



Tampa Police Department Lesson Plan Cover Sheet

TOPIC:	2018 In-Service		
COURSE:	De-Escalation/Intervention & Decision-Making Scenario Training		
Location:	34 th St. Academy	Hours:	4.5
Prepared By:	Cpl. J. Douds	Approved By:	
Primary Instructor(s):	J. Douds, K. Morman, S. Smith, M. Merritt	Assistant Instructor(s):	
Date Prepared / Revised:	5/2018	Date Instructed:	2018
Goals:			
<p>This course is designed to provide practical, hands-on experience interacting in volatile situations. Students will have to make critical decisions, utilize verbal skills to diffuse situations, recognize when they should escalate or de-escalate a level of force and apply basic tactics under stress.</p>			
TRAINING OBJECTIVES:			
<ul style="list-style-type: none"> • Students will understand the concept time/talk/talks as it applies to controlling & de-escalating situations. • Students will demonstrate the ability to use and time and talk as a means to better handle certain situations, such as (but not limited to) persons in crisis. • Students will demonstrate the ability to escalate or de-escalate their level of force as necessary. • Students will demonstrate the ability to apply basic safety tactics (use of cover, distance, the ability to shoot in dynamic situations, etc.). • Students will recognize when escalating a response may be immediately necessary and when it is not. 			
References:		Instructional Aids:	
		Ti Video Simulator Role Player(s) UTM pistols/ammo Safety Helmets Gas can w/ lighter and inert shotgun	

Student Requirements:

Duty belt

Taser w/ NO cartridges

See Attachment

I. Basic Concepts

- A. Time/Talk/Tactics
- B. Use time when available and utilize tactics that can create time when practical
- C. Talk—orders may be necessary but, situation permitting, establishing a dialogue may be more effective. It may ultimately gain compliance and/or buys time for additional officers/resources to arrive. Effective communication includes listening...as subjects may often provide key information that could help diffuse a situation or keep it from escalating.
- D. In some cases, actions may occur so quickly that there will be no time to talk and officers may have to resort directly to tactics.
- E. De-escalation can also mean transitioning from one level of force to another, lesser level of force.

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II. Scenario Set-Ups

- A. Students will participate in both video-simulator and force-on-force scenarios.
- B. Students will be divided into 2 groups. One group will engage in video simulator scenarios while the other group will engage in force-on-force scenarios. Once both groups have completed their scenarios, the groups will switch.
- C. Students that have off-duty/secondary duty guns to shoot may meet with a designated instructor after completing their scenarios to qualify with their off-duty and/or secondary duty handguns.
- D. All scenario training will be conducted inside the fenced/secured shoothouse facility.
- E. All gates will be locked except for 1 designated entrance/exit.
- F. Students will report to the outside of the entrance gate with EMPTY gunbelts and NO weapons or ammunition on their person except for a Taser with NO cartridges.
- G. A designated instructor will verbally, visually and manually check each student prior to their entry into the training area.

- H. Another designated instructor will check the entire interior of the training area to ensure no live weapons, ammunition or other hazards are present prior to students entering. Role-players and instructors will also be checked.
- I. Once all students are inside the fenced training area, they will split into their 2 groups and respond to designated areas. They will be checked again by a designated instructor prior to participating in their specific scenarios.
- J. It will be the lead instructor's responsibility to designate the duties of other instructors.
- K. A designated instructor will also check all UTM and training weapons plus ammunition and props to ensure no live ammunition, weapons or other hazards are present.
- L. Once students enter the training area, they may not leave without checking with an instructor.
- M. They must stop at the fenceline and be re-checked by an instructor PRIOR to re-entering the training area.
- N. Standard departmental force-on-force scenario checklist forms will be completed and turned in with class rosters.

III. Video Simulator Scenarios (Ti Simulator)

- A. Students will participate in a minimum of 3 scenarios.
- B. Other students will be positioned to observe and question/comment on the scenarios others students are participating in.
- C. Students will be equipped with a laser-projecting pistol, laser-projecting OC and laser-projecting Taser.
- D. A pre-designated mix of scenarios to include active shooter response, potentially hostile animal calls, verbal de-escalation situations, interactions with mentally disturbed persons and similar situations will be included.
- E. The pre-selected scenarios will be placed in a marked folder for easy access and consistent use on the Ti computer (see computer folder).

IV. Force-on-Force Scenarios

- A. Three separate scenarios will be set up in designated areas within the shoothouse facility.
- B. Students will be kept outside where they cannot observe scenarios prior to participating in them. They will also be away from any areas where there is any possibility of any projectiles striking them.
- C. Students will be equipped with a safety helmet and any options gear they want to use (gloves, vest, etc). Students will also be provided a loaded UTM pistol, inert OC spray and they will be permitted to bring their Taser with no cartridges as well.
- D. Students will be advised that in each scenario they may use any of the weapons they have with them. Taser should be pointed and activated while verbalizing "Taser" if it is used. Students may go "hands-on" with role-players using no more than 70% speed/power.
- E. At a minimum, there will be one armorer, one controller/evaluator and one role-player to conducted scenarios. Additional controllers and role-players may be used.
- F. Students will be taken to a designated safe area and searched, then equipped by the armorer.
- G. A controller/evaluator will then take the students through their scenarios one at a time, briefing them before each scenario.
- H. Each scenario will be video recorded and reviewed with the student (one-on-one) at the conclusion of all their scenarios for debriefing purposes. Once reviewed, the video will be deleted.
- I. Students will participate in three scenarios. The order of the scenarios may be changed at the discretion of the controller/evaluator.
- J. Students will complete all three scenarios prior to being debriefed.
- K. Should a student make an egregious series of errors during a scenario, the controller may have them repeat the scenarios with guidance for proper performance.
- L. All scenarios will begin with a briefing in which the student is told that a family member has called about a relative staying with them that has become depressed

and needs help before they attempt to harm themselves. Students will arrive alone but will be encouraged to request back-up and other resources as they see fit.

M. Scenarios:

1. Scenario 1: A single subject will be sitting in a room on a couch or bed holding a gas can and a lighter. There will be “gas” (water) splashed all over the floor. The subject will be dousing themselves with simulated gasoline and complaining that they want to kill themselves due a recent marital break-up. The role-player will give repeated verbal cues that they just want the officer to apologize since the wife/husband left them for a “cop”. If/when the officer apologizes, the subject will comply with commands, put the gas can and lighter down and do whatever the officer says.
 - a. Goals
 - i. Due to the set up and gasoline...shooting, use of a Taser, OC, Baton or hands-on skills would all be inappropriate.
 - ii. This will help force students to engage the subject in a dialogue to gain compliance.
 - iii. By listening and properly dialoging with the subject, students can gain compliance.
 - iv. Tactical considerations (not entering the room filled with gasoline, keeping distance, calling for back-up and fire/rescue, etc.) will also be addressed during debriefs.
2. Scenario 2: A single subject will be seated on a bed with a firearm (simulated) nearby. They will be alone and there will be a window behind them. Students will be told that they are several stories up in a high-rise apartment building. As students arrive, the subject will be crying, visibly upset and begging for the officer/student to shoot them. Due to the proximity of the firearm, students should draw their own gun and maintain distance/cover. The subject will ask the officers to shoot them several times. The subject will then stand up and tell the student/officer that if they are not going to get shot, they are going to jump out of the window to their own death. The subject will turn their back and slowly attempt to crawl up to and out of the window. They will do so in a way to make it clear they are NOT going for a weapon. If the student transitions to a Taser or attempts to

physically stop the subject, the controller will end the scenario. To encourage de-escalation to a Taser, the controller may announce that they have arrived as back-up and are maintain lethal cover.

a. Goals:

- i. Students should recognize the initial threat and draw their handgun while keeping distance/using cover.
- ii. Students should still give verbal commands and/or attempt to dialogue with the subject.
- iii. When the subject attempts to move towards the window to jump, students should recognize the need to de-escalate to a lower level of force to stop them.
- iv. The scenario is set ideally for a Taser deployment. However, if the student does not carry a Taser, physically stopping the subject could be appropriate. The decision on what to de-escalate to will be discussed as part of the debrief with the controller.

3. Scenarios 3: A single subject will be in the back of a room, not readily visible to the student. The subject will be armed with a loaded UTM pistol. Students will be advised that the depressed subject in back somewhere in the room and directed that way. Positions of cover will be available throughout the approach. Once the students get to a designated point, the subject will step out, yelling and firing their handgun towards the students. Shots will be initially fired to intentionally miss (although the student will not be aware of this). Students should take cover and return fire. The subject will position themselves to be easily hit and will go down once struck once. Students will be encouraged by the controller to stay behind cover, notify dispatch and wait for back-up. Once this is done, the scenario will end.

a. Goals:

- i. Students should recognize that the sudden attack negates dialogue and they must immediate respond in accordance with the attack.

- ii. Students should utilize cover, shoot back (striking the person shooting at them) and stay behind cover (or move to a better position) as they notify dispatch and call for back-up.
 - iii. Students should not attempt to move in on an armed subject by themselves once the subject is down.
 - iv. Students should stop shooting once the threat is neutralized.
4. Once students have completed all three scenarios, the controller/evaluator will take them to a designated area away from other students and debrief them on their performance by reviewing the video of their scenarios.
5. Once completed, students may ask questions. They will return their equipment to the armorer.

V. Conclusion

- A. Students will assist in cleaning up the scenario areas. All scenario weapons/ammo will be returned to the armorer. The armorer will ensure everything is accounted for and secure the scenarios weapons in a designated location in the range office.
- B. All students and instructors will return to the classroom.
- C. As a group debrief, each student will be given a chance to comment on their learning experiences from the day's training.
- D. Each instructor will be given a chance to comment on overall observed performance.
- E. Any remaining time will be allotted for weapons cleaning/maintenance.