

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

STATEMENT OF PURPOSE: Enhance students' ability to de-escalate volatile situations and focus on reverence for human life. Students will develop understanding and skill in the application of verbal strategies related to de-escalation and strategic disengagement in field-related situations. Additionally, students will review and develop skill in the application of use of force concepts, tactics, and firearms marksmanship.

PERFORMANCE OBJECTIVES: Using technology (pre-requisite), video feedback, virtual reality, learning activities, and practical application, students will:

- 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 tactical de-escalation techniques
- Understand the application of AB 392's (2019) changes to PC 835a to the Department's current Use of Force policy
- Know the terminology used in the Los Angeles Police Department's Use of Force Policy
- Enhance understanding in articulations of Use of Force (UOF)
- Demonstrate proficiency with firearms marksmanship and manipulations
- Demonstrate judgement and decision-making in tactical shooting during critical situations
- Demonstrate critical thinking during de-escalation and in target identification
- 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

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

STRATEGIC COMMUNICATIONS- CATEGORY IV

Minimum Topics/Exercises:

- a. Officer safety
- b. Escalation versus de-escalation
- c. Communication Elements
- d. Listening Skills

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

- e. Questioning Techniques
- f. Persuasion
- g. People with disabilities
- h. Team Communication during a critical incident
- i. Class Exercises/Student Evaluation/Testing

Prerequisite: Successful completion of LAPD University's De-Escalation Lab.

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

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

I. INTRODUCTION AND OVERVIEW

- A. Introductions
 - 1. Instructor introductions
 - 2. Student introductions
- B. Administrative
 - 1. Review course safety policy¹ **PSP I (a)**
 - 2. POST Roster
 - 3. Hourly distribution
- C. Course overview
 - 1. Tactical de-escalation
 - 2. Use of Force (UOF)
 - 3. Force options
 - 4. Law and policy
 - 5. Firearms skill
 - 6. Critical thinking
 - 7. Reverence for human life
 - 8. Community perspectives
- D. Deadly force
 - 1. Perceptions
 - 2. Statistics
 - 3. Mitigating factors
- E. De-escalation
 - 1. Core concept
 - 2. Reverence for Human Life as the moral and ethical foundation of de-escalation, tactics, reasonable force, and officer safety
 - 3. Reference material:
 - a. Current Department Use-of-Force Policy ²

¹ CA POST EDI, Practical De-Escalation and Tactical Conduct 1850-20811, Safety Policy

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

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

- b. Weapons other than firearms ³
- c. Developmental disabilities ⁴
- d. Barricaded suspects ⁵
- e. Command and control ⁶
- f. Tactical de-escalation ⁷

II. LEGAL REVIEW

A. Overview

- 1. Current affairs in policing.
- 2. De-escalation and strategic disengagement.
- 3. Definitions
- 4. Policy and legal standards
- 5. Challenges to implementation.
- 6. Administrative reflections and tips for best practices

PSP I (d)

B. Excerpts from legislation

- 1. SB230
- 2. AB392
- 3. 835(a)PC⁸

C. Changing expectations

- 1. Community expectations
- 2. Courts/legal expectations
- 3. Recommendations

B. Change is not easy

- 1. Psychology of resistance to change
- 2. The “What if” disease
- 3. Myths and misconceptions

C. 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. “Special Relationship” created between officer(s) and subject
- 4. Adams v. Fremont (1998)
- 5. Graham v. Connor (1989)
- 6. Deorle v. Rutherford (2001)
- 7. Hayes v. San Diego (2013)

D. Strategic disengagement

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

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

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

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

⁷ Use of Force Tactics Directive, Tactical De-Escalation

⁸ California Penal Code Section 835a

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

1. Types of de-escalation strategies and their circumstances
2. Planning
3. Premise: Solution shouldn't be worse than the problem
4. Disengagement considerations

E. Use of force and disengagement considerations

PSP I (c)

1. Continued contact and safety risks
2. Type of crime
3. Suspect vs subject
4. Danger to community
5. Location(s)
6. Mental illness

F. "Strategic" in disengagement

1. Assessing risk to all parties
2. Identifying most appropriate/proportional response(s)
3. Delay or terminate contact
4. Delay custody
5. Leave
6. Determining follow-up options
7. Collaborating with subject matter experts

G. Administrative reflections

1. Development process & current status
2. Expected benefits
3. Immediate police action vs tactical disengagement
4. 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

A. Intermediate force options (less lethal force options)⁹

1. Taser
2. 40mm Less Lethal Launcher (kinetic energy projectile [KEP])
3. Baton
4. Beanbag (KEP)
5. Oleoresin Capsicum Spray

B. Lethal force overview

1. Legal/moral/ethical issues and obligations
2. Reverence for Human Life
3. Civil implications
4. Lethal force within the spectrum of force options
5. People with disabilities
6. Escalation vs de-escalation processes

PSP I (b)

PSP IV (g)
PSP IV (b)

⁹ LAPD Use of Force Directive, Use of Force

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

- C. Lethal force options
 - 1. Firearms
 - 2. Other

- D. UOF considerations and elements of de-escalation¹⁰ **PSP I (a)**
 - 1. De-escalation policy and definitions
 - 2. De-escalation (PATROL concept and acronym)
 - 3. Officer safety **PSP IV (a)**
 - 4. Persuasion, verbal warnings and team communication during critical incident **PSP IV (f), (h)**

 - 5. Proportionality
 - 6. Fair and unbiased policing
 - 7. Use of Force and objective reasonableness
 - 8. Drawing and exhibiting firearms policy
 - 9. Rendering aid
 - 10. Warning Shots
 - 11. Shooting at or from moving vehicles
 - 12. Requirement to report potential excessive force
 - 13. Requirement to intercede when excessive force is observed
 - 14. Totality of circumstances
 - 15. Vulnerable populations **PSP IV (g)**
 - 16. Reverence for Human Life

IV. EVALUATION / DEBRIEF / STUDENT QUESTIONS

- A. Written exam **PSP IV (i)**
 - 1. Multiple choice test
 - 2. Evaluate students' understanding of course material

- B. Course survey
 - 1. Online/written survey
 - 2. Survey to assess the program's effectiveness and obtain student feedback

- C. Debrief/closing
 - 1. Student questions/comments
 - 2. Key learning points
 - 3. Staff contact /reach back information

V. SITUATION SIMULATIONS / CASE DEBRIEFS

- A. Learning activity
 - 1. Critical incident simulations
 - 2. Instructor supervised, student led, small group
 - 3. Virtual reality simulator
 - 4. Assessment and debrief of students critical thinking, communication skills,

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

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

tactical judgment, and policy/law applications in critical incident scenario(s)

- B. Review and debrief
 - 1. De-escalation
 - 2. Assessment of foreground and background in relation to suspect
 - 3. Tactical communications; officer to officer/suspect/citizen/victim
 - 4. Officer safety **PSP IV (a)**
 - 5. Communication elements **PSP IV (c)**
 - 6. Listening skills **PSP IV (d)**
 - 7. Questioning techniques **PSP IV (e)**
 - 8. Intentional/unintentional contact
 - 9. Escalation vs. de-escalation **PSP IV (b)**
 - 10. Inappropriate language
 - 11. Potential agency differences

VI. FIREARM SAFETY OVERVIEW

- A. Safety **PSP I (a)**
 - 1. Review course safety policy
 - 2. Designate roles in case of training accident
- B. Discuss 4 Firearm Safety Rules
 - 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 and orientation
 - 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

- A. Importance of marksmanship
 - 1. Slow fire marksmanship
 - 2. Target recognition and analysis **PSP I (f)**
- B. Elements of marksmanship¹¹ and accuracy **PSP I (e)**
 - 1. Stance
 - 2. Grip
 - 3. Sight Alignment
 - 4. Sight Picture
 - 5. Trigger Control

¹¹ LAPD Handgun Instructor Training School (HITS) Manual

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

- 6. Follow Through
- 7. Breathing

- C. Weapons clearing
 - 1. Manipulations
 - 2. Reloads

PSP I (g)

VIII. PLANNING AND ASSESSMENT

- A. Entry movement / decision making evolution:
 - 1. Environmental considerations (down range, muzzle awareness, background considerations etc.)
 - 2. Student development of entry plan

- B. Planning
 - 1. Team roles
 - 2. Building/structure considerations
 - 3. Entry techniques/methods

- C. Learning activity
 - 1. Target assessment
 - 2. Live fire, static
 - 3. Instructor supervised, small group
 - 4. Shoot or no shoot target with varying levels of “suspect” cooperation and background considerations.
 - 5. Student practice and improve skills in visual assessments, judgement, decisions on appropriate level(s) of force, concurrent communication, and redeployment

PSP I (h),(i), (j)

- D. Debrief
 - 1. Group decision(s)
 - 2. Observations contributing to decisions/judgment
 - 3. Positives, negative, and alternative options/choices

IX. TIME

- A. Distance + cover = time
 - 1. Reaction time
 - 2. Distance from potential threats
- B. Concepts of cover¹²
 - 1. Definitions
 - 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 are 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

¹² Use of Force- Tactics Directive 16, Tactical De-Escalation

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

7. When to crowd cover and when not to crowd cover

C. Ambush evolutions:

1. Traffic Stop
2. Ped Stop
3. Close Quarters

D. Debrief

1. Speed/rates of fire
2. Assessments
3. Time
4. Key learning points
5. Question and answer

X. REDEPLOYMENT AND COVER

A. Vehicle as cover

1. Modern cars as ballistic cover
2. Utilization of “stacking the pillars”
3. Fighting from rear of vehicle
4. Positioning and other considerations
5. Shooting above, under, or around a vehicle
6. Vehicle occupants

B. Vehicle ballistics

1. Trajectory of bullets; front windshield
2. Effects on vehicle glass

C. Learning activity

1. Shooting from cover; vehicle
2. Live fire, moving
3. Instructor supervised, small group
4. Shooting from various positions of cover in and around vehicle
5. Students practice and improve tactical judgment and marksmanship skills while using and redeploying to various positions of vehicle cover

PSP I (h),(i), (j)

D. Debrief

1. Review decisions
2. Key points
3. Question and answer

XI. OTHER RESOURCES

A. Learning activity

1. Foot pursuit
2. Instructor supervised, small group/partnered officers
3. Deployment from vehicle
4. Communication(s) and request for resources

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

5. Contact with suspect/subject
 6. Students practice and develop critical thinking, communication skills, tactical judgment, and application of agency policies
- B. Knife attack target¹³
1. Cover, distance and time
 2. Communication and assessment
 3. Decision(s) and actions as necessary
 4. Additional resources
- C. Command and control
1. Taking charge at incident
 2. Selection of lethal/less lethal tools
 3. Rescue ambulance
- D. Debrief
1. Edged weapons and weapons other than firearms
 2. Distances and charging suspects
 3. Tactics, movement, and cover
 4. Lethal vs less lethal options
 5. Rendering medical aid
 6. Questions

XII. LINES OF COMMUNICATION

- A. Moving targets
1. Statistics of Officer Involved Shootings involving moving suspects
 2. Tracking vs. ambushing
 3. Leading the target
- B. Lines of communication
1. Suspects/victims/witnesses
 2. Partners
 3. Radio Dispatch
- C. Learning activity **PSP I (h),(i), (j)**
1. Vehicle partner shoot out evolution
 2. Live fire, moving
 3. Instructor supervised, small group/partnered officers
 4. Communication and partnered deployment from vehicle; engagement of moving target system
 5. Unexpected reloads and seeking cover
 6. Shoot and no shoot targets foreground and background
 7. Students practice and improve critical thinking, communication skills, tactical judgment, and marksmanship skills

¹³ Use of Force- Tactics Directive 16, Tactical De-Escalation

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

XIII. LOW LIGHT TARGET IDENTIFICATION

- 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. Assessments and target identification
 - 2. Flashlight lumens vs candela
 - 3. Light tactics
 - 4. Use of cover with light
 - 5. Weapon manipulations with flashlight
 - 6. Atmospheric visual obstructions when shooting at night
 - 7. Effects of urban dust while shooting from prone position(s)

- C. Learning activity **PSP I (h),(i), (j)**
 - 1. Students on line shoot using various light techniques¹⁴
 - 2. Live fire, static
 - 3. Instructor supervised, large group
 - 4. Harry’s Flashlight Technique
 - 5. Enhancement techniques
 - 6. Pistol weapon mounted light
 - 7. Night sights only
 - 8. Students’ review, practice and develop skills with low light firearms techniques

XIV. TARGET IDENTIFICATION, BACKGROUND, COMBAT TESTING

- A. Critical thinking under stress
 - 1. Balance of speed and accuracy
 - 2. Difficulties when multi-tasking

- B. Learning activity **PSP I (h),(i), (j)**
 - 1. Target identification/ engagement competition
 - 2. Live fire, moving
 - 3. Instructor supervised, small group
 - 4. Shooting with flashlight
 - 5. Redeployment and use of cover
 - 6. Students’ apply assessment, target identification, decision making and effective marksmanship in low light

- C. Debrief
 - 1. Key learning points and concepts
 - 2. Questions and answers

¹⁴ LAPD Handgun Instructor Training School (HITS) Manual

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

XV. ARTICULATION/ DEBRIEF

- A. Use of Force articulation
 - 1. Importance and relevance
 - 2. Defining experiences, observations and thoughts
 - 3. Policy and/or Legal Standards **PSP I (d)**

- B. De-Escalation in the training expanded¹⁵
 - 1. Use of Force Policy and considerations **PSP I (c)**
 - 2. Reverence for human life
 - 3. Tactical de-escalation techniques
 - 4. Command and control
 - 5. Equipment requirements and maintenance
 - 6. PATROL acronym

- C. Reverence for human life
 - 1. Moral obligations **PSP I (b)**
 - 2. Community expectations
 - 3. Civilian, suspect, partner, officer
 - 4. Moral and ethical foundation of de-escalation, tactics, reasonable force, and officer safety

- D. Imminence in uses of force
 - 1. Definition
 - 2. Interpreting suspect's actions
 - 3. Articulation of desire, ability, and apparent intent

- E. Indicators of intent
 - 1. Physical actions
 - 2. Auditory and verbal
 - 3. Decisions/choices

- F. What is happening vs. what could happen
 - 1. Justification of uses of force
 - 2. Descriptions of what is happening

- G. Painting the picture
 - 1. Importance of plain language
 - 2. Importance of descriptive language

- H. Debrief
 - 1. Training highlights
 - 2. Questions
 - 3. Lessons learned
 - 4. Instructor comments

¹⁵ Use of Force- Tactics Directive 16, Tactical De-Escalation

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

- I. Closing
 1. Course admin
 2. POST roster
 3. Course critique