

**Los Angeles Police Department
Gang Intervention, Intro
1850-23216
Expanded Course Outline**

Instructional Goal: The course is primarily designed for police officers to understand the gang intervention field as defined by practitioners. Secondly, to train police officers in developing strategies for building relationships between Law Enforcement and Gang Intervention Workers.

Performance Objectives: Using lecture, learning activities, practical applications and evaluations, the student will:

- ❑ LAPD will understand the role, expectations, and standards of gang intervention to ensure community-based safety.
- ❑ Understand history of LAPD and its' past relationship with minority communities.
- ❑ Instruct and critique the behavior of police officers during the paradigm shift as the Department began to include gang intervention as part of the violence reduction strategy.
- ❑ Recognize the Office of the Mayor's Gang Reduction and Youth Development program (GRYD) and understand their comprehensive strategy in reducing gang crime.
- ❑ Identify various techniques that students may utilize in the field to resolve conflicts between Law Enforcement and Gang Interventionists.
- ❑ Participate in a role-reversal to demonstrate to the students the issues that Gang Interventionists are often confronted with in dealing with the police.
- ❑ Analyze, understand and apply Tactical De-escalation Techniques and instruct their application in law enforcement training
- ❑ Analyze, understand and apply Command and Control concepts and instruct their application in law enforcement training

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

I. INTRODUCTION

(30 Min)

- A. Introductions
 - 1. Sign-In (Roll Call)
 - 2. Welcome to the course
 - 3. Staff
 - 4. Information classification
- B. Logistics
 - 1. Breaks/lunch
 - 2. Restrooms
 - 3. Parking
 - 4. Exits
 - 5. Cell phones
- C. Expectations/Goals
 - 1. Officers will learn about the field of gang intervention from the perspective of practitioners.
 - 2. Gain perspective from real world examples on how working with interventionists can assist and/or supplement with mission success
 - 3. Learn how interventionists and law enforcement can save lives in their separate lanes

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II. HISTORICAL PERSPECTIVES

(30 Min)

- A. Los Angeles Police Department (LAPD) Command Staff:
 - 1. Personal experiences working with interventionist
 - 2. Together we stand, divided we fall – Interventionists, Community, Police working together to make a difference and save lives
 - 3. We cannot arrest our way out of the gang problem or culture
 - 4. “Intervention works if you work it” – Gang Intervention is based on establishing a rapport with an interventionist who has street credibility and/or a License to Operate (LTO).
 - 5. Statistics
- B. Shifting mindsets
 - 1. Department Core Values
 - 2. Department Mission Statement

III. GANG REDUCTION AND YOUTH DEVELOPMENT

(30 Min)

- A. The Public Health Approach to Violence Reduction
 - 1. Why is it important?
- B. Prevention – How do we prevent this from occurring before it happens
 - 1. Partnership with the community and the various community organizations
 - 2. Deploy resources where most needed and effective
- C. Intervention – What can we do to stop the violence before it starts?
 - 1. LAPD / GRYD Monthly partnership meetings
 - 2. Knowledgeable Community Intervention Workers – Intervention
 - 3. “Locals” - need to network – get to know the people in the community
 - 4. Violent Crime Response – Where do we put resources to keep the issue from growing?
 - 5. Communication with LAPD Department Operations Center
 - 6. Triangle Communication strategy
 - 7. Crime Response Strategy:

IV. WHAT IS A GANG INTERVENTIONIST?

(60 Min)

- A. Introduction
 - 1. Staff facilitator
 - 2. Guest panel (officers and interventionists)
- B. Table Top Exercise
 - 1. What is your knowledge of interventionists?
 - 2. Procedure: Each table will be provided with a poster board. All the officers will collaborate at each table and write down what they believe are the duties and responsibilities of a Gang Interventionist. When called upon each table will present their findings.
 - 3. Debrief

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V. INTRODUCTION TO GANG INTERVENTION (60 Min)

Panel Discussion and Q &A

- A. Introduce the Interventionists – Each will have 15 minutes to present
- B. Discussion topics
 - 1. What an interventionist is not...
 - 2. What an interventionist is...
 - 3. Scope of interventionist responsibilities
 - 4. What is a License-to-Operate?
 - 5. How are intervention workers recruited and trained?
 - 6. What is the difference between a CIW and Ambassador?
 - 7. Expectations from Law Enforcement

Procedure: 3x5 Index cards will be on the tables for officers to capture questions for specific interventionists. Cards will be collected, and questions will be answered during the next segment.

VI. DIALOGUE WITH INTERVENTIONISTS (60 Min)

Panel Discussion and Q &A

- A. Representatives from each table will read out loud a question from the previous activity
 - 1. Questions may need to be screened prior to being presented
 - 2. Table groups rotate through questions
- B. Interventionists respond to question(s)
 - 1. Open appropriate dialogue is encouraged

VII. CAPRA MODEL (30 Min)

Learning Activity: Problem Solving Strategy

Purpose: Provide students with opportunities to get acquainted with an interventionist.

- A. Allow for interaction between the officers and the interventionist
 - 1. Recognize the teamwork involved in moving toward the shared goal of saving lives
 - 2. Officers gain awareness as to the purpose, goals and methods of interventionists

Procedure:

- B. Small group activity
 - 1. Seating will be placed at each table for interventionists
 - 2. Facilitators introduce the activity; a “mission” to solve the scenario.
 - 3. Facilitators introduce the Interventionists working with each group
 - 4. Tell each table they are “**hosting**” the interventionist
 - 5. The interventionist should introduce themselves to the table and include “icebreaker”-type interaction(s) (e.g. favorite television shows, sports questions, etc.) to assist with finding common ground and establishing rapport
- C. CAPRA
 - 1. CAPRA handout

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1. Review CAPRA
2. Reinforce CAPRA's utility and value as a problem-solving model

VIII. PROFESSIONAL UNDERSTANDING

(60 Min)

- A. Review Scenario
 1. "Danny Boy" Shooting scenario
- B. Scenario breakdown: Assign topic(s) to each table group
 1. Rumors (Family, Retaliation, etc.)
 2. Funeral Issues
 3. Fund raising Issues
 4. Candle Light Vigil Issue
- C. Table groups work on assigned topic
 1. Discuss the unique mission/challenge of assigned topic(s)
 2. Use the CAPRA worksheet
 3. Violence reduction strategies (worksheet)
 4. Review your own responses (Assessment)
 5. Is there a response for each violence reduction strategy?
 6. Prepare presentation for the class
- D. Presentations
 1. Each group conducts presentation
 2. Groups observe each presentation and keep track of the presented strategies
 3. Interactive student feedback is encouraged
 4. Student should use the Violence Reduction Strategies Worksheet as an aid in debriefing other groups
 5. Debrief the class
- E. Panel Discussion
 1. How does it make a difference for the victim's family when law enforcement and interventionists work together?
 2. How the interventionist assisted the victim
 3. How the interventionist assisted the victim's family
 4. What is the best possible outcome for the community out of this course?
 5. What would you like to see in the next 5 years?

IX. YELLOW TAPE EXERCISE

(45 Min)

- A. Yellow Tape Exercise
 1. Instructor forms class into groups
 2. Instructor presents scenario
 3. Groups attempt to determine the thoughts/considerations of the other group
 4. Officers think as interventionists, Interventionists think as officers
 5. Groups collect thoughts/considerations of their roles
 6. Groups present their results to the class
 7. Facilitator fills in gaps of information as necessary
- B. Discuss best practices at the yellow tape
 1. Best practices when interacting with interventionists

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2. Flow of information
3. Agreed upon working foundations/understandings
4. Mutual professionalism and patience
5. Remember the goal and importance of saving lives

X. LAW ENFORCEMENT PERSPECTIVE

(45 Min)

- A. LAPD Command Staff Officer/Facilitator
 1. Introduction
 2. Comments
- B. Policy review and perspective
 1. Use of Force review^{1 2}
 2. Tactical De-escalation Techniques³
 3. Less Lethal Force⁴
 4. Command and Control⁵
- C. Opportunity for questions

XI. REVIEW AND CLOSING

(30 Min)

- A. Key Takeaways from the day
 1. Role of gang intervention in achieving community safety
 2. Concepts
 3. Programs
 4. Resources
 5. Teamwork
 6. Perspectives
 7. CAPRA
 8. Policies and procedures
- B. Closing
 1. Final questions and comments
 2. POST roster
 3. Evaluations

¹ California Penal Code Section 835a

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

³ LAPD Use of Force-Tactics Directive No. 16, Tactical De-Escalation Techniques

⁴ Office of Administrative Services Notice 1.3, Use of Less-Lethal Force Clarification

⁵ Training Bulletin, Volume XLVII Issue 4, Command and Control