

BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION

LESSON PLAN

COURSE TITLE: Fall 2024 In-Service Training

LESSON TITLE: Static Vehicle Encounters

New or Revised Course

☒ **New**

☐ **Revised**

Prepared By: Ofc. Travis Ryckman

Date: April 19, 2024

Academic Director Approval: Gary Corder

Date: July 2024

PARAMETERS

Lesson hours: 4 hours

Class size: 20

Space needs: Classroom / Practical
Exercise Area

☐ Entry-level

☒ Continuing Education

☐ Other

STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)

None

LESSON HISTORY (previous versions, titles if applicable)

N/A New Lesson

PERFORMANCE OBJECTIVES

1. Through facilitated discussion, students will identify and explain the factors of a Static Vehicle Encounter, different variables to consider during an incident, and factors to consider when responding to a Static Vehicle Encounter, to the satisfaction of the facilitator.
2. During hands-on training and in a Static Vehicle Encounter, students will demonstrate proper tactical movements, communication, threat assessment, and vehicle placement, to the satisfaction of the facilitator.

ASSESSMENT TECHNIQUE

1. Facilitated Classroom Discussion.
2. Scenario based assessment where the student will be observed utilizing the techniques taught during the course.

<p style="text-align: center;">COURSE DESCRIPTION</p> <p>This course is aimed at training officers how and when they may use a “pinch” maneuver to keep a static (parked/stopped) vehicle from moving during a static vehicle encounter where there is a threat to safety or risk of flight. Students will be taught that keeping the suspect vehicle from moving will be safer for officers, suspects, and the public.</p> <p>The course reinforces the Critical-Decision Making Model focus on making correct choices during a static vehicle encounter and gives them a technique to assist in avoiding unnecessary escalation of what should be a contained situation.</p>
<p style="text-align: center;">MPCTC OBJECTIVES (if applicable)</p> <p><i>(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the “Facilitator Notes” column where they are addressed in the lesson.)</i></p> <p>N/A</p>
<p style="text-align: center;">INSTRUCTOR MATERIALS</p> <p>Scoring Rubric – Appendix A Scenario set up – Appendix B Safety Plan – Appendix C</p>
<p style="text-align: center;">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <ul style="list-style-type: none"> • Two Police Vehicles • Suspect Vehicle and/or Traffic Cones • Training Handguns • Training Rifles
<p style="text-align: center;">STUDENT HANDOUTS</p> <p>N/A</p>
<p style="text-align: center;">METHODS/TECHNIQUES</p> <ul style="list-style-type: none"> • Lecture and Discussion • Hands-on Instruction • Practical Scenario Application
<p style="text-align: center;">REFERENCES</p> <p>Maryland State Police Rolling Road Block Training (Course updated 3/1/2018)</p> <p>Baltimore Police Department policies:</p>

1. Policy 1115-Use of Force
2. Policy 1107-De-Escalation
3. Policy 1503 Emergency Vehicle Operations and Pursuit
4. Policy 409 Firearms Regulations

GENERAL COMMENTS

This lesson plan is intended for use with experienced instructors who have in depth knowledge of static vehicle encounter and pinching in vehicle tactics. The instructors will have attended an instructor development class to ensure they are familiar with all of the course materials and the specific tactics that are being presented in accordance with the lesson plan.

To conduct this training with the targeted student number the following number of instructors are required:

- 1 Supervisor
- 5 Instructors
 - 1 Primary
 - 4 Instructors (1 for each group of students)
- 1 Safety Officer

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	
Subject Matter Expert: Ofc Travis Ryckman	Date: 4/19/2024, 07/10/2024		
Curriculum Specialist: Danalee Potter	Date: 7/9/2024, 07/10/2024		
Reviewing Supervisor: Sgt. Shawn Parlett	Date: 4/19/2024		
Reviewing Commander: Lt. Joshua Rosenblatt	Date: 7/3/2024		

COURSE TITLE: Fall 2024 In-Service Training

LESSON TITLE: Static Vehicle Encounters

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>SAY: Good morning/afternoon. My name is___ as I have been with BPD for ____years. During my time with the Department.....</p> <p>Say: This class has a fancy name for a simple concept. A “Static Vehicle Encounter” is any time that you are dealing with a suspect either in a parked or stopped vehicle or close enough to a parked or stopped vehicle that they could operate it.</p> <p>ASK: What are some examples of times where you might have a static vehicle encounter?</p> <p>ASK: Has anyone ever heard of boxing in a vehicle or “pinching” in a vehicle?</p> <p>SAY: Today, we will discuss aspects of a static vehicle encounter and show you pinching in tactics you can utilize if you find yourself responding to an incident where the suspect has immediate access to a vehicle and poses a threat to safety or risk of flight.</p>	<p>Time 10 minutes</p> <p>Slide 1 <i>NOTE: Each Instructor will provide students with a brief introduction – your number of years with the Department, a brief history of your experience and background.</i></p>  <p><i>Call on a few volunteers to provide examples of static vehicle encounter.</i></p> <p>Expect answers such as:</p> <ul style="list-style-type: none">• Call for suspect in parking lot• Foxtrot calling out suspect parked in block• Suspect standing near vehicle <p><i>Look for yes or no responses or raised hands.</i></p>

SAY: Pretend you're an Eastern District unit driving past Harford and Normal Ave. when you see the person in yellow shoes in the block. You know that he's wanted on a warrant for a domestic aggravated assault (felony 1st degree assault) committed earlier that afternoon.

Take a moment to discuss and answer the following question with your table group.

ASK: What are the risks in moving to apprehend the person in yellow?

Slide 2

Group Discussion

The person in the yellow shoes is wanted for domestic aggravated assault.

What are the risks in moving to apprehend him?



Give students 2 minutes to discussion their answers, then call on a few volunteers to provide examples of risks

Expect answers such as:

- Armed (person or in vehicle)
- Fleeing in vehicle
- Bystanders
- Safety

SAY: The risks you all raised are not just theoretical. Over the past few years, there have been multiple occasions when a static vehicle encounter has led to an officer being struck by a vehicle and/or discharging at a vehicle.

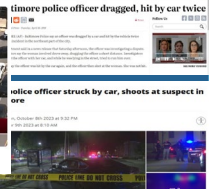
We will be teaching a technique that will hopefully lower officer and suspect injuries as well as controlling situations that could otherwise endanger the public.

Incidents we want to avoid are officers being struck by a vehicle, getting run over, or dragged by a vehicle while conducting a stop. We want to avoid escalating an encounter by giving a suspect an avenue of escape. And we want to avoid putting the public in danger by allowing a suspect to flee from an encounter in a vehicle.

Slide 3

SkyTeam 11: Officer struck by vehicle, discharges firearm

Incidents to Avoid



SAY: We're going to take a look at a case study from an incident that took place in the Eastern District in 2021.

As you watch this, remember that we use BPD BWC videos whenever possible to be as true to what we encounter every day as possible. As you observe, keep in mind that any of us could find ourselves in these situations. We are not here to "Monday morning quarterback" or "bash" our fellow officers. Rather, we are watching this realizing that any of us could find ourselves in a similar situation and so we should learn from our collective experiences.

In this case study, Eastern officers were looking for a vehicle taken during a robbery and located same in a parking lot in the 2200 block of E. Biddle St. Officers called for backup and Foxtrot prior to moving in.

As you watch the video, pay attention to what officers did well as well as tactics that could have been improved.

ASK: What did the officers do well?

ASK: What tactics could have been improved upon?

ASK: Why do you think the officers didn't block the vehicle?

The idea that we're not allowed to block vehicles in or we "have to give them an avenue of escape" is an example of taking part of a story and creating a false narrative with it.

Policy 1503 requires shift commander authorization

Slide 4

Case Study



Play Foxtrot video from Case Study (6:09 – 7:12 on YouTube video).

Expected answers: Locating the vehicle, communication, getting resources in place prior to moving in.

Expected answers: Not blocking in the parked vehicle. Weapon discipline/crossfire. Moving out of the way of approaching vehicle.

Expected answers: They thought they weren't allowed to block him in.

for a roadblock, and so some people have interpreted that as you never being able to block in a vehicle.

However, 1503 is only talking about ending a pursuit with a roadblock. If you pinch or box in a vehicle, there is no “pursuit.” And so that part of 1503 doesn’t come into play.

SAY: During this module, you will accomplish the following:

- You will identify and explain the factors of a static vehicle encounter, different variables to consider during an incident, and factors to consider when responding to a static vehicle encounter, AND
- The proper tactical movements, communication, threat assessment, and vehicle placement when dealing with a high-risk static vehicle encounter.

Slide 5

Objectives

Identify and Explain

- the factors of a Static Vehicle Encounter, different variables to consider during an incident, and factors to consider when responding to a Static Vehicle Encounter, AND

Demonstrate

- the proper tactical movements, communication, threat assessment, and vehicle placement

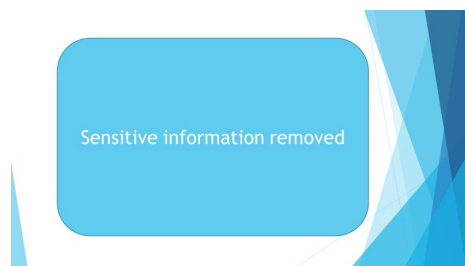


II. INSTRUCTIONAL INPUT (CONTENT)

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Time: 30 minutes

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SAY: The CDMM plays a big role in how this will be planned and carried out, so let's break some things down and see what we have to think about in a matter of moments.

I know it seems like a lot, but it is second nature to us and how we process all the information as the situation unfolds.

SAY: First, collect all the information that you can about the vehicle and driver. Then, relay that information and come up with a plan so everyone is on the same page and knows what they will be doing. Make sure the stop and plan are within law and policy.

Communication is key. Always let others know what is going on and what you see. As the situation changes, spin the wheel of the CDMM. Remember, everyone's safety is a priority.

ASK: Does anyone have any questions about this?

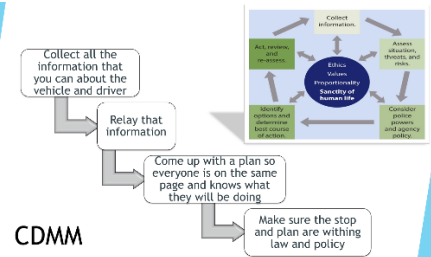
SAY: Part of CDMM's considering law and policy involves accounting for the situation.

Policy 409 requires Officers to avoid positioning themselves in the path of a moving vehicle where they create a reasonable probability of having to use Deadly Force/Lethal Force.

Done properly, pinching a vehicle during a static vehicle encounter eliminates this possibility by keeping the car from moving at all. However, if something does happen and the suspect vehicle gets loose, keep this requirement in mind.

ASK: Why does 409 prohibit getting in the way of a moving vehicle?

Slide 6



NOTE: The facilitator should review the CDMM step by step and walk the officers through the process.

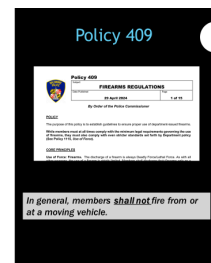
Address any questions posed by students.

Slide 7

Officers shall avoid positioning themselves in the path of a moving vehicle where they create a reasonable probability of having to use Deadly Force/Lethal Force.



Properly "pinching" the vehicle prevents it from being able to move at all. This creates a safer scene for officers, suspects, and the public at large.



Desired Response: Firing at a moving vehicle is almost never a safe or effective means of stopping the threat posed by a suspect vehicle. Not only is it generally ineffective, but it can also endanger the very public we are trying to protect.

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BALTIMORE POLICE DEPARTMENT

Appendix A: Scoring Rubric

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Appendix B: Scenario Outline

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Appendix C: Safety Plan

Baltimore Police Department Safety Program



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