

ICAT

**Integrating
Communications,
Assessment,
and Tactics™**

Developed by the Police Executive Research Forum



February 2024

Considerations for the Implementation of the ICAT in Your Agency: The Importance of Implementation Science and Fidelity

By Gabrielle T. Isaza, Ph.D.

A growing number of police organizations have adopted *Integrating Communications, Assessment, and Tactics* (ICAT) because of its effectiveness in other jurisdictions. ICAT is a training program that provides responding police officers with the skills to successfully defuse a range of critical incidents. Promising scientific evidence has emerged, demonstrating that ICAT implementation was associated with statistically significant declines in use of force incidents (-28%), citizen injuries (-26%), and officer injuries (-36%).¹ Research also suggests that after undergoing ICAT training, officers are more amenable to the principles of de-escalation.² Additional studies are underway to build the evidence base. Notably, law enforcement agencies in 33 states have notified PERF that they have implemented ICAT. As ICAT continues to expand across the country, more agencies will likely hear of it and choose to implement the program.

PERF provides guidance to agencies on how to implement ICAT, but also recognizes that organizations may want to make changes in how they deliver the program to suit their unique needs. **However, following the ICAT training model as originally designed— i.e., implementing the program *with fidelity*—increases the likelihood that the program will work.** When implemented as intended, ICAT is more likely to result in improvements in your agency, such as increasing officer skills to safely resolve critical incidents, reducing the need for deadly force, and promoting the sanctity of all human life.

Implementation science explores how evidence-based programs are implemented and identifies tools and strategies to improve implementation success. This white paper expands upon this concept, applying implementation science to ICAT and outlining why police agencies should prioritize fidelity as they tailor ICAT to their organization and community.

¹ Engel, R. S., Corsaro, N., Isaza, G. T., & McManus, H. D. (2022). Assessing the impact of de-escalation training on police behavior: Reducing police use of force in the Louisville, KY Metro Police Department. *Criminology & Public Policy*, 21(2), 199-233.

² Isaza, G. T., Engel, R. S., Corsaro, N., & McManus, H. D. (2019). Evaluation of police use of force de-escalation training: assessing the impact of the Integrating Communications, Assessment, and Tactics (ICAT) training program for the University of Cincinnati, OH Police Division. Cincinnati, OH: IACP/UC Center for Police Research and Policy; Engel, R. S., Corsaro, N., Isaza, G. T., & McManus, H. D. (2020). Examining the impact of Integrating Communications, Assessment, and Tactics (ICAT) de-escalation training for the Louisville Metro Police Department: Initial findings. Cincinnati, OH: IACP/UC Center for Police Research and Policy.

Implementation Science and Fidelity

When implementing evidence-based programs, scholars emphasize the difference between assessing the outcomes of a program (i.e., did a program result in the intended outcomes?) versus the outcomes of implementation (i.e., was a program put into the field as intended?).³ To aid in the latter, agencies and researchers should consider the science of implementation. *Implementation Science* is the “use of strategies to adapt and use evidence-based interventions in targeted settings to sustain improvements.”⁴ The goal of implementation science is to enhance daily practice by applying available research.

Research suggests that desirable outcomes of evidence-based programs are far more likely to occur when those programs are implemented as designed. *Implementation fidelity*⁵ refers to the degree to which a program matches the intended design of that program.⁶ **When analyses compare programs implemented with fidelity to programs not implemented with fidelity, the differences in effectiveness are profound. Those implemented with fidelity yield average effect sizes that are two to three times higher.**⁷ Research also demonstrates that a lack of implementation fidelity results in programs or practices that are less effective, less efficient, and/or produce less predictable responses.⁸ Applying these findings to policing, police agencies should prioritize implementation fidelity when introducing new training, programs, and initiatives to their organization. For example, examining how a police training program is delivered can help departments determine if the outcomes associated with that program are a product of the quality and nature of the implementation of that program.

³ Fixsen, D., Naoom, S., Blase, K., Friedman, R., Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network.

⁴ Bauer, M. S., Damschroder, L., Hagedorn, H., Smith, J., & Kilbourne, A. M. (2015). An introduction to implementation science for the non-specialist. *BMC Psychology*, 3(1), 1-12.

⁵ Also sometimes referred to as *integrity*.

⁶ Carroll, C., Patterson, M., Wood, S., Booth, A., Rick, J., & Balain, S. (2007). A conceptual framework for implementation fidelity. *Implementation Science*, 2(1), 1-9.

⁷ Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology*, 41(3), 327-350.

⁸ Wilder, D. A., Atwell, J., & Wine, B. (2006). The effects of varying levels of treatment integrity on child compliance during treatment with a three-step prompting procedure. *Journal of Applied Behavior Analysis*, 39(3), 369-373; Noell, G. H., Gresham, F. M., & Gansle, K. A. (2002). Does treatment integrity matter? A preliminary investigation of instructional implementation and mathematics performance. *Journal of Behavioral Education*, 11(1), 51-67.

Implementation science literature suggests there are five elements of fidelity for program implementation:⁹

- (1) *Adherence*
- (2) *Exposure*
- (3) *Quality*
- (4) *Participant Responsiveness*
- (5) *Program Differentiation*

The implementation science literature also asserts that variation in implementation may be necessary to tailor programs into local conditions, and therefore programs might require adjustment. However, this literature makes clear that the defining and essential elements of a program must remain present for cause-effect conclusions to be appropriate. This is an important consideration for your agency as you determine how to implement ICAT.

The Five Elements of Implementation Fidelity Applied to ICAT

Promising scientific evidence has emerged regarding the effectiveness of ICAT. Additional studies are underway and will be needed to build the body of research and ensure ICAT is an evidence-based program. The outcomes intended by ICAT include, increasing officer skills to safely resolve critical incidents, reducing incidents involving officer-induced jeopardy, enhancing officer understanding of individuals experiencing crisis, and promoting the importance of the sanctity of all human life. These outcomes have been successfully demonstrated in research. For example, a randomized control trial study—the gold standard for research—conducted with the Louisville (KY) Metro Police Department in 2019 demonstrated that ICAT training was associated with statistically significant declines in use of force incidents (-28%), citizen injuries (-26%), and officer injuries (-36%).¹⁰ When looking at the available research on de-escalation training for police officers, ICAT training currently has the most robust evidence for its effectiveness. However, if other police organizations interested in ICAT seek similar outcomes, they must consider the five elements of fidelity in its implementation. Achieving high implementation fidelity is one of the best ways to replicate success found in original research.¹¹

⁹ Hasson, H. (2010). Systematic evaluation of implementation fidelity of complex interventions in health and social care. *Implementation Science*, 5(1), 1-9; Hassell, K. D., & Lovell, R. D. (2015). Fidelity of implementation: important considerations for policing scholars. *Policing and Society*, 25(5), 504-520.

¹⁰ Engel, R. S., Corsaro, N., Isaza, G. T., & McManus, H. D. (2022). Assessing the impact of de-escalation training on police behavior: Reducing police use of force in the Louisville, KY Metro Police Department. *Criminology & Public Policy*, 21(2), 199-233.

¹¹ Carroll, C., Patterson, M., Wood, S., Booth, A., Rick, J., & Balain, S. (2007). A conceptual framework for implementation fidelity. *Implementation Science*, 2(1), 1-9.

1. Adherence

ICAT was designed in consultation with policing experts and relies on best practices in adult learning and knowledge retention. The program was pilot tested in seven agencies and refined based on feedback from police officers and instructors in those agencies. The program focuses on patrol officers' response to non-firearm incidents involving individuals in mental crisis; ICAT seeks to increase options for the responding officers responsible for de-escalating these challenging encounters. These core tenets must be emphasized in any ICAT program used in the field.

Police organizations are encouraged to employ the core delivery model of ICAT: a consecutive two-day (12-hour) course that sufficiently covers the current modules of the training.¹² In-person delivery to a maximum of 45 participants is recommended. The model should be delivered by three ICAT instructors and three experienced role players. These metrics are important and allow for valuable classroom discussion and skill practice while maintaining the cadence of the course.

The *ICAT Training Guide* report provides essential information on the core concepts related to the training modules and can be used to guide the implementation of the training. Videos have been carefully selected to highlight distinct learning points, and the suggested role play scenarios were developed to enhance officers' practice of certain skills. If deviations from the curriculum are made (e.g., adjustments to the PowerPoint language or substituted videos), the core training concepts of ICAT must still be delivered. **These core training goals can be found on Page 13 of the *ICAT Training Guide*.**

Skill practice is a critical element of ICAT, implemented through scenario-based training at the end of the two-day training. It is recommended **that officers perform three different scenarios to practice skills across various circumstances, and this must be coupled with detailed instructor debriefs with each officer.** Additionally, officers should rotate through the different roles within the scenarios to practice several skills involved in responding to a scene. This can and should be tailored to the types of interactions an agency would be expected to encounter. For example, campus police agencies may tailor their scenarios to a dorm room setting, while transit agencies might tailor their scenarios to a train or bus. Customization of ICAT is expected and encouraged, but an agency's implementation should still adhere to the core content described in the *ICAT Training Guide*. After undergoing ICAT training, officers should demonstrate their understanding and retention of the objectives learned in the classroom portion during the skill practice portion.

¹² Note that the ICAT modules are updated as opportunities for improvement arise. Please contact PERF for the most updated version of the curriculum.

2. *Exposure*

The exposure or dosage of the program, including its duration and the repetition of its core tenets, is influential. ICAT is designed as a 12-hour training program; significant deviation from this length means that officers may not receive the appropriate dose of training. It is recommended that instructors dedicate **eight hours to classroom training**, which includes PowerPoint lectures, video breakdowns, discussions and/or classroom exercises,¹³ and spend **four hours on scenario-based training exercises**. Further, training experts note that many skills, including those emphasized in ICAT, can deteriorate over time and need to be reinforced and practiced regularly. As such, the *ICAT Training Guide* encourages the development of “training booster shots” in several areas; research also supports officers’ need for ICAT refreshers.¹⁴ Finally, PERF recommends that the principles of ICAT be reflected in agency policies and supervision practices to further reinforce program principles.

3. *Quality*

The quality of delivery refers to how well the delivery process aligns with the intended delivery method. It is strongly encouraged that ICAT be delivered in-person, in a classroom setting with a maximum of 45 officers taught by three instructors. If less than 20 officers are present, PERF suggests that agencies reduce the number of instructors and role players while maintaining the model duration of training, including the three scenarios. **Quality of delivery also hinges on instructor selection.**¹⁵ The *ICAT Training Guide* emphasizes that selecting the right instructors is critically important. Instructors must be trusted and respected in the classroom. ICAT challenges conventional thinking and presents innovative ideas and approaches— instructors must similarly endorse these ideas.

Many agencies are challenged by time and resource constraints; and access to facilities can also impact how ICAT is delivered. To the extent circumstances allow, agencies should try to deliver training as closely as possible to the designed program. PERF recommends the use of Quality Assurance checks on every agency’s ICAT training, which can be done with PERF’s assistance or through a PERF-trained ICAT instructor.

4. *Responsiveness*

Both participant and instructor responsiveness are important in implementation fidelity, because greater fidelity is assumed when those responsible for delivering the training are enthusiastic about it. Similarly, the effects of the training can hinge on the responsiveness of

¹³ Some agencies may implement supplemental classroom exercises to emphasize certain skills or learning points such as active listening skills, the reactionary gap, etc.

¹⁴ Isaza, G. T., Engel, R. S., Corsaro, N., & McManus, H. D. (2019). Evaluation of police use of force de-escalation training: assessing the impact of the Integrating Communications, Assessment, and Tactics (ICAT) training program for the University of Cincinnati, OH Police Division. Cincinnati, OH: IACP/UC Center for Police Research and Policy; Engel, R. S., Corsaro, N., Isaza, G. T., & McManus, H. D. (2020). Examining the impact of Integrating Communications, Assessment, and Tactics (ICAT) de-escalation training for the Louisville Metro Police Department: Initial findings. Cincinnati, OH: IACP/UC Center for Police Research and Policy.

¹⁵ Chappell, A.T. & Lanza-Kaduce, L. (2010). Police academy socialization: Understanding the lessons learned in a paramilitary-bureaucratic organization. *Journal of Contemporary Ethnography*, 39(2), 187-214.

the individuals receiving it. Training evaluations often emphasize the importance of receptivity, highlighting that participant reactions are an important measure of effectiveness.¹⁶ Studies on ICAT indicate that officers are very receptive to the program.¹⁷ **It is encouraged that agencies measure receptivity with training surveys and feedback from both officers and instructors to gauge successful responsiveness.**

5. *Program Differentiation*

Program differentiation includes measuring the presence or absence of the essential elements of the program. Local context matters and the implementation of ICAT in your agency may need some level of customization, but it is important that the essential elements of the training remain. **These elements – such as emphasis on the ICAT training goals, productive classroom discussions, and officer skill practice with individualized feedback—are necessary to produce successful outcomes.**

Concluding Remarks

As agencies continue to discover and implement ICAT training, they must do so with *fidelity*. Implementing ICAT as designed, i.e., maintaining *fidelity*, increases the likelihood of achieving the desired training outcomes, such as providing officers the skills to safely resolve critical incidents, reducing the use of deadly force, and increasing the safety of everyone involved. PERF is available to guide organizations so that ICAT can be implemented in a way that fits with your organization while maintaining fidelity to fundamental program principles. Finally, it is recommended that if agencies would like to measure ICAT success, they should assess not only the direct outcomes of ICAT (i.e., did officer and citizen injuries decrease?) but also the program's implementation process. The five elements of fidelity – *adherence*, *exposure*, *quality*, *responsiveness*, and *program differentiation* – can be used to guide these assessments. If you have questions, concerns, or would like help with implementing and measuring the success of ICAT in your organization, please reach out to PERF.

For questions on this white paper, please contact Dr. Gabrielle Isaza, Senior Research Associate at the National Policing Institute. Email: gisaza@policinginstitute.org; Phone: 202-828-1257.

¹⁶ Kirkpatrick, D., & Kirkpatrick, J. (2005). *Transferring learning to behavior: Using the four levels to improve performance*. Berrett-Koehler Publishers; Wolfe, S. E., McLean, K., Rojek, J., Alpert, G. P., & Smith, M. R. (2022). Advancing a theory of police officer training motivation and receptivity. *Justice Quarterly*, 39(1), 201-223.

¹⁷ Isaza, G. T., Engel, R. S., Corsaro, N., & McManus, H. D. (2019). Evaluation of police use of force de-escalation training: assessing the impact of the Integrating Communications, Assessment, and Tactics (ICAT) training program for the University of Cincinnati, OH Police Division. Cincinnati, OH: IACP/UC Center for Police Research and Policy; Engel, R. S., Corsaro, N., Isaza, G. T., & McManus, H. D. (2020). Examining the impact of Integrating Communications, Assessment, and Tactics (ICAT) de-escalation training for the Louisville Metro Police Department: Initial findings. Cincinnati, OH: IACP/UC Center for Police Research and Policy.

Table of Contents

Module #1: Introduction	1
<i>About ICAT (11 slides).....</i>	<i>1</i>
<i>Video Case Study (1 slide).....</i>	<i>7</i>
<i>Challenging Conventional Thinking (6 slides).....</i>	<i>11</i>
<i>Tying it Together (5 slides)</i>	<i>16</i>
<i>Leadership Snapshot (1 slide).....</i>	<i>26</i>
Module #2: The Critical Decision-Making Model	28
<i>Introduction to the Concept (2 slides).....</i>	<i>28</i>
<i>CDM Core (1 slide).....</i>	<i>32</i>
<i>Step 1: Collect Information (3 slides)</i>	<i>33</i>
<i>Video Case Study (1 slide).....</i>	<i>36</i>
<i>Step 2: Assess Situation, Threats, and Risks (4 slides).....</i>	<i>39</i>
<i>Video Case Study (1 slide).....</i>	<i>42</i>
<i>Step 3: Consider Police Powers and Agency Policy (1 slide).....</i>	<i>43</i>
<i>Video Case Study (1 slide).....</i>	<i>44</i>
<i>Step 4: Identify Options, Determine Best Course of Action (3 slides).....</i>	<i>45</i>
<i>Step 5: Act, Review, and Re-assess (1 slide)</i>	<i>47</i>
<i>Spinning the Model (1 slide)</i>	<i>47</i>
<i>Benefits of the CDM (1 slide).....</i>	<i>47</i>
<i>Examples of Agency-Specific CDMs (1 slide).....</i>	<i>48</i>
<i>Video Case Study (1 slide).....</i>	<i>49</i>
<i>Leadership Snapshot (2 slides).....</i>	<i>49</i>
Module #3: Crisis Recognition.....	52
<i>Introduction (5 slides).....</i>	<i>52</i>
<i>Contributing Factors to a Crisis (5 slides).....</i>	<i>54</i>
<i>Mental Illness (5 slides)</i>	<i>57</i>
<i>Intellectual and Developmental Disabilities (4 slides).....</i>	<i>59</i>
<i>How and Why (2 slides)</i>	<i>61</i>
<i>Video Case Studies (2 slides)</i>	<i>62</i>
<i>Concluding Thought (1 slide).....</i>	<i>63</i>
<i>Leadership Snapshot (1 slide).....</i>	<i>63</i>
Module #4: Tactical Communications	64
<i>Introduction (2 slides).....</i>	<i>64</i>
<i>Response (7 slides).....</i>	<i>65</i>

Table of Contents

<i>Making a Connection (8 slides)</i>	68
<i>Listening and Communication (5 slides)</i>	77
<i>Video Case Study (1 slide)</i>	87
<i>Leadership Snapshot (1 slide)</i>	89
Module #5: Suicide by Cop	91
<i>Protocol & Training Guide (2 slides)</i>	91
<i>About Suicide by Cop (6 slides)</i>	92
<i>Planned vs. Spontaneous (4 slides)</i>	94
<i>Response (5 slides)</i>	97
<i>Leadership Snapshot (2 slides)</i>	100
Module #6: Operational Tactics	101
<i>Introduction (4 slides)</i>	101
<i>Pre-Response & Response (7 slides)</i>	104
<i>Tactical Equipment (2 slides)</i>	112
<i>Avoid Escalating the Situation (1 slide)</i>	112
<i>Post-Response (5 slides)</i>	113
<i>Video Case Study (1 slide)</i>	116
<i>Leadership Snapshot (1 slide)</i>	118
Module 7: Step Up and Step In	120
<i>About Step Up and Step In (2 slides)</i>	120
<i>Role of Supervisors/Informal Leaders (2 slides)</i>	121
<i>Video Case Study (1 slide)</i>	122
<i>Video Case Study (5 slides)</i>	124
<i>Video Case Study (2 slides)</i>	127
<i>Video Case Study (1 slides)</i>	129
<i>Summary (3 slides)</i>	134
<i>Video Case Study (1 slide)</i>	137
Scenario-Based Exercises	141
<i>Scenario #1</i>	141
<i>Scenario #2</i>	145
<i>Scenario #3</i>	149

ICAT Module #1: Introduction

Module #1: Introduction

About ICAT (11 slides)

About ICAT

- Integrating Communications, Assessment, and Tactics (ICAT):
What It Is
 - ICAT is a training program that provides first-responding police officers with tools, skills, and options for successfully and safely defusing a wide range of critical incidents.
 - ICAT takes the essential building blocks of critical thinking, crisis intervention, communications, and tactics, and puts them together in an integrated approach to training.
- ICAT Was Created by PERF with Input from Working Cops
 - ICAT was created by the Police Executive Research Forum (PERF), a research organization in Washington, DC whose members include police chiefs, sheriffs, and other local, state, and federal law enforcement officials. Since its founding in 1976, PERF has emerged as a leader in identifying best practices on critical issues in policing, including:
 - Police use of force;
 - New technologies in policing, such as facial recognition, drones, and body-worn cameras;
 - Officer safety and wellness;
 - Strategies for reducing crime.
- The Origins of ICAT, and How It Was Created
 - ICAT goes back to a spate of controversial uses of force by police agencies across the United States in 2014. At a September 2014 national conference of police chiefs hosted by PERF, it became clear that the controversial incidents that disturb the public are *not* the ones in which police confront a suspect armed with a firearm, committing a serious violent crime.
 - Rather, the incidents that bother community members typically involve a person with a mental illness or other condition that causes them to behave erratically. Often, the



ICAT Module #1: Introduction

people in these incidents either are unarmed, or they are holding a knife, or a rock, or some other weapon, but not a gun. According to the Washington Post's database of 8,079 fatal officer-involved shootings since between 2015 and 2022, in 62% of the incidents, the subjects had firearms¹⁸, but in 30% of the cases, the subject either was unarmed or was armed with a knife or other weapon, but not a firearm. The status of the remaining 8% is "undetermined," "unknown" or blank.¹⁹

- Lessons from Abroad
 - In 2015, PERF Executive Director Chuck Wexler was in Scotland with several American police chiefs for a leadership development program, and decided to attend a recruit graduation. Knowing that only about 2 percent of police officers in Scotland carry firearms, Wexler asked a Scottish officer, "How do you deal with people brandishing knives, when you don't have a firearm?"
 - The Scottish officer said, "It's no problem. We stand back, we assess the situation." He proceeded to describe Police Scotland's approach to critical thinking, de-escalation, and tactics for resolving these incidents.
 - The American police chiefs were shocked when Scottish police officials explained that they receive 1.8 million emergency calls per year, including thousands of incidents involving persons with knives, *but most years go by without the police in Scotland shooting a single person.*
 - So, in November 2015, at PERF's request, Police Scotland hosted a delegation of police chiefs and other high-ranking officials from nearly 25 American police agencies, for four days of training demonstrations, presentations, and candid discussions about Scotland's strategies for resolving incidents.

¹⁸ We include the category "replica" in this figure.

¹⁹ Tate, Julie, et al. "Fatal Force." *The Washington Post*, 2022, <https://www.washingtonpost.com/graphics/investigations/police-shootings-database/>. Accessed 5 Jan. 2023. Note that these numbers are for fatal officer-involved shootings. There is no reliable data PERF is aware of which includes non-fatal shootings and other forms of deadly force.

ICAT Module #1: Introduction

- The strategies for officers include keeping their distance, maintaining cover, and using a calm tone of voice to slow the situation down. With additional time, police can ask the person questions, develop a dialogue, build trust, and convince the person to put the knife or other weapon down and submit to police authority voluntarily.
- Similarity to SWAT Units in American Agencies
 - Importantly, American police chiefs realized that their SWAT units were already doing what the Scottish patrol officers were doing with de-escalation of incidents that do not involve firearms.
 - So, in December 2015, PERF asked the New York City Police Department's SWAT unit, called the Emergency Service Unit (ESU), for a demonstration of how they train and operate in responding to incidents involving mental illness and knives. The ESU is one of the most highly respected police units in the United States. On September 11, 2001, the ESU lost 14 of its members who responded to the World Trade Center attacks.
 - Perhaps the most important insight was that the NYPD's ESU response is very similar to what PERF saw in Scotland.
 - Meanwhile, PERF was hosting a series of national and regional conferences in the United States in which hundreds of police chiefs, along with mental health officials and other experts, developed strategies for resolving critical incidents without use of lethal force. These meetings included a national conference in May 2015, a second national conference in January 2016, and other conferences, as detailed in a series of PERF reports:
 - [Re-Engineering Training on Police Use of Force](#)
 - [Guiding Principles on Use of Force](#)
 - [ICAT: Integrating Communications, Assessment, and Tactics](#)

ICAT Module #1: Introduction

About ICAT (II)

- Pilot Testing of ICAT
 - PERF obtained the assistance of seven jurisdictions for “pilot-testing” of the first iteration of ICAT, including the police departments in Houston, TX; Daytona Beach, FL; Baltimore, MD; Camden County, NJ; Burlington, VT; Prince William County, VA; and the Bay Area Rapid Transit Police Department. PERF obtained feedback about the training from police officers and instructors in these departments, and that feedback is reflected in ICAT.
- Updates and Additions to ICAT
 - In 2019, PERF added a new module to the original ICAT, to provide guidance about a particular type of incident that occurs more often than most people realize: suicide by cop. In these incidents, a suicidal person intentionally brandishes a weapon at a police officer, in an attempt to force the officer to use lethal force.
 - [Suicide by Cop: Protocol and Training Guide](#)
 - In 2021, PERF added a new module (Step Up and Step In).
 - Since the release of ICAT in 2016, more than 1,000 law enforcement agencies have received various forms of training on it. PERF has directly participated in the training of ICAT in many agencies. This new and updated ICAT Training Guide reflects feedback we have obtained from many departments over the last seven years.



About ICAT (III)



ICAT Module #1: Introduction

This Training Is About Creating More Options

- Emphasize the point that ICAT was made “by cops for cops!”
- John Flynn helped develop the ICAT program. He is an experienced Sgt. with NYPD’s Emergency Services Unit (ESU).
 - ESU has approx. 400 officers who handle some of NYPD’s most difficult jobs (SWAT, bridge and building rescues, etc.)
 - ESU handles thousands of calls for service annually.
 - Many involve individuals experiencing mental and/or situational crisis.



📺 Chief Michael Sullivan: Introduction to ICAT

- Video length: 2:19.
 - Michael Sullivan is the Interim Chief of the Phoenix (AZ) Police Department. He spent nearly twenty-five years at the Louisville (KY) Metro Police Department followed by three years at the Baltimore (MD) Police Department helping guide the agency through its DOJ consent decree. He has been Interim Chief at Phoenix PD since September, 2022²⁰. Phoenix PD began implementing ICAT in 2023.
 - *Note: When teaching your own agency, have your chief/sheriff deliver this message instead of this video.*



ICAT’s Focus

- Key point: We are talking about non-firearm incidents. ICAT concentrates on subjects who are:
 - Experiencing mental and/or situational crisis
 - Unarmed, or;
 - Armed with a weapon *other than a firearm* (e.g., a knife, bat, stick, etc.)



²⁰ “Executive Team: Interim Police Chief Michael Sullivan.” <https://www.phoenix.gov/police/executive>. Accessed 30 Jan. 2024.

ICAT Module #1: Introduction

ICAT's Focus (II)

- Approximately 60% of fatal officer involved shootings (OIS) in the US involve subjects armed with firearms.²¹
- ICAT is designed to produce better outcomes in the 30-40% of fatal OIS that involve subjects who are unarmed or armed with something other than a firearm.
- ICAT also promotes effective communication to reduce all uses of force or physical confrontation.



ICAT Research

- A rigorous study involving hundreds of officers from the Louisville (KY) Metropolitan Police Department showed that ICAT resulted in dramatic reductions in use of force incidents, citizen injuries, and officer injuries.²²



ICAT Research (II)

- Study results indicate that ICAT led to changes in officer behavior associated with and surrounding the use of force (e.g., injuries to officers and suspects). According to lead researcher Dr. Robin Engel, this is the first study of a police de-escalation training program to show changes in both officer attitudes and behavior.



ICAT Research (III)

- The study found that “the research team is confident that the changes in uses of force – and the subsequent reductions in citizen and officer injuries – correspond with the timing of the [ICAT] training across the various police divisions.”²³
 - The researchers also note that the results were “beyond chance.”



²¹ Tate, Julie, et al. “Fatal Force.” *The Washington Post*, 2022

²² Engel, R. S., Corsaro, N., Isaza, G. T., & McManus, H. D. (2020). *Examining the impact of integrating communications, assessment, and tactics (ICAT) de-escalation training for the Louisville Metro Police Department: Initial findings*. Cincinnati, OH: IACP/UC Center for Police Research and Policy.

https://www.policinginstitute.org/wp-content/uploads/2022/12/LMPD_ICAT-Evaluation-Initial-Findings-Report_FINAL_10.30.20-Update_Dec-2022-Reissue.pdf

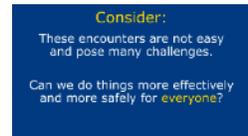
²³ Ibid, p. 79.

ICAT Module #1: Introduction

Note: The role of the First Line Supervisor (FLS) is critical, creating an environment that not only supports ICAT but allows the training to be engrained in the culture of their squads, units, and the overall agency. The FLS must embrace the concept of slowing incidents down, encouraging subordinates to utilize the Critical Decision-Making Model (CDM) and understanding that the “culture of speed” works against them in being successful when engaging those in crisis and persons with chronic mental illnesses.

Consider

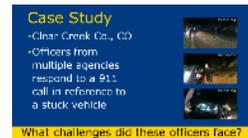
- These encounters are not easy. They present many issues and challenges.
- So, what can we do to keep everyone *safe*?



Video Case Study (1 slide)

📺 Case Study (Clear Creek County, CO)

Key Point: ICAT training utilizes videos to illustrate the principles of the program and to prompt discussions. Some of the videos are used to exemplify certain components of ICAT, while others are used as learning tools to identify possible “missed opportunities” that may have changed the overall dynamic of a situation.



It is critical to clarify to students that ICAT trainers are not passing judgment on the officers in these videos. In many of the videos where officers shoot the subject, we understand that the officer’s actions are legally justified under *Graham v. Connor*’s objective reasonableness standard. We are simply looking for students to identify what worked or did not work for officers, and to identify potential “missed opportunities.”

If students believe you are guilty of “Monday morning quarterbacking” the officers in these videos, politely tell them: **“All good teams, in every sport, look at game film to get better. We are no different. We need to look at game film to see how our skills can improve and we can get better.”**

ICAT Module #1: Introduction

- Video Part 1 (Length: 5:13)²⁴
 - What are some initial concerns for the responding officers?
 - Dispatch had told them about weapons in the vehicle
 - Two knives, a hammer, and rubber mallet.
 - He offered to throw the weapons out of the vehicle. *Is that a viable option? Why or why not?*
 - The caller/subject sounded paranoid
 - Possible mental illness or substance abuse
 - Upon arrival, how does the officer contact Christian?
 - He maintained distance, called out to him
 - Introduced himself by first name
 - Attempted to calm Christian’s fear that the police will hurt him
 - Tried to convince him to exit the vehicle and come speak with him
 - Consider:
 - Christian responded to the officer when asked for his name.
 - He was obviously frightened and acting strangely.
 - His explanation for being stuck on the side of the road did not make sense.
 - Why did the officer’s tone change (“Okay, I’m not liking this”)?
 - What was making the officer uncomfortable?
 - What threatening behavior had Christian exhibited? What threatening statements had he made?
 - When Christian did not comply with the orders to exit the car, did the officer perceive this as “threatening” behavior?
 - Why did he take out his gun and point it at Christian?

²⁴ Complete footage of the incident can be found at: <https://rmlawyers.com/glass-footage/>. 911 and dispatch audio can be found at: <https://rmlawyers.com/911-audio/>. The family filed a civil suit regarding Christian’s death. Additional documents, links, and articles can be found at the representing law firm’s landing page for this incident: <https://rmlawyers.com/christian-glass/>. Accessed 30 Jan. 2024.

ICAT Module #1: Introduction

- Except for exiting his vehicle, did Christian comply with the other orders?
 - He put his hands up and placed them on the steering wheel when told to do so.
 - He responded to the questions asked.
 - *What is the harm in keeping Christian contained in the vehicle and communicating?*
 - If the officers perceived a deadly threat based on the knives, hammer, etc., why move towards the vehicle?
 - Could they position their cruisers differently and use them as cover?
- How quickly did the officer resort to “ordering” Christian to get out of the car?
 - Why the hurry?
 - Was this a possible example of “contempt of cop?”
 - Did the officer appear to be focused primarily on the “weapons” or could he keep a sufficient reactionary gap and keep trying to communicate with Christian?
 - Could this officer continue to get information from Christian while he is contained in the vehicle?
- Video Part 2 (Length: 2:22)
 - What tactic did these two officers take with the subject?
 - How did their communication style differ from the first two officers?
 - Was Christian communicating with them?
 - Did he appear to be threatening them or anyone else?

ICAT Module #1: Introduction

- Video Part 3 (Length: 4:15)^{25, 26, 27}
 - How were the actions of the officers on scene perceived by Christian?
 - What was the plan?
 - Did the officers seem to work together to come up with a plan for how they were going to deal with Christian?
 - Was there a “Plan B” if “Plan A” failed?
 - Why did he keep reaching for the knife?
 - Does standing on the front hood of Christian’s vehicle keep that officer in a winnable spot?
 - Why was he there?
 - What are some advantages of that position?
 - Are the officer’s emotions beginning to drive his tactics?
 - *Note: On several occasions, we hear another officer making verbal statements to this officer about the actual stability of the situation. Is he recognizing that this officer is hyper-focused on his perception of threat rather than the ultimate objective?*
 - After breaking the window, what was the plan to remove Christian from the vehicle?
 - If the use of less lethal tools was successful, how would officers get him away from the weapons inside the car?

²⁵ Between them, four jurisdictions paid out settlements totaling \$19 million, dedicated a public park to Christian, created a dedicated crisis response team, implemented crisis training, and created a dedicated training scenario and video related to the shooting. Prosecutors filed charges against eight officers. One pled guilty to failing to intervene. One is facing charges of failing to intervene, and assault (3rd degree). Five are facing charges of failing to intervene.

²⁶ The shooting officer was charged with murder (2nd degree), official misconduct, and reckless endangerment. He was convicted of the latter, while the jury deadlocked on the murder and misconduct charges. He will be retried. See: Colorado Sun Staff & Wire Report. “Former Clear Creek deputy will be retried on second-degree murder charge after jury hung in death of Christian Glass.” *The Colorado Sun*, 29 Apr. 2024. <https://coloradosun.com/2024/04/29/andrew-buen-retried-christian-glass-clear-creek-county/>. Accessed 1 Jul. 2024.

²⁷ Note: The officer standing on the hood of Christian’s car was *not* the officer who fired. The officer involved in the shooting directed the other officer to stand on the hood of the car.

ICAT Module #1: Introduction

- After the less lethal deployments, Christian was still holding the knife. What was the threat that prompted an officer to employ lethal force? *Answer: Christian swung the knife through the window at the officer located just outside the driver's side door.*
- Were there possible “missed opportunities” which, if taken, *may* have produced a different reaction from Christian and therefore a different outcome?
 - Could the officer at the driver's door had kept more distance?
 - After unsuccessfully attempting less-lethal tactics, could all the officers have tactically relocated to more winnable positions to give them time to plan a new strategy?

Challenging Conventional Thinking (6 slides)

Challenging Conventional Thinking

- “We already do this stuff.”
 - Many agencies teach some components or principles of ICAT. However, most teach the components separately (in silos) but not together in a comprehensive, *integrated* program. Agencies often see similarities to Crisis Intervention Team (CIT) training, which is true. However, ICAT is centered on the Critical Decision-Making Model, and using sound decision making to guide you through your response. In addition, CIT does not focus on tactics. As is discussed later in the program, if the officer doesn't feel safe, they may not work through the best response. Sound tactics make the officer safer, allow better decisions and hopefully better outcomes.
- Do we need use-of-force continuums?
 - Continuums don't truly represent the critical decision-making process officers use to navigate incidents.
 - The force should always be proportionate to the specific situation. Proportionality will be discussed in more detail in the next module.



ICAT Module #1: Introduction

- “21-foot rule” vs. reactionary gap.
 - Move away from teaching the “21-foot rule” as an automatic trigger for lethal force. It was never intended for that purpose. (*This will be addressed further in Module 6*).
 - Instead, use a “reactionary gap” as a guide and consider what space is needed based upon your own skills, abilities, and available resources.
 - Let the gap fluctuate to correspond with the threat and keep more options available.

21-Foot Rule

- In the early 1980s, Lt. Dennis Tueller (then a Sergeant) of the Salt Lake City (UT) Police Department conducted a non-scientific exercise designed to illustrate the need to maintain a “reactionary gap” between officers and a subject carrying a blunt or edged weapon.
 - Based upon this exercise, Tueller concluded that an officer required a minimum distance of 21 feet between him or herself and an armed assailant in order to accomplish *all* of the following tasks:
 - Recognize the threat (the assailant begins running towards the officer), and
 - Draw a handgun from a holster, and
 - Aim the handgun at center mass of the assailant, and
 - Fire at least two rounds while moving off of the line of attack.
 - In 1983, the results were printed in an article in S.W.A.T. Magazine titled, “How Close Is Too Close?”
- Lt. Tueller himself has stated on multiple occasions that he never intended for his exercise to be used as a “rule” that automatically justifies the use deadly force on any person armed with an edged weapon who comes within 21 feet (or any specific distance) of an officer. He merely wanted to show the danger associated with not keeping a suitable “reactionary gap” and that the reactionary gap may be larger than officers assume.²⁸



²⁸ Martinelli, Ron. “Revisiting the ‘21-Foot Rule.’” *Police Magazine*, 18 Sept. 2014, <https://www.policemag.com/341203/revisiting-the-21-foot-rule>. Accessed 14 Mar. 2022.

ICAT Module #1: Introduction

Rethinking “Ask, Tell, Make”

- This phrase has been used in police training for years, but is not a good rule-of-thumb or process.
 - It does not apply to all, or even most situations.
 - It supports a “culture of speed,” where officers believe that not taking immediate action goes against their training, may be “frowned upon” by respected officers, and/or constitutes a failure to act.
 - On one hand, it may benefit officers to spend a substantial amount of time “asking” – that is, communicating, establishing rapport, and gaining voluntary compliance. But not getting the desired response to an initial “ask” does not automatically ramp the situation up to “telling” or “making.”
 - On the other hand, immediate action (“make) is sometimes required to de-escalate a situation or save lives. If officers mistakenly believe they are required to “ask” or “tell” before they can act, it may place them in an unwinnable position.
- It doesn’t make sense to apply a simple three-word process to the complexities of modern police work.³⁰



Challenging Conventional Thinking (II)

- “We don’t have all day.”
 - It is important that we break the “culture of speed” in our profession. If time is available, why do we rush?
 - In most situations, time is on our side. Use it to get additional resources or assets to the scene.
- Retreating vs. tactical repositioning.
 - Call it whatever makes the officers feel better, but in the end, if you need to move back to cover, gain better sight lines, or keep yourself in a winnable position, then it’s the right thing to do.
 - If the situation allows you to move, yet still contain the subject or threat, is it better to do so instead of “standing your ground” and forcing a confrontation.



³⁰ Wolfe, Duane. “The 'Ask, Tell, Make' Mistake.” *Police1*, Lexipol, 5 Nov. 2019, <https://www.police1.com/police-training/articles/the-ask-tell-make-mistake-fz633oUFKu8G82nO/>.

ICAT Module #1: Introduction

- The best SWAT and tactical teams in the world do it, so it only makes sense that patrol officers can too.
- Not having a Plan B.
 - If Plan A fails, then what? If your Taser is ineffective, what are you going to do?
 - Officers need to have a Plan B so that they are not left in a vulnerable position.
 - For officers to remain in a winnable situation if their initial plan fails, it's important to utilize critical thinking and know that it is okay to reposition, restart, and rethink. For example, an officer may feel it's best to back out of a room, house, or building and re-work through the CDM to consider other options.
- Drawing a line in the sand.
 - When a subject poses an immediate threat to officers or others, police must often make tough decisions.
 - However, if that threat can be reduced or eliminated by the officers on scene, or simply has not materialized yet, then can we be flexible?
- Not taking action is a "failure to act."
 - If the subject has committed no crime and is only a harm to themselves, what is the need to force a resolution?
 - For example: Why rush to enter a room when we can talk from the doorway?
- "I go home safely vs. we all go home safely."
 - There is intrinsic value in trying to preserve all human life. It is better for the general public and the overall wellness of officers.

ICAT Module #1: Introduction

Tying it Together (5 slides)

This Training Covers

- Critical Decision-Making.
 - How do officers think when faced with crisis situations?
 - **Module 2** covers decision making and the Critical Decision-Making Model (CDM), a tool to help you critically think your way through an incident from start to finish.
- Crisis Recognition.
 - How do I recognize a subject that may be experiencing a mental and/or situational crisis?
 - **Module 3** covers crisis recognition to help you identify some of the common behaviors of a person in crisis.
- Tactical Communications.
 - How do I communicate with a subject in crisis?
 - **Module 4** provides strategies for communicating tactically, to help you successfully respond and communicate to a person in crisis.
- Suicide by Cop.
 - How do I determine if a person is trying to force me to kill them?
 - **Module 5** explores “suicide-by-cop” situations, including indicators, warning signs, and prevention. As discussed in the previous two modules, recognition and communication are at the forefront of the Suicide by Cop module.
- Operational Tactics.
 - What actions should I take to keep everyone safe?
 - **Module 6** covers tactics to keep you safe as you work to prevent a critical incident from escalating to the point of deadly force.



ICAT Module #1: Introduction

- “Step Up and Step In.”
 - To put the lessons of the first six modules into practice, officers need to Step Up and Step In (**Module 7**). Officers “step up” by taking ownership of challenging situations, using the Critical Decision-Making Model to lead the situation to the best possible outcome. And officers “step in” by speaking up and acting when they see a situation going poorly. This might involve intervening when they see a colleague is about to make a mistake, or speaking up if they think they have a plan that is more likely to safely resolve a situation. *Step Up and Step In is about preventing problems before they occur.*
- Scenario-based Training.
 - ICAT uses live scenarios to integrate all of the learned skills, and emphasizes the importance of using strategies, tactics, communications, and critical thinking together.
 - It also prepares officers for real world encounters by stressing the concepts of teamwork, contact and cover, and the individual’s reactionary gap.

This Training Is Not:

- Telling officers to walk away from or ignore danger.
- Putting officers in an unwinnable situation. Just the opposite: ICAT focuses on putting and keeping officers in a *winnable* situation.
- Telling officers they can’t use force – including lethal force – when appropriate.
- Limiting options for officers (*ICAT is actually about increasing options, which enhances safety*).



ICAT Module #1: Introduction

Focus

- Patrol officer response.
 - Patrol is typically the first on the scene.
 - SWAT and other specialized units usually are not first to arrive. That is why much of ICAT is about teaching patrol officers tactics and techniques used by tactical teams).
 - The first few minutes of an encounter are often crucial to a safe resolution.
 - Goal may be to *stabilize* the situation – not necessarily resolving it right away.
 - A key strategy is “buying time,” so supervisors, additional resources, or specialized units can respond.
 - Supervisors: Need to give officers time to work these situations – not every incident can be handled quickly.
 - Ask any supervisors in the room if they would rather have their officers spend extra time ensuring a positive outcome, or if they would prefer to be tasked with managing a use of force or OIS.
- Non-firearm incidents.
 - In approximately 40% of the fatal officer-involved shooting incidents since 2015, the subject did not have a firearm. Many of these encounters are dangerous, and ICAT does not minimize that. But the threat is different than situations in which the subject is armed with a firearm.
 - Some can be safely resolved without the use of deadly force. That is the focus of this training!
- Integrating Communications And Tactics.
 - Taking key skills from each discipline, and *combining* them as part of an overall response strategy.
 - Influence behavioral change to gain voluntary compliance (when possible). Officers need a wide range of skills to stabilize scenes that are often chaotic.
 - Training to communicate effectively under stress. ICAT presents practical alternatives to approaches that often do not work, such as drawing a service weapon and repeatedly issuing verbal commands such as “Drop the knife!”



ICAT Module #1: Introduction

- Officer safety and wellness.
 - Keeping officers out of harm's way (physically) by providing more options.
 - Protecting officers from the emotional trauma, public scrutiny, and legal troubles that often follow an officer-involved shooting.
 - ICAT was made with the input of officers, supervisors, and police executives from agencies across the country. They would not put their names to anything that would endanger officers, and neither would PERF.

📺 Case Study (Beloit, WI)

Officers from the Beloit (WI) Police Department responded to a report of a suicidal subject named Natalie. When the first responding officer arrived, Natalie immediately displayed a large knife. Officer Victoria Bailey narrates the video.



Note: This video provides a good example of officers using the Critical Decision-Making (CDM) process. (Note: Do not introduce the Critical Decision-Making (CDM) Model now. Instead, use this video as a precursor to get the students thinking about how they would think critically under stress.)

- Video Part 1 (Length: 4:30)
 - In this incident, Natalie demands to talk to Officer Bailey. Officer Bailey was available, and responded to the scene. Have students consider and discuss alternatives if Officer Bailey had not been available.
 - Is there anyone else who had positive interactions with Natalie?
 - Has anyone had a neutral interaction which they could use as a starting point toward building rapport?
 - Is there anyone on the scene who is listening to Natalie who could step in and begin to build rapport with her?
 - Are the officers processing the available *factual* information (as opposed to assumptions) to make informed decisions?

ICAT Module #1: Introduction

- Are the initial responding officers using a process that constantly re-evaluates the risks and threats of this situation based on the available information?
 - When Natalie displays the knife, the officers:
 - Recognize the knife as a risk, not an immediate threat requiring immediate force on their part
 - Create distance and form a perimeter while not condensing the space around Natalie, giving them time to plan.
 - Use the police vehicles as barriers.
 - Prepare a plan including a layered force response should the situation change.
 - Attempt effective communication with Natalie
 - Although Natalie references that one of the officers was “about to shoot” her, it does not appear that the officers are repeatedly yelling commands to “drop the knife” or are pointing weapons directly at her. They are willing to tactically reposition as Natalie moves around and continue trying to communicate.
 - *Note:* Acknowledge that, while officers are trying to reach Officer Bailey by phone, Natalie begins to insult the officer with whom she is now speaking, drawing out a semi-sarcastic response from him (“that’s not nice”). This comment draws an immediate outburst from Natalie that likely could have been avoided. However, we should stress that even when an officer makes a mistake or miscalculates the effect of a comment or statement, they can recover by

ICAT Module #1: Introduction

- changing course back to expressing empathy and building rapport.
- Are the officers using time and distance as a tactic? Are they openly considering reasonable alternatives to avoid an armed confrontation?
 - When Natalie specifically requests to speak to Officer Bailey, they do not hesitate to call her and request that she respond.
- After arriving on scene, what does Officer Bailey do that illustrates she is making good decisions while continuing to work towards gaining voluntary compliance from Natalie, keep herself and others safe, and get Natalie medical help without using force?
- What might you do that is similar/different? Why?
- Video Part 2 (Length: 5:53)
 - **Officers address the key components of ICAT during this incident.**
 - **Critical Decision-Making**
 - All officers on scene processed available information to make informed decisions.
 - Used personal knowledge about Natalie from prior incidents to develop rapport and influence behavior.
 - Displayed non-threatening body language and empathetic verbal negotiations, with no physical force (verbally) threatened or used. *(Although Natalie was initially argumentative and non-compliant, she eventually became compliant and remained that way).*
 - Briefed Officer Bailey when she arrived.

ICAT Module #1: Introduction

- Maintained the safety of everyone, including Natalie, by sharing information and clearly communicating.
 - When negotiating the surrender plan, Officer Bailey listened to Natalie's concerns and addressed them, making sure everyone had and understood the information.
- Understood their legal authority. They recognized that this situation involved a mental health crisis; no crime had been committed.
- Constantly assessed and re-assessed Natalie's behavior, actions, and comments.
- Kept in mind the overall legal objective and weighed the threats and risks to determine a proportional response that kept officers in a winnable position.
- **Crisis recognition**
 - Officers recognized that Natalie was in crisis. They considered:
 - Information from Natalie's 911 call.
 - Information about Natalie from prior incidents.
 - Natalie's behavior while holding the knife and after she dropped it.
 - Natalie's comments.
 - Natalie's mood swings.
 - Natalie's negative perceptions of nearby officers and supervisors.
- **Tactical communications**
 - Used active listening, compassion, and empathy to help establish a rapport.
 - Provided clear, simple questions/requests
 - Displayed patience and was tolerant of non-threatening behavior.
 - Modulated tone of voice

ICAT Module #1: Introduction

- Spoke in a manner that Natalie could understand and relate to.
- Made small requests.
- Provided/accepted reasonable options.
 - *Note:* Officer Bailey did not lie or deceive Natalie when asked to stay with her at the hospital. Instead, she provided Natalie with a truthful, alternative option (“I can sit there with you for a bit.”)
- Did not diminish Natalie’s dignity and self-respect.
 - *Note:* Never underestimate using compassion and empathy as a tactic. If highly trained negotiators can use it effectively to establish rapport, initial responding officers can find success as well.
- Recognized that keeping emotions low and working to focus Natalie’s attention back to their discussion allowed rational thinking to prevail, even when Natalie was provoking them.
- Understood that Natalie did not need immediate medical care, so there was plenty of time to try to gain voluntary compliance.
- *Note:* Natalie’s statement about officers “arrest[ing] somebody who was trying to help [her]” refers to the male seen briefly in Part 1. He refused officers’ orders to move further away and was detained. He was cited and released shortly after officers took Natalie into custody.

ICAT Module #1: Introduction

- **Suicide by Cop**
 - Potential dangers associated with a suicide by cop attempt:
 - Expressing that nobody cares
 - Not behaving like a criminal offender
 - Exhibiting strange behavior
 - Actions taken to mitigate an SbC attempt:
 - Kept distance.
 - Reassured Natalie that the other officers on-scene would listen to Officer Bailey's directives.
 - Did not condense space.
- **Operational Tactics**
 - Officer Bailey understood she had Natalie reasonably contained, therefore giving her time to make decisions and collect information.
 - Kept an appropriate reactionary gap for the situation. Did not overreact to sudden, non-threatening, compulsions from the Natalie.
 - Continually assessed and re-assessed to maintain a winnable spot as the situation progresses.
 - Used the team approach:
 - Made sure everyone, including Natalie, knew the plan at each step in the process.
 - *Note:* Ensure you address Officer Bailey walking alone to the street after Natalie dropped the knife. Although there was plenty of lethal and less lethal cover, officers should be encouraged to take the time to formulate a plan and discuss roles in case things change.
- **Step up and Step in**
 - Officer Bailey did not hesitate to take charge, despite many higher ranking and more experienced officers on-scene. Likewise, those officers did not hesitate to let her do so. Through effective communication, officers prevented potential misunderstandings that might have resulted in a use of force.

ICAT Module #1: Introduction

Implementation

- Focus on improving responses, not dwelling on “what went wrong.”
 - Look to address “missed opportunities” instead of criticizing the actions of others.
- Consider training telecommunicators (call-takers and dispatchers) along with officers.
 - Telecommunicators are often the first to receive and disseminate information.
 - Knowing what type of information is useful to officers or why officers may ask for certain information can be critical for responding telecommunicators.
- Careful consideration needs to be given to the selection of ICAT trainers and role-players for scenario-based training sessions.
 - ICAT trainers and role players should be willing to immerse themselves in the ICAT principles and recognize the importance of high-quality, scenario-based training.
 - An example is the Camden County (New Jersey) Police Department, which didn’t limit itself to academy staff when searching for the right individuals to deliver the ICAT message and carry out the mission to educate the entire department.
- This is all about creating *more* options for officers, *not* limiting them!



ICAT Module #1: Introduction

Leadership Snapshot (1 slide)

Leadership Snapshot

- Effective supervision begins long before officers encounter an individual experiencing a mental or situational crisis.
 - Recognize that these situations are challenging even for experienced officers, and you are there to help your officers achieve a successful outcome.
- Supervisors need to become involved in crisis incidents from the point of initial dispatch.
 - Notify dispatch and responding personnel that you received the information and will be monitoring for updates as you respond.
 - Prior to your arrival, use your radio to direct the initial officer response and/or all responding resources.
 - Ensure that officers and dispatchers understand your agency's expectations for these situations, and that they share appropriate information:
 - Initial notification to supervisor (either by dispatch or the officers)
 - Updates
 - Actions taken/Actions being considered
 - *Note: Many agencies have policies and procedures for certain types of high-risk situations that require immediate supervisor notification (e.g., motor vehicle pursuits, domestic disturbances, etc.) Requiring supervisor notification for mental health crises should be a serious consideration.*
- Supervisors should be prepared to ask questions and assist responding officers in gathering available information.
 - If you have unanswered questions, or there is information missing or being ignored, ask for clarification, and make sure all responding officers acknowledge your directives.
- Embrace the research.
 - ICAT can help change the culture of an agency.
 - In the recent study of how ICAT impacted the Louisville, KY Police Department, researchers found



ICAT Module #1: Introduction

that ICAT led to changes in both officer attitudes and behaviors, which led to *significant reductions in use-of-force incidents, subject injuries, and officer injuries.*

- Supervisors can influence culture and set the “tone” for how your personnel responds to these crisis incidents.
- Go to the scene and be visible! Do not assume your officers will not need you.
 - Unless absolutely necessary, do not attempt to supervise the entire incident over the radio. When officers know a supervisor is responding in person:
 - They are more likely to “slow the situation down.”
 - They are more likely to conduct themselves in a manner consistent with agency expectations.
 - If you are not able to respond or there is no supervisor available:
 - Look to utilize an on-scene officer as an “informal leader.”
 - Direct a trusted officer to respond and “assist” the other officers.
- Get to know your personnel and understand your team dynamics in order to put officers in winnable situations based on their strengths and weaknesses.
 - How well do *you* know your team?
- An effective supervisor ensures that all personnel use sound tactics and good communication throughout an incident.
 - Be mindful that some, or all, of the responding officers may not have your level of experience in dealing with a particular situation. Ensure that your communications are calm, clear, and easy to understand. In high-stress situations, you should have officers repeat your instructions.

Note: It is critical for instructors to solicit students’ thoughts, questions, and observations at the end of modules *and* when students *return* from breaks, because students often discuss issues and formulate questions during breaks.

Thoughts?
Questions?
Observations?

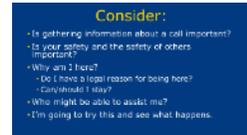
ICAT Module #2: The Critical Decision-Making Model

Module #2: The Critical Decision-Making Model

Introduction to the Concept (2 slides)

Consider

Key teaching point: Do not immediately introduce the Critical Decision-Making Model (CDM). Instead, guide the class in a discussion where they unknowingly create the CDM themselves, before you reveal it. Use the questions on the slide to facilitate this discussion. Build the CDM using the outline below as a guide. This will introduce it in a non-threatening manner and will help illustrate how most officers already use this process to some extent naturally.



Teaching tool: Some instructors may find it easier to present a situation to the group and have the class talk through steps of the CDM using that format.

Example: If you were responding to a report of a suspicious person holding and swinging a baseball bat outside a local business, with no other information given, what else would you want to know about this situation?

- Is gathering information about a call for service is important?
 - Most officers will agree the more information they can gather, the better they can respond to the situation. What information would be helpful to officers?
 - Location.
 - Call history for this location.
 - Do police know the subject?
 - Location of the subject.
 - Actions of the subject.
 - Who else is present?
 - Is anyone in danger?
 - Is the subject armed?

ICAT Module #2: The Critical Decision-Making Model

- Is your safety and the safety of others important?
 - After gathering information, officers immediately use the facts to identify safety risks to themselves and others.
 - Potential threats (presence of weapons, physical abilities of the subject, etc.)
 - Actual threats (imminent threat of harm to you or someone else.)
 - Once officers complete a risk assessment, they begin to develop strategies to minimize risk.
- “Why am I here?”
 - Officers need to consider:
 - Do I have a legal justification to intervene in this situation?
 - Even when officers feel compelled to act, they must consider their legal authority before taking action.
 - Example: Officers may not have the legal authority to settle a civil rent dispute between a property owner and tenant, even if the involved parties are demanding action.
 - Is there an agency policy that dictates my response to the situation?
- “Who might be able to assist me?”
 - What options does the officer have to resolve the situation?
 - Should the officer attempt to handle the situation alone?
 - What tools or resources are available?
 - What is the best course of action?
 - What is your plan? Do you have a Plan B? Plan C?
- “I’m going to try this and see what happens.”
 - After taking action, did the plan work? If not, what now?
 - Once officers act, they need to evaluate the effectiveness of their actions, and then re-assess the situation.
 - If the action does not resolve the situation, officers need to collect more information, assess the risk, etc. and start process again.
- After completing the discussion, reveal the CDM in the next slide.

ICAT Module #2: The Critical Decision-Making Model

The Critical Decision-Making Model

- Explain to the students that they just helped you “create” the CDM before seeing it – and they seemed to understand the process already!
- The CDM is simply a visual model that outlines an officer’s thought process when performing any police function. It provides structure and vocabulary to describe a natural process, so that officers can better understand how they make decisions, without jeopardizing officer safety or their ability to take immediate action.
- It is important to note that officers can cycle through, or “spin” this model as fast or slowly as necessary, depending on the dynamics of the situation. We will see examples of this later in this module.
- The CDM is not a “checklist” or “worksheet” that officers need to complete after calls or incidents. Officers should see it simply as a visual reminder of the steps they naturally take to reach decisions.
- The five steps of the CDM:
 - Collect Information.
 - Assess the Situation and Look for Threats and Risks.
 - Consider Police Powers and Agency Policy.
 - Consider Options and Determine Best Course of Action.
 - Act, Review and Re-assess.
- The CDM process is circular, not linear.
 - It supports constant re-assessment of the situation, emerging or diminishing threats and risks (based on new information), and a re-calibration of previous decision-making. For example, if an officer’s action does not resolve the situation, the officer may restart the process by gathering more information, reassessing risks, or reconsidering options. This process is known as “spinning the model.”
 - Remember, you can spin this model slowly or quickly, as needed or as the incident changes.
- At the center of the model is “The Core.”
 - This represents the “moral compass” of the agency and its members. It reminds officers that agencies, and those they serve, have expectations as to how the police will conduct themselves on the job. This will be discussed further in the next slide.



ICAT Module #2: The Critical Decision-Making Model

- Two main reasons the CDM is valuable:
 - It helps officers make better decisions up front to keep them in winnable positions.
 - With a bit of practice, officers will more easily remember the steps of sound decision-making without conscious thought.
 - The CDM assists officers in explaining their actions more clearly in reports, to supervisors, and in court proceedings.
 - Provides a structure for recording/documenting actions that were taken.
- Some officers may resist the CDM.
 - “It’s too complicated.”
 - “I won’t be able to act if I’m working through all those steps.”
 - “Officers are going to get hurt or killed because of it.”
 - Ask students to be open-minded. The CDM is similar to the OODA Loop (Observe, Orient, Decide, Act) used for years by the military and some police agencies.
 - Remind those students they all effectively used the steps of the CDM prior to viewing the actual model.
 - Reiterate that the model can spin as slow or as fast as needed, depending on the situation.
- The CDM is based on the National Decision Model pioneered in the United Kingdom, where it is taught to all police recruits and used in a wide range of situations. It is a simple and effective tool that will help officers look at a situation and quickly decide on a best course of action.
 - One can compare using a decision-making model to driving a car—a process that involves dozens of individual decisions and actions minute by minute, but which becomes automatic over time.
 - The CDM should be at the core of how agencies respond to incidents. Instructors should remind supervisors that they should demonstrate this fact by using the CDM during calls, after-action reviews, and as part of general agency practice and policy.

ICAT Module #2: The Critical Decision-Making Model

CDM Core (1 slide)

CDM Core

- The middle, or “core,” of the CDM consists of the overall philosophy of the agency and its members, as demonstrated by:
 - The agency’s mission statement.
 - Values.
 - Ethics.
 - Guiding principles.
- The core of the CDM represents the general expectations of an agency and helps to guide the conduct of officers during each step.
- The arrows that connect the core to the five steps of the model indicate that the officer’s actions must never contradict the core values and principles of the agency.
- The PERF CDM core contains four general guidelines and principles that can be applicable to any police agency:
 - Ethics – There is an expectation that officers will know what behaviors are generally acceptable in society as right and wrong, and will act with integrity.
 - Values – A system of beliefs, specific to the agency, which identifies individual behaviors as acceptable or not acceptable.
 - Proportionality – Involves using only the force needed to mitigate a threat, considering other options that may allow you to achieve the same objective effectively and safely, and ensuring the actions were needed, based on all the information that was available.
 - The sanctity of human life – A belief that all human beings have equal value and worth. Officers need to respect and uphold the value and dignity of all persons, at all times. The police profession must make the preservation of all human life our highest priority.
 - The most significant achievement for any officer is not to simply get themselves home safely, but rather to get everyone home safely.



ICAT Module #2: The Critical Decision-Making Model

Step 1: Collect Information (3 slides)

Collect Information

- The first step in the CDM is gathering information.
 - It begins from the moment an officer becomes aware of an incident.
 - Officers will continually receive and process information as they progress through each step of the CDM.
 - Separating facts from assumptions is a key to effective decision-making.
 - Information collection is a process which continues throughout the entire incident, including debriefings and report-writing.
 - This allows officers to apply the lessons learned to the next incident.
- Begin by asking yourself:
 - What do I know right now about this situation? Facts vs. assumptions?
 - Key questions to consider:
 - What do I know about the subject, the victim (if any), and the location of the incident?
 - What additional information do I want or need?
 - What does my training and experience tell me about this type of incident?
 - How did I handle similar incidents?
 - What worked? What did not?
 - Am I capable of handling this incident alone, or do I need additional resources right now?



ICAT Module #2: The Critical Decision-Making Model

Collect Information (II)

- Then ask others (Dispatch, family, friends, witnesses, etc.):
 - What would I like or need to know about this incident?
 - Who called – and what prompted the call?
 - What do we know about the subject?
 - Are there any victims?
 - What is the physical environment?
 - Are there weapons, children, or animals on scene?
 - Are there mental health or substance abuse issues?
 - What would I want to know about previous incidents involving this location or the involved individuals?
 - Past criminal history?
 - Violent behavior, including assaults on officers?
 - What de-escalation techniques worked in the past?
- Sources of credible information:
 - Dispatch:
 - Often the most significant source of real-time information.
 - Encourage the dispatcher to keep callers on the line if practical. Request that they obtain as much information as possible prior to your arrival at the scene.
 - When you arrive:
 - Keep checking with dispatch for any additional information.
 - Ask for clarification or confirmation about any information that is unclear, questionable, or contradictory.
 - Keep an open line of communication with dispatch so they can update other responding officers.
 - Family.
 - Examples of questions to ask: “Does your son take medication? Has this happened before? What was the outcome?”



ICAT Module #2: The Critical Decision-Making Model

- Friends.
 - “Does she normally act this way? How much did she drink today? How can we contact her family?”
- Witnesses/bystanders.
 - “What did the subject say? Where did they go? What were they doing with the bat?”
- Reporting party.
 - “Dispatch, is the caller in a position to safely observe the subject? Tell them we need to know what the suspect is doing with the knife.”
- Other officers.
 - “I have dealt with that guy before. He loves to talk football. It always calms him right down.”
- Cruiser data terminal or laptop.
 - Previous call history, alerts for residence or persons, etc.

Collect Information (III)

- Never stop gathering information.
 - Though collecting information is Step 1 of the CDM, officers must continue gathering and processing information throughout.
- If you are not getting the information you need, keep asking questions! Then “spin the model!”

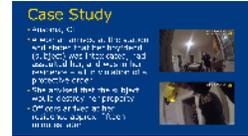


ICAT Module #2: The Critical Decision-Making Model

Video Case Study (1 slide)

📺 Case Study (Ansonia, CT)

On the evening of January 2, 2020, a woman entered the police station and advised that her boyfriend (subject) was in her residence. She stated that earlier in the day, the subject had been drinking, assaulted her, and taken her phone. Furthermore, she had an order of protection against him, stemming from a domestic violence arrest approximately six weeks prior. She “asked that the police go to the home ‘ASAP’ before [the subject] destroyed everything” as the subject had threatened to do³¹. Concurrent with or after this³², two officers and a sergeant arrived at the woman’s apartment. Officers knocked on the door, with no answer. An officer sitting with the female at the police station called one of the responding officer’s cell phone informing them the rear door was unlocked, at which time the officers opened it.



- Video Part 1 (Length: 1:27).
 - Discussion points/questions to ask related to using the CDM:
 - What information was initially provided to the officer at the station?
 - The subject had been drinking whiskey all day and was severely intoxicated.
 - He had allegedly struck the female, choked her, and took her cell phone.
 - He was at the residence in violation of a restraining order.
 - They have a child together, who is currently waiting to be picked up at her mother’s house.

³¹ Sedensky III, Stephen J. “Report of the State’s Attorney for the Judicial District of Danbury Concerning the Use of Deadly Force Upon Michael Gregory by an Ansonia Police Officer, Resulting in Mr. Gregory’s Death on January 2, 2020.” *Connecticut Division of Criminal Justice*, 18 Dec. 2020, <https://portal.ct.gov/DCJ/Whats-News/Reports-on-the-Use-of-Force-by-Peace-Officers/2020---January---Michael-Gregory---Ansonia>. Accessed 30 Jan. 2024.

³² The report does not contain a detailed timeline.

ICAT Module #2: The Critical Decision-Making Model

- Who is the best source of information right now?
 - One of the officers at the residence was on the phone with an officer sitting directly next to the female in the lobby of the station.
- What additional information could have been obtained from the female, had officers used the CDM³³?
 - The subject was alone in the house. (*In their written statements, the officers and sergeant wrote that they were concerned that there might be others in the house.*)
 - The subject had mental health and substance abuse issues, including past suicide attempts.
- If this information was known, could it have changed how the officers approached the situation or spoke to the subject when they encountered him?
 - Are there “missed opportunities” we can identify in the first part of the video?
 - Did the officers attempt to get all the information they needed before opening the door and encountering the subject?
 - What about after the subject slammed and locked the door?
 - What information would you have wanted?
 - Is there anyone else inside?
 - Does he have access to weapons?
 - How does he typically interact with police?
 - How did he try to commit suicide in the past?
 - History of violent behavior?
 - What happened today that upset him?

³³ Again, the report is vague as to what the officers knew (or could have known) prior to the shooting.

ICAT Module #2: The Critical Decision-Making Model

- Did the officers have enough time to get more information and develop plans before opening the door?
 - Was the subject reasonably isolated after he shut and locked the door?
 - Did the subject have access to a phone the police could call?
 - Was there imminent or immediate danger to anyone other than the subject?
- How did it appear the officers processed the situation?
 - Potential threat – The subject **may** hurt himself or another person.
 - or
 - Immediate threat – The subject **is** going to hurt himself or another person.
- Even though the officers possessed legal authority to enter the house and arrest the subject, was there an immediate threat that compelled them to force entry after the suspect closed and locked the door?
 - Could the officers have stayed outside and developed a new plan for engaging the subject or entering the apartment?
 - Was there time for the officers to request additional resources to respond the scene?
 - Was there an opportunity to slow the incident down and transition to protocols for a barricaded subject?
- Could using the CDM have benefited these officers?
- Video Part 2 (Length: 0:56).
 - In the first part of this video, we identified some “missed opportunities” for the officers to get more information. What was the result?
 - *Note: Under the guidelines of Graham v. Connor, this was determined to be a legally justified shooting. We are not looking to argue that point.*

ICAT Module #2: The Critical Decision-Making Model

- Were there “missed opportunities” that may have allowed for a different outcome?
 - What is officer-created jeopardy?
 - Do you think this video depicts an example of this?
 - In this incident, who compressed space and time, the subject or the officers?
 - Why did the officers immediately force entry into the house and the bedroom?
 - What were they trying to accomplish?
 - Was it necessary to resolve the situation?
 - What was the officers’ “Plan B?”
 - Would it have been possible to use time, distance, and barriers as a tactic to slow the pace of the incident?

Step 2: Assess Situation, Threats, and Risks (4 slides)

Assess Situation, Threats, and Risks

- Ask yourself:
 - When I arrive on scene, does the available information require me to take immediate action?
 - Is anyone in imminent danger of harm?
 - Is the subject threatening to cause harm to others?
 - Location of the incident (highway, playground, etc.).
 - Immediate action can include the use of lethal and non-lethal force.
 - The CDM does not prevent you from acting quickly and decisively when facing an immediate threat. It just spins faster!
 - If immediate action is not necessary, what additional information do I need?
 - Subject’s means, intent, and ability?
 - Victims?
 - Am I trained and equipped to handle this situation?
 - Should I request additional resources?
 - Supervisor.
 - Negotiator.

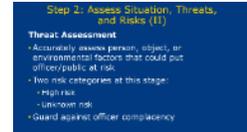


ICAT Module #2: The Critical Decision-Making Model

- K-9.
 - What is the threat/risk?
 - Expanded on in the next slide.

Assess Situation, Threats, and Risks (II)

- Threat assessment:
 - Threat vs. Risk.
 - Threat – words, actions, or situations that would cause a reasonable officer to believe that the officer or another person may be in danger of immediate harm.
 - Subject holding a weapon.
 - Specific statements to cause damage or inflict harm.
 - Risk – a potential hazard or danger to officers, or others, which *could* become a threat, but has not yet materialized.
 - There are two categories of risk at this stage:
 - High risk (which may require immediate action).
 - Unknown risk.
 - Officers need to guard against complacency.
 - There is no such thing as low risk!
 - Be honest with yourself about your abilities and skills.



Assess Situation, Threats, and Risks (III)

- Threat assessment (continued).
 - Considerations when assessing risk.
 - Which of the following does the subject possess?
 - Means (weapons, physical strength, etc.)
 - Ability (physical mobility, personal skills etc.)
 - Opportunity (location, proximity to others, etc.)
 - Intent (verbal statements, overt actions, etc.)

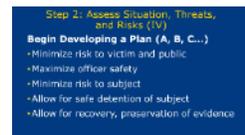


ICAT Module #2: The Critical Decision-Making Model

- Any one of these considerations, by itself, may constitute an unknown potential risk, but it may not require officers to take immediate action.
- The more factors you have, the higher the potential risk and the increased likelihood that immediate action may be required to resolve the situation.
- “Transfer of malice.”
 - Officers need to remain vigilant that persons in crisis may suddenly focus their attention or aggression onto the arriving officers or others.
 - Officers should make every attempt to shift the subject’s focus back to the problem at hand.

Assess Situation, Threats, and Risks (IV)

- If immediate action is not needed, begin developing a plan that keeps officers in a winnable position.
 - Consider whether your plan adequately addresses the following:
 - Minimize risk to any victims and the public.
 - Maximize officer safety.
 - Minimize risk to the suspect.
 - Provide a safe mechanism to conclusively control the subject and take them into custody if needed.
 - Recovery and preservation of evidence.
 - Does your plan only offer a single solution? Did you make contingency plans?
 - If Plan A fails, what is my Plan B?
 - What happens if Plan B also fails?
 - Improper planning can lead to unintended or unwanted results. Be proactive in your thinking!

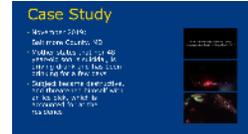


ICAT Module #2: The Critical Decision-Making Model

Video Case Study (1 slide)

📺 Case Study (Baltimore County, MD)

In November 2019, Baltimore County (MD) Police were notified by a woman that her son had been drinking for a few days, had become violent that night, and threatened to commit suicide after she refused to give him his car keys. When asked about weapons, the caller stated that her son picked up a log, searched for a knife, and held an ice pick to his neck, but also told the dispatcher she knew the ice pick was back “in the drawer.” Officers observe the vehicle on the highway and stop it to conduct a check of the son’s well-being.³⁴



- Video Part 1 (Length: 1:41)
 - Note: The 911 call and dispatch are trimmed for time. The lengthier versions released by the Department can be found online.³⁵
 - Discussion points:
 - Officer inquires with dispatch about the subject possessing a possible weapon. Dispatcher responds, “There is no indication that he actually took it with him.”
 - Facts vs. assumptions:
 - Fact – The mother said the ice pick was “in the drawer” (back at the residence). No longer with the subject.
 - Assumption – When using the term, “no indication he took it,” the dispatcher leaves open the outside possibility that the subject could still have the ice pick, but no one saw him take it.
 - Is this a “missed opportunity”?

³⁴ Jackman, Tom. “Baltimore County to Pay \$6.5 Million to Family of Unarmed Man Fatally Shot by Police Officer, Man’s Family Says.” *The Washington Post*, 12 Oct. 2021, <https://www.washingtonpost.com/dc-md-va/2021/10/12/sopp-lawsuit-settles-baltimore-county/>. Accessed 14 Mar. 2022.

³⁵ *I-83 Officer Involved Shooting on November 26, 2019 | Baltimore County Police (2/27/20)*, Official Baltimore County Police & Fire, 27 Feb. 2020, <https://www.youtube.com/watch?v=CD1v3uQjJA>. Accessed 14 Mar. 2022.

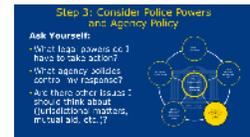
ICAT Module #2: The Critical Decision-Making Model

- Video Part 2 (Length: 1:25)
- Video Part 3 (Length: 0:12)
 - What was the threat?
 - Should this have been a high-risk/felony stop?
 - Was the officer's gun drawn for safety, illumination, or both?

Step 3: Consider Police Powers and Agency Policy (1 slide)

Consider Police Powers and Agency Policy

- What legal powers do I have to act?
 - Should I stay or leave?
- Does this situation require some sort of police action?
- Are there agency policies that guide or restrict my response?
 - Is supervisor approval required?
 - Are there other people I am supposed to contact?
- What other issues should I consider?
 - Is there a jurisdictional issue?
 - Does this response require mutual aid?

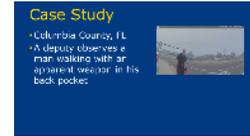


ICAT Module #2: The Critical Decision-Making Model

Video Case Study (1 slide)

📺 Case Study (Columbia County, FL)

In October 2022, a deputy in Columbia County, Florida detained a man for crossing a street against the light, and because she “observed what appeared to be a silver (chrome) pistol with a white grip in [the man’s] back pocket.”³⁶ In the arrest report, she implied that she was unable to identify the object – a walking stick – in the man’s pocket until after she and her sergeant placed the man in handcuffs. Per her sergeant’s verbal instructions, she charged the man with resisting without violence because he “obstructe[ed] the ongoing investigation when he repeatedly refused to allow identification of the object in his pocket as well as refusing to identify himself.”



An internal investigation noted multiple policy violations for both the deputy and sergeant.³⁷ The Sheriff’s Office demoted the sergeant and suspended him for seven days. The deputy was suspended for two days. Additionally, both were required to undergo additional training in civil rights.³⁸ In November 2023, the subject filed suit against the sergeant, deputy, and the sheriff.³⁹

- Video (Length: 3:54)
 - Did the deputy fully understand her legal authority and agency policy in this situation?
 - After the subject showed that the apparent gun was, in fact, a walking stick, should the CDM have been spun again?
 - What about the Sergeant? Did he understand the law, police powers, and the agency policy?
 - Past the initial contact, was this interaction fueled by contempt-of-cop?

³⁶ The arrest report can be found by searching by case on the website of the Clerk of the Circuit Court and County Comptroller for Columbia County (Florida). <https://columbiaclerk.com/court-search/>. Year: 2022; Court Type: Misdemeanor; Sequence #: 001978.

³⁷ Adelson, Aaron. “Columbia County Sergeant Gave Illegal Order to Arrest Legally Blind Man, Report Says.” *WGFL*, 9 Nov. 2022, <https://mycbs4.com/news/local/report-says-columbia-county-sergeant-gave-illegal-order-to-arrest-legally-blind-man-4th-amendment-lake-city-sheriff-unlawful-search>. Accessed 5 Jan. 2023.

³⁸ Minor, Tarik. “Legally Blind Lake City Man Sues for Wrongful Arrest by Columbia County Deputy and Sergeant.” *WJXT*, 17 Nov. 2022, <https://www.news4jax.com/news/local/2022/11/17/legally-blind-lake-city-man-sues-for-wrongful-arrest-by-columbia-county-deputy-and-sergeant/>. Accessed 5 Jan. 2023.

³⁹ Rohrllich, Justin. “Blind Navy Vet Takes Cops to Court Over ‘Bogus’ Arrest.” *The Daily Beast*, 27 Nov. 2023, <https://www.thedailybeast.com/blind-navy-vet-james-hodges-takes-cops-to-court-over-bogus-arrest>. Accessed 1 Jul. 2024). The complaint is available here: <https://s3.documentcloud.org/documents/24175659/hodges.pdf>

ICAT Module #2: The Critical Decision-Making Model

- Remember, if you are not sure about the law, your authority to act, or your agency's policies, gather more information!

Step 4: Identify Options, Determine Best Course of Action (3 slides)

Identify Options, Determine Best Course of Action

- Ask yourself:
 - What am I trying to achieve?
 - Subject control.
 - Custody.
 - Medical care.
 - Victim extraction.
 - Scene safety.
 - What options do I have?
 - *Note: It may be difficult or impossible to identify every available option to resolve a situation. In this step, officers need to consider and narrow down to the best available options. And just because options are available does not mean officers are required to act immediately. In many situations, waiting and collecting more information may be the best option.*
 - Resource options:
 - Individual skills and tools.
 - Additional officers or supervisors to assist.
 - Specialized agency resources:
 - School police/school resource officers.
 - Crisis negotiator.
 - K-9.
 - SWAT or other tactical team.
 - Do I need to act now, or should I wait?
 - Tactical options:
 - Continue communicating with the subject.
 - Tactical repositioning and containment.
 - Taking immediate, decisive action.
 - Remember: When necessary, nothing in the CDM prevents you from using

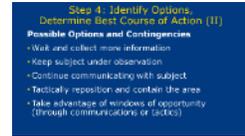


ICAT Module #2: The Critical Decision-Making Model

force or taking swift and decisive action.

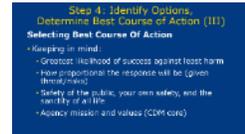
Identify Options, Determine Best Course of Action (II)

- Possible options and contingencies:
 - When immediate action is not required, what are some other viable options?
 - Wait and collect more information.
 - Keep subject under observation.
 - Continue communicating with subject.
 - Tactically reposition and contain the area.
 - Take advantage of windows of opportunity (through communications or tactics).



Identify Options, Determine Best Course of Action (III)

- How do I choose my response after identifying the best available options?
 - Consider:
 - What option would have the greatest likelihood of success with the least amount of harm?
 - How proportional is my response given the risk/threats and known facts?
 - An option that carries a high risk of serious injury or death is less likely to be considered proportional if the threat to you and others is minimal.
 - “Why use a sledgehammer to crack a nut?”
 - The sanctity of all human life – the public’s, yours, and your fellow officers,’ and the subject’s.
 - Agency mission and values (core of the CDM).



ICAT Module #2: The Critical Decision-Making Model

Step 5: Act, Review, and Re-assess (1 slide)

Act, Review, and Re-assess

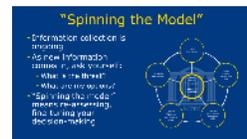
- Execute your plan, then ask yourself:
 - Did I achieve the desired outcome?
 - Did the action generate new information?
 - Do I need any additional resources?
 - Is there anything more I need to do or consider?
 - What lessons did I learn? How will this help me the next time I face a similar situation?
- If the issue is not resolved, “spin the model” again!



Spinning the Model (1 slide)

Spinning the Model

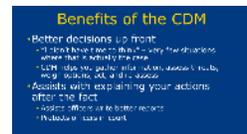
- Information collection is ongoing.
 - Constantly seek new information to confirm or deny assumptions.
- As new information comes in, ask yourself:
 - What is the threat now?
 - Has it changed?
 - What are my options?
 - Do I have more options now? Fewer?
- “Spinning the model” means re-assessing new information and fine-tuning your decision-making.



Benefits of the CDM (1 slide)

Benefits of the CDM

- Better decisions up front.
- “I didn’t have time to think.” There are few situations where that is actually the case. In most situations, time is on our side.
- The CDM helps you gather information, assess threats, weigh options, act, and re-assess quickly.
- It can help to explain your actions after the fact:
 - Helps officers write better reports.
 - Protects officers in court.



ICAT Module #2: The Critical Decision-Making Model

Examples of Agency-Specific CDMs (1 slide)

Agency CDMs

- Over 1,000 police agencies have been trained in ICAT and the CDM.
- Because the CDM and its “core” are meant to be specific to each agency, some have decided to create their own versions of the model.
- The various models look somewhat different, but they all contain five steps that revolve around a core.
- Clockwise from top-left:
 - Phoenix (AZ) Police Department
 - Cambridge (MA) Police Department
 - Indiana University (IN) Police Department
 - Monterey (CA) Police Department
 - Burlington (NC) Police Department
 - Abilene (TX) Police Department
 - Harris County (TX) Sheriff’s Office
 - New York City (NY) Police Department

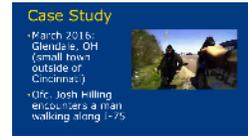


ICAT Module #2: The Critical Decision-Making Model

Video Case Study (1 slide)

Case Study (Glendale, OH)

- Video length: 11:26.
- In March 2016, Officer Josh Hilling, a police officer in Glendale, OH, observes a subject walking on the shoulder portion of I-75, an interstate highway in his jurisdiction. Officer Hilling decides to stop and speak with the subject to determine why he was walking on the highway and offer assistance.
- Officer Hilling provided PERF with his own narrative of this video specifically for ICAT.
- As Officer Hilling narrates the video, ask officers to visualize how each new piece of information causes him to “Spin the Model.”
- This video is an excellent example of an officer using the CDM without consciously realizing he was doing it, and while he was under an extreme amount of stress.
 - Plain and simple: The CDM works and does not compromise officer safety!



Leadership Snapshot (2 slides)

Leadership Snapshot

- Use the CDM to assist you even after the situation has ended:
 - Hot wash debriefs/tactical debriefs
 - After-action reports
 - Report writing
 - Use the CDM at the outset of a service call to ensure sound tactics and good communication.
 - Speeding up our actions is easier than slowing them down, but speed does not always produce the best outcome.
 - When dealing with individuals in crisis:
 - Officers should be encouraged to focus on the process as it unfolds, not the outcome.
 - It is important that officers not feel pressured to resolve the situation quickly.
- Communicate to them that other calls for service can wait, and support that statement by allocating other resources, such as mutual aid, to deal with low priority calls for service.



ICAT Module #2: The Critical Decision-Making Model

- Guide officers through their risk assessment, if needed.
 - Unknown risk or high risk
 - Look and listen to ensure your officers are responding in a reasonable and proportionate manner to the threat. Don't hesitate to intervene if the officer is using the wrong level.
- The CDM is a great tool for supervisors to guide the actions of responding officers and those on scene. It allows them to provide guidance in a slow, controlled way by following specific steps to gain and process information and then develop a response.
- Ask yourself: "Is my reaction based on unlawful or threatening behavior, or is it an emotional reaction (contempt-of-cop)?"

Leadership Snapshot (II)

- Make sure officers have received all available information.
 - Clarify anything that is vague or inconsistent.
 - Never assume officers have received information. If you or your officers are unsure, check and clarify the situation.
 - It is ultimately your responsibility to ensure that personnel get the information they need for a successful outcome.
- Evaluate your responding and on-scene personnel:
 - Are the officers currently equipped to handle this call?
 - Are there officers on-scene who possess advanced training, tools, or skill sets (crisis intervention training, crisis negotiators, tactical or SWAT officers, etc.)?
 - Are there enough officers responding?
 - Consider establishing an informal leader until you arrive.
 - "Officer Smith, please keep me updated when you arrive."

Leadership Snapshot (II)

Make sure all information available is made available to your personnel.
Obtain information - always - what the call is, services or (criminal vs. medical).
Review and assess your resources. The objectives of the call.
Keep in mind of the rank and determine if they are process oriented or outcome oriented in their.

ICAT Module #2: The Critical Decision-Making Model

- What other resources should you consider requesting that may assist your officers?
- Assess whether the actions taken are stabilizing the situation.
 - If not, reassess and “spin the model.”
- Listen to how your officers are talking.
 - Determine if they are approaching the situation as a process-oriented thinker or an outcome-oriented thinker.

Consider:

- Ansonia Case Study
 - What actions should a supervisor take if an officer on-scene advises that they have a male with a knife inside of the location?
 - It is the supervisor’s responsibility to dictate and direct a “tactical reset” if officers have placed or are planning to place themselves in an unwinnable position that may be escalating the situation towards a lethal encounter.
 - The supervisor should direct officers to reposition to a better/winnable position to assess “what we have” using the CDM.
- Glendale Case Study
 - In this case, the officer is attempting to communicate with the subject, while also working to reposition and coordinate the actions of other officers. What can a supervisor do to help that officer?
 - If your officers are not putting themselves in winnable positions, Step Up and Step In!

Note: It is critical for instructors to solicit students’ thoughts, questions, and observations at the end of modules *and* when students *return* from breaks.



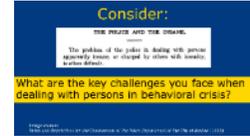
ICAT Module #3: Crisis Recognition

Module #3: Crisis Recognition

Introduction (5 slides)

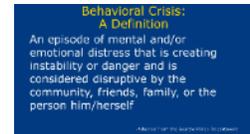
Consider

- “Police and the insane” - As you can see from this Boston Police Department policy and procedure from 1913, police have been dealing with this issue since we have had police and people in crisis. These situations present challenges for police, just as they did over 100 years ago.⁴⁰



Behavioral Crisis: A Definition

- An episode of mental and/or emotional distress that is creating instability or danger and is considered disruptive by the community, friends, family, or the person him/herself.



How Does a Crisis Typically Occur?

- What causes a crisis?
 - Precipitating events:
 - A break-up.
 - A death in the family.
 - Financial uncertainty.
 - All sorts of things – a combination of factors.
- The person’s perception of the events can cause them to fall into crisis.
 - Do they see it as something they can’t come out of?
 - Loss of job or job opportunity
 - End of a relationship
- Do they believe they have lost their support structure?
 - Death of friend.
 - Death of a parent, spouse, or sibling.
- Is this something they can’t get out from underneath?
 - Addiction.
 - Victimization.
 - Financial problems.



⁴⁰ “The Police And The Insane.” *Rules and Regulations for the Police Department of the City of Boston, 1913*, 1913, pp. 279–282, https://www.google.com/books/edition/Rules_and_Regulations_for_the_Government/RkoUAAAAYAAJ?hl=en&bpv=0. Accessed 14 Mar. 2022.

ICAT Module #3: Crisis Recognition

- Whatever their typical coping method was in the past, it has failed.
 - For instance, following the death of a loved one, relatively minor stressors may cause or contribute to the crisis:
 - Unpaid bills.
 - Family disagreements.
 - Minor traffic incidents.
 - Substance use progresses to overuse and abuse.
 - Think of your own coping mechanisms, or those of police officers in general. Are they effective? Do they always work?
- Results:
 - The subject loses control emotionally and logically (can't think through things).
 - Because they have lowered emotional or logical control, they have difficulty responding appropriately to a situation.
 - They feel completely overwhelmed and fall into a state of crisis.

Why Is This Important?

- People in crisis need help. We all signed up to help people.
- People in crisis may present a danger to themselves, the public, and to officers.
 - Individuals who are looking to harm themselves, such as someone jumping into traffic, from a structure, or in front of a train, can unintentionally hurt other people physically and psychologically.
 - People in crisis may attack the public or officers to elicit a police response - Suicide by Cop (covered in Module 5).
 - This is our job. For better or worse, fairly or unfairly, the fact is that police respond to thousands of mental health and substance abuse crises every day.
 - *(Note: Good place to insert a personal story or experience.)*
- Go read the mission of your agency. It should discuss the agency values and ethics and particularly the sanctity of *all* human life, just like the center of the CDM.

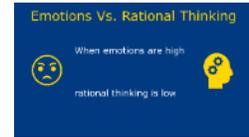
Why Is This Important?

- People in crisis need help
- Crises can impact public and officer safety
- It's our job – who else is going to do it?
- Reflects mission, values, and ethics – sanctity of life

ICAT Module #3: Crisis Recognition

Emotions vs. Rational Thinking

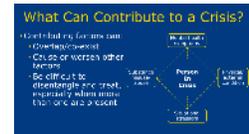
- When your emotions are high, your rational thinking is low.
- The same is true for people in crisis – but even more so.
- As your emotions ramp up, your ability to think rationally goes down.



Contributing Factors to a Crisis (5 slides)

What Can Contribute to a Crisis?

- This graphic illustrates four common contributing factors to a crisis.
 - The dotted lines between each factor represent that these problems often not only coexist; they can also cause or exacerbate each other. For example, mental health symptoms may cause someone to lose their job (situational stressor) and turn to drugs or alcohol to cope (substance abuse).



Mental Health Symptoms

- According to the American Psychiatric Association, signs of mental illness include⁴¹:
 - Rapid changes in mood or emotions.
 - Problems with concentration, memory, logical thought.
 - Heightened sensitivity - possibly described as “on edge,” might snap in public or with loved ones.
 - Illogical thinking: “If I hurt that person, I’ll be okay.”
 - Nervousness.
 - Feeling disconnected -from those around them, from reality, etc.



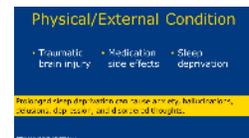
⁴¹ *Warning Signs of Mental Illness*. American Psychiatric Association, 2018, <https://www.psychiatry.org/patients-families/warning-signs-of-mental-illness>. Accessed 30 Jan. 2024.

ICAT Module #3: Crisis Recognition

- According to the 2022 National Survey on Drug Use and Health:
 - 23.1% (59.3 million) Americans aged 18 or older experienced any mental illness within the past year.^{42,43}
 - Defined as having “had any mental, behavioral, or emotional disorder in the past year of sufficient duration to meet criteria from the Diagnostic and Statistical Manual of Mental Disorders, 4th edition (DSM-IV), excluding developmental disorders and [substance use disorders]”
 - 6.0% (14.2 million) Americans aged 18 or older had a *serious* mental illness within the past year
 - Among those who experienced mental illness (as defined above) which also “substantially interfered with or limited one or more major life activities”

Physical/External Condition

Mental illnesses can have many causes. Some behavioral health issues have a sole, clear external cause (e.g., a traumatic brain injury), while others have causes that are multifaceted and less well-understood.



- A traumatic brain injury (TBI) – for example, from a traffic accident, from military service, or from years of playing football.
- Medication side effects.
 - An individual’s medications may negatively interact with each other in ways that affect the person’s state of mind.
- Sleep deprivation.⁴⁴
 - Irregular shift work (like policing).
 - Related to drug use/abuse.
 - Homelessness.
 - Some other external factor preventing normal, healthy sleep.

⁴² Substance Abuse and Mental Health Services Administration. (2023). *Key substance use and mental health indicators in the United States: Results from the 2022 National Survey on Drug Use and Health* (HHS Publication No. PEP23-07-01-006, NSDUH Series H-58). Center for Behavioral Health Statistics and Quality, Substance Abuse and Mental Health Services Administration. <https://www.samhsa.gov/data/report/2022-nsduh-annual-national-report>

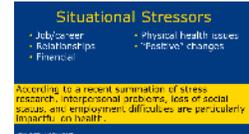
⁴³ Note the distinction between having experienced mental illness *within the past year* and *ever* experienced a mental illness

⁴⁴ Waters, Flavie et al. “Severe Sleep Deprivation Causes Hallucinations and a Gradual Progression Toward Psychosis With Increasing Time Awake.” *Frontiers in psychiatry* vol. 9 303. 10 Jul. 2018, doi:10.3389/fpsy.2018.00303

ICAT Module #3: Crisis Recognition

Situational Stressors

- Job and career issues - loss of job/career, laid off, etc.
 - The COVID-19 pandemic resulted in job stresses for many people.
- Relationships
 - Divorce - children, property, and finances all create additional stress.
 - Loss of parent, sibling, or friend.
- Financial stressors
 - Mounting bills.
 - Job loss.
 - Quarantine/isolation.
 - Creates unanswered questions: Am I going to be homeless? Am I going to lose my car? Can I provide for my children?⁴⁵



Substance Misuse/Abuse

- Acute - Methamphetamine use and abuse are responsible for many crisis situations.
- Dependence/addiction
 - Creates financial, relationship-related, and job and career issues - all mentioned above in situational stressors.
- Withdrawal
 - Creates physical stress, feelings of failure, illogical thinking. Can be life-threatening.
 - Withdrawal can occur from alcohol, illegal drugs, and prescription drugs.
- According to the 2022 National Survey on Drug Use and Health:
 - 48.7 million Americans aged 12 and older had a substance use disorder within the past year.^{46,47}
 - The term “substance use disorder” encompasses alcohol use disorders *and* illicit drug use disorders



⁴⁵ Cohen, Sheldon et al. “Ten Surprising Facts About Stressful Life Events and Disease Risk.” *Annual review of psychology* vol. 70 (2019): 577-597. doi:10.1146/annurev-psych-010418-102857

⁴⁶ Substance Abuse and Mental Health Services Administration. (2023). *Key substance use and mental health indicators in the United States: Results from the 2022 National Survey on Drug Use and Health*

⁴⁷ The criteria for a substance use disorder are too lengthy for this guide. See pp. 31-33 for details.

ICAT Module #3: Crisis Recognition

- 8.0 million Americans aged 12 and older had *both* an illicit drug use disorder *and* alcohol use disorder within the past year.⁴⁸

Mental Illness (5 slides)

Juveniles

- According to the 2021 Youth Risk Behavior Survey:
 - In 2021, among U.S. high school students:
 - 13.3% reported that they had ever used illicit drugs (excluding marijuana). This has been trending downward since 2011.⁴⁹
 - 42.3% reported experiencing persistent feelings of sadness or hopelessness. This has been trending upward since 2011.
 - 22.2% reported seriously considering attempting suicide. This has been trending upward since 2011.
 - 17.6% reported making a suicide plan. This has been trending upward since 2011.
 - 10.2% reported having attempted suicide. This has been trending upward since 2011.⁵⁰



Facts About People With Mental Illness

- These are illnesses, just like physical illnesses such as diabetes or cancer.
 - Are people diagnosed with cancer stigmatized like those with mental illness?
- No one chooses to be mentally ill. One cannot simply overcome mental illness through sheer willpower.
- Many mental illnesses cannot be cured, but the symptoms can be managed, allowing people to live fulfilling and productive lives.
- Medications can help, but they aren't perfect, and there may be episodes of crisis and side-effects.



⁴⁸ Substance Abuse and Mental Health Services Administration. (2023). *Key substance use and mental health indicators in the United States: Results from the 2022 National Survey on Drug Use and Health*

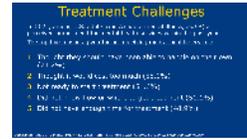
⁴⁹ *Youth Risk Behavior Survey Explorer*, Centers for Disease Control and Prevention. <https://yrbs-explorer.services.cdc.gov>. Accessed 30 Jan. 2024.

⁵⁰ *Ibid.*

ICAT Module #3: Crisis Recognition

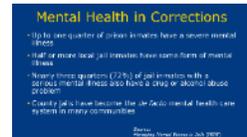
Treatment Challenges

- Some people with mental illness don't receive the treatment they need for a variety of reasons.
 - According to the 2022 National Survey on Drug Use and Health, among Americans aged 18 and older who had a mental illness *and* a perceived unmet need for mental health services within the past year, the top five given reasons for not receiving mental health services were⁵¹:
 - Thought they should have been able to handle their mental health, emotions, or behavior on their own (74.2%)
 - Thought it would cost too much (58.9%)
 - Not ready to start treatment (51.6%)
 - Did not know how or where to get treatment (51.1%)
 - Did not have enough time for treatment (48.9%)



Mental Health in Corrections

- Up to 25% of inmates have a severe mental illness.
- Half or more of local jail inmates have some type of mental illness and may suffer from the stressors mentioned earlier.
 - Job or career loss because they are in jail.
 - Fear of physical harm.
 - Substance abuse or withdrawal.
- Almost three-quarters (72%) of jail inmates with a serious mental illness also have a drug or alcohol abuse problem.
 - When we encounter these individuals on the street, it is important to know the safest and most effective way to interact with them.
- County jails have become the de-facto mental health provider for many communities. Once inside the facility, comprehending and complying with the policies and rules is very difficult. This leads to conflict and uses of force.⁵²



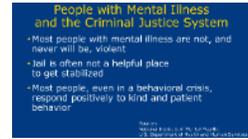
⁵¹ Substance Abuse and Mental Health Services Administration. (2023). *Key substance use and mental health indicators in the United States: Results from the 2022 National Survey on Drug Use and Health*

⁵² Police Executive Research Forum, 2018, *Managing Mental Illness in Jails: Sheriffs Are Finding Promising New Approaches*, p. 5, <https://www.policeforum.org/assets/mentalillnessinjails.pdf>. Accessed 14 Mar. 2022.

ICAT Module #3: Crisis Recognition

People With Mental Illness and the Criminal Justice System

- Most people with mental illnesses are not violent.
- Jail does not generally help people with a mental illness.
 - They don't get stabilized there.
 - Being there introduces other stressors.
 - These things combined can make matters worse.
- Many individuals in a behavioral crisis respond well to kind and patient behavior.
 - Friendly approach.
 - Bag of candy - sometimes an offering of something as simple as this can help build empathy and rapport.



Intellectual and Developmental Disabilities (4 slides)

Persons with Intellectual and Developmental Disabilities

- Autism spectrum disorder, learning disabilities, developmental delay.
- These can cause issues with communication, living skills, self-direction, and mobility or adaptability.



Persons with Intellectual and Developmental Disabilities (II)

- Autism spectrum disorder
 - This is a common condition, but hard to detect simply by looking at someone.
 - Stimming: this is a coping mechanism and may look like:
 - Severe fidgeting.
 - Rocking back and forth.
 - Constant repetitive movement.
 - Pacing.
 - Children with autism may wander and “elope,” leaving their caregivers or secure locations.

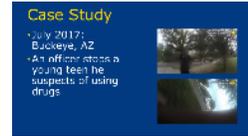


Note: The National Autism Association has many resources and information available on its [website](#).

ICAT Module #3: Crisis Recognition

📁 Case Study (Buckeye, AZ)

- An officer contacts a teenager (Connor) he suspects of using drugs.^{53,54}
- Video Part 1 (Length: 1:31).
- Video Part 2 (Length: 1:36).
 - What might the officer have done instead?
 - Would waiting a bit longer have increased risk or danger to anyone?
 - Once the officer realizes Connor might have an intellectual or developmental disability, pick him up and resolve the situation professionally instead of laying on top of him.



Persons with Disabilities May Exhibit Same Behaviors as PICs [Persons in Crisis]

- Officers shouldn't jump to conclusions about the cause of someone's behavior.
- A particular behavior could be the result of one or more conditions.
- Officers should focus on the subject's behavior and work their way toward a solution from there.



⁵³ Scott, Timothy A. "Re: Tort Claim, Connor L. Et Al v. City of Buckeye Et Al." Received by Jackie A. Meck, 9 Jan. 2018, <https://cdn1.uvnmimg.com/00/3e/f26a5752459e9bac7eda72a129c0/documento-caso-leibel-vs-buckeye.pdf>. Accessed 14 Mar. 2022.

Notably, allegations include the fact that Connor suffered severe injury(s) to his ankle (p. 7) as well as emotional/psychological injury(s) (p. 8). Also alleged is that the Department ignored an offer to resolve the "compensatory aspect of the case... quickly and exceedingly reasonable, provided that..." the involved officer apologize to Connor and his family, that the involved officer "perform 40 hours of community service on behalf of the autistic community..." and that the Department institutes a mandatory training program regarding differences "between autistic and other developmentally-disabled people, and common drug abusers" (p. 11).

⁵⁴ Hardle, Alexandra. "Decision Reached in Case Involving Buckeye Police Officer Who Confronted Teen with Autism." *The Arizona Republic*, 3 Mar. 2023. <https://www.azcentral.com/story/news/local/southwest-valley/2023/03/03/jury-decides-in-favor-of-buckeye-officer-david-grossman-in-connor-leibel-case/69969081007/>. Accessed 30 Jan. 2024.

In March 2023, a federal jury ruled that the officer had not: "deprived Connor of his constitutional right to be free from excessive force" nor "violated Connor's rights under the Americans with Disabilities Act" nor "committed unintentional battery against Connor under Arizona law." See also: *Leibel v. Buckeye, City of*, 2:18-cv-01743, (D. Ariz.)

ICAT Module #3: Crisis Recognition

How and Why (2 slides)

Another Approach – Ask!

- Ask the person:
 - What's going on?
 - Are you on medication? Or are you not taking it?
 - Do you normally see a doctor?
 - Who?
 - Where?
 - Do you have their number?
- Ask family members or friends nearby:
 - Does the person have a mental health condition?
 - Do they have a physical, intellectual, or developmental disability?
 - How did this work out previously?
 - What types of actions have produced a good result or bad result in the past?
- Ask dispatch to:
 - Call the reporting party back and ask the aforementioned questions.
 - Ask follow-up questions prior to making contact.



Why Do You Want to Know What's Behind Someone's Erratic Behavior?

- This will help determine the best approach to stabilize the situation.
- Knowing the issues will help us determine communication strategies to get the best result.
- This will help determine what additional resources may be needed to respond to the situation.



ICAT Module #3: Crisis Recognition

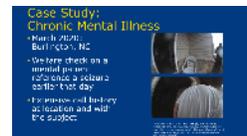
Video Case Studies (2 slides)

The next two videos are meant to illustrate different types of crises that people experience (chronic vs. situational) and the effectiveness of a professional, humane, and safe police response in two very different situations.

Be advised: Pursuant to N.C. G.S.132-1.4A (h) the following videos can only be released, viewed, or distributed for law enforcement purposes only. The unauthorized use of these videos is illegal and can be punishable by fines and imprisonment.

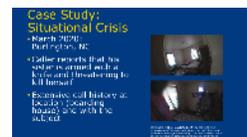
📺 Case Study: Chronic Mental Illness (Burlington, NC)

- Welfare check on mental patient.
 - Multiple personalities (Joey and Steve).
 - Officers in the video have dealt with the subject within the last week regarding an involuntary mental evaluation.
- Video Part 1 (Length: 2:05).
- Video Part 2 (Length: 1:57).
- Discussion points:
 - What did the officers do to get Joey to drop the knife?
 - Could the outcome have been different if they made entry?
 - Does treating Joey with respect make things safer for the next officers who need to contact Joey?



📺 Case Study: Situational Crisis (Burlington, NC)

- Caller advised that his sister, Cathy, is armed with a knife and threatening to kill herself.
 - Extensive call history with subject and residence (boarding house).
- Video Part 1 (Length: 2:06).
- Video Part 2 (Length: 3:23).
- Discussion points:
 - Does the officer in the video make an immediate connection with Cathy? *No, but he keeps trying.*
 - What finally changes her demeanor? *When the officer tells Cathy's brother to go away.*
 - Do you think Cathy lives in a world where people regularly treat her with patience, respect, and dignity?



ICAT Module #3: Crisis Recognition

Concluding Thought (1 slide)

Illustration from a collection of LAPD training bulletins (c. 1954)

- This has been an issue for a long time!
- But our understanding of mental illness and crises is getting better. And we know more about how police can most effectively respond.⁵⁵



Leadership Snapshot (1 slide)

Leadership Snapshot

- The supervisor's role in incidents involving mental crisis: The supervisor must establish and maintain a presence throughout the event, either in-person or remotely.
 - Never assume your officers will be “fine” without you.
 - Do not be absent when your officers may need your guidance the most.
 - The supervisor must recognize the crisis and ensure that all officers on scene recognize it as well.



Note: It is critical for instructors to solicit students' thoughts, questions, and observations at the end of modules *and* when students *return* from breaks.



⁵⁵ “The Mentally Ill.” *Daily Training Bulletin of the Los Angeles Police Department: Consisting of Bulletins 1-173*, Charles C Thomas, Springfield, IL, 1954, p. 254, <https://hdl.handle.net/2027/umn.31951d02633324a>. Accessed 14 Mar. 2022.

ICAT Module #4: Tactical Communications

Module #4: Tactical Communications

Introduction (2 slides)

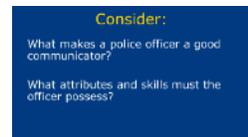
📺 Video (“It’s Not About The Nail”)

- Length: 1:27
 - This video⁵⁶ demonstrates the importance of listening to understand as opposed to respond. Active listening allows for better understanding, display of empathy, and compassion, as opposed to forcing a solution.



Consider

- In this module, we will discuss some of the attributes and skills needed for effective communication.
- ICAT teaches basic negotiation skills that patrol officers, with no specialized training, such as SWAT training, can quickly utilize in a crisis situation as well as during routine interactions. For some, the content of this module will be a refresher course. For others, this should serve as guidance to improve their crisis negotiation skills.



Note: Try to identify any students who have attended crisis negotiation training. They should have a more advanced understanding of the concepts contained in this module and could be helpful to you during any discussions that may develop.

⁵⁶ *It's Not About The Nail*, Jason Headly, 22 May 2013, <https://www.youtube.com/watch?v=-4EDhdAHR0g>. Accessed 30 Jan. 2024.

ICAT Module #4: Tactical Communications

Response (7 slides)

Five Universal Truths of Human Interaction

- People feel the need to be respected.
- People would rather be asked than be told.
- People have a desire to know why.
- People prefer to have options rather than threats.
- People want to have a second chance.⁵⁷
 - Ask the students to keep these simple concepts in mind as we continue through the module.



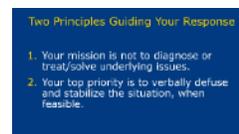
Crisis Intervention

- What is “crisis intervention?”
 - A process to assist individuals in finding safe and productive outcomes to difficult or unsettling events.
- As first responding officers, you are the initial (and arguably most important) part of the crisis intervention process. The subject’s first interaction with police can be vital to whether the situation is calmed or escalates.



Two Principles Guiding Your Response

- First responders’ role is not to clinically diagnose, cure, or “solve” the underlying crisis, but instead attempt to shift the subject’s mental focus towards identifying options that may offer a solution to the specific crisis situation.
 - Even if you think you know the underlying issue, never assume you have correctly “diagnosed” the subject or situation.
- The first officers on scene should immediately try to stabilize the situation, make it safe, and help move the subject past the crisis.
- Top priority (when feasible) is to verbally defuse and stabilize the situation as much as possible.
 - Do not offer immediate solutions upon arrival. Give the subject an opportunity to tell you the problem, if they are willing.



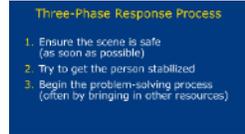
⁵⁷ Thompson, George J., and Jerry B. Jenkins. *Verbal Judo: The Gentle Art of Persuasion*. William Morrow, an Imprint of Harper Collins Publishers, 2013.

ICAT Module #4: Tactical Communications

- Create an environment where the person may be able to gain back some emotional control, allowing them to function and reason better.
- Always strive to achieve voluntary compliance.

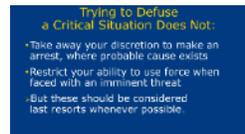
Three-Phase Response Process

- When faced with a person in crisis:
 - Safety first – Ensure the overall safety of the public, the police, and the subject.
 - Identify actual threats vs. potential threats.
 - Actual threats require immediate action.
 - Potential threats offer time to slow down response and possibly utilize other tactics and resources.
 - Stability – Try to get the person stabilized using verbal and nonverbal de-escalation techniques, depending on threat assessment.
 - Once stabilized, transition to problem-solving communication.
 - Try to assist the person to a state of rational thinking/decision-making.
 - This is important because it increases the likelihood of voluntary compliance and incident resolution.
 - If practical, utilize additional specialized resources – within and outside your agency.



Trying to Defuse a Critical Situation Does Not:

- Take away or restrict your ability to make an arrest when probable cause exists.
- Take away or restrict your ability to use objectively reasonable and proportional force when faced with an actual threat.
- When public safety and officer safety are not compromised, forcing an end to crisis situations through force or arrest should generally be considered a last resort – only when alternate, non-forceful resolutions have been utilized and failed, or would obviously be futile.
- *“The greatest victory is that which requires no battle.” — Sun Tzu.*
Always strive for voluntary compliance!



ICAT Module #4: Tactical Communications

How to Approach Persons in Crisis: Some Practical Tips and Techniques

- Request backup and specialized help.
 - CIT-trained officers.
 - Local mental health partners.
- Don't rush into situations (unless a threat is imminent and immediate action is required).
- Once the scene is safe from immediate threats, try to slow down your response.
 - Focus on calming the situation.
 - Use verbal and non-verbal communication strategies to reduce the stress level of the situation.
 - *Note: These techniques will be covered later in this module.*
- Continually assess and re-assess.
 - As the subject's demeanor and actions change, be prepared to adjust your approach.
- Spin the CDM.
- Be aware of:
 - "Hot buttons" (or "Triggers"): Topics that may further agitate the subject.
 - Take note of what topics cause an unwanted reaction and avoid them!
 - "Hooks": Topics that calm the subject and lead to development of rapport.
 - Observe if any topic softens the tone of the subject's voice or body language. Try to expand on those topics and ask the person about them.



ICAT Module #4: Tactical Communications

Coordinate All Actions

- Use a team approach:
 - Get officers situated in winnable positions based on skills and training. Roles may include:
 - Communicator.
 - Less-lethal cover.
 - Lethal cover.
 - Perimeter security.
 - Specialized training.
- A subject's distrust of others, especially the police, can manifest itself in the form of paranoia, fear, or anger.
- Police activity and response may cause the subject to react with outbursts, anger, or threats.
- A team approach allows for better coordinated police responses should a situation change.



Making a Connection (8 slides)

Consider:

Charles “Chuck” Ramsey rose through the ranks of the Chicago Police Department from 1971 to 1998, retiring as a Deputy Superintendent. He served as Chief of the Metropolitan Police Department of the District of Columbia from 1998 to 2007. He served as the Commissioner of the Philadelphia Police Department from 2008 to 2016.

- Video length: 1:51.⁵⁸
- Great story to reinforce that dignity is, in some cases, the last thing a person may have.



⁵⁸ Ramsey, Charles. “Mending Broken Trust: Police and the Communities They Serve.” TEDxPhiladelphia. 8 Feb. 2016, Philadelphia, <https://www.youtube.com/watch?v=mbNCatXqcLw>. Accessed 14 Mar. 2022.

ICAT Module #4: Tactical Communications

Behavioral Change Staircase

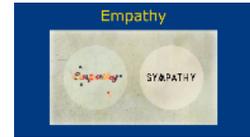
- This is an FBI training tool for negotiators.
- Patrol officers can effectively use it as well. In fact, many of you may already practice this every day.
 - Five steps toward voluntary compliance (“behavioral change”):
 - Introduction – When introducing yourself, using your first name instead of your official title can often make a significant impact on a subject in crisis. Try to learn the name the subject prefers to be called as well.
 - Empathy – Understanding why a person may feel a certain way, even if you do not or have never felt that way.
 - Rapport - Back and forth communication where information is exchanged, and a trust or respect is gained between individuals.
 - Influence – Look for opportunities to achieve small gains, instead of concentrating solely on the primary goal.
 - Example: “You can hold onto the knife, but do you mind just sitting in that chair?” vs. “Drop the knife!”
 - Behavioral change - Subject performs a requested action. Always acknowledge the subject positively for their compliance before asking for something else.
 - Example: “Thank you. I appreciate that.”
- First three steps are about connecting with the subject.
- Last two steps are about problem-solving.
- Active listening is critical throughout the process.
 - Listening to understand, not to just respond.
 - *Note: Active listening will be expanded upon later in this module.*
- How do you climb a staircase? One step at a time.
 - This tool is a reminder that you often need to be patient and methodical in these situations.



ICAT Module #4: Tactical Communications

Empathy

- Video Length: 2:30.⁵⁹
 - Dr. Brené Brown discusses empathy and how it differs from sympathy.



Behavioral Change Staircase (II)

- Five steps toward voluntary compliance (“behavioral change”):
 - Rapport - Back and forth communication where information is exchanged, and a trust or respect is gained between individuals.
 - Influence – Look for opportunities to achieve small gains, instead of concentrating solely on the primary goal.
 - Example: “You can hold onto the knife, but do you mind just sitting in that chair?” vs. “Drop the knife!”
 - Behavioral change - Subject performs a requested action. Always acknowledge the subject positively for their compliance before asking for something else.
 - Example: “Thank you. I appreciate that.”
- First three steps are about connecting with the subject.
- Last two steps are about problem-solving.
- Active listening is critical throughout the process.
 - Listening to understand, not to just respond.
 - *Note: Active listening will be expanded upon later in this module.*
- How do you climb a staircase? One step at a time.

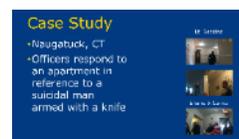


⁵⁹ Brené Brown on Empathy, YouTube, 10 Dec. 2013, <https://www.youtube.com/watch?v=1Evwgu369Jw>. Accessed 14 Mar. 2022.

ICAT Module #4: Tactical Communications

📁 Case Study (Naugatuck, CT)

On Easter Sunday, 2022, officers from the Naugatuck (CT) Police Department responded to a report of a schizophrenic male (Shane) who was suicidal and armed with a knife inside his bedroom. The caller is the subject's wife (Carrie) who is in the apartment with him. The video is narrated by Lt. Otis Baskins, the responding sergeant at the time of the incident who has since been promoted.



- Video (“Lt. Baskins”) Part 1 (Length: 5:45)⁶⁰
 - While enroute, Sgt. Baskins requested additional information from dispatch. Information is what fuels the CDM!
 - Officers had responded to Shane’s residence approximately one year earlier for a mental health crisis call.
 - Upon arrival, officers waited to enter the apartment and obtained additional information from Carrie (Shane’s wife). They learned:
 - Shane is intoxicated.
 - He has Parkinson’s Disease, which causes tremors. He’s worried that officers would interpret these movements as threats.
 - He is “scared of the police” because officers pointed weapons at him during the previous encounter.
 - There are no other people in the apartment.
 - *Note: When Carrie expresses concerns about officers having pointed weapons at Shane previously, Ofc. Pinho immediately diffuses the situation by saying, “we kind of operate a little differently now . . .”*⁶¹

⁶⁰ Shane and Carrie both consented to keeping their faces unredacted. Shane declared: “I have mental illness; I’m not ashamed of it.”

⁶¹ Two crisis response workers also responded. Carrie stated that they were an excellent resource for her during and immediately following the incident.

ICAT Module #4: Tactical Communications

- Assess Risks and Threats: Remember, officers need to feel safe before they can effectively negotiate!
 - Make a plan to keep everyone in a “winnable spot”.
 - Carrie needed to be removed from the apartment and away from the doorway.
 - Ofc. Zarzuela removed the knives from the kitchen area.
 - Officers were assigned specific roles including communicator, less-than-lethal and lethal cover, and perimeter responsibilities.
 - Shane was contained in a back bedroom.
 - The door was open and he could be seen standing behind a bed in the far side of the room.
 - Plan B: An officer was instructed to keep the apartment door open to support tactical repositioning if needed.
- Video (“Lt. Baskins”) Part 2 (Length: 3:04)
 - How do Sgt. Baskins and Ofc. Pinho attempt to build a rapport with Shane?
 - Empathic response to his fear of the police:
 - “You don’t even see me have a Taser out because I don’t want this to be a traumatic experience for you”.
 - Find something in common with Shane:
 - Key responses with emphasis on using “I” messages:
 - “We seem like we know all the same people.”
 - Sgt. Baskins switches out with Ofc. Pinho to try and make a connection:
 - Ofc. Pinho connected with Shane through their shared Portuguese heritage.
 - Ofc. Pinho carefully navigated Shane’s pushback about the multitude of questions.

ICAT Module #4: Tactical Communications

- Shared that his own mom has Parkinson's Disease.
- Addressed his fear from the previous encounter with police
 - "I can't speak for the officers that were here the last time. All we want to do is get you the help that you need."
- Provided options
 - Allowed Shane to pick the hospital and told him he had the power to decide. *"If you want to go to Griffin, I'll get you to Griffin."*
- How did Ofc. Pinho successfully build trust and eventually influence behavior?
 - Maintained Shane's dignity and self respect:
 - Let him smoke a cigarette.
 - Offered to let him walk outside instead of using a stretcher.
 - Assured him he could see Carrie
 - Made sure Shane knew the surrender plan
 - Officers will not use force
 - Patted down for additional weapons
 - No handcuffs
- All the officers on scene stayed in their role and allow the contact officer the time and opportunity to resolve the situation peacefully.
 - When Shane finally surrenders, the officer thanks him and makes sure to follow through on his promises (no handcuffs, walk to the ambulance, etc.). Sgt. Baskins also shakes Shane's hand as a sign of respect. Actions like these may have a positive effect on the next encounter Shane has with police.

ICAT Module #4: Tactical Communications

- Video (“Shane & Carrie”) (Length: 1:19)
 - This video is important because it reminds of those on the ‘other end’ of calls for service.
 - Carrie describes the progression of the incident and how she normally has a plan to cope, however, things reached a point where she was scared and needed help, which is traditionally how officers get involved in these incidents.
 - Shane and Carrie discuss the differences between the first and second (this) law enforcement encounters.
 - Shane and Carrie note the importance of patience and progressing up the behavioral change staircase.
 - Carrie notes the support she was provided during and after the incident – support for loved ones can be overlooked.

Your Goal: Make a Connection

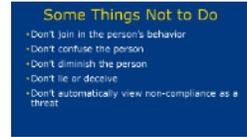
- The primary method to successfully defuse a crisis is to make a connection with the subject so as to work toward voluntary compliance.
- Even in the middle of a crisis, most people respond positively to kindness, patience, and respect.
- Use empathy (not the same as “sympathy”).
 - Sympathy is when we share an experience or emotional state with another person.
 - Example: A good friend experiences a sudden loss of a family member. Because of the relationship, we may feel legitimate sadness with them even though the loss is not ours.
 - Empathy does not involve “sharing” the subject’s emotional state, but rather is a sense of understanding about how their situation could feel if you or someone you know were to experience it. This could be based on basic human nature or actual life experience.
 - Example: A distant acquaintance experiences the sudden loss of a family member. We may offer condolences when we see them, but because we are not emotionally connected to them, we do not “share” in their emotions like we did with our friend’s loss.



ICAT Module #4: Tactical Communications

Some Things Not to Do

- Do not join in the subject's behavior.
 - If they're agitated, allow them to vent frustration if safe to do so and remain calm. Continue to speak in a calm tone of voice and use body language that conveys you care about helping them.
- Do not confuse the subject.
 - Issuing multiple commands or complex choices can lead to confusion.
 - Keep your communication simple.
 - Give the subject time to answer a question before asking another one.
- Don't diminish the subject.
 - Whispering, joking, laughing, or utilizing cynical body language can escalate tensions.
 - It can make the subject suspicious or scared.
 - It can feed into their anxiety/fear/paranoia, thereby causing an escalation in the behaviors associated with them.
 - The subject may feel he or she is not being taken seriously.
- Don't lie or deceive.
 - Once a lie is told, the officer is then forced to continue that deception. Maintaining that can be very difficult during a tense negotiation.
 - If you're caught in a lie, you may never recover the subject's trust.
 - If trust is broken, it may be impossible to ever regain any rapport with the subject, therefore not allowing the officer to continue moving up the Behavioral Change Staircase.
- Don't automatically view simple non-compliance (not coupled with any other threatening behavior) as an immediate or actual threat.
 - There are many reasons the subject may not be following your directions.
 - They may be unable to hear, comprehend, or process the information (possibly because of the crisis they are experiencing).



ICAT Module #4: Tactical Communications

- Stay focused on the subject's behavior and statements.

Manage Your Own Reactions

- Remember: Everything you do can impact the individual in crisis. How you engage with that individual, their families, and even their friends may affect all future contacts with the police.
 - Don't make it harder for the next officer by marginalizing problems, taking shortcuts, or treating someone poorly.
- Officers need to be sure to manage their own emotions and reactions so they can stay in control and think rationally.
 - *"Mastering others is strength; mastering yourself is true power." - Lao Tzu*
- When faced with a subject in crisis, officers can experience some of the same physiological changes as the subject. They include:
 - Rapid heart rate – adrenaline rush.
 - Increased breathing rate – shallower breaths.
 - Increased muscle tension.
 - Rapid eye movement and “tunnel vision.”
 - Auditory exclusion.
 - Amygdala hijack (an emotional overreaction that may trigger a fight-or-flight response).
- Just like a subject in crisis, officers are also affected by the Emotional-Rational Thinking Scale. It is important for officers to consciously focus on:
 - Slow breathing (inhale-hold-exhale on four-count).
 - Staying as calm as possible.
 - Keeping good posture in case the situation suddenly changes.
 - Using eye contact when talking and listening.
 - Moving slowly and smoothly.
 - Staying in control.
- You can *say* all of the “right” things, but if you appear afraid, irritated, or angry, verbal communications will have little effect on defusing the situation.
 - Your body language and demeanor need to match your words



ICAT Module #4: Tactical Communications

Listening and Communication (5 slides)

Active Listening Skills

- Many people do not actually listen; they are simply waiting to talk. This is not effective. It is critical not to interrupt and to pay close attention to what others are saying (and, at times, what they are not saying). It takes effort to listen, and it takes skill to listen to understand, not simply to respond.
- Common misconception:
 - Communication is about being a good talker.
 - In reality, it's about being a superb listener.
 - *Hearing* is easy – *listening* is hard.
- Follow the “80-20 principle”:
 - Invest 80% of communication time in listening.
 - Devote just 20% to talking.
 - Why the emphasis on listening? Because listening allows an opportunity to gather intel about the subject's:
 - Intentions and capabilities.
 - Mental health history and medications.
 - Criminal history/past violence.
 - Emotional and behavioral triggers – “hot buttons” that might escalate the situation further.
 - “Hooks” (things that might calm the subject) which you can leverage to de-escalate.
- Practical benefits of active listening:
 - If the subject is talking, that is time not spent harming officers, themselves, or others.
 - Provides more time to gather information and get additional resources to the scene.
- Make an effort to reduce distractions that may interrupt or interfere with your climb up the Behavioral Change Staircase. Stay focused on the subject, and ask the subject to focus on you.
 - Examples of distractions to avoid:
 - Environmental distractions (e.g., alarms, vehicles, etc.)
 - Public distractions (e.g., people who are videotaping or questioning you and your actions.)



ICAT Module #4: Tactical Communications

- *Note: While it's generally permissible for members of the public to record police activities, you can ask them to keep a reasonable distance and to not interfere with what you are doing.*
- This can be an important assignment for additional officers on scene.
 - The arrival of additional officers (e.g., backup, mutual aid, etc.)
 - These officers may want to quickly insert themselves in a situation, given the information they received. If the threat is not immediate or the situation appears to be defusing through conversation, consider:
 - Asking these officers to shut off lights and sirens just prior to arrival.
 - Quickly and calmly assigning tasks to the first arriving officers.
 - If feasible, consider turning down your radio – it can distract you and upset the subject.
 - Designate another officer to handle radio communications.
 - If possible, turn off your patrol vehicle's emergency lights.
 - If you are the contact officer, delegate responsibilities and rely on others to provide cover, crowd management, etc., so you can focus on listening and communicating with the subject.
- Demonstrate you are listening:
 - Use a tone of voice and body language that convey you care and are empathetic to their current crisis.
 - Body language that shows you are listening:
 - Eye contact.
 - Appropriate facial expressions.
 - Professional posture.
 - Calm, open-handed gestures (when tactically feasible).

ICAT Module #4: Tactical Communications

- Use “minimal encouragers.” Offer small gestures that let the subject know you are listening and care about what they are telling you:
 - Nod your head.
 - Acknowledge their statements with, “uh-huh,” “I hear what you are saying,” etc.
 - Reflect, paraphrase, and summarize.
 - Repeat key words or concepts told to you by the subject.
 - Example: Subject says, “I hate my job. My boss treats me so unfair!” Officer may respond with, “I hear you. You sound pretty upset with how your boss is treating you.”
- Acknowledgment of the current crisis.
 - Acknowledge that the subject’s situation feels overwhelming to them.
 - Acknowledge the legitimacy of their emotions (e.g., fear, anger, anxiety, etc.)
 - Never belittle or dismiss their problems.
 - Be respectful, fair, and unopinionated.
- Use silence to your advantage (“effective pauses”).
 - Do not interrupt or feel the need to respond (verbally) right away to everything the subject tells you.
 - Allow the subject time to finish their thoughts or sentences. People in behavioral crisis may have trouble putting words/thoughts together. Be patient!
 - If there is no threat and the subject is comfortable with silence, do not be in a hurry to talk.
 - Silence may prompt the subject to talk more and reveal more information and intelligence that you can utilize.
 - Silence can be an effective way to enforce boundaries and redirect a subject who is yelling at you.
 - The subject is not able to argue with an officer who does not argue back.

ICAT Module #4: Tactical Communications

- Silence may put pressure on the subject to end the silence, and to start communicating (not yelling) again.
 - If the person stays silent for longer than 5-10 seconds, consider asking, “What are you thinking about right now?” They might provide you a “hook” to help further the rapport or may offer information that changes the threat level. Either way, it provides further insight into the subject’s mindset.

Examples of Active Listening Skills

- Emotional labeling: “It sounds like you’re feeling [emotion].”
- Paraphrasing: “So, you’re having a hard time with your marriage and your boss. Is that right?”
- “Minimal encouragers”: “Ok”; “Right”; “Uh-huh”; nod head.
- “I” messages: “I feel nervous when you wave that knife around.”



Non-Verbal Communication Skills

- A large portion of human communication is non-verbal. A comparatively small portion of any message is conveyed through words; the rest is projected through (1) physical cues such as facial expressions and gestures, and (2) vocal elements such as tone.
 - When words and non-verbal elements do not align, or they contradict each other, people tend to believe the message conveyed by the non-verbal cues over the spoken words.
 - Understanding and paying attention to the non-verbal and tonal aspects of their communications can give officers a tactical advantage, which in turn can help to defuse volatile situations.
- Project the proper body language when engaged with a subject.
 - Be mindful of your posture and nonverbal expressions and actions.
 - Interview stance (for safety and communications).
 - No cross-armed stances.
 - Try to avoid “casually leaning” on walls or furniture.
 - Appearance - A subject in behavioral crisis will likely react to how you look before reacting to what you say.
 - This is part of the first impression.



ICAT Module #4: Tactical Communications

- Do not appear rushed or indicate that you are here to resolve the situation as quickly as possible.
 - Project a sense that you care.
 - Look and act attentive and be mentally sharp.
- Try to make and maintain eye contact while communicating with a subject.
 - Eye contact is a powerful nonverbal de-escalation technique.
 - Presents you in strong, stable manner.
 - Provides the subject with a calming focal point. This is especially important for people in crisis.
 - Allows you to observe the subject for signs of extreme or inappropriate responses (officer safety).
 - When trying to establish a line of communication, officers should:
 - Look directly at the subject, focusing on the face (still scanning body and hands, for officer safety).
 - In most cases, maintain eye contact, even if the subject avoids looking at you.
 - However, in some cultures, constant, direct eye contact is purposely avoided. Officers should adjust accordingly if recognized.
 - Also, subjects in crisis who are agitated or appear to exhibit a heightened, aggressive emotional state may perceive prolonged eye contact as a challenge or threat. This may hamper any attempts to de-escalate or defuse the situation. Officers should, again, adjust accordingly.
- Use open-handed gestures, with arms up in front of torso, as often as possible (when tactically feasible).
 - *Note: Instructors should demonstrate the gestures which you are encouraging and discouraging.*
 - Talking to a subject with open hands will:
 - Communicate honesty and caring.
 - Avoid the appearance of aggression.
 - Allow for quick tactical response if needed.

ICAT Module #4: Tactical Communications

- Open hand gestures should be combined with “minimal encouragers,” like nodding of the head.
 - Occasional nodding sends a signal that you are listening and understanding.
- Subjects may perceive certain hand gestures as threatening or dismissive. Officers should look to avoid gestures like:
 - Using no hand gestures at all (perceived as being indifferent).
 - Hands hidden, which is perceived as being untrustworthy. Also, the subject may think you’re hiding something.
 - Hands clasped together (suggests that the officer is nervous or tentative).
 - Arms folded (the officer may be seen as indifferent or aggressive).
- Use the team concept
 - Develop a plan and decide roles ahead of time (whenever possible).
 - Only one officer speaks to the subject (“contact officer”).
 - Other officers provide cover, secure perimeter, and perform other functions.
 - If the contact officer is having success, let them continue.
 - But if communication is breaking down, then the contact officer should look to switch roles and allow a different officer to try to establish communication.
 - Officers need to be flexible and not stay in an unwinnable position.
 - If subject tries to talk with other officers, redirect him/her back to contact officer.
 - Avoid having multiple officers talking and providing direction at the same time. This can be very confusing (especially for people with mental illness) and can be dangerous for the officers and the subject.
 - Even with the contact officer providing a line of communication, all officers involved need to be *listening*. The goal is to gather as much information and intelligence as possible.

ICAT Module #4: Tactical Communications

Verbal Communication Skills

- We just discussed how non-verbal communication can have a large impact on a person in crisis, but what officers say is still very important. This includes both the words they choose and the way in which they use them.
 - Precise and professional verbal communication is especially important during times of increased public scrutiny of police.
 - Many police interactions are video and audio-taped by members of the public and posted online. Other interactions are captured on police body-worn cameras, with some eventually released to the public.
- Use words to establish rapport and show empathy towards the subject.
 - You get only one chance at a first impression. How you enter a situation can set the tone and trajectory for the entire incident.
- Introduce yourself.
 - As stated earlier when discussing the Behavioral Change Staircase, using your first name instead of your official title or agency name can often make a significant positive impact on a person in crisis.
 - Try to elicit a name from the subject as well, and use it when communicating with them.
- Use terms and words the subject will understand.
 - Regardless of age, always consider the intellectual ability of the subject and speak on his/her terms.
- When safety is not compromised, be patient and tolerant of the subject's emotions and actions.
 - Allow a subject to work through their range of emotions.
- Always be truthful.
 - Never get caught in a lie. It may destroy any rapport you had with a subject, and you might not be able to recover.
 - It's better to say, "I'm not sure," and follow-up with a positive statement such as, "What I do know is I am here to help you."
 - Don't make promises you can't keep.



ICAT Module #4: Tactical Communications

- Ask “open-ended” questions whenever possible.
 - A key element of active listening is asking the right questions. Especially “what,” “how,” and “why” questions.
 - These types of questions are better suited for generating discussion and may provide you with more information than “closed” (yes/no) questions. Examples are:
 - “What happened today? What are you feeling?”
 - May get more useful information than asking, “How are you doing?” or “Are you OK?”
 - “How can I help you?”
 - The subject may tell you the problem or may not know how you can help them.
 - Avoid telling people to “Calm down!” and “Relax!” No one likes to be told either one, and it may escalate the subject’s behavior.
 - “What’s the knife for?”
 - Might be more productive than, “Drop the knife!”
- Modulate your tone of voice.
 - Using the exact same words but with different tones can create a sense of either comfort or aggravation for the subject, so watch the person’s responses and adjust accordingly.
 - Match your tone to the needs of the situation. Be calm and moderate, whenever possible.
 - Recognize that some people are not able to hear or clearly understand what you are saying (e.g., deaf/hard of hearing, people with certain types of mental illness).
 - You can be both positive and assertive (“strong command voice”) without being aggressive.
 - If the subject is speaking in a raised voice, do not respond by raising your own voice.
 - Try to bring the subject down to your tone.
 - Yelling and shouting at the subject gives a perception that you are unable to control your own emotions.

ICAT Module #4: Tactical Communications

- However, sometimes you may need to raise your voice to get a subject's attention and gain compliance.
 - Use a raised tone of voice wisely, in appropriate moments. If successful, return to a calmer tone when the moment passes.
 - If raising your tone does not work, bring the tone down and try another tactic.
- Avoid profanity. It is unprofessional and may be counter-productive.
- Provide clear, single questions or commands.
 - Keep it simple. A person in crisis may not be able to handle multiple questions or complex requests.
 - Expect to have to repeat questions or commands.
 - Explain your actions whenever possible. Include answering the “why” question about your commands. Examples:
 - “I’m opening the door so I can make sure you’re safe.”
 - “I’m handcuffing you because I want to make sure everyone is safe.”
 - “Is it okay if I reach for your hand? I don’t want you to fall.”
- Provide options.
 - Do not talk yourself into a corner (unwinnable position) or give ultimatums such as, “Drop the knife or I’ll shoot!”
 - Ultimatums can be particularly counterproductive in “suicide-by-cop” situations.
 - Don’t turn a dialogue into a debate.
 - Don’t argue with or debate their reality, especially if someone is delusional.
 - Offer reassurance.
 - “No one is going to hurt you.”
 - “We are only here to help you.”
 - Make it personal.
 - “I’m going to make sure you’re safe.”
 - “I want to get you the help you need.”
 - Allow the subject to save face.

ICAT Module #4: Tactical Communications

- Give them options to resolve a situation.
- If possible, make it seem as if the resolution was their idea.

Emotional Contagion

- Your words and actions are contagious.
- What direction are you taking the encounter?
 - Toward more chaos?
 - Or toward voluntary compliance and a peaceful resolution?
- If you're displaying fear, anger, frustration, or aggression through your words, voice tone and body language, those emotions will "leak out" and may "spread."
- If you're displaying a calm demeanor, emotional control, empathy, and patience, those emotions also will "spread."
- Remember: you are the person in control of the situation. Exercise that control *properly* with your actions and words.



ICAT Module #4: Tactical Communications

Video Case Study (1 slide)

📺 Case Study (Des Moines, IA)

Patrol officers in Des Moines, Iowa responded to a call reference a man armed with a knife standing along a busy road. Patrol officers engaged the subject – later learned to be the caller – in dialogue for approximately 25 minutes prior to the arrival of Sgt. Lorna Garcia and her partner. The subject (“Stanley”) expressed his desire for officers to shoot and kill him, that he was hearing voices, and that he had used drugs (likely meth) within the past few days.



- Video Part 1 (Length: 4:25)
 - While enroute, Sgt. Garcia called for additional information after being dispatched with the initial information.
Information is what fuels the CDM.
 - Sgt. Garcia noted several challenges she faced:
 - Not familiar with the subject (Stanley).
 - What’s causing the subject to hear voices? Mental illness? Drugs? Both?
 - Stanley is armed with a knife.
 - Location is a busy part of town with commotion, traffic, noise.
 - Pose to the class: What other challenges you can identify?
 - Sgt. Garcia has a hearing disability.
 - Stanley doesn’t trust or believe that medical intervention will help him, due to previous experiences.
 - Stanley feels that he is worthless.
 - Sgt. Garcia showed some vulnerability and humanity up front by acknowledging her hearing disability.
 - Note the statements Stanley made which indicate his desire to commit suicide by cop (discussed further in Module 5).

ICAT Module #4: Tactical Communications

- Pose to the class: Officers engaged in a tactical pause. Can you identify when that occurred?
 - The conversation which occurred when the subject walked into the woods.
 - Note how officers took the important step of identifying *and* communicating that this was likely a suicide by cop situation.
 - Officers made sure everyone was on the same page with next steps:
 - Not going to crowd Stanley.
 - Not going to give Stanley the opportunity to force a shooting.
 - Knowing where their resources were/how they were deployed.
- Video Part 2 (Length: 4:05)
 - Connection began with the open-ended question: “What happened in the last couple of days?”
 - Key responses by Sgt. Garcia:
 - “Don’t allow other peoples’ words to have power over you.”
 - The voices are not a choice/Let’s work on getting control over them.
 - Talking about family, the future.
 - “I’ve had people come in and out of my life” (empathy).
 - “If you don’t have a weapon, you’re no threat to me, correct?”
 - “Thank you for putting down the knife” (positive reinforcement).
 - Pose to the class: Other than Stanley initially putting the knife in the ground, what other indications are there that Sgt. Garcia is successfully influencing his behavior?
 - *Answer*: He separated himself even further from the knife by throwing it into the field.
 - No surprises to Stanley or officers; while still in a position of relative safety, Sgt. Garcia asked if they could retrieve the knife.

ICAT Module #4: Tactical Communications

- Pose to the class: What options did Sgt. Garcia offer Stanley?
 - *Answers:*
 - Choice of hospital.
 - Food/drink.
 - Choice of transportation.
- Stanley chose to be transported to the hospital – where Sgt. Garcia promised to advocate for him – by ambulance.
- Sgt. Garcia ensures the hospital staff are aware that Stanley does not like people in his “personal space.”
 - This increases the likelihood of successful treatment and decreases the likelihood of violence/force.

Leadership Snapshot (1 slide)

Leadership Snapshot

- Don't talk in “bumper stickers,” e.g., “chill out!” “calm down!,” etc.
 - Provide the officer with specific techniques or directions to assist them.
 - “Take a walk.”
 - “I want you to tactically breathe for a few minutes.”
 - “Move back about 20 feet and position yourself behind that large tree.”
 - The volume and tone of an officer's voice - on the radio or at the scene - can give insight into how they are interpreting information.
 - Be prepared to redirect or reassign roles (even before you arrive on-scene, if needed) before the situation escalates.
 - Physically touch the officer and move them to another location, if necessary.



ICAT Module #4: Tactical Communications

- Manage the emotions of officers when handling these types of incidents.
- Recognize uncharacteristic behaviors/actions
 - Is this due to the current situation?
 - Contempt of cop?
 - Is there an unrelated cause?
 - Job, home, medical?
- Be mindful that mental or situational stressors for officers can also occur outside the job.
 - If your officer is not mentally healthy, it can greatly affect how they handle these incidents.
- After a stressful incident, check in with all of the involved personnel, especially those who were closest to the incident.
 - Remind officers that it is okay to not be okay, and be prepared to offer help and resources in these instances.
 - Pay attention to the overall well-being of your officers.
- Communicate to your officers that the stress and trauma caused by an OIS can be debilitating and emphasize that ICAT training can greatly reduce the likelihood of officers being involved in an OIS.
- If officers successfully defuse a challenging situation, celebrate that successful outcome!
 - Nominate officers for departmental awards.
 - Consider developing a Critical Incident Award.
 - Don't forget to recognize the dispatchers who also may have assisted in the successful outcome.
 - Provide a positive performance note in the officers' files.
 - Publicly praise the officers in front of peers and other supervisors.

Note: It is critical for instructors to solicit students' thoughts, questions, and observations at the end of modules *and* when students *return* from breaks.

Thoughts?
Questions?
Observations?

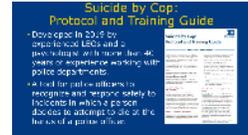
ICAT Module #5: Suicide-by-Cop

Module #5: Suicide by Cop

Protocol & Training Guide (2 slides)

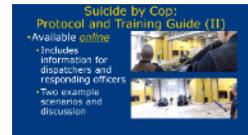
Suicide by Cop: Protocol and Training Guide

- This training guide was developed with:
 - Experienced use-of-force trainers.
 - SWAT/ESU personnel.
 - Law enforcement executives.
 - Dr. John Nicoletti, a psychologist with more than 40 years of experience working with police departments. Dr. Nicoletti was on scene at the Columbine school shooting, responded to the Aurora theater shooting, and was selected as a member of the investigative team for the Virginia Tech shooting.
 - This group of experts worked collaboratively to create this training guide.



Suicide by Cop: Protocol and Training Guide (II)

- This guide is available [online](#). It includes:
 - Information for dispatchers and responding officers.
 - Two example scenarios and debriefs.

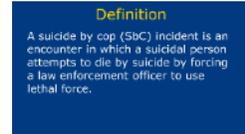


ICAT Module #5: Suicide-by-Cop

About Suicide by Cop (6 slides)

Definition

- A suicide by cop (SbC) incident is one in which the suicidal person attempts to die by suicide by forcing an officer to use lethal force.
- These are people in crisis. Going back to the Des Moines video, the subject's actions were not consistent with a criminal act; they were actions taken to elicit a police response.
- We know now that a suicide happens when...
 1. A particular person
 2. In a particular place
 3. At a particular time...takes actions to take their own life.
 - If we can remove one or more of these, many of these people survive and are grateful.
 - Kevin Hines, an individual who survived a suicide attempt off the Golden Gate Bridge, stated “As soon as I left the bridge, I thought ‘I don’t want to die.’”⁶²



Suicide Rates

- Suicide rates rose drastically between 2011 and 2021.⁶³
 - While rates remain high in those 40 years of age and older, there were dramatic increases among those under 40 years old.
- Takeaway: Suicide remains at crisis levels, and officers should be prepared to encounter suicidal subjects.



⁶² Bower, Amanda. “A Survivor Talks About His Leap.” *Time*, 24 May 2006, <http://content.time.com/time/nation/article/0,8599,1197707,00.html>. Accessed 14 Mar. 2022.

⁶³ *Web-based Injury Statistics Query and Reporting System (WISQARS)*, Centers for Disease Control and Prevention. <https://www.cdc.gov/injury/wisqars/fatal/index.html>. Accessed 30 Jan. 2024.

ICAT Module #5: Suicide-by-Cop

Recognition

- Subject says:
 - “Kill me.”
 - “Shoot me.”
 - Otherwise expresses a will to die.
- The subject appears to be depressed or in a mental health crisis. It is important for officers to quickly recognize that the person is in crisis.
 - Strange behavior.
 - Random acts of vandalism.
 - Ramming a police car.
 - Stealing two sodas and walking outside and putting them on the sidewalk while holding a knife.



The Critical Role of Dispatchers

- As the first point of contact, call-takers and dispatchers play a vital role in identifying and communicating complete and accurate information regarding planned suicide by cop incidents.



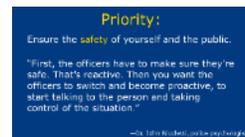
The Critical Role of Dispatchers (II)

- Whenever possible, responding officers should connect with the reporting party directly. This will allow them to:
 - Gain specific information about events leading up to the crisis
 - The individual him/herself
 - History
 - Layout of the area/structure
 - Hot-buttons and hooks



Priority

- Officers must first make sure they are safe.
 - Tactical pause.
 - What do you have? What do you need?
 - Pre-planning and not just rolling up, when possible.
 - Recognize the behavior and bring enough resources to deal with it.



ICAT Module #5: Suicide-by-Cop

- Then they need to be proactive, start talking to the person, and take control.
 - Help the person see there are other ways to deal with their current issue.
 - Give them options. Example: “Would you like to ride in the police car with me to the hospital, or ride in the ambulance?”
- Suicide is situational; try to remove the
 - Particular person, from the
 - Particular place, and the
 - Particular time.

Planned vs. Spontaneous (4 slides)

Planned vs. Spontaneous

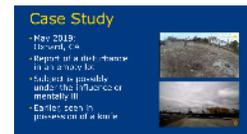
- In planned events, the subject has been thinking about suicide for a period of time and decided they want to die.
 - This could be someone who attacks an officer.
 - The subject plans out actions likely to elicit a police response.



📁 Case Study (Oxnard, CA)

Note: We are not evaluating this shooting through the legal lens of *Graham v. Connor*.

- Part 1 (Length: 2:51)
 - Officers respond to a disturbance in an empty lot. The subject is possibly under the influence of drugs or alcohol or mentally ill. The subject was reported to have been in possession of a knife.⁶⁴
- Part 2 (Length: 6:29)
 - Note: This video features narration by the involved officer (Ofc. Tim Roberts) and the subject - referred to as “The Caller” because she called 911 ‘on herself’ in an attempt to commit suicide by cop.
 - Explain that, by understanding Ofc. Robert’s *and* The Caller’s perspectives, officers can gain a more



⁶⁴ *Oxnard Police Report: 19-42888*, <https://s3.documentcloud.org/documents/7226422/Oxnard-PD-Timothy-Roberts-OIS-Redacted.pdf>. Accessed 14 Mar. 2022.

ICAT Module #5: Suicide-by-Cop

complete understanding of a common suicide by cop scenario and effective interventions. If necessary, reiterate that it is not PERF's/the instructor's intent to "judge" the actions of officers involved in this (nor other) case studies.

- As explained in the last part of this video, The Caller has built and maintained positive relationships with Ofc. Roberts and others in the Oxnard Police Department.
- To learn more about this incident, its aftermath, and the people involved, we highly recommend the podcast episode produced by the Oxnard PD: "[*The Caller Recontacted*](#)".
- Discussion points:
 - Beginning with the call-taker/dispatcher, what indications existed that something might have been 'off' about this call for service?
 - Importance of introduction/initial contact with the goal of slowing things down and immediate rapport-building.

What were the pros and cons of asking the subject to approach?

- Was there time to wait for backup to arrive prior to making contact (opportunity for a tactical pause)?⁶⁵
- Alternatives to "drop the knife" (Will be discussed further in following slides).
- The importance of rapid, decisive first aid once it was safe to administer.

Planned vs. Spontaneous (II)

- In a spontaneous event, the subject was not considering suicide but decided on the spot.
 - May have been a reaction to the police and their response.
 - May have been one more factor/stressors (as discussed in Module 3) that pushed the person over the brink.
 - For example, they can't deal with another arrest.
 - They don't want to let their family down again.



⁶⁵ It's worth considering that there was a critical incident on the other side of the city which had just begun to wind down.

ICAT Module #5: Suicide-by-Cop

- They don't like the way the police are treating them.

📺 Case Study (Baltimore, MD)

- Officer Angel Villaronga from the Baltimore (MD) Police Department responds to a man with a knife call. This video is narrated by Officer Villaronga and provides more background once the video begins.
- Part 1 (Length: 3:38).
 - He takes control of the situation.
 - He slows down the response and relates to the subject (Phillip).
 - He spends time trying to learn and understand why Phillip is feeling and acting the way he is.
- Part 2 (Length: 1:14).
 - The officers have a plan if Phillip walks into a populated area and endangers others.
 - Helps Phillip work through his issues by making it personal and listening to his problems.
- Part 3 (Length: 1:51).
 - Gains trust.
 - Moves in and convinces the subject to abandon his plans and surrender peacefully.
 - By building trust and treating Phillip with dignity and respect, do you think future interactions with police and Phillip may be more positive?
- **Notes:**
 - **In an interview, Ofc. Villaronga advised that he was not as physically close to Phillip as the bodycam footage seems to show.**
 - **He also advised that the knife Phillip handed him at the end of Part 3 is a folding knife and that he and other officers could clearly see that the blade was folded in.**



ICAT Module #5: Suicide-by-Cop

Response (5 slides)

Call Additional Resources

- You need an active leader.
 - Supervisor.
 - Peer leader who takes over coordination.
 - Assign roles and responsibilities.
 - What are they?
 - Quarterback.
 - Communicator.
 - Less-lethal. Layered less-lethal if possible (40mm, less lethal shotgun, Taser, OC.)
 - Lethal (if necessary.)
 - Crowd control.
 - Stage medical aid.
 - Contain the problem - establish a perimeter to keep the public, officers, and the subject safe and give them room to move.
- Have a crisis intervention team - officer/clinician respond, if available.
- Request any other officers who may have specialized training or could help resolve the situation and keep officers safe.
 - Negotiators.
 - Tactical units.
 - Special gear (*will discuss in Module 6*).

Call Additional Resources

- Call in additional resources
- Supervisor (or "natural leader")
- Crisis Intervention Team (available clinician)
- Other resources with specialized training on responding to crisis situations

Response

- The sanctity of all life is most important here.
 - “We all go home tonight” – The public, officers/deputies, and the subject.
- **It is important to remember that pointing your gun at a suicidal subject may create more fear and anxiety and cause the person to choose an option that forces your hand (e.g., charge at you).**
 - An option would be to not point your weapon unless you believe that person an **immediate** threat to you or others.

Response

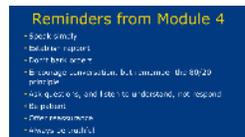
- Safety of self and public is priority #1, keeping in mind:
 - That pointing a gun at a potentially suicidal person will increase his/her anxiety and escalate the situation...
 - ...and can cause the person to think of SBC as "a way out"
 - If safe to do so (distance + cover and cover officers), a low-ready or concealed position is ideal

ICAT Module #5: Suicide-by-Cop

- Have you ever tried to have a conversation while staring down the barrel of a gun?
 - It may escalate the situation.
 - It may cause or confirm their belief that suicide by cop is a solution to their problem.
- Instead, use distance and cover to ensure your safety while you communicate with the subject.
 - Use cover officers for less-lethal and lethal options when it's safe to do so.
 - Consider a low ready or a concealed position to create the best chance of success.

Reminders from Module 4

- The subject is already in a bad frame of mind, so yelling commands at them isn't likely to help calm the situation.
- Speak simply.
- Take small wins.
 - “How about you just take the knife away from your neck?”
- Establish rapport.
 - Use first names.
 - Look for common ground.
 - Kids.
 - Sports.
 - “I have problems just like you.”
 - When possible, uses a calming tone.
 - Get them talking - encourage conversation, with the subject doing most of the talking.
 - Ask questions and listen to the answers they give you.
 - When you have the time, why rush?
 - Be patient.
 - Offer reassurance.
 - Be truthful. You're trying to build rapport, and lies won't get you there.



ICAT Module #5: Suicide-by-Cop

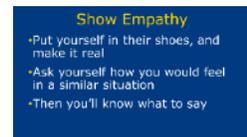
Alternative Phrases

- Read the slide and go through each one.
- Refer back to Module 4.
 - Ask open ended questions.
 - Don't buy into a delusion(s), but don't ignore or minimize it either.
 - "I understand you see aliens. I can't see them, but maybe you can come with me and we'll go talk to someone who knows more about that.



Show Empathy

- Whatever is causing their issue is real to them.
 - Don't minimize it or make fun of it.
 - Don't treat them like their problem isn't real.
 - Think of your own problems and how you would like someone to respond to you.
 - Their problem might just be in their head but it's as real to them as any problems you face.



ICAT Module #5: Suicide-by-Cop

Leadership Snapshot (2 slides)

Leadership Snapshot

- The presence and direction of a leader on scene can have a stabilizing effect on inexperienced officers in difficult situations.
- Leaders must ensure that officers have the time and resources when faced with a suicide by cop situation.
- When there are indications of suicide by cop, a supervisor should always respond to the scene.

Leadership Snapshot

- The presence and direction of a leader on scene can have a stabilizing effect on inexperienced officers in difficult situations.
- Leaders must ensure that officers have the time and resources when faced with a suicide by cop situation.
- When there are indications of suicide by cop, a supervisor should always respond to the scene.

Leadership Snapshot (II)

- When many officers respond to an incident, someone must Step Up and Step In by:
 - Assigning roles
 - Establishing a perimeter and staging area
 - Requesting an ambulance to respond and wait nearby.
 - Requesting additional resources that may be needed if the incident changes and the suicidal person becomes a threat to others.
 - Coordinating the entire response.

Leadership Snapshot (II)

- When many officers respond to an incident, someone must Step Up and Step In by:
 - Assigning roles
 - Establishing a perimeter and staging area
 - Requesting an ambulance to respond and wait nearby.
 - Requesting additional resources that may be needed if the incident changes and the suicidal person becomes a threat to others.
 - Coordinating the entire response.

Note: It is critical for instructors to solicit students' thoughts, questions, and observations at the end of modules *and* when students *return* from breaks.

**Thoughts?
Questions?
Observations?**

ICAT Module #6: Operational Tactics

Module #6: Operational Tactics

Introduction (4 slides)

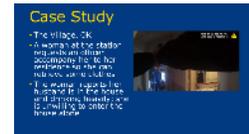
Think About This

- This is an operational policy and tactical manual from NYPD's Emergency Service Unit from February 1979. You can see that the methods we have and will discuss, have been at the center of successful specialized units which we are advocating to be used by patrol officers.
- This requires no equipment, but does require time, patience, rapport, and understanding.



Case Study (The Village, OK)

In July 2020, an officer with The Village (OK) Police Department responded to a “civil issue” call. The radio log narrative stated: “[The caller] advised she is needing a civil standby to get clothes out of her home. Her husband is drinking heavily, and she is worried about her and her child. They are at the PD. She won’t go there without the officers. [The caller] is in a [vehicle description] out front of the PD.”⁶⁶ The involved officer and woman (caller) shown in the video entered the woman’s home approximately five minutes after the timestamp of this narrative.⁶⁷



Note: Remind the class we are not examining this incident through a purely legal lens.⁶⁸ Instead, work to identify “missed opportunities” that may have allowed for a non-fatal encounter.

- Play Video (Length: 1:02)

⁶⁶ Radio call log (#20-7127) from The Village Police Department, obtained through a public records request.

⁶⁷ At the time of this writing, we are unaware of what, if any, prior knowledge the involved officer had regarding the residence or involved parties. We are similarly unaware of any conversations the officer may have had with the woman other than that depicted in the BWC footage. The footage as received begins as the footage included; with the officer following the woman into her house.

⁶⁸ Note, however, that the involved officer was charged with one count each of Murder (Second Degree) and Manslaughter (First Degree) (State of Oklahoma v. Chance Avery [No. CF-2020-4505]).

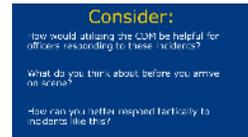
<https://www.oscn.net/dockets/GetCaseInformation.aspx?db=oklahoma&number=CF-2020-4505&cmd=3909112>. In July 2023, a new District Attorney dropped the charges. Ogle, Abigail. “Charges Against Village Police Officer Who Shot Man with Baseball Bat Among Those Dropped by Oklahoma County DA.” *KOCO-TV*, 28 Jul. 2023, <https://www.koco.com/article/oklahoma-village-police-officer-chance-avery-christopher-poor/44677528>. Accessed 30 Jan. 2024.

ICAT Module #6: Operational Tactics

Consider

Discussion points/questions to ask:

- Using the CDM, briefly guide the students through “spinning the model” using all the training they have received up to this point:
 - Is there enough time to get more information?
 - Who is the best source of information right now?
 - What questions might the officer want answered before leaving the police department and proceeding to the house?
 - Husband’s name and personal information?
 - Physical characteristics? (Size, stature, etc.)
 - Are the police familiar with him?
 - Criminal history
 - Mental health issues
 - Is there anyone else in the home?
 - Why is she concerned about her and the child’s safety?
 - Does her husband have a history of violence towards her, the child, police, or anyone else?
 - Access to weapons?
 - History of substance abuse?
 - Upon arriving at the house, what questions might you ask before entering?
 - Where is the husband right now?
 - Is it safe to enter the home with the female?
- Did the available information indicate that the subject would become an immediate threat if encountered? If so, what options might be available before entering the house?
 - In these situations, officers should ask themselves:
 - Am I properly trained and equipped to handle this situation on my own? Or do I need assistance?
 - How might having another officer(s) on scene provide more options?
- When the officer encountered the subject inside the home, was his behavior a concern for the officer? *Answer: Yes; he appeared angry, confrontational, and was holding a baseball bat.*
- Did the officer have to prepare to protect himself and/or the female? *Answer: Yes; drawing his weapon was an appropriate response to the threat.*



ICAT Module #6: Operational Tactics

- When the officer drew his weapon, he immediately ordered the subject to “put the bat down!” The subject stated he would, and began to put it down in the far corner of the room.
 - Consider Threat vs. Threatening.
 - Was the subject a threat? *Answer: Yes*
 - Was the subject threatening? *He said he was going to put the bat down and began doing so.*
 - Did the officer process the words and actions of the subject? Or did the bat automatically constitute an immediate threat to those present in the house?
- Did the compression of space help keep the officer in a “winnable spot”?
- Do you think this video depicts “officer-created jeopardy?”
 - In this confrontation, who compressed distance and time; the subject or the officer?
 - Why did the officer advance into the room?
 - What was he trying to accomplish?
 - Was it necessary to resolve the situation?
 - What was the officer’s “Plan B?”
 - Would it have been possible to “tactically reposition” back to the entryway of the room after the subject walked further in, therefore using time and distance as a tactic to slow down the incident?
 - Using the lessons from Module 4 (Tactical Communications), what might an officer have done differently to continue influencing the subject’s behavior?
 - Minimal encouragers
 - “Thank you for doing that” or “I appreciate you putting that down.”
 - Lower/stop pointing the officer’s weapon.

ICAT Module #6: Operational Tactics

CDM - Spinning the Model

Remember, utilizing the CDM will help officers make better assessments and help them process information during challenging situations and encounters.



- As a profession, law enforcement needs to continually re-evaluate how we can better respond tactically to incidents like the one in the video we just observed.
- Throughout the upcoming module, use the CDM to evaluate the available information.
 - See how “spinning the model” can help officers stay in winnable positions during these types of encounters.

Pre-Response & Response (7 slides)

Pre-Response

- Collect as much information as possible (this is Step 1 of the Critical Decision-Making Model).
 - From dispatch.
 - From fellow officers/supervisors.
 - From your own training and experience.
 - Try to separate facts from assumptions.
 - Try to determine if this is a criminal case or a crisis call (or both).
 - Is my response proportional to the current situation?
- If time allows, use a “tactical pause.”
 - More often than not, time is on the side of first responders.
 - Some incidents will require an immediate response.
 - *Note: We are not suggesting or promoting anything that discourages officers from taking immediate action – up to and including deadly force – when legal, reasonable, and necessary.*
 - When immediate action is not necessary, a “tactical pause” allows responding officers (and a supervisor, if available) to huddle up (in person or over the radio), share information, and begin developing a strategy (including team roles).



ICAT Module #6: Operational Tactics

- Begin developing a working strategy.
 - This starts at Step 2 in the CDM and continues throughout.
 - Begin to outline your Plan B. Run possible outcomes through your mind and ask, “What if ‘x’ happens?” Then plan a possible response.
 - Typically, there are three possible outcomes that you need to plan for:
 - Fight.
 - Flight.
 - Voluntary compliance through communication. (This should be your goal whenever possible.)
 - Think about how to minimize the risks and maximize the safety of everyone involved.
- Prepare/manage yourself.
 - By successfully controlling your own thoughts, emotions, and behaviors, you can positively affect the outcome of many situations (recall the concept of “emotional contagion.”)
- Prepare to control the entire scene.
 - This sometimes includes controlling or redirecting the behaviors of others (including other officers).
 - Be aware that even if you are in complete control, the behavior of other officers may *unintentionally* but needlessly escalate the situation.
 - Be prepared to intervene if necessary.

Response

- Operate as a team
 - Assign roles to the officers on scene and have the officers maintain those assignments unless changes are needed to positively affect the outcome of the situation. If changing roles, make sure everyone is aware of their new assignment.
 - Make assignments based on strengths and weakness of the officers on scene.
 - Two-officer responses:
 - When time allows, establish contact and cover roles ahead of time.
 - No matter your role, stay in your lane.



ICAT Module #6: Operational Tactics

- Only one officer should speak. Otherwise, things can get confusing for the subject and officers.
- Be flexible – situations are dynamic, so be prepared to switch roles if needed.
- If additional officers arrive:
 - Be aware of your available resources and be prepared to assign roles such as:
 - Less-lethal cover.
 - Inner/outer perimeter.
 - Scene management/containment.
 - Internal communications, coordination.
 - Scribe.
- Utilize the “informal leaders” in your agency.
 - If a supervisor is not on scene, then an informal leader needs to step up and direct the team response.
 - “Informal leaders” are officers who possess no actual supervisory rank within an agency, but are generally viewed by other officers as trustworthy, reasonable, intelligent, and knowledgeable about policing.
 - These officers tend to be sought out by their peers for general guidance and advice on both police and personal matters.
 - They are not necessarily the most senior officer on scene, but rather an officer who has garnered the overall respect of their peers and is known for making good decisions under stress.
 - If no one takes charge, step up!

ICAT Module #6: Operational Tactics

Response (II)

- Distance + Cover = Time.
 - Key benefits:
 - Officer safety. Distance and cover offer you protection.
 - Creates time for officers to consider options.
 - In close quarters, you have very few options.
 - When pressed for time, you have fewer options.
 - But when you have distance and cover, you have time. When you have time, you have more options and the time to evaluate and implement them.
 - When there is no need to rush in and take action, use time to communicate, strategize, and get more resources.
 - How long will we let this situation go?
 - As long as it takes, barring an immediate threat that must be addressed.
- First impressions.
 - How do you want to start the interaction?
 - Circumstances and the nature of the threat will dictate your initial response.
 - If possible and appropriate, begin with a soft approach. It is easier to escalate than to de-escalate, and once you escalate, it may be impossible to de-escalate.
 - Example: If your firearm is pointed directly at the subject, where do you go from there? It's not easy to have a conversation while staring down the barrel of a gun.
- Continue to gather information from:
 - Victims and witnesses.
 - Your own observations.
 - The subject (often the best source of information).
- Information collection is an ongoing process that helps you continually refine the threat assessment.

Response (II)

- Operate as a team
- Distance + Cover = Time
- First Impressions – how do you want to start the interaction?
- Continue gathering information

ICAT Module #6: Operational Tactics

- Continually analyze the subject's means, ability, opportunity, and intent.

Response (III)

- Tactical positioning can begin even prior to arrival at the scene.
 - Consider factors that may provide a tactical advantage:
 - Limit or do not use a siren.
 - Shut off emergency lights prior to arrival.
 - Stage or request additional resources.
 - Slowly approach the scene to get a better overview of the situation.

Make contingency plans in case the situation you are observing has changed or is different from the initial information you received (Have a Plan B!).

- Once on scene, assess whether or not there is an immediate need to establish “lines in the sand” (inflexible perimeter).
 - Examples:
 - Subject is near entrance to school, business, public transportation.
 - Subject has immediate access to motor vehicle (could use to escape or harm someone).
 - If there is not an immediate need to stop the subject's movements, is there room for the perimeter to shift, yet still maintain proper containment?
 - Are officers safely able to tactically reposition, creating more space and time to achieve a peaceful resolution?
 - Note: Unnecessarily closing the gap on a subject limits, and does not increase, the officers' options and creates a heightened risk of harm to all.
- Even if the situation allows for a flexible perimeter, officers always need to maintain a proper reactionary gap.
- Remember: Do not plant your feet in concrete! If there is not a need to immediately protect the small piece of ground you are standing on (or something or someone behind it), then consider how shifting yourself or your team to an alternate position may increase the chances of a peaceful resolution.

Response (III)

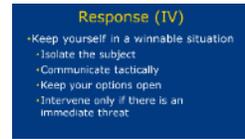
- Tactical positioning/Repositioning
 - Don't draw a line in the sand
 - Maintain a position of advantage
 - Leave yourself a "react crisis gap"
 - This is not an arbitrary number!
 - Don't plant your feet in concrete
 - Reposition yourself to take on the subject on multiple

ICAT Module #6: Operational Tactics

Response (IV)

- Keep yourself in a winnable situation.
 - Isolate, contain, hold, and assess.
 - Call for additional resources.
 - Communicate.
 - Identify options and develop a plan.

Intervene only if there is an immediate threat to life/safety.

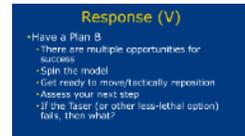


Response (IV)

- Keep yourself in a winnable situation
- Isolate the subject
- Communicate tactically
- Keep your options open
- Intervene only if there is an immediate threat

Response (V)

- Have a Plan B.
 - Remember: you don't have to succeed on the first try. Plan for multiple opportunities for success. If one plan fails to yield the desired result, spin the model!
- Prepare to tactically reposition yourself depending on the dynamics of the situation.
- Continue to assess your next step.
- If the Taser or other less-lethal options fail, then what?
 - When the less-lethal fails, that does not automatically mean you move up to a lethal option. Depending on the circumstances, there are likely other options.
 - Plan ahead so you and/or your team maintain a winnable position.



Response (V)

- Have a Plan B
- There are multiple opportunities for success
- Spin the model
- Get ready to move/tactically reposition
- Assess your next step
- If the Taser (or other less-lethal option) fails, then what?

📁 Case Study (Stafford Township, NJ)

In June 2019, Sergeant John Morrin of the Stafford Township (NJ) Police Department responded to a call from a mother reporting that her seventeen-year-old son (Zach) had brandished a knife and then left the house with the knife. Zach has autism. Officers (including Officer Morrin) had responded to this residence numerous times.



Case Study

- Sergeant Morrin, NJ
- A 17-year-old son of Morrin's brandished a knife and then left the house with the knife.
- Morrin has a plan B - has been the subject of a number of lawsuits filed by the mother.



Sgt. Morrin narrates the video. In the narration, he walks the students through his thought process and includes specific details about how he relied on his training and experience to eventually negotiate a successful resolution with Zach.

ICAT Module #6: Operational Tactics

- Video (Length: 8:25)
 - Sgt. Morrin is an experienced officer who is physically fit and has advanced tactical training. He initially uses more traditional police tactics.
 - Why did Sgt. Morrin stop his cruiser prior to reaching Zach? Why did the other officer park across the street? *Answer: Distance = Time. These are well established tactics to avoid an immediate confrontation on arrival.*
 - Challenging conventional thinking:
 - He clearly describes the moments in this encounter in which he reconsidered the conventional wisdom of “not giving up ground.”
 - Sgt. Morrin stated he did not wish to harm Zach but was prepared to shoot Zach if necessary.
 - Why was he willing to give up ground and reposition to the other side of his cruiser when Zach first charged?
 - What might have changed if Zach came around the cruiser? *It would have been appropriate and necessary for Sgt. Morrin to use lethal force if that occurred. We are not arguing that point.*
 - Spinning the Model – Sgt. Morrin discussed the importance of utilizing the CDM and pre-planning options when possible, using available information.
 - Zach was known to him and the other officer. They were aware that Zach had been struggling mentally and emotionally. Sgt. Morrin and the other officer kept this in mind throughout the entire situation.
 - When Zach charged, Sgt. Morrin was not convinced Zach wanted to commit suicide by cop. He weighed the risks and threats and determined repositioning was a reasonable option, given his proximity to Zach.

ICAT Module #6: Operational Tactics

- Consider:
 - Could Sgt. Morrin have repositioned himself again if Zach started to come around the cruiser? Could the two officers have teamed up to create an opportunity for a successful ECW deployment before resorting to lethal force?
 - Only Sgt. Morrin knows the limitations of his personal skills and reactionary gap. Continually repositioning may have placed everyone on scene in danger; or could have given Zach additional time to think rationally and stop his advance.
 - Spin the Model! Plan your options in advance if possible. Maintain a “winnable spot” and be ready to take the necessary actions to stop an immediate threat.
- When Zach stopped his advance, Sgt. Morrin re-assessed the situation.
 - Sgt. Morrin took in the new information and recognized an opportunity to use good communication to try and make a connection.
 - Lowered his weapon
 - (Instructor Note: Reiterate that keeping one’s firearm in a ready position is perfectly acceptable.)
 - Spoke in simple terms
 - Used active listening
 - Listened to Zach’s concerns and addressed them.
 - Utilized information from past encounters.
 - Provided options, not threats

ICAT Module #6: Operational Tactics

Tactical Equipment (2 slides)

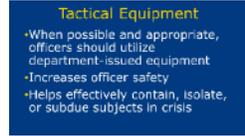
Tactical Equipment

Note: It is important to be aware of the resources available for officers in your agency. Agency trainers should be familiar with the options their agency possesses and utilizes.

- When possible, officers should utilize any department issued equipment in order to increase officer safety, and safely subdue, contain, or incapacitate the subject.

Tactical Equipment Can Include

- Less-lethal equipment can include:
 - Shields.
 - Bean bag shotgun.
 - 40mm projectiles.
 - Electronic control weapons (Taser, The Glove).
 - OC vapor.
 - Rope (to tie off doors).



Avoid Escalating the Situation (1 slide)

Avoid Escalating the Situation

- Your actions, no matter how small, can dictate the course of the encounter. Avoid escalating the situation:
 - Remember: “Distance + Cover = Time.”
 - Call for backup.
 - Continuously assess the threats/risks.
 - Keep spinning the CDM.
 - Remain in control of the situation.
 - Try not to let the subject force you to take action (see *Module 5*).
 - Try not to initiate confrontation.
 - Maintain communication, if possible.
 - Attempt to begin crisis intervention tactics.
 - Use the tools and resources available.
- If other officers are making progress in de-escalating a situation, follow their lead.
 - Don’t escalate their situation when you arrive on scene.



ICAT Module #6: Operational Tactics

Post-Response (5 slides)

Debriefs

- Critical incidents can involve a number of actions and outcomes: voluntary compliance, arrest, referral to mental health treatment, and/or use of some level of force.
 - Accurately describing the incident in detail is crucial for the integrity of the investigation and for transparency with the public.
 - It is important for everyone involved in a critical incident to be part of the After-Action Review (AAR) process.
 - The debriefing should cover not only the actions taken, but also the policies/procedures and decision-making behind those actions.
 - By fully capturing both strengths and “missed opportunities,” agencies can continuously improve the response to future incidents.
 - The Critical Decision-Making Model provides a useful structure for the AAR process.
- The debriefing facilitator is usually a first-line supervisor.
 - Provide overview and objective for the AAR.
 - Utilize the CDM.
 - Walk the group through the model and allow individual participants to utilize the CDM to explain actions.
 - “Just the facts please!”
 - Pointing fingers and assigning blame does not lead to a meaningful result. Concentrate only on the facts.
- Allow individual participants to share how they responded and the actions they took.
- Have the group discuss:
 - Things that went well.
 - Things to improve.
 - Key takeaways.



ICAT Module #6: Operational Tactics

Post-Response Considerations

- In general, AARs are conducted almost immediately after a critical incident (minor incidents could be reviewed the following day at roll call).
 - AARs are used to identify strengths and weaknesses revealed during the incident.
 - AARs are part of a continuous learning and improvement process.
 - Nobody, regardless of rank, position, or strength of personality has all the answers!
 - AARs draw out the ideas and experiences of a wide range of people and focus on improving future performance.

Post-Response Considerations

- After-Action Review basics
- Conducted soon after a critical incident
- Focus on objectives, actions, decision-making
- Continuous learning and improvement
- Improving future performance (not grading past actions)

Post-Response Considerations (II)

- The process must be inclusive.
 - Officers with insight, observations, or questions must be given an opportunity to participate.
 - The goal is to identify any information that can correct deficiencies and/or sustain and enhance strengths.
- Facilitators should look to simply guide the process, not completely control it.
 - Ask open-ended questions to elicit information.
 - Leave egos out.
 - Participants should maintain a level of professionalism, but also feel free to express honest opinions. Professional disagreement is not only expected, but encouraged! It is how the agency improves as a whole.

Post-Response Considerations (II)

- After-Action Review Ground Rules
- Inclusive process
- Facilitators are key – but they don't control the process
- Leave egos in the locker room

Post-Response Considerations (III)

- Facilitator provides an overview of the incident and guides participants through chronological sequence of events.
 - Establish what information the participants had prior to the incident.
 - Establish the “objective truth” of what occurred. (Facts vs. perceptions).
 - Use open-ended questions to elicit information from the group.
 - Examples:
 - What actions were taken and why?

Post-Response Considerations (III)

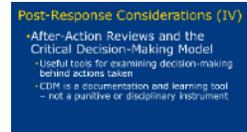
- After-Action Review Process and Format
- Review incident objectives
- Run through chronological sequence
- Use open-ended questions
- Summarize major learning points
- Identify any next steps (training, policy changes, etc.)
- Should be distributed throughout the agency

ICAT Module #6: Operational Tactics

- What was done well?
- What could have been done better?
- How well did the officer assess the threat?
- How sound were the tactics? How effective was the officers' communication? Summarize the most prominent learning points.
 - Based on the information, what additional steps might the agency consider to improve overall performance?
 - Possibilities:
 - Individual training or re-training.
 - Institutional training or re-training.
 - Possible policy changes.
 - Additional equipment needs.

Post-Response Considerations (IV)

- The Critical Decision-Making Model is a useful tool for facilitators when examining the decision-making process and actions taken during critical incidents. It can provide a structure for the AAR process.
 - What information did the officers ask for and receive? Was information collection ongoing throughout the event? (Step 1 of the CDM.)
 - How did officers assess the situation, threats, and risks? Did that assessment change as new information came in? (Step 2.)
 - Did the officers consider their police powers and agency policies? What adjustments, if any, did they make? (Step 3.)
 - How did the officers identify and narrow their options? Did they select the best course of action? (Step 4.)
 - After acting, did the officers review and re-assess? Did they “spin the model” if needed? (Step 5.)
- In the context of AARs, the CDM is an important documentation and learning tool.

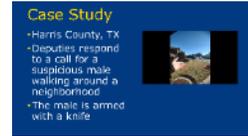


ICAT Module #6: Operational Tactics

Video Case Study (1 slide)

📺 Case Study (Harris County, TX)

On December 25, 2022, deputies from the Harris County (TX) Sheriff's Office responded to a call of a suspicious male walking around in a residential neighborhood holding a knife. The responding deputies contacted the individual and attempted to start a dialogue, but he refused to engage in any meaningful conversation. The video is narrated by Sgt. Rico Gomez.



- Video (Length: 4:16)
 - The responding deputies faced several initial challenges. The subject⁶⁹:
 - was armed with a knife.
 - had blood on him and would not discuss its origin.
 - refused to engage in constructive conversation.
 - was walking away from deputies.
 - entered a residential neighborhood.
 - began approaching the front door of several houses.
 - What was the tactical response?
 - How did the deputies effectively address these risks/threats?
 - Formed a perimeter. (*Note: The perimeter was flexible, and deputies were willing and able to tactically reposition.*)
 - Used time and distance as a “tactic” to bring additional resources to the scene.
 - Established roles:
 - Primary contact
 - Layered less than lethal options (Taser, 40mm launcher)
 - Lethal cover
 - (*Note: The deputies had their lethal and less-lethal options ready*)
 - Repeatedly attempted to engage the subject in conversation.

⁶⁹ The subject was later identified as a seventeen-year-old who had no prior contacts with law enforcement. He confirmed that he was intending to harm himself.

ICAT Module #6: Operational Tactics

- Be prepared to spin the model!
 - Voluntary compliance is always the goal, but plan your options in advance should the situation change. What is Plan A? *What is Plan B if Plan A fails?*
 - Maintain a “winnable spot” and be ready to take the necessary actions to stop an immediate threat.
- Why did the deputies ultimately decide to utilize less-lethal force to de-escalate the situation?
 - No effective communication with the subject indicating he would voluntarily put down the knife. His responses were repetitive.
 - The subject walked to a cul-de-sac with no outlet and was now pacing between two houses and a vehicle.
 - The subject appeared to be getting increasingly agitated.
 - The subject transitioned to holding the knife in a threatening manner.
 - Due to the Christmas holiday, the deputies were reasonably concerned about people exiting their homes, the increase in neighborhood traffic, and other factors.
 - The subject continued to pace between house and vehicles, at times moving towards the officers.
- What was the overall plan?
 - When the subject exposed himself from behind the vehicle and began to walk towards the deputies, the first option was to create distance, then, from a distance, deploy a 40mm round. If effective, the deputies were to approach and take him into custody.
 - When they observed the subject had not dropped the knife after being struck, what was Plan B?
 - Tactically reposition and create distance.
 - Continue to communicate with the subject.
 - Re-evaluate the situation and determine next steps.

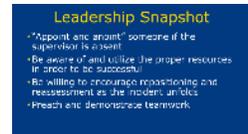
ICAT Module #6: Operational Tactics

- Why was it important for the deputies to continue building rapport with the subject even after he was in custody?
 - It's a simple display of empathy and compassion.
 - Builds trust and reinforces that the deputies were there to help him, not hurt him.
 - May be more willing to voluntarily comply during any future interactions.
- Debrief and after-action:
 - The incident was debriefed, and a training bulletin was disseminated throughout the agency.
 - It's important that the training bulletin reinforces all aspects of the ICAT training and should be done utilizing the CDM.

Leadership Snapshot (1 slide)

Leadership Snapshot

- If a supervisor is not able to respond to the scene, appoint and anoint someone to take command until a supervisor arrives.
- The supervisor ensures that the actions on scene are focused on de-escalation (this may involve de-escalation of the person in crisis and the officers on scene).
 - In cases where de-escalation is ineffective, the supervisor must ensure that the actions of officers on scene are not escalating the crisis, increasing the chances of a poor resolution.
 - Commit to providing the resources it takes to help defuse these challenging situations.
 - If a situation is mishandled, recognize the resources needed to investigate the incident.



ICAT Module #6: Operational Tactics

- Good tactics involve teamwork.
 - The supervisor must be the team leader to coordinate roles and responsibilities of the team.
 - Stress the importance of teamwork and create an environment where officers trust the supervisor and each other to be effective in their assignments.
 - Every good team evaluates their actions and seeks out improvement.
 - Supervisors should encourage and facilitate debriefs and after-action reviews.
 - Use these as opportunities to recognize and praise the actions of officers as well as to discuss what did not work and why.
- The supervisor must specifically direct the on-scene. This can include supervisory responsibility for the following:
 - Establishing a designated lethal force officer
 - Deployment of less-lethal options
 - Establishing and maintaining a perimeter
 - Positioning and repositioning officers
 - Command and control of the scene
 - Formulation of multiple plans/options for resolution
 - Direct supervision of the use of force and subject restraint.

Note: It is critical for instructors to solicit students' thoughts, questions, and observations at the end of modules *and* when students *return* from break.

Thoughts?
Questions?
Observations?

ICAT Module #7: Step Up and Step In

Module 7: Step Up and Step In

Note: By this point, students should be familiar and comfortable with the principles of the previous six modules. Module 7 was created with the understanding that these types of incidents rarely unfold in a neat, predictable manner. Officers – being human beings – do not always respond *exactly* as is taught in the classroom. This module integrates the previous six modules through case studies in which there were potential missed opportunities, but there were also opportunities for someone to “Step Up and Step In,” to manage a scene and increase the likelihood of a favorable conclusion.

About Step Up and Step In (2 slides)

About Step Up and Step In

- This might involve intervening when they see a colleague is about to make a mistake, or speaking up if they think they have a plan that is more likely to safely resolve a situation.
- **This is an opportunity for officers to exercise leadership when the tactics and communication being used aren't working.**



About Step Up and Step In (II)

- To put the lessons of the first six modules into practice, officers need to Step Up and Step In.
- Officers step up by taking ownership of challenging situations, using the Critical Decision-Making Model to bring the situation to the best possible outcome.
- And officers step in by speaking up and acting when they see a situation going poorly. *Step Up and Step In is about preventing problems before they occur.*

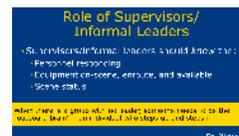


ICAT Module #7: Step Up and Step In

Role of Supervisors/Informal Leaders (2 slides)

Role of Supervisors/Informal Leaders

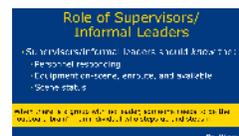
- When there is no defined leader, and an “informal leader” takes a decisive action, officers then follow that leader with reactive behavior, e.g., contagious fire.
- Situations like this require someone to step forward and be the “outboard brain.” That is, a person who breaks through the chaos and tunnel vision by taking charge with words and/or actions.
 - Words *and* actions are the most effective combination – e.g. “Let’s all step back.”
 - Someone has to start the ball rolling and break through.
- Officers must communicate effectively with each other and the person in crisis.
- Agencies should conduct scenario-based training on situations with multiple officers. In each scenario, one officer should practice being the “outboard brain.”



Role of Supervisors/Informal Leaders (II)

Note: Use the CDM as your guide when you take on the role of supervisor or informal leader.

- Role of the supervisor/informal leader
 - Supervisors should know:
 - The personnel responding to the scene and their respective strengths and weaknesses.
 - Equipment on-scene, enroute, and available.
 - Whether the suspect is contained.
 - Whether a perimeter has been established.
 - Personnel deployment – Where are your people?
 - Laws, policies, and where to easily access them.
 - Internal and external resources as well as emergency contact information.
 - Supervisors need to:
 - Be present – on the radio if not physically
 - If you’re not on the scene, appoint someone as the on-scene leader.
 - Assist in identifying options to determine the best course of action.



ICAT Module #7: Step Up and Step In

- See the big picture – be the outboard brain.
- Remind individuals on the scene of expectations and protocols.
 - Includes:
 - The CDM
 - Suicide by Cop: Protocol and Training Guide
 - Tactics – operational and communication
 - Consistently encourage the application of the CDM to:
 - Decision-making
 - Report-writing
 - Hot-washes/debriefs/after-actions
 - Remedial training.

Video Case Study (1 slide)

Case Study (Camden County, NJ)

- Camden County, NJ – February 2020
 - Prior to the start of the video: An officer responds to a domestic dispute at a residence. There is probable cause to arrest a man (subject) due to visible signs of injury.
 - The video begins as the officer is attempting to bring the arrested subject to his (the officer's) marked patrol vehicle.
- Video (Length: 2:56)
 - Capt. Kevin Lutz discusses the successful transition from the Camden City PD to Camden County PD.
 - Crime decreased, community relations improved, and the culture of the department changed for the better.
 - Officers attempt to place the handcuffed subject into a patrol vehicle. The subject verbally abuses the officers and physically resists their ultimately successful attempts to put him in the car.



ICAT Module #7: Step Up and Step In

- The subject begins kicking the door and/or window of the vehicle. The arresting officer yanks open the door.
 - Capt. Lutz discusses the importance of managing one's emotions, but also recognizing when one's peers are not doing so and, if necessary, stepping up and stepping in to prevent or stop unnecessary conduct.
- The arresting officer reaches in and gets into a physical and verbal altercation with the subject.
- Another officer recognizes that the arresting officer is not in the right state of mind to be dealing with the subject. He tells the arresting officer to get out of the car and "go cool off."
 - Capt. Lutz points out that there are no formal or informal repercussions for intervening in situations like this.
- Dr. Nicoletti:
 - It is critical to train on the concept of Step Up and Step In.
 - Officers must feel that they have permission to do so. It must be part of the agency culture.
 - From their peers.
 - From leadership – first-line supervisors up to the chief/sheriff.
- Instructor-facilitated class discussion.

ICAT Module #7: Step Up and Step In

Video Case Study (5 slides)

Case Study (Minneapolis, MN)

Note: Use this case study as an opportunity to remind students about the *Suicide by Cop Protocol and Training Guide*.

- In November 2018, a woman called 911 to report that her friend (subject) was threatening to commit suicide. The woman was not on the scene but was communicating with the subject via text message and phone calls.⁷⁰
- Although audio of the 911 call is not available, a transcript was released.⁷¹
 - A statement from the caller is included in this slide. Discuss opportunities for individuals to Step Up and Step In and apply the suicide by cop protocol for a potentially different outcome.

Case Study: Minneapolis, MN
A woman (not on scene) reported that her friend (subject) was suicidal.
*Caller: "He's been having a lot of suicidal thoughts because [of] depression. I don't know if he's not taking any pills for it... He's just taking alcohol for it. Today I spoke to him and he said he was going to the mall to buy some clothes... and he said he wanted to commit suicide in his mother's house."

Suicide by Cop Reminders

- Gather as much information (CDM) as possible to ensure your safety and the safety of the public – go direct with your complainant.
- Know your resources and use them effectively.
- Supervisor should be present – remotely if not physically.
- Work as a team.

Suicide by Cop Reminders
*Gather as much information (CDM) as possible to ensure your safety and the safety of the public – go direct with your complainant.
*Know your resources and use them effectively.
*Supervisor should be present – remotely if not physically.
*Work as a team.

Suicide by Cop Reminders (II)

- Prevent multiple officers from simultaneously communicating with the subject.
- Avoid pointing a firearm at a subject when you're trying to build rapport and lower their anxiety.

Suicide by Cop Reminders (II)
*Prevent multiple officers from simultaneously communicating with the subject.
*Avoid pointing a firearm at a subject when you're trying to build rapport and lower their anxiety.

📺 Case Study (Video)

Note: We are not evaluating this shooting through the legal lens of *Graham v. Connor*.

- Video (Length: 7:04)⁷² – discuss on next slide



⁷⁰ Hennepin County Attorney's Office, *Report of the Hennepin County Attorney's Office Regarding the Shooting of Travis Matthew Jordan on November 9, 2018*, https://d3n8a8pro7vhmx.cloudfront.net/cuapb/pages/270/attachments/original/1626394994/Present_at_Travis_Jordan_scene_-_2019.pdf?1626394994. Accessed 14 Mar. 2022.

⁷¹ "911 Call Transcript: Incident Number: 18-374456 November 9, 2018."

<http://web.archive.org/web/20200702071949/https://www.minneapolismn.gov/www/groups/public/@mpd/document.s/webcontent/wcmsp-215283.pdf>

⁷² Civil actions: *Florine Ching v. Ofc. Neal Walsh*, 22-3157, (8th Cir.), and *Ching v. City of Minneapolis*, 0:21-cv-02467-KMM-DTS, (D. Minnesota)

ICAT Module #7: Step Up and Step In

Consider

- When approaching a suicidal subject who, like the subject in this incident, is engaging with you, ask yourself: “Why is this person still alive and talking to me?”
 - For example: Perhaps they’re ambivalent or lack the courage to go through with it.
 - Use your conclusion(s.) to that question to guide your tactics
- Have one officer handle the communication/negotiation while the other(s) provides cover.
 - Multiple officers shouting or even attempting more effective communications is counterproductive.
 - The communication officer should assert themself accordingly: “Let me talk to him” or similar.
- Repeatedly issuing the same verbal command (“Drop the knife!”) does not work.
 - The brain “habituates” (gets used to) the order and it becomes like white noise.
 - You also lose credibility.
 - Instead, ask a question: “What’s going on?”
 - Make a small request that the subject will likely comply with.
 - Compliance creates cognitive dissonance in the subject. The subject subconsciously concludes that they would not comply with a request from someone they did not trust or like. This can help build rapport.
 - Consider how rarely a verbal command such as “drop the knife!” actually works on someone who is not thinking rationally, i.e., is in crisis.
- Officers can unintentionally get drawn into a power struggle with a subject intent on suicide by cop.



ICAT Module #7: Step Up and Step In

Note: Use the CDM as your guide when you take on the role of supervisor or informal leader.

- Role of the supervisor/informal leader
 - Supervisors should know (*collect information*):
 - The original call for service.
 - Who was the caller?
 - What was relayed?
 - Type of call
 - Criminal.
 - Medical.
 - Civil.
 - Is the reporting party available for a callback?
 - From supervisor.
 - From officer on-scene.
 - Previous contact with subject(s) or location(s).
 - The personnel responding to the scene and their respective strengths and weaknesses.
 - Equipment on-scene, enroute, and available.
 - Whether the suspect is contained.
 - Whether a perimeter has been established.
 - Personnel deployment – Where are your people?
- If the subject is contained, leave them there.
 - Talking through a window creates distance; the subject is alone in the house and only a threat to himself.
 - Does this end your welfare check?
 - Other things to consider:
 - Physical environment (e.g., residential neighborhood).
 - Weather conditions (could impede mobility).

ICAT Module #7: Step Up and Step In

Note: Use the CDM as your guide when you put yourself in the shoes of the primary officer on this call.

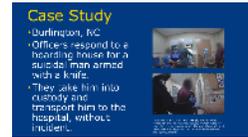
- Collect information
 - Officer-initiated contact
 - Subject:
 - Not involved in initial complaint.
 - Agitated solely due to police presence.
 - Remaining on own property.
 - Making statements such as “leave” and “shoot me.”
- Threats and risk
 - Realizing the difference between being a threat and threatening.
 - Increasing likelihood of a physical altercation by prolonged presence.
- Consider police powers and agency policy
 - Is there probable cause for an arrest?
 - Guard against contempt-of-cop.
 - What is your objective?
- Identify options and determine best course of action
 - Leave the scene
 - Document the incident for future responding officers

ICAT Module #7: Step Up and Step In

Video Case Study (1 slides)

📺 Case Study (Burlington, NC)

Be advised: Pursuant to N.C. G.S.132-1.4A (h) the following video can only be released, viewed, or distributed for law enforcement purposes only. The unauthorized use of these videos is illegal and can be punishable by fines and imprisonment.



In March 2022, Officer Anthony Menichini of the Burlington (NC) Police Department responded to a report of a man threatening suicide with a knife. After a brief standoff, Officer Menichini and his colleagues convinced the man to drop the knife and were able to take him into custody without incident. Officer Menichini narrates the video.

- Video Part 1 (Length: 3:52)
 - He clearly articulated the changing dynamics of the encounter and why he was willing to make allowances for some of the subject's actions, while continuing to limit others.
 - For example, he did not immediately remove the handcuffs when they arrived at the hospital. Instead, he waited until he felt comfortable, choosing a time it would promote continued positive behavioral change from the subject.
 - Is he openly considering reasonable alternatives to avoid a physical confrontation?
 - He processed the subject's requests, weighed the risks, considered the options in front of him, formulated a plan, and then decided what action to take. He also planned what his response would be if the situation changed.
 - What did Officer Menichini do and say to: Continue gaining voluntary compliance from the subject, keep himself and others safe, and achieve the lawful objective of getting him medical help, without using force?
 - What might you do that is similar/different? Why?

ICAT Module #7: Step Up and Step In

- Video Part 2 (Length: 4:16)
 - **Consider:** Looking at the ICAT modules, does Officer Menichini appear to address the key components during this encounter?
 - **Critical Decision-Making**
 - Gathering information and assessing threats/risks; and processing available, factual information (as opposed to assumptions) to make informed decisions? Let's examine his considerations:
 - During the initial incident (not shown), officers (including Officer Menichini) took the subject into custody through verbal negotiation, with no physical force used. Although the subject was initially non-compliant, he eventually became compliant and remained that way.
 - Gathered new information on the scene and used personal knowledge about the subject from a prior incident.
 - Maintained the safety of everyone by placing the subject in handcuffs and accompanying him to the hospital.
 - Understood his legal authority. He recognized that this situation involved a mental health commitment; no crime had been committed.
 - Officer Menichini had legal authority and a duty to stay and control the subject until he was safely in the care and custody of the hospital.
 - Was on guard for suicidal impulses/potential suicide by cop, but also realized the subject had not explicitly threatened to harm anyone but himself.
 - Constantly assessed and re-assessed the subject's behaviors and comments.

ICAT Module #7: Step Up and Step In

- Kept in mind the *overall* objective, weighed the threats and risks to determine a proportional response that kept officers in a winnable position.
- Understood the subject did not need emergency medical care, so there was time to keep influencing his continued voluntary compliance.
- **Crisis Recognition**
 - Officer Menichini was aware this individual was in a state of mental crisis and might be mentally ill. He compares the subject's behavior to that of a young child looking for attention. In assessing the situation, he considered:
 - The subject's behaviors during transport, while getting dressed, and during the walk to the evaluation room.
 - Comments made to him, the hospital staff, and other patients
 - Subject's mood swings
 - "Pushing the envelope" with officers, other patients, staff, etc.
 - Noted the subject's reference to a prior contact with another officer from an outside agency seated nearby.
 - Recognized that the emotions of the subject and other officer were getting high and understood that rational thinking was deteriorating – for everybody involved.
 - In contrast, Officer Menichini kept his emotions low so rational thinking could prevail, even when the subject was provoking him and others.

ICAT Module #7: Step Up and Step In

- **Tactical Communications**
 - Used active listening, compassion, and empathy to establish a rapport.
 - Tried to be understanding without giving up tactical advantage.
 - Provided clear, single questions/commands.
 - Displayed patience and was tolerant of non-threatening behavior.
 - Asked him why he did not want to get back in the wheelchair and listened to the response.
 - Allowed him to verbally engage others, so long as he continued voluntarily walking to the hospital room.
 - Modulated tone of voice
 - Spoke in a manner the subject understood.
 - Made small requests.
 - Provided and accepted reasonable options.
- **Suicide by Cop**
 - Potential dangers associated with a spontaneous (i.e., not planned) suicide by cop attempt:
 - Expressing a wish to die.
 - Not behaving like a criminal offender.
 - Exhibiting strange behavior.
 - Actions taken to mitigate an SbC attempt:
 - Refraining from walking in front of the subject or in a position where the subject could easily assault or disarm him.
 - Did not answer the subject when asked, “Why y’all won’t let me kill myself?”
 - Instead, Officer Menichini simply redirected the subject’s attention back to walking towards the hospital room.

ICAT Module #7: Step Up and Step In

- **Operational Tactics**
 - Officer Menichini understood that he had the subject contained and under control, thereby giving him time to make decisions and collect information.
 - Maintained an appropriate reactionary gap for the situation.
 - Did not overreact to sudden, non-threatening compulsions from the subject.
 - Did not rely on the “Ask, Tell, Make” premise
 - Gaining voluntary compliance from an individual is not always a straight path from Point A to Point B. It is a fluid process, just like using force.
 - Continually assessed and re-assessed to maintain a winnable spot as the situation progresses.
 - Communicated tactically
 - Ensured everyone, including the subject in crisis, knew the plan.
 - Did not diminish the dignity and self-respect of the subject.
- **Step Up and Step In**
 - Officer Menichini recognized that the subject was engaged in a verbal “spat” with the officer from another agency but did not perceive an immediate threat to either person. (The subject was walking away and staying in the hospital room.)
 - What was likely driving the conduct and verbal responses from the officer?
 - Is this confrontation an example of “contempt of cop”?
 - What legal authority did that officer have to use force to stop the subject from “trash-talking?” What was the immediate threat?
 - Why did the officer continue to engage with the subject, then leave his seat to confront the subject in the room?

ICAT Module #7: Step Up and Step In

- Officer Menichini was initially hesitant to stop the officer, who appeared older and likely more experienced, from trying to physically control the subject.
- When he observed that the officer was clearly about to use unreasonable force to control the encounter, he immediately intervened to prevent another officer from going down the wrong path and taking an action that would have been detrimental to both the subject and the involved officer.

Summary (3 slides)

Summary

- Apply the CDM before, during, and after an incident.
 - As previously discussed, the CDM has a variety of applications, including but not limited to: incident response, after-action/debriefs, reports, and remedial training.
- Know your legal authority and its limits.
 - Understanding the law as well as your agency's policies will keep you on solid ground.
- Have the confidence to take on a leadership role and/or be the outboard brain.
 - A supervisor is not always available. When that is the case, someone must take charge.
- Stepping up and stepping in can require different avenues/approaches, ranging from polite suggestions to assertive directions.
 - Sometimes, a reminder, handwave, or repositioning is all it takes to Step Up and Step In.
 - However, one must be prepared to be assertive, demanding, and in rare circumstances, hands-on.

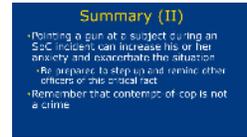
Summary

- Apply the CDM before, during, and after an incident.
- Know your legal authority and its limits.
- Have the confidence to take on a leadership role and/or be the outboard brain.
- Stepping up and stepping in can require different avenues/approaches, ranging from polite suggestions to assertive directions.

ICAT Module #7: Step Up and Step In

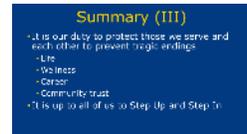
Summary (II)

- Pointing a gun at a subject during a suicide by cop incident can increase his or her anxiety and exacerbate the situation.
 - Be prepared to step up and remind other officers of this critical fact.
- Remember that contempt-of-cop is not a crime.
 - Manage your emotions.



Summary (III)

- It is our duty to protect those we serve and each other to prevent tragic endings.
 - Life
 - Wellness
 - Career
 - Community trust
- It is up to all of us to Step Up and Step In.



Instructor-facilitated class discussion: Supervisor/Leadership

Summary

- Use the CDM from beginning-to-end of an incident.
- Effective leadership begins long before the call for service comes in.
 - Know your team and keep them in winnable situations.
- Leaders must be willing to take responsibility from the moment of dispatch.
- Get the information you deem important — first-hand if need be.
 - Remind personnel — aloud — what the call for services is (criminal vs medical).
 - Make sure all information is shared with your personnel.
- Go to the scene and be visible; Do not assume they will not need you.
 - The presence and direction of a leader on scene can have a stabilizing effect on inexperienced officers in difficult situations.
 - Be ready and willing to Step Up and Step In in-person or on the radio.

ICAT Module #7: Step Up and Step In

- Let your trained officers work these calls for service and do not rush them.
- Assess and reassess your team and the objectives of the call.
- Ensure there is a “temperature check” on your personnel.
- Encourage active listening.
- When there are indications of suicide by cop, a supervisor should always respond to the scene.
- “Appoint and anoint” someone if the supervisor is absent.
- Be willing to encourage repositioning and reassessment as the incident unfolds.

ICAT Module #7: Step Up and Step In

Video Case Study (1 slide)

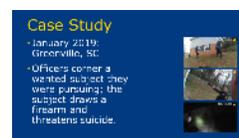
Note: Since its inception, ICAT's focus has been on improving the response to individuals who are unarmed or armed with something *other* than a firearm, and/or are experiencing some sort of crisis. This case study is the sole departure from this framework.

Let us be clear: It is indisputable that firearms present significantly more tactical challenges and lethality than fists, blunt objects, and blades.

However, we believe this case study shows that when officer safety can be assured, ICAT principles can be successfully applied in some situations which involve a subject armed with a firearm.

Case Study (Greenville, SC)

- Greenville, SC – January 2019
 - A few days prior to the events depicted in the videos, officers responded to a domestic dispute involving the subject (Trayvon) and his fiancé. The subject fled the scene on foot and successfully evaded officers.
 - Officers obtained arrest warrants for the subject related to that incident.
 - Over a three-day period, the subject evaded arrest several times.
- Video Part 1 (Length: 2:52)
 - The video is narrated by Lt. (then Sgt.) Ed Irick. His involvement in the incident is first depicted in “Video Part 2.”
 - On the day of the incident, an officer who was actively searching for the subject spotted him in an apartment complex. The subject fled on foot. A perimeter was established, and the subject was ultimately cornered.
 - Officers approach the subject, who is sitting on a fence, and begin ordering him to drop the gun he is holding to his head.
 - The scene becomes more chaotic when a police canine injures an officer.



ICAT Module #7: Step Up and Step In

- Discussion points:
 - Initial chaos
 - What contributed to the initial chaos of the scene?
 - What ultimately helped calm and slow things down?
 - Supervisor direction
 - Giving clear, specific instructions and duties.
 - Ensuring personnel are deployed properly.
 - Monitoring the scene for changes.
 - Crowd control
 - Distractions
 - Inner and outer perimeter
 - Why are perimeters so critical in incidents like this?
 - Supervisors need to plan for prolonged incidents.
 - Relief for officers.
 - Know who's deployed.
 - Mutual aid.
 - Tactics
 - What were the pros and cons of having a canine on scene?
 - Were officers conscious of crossfire?
 - Did every officer have a defined role?
 - What were they?
 - Supervisors need to consider:
 - Should the officers involved in the canine bite be relieved from the incident?
 - Contact
 - How did officers initially contact the subject?
 - How did officers' interaction with the subject change?

ICAT Module #7: Step Up and Step In

- Supervisors must ensure a high value is placed on communication.
- Need for someone to Step Up and Step In
 - If you were in this situation, would you feel comfortable stepping up and stepping in to help quell the chaos and manage the scene?
 - If so, how would you go about doing so?
- Video Part 2 (Length: 2:40)
 - Sgt. Lane starts a dialogue with the subject.
 - Lt. Irick arrives shortly thereafter and gets briefed by Sgt. Lane.
 - Lt. Irick takes over negotiations.
 - Discussion points:
 - Ensuring one person is speaking.
 - Another officer interrupted Sgt. Lane. How did Sgt. Lane handle this?
 - Creating cognitive dissonance through small requests.
 - Sgt. Lane transitions from asking the subject to drop the gun to asking if he'll simply move the gun away from his head.
 - Recall Dr. Nicoletti's remarks about this in the Minneapolis case study as well as throughout *Module 5*.
 - Slowing things down
 - Defined leader
 - Sgt. Lane stepped up as the defined leader of the scene (or at least that critical portion of it) until relieved.
 - Defined roles
 - Why is it important that officers avoid taking on too many roles?
 - Though cut for time, it should be noted that officers began taking on defined roles (lethal cover, less-lethal cover, perimeter) and communicating that they were doing so.

ICAT Module #7: Step Up and Step In

- Video Part 3 (Length: 6:32)
 - Lt. Irick negotiates for nearly two hours.
 - During this time, members of the decentralized SWAT team arrive.
 - Lt. Irick is assisted by another negotiator.
 - The subject was taken into custody without injury to himself or officers.
 - Discussion points:
 - Identification of themes
 - It is important to figure out, through active listening, what the subject's wants, needs, and concerns are.
 - Recall the concepts of "hooks" and "hot-buttons."
 - Limiting distractions
 - It is critical to reduce outside influences and distractions as much as possible.
 - Crowds
 - Radios
 - Sirens
 - Other officers
 - Secondary officer as an active "outboard brain"
 - Lt. Irick discusses the importance of the primary negotiator/communicator having a "coach" to assist them, as was the case in this incident.
 - Emotions are high, so rational thinking is low.
 - Remain truthful.
 - Lying destroys any rapport and trust which has been built; both in the current incident and for any future encounters.
 - Surrender with dignity – while maintaining officer safety.
 - The subject should be allowed as much dignity as possible while maintaining officer safety.

ICAT Scenario-Based Exercises

Scenario-Based Exercises

Scenario #1

Required Equipment/Personnel:

- One rubber knife
- Safety gear for officers
- One primary officer
- One cover officer
- One subject (role player)
- Additional role players for possible injects
- One scenario facilitator (instructor)
- One debriefing/After-Action Review facilitator (instructor) – *optional*

Optional Equipment: Video recorder (although optional, it may be helpful to film the scenario and have it available for use during individual debriefings)

Safety Brief: If available, all scenarios should include a designated safety officer and non-functioning training weapons. Prior to conducting any exercise, ALWAYS conduct a weapon's safety check, especially after any break in training or whenever the students leave the training location. All instructors will have the ability for cellular communications, transportation protocol and location of the nearest trauma center. No live ammunition will be allowed in the training area. Officers will unload all live ammunition in an adjacent room using the designated firearm safety chamber. After passing the safety check, all personnel should be visually able to determine if someone has not been checked. Consider a way of delineating the two groups (e.g., use a reflective leg band for those who have been checked). If someone doesn't have a leg band, a student can alert the instructor so that person can be checked.

Facilitator Instruction: There are two basic approaches to running scenario-based training exercises: (1) stop and discuss, or (2) run through, then discuss. Your role during this exercise will depend on which approach you select. The exercise requires two students for each iteration. Budget your time to allow for each pair of students to complete the exercise, but give each scenario a chance to play out. Do not feel compelled to speed up the action. At the conclusion of the scenario, conduct a debriefing with the officers. If resources are available, consider using a second instructor for the debriefing/After-Action Review process. This provides additional perspectives, and may allow the scenario facilitator to prepare the next group of officers to run the scenario.

ICAT Scenario-Based Exercises

Injects: Note that the script includes some possible injects – unexpected situations that you may want to insert into the scenario at different points. (Injects will require additional personnel to serve as role players.) These injects should not be viewed as “gotcha” moments intended to trip up students. Rather, they are meant to add challenge and stress to the scenarios—to make them even more realistic. Especially with the addition of injects, facilitators should continue to make sure that students learn and feel like they have succeeded by the end of the scenario. *If you choose to use injects in which the subject becomes a serious threat, you need to ensure that proper safety equipment, protocols, and precautions are in place to protect all members participating in the scenario.*

Video examples: The following videos offer examples of how you might set up and run this scenario: <https://www.youtube.com/watch?v=oXj6i1sPND8> (shows the scenario run all the way through) and <https://www.youtube.com/watch?v=tauIaGgsyBk> (shows the scenario stopped and issues discussed at key points). These videos are not intended to suggest the only way the scenarios can be run, but rather to give you ideas and suggestions on how you might run the scenario successfully. In addition, the videos do not have any injects.

Script:

Location and Setting: Sidewalk/steps outside an apartment building; ex-boyfriend of the subject lives in the building.

Situation: A tenant in the apartment building has called 9-1-1 to report a woman pacing up and down in front of the building, holding a knife and occasionally sitting on the building’s steps. She appears to be crying and talking to herself, but is not screaming, yelling, or engaging others. Two officers respond. Subject is sitting on the steps leading up to the building; she is calm, melancholy (crying occasionally) and threatening suicide, occasionally holding the knife to her throat. In general, she is not threatening anyone else and is not displaying the knife aggressively. Officers establish tactical positions and begin communications. Because she is crying at times and speaking in a low voice, it may be difficult for the officers to sometimes hear what the subject is saying. The officers should use effective communications and active listening skills, with the objective of getting the subject to voluntarily drop the knife and agree to be transported to a medical/mental health facility for an evaluation.

Subject (Role Player): Kim Anderson, Female, DOB: Today’s date 1974 (a male role player may be substituted if needed)

ICAT Scenario-Based Exercises

Demeanor/Actions:

- You have just broken up with your boyfriend, who lives in the apartment building
- When officers arrive, you sit and place the knife to your throat
- Overall, you make conversation difficult for the officers due to your depressed state and low tone of voice
- Slow, detached, low-volume speech at first – become more agitated at any “hot button” issues
- Stopped taking anti-depressant medication a week ago; you are seeing a therapist
- React based on the effective/ineffective communication from the officer(s); you can become agitated and use the knife defensively (to keep others away), but in general do not make overtly aggressive moves using the knife
- Hot buttons (things that set you off):
 - Any questions about/mention of your former partner
 - Today is your birthday – upset about getting older alone
- Hooks (things you like):
 - Long walks in the park
 - Summers at the beach
- Emotions you are experiencing
 - Depression
 - Confusion
 - Anger
- Demands:
 - For the police to go away
 - For the police to allow you to kill yourself
 - For the police to bring your former partner so he can see you kill yourself

Possible Injects:

- Ex-boyfriend shows up on the scene and tries to engage with the subject
- Additional officer(s) arrive on the scene, service weapons drawn; advance toward the subject screaming “drop the knife”
- Subject suddenly and unexpectedly advances toward the officers with the knife in a threatening manner
- After dropping the knife and seeming to comply, subject suddenly rushes the officers (no weapon)

Learning Objectives:

- Demonstrate a safe, tactically sound response

ICAT Scenario-Based Exercises

- Demonstrate teamwork
- Demonstrate active listening skills – ability to gain information about the subject and the situation
- Demonstrate the ability to show empathy and respect
- Demonstrate strong verbal and non-verbal communications skills (recognize/avoid “hot buttons” – leverage “hooks”)
- Demonstrate the ability to achieve a safe and effective resolution
- Demonstrate the ability to explain actions/decisions made throughout the event as part of an After-Action Review process

ICAT Scenario-Based Exercises

Scenario #2

Required Equipment/Personnel:

- Room (with door, if available)
- One foam (or soft rubber) bat
- Safety gear for officers
- One primary officer
- One cover officer
- One assisting officer/supervisor
- One subject (role player)
- One reporting party (role player)
- Additional role players for possible injects
- One scenario facilitator (instructor)
- One debriefing/After-Action Review facilitator (instructor) – *optional*

Optional Equipment: Video recorder (although optional, it is recommended to film the scenario and have it available for use during individual debriefs)

Safety Brief: If available, all scenarios should include a designated safety officer and non-functioning training weapons. Prior to conducting any exercise, ALWAYS conduct a weapon's safety check, especially after any break in training or whenever the students leave the training location. All instructors will have the ability for cellular communications, transportation protocol and location of the nearest trauma center. No live ammunition will be allowed in the training area. Officers will unload all live ammunition in an adjacent room using the designated firearm safety chamber. After passing the safety check, all personnel should be visually able to determine if someone has not been checked. Consider a way of delineating the two groups (e.g., use a reflective leg band for those who have been checked). If someone doesn't have a leg band, a student can alert the instructor so that person can be checked.

Facilitator Instruction: There are two basic approaches to running scenario-based training exercises: (1) stop and discuss, or (2) run through, then discuss. Your role during this exercise will depend on which approach you select. The exercise requires three students for each iteration. Budget your time to allow for each group of students to complete the exercise, but give each scenario a chance to play out. Do not feel compelled to speed up the action. At the conclusion of the scenario, conduct a debriefing with the officers. If resources are available, consider using a second instructor for the debriefing/After-Action Review process. This provides additional

ICAT Scenario-Based Exercises

perspectives, and may allow the scenario facilitator to prepare the next group of officers to run the scenario.

Injects: Note that the script includes some possible injects – unexpected situations that you may want to insert into the scenario at different points. (Injects will require additional personnel to serve as role players.) These injects should not be viewed as “gotcha” moments intended to trip up students. Rather, they are meant to add challenge and stress to the scenarios—to make them even more realistic. Especially with the addition of injects, facilitators should continue to make sure that students learn and feel like they have succeeded by the end of the scenario. *If you choose to use injects in which the subject becomes a serious threat, you need to ensure that proper safety equipment, protocols, and precautions are in place to protect all members participating in the scenario.*

Video examples: The following videos offer examples of how you might set up and run this scenario: <https://www.youtube.com/watch?v=vxwHihnsAqE> (shows the scenario run all the way through) and <https://www.youtube.com/watch?v=lkNHEwBMFUg> (shows the scenario stopped and issues discussed at key points). These videos are not intended to suggest the only way the scenarios can be run, but rather to give you ideas and suggestions on how you might run the scenario successfully. In addition, the videos do not have any injects.

Script:

Location and Setting: Residential home, occupied by a mother and her 20-year-old son who suffers from schizophrenia

Situation: The mother has called 9-1-1 because she fears her son has stopped taking his medications. He is walking around the house swinging a baseball bat, and she can't get him to put it down. She is worried he will hurt her, himself, or damage property in the house. He is now sitting in his room clutching the baseball bat he used during high school playing days.

Three officers (or two officers and a supervisor) respond. They are met by the mother who is outside screaming for the officers to rush in and help her son. The mother is extremely agitated and almost incoherent. She is concerned the officers will hurt her son.

The officers should use effective communications and active listening skills, as well as sound tactical positioning, with the objective of getting the subject to drop the bat, come out of the home, and agree to be transported to a medical/mental health facility for treatment.

Subjects (Role Players): Joe Johnson, Male, Age 20

ICAT Scenario-Based Exercises

Demeanor/Actions:

- Erratic, fast-paced speech
- Speak in a disoriented fashion – you are frequently out of touch with reality
- Express signs of delusions. (Your favorite baseball team needs to make you its permanent bat boy. That will guarantee the team wins the pennant.)
- Your symptoms make it difficult for the officers to communicate with you
- Stopped taking your medication three days ago
- React based on the effective/ineffective communication from the officer(s)
- Hot buttons (things that set you off):
 - Having to take your medication – you think it's poison
 - When people dismiss or argue with what you're experiencing (delusions)
 - When people make disrespectful comments about your favorite baseball team
- Hooks (things you like):
 - Baseball (you were a star shortstop in high school)
 - Star Wars movies
- Emotions you are experiencing
 - Anger (that the police have come)
 - Disorientation
- Demands:
 - For the police to go away
 - For the police not to kill/hurt you
 - For the hallucinations go away

Beth Johnson, Female, Age 49, mother of Joe (*a male role player, playing the father, may be substituted if needed*)

Demeanor/Actions:

- Upset and scared about your son
- Also upset what the police may do to him
- Excited, fast-paced speech
- When speaking with officers, go fast and provide only vague information
- Demands:
 - That the police help your son
 - That the police not hurt him

ICAT Scenario-Based Exercises

Possible Injects:

- Mother attempts to rush into the home to see her son
- Father/ex-husband shows up on scene and begins arguing with the mother
- After dropping the bat and seeming to comply, subject grabs an object (e.g., lamp) and charges at the officers
- Another officer arrives on scene and deploys an Electronic Control Weapon (Taser), but it is ineffective

Learning Objectives:

- Demonstrate a safe, tactically sound response
 - Use distance and cover to create time
 - Gather pertinent information before acting (primarily from interviewing the mother/reporting party)
 - Don't rush the situation – tactical pause to develop a strategy
- Demonstrate teamwork
- Demonstrate active listening skills – ability to gain information about the subject and the situation
- Demonstrate strong verbal and non-verbal communications skills (recognize/avoid “hot buttons” – leverage “hooks”)
- Demonstrate the ability to achieve a safe and effective resolution
- Demonstrate the ability to explain actions/decisions made throughout the event as part of an After-Action Review process

ICAT Scenario-Based Exercises

Scenario #3

Required Equipment/Personnel:

- Rubber implements (depending on specific inject)
- Safety gear for officers
- One primary officer
- One cover officer
- One subject (role player)
- Additional role players for possible injects
- One scenario facilitator (instructor)
- One debriefing/After-Action Review facilitator (instructor) – *optional*

Optional Equipment: Video recorder (although optional, it may be helpful to film the scenario and have it available for use during individual debriefings)

Safety Brief: If available, all scenarios should include a designated safety officer and non-functioning training weapons. Prior to conducting any exercise, ALWAYS conduct a weapon's safety check, especially after any break in training or whenever the students leave the training location. All instructors will have the ability for cellular communications, transportation protocol and location of the nearest trauma center. No live ammunition will be allowed in the training area. Officers will unload all live ammunition in an adjacent room using the designated firearm safety chamber. After passing the safety check, all personnel should be visually able to determine if someone has not been checked. Consider a way of delineating the two groups (e.g., use a reflective leg band for those who have been checked). If someone doesn't have a leg band, a student can alert the instructor so that person can be checked.

Facilitator Instruction: There are two basic approaches to running scenario-based training exercises: (1) stop and discuss, or (2) run through, then discuss. Your role during this exercise will depend on which approach you select. The exercise requires two students for each iteration. Budget your time to allow for each pair of students to complete the exercise, but give each scenario a chance to play out. Do not feel compelled to speed up the action. At the conclusion of the scenario, conduct a debriefing with the officers. If resources are available, consider using a second instructor for the debriefing/After-Action Review process. This provides additional perspectives, and may allow the scenario facilitator to prepare the next group of officers to run the scenario.

ICAT Scenario-Based Exercises

Injects: Note that the script includes some possible injects – unexpected situations that you may want to insert into the scenario at different points. (Injects will require additional personnel to serve as role players.) These injects should not be viewed as “gotcha” moments intended to trip up students. Rather, they are meant to add challenge and stress to the scenarios—to make them even more realistic. Especially with the addition of injects, facilitators should continue to make sure that students learn and feel like they have succeeded by the end of the scenario. *If you choose to use injects in which the subject becomes a serious threat, you need to ensure that proper safety equipment, protocols, and precautions are in place to protect all members participating in the scenario.*

Video examples: There is no sample video for this scenario. However, the scenario is based in part on the following real-life incident that occurred in Tahlequah, Oklahoma, in August 2016: http://www.tahlequahdailypress.com/multimedia/videos/full-video-graphic-fatal-police-shooting-in-tahlequah/youtube_0d94fc60-665d-11e6-ad6a-f389daciaa87b.html.

Script:

Location and Setting: Garage/home of subject’s estranged wife.

Situation: A woman has called 9-1-1 to report that her estranged husband has broken into the garage of her home and is refusing to leave. She is secured in the main part of the house. There is a protective order requiring the subject to stay away from the home and to not make contact with his estranged wife.

Two officers respond. The subject is sitting in the garage drinking beer from the refrigerator and refusing to leave. He is claiming that this is his home, and he is doing nothing wrong. Officers establish tactical positions and begin communications. The officers should use effective communications and active listening skills, with the objective of getting the subject to voluntarily comply with orders to leave the home.

ICAT Scenario-Based Exercises

Subject (Role Player): John Williams, Male, Age 42, Marine Corps veteran

Demeanor/Actions:

- Somewhat agitated, verbally confrontational
- Been drinking heavily for the past several hours
- Slurred speech (from drinking)
- Suspicious of one of the officers – claims the officer beat me up “the last time”
- Been treated for PTSD for years, but recently stopped taking medication because it made you feel bad
- React based on the effective/ineffective communication from the officer(s)
- Hot buttons (things that set you off):
 - Any comments about your estranged wife (positive or negative)
 - Anything you perceive as a challenge to your military service or patriotism
- Hooks (things you like):
 - Music (especially heavy metal and classic rock)
 - Military history
- Emotions you are experiencing
 - Confusion
 - Anger
 - Disorientation (from drinking and stopping medication)
- Demands:
 - For the police to go away
 - For your estranged wife to take you back
 - For the police not to hurt you

Possible Injects:

- Subject becomes agitated, grabs a hammer, and begins threatening the officers without advancing
- Another officer arrives on scene; he has arrested the subject before and quickly becomes impatient and agitated; officer begins raising his voice and making threats against the subject
- Estranged wife enters the garage and begins to try to physically eject the subject
- Subject pulls a knife and holds it to his throat

ICAT Scenario-Based Exercises

Learning Objectives:

- Demonstrate a safe, tactically sound response
 - Use distance and cover to create time
 - Don't rush the situation
 - Gather pertinent information before acting
- Demonstrate teamwork
 - Contact and cover roles
- Demonstrate active listening skills
 - Ability to gain information about the subject and the situation
- Demonstrate strong verbal and non-verbal communications skills (recognize/avoid “hot buttons” – leverage “hooks”)
- Demonstrate the ability to achieve a safe and effective resolution
- Demonstrate the ability to explain actions/decisions made throughout the event as part of an After-Action Review process (*optional*)