



Title: Reality Based Training Scenario #1

Recommended Time: 1 Hour 30 Minutes

Primary Audience: Patrol Officers, Detectives, Supervisors

Module Goal: Using scenario based training, the student officer will demonstrate appropriate use of force, search and seizure and procedural justice principles.

Required Materials: Tactical training house, simulated (blue) gun

Learning Objectives: At the completion of this module, student officers will be able to:

1. Demonstrate proper de-escalation techniques including distance, cover and time
2. Identify the four pillars of procedural justice
3. Demonstrate appropriate and constitutionally sound search and seizure strategies
4. Identify options if interacting with a juvenile during a domestic violence incident
5. Demonstrate procedural justice techniques while navigating a high stress scenario

Recommended Time Allocation		
	Unit	Recommended Time (minutes)
1	Group assignments and equipment distribution	15
2	Active scenario participation and worksheet	30
3	Scenario Debrief	15
Total		90 minutes

## REFERENCES

1. GPO (2.01.01) Use Of Force Definitions
2. GPO (2.01.03) Use of Force General
3. GPO (2.01.05) Use of Force Reporting
4. GPO (2.01.02) De-escalation
5. GPO (1.07.08) Bias Free policing
6. GPO (2.02.02) Search and Seizure
7. GPO (5.05.05) Enforcement of domestic violence statutes
8. GPO (5.12.01) Interactions with youth

## COURSE MATERIALS

### TEACHING AIDS

<input type="checkbox"/>	Erasable Board/Markers	<input type="checkbox"/>	Easel/Notepads
<input type="checkbox"/>	Lectern/Table		
<input checked="" type="checkbox"/>	Other: Plastic knife, simulated bloody towel, and broken cell phone		
<input checked="" type="checkbox"/>	Student Handouts		

### INSTRUCTIONAL TECHNIQUES

<input type="checkbox"/>	Lecture	<input checked="" type="checkbox"/>	Group Discussion
<input type="checkbox"/>	Demonstration	<input checked="" type="checkbox"/>	Scenario-based Training
<input checked="" type="checkbox"/>	Individual Exercise	<input checked="" type="checkbox"/>	Hands-on Techniques
<input checked="" type="checkbox"/>	Problem Solving		

## **Safety Protocol**

### **Instructor notes:**

1. The instructor shall ensure proper signage is posted at the entrance and exit points of the scenario indicating "police training, do not enter"
2. The safety protocol will be a three-tiered check
  - a. Students will ensure they do not have live weapons (check one)
  - b. Students will ensure other students do not have any live weapons (check two)
  - c. The instructor will ensure all students do not have live weapons on them (check three)

### **Instructor says:**

1. All officers are considered safety officers and everyone is responsible for the safety of the scenario. If you see something dangerous, stop the scenario by informing any instructor/safety officer
2. There will be no physical touching of the role players other than what is immediately necessary for the scenario
3. Scenarios end or are stopped by the whistle or the instructor gives the command of "STOP TRAINING"

## **Set-Up**

### **I. Site description**

- A. Tactical training house at the Ordnance Unit
- B. Interior of tactical training house
  - i. Low light level

### **II. Training Section requirements**

- A. All Training Section instructors will don a yellow traffic vest, whistle, and portable radio
  - i. One lead instructor
  - ii. One Safety officer
  - iii. Two dedicated role players
- B. After you give the student officers the radio broadcast, allow the scenario to unfold. Only stop the scenario if there is a safety violation
- C. Instructors will manage the scenario by noting teaching points as the student officer completes the scenario
- D. At the end of the scene, complete the debrief questions. Use the instructor prompts to facilitate the discussion and anchor any discussion with current General Police Orders
- E. After all student officers complete the scenario, instructor facilitates a large group discussion with all members of the scenario

### **III. Scenario set up**

- A. In this scenario, a two-person zone car will receive a third party call, radio assignment to respond to a Domestic Violence incident. The dispatcher stated the caller told them that they heard their parents fighting and hung up. There is no response on a callback, and nothing more is available.

## I. Integrated Reality-Based Training

### I. Introduction

#### A. Instructor introduction

1. Conduct safety protocol
2. Ensure you have all student officers present

#### B. Instructor says:

C. Our goal for this scenario is to increase your comprehension of Bias-Free, Use of Force, and Search and Seizure Policies using scenario-based training

D. This module is intended to give you practice in dealing with a scenario inspired by real-life in which you will need to think about using various techniques and skills to reach a successful outcome

E. We are going to be working in two-officer teams

F. I will be your dispatcher. If you need or want back up, please advise me.

G. You are expected to voice the activation of your body camera prior to any law enforcement action or citizen contact

H. You are expected to complete all aspects of your assessment sheet satisfactorily

I. Failure to successfully complete all areas of your assessment sheet will result in remedial training and repeating the scenario. If this reassessment is unsuccessful, a Training Section supervisor will be notified, who will evaluate and potentially treat it as a CPT failure. Members will have to turn in their firearms and be assigned to the Training Section to undergo remedial training.

J. There is no one-size-fits-all technique. It depends on the nature of what you may be encountering. The nature and immediacy of any situation will help determine what de-escalation tactics an officer may use to address the situation

K. De-escalation requirements apply regardless of whether you think this is a use of force situation or not. The various de-escalation techniques are ways to meet law enforcement

*Instructor provide your law enforcement background*

*Weapons check will be performed before each scenario begins*

*Wearable camera system general police order 4.06.04*

*Use of force-general, general police order 2.01.03*

<p>objectives in a safe, effective way in all the circumstances where you interact with subjects who do not pose any threat.</p> <p>L. Team approaches to de-escalation are encouraged and should consider officer training and skill level, number of officers, and whether an officer has successfully established rapport with the subject.</p> <p>M. Every interaction with members of the community is an opportunity to build public trust and confidence in the police</p> <p>N. Always utilize the four pillars of procedural justice, which are:</p> <ol style="list-style-type: none"> <li>1. Treating people with dignity and respect</li> <li>2. Giving individuals a chance to be heard during interaction</li> <li>3. Making decisions fairly and transparently, based on facts</li> <li>4. Conveying goodwill and trustworthiness</li> </ol> <p><b>II. The scenario and role player script</b></p> <p>A. A 3<sup>rd</sup> party caller stated their parents were fighting and hung up. There is nothing further.</p> <p>B. Instructions for Role Player #1 The Victim</p> <ol style="list-style-type: none"> <li>1. You should have a broken cell phone and a bloody towel <ol style="list-style-type: none"> <li>i. You will be located inside the living room or kitchen of the tactical house. You have been assaulted by your significant other and have injuries that will require medical treatment. Point out the bloody towel. Your significant other had threatened to kill you if you contacted the police and smashed your cell phone when you tried to call the police. Your significant other will not let you go to get medical treatment.</li> <li>ii. Advise the responding officers that an</li> </ol> </li> </ol>	<p><i><b>Bias free policing, general police order 1.07.08</b></i></p> <p><i><b>Read this to each two-officer team</b></i></p> <p><i><b>Instructions for the role players</b></i></p>
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argument started because you found drugs in a shared book bag. If asked about the type of drugs, say it was a white powder in a baggie. You do not know if he has any weapons.

- iii. Advise the officers your significant other is located inside the back bedroom
- iv. Tell the officers you will bring them to the back bedroom. Officers should tell you to wait here or go outside for safety

#### C. Instructions for Role Player #2

1. There should be music playing in the background. You should be the furthest point away from the door with an object (bed, chair, etc.) between you and the police

- i. Located inside the back bedroom of the tac house with the door open
- ii. You should be facing toward the door
- iii. You will have a simulated red knife in your hand. This will be immediately apparent to responding officers
- iv. You will be verbally confrontational but not aggressive towards the officers
- v. If the officers approach in the room, you begin threatening to stab yourself until they listen to you and yell for them to leave the room now. Stress that you just want to talk.
- vi. If they continue to proceed into the room, you will begin stabbing yourself and fall as if lifeless
- vii. You will challenge the officers on why they are getting involved in a personal dispute. You did not call them, and you do not need them to help.
  - i. Officers should explain the

***Watch for this to occur and ensure to reinforce de-escalation strategies to employ in debrief***



<p>reasoning for their presence (dispatched to the address, there to help, etc.)</p> <p>ii. If not, solicit the officers again, why they are getting involved when you did not call them – move to the next prompt</p> <p>ii. You will challenge the officers on why they are taking the word of the Victim and not them. You are tired of not being heard or listened to. Last time the officers never even took your side of the story.</p> <p>i. If officers allow you the opportunity to explain, tell them that you were upset and never meant to hurt the Victim. You have anger issues and are trying to be better. See viii for prompt.</p> <p>ii. If officers do not allow you to speak or neglect your concerns, you will become increasingly irritated and confrontational. Reiterate that you are tired of being ignored and will not go back to jail.</p> <p>iii. Give one more chance to establish rapport and provide you with reasonings for their decision to arrest/detain.</p> <p>iv. If officers only yell commands, refuse to allow you to speak, or fail to maintain a safe distance, begin to stab yourself and fall lifeless.</p> <p>viii. If officers remain outside of the room and apply de-escalation techniques, such as allowing you to speak, using a normal tone, not yelling orders repeatedly, building rapport and trust, explaining options and</p>	<p><b><i>Reinforce success in addressing this statement or failure to provide it during debrief</i></b></p> <p><b><i>Watch for this to occur and ensure to reinforce de-escalation strategies to employ in debrief</i></b></p>
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<p>reasons, and presenting potential resources, you will set the knife on the nearby dresser and begin complying with officers</p> <ul style="list-style-type: none"> <li>ix. If officers proceed into the room, following you placing the knife down, you will immediately pick the knife back up and become non-compliant, threatening self-harm again, telling them to leave the room</li> <li>x. The intent is to have the officers direct you away from the knife and out of the room</li> <li>xi. If ordered to move away from the knife and towards officers, you will be compliant and follow their directions</li> <li>xii. Once secured by officers, you refuse to answer any questions invoking your 5<sup>th</sup> Amendment right. Additionally, you will not consent to a search of any belongings if asked. However, you will not resist or fail to comply with directions</li> </ul> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p><b>Instructor notes</b></p> <ul style="list-style-type: none"> <li>➤ The scenario will end with the arrest or deployment of intermediate weapon/self-harm of the suspect</li> <li>➤ All handcuffing should be simulated</li> </ul> </div> <p><b>III. Debrief: Scenario Specific Questions</b></p> <ul style="list-style-type: none"> <li>A. Review key points that student officers did well during the scenario</li> <li>B. These questions will be asked to every team of student officers when the scenario is complete. Use the instructor prompts to facilitate discussion and anchor with the appropriate policy. Ensure to anchor learning objectives and key training points observed during the scenario</li> <li>C. Solicit student feedback, ask the officers what they believe</li> </ul>	<p><i>Read each question to every two officer team. Facilitate the discussion and use the prompts to increase comprehension of the general police orders</i></p>
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<p>they did well and what opportunities they have to improve on</p> <p>D. What was your legal basis for the contact with the suspect?</p> <ol style="list-style-type: none"> <li>1. The officers responded to a call for service unknown situation. They were provided information from a victim that they were assaulted and their phone was broken. This led them to believe a domestic violence incident took place and led them to the suspect, who was located in the back bedroom</li> <li>2. The suspect in the back bedroom matched the description of the suspect male. The suspect was seized based on probable cause that they committed a crime</li> <li>3. The suspect had a knife on his person. Level 1 pistol point may have been used (pistol point)</li> </ol> <p>E. What was your threat assessment of the suspect?</p> <ol style="list-style-type: none"> <li>1. The suspect was agitated and yelling but was overall cooperative. The location of the suspect in the room caused some concern, unknown area</li> <li>2. The suspect had a knife under his/her control</li> </ol> <p>F. How did you use procedural justice to slow down the pace of the incident?</p> <ol style="list-style-type: none"> <li>1. Answers will vary; anchor with the below information <ol style="list-style-type: none"> <li>i. Four central principles of procedural justice are designed to build public confidence in the police by <ol style="list-style-type: none"> <li>i. Treating people with dignity and respect; this means slowing down the pace of the incident and using active listening skills to gain voluntary compliance</li> <li>ii. Giving individuals a chance to be heard during encounters; when receiving information from any subject, allow them to voice any</li> </ol> </li> </ol> </li> </ol>	<p><i>Search and seizure general police order 2.02.02</i></p> <p><i>Bias-free policing general police order 1.07.08</i></p>
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<p>issues or concerns that they have. Remain professional and explain the situation</p> <p>iii. Making decisions fairly and transparently, based on facts; when explaining the law enforcement decision, use as much information that you can to explain why you made that decision</p> <p>iv. Conveying goodwill and trustworthiness; remember every interaction with the Cleveland community is an opportunity to convey police legitimacy. Make all decisions related to law enforcement activities based upon observed behavior, reasonable suspicion, and/or probable cause</p> <p>G. What decisions or tactics did you employ to slow down the pace of the incident? Were your tactics effective, and how could you have improved them</p> <p>1. Responses will vary, anchor with the below information</p> <p>i. Consider other de-escalation techniques, including the proactive use of distance, cover, concealment, and time</p> <p>ii. Asking questions instead of giving orders after any immediate threats are addressed</p> <p>iii. Paraphrasing what the subject is saying to you</p> <p>iv. Verbalize to the subject in a calm demeanor and normal tone of voice, all of the options available to them</p> <p>v. De-escalation requirements apply regardless of whether you think this is a use of force situation or not.</p>	<p><i>Use of force-general, general police order 2.01.01</i></p>
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<p>The various de-escalation techniques are ways to meet law enforcement objectives in a safe, effective way in all of the circumstances where you interact with subjects who do not pose any threat</p> <p>H. If you did not contact backup or a supervisor, what led you to that decision?</p> <p>1. Responses will vary, anchor with the below information</p> <p>i. Increasing officer presence may have a positive impact on the situation. However, understand that some individuals, especially those in mental health crises, may not react positively to increased officer presence. It may be more prudent to have officers remain out of view but nearby and not interact directly with the individual, should their presence be noticed and escalate the individual. Additionally, if the suspect is experiencing a behavioral health crisis, contact a CIT officer and/or use the mobile crisis team as a resource</p> <p>ii. A strategy may include, if available, contacting an officer from the same gender/gender identity as the individual that you are interacting with</p> <p>I. Did you search the bookbag of the subject? Why or why not? Did you request consent to search the book bag?</p> <p>1. Answers may vary; anchor with the below information</p> <p>i. The teaching point is that officers may search the book bag if consent is given by a party with authority over that item.</p>	<p><i>Search and seizure general police order 2.02.02</i></p>
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<ul style="list-style-type: none"> <li>ii. When there are conflicting parties granting consent and refusing consent, officers should investigate which parties have authority over the item.</li> <li>iii. If determined both parties have shared authority and disagree on consent, the best course of action by officers is to obtain a search warrant for the item.</li> <li>iv. The plain view doctrine would not apply in this situation. This allows the police to discover contraband or evidence only after making a lawful intrusion in a constitutionally protected area, such as a vehicle, home, or habitation. The evidence or contraband must be immediately recognizable as such and be in plain view</li> <li>v. If consent was requested, remember to advise the subject of his or her right to refuse and to revoke consent at any time.</li> <li>vi. A person's consent to search shall be documented using their Wearable Camera System (WCS). Officers electing to search by consent may also have the consenting person sign the Consent to Search Form</li> <li>vii. Officers shall not physically or mentally coerce, threaten or exploit an individual in order to gain consent for a search</li> <li>viii. You cannot threaten to get a warrant or contact the Department of Children and Family Services (DCFS) in an attempt to get a warrant when no probable cause exists to obtain such warrant</li> </ul> <p>J. The caller was a 3<sup>rd</sup> party, and the Victim noted that he/she has a child with the suspect. Did you inquire about the witness/caller?</p> <p>1. If you did not inquire, the witness/caller is the couple's 10-year-old daughter. After the suspect is in custody and when safe and feasible, how would you handle gaining cooperation from the</p>	<p><i>Interactions with youth general police order 5.12.01</i></p>
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<p>witness/caller?</p> <ul style="list-style-type: none"> <li>i. Take special care to conduct the interview in a manner as to ensure voluntary, non-coercive, and non-traumatic results</li> </ul> <p>K. How would you reduce the witness/caller's exposure to trauma?</p> <ul style="list-style-type: none"> <li>1. To reduce a youth's exposure to trauma, where the arrested parent is calm and compliant, officers shall consider the following: <ul style="list-style-type: none"> <li>i. Avoid handcuffing or arresting the parent in the presence of the youth.</li> <li>ii. 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.</li> <li>iii. Inquiring whether other children may return later to the home and arrange for their care in the parent's absence.</li> <li>iv. Where possible, officers shall provide referrals to family and youth services to address the trauma of the experience and help mitigate its effects</li> </ul> </li> </ul> <p>L. What level of force was used, and what are your reporting requirements</p> <ul style="list-style-type: none"> <li>1. A pistol point is a level one use of force and requires the notification of a supervisor</li> <li>2. An intermediate weapon is a Level 2 use of force and requires notification of a supervisor, duty to provide medical care, and duty to intervene.</li> <li>3. A blue team and any witness statements must be completed and forwarded to your immediate supervisor prior to reporting off duty</li> <li>4. Officers shall be subject to the disciplinary process, up to and including termination, for omissions or misrepresentations in their use of force reports</li> </ul>	<p><i>Use of force-reporting, general police order 2.01.02</i></p>
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<p>5. Officers who use or observe force and fail to report it shall be subject to the disciplinary process, up to and including termination</p> <p>M. In this scenario, if you witnessed an officer using suspected unreasonable force, what would be your response?</p> <ol style="list-style-type: none"> <li>1. Each officer at the scene of a use of force incident has a duty to intervene by taking all reasonable actions to stop any use of force that is perceived to be unauthorized by this policy</li> <li>2. Physically intervening to stop the objectively unreasonable force, taking protective custody, and ensuring medical care is provided are all considerations to be made</li> <li>3. You are required to report the unreasonable force to the next non-involved supervisor in their chain of command, document it in your duty report, and complete a form-1 detailing the use of force</li> </ol> <p>N. In this scenario, how did you determine the primary physical aggressor in this domestic violence incident? What would you do if you could not determine the primary physical aggressor?</p> <ol style="list-style-type: none"> <li>1. Response will vary but should include statements from the Victim and suspect, physical evidence of a smashed cell phone and anchor with the policy</li> <li>2. Are you aware of any history of domestic violence with these parties?</li> <li>3. Whether the violence was caused by a person acting in self-defense</li> <li>4. Each person's fear of physical harm</li> <li>5. The comparative severity of injuries</li> <li>6. If both parties are present and the primary physical aggressor cannot be identified, members shall request a supervisor</li> <li>7. Arresting both persons involved shall be the last resort</li> </ol>	<p><i>Use of force-reporting, general police order 2.01.02</i></p> <p><i>Enforcement of domestic violence statutes, general police order 5.05.05</i></p>
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<p>8. If the juvenile is the suspect, consider the coordinated approach to low-risk misdemeanors</p> <p>O. Is there anything else that you would have done differently?</p> <ol style="list-style-type: none"> <li>1. Responses will vary but will include having the Victim complete and sign the misdemeanor complaints statement, collect evidence, complete a danger assessment for law enforcement (DA-LE) for domestic violence involving intimate partners</li> <li>2. If the officers did not advise EMS, ensure that you advised the Victim needed EMS</li> <li>3. Contact a supervisor for photographs of the Victim</li> <li>4. Provide resources and advocate service information to the Victim.</li> <li>5. Assist to another safe location is warranted</li> </ol> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>Dismiss the officers from the scenario. Advise the officers to go to the secondary staging area and complete the required worksheet. After all two officer teams complete the scenario, facilitate a large group discussion with all participants.</p> </div>	<p><b><i>Worksheet #1</i></b></p>
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## Worksheet #1

### Report Writing

Articulation is the means of describing your actions in a clear and concise manner. The reader must understand what occurred on the scene. You should be articulating everything that occurred, what you felt, the actions of other parties, your interventions and those outcomes. When articulating in your reports every action that you take must be supported by facts and evidence, further you need to prove the elements of every charged offense.

Read the following questions, articulate your response below the question. The instructor will go over all the questions during the large group discussion once all members complete their scenario.

1. What was the legal basis for the contact?

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2. What led you to the suspect?

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3. Describe any reasonable suspicion that you had to detain the suspect

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4. Describe any probable cause that you had to arrest the suspect

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5. What are your reporting requirements and follow up?

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**Worksheet #1-Instructor Key**

## Report Writing

Articulation is the means of describing your actions in a clear and concise manner. The reader must understand what occurred on the scene. You should be articulating everything that occurred, what you felt, the actions of other parties, your interventions and those outcomes. When articulating in your reports every action that you take must be supported by facts and evidence, further you need to prove the elements of every charged offense.

Read the following questions, articulate your response below the question. The instructor will go over all the questions during the large group discussion once all members complete their scenario.

<b>Assessment Sheet</b>
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Name: \_\_\_\_\_

Badge: \_\_\_\_\_

Assessment Questions		Yes	No	Remediated
<b>Prior to arrival inside the house</b>				
1	Did Officers request additional information?			
	<b>Arrival and encounter of Victim</b>	<b>Yes</b>	<b>No</b>	<b>Remediated</b>
2	Did officers activate body cameras? (4.06.04)			
3	Did officers identify themselves by names? (1.07.08)			
4	Did officers provide badge number? (1.07.08)			
5	Did officers advise that the body cam is recording? (4.06.04)			
6	Did officers tell the Victim why they were there? (1.07.08)			
7	Did officer ask if Victim needs medical attention? (5.05.01)			
8	Did officers ask if there were any weapons in the house?			
9	Did officers ask if there was anyone else in the house?			
	<b>Encounter of the suspect</b>	<b>Yes</b>	<b>No</b>	<b>Remediated</b>
10	Did officers provide an introduction to the suspect (1.07.08)			
11	Did officers make attempts to de-escalate subject (2.01.02)			
12	* Tone of Voice			
13	* Slow the situation down			
14	* Use distance and shielding			
15	Did officers search the dresser for narcotics?			
	<b>Arrest</b>	<b>Yes</b>	<b>No</b>	<b>Remediated</b>
16	Did officer(s) search the subject? (2.02.02)			
17	* What type of search(s) took place (search incident to arrest)			
18	Did officer(s) asks subject if they needed medical attention			
19	Did officers accurately and completely articulate the reasonable suspicion and probable cause in the report?			