

LOS ANGELES POLICE DEPARTMENT
Practical De-Escalation & Tactical Conduct
De-Escalation Lab
Expanded Course Outline
1850-20811

Instructional Goal: Using funding and guidance from the Department of Justice, this program will enhance our officer's ability to de-escalate volatile situations and focus on reverence for human life. Students will be familiar with and able to apply the verbal strategies applicable to crisis negotiations in field situations to de-escalate situations and apply strategic disengagement techniques.

Performance Objectives: Using technology (pre-requisite), video feedback, virtual reality, learning activities, and practical application, the student will 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.

- Understand and apply de-escalation in every aspect of policing
- Analyze and apply the Use of Force Policy to include the use of force options to Tactically De-escalate a use of force situation
- Understand and apply P.A.T.R.O.L Tactical De-escalation techniques
- Understand the application of AB 392 to the Department's current Use of Force policy
- Clearly define terminology used in the Los Angeles Police Department's Use of Force Policy
- Understand articulation of Use of Force
- Demonstrate proficiency with a handgun
- Demonstrate tactical shooting during critical situations
- Demonstrate the ability to handle various critical thinking de-escalation scenarios and target identification
- 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

TACTICAL FIREARMS- CATEGORY I

Minimum Topics/Exercises:

- a. Safety Policy/Orientation
- b. Moral obligations
- c. Use of Force considerations
- d. Policy and/or Legal Standards
- e. Sight Alignment, Trigger Control, Accuracy
- f. Target Recognition and Analysis
- g. Weapons Clearing/Manipulations
- h. Live Fire Tactical/Marking Cartridges
- i. Basic Tactical Firearms Situations, Judgment and Decision-Making Exercise(s)
- j. Class Exercises/Student Evaluation/Testing

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STRATEGIC COMMUNICATIONS- CATEGORY IV

Minimum Topics/Exercises:

- a. Officer safety
- b. Escalation versus de-escalation
- c. Communication Elements
- d. Listening Skills
- e. Questioning Techniques
- f. Persuasion
- g. People with disabilities
- h. Team Communication during a critical incident
- i. Class Exercises/Student Evaluation/Testing

Blended Learning Delivery Methodology: This course will utilize blended learning by employing Online Learning, Virtual Reality training, and Practical Applications. Students will complete the LAPD University's Use of Force and De-Escalation. The unique course registration code will be sent, by the staff to the students, on their Training Orders. The expectation is that this course is completed, as a precursor, prior to in-person portion. The in-person portion of the training will begin with students applying their knowledge in scenario-based training utilizing the Virtual Reality system located at Elysian Park. Students will articulate the application of de-escalation techniques in accordance with the above Performance Objectives. Students will then progress to the Practical Combat Range. This will be the live fire portion of the course. Students will continue to apply de-escalation techniques. In this portion of the training, student activities will be recorded by video cameras, and each student's performance will be observed, critiqued, and reviewed based on each performance objective.

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

This course provides current Penal Code Section 835a content

I. INTRODUCTION AND OVERVIEW

(15 mins)

- 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. Community Expectations
 1. Save lives
 2. Rescue
 3. Adequately staffed

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4. Well Trained
 5. Experienced
 6. Alternative options to Use of Deadly Force
- C. 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
 - 1) Current statistics regarding UOF nationally
 - 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. The following factors can mitigate the need for higher levels of force
 - 1) De-escalation
 - 2) Verbal Warnings
 - 3) Proportionality
 - 4) Fair and Unbiased Policing
 - 5) Use of Force – Objectively Reasonable
 - 6) Drawing and Exhibiting Firearms Policy
 - 7) Rendering Aid
 - 8) Warning Shots
 - 9) Shooting at or From Moving Vehicles
 - 10) Requirement to Report Potential Excessive Force
 - 11) Requirement to Intercede When Excessive Force is Observed
 - 12) Totality of Circumstances
 - 13) Vulnerable Populations
 - 14) Reverence for Human Life
- D. De-escalation Core Concept employs the following
1. Understanding of how the guiding value of Reverence for Human Life is the moral and ethical foundation of de-escalation, tactics, reasonable force, and officer safety
 2. Distribute:
 - a. Current Use-of-Force Policy as an example^{1 2}
 - b. Bulletin regarding weapons other than firearms as an example³
 - c. Bulletin regarding developmental disabilities as an example⁴
 - d. Bulletin regarding barricaded suspects as an example⁵
 - e. Bulletin regarding command and control as an example⁶

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

² Special Order No.23, Policy on the Use of Force-Revised 2020

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

⁴ Training Bulletin, Vol L, Issue 7, Developmental Disabilities, Aug 2021

⁵ Training Bulletin, Vol XLVIII-9, Issue 4, Barricaded Suspects, Dec 2019

⁶ Training Bulletin, Vol XLVII, Issue 4, Command & Control, Jul 2018

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f. Directive regarding tactical de-escalation techniques. (PATROL) as an example⁷

- 1) Planning
- 2) Assessment
- 3) Time
- 4) Redeployment
- 5) Other Resources
- 6) Lines of Communication

II. SB230, AB392 and 835(a)PC⁸ Overview

(15 mins)

A. Overview

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

B. Excerpts from legislation

1. SB230
2. AB392
3. 835(a)PC

C. 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

⁷ Use of Force Tactics Directive No. 16, Tactical De-Escalation

⁸ California Penal Code Section 835a

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also include tactical and operations training on lethal and nonlethal use of force with an emphasis on de-escalation and tactical retreat skills.

- D. 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
- 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. 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
- H. What’s “Strategic” in Disengagement?

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

III. DE-ESCALATION, USE OF FORCE, LESS LETHAL AND LETHAL FORCE OPTIONS

(60 mins)
PSP IV (c), (d), (e)

- A. Less Lethal Force Options
1. Taser
 2. 40mm Less Lethal Launcher
 3. Baton
 4. Beanbag
 5. Oleoresin Capsicum Spray
- B. Lethal Force Overview
1. Legal/Moral/Ethical Issues involving Use of Force/Lethal Force
 2. Reverence for Human Life
 3. Civil Implications of using Force/Lethal Force
 4. Lethal Force within the spectrum of force options
 5. Verbal, Hands, Less than Lethal, Lethal Force
 6. Escalation and De-escalation Process
- C. Lethal Force Options
1. Firearms
 - a. Handgun
 - b. Shotgun
 - c. Patrol Rifle
- D. Elements of De-escalation
1. De-escalation policy –
 - a. As an example, “It is the policy of the LAPD that, whenever feasible, officers shall use techniques and tools consistent with Department de-escalation training to reduce the intensity of an encounter with a suspect and enable an officer to have additional options to mitigate

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the need to use a higher level of force while maintaining control of the situation.”

- b. What are some of the other policies currently in effect?
2. De-escalation (PATROL concept)
 - a. Planning
 - b. Assessment
 - c. Time
 - d. Redeployment
 - e. Other Resources
 - f. Lines of Communication
3. Verbal Warnings – Where feasible, a peace officer shall, prior to the use of any force, make reasonable efforts to identify themselves as a peace officer and to warn that force may be used, unless the officer has objectively reasonable grounds to believe that the person is aware of those facts.
 - a. What are some of the other policies currently in effect?
 - b. What are some of examples?
4. Proportionality – Officers may only use a level of force that they reasonably believe is proportional to the seriousness of the suspected offense or the reasonably perceived level of actual or perceived resistance.
 - a. What are some of the other policies currently in effect?
 - b. What are some of examples?
5. Fair and Unbiased Policing – Officers shall carry out their duties, including the use of force, in a manner that is fair and unbiased. Discriminatory conduct based on race, religion, color, ethnicity, national origin, age, gender, gender identity, gender expression, sexual orientation, housing status, or disability while performing any law enforcement activity is prohibited.
 - a. What are some of the other policies currently in effect?
 - b. What are some of examples?
6. Use of Force – Objectively Reasonable – Graham vs. Connor
7. Drawing and Exhibiting Firearms Policy –
 - a. What are some of the policies currently in effect? (Discussion)
 - b. What are some Background and Foreground concerns? BALKS (Discussion)
 - c. Below is an example of a policy that has been shaped through legislative and legal procedures.
 - d. Unnecessarily or prematurely drawing or exhibiting a firearm limits an officer’s alternatives in controlling a situation, creates unnecessary anxiety on the part of citizens, and may result in an unwarranted or accidental discharge of the firearm.
 - e. Officers shall not draw or exhibit a firearm unless the circumstances surrounding the incident create a reasonable belief that it may be necessary to use the firearm.
 - f. When an officer has determined that the use of deadly force is not necessary, the officer shall, as soon as practicable, secure or holster the firearm.
 - g. Any drawing or exhibiting of a firearm shall conform to this policy on

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- the use of firearms. Moreover, any intentional pointing of a firearm at a person by an officer shall be reported.
- h. Such reporting will be published in the Department's Year-End Use of Force Report.
8. Rendering Aid – The law requires officers promptly provide, if properly trained, or otherwise promptly procure medical assistance for any person(s) injured in a use of force incident, when reasonable and safe to do so.
- a. Review California law
 - a. What are some of the other policies currently in effect?
 - b. What are some of examples?
 - c. LAPD Policy – After any use of force, officers shall immediately request a rescue ambulance for any person injured. In addition, officers shall promptly provide basic and emergency medical assistance to all members of the community, including victims, witnesses, subjects, suspects and persons in custody, subjects of a use of force and fellow officers.
 - d. To the extent of the officer's training and experience in first aid/CPR/AED; and,
 - e. To the level of equipment available to an officer at the time assistance is needed
9. Warning Shots
- a. What are some of the other policies currently in effect?
 - b. What are some of examples?
 - c. LAPD Policy – It is the policy of this department that warning shots shall only be used in exceptional circumstances where it may be expected to avoid the need to use deadly force. Generally, warning shots shall be directed in a manner that minimizes risk of injury to innocent persons, ricochet dangers and property damage.
10. Shooting at or From Moving Vehicles
- a. What are some of the other policies currently in effect?
 - b. What are some of examples?
 - c. LAPD Policy – It is the policy of this Department that firearms shall not be discharged at a moving vehicle unless a person in the vehicle is immediately threatening the officer or another person with deadly force by means other than the vehicle. The moving vehicle shall not presumptively constitute a threat that justifies an officer's use of deadly force. An officer threatened by an oncoming vehicle shall move out of its path instead of discharging a firearm at it or any of its occupants. Firearms shall not be discharged from a moving vehicle, except in exigent circumstances and consistent with this policy regarding the use of Deadly Force.
11. Requirement to Report Potential Excessive Force –
- a. What are some of the other policies currently in effect?
 - b. What are some of examples?
 - c. Officers shall report potential excessive force to a superior officer

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when present and observing another officer using force that the officer believes is beyond that which is necessary, as determined by an objectively reasonable officer under the circumstance based upon the totality of information actually known to the officer.

12. Requirement to Intercede When Excessive Force is Observed
 - a. What are some of the other policies currently in effect?
 - b. What are some of examples?
 - c. An officer shall intercede when present and observing another officer using force that is clearly beyond that which is necessary, as determined by an objectively reasonable officer under the circumstances, taking into account the possibility that the other officer may have additional information regarding the threat posed by a subject.
13. Totality of Circumstances
14. Vulnerable Populations – Vulnerable populations include, but are not limited to, children, people who are pregnant, elderly persons, and people with physical, mental and developmental disabilities
15. Reverence for Human Life

IV. EVALUATION / COURSE DEBRIEF / STUDENT QUESTIONS

(30 mins)
PSP I (b),
PSP IV (a, i)

- A. Multiple Choice Test / Classroom Survey
 1. Conduct a short 10 questions multiple-choice test to evaluate students understanding of the course via on-line Allogly portal
 2. Conduct a classroom survey to assess the program's effectiveness and encourage feedback from students
 3. Complete CA POST Course Evaluation Instrument via online Allogly portal (<http://www.cei.post.ca.gov/>)
- B. Debrief / Closing:
 1. **Q&A** - Ensure to ask the students if they have any further questions or comments
 2. **Policy** - Advise the students that each de-escalation scenario is different, and they must analyze and apply skills they have learned to successfully handle every situation. Each department must develop policy in compliance with State Law.
 3. **Incident Debriefs** - 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).
 - a. Planning
 - b. Assessment
 - c. Time
 - d. Redeployment

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- e. Other Resources
- f. Lines of Communication
- 4. **De-escalation Principles** - Additional re-emphasis and review includes how the 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.
- 5. **Reach back** - Advise all participants for link for reach-back products for policy, orders, bulletins and contact information

Virtual Reality

V. SITUATION SIMULATIONS / CASE DEBRIEFS

(60 mins)
PSP IV (a),
(b), (c), (d),
(e), (f), (g), (h)

A. *LEARNING ACTIVITY:* Critical Incident Simulation and Debrief

Purpose: To provide the students with a scenario in which the student must use critical thinking skills, discussions on subtopics related to de-escalation. Activity will allow for additional topics (noted below) to be discussed within a framework of an actual scenario. The students will enhance their communication skills by practicing their skills with the instructors in the virtual environment.

Procedure: Virtual Reality

1. Students will be placed into small groups
2. The groups will individually receive information from the VR system depicting a critical incident
3. Each student will navigate the scenarios presented with respect to the learning objectives
4. Debriefs will utilize Scenario Debrief Sheet, as a guide, and cover the following at a minimum:
 - i. P.A.T.R.O.L
 - ii. Assessment of Foreground and Background in relation to suspect
 - iii. Tactical Communications – Officer to Officer/Suspect/Citizen/Victim
 - iv. Officer Safety
 - v. Communications Elements
 - vi. Questioning Techniques
 - vii. Intentional/Unintentional Contact
 - viii. Escalation vs. De-escalation
 - ix. Inappropriate Language
 - x. Individual agency differences for discussion

Practical Application of De-escalation

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VI. FIREARM SAFETY OVERVIEW

(30 min) (PSP I, a)

- A. Firearm Safety Plan
 - 1. Designate roles in case of training accident
- B. Discuss 4 Firearm Safety Laws
 - 1. All guns are always loaded
 - 2. Never allow the muzzle to cover anything you are not willing to shoot
 - 3. Keep your finger off the trigger until your sights are aligned on the target and you intend to shoot
 - 4. Be sure of your target
- C. Range Safety
 - 1. Designate down range and barriers
 - 2. Instructions/Commands for shooters on the line
 - 3. All students are range safety officers
 - 4. Personal Protective Equipment

VII. FIREARM MARKSMANSHIP AND MANIPULATIONS

(30 min) (PSP I, e,f,g)

- A. Importance of Marksmanship
 - 1. Slow fire marksmanship shooting with target recognition and analysis
- B. Elements of Marksmanship⁹
 - 1. Stance
 - 2. Grip
 - 3. Sight Alignment
 - 4. Sight Picture
 - 5. Trigger Control
 - 6. Follow Through
 - 7. Breathing
- C. Weapon Clearing
 - 1. Manipulations
 - 2. Reloads

VIII. PLANNING AND ASSESSMENT

(30 min) (PSP I, h,i)

- A. Entry Movement / Decision Making Evolution:
 - 1. Give rules for the environment (down range, muzzle awareness, background considerations etc.)
 - 2. Students form a stick outside a door and come up with entry plan
- B. Planning
 - 1. Students set up team roles

⁹ LAPD Handgun Instructor Training School (HITS) Manual

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2. Plan based on building exterior, door handle, hinges, open door/closed door
 3. Cross or button hook entry movement into room planned
- C. Assessment
1. Students, one at a time, make entry and are presented with a Shoot or No Shoot Target with varying levels of cooperation and background considerations.
 2. Students visually assess and make a decision on the appropriate level of force
 3. Students take action while communicating, redeploying, and continue to assess.
- D. Debrief:
1. Student and Instructor debrief with group the decision that was made
 2. Student articulates what they observed and why they made their decision
 3. Discuss positives, negatives, and alternative options/choices

IX. TIME

(30 mins)

- A. Distance + Cover = Time
1. Discuss reaction time
 2. Discuss keeping distance from potential threats
- B. Concepts of Cover¹⁰
1. Cover buys you Time
 2. Fight from the position you're in and fight to a better one
 3. You conform to cover, cover does not conform to you
 4. Mobility and Vision is key in utilizing cover
 5. Visibility: If you can't see the problem, you can't solve it
 6. Aim center mass of available target
 7. When to crowd cover and when not to crowd cover
- C. Ambush Evolutions:
1. Traffic Stop: Student is dealing with a suspect target when target suddenly engages them. Student engages while redeploying to cover and calling for additional resources
 2. Ped Stop: Student is dealing with pedestrian target when target engages them
 3. Close Quarters: Student must fire from close contact and create distance from attacking target
- D. Debrief
1. Discuss speed of fire, assessing between each round fired, and other use of time

X. REDEPLOYMENT AND COVER

(30 mins)

- A. Vehicle as Cover
1. Evolution of modern cars as ballistic cover
 2. Utilization of "stacking the pillars"

¹⁰ Use of Force- Tactics Directive 16, Tactical De-Escalation

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3. Pros and Cons of fighting from rear of vehicle
 4. Positioning and other considerations
 5. Shooting above, under, or around a vehicle is better than through parts
 6. Check vehicle for occupants before using it for cover
- B. Vehicle Ballistics
1. Trajectory of bullets going out and in of front windshield
 2. Effects on front windshield, side windows, rear window
- C. Vehicle Cover Evolution:
1. Student sits in driver's seat and shoots out side window
 2. Student shoots from various positions of cover around the vehicle
 3. Student engages various color or number targets the instructor calls out to simulate moving threat all while redeploying and moving to better cover
- D. Debrief
1. Instructor debriefs with the group on pros and cons of student's cover choices

XI. OTHER RESOURCES

(30 min)

- A. Foot Pursuit Evolution:
1. Students as partners deploy from vehicle and engage in foot pursuit
 2. Designated trailing partner broadcasts on radio requesting Other Resources
 3. Lead partner pies around corner and is confronted with suspect target
- B. Knife Attack Target¹¹
1. Student utilizes available cover and distance which creates more time.
 2. Student verbally communicates with suspect target and partner while assessing threat.
 3. Student takes immediate action if necessary
 4. Communication Officer can request additional resources
- C. Command and Control
1. Student takes command and control of responding students
 2. Students utilize appropriate lethal or less lethal tools if moving target attacks
 3. Students request Rescue Ambulance
- D. Debrief
1. Discuss edged weapons and weapons other than firearms
 2. Discuss distances covered by charging Suspects
 3. Discuss tactics, movement, and cover
 4. Discuss lethal vs less lethal options
 5. Discuss rendering medical aid

XII. LINES OF COMMUNICATION

(60 mins)

- A. Moving Targets

¹¹ Use of Force- Tactics Directive 16, Tactical De-Escalation

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1. Majority of all Officer Involved Shootings involve moving suspects
2. Tracking vs. Ambushing
3. Leading the target
- B. Lines of Communication
 1. Communicating with Suspects/Victims/Witnesses
 2. Communicating with Partners
 3. Communicating with Radio Dispatch
- C. Vehicle Partner Shoot Out Evolution:
 1. Students partner up and load each other's magazines with various amounts of rounds
 2. Partners deploy from vehicle and engage moving target system while communicating with each other, suspect, and radio dispatch.
 3. Students take cover and do unexpected reloads
 4. Students exercise restraint and control with civilian "no shoot" targets in the foreground and background.
- D. Debrief
 1. Discuss the importance of background and communication

XIII. LOW LIGHT TARGET IDENTIFICATION

(60 mins)

- A. Low Light Shooting Safety Considerations
 1. Adherence to commands in the dark
 2. Light discipline
 3. Every officer is a line safety officer
 4. Assessment: "Be Sure of Your Target" and "Blue on Blue" dangers
- B. Target Identification/Light Lecture
 1. Importance of assessment and target identification
 2. Flashlight lumen amounts vs candela
 3. Light tactics
 4. Use of cover with light
 5. Weapon manipulations with a flashlight
 6. Atmospheric visual obstruction when shooting at night
 7. Effects of urban dust while shooting from the prone
- C. Students on line shoot using various light techniques¹²
 1. Harry's Flashlight Technique (utilizing proper draw to the count)
 2. Enhancement techniques (indexing, FBI)
 3. Pistol Weapon Mounted Light
 4. Night Sights only

XIV. TARGET IDENTIFICATION, BACKGROUND, COMBAT TESTING

¹² LAPD Handgun Instructor Training School (HITS) Manual

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- 2. Describe what IS happening
- G. Painting the Picture
 - 1 Importance of plain language
 - 2 Importance of descriptive language
- H. Debrief-Critiques
 - 1. Students discuss with instructors their critiques of the class
- I. Administrative
 - 1. Clear the line
 - 2. Clean up brass on range
 - 3. Direction to clean weapons and maintain equipment
- J. Closing
 - 1. Instructors will give the class their parting remarks