

Riverside Police Department

Integrating Communications, Assessment and Tactics (ICAT)

EXPANDED COURSE OUTLINE

COURSE GOAL: To provide law enforcement personnel with the tools necessary to successfully and safely negotiate encounters with mentally ill subjects and or subjects in crises. The course is designed to develop the student's skills, knowledge and abilities, to utilize effective communication concepts to gain voluntary compliance and/or overcome resistance by using the appropriate force options. The student will be provided with an in-depth understanding of tactics used to handle subjects armed with weapons other than firearms.

Training Design: Lecture followed by Scenario

Day One:

I. Introduction

A. Welcoming remarks

1. Students will sign the training roster
2. Instructor introductions and qualifications
3. Housekeeping issues such as restroom, phones, parking location for scenarios, etc.
4. Course goals and objectives

II. Need:

A. Improve officer safety and tactics

1. Skills officers already use
2. Bad Habits
 - a. Closing the distance too soon
 - b. Creating the exigency
 - c. Not having a plan
3. Tactical Considerations
 - a. Assessment intel. gathering (Is there an immediate threat?)
 - b. Team work / roles and responsibilities / Create a plan
 - c. Tactical approach
 - e. Tactical Communication
 - f. Appropriate force option

B. Reduce Legal Liability

1. Officer liability/Qualified immunity
2. City Liability

C. Moral Aspects

1. Due Diligence

III. Research/Development

A. Agencies under consent decrees

1. Los Angeles –Demo
2. Baltimore –Attended class

B. Police Executive Research Forum (PERF Model)

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1. Respect the sanctity of life by rendering first aid to subjects injured by police actions
2. Prohibit deadly use of deadly force against person who poses danger only to themselves
3. Distance / Cover / Time to replace outdated Concepts such as the 21ft rule
4. Police use of Force must meet the test of proportionality
 - Am I using only the level of force necessary to mitigate the threat and safely achieve a lawful objective?
 - Is there another, less injurious option available that will allow me to achieve the same objective as effectively and safely?
 - Will my actions be viewed as appropriate by my agency and by the general public given the severity of the threat and totality of the circumstances
5. Critical Decision Making Model
 - Collect Information
 - Assess the Situation, Threats and risks
 - Consider police powers and agency policy
 - Make a plan
 - Act

IV. Introduction Module 1:

- A. Tactical Considerations: Distance + Cover = Time and Time = Options
 1. Culture of Speed
 2. Types of cover
 3. Types of options
- B. Discredit the 21 foot rule (need our own movie for this)
 1. Reactionary gap drill
 2. Weapon out
 3. Feet moving
 4. Barriers
- C. Tactical Pause
 1. When –no active threat
 2. What –get resources greater than problems
 3. Layered less lethal
 4. Arrest teams
- D. Scenario
 1. Safety Brief / Safety Search & Issue equipment: No weapons allowed
 2. Debrief Scenario

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Day Two:

I. Tactical Communication

IV-Tactical(d)

A. Active Listening

1. Not just waiting for your turn to talk

B. 80/20 rule

1. Listen 80%/ Talk 20%
 - a. “Drop the ...” “Drop the...” “Drop the...”
 - b. Tone =Attitude – 90% of complaints in P.D. are tone related
 - c. Content = 7-10% - has little power to persuade or convince
 - d. Voice =33 -40%

C. Five Types of Questioning Techniques

IV-Tactical(h)

1. Fact Finding – Who, What, Where, When, Why and How
2. General – Open-ended.
3. Direct – Yes or No
4. Leading – Putting words in other’s mouths
5. Opinion Seeking – Is there some other way we can handle this?

D. Listen to understand not to respond

1. Gain information
2. Figure out the issues
3. Develop rapport
4. Work toward solutions

E. Reduce distractions

1. Police radio
2. Lights/siren
3. K9
4. Helicopter
5. Other officers
6. Family members
7. Bystanders

F. Conflict resolution

1. Bring to successful conclusion
2. Bring to conclusion using force

G. Tactical Communication Role within the use of Force Scale

IV-Tactical(c)

1. Professional presence
2. Verbalization
3. Hands/Control holds
4. Less lethal Options (Taser, Less lethal Shotgun, OC, Baton, 40mm)
5. Lethal Options

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H. Professional/Non-Professional/Inappropriate Language

IV-Tactical (f)

1. Separate attitude from behavior. Focus only on behavior
2. You are a PEACE OFFICER - Where you go, there should be PEACE!
3. Re-SPECT vs. Respect

I. Tactical-Officer to: Officer/Suspect/Citizen

IV-Tactical (b)

1. Greeting
2. ID self/dept.
3. Reason for contact
4. Investigate, assess, listen, and respond
5. Decision

J. De-escalation Concepts

IV-Tactical (g)

1. Disengaging Thought
2. Verbal Deflection Techniques
3. Respect vs. RE-SPECT
4. Separation of Attitude vs. Behavior
5. Saving Face
6. Peace Phrases
7. SOLER
 - 1) Square off
 - 2) Open posture
 - 3) Looking Interested
 - 4) Eye Contact
 - 5) Relaxed

K. Tools to generate voluntary compliance

1. 5 step art of persuasion
 - 1) Ask
 - 2) Set Context
 - 3) Present Options
 - 4) Confirmation
 - 5) Act

L. Officer Safety – S. A.F. E. R. Concept

IV-Tactical (e)

1. A. Security
2. Attack
3. Flight
4. Excessive Repetition
5. Revised Priorities

II. Critical Decision Making Model 2

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- A. Ethics, Values, Proportionality. Sanctity of Life
 - 1. Basis from which to begin with the end in mind
- B. Collect Information
 - 1. Dispatch
 - a. Critical Information Gathering
 - b. Keep RP landline if the RP is in a safe position to provide information
 - 2. Reporting party
 - 1. You can, and should, ask them to go back if it is reasonably safe
 - 3. Witnesses
 - 4. Family members
 - 5. Other officers
 - 6. Helicopter
- C. Assess situation, threats, and risks
 - 1. Immediate threats/risks
 - 2. Potential threats/risks
 - 3. Continuous Re-assessment
- D. Consider police powers and agency policy
 - 1. Are we compelled to be here?
 - 2. Do we have a legal reason to be here?
- E. Identify options and determine the best course of action
 - 1. Make a plan
 - 2. Roles and Responsibilities
 - 3. Communicate the plan with everyone involved
- F. Act, review and reassess
 - 1. Execute plan
 - 2. Go back to “b” –collect new information
- G. Scenario
 - 1. Safety Brief / Safety Search& Issue equipment: No weapons allowed
 - 2. Debrief Scenario

III. Crisis Recognition

- A. Recognizing people in crisis
 - 1. Crisis vs 314 PC
- B. Excited Delirium
 - 1. History/Causes
 - 2. Continuum of ED
 - 3. Policy considerations
- C. Softening your approach
 - 1. Gentile initiation of communications
- D. Scenario
 - 1. Safety Brief / Safety Search & Issue equipment: No weapons allowed
 - 2. Debrief Scenario

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IV. Operational Safety

- A. Working in a team environment
 - 1. Layered Less Lethal
 - 2. Someone needs to be in charge
- B. Team/partner communication
 - 1. Everyone knows the plan
 - 2. Roles and responsibilities
 - 3. Contingences
- C. Distance + Cover = Time and Time = Options
 - 1. Reduced stress
 - 2. Reduced liability
 - 3. Successful outcome
- D. Working with barriers
 - 1. Cars
 - 2. Fences
 - 3. Houses

V. Integration

- A. Assessment/Communications/Tactics
 - 1. Putting it all together
- B. Final Scenario
 - 1. Debrief Scenario

V. Class Exercise/Student Evaluation/Testing

- A. Evaluate student's role playing the tactical 8-step
- B. Evaluate students role-playing Critical decision making model

IV-Tactical (a)

Testing: Any student scoring below standard on any exercise, as established by the presenter, will be remediated, tested until standard is achieved.

IV-Tactical (a)

VI. Course Conclusion

- A. Debrief and Wrap Up
 - 1. Debrief of Scenarios
 - 2. Equipment check/clean Up

Questions: