

Event 2 – Force Options
Session 07 – De-escalation Techniques
LD 20 – Use of Force

Date Revised: 11/14/19

Event Goal: To teach recruit officers how De-escalation and tactics work together.

Session Goal: Have recruit officers identify de-escalation techniques to reduce the intensity of an encounter with a suspect.

Learning Objectives:

- Define De-Escalation [20.II.A]
- De-Escalation is the process of using strategies and techniques intended to decrease the intensity of the situation [20.II.A.1]
- Recognize common misconceptions and benefits of de-escalation [20.II.A.2]
- Understand the history of de-escalation [20.II.A.3]
- Recognize the four core concepts of de-escalation [20.II.B.1,2,3,4]
 - Self-control
 - Effective communication
 - Scene assessment and management
 - Force options
- Understand the components of a Critical Decision-making Model including [20.II.C.1,2,3,4,5]
 - Collect information
 - Assess situation, threats, and risks
 - Law and policy
 - Plan
 - Act, review, and reassess
- Recognize how tactical methods that use time, distance, cover, and concealment assist in de-escalation [20.II.D]
- Recognize how strategic communication may enhance de-escalation [20.II.E]

Session Time: 2 hours

Resources needed:

- Classroom w/tables
- Projector with cables and video capability
- De-escalation directive (1 per student)
- De-escalation power point
- Dry-erase marker

Session Summary: The instructor will lead a facilitated discussion about de-escalations techniques which will include one video case study. The instructor will pass out the LAPD de-escalation directive and lead a facilitated discussion about the various elements in the directive

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Outline	Instructor Notes
<p>Hour one:</p> <p>I. Tactical De-Escalation [20.II.A]</p> <p>II. Have a recruit officer read the department’s definition of Tactical De-Escalation</p> <ul style="list-style-type: none"> ○ Tactical de-escalation involves the use of techniques to reduce the intensity of an encounter with a suspect and enable an officer to have additional options to gain voluntary compliance or mitigate the need to use a higher level of force while maintaining control of the situation. [20.II.A.1] ○ De-Escalation is the process of using strategies and techniques intended to decrease the intensity of the situation. [20.II.A.1] ○ Recognize common misconceptions and benefits of de-escalation [20.II.A.2] ○ Understand the history of de-escalation [20.II.A.3] <p>Group exercise</p> <p>III. Show PATROL</p> <ol style="list-style-type: none"> A. Challenge recruits to define PATROL B. Explain that it does not need to be one word C. Give recruits the “O” (other resources) to get them started D. Have them come up with at least two thoughts for each letter. E. Give them approximately five minutes to discuss in their groups. <p>IV. Have partner scribe as you go around the room.</p> <p>V. Using power point reveal and facilitate discussion on what each letter stands for.</p> <p>VI. Acknowledge that recruits understood and defined Tactical De-Escalation.</p> <p>VII. Why is it important to know the law and policy? [20.II.C.3]</p>	<p>Facilitated discussion:</p> <p>[1] Ask – What do you think the term tactical de-escalation means?</p> <p>[2] Ask – What does the definition mean to you?</p> <p>[3] Ask – What is an acronym and what are some LAPD acronyms</p> <p>[4] Ask- What are some strategies and techniques?</p> <p>[5] Ask- Is de-escalation new to law enforcement?</p> <p>✓ Each table will come up with thoughts of what each letter means to them</p> <p>[6] Ask- How does law and policy pertain to de-escalation?</p>

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Hour 2:

Group exercise

Show video case study “Texas Pool Party”

- I. Ask recruits how the officer could have applied the PATROL acronym and what other officer could have done.
- II. Give them approximately five minutes to discuss in groups.
- III. Have partner scribe recruit’s thoughts as you go around the room.
- IV. Discuss the importance of intervention.
- V. Handout the De-Escalation Tactics Directive and have recruits read it to themselves.
- VI. Solicit final thoughts.

GOAL: EMPHASIZE effective communication skills and de-escalation. Officer should use the acronym **PATROL** to assist in their problem solving and de-escalation efforts.

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<p>TACTICAL CONSIDERATIONS</p> <p style="text-align: center;">P PLANNING</p>	<p>Pre-plan / Code 6 [20.II.C.4] Contact / Cover Roles Distance / Cover / Triangulate Command and Control Less Lethal Force Options [20.II.B.4] Movement of Train Concerns</p>	<p>Did you formulate a plan? Did you utilize any cover or distance? What force options did you have? What issues or concerns did you have? Could you have removed the suspect from the train?</p>
<p>DE-ESCALATION TECHNIQUES /</p> <p style="text-align: center;">A ASSESSMENT</p>	<p>Communication Elements Verbalization Non-Verbal Communication Active Listening Collect information [20.II.C.1] Defusing Redirecting Scene assessment and management [20.II.B.3] Assess situation, threats, and risks [20.II.C.2]</p>	<p>What techniques did you use to de-escalate the situation? Were you able to communicate with the subject? Was it effective? Why? Or Why not? Did you state your purpose / reason for your investigation? What was the subject asking for? What are some threats? Risks?</p>
<p style="text-align: center;">T TIME</p>	<p>Distance and Cover = TIME [20.II.D]</p> <ul style="list-style-type: none"> • Is the suspect posing an immediate threat? 	<p>Is Cover available? Is the suspect contained?</p>
<p style="text-align: center;">R REDEPLOYMENT CONTAINMENT</p>	<p>Continue assessment</p> <ul style="list-style-type: none"> • Communicate with suspect • Act, review, and reassess [20.II.C.5] 	<p>Is redeploying an option? Are other tactics optional?</p>
<p style="text-align: center;">O OTHER RESOURCES</p>	<p>Additional Units / Recourses.</p> <ul style="list-style-type: none"> • MTA security • LAPD additional units • Metro 	<p>What is the advantage of communicating with the ROC? What is the policy for removing the suspect from the train?</p>
<p style="text-align: center;">L LINES OF COMMUNICATION</p>	<p>Communication to: [20.II.E] RTO Supervisor Suspect and passengers Partner</p>	<p>Did the officers communicate? Did the communication slow down the incident? Were all commands clear and given by one officer?</p>
<p>KEY LEARNING POINTS Did your response demonstrate reverence for human life?</p>	<p>Utilize distance and cover Effective Communication [20.II.B.2]</p> <ul style="list-style-type: none"> • Verbal and Non-verbal <p>Utilize De-escalation Techniques Active Listening Deflecting Empathy Reassurance Self-control [20.II.B.1]</p>	<p>Did any crime occur? What resources does the department have available to you to resolve this issue peacefully?</p>