

BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION LESSON PLAN	
COURSE TITLE: Community Policing 2024 LESSON TITLE: Module 2: Communication and De-Escalation Scenarios	
New or Revised Course: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised Prepared By: Officer Chantell Washington Date: 05/22/2024 Academic Director Approval: Director Cordner Date: June 2022	
PARAMETERS	Lesson hours: 2.0 <input type="checkbox"/> Entry-level Class size: 36 <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) None	
PERFORMANCE OBJECTIVES 1. Through facilitated discussion, students will identify and discuss several types of verbal and non-verbal communication, to the satisfaction of the facilitator. 2. Through facilitated discussion, students will identify and explain how to apply active listening and reflective thinking when interacting with the public, to the satisfaction of the facilitator. 3. Given a TI Machine and Virtual Reality headset, students will apply various forms of effective communication to resolve scenarios, to the satisfaction of the facilitator.	ASSESSMENT TECHNIQUE 1. Facilitated Discussion 2. Facilitated Discussion 3. Scenario-Based Training

<p style="text-align: center;">COURSE DESCRIPTION</p> <p>This course uses scenarios to reinforce effective communication, active listening, and reflective thinking in interactions with the public. These are basic skills that contribute to de-escalation, conflict resolution, and community policing objectives generally.</p>
<p style="text-align: center;">INSTRUCTOR MATERIALS</p> <p>Computer Screen Television Virtual Reality Headset TI Appendix A – Non-Verbal Communication Instructor Notes Appendix B – TI Scenario – Schizophrenia Appendix C – VR Scenario #1 – Alzheimer’s Appendix D – VR Scenario #2 – Peer Intervention Appendix E – VR Scenario #3 – PTSI Appendix F –TI Scenario Rubric</p>
<p style="text-align: center;">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <p>Computer Screen Television VR Headset TI</p>
<p style="text-align: center;">STUDENT HANDOUTS</p> <p>None</p>
<p style="text-align: center;">METHODS/TECHNIQUES</p> <p>Facilitated Discussion TI Scenario Training VR Scenario Training</p>

REFERENCES

Insight (Interpreters) App on PocketCop (i.e. American Sign Language)
<https://humanfocus.co.uk/blog/the-four-types-of-communication-and-when-to-use-them/>
<https://voiceofaction.org/forms-of-communication/>
<https://namimainlinepa.org/communicating-with-a-loved-one-who-has-a-mental-illness/#:~:text=Listen%20with%20the%20goal%20of,for%20what%20he%20is%20feeling.>
<https://www.verywellmind.com/types-of-nonverbal-communication-2795397>

GENERAL COMMENTS

There are 3 VR Scenarios in this lesson plan. Scenario #1 – Alzheimer’s, Scenarios #2 – Peer Intervention, and #3 – PTSI will be completed by all members while 6 students at a time will break away to complete a TI Scenario and then return to complete the VR Scenarios.

Lesson Plan Checklist (Part 1)


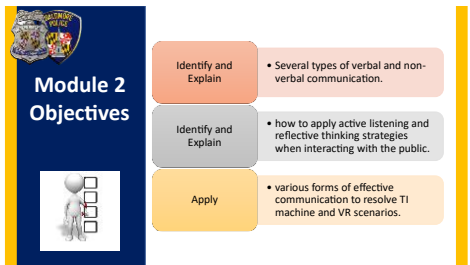
Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are 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 the 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 the 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	
Subject Matter Expert: Officer Chantell Washington	Date: 5/28/2024		
Curriculum Specialist: Danalee Potter	Date: 6/13/2024		
Reviewing Supervisor: Sgt. Adriel Nunez	Date: 6/11/2024		
Reviewing Commander: Lt. Josh Rosenblatt	Date: 7/22/2024		

COURSE TITLE: Community Policing 2024

LESSON TITLE: Module 2: Communication and De-Escalation Scenarios

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>SAY: Good Morning. Let me introduce myself....</p> <p>Being proficient in multiple communication methods allows you to adapt to different situations and citizens more effectively. Having a range of communication skills enables you to choose the most appropriate method for each scenario/incident.</p> <p>Effective communication ensures that messages are understood in the way intended. This is crucial to law enforcement because our job requires accurate, reliable, and pertinent distribution and collection of information from every member and every unit. This is also key in the role it has on our levels of communication and transparency with the public.</p>	<p>Time: 10 minutes</p> <p>NOTE: <i>The facilitators should briefly introduce themselves, including their police experience and any experience or expertise directly related to this training.</i></p> <p>Slide 1</p>  <p>Module 2: Communication and De-Escalation Scenarios</p>
<p>SAY: During this module, we will begin by identifying and explaining verbal and non-verbal communication methods we use when engaging with individuals on the street. Then, we will quickly discuss how to identify and apply active listening and reflective thinking strategies in interactions with the public. And finally, we will apply this knowledge while participating in various forms of effective communication to resolve TI machine and VR scenarios.</p>	<p>Slide 2</p>  <p>Module 2 Objectives</p> <ul style="list-style-type: none">Identify and Explain<ul style="list-style-type: none">• Several types of verbal and non-verbal communication.Identify and Explain<ul style="list-style-type: none">• how to apply active listening and reflective thinking strategies when interacting with the public.Apply<ul style="list-style-type: none">• various forms of effective communication to resolve TI machine and VR scenarios.

SAY: We already know that verbal communication is one of the most common forms of communication that involves not only the words spoken but also factors such as tone of voice, volume, and pacing, which can significantly impact the message's meaning and effectiveness. It is broken down into various types, such as Public Communication, Small Group Communication, Intrapersonal, and Interpersonal Communication.

- Public is when a person speaks to many others, such as a crowd, a community group, or a class full of students.
- Small group could be members of a committee talking to each other, or officers at roll call sharing information with each other.
- Intrapersonal is self-talk. It might just be in our head, or it can be out loud. It's common and normal and helps us think through what we're experiencing and decide what actions to take.
- Interpersonal is one person to another.

ASK: Which type of verbal communication is used the most by our officers?

SAY: Interpersonal communication refers to the direct, face-to-face interaction between two or more people. As police officer, we frequently engage in interpersonal communication during our interactions with the public, suspects, witnesses, colleagues, and other individuals we encounter in the course of our duties.

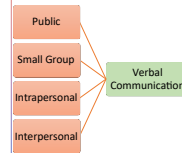
This form of communication is essential for effectively gathering information, giving instructions, building rapport, and maintaining public safety.

When we respond to calls for service, we often rely on nonverbal forms of communication to assess the potential threat level of individuals. This can include body language, facial expressions, and other nonverbal signals that provide valuable insights into a person's intentions, emotions, and state of mind.

Slide 3

NOTE: Content on this slide is hidden. Do NOT reveal it until directed to do so.

Verbal and Non-Verbal Communication

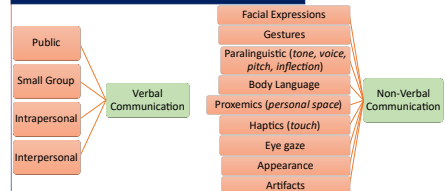


Desired Response:

Interpersonal Communication.

Click to reveal hidden content.

Verbal and Non-Verbal Communication



NOTE: Give students a few seconds to glance at the list. If anyone needs additional information, use Appendix A –

<p>SAY: Take a look at the non-verbal communication list on the slide in front of you on the slide. It shows all the different types of nonverbal communication people use on daily basis.</p> <p>ASK: How can non-verbal communication impact our decision making and actions when responding to a scene?</p> <p>SAY: It applies to both the officer and the people at the scene. Non-verbal communication significantly impacts a police officer's response at a scene. Through body language and facial expressions, officers quickly assess situations, identify threats, and defuse conflicts. A calm demeanor and empathetic gestures help de-escalate tension and establish authority without confrontation. Non-verbal cues enhance command presence, foster compliance and scene control, and build trust with communities, victims, and witnesses. Officers' scrutiny of the environment informs tactical decisions, and non-verbal signals ensure coordinated responses for safety. Emotional regulation further shapes interactions, highlighting non-verbal communication's crucial role in situational awareness and effective engagement.</p> <p>ASK: How could an officer's non-verbal communication escalate a situation rather than de-escalating it?</p>	<p><i>Nonverbal Communication to provide clarification.</i></p> <p>Desired Response: It can give insight into whether a situation may escalate to violence, require mental health assessment, or require de-escalation tactics.</p> <p>Look for:</p> <ul style="list-style-type: none"> • If the officer seems nervous, threatened, or threatening. • If the officer doesn't seem to care. • If it's something serious, but the officer seems to think it's funny. <p>NOTE: <i>The facilitator should point to the CDMM poster in the classroom.</i></p>
---	--

SAY: One more skill we want to quickly review before we dive into scenarios is Cognitive Behavioral Theory or Reflective Thinking.

We have familiarized ourselves with this concept from other training such as the Roca Rewire4 course we took last year.

ASK: Who can tell us what the basis of reflective thinking is?

SAY: That's correct. Reflective thinking enables us to learn from our experiences, both positive and negative, by examining what worked well and what could have been done differently. This experiential learning enhances our ability to handle similar situations more effectively in the future, improves our self-control and emotional regulation, and contributes to our overall professional development.

Reflective thinking is similar to what happens when we debrief after an incident or operation. A debriefing session involves a group of people whereas reflective thinking is personal, but the objectives are the same, to identify what went well and what we might be able to do better next time.

SAY: Reflective thinking enhances our ethical awareness by reflecting on our conduct. We can ensure that we uphold the highest standards of integrity, fairness, and professionalism in our interactions with the community and our colleagues. This ethical awareness is important for building trust and legitimacy in our community.

Overall, reflective thinking is a key part of effective policing. When we adopt a culture of reflective thinking, we continuously improve our way of communication, and practices, upholding ethical standards, and better serving Baltimore Communities.

Slide 5



Desired Response:

Reflective thinking encourages us to review our actions, decisions, and experiences critically by understanding the “Think-Feel-Do” cycle.

II. INSTRUCTIONAL INPUT/CONTENT

SCENARIOS

SAY: In just a few moments, we will begin our scenario training.

I will be pulling you by table group for TI scenario training while the rest of you remain here for 3 separate Virtual Reality training scenarios. But before we do that, I'd like to familiarize everyone with our VR headsets.

Today, we'll be using the Axon Virtual Reality (VR) headset to participate in various scenarios designed to enhance your skills and decision-making. If you've ever played games on an Oculus before, then this type of training environment should be familiar to you. Before we get started, I'll walk you through the basics of using the headset. Let's make sure everyone is comfortable and ready to go.

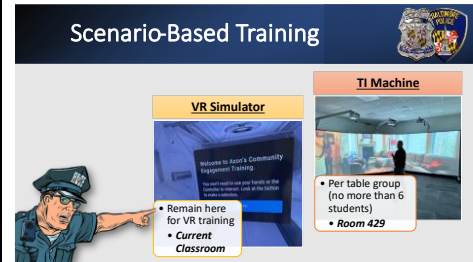
This is the Axon VR headset. It's designed to fully immerse you in virtual environments where you can interact with scenarios just as if they were happening in real life. It houses the display screens and sensors that track your head movements.

SAY: To put on the headset, first, make sure it's properly adjusted for your head size. Here's how:

- Loosen the straps on the sides and top.
- Place the headset over your eyes and pull the straps over your head.
- Tighten the straps so that the headset fits snugly but comfortably. It shouldn't be too tight or too loose.
- Adjust the lenses for clarity. There's a dial on the bottom or side of the headset. Turn it until the image is clear and sharp.
- Everyone good? Great.

Time: 100 minutes

Slide 6



NOTE: The room should be set up with all VR headsets already set up on tables.

Show headset.

The facilitator should demonstrate how to put the headset on.

SAY: In the VR environment, you can move around by walking within your play area or using your hands. Just remember to stay aware of your real-world surroundings to avoid bumping into things.

During the scenarios, you'll be presented with various situations. Here's how you can navigate and interact:

- Listen carefully to any instructions or prompts given within the scenario.
- When prompts come up, use your eyes to gaze at your options, then make the decision you want by continuing to gaze at it until you see the arrow make a full circle to select it.
- Then, proceed with the activity.
- Make decisions just as you would in real life. Your actions will determine the outcome of the scenario.

A few more important points for safety and comfort:

- If at any point you feel dizzy or uncomfortable, please take off the headset and sit down.
- Take breaks as needed, and
- Make sure your play area is clear of obstacles before starting.


If you are wearing glasses, you can either take them off and adjust the VR headset until you can see clearly. Or, just make sure your glasses are in a good position on your face and wear the VR headset. Make sure there isn't too much space between your glasses and the headset's lenses. These should line up with each other so that images in the virtual environment won't appear skewed or blurry.

Immediately stop using the product and remove the headset if you experience discomfort at any time, and do not worry about exiting the experience or powering down once you've completed the scenario.

SAY: When you put the headset on and begin the scenario, you will use your eyes to gaze at options to select how you want to respond as the primary officer. You will also have a secondary officer who you will see.

Answer any questions posed by students.

After VR Directions are given to the entire class, the facilitator should pull table groups one-by-one (no more than 6 students at a time) to the TI room for training.

<p>ASK: Are there any questions?</p> <p>SAY: At this time, let's have table #1 report to room 429, while the remainder of you get started with the first scenario.</p>	<p>NOTE: Students in the classroom will engage with the VR scenarios except when their table group breaks away for the TI machine scenario. After completing the TI machine scenario, they will return to the classroom and resume engaging with the VR scenarios.</p>
<p>VR MACHINE SCENARIOS 1-3(Alzheimer's, Peer Intervention, and PTSI).</p> <p>SAY: Alright, we're ready to start. I'll guide you through the first scenario to get you familiar with the interactions. After that, you'll be able to explore the other 2 scenarios on your own as you wait your turn for the TI scenario training. If you have any questions or need assistance at any point, just raise your hand or call out.</p> <p>Keep in mind that for these scenarios you will have a virtual "partner" with you. Pay attention not only to WHAT your partner is telling you, but think about WHY. Are you doing something to escalate the encounter? Is there a more effective option available? Your partner is built into the program in order to help you arrive at the preferred outcome, so if they're stepping in, use that to help dial in your performance.</p> <p>Go ahead and put on your headsets now.</p> <p>For today's training, you will see three scenarios on the main menu. The first is titled "Alzheimer's," followed by two additional scenarios titled Peer Intervention and PTSI. You should go in that order when engaging in each scenario.</p> <p>SAY: If anyone does not see the screen with 3 scenario options in front of them, please raise your hand.</p>	<p>NOTE: The facilitator should be familiar with Appendices C, D and E, VR Scenarios #1-3.</p> <p>NOTE: See Appendix C – VR Scenario #1 – Alzheimer's.</p> <p>NOTE: Students will enter the scenario option library once they've put the headset on. The image below shows what they will see in their headsets.</p>  <p><i>If anyone's hand is raised, the facilitator should provide immediate assistance.</i></p>

<p>SAY: For now, I want you to gaze at the first desired training module titled, <i>Alzheimer's</i> and continue staring at it until you see the arrow make a full circle to select it, then, proceed with the activity. The VR headset will walk you through everything ... you will be provided with some background information and will be informed of what type of call you are responding to. Your job is to make the appropriate selections in order to come to the best possible outcome for each scenario.</p> <p>Once you complete the Alzheimer's scenario, move on to selecting the Peer Intervention scenario to complete that one until you've gone through all 3 scenarios.</p> <p>ASK: Are there any questions?</p> <p>SAY: Remember, the key to making the most of this training is to fully engage with the scenarios. Use this time to practice, make mistakes, and learn in a safe environment.</p> <p>As you complete each scenario, you will have the option to repeat the same scenario or return to the main menu to move on to the next scenario.</p> <p>Enjoy your experience. You may begin!</p>	<p><i>The facilitator should address any questions posed by students.</i></p> <p>NOTE: <i>As students complete each virtual reality module, the facilitator should circulate around the room to observe trainees. Additionally, the facilitator should be accessing individual VR sets on their tablet to view individual progress.</i></p> <p><i>If students become stuck or appear confused, provide assistance as needed.</i></p> <p>NOTE: <i>Once students complete the first scenario, they should begin the next scenario titled, Peer Intervention, followed by the PTSI Scenario until all 3 scenarios have been completed and all table groups have visited the TI Scenario room. See Appendixes D – VR Scenario #2 – Peer Intervention, followed by Appendix E – VR Scenario #3 – PTSI.</i></p>
--	---

SCENARIO #1 – TI Machine – Schizophrenia

SAY: Welcome to TI training. As you complete the scenario, we will observe your actions and record our observations on a rubric. Afterwards, we will quickly debrief and provide you with some feedback.

During this scenario, you are responding to a call about a female who claims her boyfriend is suffering from a schizophrenic episode.

You may begin.

NOTE: The facilitator should reference Appendix B – TI Scenario – Schizophrenia and Appendix F – TI Scenario Rubric.


NOTE: The facilitator should use the rubric (Appendix F) to record their observations of the students and provide immediate feedback following the completion of the scenario.

Members will be assessed on their ability to use de-escalation techniques in order to calmly gain compliance with the boyfriend.

NOTE: Members are assessed on their ability to recognize the boyfriend's mental status, physical (body language) cues while implementing safe practices (time, distance, and cover). Members are expected to model effective communication skills that encompass active listening, reflective listening, positive reinforcement, and clear directives. Instructors will also assess members tactical positioning.

LOOK FOR:

- *If members begin to identify possible diminished capacity, ask questions, and seek clarity on the concern, build rapport, and provide appropriate resources, the instructor will set the subject to comply.*
- *If members do not attempt to de-escalate, or escalate the situation through actions or words, the instructor will set the*

	<p><i>subject to grab the branch and swing at the members, resulting in a use of force.</i></p>
<p>III. EVALUATION/CLOSURE</p> <p>SAY: Now that you have all completed the scenarios, let's take a moment to debrief them. Let's start with the Virtual Reality scenario.</p> <p>ASK: What were your immediate priorities upon arriving to each scene?</p> <p>ASK: What role did observation and patience play in determining your actions in each scenario?</p> <p>ASK: For scenario 1, you encountered an individual organizing altar pieces at a church. What choices led to the subject not doing what you wanted or your partner stepping in?</p> <p>ASK: In scenario 1, how did you approach and engage with the agitated individual?</p>	<p>Time: 10 minutes</p> <p>Slide 7</p>  <p>Desired Response: My immediate priority is to ensure the safety of all individuals involved. I would secure the scene, call for medical assistance if needed, and separate any conflicting parties. If the situation seems beyond my capacity, I would call for additional support.</p> <p>Desired Response: Patience helped to assess the situation better in order to determine that the subject was not a threat.</p> <p>Desired Response: Commanding attention, directing the subject towards them, closing in on the subject.</p> <p>Desired Response: I approached calmly, maintaining a safe distance, and introduced myself as an officer here to help.</p>

<p>ASK: What initial questions did you select to understand the situation better?</p> <p>In Scenario 2, you encountered a back and forth between an officer and a subject where the officer was getting escalated.</p> <p>ASK: When did you know that you should become an active bystander ?</p> <p>In Scenario 3, you encountered a veteran who was experiencing some issues.</p> <p>ASK: What verbal and non-verbal clues did you observe that this person needed help?</p> <p>ASK: How did you ensure that your communication was clear and non-threatening?</p> <p>ASK: In Scenario 3, what led to a successful resolution?</p> <p>SAY: Ok, moving on to the TI.</p> <p>ASK: What type of call did you respond to? What did you notice upon arrival?</p>	<p>Desired Response: I chose open-ended questions such as, 'Can you tell me what happened?' to gather information without escalating the situation.</p> <p>Desired Response: I could see that the other officer was agitated when they got off the phone. When he encountered the subject, he kept escalating things until I got involved.</p> <p>Desired response: Body language, issues given didn't appear to be related to agitation level, overreaction to offers to help.</p> <p>Desired Response: Ensuring my tone was calm and reassuring is critical.</p> <p>Desired Response: Looking past the surface issues to get to empathy. Offering help. Not just dismissing them or trying to arrest them.</p> <p>Desired Response: Behavioral Health Call for a subject currently experiencing a schizophrenic episode. The subject is hallucinating contact with deceased family members.</p>
--	---

<p>ASK: How many officers should have engaged at a time?</p> <p>ASK: How many officers should have maintained safety perimeter? (Cover/Contact)</p> <p>ASK: In the event the subject doesn't engage with the contact officer which step should be taken next?</p> <p>ASK: What appropriate level of force could have been applied in the event of physical escalation?</p> <p>ASK: Which is reasonable, proportional, and necessary?</p> <p>SAY: For this TI scenario, you were being assessed on your ability to use de-escalation techniques in order to calmly gain compliance with the boyfriend.</p> <p>SAY: We wanted you to be able to recognize the boyfriend's mental status while paying attention to his physical (body language) cues while implementing safe practices (time, distance, and cover).</p> <p>The goal of both scenarios was for you to model effective communication skills that encompass active listening, reflective listening, positive reinforcement, and clear directives.</p>	<p>Desired Response: One officer should gather information from the girlfriend and communicate with dispatch.</p> <p>Desired Response: Contact officer should primarily maintain communication with the subject, utilizing de-escalation communication techniques.</p> <p>Desired Response: Back-up officer should switch roles, by being the primary contact officer and the original primary officer should now be back-up. Additional officers should maintain scene safety.</p> <p>Desired Response: Level 1 – Hands on</p> <p>Desired Response: Level 1 -hands on or Level 2 Taser, anything else would be excessive and not justifiable.</p>
--	---

SAY: Let's break for lunch. Please return to the classroom at 12:00 for the second half of today's training.

Slide 8





BALTIMORE POLICE DEPARTMENT

Appendix A: Non-Verbal Communication Instructor Notes for Slide #3

- Facial Expressions are important to pay attention to. Remember that knowing the emotion doesn't tell you the cause.
- Gestures are deliberate movements and signals that communicate meaning without words.
- Body Language- (example: shrugging your shoulders)
- Proxemics- Personal Space
- Haptics- Communicating through touch.
- Eye gaze- (example: looking, staring, blinking, and shifty eyes)
- Appearance
- Artifacts- (for example: gamers typically use avatars to represent their identity) Artifacts are specific images or objects that are used to convey information about things that are important to an individual.



BALTIMORE POLICE DEPARTMENT

Appendix B: Behavioral Health (Schizophrenia) TI Simulator Scenario

TI Simulator Scenario - Schizophrenia	
OVERVIEW	
<p>Members are responding to a call about a female who claims her boyfriend is suffering from a schizophrenic episode. He is about to jump into a lake and the girlfriend claims he will most likely drown. Officers visually observe the male approaching the lake and having apparent hallucinations of deceased family members.</p> <p>Members are given approximately two minutes to identify the individual's capacity and utilize proper de-escalation techniques to gain compliance.</p>	
MONITOR	
Continuing-Education Facilitator	
ROLE PLAYER	
No role-players are used in this scenario.	
IMPORTANT NOTE	
There is no generated script provided as this scenario varies based on individual student responses.	
OUTCOME	
<p>Members will be assessed on their ability to use de-escalation techniques in order to calmly gain compliance with the boyfriend.</p> <p>Members are assessed on their ability to recognize the boyfriend's mental status, physical (body language) cues while implementing safe practices (time, distance, and cover).</p> <p>Members are expected to model effective communication skills that encompass active listening, reflective listening, positive reinforcement, and clear directives. Instructors will also assess members' tactical positioning.</p>	
LOOK FORs:	
<p>If members begin to identify possible diminished capacity, ask questions, and seek clarity on the concern, build rapport, and provide appropriate resources, the instructor will set the subject to comply.</p> <p>If members do not attempt to de-escalate, or escalate the situation through actions or words, the instructor will set the subject to grab the branch and swing at the members, resulting in a use of force.</p>	



BALTIMORE POLICE DEPARTMENT

Appendix C: Behavioral Health (Alzheimer's) VR Simulator Scenario #1

VR Simulator Scenario #1 – Alzheimer's	
OVERVIEW	
<p>Members are dispatched to a report of trespassing at a local church. Upon arrival they locate the subject organizing the altar pieces. Participants should conduct an initial scene and subject assessment and make choices based on that knowledge.</p> <p>In this scenario, the subject has Alzheimer's. Officers may not recognize this right away, but once they identify that the man isn't a threat, they should maintain a calm and comfortable demeanor to avoid confusing or agitating the subject.</p>	
MONITOR	
Continuing-Education Facilitator	
ROLE PLAYER	
No role-players are used in this scenario.	
IMPORTANT NOTE	
There is no generated script provided as this scenario varies based on individual student responses.	
OUTCOME	
<p>Members will be monitored on communication and de-escalation skills.</p> <p>At the conclusion of all VR scenarios, members will be debriefed and explain best practices for interacting with a person with Alzheimer's.</p>	
LOOK FORs:	
<p>If member begins to command attention, the subject will display confusion which will reroute the member to choose a different option.</p> <p>If member directs subject towards them, the subject will display confusion.</p> <p>If member starts to close in on the subject, the secondary officer will automatically provide a safety reminder which will reroute the member to choose a different option.</p> <p>If member does not respond correctly to any circumstance, the VR system will automatically prompt them to restart the scenario from the very beginning.</p>	



BALTIMORE POLICE DEPARTMENT

Appendix D: Behavioral Health Peer Intervention VR Simulator Scenario #2

VR Simulator Scenario #2 – Peer Intervention	
OVERVIEW	
<p>This scenario is a basic overview of peer intervention and some of the key signs one can look for to determine if a peer needs help or if a situation is about to escalate. Two officers arrive on scene at a store where a worker is complaining about a homeless person sleeping in the parking lot. Your partner has just gotten off the phone and appears agitated and impatient. He wants to attend to the call and then leave quickly.</p> <p>The back and forth between the officers and the homeless man will lead to a series of escalations and opportunities to help improve the situation. Depending on the choices made, the situation can be deescalated through peer intervention while also providing resources to the homeless man.</p>	
MONITOR	
Continuing-Education Facilitator	
ROLE PLAYER	
No role-players are used in this scenario.	
IMPORTANT NOTE	
There is no generated script provided as this scenario varies based on individual student responses.	
OUTCOME	
<p>Members will be monitored on communication and de-escalation skills. They should successfully demonstrate proper conduct and situational awareness on a basic call where peer intervention occurs that ends with the best possible outcome for both officers and community members.</p> <p>The member should successfully discover the early warning signs that things may be about to escalate on the scene and recognize and explain the signs that your peer might need your support and intervention.</p> <p>At the end of all VR scenarios, members will be debriefed and explain best practices for intervening with a peer on a call when it could improve the outcome for everyone involved.</p>	
LOOK FORs:	
<p>If the partner does nothing or grabs the subject, the VR will prompt the member to try again.</p> <p>If the member addresses their partner, talks to their partner, intervenes, or calms the scene, the VR will lead to a resolution.</p> <p>If the member does not respond correctly to any circumstance, the VR system will automatically prompt them to restart the scenario from the very beginning.</p>	



BALTIMORE POLICE DEPARTMENT

Appendix E: Behavioral Health Peer Intervention VR Simulator Scenario #3

VR Simulator Scenario #3 – PTSI	
OVERVIEW	
Veteran safety is at the heart of this scenario. Learn verbal and non-verbal techniques to identify issues below the surface when encountering a veteran experiencing PTSI. Participants will make decisions that assist the Veteran, paying attention to verbal cues to avoid escalating the subject.	
MONITOR	
Continuing-Education Facilitator	
ROLE PLAYER	
No role-players are used in this scenario.	
IMPORTANT NOTE	
There is no generated script provided as this scenario varies based on individual student responses.	
OUTCOME	
Members will be monitored on communication and de-escalation skills. They should successfully demonstrate proper conduct and situational awareness on a basic call involving a person living with PTSI that ends with the best possible outcome for both officers and community members. At the end of all VR scenarios, members will be debriefed and explain signs that a person suffering with PTSI might display and best practices for public safety when encountering community members living with PTSI.	
LOOK FORs:	
If the member responds to the veteran by offering to give them a ride, offering to call their brother, or directing the veteran to leave, the VR will escalate the subject but will allow for participants to select the “empathize” option. If members attempt to dismiss the veteran or place them under arrest, the VR will automatically trigger the member to try again.	



Schizophrenia

Officer:	Officer:	Remedial Training: n/a
Class: 2024 Community Policing: Communication and De-Escalation Scenarios		Evaluator:

Scenario Objectives	Yes	No
1. Overall, did the officers demonstrate good interpersonal communication?		
2. Did the officers demonstrate active listening?		
3. Did the officers demonstrate collecting information to assess the situation?		
4. Did the officers effectively communicate to de-escalate the situation?		
5. Did the officers demonstrate proper official communication (radio, partner)?		
6. Did the officers demonstrate proper BWC Usage (activation, notification, explanation)?		
7. Did the officers demonstrate proper utilization of time, distance, cover/ contact?		
8. If force was used, was it necessary, reasonable, and proportional?		
9. Did the officers conduct an effective threat assessment (weapons on scene, verbal threats, or nonverbal cues)?		
10. Did the officers correctly identify the subject's Level of Compliance (compliant, passive, active resistance, active or aggravated aggression)?		
11. Were the officers able to articulate their methods of de-escalation post scenario?		

Continue on the back as needed