

LOS ANGELES POLICE DEPARTMENT
Use of Force/De-escalation IGP
1850-49100
Expanded Course Outline

Instructional Goal: Students will be familiar with and able to apply the verbal strategies applicable to crisis negotiations in field situations in order to de-escalate situations and apply strategic disengagement techniques.

This course will also provide the student with the minimum topics of Strategic Communications required in the POST Perishable Skills Program. The intent of the course is to improve the student's ability to generate voluntary compliance through the art of persuasion and utilizing tools of interpersonal and tactical communication. This course consists of a hands-on/practical strategic communications training.

- REVERENCE FOR HUMAN LIFE. Reverence for human life is the primary consideration in developing tactics and strategies in pursuit of our motto: "To Protect and To Serve." It is the moral and ethical foundation of de-escalation, tactics, reasonable force, and community and officer safety.

Performance Objectives: Using small group activities, the students will:

- Demonstrate the basic communication techniques used during negotiation strategies
- Demonstrate the importance of listening and persuasion skills during a crisis negotiation incident
- Demonstrate a minimum standard of strategic communication skills with every technique and exercise, to include:
 - ◆ Officer Safety
 - ◆ Listening/Persuasion
 - ◆ Judgement and Decision Making
 - ◆ De-escalation, Verbal Commands
 - ◆ Effectiveness during Stress Conditions
- Become familiar with the psychological and liability issues involved in incidents with the mentally ill, and non-criminal, suicidal subjects
- Understand how verbal techniques can directly impact and assist physical tactics
- Understanding appropriate use of force options, de-escalation techniques and command and control.
- Demonstrate an understanding of how our Department's guiding value of Reverence for Human Life is the moral and ethical foundation of de-escalation, tactics, reasonable force, and officer safety
- By the conclusion of the training, students will understand how the application of this training is in keeping with our department's UOF policy, philosophy, and tactical planning

References: Instructors, facilitators and training supervisors shall ensure that current references are utilized

This course provides updated legislative content of Penal Code Section 835a

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Minimum standards of performance shall be tested by an instructor observing the student during their performance. If the student does not meet minimum standards, as established by the presenter, remediation will be provided until the standard is met.

STRATEGIC COMMUNICATIONS

Minimum Topics/Exercises:

- a. Officer Safety
- b. Escalation versus de-escalation
- c. Communication Techniques
- d. Active Listening Skills
- e. Questioning Techniques
- f. Persuasion
- g. Team Communication
- h. People with Disabilities
- i. Class Exercises/Student Evaluation/Testing

I. INTRODUCTION AND OVERVIEW

(60 min)

- A. Welcome, Introduction and Course Overview
 1. Introduction of Instructor(s)
 - a. Name, assignment, experience
 2. Overview of Training
 - a. Course outline
 - b. Learning Activities
 - c. Reverence for human Life
 - d. Expertise of Instructors
- B. SWAT Deployment Criteria
 1. Standards of LAPD for deployment of SWAT
 2. Modified deployment for CNT resources
- C. Community Expectations
 1. Save lives
 2. Rescue
 3. Adequately staffed
 4. Well Trained
 5. Experienced
 6. Alternative options to Use of Deadly Force
- D. ASK: How many incidents do you believe end up in deadly force?
 1. Expected Response
 - a. The public has a misconception that many incidents end up in deadly force situations
 - b. Instructors will provide the following information

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- 1) Current statistics regarding UOF at SWAT deployments
 - 2) Common misconceptions are:
 - a) 10%-70% end up in deadly force
 - b) Media contributes to misconception
 - c) Deadly force events are more newsworthy than non-deadly force events
 - c. SWAT incidents have a lower percentage due to the following factors
 - 1) Commitment to and frequency of training
 - 2) Experience
 - 3) Operational Exposure
 - 4) De-escalation Techniques
 - 5) Reverence for Human Life
- E. Core Concept employs the following
1. Blending Verbal and Physical Tactics
 2. Psychological assessments of person of interest
 3. Manipulative communication intended to solicit a specific behavior from a person of interest
 4. Understanding of how our Department's guiding value of Reverence for Human Life is the moral and ethical foundation of de-escalation, tactics, reasonable force, and officer safety
 5. Distribute:
 - a. Current Use-of-Force Policy^{1 2}
 - b. Penal Code Section 835 (a)³
 - c. Bulletin regarding weapons other than firearms⁴
 - d. Bulletin regarding developmental disabilities⁵
 - e. Bulletin regarding barricaded suspects⁶
 - f. Bulletin regarding command and control⁷
 - g. Directive regarding tactical de-escalation techniques. (PATROL)⁸
 - 1) Planning
 - 2) Assessment
 - 3) Time
 - 4) Redeployment
 - 5) Other Resources
 - 6) Lines of Communication

¹ Department Manual Section 1/556.10, Policy on the Use of Force

² Department Manual Section 1/556.10, Policy on the Use of Force

³ California Penal Code Section 835 (a)

⁴ Training Bulletin, Vol XLVI, Issue 3, Weapons Other Than Firearms, Oct 2017

⁵ Training Bulletin, Vol XL, Issue 1, Developmental Disabilities, Oct 2008

⁶ Training Bulletin, Vol XLVIII, Issue 9, Barricaded Suspects, Dec 2019

⁷ Training Bulletin, Vol XLVII, Issue 4, Command & Control, Jul 2018

⁸ Use of Force Tactics Directive No. 16, Tactical De-Escalation, Oct 2016

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II. STRATEGIC DISENGAGEMENT WITH PERSONS IN CRISIS

(60 min)

A. Overview

1. Current affairs in Policing.
2. De-escalation and Strategic disengagement.
3. Definitions and Legal considerations
4. Challenges to implementation.
5. LAPD/SWAT = Policy implementation
6. Administrative reflections and tips for best practices.

B. Changing Expectations

1. Community Expectations
 - a. Reasonable –vs- Right
 - b. Believe police are:
 - 1) Well-staffed
 - 2) Well-trained
 - 3) Will save & rescue
 - 4) Use minimal force
 - 5) Attempt to de-escalate
2. Courts/Legal Expectations
 - a. Reasonable –vs- Provoked
 - b. “Trust between law enforcement agencies and the people they protect and serve is essential to the stability of our communities, the integrity of our criminal justice system, and the safe and effective delivery of policing services.” — Final Report of the President’s Task Force on 21st Century Policing (May 2015)
 - c. President’s Task Force on 21st Century Policing Recommendations Pillar 2: “Policy and Oversight” • 2.2.1 Action Item: ...policies for training on use of force should emphasize de-escalation and alternatives to arrest or summons in situations where appropriate.
 - d. President’s Task Force on 21st Century Policing Recommendations Pillar 5: “Training & Education” • 5.7 Recommendation: ...training must also include tactical and operations training on lethal and nonlethal use of force with an emphasis on de-escalation and tactical retreat skills.

C. Change is not Easy

1. Psychology of resistance to change
2. The “What if” disease
3. Myths re: Mentally Ill & Suicide
 - a. Moral/Values conflicts
 - b. Police personality/culture
 - c. Hollywood Dilemma
 - d. Legal misconceptions

D. What do you have?

1. Officer-involved-Shooting of a mentally ill person

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- a. Lakewood, California
- b. Pasadena, California
- c. Los Angeles, California

E. Legal Considerations

- 1. Suicide (in most states) and mental illness are not criminal events
- 2. No Duty to take “affirmative action” to prevent suicide
- 3. Unless “Special Relationship” created between officer(s) and subject • Must not leave subject in worsened state
- 4. Adams v. Fremont (1998) • In a suicide situation, peace officers are appropriately concerned primarily with... • the public’s safety • their own safety • and secondarily, with the person threatening suicide
- 5. Graham v. Connor (1989) • Objective reasonableness standard • Whether officers’ actions are “objectively reasonable” given the facts and circumstances... • ...regardless of intent or motivation
- 6. Deorle v. Rutherford (2001) • Governmental interest is measured by a range of factors, including... • severity of the crime • immediate threat to officers or others • actively resisting/evading arrest or other exigent circumstances
- 7. Hayes v. San Diego (2013) • Negligence in actions prior to use of force: • Once officers decide to intervene, they may be held liable for... • ...tactical conduct and decisions preceding the use of deadly force

F. Why Strategic Disengagement

- 1. One type of **de-escalation** strategy in specific circumstances
- 2. “Strategic” = a plan
- 3. Not a “walk-away”
- 4. Premise: Solution shouldn’t be worse than the problem
- 5. Disengagement Considerations
 - a. The subject
 - b. First Responders
 - c. The subject’s family
 - d. The community

G. Traditional LAPD SWAT/CNT

- 1. Response Criteria • Possibly Armed • Criminal act (PC) • Position of advantage • Refusal to surrender • Threatening suicide • elevated platform • weapon involved
- 2. CNT Package Only • Threats of Suicide • CNT Supervisor • Primary • Secondary • Police Psychologist • Objective: Supporting patrol with CNT capability

H. Disengagement Considerations

- 1. Continued contact may increase safety risks
- 2. No crime or a minor crime
- 3. Suspect or Subject?
- 4. No imminent danger to others/community
- 5. In public location or residence?
- 6. Suffering from mental illness

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- I. What's "Strategic" in Disengagement?
 - 1. Assessing risk to all parties
 - 2. Identifying most appropriate/proportional response to "what you actually have"
 - 3. Delay or terminate contact
 - 4. Delay custody
 - 5. Leave
 - 6. Determining follow-up options (e.g., Mental Evaluation Unit, family, clergy, therapist)
 - 7. Collaborating with subject matter experts (e.g., Police Psychologist) and subject's family

- J. Administrative Reflections
 - 1. Genesis of LAPD Policy
 - 2. Development process & current status
 - 3. Expected benefits
 - 4. While some situations require immediate police action, other circumstances may allow officers the opportunity to tactically disengage.
 - 5. Under the appropriate circumstances, strategic disengagement may improve officer safety, mitigate threats, reduce injuries, build public trust, and preserve life.

III. BASIC ELEMENTS OF CRISIS NEGOTIATION - ACTIVE LISTENING (60 mins)
(PSP IV c, d)

- A. What is Active Listening
 - 1. Process for listener
 - 2. Listener responsible for understanding speaker
 - 3. What words mean
 - 4. How feeling

- B. Police Negotiation Objectives
 - 1. Save lives
 - 2. Buy time
 - a. Develop tactical options
 - b. Decision making
 - c. Gather intelligence
 - d. De-escalation options using effective communication skill sets
 - 3. Support of overall resolution (force options)
 - 4. Coordination with the tactical elements
 - 5. Surrendering protocols
 - 6. Item deliveries (e.g. food, water, etc.)

- C. Why use active listening
 - 1. Very useful when trying to achieve a goal
 - 2. Critical for conflict resolution

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3. Allows you to gain information about the “speaker”

- D. Elements of the conversation **(PSP IV, b)**
 1. Anticipate high anxiety on part of the suspect
 - a. High emotions
 - b. Rational/Irrational behavior
 2. Active Listening Skills
 - a. Critical element to the negotiation process
 - b. Allow suspect to vent
 - c. Listen to their side of the story/situation
 3. Minimize the circumstances as a strategy
 - a. Downplay the seriousness of the crime
“Sounds like a misunderstanding”

- E. Establishing credibility
 1. Create a picture of progress
 - a. We will handle this situation and it will come to a peaceful resolve
 - b. We have the resources to help
 2. Solving problem together
 - a. Moving police officers to a position of advantage
 - b. Ensuring safety
 - c. Contacting a third-party
 - d. Delivery of food/drink
 3. What not to do
 - a. Make promises
 - b. Don't lie

- F. Communication Techniques basic **(PSP IV d, e, f, g)**
 1. Establishing rapport
 - a. Develop a strategy
 1. Resist the temptation to problem solve too early
 2. Be empathetic
 3. Be a listener
 4. Validate the caller's feelings
 - b. Do not argue with
 1. Delusional statements
 2. Hallucinatory statements (i.e. I see pink elephants! ASK- What are they doing?)
 - c. Focus on the caller to the present-
 1. What is occurring right now?
 2. Summarize conversation and progress
 - d. Officer Safety
 - e. Choice of language (professional/unprofessional/inappropriate)

- G. Instrumental –vs- Expressive needs
 1. Context – What were the suspect's intentions?

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- a. Deliberate (hostage taking)
 - 1) Planned event
 - 2) Agenda
 - 3) Methodical
 - 4) Calm
 - 5) Knowledge of circumstances
 - b. Spontaneous (Domestic violence)
 - 1) Incidental
 - 2) Unplanned
 - c. Anticipated (interrupted robbery)
- 2. Don't overlook basic police instincts/experience
 - 3. Use of the "PATROL" acronym to assist in problem solving and de-escalation efforts
 - 4. Expressive needs
 - a. Most incidents are motivated by emotional needs and exhibit expressive behaviors
 - 1) Domestic issues
 - 2) Disgruntled employees
 - 3) Mood disorder
 - 4) Suicidal
 - 5) Psychotic
 - 5. Person with disabilities- Individuals with physical, mental health, developmental, or intellectual disabilities may have difficulty communicating, understanding, or complying with commands from peace officers.
 - 6. Represent opposite ends of a continuum
 - 7. Subjects often exhibit both during an incident
 - a. May move back and forth
 - 8. Subjects may talk a lot, but have difficulty expressing their true needs in an understandable way

H. Active listening

1. Minimal Encouragers

PSP IV (d)

- a. Terms used by the negotiator to lure them into providing more information
- b. By adding minimal encouragers, you create an open-ended question and develop dialogue
- c. Occasional, well-timed, and brief phrases
- d. Relate interest and/or concern
- e. Phrases consist of terms such as
 - 1) "and"
 - 2) "then"
 - 3) "such as"
 - 4) "uh hu"
 - 5) "yes"
 - 6) "ok"
 - 7) "I see"

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2. Open ended questions **(PSP IV, h)**
 - 1) Used to stimulate further dialogue by the subject
 - 2) Avoid terms that suggest interrogation such as “why”
 - 3) Possible questions to ask
 - a) What’s going on today?
 - b) How did this start?
 - c) What has happened here?
 - d) Can you say more about that?
3. Team Communication During a Critical Incident
 - a. Coordinated effort
 - b. Potential Resources
4. Reflective / Mirroring
 - a. Let’s the other person know that they understand how they feel
 - b. Repeat the last word or main idea of the subject’s message
 - c. Example
 - 1) Subject: “I lost my business”
 - 2) Negotiator replies: “Your cleaning business?”
 - 3) Suspect – “Can you believe she wants me out of the house”
 - 4) Officer- “When you think of leaving your home its upsetting. You’ve lived there a long time.”
 - d. Listen and respond to an opportunity to expand on certain topics that may arise out mirroring
 - e. Through mirroring negotiator may be able to pick up on cue from subject that can be exploited
 - f. Maybe able to find a hook (catch phrase)
5. Emotional labeling
 - a. The negotiator attaches an emotional label implied by the subject words
 - b. Example
 - 1) When a negotiator encounters an angry subject, they may want to ask the subject
 - 2) “You sound angry, how did this get started?”
6. Communication Elements – Paraphrasing **(PSP IV b, d)**
 - a. The negotiator repeats in his/her own words the meaning of the Subject’s message
 - b. Example
 - 1) Subject: “I have lost my job, my wife, and I have no friends, I may as well as may be dead”
 - 2) Negotiator: “You’ve lost your job, and your wife, and it sounds like you don’t know if you want to go on living”
 - 3) Suspect-” You better get all these cops out of here now! And these people inside are driving me crazy!”
 - 4) Officer- “I understand that you want the police to leave. Also, I’m aware...
 - c. Reassures subject that you are listening
 - d. Allows you to communicate with secondary negotiator and other team members

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- e. Could provide time
- f. Allow you to look for the hook (catch word or phrase(s))
- 7. "I" messages **(PSP IV b, d)**
 - a. Usually done after rapport has been established
 - 1) The negotiator expresses how they feel in response to something the subject says or does
 - 2) Acknowledges that you are listening
 - 3) Conveys concern
 - b. Is a way to change subject's negative actions, yet draw attention onto negotiator
 - 1) "It makes me nervous when you hold the gun to your head. Can you please just lower it a bit while we talk?"
 - 2) "It hurts me to hear you say..."
 - 3) "I would feel much better if you put the gun down and come outside to talk"
- 8. Effective pauses
 - a. Avoid filling lull after subject stops talking
 - b. Used to entice person to continue with their thoughts or dialogue
- 9. Summaries **(PSP IV b, d)**
 - a. Negotiator summarizes the main facts and/or feelings the subject has expressed over a long period of time
 - 1) Possible phrases
 - a) "Let me see if I am understanding everything so far...."
 - b) "Before we take that break we talked about, let's make sure I got all this right, okay?"
- 10. Giving Feedback
 - a. Thoughts on the situations
 - b. Share pertinent information
 - c. Listen to confirm
- 11. Redirecting
 - a. Use validation
 - b. Shift discussion to another topic
 - c. Many times, used when suspect is overly aggressive or angry.
 - d. "I hear how upset you are. I really want to focus on what we can do to help get you out of the house safely."
 - 1) Be careful not to judgmental or give perception you are rehearsing your response in your head
- I. Psychological Principles of Crisis Negotiations **(PSP IV b, d)**
 - 1. Time can help de-escalate the following
 - a. Emotionality and Rationality
 - b. This is tied to a Basic Psychological principal
 - c. Can reduce symptoms of intoxication
 - d. Unfortunately, time is not always an option
 - 2. Emotional Hijacking
 - a. Emotions short circuit problem solving area of brain

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- II. Subjects in crisis are their emotions
 - III. Can't pull back and examine emotions
 - d. Suspect's engage in emotional reasoning
 - e. Active listening is key when communication with a Suspect who is emotionally hijacked
 - f. Guide Subject through emotions
 - g. Guide them towards positive reasoning
- J. Negotiators communication skills
- 1. Don't take their anger or erratic behavior personally
 - 2. Avoid telling the person terms that devalue emotions; such as
 - a. "You're lucky, it could have been worse"
 - b. "I know exactly how you feel!"
 - 1) Do you know how the person feels?
 - 2) Can you put yourself in their shoes?
 - a) Are you a Military Veteran?
 - b) Have you suffered the loss of a Child?
 - c) Are you a trauma care specialist?
 - c. Yes, but eventually everyone dies, it's part of living
 - d. It must have been God's will
 - e. All wounds heal- you'll eventually get over it
- K. Conversations about death
- 1. An uncomfortable experience when you don't know what to say
 - 2. Suggestions on what to say
 - a. I'm here if you want to talk
 - b. He or she sound like they were good people
 - c. It would have been nice to know that kind of person you are, Tell me more
 - d. It's okay to express yourself, crying is ok
- L. Questioning
- 1. Ask Direct questions- yes or no
 - 2. Ask Leading Questions
 - a. Walking the Suspect/Hostage through the scenario
 - b. Seeing the big picture
 - 3. Results of questions
 - a. Evaluate levels of
 - 1) Cooperation
 - 2) Resistance
 - b. Determine extent of rational problem –solving **(PSP IV e)**
- M. Confronting Blame **(PSP IV f)**
- 1. Allow suspects to vent (Active Listening)
 - 2. Philosophical approach sometimes things go wrong!

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3. Stay steady and calm through the process
 4. Antagonistic dialogue from the suspect
 - a. Not productive
 - b. Redirect the attack on the problem, not you
 - c. Divert dialogue
 - d. Other Lines of Communication
- N. Persuading the Suspect
1. Appeal to the suspect's ego
 2. Use suggestibility
 3. Foot- in the door technique
 4. Appeal to the sense of fairness
 5. Exploit your relationship with Suspect
- O. When Negotiators are caught off guard
1. Repeat the suspect's statements
 2. The babbling mode
 - a. Ask the suspect to repeat the statement
 - b. Long pause- "Pregnant pause"
 - c. Feign incomprehension
 - d. Get off the phone (Similar to everyday conflict strategies)
- P. CNT felonies
1. Can I get you anything?
 2. References to a hostage as hostage
 3. Exacerbating words **(PSP IV f,)**
 - a. Shoot
 - b. Kill
 - c. Buddy or pal
- Q. Saying "No" without saying "No"
- h. The word "No" can introduce complications to demands
 - i. Possible phrases
 - a. "You know as well as I...."
 - b. "It's hard for us to"
 - c. "Do you think that is a fair option?"
 - d. "What outcome do you think is reasonable?"
 - e. "Does that sound like something we can provide?"
- R. Hooks or Catch-word Phrases
1. Hooks are applied when the subject's emotionality had decreased
 2. Hooks can be used in the following ways
 - a. Employ rational thought
 - b. Used when the subject has moved from the topic of conversation
 3. The hook will employ everything you know about your subject
 - a. Used to create a deterrent to committing a violent act

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b. Entice meaningful dialogue

S. Suggestive Statements

1. People are influenced by the subtle suggestive messages that communicator can embed in the dialogue
2. Suggestive statements provide information to the subject in an ambiguous situation about what will likely happen in the near future – examples:
 - a. “You may not know when you are getting hungry”
 - b. “Either now or later when you decide to come out”
 - c. “You will likely feel tremendous relief when this situation is peacefully resolved”

T. Closing:

1. Maintain creativity with dialogue
2. Adapt techniques to fit your own style of negotiations
3. Rely on input from the suspect
4. Carefully consider whether your strategy fits the suspect
5. Continued Assessment
6. Questions

IV. SITUATION SIMULATIONS / TABLE TOPS / CASE DEBRIEFS

(60 mins)
(PSP IV a, b, i)

A. **LEARNING ACTIVITY #1:** CNT Training Scenario- Barricaded Suspect Scenarios

Purpose: To provide the students with a scenario in which the student must use critical thinking skills, practice active listening techniques, and participate in table-top discussions on subtopics related to crisis negotiations. Activity will allow for additional topics (noted below) to be discussed within a framework of a realistic scenario. The students will enhance their communication skills by practicing their skills with the instructors

Procedure: Small Group Activity

1. Students will be placed into four groups
2. The students will enhance their communication skills by practicing active listening skills during role play opportunities
3. The instructors will act as role players and coaches
 - a. This activity is guided by the dialogue interaction between the student and the instructors
 - b. The Instructors will simulate dialogue that may be encountered in a CNT situation
 - c. The instructors /role players have been briefed prior to this activity and will not deviate from the situation of a barricaded suspect
4. The students will individually interact with the role player(s) as the other students will be present and observe the interaction between the students and instructor/role player
5. As the scenario progresses the instructors will move on to a new student and ensure every student participates in this activity

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6. During this activity, the following actions will be gauged:
 - a. Search for contributing factors to situations
 - 1) Underlying issues
 - 2) Agenda
 - b. Suggestibility throughout conversation
 - 1) Peaceful resolution
 - 2) Surrender
 - 3) Maintain safety throughout situation
 - c. Capitalizing on Active Listening Skills (ALS)
 - 1) Minimal encouragers
 - 2) Open-ended questions
 - 3) Reflect / Mirror
 - 4) Effective pauses
 - 5) Paraphrasing
 - 6) "I" messages
 - 7) Emotional labeling
 - 8) Summaries
 - d. Leads to vital information
 - e. Opportunities to get into Subject's world
 - f. Recognition of hook (catch word or phrase)
 - g. Other resources
 - h. Lines of communications
7. As the scenario unfolds, instructors will have an opportunity to address the following additional topics within the context of the scenario facts:
 - a. Verbal and Physical Strategies
 - b. Psychological Principles
 - c. Mental Evaluation Unit resources
 - d. Third Party Intermediaries
 - e. Strategic disengagement
 - f. Civil Liability and Caselaw
8. Debrief Discussion: A group discussion will take place of lessons learned and areas of improvement needed
9. The following four types of incidents will be used for the four, small group scenarios:
 - a. "The Jumper"- Radio call: You and your partner are dispatched to a possible suicidal jumper
 - b. "DV incident"- Radio call: You and your partner are dispatched to a Domestic Violence incident
 - c. "Welfare Check" - Radio Call: You and your partner are dispatched to a "Welfare Check"
 - d. 415 man in a Park - Radio Call: You and your partner receive a radio call of a 415 man in a park.

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V. SITUATION SIMULATIONS / TABLE TOPS / CASE DEBRIEFS **(60 mins)**
(PSP IV a, b, i)

- A. **LEARNING ACTIVITY #2:** CNT Training Scenario- Barricaded Suspect Scenarios
Purpose: To provide the students with a scenario in which the student must use critical thinking skills, practice active listening techniques, and participate in table-top discussions on subtopics related to crisis negotiations. Activity will allow for additional topics (noted below) to be discussed within a framework of a realistic scenario. The students will enhance their communication skills by practicing their skills with the instructors
- Same as previous block of instruction. Students will work on a different sit-sim/case study

VI. SITUATION SIMULATIONS / TABLE TOPS / CASE DEBRIEFS **(60 mins)**
(PSP IV a, b, i)

- A. **LEARNING ACTIVITY #3:** CNT Training Scenario- Barricaded Suspect Scenarios
Purpose: To provide the students with a scenario in which the student must use critical thinking skills, practice active listening techniques, and participate in table-top discussions on subtopics related to crisis negotiations. Activity will allow for additional topics (noted below) to be discussed within a framework of a realistic scenario. The students will enhance their communication skills by practicing their skills with the instructors
- Same as previous block of instruction. Students will work on a different sit-sim/case study

VII. SITUATION SIMULATIONS / TABLE TOPS / CASE DEBRIEFS **(60 mins)**
(PSP IV a, b, i)

- A. **LEARNING ACTIVITY #4:** CNT Training Scenario- Barricaded Suspect Scenarios
Purpose: To provide the students with a scenario in which the student must use critical thinking skills, practice active listening techniques, and participate in table-top discussions on subtopics related to crisis negotiations. Activity will allow for additional topics (noted below) to be discussed within a framework of a realistic scenario. The students will enhance their communication skills by practicing their skills with the instructors
- Same as previous block of instruction. Students will work on a different sit-sim/case study

VIII. EVALUATION / COURSE DEBRIEF / STUDENT QUESTIONS **(60 mins)**
(PSP IV a, i)

- A. Multiple Choice Test / Classroom Survey
1. Conduct a short multiple-choice test to evaluate students understanding of the course.
 2. Conduct a classroom survey to assess the program's effectiveness and encourage feedback from students.
- B. Debrief / Closing:
1. Ensure to ask the students if they have any further questions or comments

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Expanded Course Outline

2. Advise the students that each Hostage Situation is different, and they must analyze and apply skills they have learned to successfully handle every situation
3. The students will be given a thorough debrief of the situation simulations to uncover any questions the students may have and provide clarity for any communication techniques, procedural and policy protocol and officer safety tactics. This includes re-emphasis of effective communication skills and de-escalation techniques (PATROL).
 - i. Planning
 - j. Assessment
 - k. Time
 - l. Redeployment
 - m. Other Resources
 - n. Lines of Communication
4. Additional re-emphasis and review includes how our Department's guiding value of Reverence for Human Life is the moral and ethical foundation of de-escalation, tactics, reasonable force, and officer safety; and how the application of this training is in keeping with our department's UOF policy, philosophy, and tactical planning.