

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE
LEARNING DOMAIN 23
CRIMES IN PROGRESS

I. LEARNING NEED

Peace officers must recognize that their first responsibility when responding to a crime in progress is to protect their own safety and that of others.

LEARNING OBJECTIVES

- A. Explain the importance of wearing soft personal body armor while on patrol
 - 1. Peace officer survival statistics with/without vest
 - 2. Confidence in equipment/enhance personal safety
 - 3. Rating functions
- B. Distinguish between officer safety and officer survival, including:
 - 1. Current patterns related to deaths and assaults on peace officers
 - 2. The concept of “will to survive”
 - 3. Officer actions after being wounded
 - 4. Officer as hostage
 - 5. Officer actions in counter-ambush incidents when on foot
 - 6. Officer actions in counter-ambush incidents when in a patrol vehicle

II. LEARNING NEED

To respond effectively and safely to a crime in progress, peace officers need to use appropriate strategies and tactics.

LEARNING OBJECTIVES

- A. Discuss the elements of a tactical approach to a crime in progress including:
 - 1. Nature of the crime
 - 2. Use and nonuse of warning lights and siren
 - 3. Appropriate communication to agency
 - 4. Uses cover and concealment upon arrival
- B. Explain the primary purposes for establishing crime scene perimeters
 - 1. Containment of suspect(s)
 - 2. Isolation of crime scene and containment of evidence
 - 3. Protection of public
 - 4. Overall control of scene/scene management
- C. Demonstrate appropriate actions when conducting a search for suspects, including:
 - 1. Preparing to enter the area to be searched
 - 2. Initiating owner contact, if applicable
 - 3. Communicating (e.g., announcement to potential suspects, contact with other units)

4. Using lighting
5. Using canines/special units
6. Using cover officers
7. Making a tactically sound entry
8. Conducting a systematic search
9. Confronting a suspect during the search
10. Using proper arrest techniques

III. LEARNING NEED

Some types of crimes in progress require officers to plan and execute specific arrival, approach, communication, and search tactics. Planning and patience are critical to achieving safe and successful outcomes.

LEARNING OBJECTIVES

- A. Demonstrate effective officer actions for the safe and tactical response to crimes in progress involving:
 1. Shots fired
 2. Burglaries
 3. Robberies

IV. LEARNING NEED

To ensure the highest chance of survival and the safest possible outcome for all involved individuals, officers must recognize the dangers associated with high-risk situations and employ effective tactics.

LEARNING OBJECTIVES

- A. Demonstrate effective officer actions for the safe and tactical response involving:
 1. Barricaded suspects/hostages
 2. Violent suspects
 3. Rapid deployment to a deadly encounter (Active Shooter)
 4. Officer ambush/sniper attacks
 5. Officer-down calls
 6. Suspicious Persons
- B. Discuss factors an officer should consider before becoming involved in any law enforcement action while off-duty
 1. Officer safety
 2. Lack of safety equipment/radio
 3. Potential identification problems
 4. No back-up officers
 5. Family and friends proximity – level of danger

V. REQUIRED TESTS

- A. A scenario test that requires the student to demonstrate proficiency in reacting to a simulated ambush. At a minimum, the test shall evaluate the following competencies:

1. Use of Force – The ability to distinguish and apply reasonable force options in given circumstances.
2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Officer Safety – The demonstration of situational and tactical awareness and appropriate response.
4. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
5. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

- B. A scenario test that requires the student to demonstrate proficiency in responding to and investigating a simulated incident involving one or more suspects concealed in a building. At minimum, the test shall evaluate the following competencies:

1. Use of Force – The ability to distinguish and apply reasonable force options in given circumstances.
2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
4. Officer Safety – The demonstration of situational and tactical awareness and appropriate response.
5. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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- C. A scenario test that requires the student to demonstrate proficiency in responding to and investigating simulated crime in progress. At a minimum, the test shall evaluate the following competencies:

1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
2. Leadership - The practice of influencing people, while using ethical values and goals to produce an intended change.
3. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.

4. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
5. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
6. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
7. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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D. A scenario test that requires the student to demonstrate proficiency in responding to and investigating simulated suspicious person(s). At a minimum, the test shall evaluate the following competencies:

1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing to consensual encounters, detentions, and arrests.
4. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
6. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

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VI. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a learning activity that reinforces an understanding of law enforcement response to a variety of high-risk-situations, including:

1. Person with a gun
2. Shots-fired call
3. Officer down
4. Suspicious circumstances
5. Suicidal person

- B. The student will participate in a learning activity that presents a series of drawings, sketches, photographs or other visual depictions of locations where a crime is allegedly in progress. The student will indicate, either verbally or in writing:
 - 1. A suggested approach to the location
 - 2. An effective placement of perimeter units
 - 3. An acceptable scene search pattern
- C. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding crimes in progress. At a minimum, each activity, or a combination of activities must address the following topics:
 - 1. Characteristics of power and authority and their influence on how an officer responds to and investigates crimes in progress
 - 2. Effective decision making to enhance tactical readiness
 - 3. How modeling positive behavior reflects on the officer and the officer's agency when the behavior is witnessed by members of the community

DE-ESCALATION

BB. Definitions:

- 1. SPD: Employing techniques to stabilize a situation, to decrease the likelihood of the need to use force, and to increase the likelihood of voluntary compliance.
- 2. Lexipol and Force Science: A system-based approach for using opportunities, knowledge, skills and abilities to resolve problems with minimal force where possible—which means there has to be an opportunity for this to occur. This is NOT a magical formula.

CC. Use:

- 1. Person in Crisis versus Non-Compliant Criminal Suspect
 - a. De-escalation most appropriate on person in crisis.
 - b. De-escalation can backfire on noncompliant criminal suspect.
 - c. Someone can be both.
- 2. Conflict Communication versus Crisis Communications
 - a. Use Conflict Communication on criminal suspects.
 - b. Use Crisis Communication on those in a mental health crisis
- 3. When safely possible, de-escalation techniques should be attempted.

DD. Does the law require the use of De-Escalation Tactics?

- 1. Roell v. Hamilton—"No caselaw prohibits officers from using any physical force against a person before first attempting alternative de-escalation techniques..."
- 2. Resistance that was probably caused by excited delirium does not preclude officers from using a reasonable amount of force to bring a person under control.

EE. When should De-escalation be considered?

- 1. Do you have discretionary time?
- 2. Who is at risk?
- 3. Who is causing the risk?
- 4. We do not want officers to hesitate.

- FF. No Legal duty to prevent self-harm—Moral duty?
1. No obligation of the state to protect an individual against private violence—DeShaney v. Winnebago Co. DSS
 2. If officers chose to act, however, then liability may result from the chosen course of action and the result.
 3. Officers do not want to be the ones escalating the situation—Glenn v. Washington County
- GG. Can you make contacts?
1. Focus on the behavior, not the diagnosis.
 2. Try to understand their purpose.
 3. Keep your face visible to the other person.
 4. Remember that sometimes you can't establish contact.
- HH. Contact Do's and Don'ts
1. Do
 - a. Appear confident
 - b. Want to succeed
 - c. Actively listen
 - d. Provide clear instructions
 - e. Demonstrate patience and concern
 2. Don't
 - a. Don't patronize or insult
 - b. Don't raise voice or shout (except selectively)
 - c. Ask person over and over to do the same thing.
- II. Build Rapport and Influence
1. Communicate you are there to solve a problem.
 2. Ask relevant questions.
 3. Use emotional persuasion: Show how cooperating with you will help resolve their distress.
 4. Use character persuasion: Appeal to their pride.
- JJ. If unsuccessful, What's next?
1. Use positioning to contain/control.
 2. Tactical intervention.
 3. Disengagement.
 4. Specialized take-down techniques.

Description	Hours
POST Minimum Required Hours	<u>20</u>
Agency Specific Hours	<u>0</u>
Total Instructional Hours	<u>20</u>