

BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION

LESSON PLAN

COURSE TITLE: : 2021 IST Use of Force and Fair and Impartial Policing Integration

LESSON TITLE: Force Simulator (T.I. MACHINE)

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

Prepared By: Det. Matthew DiSimone **Date:** June 17, 2021
Officer Damond Durant

Academic Director Approval: **Date:**

| | | |
|-------------------|---|--|
| PARAMETERS | Lesson hours: 1 hour | <input type="checkbox"/> Entry-level |
| | Class size: 18 per group, 4 groups rotating through during the day. | <input checked="" type="checkbox"/> Continuing Education |
| | Space needs: TI Simulator room | <input type="checkbox"/> Other |

STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)

LESSON HISTORY (previous versions, titles if applicable)

PERFORMANCE OBJECTIVES

SECTION A: TI MACHINE

1. Given a TI Simulator scenario, officers will be able to show tactical proficiency when confronted with armed subjects by successful completion of the scoring rubric.
2. Given a TI Simulator scenario, officers will be able to effectively apply de-escalation techniques.
3. Given a TI Simulator scenario, officers will utilize the appropriate, reasonable, and proportional use of force, if/when necessary

ASSESSMENT TECHNIQUE

SECTION A: TI MACHINE

Officers will be observed by an instructor while conducting an interactive scenario using the Training Incorporated (TI) Simulation Machine.

Upon completion of the scenario each pair of officers will participate in a facilitator-led debriefing and rubric scoring.

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|---|----------------|----------------------------|----------------|----------------------------|
| <p>4. Given a TI Simulator scenario, officers will apply effective application of the critical decision-making model.</p> | | | | |
| <p align="center">COURSE DESCRIPTION</p> <p align="center">Force Simulator (T.I. MACHINE)</p> | | | | |
| <p align="center">MPCTC OBJECTIVES (if applicable)</p> <p align="center"><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 align="center">N/A</p> | | | | |
| <p align="center">INSTRUCTOR MATERIALS</p> <p>Equipment to be issued/ carried by each officer during the TI Machine scenario:</p> <p>TI Sim machine. 2 Simulation laser firearm. 2 Inert CEW 2 Inert O/C Spray 2 Inert Training Magazines 2 Body Worn Camera</p> | | | | |
| <p align="center">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <p>TI Machine TI Room</p> | | | | |
| <p align="center">STUDENT HANDOUTS</p> <table border="0" data-bbox="219 1459 1437 1501"> <tr> <td># Needed</td> <td>Title # Needed</td> <td align="right">Covid-19 Compliance</td> </tr> </table> | | # Needed | Title # Needed | Covid-19 Compliance |
| # Needed | Title # Needed | Covid-19 Compliance | | |
| <p align="center">METHODS/TECHNIQUES</p> <p>Students will participate in a variable interactive use of force scenario using the Training Incorporated (T.I.) Simulation Machine. The scenario is selected and controlled by the course facilitator. While the type of threat presented may vary from scenario to scenario, the focus will be on the application of the critical decision-making model to assess each pair of students' attempts to de-escalate the situation; use force only if it is necessary, reasonable, and</p> | | | | |

proportional; uphold the department's mission and core values; assess force options and make necessary adjustments to act within the scope of their authority in an evolving scenario; and explain their actions to the satisfaction of the facilitator.

The T.I. Simulation Machine stores on a computer various scenarios, which the facilitator selects and projects onto a large screen. The training weapon is a yellow-handled, CO2-charged Glock model 22 fitted with a laser on the barrel. The training weapon is incapable of firing a projectile. The laser interacts with the scenario presented on the screen. When "discharged," the training weapon recoils due to the CO2 gas forcing the slide backward to mimic a live-fired handgun.

At the completion of the exercise the instructor will review the performance of the participants during the scenario using the PAUSE, REWIND, DEBRIEF format. This allows the facilitator to isolate those specific moments in the performance and check for understanding. (Debriefing). The student will be graded utilizing a standardized rubric.

REFERENCES

The following books and other materials are used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively teach this module.

Baltimore Police Department Policies:

Policy 414: Less lethal and chemical agents

Policy 409: Firearms

Policy 719: CEW (Taser)

Policy 725: Use of force review/reporting

Policy 824: Body worn camera

Policy 317, *Fair and Impartial Policing* (dated 24 August 2018)

Policy 1115, *Use of Force* (dated 18 March 2019)

Policy 1107, *De-Escalation* (dated 31 August 2018)

GENERAL COMMENTS

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

1. This lesson plan is intended for use with experienced instructors who can facilitate group discussion and dynamics.
2. Instructors must include a safety briefing regarding use of the TI training firearm.
3. To avoid students becoming mechanical in their response or gaining knowledge of the scenario prior to their participation, facilitators shall vary the order of the two scenarios that are used.

4. The scenarios are designed to encourage students to use de-escalation techniques as they follow the CDMM. The scenarios are designed to meet the criteria of a level one use of force, due to a subject holding a weapon or being in close proximity to a weapon. The computer operator will have the subject on screen comply with the role-players' verbal commands; as long as the student is using proper de-escalation techniques and use of the CDMM. The students should attempt to employ de-escalation, respond with a proportionate force option, and may potentially withdraw their training pistol, point it at the subject if justified, and give appropriate verbal commands. The computer operator will then have the simulated subject comply.

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: P/O Damond Durant, Travis Ryckman | Date: January 18, 2021 | | |
| Curriculum Specialist: Danalee Potter | Date: January 28, 2021 | | |
| Reviewing Supervisor: Sgt. Shawn Parlett | Date: | | |
| Reviewing Commander: Lt. Jodie McFadden | Date: | | |

COURSE TITLE: 2020 IST Use of Force and Fair and Impartial Policing Integration

LESSON TITLE: Force Simulator (T.I. MACHINE)

| PRESENTATION GUIDE | FACILITATOR NOTES |
|---|--|
| <p>I. ANTICIPATORY SET SECTION A: TI Machine</p> <p>SAY: Good morning, my name is.....</p> <p>SAY: As you know, the TI Simulation Machine is designed to create opportunities for law enforcement personnel to practice their critical decision-making in true-to-life situations, with all the complexity, nuance, and emotional pressure brought on by challenging situations such as domestic disputes, persons in mental crisis, and persons under the influence of drugs and alcohol.</p> <p>While the type of threat presented may vary from scenario to scenario, the focus will be on the application of the critical decision-making model (CDMM) to assess each pair of students’ attempts to de-escalate the situation; use force only when it is necessary, reasonable, and proportional; uphold the Department’s mission and core values; assess options and make necessary adjustments to act within the scope of authority in an evolving scenario; and explain your actions to the satisfaction of the facilitator, including how those actions fit into the use of force model.</p> <p>SAY: You will work in pairs, armed with inert training weapons – laser firearms, Tasers, and pepper spray. While in the TI classroom, you will be presented with an interactive use of force scenario and will demonstrate proficiency in meeting the performance objectives. This is necessary to provide the most realistic training setting of a “full spectrum” response. This means that the use of BWC and Radio Communications are incorporated into your assessor’s evaluation of how you respond to the scenario.</p> | <p>Time: 10 minutes</p> <p><i>Facilitators should introduce themselves before beginning the lesson.</i></p> |

SAY: When you enter the room, you will be directed to the area where you should stand when in the TI room. You are not to approach the screen, but you should use tactical re-positioning (time, distance, and cover) if appropriate. Also, communication (e.g., strong verbal commands, or less aggressive commands if confronted with an individual experiencing a behavioral health crisis) with the screen is expected. You will be expected to assess the scenario and to act out how you would respond to the encounter.

II. INSTRUCTIONAL CONTENT

TI Simulator Scenarios:

SAY: See the yellow tape on the floor? Do not step beyond the yellow tape towards the screen. If you do, it will interfere with the projector. If you have to use force, it won't register because your shadow is on the screen.

You do not have to reload the weapon. If you exceed the maximum amount of rounds, I will reload if from the computer. The mailbox and the pillar props can be used as cover if you choose to use them. Respond to the call as if it was real and you are on the street.

Scenario #1: Intoxicated Domestic

SAY: You have received a call for a disorderly. Upon your arrival, you are greeted by the hotel manager who advises that guests have been fighting loudly. He escorts you to the hotel room where guests have been fighting loudly. You knock on the door, and a female answers the door. The scenario is live.

Time: Approximately 5 minutes per pair (approx. 1 hour total)

NOTE: *The student will enter the classroom and be directed to stand in the appropriate area. Once there, the student will again be given a short briefing on the function of the TI machine*

Scenario #1: Intoxicated Domestic



NOTE: The facilitator should start the Intoxicated Domestic Scenario #1 (Appendix A) on the TI Simulator Machine **AFTER** the background information has been provided.

NOTE: While the students are going through the scenario, the facilitator should give them **30 seconds** to attempt to de-escalate the situation.

- If they attempt to de-escalate and build rapport with the male the facilitator will activate option one, which will result in the intoxicated male complying with the students' orders.
- If the students do not attempt to de-escalate, or escalate the situation through their actions, words, or paralanguage, then the facilitator will activate option two, resulting in the male grabbing the firearm and firing at the students.

NOTE: The facilitator will be assessing students for their command and control, and for their communication skills such as active listening, non-judgmental language, positive reinforcement, and clear and explicit direction.

The facilitator will also assess the students' use of tactical repositioning behind a wooden barrier, which will simulate cover

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| <p>SAY: Ok, the scenario over. Let's debrief.</p> <p>ASK: What did you have?</p> <p>ASK: What level of force did you use?</p> | <p><i>and indicate their attempts to slow the incident down, assess their options, and consider additional resources.</i></p> <p><i>The Subject will become compliant if the students use cover, active listening and verbal communication to make a connection with the subject and calm the situation down.</i></p> <p><i>The subject will remain passive resistance until the scenario ends with the subject shooting himself if the students' communication is poor by repeating the same lines over and over, if the students do not introduce themselves, and do not use active listening and only give commands and do not attempt to establish rapport with the subject.</i></p> <p><i>The subject will use aggravated aggression only if the students do not communicate at all, and fail to use cover.</i></p> <p>NOTE: <i>If the student fails to issue appropriate verbal commands or to attempt to de-escalate the situation, they will fail the scenario and be required to complete another after a facilitator debriefing.</i></p> <p>DESIRED RESPONSE: Intoxicated person</p> <p>DESIRED RESPONSE: Level 1 if the officer pointed a gun</p> |
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ASK: What level of resistance did you see?

Scenario #2: Gun to Head

SAY: Ok. Clear your mind, take a few deep breaths and relax. You will now begin Scenario #2.

SAY: You are investigating a 911 call for a man who is attempting to commit suicide in the park. Upon arrival, you see a man who is sitting under a small tree with a handgun pointed at himself.

or a Taser at the subject, Level 2 if the officer used (fired the prongs, dry stun) Taser or OC sprayed the subject, Level 3 if the Officer shot the suspect.

DESIRED RESPONSE:

Passive resistance: when the subject is not listening to the officer and not attacking or attempting to flee.

Aggravated aggression: When the Subject is attacking by pointing and or shooting a handgun at the officer or another person.

Compliant: When the subject is listening to the officer and is not attacking or trying to flee the scene.

Scenario #2: Gun to Head



NOTE: The facilitator should start the Gun to Head Scenario #2 (Appendix B) on the TI Simulator Machine AFTER the background information has been provided.

NOTE: The students should take a

position of cover behind simulated cover/concealment (U.S. Postal Service mailbox or be able to simulate taking some type of cover/concealment), give appropriate verbal commands/use good communication skills, and begin to implement the appropriate force response from behind a position of cover.

- If the officers seek cover, give appropriate verbal command/use good communication skills, and attempt to deescalate the situation, the subject will become compliant (by prompt from the facilitator).*
- If, however, the students do not seek cover, do not give clear verbal commands/use good communication skills, or use force that is not reasonable, necessary, or proportional, the facilitator will select option two, causing the subject to shoot at the students or to commit suicide. That may result in a use of deadly force.*

NOTE: For persons in behavioral crisis, loud repetitive commands are often not effective.

Demonstrating a non-threatening stance; giving brief, slow commands that are only as loud as needed; maintaining a calm, interested, firm, patient, and reassuring attitude; and avoiding sudden movements are recommended whenever it is safe to do so.

NOTE: If the student fails to issue

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| <p>SAY: Ok, the scenario over. Let's debrief.</p> <p>ASK: What did you have?</p> <p>ASK: What level of force did you use?</p> <p>ASK: What level of resistance did you see?</p> | <p><i>appropriate verbal commands/use good communication skills, or to attempt to de-escalate the situation, they will fail the scenario and be required to complete another after a facilitator debriefing.</i></p> <p>DESIRED RESPONSE: A behavioral crisis issue with a potential suicidal person</p> <p>DESIRED RESPONSE: Level 1 if the officer pointed a gun or a Taser at the subject, Level 2 if the officer used (fired the prongs, dry stun) Taser or OC sprayed the subject, Level 3 if the Officer shot the suspect.</p> <p>DESIRED RESPONSE: Passive resistance: when the subject if not listening to the officer and not attacking or attempting to flee. Aggravated aggression: When the Subject is attacking by pointing and or shooting a handgun at the officer or another person. Compliant: When the subject is listening to the officer and is not attacking or trying to flee the scene.</p> <p>NOTE: <i>At the completion of the exercise the facilitator should discuss any policy issues, tactics, and or safety concerns to assess key moments during the performance using the REWIND and PAUSE procedure.</i></p> <p><i>If student does not display or have accurate knowledge of the appropriate policy or law the</i></p> |
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| | <p><i>facilitator will guide the student through the scenario with the proper actions and knowledge that are within the policy and law.</i></p> <p><i>The facilitator will use the grading rubric as a guide if the student fails the scenario. Have the student explain the scenario and explain what they did and were there actions within policy by using the use of force matrix, and the use of reasonable, necessary, and proportional force. Ask the student if given the same scenario again is there anything that they could or would do differently?</i></p> <p><i>The students may be asked to re-perform a specific portion of the exercise or to explain their actions based on their training and knowledge of law and policy that apply to the scenario.</i></p> <p><i>The facilitator should check for understanding with the combined performance and verbal debriefing of the student and, if necessary, perform remedial training using a different use of force scenario.</i></p> |
| <p>III. REVIEW/EVALUATION/CLOSURE SECTION A: TI MACHINE</p> <p>SAY: At this time, I want you to individually reflect on the scenarios presented to you during today’s TI Simulator exercises.</p> <p>As you complete this reflection, ask yourself the following questions:</p> <ul style="list-style-type: none"> • What did I do well? | <p>Time 5 min</p> <p><i>This will include a critique of their own critical decision making process at the end of the scenarios in a discussion with the facilitator. Also reviewed: Departmental policy on use of deadly force, core values, sanctity of life, and any</i></p> |

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| <ul style="list-style-type: none">• What could I have improved on?• How did I feel during the simulations?• Are there things I want to practice more?• Are there things I didn't consider before today's training that I'll use in the field? <p>ASK: Does anyone have any questions from the content we covered today?</p> | <p><i>other factors that influenced the actions made during the scenario. They will have received a refresher lesson on that policy in the morning, so it will be fresh in their minds.</i></p> <p><i>The facilitator should answer any questions posed by the students.</i></p> |
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APPENDIX A

Intoxicated Domestic TI Simulator Scenario #1

The officers have received a call for a disorderly. Upon arrival, they meet with the hotel manager. The hotel manager escorts the officers to the hotel room where guests have been fighting loudly. The officer knocks on the door, and a female answers the door. A male is screaming at the officers. The male is directly behind the female with a gun next to him on the desk.

The officers in the scenario are given 30 seconds to attempt to de-escalate the situation. If they attempt to de-escalate and build rapport with the male the facilitator will activate option one, which will result in the intoxicated male complying with the officers' orders.

If the officers do not attempt to de-escalate, or escalate the situation through their actions, words, or paralanguage, then the facilitator will activate option two, resulting in the male grabbing the firearm and firing at the officers

The facilitator will be assessing officers for their command and control, and for their communication skills such as active listening, non-judgmental language, positive reinforcement, and clear and explicit direction. The facilitator will also assess the officers' use of tactical repositioning behind a wooden barrier, which will simulate cover and indicate their attempts to slow the incident down, assess their options, and consider additional resources.

APPENDIX B

Gun to Head TI Simulator Scenario #2

The officers are investigating a 911 call for a man who is attempting to commit suicide in the park. Upon arrival, they see a man who is sitting under a small tree with a handgun pointed at himself.

When the officers approach, the man is talking to himself about the problems that he is facing. The man will argue with the officer and himself about his decision and choice on killing himself.

The officers should take a position of cover behind simulated cover/concealment (U.S. Postal Service mailbox or be able to simulate taking some type of cover/ concealment), give strong verbal command, and begin to implement the appropriate force response from behind a position of cover. If the officers seek cover, give appropriate verbal commands, and attempt to deescalate the situation, the subject will become compliant (by prompt from the facilitator).

If, however, the officers do not seek cover, do not give clear verbal commands, or use force that is not reasonable, necessary, or proportional, the facilitator will select option two, causing the subject to shoot at the Officer or to commit suicide. That may result in a use of deadly force.

APPENDIX C
TI Simulator Scenario Rubric

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