

LOS ANGELES POLICE DEPARTMENT
Active Bystandership for Law Enforcement (ABLE) Instructor
1850-10739
Expanded Course Outline

Instructional Goal: To prepare participants to instruct the Active Bystandership for Law Enforcement (ABLE) course.

Performance Objectives: Using lecture, group discussion, learning activities, and practical application the student will:

- Explain the philosophy and expected outcomes of active bystandership
- Explain how the profession of law enforcement can benefit from active bystandership
- Explain the three pillars of ABLE and the outcomes of ABLE training
- Explain aspects of officer wellness that can be positively impacted by ABLE
- Differentiate between passive and active bystandership and the power of each
- Explain the science behind bystandership, the motivators for harmful action and the inhibitors to intervention
- Identify the risks of not intervening to the officer, community, agency, and profession
- Identify and explain the three steps to effective intervention
- Explain the psychology of the brain under stress and the impact on behavior; and identify ways to notice stress indicators in self and others
- Given appropriate scenarios, demonstrate effective ABLE and de-escalation techniques
- Explain the commitments made by your agency to support and sustain the practice and expectation of active bystandership
- Generate ways in which you can help promote ABLE within your agency and community
- Demonstrate the ability to instruct the Active Bystandership for Law Enforcement (ABLE) course

DAY ONE

I. WELCOME & AGENDA OVERVIEW (10 min)

- A. Welcome to day one of the ABLE instructor course
 - 1. Review of week's schedule
 - 2. Review of day's schedule
- B. Overview of goals for the day
 - 1. Participate in the ABLE core curriculum
 - 2. Understand the structure and flow of the curriculum
 - 3. Understand best practices and tips related to teaching the ABLE class

II. ABLE PHILOSOPHY (15 min)

- A. Exercise: Individual reflections on Active Bystandership and Peer Intervention
 - 1. Definition(s) of "Active Bystander"
 - 2. Definition(s) of "Peer Intervention"
- B. Philosophy behind ABLE
 - 1. Research
 - 2. Harm prevention focus
 - 3. Thrives in a culture that expects and embraces intervention

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III. CASE STUDIES

(20 min)

- A. Misconduct case study
 - 1. Impact of officer misconduct
 - 2. Missed opportunities for fellow officers to intervene to prevent harm
- B. Wellness case study
 - 1. Impact of poor officer health and wellness
 - 2. Missed opportunities for fellow officers to intervene to prevent harm
- C. Mistakes case study
 - 1. Impact of officer mistakes
 - 2. Missed opportunities for fellow officers to intervene to prevent harm

IV. REFLECTIONS ON LOYALTY

(15 min)

- A. Learning Activity: Small Group Discussion on Loyalty
 - 1. Loyalty to who
 - 2. Loyalty to what
 - 3. Examine displays of loyalty?
- B. Loyalty to colleagues - blind loyalty and true loyalty
 - 1. Blind loyalty
 - 2. True loyalty
 - 3. Officers are in a unique position to help other officers

V. ABLE: WHAT IS IT?

(15 min)

- A. The three pillars of ABLE
 - 1. Prevent mistakes
 - 2. Prevent misconduct
 - 3. Promote health and wellness
- B. ABLE prepares officers to
 - 1. Effectively intervene to prevent harm
 - 2. Receive interventions from fellow officers
 - 3. Protect the mental and physical wellbeing of themselves and fellow officers
- C. ABLE centers on
 - 1. Helping officers identify opportunities to intervene to prevent harm
 - 2. Teaching officers the skills to effectively intervene
 - 3. Protecting officers that intervene
 - 4. Creating organizational culture that embraces interventions
- D. ABLE does not:
 - 1. Enhance Internal Affairs investigations
 - 2. Take the place of officer discipline
 - 3. Substitute for mediation programs
 - 4. Change agency reporting requirements
- E. Who does ABLE training target?
 - 1. ABLE does not target officers who are courageous interveners
 - 2. ABLE does not target unethical officers
 - 3. ABLE targets the vast majority of officers that want to do the “right thing”

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VI. SUCCESSFUL BYSTANDERSHIP PROGRAMS

(20 min)

- A. History of successful bystander programs
 - 1. Effectiveness of the National Traffic and Safety Board's "Friends Don't Let Friends Drive Drunk" campaign
 - 2. Targeting bystanders is an effective strategy to prevent or stop harm
- B. Learning Activity: Large Group Exercise- Facilitated discussion successful industry-specific bystandership programs
 - 1. Airline industry reduced pilot accidents
 - 2. Medical profession reduced doctor mistakes
 - 3. College campuses reduced student sexual assaults
 - 4. Law Enforcement (EPIC) reduced officer misconduct and mistakes within New Orleans Police Department

VII. ABLE: WHAT'S IN IT FOR ME?

(25 min)

- A. Overview of the risks associated with the law enforcement profession
 - 1. Frequency of depression and suicide among officers
 - 2. Effects of primary and secondary trauma on officers
 - 3. Impact on officers' friends and families
- B. Learning Activity: Large Group Exercise- Facilitated discussion of the benefits of ABLE for individual officers
 - 1. Mistakes avoided
 - 2. Misconduct prevented
 - 3. Mental and physical health crisis avoided

VIII. ABLE: WHY DOES IT WORK?

(3 hrs 30 min)

- A. Small Group Exercise: Reflections on Interventions
 - 1. Types of situations you have intervened in
 - 2. Situations where you didn't intervene
 - 3. Personal impacts of not intervening
 - 4. External impacts of not intervening
- B. Compare/contrast passive and active bystanders
 - 1. Failures to act can communicate acceptance and/or support for misconduct
 - 2. When active bystanders take action, it encourages others to intervene also.
- C. The Power of the Bystander
 - 1. An absence of intervention can lead to increased harmdoing
 - 2. Bystanders can interrupt harmdoing
 - 3. The actions of a single bystander can facilitate culture change
 - 4. A half century of social science research affirms the positive impact a single bystander can make
- D. Learning Activity: The social science behind ABLE
 - 1. Large Group Exercise: Discussion- diffusion of responsibility and pluralistic ignorance as inhibitors to intervention
 - 2. Large Group Exercise: Discussion- sensory exclusion as an inhibitor to intervention

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3. Large Group Exercise: Discussion- obedience to authority as an inhibitor to intervention
4. Large Group Exercise: Discussion- active bystandership helps others overcome inhibitors to intervention
- E. Learning Activity: Motivators and Inhibitors to intervention
 1. Large Group Exercise: Discussion- factors that motivate individuals to intervene to prevent or stop harm
 2. Small Group Exercise: Discussion- factors that inhibit individuals from intervening to prevent or stop harm
- F. Learning Activity: Video -Attributes of effective bystandership in action
 1. Review of effective bystandership
 2. Large Group Exercise: Discussion- bystander-specific actions
- G. Learning Activity: What happens when no one intervenes to prevent or stop harm
 1. Large Group Exercise: Discussion- who and what is harmed when law enforcement does not intervene to stop harm
 2. What that harm looks like
- H. ABLE and identifying and overcoming inhibitors
 1. Save lives and careers
 2. Promote officer wellbeing
 3. Increases public trust of law enforcement
 4. Prevents trauma to communities
 5. Restore respect for the law enforcement profession

IX. ABLE: WHEN AND HOW DO I INTERVENE?

(2 hrs 30 min)

- A. Three Steps of ABLE
 1. Notice
 2. Decide
 3. Act
- B. Step One: Notice has two distinct areas of focus
 1. People
 2. Situations
- C. Learning Activity: Awareness of self and others
 1. Physiological impact of stress on humans
 2. Large Group Exercise: Recognizing an amygdala hijack
 3. Large Group Exercise: Recognizing the indicators of chronic stress
 4. Large Group Exercise: Self-calming through breath awareness
- D. Learning Activity: Awareness of the situation itself
 1. Large Group Exercise: Facilitated discussion concerning recognizing situational triggers
 2. Large Group Exercise: Facilitated discussion concerning factors that motivate an individual to cause harm
- E. Step Two: Decide
 1. Learning Activity: Large Group Exercise- Facilitated discussion concerning skills police training teaches that can help officers decide to act
 2. Decision-making models
 3. Making quick decisions

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- F. Step Three: Act
 - 1. Learning Activity: Early Interventions- Small Group exercise; techniques for successful intervention, and preparing for and conducting difficult conversations
 - 2. Learning Activity: Interventions to prevent harm, 3D Model- Large Group Exercise; Distraction, delegation, addressing/interrupting behaviors, discuss observed intervention techniques
 - 3. Learning Activity: Fishbowl Exercise: Role Play # 1 Behavioral Changes
 - 4. Later interventions to stop harm – Probe, Alert, Challenge, Take Action (PACT Model)
 - 5. After the event, if you intervened
 - 6. After the event, if you received an intervention
 - 7. After the event, if you did not intervene
 - 8. Learning Activity: Fishbowl Exercise: Role Play # 2 Falsifying a Report
- G. Return to Case Studies
 - 1. Large Group Exercise: Facilitated discussion of what an effective intervention in each of study might have looked like.
 - 2. Large Group Exercise: Facilitated discussion of changes in perception of the phrases “active bystandership” and “peer intervention”.
- H. Conclusions and Daily Wrap-Up
 - 1. Schedule for next day
 - 2. Teach-Back assignments

DAY TWO – Teach Back Preparation

I. WELCOME & AGENDA OVERVIEW **(5 min)**

- A. Welcome to day three of the ABLE TTT Session
- B. Goals for the day
 - 1. Participate in final module of core curriculum
 - 2. Prepare to effectively lead teach-backs and give constructive feedback
 - 3. Discuss tough questions and potential areas of pushback
- C. Schedule for the day

II. CORE CURRICULUM: FINAL MODULE **(15 min)**

- A. Commitments made by agency
 - 1. Community support
 - 2. Meaningful training
 - 3. Dedicated program coordinator
 - 4. Active bystandership awareness program
 - 5. Accountability
 - 6. Officer wellness
 - 7. Unchanged reporting
 - 8. Measuring officer perceptions
 - 9. Department-wide implementation and follow-through
 - 10. Paying it forward

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B. Large Group Exercise: Facilitated discussion of department-wide implementation

III. AFFIRMING TRUST (15 min)

- A. Large Group Exercise
 - 1. Affirming Trust
- B. Promoting ABLE
 - 1. Agency
 - 2. Community
- C. ABLE Curriculum
 - 1. Wrap-Up

IV. TEACH-BACK DAY – PREPARATION (15 min)

- A. Teach-Back
 - 1. Overview
 - 2. Description of Teach-Back Rounds 1 – 4
- B. Instructor considerations
 - 1. Reviewing the Facilitator’s Guide
 - 2. Reviewing the PowerPoint Presentation
 - 3. Managing Your Time
 - 4. Virtual vs In-Person Instruction

V. TEACH-BACK DAY – TIPS FOR SUCCESS (20 min)

- A. Round One Considerations
- B. Round Two Considerations
- C. Round Three Considerations
- D. Round Four Considerations

VI. TEACH-BACK DAY – ADDITIONAL THINGS TO CONSIDER (10 min)

- A. Your Role as a “Student”
- B. Providing Constructive Feedback

VII. RESPONDING TO TOUGH QUESTIONS (30 min)

- A. Common Questions
 - 1. Strategies
 - 2. Potential Responses

VIII. TEACH-BACK Q&A (40 min)

- A. Transition to open office-hours
 - 1. Individual question and answer
 - 2. Facilitator availability

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IX. TEACH-BACK PREPARATION

(5 hrs 30 min)

- A. Teach-back preparation
 - 1. Study
 - 2. Develop presentation
 - 3. Rehearse
- B. Resources
 - 1. Student use of agency facilities
 - 2. Facilitator availability

DAY THREE – Small Group Teach Backs

I. WELCOME & AGENDA OVERVIEW

(15 min)

- A. Welcome
- B. Goals for the day
 - 1. Practice delivering key components of the ABLE class
 - 2. Receive tips and feedback from SME facilitator and peers
 - 3. Learn from each other and support each other in the preparation process
- C. Schedule for the day
 - 1. Morning Agenda
 - 2. Afternoon Agenda
- D. Questions from Students
- E. Suggestions from Small-Group Facilitators

II. ROUND ONE

(100 min)

- A. Each Student in the Small Group Presents Assigned Block of Instruction
 - 1. Student teach-back presentation
 - 2. Peer feedback
 - 3. Small-Group facilitator feedback
- B. Transition

III. ROUND TWO

(100 min)

- A. Each Student in the Small Group Presents Assigned Block of Instruction
 - 1. Student teach-back presentation
 - 2. Peer feedback
 - 3. Small-Group facilitator feedback
- B. Transition

IV. MORNING DEBRIEF

(20 min)

- A. Large Group Exercise: Facilitated discussion
 - 1. Student insights
 - 2. Lessons learned
 - 3. Feedback from rounds one and two

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- B. Observations from Small-Group facilitators

V. ROUND THREE **(100 min)**

- A. Each Student in the Small Group Presents Assigned Block of Instruction
 - 1. Student teach-back presentation
 - 2. Peer feedback
 - 3. Small-Group facilitator feedback
- B. Transition

VI. ROUND FOUR **(100 min)**

- A. Each Student in the Small Group Presents Assigned Block of Instruction
 - 1. Student teach-back presentation
 - 2. Peer feedback
 - 3. Small-Group facilitator feedback
- B. Transition

VII. AFTERNOON DEBRIEF **(20 min)**

- A. Large Group Exercise: Facilitated discussion
 - 1. Student insights
 - 2. Lessons learned
 - 3. Feedback from rounds one and two
- B. Observations from Small-Group facilitators

VIII. NEXT STEPS **(10 min)**

- A. Keys to Successful Implementation
 - 1. Programmatic
 - 2. Agency
 - 3. Individual
- B. Professional ABLE reputation
 - 1. Challenge coins and pins
 - 2. Word of mouth
 - 3. Agency support
- C. Expectations
 - 1. National ABLE Team
 - 2. Agency
- D. Important Considerations
 - 1. ABLE Instructors
 - 2. Students

IX. COURSE REVIEW AND CLOSING **(15 min)**

- A. Course review
 - 1. Key takeaways

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- 2. Questions and answer
- B. Course survey and rosters