

**BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION**

**LESSON PLAN**

**COURSE TITLE:** Fall 2022 In-Service Training

**LESSON TITLE:** Module 3 - De-escalation/ICAT Refresher

**New or Revised Course:**  **New**  **Revised**

**Prepared By:** Ofc. D. Durant, Ofc. T Ryckman **Date:** 2/08/2022

**Academic Director Approval:** Gary Cordner **Date:** 5/27/2022

<b>PARAMETERS</b>	Lesson hours: 4 hours	<input type="checkbox"/> Entry-level
	Class size: 30	<input checked="" type="checkbox"/> Continuing Education
	Space needs: Classroom	<input type="checkbox"/> Other

**STUDENT/COURSE PREREQUISITES/QUALIFICATIONS** (if any)  
N/A

**LESSON HISTORY** (previous versions, titles if applicable)  
CIT, UOF, ICAT

**PERFORMANCE OBJECTIVES**

1. Given a group activity, participants will identify and explain de-escalation tactics and techniques to the satisfaction of the facilitator.
2. Given a group activity, participants will explain and demonstrate how to build rapport with a person in crisis.

**ASSESSMENT TECHNIQUE**

1. Group Activity and Facilitated Discussion
2. Group Share-out and Synopsis of the small group discussions

<p>3. Through facilitated discussion, participants will identify and explain how to adjust strategies to accommodate changing circumstances to the satisfaction of the facilitator.</p> <p>4. Given a case study, participants will identify how officers’ de-escalation techniques support the Department’s Mission and Core Values, to the satisfaction of the facilitators.</p> <p>5. Given a scenario, learners will effectively maneuver and engage in de-escalation strategies based on an evaluative rubric.</p>	<p>3. Facilitated Discussion</p> <p>4. Case Study and Facilitated discussion</p> <p>5. Evaluative Rubric</p>
<p style="text-align: center;"><b>COURSE DESCRIPTION</b></p> <p>De-escalation strategies and how to build rapport with persons in crisis. The course is a refresher of previous de-escalation training including ICAT.</p>	
<p style="text-align: center;"><b>MPCTC OBJECTIVES</b> (if applicable)</p> <p>N/A</p>	
<p style="text-align: center;"><b>INSTRUCTOR MATERIALS</b></p> <p>Computer  Chart Paper  Markers  Sticky Notes (1 per student)  Appendix B –Scenario-Based Training Safety Officer Briefing  Appendix C - Baltimore Police Department Safety Program  Appendix F – Redman Scenario</p>	
<p style="text-align: center;"><b>TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</b></p> <p>Projector  Computer  Chart Paper  Markers</p>	
<p style="text-align: center;"><b>STUDENT HANDOUTS</b></p> <p>15 copies of Appendix A – Continuum Matching Activity  1 copy per student Appendix D - TI Scenario Rubric  1 copy per student Appendix E – Redman Scenario Rubric</p>	

**METHODS/TECHNIQUES**

Facilitated Discussion  
Group Activity  
Case Study  
Scenarios

**REFERENCES**

BPD ICAT Developed Police Executive Research Forum (June 2021)  
Sam Cochran, MS (Retired Memphis PD), Creator CIT 1988

**GENERAL COMMENTS**

This lesson will build upon knowledge and skill sets for interacting with persons in crisis by using de-escalation techniques. The lesson includes classroom activities and two scenarios.

### Lesson Plan Checklist (Part 1)


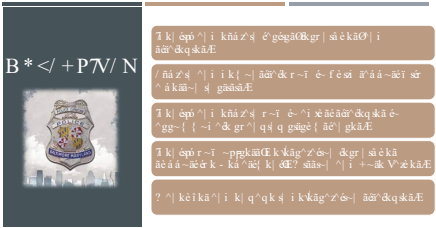
Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.	X		
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.	X		
b. Videos underscore relevant training concepts.	X		
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.	X		
d. Videos portray individuals of diverse demographics in a positive light.	X		
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

### Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?	X		
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD mission, vision, and values?	X		
16. Does the lesson reinforce the Critical Decision-Making Model?	X		
17. Does the lesson reinforce peer intervention (EPIC)?	X		
18. Does the lesson incorporate community policing principles?	X		
19. Does the lesson incorporate problem solving practices?	X		
20. Does the lesson incorporate procedural justice principles?	X		
21. Does the lesson incorporate fair & impartial policing principles?	X		
22. Does the lesson reinforce de-escalation?	X		
23. Does the lesson reinforce using most effective, least intrusive options?	X		
24. Does the lesson have external partners involved in the development of training?	X		
25. Does the lesson have external partners in the delivery of training?	X		
<b>Subject Matter Expert:</b> Ofc. Damond Durant	<b>Date:</b> 2/08/2022 5/25/2022		
<b>Curriculum Specialist:</b> Danalee Potter  Dawn Peake	<b>Date:</b> 4/22/2022 5/23/2022 5/26/2022 10/04/2022		
<b>Reviewing Supervisor:</b> Sgt. Shawn Parlett	<b>Date:</b>		
<b>Reviewing Commander:</b> Lt. John Ferinde	<b>Date:</b>		

**COURSE TITLE:** Fall 2022 In-Service Training

**LESSON TITLE:** Module 3: De-escalation/ICAT Refresher

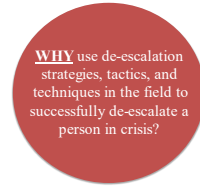
PRESENTATION GUIDE	FACILITATOR NOTES
<p><b>I. ANTICIPATORY SET</b></p> <p><b>SAY:</b> Hello and welcome to refresher training on de-escalation. My name is <i>(insert name here)</i> and I have been with the Baltimore Police Department for <i>(insert length of employment here)</i> years.</p> <p>There is no way to predict an outcome of a crisis call, with the understanding that every crisis is unique. This block of instruction will go over some Strategies, Tactics and some Rapport Building Techniques to help you in the field. This class will help you with the beginning and work all the way to the desired ending of helping someone in crisis. Adding more tools to your belt.</p>	<p><b>Time:</b> 15 minutes</p> <p><b>Slide 1</b></p> 
<p><b>SAY:</b> Let's take a moment to review the learning objectives for today.</p> <p><b>PERFORMANCE OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Given a group activity, participants will identify and explain de-escalation tactics and techniques.</li> <li>2. Given a group activity, participants will explain and demonstrate how to build rapport with a person in crisis.</li> <li>3. Through facilitated discussion, participants will identify and explain how to adjust strategies to accommodate changing circumstances.</li> <li>4. Given a case study, participants will identify how officers' de-escalation techniques support the Department's Mission and Core Values.</li> <li>5. Given a scenario, participants will maneuver and engage in de-escalation strategies.</li> </ol>	<p><b>Slide 2</b></p> 

### Group Activity #1:

**SAY:** Think about what you have done as officers responding to a call where de-escalation is needed. I'll give you about 5 minutes to work with your groups to create a Mind Map that answers the question:  
*Why use de-escalation strategies, tactics, and techniques in the field to successfully de-escalate a person in crisis?*

**SAY:** Ok, please hang your chart paper up on the wall closest to you and be prepared to share Maps.

### Slide 3



*The facilitator should ensure that a sheet of chart paper and marker is available at each table group.*

*As students are working in their groups, the facilitator should utilize the Management by Walking Around (MBWA) strategy to check in with groups and ensure they are on task.*

*The facilitator should call on each group to share their summary.*

The facilitator should expect the following responses, if not the facilitator should **PROMPT** them:

- Increases police legitimacy
- Reduces use of force
- Reduces injury for both officer and subject
- Peaceful resolution
- Active listening
- Reduces admin leave because force may have been avoided
- Reduces paperwork
- Easier than using force
- It's another tactical tool/option
- Creates safer environment for officers and citizens
- Less likely to go "hands on", as once that occurs it's



**ASK:** What is the difference between cover and concealment?

*Go over techniques.*

**Desired Response:**

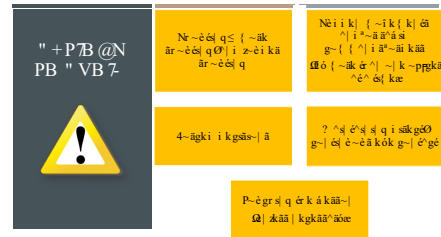
- Cover is able to stop bullets and concealment just hides you from sight or is a barrier between you and the subject

**Actions to Avoid**

**SAY:** We're going to start by talking about what to AVOID whenever possible.

It's important to understand that there are certain actions that are likely to escalate the situation more.

**Slide 5**



**ASK:** Can anyone give me an example of what might escalate a situation more?

**Possible Responses:**

- Shouting
- Commands simultaneously made by multiple officers
- Sudden movements and/or rapid commands
- Maintaining direct and continuous eye contact (which can be intimidating)
- Touching the person – even necessary touching can escalate a person in crisis. As an officer, you must find the balance of what the person is comfortable with and if touching is necessary for safety. Think back to Trauma Informed Policing...always enable prediction. Let them know you are going to touch them and why, if possible.
- Forcing the person in crisis into a discussion that may cause them to relive their trauma

**SAY:** When giving commands, don't forget that only

one person at a time should give them, and the commands you give should be clear and precise.

**SAY:** Here is a continuation of the list of actions and behaviors to avoid in order to show respect for the consumer’s current crisis. Additional actions to avoid include the following:

- Crowding the person
- Needlessly rushing the communication; not allowing the person to feel that he/she is being heard
- Body or verbal language expressing anger, impatience, or irritation
- Assuming a person who does not respond cannot hear or understand
- Using inflammatory language such as: “crazy”, “psycho”, or “mental”.
- Challenging delusional or hallucinatory statements
- Misleading the person: Don’t promise what you cannot deliver

**Slide 6**

**The Use of Force Continuum**

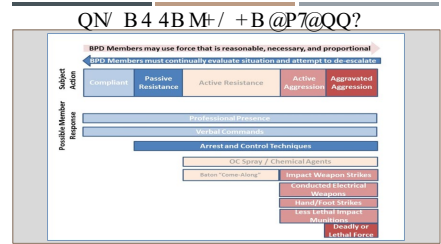
**SAY:** Next, is the Use of Force Continuum, which is a graphical representation of possible member responses to subject actions.

**ASK:** What is our duty as we respond regarding the Use of Force Continuum?

**SAY:** Correct. Bear in mind, throughout the Continuum, we have a duty to continuously evaluate the situation and attempt to de-escalate; application of force should be a tactic of last resort.

Before we do a quick review game regarding the

**Slide 7**



**Desired Responses:**

- Continuously evaluate the situation
- Attempt to de-escalate

*The facilitator should give students about 2 minutes to study the*

continuum, take a moment to study and reflect on it.

*continuum.*

### Continuum Game

**SAY:** We are now going to do a quick Continuum Game.

At your table groups are a set of matching cards. The yellow cards provide an example of a subject's actions, and the blue cards provide an example of an appropriate force used. With a partner at your table, analyze the actions and identify the appropriate force used by matching pairs together.

I'll give you a few minutes to complete this. You may begin.

**SAY:** Ok, time's up. Let's see how you did.

**ASK:** If someone is listening to all lawful commands, what is the appropriate level of force you can use?

**SAY:** That is correct. You only need to give verbal commands because the subject is being compliant.

**ASK:** What is the appropriate force to use when someone tries to kill you or someone else?

**SAY:** You are right. This is an example of an action where Deadly Force/Lethal Force can be used. Deadly Force is defined in Policy 1115 as, Any force likely to cause death or Serious Physical Injury.

### Slide 8

*NOTE: Red matching arrows are hidden with an animation. As each match is identified, click the mouse to reveal the appropriate answer.*

+B@P7@QQ? ? " P+6 xQJ  
Wr^éikásié' gk žtkz{ ^grkă ár k QB4 á ^ég' f k éaki μ

SUBJECT ACTIONS	FORCE USED
A. Listens to all lawful commands	1. DEADLY FORCE
B. Tries to kill you or someone else	2. C.E.W. (Taser)
C. Just wants to get away/pushes away	3. ARREST AND CONTROL
D. Not listening to commands/not moving	4. VERBAL COMMANDS
E. Taking fighting stance/trying to punch you	5. OC SPRAY

*Pass out copies of the Continuum Matching cards (Appendix A)*

*The facilitator should utilize the MBWA activity to check on groups, provide clarification (as needed), and monitor progress.*

#### Desired Response:

- Verbal Commands

*Click mouse to reveal first red arrow*

#### Desired Response:

- Deadly Force

*Click mouse to reveal first red arrow*

**ASK:** When someone just wants to get away or pushes away, what is the appropriate force to use?

**SAY:** You're correct, and the reason you only need to use OC Spray is because the subject is only actively resisting at this appoint

**ASK:** What should you do when someone is not listening to commands and/or not moving?

**SAY:** That's right. The subject is displaying passive resistance.

**ASK:** And finally, what force should you use when an individual is taking a fighting stance and/or trying to punch you?

**SAY:** You're right. Use a C.E.W. because the subject is actively resistant.

**Desired Response:**

- OC Spray

*Click mouse to reveal first red arrow*

**Desired Response:**

- Arrest and Control Techniques

*Click mouse to reveal first red arrow*

**Desired Response:**

- Use a C.E.W

*Click mouse to reveal first red arrow*

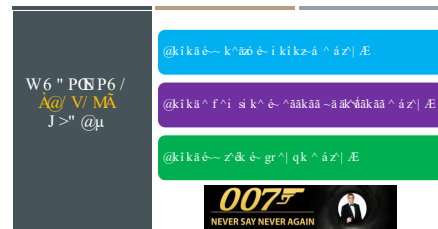
**What's the "Never" Plan?**

**SAY:** "Never" seems like a strange word to start out with when talking about de-escalation; yet it is a good way to remember this very important fundamental principle: that it is...

- never too early to develop a plan
- never a bad time to assess or reassess a plan, and
- (it's) never too late to change a plan

**ASK:** Can someone take a moment to elaborate on those "never" statements?

**Slide 9**



*The facilitator should call on a few volunteers to provide a summary of what those statements mean to them.*

**ASK:** How would we use the CDMM when we are trying to deal with a person in crisis?

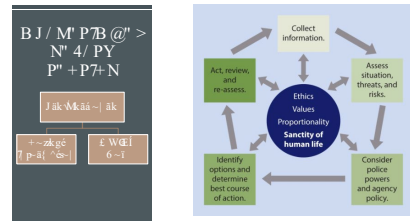
**ASK:** What are some ways to collect information?

**SAY:** One way to get information may be straight from the subject. Who else would know better than the subject, regarding what is going on with them.

**SAY:** I'd like for you to take a few minutes to discuss a successful de-escalation experience you had while on patrol. Take a few moments to discuss this together with your table group. After your table group shares, collectively determine which one story you'd like to share with the class. Then, we'll go around the room and have one person in each group share out.

**SAY:** Ok, now that you've had time to listen to each

### Slide 10



Step 1 of the Critical-Decision Making Model

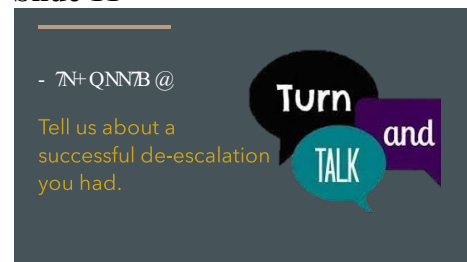
#### Desired Responses:

- Find out what we are dealing with
- What are the risks
- What can or can't I do far as policy
- The best course of action  
Am I the right person for the job

#### Desired Responses:

- Dispatch
- Witnesses
- The subject themselves
- Talking
- Listening
- Observing

### Slide 11



*Provide groups with about 3-5 minutes to share their stories with each other. The facilitator should utilize the Management By Walking Around strategy as groups are engaged in sharing, to listen to the stories.*

*After a few minutes call on a few*

other's stories, let's have one person from each table group share their story with the class.

*volunteers to share their story*

### The Four Plays

**SAY:** One of the biggest assets in crisis intervention calls is building rapport at the scene. The Four Plays, from the original CIT model, is a great basic framework to connect initially, as well as throughout the interaction, with a subject in distress.

The Four Plays includes the following 4 steps:

- **PLAY 1:** Introduce yourself.

**ASK:** What is the benefit of taking the time to introduce yourself?

**SAY:**

- **PLAY 2:** Ask their name.
- **PLAY 3:** Emotional labeling. This means to name what you see.

**ASK:** Can anyone give me an example of how to do this?

**SAY:** This can be done as much as needed.

- **PLAY 4:** Summarize what you see, and what they tell you. This can also be done as many times as it's indicated.

**ASK:** What benefit does summarizing what you see and hear have with your relationship to the individual in crisis?

**SAY:** Play 4 helps you to build rapport and show you are listening. It also helps to ensure you understand what they are telling you.

**ASK:** How can achieving these purposes (*building rapport and ensuring you understand what they are telling you*) help to possibly de-escalate the situation?

### Slide 12



### Desired Response:

- Plays down your authority
- Starts to immediately build a sense of control/rapport for the person in crisis.

### Desired Responses:

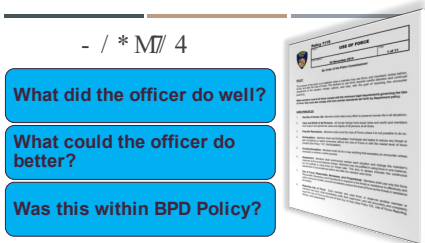
- "I can see you are very upset."
- "You seem confused."

### Desired Responses:

- To build rapport and show you are listening.
- To ensure you understand what they are telling you.

### Desired Responses:

- People who feel they are being listened to may feel less threatened because they are more in control of the

	situation.
<p><b>Case Study</b>  <b>SAY:</b> This case study you're about to watch happened in Burlington, North Carolina. Police respond to a call where the subject has a knife to his throat.</p> <p>As you view this case study.... Listen to what the subject is saying and how the Officer responds.</p>	<p><b>Slide 13</b></p>
<p><b>Case Study Questions</b></p> <p><b>SAY:</b> Ok, take a moment to discuss the questions shown on the slide regarding the case study you just saw with your table group partners. Come up with a consensus regarding your answers and be prepared to discuss them.</p> <p><b>ASK:</b> What did the Officer in this case study do well?</p> <p><b>ASK:</b> What could the officer do better?</p> <p><b>ASK:</b> Was this within BPD Policy?</p>	<p><b>Slide 14</b></p>  <p><i>The facilitator should give students a few minutes to discuss the question amongst themselves. Utilize the MBWA strategy to listen to group discussions</i></p> <p><b>Desired Responses:</b></p> <ul style="list-style-type: none"> <li>• Kept calm</li> <li>• Had officer get Taser out</li> <li>• Spoke in slow and clear manner</li> <li>• Responses were respectful concerning</li> </ul> <p><b>Desired Responses:</b></p> <ul style="list-style-type: none"> <li>• Had his gun at low-ready</li> <li>• Time, Distance, Cover</li> </ul> <p><b>Desired Response:</b></p> <ul style="list-style-type: none"> <li>• Yes</li> </ul>
<p><b>CASE STUDY</b></p>	<p><b>Slide 15</b></p>

**SAY:** This is another case study that happened in the same PD Department. The subject has a knife in the bed with her and is thinking about suicide.

**Case Study Questions:**

**SAY:** Ok, take a moment to discuss the questions shown on the slide regarding the case study you just saw with your table group partners. Come up with a consensus regarding your answers and be prepared to discuss them.

**ASK:** What did the Officer do well?

**ASK:** What could the officer do better?

**ASK:** Was this with in BPD POLICY?

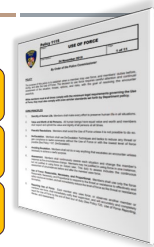
**Slide 16**

- / \* M / 4

What did the officer do well?

What could the officer do better?

Was this within BPD Policy?



**Desired Responses:**

- Kept calm
- Gave the subject a voice
- Had female Officer come in
- Treated her like she mattered
- Sent the brother away
- Time, distance, cover
- Collect info
- Offer resources

**Desired Responses:**

- Avoid the "Hot Button" (set the subject off or get them upset)
- Avoided saying "OK" a lot
- Not cuffing her


**Desired Responses:**

- Yes

**Law Enforcement Definition of De-escalation**

**Slide 17**

**SAY:** De-escalation for law enforcement involves using available tactics, strategies, verbal and nonverbal communication, options, and sound training to best resolve the situation.



De-escalation for law enforcement involves using available tactics, strategies, verbal and nonverbal communication, options, and sound training to best resolve the situation.

**SAY:** Officer safety has a lot to do with the communication between officers when dealing with a person in crisis. The communication between officers of a threat and to take cover/or create time, distance, and cover.

**Slide 18**

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Officers always need to recognize the threat and take cover when necessary.

**SAY:** Tactics involve making ready or preparing for the potential threat by the subject to the officers or others.

**Slide 19**

P" +P7+ N

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We always want the advantage, get that weapon/taser out to be prepared for any potential threats. At a low ready, working box, or pointing, these are the three positions that we train in. Remember pointing, is a Level #1 Use of Force.

**NOTE:** Make sure that all Officers understand the three positions. Demonstrate each one.

You always put it away if not needed.

**SAY:** If (and when feasible) the situation will dictate the type of de-escalation you use. There are a number of ways officers can utilize de-escalation strategies to engage with a subject.

**Slide 20**

**NOTE:** Content on this slide is hidden. After students answer the question, click the mouse to reveal the boxes.

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**ASK:** What are some de-escalation strategies you have used during patrol when dealing with an individual in crisis?

**Desired Responses:**

- Give commands
- Take a tactical pause and listen
- Time
- Distance

**SAY:** Time Distance, and cover gives you an advantage to respond/react to a changing situation.

Tactical Pause is just a 1 to 2 second pause to listen to and take in any useful information that can be used in the situation.

**SAY:** When giving commands, try to remain calm and give clear, precise lawful orders.

Building rapport is when you build a connection/bond with the subject.

And empathy is trying to put yourself in someone else's shoes/position and trying to feel what they are feeling.

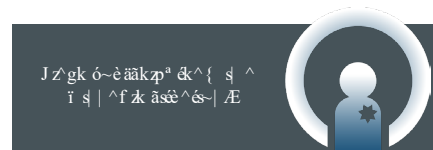
- Cover
- Build Rapport
- Have Empathy

**SAY:** Safety, Tactics, and De-escalation puts you and the other officers in a winnable situation. To make it easier to remember, just think of the acronym S-T-D.

### Slide 21

**NOTE:** The slide is animated. Animations will automatically appear.

N" 4/ PY P" +P7+N<sup>a</sup> - / √ N+ " >" P7B @



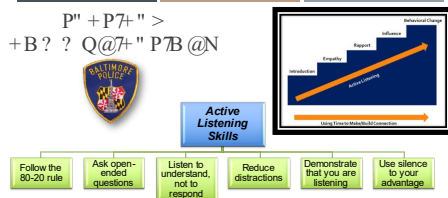
### Active Listening Skills

**SAY:** Many people don't actually listen; they are simply waiting to talk. That is why it is so critical not to interrupt and to pay close attention to what others are saying (and, sometimes, what they're not saying). It takes effort to listen – and it takes skill to listen to understand, not simply to respond.

- a. Common misconception:
  - i. Communication is about being a good talker
  - ii. In reality, it's about being a superb listener
  - iii. Hearing is easy – listening is hard
- b. What are the key skills to be a good and active listener?

### Slide 22

P" + P7+ " >  
+B ? ? Q@7+ " P7B @N



**ASK:** What does the 80-20 rule mean?

**SAY:** Keep in mind, that you should also make sure that you are paying attention to body language and non-verbal cues as you're engaged in active listening.

**SAY:** Additionally, you want to make sure you ask open-ended questions. Especially "what" and "how" questions. These questions generate discussion – provide you with more information.

**ASK:** Can someone give me a few examples of what and/or how questions you can ask when using active listening skills during an incident where de-escalation is needed?

**SAY:** Remember, it's important not to say things such as, "Calm down!" or "Relax!" It's also important to minimize "closed" or yes-or-no questions (unless you're trying to elicit a specific piece of information). Instead, ask questions such as:

- What is your name?
- Are you supposed to be taking medication?
- Are you currently taking your medication?

Additionally, make sure you only ask one question at a time. Encourage conversation, without dominating or steering it; remember the 80-20 rule. Additionally, follow up questions with acknowledgments, encouragers, clarifications, empathetic responses. If you don't understand the subject's response, ask more questions to clarify such as, "I hear you saying \_\_\_\_\_. Is that correct?"

Another important aspect of Active Listening is listening to understand and learn– not just to respond.

**ASK:** Can someone explain what I mean by this?

**Desired Responses:**

- Invest 80% of communication time in listening
- Devote just 20% to talking

**Desired Responses:**

- What happened?
- Can you tell me ....?
- How are you feeling?
- How are you doing?"
- How can I help you?

**Desired Responses:**

- Understanding the subject's perspective can lead to empathy, understanding and

**SAY:** Let's talk a little bit more about intel gathering.

**ASK:** What kind of information would you be gathering as you are listening to gather intel?

**SAY:** There are two practical benefits of active listening. First, when you're engaged in active listening, that's a time when the individual is not doing something to threaten you or others. And, you have more time to get additional resources to the scene.

- voluntary compliance
- One officer (contact) may be doing the talking ... but all officers on scene should be listening
- Listening = intel, gathering information about the subject(s)

**Desired Response:**

- Intentions and capabilities
- Mental health history and medications
- Criminal history / past violence
- Emotional and behavioral triggers – “hot buttons” that might escalate the situation further
- “Hooks” (things that might calm the subject) which you can leverage to de-escalate

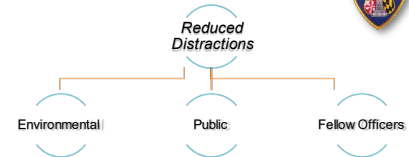
**SAY:** Reducing distractions requires you to stay focused on the subject and ask the subject to focus on you.

There are three types of distractors that you should be cognizant of when engaging with individuals: Environmental, Public, and Fellow Officers.

**ASK:** What are some examples of these types of distractions?

**Slide 23**

M - Q+ / - - 7NPM' + P7B @N



**Desired Responses:**

- Environmental – alarms, vehicles, etc.
- Public – people who may be videotaping or questioning you and your actions
- Fellow officers – backup, mutual aid, etc.

**SAY:** If you're the contact officer, rely on others to provide cover, crowd management, etc., so you can listen.

**SAY:** In order to demonstrate you are listening, you can send the message that you care and are empathetic. You can also provide physical cues to show you are listening.

**ASK:** What are some examples of physical cues?

**SAY:** You can also provide minimal encouragers to show you are listening. Doing simple things like nodding your head and saying "uh-huh, I hear what you're saying."

Make sure you reflect, paraphrase and summarize as you're listening to the individual.

**ASK:** What are some examples of what you could say to demonstrate this?

**SAY:** That's right. Make sure you are acknowledging them. Acknowledge that the subjects' problems are a big deal to them. Acknowledge the emotions associated with the crisis (e.g., fear, anger, anxiety, etc.). Never belittle or dismiss their problems, and be respectful, fair, and non-opinionated.

Just like time is a big component of de-escalation strategies, it is also a strategy to use when demonstrating active listening skills. Use silence to your advantage ("*effective pauses*"). Don't interrupt or feel the need to respond (*verbally*) right away to everything the subject says. Allow the subject time to finish what they're saying because people in behavioral crisis may have trouble putting words/thoughts together.

**Desired Responses:**

- Eye contact
- Facial expressions
- Posture
- Remaining calm
- Open-handed gestures

**Desired Responses:**

- Repeat the last few words they said
- "So, you're saying you're upset with..."

If there is no threat and the subject is comfortable with silence, don't be in a hurry to talk. Silence may prompt the subject to talk more or to reveal more information and intelligence that you can use to your advantage.

**SAY:** Silence is also an effective way to enforce boundaries or redirect someone who is yelling at you. They can't argue with someone who won't argue back, right?

**SAY:** Being silent puts pressure on the subject to end the silence and start communicating (*not yelling*) again.

**Why should I care?**

**ASK:** So, why it is important to show that we care?

**SAY:** That's right. It's important that we care because people in crisis need our help and it's our job to protect and serve everyone. Additionally, we know from our experience in patrol that crises can impact public and officer safety.

**SAY:** According to page 3 of Policy 1115, when responding to calls where a person is in crisis and de-escalation is necessary, we follow 3 guiding principles.

**Slide 24**

**NOTE:** Content on this slide is hidden with animation. Use the click to reveal after students answer the question

+MNNM +B5 @PB @Í  
M NB @N



Why Should I Care?		
People in crisis need help	It's our job to serve and protect	Impact on public and officer safety

**Possible Responses:**

- It's our job
- The individuals can't help it
- Keep others safe

*Click to reveal content.*

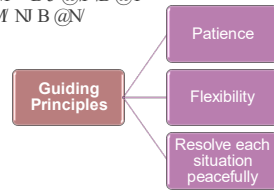
**Slide 25**

**NOTE:** Content on this slide is hidden with animation. Use the click to reveal after students answer the question

**ASK:** Who can tell me what those principles are?

**SAY:** Remember, your mission is not to diagnose the subject or treat/solve the underlying issues. Don't assume you have correctly diagnosed the person, and don't assume you know what to do based on your diagnosis. Your top priority (*when feasible*) is to verbally de-escalate the situation as much as possible.

+MNNM +B5 @PB @í  
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**Possible Responses:**

- Patience
- Flexibility
- Resolve each situation peacefully

*Click to reveal content*

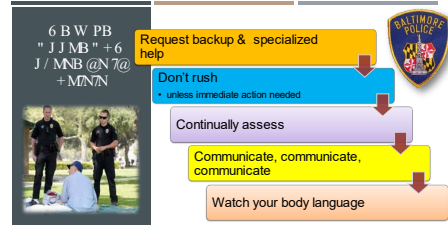
**How to Approach Persons in Crisis**

**SAY:** Let's take a moment to discuss how we should approach a person in crisis. I'm going to list your ideas on this chart paper in front of the room, and then we will check to see how accurately your responses align with those hidden on the slide.

**ASK:** What are some things we should do when we approach a person in crisis?

**Slide 26**

**NOTE:** Content on this slide is hidden with animation. Use the click to reveal after students answer the question



*The facilitator should write the heading "Approaching Someone in Crisis" on chart paper in front of the room and then record student responses.*

**Possible Responses:**

- Activate BWC
- Be calm

**SAY:** Let's take a look to see what type of responses I was looking for and whether or not yours aligned with mine.

If you respond to a person in crisis, you should immediately request backup and specialized help (CIT). Remember not to rush into situations (unless immediate action is required). Instead, move slowly and focus on calming the situation. Make sure that you attempt to minimize the stress level and continually assess – and re-assess the situation.

**SAY:** As the subject's demeanor and actions change, be prepared to adjust your approach. Spin the CDMM model and keep communication ongoing by putting yourself in a position to have a conversation, not a situation where all you can do is bark commands.

Remember what we talked about earlier regarding introducing yourself. Start by saying "hello" and introducing yourself. Then, ask how you can help. Use clear and simple statements.

Shouting commands is often counterproductive to someone in crisis.

**ASK:** How many questions or commands should you ask or say simultaneously?

**SAY:** That's correct. No more than one command or question should be asked at a time, and make sure you utilize wait time and allow the person time to answer. Don't make threats as threats can set a person off. Ask open-ended questions to initiate dialogue but avoid leading questions.

When needed, yes/no questions can elicit specific information. Utilize those active listening strategies

- Use time, distance, cover
- Request back up
- Utilize active listening skills
- Use verbal and nonverbal cues
- Assess the situation

*Click to reveal content.*

**Possible Responses:**

- None
- Just one

that will show the individual you hear what they are saying. Don't forget to reflect back their thoughts & feelings and not to take it personally if the subject doesn't respond/obey. He/she may not hear or understand you.

**SAY:** The goal is to make a connection with the subject ... so as to achieve voluntary compliance. Even in the middle of a crisis, most people respond positively to kindness, patience and respect. "Tactical empathy" (*vs. sympathy*) is not only for de-escalation, but also helps prevent unnecessary escalation.

### Manage your own reactions

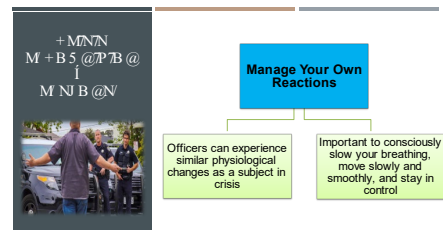
**SAY:** When faced with a subject in crisis, officers can experience some of the same physiological changes the subject is going through.

In your groups, create a list of physiological changes you have experienced during a time of crisis. I'll give you about 3 minutes. You may begin.

**SAY:** Ok, time's up. Hang up your chart paper and choose a speaker for your group.

Let's go around the room and see what you came up with.

### Slide 27



*Students should create their list on chart paper. The facilitator should utilize the MBWA strategy to monitor the groups' progress.*

*Call on groups to share 2-3 changes from their list.*

#### **Possible Responses:**

- Rapid heart rate – adrenaline rush
- Increased breathing rate – shallower breaths
- Increased muscle tension
- Rapid eye movement and "tunnel vision"
- Auditory exclusion
- Increase sweating

**SAY:** It's important for officers to consciously manage these physiological changes as they occur in order to remain calm. Using techniques such as:

- Slow breathing (*inhale-hold-exhale on 4 count*)
- Stay as calm as possible
- Keep good posture
- Use eye contact
- Move slowly and smoothly
- Stay in control

**SAY:** You can say all of the "right" things ... but if you appear afraid, irritated, or angry, verbal communications will have little effect on de-escalation.

### Warm Hand-Off

**SAY:** Let's say you are the primary officer and you've tried every strategy you can to build rapport with the subject but haven't been successful.

**ASK:** What can you do to continue in order to continue with de-escalation strategies?

**SAY:** When an officer is unable to build rapport or communicate efficiently with a subject, the supporting officer should respectfully intervene, take over, and try to create dialogue to build rapport with the subject and get them to comply.

The term Silver Tongue simply means the gift of gab. A person that has the ability to talk to someone and convince them to listen to them. In a crisis situation it may be preferred that the officer that has this gift be the contact officer. This officer should start the rapport building process but if you are not that officer you must try and do your best with the tools we just gave you.

### 5 Take-Away Words & Phrases

**SAY:** Think about 5 words or phrases that you feel are crucial to remember. Discuss these with your table group and then record your words and phrases on the

### Slide 28



When an officer is unable to build rapport or communicate efficiently with a subject, the supporting officer should respectfully intervene, take over, and try to create dialogue to build rapport with the subject and get them to comply.

(The Silver Tongue)



### Desired Response:

- Let your partner take over

### Slide 29

sticky notes provided. Once you've written your words and phrases down, place them on the chart paper in the front of the room. You'll have about 3 minutes to write. You may begin.

**SAY:** Ok, let's take a look at what you put on the chart paper.

**SAY:** Alright everyone, this is the end of the classroom portion of your training. Now it is time to test what you have learned in two different exercises, first a TI Scenario then a Redman Scenario, putting everything you have just learned into practice and continue to build and add to your good memory files for you to use when needed.



*Display a black piece of chart paper titled “Key Take Aways” at the top and give students time to add their sticky notes to it.*

*The facilitator should utilize the MBWA strategy to listen to group discussion.*

*Remind students to record their key take aways and display them on the chart paper.*

*Responses will vary but should be to the satisfaction of the facilitator.*

*The facilitator should choose a few sticky notes to read aloud and call on volunteers to expand explain their thinking.*

**Possible Responses:**

- Communication
- Listen and Explain
- De-Escalation
- Individual Factors
- Time
- Four Plays
- Develop a Plan
- Reassess and Adjust Plans as Necessary
- Active Listening
- STD

**Slide 30**

Let's take a 10-minute break. Please be back promptly, we will conduct a safety brief and safety check before we begin each scenario.

P" =/  
"  
\* M " =



### III. EVALUATION/CLOSURE

**SAY:** I am Officer\_\_\_\_\_. I am the Safety Officer for today's training.

Please adhere to the following instructions as failure to do so could result in early termination of your scenario.

Scenario Based Training is designed to be as realistic as possible. Therefore, you are to act EXACTLY as you would in real life using all of the skills you have learned to date. (Contact and Cover, Radio Communications, etc.)


**SAY:**

1. Prior to entering the training area, we will conduct a triple check inspection.
2. If the need to perform a Defensive Tactic (i.e., takedown) occurs, you will use 50% physical effort.
3. You will listen for the following COMMAND WORDS:
  - a. "Going live!" The scenario is about to begin.
  - b. "Pause or Freeze!" Immediately pause what you are doing and listen for instructions from the Primary Assessor.
  - c. "Resume or Continue!" Pick up the scenario where you left off prior to "Pause."

**Time:** 2 hours, 50 minutes

*Read verbatim Appendix B – Safety Briefing*

<p>d. “Pain!” This command is used by the role-player to let you know that you need to “loosen your grip.”</p> <p>e. “Index!” Immediately stop. The scenario is over or there has been a safety issue. Holster all weapons and stand by.</p> <p>4. You will WALK to the training area UNLESS running is required for the scenario.</p> <p>5. If you must leave the training you WILL be re-inspected prior to entering.</p> <p>Remember, anyone regardless of rank or position can call “INDEX” if an immediate safety issue is observed.</p>	<p><i><b>NOTE:</b> The Facilitator should review Appendix C – BPD’s Safety Program.</i></p>
<p><b>TI Scenario (don’t shoot):</b></p> <p><b>SAY:</b> You are responding to an armed person call, where the suspect is armed with a large knife. The suspect may be having a mental crisis. It is already known that the subject has stabbed or killed several people. There are people laying on the ground.</p>	<p><i><b>This is to be a no shoot scenario with a partner</b></i></p> <p><i><b>NOTE:</b> Assess students using Appendix D - TI Scenario Rubric</i></p> <p><i><b>NOTE:</b> This is a don’t-shoot scenario. The students will be given the proper equipment to successfully handle this event.</i></p> <p><i><b>NOTE:</b> Students should identify the following:</i></p> <ul style="list-style-type: none"> <li>• <i>The suspect has a doll with him</i></li> <li>• <i>The suspect looks to be having a mental crisis.</i></li> </ul>

<p><b>ASK:</b> What did you have?</p>	 <p><i>Location of scenario: Disk 27 EDP (Spanish)</i></p> <p><b>Expected Outcome of the Scenario:</b></p> <ul style="list-style-type: none"> <li>• <i>The students are to make ready with their weapon out at low ready, working box, or pointing.</i></li> <li>• <i>The students should give firm and clear commands to the subject to drop the knife and to get down on his knees or on his stomach.</i></li> <li>• <i>The scenario will end when the students meet the requirements and the instructor makes the subject comply.</i></li> <li>• <i>If the students shoot they must explain why and what they would do next (notifications and render aid)</i></li> </ul> <p><b>Desired Response:</b>  <i>The students should tell you what happened, what they saw and did to handle the scenario.</i></p> <ul style="list-style-type: none"> <li>• <i>Person armed with a knife with a possible behavior crisis</i></li> <li>• <i>Multiple victims</i></li> </ul>
<p><b>Redman Scenario</b></p> <p><b>SAY:</b> For this Redman Scenario, you encounter a subject you have reason to believe is armed with a handgun yelling at another person.</p>	<p><b>Scenario Overview:</b> <i>(Short description including the 5W's and How.)</i></p> <p><b>NOTE:</b> <i>Assess students using</i></p>

*Appendix E – Redman Scenario Rubric*

**NOTE:** Review Appendix F – Redman Scenario

**NOTE: Scenario 1:** *The members encounter a subject (role player) who they have reason to believe is armed with a handgun and who is yelling at another person (the subject will not be pointing the handgun just having it by their side at this time).*

*For the purpose of the scenario, the member does have discretion and must use active listening and proper observations to de-escalate the situation.*

*The use of proper time, distance, and cover is needed with weapon out giving commands.*

*During the communication, the suspect will become even more aggravated and raise their weapon at the victim while making threats to shoot them.*

*The member should then discharge their firearm.*

*The Students shall be instructed that this is a “Lethal Force Option Scenario”.*

**NOTE: Scenario Completion Requirements** *(To complete the scenario the student must...)*

*For the scenario, students will need*

to:

- *Activate BWC*
- *Call 10-23 before entering the scenario room.*
- *Students will then use proper and active listening techniques and attempt to communicate and de-escalate the situation by verbal means before the situation becomes a must shoot scenario.*
- *After the student discharges their weapon and the suspect drops, the gun then falls to the ground, and students must make notifications to a supervisor, request a medic, and start to render medical aid.*

**APPENDIX A**  
*Continuum Review Activity*

Listens to all lawful commands	DEADLY FORCE
Tries to kill you or someone else	C.E.W. (Taser)
Just wants to get away/pushes away	ARREST AND CONTROL
Not listening to commands/not moving	VERBAL COMMANDS
Taking a fighting stance/trying to punch you	OC SPRAY

**APPENDIX B**  
***SCENARIO BASED TRAINING***  
***SAFETY OFFICER BRIEFING***

(To be read aloud to Class Participants)

I am Officer \_\_\_\_\_ . I am the Safety Officer for today's training.

Please adhere to the following instructions as failure to do so could result in early termination of your scenario.

Scenario Based Training is designed to be as realistic as possible. Therefore, you are to act EXACTLY as you would in real life using all of the skills you have learned to date. (Contact and Cover, Radio Communications, etc.).

1. Prior to entering the training area, we will conduct a triple check inspection.
2. If the need to perform a Defensive Tactic (i.e. takedown) occurs, you will use 50% physical effort.
3. You will listen for the following COMMAND WORDS:
  - a. "Going live!" The scenario is about to begin.
  - b. "Pause or Freeze!" Immediately pause what you are doing and listen for instructions from the Primary Assessor.
  - c. "Resume or Continue!" Pick up the scenario where you left off prior to "Pause."
  - d. "Pain!" This command is used by the role-player to let you know that you need to "loosen your grip."
  - e. "Index!" Immediately stop. The scenario is over or there has been a safety issue. Holster all weapons and stand by.
4. You will WALK to the training area UNLESS running is required for the scenario.
5. If you must leave the training, you WILL be re-inspected prior to entering.

Remember, anyone regardless of rank or position can call "INDEX" if an immediate safety issue is observed.

Student

Signature \_\_\_\_\_ Date \_\_\_\_\_



## APPENDIX C

### *Baltimore Police Department Safety Program*

**Training Activity: Redman Force Option Training (2022 De-escalation Training Plan)**

**Date(s) of Activity: Mondays through Thursday, 1.5 hours, September 2022 to January 2023**

**Unit: E & T Defense Tactics Instructors**

**Training Location: Gymnasium or Defense Tactics Rooms, Public Safety Training Facility, 1415 Maryland Ave, Baltimore MD 21201**

**Supervisor / Contact Person and phone number: Sgt. Shawn Parlett 443 948 7411**

**Brief Description of Training Activity:** E & T Defensive Tactics Instructors facilitate this lesson using De-Escalation techniques and force options in a 1.5-hour course. Facilitation with lecture, demonstration, and practical application.

#### **Safety Plan**

#### **Potential Safety Problems / Hazards:**

Cracks between mats in classroom  
Sides of pillars in room

#### **Personal Protective Equipment Needed:**

Utility pants and boots. Foam baton, inert firearm, inert OC Spray, Inert Conducted Electrical Weapon, inert magazine, gun belt, BWC and radio.

#### **Specific Safety Rules:**

1. No live weapons or ammunitions.
2. E&T Defense Tactics Instructors have tactical control of the training.
3. If any possible safety violations are observed, training will be stopped and corrected.
4. 36 students maximum (MPCTC safety guidelines a 1- Instructor to every 9 students) for supervision and for reasonable safe spacing reasons. The training also requires a supervisor in addition to the assigned safety officer.
5. Officers needed for classroom scenario is as required 1 outside the classroom door officer, 1 evaluating Officer and 1 Sgt. to act as a safety Officer.

\*The outside the door officer is responsible for area denial and to give students equipment for the scenario.

6. Use of force option scenario course requires 3 total personnel: 1 Sergeant, 1 Safety Officer, 1 Line Instructors.

**Medical Personnel / Equipment Available:**

E & T staff/ Medic bag, AED.

**Medical Evacuation / Emergency Response Plan:**

**First aid by medic officer first, then on scene Fire Department personnel followed by ambulance evacuation to hospital.**

**Safety Briefing to be conducted prior to training (Conducted by Safety Officer)**

**Members Present: (Attach Class Roster, provided by IST Staff) 3 Defense Tactics Instructors: Class size will be 36 students.**

**Note: Ensure all points are told to instructors and students.**

1. Ask about students' medical training (i.e. any EMT's in the class?).
2. Introduce Safety Officer and their duties and responsibilities.
3. Note Personal Protective Equipment to be used and its proper usage.
4. Explain Rules of Engagement.
5. Explain Off Limit Areas.
6. Remind all participants that there will be no off-script behavior.
7. List Specific Safety Rules (as noted on Page 1).
8. List the emergency medical procedures in case of injury.
9. Ask for questions from instructors or students.

**The unit Safety Officer will observe the entire training exercise, watch for compliance with the safety plan, and keep an eye on the pre-identified areas for potential safety issues. Pay particular attention late into the training as instructors and students start to become fatigued.**

The above Safety Plan was drafted by: Det. Dean McFadden J445

Sgt. Parlett (BPD) I609 Lead Instructor

Note: E & T Defense Tactics Instructors will be primary Instructors.

In the event that the below listed Safety Officer is unable to attend the training or is called away during training, an alternate Safety Officer must be designated. This alternate safety officer must read and sign the definition and responsibilities sheet of this safety plan.

The Safety Officer for these events will be:

E & T Staff personnel	Safety Officer	Sequence #	Date
-----------------------	----------------	------------	------

Approved / Disapproved

---

Unit Commander	Date
----------------	------

Approved / Disapproved

---

Director, Education & Training Section	Date
--	------

**APPENDIX D**  
*TI Scenario Rubric*

BALTIMORE POLICE DEPARTMENT – USE OF FORCE RUBRIC			
<b>Officer:</b>	<b>Seq.#</b>	<b>Date:</b>	<b>Remedial Training: Y / N</b>
<b>Class #: TI Scenario 1</b>			<b>Evaluator:</b>
<b>Officers will use necessary, reasonable, and proportional force by demonstrating the following criteria.</b>			<b>Pass</b>
			<b>Fail</b>
1. Communication: (partner, radio usage)			
2. Proper BWC Usage: (10-codes, by gesture, explanation)			
3. Utilization of time, distance, cover/contact			
4. Attempts to De-Escalate Before Force Option: (Clear Commands, Listening, Rapport Building)			
5. Application of necessary, reasonable, and proportional			
6. Threat Assessment (weapons on scene, verbal threats, or nonverbal cues)			
7. Identify Subject’s Level of Compliance: (compliant, passive or active resistance, active or aggravated aggression)			
8. Articulation of CDMM post scenario			
<b>Instructor Comments</b>			

**APPENDIX E**  
*Redman Scenario Rubric*

BALTIMORE POLICE DEPARTMENT – USE OF FORCE RUBRIC			
<b>Officer:</b>	<b>Seq.#</b>	<b>Date:</b>	<b>Remedial Training: Y / N</b>
<b>Class #: Redman Scenario</b>			<b>Evaluator:</b>
<b>Officers will use necessary, reasonable, and proportional force by demonstrating the following criteria.</b>			<b>Pass</b>
			<b>Fail</b>
1. Communication: (partner, radio usage)			
2. Proper BWC Usage: (10-codes, by gesture, explanation)			
3. Utilization of time, distance, cover/contact			
4. Attempts to De-Escalate Before Force Option: (Clear Commands, Listening, Rapport Building)			
5. Application of necessary, reasonable, and proportional			
6. Threat Assessment (weapons on scene, verbal threats, or nonverbal cues)			
7. Identify Subject’s Level of Compliance: (compliant, passive or active resistance, active or aggravated aggression)			
8. Articulation of CDMM post scenario			
<b>Instructor Comments</b>			

**APPENDIX F**  
**REDMAN SCENARIO**  
*For instructor use*

Scenario Name: Redman Scenario

Written By: Officer Travis Ryckman

Reviewed by: \_\_\_\_\_

Date: 4/18/2022 Assessment: Tactical,  Legal,  Both,

**SCENARIO OVERVIEW:** (Short description including the 5W's and How.)

**Scenario 1:** The members encounters a subject (*role player*) who they have reason to believe is armed with a handgun and who is yelling at another person (*the subject will not be pointing the handgun just having it in their hand holding it by their side at this time*). For the purpose of the scenario, the members do have discretion and must use active listening and proper observations to de-escalate the situation. The use of proper time, distance, and cover is needed with weapon out giving commands. During the communication, the suspect will become even more aggravated and raise their weapon at the victim while making threats to shoot them. The members should then discharge their firearm. The Students shall be instructed that this is a “Lethal Force Option Scenario”.

**SCENARIO COMPLETION REQUIREMENTS:** (To complete the scenario the student must...)

For the scenario, students will need to activate BWC and call 10-23 before entering the classroom. Students will then use proper active listening techniques and attempt to communicate, de-escalate the situation by verbal means before they have to use force. After the student discharges their weapon and the suspect drops the gun then falls to the ground, students must make notifications to a supervisor, request a medic and start to render medical aid.