

<p align="center"><b>BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</b></p> <p align="center"><b>LESSON PLAN</b></p>	
<p><b>COURSE TITLE:</b> Use of Force</p> <p><b>LESSON TITLE:</b> Policy 1115 Review and Discussion</p>	
<p><b>New or Revised Course:</b> <span style="float: right;"><input checked="" type="checkbox"/> New      <input type="checkbox"/> Revised</span></p> <p><b>Prepared By:</b> Det. Dean McFadden/Travis Ryckman <span style="float: right;"><b>Date:</b> 6/10/2021</span></p> <p><b>Academic Director Approval:</b> <span style="float: right;"><b>Date:</b></span></p>	
<p><b>PARAMETERS</b></p>	<p>Lesson hours: 2 hours <span style="float: right;"><input type="checkbox"/> Entry-level</span></p> <p>Class size: 36 <span style="float: right;"><input checked="" type="checkbox"/> Continuing Education</span></p> <p>Space needs: Classroom <span style="float: right;"><input type="checkbox"/> Other</span></p>
<p><b>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS</b> (if any)</p>	
<p><b>LESSON HISTORY</b> (previous versions, titles if applicable)</p> <p>None</p>	
<p><b>PERFORMANCE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>Given a facilitated discussion, students will articulate the Department’s core Use of Force policy to the satisfaction of the facilitator.</li> <li>Students will explain through group discussion when force is necessary, reasonable, and proportional to the satisfaction of the facilitator.</li> </ol>	<p><b>ASSESSMENT TECHNIQUE</b></p> <ol style="list-style-type: none"> <li>Facilitated discussion.</li> <li>Group shares-out and synopsis of the small group discussions.</li> </ol>

<p>3. Given a case study and facilitated discussion, students will identify and explain the Use of Force levels to the satisfaction of the facilitator.</p> <p>4. Given a case study and facilitated discussion, students will identify and explain the appropriate strategies for subduing actively resistant subjects with alternatives to head strikes, neck holds and chokeholds, to satisfaction of the facilitator.</p> <p>5. Students will utilize small group discussion to articulate Duty to Intervene and De-Escalation to satisfaction of the facilitator.</p>	<p>3. Case Study and Facilitated discussion</p> <p>4. Case study and Facilitated discussion</p>
<p style="text-align: center;"><b>COURSE DESCRIPTION</b></p> <p>Day 2 of FIP III/Use of Force/1A Review, discussion and understanding of Policy 1115 UOF</p>	
<p style="text-align: center;"><b>MPCTC OBJECTIVES</b> (if applicable)</p> <p>None</p>	
<p style="text-align: center;"><b>INSTRUCTOR MATERIALS</b></p> <p>Lesson Plan PowerPoint</p>	
<p style="text-align: center;"><b>TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</b></p> <p>Projector Computer Flat Screen TV or Smart Screen</p>	
<p style="text-align: center;"><b>STUDENT HANDOUTS</b></p> <p>15 Copies of Appendix A – Case study questions</p>	

<p style="text-align: center;"><b>METHODS/TECHNIQUES</b></p> <p>Facilitated Discussion Hands On Group Activity Case Study</p>
<p style="text-align: center;"><b>REFERENCES</b></p> <p>Policy 1115 Policy 1107 <a href="https://www.cleveland.com/metro/2014/12/police_procedure_experts_quest.html">https://www.cleveland.com/metro/2014/12/police_procedure_experts_quest.html</a></p>
<p style="text-align: center;"><b>GENERAL COMMENTS</b></p> <p>This course is intended to build on Knowledge of UOF Policy 1115 and to help members during the course of their duties on UOF options and expectations</p>

### 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> Det Dean. McFadden/Travis Ryckman	<b>Date:</b> 6/10/2021		
<b>Curriculum Specialist:</b> Danalee Potter	<b>Date:</b> 6/10/2021		
<b>Reviewing Supervisor:</b> Sgt. Shawn Parlett	<b>Date:</b>		
<b>Reviewing Commander:</b> Lt. Jodie McFadden	<b>Date:</b>		

## COURSE TITLE: Use of Force 3

### LESSON TITLE: Policy 1115 Review

PRESENTATION GUIDE	FACILITATOR NOTES
<p><b>I. ANTICIPATORY SET</b></p> <p><b>Slide 1</b> <b>SAY:</b> Hello and welcome to Use of Force 3. 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>Yesterday we reviewed Fair &amp; Impartial Policing (FIP) and Procedural Justice, which apply to all kinds of police-public interactions including use of force. Today we'll specifically be covering use of force with modules in the classroom, in the gym, and in the TI simulation room.</p> <p><b>Slide 2</b> Here's what today's schedule will be. Everyone will start in the classroom with a review of BPD's Use of Force policy, and everyone will end the day in the classroom with a review of BPD's 1<sup>st</sup> Amendment policy. In between, in groups, you'll rotate through four hands-on lessons. We'll let you know your specific schedule for those before we end this first lesson at 0900.</p> <p>You may remember that two years ago, in 2019, we discussed the revisions to BPD's Use of Force Policy 1115. UOF policies are not a set of rules, but an embodiment of moral and legal values coupled with detailed guidance on how to police safely by avoiding as much force as possible. This morning, we will be conducting further discussion and review of this policy. This is to ensure an understanding of Policy 1115, which is paramount in our professional duties as police officers in the City of Baltimore.</p>	<p><b>Time:</b> 15 minutes</p> <p><b>Slide 1</b></p>  <p><i>Note: There are 6 modules in Day 2. Trainees will rotate among the 4 "hands-on" modules after completing this classroom module.</i></p> <p><b>Slide 2</b></p> 

### Slide 3:

**SAY:** Let's take a moment to review the learning objectives for this first module.

#### PERFORMANCE OBJECTIVES:

1. Given a facilitated discussion, students will articulate the Department's core Use of Force policy.
2. Students will explain through group discussion when force is necessary, reasonable, and proportional.
3. Given a case study and facilitated discussion, students will identify and explain the Use of Force levels.
4. Given a case study and facilitated discussion, students will identify and explain the appropriate strategies for subduing actively resistant subjects with alternatives to head strikes, neck holds and chokeholds.
5. Students will utilize small group discussion to articulate Duty to Intervene and De-Escalation to satisfaction suspect" into custody.

#### Group Activity #1:


**SAY:** Let's take a moment to see what you can recall about this policy. At your tables is a sheet of chart paper and a marker. With your table group partners, I'd like for you split your paper into 3 sections and title each section LEVEL 1, LEVEL 2, AND LEVEL 3.

I'll give you about 5 minutes to create a summary of the characteristics of each level of force. You may begin.

**SAY:** Ok, please attach your chart paper up on the wall closest to you and be prepared to share your summaries. Let's start with your summary of a Level 1 Use of Force.

### Slide 3

**THIS  
MORNING'S  
OBJECTIVES**



Students will articulate the Department's core Use of Force policy

Students will explain when force is necessary, reasonable, and proportional

Students will identify and explain the Use of Force levels

Students will identify and explain the appropriate strategies for subduing actively resistant subjects with alternatives to head strikes, neck holds and chokeholds

Students will articulate Duty to Intervene and De-Escalation

*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. For any mistakes made, be sure to provide clarification.*

<p><b>SAY:</b> Regarding Level 1, remember that there are a few things to keep in mind:</p> <ol style="list-style-type: none"> <li>1) Escorting, touching, or handcuffing a person with minimal or no resistance does not constitute a Level 1 Use of Force.</li> <li>2) SWAT team members and members assigned to work on a federal task force will not be required to report the pointing of a firearm at a person as a Use of Force during the execution of SWAT team or federal task force duties.</li> <li>3) Pointing of a firearm at a person by any member, if done solely while entering and securing a building in connection with the execution of an arrest or search warrant, will not be a Use of Force. A permanent-rank supervisor must still complete a Form 93, Weapons-Pointing Report detailing the incident (See Policy 725, Use of Force Reporting, Review, and Assessment).</li> </ol> <p><b>ASK:</b> Ok, what about a Level 2 Use of Force? What did your groups have for that?</p>	<p><b>DESIRED RESPONSES:</b></p> <ul style="list-style-type: none"> <li>• Level 1 Use of Force includes: Using techniques that cause temporary pain or disorientation as a means of gaining compliance, hand control or escort techniques. Force under this category is not reasonably expected to cause injury, pointing a firearm, less-lethal launcher, or CEW at a person, displaying the arc” with a CEW as a form of warning, and forcible takedowns that do not result in actual injury or complaint of injury.</li> </ul> <p><i>If any important information regarding Level 1 wasn’t shared, make sure that it is reviewed.</i></p> <p><b>DESIRED RESPONSES</b></p> <ul style="list-style-type: none"> <li>• Level 2 Use of Force includes: Force that causes or could reasonably be expected to cause an injury greater than temporary</li> </ul>
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<p><b>SAY:</b> Good. What about a Level 3 Use of Force?</p>	<p>pain or the use of weapons or techniques provided they do not otherwise rise to a Level 3 Use of Force: (i.e. Discharge of a CEW in Drive-Stun or Probes Deployment, in the direction of a person, including where a CEW is fired at a person but misses, use of OC spray or other Chemical Agents, weaponless defense techniques including, but not limited to, elbow or closed fist strikes, open hand strikes, and kicks, discharge of a Less-Lethal Launcher/Munitions in the direction of a person, canine-inflicted injuries that do not rise to a Level 3 Use of Force, non-weapon strikes to the head, neck, sternum, spine, groin, or kidney area, and striking of a person or a vehicle with a vehicle that does not rise to Level 3 Use of Force.</p> <p><i>If any important information regarding Level 2 wasn't shared, make sure that it is reviewed.</i></p> <p><b>DESIRED RESPONSE:</b></p> <ul style="list-style-type: none"> <li>• Level 3 Use of Force includes: Strikes to the head, neck, sternum, spine, groin, or kidney area with an impact weapon, firearm discharges by a BPD member, applications of more than three (3) CEW cycles in a single encounter, regardless of the mode or duration of the application, and regardless of whether the applications are by the same or different members, CEW application for longer than 15 seconds whether the</li> </ul>
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	<p>application is a single continuous application or from multiple applications, uses of Force resulting in death, Serious Physical Injury, loss of consciousness, or requiring hospitalization, and uses of Deadly Force/Lethal Force.</p> <p><i>If any important information regarding Level 3 wasn't shared, make sure that it is reviewed.</i></p>			
<p><b>SAY:</b> You are correct. Something to remember is that hospitalization refers to admission to the hospital and does not include treatment and release in the emergency department, no matter how long the stay.</p>				
<p><b>II. INSTRUCTIONAL INPUT (CONTENT)</b></p> <p><b>Slide 4:</b> <b>SAY:</b> We're going to briefly review some slides from UOF 2019 modules to refresh our memory of the Policy 1115.</p> <p>First, let's review the terms Necessary, Reasonable, and Proportional. You will recall in this slide how these elements are defined as it relates to a use of force.</p> <p><b>ASK:</b> What is covered under the term Necessary?</p> <p><b>ASK:</b> What is covered under the term Reasonable?</p>	<p><b>Time:</b> 90 minutes – take a break in the middle</p> <p><b>Slide 4:</b></p> <div><p><b>DEFINING THE FORCE STANDARD</b></p><table><tr><td><p><b>1</b></p><p><b>NECESSARY</b></p><p>Force is necessary only when no reasonably effective alternative exists. When necessary, members shall use force in a manner that avoids unnecessary injury or risk of injury to themselves and the public.</p><p>✓</p></td><td><p><b>2</b></p><p><b>REASONABLE</b></p><p>Members use reasonable force when they use no more force than required to perform a lawful purpose.</p><p>?</p></td><td><p><b>3</b></p><p><b>PROPORTIONAL</b></p><p>Proportionality measures whether the force used by the member is rationally related to the level of resistance or aggression confronting the member.</p><p></p></td></tr></table></div> <p><b>DESIRED RESPONSE:</b> Force is necessary only when no reasonably effective alternative exists. When necessary, members shall use force in a manner that avoids unnecessary injury or risk of injury to themselves and the public</p> <p><b>DESIRED RESPONSE:</b> Members use reasonable force when they use no more force than required to perform a lawful purpose.</p>	<p><b>1</b></p> <p><b>NECESSARY</b></p> <p>Force is necessary only when no reasonably effective alternative exists. When necessary, members shall use force in a manner that avoids unnecessary injury or risk of injury to themselves and the public.</p> <p>✓</p>	<p><b>2</b></p> <p><b>REASONABLE</b></p> <p>Members use reasonable force when they use no more force than required to perform a lawful purpose.</p> <p>?</p>	<p><b>3</b></p> <p><b>PROPORTIONAL</b></p> <p>Proportionality measures whether the force used by the member is rationally related to the level of resistance or aggression confronting the member.</p> <p></p>
<p><b>1</b></p> <p><b>NECESSARY</b></p> <p>Force is necessary only when no reasonably effective alternative exists. When necessary, members shall use force in a manner that avoids unnecessary injury or risk of injury to themselves and the public.</p> <p>✓</p>	<p><b>2</b></p> <p><b>REASONABLE</b></p> <p>Members use reasonable force when they use no more force than required to perform a lawful purpose.</p> <p>?</p>	<p><b>3</b></p> <p><b>PROPORTIONAL</b></p> <p>Proportionality measures whether the force used by the member is rationally related to the level of resistance or aggression confronting the member.</p> <p></p>		

**ASK:** What is covered under the term Proportional?

**ASK:** What factors should officers consider before using force?

**ASK:** Let's say you have an unarmed suspect walking towards you screaming profanities? What factors should you consider? What type of force would be accepted as Necessary, Reasonable, and Proportional?

**Slide 5:**

**SAY:** Next is the Use of Force Continuum, which is a graphical representation of possible member responses to subject actions. 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. Take a moment to reflect on the Continuum. Now, ask yourself the questions on the next slide and consider a) what type of resistance/aggression does that action represent, and b) how might you respond?

**DESIRED RESPONSE:**

Proportionality measures whether the force used by the member is rationally related to the level of resistance or aggression confronting the member.

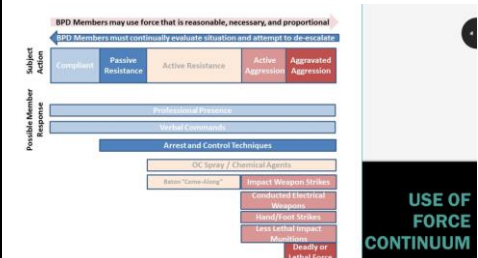
**DESIRED RESPONSE:**

The Use of force continuum, Necessary, reasonable, and proportional force, and our mission and core principles.

**DESIRED RESPONSE:**

The first step would be to assess the situation and the individual. Are they simply agitated for some reason, or do they represent a threat? Efforts at de-escalation should be made whenever possible, of course. Depending upon the details, Verbal Commands, Take downs, Possibly Taser could be options. Also size and demeanor of suspect comes into play. Along with size/# of officers present.

**Slide 5:**



### Slide 6: GROUP ACTIVITY #2

**SAY:** In your groups, I'd like you to create a list of things to consider when responding to a scene, as it relates Assessment of the situation. I'll give you about 3 minutes to list these items on chart paper. You may begin.

**SAY:** Ok, time's up. Let's hear some of your answers.

**SAY:** Nice job. Let's take a look at the hidden information on the slide to see if you were able to identify all of things you should consider.

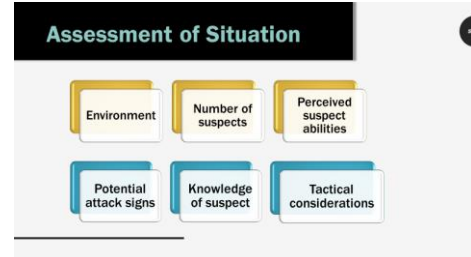
Whenever assessing a situation, an officer should always consider:

- the environment
- the number of suspects
- the perceived abilities of the suspect
- Self-assessment
- Need for back up
- potential attack signs
- Knowledge of the suspect

AND

- Tactical considerations

### Slide 6:



**NOTE:** the answers are hidden on the slide and should not be revealed (by clicking the mouse) until after all groups have provided input)

*The facilitator should ensure that there is chart paper and marker available at each table.*

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

*The facilitator should call on each group to share a few points. For any mistakes made, be sure to provide clarification.*

*The facilitator should click the mouse to reveal the answers on the slide.*

**Slide 7:**

**SAY:** De-escalation is an important part of officer and public safety. It may eliminate the need for force altogether. It is often the action of first resort, whereas force is the action of the last resort. There are three key components to remember when arriving to a call or situation: Time, Distance, and Cover/Concealment.

When safe and the situation allows, we need to use Time to our advantage. If it's safe to do so, take the time to assess the situation. Remember, to always consider if there is an underlying reason to rush.

Distance is used to our advantage. The more distance you have between you and the suspect, the greater opportunities for time and better decision making.

Cover/ Concealment affords us safety and increases our time to observe and assess whenever we are approaching a potentially dangerous situation.

**ASK:** Why are Time, Distance, and Cover/Concealment important in police work?

**ASK:** What are some examples of instances or circumstances where Time, Distance, and Cover are used during police work?

**Slide 7:**

The slide is titled "De-Escalation Review" in a black box. It features a small image of two police officers in uniform. To the right of the image are three blue boxes with white text. The first box is labeled "TIME" and contains two bullet points: "• When safe and the situation allows, use time to our advantage" and "• Is there an underlying reason to rush". The second box is labeled "DISTANCE" and contains one bullet point: "• Use distance to our advantage. More distance allows more time and better decision making". The third box is labeled "COVER/CONCEALMENT" and contains one bullet point: "• This affords as safety and increases our time."

**DESIRED RESPONSE:**

- Gives officer more time to make possible de-escalation attempts or come to a better response.
- More time directly affects the decision making of the officer.
- May discourage the subject from attempting aggression.
- Provides officer safety without the use of force.”

**DESIRED RESPONSE:**

Approaching an armed person, barricade situation, Approaching a suspect who is only a threat to themselves.

### Slide 8: Case Study #1 – Tamir Rice

**SAY:** Let's view a Case Study regarding the Tamir Rice shooting as an example of this. As you should recall, officers responded to a call regarding a juvenile with a possible gun. As you view this case study, consider how the officer's lack of Time, Distance, and Cover impacted the events that unfolded after they arrived on scene.

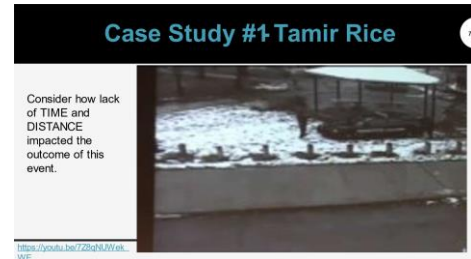
**SAY:** With your table group partners, take a few minutes to discuss how the officer's lack of time, distance, and cover all played a role in the outcome of this event. We will share out your discussions afterwards.

**ASK:** What are some things that impacted this event?

**SAY:** If the driver of the patrol car would have stopped a distance away so that the primary officer wasn't right there to get involved in shooting, it may have played out differently. Officers should not have pulled the police car so close to where Tamir was standing if they believed he was armed.

**ASK:** Why shouldn't officers have pulled so close to Tamir when they arrived?

### Slide 8:



*To play the case study, click on the “play” icon in the middle of the slide.*

*After the case study*

*The facilitator should utilize the MBWA strategy to listen to group discussions and ensure groups are on task.*

### DESIRED RESPONSES:

- Upon arrival, officers pulled their car almost directly on top of Rice – limiting their options for time, distance, and cover
- Officers did not give approach from a distance to allow time for evaluation of the scene.

### DESIRED RESPONSE:

- Officers placed themselves in a more vulnerable position to be shot by Tamir, in turn making it more likely that he would fire his own gun in self-defense.
- Pulling up to a scene where an individual possibly has a gun is

**Side 9:**

**SAY:** This portion of our review is taken directly from Police 1115. I'd like you to take a moment to read this slide to yourselves.

**ASK:** What do you believe this means?

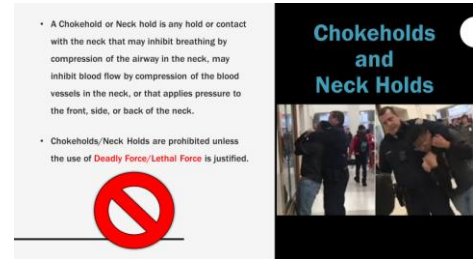
**SAY:** As the slide explains, a Chokehold or Neck hold is any hold or contact with the neck that may inhibit breathing by compression of the airway in the neck, may inhibit blood flow by compression of the blood vessels in the neck, or that applies pressure to the front, side, or back of the neck.

**ASK:** What is the difference between a Blood Choke and an Air Choke?

**SAY:** Watch as we demonstrate both types of chokeholds. Remember, Chokeholds/Neck Holds are prohibited unless the use of Deadly Force/Lethal Force is justified.

somewhat problematic because if a guy has a real gun, you're pulling into the line of fire and putting yourself at risk.

**Slide 9:**



*The facilitator should allow students to read the slide quietly to themselves*

**DESIRED RESPONSE:**

One choke blocks blood flow the other blocks air flow.  
Chokehold/neck hold should only be used in deadly force situation.

**DESIRED RESPONSE:**

- Both holds can cause a person to pass out
- An Air Choke restricts airflow by constricting the front of the neck
- A Blood Choke restricts blood flow by constricting the carotid artery

*The facilitator and co-facilitator will come to the front of room and demonstrate a blood choke and air choke.( Both DT instructors)*

### Slide 10: CASE STUDY #2

**SAY:** The case study you're about to review occurred in Denver, Colorado with Sgt. Rudolph Suniga. You will observe him using a chokehold on an auto theft suspect.

There are a series of questions I will assign each table group to answer following the review of the case study. As you're viewing this case study, I'd like for you to keep these questions in mind.

1. Is this chokehold within departmental police?
2. Based on what you observed, what is the suspect's resistance level?
3. What level of reportable use of force is this?
4. What are some alternatives to a chokehold?

AND

5. How does this affect public perception?

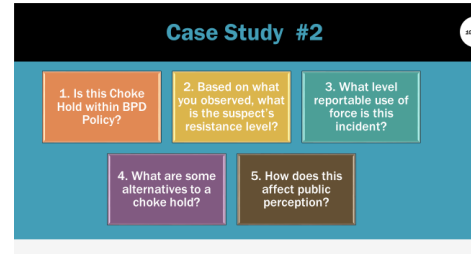
### Slide 11: CASE STUDY #2

**SAY:** Let's view the case study

**SAY:** Ok, let's review the discussion questions and see what each group came up with. I'll give you about 3 minutes to discuss your assigned question together and then we will debrief.

**ASK:** Is this chokehold within departmental policy?

### Slide 10:



*The facilitator should read each out loud and remind them of the handout (Appendix A). The facilitator should assign each table group 1 question to focus on answering.*

### Slide 11:



*Click the "play" icon to start the clip*

*After viewing the case study, groups should be given about 3 minutes to discuss their specifically assigned question.*

### DESIRED RESPONSE:

No, the officer in this situation was not in a deadly force situation. Therefore, it is not within departmental policy.



<p><b>ASK:</b> Based on what you observed, what is the suspect's resistance level?</p> <p><b>SAY:</b> Just in case you missed it, the suspect did swing at the officer, that is what caused the BWC to come off.</p> <p><b>ASK:</b> What would the resistance level be now and what are the options now?"</p> <p><b>ASK:</b> What level of reportable use of force is this?</p> <p><b>ASK:</b> What are some alternatives to a chokehold?</p> <p><b>ASK:</b> How does this affect public perception?</p> <p><b>SAY:</b> Let's dive into this a little deeper. Think about what our policies are here in BPD.</p> <p><b>ASK:</b> So, what are some possible options for officers under BPD Policy?</p>	<p><b>DESIRED RESPONSE:</b> Active resistance. Suspect is pulling his hands away from the officer, but not attacking or attempting to attack the officer or another person.</p> <p><b>DESIRED RESPONSE:</b> More officers, pressure points, bar hammer lock, disengage</p> <p><b>DESIRED RESPONSE:</b> Level 3 Use of Force. All chokes/neck holds are Level 3. This could cause serious physical injury likely requiring hospitalization. Also, the suspect became unconscious.</p> <p><b>DESIRED RESPONSE:</b> <i>NOTE: The facilitator should expect a variety of answers. As long as the answer is within BPD policy: I.E: take down, Arrest and control techniques, OC Spray, Two officers V 1 Suspect.</i></p> <p><b>DESIRED RESPONSE:</b></p> <ul style="list-style-type: none"> <li>Public will view this as an unjustified or excessive UOF. Due to the factor that there is more than one officer and the suspect's resistance level, it will not make a positive impact on the public's view of the officers' actions. This could and most likely start wide spread riots, protests and more violence.</li> </ul> <p><b>DESIRED RESPONSES:</b> OC Spray, Arrest and control, Take down.</p>
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**ASK:** Can anyone relate any experiences they've had when they couldn't breathe (choking on food, asthma, near drowning, chokehold)

**ASK:** What would happen in Baltimore, would the officer be charged here?

**SAY:** To follow-up with this case study, the Sgt. was found to be out of Denver's Use of Force policy and was suspended for 30 days. This was based off Denver's Use of Force policy only allowing chokes at Aggravated aggression.

#### Slide 12:

**ASK:** What is Duty to intervene?

**SAY:** The duty of intervention touches upon ethical, lawful policing. As we learned in EPIC training earlier this year, it's more than just a policy. It's a philosophy and a promise to the public and to each other.

**ASK:** Knowing that the department has a duty to intervene, what are some actions you would have taken if you were the backup officer in case study # 2?

#### **DESIRED RESPONSES:**

Horrifying, Scared, in a panic, Cannot control your actions.

#### **DESIRED RESPONSES:**

Yes, absolutely, very quickly.

#### Slide 12



#### **DESIRED RESPONSE:**

Duty to intervene is stopping an officer from conducting a disproportionate response in a use of force.

#### **DESIRED RESPONSE:**

Tell the Sargent to let go of the suspect's neck, Pull the Sargent off of the suspect's neck, Use proper arrest and control techniques.

### Slide 13:

**ASK:** What should you do if you use an unjustified chokehold?

**SAY:** When writing that Use of Force, you could say something like: *While attempting to gain control of suspect's arms, I found myself with my arm wrapped around the suspect's neck. Knowing that this was a potentially deadly force action, I immediately re adjusted transitioning into an elbow pin.*

### Slide 14:

**SAY:** Later today you'll be practicing handcuffing techniques. While we're here in the classroom, let's take a minute to review the three different handcuffing techniques.

### Slide 13:

**What if an officer ends up in a Choke?**



Readjust	Readjust immediately during the UOF
Notify	Notify Supervisor
Detail in	Detail in the UOF report how it happened unintentionally
Request	Request medical aid for the suspect

#### DESIRED RESPONSES:

- Disengage from the hold unless deadly force is warranted and modulate to any other appropriate use of force or disengage altogether.
- Request medical aid for suspect when safe
- Notify Supervisor
- Describe your actions truthfully in your reporting or interviews, including how and why you used the chokehold.

### Slide 14:

**Handcuffing**

What are the three different handcuffing techniques?

A photograph showing a police officer standing and handcuffing a suspect who is also standing.

Standing- low risk

A photograph showing a police officer kneeling and handcuffing a suspect who is also kneeling.

Kneeling- Medium Risk

A photograph showing a police officer kneeling and handcuffing a suspect who is lying on their back on the ground.

Prone- High risk

**NOTE:** The images and answers are hidden. Use the mouse to click and reveal the answers after the first desired response is provided.

#### DESIRED RESPONSES:

- Standing, Kneeling, and Prone positions

**ASK:** What are the 3 techniques we use to handcuff a suspect?

**ASK:** What is an appropriate situation to use each technique?

**Slide 15:**

**SAY:** It's important to remember that as soon as it's safe to do so, you must maneuver a suspect to his or her side OR to an upright sitting position as long as there is no indication of head / spinal injury or internal bleeding. If medical attention is needed, aid should be rendered as soon as it's safe to do so.

*Click and reveal the answers*

**DESIRED RESPONSES:**

Standing cuffing is used for a compliant low risk arrest. Kneeling may be used for an intermediate risk, or due to size of suspect Vs Officer.

Prone Handcuffing is used for the highest risk arrested; IE Homicide, robbery, carjacking, ETC

**Slide 15:**



**III. REVIEW/EVALUATION/CLOSURE**

**Slide 16:**

**SAY:** Now is your time to express your comments, concerns, and ask questions.

**ASK:** What questions do you have for me?

**SAY:** Please share your feedback on the policies through the page on BPD's website.. Each year the policies are up for review, so commenting on the policy may lead to changes in the policy.

**Time: 10 Minutes**

**Slide 16:**



**DESIRED RESPONSE:**

**NOTE:** Allow time for additional comments/questions from the group and collect flipchart paper/markers.

## APPENDIX A

### Case Study #2 Discussion Questions

*NOTE: Make enough copies for each table group. Cut the copies in half and distribute 2 to each table group.*

## CaseStudy #2

9

1. Is this Choke Hold within departmental Policy?

2. Based on what you observed, what is the suspects resistance level?

3. What level reportable use of force is this incident?

4. What are some alternatives to a choke hold?

5. How does this effect public perception?

## CaseStudy #2

9

1. Is this Choke Hold within departmental Policy?

2. Based on what you observed, what is the suspects resistance level?

3. What level reportable use of force is this incident?

4. What are some alternatives to a choke hold?

5. How does this effect public perception?