzzle flip.

Grip: A proper grip provides the shooter with maximum control of the handgun. It also promotes correct trigger finger placement and enables the shooter to apply straight rearward pressure on the trigger without disturbing the sight alignment of the weapon The grip pressure will vary from shooter to shooter so a good starting point is to grip the handgun using a firm (as in a firm hand shake) but not a death type of grip. The trigger finger, when using our semi-auto pistols, should put the center of the pad of the first joint on the trigger to allow a smooth rearward pressure until the shot breaks. With those officers still using a revolver, the first joint of the trigger finger should be used to assist with the stiffer trigger pull of the revolver.

Sight alignment: Is the relationship between the front and rear sight, as viewed by the shooter With standard open sight configuration (front sight post and rear sight notch) correct sight alignment occurs when the top of the front sight is level with the top of the rear sight and the sides of the front sight are equidistant from the side of the rear sight notch.

Sight Picture: Is the relationship of the sights (front and rear) to the target or threat, as viewed by the shooter. The human body has an instinctive ability to point to the center of an object. This ability enables the officer to remain focused on the front sight in relationship with the rear sight without giving conscious attention with keeping the weapon centered on the target.

Trigger Control: Correct finger placement on the trigger allows the trigger to be pressed straight back with no sideways application of force. Variables such as the shooter's hand size and strength relative to the size of the frame of the weapon, and length and weight of the trigger pull, make it impossible to precisely define proper finger placement. Good marksmanship can be defined as pressing the trigger in a manner that does not misalign the sights. Perfect alignment of the sights can be ruined if it is followed by violently jerking the trigger.

Follow through: Is the continued application of all fundamentals until the bullet has left the barrel of the weapon. It includes the officers 'recovery after the shot is fired by returning the sights, the eye, and the trigger finger to the same exact position for successive shots. Also a part of follow through is "trigger reset" which varies depending upon the weapon manufacturer and style of weapon. Some have a distinct "click" which can be heard and felt by the shooter. Others are much more subtle.

Breathing: Proper breath control is intended to enable shooters to hold their breath long enough to fire without disturbing their ability to maintain proper sight alignment. Ideally the shot should be taken during the natural respiratory pause, which follows a normal, not forced exhale of breath from the lungs. That being said, it is doubtful that the subtleties of breath control are applicable to the dynamics of most actual handgun encounters in law enforcement. Short distances, quick time frames, stress and movement will likely preclude any thought of "whether or when I should breathe." The breath should not be held any longer than the optimum time of 6 to 8 seconds. As the stress and reduction in oxygen level begins it eventually results in muscle tremors, inability to focus sharply and increased mental pressure to "get it over with" and fire the shot regardless of how far the sights are off. However breath control is very applicable in precision long distance shooting even with a handgun.

Two Handed Shooting:

Grip: Both hands move simultaneously. The support hand moves to the centerline of the body in the area of the diaphragm with the open palm touching the torso and the thumb pointing up towards the chin. The dominant hand moves to the handgun, defeating all retention devices and obtains the proper grip on the handgun while it is still in the holster.

"Clear or Lock:" While the support hand remains in the same position. The dominant hand draws the handgun from the holster. As soon as the handgun clears the holster opening, briskly elevate the muzzle to a horizontal position pointed at the threat, with the shooters elbow anchored to their side, so that if it must be fired from this position the movement of the slide will not impact the clothing or body of the officer.

"Join or Grab:" The dominant hand starts moving the handgun in a straight line, pushing the muzzle, directly towards the threat. Simultaneously, the support hand moves outboard so that its extended fingers cross over and wrap around the fingers of the dominant hand to obtain the proper two-handed grip. Joining the two hands close to the body allows the proper two-handed grip of the handgun to be established by the time the arms are fully extended to the firing position. Care must be taken so that the support hand does not pass in front of the muzzle of the handgun.

Sights: When the decision has been made to shoot, the handgun continues in a straight line towards the target where the front sight intersects the line of sight between the officer and the threat as the support hand refines the two-handed grip. The officer needs to make a conscious effort to focus on the front sight to obtain a "flash front sight picture" for short distance shooting (0-7 yards) or the focus is on the more precise sight alignment for longer distance shots (7 yards and beyond).

Fire: At this point the decision has already been made to fire, so the slack has been taken out of the trigger and the appropriate sight alignment has been verified by the officers' focus. As soon as the handgun stops moving, the officer continues the trigger press to achieve the surprise break of the shot(s).

Handgun recovery to the holster: Emphasis is placed upon the officer to holster their handgun only when it is safe to do so, and not merely because the shooting appears to be over.

Evaluate: If shots have been fired and the immediate threat(s) appear to be incapacitated, officers should bring the handgun down to a low ready or SUL position to open up their field of view. Immediately the trigger finger is placed above the trigger guard alongside the receiver. When the evaluation of the suspect reveals that they are no longer an immediate threat, the officer will proceed to the scanning phase.

Scan: Once the evaluation of the suspect has determined that the immediate threat has been incapacitated; officers are trained to account for multiple suspects, tunnel vision and other

distractions by scanning 360 degrees of their surroundings. In the **low ready position** the officer(s) are to be reminded of the draw back to this position. When scanning in a crowded environment with other officers' or citizens in the immediate area officers must be conscious of the muzzle of their handgun, as they scan 180 degrees in either direction, so as not to unintentionally point it at someone they are not intending to address. The **SUL position provides** better muzzle control, especially in a crowded situation. When scanning 360 degrees in the SUL position it is important that the officer(s) move their feet when scanning 180 degrees in either direction. Simply pivoting at the waist will cause the muzzle of their handgun to point at their feet and legs instead of the ground between them.

> **Instructional note:** If the presentation of the handgun has resulted in shots being fired, the officer should make it a habit to reload their handgun prior to holstering. The type of reload, as well as whether to reload and then scan or scan and then reload, is situational to the type of incident. In discussion with CSI and FIT, the ETS has learned that it is their protocol to examine all of the officers magazines for evidentiary purposes and the reloading of the firearm will not result in a loss of evidence but that the evidence will show that the officer has reloaded as trained.

Holster: The handgun should return to the holster by reversing the motion of the presentation to the draw. From the SUL or low ready position the handgun moves to the "Clear or Lock position" where the support hand moves to the centerline of the torso with the palm touching the torso and the thumb pointing up at the chin. While the dominant hand and handgun move to the position directly above the open holster with the muzzle pointing horizontally. The strong hand thumb is then placed on the back of the slide, as the handgun is now pointing into the holster opening, and is being placed into the holster where all retention devices are secured.

> **Instructional note:** An officer's decision to draw or exhibit a firearm should be based on the tactical situation and the officers' reasonable belief that there is a substantial risk that the situation may escalate to the point where deadly force may be justified. When an officer has determined that the use of deadly force is not necessary, the officer should, as soon as practicable, secure or holster the firearm. Unnecessarily or premature drawing or exhibiting a firearm limits an officers' alternatives in controlling a situation, may create an unnecessary anxiety on the part of the citizens and may result in an unwarranted or accidental discharge of the firearm.

Shooting One Handed:

The concept of winning against all odds must be established in the mind of every Law Enforcement Officer. This is never more valuable when an officer has suffered an injury to their arms, shoulders or hands. It is important for all officers' to learn to manipulate their magazine release, de-cocking levers and/or safeties using only one hand. The steps of the presentation are the same as the two-handed draw except that the support hand is not involved in the action.

Grip: The dominant hand moves to the handgun, defeating all retention devices and obtaining the proper grip on the handgun while it's still in the holster. <u>Taking the time to obtain a proper grip is extremely important because a hurried, sloppy grip results in misalignment, which then causes inaccuracy and poor recoil control.</u>

Lock and Cant: The dominant hand draws the handgun from the holster and as soon as the muzzle clears the holster, briskly elevate the muzzle to a horizontal position and cant the handgun outboard so that if it is fired at this point, the movement of the slide will not impact the clothing or body. <u>The front sight, rear sight, wrist and elbow will be aligned allowing accurate stance directed, unsighted fire in the event that the suspect is close enough to threaten or possibly possess control of the officers' handgun. (Arm's reach)</u> If the situation does not dictate that shots are to be fired at this point; the trigger finger is indexed above the trigger guard alongside the receiver.

Sights: The dominant hand starts moving the handgun straight forward towards the threat in a straight line bringing the front sight to the point it intersects the line of sight between the officer and the threat. Whether to cant the handgun slightly inward or keep it straight up and down is up to the individual officer, whichever better assists' the officer with recoil control should be practiced.

Instructional note: The issue of stance must be addressed at this point. The shooting of the handgun with only one hand results in reduced recoil control. The resulting amplified muzzle flip creates increased potential for malfunctions with the semi-auto pistol and will cause the time to be significantly increased between the initial and any needed follow up shots to the threat.

All one handed shooting should be done with a fully extended shooting arm regardless of the students' usual stance. Stepping forward with the dominant side foot and exaggerating the aggressive forward posture by leaning forward at the shoulders places more body mass behind the handgun to compensate for the lack of the support hand not being on the handgun. Whether to cant the handgun slightly inward or keep it straight up and down is up to the individual officer, whichever better assists' the officer with recoil control should be practiced.

Fire: At this point the decision has been made to shoot, the slack has been taken out of the trigger, and the appropriate sight alignment has been verified by the officer, the officer finish's the trigger press to achieve the surprise break of the shot(s).

Handgun recovery to the holster: Emphasis is placed upon the officer to holster their handgun only when it is safe to do so, and not merely because the shooting appears to be over.

Evaluate: If shots have been fired and the immediate threat(s) appear to be incapacitated, officers should bring the handgun down to a low ready or SUL position to open up their field of view. Immediately the trigger finger is placed above the trigger guard alongside the receiver. When the evaluation of the suspect reveals that they are no longer an immediate threat, the officer will proceed to the scanning phase.

Scan: Once the evaluation of the suspect has determined that the immediate threat has been incapacitated; officers are trained to account for multiple suspects, tunnel vision and other distractions by scanning 360 degrees of their surroundings. In the **low ready position** the officer(s) are to be reminded of the draw back to this position. When scanning in a crowded environment with other officers' or citizens in the immediate area officers must be conscious of the muzzle of their handgun, as they scan 180 degrees in either direction, so as not to unintentionally point it at someone they are not intending to address. The **SUL position provides** better muzzle control, especially in a crowded situation. When scanning 360 degrees in the SUL position it is important that the officer(s) move their feet when scanning 180 degrees in either direction. Simply pivoting at the waist will cause the muzzle of their handgun to point at their feet and legs instead of the ground between them.

> **Instructional note:** If the presentation of the handgun has resulted in shots being fired, the officer should make it a habit to reload their handgun prior to holstering. The type of reload, as well as whether to reload and then scan or scan and then reload, is situational to the type of incident. In discussion with CSI and FIT, the ETS has learned that it is their protocol to examine all of the officers magazines for evidentiary purposes and the reloading of the firearm will not result in a loss of evidence but that the evidence will show that the officer has reloaded as trained.

Holster: The officer will have to adapt to the physical limitations of situation on hand dependent on what forced them to shoot one handed. The officer may not be able to holster at all and may want to consider placing the firearm in different locations to secure it. This will be especially true in a self-care situation as discussed in Care under Fire training.

Flashlight Techniques:

The use of flashlights in police work enables the officer(s) to: navigate in adverse lighting conditions, locate and identify any threats and gives the officer(s) a tactical advantage of blinding and disorienting (even momentarily) a suspect. Most law enforcement shootings occur during the hours from sunset to sunrise, when ambient light is either reduced or virtually non-existent. Most officers' should be able to execute at least one handgun flashlight technique. However officers' should master several techniques, as the environment and situation will dictate which one you will use. The well rounded officer practices all techniques and uses whichever one is best suited for a given set of circumstances. Remember there is no one best technique for all situations.

Chapman Technique: It requires the flashlight to be equipped with a side mounted switch. The body of the light is encircled by the index finger and thumb at the switch leaving the remaining fingers to be placed across the dominant hand fingers that are gripping the handgun. The switch of the light should be angled the left of top center at approximately the 10 o'clock position. The body of the flashlight is held parallel to the barrel of the handgun by pressing it between the "drumstick" base of the dominant and support hand thumbs. Pulling back and applying isometric tension with the support hand in this position greatly assists in controlling recoil.

Welch Technique: The body of the flashlight is placed between the separated first and middle fingers of the support hand and the body rests on the upward facing palm of the hand. The switch is angled to the support side at the 9 o'clock allowing the thumb to work the pressure switch. This leaves the ring and little fingers to be used as support when placed nearly vertical to the dominant hand for recoil control.

Rogers Technique: This technique is limited to flashlights with the tail cap pressure switches'. The flashlight is grasped between the first and middle fingers of the support hand in front of the grommet or collar. The pressure switch is placed against the base of the thumb (drumstick) and is turned on and off by flexing or releasing of the fingers to manipulate the pressure switch. Depending on an officers hand size, more recoil control is provided by placing the available fingers of the support hand across the fingers of the dominant hand. Pulling back with the support hand applies isometric tension to the grip.

Harries Technique: The flashlight is held by the officer in a reverse grip of the support hand. The switch located on the side is usually manipulated with the middle or ring finger. Switches located on the rear of the light are manipulated with the thumb. <u>When acquiring the two-handed shooting technique it is important that the support hand holding the light passes underneath the dominant hand holding the handgun.</u> The back of the support hand should be pressed against the back of the dominant hand in an attempt to dampen recoil of the handgun and to keep the two-handed technique from coming apart when shots are fired. The handgun and flashlight should be parallel to each other when pointed at a target. <u>The elbow of the</u>

support arm should be pointing straight down towards the ground. This technique is adaptable to the Weaver stance.

> **Instructors note:** The Seattle Police Department is currently offering a pilot handgun flashlight mounted program, where the officer must purchase a specific light, pressure switch and holster all authorized by the firearms unit in conjunction with the Education and Training Section. You must then attend and pass the 9 hour training evening in order to be authorized to carry it on duty.

<u>**Reloading Techniques:**</u>

The concept of "when" to reload a semi-automatic pistol or a revolver must be combined with the "how to". Officers must understand that it takes a lot of practice to stay proficient, especially when exposed to the mental, physical and the environmental chaos of the deadly force confrontation. We must find those techniques with the fewest draw backs and expose the officers to those which are proven in battle and allow the officer to develop those options during live fire training.

Out of battery or empty chamber reload speed reload for semi auto pistols: This term refers to the methods by which the shooter replenishes ammunition in the pistol during a confrontation or training exercise, without retaining the depleted magazine. When the slide has locked to the rear, on a semi-automatic pistol, keep the eyes on the threat, bend the dominant arm and bring the pistol into the **"work space or work area".** Shift the dominant hand's grip on the pistol to allow the thumb (right handed shooter) index or middle finger (left handed shooter) to press the magazine catch and release the empty magazine from the pistol. While doing so, remove the fresh (fully loaded) magazine from the pouch with the support hand, obtaining the proper grip (index finger indexed and touching the front of the bullet on the top of the magazine). The indexed finger of the support hand should then guide the magazine to the magazine well. Next, place the flat of the back of the magazine to the flat of the back of the magazine well. Insert the magazine and firmly seat it with the palm of the hand under the magazine floor plate. Once the magazine is seated, grasp the slide (with your support hand) behind the ejection port and rack the action to chamber the bullet. Reestablish the proper two handed grip on the pistol and deal with any threats appropriately.

In battery speed reload: This term refers to the methods by which the shooter replenishes ammunition in the pistol during a confrontation or training exercise, without retaining the partially depleted magazine. Keeping the eyes on the threat, bend the dominant arm and bring the pistol into the **"work space".** Shift the dominant hand's grip on the pistol to allow the thumb (right handed shooter) index or middle finger (left handed shooter) to reach the magazine catch as the support hand moves to the magazine pouch. Only after obtaining a full magazine from the pouch, press the magazine catch to drop the partially depleted magazine from the pistol. Using the correct grip on the fresh magazine, move it towards the magazine well where they should pass each other in mid-air. Next, place the flat of the back of the magazine to the flat of the back of the magazine well. Insert the magazine and firmly seat it with the palm of the hand under the magazine floor plate. Once the magazine is seated, reestablish the proper two handed grip on the pistol and deal with any threats appropriately.

Tactical Reload: This reload is performed prior to the magazine, that's in the pistol, being empty. These techniques are sometimes referred to as a "Tac" reload. An advantage over the in-battery speed reload is that the shooter retains whatever ammunition is left in the partially depleted magazine for possible later use instead of dropping it onto the ground and leaving it behind, should you move to another location. There are several options in this technique and

with practice the shooter can find which option works best for them and apply it to their training.

Option 1: Keeping the eyes on the threat, bend the dominant arm and bring the pistol into the **"work space".** Shift the dominant hand's grip on the pistol to allow the thumb (right handed shooter) index or middle finger (left handed shooter) to reach the magazine catch. Position the support hand, palm, under the magazine well and depress the magazine catch to release the partially depleted magazine into the support hand. Place the partially depleted magazine into the pocket or the waistband to be available for later retrieval if needed. Remove the fresh magazine from the pouch using the correct grip and move it towards the pistol. Next, place the flat of the back of the magazine to the flat of the back of the magazine well. Insert the magazine and firmly seat it with the palm of the hand under the magazine floor plate. Once the magazine is seated, reestablish the proper two handed grip on the pistol and deal with any threats appropriately.

Option 2: Keeping the eyes on the threat, bend the dominant arm and bring the pistol into the "work space", then verify the availability of a fresh magazine and remove it from the magazine pouch with the support hand. Shift the dominant hand's grip on the pistol to allow the thumb (right handed) or the index or middle finger (left handed) to reach the magazine catch. Starting with the correct grip on the magazine, move the index finger down alongside the magazine towards the thumb. This places the magazine between the index and middle finger and positions them to grasp the base of the partially depleted magazine and withdraw it when the magazine catch is depressed. Insert the fresh magazine into the magazine well and seat it firmly with the palm of the hand. While still retaining the partially depleted magazine. Place the partially depleted magazine into the waistband or pocket to be available for later retrieval if needed. Reestablish the proper two handed grip on the pistol and deal with any threats appropriately.

SUL and Low Ready Positions:

During a deadly force encounter, the mind of the law enforcement officer has much to consider: identification, location and number of suspects, lighting, terrain, cover and concealment, movement by bystanders and their back drop just to name a few. With so many factors outside of the officers' control, the situation that initially suggests the need to fire the shots might change between the times the pistol is grasped in the holster to the moment of pressing the trigger. Therefore, the officers' ability to de-escalate from the pistol being pointed in on-target to a lowered or SUL position with the trigger finger indexed must be addressed. Whether drawing the pistol to shoot a threat or to challenge a suspect from the low ready or SUL position should be broken down into simple steps. These positions must also be practiced while using the various flashlight techniques as not all officer involved shootings will take place in daylight.

Presentation to the Low Ready Position:

Grip: Both hands move simultaneously, the support hand moves to the centerline of the body in the area of the diaphragm with the open palm touching the torso and the thumb pointing towards the officers' chin. The dominant hand moves to the pistol, defeating all retention devices on the holster and obtaining a proper grip on the pistol.

Clear: The support hand remains in the same position. The dominant hand draws the pistol from the holster. When the pistol clears the holster opening, briskly elevate it so that the muzzle of the pistol points at the ground 45 degrees to the front of the officer.

Join: The dominant hand starts moving the pistol forward as simultaneously the support hand moves so that the extended fingers cross over and wrap around the fingers of the dominant hand to obtain a proper two handed grip. The position of the muzzle stays pointing at the ground at a 45 degree angle, so the officer can see the suspects hands and waist band area and that the pistol doesn't block the officers field of view. The trigger finger remains indexed above the trigger guard of the pistol alongside of the receiver. (A verbal challenge may be issued) "Police, stop" or "Police, don't move" would then be followed with situation specific instructions.

Presentation to the SUL position:

Grip - both hands move simultaneously, the support hand moves to the centerline of the body in the area of the diaphragm with the open palm touching the torso and the thumb pointing towards the officers' chin. The dominant hand moves to the pistol, defeating all retention devices on the holster and obtaining a proper grip on the pistol.

Clear - the support hand remains in the same position. The dominant hand draws the pistol from the holster. When the pistol clears the holster opening, the dominant hand moves the pistol forward and towards the centerline of the torso so the pistol is over the support hand

fingers and the tips of both thumbs touch each other. The muzzle of the pistol is pointing between the feet of the officer at the ground. The slide of the pistol rests against the back of the extended support hand fingers. The trigger finger remains indexed above the trigger guard of the pistol alongside of the receiver. (A verbal challenge may be issued) "Police, stop" or "Police, don't move" would then be followed with situation specific instructions.

Skill and Drill Training #1:   **Combat shooting**

The lead instructor will conduct a safety brief for all officers in case someone gets injured during training.

Discuss the firearms range safety rules:
1.   **All guns are loaded**
2.   **Point the muzzle in a safe direction (The laser rule)**
3.   **Keep your trigger finger outside the trigger guard until you are on target and have decided to fire.**
4.   **Be sure of your target and what is beyond it.**

TELL:
Combat shooting at the 3 yard line (alternating between the SUL and Low ready positions) and practicing reloading techniques.

When the target turns officers will come up (from either the sul or low ready position) and engage their target with 2 rounds to the body and 2 rounds to the head in 3 seconds. When the target turns away, officers will go back to their starting position (sul or low ready) and wait for the target to turn again.

When the target re-faces the officer, the officer will come up and engage the target with 2 more rounds to the body, but this time in 2 seconds.

After the target turns away all officers will evaluate their threat, scan 360 degrees in their surrounding area using the SUL position, make sure on the condition of their weapon (reload if necessary) and then holster.

The officers will alternate using the SUL and low ready positions each time we conduct another repetition.

When all weapons are holstered all officers will head down range where we will mark their target, evaluate their shot placement, give feedback and then repeat as necessary.

SHOW:
The adjunct instructor will show the officers what is expected of them during the drill by running the drill from the beginning to the end. The adjunct instructor will demonstrate the drill from both the SUL and low ready positions.

DO:
The officers will now practice the drill live fire. We will repeat as necessary

Skill/Drill Training #2   **Combat shooting**

TELL:
Combat shooting at the 5 yard line (Using both the SUL and Low ready positions) and practicing reloading techniques.

All shooters will start with their gun at the low ready or SUL position (when directed to use which position).

When the target turns the officers will come up from the directed position and fire 3 rounds to the body in 2 seconds. When the target turns away the officers will go back to the directed position and wait for the target to turn again.

When the target re-faces the officers will fire another 3 rounds to the body in 2 seconds.

When the target turns away the officers will then evaluate their threat, scan 360 degrees in their surrounding area, make sure on the condition of their weapon (reload if necessary) and then holster.

When all weapons are holstered all officers will head down range where we will mark their target, evaluate their shot placement, give feedback and then repeat as necessary.

SHOW:
The adjunct instructor will show the officers what is expected of them during the drill by running the drill from the beginning to the end. The adjunct instructor will demonstrate the drill from both the SUL and low ready positions.

DO:
The officers will now practice the drill live fire. We will repeat as necessary.

Skill/Drill Training #3   **Marksmanship fundamentals/one handed shooting**

TELL:

All officers will start with their gun in their holster and all retention devices engaged.

When the target turns officers will draw their gun using their strong hand only and fire 3 rounds to the body in 7 seconds. When the target turns away the officer will then safely transfer their gun to their support hand.

The officer will be in either, the SUL or low ready position, whichever one they prefer and wait for the target to turn again. When the target re-faces the officer they will come up and fire 3 more rounds to the body, this time in 5 seconds using their support hand only.

When the target turns away the officer will then evaluate their threat, scan 360 degrees in their surrounding area, make sure on the condition of their weapon (reload if necessary) and then holster.

When all weapons are holstered all officers will head down range where we will mark their target, evaluate their shot placement, give feedback and then repeat as necessary.

SHOW:
The adjunct instructor will show the officers what is expected of them during the drill by running the drill from the beginning to the end.

DO:
The officers will now practice the drill live fire. We will repeat as necessary.

Skill/Drill Training #4 **Marksmanship fundamentals/shooting with a flashlight in hand**

TELL:
All officers will start with their flashlight and handgun married into one of the approved flashlight techniques. They can be in either the SUL or low ready position to start.

When their target turns the officer will come up and fire 3 rounds to the body in 7 seconds. When the target turns away the officer will come back down to their starting position and wait.

When the target re-faces them the officer will again come up and fire another 3 rounds in 7 seconds using their flashlight technique. When the target turns away the officers will evaluate their threat, scan 360 degrees in their surrounding area, make sure on the condition of their weapon (reload if necessary) and holster.

When all weapons are holstered all officers will head down range where we will mark their target, evaluate their shot placement, give feedback and then repeat as necessary.

SHOW:
The adjunct instructor will show the officers what is expected of them during the drill by running the drill from the beginning to the end.

DO:
The officers will now practice the drill live fire. We will repeat as necessary.

Skill/Drill Training #5   **Marksmanship fundamentals/standing position**

TELL:
All officers will start with their gun in their holster with all retention devices engaged. This is a standing position.

When their target turns the officer will draw and fire 6 rounds to the body in 17 seconds.

When their target turns away the officer will then evaluate their threat, scan 360 degrees in their surrounding area, make sure on the condition of their weapon (reload if necessary) and holster.

When all weapons are holstered all officers will head down range where we will mark their target, evaluate their shot placement, give feedback and then repeat as necessary.

SHOW:
The adjunct instructor will show the officers what is expected of them during the drill by running the drill from the beginning to the end.

DO:
The officers will now practice the drill live fire. We will repeat as necessary.

Skill/ Drill Training #6 **Passing the department qualification course minimum of 112 points.**

Stage 1   **3 yards - 4 shots (Failure Drill), 2 shots to the body:** Starting from a low ready or Sul position **fire two shots to the body and two shots to the head of the target in two (3) seconds**. Officer will place the handgun back in the low ready or Sul position in anticipation of the target turning a second time. When the target turns, the officer will **fire two shots to the body in one (2) second.** Officer will then scan, tactically reload, scan again and holster the handgun to prepare for the next stage of fire.

6 rounds total   Maximum score: 30 points

Stage 2   **5 yards -6 shots (All Body):** Starting from a low ready or Sul position the officer will **fire three shots to the body of the target in two (2) seconds**. Officer will place the handgun back in the low ready or Sul position in anticipation of the target turning a second time. When the target turns, the officer will **fire three shots to the body in two (2) seconds**. Officer will then scan, tactically reload, scan again and holster the handgun to prepare and move to the next stage of fire.

6 rounds total   Maximum score: 30 points.

Stage 3   **7 yards - 6 shots (All Body):** Starting from a low ready or Sul position the officer will **fire three shots to the body of the target in 7   seconds utilizing the strong hand only**. Officer will transfer the handgun to the support hand in the low ready or Sul position in anticipation of the target turning a second time. When the target turns, the officer will **fire three shots to the body in five seconds utilizing only the support hand**. Officer will then transfer their handgun back to their strong hand and scan, tactically reload, scan again and holster the handgun to prepare and move to the next stage of fire.

6 rounds total   Maximum score: 30 points.

Stage 4   **10 yards - 6 shots (All Body):** With the weapon in low ready and ***with flashlight in the* support *hand pointed down range in search mode***, when the target turns, the officer will employ flashlight technique of their choice and **fire three shots in the torso in seven seconds.** Officer will place his handgun in the low ready or Sul position scanning the target area with the flashlight, in anticipation of the target turning. When the target turns, the officer will **fire three shots to the body in seven seconds**. Officer will then scan, tactically reload, scan again and holster the handgun to prepare and move to the next stage of fire.

6 rounds total   Maximum score: 30 points.

Stage 5   **15 yards – 6 shots (All Body) :** Starting from a low ready or Sul position when the target turns, the officer will **fire six (6) shots to the body of the target in fifteen (17) seconds.**

6 rounds total   Maximum score: 30 points.

Scoring

Target hits:	Score
Instructed head shots must be in the face to count	5 points
Inner circle body shot	5 points
Milk bottle ring body shot	4 points
Body shots outside the milk bottle	0 points

Hits inside the body touching scoring lines count as higher value.

Hits on the outer edge of the body must have half diameter on the body to count.

Maximum Score: 150   (6 shot revolver/semi-automatic pistol)
                         125   (5 shot revolver)

   Minimum Passing Score: 112   (6 shot revolver/semi-automatic pistol)
              94   (5 shot revolver)

IAL-QRWY-67

At the end of each session the range will be picked up and the lead instructor will conduct a summary of the days training before the

Review:

- Review of Performance Objectives of Class

- Review of key points that achieved the performance objectives

- Instructor contact information for student follow-up

Debrief: w/ Instructors….*what went right, wrong and what can we do better*?

Key Knowledge Based Points

1) Do you have legal authority to be where you took enforcement action? Why?
2) Do you have a lawful purpose for the seizure? What?
3) Did you attempt De-Escalation? Was De-Escalation possible?
    a. Could you have taken steps that would have reduced the likelihood of using force?
    b. If force is used was the force necessary? Why?
    c. Was the force used proportional to the resistance offered? How?
    d. Did you modulate the force based on resistance? How?
    e. Was the force objectively reasonable? Why?
4) Was your decision in training within policy? Why?
    a. What is your reporting requirement, if any, under policy?
    b. How is the incident documented?
5) Would your decision be uniformly applied in all communities?
    i. If not why not?
    ii. Is this Reasonable?
6) What post investigation or post incident actions should you do to explain your decision to the subject, the others impacted by the police action and to the community?

Seattle Police First Aid 2014

Prepared by: Officers Ed Anderson & Matt Nichols

Sgt. Review: Sgt. Ovens

Training summary:

First AID 2014 is a two hour block of sustainment training that recertifies Officers on AED/CPR. It also serves as sustainment training for officers on the use of the Combat Application Tourniquet (CAT), and the Oleas trauma bandage. Fifteen (15) students will arrive at the range at the designated time, pass through the safety check point, and go to the appointed classroom. Participants will receive a safety briefing, overview of the training, performance or learning objectives for the training and the training material. The following subject matter will be trained:

- Automatic External Defibulator (AED)
- Cardio pulmonary resuscitation (CPR)
- Bandaging with Oleas 4" field dressing
- Combat application Tourniquet (CAT).

Once the safety briefing and introduction are completed students will be broken into two groups, issued any necessary equipment, a secondary weapons check completed and training will commence.

Training schedule:

The course will be conducted using the following schedule:

Session One:

07:30 Instructor set-up

08:00 Students will arrive and be cleared through the safety check. (10m)

08:10 Safety Briefing & Introduction (5m)

08:15 Divide group into 2 groups, secondary weapons check (5m)

08:20 Commence training, Iteration One (40m)

09:00 Rotate, Iteration Two (5m)

09:05 Iteration (40m)

09:45 Debrief, review and out process

Session Two:

10:00 Students will arrive and be cleared through the safety check. (10m)

10:10 Safety Briefing & Introduction (5m)

10:15 Divide group into 2 groups, secondary weapons check (5m)

10:20 Commence training, Iteration One (40m)

11:00 Rotate, Iteration Two (5m)

11:05 Iteration Two (40m)

11:45 Debrief, review and out process

Student Lunch: 1200-1300

12:30 Instructor set-up

Session Three:

13:00 Students will arrive and be cleared through the safety check. (10m)

13:10 Safety Briefing & Introduction (5m)

13:15 Divide group into 2 groups, secondary weapons check (5m)

13:20 Commence training, Iteration One (40m)

14:00 Rotate, Iteration Two (5m)

14:05 Iteration Two (40m)

14:45 Debrief, review and out process

Session Four:

15:00 Students will arrive and be cleared through the safety check. (10m)

15:10 Safety Briefing & Introduction (5m)

15:15 Divide group into 2 groups, secondary weapons check (5m)

15:20 Commence training, Iteration One (40m)

16:00 Rotate, Iteration Two (5m)

16:05 Iteration Two (40m)

16:45 Debrief, review and out process

17:30 Instructor break down and debriefing

Logistical Information:

Site: Range Class room

Training Equipment:
    4 Oleas Bandages for training use
    2 AED training Units
    1 Drag/Bleed dummy
    6 infant CPR rescue dummy
    6 adult CPR dummies
    CPR training protective masks
    Computer and necessary equipment for safety briefing
    Safety equipment per standard ETS protocol: wands, leg bands, etc.

Staffing Requirements:
Instructors: 2

Training plan:

Training will be delivered Monday through Thursday; commencing May 5, 2014. The intended audience is sworn officers. This class will be a two-hour block of instruction, as part of a 9-hour training session. The 9-hour training session will consist of an A/B format, with an overall class of forty (40) students split into two groups of twenty (20) students. One group will attend four (4) hours of Less-Lethal Recertification training, while the other group attends a split session consisting of Use of Force Core Principles and First Aid Training.

This class will run opposite of the Use of Force Core Principles block, as part of the split session. A group of twenty (20) students will split in half; with ten (10) students attending First Aid and ten (10) students attending Core Principles.

After completion of either Core Principles or First Aid, the students will switch sessions, to complete the split session. Group A and Group B will switch at the lunch break.

During each full A/B session, two (2) groups of twenty (20) students will be able to complete this training. With the addition of a Sunday daytime session or a Thursday nighttime session once per week, 200 officers will be able to complete this training each week. This will allow 1300 officers to complete the training within an eight (8) week training cycle, with an allowance for 23% above the minimum required number of training slots.

Performance/Learning Objectives:

In skill training or a drill, all sworn Officers:

- Will properly identify when to use the Automatic External Defibulator (AED) as evaluated by an Education & Training Section Instructor.

- Will properly use the AED on a training mannequin according to the standards published by the American Heart Association as evaluated by an Education & Training Section Instructor

- Will properly identify when to use Cardio Pulmonary resuscitation (CPR) as evaluated by an Education & Training Section Instructor.

- Will correctly perform CPR on a training mannequin according to the standards published by the American Heart Association as evaluated by an Education & Training Section Instructor.

- Will properly identify when to use to use a Combat Application Tourniquet (CAT) as evaluated by an Education & Training Section Instructor.

- Will correctly apply a CAT to themselves and a fellow student using the correct technique as demonstrated as evaluated by an Education & Training Section Instructor

- Will properly identify when to use to use the Oleas Bandage as evaluated by an Education & Training Section Instructor.

- Will correctly apply an Oleas 4" bandage for hemorrhage control using the standards of the American Heart Association.

Overview:

In order to complete the performance objectives or learning objectives the students will receive the following training:

- **To meet Performance/ Learning Objectives 1&2:**
  Instructors equipped with the individual AED/CPR Skills Check Lists, and appropriate CPR/AED mannequins, will explain, review, and then demonstrate the application of the AED, and then CPR. Students will then perform the skills steps coached and /or remediated as necessary by Instructors. Students will then perform a drill closer to real time that simulates a field application of the techniques with context given that they are working on colleagues in an emergent situation.

- **To meet Performance/ Learning Objectives 3&4:**
  Instructors equipped with the individual CAT/ Oleas Bandage Skills Check lists, an officer uniformed training dummy that bleeds simulated blood, will explain, review, and demonstrate the application of the CAT and Oleas Bandage on a victim. Students will then perform the skill steps coached and/or remediated as necessary by Instructors. Students then perform a drill closer to real time that simulates emergent application of the CAT and Oleas on a colleague in the context of field conditions.

Interest Introduction:

- This training is to help you save yourself, your partners and the public. We can't rely solely on SFD to save and aid ourselves and partners when we become injured in the course of our duties. Never forget that SFD will take time to get to, and may not enter a scene they consider unsafe. This course will help you take control of your own fate.

- These skills sets are not just for on duty use. They are transferable to first aid for your own family. Who in this class does not want to be able to care for their own loved ones?

- The techniques we are teaching are transferable and can be applied in multiple environments. With proper equipment and circumstances they can be used in threat and non-man made threat scenes. For Example: Car crashes, Natural disasters.

- Our duty as first responders, it is part of your job. We are held to a higher standard to provide aid to our colleagues and the public. Who in this room wants to look at the family of a downed officer and say "I didn't help because I didn't take my First Aid training seriously."

Material Introduction:

This material originates from multiple sources and is adapted to suit the SPD operational environment. Techniques and protocols are recognized by multiple sources to include:

- United States Dept. Of Defense

- JBLM MSTC Care Under Fire Course

- Committee for Tactical Emergency Casualty Care (C-TECC) (U.S.A)

- Dept. Of Homeland Security

- King County Medic One

- Seattle Police dept. Care Under Fire (CUF) program

- American College of Surgeons C-TECC Report 2013

<u>Station One</u>

CPR segment:
- Confirm that students have pre-viewed the pre load CPR video via E-learning
-
- Following the **CPR Checklist** the Instructor will:
-
  - o **Tell:** Student how to apply CPR

  - o **Show**: The student how to apply CPR

  - o **Do:** Student will apply CPR with coaching of Instructor.

- Summarize the skill steps

Adult & Child CPR Checklist

Step	Critical Performance Steps	Adult CPR AED ☐ If done correctly	Child CPR AED ☐If done correctly
1	**Verbalized that the scene is safe**		
2	**Checks for response-tap and shout**		
3	**Yells for help**		
4	**Tells someone to phone the emergency response number (or 911) and get an AED (for adult only)**		⬛
5	**Checks for no breathing or only gasping** *Minimum 5 seconds: maximum 10 seconds*		
6	**Locates hand placement for compressions** *Moves clothes out of the way of the chest* *Lower half of the breastbone: 1 or 2 hands for child*		
7	**Delivers first set of compressions** *Gives 30 compressions in 18 seconds or less*		
8	**ADULT: Gives 2 breaths with a mask** **CHILD: Gives 2 breaths without a mask** *At least 1 breath results in visible chest rise* *Breaths given and compressions started within 10 seconds*		
9	**Delivers second set of compressions** *Gives at least 23 of 30 compressions in the correct chest location*		
10	**ADULT: Gives 2 breaths with a mask** **CHILD: Gives 2 breaths without a mask** *At least 1 breath results in visible chest rise* *Breaths given and compressions started within 10 seconds*		

11	*Instructor says*, **"You have just completed 5 sets of compressions and breaths."**		
12	**Turns on the AED immediately after it arrives**		

The next step is done only with a manikin with a feedback device designed to indicate when compressions are 2 inches deep (child) or more (adult) and/or indicate that chest recoil is complete. If no feedback device, STOP THE TEST.

Infant CPR Check List

Step	Critical Performance Steps	Child CPR AED ☐ If done correctly
1	**Verbalized that the scene is safe**	
2	**Checks for response-tap and shout**	
3	**Yells for help**	
4	**Checks for no breathing or only gasping** *Minimum 5 seconds: maximum 10 seconds*	
5	**Locates hand placement for compressions** *two fingers just below the nipple line on the breastbone*	
6	**Delivers first set of compressions** *Gives 30 compressions in 18 seconds or less*	
7	**Gives 2 breaths without a mask** *At least 1 breath results in visible chest rise* *Breaths given and compressions started within 10 seconds*	
8	**Delivers second set of compressions** *Gives at least 23 of 30 compressions in the correct chest location*	
9	**Gives 2 breaths without a mask** *At least 1 breath results in visible chest rise* *Breaths given and compressions started within 10 seconds*	
10	*Instructor says*, **"You have just completed 5 sets of compressions and breaths."**	
	The next step is done only with a manikin with a feedback device designed to indicate when compressions are about 1 ½ inches deep or indicate that chest recoil is complete. If no feedback device, STOP THE TEST.	
11	**Delivers third set of compressions of adequate depth** *Acceptable if at least 23 or 30 compressions indicate a depth of about 1 ½ inches*	

AED

- Confirm that students have pre-viewed the AED video via E-learning
- Following the **AED Checklist** the Instructor will:
  - **Tell:** Student how to apply the AED using the AED checklist
  - **Show**: The student how to apply a AED sequentially per the AED checklist
  - **Do:** Student will apply the AED with coaching of Instructor.
- Summarize the skill steps

Step	Critical Performance Steps	☐ If done correctly
1	**Authorization to use AED**; Must meet the following three criteria: Patient is 15 years of age or older. Patient has confirmed circulatory arrest. From non-traumatic causes.	
1	**NOT WITNESSED: If Patient Collapse is Not Witnessed:** ESTABLISH UNRESPONSIVENESS. Immediately request a "Medic Response" via radio or call 911. Ask other rescuers to retrieve an AED from a patrol car or wall cabinet	
2	If alone, perform continuous Chest Compressions for 2 minutes at the rate of 100 per minute	
3	If other trained rescuers are available, they may ventilate the patient at the rate of 2 ventilations for every 30 Chest Compressions	
4	**After 2 minutes of Chest Compressions, or (5 cycles 30:2), Turn on AED and follow prompts.**	
5	**Continue Use until relived by Medics**	
1	**COLLAPSE IS WITNESSED:** ESTABLISH UNRESPONSIVENESS. Immediately request a "Medic Response" via radio or call 911	
2	**Deploy AED. Turn on AED and follow prompts.**	
3	**Continue Use until relived by Medics**	

Station Two

CAT Segment:
- Determine if student is CUF trained. If not, give CAT information sheet
- Following the CAT Checklist the Instructor will:
  - **Tell:** Student how to apply CAT. Use the skills steps on the CAT Checklist in sequence.

Student Drills:

- Perform proper CAT application on self (tactical environment considerations apply) See CAT Checklist
- Perform proper application to partner (tactical environment considerations apply)
- Drill: Student properly applies CAT to self, leg or arm in under 90 seconds, resumes posture
- Summarize skills steps

Closing emphasis for students:

If student is not CUF trained, explain the CAT's purpose and explain safeguard considerations if encountered:

- Once applied correctly do not remove the CAT

- Do not allow anyone other than a surgeon to remove the CAT

CAT Checklist

Step	Critical Performance Steps	☐ If done correctly
1	Neutralizes threat/ Minimizes exposure	
2	Takes knee/Uses wall for support	
3	Slides wounded extremity through loop (red to chest)	
4	Correctly positions CAT (Up high/windlass up)	
5	Pulls red end of band tight toward center of chest and secures to Velcro (stop at clip)	
6	If leg, routes the band through the 2nd hole on buckle	
7	Twists windlass until bleeding stops	
8	Locks the windlass rod in place with clip	
9	Secures the windlass rod with white strap	
10	Resume fighting posture	
11	Notify Radio, Partner that CAT is on, Call for help, give location if staying, self-extract to safety if feasible	

Bandage

- Confirm that students have pre-viewed the First Aid video via E-learning.
- Determine if student is CUF trained. If student is not, give a brief overview of the Oleas bandage.
- Following the Bandage Checklist the Instructor will:
  - o **Tell:** Student how to apply the Oleas
  - o **Show**: The student how to apply a Oleas
  - o **Do:** Student will apply Oleas with coaching of Instructor
- Drill: Student demonstrates proper application of Oleas bandage on arm, leg & neck
- Summarize student performance

Bandage Checklist

Step	Critical Performance Steps	☑ If done correctly
1	Quick wound assessment	
2	Instructs victim to apply direct pressure	
3	Dons protective gloves	
4	**Open packaging material**	
5	Replace victim hand with bandage, Occlusive side down	
6	**Wrap against tension bar. Ensure counter wrap**	
7	**Check fit. Communicate with victim.**	

Summary & Review:

Summarize the Instructional Blocks
- AED/CPR Instructional Block
- CAT/Oleas Bandage Instructional Block

Review of Performance Objectives of Class

- Have Officers give examples of why we train this skill set, and why it is important to them and the public we serve
- Give objectives of each block and ask the class if they performed each successfully
- Check for any questions students may have on the class
- Ensure that all Student Performance Evaluations are collected and names are annotated.
- Offer CAT Hand Out Sheet to Non-CUF trained Officers

If you have any questions or concerns please contact:

Ed Anderson, SPD, E.T.S edward.anderson@seattle.gov

Student Performance Evaluation:

AED/CPR Instructional Block

☐ **Trained (T) – Officer/team performed** *all* **task elements in the check list to an acceptable standard.**

☐ **Remedial (R) - Officer/team does not perform all task elements to the described standard.***

*Remedial training:

Comments:

Instructor:

CAT/Oleas Bandage Instructional Block

☐ **Trained (T) – Officer/team performed _all_ task elements in the check list to an acceptable standard.**

☐ **Remedial (R) - Officer/team does not perform all task elements to the described standard.***

***Remedial training**:

Comments:

Instructor:

Student Name:

Serial #:

Date trained:

Student hand-out:

Some Information on the Combat Application Tourniquet (CAT)

- The CAT has been in use for over 15 years.
- The CAT is used in Military and law enforcement settings
- To date, there is a less than .01 percent incidence of injury to limbs from CAT use
- The CAT has the most real world data published of any other brand of tourniquet
- The CAT is a one use only item
- The CAT is now issued to Officers that have completed Care Under Fire Training
- The CAT is for use on arms & legs only
- The CAT should be applied for hemorrhage control (Bleeding) when it can't be stopped, or the environment does not allow other bleeding control efforts (Shots fired, tactical environment, mass casualty incident)
- Once correctly applied. No one except a doctor should remove it
- CATS are placed high up on a limb and if they are tight enough to hurt, they are on correctly. Blood flow and pulse should stop when properly applied.

If you have any questions or concerns please contact:

Ed Anderson, SPD, E.T.S edward.anderson@seattle.gov

2014 Use of Force Skills Training

Team Tactics

Prepared by: Sergeant Brooks, Officer Edward Anderson, Officer John P. Knight

Review: Sergeant Ovens

Training summary:

This module of Team Tactics training incorporates training in Rapid Intervention, Multiple Officer Building Search and Officer down Medical Drills in support of the Seattle Police Department's Use of Force Policy. This block of training will be delivered at the Seattle Police Department Range.

Team tactics require proper threat identification, the coordinating of multiple officers and the employment of a proportional response to solve the perceived problem. These problems may be rapidly evolving, involve high risk to officers and the public, and may necessitate the use of force for a successful resolution. Effective identification of the problem and possible solutions enhances officer and citizen safety. Rapid Intervention, Multiple Officer Building Search and Officer down Medical Drills training are well established in the law enforcement community. Sustained training ensures that all officers are able to perform the skills to acceptable standards.

This training module is designed to accommodate a maximum of sixteen (16) and a minimum of twelve (12) officers per each half of the day. The training module will be four (4) hours in length and it is intended that all officers on the department will complete the training. Officers will be divided evenly into three groups. Each group will complete training blocks of Rapid Intervention, Multiple Officer Building Search and Officer down Medical Drills.   At the completion of each block, students will rotate so that all three groups complete the training within the half day of training.

Each block of instruction will start with a brief presentation covering the key concepts that will be covered in the associated skills/drills training and scenarios. Sub-dividing the groups will allow officers to complete more repetitions and scenarios during the time allowed.

The training will be conducted using our standard instructional method of concepts training, skills/drills training and reality-based scenario training. Concepts will be presented in a clear and concise manner focusing on making the concepts operational. The skills/drills portion will be delivered using the Tell, Show, and Do method of instruction. Scenarios will be performed using the SPD reality-based reflective reinforcement training protocol: using the brief, priming for override, pause, reset and self-directed narrative debrief.

Each sub-module will be staffed with the station instructor(s) and the necessary role player(s) to conduct the skills/drills and scenario training effectively and safely. One (1) instructor will serve as the lead instructor and safety officer. Scenarios are designed to incorporate events that a patrol officer will need to deal with; for example, an open door on a residence, a downed officer or a person with a gun on school grounds.

Daily training schedule:

0800-1200	**Session #1**
0715	Instructors on site and prepare for training, initiate safety lock down
0745-0800	Students arrive and are cleared through the entry control point
0800-0810	Security and safety checks, safety briefing
0810-0815	Students are divided into three groups (A, B, C) of 4 to 7 students. Group A goes to Rapid Intervention, Group B goes to Multiple Officer Building Search and Group C goes to Officer Down Medical Drills
0815-0825	Group A: concepts presentation for Rapid Intervention
	Group B: concepts presentation for Multiple Officer Building Search
	Group C: concepts presentation for Officer Down Medical Drills
0825-0845	Drill Training for all groups
0845-0920	Scenario Training for all groups
0920	Groups Rotate
0925-0935	Group B: concepts presentation for Rapid Intervention
	Group C: concepts presentation for Multiple Officer Building Search
	Group A: concepts presentation for Officer Down Medical Drills
0935-0955	Drill Training for all groups
0955-1030	Scenario Training for all groups
1030	Groups Rotate
1035-1045	Group C: concepts presentation for Rapid Intervention
	Group A: concepts presentation for Multiple Officer Building Search
	Group B: concepts presentation for Officer Down Medical Drills
1045-1105	Drill Training for all groups
1105-1140	Scenario Training for all groups
1145-1200	Recovery and debrief

1300-1700   **Session #2**

1230   Instructors on site and prepare for training, continue safety lock down

1245-1300   Students arrive and are cleared through the entry control point

1300-1310   Security and safety checks, safety briefing

1310-1315   Students are divided into three groups (A, B, C) of 4 to 7 students. Group A goes to Rapid Intervention, Group B goes to Multiple Officer Building Search and Group C goes to Officer Down Medical Drills

1315-1325   Group A: concepts presentation for Rapid Intervention

                 Group B: concepts presentation for Multiple Officer Building Search

                 Group C: concepts presentation Officer down Medical Drills

1325-1345   Drill Training for all groups

1345-1420   Scenario Training for all groups

1420   Groups Rotate

1425-1435   Group B: concepts presentation for Rapid Intervention

                 Group C: concepts presentation for Multiple Officer Building Search

                 Group A: concepts presentation Officer down Medical Drills

1435-1455   Drill Training for all groups

1455-1530   Scenario Training for all groups

1530   Groups Rotate

1535-1545   Group C: concepts presentation for Rapid Intervention

                 Group A: concepts presentation for Multiple Officer Building Search

                 Group B: concepts presentation for Officer Down Medical Drills

1545-1605   Drill Training for all groups

1605-1640   Scenario Training for all groups

1645-1700   Recovery and debrief

Training plan:

This training will be delivered on Tuesday and Thursday as the other half of the day for officers attending Firearms training. This training plan allows for 64 officers per week to attend the training, with an allowance for 25% excess seats, permitting 1,300 officers to complete the training cycle in 26 weeks.

Safety Plan:

Instructors will perform a site walk through prior to each training session to identify any safety hazards. An armed officer will be present at each session. The training site will have safety tape marking the perimeter to designate the weapons free training area. Once the perimeter is established the site is weapons free. Prior to each session a group safety briefing will be executed listing medical emergency procedures and identifying any EMT officers in the cadre/student body. An ETS First Aid bag will be part of the daily gear, to include standard kit for treating penetrating trauma. The ETS EVOC cargo truck will serve as the designated entry point to the secure training area. The plan consists of the following steps:

- Training Cadre will arrive at 0630(3 members) hrs
- Cadre members will sweep training area for any live rounds
- Training vehicles will be swept and marked
- Cadre members will put up security tape per security diagram
- Cadre members will position EVOC truck and establish entry control point
- Cadre members will receive staff safety briefing
- Three cadre members will man the entry control point
    - One with metal detector
    - One will hand search
    - One will check gun belts
- Cadre members will conduct "8" point safety check
- After students are checked in, a safety briefing will be given

Logistical Information:

Site: SPD Range.

Storage: Non-firearms related equipment can be stored on site in a locking storage container provided by the Range. All firearms related equipment shall be returned to the Annex II Safe, post instructor inventory, each training day.

Training Equipment:
- Glock red training guns, Rubber training knife
- Glock/Rifle/shotgun Simunition equipment UTM training munitions.
- Static, human depictions of "No shoot" identification targets for RIT
- CPR mannequin
- CUF bleeding mannequin for tourniquet application

- o Training tourniquets
- o Station Book: Lesson Plans, Station books and cards, evaluations
- o (2) Patrol cars, ETS EVOC truck, ETS Van
- o Duct tape (1 roll)
- o 2 tent style awnings from EVOC Gear
- o 50 sets of Student protective gear, Helmet, bib, hoods
- o Dry Erase boards & pens, (2)
- o Soft hearing protection

Staffing Requirements:

Lead Instructor: 1
Armed Safety Officer: 1
Instructors: 4; one for each module
Role players: 2; one for RIT, one for MOBS

The staffing will reduce downtime and give officers more time to practice skills in relationship to the core tactical concepts and the Use of Force policy. The lead instructor will ensure that the training is consistent with the lesson plan and that all personnel are performing to standards.

Teaching Methodology:

Students will receive conceptual training; skill/drill based training and followed by scenario training. Students will apply their knowledge and understanding of the training during the completion of reality-based scenarios. This approach reflects the dynamics and intricacies of real-world police work.

After a student completes each scenario, they will debrief with the instructor. This will be done using self-directed narratives debrief as performed when using the reflective reinforcement method of scenario instruction. . At the end of the narrative de-brief students will also be asked structured questions, regarding the policy implications of their actions, in order to reinforce key training concepts.

Rapid Intervention Tactics (RIT)

Performance Objectives:

All officers when given a specific tactical scenario and under the evaluation of an Education and Training Section staff instructor will:

- Properly recognize an active shooter incident per ETS training guidelines;

- Respond to an active shooter incident using trained tactics;

- Using teamwork, communication and movement, properly locate and isolate, contain or neutralize the active shooter.

Enabling Learning Objectives:

In drill and tactical scenario, the student will perform the following:

1. Review of the elements that make up an active shooter incident;

2. Describe, and practice positions and formation for Y contact team with movement move to the active shooter;

3. Review and identify the correct modes of movement for the tactical situation;

4. Use trained weapons handling and shooting techniques to protect human life;

5. Move to the suspect and address the threat by neutralizing, containing or isolating the suspect from additional victims;

6. Communicate in a clear and concise manner;

7. Review concepts that once the threat has ended, secure location, assess officer conditions and communicate;

Overview:

In order to complete the performance objectives, the officers will participate in the following:

1. Concept training related to Rapid Intervention

2. Skill/drill training:

    a. Identify intelligence that supports use of Rapid Intervention Tactics (RIT):
    b. Proper formation of "Y" contact team
    c. Team movement in Search mode
    d. Team movement in Transit mode
    e. Team movement in Dynamic mode

3. Dynamic drills involving application of the concepts and skills to real-world scenarios:

4. Reality-based scenario training involving the following situation:
    Shots fired inside of a portable classroom at an elementary school.

Material Introduction:

Today's training will focus on the Y formation which was introduced several years ago.

Use of standardized formations when responding to active shooter incidents improves coordination, reduces time to execute the tactical plan and enhances officer safety.   The use of the Y formation increases the speed of entry and will put additional teams on site of an active shooter event reducing the risk to victims.

Facilitated Concepts Discussion

What is an active shooter event?

Definition: An active shooter incident is an ongoing event, with a suspect(s) actively engaged in causing death or great bodily injury, and the potential for mass casualties exists. All three of these elements must exist for the incident to be an active shooter incident where a RIT response would be appropriate.

The three primary elements:

- *Armed attacker using deadly force*
- *Unrestricted access to additional victims*
- *Immediate and direct police action is feasible, necessary and likely to save lives*

What is Dynamic Intelligence?

Definition: Information available to officers that supports the belief an armed attacker is using deadly force.

Why Enter and What are the roles? Modes of Movement?

- **Legal Authority:** Are officers legally allowed to make entry and search inside?
  - Exigency exists based on dynamic intelligence or Community Care-taking to provide aid to victims

- **Search Mode**-What is it?
  - Search mode is used on entry to a location in response to an active shooter incident where the location of the suspect is unknown. Search mode is also used if dynamic intelligence ends while officers are moving in dynamic mode.

- **Transit Mode**-What is it?
  - Transit Mode is used on entry to move to some location quickly, while not compromising team safety.

- **Dynamic Mode-**What is it?
  - Dynamic Mode is used to respond to an armed attacker using deadly force; the contact team will move rapidly to the source of the information bypassing victims and rooms, advancing to the location of the armed attacker.

Skill/Drill Training: "Y" Contact team

Tell:

Introduction to the skill:

The "Y" formation allows a minimal number of officers to quickly respond to a threat; without sacrificing officer safety. The "Y" has been used safely in real-world tactical deployments in response to active shooter incidents. Nationally, to date, no officer casualties have been reported when the formation has been used.

Show:

Using a dry erase board an instructor will show the following:

- How many officers are needed for the Y formation?
  - 3 officers
- Position names?
  - Right Guard
  - Left Guard
  - Rear Guard
- Location of the Team Leader?
  - Depends on tactical situation
- Areas of coverage and individual responsibilities?
  - 180 degree coverage
- How do we effectively communicate?
  - "open door left, victim down right, shots fired down the hall"
- What is Dynamic/Transit mode?
  - See concepts/reference material at range
- What is Search mode?
  - When do we do it?
    - See concepts/reference material
  - How is it done?
    - Use diagram of hall to show how enter unclear areas
      - Communicate
      - Request second
      - Move command with tap
      - Entry, pause, communicate and clear
        - Hasty searching only for suspects
      - Role of rear guard
        - Cover un-cleared area
      - Return to hall, continue to clear

- Effect of new Intel, Dynamic information?
  - o Transition to dynamic mode of movement

<u>Do:</u>
The students will perform the following drills under the supervision of an ETS/Adjunct instructor:

1. Form "Y" formation

2. Practice transit and dynamic movement
   - o Monitor will coach through movements
   - o At least one opportunity to drill both modes of movement

3. Enter location on dynamic intelligence and transition to search after dynamic intelligence ends:
   - o Communicate area to search
   - o Designate who will search area, call for second, move and enter area
   - o Coordinate hasty clearing for suspects, clear area
   - o Coordinate return to other team member and movement to next location to be searched

Supporting Rapid Intervention Material:

Underlying support for use of Rapid Intervention Tactics is based on the idea that by taking action sooner rather than later, we can save lives. To be effective it is important for officers to understand their roles and responsibilities to increase safety, victim safety and to increase the chances of a quick resolution to the incident.

Here are some examples of incidents that would meet the criteria for an active shooter incident requiring the use of RIT.

- Multiple reports of shots fired inside an office building during work hours. Officers arrive to hear shots inside, and see people running outside.
- Officers reporting via radio that a suspect is shooting inside of Seattle Center during business hours. Officers can hear the gunshots.
- Hospital security reporting a man with a gun on the fourth floor; firing at people. People are running through the hospital.

The trained Y formation like all tactics has advantages and disadvantages. The Y formation allows for a quicker response time than waiting for four officers. It also allows for use in areas where the traditional diamond formation maybe more difficult such as long narrow hallways. The primary disadvantage to the Y formation is that each officer has a larger area of responsibility.

Search Mode Techniques: If supported by intelligence available a minimum of two officers to search every room.
- **First officer (*point*)**
  - Gun up / light on: covering threat area
  - Standing outside threshold
  - Calls out "Second": to indicate the need for a backing officer
  - Waits for <u>affirmative tap</u> and "Move" before proceeding
- **Second officer *(cover)***
  - *When ready to follow point officer*
  - Loud verbal *"Move"* **with** affirmative **tap** on the point's upper back
  - Tap is given with non-weapon hand
    - Gun and flashlight back together
    - Follows second into the room
    - Gun up / light on: covering threat area before and as entering room
  - Point may break left or right. Cover officer must react accordingly, based on the other officer's actions.
    - Remember the adage; *"The point is never wrong."* Cover must read point's movement and move to the opposite side.
  - Each makes an affirmative break into the room in order to clear the doorway.
  - Each makes a loud, clear announcement: "Police. Get down."

- Each clears the doorway: Fatal Funnel
- Officers stop in place (Tactical Pause)
- Officers *scan areas of responsibility*
  - Visually scan from the room center to the immediate corner
  - Scan high and scan low
  - Overlap partner's area
- Communicate status and observations
- Formulate plan for clearing, based on room configuration and threats
- Officers move back together so shoulders are touching: Patch-to-patch
- Each is *clearing:* Looking only for obvious persons

Last officer

- Tucks into the doorway maintaining 360 degree coverage of area outside of the room

Once the room is clear, the officers communicate that to each other

  - Verbally: "Room is clear"
  - Physically: Thumbs-up with non-weapon hand
- Officers announce to long cover: "Room is clear and coming out."
- Team moves back into search mode using affirmative tap and move to exit room

Transit Mode Techniques:

The Transit mode is used to move a team to a location quickly, while not compromising team safety. Reasons for the movement can be as simple as moving to assist another contact team, or moving without dynamic intelligence to a location where a suspect may have last been located. While moving, the team will bypass many threat areas that have not been cleared or searched; covering them as they transit to the threat area.

Skill Steps:

- Team leader tells team that they are moving in Transit mode to a known location.
- Team maintains 360-degree coverage and stays together as they move.
- Team members communicate existence of threat areas as they enter or bypass them.
- Team members cover threat areas as they bypass them.
- On arrival at their destination, the Team Leader stops the team and executes objectives as necessary.

Dynamic Mode of Movement Techniques:

The objective of the dynamic mode is to move decisively to contact so that we can isolate, contain or neutralize the threat to human life. It requires the *recognition* of dynamic intelligence and the *transition* from movement in Search or Transit mode, to movement in Dynamic mode. When the suspect is located and still engaging in using deadly force officers will enter and neutralize the suspect. The officers closest to the threat will address the suspect.

Once the entire team enters, the Right Guard and Left Guard remain on line. If the guards split, the rear guard may step up and also come on line to engage the suspect. Positions will be

dependent on suspect actions and placement. Flexibility is a key to success when making entries to rooms.

Team members should use reasonable and necessary force to address any threats presented. Team engagement is intended to lawfully neutralize, capture or contain the threat.

Once the team has isolated, contained or neutralized the threat, they should reform to establish 360-degree coverage of all threat areas.

Team Leader checks:
- o Status of officers and their firearms
- o Coordinates reloading/malfunction clearance as necessary
- o Communicates to other teams and the chain of command
- o Coordinates necessary immediate medical aid

Notify radio of the team's location to assist with securing suspects and /or rescue/ triage of victims.   Additional contact teams may already be en route to the contact team, drawn by dynamic intelligence.   On arrival of supporting contact teams, absent any more dynamic intelligence, the team may begin the transition to Rescue mode if the tactical situation supports the change and there are victims needing rescue.

Scenario Training

Summary: After drills and movement practice, students will be given a scenario in which a role player and no–shoot targets, representing victims, are introduced. Students will identify the situation as an active shooter incident requiring a RIT response. They will form a contact team and determine what mode they need to operate in to complete their tactical objectives. Several repetitions of the scenario will be run allowing each member of the team to get multiple repetitions.

Scenario Overview:

Instructor notes:

Scenario Station #1: Shots fired inside the portable of an elementary school:
Students will be put into play with the dispatched call of a man with a gun at a local school. Officers will arrive and hear shots being fired inside a building. The officers should make a threat assessment and conclude that, based on the information available the event meets the definition of an active shooter incident. The officers will deploy, form a contact team and enter the location of the shots. Several paper targets will be used to create "shoot/no shoot" decision-making points for officers entering the building. On scenario #1, Team entry will be on the north side of the building and they will encounter the suspect shooting inside the main room, about ten feet inside the building. On scenario #2 the team will enter from the south side of the building.

After entering the building, officers will address any threats and begin an assessment of the situation. The scenario will conclude with a narrative debrief. Any required remediation will be done through pausing/resetting of the scenario. If remediation is not successful then the officers will be referred for additional training to the ETS chain of command.
After the debriefing, officers will reset in preparation for another evolution of the scenario. Officers will be provided with the same scenario information, but will have a different designated entry point. Officers will form a contact team, assuming different roles than the first evolution. Officers will enter the building, address any threats and begin an assessment of the situation. The scenario will conclude with a narrative debrief.

Reset and conduct another scenario from an alternative entry point.

All officers will complete at least two scenarios.

Scenario 1: Shots fired inside the portable of an elementary school

Situation
Students receive a dispatched call of a man with a gun at a local school. School is in session with a report of many students on campus. *Team entry will be on the north side of the building and they will encounter the suspect shooting inside the main room, about ten feet inside the building.*

Performance Objectives
In each scenario, officers will perform the following:
- Recognize intelligence that warrants the use of RIT
- Use the Y formation to locate, contact and isolate, contain or neutralize the suspect

Notes
Scenario will be run twice. During second evolution; launch team from a different entry point. Set up several "Don't shoot" targets throughout building; to require officers to make a proper threat assessment.

Dispatch Directions Or Situation Explanation
Officers are dispatched to a possible active shooter event at a local school. School is in session.
Team Entry point is the south side of the building.

Role Player Instructions

General Overview Of Situation
Role player suspect will be staged in a room in the northeast corner of the building. The role player suspect will constantly give dynamic intelligence by shooting blanks. (shooting firearm) Team Entry point is on the south side of the building.

Officer Action	Role Player Response	Officer Response Desired	Officer Response Not Desired
Arrive and deploy	Give dynamic intelligence	Recognize active shooter; make threat assessment; hasty plan; form team	Does not recognize as active shooter; no plan; improper team formation. ***
Officer Action	Role Player Response	Officer Response Desired	Officer Response Not Desired
Forms team and enters building	Continues to give dynamic intelligence	Enters in dynamic mode	Begins searching building and fails to recognize proper mode. ***
Officer Action	Role Player Response	Officer Response Desired	Officer Response Not Desired
Does not engage "no shoot" targets	Continues to give dynamic intelligence	Heads to shooter	Shoots no shoot targets. ***
Officer Action	Role Player Response	Officer Response Desired	Officer Response Not Desired
Neutralizes the threat	Goes down with effective stopping rounds	Scan, evaluate, communicate	Team splits to begin clearing and does not transition to victim rescue. ***
Deliberate Actions, Activities, and Phrases of Role Player:			

**Officer using not desired result will be remediated immediately with a "pause" or a scenario reset. If conduct is not remediated the officer will be referred to the ETS chain of command for further training.

Weapons

Pistol ☒   Revolver ☐   Rifle ☐   Edged Weapon ☐   Ammo/blanks ☒

Ammo /Marking ☐   Other ☐   _____

Self- Directed Narrative Debrief	**Scenario Specific Questions:**
Have student start at beginning and tell what happened Pause and paraphrase if required due to rambling narrative Focus on sequential, chronological de-brief Use questions to guide debrief; What happened next? What did you do then?	What was your legal authority to be where you took enforcement action? Why? Do you have a lawful purpose for the seizure? What? What tactics did you use? Why? Did you use de-escalation techniques? Why? Was De-escalation feasible? Did you use reportable force in the course of your duties? What level/type of force did you use? Was your decision in training within policy? Why? What is your reporting requirement, if any, under policy? How is the incident documented? Would a person wearing a business suit receive the same treatment? What post investigation or post incident actions should you do to explain your decision to the subject, the others impacted by the police action and to the community?

Scenario 2: Shots fired inside the portable of an elementary school

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Situation

Students receive a dispatched call of a man with a gun at a local school. School is in session with a report of many students on campus. *Team entry will be on the south side of the building and they will encounter the suspect shooting inside the main room, about ten feet inside the building.*

Performance Objectives

In each scenario, officers will perform the following:

- Recognize intelligence that warrants the use of RIT
- Use the Y formation to locate, contact and isolate, contain or neutralize the suspect

---

Dispatch Directions Or Situation Explanation

Officers are dispatched to a possible active shooter event at a local school. School is in session. Team Entry point is the south side of the building.

Notes

 Set up several "Don't shoot" targets throughout building; to require officers to make a proper threat assessment.

Role Player Instructions

General Overview Of Situation
Role player suspect will be staged in a room in the northeast corner of the building. The role player suspect will constantly give dynamic intelligence by shooting blanks. (shooting firearm) Team Entry point is on the south side of the building.

Officer Action	Role Player Response	Officer Response Desired	Officer Response Not Desired
Arrive and deploy	Give dynamic intelligence	Recognize active shooter; make threat assessment; hasty plan; form team	Does not recognize as active shooter; no plan; improper team formation. ***
Forms team and enters building	Continues to give dynamic intelligence	Enters in dynamic mode	Begins searching building and fails to recognize proper mode. ***
Does not engage "no shoot" targets	Continues to give dynamic intelligence	Heads to shooter	Shoots no shoot targets. ***
Neutralizes the threat	Goes down with effective stopping rounds	Scan, evaluate, communicate	Team splits to begin clearing and does not transition to victim rescue. ***

Deliberate Actions, Activities, and Phrases of Role Player:

**Officer using not desired result will be remediated immediately with a "pause" or a scenario reset. If conduct is not remediated the officer will be referred to the ETS chain of command for further training.

Weapons

Pistol ☒   Revolver ☐   Rifle ☐   Edged Weapon ☐   Ammo/blanks ☒

Ammo /Marking ☐   Other ☐ _____

Self- Directed Narrative Debrief	Scenario Specific Questions:
Have student start at beginning and tell what happened Pause and paraphrase if required due to rambling narrative Focus on sequential, chronological de-brief Use questions to guide debrief; What happened next? What did you do then?	What was your legal authority to be where you took enforcement action? Why? Do you have a lawful purpose for the seizure? What? What tactics did you use? Why? Did you use de-escalation techniques? Why? Was De-escalation feasible? Did you use reportable force in the course of your duties? What level/type of force did you use? Was your decision in training within policy? Why? What is your reporting requirement, if any, under policy? How is the incident documented? Would a person wearing a business suit receive the same treatment? What post investigation or post incident actions should you do to explain your decision to the subject, the others impacted by the police action and to the community?

__Training Referral to ETS__

RIT Instructional Block

☐ __Remedial (R) - Officer/team does not perform all task elements to the described standard.*__

__Identify performance objectives that require remediation with a check mark__:

☐ Properly recognize an active shooter incident per ETS training guidelines
☐ Respond to an active shooter incident using trained tactics
☐ Using teamwork, communication and movement, properly locate and isolate, contain or neutralize the active shooter

Comments:

☐ __Refer to ETS Chain of command for further training or other actions as desired.__

Instructor:
Student Name:
Serial #:
Date trained:

Page 1 of 1

Pass/Fail course results noted on training roster and failure/remediation noted in detail on the training referral to ETS

Training Attendance Roster

DO NOT WRITE IN THIS BOX

COURSE TITLE	COURSE DATE(S)	COURSE HRS
2014 Less Lethal Training	12 May 2014	07:00 -- 11:00

INSTRUCTOR(S)	SPONSORING UNIT NAME

☐ Initial ☐ Refresher ☐ Video Magazine #
☐ Post-BLET ☐ Remedial ☐ Other

NAME (LAST, FIRST, M.I.)	SIGNATURE	EMPLOYEE ID#	SERIAL	UNIT #	PASS/FAIL SCORE
1. Garza , Arthur			6303		BOOKED
2. Mulloy , Sarah			7421		BOOKED
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
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24.					
25.					

I CERTIFY THAT THE ABOVE INFORMATION IS CORRECT REGARDING COURSE CONDUCT AND COMPLETION.

INSTRUCTOR/COORDINATOR   SERIAL   DATE

Key Knowledge-Based Points

1) Why do you have legal authority to be where you took enforcement action?
2) Do you have a lawful purpose for the seizure?
3) Did you attempt De-Escalation? Was De-Escalation possible?
4) Could you have taken steps that would have reduced the likelihood of using force?
5) If force is used was the force necessary? Why?
6) Was the force used proportional to the resistance offered?
7) How did you modulate the force based on resistance?
8) Why was the force objectively reasonable?
9) Was your decision in training within policy?
10) What is your reporting requirement, if any, under policy?
11) How is the incident documented?
12) Would your decision be uniformly applied in all communities?
13) What post-investigation or post-incident actions should you take to explain your decision to the subject, the others impacted by the police action and to the community?

Multiple Officer Building Search (MOBS)

Performance Objectives:

All officers, given specific tactical scenarios and under the evaluation of an Education and Training Section staff instructor, will:

- Conduct pre-entry threat assessment, contain location, communicate, determine legal authority entry, form team and enter location.

- Demonstrate tactically sound and trained multiple officer building search techniques;

Enabling Learning Objectives:

As part of a drill and tactical scenario, officers will perform the following:

1. When given a cue, perform a safe arrival and approach to a building using cover and concealment.

2. Set containment for a building search. Minimum of two officers setting up diagonal containment.

3. Determine if entry is legal; based on information provided by the instructor prior to making entry.
4. Make a threat assessment to determine if entry is safe; based on information provided by the instructor prior to making entry.

5. Knock and announce, prior to making entry.

6. Determine the appropriate search technique; Cloverleaf or Dedicated Long Cover

7. Utilize Tactical Pause in the execution of the chosen search technique

8. Handle subjects encountered in the search location. When to close, when to retreat and when to contain a subject.

9. Identify when they have used Type I or other reportable force

Overview

- Review of decisions and preparation prior to conducting a building search

- Review of building search techniques, to include: Dedicated Long Cover and Cloverleaf

- Skills/drills for building search techniques

- Review how to handle subjects encountered in the location

- Practical application of building search techniques in reality-based scenario exercises

Interest Introduction:

A necessary part of officers' jobs is to enter unfamiliar premises in an attempt to locate suspects and make the premises safe. Officers can usually assume that they will find a suspect, based on the underlying reason for the search. These suspects are often attempting to evade arrest and are potentially armed. The suspect's may be familiar with the layout of a building, whereas officers are usually not, prior to making entry.

Using multiple officers to conduct building searches has numerous advantages.

- Multiple officers can provide more complete coverage of threat areas during the search.

- Multiple officers allow for proper utilization of Contact & Cover if suspects are encountered.

- Multiple officers give more opportunity for de-escalation of any potentially elevated encounters with suspects.

- Multiple officers provide more options for the utilization of team tactics or less lethal options to resolve situations.

Material Introduction:

- This block of instruction is intended to review Multiple Officer Building Search concepts and techniques.

- These tactics allow officers to clearly communicate and coordinate their movements throughout a search.   Proper implementation of the tactics provides officers with maximum coverage of threat areas, through establishment of clear roles and responsibilities.

Facilitated Concepts Discussion:

- **What should you do prior to entry?**
    - What is a Tactical approach to location?-use cover/concealment
    - What is a Threat assessment? -open door or forced entry
    - Legal authority for entry?-exigency crime in progress
    - How do we Containment?-diagonal
    - Announcement?-"Seattle police come out with your hands up"

- **What are our methods of clearing?**
    - Cloverleaf and Dedicated Long Cover

- **What do we do when a subject is encountered in the location?**
    - Compliant?
        - Verbal's, scene control, position of advantage, CREST
    - Non-compliant?
        - Verbal's, evaluate need for closure, consider additional resources, containment
    - In crisis or barricade?
        - CIT, contain, retreat, additional resources

- **Resolution?**
    - Post search efforts?

Tell

Officers will conduct a multiple officer building search of a designated structure using dedicated long cover and cloverleaf search techniques. Officers will clear areas using trained room clearing concepts. If a subject is encountered officer will make a tactically sound plan to evaluate the risks, control the subject or disengage. (20M)

Show

Using a dry erase board an instructor will show the following:

- How many officers are needed for MOBS?
    - 3 officers
    - Positions? Line formation?
    - Location of the Team Leader?

- Areas of coverage and individual responsibilities?
    - 180 degree coverage
- How do we effectively communicate?
    - "Open door left, suspect in the room"
- Use diagram of hall to show how enter an unclear areas
    - Communicate
    - Request second
    - Move command with tap
    - Entry, pause, communicate and clear
        - Hasty searching only for suspects
        - Once clear of suspects, complete secondary sweep
    - Role of rear guard
        - Cover un-cleared area
    - Return to hall, continue to search
- What is different about the cloverleaf search techniques?
    - Use diagram to show line formation, who enters, and how continue

Do

1. Form line formation
2. Tactical plan
3. Approach entry, knock and announce
4. Using **dedicated long cover** enter, and clear location facilitated by monitor
   - Communicate area to search
   - Designate who will search area, call for second, move and enter area
   - Coordinate hasty clearing for suspects, clear area
   - Coordinate return to other team member and movement to next location

Repeat using cloverleaf search method

Supporting Material for Multiple Officer Building Search

Multiple Officer Building Searches tactics consists of pre-entry assessment/decision, the physical application of search techniques, actions on encountering suspects, and post incident response.

Pre-entry, officers must consider several factors. Officers must consider whether they have legal authority to make entry. Officers need to set up containment on the building to prevent the escape of suspects. Officers need to notify radio of the search. Officers need to communicate their plan to each other, including the search method. Finally, prior to making entry, officers need to knock and announce their presence and their intent to search the location.

Pre-Entry Assessment/Decisions:
- **Safe arrival and approach**: Use cover and concealment upon approach

- **Threat Assessment:** Officers need to determine if it is safe to make entry or if the risk warrants use of alternative tactics.

- **Legal Authority:** Are officers legally allowed to make entry and search inside? Officers can make entry under the following conditions:
    o Consent
    o Warrant
    o Exigency
    o Community Care-taking (Does not involve MOBS)

Examples of Legal Authority/Lawful Purpose:
- Consent: A homeowner has requested officers search her home for an intruder after she heard a noise in her basement late at night
- Exigent Circumstances: Burglary alarm with signs of forced entry

- **Lawful Purpose:** Do officers have a lawful purpose to detain someone they encounter inside the areas to be searched?

The following circumstances may justify making an entry/seizure:
    o Reasonable suspicion of a crime
    o Probable cause for a crime

- **Containment:** The building should have sufficient containment set before entry; to prevent the escape of suspects while the clearing element is inside.
    o Minimum of two (2) officers for diagonal containment

- **Announcements**:

- o Officers should advise radio of the situation and that officers will be making entry and checking inside.
- o Knock and announce before entering. This will provide notice to anyone inside that police are entering the building. This could reduce the likelihood of force being used..

Once the assessment and preparation to make entry has been made, officers should utilize the Cloverleaf or Dedicated Long Cover search technique.

The advantage of the Dedicated Long Cover technique is that the roles of the clearing team are fixed which minimizes confusion during the search process. This technique works well if one of the officers is equipped with a rifle or shotgun, because they can stay in the long cover role throughout the search.

The Cloverleaf technique allows a smooth flow through an area with numerous rooms. There is less set up involved before each room entry and a simpler movement of the team into and out of rooms. This can be beneficial in areas where space is limited, such as inside residences, where it is more difficult to execute the wider formations and more-complicated movements of Dedicated Long Cover.

Officers also need to be prepared to locate and contact people inside the searched area and control them as necessary by utilizing appropriate verbal and physical techniques to minimize risk to the officers. Officers should use De-escalation when feasible.

Use of Force Considerations:

Officers using MOBS techniques may use the high clearing ready position with their firearms. This is done to mitigate risk as suspects have advantages such as concealment and the ability to ambush officers.

- With proper implementation of these building search techniques, officers will have a high probability of pointing their firearms at people they encounter during searches.

- Officers should have their gun at "clearing ready" while searching.

- The "clearing ready" means the gun and flashlight are joined together in one of the trained techniques. The gun and flashlight are held higher than low ready, while still allowing officers to see over the gun and flashlight. This allows officers to be able to quickly address any threats posed by people encountered during the search while allowing proper illumination of any threat areas.

- Proper utilization of this technique will likely result in officers' point their firearms at subjects they encounter.

- Intentional pointing of a firearm at a person is a reportable Type I use of force.

- Officers may also be required to use other types of force to control and restrain people they encounter during the search or to necessarily address any threats posed by those people.

- Officers shall report all uses of force per the requirements of Seattle Police Manual Title 8—Use of Force.

Room Clearing

Introduction to the skill:

Preparing to enter a room requires a minimum of two officers. The point calls for a "second", waits for a tap and "move" from the backing officer. Once the doorway is cleared, officers use the tactical pause in the execution of their search to coordinate clearing of the room for potential suspects. Once cleared officers communicate room is clear, reform into a line, then announce their intention to return to the hallway. Exit to a common area is coordinated with the rear cover officer so that the chosen searching method can be reinitiated. .

Room Clearing **Skill Steps:**
- Minimum of two officers to every room.
- First officer (*point)*
  - Gun up / light on: covering threat area
  - Outside threshold, standing back from the edge of doorway (limit exposure)
  - Calls out "Second": to indicate the need for a cover officer
  - Waits for <u>affirmative tap</u> and "Move" before proceeding
- Second officer *(cover)*
  - **When ready to follow** point officer
  - Loud verbal *"Move"* **with** affirmative **tap** on the point's upper back
    - Tap is given with non-weapon hand
  - Gun and flashlight back together
  - Follows point into the room
  - Gun up / light on: covering long cover before entering room careful not back light the point officer
- Point may break left or right. Cover officer must react accordingly, based on the other officer's actions.
  - Remember the adage; *"The point is never wrong."* Cover must read point's movement and move to the opposite side.
- Each makes an affirmative break into the room in order to clear the doorway.
- Each makes a loud, clear announcement: "Police. Get down."
- Officers stop in place (Tactical Pause)
- Officers *scan areas of responsibility*
  - Visually scan from corner to corner
  - Up and down
  - Overlap partner's area
- Communicate their status and observations
- Formulate plan for clearing, based on room configuration and threats
- Officers move back together side-by-side
- Each is *clearing:* Looking only for obvious persons
- Once the room is clear, the officers communicate that to each other
- Verbally: "Room is clear. Let's sweep."
- Officers then search the room, looking anywhere someone could hide

- Officers will communicate with each other and utilize teamwork when opening doors or searching any areas where a suspect could be hiding.
  Once the room has been thoroughly searched, officers will announce Verbally "Clear and Swept"
- Officers announce to long cover/rear guard: "Room is clear and swept; coming out."

Cloverleaf Search Technique

Introduction to the skill:
The responsibility for the point rotates between officers throughout the clearing operation. First officer to a doorway will be point to search the un-cleared room. There is less set up involved before each room entry and a simpler movement of the team into and out of rooms. This can be beneficial in areas where space is limited, such as inside residences, where it is more difficult to execute the wider formations and more-complicated movements of Dedicated Long Cover. This technique does require experience and practice due to the change roles and responsibilities of each team member.

Skill Steps:
- **Minimum of 3 officers**
- Designate a point officer
  - Point leads the team on entry
  o Communicates threats
  o Identifies areas to be cleared
    - A minimum of two (2) officers are the clearing element moving in file behind the point
    - Point identifies an area to be cleared and communicates to rest of the clearing element
    - Point covers approach to room/area, and stops short of the entrance to limit exposure
  o Limits exposure
    - Officers stay in file

Room Searching Method:
- Minimum of two officers to every room.
- First officer (*point)*
  o Gun up / light on: covering threat area
  o Outside threshold, minimum five from edge of doorway (limit exposure)
  o Calls out "Second": to indicate the need for a cover officer
  o Waits for <u>affirmative tap</u> and "Move" before proceeding
- Second officer *(cover)*
  o **When ready to follow** point officer
  o Loud verbal *"Move"* **with** affirmative **tap** on the point's upper back

- Tap is given with non-weapon hand
    - Gun and flashlight back together
    - Follows point into the room
    - Gun up / light on: covering long cover before entering room. Do not backlight fellow officers.
  - Point may break left or right. Cover officer must react accordingly, based on the other officer's actions.
    - Remember the adage; *"The point is never wrong."* Cover must read point's movement and move to the opposite side.
  - Each makes an affirmative break into the room in order to clear the doorway.
- Each makes a loud, clear announcement: "Police. Get down."
- Officers stop in place (Tactical Pause)
- Officers *scan areas of responsibility*
  - Visually scan from closest corner and overlap scan with partners.
  - Up and down
  - Overlap partner's area
- Communicate their status and observations
- Formulate plan for clearing, based on room configuration and threats
- Officers move back together side-by-side
- Each is *clearing:* Looking only for obvious persons
- Once the room is clear, the officers communicate that to each other
  - Verbally: "Room is clear. Let's sweep."
- Officers then search the room, looking anywhere someone could hide
- Officers will communicate with each other and utilize teamwork when opening doors or searching any areas where a suspect could be hiding.
- Once the room has been thoroughly searched, officers will announce
  - Verbally "Clear and Swept"
- Officers announce to long cover: "Room is clear and swept; coming out."

- The long cover becomes the point and directs the team to the next area.

Dedicated Long Cover Search Technique

Introduction to the skill:
 The Dedicated Long Cover technique allows for the same officer to remain dedicated as the point for movements and to cover threat in un-cleared areas outside the area to be cleared. This technique makes effective use of an officer equipped with a rifle or shotgun as the Dedicated Long Cover. This technique is more involved to implement than the Cloverleaf; however, the roles of the officers are more clearly defined, which can minimize confusion of responsibilities during the search.

Skill Steps:
- **Minimum of 3 officers**
- Designate the dedicated long cover officer (preferably long gun)
- Long cover leads the team on entry to the building and movement between areas within the building
- Communicates threats
- Identifies areas to be cleared
- Addresses all threats at and beyond the area to be cleared.
- A minimum of two (2) other officers are the clearing element, moving in file behind the long cover. The entire clearing team will generally approach a door by moving in file close to the wall on the same side as the door.
- Long cover identifies an area to be cleared and stops short of the entrance to limit exposure.
- Long cover communicates to the clearing element that he/she will step out when the clearing element is ready
- Clearing element gives clear communication to long cover
- "Step out"
- Long cover steps laterally away from the line of the file, opening a path for the clearing element to move forward
- Clearing element moves forward (Point of clearing element brings gun up /light on when moves next to long cover)
- Point of clearing element is patch-to-patch with the long cover

Room Searching Method:
- **Minimum of two officers to every room.**
- First officer (*point)*
  - Gun up / light on: covering threat area
  - Outside threshold, minimum five from edge of doorway (limit exposure)
  - Calls out "Second": to indicate the need for a cover officer
  - Waits for <u>affirmative tap</u> and "Move" before proceeding
- Second officer *(cover)*
  - **When ready to follow** point officer
  - Loud verbal *"Move"* **with** affirmative **tap** on the point's upper back

- - Tap is given with non-weapon hand
  - o Gun and flashlight back together
  - o Follows point into the room
  - o Gun up / light on: covering long cover before entering room. Do not backlight partners.
- Point may break left or right. Cover officer must react accordingly, based on the other officer's actions.
  - o Remember the adage; *"The point is never wrong."* Cover must read point's movement and move to the opposite side.
- Each makes an affirmative break into the room in order to clear the doorway.
- Each makes a loud, clear announcement: "Police. Get down."
- Officers stop in place (Tactical Pause)
- Officers *scan areas of responsibility*
  - o Visually scan from corner to corner
  - o Up and down
  - o Overlap partner's area
- Communicate their status and observations
- Formulate plan for clearing, based on room configuration and threats
- Officers move back together side-by-side
- Each is *clearing:* Looking only for obvious persons
- Once the room is clear, the officers communicate that to each other
  - o Verbally: "Room is clear. Let's sweep."
- Officers then search the room, looking anywhere someone could hide
- Officers will communicate with each other and utilize teamwork when opening doors or searching any areas where a suspect could be hiding.
- Once the room has been thoroughly searched, officers will announce
  - o Verbally "Clear and Swept"
- Officers announce to long cover: "Room is clear and swept; coming out."
  - The clearing element falls in behind the long cover and the long cover leads the entire element to the next area to be cleared.

Encountering Subject(s) Tactics:

Introduction to the skill:
Officers should expect to encounter subjects while searching a premise, as that is usually the purpose of conducting a search. When officers encounter subjects, they should be prepared to take control of the subject, either verbally or physically.

Skill Steps:
- Officer who detects a suspect should announce "Suspect!" to alert other team members

- Compliant Subject:
    - Officers utilize available cover/concealment
    - Give clear verbal commands to subject
    - Put subject at a position of disadvantage; facing away, hands up, kneeling, prone
    - Coordinate plan with other officers
    - Designate Contact & Cover roles
    - Control and restrain subject as appropriate, using CREST model

- Non-compliant subject
    - Officers utilize available cover/concealment
    - Give clear verbal commands to subject
    - De-escalate, if feasible
    - Threat assessment supporting desire to close with suspect
    - Coordinate plan with other officers
    - Designate Contact & Cover roles
    - Determine if appropriate to remain in contact or disengage
        - Consider other available resources
        - Additional officers
        - CIT/HNT/SWAT
- Non-compliant person in crisis or barricade
    - Officers utilize available cover/concealment
    - Give clear verbal commands to subject
    - De-escalate, if feasible
    - Request CIT/HNT when feasible
    - Coordinate plan with other officers
    - Designate Contact & Cover roles
    - Determine if appropriate to remain in contact, disengage, or retreat out of location
        - Consider other available resources
        - Additional officers
        - CIT/HNT/SWAT
            -

- <u>Tactical Considerations</u>
  - Officers should anticipate dealing with non-compliant suspects; recognizing combative, fleeing and barricaded suspects.
  - Officers should not be drawn from cover to physically take control of a non-compliant suspect unless tactically sound. Officers should utilize verbal commands to control suspect's movements. Use a plan to take suspects into custody.
  - Officers should make use of time, distance and shielding
    - When handcuffing suspects, use Contact & Cover and the CREST model per Defensive Tactics protocols.

Multiple Officer Building Search Scenario Overviews

Scenario #1
- Officers are dispatched to an open door on a premise
- Officers form an entry team
- Officers contain the location, advise radio and knock and announce
- Officers enter the location and make contact with a "home owner"
- Officers control the subject (Type I: Pointing a firearm)
- Officers must decide whether to clear the building or exit and wait for backup
- Officers will verify the subject's identity, request a supervisor and report any force

Scenario #2
- Officers respond to an open door
- Officers form an entry team
- Officers contain the location, advise radio and knock and announce
- Officers enter, and locate a person-in-crisis
- The person-in-crisis (knife to own throat) will threaten suicide
- Officers will need to request a CIT officer and follow the four "C"s
  - Containment
  - Control
  - Communicate
  - Call CIT/HNT/SWAT

Scenario# 1:   **Open Door on premise (subject present)**

Scenario Overview
Officers will be dispatched from the other side of the building responding to an open door with a burglary alarm at residence. The call is 20 minutes old. They will enter the location and make contact with "home owner" whom they must control using CREST and determine how to proceed. They will make a decision to continue clearing the remainder of the building, or exiting and waiting for additional officers. They will verify the subject's identity, request a supervisor and report force to the supervisor at the scene. (Type I: Pointing a firearm)

Performance Objectives
The students will: • Make a safe arrival and approach   • Make pre-entry assessment and announcements   • Communicate to establish roles   • Search the building utilizing either Cloverleaf or Dedicated Long Cover   • Control subject using verbal commands to handcuff   • Control subject using necessary and reasonable force   • Use of Force screening

Site Description
Range

Dispatch Directions Or Situation Explanation
Officers respond to a report of a residence with an open door. Location has previously been burglarized.

Role Player

General Overview Of Situation
Role player is the homeowner. Officers locate the homeowner while conducting a search of the residence. The homeowner is cooperative with officers and follows all commands.

Officer Action	Role Player Response	Officer response Desired	Officer response Not Desired
Officers arrive safely	N/A	Use concealment and a safe approach	Does not attempt to conceal arrival***
Officers understand legal authority to enter. **ASK the Student prior to entry.**	N/A	Set containment around premise	No containment set***
Set team for entry	**N/A**	Establish roles and determines if it is safe to enter(determines clearing method)	Attempts to enter without a plan or formation***
Knock and announce		Enters using Tactical Pause and Dedicated Long Cover or Cloverleaf	No knock and announce No formation of team***
Starts clearing	Walks into hallway from SE bedroom	Identifies and challenges	No Verbal challenge or Officer identification made. ***
Challenge Subject. Communicate	"I live here". Has hands up. Is very calm	Places suspect in position of disadvantage.	Rushes forward. Uses force with no communication**. *****

with Subject		Forms plan. Calls Subject back to team.	
Officer Action Physically controls subject	**Role Player Response** Cooperative, but upset (not hostile)	**Officer response Desired** Calm professional communication. Handcuffs using CREST, Terry Pat, Gets I.D. from Subject.	**Officer response Not Desired** Becomes argumentative or unprofessional. No physical or verbal control***
Officer Action Verifies Subject I.D. Explains Actions.	**Role Player Response** Engages verbally.	**Officer response Desired** Calm professional communication. Ask subject if they need SPD to finish search.	**Officer response Not Desired** Leaves with no explanation. ***
Officer Action Notifies supervisor of force used.	**Role Player Response** N/A	**Officer response Desired** Recognized reportable force. Summons supervisor	**Officer response Not Desired** Fails to notify supervisor***
Deliberate Actions, Activities, and Phrases: 			

Weapons

Pistol ☐   Revolver ☐   Rifle ☐   Edged Weapon ☐   Ammo/blanks ☐

Ammo /Marking ☐   Other ☐   Bolt Cutters and Screwdriver

***Officer using not desired result will be remediated immediately with a "pause" or a scenario reset. If conduct is not remediated the officer will be referred to the ETS chain of command for further training.

Self- Directed Narrative Debrief	**Scenario Specific Questions:**
Have student start at beginning and tell what happened	What was your legal authority to be where you took enforcement action? Why?
Pause and paraphrase if required due to rambling narrative	Do you have a lawful purpose for the seizure? What?
Focus on sequential, chronological de-brief	
Use questions to guide debrief; what happened next? What did you do then?	What tactics did you use? Why?
If you ask a subjective question, redirect by asking "why"-how did that feel…..Why?	Did you use de-escalation techniques? Why? Was De-escalation feasible?
	Did you use reportable force in the course of your duties? What level/type of force did you use?
	Was your decision in training within policy? Why?
	What is your reporting requirement, if any, under policy? How is the incident documented?
	Would your decision be uniformly applied in all communities?
	What post investigation or post incident actions should you do to explain your decision to the subject, the others impacted by the police action and to the community?

Scenario #2:   **Open door on premises (person in crisis)**

Scenario Overview
Officers respond to an open door, form an entry team, contain the location, advise radio, knock and announce, then enter, to clear the residence. They will encounter a person in crisis that is threatening harm to his/her self with an edged weapon. The suspect will be sitting on the floor with a knife to their own throat. There will be furniture blocking the doorway as if the subject has tried to improvise a barricade to prevent officer entry.

<u>Performance Objectives</u>
The students will: • Make a safe arrival and approach • Make pre-entry assessment and announcements • Communicate to establish roles • Search the building utilizing either Cloverleaf or Dedicated Long Cover • Control subjects using verbal commands • Notify HNT/SWAT • Less Lethal options • Control subjects using necessary and reasonable force

Site Description
Range

Dispatch Directions Or Situation Explanation
Officers respond to a report of a residence with an open door. Location has previously been burglarized. They view forced entry to the door.

Role Player Instructions

General Overview Of Situation
Subject will be located in premises seated with a knife to their throat. Subject will yell to officers that they want to kill themselves.

Officer Action	Role Player Response	Officer response desired	Officer response not desired
Officers arrive safely	N/A	Use concealment and a safe approach	Does not attempt to conceal arrival ***
Officers understand legal authority to enter	N/A	Set containment around premise	No containment set ***
Set team for entry	N/A	Establish roles and determines if it is safe to enter(determines clearing method)	Attempts to enter without a plan or formation***
Knock and announce	N/A	Enters using Dedicated Long Cover or Cloverleaf	No knock and announce***
Enters premises and begins to clear	Is seated on ground with knife to their throat	Sees and addresses suspect.	Sees suspect but does not address suspect. ***
Begins verbal commands	Does not comply.	Verbal commands. Begins dialogue from cover.	Rushes forward to gain control, or closes distance creating threat to self and suspect***

Officer Action Uses cover & concealment. Recognizes barricade/person	Role Player Response Does not comply.	Officer response desired Consider retreat and disengagement to treat as a barricade. Officer Summons CIT, begin "4C" response.	Officer response not desired Does not recognize barricade. Exposes self and/or uses unnecessary force***
Deliberate Actions, Activities, and Phrases:			

Weapons

Pistol ☐   Revolver   ☐   Rifle   ☐   **Edged Weapon** ☒   Ammo/blanks ☐

Ammo /Marking ☐   Other ☐   Bolt Cutters and Screwdriver

***Officer using not desired result will be remediated immediately with a "pause" or a scenario reset. If conduct is not remediated the officer will be referred to the ETS chain of command for further training.

Self-Directed Narrative Debrief	Scenario Specific Questions:
Have student start at beginning and tell what happened Pause and paraphrase if required due to rambling narrative Focus on sequential, chronological de-brief Use questions to guide debrief; what happened next? What did you do then? If you ask a subjective question, redirect by asking "why"-how did that feel.....Why?	What was your legal authority to be where you took enforcement action? Why? Do you have a lawful purpose for the seizure? What? What tactics did you use? Why? Did you use de-escalation techniques? Why? Was De-escalation feasible? Did you use reportable force in the course of your duties? What level/type of force did you use? Was your decision in training within policy? Why? What is your reporting requirement, if any, under policy? How is the incident documented? Would your decision be uniformly applied in all communities? Would a person wearing a business suit receive the same treatment? What post investigation or post incident actions should you do to explain your decision to the subject, the others impacted by the police action and to the community?

Training Referral to ETS

MOBS Instructional Block

☐ **Remedial (R) - Officer/team does not perform all task elements to the described standard.***

Identify performance objectives that require remediation with a check mark:

☐ Conduct pre-entry threat assessment, contain location, communicate, determine legal authority entry, form team and enter location
☐ Demonstrate tactically sound and trained multiple officer building search techniques

Comments:

☐ **Refer to ETS Chain of command for further training or other actions as desired.**

Instructor:
Student Name:
Serial #:
Date trained:

Page 1 of 1

Pass/Fail course results noted on training roster and failure/remediation noted in detail on the training referral to ETS-see prior form

Training Attendance Roster

DO NOT WRITE IN THIS BOX

COURSE TITLE	COURSE DATE(S)	COURSE HRS
2014 Less Lethal Training	12 May 2014	07:00 -- 11:00

INSTRUCTOR(S)	SPONSORING UNIT NAME

☐Initial   ☐Refresher   ☐Video Magazine #

☐Post-BLET   ☐Remedial   ☐Other

NAME (LAST, FIRST, M.I.)	SIGNATURE	EMPLOYEE ID#	SERIAL	UNIT #	PASS/FAIL SCORE
1. Garza , Arthur			6303		BOOKED
2. Mulloy , Sarah			7421		BOOKED
3.					
4.					
5.					
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I CERTIFY THAT THE ABOVE INFORMATION IS CORRECT REGARDING COURSE CONDUCT AND COMPLETION.

INSTRUCTOR/COORDINATOR	SERIAL	DATE

Key Knowledge-Based Points

1) Why do you have legal authority to be where you took enforcement action?
2) Do you have a lawful purpose for the seizure?
3) Did you attempt De-Escalation? Was De-Escalation possible?
4) Could you have taken steps that would have reduced the likelihood of using force?
5) If force is used was the force necessary? Why?
6) Was the force used proportional to the resistance offered?
7) How did you modulate the force based on resistance?
8) Why was the force objectively reasonable?
9) Was your decision in training within policy?
10) What is your reporting requirement, if any, under policy?
11) How is the incident documented?
12) Would your decision be uniformly applied in all communities?
13) What post-investigation or post-incident actions should you take to explain your decision to the subject, the others impacted by the police action and to the community?

Officer Down

Performance Objectives:

All officers, in drills or specific scenarios, and under the supervision of an Education and Training Section staff instructor will:

- Identify when Cardio Pulmonary Resuscitation (CPR) is appropriate for the medical situation and properly perform CPR on a training mannequin according to the standards published by the American Heart Association.

- Identify when an Automatic External Defibrillator (AED) application is appropriate and properly use the AED on a training mannequin; according to the SPD Standing Orders, per Medical Director Copass.

- Identify when a Combat Application Tourniquet (CAT) application is appropriate and properly apply a CAT to a mannequin or role player; according to the SPD CUF Lesson Plan CAT check list.

Enabling Learning Objectives:

In order to complete the performance objectives or learning objectives the students will receive the following training:

- An Instructor equipped with the individual CPR/AED Skills Check Lists, and appropriate CPR/AED mannequins, will explain, review, and then demonstrate CPR, then an application of the AED. Students will then perform the skills steps coached and /or remediated as necessary by Instructors. Students will then perform single officer scenario that simulates a field application of the techniques with context given that they are working on a colleague in an emergent situation.

- An Instructor equipped with the individual CAT/ Oleas Bandage Skills Check lists and a training dummy with simulated blood, will explain, review, and demonstrate the application of the CAT /Oleas Bandage on a victim. Students will then perform the skill steps coached and/or remediated as necessary by Instructors. Students then perform a scenario closer to real time that simulates emergent application of the CAT and Oleas on a colleague in the context of field conditions.

Overview

- Concepts & Skill training in the proper performance of Cardio Pulmonary Resuscitation, followed by proper application in a scenario.

- Concepts & Skill training in the proper application of an Automatic External Defibrillator, followed by proper application in a scenario.

- Concepts & Skill training in the proper application of a Combat Application Tourniquet, followed by proper application in a scenario.

Interest Introduction:

- This training is to provide officers with the means to address serious medical situations, in which someone's life will be in jeopardy without immediate medical intervention.
- These circumstances include cardiac arrest and severe arterial bleeding from an extremity.
- Though officers are fortunate to have the finest medical treatment readily available, both from the Seattle Fire Department and area hospitals, those resources are not usually available to immediately address these life-threatening conditions.
- Even if SFD is on-scene, they may not be able to access the person in need of assistance, due to the dynamics of the incident and threats to their safety that they are not equipped or trained to handle.
- Officers could be faced with these urgent medical situations both on-duty and off-duty, and might need to call on this training to assist friends or family.
- This course will instruct officers on how to provide immediate medical care, both to themselves and to others in need.

AED/CPR

Material Introduction:

This material originates from multiple sources and is adapted to suit the SPD operational environment. Techniques and protocols are recognized by multiple sources to include:

- United States Dept. Of Defense

- JBLM MSTC Care Under Fire Course

- Committee for Tactical Emergency Casualty Care (C-TECC) (U.S.A)

- Dept. Of Homeland Security

- King County Medic One

- Seattle Police dept. Care Under Fire (CUF) program

- American College of Surgeons C-TECC Report 2013

Tell, Show, Do

Prior to Scenarios, the Instructors will refresh students by performing a **Tell Show Do** breakdown of the individual skill sets. The Instructors will demonstrate all of the skills prior to the student performing them in a scenario. Instructors will coach as needed and students may refer to the check sheet.

Using the CPR Checklist the Instructor will:

- **Tell:** the students how to perform CPR
- **Show:** the students how to perform CPR
- **Do**: Students will perform CPR in the scenario on a CPR mannequin

Using the AED Adult Checklist the Instructor will:
- **Tell:** The students when and how to apply the AED
- **Show:** The students how to apply the AED
- **Do:** The students will apply the AED to a training mannequin

Using the CAT checklist the Instructor will:
- **Tell:** The students when and how to apply the CAT
- **Show:** The students how to apply the CAT
- **Do:** The students will apply the CAT to a training mannequin or volunteer partner

Using the Bandage checklist the Instructor will:
- **Tell:** The students when and how to apply the Oleas bandage
- **Show:** The students how to apply the Oleas bandage
- **Do:** The students will apply the CAT to a training mannequin or volunteer partner

Adult CPR Focus Skills Checklist

Step	Critical Performance Steps	Adult CPR AED ☐ If done correctly	Child CPR AED ☐If done correctly
1	**Verbalized that the scene is safe**		
2	**Checks for response-tap and shout**		
3	**Yells for help**		
4	**Tells someone to phone the emergency response number (or 911) and get an AED (for adult only)**		■
5	**Checks for no breathing or only gasping** *Minimum 5 seconds: maximum 10 seconds*		
6	**Locates hand placement for compressions** *Moves clothes out of the way of the chest* *Lower half of the breastbone: 1 or 2 hands for child*		
7	**Delivers first set of compressions** *Gives 30 compressions in 18 seconds or less*		
8	**ADULT: Gives 2 breaths with a mask** **CHILD: Gives 2 breaths without a mask** *At least 1 breath results in visible chest rise* *Breaths given and compressions started within 10 seconds*		
9	**Delivers second set of compressions** *Gives at least 23 of 30 compressions in the correct chest location*		
10	**ADULT: Gives 2 breaths with a mask** **CHILD: Gives 2 breaths without a mask** *At least 1 breath results in visible chest rise* *Breaths given and compressions started within 10 seconds*		
11	*Instructor says*, **"You have just completed 5 sets of compressions and breaths."** **Leave to phone 911**		■
12	**Turns on the AED immediately after it arrives**		■
	The next step is done only with a manikin with a feedback device designed to indicate when compressions are 2 inches deep (child) or more (adult) and/or indicate that chest recoil is complete. If no feedback device, STOP THE TEST.		

AED Focus Skills Checklist

Step	Critical Performance Steps	☐ If done correctly
1	**Authorization to use AED**; Must meet the following three criteria: Patient is 15 years of age or older. Patient has confirmed circulatory arrest. From non-traumatic causes.	
1	**NOT WITNESSED: If Patient Collapse is Not Witnessed:** ESTABLISH UNRESPONSIVENESS. Immediately request a "Medic Response" via radio or call 911. Ask other rescuers to retrieve an AED from a patrol car or wall cabinet	
2	If alone, perform continuous Chest Compressions for 2 minutes at the rate of 100 per minute	
3	If other trained rescuers are available, they may ventilate the patient at the rate of 2 ventilations for every 30 Chest Compressions	
4	**After 2 minutes of Chest Compressions, or (5 cycles 30:2), Turn on AED and follow prompts.**	
5	**Continue Use until relived by Medics**	
1	**COLLAPSE IS WITNESSED:** ESTABLISH UNRESPONSIVENESS. Immediately request a "Medic Response" via radio or call 911	
2	**Deploy AED. Turn on AED and follow prompts.**	
3	**Continue Use until relived by Medics**	

CAT Focus Skills Checklist

Step	Critical Performance Steps	☐ If done correctly
1	Neutralizes threat/ Minimizes exposure	
2	Takes knee/Uses wall for support	
3	Slides wounded extremity through loop (red to chest)	
4	Correctly positions CAT (Up high/windlass up)	
5	Pulls red end of band tight toward center of chest and secures to Velcro (stop at clip)	
6	If leg, routes the band through the 2nd hole on buckle	
7	Twists windlass until bleeding stops	
8	Locks the windlass rod in place with clip	
9	Secures the windlass rod with white strap	
10	Resume fighting posture	
11	Notify Radio, Partner that CAT is on, Call for help, give location if staying, self-extract to safety if feasible	

First Aid Scenarios:

Scenario one will dispatch officers to a report of an officer down. They drive to a location at the range where they see an officer lying on the ground next to their vehicle. The students will encounter a CPR mannequin in uniform and told the officer is not bleeding, is grabbing his chest and is having difficulty breathing.

Scenario two will be the dispatch to an officer down with an additional report of shots fired. They will arrive to find our "bleeding" mannequin behind a patrol car suffering a significant arterial bleed.

First AID Scenario #1 Cardiac Incident

Performance objectives

In scenario training, assisted by Instructors using the station check lists, all sworn Officers will identify when to use the Automatic External Defibulator (AED), and Cardio Pulmonary resuscitation (CPR).

- In scenario training, all sworn Officers will properly perform the CPR on a training mannequin according to the standards published by the American Heart Association; as evaluated by an Education & Training Section Instructor

- In scenario training, all sworn Officers will properly use an AED on a training mannequin according to the SPD Standing Orders per Medical Director Copass, as evaluated by an Education & Training Section Instructor

Note: Instructors will refer to first aid checklists for each skill set.

Scenario Overview

Officers are dispatched to a report of an officer down. They drive to a location at the range where they see an officer lying on the ground next to their vehicle. Officers will encounter a CPR mannequin in uniform and told the officer is not bleeding but is grabbing his chest and is having difficulty breathing.

Site Description

Range behind north wall of the simm house.

Dispatch Directions Or Situation Explanation

Officers are dispatched to a call of an officer down.

General Overview Of Situation

Role player is a mannequin.

Officer Action	Role Player Response	Officer response Desired	Officer response Not Desired
Recognize cardiac incident is in progress	N/A	Begins skill sets to apply AED. Student may be coached by instructor as needed using the AED check sheet	Does not begin skill sets on sheet. (recognize subject needs help) ***

Deliberate Actions, Activities, and Phrases:

N/A

Weapons

Pistol ☐   Revolver ☐   Rifle ☐   Edged Weapon ☐   Ammo/blanks ☐

Ammo /Marking ☐   Other ☐ Bolt Cutters and Screwdriver

Self-Directed Narrative Debrief	Scenario Specific Questions:
Have student start at beginning and tell what happened Pause and paraphrase if required due to rambling narrative Focus on sequential, chronological de-brief Use questions to guide debrief; what happened next? What did you do then? If you ask a subjective question, redirect by asking "why"-how did that feel…..Why?	What was your legal authority to be where you took enforcement action? Why? Do you have a lawful purpose for the seizure? What? What tactics did you use? Why? Did you use de-escalation techniques? Why? Was De-escalation feasible? Did you use reportable force in the course of your duties? What level/type of force did you use? Was your decision in training within policy? Why? What is your reporting requirement, if any, under policy? How is the incident documented? Would your decision be uniformly applied in all communities? What post investigation or post incident actions should you do to explain your decision to the subject, the others impacted by the police action and to the community?

***Officer using not desired result will be remediated immediately with a "pause" or a scenario reset. If conduct is not remediated the officer will be referred to the ETS chain of command for further training.

First Aid Scenario #2 Hemmorage Control with CAT/ Officer Shot

In scenario training, assisted by Instructors using the station check lists, all sworn Officers will identify when to use a Combat Application Tourniquet (CAT), and when to use the Oleas Bandage. Proper choice in the deployment of methods and techniques will be coached and evaluated by an Education & Training Section Instructor.

- In scenario training, all sworn Officers will apply a CAT (Combat Application Tourniquet) to themselves and a fellow student using the correct technique as demonstrated. Proper application will be assessed using the SPD CUF Lesson Plan CAT check list; as evaluated by an Education & Training Section Instructor

- In scenario training, all sworn Officers will correctly apply a Oleas 4" bandage for hemorrhage control using the standards of American Heart Association (Per AHA/SPD CUF Lesson Plan), and be evaluated by an Education & Training Section Instructor

Note: Instructors will refer to first aid checklists for each skill set.

Scenario Overview

Officers will be dispatched to a help the officer call with an officer down. They will arrive to find our "bleeding" mannequin behind a patrol car suffering a significant arterial bleed. Officers will be told that the suspect has fled in a vehicle prior to their arrival, and is involved in a felony stop with SPD 12 blocks away. (No immediate exsisting threat) If the Student Officer is not CUF trained they will assist the injured officer in applying the CAT. If the student is CUF trained they will apply the provided officer CAT, followed up by a Oleas Bandage over the simulated entry wound. Untrained students should watch and then be given the chance to apply the CAT if they wish to do so, followed by the Oleas bandage.

Site Description

Range. Sout west lot near old Skeet shack.

Dispatch Directions Or Situation Explanation

Officers are dispatched to a call of an officer down. Suspect fled in vehicle, and is now the subject of a felony stop involving other patrol units about 12 blocks away.

General Overview Of Situation

Role player is a mannequin. Bleeding from legs.

Officer Action	Role Player Response	Officer response Desired	Officer response Not Desired
Scan for threats/ limit exposure	Inst. Says "Suspect fled, I am shot in my leg!"	Begins hemorrhage control, direct pressure, CAT	No hemorrhage control efforts. Does not help officer. ***

Noter: Victim Officer is a dummy. Instructor will act as "voice" for the injured Officer.

Officer Action	Role Player Response	Officer response Desired	Officer response Not Desired
Continues to ask Victim questions	Inst. Answers for Victim" I am shot in my leg"	Assures victim and begins to treat injury	No verbal questions ***
Recognizes arterial bleed	Inst. "Help me"	Applies CAT	Indecisive. No action.***
Post Cat application, applies Oleas to entry wound.	Inst. "I am dizzy and going to be sick."	Rolls victim into recovery position. Communicates updates to EMS.	Indecisive. No action. ***

Deliberate Actions, Activities, and Phrases:

As above.

	Weapons				
Pistol ☐	Revolver ☐	Rifle ☐	Edged Weapon ☐	Ammo/blanks ☐	
	Ammo /Marking ☐	Other ☐	Bolt Cutters and Screwdriver		

***Officer using not desired result will be remediated immediately with a "pause" or a scenario reset. If conduct is not remediated the officer will be referred to the ETS chain of command for further training.

Self -Directed Narrative Debrief	Scenario Specific Questions:
Have student start at beginning and tell what happened Pause and paraphrase if required due to rambling narrative Focus on sequential, chronological de-brief Use questions to guide debrief; what happened next? What did you do then? If you ask a subjective question, redirect by asking "why"-how did that feel…..Why?	What was your legal authority to be where you took enforcement action? Why? Do you have a lawful purpose for the seizure? What? What tactics did you use? Why? Did you use de-escalation techniques? Why? Was De-escalation feasible? Did you use reportable force in the course of your duties? What level/type of force did you use? Was your decision in training within policy? Why? What is your reporting requirement, if any, under policy? How is the incident documented? Would a person wearing a business suit receive the same treatment? What post investigation or post incident actions should you do to explain your decision to the subject, the others impacted by the police action and to the community?

Training Referral to ETS

AED/CPR First Instructional Block

☐ **Remedial (R) - Officer/team does not perform all task elements to the described standard.***

Identify performance objectives that require remediation with a check mark:

☐ **Identify when Cardio Pulmonary Resuscitation (CPR) is appropriate for the medical situation and properly perform CPR on a training mannequin according to the standards published by the American Heart Association.**
☐ **Identify when an Automatic External Defibrillator (AED) application is appropriate and properly use the AED on a training mannequin; according to the SPD Standing Orders, per Medical Director Copass.**
Comments

CAT Instructional Block

Identify performance objectives that require remediation with a check mark:

☐ **Identify when a Combat Application Tourniquet (CAT) application is appropriate and properly apply a CAT to a mannequin or role player; according to the SPD CUF Lesson Plan CAT check list.**
Comments

Student Name:
Serial #:
Date trained:

Page 1 of 1

Pass/Fail course results noted on training roster and failure/remediation noted in detail on the training referral to ETS-see prior form

Training Attendance Roster

DO NOT WRITE IN THIS BOX

COURSE TITLE	COURSE DATE(S)	COURSE HRS
2014 Less Lethal Training	12 May 2014	07:00 -- 11:00

INSTRUCTOR(S)	SPONSORING UNIT NAME

☐ Initial ☐ Refresher ☐ Video Magazine #

☐ Post-BLET ☐ Remedial ☐ Other

NAME (LAST, FIRST, M.I.)	SIGNATURE	EMPLOYEE ID#	SERIAL	UNIT #	PASS/FAIL SCORE
1. Garza , Arthur			6303		BOOKED
2. Mulloy , Sarah			7421		BOOKED
3.					
4.					
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I CERTIFY THAT THE ABOVE INFORMATION IS CORRECT REGARDING COURSE CONDUCT AND COMPLETION.

INSTRUCTOR/COORDINATOR	SERIAL	DATE

http://srveinfo/moodle/mod/facetoface/attendance.php?s=9714   5/8/2014

Key Knowledge-Based Points

1) Why do you have legal authority to be where you took enforcement action?
2) Do you have a lawful purpose for the seizure?
3) Did you attempt De-Escalation? Was De-Escalation possible?
4) Could you have taken steps that would have reduced the likelihood of using force?
5) If force is used was the force necessary? Why?
6) Was the force used proportional to the resistance offered?
7) How did you modulate the force based on resistance?
8) Why was the force objectively reasonable?
9) Was your decision in training within policy?
10) What is your reporting requirement, if any, under policy?
11) How is the incident documented?
12) Would your decision be uniformly applied in all communities?
13) What post-investigation or post-incident actions should you take to explain your decision to the subject, the others impacted by the police action and to the community?

Testing

Where applicable, the Education and Training Section will test officers to verify acceptable levels of performance. If training permits, officers will be required to perform at a measurable level to pass the block of instruction. Testing in the traditional sense does not fit well with our training methodology. The goal of the Education and Training Section is to ensure all officers receive, understand and can functionally apply trained skills. For a majority of training, officers cannot leave training or move beyond an instructional block without successfully completing the task. We effectively require 100% passing performance or the officer is removed from training and will receive remediation.

For each training block the student's decisions and tactics will be evaluated to ensure they are consistent with course goals and are performed to the satisfaction of an Education and Training Section subject matter expert. An evaluation form will be completed stating whether an officer met the required level of performance or did not satisfactorily meet expectations. This will be a "Go" or "No Go" process with a description noting performance concerns. (see appendix for sample) If remediation is unsuccessful the officer will be referred to the chain of command for review.

E-Learning and Facilitated Classroom Instruction require completion of the course and demonstrated understanding of concepts to the satisfaction of an Education and Training Section subject matter expert. Embedded in each training method are questions, short tests, interactive discussions, and demonstration of required skills. The students must show they understand the concepts and can apply them to successfully complete the course. Each student will be marked pass or fail, and referred to the Education and Training Section for remediation if needed.

Accountability Measures

Assessing the adequacy of in-service training through periodic testing of officer understanding permits evaluation of training concepts and instructional methods. Spot testing will allow the gathering of training data and assist in an analysis of course effectiveness. The Education and Training Section intends to implement statistical sampling to verify understanding of key training concepts. Collected data will be used to identify training effectiveness, gaps in current curriculum and the most successful methods of instruction.

Instructional Resources

PowerPoint:

Video:

Logistical Support

General Planning and Logistical Concerns

Based on the ISD plan, the Education and Training Section will provide 32 hours of training to 1300 officers, beginning in May and concluding in December of 2014. Using the model of 32-40 student officers per day of training, the Department must conduct 180 days of training from May to December. These numbers have a built-in redundancy to ensure compliance with required training. One day of training will consist of Crisis Intervention Training and be provided by the Washington State Criminal Justice Training Commission. CIT has minimal logistical impact for it has grant supported overtime backfill funding for patrol operations. Therefore, the true training load is 135 training sessions from May to December. Removing days that have high demand for police services and those routinely short staffed, holidays, Fridays, Saturdays and most Sundays, there are 131 days available for training. To provide the needed number of classes additional sessions on Sundays and double classes on a few selected dates will be scheduled.

Training Sites

Training will be provided at the Seattle Police Department Range, the Park 90-5 training annexes, use the Park 90-5 classrooms and at the precincts. All sites have sufficient training facilities with all needed logistical support. Student parking at Park 90-5 is limited and impacted by adjacent businesses. To address this concern the start time will begin earlier, when more access is available. Most courses at Park 90-5 will have a 0700 start time. The Range has substantial parking and could potentially handle several hundred students a day. If needed, police precincts will be used to ease the impact on Park 90-5 facilities. The Southwest Precinct will be an alternative training site providing additional classroom space, computers, and 20 available parking slots.

Personnel Logistical Concerns

The Education and Training Section will consult with Police Operations and Investigations Bureaus to reduce the training impact on operational needs. As an example, scheduling Investigations Bureau officers to training during the summer when patrol servicers are in high demand will lessen the training burden on patrol staffing. Education and Training Section will also need adjunct instructors and role players to provide training. Again, inter-departmental cooperation will reduce the strain on the Department to provide the required training.

Post-Course Evaluation

To maintain an effective, verifiable, and defensible training program it essential that the Education and Training Section evaluate the impact of training on Seattle Police Department officer performance. Without robust accountability measures there is a potential for erosion in the trust of our ability to address long term systemic concerns. Operating from these principles the evaluation of training must adapt to our training methodology.

The Education and Training Section core training methods demand that we build performance models or "schema" in officers to cope with time pressured decision making. This is essential particularly in the area of use of force decision making where most events are tense, uncertain and rapidly evolving. The majority of our training requires officers to leave with the correct performance model properly imprinted. Problem performance is therefore addressed immediately and all students are required to complete the instruction with correct execution of skills. The described methodology does not lend itself to the traditional pass/fail evaluation of student performance. However, as noted in the testing section the Education and Training Section has instituted a "Go, No Go" documentation approach that will verify acceptable completion of training. Those failing to meet acceptable levels of performance will be remediated immediately and if they fail to reach the required level of competency prior to the end of training they will be referred to the chain of command for review.

There are several opportunities to evaluate the effectiveness of training. Review of force incidents through the Use of Force Review Board is an existing method to critically evaluate training. The Use of Force Review Board provides a global review of application of best practices and trained skills. Supporting this process has been the creation of remedial training system that verifies remediation of identified training issues. Field supervisors add to the review process by providing daily evaluation of acceptable performance and are required to address/document gaps in application of trained skills. These layers of review combined with improved tracking, required attendance and verification of information receipt goes a long way to painting a clearer picture of the efficiency of training.

Additional training evaluative tools can further support an assessment of in service training. Spot testing through training events and/or online e-Learning questions can also provide metrics for evaluation of training. Outside surveys and community feedback will play a part in the assessment process. Using the tools described above the Education and Training Section believes systems are in place to clearly evaluate training while continuing to utilize our methods for training delivery.

To bolster our evaluative process the Education and Training Section proposes the following steps be initiated in 2014:

I.   Yearly review of Use of Force incidents, comparing current data to prior years, identifying key metrics and determining training impact on force trends, reporting methods and force decision making.

II.   Review of citizen complaints to determine training impact on reported misconduct or policy violations.

III. Regular checks of both Use of Force incidents and OPA complaints to identify trends and address training outcomes.

IV.   Ensure the Education and Training Section is included in distribution of the police performance survey, Also ensure the survey specifically seeks citizen input on officer professionalism, perceived procedural justice, potential for disparate treatment of groups within the community, and community trust in the organization.

V.   Form a board to randomly review police reporting of incidents for adequate performance, proper resolution, use of community outreach tools to ensure procedural justice, and whether officers performance is reflecting the goals of the Education and Training Section training.

VI.   Build in student course evaluations and feedback systems into all Department training. Conduct a monthly review of evaluations looking for patterns, identified deficiencies or areas where high levels of demonstrated success have been noted.

One of the purposes of Post-Course Evaluations is to identify concerns that are not currently being addressed and adapt training as required. The Education and Training Section is seeking to develop a formative assessment of training to guide content delivery. Ideally, we will use a process where we are constantly monitor training, identifying and remediating group or individual deficiencies, and modifying training to address gaps in learned concepts and skills. This process will clarify good performance, facilitate officer self-assessment, encourage instructor dialogue about successful delivery options, provides opportunities to close the gap between current and desired performance, and furnishes information that can shape future instruction.

In addition to the Use of Force Review Board, which performs a weekly evaluation of officer compliance with training best practices, the Education and Training Section will institute several processes to evaluate the effectiveness of the ongoing training. The core skills identified in the lesson plans will be used as benchmarks for monthly review of all Use of Force reports verifying the trained skills of Contact/Cover, De-Escalation, Threat Assessment and Prisoner Control are

utilized. Additionally a random sampling of Use of Force reports will be analyzed bi-weekly, comparing trained officer performance to those that have not yet attended training. This process will establish a comparative baseline of conduct to assess if officers are retaining and employing trained skills. The Education and Training Section will also review all officer course evaluations to assess perceived value of the training and if officers believe the curriculum is relevant, applicable to their duties and capable of being operationalized.

To support the analysis of training effectiveness, the Education and Training Section will work with the Office of Professional Accountability, the Community Police Commission and The City of Seattle Office for Civil Rights to compare month to month, the number of citizen complaints. Once established this review will likely evolve into a more probative analysis, breaking down types of complaints and identifying trends. Since all training provided consist of not only tactical training but addresses procedural justice, LEED, and bias, the training should directly impact community perception of officer conduct. The formative assessment proposed above reviews officers work product, reported officer performance in the field, officer's evaluation of training, and the external impact of training on community relations. We believe this is a robust program that will begin the process of review of the effectiveness of training and permit mid-course corrections to identify discovered concerns.

 In the longer term, the ETS will complete an internal report assessing training effectiveness and forwarding it to the chain command. This report will be used to guide training development for the next year's training cycle. The Education and Training Section's post course evaluation process provides a thorough review of the impact of training on officer performance and verification that critical analysis of applied training is meeting our performance objectives.

Revision Plan

The evaluation of training will be an ongoing process throughout the training cycle. It will consist of both external review and internal evaluation training. The process of Post-Course Evaluation discussed above will be conducted as in service training is proceeding and will furnish an external training effectiveness perspective. For internal analysis all students will be asked to provide course evaluations assessing multiple performance metrics. Desired feedback on course usefulness, practical applicability of trained concepts, instructional effectiveness, and consistency of training are but a few of the areas to be reviewed.

Using internal and external evaluations training will adapt to address identified areas of concern. The Education and Training Section routinely modifies training to deliver the most effective curriculum. Feedback will be tracked and changes in training will be noted to verify department wide consistency. Occasionally revisions can create sufficient inconsistency in training to demand organization wide remediation. Using e-Learning and the online Training Digest significant alterations in training will be disseminated and officer receipt of revisions verified.

Appendix:

Seattle Police Department

Advanced Training: Tactics Guide

Revised 3-11-2013

Introduction

This document is intended, to bring together, a myriad of tactical subjects, techniques and concepts. Understanding, not all instructional subjects, techniques and concepts can be comprehensive; this document simply provides the elements of established and accepted best practices, as presented by the Advanced Training Unit.

Mission Statement: To provide a safe training environment, develop and instruct curriculum, assess training needs, promote citizen and officer safety, in accordance with the Seattle Police Department's mission and priorities.

Scope: This publication is a working document. This document is presented as a training and reference guide for departmental tactical operations.

Goal: To present safe Reality Based Training, adhering to established training standards, in which, the complexity of problem solving is incrementally increased.

Objective: Through the initiation and progression of individual, squad, and watch sized skills, personnel will be able to maximize multiple interlocking skills, in order to perform the training standards as a single officer, multiple officers, or a watch sized element.

Use of force/Decision Diamond

The Use of Force/Decision Diamond is a foundational model that assists tacticians in making tactically sound, feasible, permissible and timely choices when considering use of force options. Each side of the diamond represents a critical and essential element needed when any level of force is used. Keep in mind, that common everyday patrol procedures such as searches and physical seizures also should be evaluated using this model.

Tactically Sound

Increases Officer Safety

Increases the safety of bystanders

Give you the Officer an advantage

Create a disadvantage to the suspect(s)

All of the above are considered within the totality of the circumstances

Timely

The failure to make a decision in the time allowed is in fact a decision to let the suspect(s) dictate the situation.

No tactic or tool can work if it is preempted!

Threatening force you cannot or will not use may be dangerous and allows the suspect(s) to formulate counters to those force options.

The more time you have to make a decision the more choices you will be able to evaluate and the greater the scrutiny will be on your decision

Articulate the time factor when appropriate

Feasible

You have the skills necessary

You have the physical capabilities

Correct environment for the force option

The necessary tools to employ that force are available

Achieve the desired outcome: control, defend or stop

Permissible

Allowed by department policy

Allowed under State law

Allowed under Federal law

Tactical Concepts Model

Developed in 2004 by Officer James Kim, the Tactical Concepts Model provides a context for the development of decision making and a more comprehensive understanding of risks and countermeasures.

Our Tactical Concepts Model identifies three goals, supported by several components:

Limit Exposure
>Conduct threat assessment

>Use time, distance and shielding

>Be aware of angles

Control the Scene

>Establish containment

>Employ tools and techniques
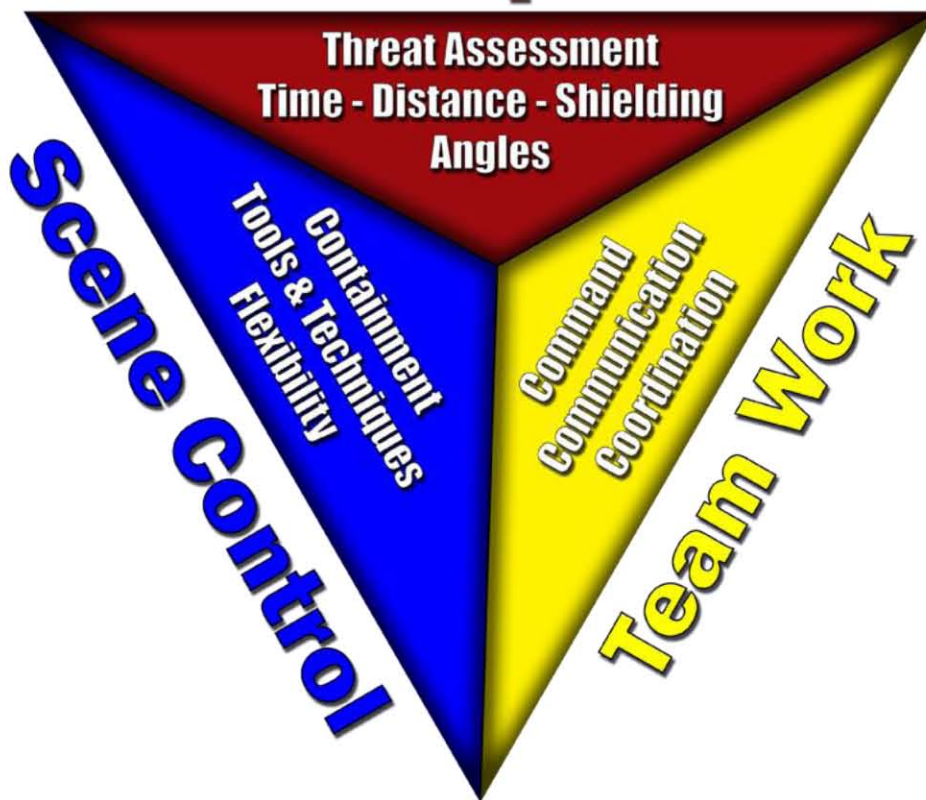
>Exercise flexibility

Use Teamwork

>Exercise command

>Communicate

>Coordinate

Tactical Concepts Model

Limit Exposure

Threat Assessment
Time - Distance - Shielding
Angles

Scene Control

Containment
Tools & Techniques
Flexibility

Command
Communication
Coordination

Team Work

Multiple Officer Building Search (MOBS)

Training Objective: Safely conduct a building search with multiple officers

Key Concepts:

Officers

- Recommend a minimum of three (3) officers to enter/search the building
- Recommend a minimum of two (2) officers for building containment

Officers Roles/Responsibilities

- Establish primary officer
- Set containment, summon additional resources(i.e. K-9, TASER, Long gun, patrol shield)
- Threat assessment(determine if entry is necessary, what crime has occurred, balance the need for entry with the risk of entry)
- If entry is required and feasible, determine what tactical method (cloverleaf, dedicated long cover, number of officers required)

Tactical sequence

- Safe arrival and approach
- Set containment
- Threat assessment
- Knock and announce
- Entry
- Clear area using tactical pause, clear and sweep each room encountered
- Ensure building is cleared and secured

Search tactics:

Dedicated long cover: One officer remains long cover, addresses all threats at and beyond room/area to be cleared. A minimum of two (2) other officers are the clearing element.

- Long cover leads the team on entry, communicates threats and identifies areas to be cleared
- A minimum of two (2) other officers, are the clearing element moving in file behind the long cover/point
- Long cover steps up to address the first threat and communicates to the clearing element
- All officers must use clear and standardized language (i.e. "step out, second, tap and move, clear and swept coming out")
- Clearing element enters room, conducts tactical pause and works together to clear and sweep the area

- Long cover may step into threshold for cover/concealment once the clearing element is in
    - When room is clear and swept, clearing element forms behind long cover and they continue to clear the building/area

Cloverleaf: The responsibility for the point rotates between officers as the clearing element searches the building

- Point leads the team on entry, communicates threats and identifies areas to be cleared
- A minimum of two (2) officers are the clearing element moving in file behind the point
- Point steps up to address the first threat and communicates to the clearing element
- All officers must use clear and standardized language (i.e. "second, tap and move, clear and swept coming out")
- Point covers approach to room/area, calls for a "second".   Next officer in line gives a "tap and move" then enters with the point
- Clearing element enters room, conducts tactical pause and works together to clear and sweep the area
- Third officer in line takes responsibilities for point, and adjusts into the doorway threshold for cover and concealment if applicable
- When room is clear and swept, clearing element forms behind the point and they continue to clear the building/area
- Positions rotate as the search continues

Individual skills:

Weapon and light and discipline

- Flashlight technique is to be in accordance with the standards trained by the SPD Firearms Training Unit (i.e. Harries, Chapman, Welch, Ayoob)
- Point officer/long cover should be prepared to address threat with gun and light
- Other clearing officer's guns/lights should be in the "Sul" position or "low ready", light should be off (beware of backlighting)

Movement

- Officers search should be slow and methodical using the tactical pause
- Physical movement should be stable allowing officers to address any deadly force encounter

Suspect(s) encountered

- The level of safety for officers, civilian and suspect(s) at the scene is predicated by the suspect's own actions
- Officers must be prepared to deal with non-compliant suspect(s), recognizing combative, fleeing and barricaded suspect(s)
- Officers responding should make use of time distance and shielding
- Officer spotting the suspect immediately announces "Suspect!"
- If suspect(s) is compliant, clearing element coordinates arrest and clearing/sweeping of the room/area

- When handcuffing the suspect, use contact and cover, use the CREST model per ICC protocol

High Risk Vehicle Stops

<u>Training Objective:</u> Safely conduct a high risk vehicle stop in accordance with our tactical concepts model.

<u>Key Concepts:</u>

Officers

- After stopping the offender vehicle, recommended four (4) to six (6) officers to conduct the high risk stop

Vehicle Placement

- Primary vehicle in line (in wheel tracks) with offender vehicle
- Secondary vehicle angled off of primary vehicle's driver's side (preferably 45 degrees)
- Two (2) to Four (4) car lengths behind offender vehicle
- Use of emergency equipment (i.e.; spotlights, shields, P.A., overhead lights) to maximize tactical advantage
- Ultimately vehicle placement is dependent upon the tactical situation

Officer Roles & Responsibilities

- Clear and concise communication (two way)
- Communicate and establish areas of responsibility for covering offender vehicle (driver side cover, passenger side cover, rear cover, top and bottom cover, occupant cover)
- Designation of primary officer
- Maintain 360 degree awareness by scanning
- Arrest teams set up (minimum of two (2) officers, contact and cover), communicate when in place (two way)
- Deployment of available long weapons (rifle & shotgun)
- Consider deployment of less-lethal force options (Taser, K9, OC options)
- Post arrest element to clear vehicle (minimum three (3) officers)

Sequence of stop

- Choose location of stop if possible, initiate stop with sufficient back up units
- Control driver, give strong, clear, concise verbal commands
- Threat assessment, nature of crime, number of suspect(s) stop location
- Control placement of suspect(s), securing and physical arrest of suspect(s) using CREST model
- Clearing the vehicle, line formation on approach, clearing element has primary cover, avoid lasering clearing element (passenger side approach recommended)

Suspect

- The level of safety for officers, civilian and suspect(s) at the scene is predicated by the suspect's own actions
- Officers must be prepared to deal with non-compliant suspects, recognizing combative, fleeing and barricaded suspects
- Officers responding should make use of time distance and shielding

Pursuit

- Pursuit policy per DP&P 6.270

Rapid Intervention (RIT)

Training Objective: Safely intervene in an active shooter situation, to enhance public safety in accordance with the tactical concepts model.

Definition of active shooter: Active shooter is an incident which is ongoing and the suspect(s) are actively engaged in causing death or great bodily injury and the potential for mass casualties exists. The three primary elements supporting entry are:

- Armed attacker using deadly force
- Unrestricted access to additional victims
- Immediate and direct police action is feasible, necessary and likely to save lives

All three of these elements must exist for the incident to be an active shooter incident.

Key Concepts:

Officers

- Recommend a minimum of three (3) for "Y" formation, maximum of six (6) officers for a diamond contact/rescue team
- Use Diamond or "Y" formation based on number of officers

Officers Roles/Responsibilities

- Establish primary officer, team leader, positions in diamond formation (point, left guard, right guard, and rear guard)
- All contact team members must determine if the situation is an active shooter incident by definition.
- Consider immediate availability of additional resources to enhance contact teams capability (i.e. SWAT, Long guns)
- Modes of movement based on threat assessment and situation (dynamic, search, transit)
- When feasible, supplemental duties, establishment of safe access, locating command posts, setting containment, etc.

Tactical sequence

- Safe arrival and approach
- Threat assessment, does it meet definition of active shooter
- Form contact/rescue team(s)
- Advise radio of entry
- Communicate information as quickly and concisely as possible to other arriving units
- Enter building using appropriate tactical mode of movement

- Complete tactical objectives (contain, control or neutralize the threat, rescue victims, secure scene for additional law enforcement objectives)
- Implement Incident Command System

Tactical Modes of Movement:

- **Dynamic Mode:** Contact teams have real time intelligence (i.e. shots heard or screaming) that indicates violence is actively occurring. Teams move rapidly and aggressively in formation to the threat to contain, control or neutralize the suspect(s)

- **Transit Mode:** Moving from one point to another to accomplish a tactical objective. Contact teams move in formation to this area covering and bypassing threats, as they proceed

- **Search Mode:** Contact teams hastily search looking for the suspect(s)

Suspect(s) encountered

- Officers must be mentally prepared for a violent encounter with a violent suspect(s), who may have pre-factored their own death(s) into their plan
- The level of safety for officers, civilian and suspect(s) at the scene is predicated by the suspect's own actions
- Officer must be prepared to deal with non-compliant suspects, recognizing combative, fleeing and barricaded suspects
- When the suspect is handcuffed, use contact and cover, employing the CREST model per ICC protocol

Individual skills:

Weapon and light and discipline

- Flashlight technique is to be in accordance with the standards trained by the SPD Firearms Training Unit (i.e. Harries, Chapman, Welch, Ayoob)
- Officers should maintain areas of responsibility and be prepared to address threats with gun and light
- Use of long guns recommended

Movement

- Physical movement should be stable allowing officers to address any deadly force encounter
- Awareness of additional contact teams, announce ("SPD!""SPD!'"SPD!") on approach

- Move aggressively and decisively
- Be flexible in tempo of modes and tactical movements

Less-lethal Team Tactics

Training Objective: Using effective team work and communication, safely deploy less-lethal tool(s) to effect arrest in accordance with our tactical concepts model. Less-lethal tools include Taser, and OC aerosol sprays. (This guide does not cover LL Shotgun use. Refer to SPD range LL shotgun policy)

Key Concepts:

Officers

- Recommend minimum three (3) officers , LL Operator, Cover Officer, Arrest Officer(s)

Officers Roles/Responsibilities

- Establish Primary Officer (LL operator)
- Establish Cover Officer (Threat Assessment), arrest officer (s) and Less-Lethal Officer
- Less-lethal Cover should have the ability to use up to deadly force to protect team and public
- Less-lethal operator determines if deployment is permissible, tactically sound, timely and feasible
- Form a deployment plan in relation to exigency
- Establish a contingency plan
- Position team members, communicate when in place

Tactical Sequence

- Safe arrival and approach
- Threat assessment, Evaluate , decision
- Deploy LL tool
- Effect physical arrest
- Perform follow up, medical screening, and decontamination as feasible

Individual Skills:

LL Operator

- Takes best physical position to deploy LL
- Assumes primary officer role on deployment of LL
- Deploys LL tool
- Assesses LL effectiveness, determines need for further deployment
- Directs officers in for physical arrest
- Performs subsequent suspect medical screening or decontamination

Cover Officer

- Maintains a position in close proximity to LL Operator to provide cover
- Provides options to protect team and public up to lethal force
- Constantly assesses threat level, and actions of the suspect(s) and appropriate response

Arrest Officer(s)

- Maintains position to move in on command of LL operator to take custody of suspect
- On direction of the LL Operator makes physical arrest of the suspect(s) using the **CREST** concept.

Contact/Cover Officers

Training Objective: Establish individual officer roles regarding contact of suspicious person(s) and or suspect(s) in order to meet tactical goals and enhance officer safety.

Key Concepts: Contact Officers when engaged in their duties are often vulnerable to unseen dangers. Cover Officers must remain focused on their task at all times.

The roles of Contact and Cover Officer can change with effective communication between officers. Understand that more than one Contact and Cover Officer can be utilized.

Contact of suspect

- Advise radio prior to contact
- Designate Contact Officer and Cover Officer
- Tactical considerations per the Tactical Concepts Model

Officer roles and responsibilities

Contact Officer

- Responsible for direct interaction and communication with the suspect
- Tactical considerations per the Tactical Concepts Model
- Performs investigatory tasks
- Takes enforcement actions if needed
- Effects physical arrest (CREST model)

Cover Officer

- Responsible for protection of the Contact Officer
- Provides 360 degrees scene protection
- Tactical considerations per the Tactical Concepts Model
- Remains focused on task until released by contact officer

Hostage-Barricaded Persons Guidelines

Training Objective:

To provide a guideline of actions for *initial responders* to implement on identification of a hostage/barricade situation. Actions are designed to meet the goals of **SPD Procedures & Tactics Publication 037 Hostage-Barricaded Persons**.

Tactical Objectives:

- Life safety
- Incident stabilization
- Coordination of follow on resources

Key Concepts:

- Officers must take steps to protect life and property
- Armed suspect(s) in a building have a considerable tactical advantage over officers entering
- Immediate, unplanned entry may risk lives of hostages, officers and suspect(s)

Officer Responsibilities per the Tactical Concepts Model:

Limit Exposure:

- **Threat Assessment**: Recognize the incident as a barricade/hostage situation
- **Limit Exposure:** Use time, distance, shielding, safe access routes
- **Angles:** Avoid exposure to suspect, cover threat area(s)

Scene Control:

 Containment: Keep the scene from expanding, splitting or moving

Tools & Techniques*:*

As soon as possible officers should act to **Implement the 4 C's Model**

The 4 C's Model

1. **Contain:** the scene using additional officers to form a perimeter
2. **Control**: entry and exit from the scene, attempt to make scene static
3. **Communicate**: with the suspect, and responding officers, supervisors
4. **Call for SWAT/HNT**: summon resources specially equipped and trained to handle the scene

Team Work

- **Command:** primary officer is on scene commander until relieved by supervisor
- **Communication:** must be clear concise, radio discipline, secure channel if necessary
- **Coordination:** additional officers should fill vacant roles, communicate, work to facilitate the mission

Tactical Sequence

- Safe arrival and approach
- Threat assessment, recognition of Hostage/Barricade
- Limit exposure
- Implement 4 C's
- Coordinate
- Implement ICS via Chain of Command

Traffic Stops

Training Objective: Safely conduct a traffic stop, establish individual officer roles in order to meet tactical goals and enhance officer/public safety.

Key Concepts: While most traffic stops begin with a solo officer, it is recommended a second officer is called to establish "Contact/Cover" to maximize officer safety. (This is due to the increasing number of ambushes by individuals associated or not with the stop, i.e. WSP, Virginia Tech, and SPD incidents where individuals assaulted or killed officers on the traffic stop).

Learning Objectives

Tactical Sequence of Stop

Identify violation
Determine safe location for stop(traffic, lighting, etc.)
- o   Use of right shoulder if possible
- o   Avoid stopping in areas already requiring a high level of decision making from approaching motorist
- o   Practical Tip :Keep left turn signal activated as it causes motorist to believe you are merging into traffic, which can cause them to change lanes

Vehicle Positioning (primary officer)
- o   **S.T.O.P. Method**
  - o   **S-Space between vehicles = 1 car length**
  - o   **T-Turn Steering wheel fully to the right**
  - o   **O-Overlap with stopped car 50%**
  - o   **P-Parallel to roadway (no angle)**
  - o   Studies have shown that the majority of vehicles are not hit from the rear but at an angle, which causes the officer to still be struck.
  - o   Emergency lighting is brighter to motorist
- o   Ensure In-Car camera is operating and ensure it is positioned to best record the stop **(Camera is always recording but do not risk your safety for the benefit of the recording)**
- o   Spot Lights(even in daylight, this is a valuable tool)

Contact radio and advise of stop
- o   State location
- o   Give vehicle plate and wait for response(stolen or not)
- o   If needed, advise if vehicle is occupied by multiple occupants
- o   Approach vehicle

- **Contact of Violator**
    - Approach vehicle tactically (use of flash light recommend), watching violator and being aware of traffic and 360 degree(head on swivel and scanning) surroundings
    - Remember to keep "gun hand" free of obstructions
    - Give name, rank, affiliation with department, reason for stop, and In Car Camera warnings
    - Gather all necessary information during contact

- **Arrival of additional unit (Cover Officer)**
    - If on street, park vehicle directly behind contact officer's vehicle. If in other location, a position that is to your tactical advantage
    - Establish role of cover officer
    - Responsible for protection of contact officer
    - Provide 360 degree(head on swivel and scanning) scene protection
    - Remain focused on task until released by contact officer

- **Location of Cover Officer during Stop**
    - Recommend position at passenger side of vehicle. This allows cover officer to scan areas of vehicle that contact officer is unable to.
    - When contact officer returns to his vehicle, position self in a location to maintain protection of contact officer and 360 degree (head on swivel and scanning) scene security.
    - When contact officer makes re-approach, reestablish position at passenger side of vehicle

- **An arrest occurs**
    - Follow Tactics Guide for contact/cover during suspect contact
    - CREST Model

- **If additional units are needed**
    - Pick up areas of responsibility not covered (i.e., if third officer arrives, they can team up with contact officer for arrest team while original cover officer maintains 360 coverage.

Breaking Contact Professional Closing

- Give written warning or citation
- Ensure motorist understands how to take care of citation if given
- Remain professional and courteous

Reprinted Article

Time to Develop One Hour of Training
Monday, August 31, 2009 - by *Karl M. Kapp, Robyn A Defelice*

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Designing training is as much of an art as it is a science. However, that doesn't mean we should abandon the act of trying to figure out how long it takes to develop an hour of training. Scientific measures and standards can be applied at least as rough guidelines. With some type of standard, it becomes possible to gain a general idea of how much time a training project might take. While many may argue about using "one hour of training" as a measuring stick because of the difficulty of determining exactly what one hour means, it is a common term and has some traction with managers trying to plan resources. It's not perfect, but it is a way of making comparisons.

Too often when asked about developing training, internal and external clients hear "it depends." While this is true, that answer doesn't help when budgeting time or resources. What someone really wants as a response to that question is a realistic number as to how long it will take to develop one hour of training. Or, at the very least, they would like a range of numbers so some type of planning can be done.

Here are the results from a survey we developed in a rough attempt to align credible numbers for use in estimating work based on delivery method and complexity of interactivity. We also review the key factors that can cause delays and contribute to that famous "it depends" answer.

Demographics

To conduct the study, we reached out to our peers in the industry to gather data and had 47 respondents, of which 83 percent have a degree related to the field of instructional technology/design. Other points to note:

 » the majority (61 percent) of our respondents performed both the role of the designer and developer in their job tasks
 » the majority (75 percent) of the materials that respondents worked with were raw; meaning they came from Subject Matter Experts (SMEs) and/or their own research

» the two dominate methods for estimating development hours were estimates based on similar projects (36 percent) and the use of variables (31 percent) such as expertise, project-related work, environmental factors, and so forth
» internal customers (41 percent) and vendors (39 percent) made up the majority of respondents. Independent consultants (11 percent) rounded out the top three
» several industries were also noted and a breakdown can be reviewed in the chart below.

Results

The mainstay of our study covered various development tools and the levels of interactivity based on the ADDIE model. The study did not include time estimates for summative evaluation, only formative. One set of questions covered the use of templates within development. The survey indicated that Microsoft Word and PowerPoint were the predominant development software as 71.7 percent of all respondents use these to develop instruction. Adobe Flash (56.5 percent) and Captivate (50 percent) were next in line as leading software development tools with LMS-based tools (26.1 percent) following them. Other tools such as Articulate (19.6 percent), Lectora (15.2 percent), and WebEx Presentation Studio (10.9 percent), though not as popular, still had a number of respondents.

The chart below indicates the numbers from our most recent survey and the numbers from the survey and data gathered in 2003. Respondents only provided numbers to the methods that they have used. It is interesting to note that in six of the areas, the time estimates actually increased. Note: NA is listed in some of the responses for 2003 because these are new questions in 2009.

Type of Training per 1 hour	Low Hours Per hour of Instruction (2009)	High Hours Per Hour of Instruction (2009)	Low Hours Per hour of Instruction (2003)	High Hours Per Hour of Instruction (2003)
Stand-up training (classroom)	43	185	20	70
Self-instructional print	40	93	80	125
Instructor-led, Web-based training delivery (using software such as Centra, Adobe Connect, or WebEx-two-way live audio with PowerPoint)	49	89	30	80

E-learning Developed without a Template				
Text-only; limited interactivity; no animations	93	152	100	150
Moderate interactivity; limited animations	122	186	250	400
High interactivity; multiple animations	154	243	400	600
E-learning Developed within a Template				
Limited interactivity; no animations (using software such as Lectora, Captivate, ToolBook, TrainerSoft)	118	365	40	100
Moderate interactivity; limited animations (using software such as Lectora, Captivate, ToolBook, TrainerSoft)	90	240	150	200
High interactivity; multiple animations (using software such as Lectora, Captivate, ToolBook, TrainerSoft)	136	324	60	300
Limited interactivity; no animations (using software such as Articulate)	73	116	NA	NA
Moderate interactivity; limited animations (using software such as Articulate)	97	154	NA	NA
High interactivity; multiple animations (using software such as Articulate)	132	214	NA	NA
Simulations				
Equipment or hardware (equipment emulation)	949	1743	600	1000
Softskills (sales, leadership, ethics, diversity, etc.)	320	731	NA	NA

Factors that effect development time

So why did some times increase and why does it take so long to develop instruction in the first place? (by develop we mean the ADDIE process). This leads us to our next question where would we be without our clients and SME's? Apparently developing instruction in a lot less time. Now this is not an attempt to knock clients SME's (we love them); however there were some clear trends in the qualitative responses indicating three main issues impacting the time to develop instruction and they primarily stem from the client; scope of work, technology, and review time.

It was noted in the qualitative comments that client project managers, SME(s), and their organizations, did not have a firm grasp on their own needs. This can be the cause of major time delays. Expectations of what the project would look like as a finished product causes delays as does the desire to add additional content at the last minute. Within the scope of work there were also sub-factors, such as

lack of understanding of one's responsibility to project; which included not allotting enough time to review work, SME unavailability, provision of materials in a timely manner

organizational changes; changes impacting either resources for the project or the overall project

incompatible technology and/or lack of knowledge of a technology. It was noted several times that the clients' technology was incompatible and/or there was a learning curve to using the new tools. To a lesser degree it was also mentioned that software quirks also lent to development time being impacted.

So one of the ways to reduce the overall time to develop one hour of training is to streamline how you interact with the client. Finding methods to help the client work more effectively and understand the learning technologies would help to reduce the overall time investment.

Reducing the factors

We don't want to leave this article hanging on the negative attributes of developing an hour of training, so here are some ways to minimize some of these factors to reduce the time. Try incorporating a few of these best practices into your next project or better yet consider building them right into your process to speed up your projects.

Conduct an orientation for the SME and key project stakeholders. During the time that you kick off the project and discuss roles and responsibilities include informational take-aways to reinforce main points reviewed during the meeting. For example, providing a SME with a description of their responsibilities and what that looks like from a time perspective (how many hours should they set aside) can allow them to better prioritize and allocate their time for the project along with all of their other commitments.

Communicate, communicate, communicate. We may not want to do it, but more communication is effective for keeping project stakeholders current and familiar with

the project and its present status and issues. The additional communications can also be leveraged to remind individuals of upcoming tasks and milestones. Help the SME or client prioritize by continually communicating to them their dea dlines.

Be prepared to help implement change management. If your client's organization just re-structured— they are probably dealing with their own internal change management processes. Create and implement your own change management process for these types of occurrences to ensure the project doesn't lose ground. For example, if you are losing two SME's from your project and gaining two new ones; have you developed a change management process to ensure that the two leaving are off-boarded and that you have everything you need from them to onboard the two new SME's?

Assess and develop a technology onboarding process. If you have identified that there is the potential for technology complications, build a parallel process that starts along with the rest of the project but handles identifying all concerns around the technology component of the project. Once the analysis is done develop a plan that resolves each issue identified in tandem with the other project goals to ensure the technology will work when its needed and that those key project members who must use the technology have been building their technology competency during the development of the training.

To be sure, "one hour of training" is not an absolute but can serve as a guide for managing projects that require the creation of instruction. In the current marketplace, the pressure is on to meet or exceed standards in terms of instructional development. Methods to reduce the overall time required are to ensure that the client-vendor (internally or externally vended) process accounts for the true breadth and depth of the client's expectations, the project stakeholders comprehend their role and responsibilities and the value of their contributions, and technological risk factors are considered. Once these factors are identified and addressed, the question "how long does it take to develop one hour of training" can continually have a shorter and shorter answer.

http://www.astd.org/Publications/Newsletters/Learning-Circuits/Learning-Circuits-Archives/2009/08/Time-to-Develop-One-Hour-of-Training