



Title: Reality Based Training Scenario #2

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, simulated TASER, simulated OC, Simulated baton, protective mat, two wooden barricades

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

- a. Demonstrate appropriate de-escalation techniques according to GPO 2.01.01 Use of Force – De-Escalation.
- b. Explain to the person being searched and/or seized the reason for the search/seizure according to GPO 2.02.02 Search and Seizure.
- c. Explain to the person being searched or seized how the search/seizure will be conducted according to GPO 2.02.02 Search and Seizure.
- d. Explain the reasonable articulable suspicion or probable cause which prompted such search/seizure.
- e. Report use of force applications according to CDP policy and procedures.
- f. Demonstrate a duty to provide medical care, if applicable, according to GPO 2.01.03 Use of Force – General
- g. Demonstrate a duty to intervene, if applicable, according to GPO 2.01.03 Use of Force – General and as adopted through ABLE training and practice.

Recommended Time Allocation		
	Unit	Recommended Time (minutes)
1	Group assignments and scenario briefing	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 4.04.07 Community and Problem-Oriented Policing
8. ORC Section 2921.51 Impersonation of a peace officer or private police officer

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: Baseball bat, small bag of candy as a prop		
<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. 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. Scenario will take place behind the CDP Tactical Training House

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, facilitate a large group discussion with all members of the scenario anchoring on the learning objectives

III. Scenario set up

- A. In this scenario, a two-person zone car will receive a radio assignment, 3rd Party caller dialed 911 to report her elderly mother called and said 10 minutes ago, someone was pulling and banging on her door. When her mother asked who it was, they yelled it was the police and open up. Her mom told her that the person walked away, but she could not give a description. The caller said she does not live nearby and has no further information.

I. Integrated Reality-Based Training

I. Introduction

A. Instructor introduction

1. Conduct safety protocol

2. Ensure you have all student officers present

II. Ensure all student officers are present

A. Instructor says:

B. 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

C. 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

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

E. I will be your dispatch; if you need or want back up please advise me

F. You are expected to voice the activation of your body camera prior to any law enforcement action

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

H. Failure to complete all aspects of your assessment sheet will result in remedial training and going through the scenario again. If you fail this second attempt, a Training Section supervisor will be notified and determine the course of action for remedial training and/or progressive discipline.

I. 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

J. 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 GPO 4.06.04

Use of force – General GPO 2.01.03

<p>objectives in a safe, effective way in all of the circumstances where you interact with subjects who do not pose any threat</p> <p>K. 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>L. Reinforce Performance Objectives</p> <p>1. Bias-Free Policing</p> <ul style="list-style-type: none"> i. Every interaction with members of the community is an opportunity to build public trust and confidence in the police ii. Always utilize the four pillars of procedural justice, which are: <ul style="list-style-type: none"> i. Treating people with dignity and respect ii. Giving individuals a chance to be heard during interaction iii. Making decisions fairly and transparently, based on facts iv. Conveying goodwill and trustworthiness <p>2. Use of Force</p> <ul style="list-style-type: none"> i. Officers shall use only the amount of force necessary to achieve a lawful objective ii. Any force shall be proportional to the level of the subject's resistance iii. Any force shall be objectively reasonable iv. Officers who use or witness force shall contact dispatch and request a supervisor to respond, except for de minimis. v. Unholstering and pointing a firearm at a subject is considered a Level 1 reportable 	<p><i>Bias free policing GPO 1.07.08</i></p> <p><i>Use of force – General GPO 2.01.03</i></p>
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<p>use of force</p> <ul style="list-style-type: none"> vi. Officers who are at the scene of a police use of force are obligated to ensure the use of force complies with the requirements of the law, Division rules, policy, and training. vii. Each officer at the scene of a use of force has a duty to intervene. <ul style="list-style-type: none"> i. Taking all reasonable actions to stop any use of force that is perceived to be unauthorized by CDP policy. ii. Physically intervene to stop objectively unreasonable force iii. Take protective custody of the subject iv. Ensure medical care is provided v. Report to the next non-involved supervisor in their chain of command viii. Each officer has a duty to provide medical care <ul style="list-style-type: none"> i. Immediately following any use of force and scene is safe and secure, inspection and observe the subject for injury or complaints of pain resulting directly or indirectly from the use of force ii. If needed, immediately obtain necessary medical care ix. Request EMS if: <ul style="list-style-type: none"> i. Discharge of firearm strikes subject ii. Impact of subject's head against a hard fixed object 	
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<ul style="list-style-type: none"> iii. Any use of force (except pistol point) on pregnant, children, elderly, physically or medically frail, or disabled iv. If the Intermediate Weapons policy directs it x. Closely monitor subjects who have been injured, exhibited physical distress, complained of pain, or were unconscious 	
<p>3. Search and Seizure</p> <ul style="list-style-type: none"> i. Treat searched and/or seized persons with courtesy, professionalism, respect, dignity, and equality ii. Explain the reason for the search/seizure and how the search/seizure will be conducted iii. Articulation of reasonable suspicion and/or probable cause shall be specific, clear, and based on information not influenced by bias or prejudice iv. Pat Down/Frisks <ul style="list-style-type: none"> i. May only conduct if they reasonably suspect that the suspect may be armed and dangerous ii. Purpose and scope is to discover weapons iii. Not a generalized search of the person 	<p><i>Search and Seizure-GPO 2.02.02</i></p>
<p>4. Community Engagement and Problem-Oriented Policing</p> <ul style="list-style-type: none"> i. Every call for service or community contact is an opportunity for officers to apply Community Engagement and/or CPOP ii. Officers should be aware of opportunities 	<p><i>CPOP GPO 4.04.07</i></p>

to engage the community, especially during calls for service:

- i. An example is during a burglary call. Officers should, identify residential security issues and provide guidance such as target hardening to prevent further burglaries
- ii. Follow up with city services or resources to help address community member's problems, issues, and concerns
- iii. Document the actions as a CPOP activity in CDPs tracking software (Brazos)
- iii. The positive and collaborative interactions promote CPOP philosophy and apply to CDP's CPOP engagement goals

III. The Scenario and Role Player Script

A. In this scenario, a two-person zone car will receive a radio assignment. A 3rd Party caller dialed 911 to report her elderly mother called and said 10 minutes ago someone was pulling and banging on her door. When her mother asked who it was, the mother reported they yelled, "it's the police, and open up." Her mom told her that the person had walked away, but she could not give a description. The caller said she does not live nearby and has no further information.

A. Attempt to gain more information from the caller through dispatch

1. Does the suspect have a weapon?
2. Determine if the suspect is still at the door
3. Determine if there is anyone in the house with the caller

B. Officers will arrive on the scene and should knock on the front door identifying themselves when feasible

Read this to each two officer team

There is no further information available from the caller through dispatch

<p>1. If they are confused about which door, it is okay to prompt them to the correct door due to the training environment</p> <p>C. Officers should use contact/cover during the approach and interaction at the front door</p> <p>D. Perform a threat assessment of the surroundings to ascertain the location of the suspect</p> <p>E. Instructions for Role Player #1 (The Caller)</p> <ol style="list-style-type: none"> 1. You will be waiting inside at the front door #2 of the tactical house with the door closed and locked. You are afraid and do not want to open the door. When officers knock, you will be cautious and not believe it is the police at first <ol style="list-style-type: none"> i. Officers should identify themselves by name and badge ii. If not, prompt them by asking for this information 2. After police identify themselves by name and badge, you will tell them that you are speaking with the dispatcher who assured you the officers at the door is, in fact, the police dispatched 3. You will let them know that you were scared because your house has been broken into several times and you heard someone banging and pulling on the back door. When you asked who it was, they yelled “the police” and then nothing else. You were afraid and dialed your daughter 4. You will tell them that the person was at the back door and ask if CPD personnel if they can check it out. The person left, and you are not sure where they are 5. If asked to open the front door, you will respond by telling the officers that the front door is jammed from another break-in, but you will let them in through the back door after they check the area 	<p><i>Instructions for the role players</i></p>
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<p>F. Instructions for Role Player #2 (The Subject)</p> <ol style="list-style-type: none"> 1. You will be standing so that officers must walk around the corner of the house to see you. You will be holding a bat and acting very irritated but standing still 2. When officers engage in conversation with you, you will begin screaming at them, saying, "I'm not afraid of some fake police. You want to mess with my family? I'll show you what happens when you do." 3. Do not walk toward officers and keep away from officers. 4. Continue to yell at the officers and say that you do not believe they are real police and that you are going to hurt them for scaring your family member. 5. Expected Student Responses <ol style="list-style-type: none"> i. Students should keep their distance and use the provided barricades as replicated cover ii. Students should call for assistance, including additional units, a CIT officer, and or a supervisor iii. Students should keep calm and explain the reasoning for their response. Students should attempt to de-escalate the agitated subject through communication, time, and distance. iv. It is expected that officers may unholster and/or point their firearm, as the role player will be armed with a bat and threatening them. v. Drawing a firearm at this point is based on the reasonable belief that deadly force may become necessary, as the roleplayer is armed with a bat and threatening 	<p><i>Use of Force – De-Escalation GPO 2.01.02</i></p> <p><i>Instructors should monitor both officers for drawing and displaying a TASER without lethal force</i></p> <p><i>Additionally, note if the students begin closing the distance, rather than maintaining a safe distance.</i></p> <p><i>Students should be beyond the deployment range of the TASER</i></p>
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<p>harm. Additionally, a student may draw and display a TASER</p> <ol style="list-style-type: none"> i. Drawing a TASER, if tactically reasonable, provides a less-lethal option for officers in this circumstance. ii. If a student draws a TASER, another student should serve as lethal cover. <p>6. IF/WHEN: If officers use effective communication skills, such as keeping a steady tone, showing patience, actively listening to you, and slowing down the pace of the interaction, you will comply by dropping the bat away from you and explaining the following:</p> <ol style="list-style-type: none"> i. You are related to role player #1, and your mom called you and said that someone was trying to break into your family members' house and claiming to be the police. ii. You live close by and came over to help. iii. You forgot your glasses and can't see well without them. iv. You will follow all directions by police <p>7. IF/WHEN: If officers yell orders, fail to explain the reasoning for the call, or do not allow you to explain why you're there, you will become more agitated, yell louder and not comply. You are to say you are there to help and that you do not appreciate the way you are being treated</p> <p>8. IF/WHEN: If officers display a firearm/TASER or begin walking towards you, beyond the closest barricade, you will drop the bat away from you and comply – you will then provide the explanation above</p> <p>9. You will have a small bag of candy (skittles) concealed on your person in a pocket of an outer garment.</p> <p>10. Expected Student Responses</p> <ol style="list-style-type: none"> i. Students are expected to conduct a pat- 	<p><i>Use of Force – Reporting GPO 2.01.05</i></p> <p><i>Use of Force – Intermediate Weapons GPO 2.01.05</i></p> <p><i>Handcuffing will be simulated for safety and time</i></p>
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<p>down frisk for any additional weapons</p> <ul style="list-style-type: none"> ii. This search is limited to touching or patting the outer clothing, which can conceal an accessible weapon (pockets, waistline, ankles) iii. Students who remove the bag will need to articulate the reasoning for its removal <ul style="list-style-type: none"> i. It is important for the instructor to reinforce that this is not an appropriate search, as the item would not be immediately apparent as contraband or an illegal substance <p><u>G. Roll Player # 1 Script - after students establish compliance with Role Player #2 and perform a pat-down/frisk</u></p> <ul style="list-style-type: none"> i. You will open the back door and tell police that Role Player #2 is your family member and your daughter must have called them to come over ii. You will explain to them that you live alone and your house has been broken into several times in the past iii. The street light in front of your house has been out, and you cannot see who is at the door iv. There is a vacant house next door where people hang out, and you think they are using drugs there v. Ask the police if they could help vi. This is an opportunity for officers to engage in CPOP activities. Strategies include: <ul style="list-style-type: none"> i. Conducting a security assessment of residence and providing 	<p><i>Search and Seizure- General Police Order 2.02.02</i></p> <p><i>Anchor only an object that is or might reasonably be an item that is contraband may be seized (plain feel doctrine).</i></p> <p><i>Finish completing the Student Assessment Check Sheet</i></p>
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- recommendations
- ii. Utilizing the SARA model taught in other CPOP training
- iii. Notifying dispatch and following up on having street light repaired
- iv. Working collaboratively with the resident and other community entities to address the vacant house and drug activity.
- v. Entering these activities into BRAZOS under CPOP engagement

Instructor notes

- The scenario will end following students offering Role Player #1 CPOP related recommendations
- It may be necessary to anchor strategies, such as completing a threat assessment and following up on plan to address crime concerns, as well as, documenting such activities in the Division BRAZOs tracking system

Read each question to every two officer team. Facilitate the discussion and use the prompts to increase comprehension of the General Police Orders

IV. Debrief: Scenario Specific Questions

- A. Reflection is very important to learning. This debrief should allow the student to reflect on the scenario and how it relates to similar incidents they have experienced
- B. Review key points that student officers did well during the scenario
- C. 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
- D. Solicit student feedback, ask the officers what they believe they did well and what opportunities they have to improve
- E. What was your legal basis for the contact with the suspect?
 - 1. The officers responded to a call for service. They were provided with information on the situation.
 - 2. The suspect was armed with a bat and was threatening officers

***Search and seizure
GPO 2.02.02***

<p>3.The suspect was given commands and was non-compliant</p> <p>F. What was your threat assessment of the suspect?</p> <p>1.The suspect was agitated and yelling but was overall cooperative.</p> <p>2.The suspect was armed with a bat creating a risk to officers</p> <p>G. How did you use procedural justice to slow down the pace of the incident?</p> <p>1.Answers will vary; anchor with the below information</p> <p>i. Four central principles designed to build public confidence in the police by</p> <p>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</p> <p>ii. Giving individuals a chance to be heard during encounters; when receiving information from any subject allows them to voice any 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>H. What decisions or tactics did you employ to slow down the pace of the incident? Were your tactics effective, and how could you</p>	<p><i>Use of force - General</i> GPO 2.01.03</p> <p><i>Bias free policing</i> GPO 1.07.08</p>
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<p>have improved them</p> <p>1. Responses will vary, anchor with the below information</p> <ul style="list-style-type: none"> i. Consider other de-escalation techniques, including the proactive use of distance, cover, concealment, and time ii. Asking questions instead of giving orders after any immediate threats are addressed iii. Paraphrasing what the subject is saying to you iv. Verbalize to the subject in a calm demeanor and normal tone of voice, all of the options available to them v. 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 objectives in a safe, effective way in all of the circumstances where you interact with subjects who do not pose any threat <p>I. 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> <ul style="list-style-type: none"> i. Increasing officer presence can have a positive impact on the situation. If the suspect is experiencing a behavioral health crisis, contact a CIT officer and/or use the mobile crisis team as a resource i. Increasing officer presence may unintentionally escalate the situation. It is recommended if you feel this could be an issue, you could ask the extra officers to stay out of sight of the individual as to not increase the person's stress level 	<p><i>Use of force - Reporting GPO 2.01.02</i></p>
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<p>ii. Similarly, if available, contact an officer from the same gender/gender identity as the individual that you are interacting with</p> <p>J. Did you unholster your firearm, if so, why?</p> <ol style="list-style-type: none"> 1. Officers may display or unholster and point a firearm when the circumstances surrounding the incident create an objectively reasonable belief that the situation may escalate to the point at which deadly force would be authorized. 2. Unholstering a firearm for either the primary officer or secondary officer shall be documented through MCAD <p>K. What level of force was used, and what are your reporting requirements?</p> <ol style="list-style-type: none"> 1. A pistol point is a Level 1 use of force and requires the notification of a supervisor 2. A BlueTeam entry and any witness statements by all member witnesses must be completed and forwarded to your immediate supervisor prior to reporting off duty 3. Officers shall be subject to the disciplinary process, up to and including termination, for omissions or misrepresentations in their use of force reports 4. Officers who use or observe force and fail to report it shall be subject to the disciplinary process, up to and including termination <p>L. Did you search the pockets of the subject? Why or why not? Did you remove anything from their pocket? What reporting requirements are there?</p> <ol style="list-style-type: none"> 1. Answers may vary; anchor with the below information <ol style="list-style-type: none"> i. Officers may have conducted a pat-down/frisk. This may be warranted depending on how the scenario advances, as they are investigating a crime, encountered an armed individual, and may not have known at the time they were not a suspect in the crime. A prudent officer would conduct a pat-down under these circumstances. ii. The teaching point is that every investigatory stop does not automatically authorize a pat-down/frisk. Officers must reasonably suspect 	<p><i>Search and seizure</i> <i>GPO 2.02.02</i></p>
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<p>that the detained person may be armed and dangerous.</p> <p>iii. If officers removed the candy bag from the subject, ensure it is anchored that pat-down/frisks are intended to find threatening items, such as weapons. Non-threatening items may only be removed during the frisk if it is immediately apparent that the item is contraband or evidence of a crime.</p> <p>iv. If officers shall articulate the justification for a search or seizure in a specific and clear manner articulating the reasonable suspicion and/or probable cause in specific, clear language based on information not influenced by bias or prejudice in their reports.</p> <p>i. Officers shall not use “canned” or conclusory language without supporting detail in reports documenting searches or seizures</p> <p>M. In this scenario, was there an opportunity to perform CPOP activities?</p> <p>1. Responses will vary, anchor with the below information</p> <p>i. Problem-Oriented Policing (POP) is any act or engagement where officers, in collaboration with the public, are attempting to identify sources of community problems, co-produce a solution, and assess the outcome</p> <p>ii. They are officer initiated actions to identify and solve sources of community problems</p> <p>iii. There are a wide array of options for CPOP engagement here</p> <p>i. Target hardening (the door, the vacant house)</p> <p>ii. Working with other neighbors, as well as other city departments</p> <p>iii. Look for community programs that serve the elderly regarding property</p>	<p><i>CPOP GPO 4.04.07</i></p>
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<p style="text-align: center;">repair</p> <ul style="list-style-type: none"> iv. Who owns the vacant property and is responsible? Can you help reach out to the owner/landlord? iv. Working proactively with other City and County Departments to address quality of life issues v. Create and implement action plans with community involvement vi. Entering these activities into BRAZOS under CPOP engagement <p>N. What strategies or tactics referring to CPOP can be done to assist this resident and help with his or her problems?</p> <ul style="list-style-type: none"> 1. <p>O. Is there anything else you would have done differently?</p> <ul style="list-style-type: none"> 1. Responses will vary 2. Anchor with applicable learning objectives 3. Say to the student officer: do not be afraid to use an incident debriefing. Even it is between the officers on a scene or the officers or supervisors on the scene <ul style="list-style-type: none"> i. As with any scenario, there are things that we wish we could have done better and areas to improve. ii. Use this as a learning opportunity to create a culture of teamwork and accountability with the officers that you work with <p>P. How does this scenario compare to similar incidents you experienced in the field?</p> <ul style="list-style-type: none"> 1. The intent is to elicit discussion from students about similar real incidents that apply to the learning objectives and scenario. 2. The instructor should guide this discussion around the learning objectives 	<p><i>If officers retrieved the bag of candy, have them articulate their reason for doing so</i></p>
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Dismiss the students from the scenario. Advise the students 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 anchoring the learning objectives discussed in small groups.

Worksheet #1

Articulating Your Response

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?

2. What led you to the subject?

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

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

5. What are your reporting requirements and follow up?

Worksheet #1-Instructor Key (possible student responses)

Articulating Your Response

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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?
2. What led you to the subject?
3. Describe any reasonable suspicion you had to detain the subject.
4. Describe any reasonable suspicion that you had to search the subject.
5. Describe any probable cause that you had to arrest the subject.
6. What are your reporting requirements and follow up?

Assessment Sheet

Name: _____

Badge: _____

	Assessment Questions	Yes	No	Remediated
Prior to arrival inside the house				
1	Did Officers request additional information?			
	Arrival and Encounter of Victim	Yes	No	Remediated
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 seen?			
9	Did officers ask if there was anyone else in the house?			
	Encounter of the Subject	Yes	No	Remediated
10	Did officers provide an introduction to the subject (1.07.08)			
11	Did officers make attempts to de-escalate subject (2.01.02)			
12	Did the officers effectively perform procedural justice (1.07.08)			
13	* Slow the situation down			
14	* Use distance and shielding			
	Search and Seizure	Yes	No	Remediated
	Did officer(s) search subject? (2.02.02)			
16	Was the search within CDP policy?			
17	Did officers accurately and completely articulate the reasonable suspicion and probable cause?			
18				
19				