

## **Tactical Communication Course Outline (Variable Format)**

Perishable Skills Program (8 Hours)

Variable 2- Refresher Course

### **COURSE GOAL:**

The course will provide the trainee with the minimum topics of Tactical Communication required in the POST Perishable Skills Training Program (PSP). The intent of this course is to improve the trainee's ability when responding to incidents involving Emotionally Distressed Persons (EDP's) who are armed with non-firearms.

The course consists of a hands-on/practical tactical communications training for in-service Officers/Academy Graduates.

### **TACTICAL COMMUNICATION:**

#### **Minimum Topics/Exercises:**

- a. Class Exercises/Scenario Training/Student Evaluation
- b. Emotionally Distressed Persons (EDP)
- c. Reducing the Need to Use Deadly Force, Upholding the Sanctity of Life, Building Community Trust, and Protecting Officers from Physical, Emotional, and Legal Harm.
- d. Creating More Options for Responses to EDP Encounters
- e. The Critical Decision Model
- f. Maximize Officer Safety, Minimizing Risk the Victim, Public, and EDP
- g. Handling People in Crisis, with Intellectual Disabilities, and Physical Disabilities.
- h. Active Listening Skills, Non-Verbal Skills, Verbal Communication Skills
- i. Officer Safety and Tactics
- g. Office Policy

### **COURSE OBJECTIVES:**

1. Reinforce with patrol officers the core ideal of sanctity of human life—the need to protect themselves, members of the public and, whenever possible, criminal suspects and subjects in crisis from danger and harm.
2. Promote public safety and officer safety by learning and integrating skills and strategies related to decision-making, crisis recognition, tactical communications, and safety tactics.

3. Provide patrol officers with the skills, knowledge, and confidence they need to assess and manage threats, influence behavioral change, and gain voluntary compliance whenever possible in dynamic and dangerous situations.
4. Provide patrol officers with a decision-making model that is intuitive, practical, and effective for safely resolving non-firearms critical incidents and for documenting and explaining actions after the fact.
5. Provide patrol officers with basic skills needed to recognize individuals in crisis and to approach and attempt to engage them in a safe and effective manner.
6. Provide patrol officers with key communications skills needed to safely engage with, de-escalate, and gain compliance from subjects who are in crisis and/or non-compliant.
7. Reinforce with patrol officers effective tactical approaches and teamwork skills needed to safely resolve incidents.
8. Provide patrol officers with realistic and challenging scenario-based training which focuses on recognition of persons in crisis, tactical communication, and safe tactics as part of an overall, integrated de-escalation strategy.

## **EXPANDED COURSE OUTLINE**

- I. INTEGRATING COMMUNICATIONS, ASSESSMENT, AND TACTICS (40 Minutes)
  - A. Introduction, Course Objectives, Goals, and Key Areas
  - B. Emotionally Distressed Person (EDP) Definition
  - C. Law-Enforcement Statistics Regarding Use of Force
  - D. Use of Force/De-escalation Videos
  - E. ICAT Training is About Creating More Options
  - F. Major Concepts of ICAT Training
    1. Distance + Cover = Time
    2. Time= Options
    3. Options= Increased Voluntary Compliance
    4. Increased Voluntary Compliance= Decreased UOF

II. THE CRITICAL DECISION-MAKING MODEL (20 Minutes)

- A. CDM Core- Your Agencies “Moral Compass- Avoid Loss of Life”
- B. Collect Information
  - 1. Use of Force/De-escalation Videos- Discussion
- C. Assess Situation, Threats, and Risk
- D. Tactical Pause
  - 1. Priorities and Options
  - 2. Contingencies
  - 3. Act Now or Wait
  - 4. Tactical Repositioning
- E. Developing a Working Strategy
  - 1. Maximize Officer Safety
  - 2. Minimize Risk to Victim and Public
  - 3. Minimize Risk to EDP
  - 4. Allow for Safe Detention of EDP
  - 5. Allow for Recovery, Preservation of Evidence.
- F. Consider Police Powers and Agency Policy
  - 1. Legal Authority
  - 2. Policy
- G. Identify Options, Determine Best Course of Action
- H. Use of Force/De-escalation Videos- Discussion

III. CRISIS RECOGNITION AND RESPONSE (20 Minutes)

- A. Recognizing an Emotionally Distressed Person (EDP)
- B. Behavioral Crisis Defined
- C. How Does a Crisis Typically Occur
  - 1. Breakdown in Control
  - 2. Inability to Respond Appropriately

3. Feeling Overwhelmed
  4. Mental Illness
- D. Persons with Intellectual and Development Disabilities
1. Autism
  2. Cerebral Palsy
  3. Epilepsy
  4. Developmental Delay
- E. Persons with Physical Disabilities
1. Deaf/Hard of Hearing
  2. Blind/Low Vision
  3. Muscular Sclerosis
  4. Stroke
  5. Alzheimer's
  6. Huntington's Disease
  7. Head/Spinal Cord Injury
- F. Substance Abuse
1. Alcohol
  2. Illegal Drugs
  3. Synthetic Drugs
  4. Combination of Substances
- G. Situational Stress
1. Job Loss
  2. Financial Troubles
  3. Relationships
- H. Facts about People with Mental Illness
1. Mental Illness is Biological Just Like Cancer etc.
  2. One in Four Families are affected
  3. No Cure only Stabilization
  4. Medication + Therapy can be effective, but Medication may cause Erratic Behavior.

- I. Crisis Intervention Defined
    - 1. A Process to Assist Individuals in Finding safe and Productive Outcomes to Unsettling Events
  - J. Defusing Critical Situations
    - 1. How to Approach Someone in Crisis
    - 2. Don't Rush into Situations
    - 3. Continually Assess
    - 4. Communication
    - 5. Active Listening
    - 6. Body Language
    - 7. Hot Buttons/ Triggers
    - 8. Behavioral Change Staircase
    - 9. Do Not's
  - K. Managing Your own Reactions
    - 1. Physiological Changes
    - 2. Words need to match Language and Demeanor
  - L. Use of Force/De-escalation Videos- Discussion
- IV. TACTICAL COMMUNICATIONS (20 Minutes)
- A. Five Universal Truths of Human Interaction
    - 1. Need to be Respected
    - 2. Ask vs. Tell
    - 3. Desire to Know Why
    - 4. Options over Threats
    - 5. People want a Second Chance
  - B. Active Listening Skills
    - 1. 80-20 Rule

2. Hooks and Developing Themes
3. Reduce Distractions
4. Demonstrate you are Listening
- C. Non-Verbal Communication Skills
  1. Body Language
  2. Eye Contact
  3. Open Hand Gestures
  4. Modulate Tone of Voice
- D. Verbal Communication Skills
  1. Establish Rapport
  2. Ask Open-Ended Questions
  3. Clear, Single Questions/Commands
  4. Provide Options
- E. Emotional Contagion
  1. Words and Actions are Contagious
- F. Use of Force/De-escalation Videos- Discussion
- V. OFFICER SAFETY AND TACTICS (20 Minutes)
  - A. Pre-Response
    1. Collect Information
    2. Tactical Pause
    3. Contingency Plans
    4. Prepare/Manage Yourself Mentally and Physically
  - B. Response
    1. Continue to Gather Information
    2. Establish Contact/Cover
    3. Distance + Cover = Time
    4. Contingency Plans

5. Tactical Positioning/Repositioning

C. Post Response Considerations

1. After Action Reviews

VI. Use of Force/De-escalation/ Communication Scenarios (6 Hours)