

BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION

LESSON PLAN

COURSE TITLE: IST 2026 : Operations

LESSON TITLE: Vehicle Extractions and Driver De-escalation

New or Revised Course

New **Revised**

Written By: Sgt. Shawn Parlett

Date: 11/6/2025

Academic Director Approval:

Date:

PARAMETERS

Lesson hours: 2 hours

Entry-level

Class size: 42 students

Continuing Education

Space needs: Classroom

Other

STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)

N/A

LESSON HISTORY (previous versions, titles if applicable)

N/A

PERFORMANCE OBJECTIVES

1. Given a lecture and facilitated discussion, students will be able to discuss different scenarios which a vehicle extraction may be used.
2. Given a lecture and facilitated discussion, students will be able to identify and explain vehicle extraction techniques along with special considerations

ASSESSMENT TECHNIQUES

1. Lecture and Facilitated Discussion
2. Lecture and Facilitated Discussion

COURSE DESCRIPTION

This course is intended to instruct students on proper techniques for vehicle extractions.

MPCTC OBJECTIVES (if applicable)

(Include all enabling and terminal State objectives addressed by this lesson. Ensure that all objectives mentioned here are also added to the left "Instructional Input" column preceding their supporting content.)

N/A

INSTRUCTOR MATERIALS

- Lesson Plan

TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED

- Computer
- PowerPoint
- Suspect Vehicle
- Training Handguns
- Training Mats

STUDENT HANDOUTS

None

METHODS/TECHNIQUES

- Lecture
- Facilitated Discussion
- Hands-on Instruction
- Practical Scenario Application
- Case Study/Video Analysis
- Instructor Demonstration

REFERENCES

- BPD Policy 1115-Use of Force
- BPD Policy 1107-De-Escalation

GENERAL COMMENTS

In preparing to teach this material, the instructor should take into consideration the following comments or suggestions.

Instructors should be familiar with relevant Baltimore Police Department policies and procedures as well as DT and vehicle extractions.

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		

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: Sgt. Shawn Parlett	Last Reviewed: 11/06/2025		
Curriculum Specialist: Danalee Potter	Last Reviewed: 11/24/2025		
Curriculum Supervisor: Danalee Potter	Last Reviewed: 11/24/2025		
Reviewing Supervisor: Sgt. Shawn Parlett	Last Reviewed: 11/06/2025		
Reviewing Commander: Lt. Joshua Rosenblatt	Last Reviewed:		

I. ANTICIPATORY SET

Time: 10 minutes

Slide 1

CONTENT REMOVED

SAY: Good morning/afternoon.

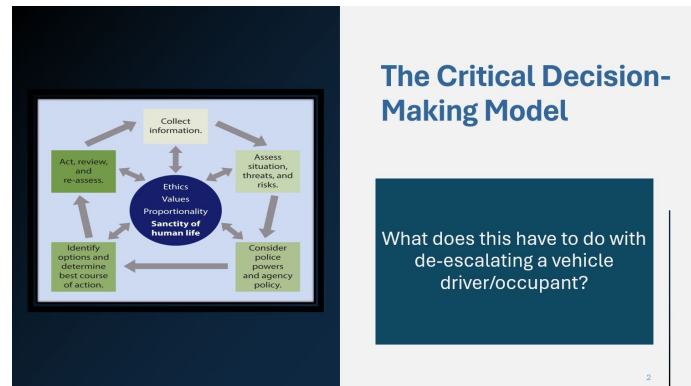
ASK: How many of you have had to remove someone from a vehicle on a traffic stop?

Desired Response: *Look for a show of hands.*

SAY: Nice job; we'll use those experiences later.

This block of instruction will focus on vehicle extractions: how to safely remove drivers and passengers, account for weapons, and move subjects while minimizing risk to officers and the public. We'll finish with practical scenarios so you can practice these tactics in a controlled environment.

Slide 2



ASK: What does the CDMM have to do with de-escalating a vehicle driver or occupant?

Desired Response:

It's how we response to critical incidents or any incident.

SAY: This reminds us of the need to go step by step through the process and re-assess instead of getting ramped up by the emotion of the situation.

Slide 3



SAY: These are some of the important pieces related to de-escalation.

ASK: How would you apply each to a driver that doesn't want to exit their vehicle?

Desired Response:

- Time: slow it down; don't rush
- Distance: create a tactical distance to keep you safe
- Cover: stay behind your cover in case the situation escalates rapidly
- Tactical Pause: use the pause to control your breathing; slow down and look around to get a better overview of the situation
- Give Commands: commands vary based on the situation
- Build Rapport: utilize verbal de-escalation
- Have Empathy: have common sense

Slide 4



The graphic displays two learning objectives in a structured layout. The top objective is 'Discuss' with the bullet point 'different scenarios in which a Vehicle Extraction may be used.' The bottom objective is 'Identify and Explain' with the bullet point 'vehicle extraction techniques along with special considerations.' Below these is a black banner with the text 'Learning Objectives' and a red target icon with an arrow in the center.

Discuss	• different scenarios in which a Vehicle Extraction may be used.
Identify and Explain	• vehicle extraction techniques along with special considerations.

Learning Objectives 

SAY: During this block of training, we will accomplish the following learning objectives:

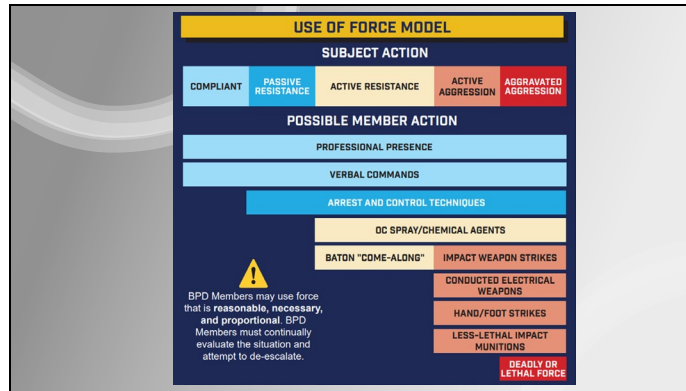
We will

- Discuss different scenarios in which a Vehicle Extraction may be used.
- Identify and explain vehicle extraction techniques along with special considerations.

II. INSTRUCTIONAL INPUT (CONTENT)

Time: 45 minutes

Slide 5



ASK: What level of resistance is a suspect possible demonstrating when refusing to exit a vehicle?

Desired Response:

Passive to Active Resistance

Slide 6

<p>Approach & Safety</p> <ul style="list-style-type: none">• Call for additional units — min. 2-officer approach• Position for safety and coverage
<p>Recording & Arrest</p> <ul style="list-style-type: none">• Remind driver: You are being recorded (BWC)• Advise: You are under arrest — give clear order to exit
<p>Warnings & Forcible Removal</p> <ul style="list-style-type: none">• If refusal → advise they are resisting arrest• Give multiple verbal warnings to step out• If window/doors locked → warn you may break the window and force entry• Use force only per policy; document all warnings/actions
 <p>Subject Refusing to Exit Vehicle</p>

NOTE: *The instructor should model approach positions and provide a brief demonstration.*

SAY: When conducting a vehicle exaction, always call for additional units. At minimum, vehicle exactions should be a two-officer approach; one to contact the driver and one to cover. Position your units for officer safety and to limit escape routes.

ASK: Why is a two-officer approach the recommended minimum for vehicle exactions?

Desired Response:

- Two officers improve safety, provide coverage for each other, and reduce risk if the subject suddenly moves or resists.
- It gives one officer the ability to control the subject while the other monitors the vehicle and surroundings.

NOTE: *Demonstrate the exact wording officers should use when feasible (short, calm, authoritative).*

SAY: Always remind the driver that the contact is being recorded on Body-Worn Camera. Then clearly advise the subject that they are under arrest and provide the lawful order to exit the vehicle.

ASK: What are the two important things we must tell the driver before we attempt a removal from the vehicle?

Desired Response:

- Tell them they are being recorded on BWC.
- Tell them they are under arrest and give the order to step out of the vehicle.

SAY: If the subject refuses to step out, advise them they are resisting arrest and disobeying a lawful order. Give multiple, clear verbal warnings that failure to exit will result in forcible removal. If windows are rolled up and doors locked, warn that failure to comply may require breaking the window and forcing entry. Only use force consistent with department policy and in proportion to the subject's resistance.

NOTE: *Emphasize proportionality, de-escalation where possible, and documentation of all warnings and actions.*

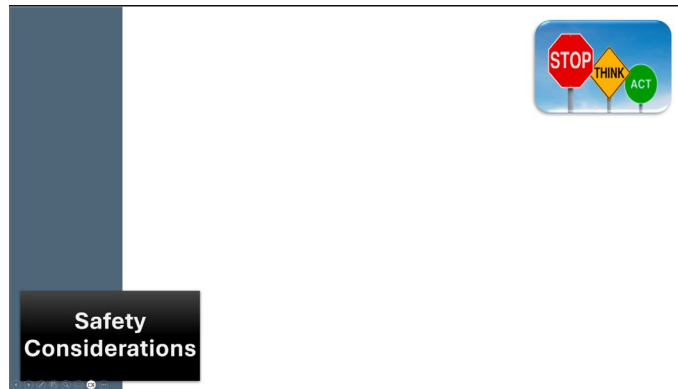
ASK: What do we tell a subject who keeps their windows up and doors locked after being ordered to exit?

Desired Response:

- Tell them they are resisting arrest and will be removed forcibly if they do not comply.
- Warn them multiple times that you will break the window or force entry if they do not roll it down or unlock the doors.
- Explain that any forced entry will be documented and should follow policy.

Slide 7

NOTE: Content on this side is hidden. Click to reveal it when directed to do so.



SAY: Before approaching a vehicle or attempting to remove a subject, officers must evaluate all safety factors. These conditions can rapidly change the risk level and determine whether it's safe to approach, wait for backup, or reposition.

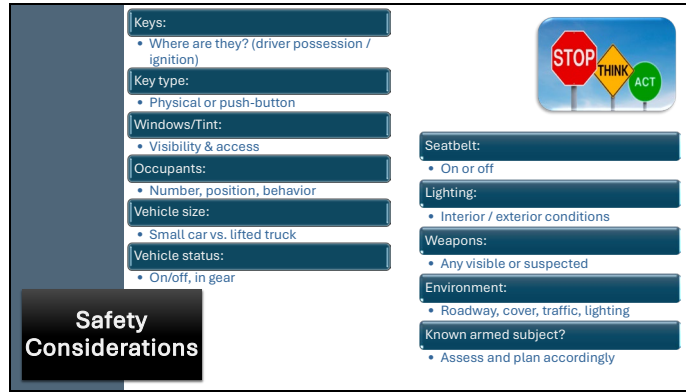
Always take a few seconds to scan the environment and the vehicle itself — this situational awareness can prevent escalation and improve decision-making.

ASK: What types of things should we quickly assess before approaching or removing a driver from a vehicle?

Desired Response:

- Check where the keys are; are they in the ignition or in the driver's possession?
- Identify the type of key, a physical key or a push-button key (important for control of the vehicle).
- Look for window tint and visibility issues.
- Note other occupants, their number, position, and behavior.
- Consider the vehicle's size: a compact car versus a lifted truck changes approach angles.
- Observe window position: up, down, or partially open.
- Determine if the vehicle is running and whether it's in gear.
- Assess the area and road conditions: lighting, traffic, and cover options.
- Identify any visible weapons or items that could be used as weapons.
- Check if the driver's seatbelt is on or off; it may affect their ability to exit quickly.
- Evaluate lighting conditions, both interior and exterior.
- Consider whether the subject is known or believed to be armed.

Click to reveal hidden content.



Safety Considerations

- Keys:**
 - Where are they? (driver possession / ignition)
- Key type:**
 - Physical or push-button
- Windows/Tint:**
 - Visibility & access
- Occupants:**
 - Number, position, behavior
- Vehicle size:**
 - Small car vs. lifted truck
- Vehicle status:**
 - On/off, in gear

STOP THINK ACT

- Seatbelt:**
 - On or off
- Lighting:**
 - Interior / exterior conditions
- Weapons:**
 - Any visible or suspected
- Environment:**
 - Roadway, cover, traffic, lighting
- Known armed subject?**
 - Assess and plan accordingly

SAY: Make these specific checks part of your approach: where the keys are (driver possession vs. out of reach), key type (physical vs. push-to-start), window position (up/down/partially), who else is in the vehicle and where they're seated, vehicle size (affects sightlines), whether the vehicle is on/in gear, road and area hazards, visible weapons, seatbelt use, and lighting conditions. If you know or believe the subject is armed, adjust tactics immediately and request necessary units.

Slide 8



SAY: This slide is a critical reminder; do not attempt to extract a suspect until the vehicle is fully immobilized.

That means the vehicle must be pinned in place and no longer capable of movement. Attempting extraction too early can escalate the situation, putting both officers and occupants at serious risk.

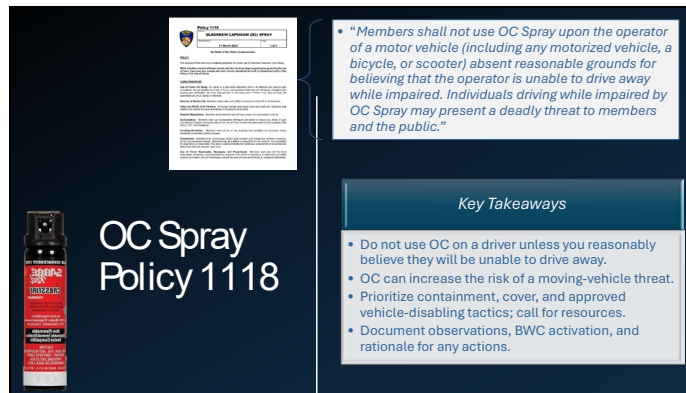
ASK: How can you tell if a vehicle is truly immobilized?

Desired Responses:

- It's tightly pinned and can't move forward or backward.
- The suspect has stopped trying to drive away.
- The vehicle is too damaged to operate.

SAY: Until these conditions are met, hold your position, communicate clearly, and coordinate with your team. Safety takes priority over speed.

Slide 9



SAY: BPD Policy 1118 states, Members shall not use OC Spray upon the operator of a motor vehicle (including any motorized vehicle, a bicycle, or scooter) absent reasonable grounds for believing that the operator is unable to drive away while impaired. Individuals driving while impaired by OC Spray may present a deadly threat to members and the public.

Put simply, OC on a driver is prohibited unless you have reasonable grounds to believe the spray will make the driver unable to drive away. That's because a sprayed, disoriented driver can lose control of the vehicle and create a deadly risk to officers and the public. This policy requires us to consider officer and public safety first and choose tactics that minimize the risk of a moving vehicle.

ASK: Why does Policy 1117 restrict the use of OC Spray on vehicle operators? What risks does OC introduce in a vehicle context?

Desired Response:

- OC can disorient or incapacitate a driver, causing loss of vehicle control.
- An impaired driver may unknowingly accelerate, steer erratically, or become a moving deadly threat.
- Because of that risk, OC should not be used on drivers unless the officer reasonably believes the driver will be unable to drive away after being sprayed.

ASK: If you encounter a combative driver, what should you do instead of immediately deploying OC?

Desired Response:

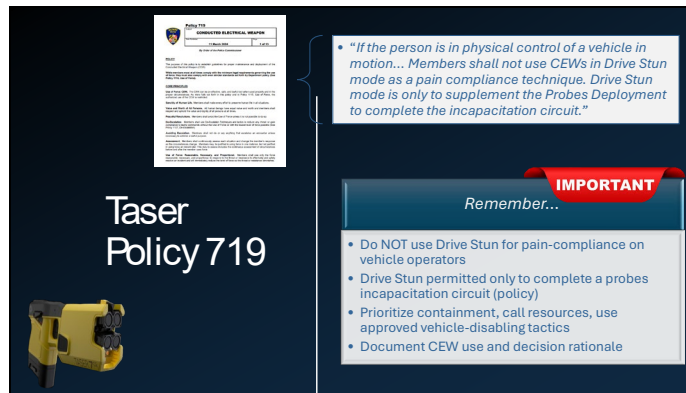
- Use containment and cover positions to limit movement and protect officers.
- Call for additional units and specialized resources (e.g., traffic/unit supervisors).
- Consider vehicle-disabling or containment tactics authorized by policy (e.g., tire deflation devices) rather than OC on the operator.
- Document observations, activate BWC, and report the decision rationale in your narrative.

Course Title: 2026 In-Service Training, Day Operations

Lesson Title: Vehicle Extractions and Driver De-escalation

SAY: Remember the policy and the principle behind it: OC is a valuable tool, but when applied to a vehicle operator it can increase danger to everyone. Always assess whether OC will render the driver unable to drive away. If not, use alternative tactics that reduce the risk of a moving vehicle incident, call for resources, and document your decision.

Slide 10



SAY: BPD Policy 719 states that if the person is in physical control of a vehicle in motion. ‘Vehicle’ includes any motorized vehicle, bicycle, or scooter. To overcome a person who is engaging in only Active or Passive Resistance. Members shall not use CEWs in Drive Stun mode as a pain compliance technique. Drive Stun mode is only to supplement the Probes Deployment to complete the incapacitation circuit.

Put simply, if someone is controlling a moving vehicle (cars, motorcycles, bicycles, scooters), you may not use Drive Stun as a pain-compliance tactic. Drive Stun is limited to finishing a probes deployment circuit (to incapacitate). It is not to be used to cause pain to gain compliance when the person is operating a vehicle.

ASK: Why does policy prohibit Drive Stun as a pain-compliance technique for someone controlling a moving vehicle?

Desired Response:

- Drive Stun may not reliably stop the person and can disorient them while they still control the vehicle, increasing danger to officers and the public.
- Policy limits Drive Stun to completing a probes circuit because that is intended to incapacitate, not to be used simply to cause pain.

ASK: If a subject in control of a moving vehicle is resisting, what should you consider instead of Drive Stun for pain compliance?

Desired Response:

- Prioritize containment and officer safety; avoid tactics that could make a moving-vehicle situation more dangerous.
- Request additional units/specialized resources and use department-approved vehicle-disabling or containment tactics if needed.
- If probes were successfully deployed and a circuit needs completion, Drive Stun may only be used for that limited purpose per policy; otherwise, select safer, authorized alternatives and document the decision.

Course Title: 2026 In-Service Training, Day Operations

Lesson Title: Vehicle Extractions and Driver De-escalation

SAY: Remember: Drive Stun \neq pain compliance for vehicle operators. Always assess vehicle risk first, follow CEW policy exactly, call for resources, and document the rationale for any use of force.

Slide 11



CONTENT REMOVED

Slide 12



ASK: If you gain compliance by breaking the window and no other force is used, how is it reported?

Desired Response:

It's destruction of property

ASK: Was force used for extraction? If so, what level?

Desired Response:

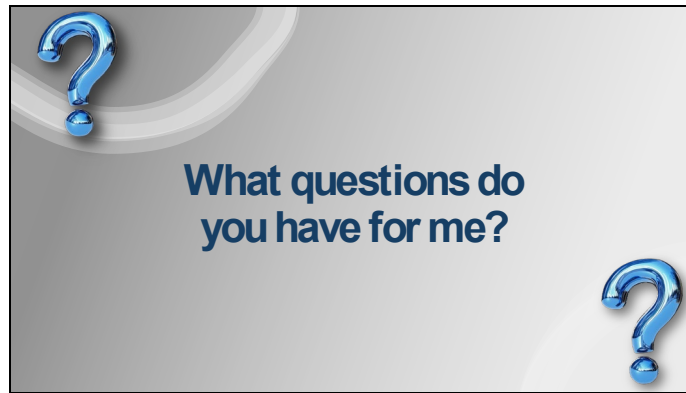
It depends on the force that was used, but anywhere from a Level 1 to a Level 2.

SAY: So keep in mind, complaint of injuries or any injury is a Level 2 Use of Force. Temporary pain compliance and joint manipulation without injury means that it was a Level 1 Use of Force.

REVIEW/EVALUATION/CLOSURE

Time: 1 hour 5 minutes

Slide 13



SAY: We're about to move into some practical scenarios where you'll get the opportunity to practice these techniques.

ASK: What questions do you have about what we just went over?

Desired Response:

***NOTE:** Call on students and address any questions posed.*

Slide 14



SAY: Let's get ready for practical scenarios.

Course Title: 2026 In-Service Training, Day Operations

Lesson Title: Vehicle Extractions and Driver De-escalation

Vehicle Extraction Demonstration/Scenario