

EXPANDED COURSE OUTLINE  
REGULAR BASIC COURSE  
**LEARNING DOMAIN 21**  
PATROL TECHNIQUES

I. LEARNING NEED

To safely and effectively fulfill their duties of public protection and service, peace officers must be able to develop appropriate law enforcement patrol strategies under a wide variety of circumstances and conditions.

LEARNING OBJECTIVES

- A. Discuss patrol strategies officers may employ to provide protection and service within their assigned areas of patrol, to include:
  - 1. Preventative
  - 2. Directed enforcement
- B. Discuss considerations for selecting a patrol strategy
  - 1. Areas where criminal acts may occur
  - 2. Areas where disturbances may occur
  - 3. Areas where public safety hazards may exist
  - 4. Areas where there is a potential for natural disaster
- C. Select appropriate actions for peace officers who are conducting security checks
  - 1. Cover as much of their assigned areas as possible including secondary thoroughfares
  - 2. Pay extra attention to high crime risk areas
  - 3. Vary patrol patterns and routines to prevent predictability
  - 4. Employ appropriate investigative tactics and equipment
  - 5. Implement additional patrol methods whenever possible
- D. Distinguish between the roles and responsibilities of contact and cover officers
  - 1. The contact officer initiates contact, while the cover officer protects the contact officer from possible interferences
  - 2. The cover officer alerts the contact officer that a weapon or contraband is located
  - 3. The cover officer maintains constant observation of the overall situation; being aware of possible dangers and potential interferences
  - 4. The cover officer provides command presence to discourage hostile acts, assaults, or escapes by the suspect
  - 5. The cover officer secures any weapons or contraband; this allows the contact officer to continue searches
  - 6. The cover officer prevents the destruction of evidence
  - 7. The cover officer intervenes with appropriate force to protect the contact officer if a suspect reacts violently
- E. Select appropriate actions officers should take to maintain their own safety and the safety of others while on patrol

1. Approach every contact with officer safety in mind
2. Be mentally prepared
3. Maintain skills
4. Always be aware of the suspect's hands
5. Be aware of and use available cover
6. Ask for backup when necessary
7. Use available communication system
8. Be aware of distance and positioning
9. Utilize proper safety equipment

## II. LEARNING NEED

To maintain flexibility and effectiveness, peace officers need to know the basic tactics and procedures of patrol.

### LEARNING OBJECTIVES

- A. Describe patrol officer responsibilities when preparing for each patrol assignment, to include:
  1. Checking all personal equipment
  2. Acquiring any necessary information and materials/supplies
  3. Inspecting each piece of equipment issued at beginning of shift
  4. Mental preparation
- B. Discuss tactical considerations and guidelines for patrolling effectively:
  1. Determining appropriate speed
  2. Patrol vehicle placement
  3. Avoiding silhouetting and telltale noise
- C. Demonstrate proper procedures for transmitting and receiving a radio communication
  1. Monitor the frequency first
  2. Initiate the call
  3. Speak clearly
  4. Limit the length of the transmission
- D. Discuss information an officer should include when generating a crime broadcast
  1. Incident specifics
  2. Victim related
  3. Suspect related
  4. Vehicle
  5. Weapon
  6. Description of loss
  7. Law enforcement action to be taken if suspect located
- E. Demonstrate safe and effective tactics for approaching and detaining a pedestrian subject
  1. Use a field interview position
  2. Keep gun-hand free
  3. Be mindful of surroundings and not become distracted by the business of the stop
  4. Be aware of the individual's hands, size, and demeanor
  5. Select location
  6. Notify dispatch

7. Position patrol vehicle
  8. Approach the suspect
  9. Establish contact
- F. Select appropriate actions when encountering a plainclothes/undercover officer while on patrol
1. Do not show any recognition towards the plainclothes/undercover officer, unless the officer initiates the contact. To do so might inadvertently compromise an undercover operation or investigation.
  2. If the plainclothes/undercover officer does not acknowledge the officer, the officer should treat the plainclothes/undercover officer as any other private person with whom the officer is not acquainted.
  3. If an officer initiates an enforcement contact and then realizes a plainclothes/undercover officer is part of the group being contacted, the officer should treat the plainclothes/undercover officer the same as all the other individuals in the group
- G. Discuss safe and effective tactics for initiating a foot pursuit of a fleeing subject
1. Public safety
  2. Physical condition of the pursuing officer
  3. Available equipment
  4. Retention of weapons and equipment
  5. Ability to follow through at the end of the pursuit
  6. Plan of action
  7. Working with a partner
  8. Vehicle pullovers
  9. Pursuits around blind corners
  10. High obstructions
  11. Drawn firearms
  12. Poor visibility
  13. Pursuits into buildings and structures
  14. Losing sight of the suspect

### III. REQUIRED TESTS

- A. A scenario test that requires the student to demonstrate, by application, proficiency of a pedestrian approach. 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 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.

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.

#### IV. REQUIRED LEARNING ACTIVITY

- A. The student will participate in a learning activity that reinforces the student's ability to observe an event and after a short delay, describe, either verbally or in writing, the nature of the event and any pertinent observations made, including:
  1. The nature of the event (what appears to have occurred)
  2. Physical descriptions of persons involved, if applicable
  3. Statements made by the involved parties, if any
  4. Any differences in perception among the students who observed the incident
- B. The student will participate in a learning activity that reinforces the student's ability to initiate a radio broadcast using proper procedures and techniques of radio communications which minimally include:
  1. Unit identification
  2. Type of incident and location
  3. Number of suspects with complete known description
  4. Description of loss, if any
  5. Weapon(s) used, if any
  6. Time, direction of flight, and vehicle description.

#### DE-ESCALATION

- J. 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.
- K. 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.
- L. 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.
- M. 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.
- N. 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
- O. 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.
- P. 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.
- Q. 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.
- R. 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>12</u>
Agency Specific Hours	<u>2</u>
Total Instructional Hours	<u>14</u>