

BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION

LESSON PLAN

COURSE TITLE: Field Training Officer Program

LESSON TITLE: FTO Tactics

New or Revised Course

New

Revised

Prepared By: Police Officer Tarsha Taru

Date: 8/26/2021

Academic Director Approval: Director Gary Cordner

Date:

PARAMETERS

Lesson hours: 1 hour

Entry-level

Class size: 25-30

Continuing Education

Space needs: Classroom

Other

STUDENT/COURSE PREREQUISITES/QUALIFICATIONS

Participants must have served at least 2 years as a certified police officer and successfully completed an internal background check.

LESSON HISTORY

This lesson plan was added to the FTO curriculum in 2018 to coincide with the training plan.

PERFORMANCE OBJECTIVES

1. Given a group activity, students will list reasons why an FTO and POT are not to be considered a 2-person car, to the satisfaction of the facilitator.
2. Through facilitated discussion, students will identify and explain the field tactics associated with an FTO and POT during patrol functions, to the satisfaction of the facilitator.
3. Given a cumulative written exam, students will apply learned content and score a 70% or higher to demonstrate proficiency.

ASSESSMENT TECHNIQUE

1. Group Activity
2. Facilitated Discussion
3. Cumulative Exam

MPCTC OBJECTIVES (if applicable)

(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.)

Discuss the field tactics associated with an FTO and POT during patrol functions. (C-2)

INSTRUCTOR MATERIALS

Computer/laptop, *FTO Tactics* lesson plan, *FTO Tactics* PowerPoint

TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED

Computer/laptop, PowerPoint software, projector

STUDENT HANDOUTS

10 Fatal Errors

METHODS/TECHNIQUES

Lecture, facilitated discussion, and group activity

REFERENCES

2021 FTO Training Plan
FTO Policy

GENERAL COMMENTS

This lesson plan is intended for use with experienced instructors. Instructors should have extensive knowledge of contact cover and field training tactics.

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: Officer Tarsha Taru	Date: 3-17-21		
Curriculum Specialist: Dawn Peake	Date: 4-12-21		
Reviewing Supervisor: Sgt. Kara Gladden	Date:		
Reviewing Commander: Lt. Michael Brinn	Date:		

COURSE TITLE: Field Training Officer Program

LESSON TITLE: FTO Tactics

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>Throughout this FTO Tactics course, we will discuss contact-cover principles, safety measures, fatal errors, training techniques, and how to protect the public, yourself, and the trainee.</p>	<p>Time (5 minutes) <i>The instructor should introduce self, BPD experience, experience as an FTO (if applicable) and briefly explain what the lesson is about and why it is important.</i></p> <p>Slide 1</p>  <p>The slide shows a police officer in uniform in the foreground, looking towards a group of people in a public square. The text 'Contact Cover & Field Training Tactics' is overlaid on the image.</p>
<p>True or False? Before we get started, consider the following statement:</p> <ul style="list-style-type: none">• An FTO and a trainee are considered a 2-person car. <p>Is this statement true or false? I'll give you a few seconds to think. When I ask, "True or False?" - you will stay seated if you think it's true. If you think it's false, you will stand up.</p> <p>ASK: True or False?</p> <p><i>(If someone thinks it's true...)</i> ASK: Why do you think this statement is true?</p>	<p>Slide 2</p>  <p>The slide features a 'True or False?' graphic with a green 'True' side and a red 'False' side. A large red 'X' is drawn over the 'True' side. Text on the slide includes: 'Often times, this is a common misconception.', 'Why should you NOT consider an FTO and a trainee as a 2-person car?', and 'An FTO and a trainee are considered a 2-person car.'</p> <p><i>The response should be "false". However, in the event that an officer(s) think its true, have 1 share out their rationale before revealing the correct response of "false".</i></p> <p><i>If all think it is false, state how they are correct and move on to the group discussion question.</i></p> <p>Anticipated Response:</p> <ul style="list-style-type: none">• There's 2 of us in the car.• The trainee finished the

This statement is FALSE. (Click to reveal red X.)

(Click to reveal question.)

Oftentimes, this is a common misconception.

DISCUSSION

With the officers at your table, discuss the following question:

- Why should you NOT consider an FTO and a trainee as a 2-person car?

You have 2 minutes to discuss. As you discuss, have someone at your table record the highlights of your conversation. Be prepared to share.

ASK: Now that you've had time to discuss... Why should you NOT consider an FTO and a trainee as a 2-person car?

EXPLAIN: Remember, your trainee has not experienced actual police work yet and is still putting the pieces together out of the academy. The field training program is to verify that the trainee has the knowledge and skill required to do the job out of the academy but must prove the application those skill in a practical environment.

academy.

The instructor should click to reveal the red X and click again to reveal the question.

Allow about 2 minutes for tables to discuss.

The instructor should have each group share 1 reason.

Desired Responses:

- Trainee has not experienced actual police work yet.
- The FTO program is to verify that the trainee has the knowledge and skill required to do the job.
- At this point, a trainee should not be relied on as back-up or tactically sound.

II. INSTRUCTIONAL INPUT (CONTENT)

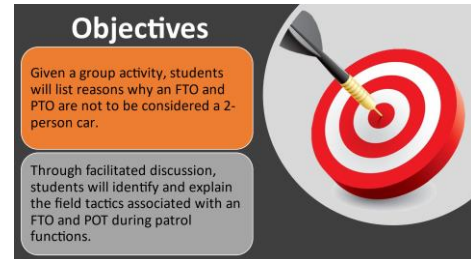
PERFORMANCE OBJECTIVES

Throughout this course we will focus on the following objectives...

- Given a group activity, students will list reasons why an FTO and PTO are not to be considered a 2-person car. We just accomplished this objective!
- Through facilitated discussion, students will identify and explain the field tactics associated with an FTO and POT during patrol functions.

Time: (50 minutes)

Slide 3



Objectives

Given a group activity, students will list reasons why an FTO and PTO are not to be considered a 2-person car.

Through facilitated discussion, students will identify and explain the field tactics associated with an FTO and POT during patrol functions.

You are NOT a 2-Person Car

Let's go back to our conversation. As we discussed, you and the trainee are NOT a 2-person car. There are 2 units. The first is the FTO unit, which consists of the FTO and the trainee. The second is the additional Patrol Unit with a back-up officer.

DO NOT think of your trainee as your side partner at this point in their development. They should not be relied on as back up or tactically sound.

Remember... *(Click to reveal.)*

- Do not rely on or expect actions until proven capable
- Tactics may vary depending on phase level of your POT
- Always think of proper back up

Slide 4

You are **NOT** a 2-person car!

FTO Unit <ul style="list-style-type: none">• FTO• Trainee	Additional Patrol Unit <ul style="list-style-type: none">• Back-up Officer
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Important

REMEMBER...

- Do not rely on or expect actions until proven capable
- Tactics may vary depending on the phase level of your POT
- Always think of proper back up

Click to reveal additional reminders.

Contact & Cover Officer

Let's talk for a minute about the contact and cover officers.

ASK: What is the role of the contact officer?

ASK: What is the role of the cover officer?

EXPLAIN: The FTO cannot employ both roles and effectively teach/evaluate a trainee. That being said, make sure you utilize to your advantage Contact-Cover principles. You will have to modify your concept to adjust to your trainee's capabilities.

Typically, the FTO will have the trainee in the cover role very early in the program so they can watch and learn tactics and procedures from the FTO. Keep in mind the trainee has a conceptual understanding of Contact-Cover principles, but not a practical working

Slide 5

Contact Officer • Initiates and conducts all business of the contact itself

Cover Officer • Primary role is to protect the contact officer during the stop

The FTO Unit cannot employ both roles and effectively teach/evaluate a trainee.

Desired Response:

- Initiates and conducts all business of the contact itself.

Desired Response:

- Primary role is to protect the contact officer during the stop.

knowledge of the tactics yet. The FTO must be vigilant for his/her own safety AND the safety of trainee even though they are in the contact role at this point.

Communication & Contact-Cover Principles

Communicate early and often with your trainee the roles each will play on each interaction, and at the end of an incident, thoroughly debrief the trainee about their performance. The goal is to move the trainee into a contact role and then independent role with an FTO evaluator at the end of the field training program.

EXPLAIN: The first couple weeks of field training the FTO will be in the mentor and coaching role. Remember that coaching will elevate your trainee to where they need to be as police officer, so demonstrate the procedures you expect the trainee to perform and use knowledge and encouragement rather than punishment. Effective Communication is the key to successful coaching.

ASK: As the mentor/coach, what roles and responsibilities do you think you will have?

EXPLAIN: It is important to encourage the trainee and give them constant feedback on their actions. Be sure to discuss with the trainee that you will give them additional responsibilities as they prove themselves capable, but that the FTO may need to step in abruptly to address any officer safety issues. Handle the situation as necessary but be sure to explain your reasons and actions immediately after an incident.

Contact-Cover Principles:

- Always utilize officer safety tactics, keeping in mind POT limitations
- Discuss and share expectations with each POT

Slide 6

Click to reveal communication.

Communication

Communicate early and often with your trainee regarding the roles each will play on EACH interaction.

At the end of an incident, thoroughly debrief the trainee about their performance.

Contact-Cover Principles

Always utilize officer safety tactics, keeping in mind POT limitations.

Discuss and share expectation with each POT.

Click to reveal contact-cover principles.

Desired Responses:

- Provide constant feedback.
- Explain reasons and actions.
- Discuss how additional responsibilities will be given as trainees prove themselves capable.
- Step in abruptly to address any officer safety issues.
- Handle situations and always debrief, explaining your reasons and actions immediately following the incident.

FTO Responsibilities on Multi-Unit Calls for Service

As an FTO, you must:

- Ensure safety of Trainee
- Evaluate Trainee's actions
- Provide feedback (*Discuss tactical considerations for various types of calls for service.*)

Slide 7

FTO Responsibilities on Multi-Unit Calls for Service

- Ensure safety of Trainee
- Evaluate Trainee's actions
- Provide feedback to Trainee

Divided Attention of an FTO

ASK: If an FTO divides their attention to other matters, what could be the result of those actions?

EXPLAIN: Divided attention can have serious consequences. Officers need to multi-task often, but you **MUST** determine when full-attention is necessary (*threat-assessment, situational awareness, and Critical Decision-Making Model consideration*) which plays a huge role in officer safety and the safety of the public. Remind the trainee that divided attention in patrol can create significant negative circumstances. Whichever Contact-Cover role they are practicing, they must be focused on their responsibilities to ensure officer safety and to progress through their phases of the training program.

Example:

Imagine that you are investigating a call for service with a POT for a disorderly. After entering the residence, you and the POT are swarmed by the residents that emerged from various rooms. Suddenly you discover that it was the scene of a violent domestic assault. The residents are loud and yelling. The situation has escalated into chaos and you are inside of a narrow row house. There are several individuals inside of the residence and it is unclear who is involved. Some of the individuals are uncooperative and yelling. You focused in on assessing the potential threats, trying to ascertain who was involved, and de-escalating the situation. Then you realize that you no longer see your trainee in the residence. To make matters worse, your POT can no longer see you and you cannot get him/her to answer their radio. Your mind starts to race as you consider

Slide 8

Desired Responses:

- Injury or death
- Training scars (repetition of an error in training until it becomes second nature)
- Missed teaching opportunities

Click to reveal results of divided attention.

If an FTO divides their attention to other matters, what could be the result of those actions?

Can result in...

- Injury or death
- Training scars
- Missed teaching opportunities

what could have happened.

This is just one example of how the FTO attention could get divided. That brings us to our next group exercise. How can FTO avoid divided attention and the risk associated that we discussed the previous slide?

What does this mean for...?

Let's discuss dividing attention a little deeper, what impact does it have on ...

- Traffic crashes and direction?
- Traffic stops?
- Building searches?
- Domestic disputes?

DISCUSSION

With your table group, discuss how divided attention impacts you in these situations and what you should do as an FTO to ensure you do not divide your attention. You have 3 minutes to discuss with your table. Be prepared to share.

ASK: So, what are some things you should do as an FTO in these possible incidents?

Slide 9



The instructor should have a couple of groups share for each of the possible incidents.

Desired Responses: Responses may vary but should be to the satisfaction of the facilitator.

Examples:

- Traffic crashes and direction – paying attention to street signs and knowing where you're located
- Traffic stops – being fully aware of surroundings, indicators, etc.
- Building searches – assessing the situation and knowing when back-up from an experienced officer is necessary
- Domestic disputes – being aware of surroundings, indicators, assessing whether or not back-up from an experienced officer is necessary.

10 Fatal Errors

As officers, you have been taught the 10 Fatal Errors during your academy training. Let's see what you remember!

With the person next to you, compose a list of the 10 Fatal Errors you learned about when you were in the academy. You will have approximately 5 minutes.

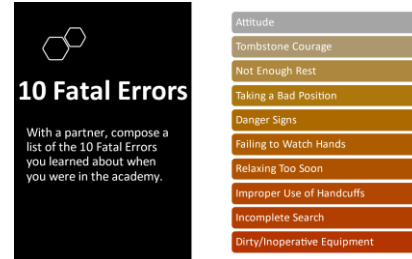
ASK: What are the 10 Fatal Errors? What do each of them mean? We'll go around to each group for 1 Fatal Error. As we go around to each group, ensure that you do not repeat what was already said. You may want to check off what you have on your list with what has been said as we share out.

(Click to reveal the 10 Fatal Errors.)

As we just discussed, these are the 10 Fatal Errors.

ASK: Let's go down the list. What is one thing you could do to potentially avoid each fatal error? *(Go down list one-by-one and wait for responses.)*

Slide 10



The instructor should give 5 minutes max for this activity. If groups finish early, end the activity and move on to the discussion of each.

Desired Responses:

- Student responses should mirror the 10 Fatal Errors shown on the slide.

Click to reveal desired responses.


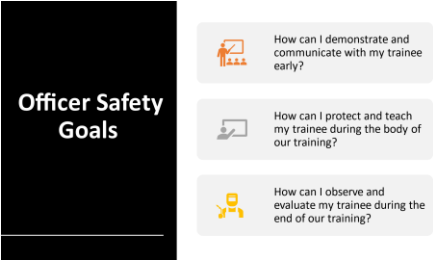
The instructor should pay careful attention to what was NOT mentioned and ensure students know its implications.

The instructor should go down the list one-by-one. Example: "What could you do about attitude?"

Click to reveal after each.

Desired Responses:

- Attitude – Keep your mind on the job!
- Tombstone Courage – Do NOT work alone.
- Not Enough Rest – Get more sleep. Be alert.
- Taking a Bad Position – Work for position of the advantage.
- Danger Signs – Look for indicators (body language)

	<ul style="list-style-type: none"> • Failing to Watch Hands – Hands kill. Watch them. • Relaxing Too Soon – Every situation is a new call. • Improper Use of Handcuffs – Use early and whenever reasonable. • Incomplete Search – Take your time. Be thorough! • Dirty / Inoperative Equipment – Check everything, every day.
<p>Fitness Why is fitness part of FTO tactics? As we discussed in our Stress and Health classes, our shift schedule, staffing demands, and nature of work do not bode well for our wellbeing. We must find the time to take care of ourselves to be able to perform our duties and go home safe and sound at the end of the day. When you became a police officer, you gave up the right to be unfit. FTO's are an example, in every aspect of life (<i>whether you want to or not</i>).</p> <p>We need to stay ready for the possibility of a physical altercation with a combative suspect. Our customers are an average age of 17 – 22 years of age, while we get older.</p>	<p>Slide 11</p> 
<p>Officer Safety Goals Think about the following questions as you begin as an FTO:</p> <ul style="list-style-type: none"> • How can I demonstrate and communicate with my trainee early? • How can I protect and teach my trainee during the body of our training? • How can I observe and evaluate my trainee during the end of our training? 	<p>Slide 12</p> 

General Field Training Tactics

You can't teach them if you are separated.
Remember, you are 2 bodies working as ONE unit.
Going back to our discussion earlier... You're not a 2-person car. Remember that your role to the trainee is not just FTO but you are their supervisor as well. That adds to your responsibilities you are to function as one unit and nothing else and supervising is an important part of your job and you cannot effectively do that if you are separated.

Be aware that communication between an FTO and POT is vitally important during Field Training. Remember that you can't teach them if you are separated or working independently. In order to function as a single unit, it is necessary to remain together and learn to communicate effectively. Recognize that this can be challenging when working on a large crime scene and under stress. Both the FTO and the POT should discuss ways to ensure that there is adequate communication and oversight at all times. Remember to plan, the quality of communication during Field Training impacts both the FTO and the POT.

Early Training Tactics

Now, we're going to discuss early training tactics.

First, demonstrate police work. Discuss the importance of safety first, and put these principles in practice, using mentoring and coaching techniques where possible.

- Place them in a safe observation location
- Keep your escape route clear
- Do not place them in danger
- What can they see/hear from their location?
- Ensure that you demonstrate proper techniques first.

This may require autocratic leadership. Pre-planning is a must.

Secondly, communicate with the trainee. *(Click to reveal on slide.)*

- What do you want? Be specific.

Slide 13

General Field Training Tactics

You can't TEACH them if you are separated.

You are 2 bodies working as ONE unit.

Slide 14

Early Training Tactics

Demonstrate Police Work

- Place them in a safe observation location
- Keep your escape route clear
- Do not place them in danger
- What can they see/hear from their location?
- Demonstrate proper techniques first



Communicate with Trainee

- What do you want?
- When do you want it?
- How should it be done?
- Why did we do it that way?

Click to reveal communication on slide.

- When do you want it?
- How should it be done?
- Why did we do it that way? Discuss either in moment or in an after action debrief.

Basic Tactical Mechanisms

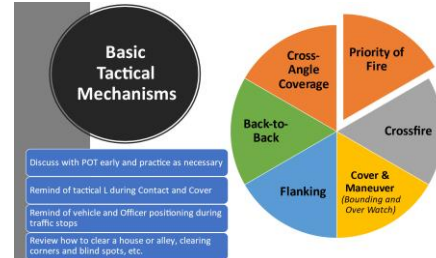
These are the basic tactical mechanisms:

- Priority of Fire
- Crossfire
- Cover & Maneuver (*Bounding and Over Watch*)
- Flanking
- Back-to-Back
- Cross-Angle Coverage

Remember, this will be their first application of combining skills from the academy into a cohesive tactical environment so, when feasible, slow down the process and explain. (*Click to reveal.*)

- Discuss with POT early and practice as necessary
- Remind of tactical L during Contact and Cover
- Remind of vehicle and Officer positioning during traffic stops.
- Review how to clear a house or alley, clearing corners and blind spots, etc.

Slide 15



Click to reveal reminders.

General Field Training Tactics

How can I protect them?

- Physical Security - *They may not have the instincts/tactics you have.*
- Situational Security - *They may not be ready to handle some questions/situations alone.*

You are the overall umbrella of protection.

Slide 16

The Last Few Weeks...

- Switch positions from the beginning of training.
- Ensure you can safely observe and evaluate the trainee while still being “in the fight”.

Think:

- Are they prepared?
- Have they demonstrated tactical proficiency?
- You are the observer, but always ready to intervene and engage.

Slide 17



Traffic Stops

It will take practice, guidance, and feedback to develop as an officer. However, be reminded to assess the trainee's:

- Judgment
- Problem Solving
- Situational awareness/Officer Safety

This is a humorous take on the progression from Day 1 (*Click to reveal*) to Day 90 of the FTO Program (*Click to reveal*). That is how you will progress from day 1 to day 90 shown in this slide.

The next couple of slides serve as reminders of how important it is to demonstrate effective techniques and to thoroughly explain actions, etc.

Traffic stops are important. A traffic stop may be the only time that person may interact with law enforcement. It is crucial that we treat them with the utmost professionalism.

- Dignity – Be professional. Treat people with respect.
- Voice – Listen to people and let them tell their side of the story.
- Transparency – Explain what you're doing and why.
- Trustworthiness – Show people that you are reliable, dependable, and honest.

Slide 18



Back Lighting

Paying careful attention to back lighting.

With your partner, discuss the following:

ASK: What would you tell a trainee regarding back lighting?

Let's share out.

Slide 19



Allow approximately 1 minute for partners to discuss and then have a few students share with class.

Desired Responses:

- You don't want to inadvertently backlight your partner when using a flashlight or car spotlight.

Clearing Buildings

Knowing the proper procedures for clearing a building.

With your partner, discuss the following:

ASK: What would you tell a trainee regarding clearing buildings? Think about the most important elements and tactics to remember.

What should you consider when working with a trainee before clearing a building?

Let's share out.

Slide 20



Allow approximately 1 minute for partners to discuss and then have a few students share with class.

Desired Responses:

- Assess the situation... Can it be handled with you and your trainee OR do you need a more experienced officer?
- Depends on situation – large building, need to announce entry
- Assess whether there are 2 doors to a room, don't want to enter a room that another officer is clearing

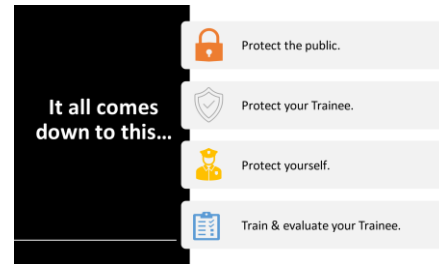
III. REVIEW/EVALUATION/CLOSURE

It all comes down to this...

- Protect the public
- Protect your Trainee
- Protect yourself
- Train & evaluate your Trainee

Time: (5 minutes)

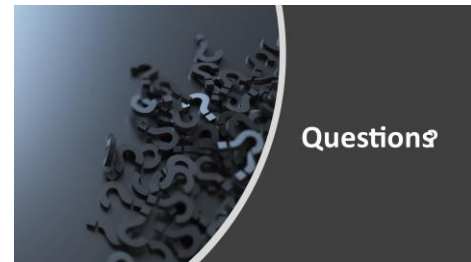
Slide 21



Questions?

ASK: What questions do you have for me?

Slide 22



The instructor should answer as many questions as time allows.