

Event 4-Traffic Enforcement
Session 15-Traffic Stops/8-Step Process
LD 3 Policing in the Community

Date Revised: 11/14/19

Course Goal: The student will participate in a role-play learning activity that will stimulate problem-solving strategies, depicting a situation in which the subject is initially noncompliant with verbal instructions while the Officer conducts a traffic stop.

Learning Objectives:

- The student will participate in a learning activity that will reinforce an understanding of a problem-solving strategy **[3.7B]**
- The student will demonstrate the communication skills to resolve the conflict including **[3.7D]** making an “ethical appeal” based upon a Police officer professional presence and providing the subject with an opportunity to voluntarily comply (asking) **[3.7D1]** Identifying the law, policy, or rationale that applies to the situation, answering the subject’s implied question “why?”, and providing another opportunity for the subject to voluntarily comply (setting context), **[3.7D2]** Explaining the options or courses of action which could be taken by the Police Officer and their potential personal consequences to the subject, and providing the subject with yet another opportunity to voluntarily comply (presenting options) **[3.7D3]** Taking the action appropriate to the situation if the subject fails to voluntarily comply (e.g., arrest) **[3.7D4]**

Session 15 Time: 1.0 hours

Resources:

- ARTC rear parking lot
 - Field Officer’s Notebook
 - FI’s
 - Inert pistols
 - Radios
 - Citations and Citation book
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- **Session Summary:** The recruit officer will participate in scenario to demonstrate their ability to communicate safely and effectively during role play or a traffic stop utilizing the 8-Step process and only when necessary transitioning into the 5-Step.

Learning Activity #1

Traffic Enforcement Stop Role Play

[3.7B] [3.7D1-4]

1. Select two recruit officers to be Police Officers.
2. Give them the following traffic stop, "5651 W. Manchester Avenue, parking lot." One Instructor will role play the driver of a vehicle that ran the red light on Manchester Avenue and Bellanca Ave. The instructor should be advised that he will be completely uncooperative with the police officers and will absolutely provide no identification if asked by the police officers. The instructor should be adamant that he/she did not run the red light.
 - a. Allow recruit officers to try and solve problem
 - b. Have recruits use their radio communications to put themselves on a traffic stop
 - c. Recruits should read the license plate of the vehicle phonetically over the air
 - d. During entire scenario role playing officer should never agree to cooperate
 - e. If you need to switch with two new recruits until the communication is establish do so
3. Have role-playing instructor give in and provide identification after the recruit attempts to apply the 8-step process.
 - (1) Greeting:
Positive tone
a. **"Good morning," "Good afternoon," "Good evening."**
 - (2) Identify self / your Department:
Command presence / Personalize the contact
a. **"I'm Officer _____ of the Los Angeles Police Department."**
 - (3) Explain reason for stop:
Motivates the person to listen.
a. **"The reason I stopped you is _____."**
 - (4) Ask for justification:
Offer the person the opportunity to explain their justification.
a. **"Is there any legal justification and/or reason for _____."**
 - (5) Request driver's license:
a. **"Without reaching for it, where do you keep your driver's license?"**
 - (6) Request vehicle registration and insurance:
a. **"Without reaching for it, where do you keep your registration and insurance? Please give them to me".**
 - (7) Advise of decision:
a. **Warn, cite, or arrest.**

(8) Close the contact:

Be authentic – no sarcasm – avoid saying “Have a nice day.”

- a. ***“Thank you for your cooperation, drive safely”.***
- b. ***“Do you need my assistance to safely merge back into traffic?”***

5. Debrief scenario:

- a. What did the officers do that was effective?
- b. What could have been done better?
- c. What method did they use to solve the problem?
- d. Did they use the 8-Step process to generate voluntary compliance?
- e. Did they attempt to use the 5-Step process?

Ask: Does this process always work?

Ask: How does this process relate to the UOF learning you had in your first month of your academy training?

1. You must have a clear understanding of UOF policy to know how much force you can use if all your appeals fail and you must “ACT”
2. “ACT” is related to what process?
 - a. 5-Step process approach.
 1. Ask
 2. Set context
 3. Present options
 4. Confirm
 5. Act