

## Reality Scenario Based Training Debrief

**Title:** Integrated Reality Based Training Debrief

**Recommended Time:** 60 Minutes

**Primary Audience:** Patrol Officers, Detectives, Supervisors

**Module Goal:** Thank student officers for attendance, complete post-test

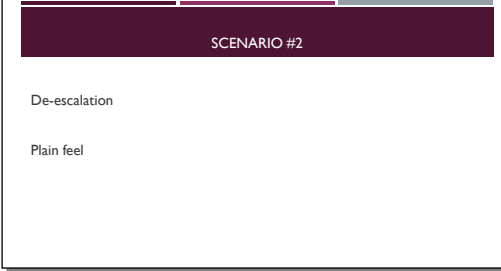
**Required Materials:** PowerPoint projector

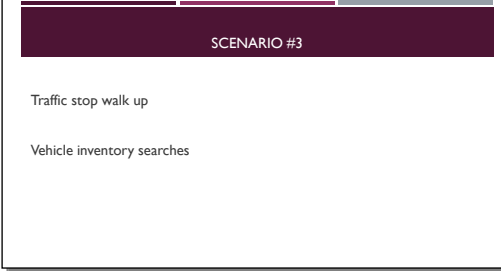
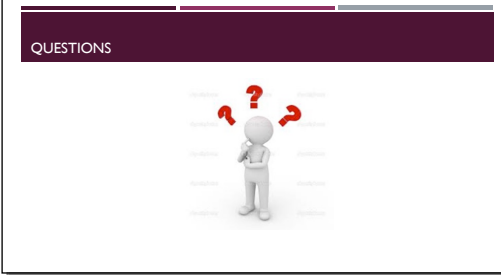
**Student Handouts:** Post-test

Recommended Time Allocation		
	Unit	Recommended Time (minutes)
<b>1</b>	Thanks	5
<b>2</b>	Debrief	15
<b>3</b>	Test	40
<b>Total</b>		<b>60 minutes</b>

<p>Slide 1</p>	<div data-bbox="391 216 889 485"> <div>THANK YOU</div> <ul style="list-style-type: none"> <li>▪ Thank you for attending this training</li> <li>▪ This training is for you, please give me any information that you feel we can improve on</li> </ul> </div>	<p><b>Instructor notes:</b></p> <p>Thank everyone for participating in the training.</p> <p>Make sure all participants received their firearms and intermediate weapons</p> <p><b>Instructor says:</b></p> <p>This training is for you. Please give me any information that you feel the Training Section can improve on. Remember, to receive full credit for session II of in-service you will need to complete the online survey which we will email to after this training is complete.</p>
<p>Slide 2</p>	<div data-bbox="391 1047 889 1316"> <div>SCENARIO #1</div> <ul style="list-style-type: none"> <li>De-escalation techniques</li> <li>Officer safety issues</li> <li>Youth response to trauma</li> </ul> </div>	<p><b>Instructor says:</b></p> <p>If you used effective communication and de-escalation techniques, you should not have used force. Did anyone have to use force on the subject and what do you think you could have done differently?</p> <ul style="list-style-type: none"> <li>• De-escalation tactics and techniques are proactive actions</li> <li>• Officers shall avoid taking unnecessary actions that may escalate the need to use force</li> <li>• The nature and immediacy of potential threats will help determine what de-escalation or other tactics an officer may use to address the threat</li> </ul>

		<p>What officer safety issues did we see in this scenario? Solicit student feedback, possible responses include:</p> <ul style="list-style-type: none"><li>• Officers located in the back room away from the door</li><li>• Small area where subject was located prevented multiple officers presence</li><li>• Subject had a knife</li></ul> <p>A youth's response to trauma is a sensitive one. Who did not acknowledge and ensure the youth was cared for? What could you have done different?</p> <ul style="list-style-type: none"><li>• To reduce a youth's exposure to trauma, where the arrested parent is calm and compliant, officers shall consider the following:</li><li>• Avoid handcuffing or arresting the parent in the presence of the youth.</li><li>• Allowing arrested parents to comfort their children, explaining what will happen next, and describing how the child will be cared for in his/her absence. c. Inquiring whether other children may return later to the home and arrange for their care in the parent's absence.</li></ul>
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<p>Slide 3</p>	 <p>SCENARIO #2</p> <p>De-escalation</p> <p>Plain feel</p>	<p><b>Instructor says:</b></p> <p>If you used effective communication and de-escalation techniques, you should not have used force. Did anyone have to use force on the subject and what do you think you could have done differently?</p> <ul style="list-style-type: none"><li>• Active listening</li><li>• Place barriers</li></ul> <p>Did anyone reach into the subject's pocket after feeling an object? If you did, can you articulate that it was immediately apparent that it was evidence or contraband?</p> <ul style="list-style-type: none"><li>• Solicit feedback and allow officers to explain if they felt it was immediately apparent. Anchor with the policy and current case law regarding plain feel. Caution should be taken attempting to articulate plain feel without the proper training and experience. As always, do not allow the officer in his or her explanation to use boiler plate language</li></ul> <p>If you cannot articulate that, it was an improper search and may subject you to administrative, civil or even criminal liability</p>
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<p>Slide 4</p>		<p><b>Instructor says:</b></p> <p>How did you feel about the traffic stop walk ups? We wanted to provide you with a refresher on walk ups. It is our intention in the future to increase the level and stress during traffic stop scenarios. We wanted to make sure everyone had the proper base before we start those types of scenarios</p> <p>Who did not inventory the jewelry? If you did not, what could have you done differently?</p> <p><b>Remember:</b></p> <ul style="list-style-type: none"> <li>• Vehicles are inventoried to protect citizens and the Division from false claims and shall contain a description of property</li> <li>• When possible, prior to towing, remove from the vehicle property such as jewelry, cameras, radios, televisions, golf clubs, cellular phones, computers, or other valuables</li> </ul>
<p>Slide 5</p>		<p><b>Instructor note:</b> Answer any questions student officers may have.</p> <p><b>Instructor say:</b> The Training Section has two AED's in both main buildings and any first aid equipment that you might need. If an injury happens during training, please notify a Training Section Supervisor.</p>

<p>Slide 6</p>	<div data-bbox="391 218 889 485"><p>TEST</p><ul style="list-style-type: none"><li>▪ Complete the test, this is an individual exercise</li></ul></div>	<p><b>Instructor notes</b></p> <p>Pass out the tests. After all student officers complete the test, have them exchange papers and grade them.</p>
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