

LOS ANGELES POLICE DEPARTMENT
Active Bystandership for Law Enforcement (ABLE)
1850-10738
Expanded Course Outline

Instructional Goal: The purpose of the class is to introduce and facilitate buy-in for active bystandership in law enforcement, discuss the science supporting Active Bystandership for Law Enforcement (ABLE), and learn several tactics to intervene effectively.

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

- Explain the philosophy, expected outcomes and how the profession of law enforcement can benefit from of active bystandership
- Explain the three pillars of ABLE
- Differentiate between what ABLE is and what it isn't
- Describe elements of the policing profession that create potential opportunities for active bystandership
- Differentiate between passive and active bystandership
- Explain the science behind bystandership, the motivators for harmful action and 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 de-escalation techniques
- Identify and explain ways in which you can accept intervention early, in the moment, and after events
- Generate ways in which you can help promote ABLE within your agency and community

DAY ONE

I. WELCOME & INTRODUCTIONS

(45 min)

- A. Welcome to day one of the ABLE course
 - 1. Review of day's schedule
- B. ABLE Philosophy
 - a. Exercise: Individual reflections on Active Bystandership and Peer Intervention
 - b. What does the phrase "Active Bystander" mean?
 - c. What does the phrase "Peer Intervention" mean?
- 1. Philosophy behind ABLE
 - a. Based on research
 - b. Harm prevention focus
 - c. Thrives in a culture that expects and embraces intervention
- C. Case Studies
 - 1. Misconduct case study
 - a. Impact of officer misconduct
 - b. Missed opportunities for fellow officers to intervene to prevent harm
 - 2. Wellness case study
 - a. Impact of poor officer health and wellness
 - b. Missed opportunities for fellow officers to intervene to prevent harm

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3. Mistakes case study
 - a. Impact of officer mistakes
 - b. Missed opportunities for fellow officers to intervene to prevent harm
- D. Reflections on Loyalty
 1. Learning Activity: Small Group Discussion on Loyalty
 - a. Loyalty to who
 - b. Loyalty to what
 - c. How do you display loyalty?
 2. Loyalty to colleagues - Blind loyalty differs from true loyalty
 - a. Blind loyalty
 - b. True loyalty
 - c. Officers are in a unique position to help other officers

II. ABLE: WHAT IS IT?

(45 min)

- A. The focus of the three pillars of ABLE
 1. Preventing mistakes
 2. Preventing misconduct
 3. Promoting 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”
- F. Successful Bystandership Programs
 1. History of successful bystander programs
 - a. Effectiveness of the National Traffic and Safety Board’s “Friends Don’t Let Friends Drive Drunk” campaign
 - b. Targeting bystanders is an effective strategy to prevent or stop harm
 2. Learning Activity: Large Group Exercise- Facilitated discussion successful industry-specific bystandership programs
 - a. Airline industry reduced pilot accidents
 - b. Medical profession reduced doctor mistakes
 - c. College campuses reduced student sexual assaults

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- d. Law Enforcement (EPIC) reduced officer misconduct and mistakes within New Orleans Police Department

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

(30 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

IV. ABLE: WHY DOES IT WORK?

(2 hrs 45 min)

- A. Small Group Exercise: Reflections on Interventions
 - 1. What kinds of situations have you intervened in?
 - 2. Can you think of situations where you didn't intervene?
 - 3. What impact did not intervening have on you?
 - 4. What impact did not intervening have on others?
- B. Compare and contrast passive and active bystanders
 - 1. Failures to act can communicate acceptance or even support for misconduct
 - 2. When active bystanders take action, it encourages others to intervene as well.
- 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 of Experiment 1 - diffusion of responsibility and pluralistic ignorance as inhibitors to intervention
 - 2. Large Group Exercise: Discussion of Experiment 2 - sensory exclusion as an inhibitor to intervention
 - 3. Large Group Exercise: Discussion of Experiment 3 - obedience to authority as an inhibitor to intervention
 - 4. Large Group Exercise: Discussion of Experiment 4 - active bystandership helps others overcome inhibitors to intervention
- E. Learning Activity: Motivators and Inhibitors to intervention
 - 1. Large Group Exercise: Facilitated discussion of the factors that motivate individuals to intervene to prevent or stop harm
 - 2. Small Group Exercise: Discussion of factors that inhibit individuals from intervening to prevent or stop harm
- F. Learning Activity: Video -Attributes of effective bystandership in action

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1. Review of effective bystandership
2. Large Group Exercise: Facilitated discussion of bystander-specific actions
- G. Learning Activity: What happens when no one intervenes to prevent or stop harm
 1. Large Group Exercise: Facilitated discussion of who and what is harmed when law enforcement does not intervene to stop harm?
 2. What does that harm look 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

V. ABLE: WHEN AND HOW DO I INTERVENE?

(2 hrs 45 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
- 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)

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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. Opportunity for questions

VI. WHAT’S NEXT?

(30 minutes)

- 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
- B. Large Group Exercise
1. Facilitated discussion
 2. Department-wide implementation
- C. Affirming Trust
1. Large Group Exercise: Affirming Trust
 2. Promoting ABLE withing your agency
 3. ABLE Curriculum Wrap-Up