

TRI-RIVER, MTU#16

De-Escalation Techniques - Bradley PD

(This program has been developed for In-House training purposes by the Bradley Police Department)



Tri-River
Police Training Region

Tri-River Police Training Region

Mobile Team Unit #16

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815.630.5212

<https://tri-river.org/>

INSTRUCTOR'S COURSE SYNOPSIS

De-Escalation Techniques - Bradley PD

Instructors: Megan Lanie, Jacob Maclean

PURPOSE OF COURSE: This 6.5-hour course has been designed to incorporate the Blue Shield Tactical Systems scenarios into the Bradley Police department's total training plan. This combined training will allow the Bradley Police Department to train officers on a variety of scenarios requiring differing de-escalation levels. Officers will be trained in non-escalation, de-escalation, and crisis management strategies and tactics.

COURSE OVERVIEW: The Bradley Police Department will use the Blue Shield Tactical Systems course, the Blue Shield Tactical Systems scenarios, and their own instructors to conduct scenario-based de-escalation training via a variety of available scenarios in accordance with Federal and Illinois law in addition to the Department's written directive pertaining to de-escalation and other training objectives. Students will conduct the online training individually and scenario-based training either singly or in pairs.

COURSE GOALS: The goal of this course is for students to have the knowledge, skills, and abilities to successfully respond (versus react) to conflict and crisis situations like the scenario using non-escalation, de-escalation, and crisis management tactics. By the end of the course, students will be able to:

- Determine and employ the appropriate level of de-escalation and use of force for a given scenario.
- Participate in realistic training situations that deal with non-escalation, de-escalation, and crisis management tactics.
- Receive feedback to analyze and correct non-escalation, de-escalation, and crisis management tactic errors.
- Utilize Concepts learned to enhance Personal Safety, Enhance Professionalism, and Increase Efficiency

COURSE PREREQUISITES: This course will be offered to sworn law enforcement personnel of the Bradley Police Department.

METHODS OF EVALUATION: Students will be required to demonstrate knowledge of all course materials. Additionally, the instructor will evaluate students' comprehension and retention of course topics based on their participation in practical exercises/scenarios and discussions conducted during the course. Evaluation forms completed by each student will provide feedback to TRI-RIVER on the quality of the course content and the instructor's effectiveness in delivering this content.

METHODS OF INSTRUCTION: This course is conducted using the following methods of instruction:

- Online learning
- In-class lecture
- In-class review of student handout materials
- In-class participation in various scenarios and programmed activities

COURSE REFERENCES/BIBLIOGRAPHY:

Required Readings:

1. Bradley Police Department Written Directives:
 - a. Use of Force (Lexipol, Policy 300)
 - b. Officer Response to Calls (Lexipol, Policy 308)
 - c. Contacts and Temporary Detentions (Lexipol, Policy 518)
 - d. Crisis Intervention Incidents (Lexipol, Policy 408)
 - e. Search and Seizure (Lexipol, Policy 312)
2. P.A. 101-652 and P.A. 102-0028.

COURSE REQUIREMENTS/GRADING POLICY: Demonstrate proficiency/understanding of Federal and Illinois law, the Department's written directives pertaining to use of force and crisis intervention, and non-escalation, de-escalation, and crisis management strategies and tactics.

RECOMMENDED INSTRUCTIONAL AIDS: Blue Shield Tactical Systems course, the Blue Shield Tactical Systems scenarios, and their own instructors.

ATTENDANCE POLICY: This is a state-certified course. Consequently, no more than 10% of class time, approximately 39 minutes, may be missed. It is strongly suggested that students missing any time contact the instructor and make suitable arrangements to pick up and/or review missed materials or information presented.

ACADEMIC INTEGRITY: Tri-River Police Training Region supports a strict policy on academic integrity. Students are responsible for their own work, including the preparation of research papers, case study reports and the taking of pre and post examinations. Cheating and plagiarism will not be tolerated and will result in a failing grade.

SAFETY PROTOCOLS: The lead instructor for this program will be considered the Training Safety Officer (TSO) and he/she may appoint an Assistant Training Safety Officer (ATSO) if class size dictates. The TSO will have the authority to approve or discontinue any activities that are hazardous in nature. Additional safety requirements are as follows:

- A Safety Briefing will be given before each training session.
- There will be a clearly defined Training Area.
- There will be no live ammo or loaded weapons within the designated Training Area, **NO EXCEPTIONS!**
- Any personnel entering the Training Area should be confronted and instructed to secure weapons and ammunition outside of the Training Area.
- All training weapons will be checked by both the Training Safety Officer and the Instructor.
- All pouches, pockets, bags, purses, etc. will be checked for ammo and weapons.
- A line inspection and search of all participants, instructors, and observers will be conducted x 2.
- Anyone exiting the Training Area will be checked prior to re-entry by the T.S.O. or the A.T.S.O.
- A new weapons check and line inspection will be conducted after meal breaks.

TOPICAL OUTLINE

- I. INTRODUCTION AND ORIENTATION**
- II. SAFETY BRIEFING**
- III. USE OF FORCE REVIEW**
- IV. DE-ESCALATION, CRISIS MANAGEMENT STRATEGIES, TACTICAL COMMUNICATION, CRITICAL DECISION MAKING**
- V. PRACTICAL EXERCISES/SCENARIOS**
- VI. SUMMARY AND EVALUATION**

I. UNIT OF INSTRUCTION: INTRODUCTION AND ORIENTATION

A. Mandate: None

B. Number of Hours: 15 minutes

C. Unit Description: This introductory portion of the program will be devoted to distributing, completing, and collecting student registration forms. The instructor will then provide the students with an overview of the program.

D. Training Goals: The goals for this portion of training are:

1. Register participants
2. Explain the purpose of the course
3. Review course topics and objectives
4. Review course materials
5. Review Training Schedule
6. Discuss proficiency and skill requirements
7. Discuss course evaluation processes

E. Recommended Instructional Aids: TRI-RIVER registration and handout materials.

II. UNIT OF INSTRUCTION: SAFETY BRIEFING

A. Mandate: None

B. Number of Hours: 15 minutes

C. Unit Description: Before any activities with the Blue Shield Tactical Systems scenarios are begun, the instructor will identify him or herself as the Training Safety Officer (TSO) and conduct a thorough safety briefing. After clearly defining the training area, the TSO will ensure that there are no loaded weapons or live ammunition within the area. The TSO will perform line inspections at prescribed times to ensure no students are in possession of loaded weapons while training on the Blue Shield Tactical Systems scenarios. The necessity of maintaining a sterile training area will be stressed and various methods for ensuring 100% trainee compliance will be carefully discussed and practiced throughout the program.

D. Training Goals: By the end of this unit of instruction, students will do the following:

1. Identify a clearly-defined Training Area.
2. Ensure that there are no loaded weapons or live ammunition within the designated Training Area.
3. Conduct line inspections (x2) of students at the beginning of each training session and after any and all breaks.
4. Check all pouches, pockets, bags, and purses for ammunition and weapons.

E. Recommended Instructional Aids: Blue Shield Tactical Systems course and the Blue Shield Tactical Systems scenarios.

III. UNIT OF INSTRUCTION:

USE OF FORCE REVIEW

A. Mandate:

Constitutional and Proper Use of Law

Enforcement Authority (0.5hrs), Use of Force- De-escalation

Techniques (0.5hrs), Use of Force - Officer Safety Techniques

(0.5hrs), Use of Force - Law concerning

Stops/Searches and Use of Force (0.5hrs)

B. Number of Hours:

2 hours

C. Unit Description: The students will review the Bradley Police Department's policies and procedures on compliance with constitutional requirements, use of force, stopping/approaching, and dealing with persons in crisis as well as P.A. 101-652 and P.A. 102-0028 prior to conducting scenario training.

D. Training Goals: By the end of this unit, students will be able to do the following:

1. Demonstrate an understanding of Bradley Police Department Police and Procedures:
 - Use of Force (Lexipol Policy 300)
 - Officer Response to Calls (Lexipol Policy 308)
 - Contacts and Temporary Detentions (Lexipol Policy 518)
 - Crisis Intervention Incidents (Lexipol Policy 408)
 - Search and Seizure (Lexipol Policy 312)
2. Demonstrate an understanding of the topics addressed in P.A. 101-652 and P.A. 102-0028.
 - a. Demonstrate an understanding of suspects constitutional rights related to Miranda during custodial interviews and right to counsel Investigation and Prosecution (Lexipol Policy 600); Reasonable suspicion related to field interviews, stop and frisk, and Terry stops in compliance with Police Search and Seizure (Lexipol Policy 312)
3. Demonstrate an understanding of objectively reasonable force, response to resistance/aggression, applying de-escalation techniques when possible, and protecting the safety of officers and others in compliance with Use of Force (Lexipol Policy 300), Crisis Intervention Incidents (Lexipol Policy 408), and Officer Response to Calls (Lexipol Policy 308).
4. Demonstrate an understanding of de-escalation techniques that may be used to impact the direction and outcome of many situations officers handle based on their decision making and tactics.

E. Recommended Instructional Aids:

- Bradley Police Department Policies and Procedures: Use of Force (Lexipol Policy 300)
- Officer Response to Calls (Lexipol Policy 308)
- Contacts and Temporary Detentions (Lexipol Policy 518)
- Crisis Intervention Incidents (Lexipol Policy 408)
- Search and Seizure (Lexipol Policy 312)
- P.A. 101-652 and P.A. 102-0028
- Blue Shield Tactical Systems course and the Blue Shield Tactical Systems scenarios.

IV. UNIT OF INSTRUCTION:

DE-ESCALATION, CRISIS MANAGEMENT STRATEGIES AND TACTICS, CRITICAL DECISION MAKING

A. Mandate: Use of Force – De-Escalation Techniques (2.0hrs)

B. Number of Hours: 2 hours

C. Unit Description: Students will participate in Blue Shield Tactical's PowerPoint presentation on non-escalation, de-escalation, and crisis management strategies and tactics. During this PowerPoint portion of the training, students will learn techniques taught utilizing the Critical Decision-Making Model, Collect Information, Assess the Situation (Threats and Risks), Consider Police Powers and Agency Policy, Identify Options, Consider the Best Course of Action, Act, Review, and Reassess. Students will also learn the art of Empathy and Learning How to Interrupt People in a Professional Manner. Students will learn to Deal with Verbal Abuse/Aggressive Behavior. Students will learn how to Build Rapport and Generate Voluntary Compliance.

D. Training Goals: By the end of this module, students will be able to do the following:

1. Demonstrate an understanding of techniques used in the Critical Decision-Making Model
2. Demonstrate an understanding of the Art of Empathy and Learning how to Interrupt People in a Professional Way
3. Demonstrate an understanding of Dealing with Verbal Abuse/Aggressive Behavior
4. Demonstrate an understanding of de-escalation tactics, including: Building Rapport and Generating Voluntary Compliance

E. Recommended Instructional Aids: Blue Shield Tactical PowerPoint Presentation

V. UNIT OF INSTRUCTION:

PRACTICAL EXERCISES/SCENARIOS

A. Mandate: Use of Force – De-Escalation Techniques (2.0hrs) (Scenario-Based)

B. Number of Hours: 2.0 hours

C. Unit Description: Students will be briefed on the scenario to which they are responding and use non-escalation, de-escalation, and crisis management tactics based upon the actions in the scenario presented to them. The instructor will control the actions within the scenario to respond to the student's actions and achieve the desired training objectives. Students will receive feedback regarding best use of tactics regarding use of available communications, positioning and other factors as appropriate to a particular scenario. Students will participate in 2-4 scenarios.

D. Training Goals: By the end of this module, students will be able to do the following:

1. Demonstrate use and understanding of proper, legal use of force decision making for a given scenario. Articulate the objectively reasonable force used by the officer, the officer's response to resistance/aggression displayed by the suspect, and what specific actions were taken to protecting the safety of officers and others during the scenario.
2. Demonstrate use and understanding of legal authority, requirements, and limitations related to voluntary contacts, Terry stops, searches and seizure. Articulate the existence of lack of legal authority for actions taken during the scenario.
3. Demonstrate use and understanding of officer safety techniques used during encounters. Articulate the use of time, distance, cover, and use of less lethal weapons used during the scenario.
4. Articulate why an officer chose a particular use of non-escalation, de-escalation, and crisis management tactics.
5. Identify strengths and weaknesses regarding the response to a given scenario.

E. Recommended Instructional Aids:

Blue Shield Tactical PowerPoint Presentation

Bradley Police Department Written Directives: Use
of Force 4.1.1 - 4.1.5

Radio Communication Procedures 81.2.4

Stopping Approaching- 61.1.7

Mental Health Issues - 41.2.7

Compliance with Constitutional Requirements – 1.2.3

P.A. 101-652 and P.A. 102-0028.

VI. UNIT OF INSTRUCTION:

SUMMARY AND EVALUATION

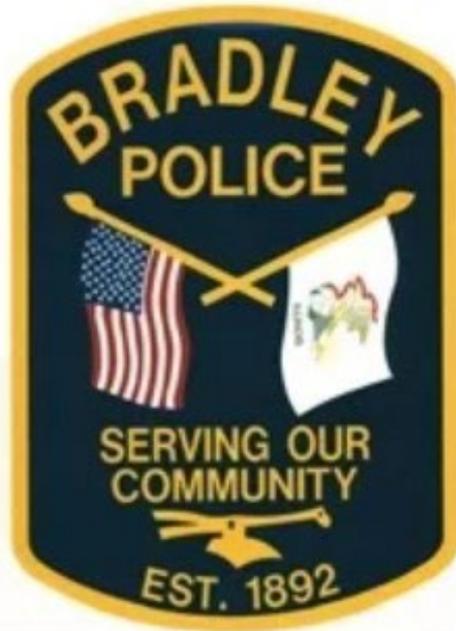
A. Mandate: None

B. Number of Hours: 5 minutes

C. Unit Description: During this final block of instruction, material presented over the duration of the course will be reviewed. Students will be asked to complete an evaluation of the course content and the instructor's effectiveness in delivering this content.

D. Training Goals: This unit is administrative in nature and there are no specific training goals identified.

E. Recommended Instructional Aids: TRI-RIVER evaluation forms.



BLUE SHIELD TACTICAL SYSTEMS



De-Escalation Ofc. Megan Lanie



Tactical Communication

Overview

■ Video Review



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TACTICAL SYSTEMS

Tactical Communication

Good/Bad

- 3 Things you observe
- Evaluation as Supervisor/Instructor
- After Action Report (AAR)



3 Things Good/Bad

3 MINUTES



Tactical Communication

What did you See/Hear?

Professional?
Tactics?

Law Enforcement

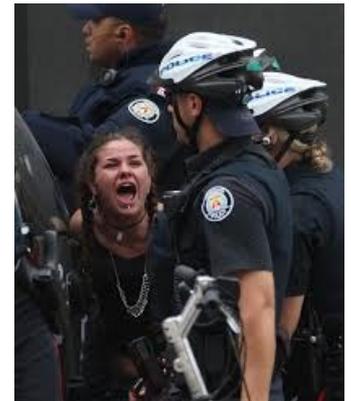
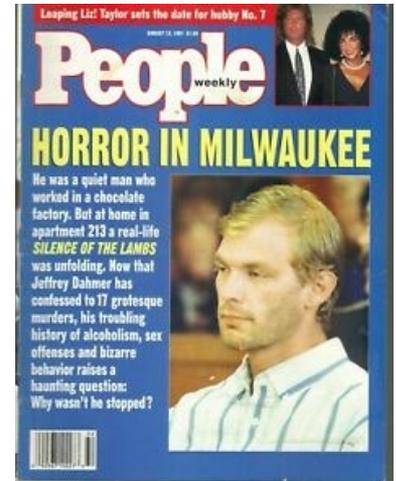
- *Daily Confrontations*
- *Work*
- *Mall*
- *Store*
- *Communication is our life*



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What is De-escalation?

- *Jedi mind-trick?*
- *Improve the response of Officers*
- *Safety in control*
- *Allows for rapport building*



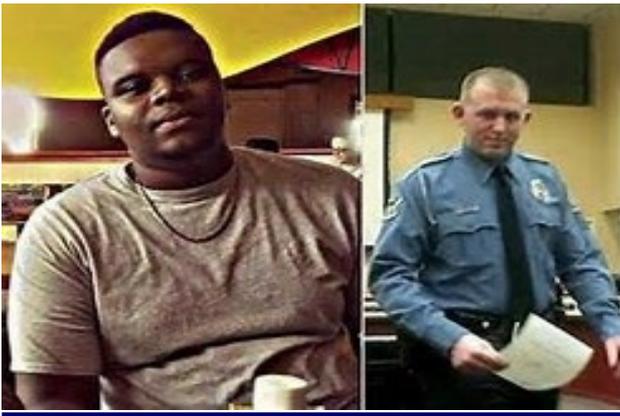
Tactical De-escalation

- ***Techniques to reduce the intensity of an encounter***
- ***Options for voluntary compliance***
- ***Mitigate needs for higher force***

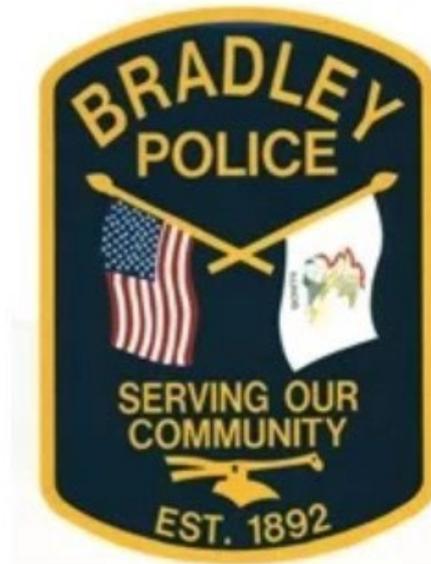


Why do we need TACCOMM?

- *Media reports*
- *Unprofessional contacts*
- *Lack of confidence*
- *Increased EGO*
- *Citizen complaints*



Estimated 10 mins of Completion

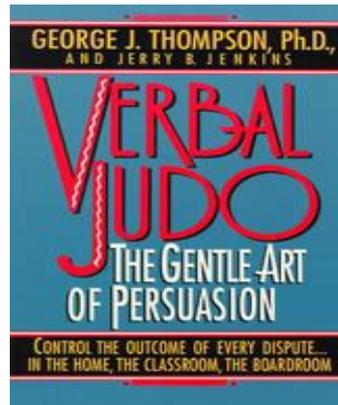


HISTORY OF TACTICAL COMMUNICATION

**Dr. George J. Thompson (VJ)
(Founder of Tac-Comm)**



- **Verbal Judo means “The Gentle Art of Persuasion” which uses Redirection rather than Resistance.**



Goals

Personal Safety

- **Developing a Mind/Mouth harmony is the greatest skill in the world. Lacking this may:**
 - **Instigate Violence**
 - **Loss of Credibility**
 - **Alienate people**
 - **Destroy rapport**

Personal Safety

- The most important weapon you take on duty:
- Mind
- The deadliest weapon you take on duty:
- Cocked tongue (Social Hand Grenade)





Personal Safety

7 MIINUTES



Tactical Communication

Goals

Enhanced Professionalism

- Reducing complaints and reduces personal stress by having fewer arguments
- Complaints?
- Liability?



4 MINUTES



Tactical Communication

Goals

Increase Efficiency

- Improving Performance
- Saying things right the first time
- Not having to apologize/restate information
- Explain why you fired off at the mouth

Goals

- Reduce intensity of encounter
- On both sides of equation
- Increases the safety of incident



POWER of contact 1 MINUTE



Tactical Communication

Profession

- **High Visibility**
- **Quick Decisions**
- **Continuous Training**
- **Adapt to Change**
- **Ethical Standards of Conduct (be what you represent)**
- **“It’s not enough to BE good, you have to LOOK good, SOUND good, or you’re NO good.”**
- **Licensed**



Goal of Law Enforcement

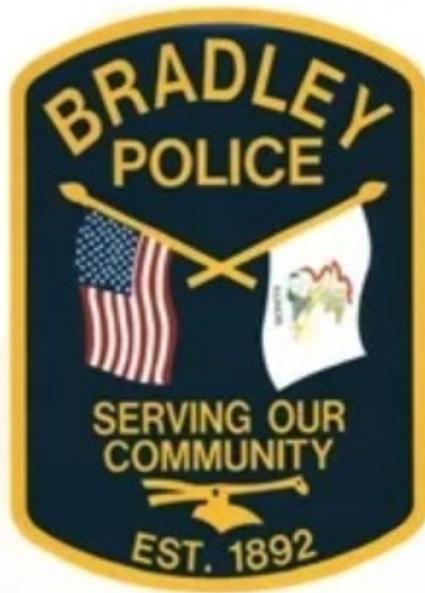
Ultimate Goal: Generate Voluntary Compliance

the act or process of complying to a desire, demand, proposal, or regimen or to coercion

Force Options:

- 1.Cooperative Controls = 97%** of altercations are resolved here
 - 2.Contact Controls**
 - 3.Compliance Techniques**
 - 4.Defensive Tactics**
 - 5.Deadly Force**
- = 3%** of altercations utilize force





Overview

- Critical Decision-Making Model (CDM)
- Steps of CDM



BLUE SHIELD
TACTICAL SYSTEMS

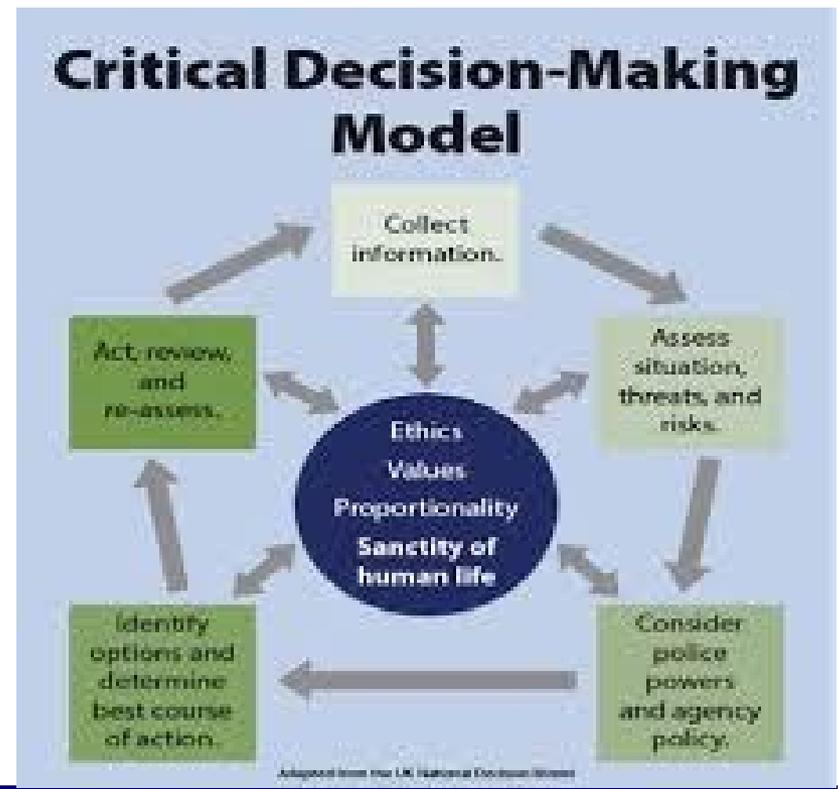
Critical Decision-Making

- The CDM is similar to the OODA Loop (Observe, Orient, Decide, Act)
- Process police officers follow every day
- Presents a way to understand and structure your decision-making



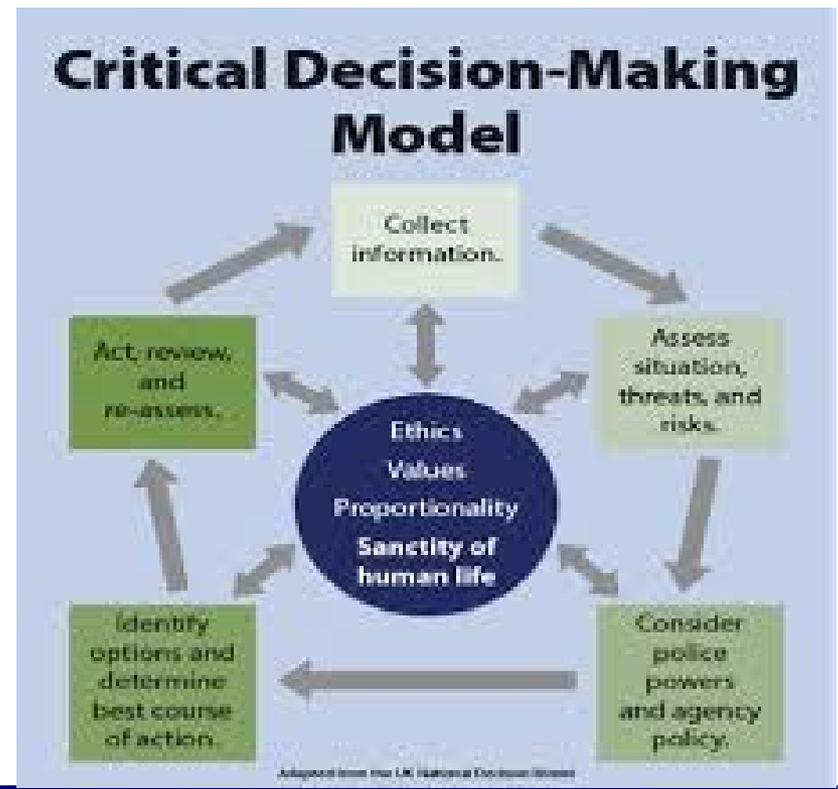
CDM

- Helps you make better decisions up front
- Continually re-evaluate
- Explain your decision later
- “Spinning the model”



Key Principles of CDM

1. Police Ethics
2. Values of the Police agency
3. Proportionality
4. Sanctity of human life



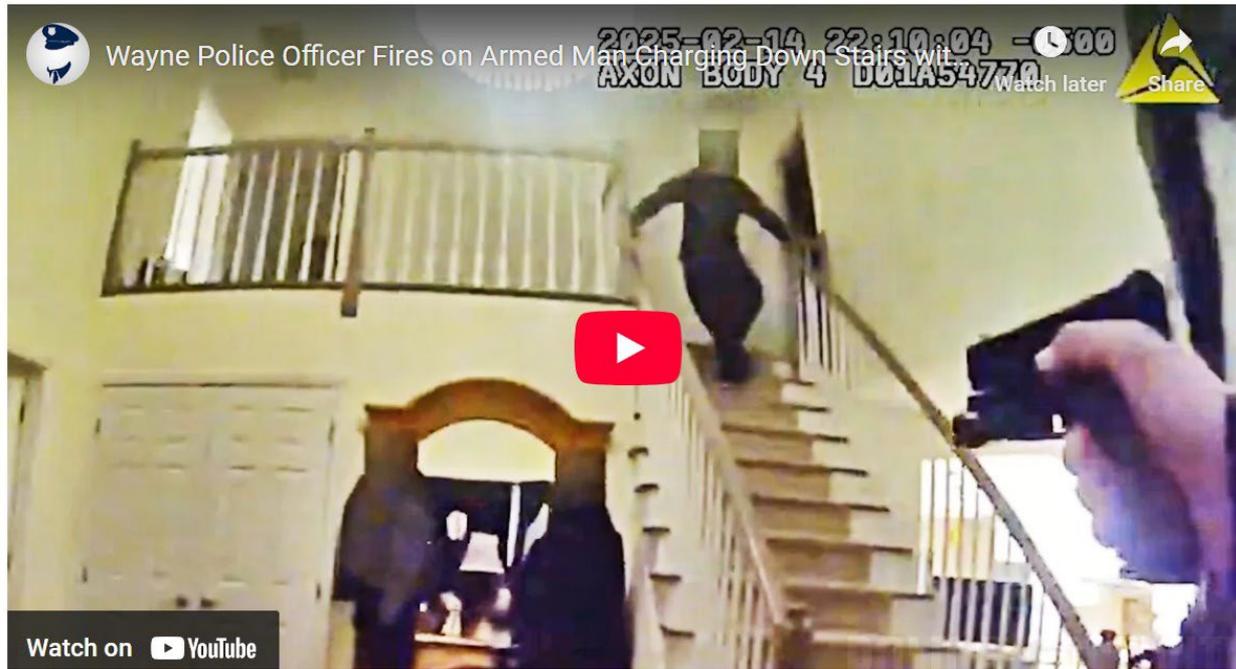
CDM Steps

1. Collect Information

- Ongoing
- Assessment from beginning to AAR
- Adds validity to “Training and experience”
- What do I know?
- What else do I need?



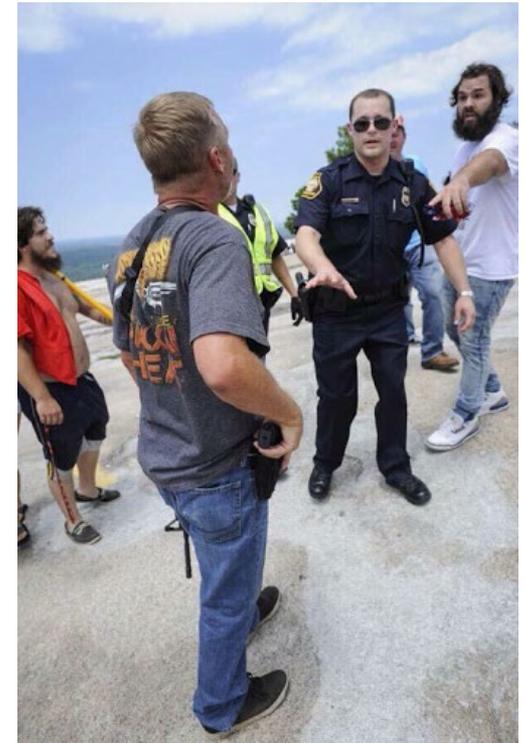
CDM 2 MINS



CDM Steps

2. Assess Situation, Threat and Risks

- Immediate Action?
- Gather more information
- Is training sufficient?
- Assess weapons/body language
- Describe to me a person that abuses Narcotics.



CDM Steps

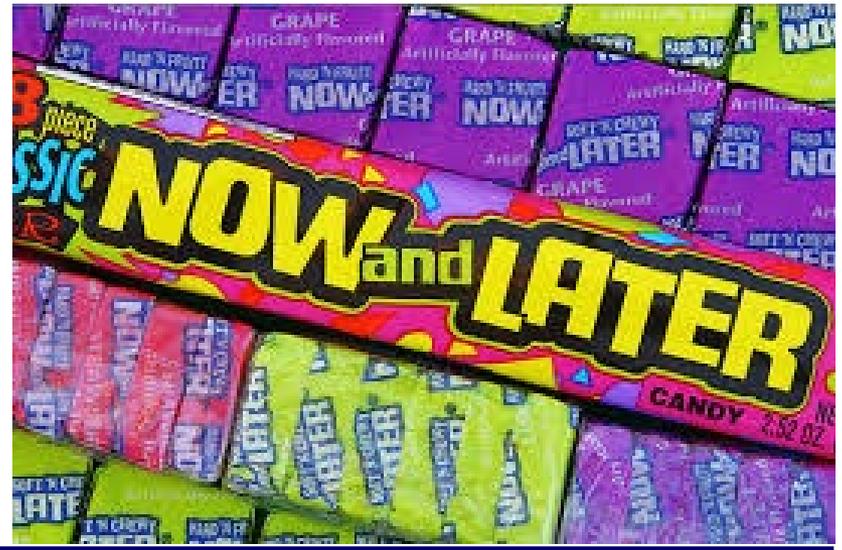
3. Consider Police Powers and Agency Policy

- Quick but critical
- Legal right to interact
- Information gathered for response to resistance

CDM Steps

4. Identify Options, Determine Best Course of Action

- What is the main goal?
- Act now or later?
- Greatest likelihood of success against least harm
- “Why use a sledgehammer to crack a nut?”
- The sanctity of human life



CDM Steps

5. Act, Review and Re-assess

- Take Action
- Seek out new information





Overview

- Empathy
- Interrupt a person professionally



Empathy

EMPATHY vs. SYMPATHY

Greek and Latin Roots Meaning “to See Through the Eyes of the Other”

You Don't Have to Sympathize to See Their Point of View

Interrupt

Interrupt Without Causing Resistance. (Get to the Point)

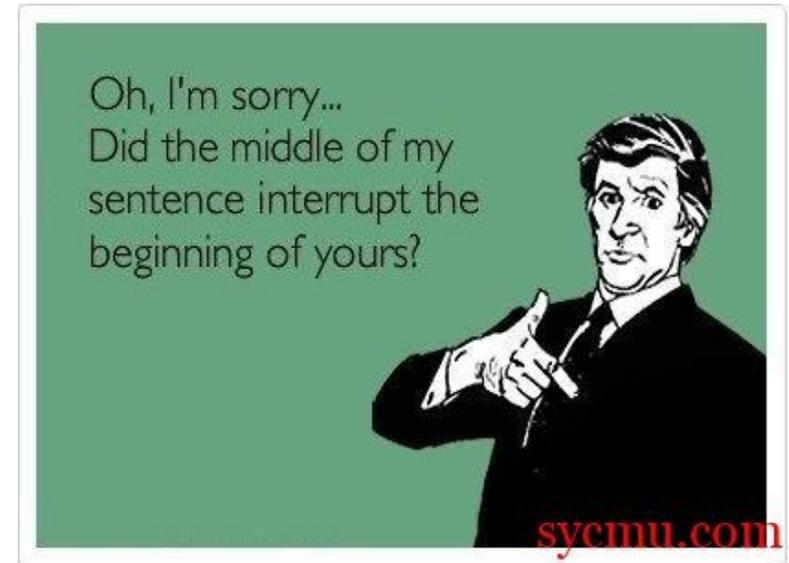
- **Gives You a Chance to Interject and Empathize.**
- **Interrupt: “Whoa”, “Listen”, “Wait a Second”**
- **Empathize: “Let Me Be Sure I Understand You”**

Interrupt

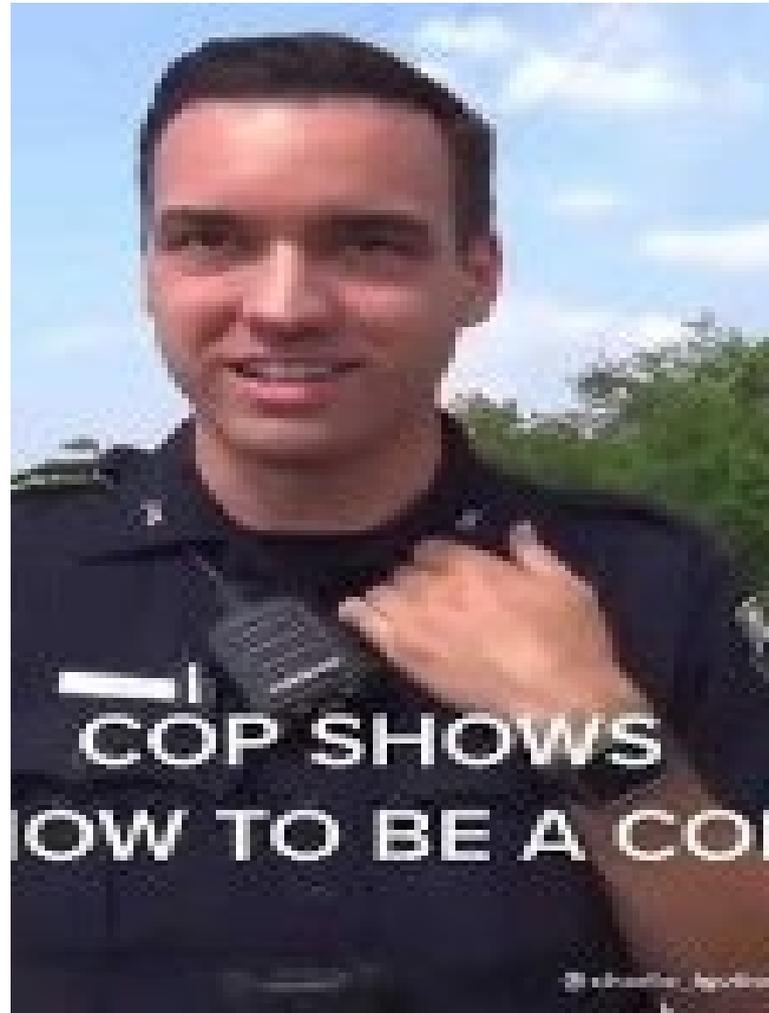
■ Paraphrasing:

■ Benefits?

1. Tells them you are listening
2. Gives control to you
3. Making sure you heard information
4. People love to hear what they have said



Explain



Tactical Communication

Interrupt

- 5. You have created Empathy (They believe you are trying to understand)**
- 6. Ask for reverse paraphrasing**
- 7. Etches the facts in your mind**
- 8. People will respond in the same manner**

Interrupt

Interrupt Without Causing Resistance.

- **Gives You a Chance to Interject and Empathize.**
- **Interrupt: “Whoa”, “Listen”, “Wait a Second”**
- **Empathize: “Let Me Be Sure I Understand You”**
- **Paraphrase: “So what you’re saying is...”**
- **You are now in control and that much closer to a resolution.**

Control



Tactical Communication

Summary

- Empathy
- Interrupt a person professionally

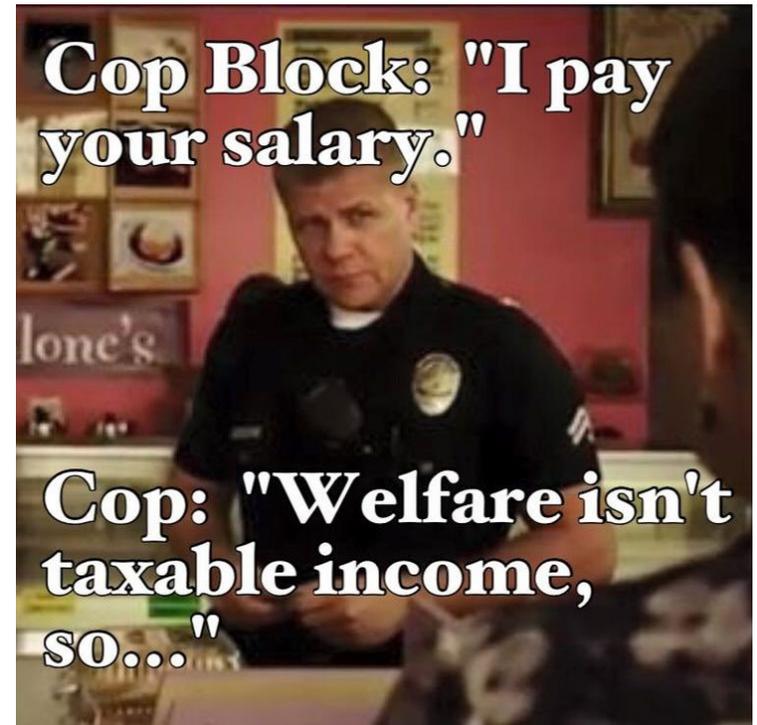


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TACTICAL SYSTEMS



Emotion in communication

Emotional Speech: Lashing Out When You Snap at Anyone using Natural Language that is evoked by emotions.



Verbal Abuse

- Can't be avoided
- Important part is how you deal with it
- Will you control with grace/ease?
- Will you feel like a bully?



BLUE SHIELD TACTICAL SYSTEMS



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Dealing with Verbal Abuse/Aggressive Behavior

Tactical Communication

Body Language



Tactical Communication

Common Obstacles

- **Fear of Authority**
- **Education Levels**
- **Levels of Communications**
- **Language Barriers**
- **Ethnic Background**
- **Social Background**
- **Police-Citizen rapport**
- **Prejudice and Objectivity**

People in a Crisis

- First tool to attempt?
- Slow down, Verbalize, actively listen
- Crisis precursors?
- Hollywood crisis (acting)



Mission in crisis

- **Treat/Solve**
- **Lighten/Listen**
- **TOP PRIORITY=De-escalate when safe**
- **Increases understanding and reasoning**



Tips/Techniques

- Request multiple officers (Gender/Culture)
- Slow down when safe
- Talk from Active listening information
- Body language on both sides
- Emotions=Icarus





Officer to Officer



Bodycam Footage Of Oklahoma City Officer Shooting Man

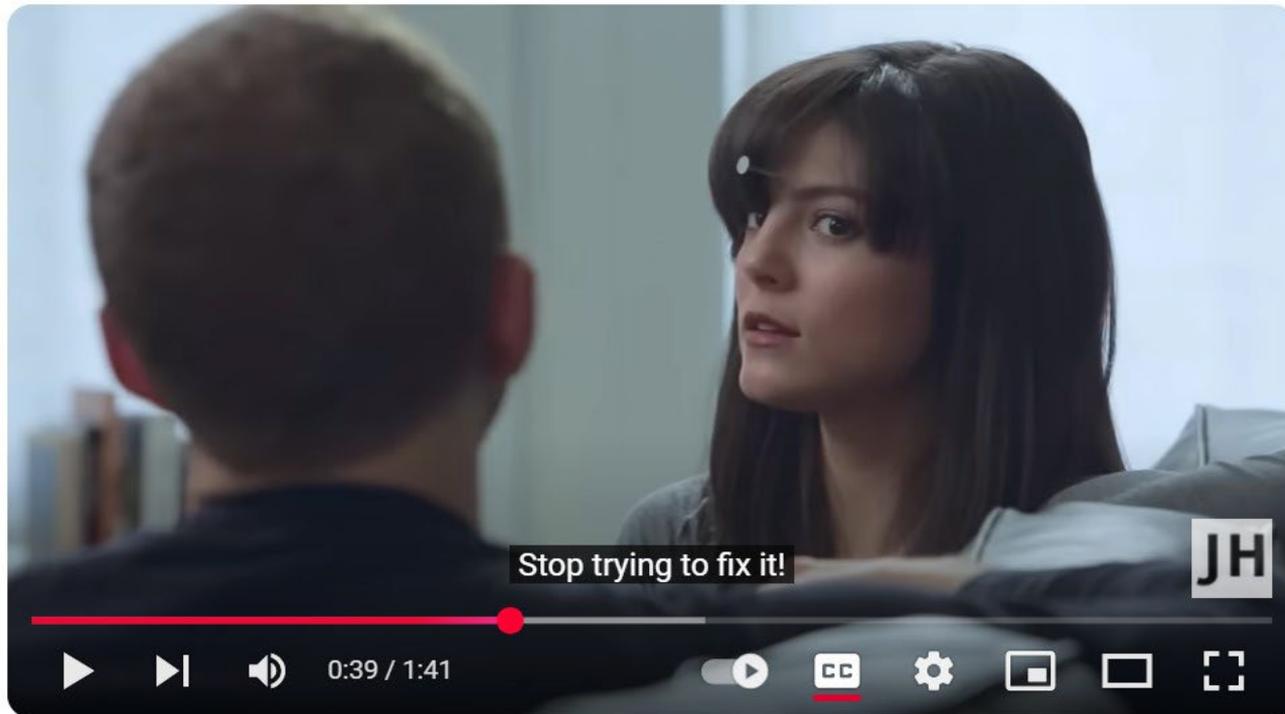
Tactical Communication





Overview

- **Communication: From the receiver's point of view**
- **Abuse towards communicator**



It's Not About The Nail

Non Verbal



Non-Verbal:

Facial Expressions

Use of Hands

Conducting Yourself

What Are You Really

Saying With the Famous

American Hand

Gestures and Slang?

Communication

- **Tone: Conveys your real attitude**
- **Negative/Condescending tone can make any good words seem useless**
- **Stranger asks for directions**
- **Be polite from the beginning**

Verbal Abuse

- Can't be avoided
- Important part is how you deal with it
- Will you feel like a bully?



Verbal Abuse

- 1st step is to acknowledge that something is being flung
 - 2nd admit its being flung at you
 - You can never avoid criticism
-
- Is it ok if someone attacks, insults, resists you verbally?



Verbal Abuse

- How can you deal with abuse?

- Laugh it off

- Show it has no sting



- Counteracting with abuse gives them ammo



Verbal Abuse

- Use a word or phrase to slow them down (“But.....”)
- Allows you to hurtle over an insult (Verbal Spike Strip)
- After “But” use only words that serve a professional purpose
- Ex: Someone call you and A*\$ \$@&*



Venting



Words

- **Basis for any confrontation (Foundation)**
- **Bad cement and foundation will crack**
- **How to obtain voluntary compliance without force**

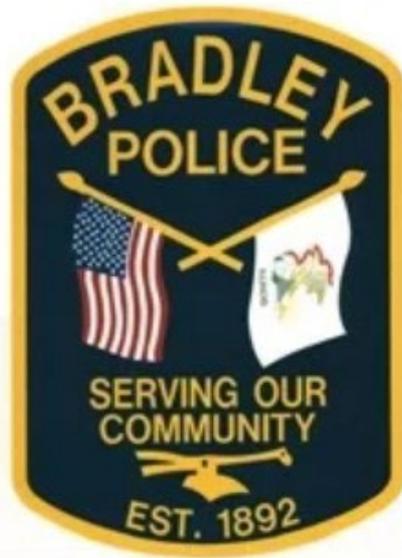


Attributes

- *What makes a good talking cop?*
- *How have these helped the officer?*
- *What's the tactical advantage?*



Tactical Communication



Overview

- Skills for Rapport
- How to ask questions
- Respect



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TACTICAL SYSTEMS

Tactical Communication

Key Skills for Rapport

- Use Team concept
- Switch between rapport building
- Don't let ego dilute the equation



Tools to Generate Voluntary Compliance

- **Five Basic Tools to Effectively Deal With People, under Pressure and still Gain Compliance:**

- **Listen: Listen Carefully and Appear to Listen**

How do you appear to listen?

Tools to Generate Voluntary Compliance

- **Empathize: What is Empathy?**
- **You do not have to agree, but attempt to understand**



Tools to Generate Voluntary Compliance

- **Ask: (Not asking them to do something)**
- **Fact-Finding: Specific data with clear cut answers**
- **General: Open ended question allows them to choose direction**
- **Opinion-seeking: Everyone like to voice theirs**
- **Direct: Yes/No questions (May make people hostile)**
- **Leading: Puts words in their mouths/may make them angry**

Tools to Generate Voluntary Compliance

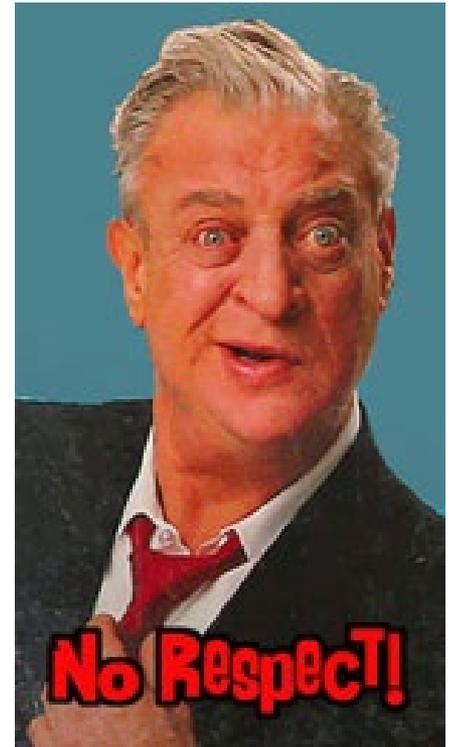
Paraphrase

Summarize: Condense Into Inarguable Statement

Respect

- Positive/Negative things from last 8 years of LE?

- People same under same circumstances
- (Who has been arrested?)
- Respect with:
 - Dignity
 - Pride
 - Assertiveness



Respect

- **Respect people for who they are and not what they do**
- **Disrespect**
 - **Puts people down**
 - **Makes them feel bad**
 - **Causes you to lose power**
 - **Creates enemies**
 - **Lose Professionalism**



Paraphrasing



nj
• com
True Jersey.

Tactical Communication

Summary

- **Skills for Rapport**
- **How to ask questions and get information**
- **Respect**

Overview

- Phrases never to say
- Professional Alternative



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TACTICAL SYSTEMS

Things Never to Say

“Calm Down”

- Use lower volume of voice
- “It’s going to be alright”
- I can see your upset, tell me why.



Things Never to Say

- **“Come Here!”**
- **“Excuse me, could I talk to you for a second?”**
- **“Could I talk to you over here?”**



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Things Never to Say

- **“You Wouldn’t Understand.”**
- **Tells them they are stupid**
- **Just explain, even if you break it down**



Things Never to Say

- **“Because Those Are the Rules.”**
- **Explain the rules**
- **They may not like the rules but they will be informed**



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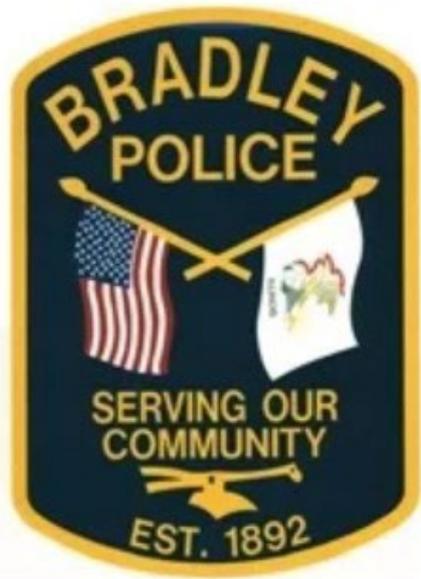


Things Never to Say

- **“It’s None of Your Business.”**
- **“What Do You Want Me to Do About It.”**
- “What’s Your Problem!”**
- “You Never.....” Or “You Always.....”**
- “I’m Not Going to Say This Again.”**
- “Why Don’t You Be Reasonable.”**

If You Begin Cutting These Words, You Will Find Yourself Getting in a Lot Fewer Verbal Confrontations.





Overview

- Incidents and Tactics
- Critical Pre-responses
- Response requirements
- AAR



Tactical Communication

Tactics

- Recognize the type of incident
- Communications goes both ways (Subject/officers)
- Proxemics

Tactics

- No standard scenarios/application
- Fluid and dynamic movement
- No one-size-fits-all approach
- Still have concepts of control



Tactics

- How to use CDM in crisis
- Mental preparation for incident
- Everyone knows role
- 1:1 ratio for Communication
- Other roles for arriving officers



Tactics

- “Tactical pause”
- Be prepared to act immediately on scene
- If no threat, slow it down
- “No threat, see what you can get”



Space Management

- Distance + cover = time
- Close quarters diminishes options
- Increase tools by adding distance
- Position of advantage
- P.A.F.I.



Propper AAR

- Document all actions (Good/Bad)
- Continuous learning cycle and tool
- Improve p\future performance
- Explain why you did what you did (Professionally)
- Include Implicit bias in discussion of AAR



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TACTICAL SYSTEMS



Culture and People

Tactical Communication

Overview

- Cross Cultural Comm
- Types of People

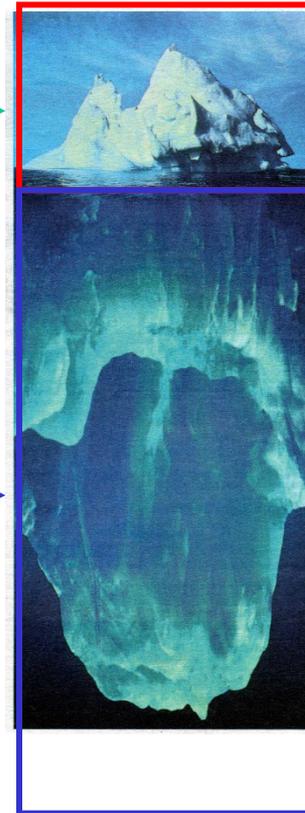


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TACTICAL SYSTEMS

CROSS CULTURAL COMMUNICATION

Big “C” Culture

Little “c” Culture



CROSS CULTURAL COMMUNICATION



■ CULTURE

**A set of learned and shared values, beliefs,
and behaviors of a group of interacting
people**

CULTURAL COMMUNICATIONS

- **Aspects of a culture's history that is a part of its present existence**
 - Religious
 - Race
 - Political
 - Economic





CULTURAL COMMUNICATION

HISTORY IS IMPORTANT!!

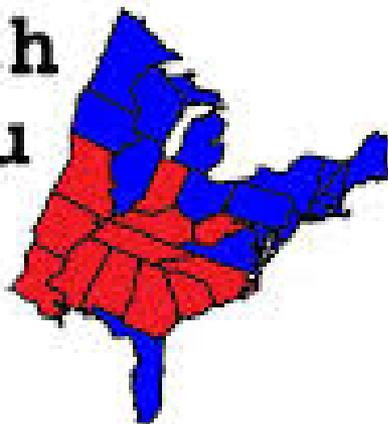
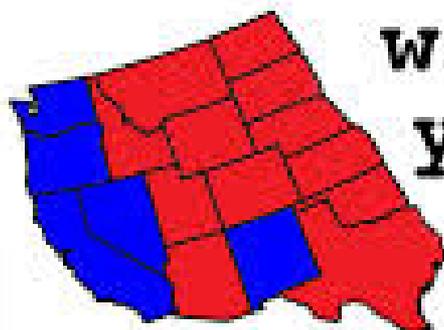
"To Understand a people or a culture, it is not enough to examine it only with your eyes. You must also see how and why it has become what it is, to know its sources and its traditions."

JEAN HERKEST, HISTORIAN



Here I am,
**STUCK IN THE
CULTURE WARS**

with
you





CROSS CULTURAL COMMUNICATION

□ *Cultural Advice*

- ***Study the Culture & History***
- ***Learn the Language***
- ***Realize there are Differences***
- ***Suspend Judgement (Keep an Open Mind)***

Knowledge

Gaining Rapport starts With knowing the culture you will be entering.

RESEARCH!

Now we need to know what type of people we will talk with

Different People

- No matter the culture, gender, age, nationality, or race
- Three categories of people
 - Easy
 - Difficult
 - Deceptive



Easy People



**Will Do Exactly What
You ask of Them.**

**Never a Problem
Because They Have a
Hard Time Saying No**

They want to Please

Difficult People

Will Not Do Exactly What You Tell Them the First Time

Love to Ask “WHY” or “WHAT FOR” 70% of the Time

Eager to argue a point as a nice person is to cooperate



Difficult People

- How can a deal benefit them
- Clear info on what they can gain
- Or what they have to lose

Take ego out! “How can I help You?”
“Chance to educate”



Deceptive

**Sound Like Easy People
(Friendly to your Face)**

**Will use unprofessional
behavior against you**

(Cloud of illusion)

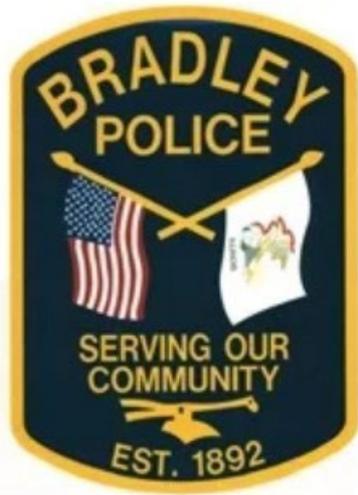


Who are you dealing with?

Must Be Skillful With All



Tactical Communication



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TACTICAL SYSTEMS

Mindset/Tactics

Tactical Communication

Denver



Tactical Communication

Persuasion

■ 1) Ask (Ethical appeal)

- **Simply and Politely ask the person what you want them to do**
- **You may feel like a wimp, but Deflate your EGO**
- **How you ask is important**



Outside the box

Tactical Communication

Persuasion

■ 2) Set Context (Reasonable Appeal)

- Gives reasons, policies and procedures for what you are asking
- 70% of people will comply
- How you say it matters



Persuasion

- 3) Present Options (Personal Appeal)
 - Motives/Values/Personalities (MVP)
 - Difficult people may need these
 - NO THREATS
 - Explain what will happen if they do not comply

The Feedback “Sh*t Sandwich”

Read more at: GetLighthouse.com/Blog



Persuasion

- **“If a man has something to gain or lose, you have something to use to persuade them”**
- Dr. George Thompson-**
- **90% will comply**

Persuasion

■ 4) Confirm (Practical Appeal)

- This is where we see if we have cooperation
- “Is there anything I can say to gain your cooperation?, I’d like to think so?”
- Shows you have exhausted all verbal means
- Let’s other officers know where you are

Persuasion

- **5) Act (Determine Appropriate Action)**
 - **Use appropriate force to control the situation**
 - **Use the bad option for justification**
 - **ARREST/CONTROL/TRANSPORT**

Summary

- **Comply Tools**
- **Four Appeals**

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When Words Won't Work

Tactical Communication



Salt Lake City



Tactical Communication

Overview

- When words wont De-escalate the issue
- **WHEN WORDS WONT WORK (WWW)**
- Strength/Weakness



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Safe?

Warning: Explicit Content

Hands on Immediately (Action)

S.A.F.E.R.

- When words Fail:

- **S**ecurity
- **A**ttack
- **F**light
- **E**xcessive Repetition
- **R**evised Priorities



Hands on Immediately (Action)

F.O.R.C.E.

- When words Fail:

- **F**ight/Flight
- **O**fficer Observations
- **R**evised Priority
- **C**omm not working
- **E**xcessive Repetition



Conclusion of Course

