Florida Basic Recruit Training Program
Law Enforcement
ATMS #2010

Instructor Guide

Version 2026.07

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Criminal Justice Standards and Training Commission

Florida Department of Law Enforcement

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FLORIDA BASIC RECRUIT TRAINING PROGRAM: LAW ENFORCEMENT
VERSION 2026.07
ATMS #2010

VOLUME 1—FLORIDA BASIC RECRUIT TRAINING PROGRAM: LAW ENFORCEMENT

Chapter	Course Title	Hours	Course Number
Chapter 01	Introduction to Law Enforcement	12	CJK_0002
Chapter 02	Communication	24	CJK_0016
Chapter 03	Legal	64	CJK_0018
Chapter 04	Interviewing and Report Writing	56	CJK_0019
Chapter 05	Fundamentals of Patrol	40	CJK_0063
Chapter 06	Serving Your Community	34	CJK_0021
Chapter 07	Crimes Against Persons	48	CJK_0072
Chapter 08	Crimes Involving Property and Society	12	CJK_0073
Chapter 09	Crime Scene Follow-Up Investigations	34	CJK_0079
Chapter 10	Traffic Incidents	12	CJK_0400
Chapter 11	Traffic Stops	24	CJK_0401
Chapter 12	Traffic Crash Investigations	30	CJK_0402
Chapter 13	DUI Traffic Stops	24	CJK_0403
Chapter 14	Critical Incidents	44	CJK_0093
	Subtotal	458	

VOLUME 2—FLORIDA BASIC RECRUIT TRAINING PROGRAM: HIGH LIABILITY

Chapter	Course Title	Hours	Course Number
Chapter 1	Law Enforcement Vehicle Operations	48	CJK_0020
Chapter 2	First Aid for Criminal Justice Officers	40	CJK_0031
Chapter 3	Criminal Justice Firearms	80	CJK_0040
Chapter 4	Criminal Justice Defensive Tactics	80	CJK_0051
Chapter 5	Conducted Electrical Weapon/Dart-Firing Stun Gun	04	CJK_0421
Chapter 6	Criminal Justice Officer Physical Fitness Training	60	CJK_0096
	Subtotal	312	

PROGRAM TOTAL: 770

INSTRUCTIONS FOR USING THE INSTRUCTOR GUIDE (IG)

Instructor guides are designed to make teaching and lesson planning easier for the instructor. They clarify what components of the curriculum are mandatory and what lessons they correspond to. Required activities appear in boxes outlined with a double line while other required components of the curriculum appear in blue shaded boxes in the instructor guide. A key is provided at the beginning of each instructor guide to provide visual guidance on the required components.

The required components of an instructor guide include the following:

- vocabulary
- objectives
- role-plays
- communication exercises
- certain writing assignments

Instructor guides also contain suggested activities. Suggested activities are not required and are meant to help you develop a lesson plan that has a variety of learning activities. You are encouraged to alter and adjust the suggested activities to fit the needs of your students. You are also free to develop your own activities if none of the suggested activities appeal to you. Suggested activities appear in boxes outlined with a dotted line.

These suggested activities often include the following:

- scenarios
- group work
- case studies
- writing exercises
- discussion questions

Instructor notes are used to provide instructors with resources and reminders about specific content. These appear in yellow boxes in the IG.

Required Activities

Suggested Activities

Notes to the Instructor

LESSON VOCABULARY

TEACHING THE ADULT LEARNER

Each student has a different learning preference. Therefore, it is imperative that you use a variety of learning activities and develop sound strategies for introducing students to new information. Use the following strategies to make instruction more engaging, effective, and efficient.

Review content and create a lesson plan before teaching.

Instructors are most effective when they have thoroughly reviewed the content and instructor guide before teaching. While previewing the content, brainstorm relevant examples to share, determine which discussion questions are most helpful, find appropriate video resources, and ensure that you have the necessary materials for a lesson. Plan a mix of lectures, discussions, group activities, and hands-on learning to keep students engaged and to help reinforce the learning. See the attachment, Instructional Strategies, for additional ideas on how to create a more dynamic lesson.

Tailor instructional strategies to meet the needs of students.

It is important that you understand the needs of your students to make your instruction more effective. For example, if many of your students have recently graduated from high school, then they may have less life experience to draw on for activities and may need additional writing support. Providing more opportunities for writing, discussion, and instructional activities that develop communication skills would be most effective for that particular audience. On the other hand, students who are transitioning from other careers may benefit from discussions about how skills from their previous careers are applicable to their new role as a criminal justice officer.

Choose the most appropriate instructional strategy for the objective.

In education, “knowledge” refers to understanding information while “skill” refers to the practical application of knowledge. For example, passing a written test to obtain a driver license demonstrates knowledge while passing a road test to obtain an unrestricted driver license demonstrates skill. Instructors can adapt their instructional techniques by evaluating whether an objective is more knowledge-based or skill-based in order to support students’ mastery of objectives.

When teaching a skill-based objective, such as how to conduct an effective cell or vehicle search, a demonstration or simulation would be most appropriate. If teaching a knowledge-based objective that focuses on the memorization of facts, a combination of lecture and discussion-based activities may be more appropriate. For example, lecture- or discussion-based strategies are useful when teaching legal concepts.

> Sharing relevant examples and stories from experience can be helpful, but it is important to use a mix of instructional strategies to ensure that you are using the right technique to teach content.

Include visuals to enhance teaching.

Visual tools are useful for both knowledge- and skill-based objectives. Videos can be used to demonstrate skills, prompt discussions, or allow students the opportunity to analyze scenarios; clear, high-quality photographs can be used to teach a variety of concepts. Creating visuals, such as charts and diagrams, is another way to aid students in processing information.

Use instructional activities that allow students to practice multiple skills at once.

Using group work and having students present their findings while simultaneously practicing soft skills such as communication, presentation, and leadership, thus reinforcing their knowledge of content. Many suggested activities in this instructor guide include group work, but you are encouraged to design group activities on your own. For example, instead of leading a whole class discussion on a Think About This (TAT) scenario, you can have students form groups to discuss the TAT scenario and present their findings to the class. An activity like this one gives students the opportunity to master both communication and presentation skills.

Incorporate writing activities throughout a course.

Including writing activities throughout a course, even in short bursts, can help students build their writing proficiency and practice the necessary grammar skills for report writing. For example, students can write their response to TAT scenarios, write answers to discussion questions, or write short summaries of lessons. Instructors may also have students write sample reports based on role-plays, communication exercises, or scenarios.

Writing activities do not need to be graded by the instructor to be valuable. You can have students read their work aloud or exchange their written assignments in a peer review session; simply knowing that other people might read their work is often a natural encourager for students to improve their writing skills or ask for help.

Understand the unique characteristics of adult learners.

Many instructional methods and techniques work for learners of any age; however, adult learners have unique characteristics to consider when developing lessons. When addressing adult learners, you must take into consideration the students' approach to learning, principles of learning, and motivation to learn.

Adults tend to be self-directed learners who bring their life experiences to the classroom. They often have more of a readiness to learn because they have purposefully chosen the area of study as opposed to students in a K-12 environment who have to learn mandatory subjects. Adults are also motivated to learn because of internal factors, such as career advancement or personal growth.

Effective instructors use the principles of adult learning to inform their teaching. With adults, it is important to show how the training is relevant; for example, explain how learning certain skills will improve students' job performance. Involve adult students in the learning process by giving them choices or responsibility for tasks and activities. Treat the learners' experience as a resource, and have them connect their previous experience to what they are currently learning. You may also engage their critical thinking by having students solve problems rather than focus on the memorization of content.

The ARCS Model addresses learner motivation and can help you assess whether a lesson plan properly targets adult learners. ARCS includes the following:

- attention—gain students' attention
- relevance—explain "why" students are learning this material
- confidence—support students so that they can confidently achieve the learning objectives
- satisfaction—motivate students so that they gain satisfaction from their learning experience

ATTACHMENT: INSTRUCTIONAL STRATEGIES

Instructors combine teaching methods and techniques to deliver effective training. "Methods" refer to the approach an instructor uses, such as lectures, hands-on learning, or the Socratic method. "Techniques" refer to the types of learning activities an instructor uses, such as case studies, scenarios, peer evaluations, and group work. The following lists provide examples of these methods and techniques. As you teach, make note of what works for you and your students; add to each list as you watch other instructors and discover new or different ideas for teaching concepts, topics, and skills.

Instructional Methods

At their most basic level, instructional methods usually fall into one of two categories: instructor-centered or student-centered. Effective instructors use a combination approach; they often rely on instructor-centered methods for knowledge-based content while using learner-centered methods to actively engage students and reinforce learning, encourage critical thinking, and give students practical experience with procedures or equipment.

INSTRUCTOR-CENTERED

This method emphasizes the instructor's role in imparting knowledge. Examples of instructor-centered methods are lectures and demonstrations in front of the group.

- **demonstrations**—the instructor demonstrates how to perform a procedure, process, technique, or application.
- **lectures**—the instructor verbally teaches students and may include visual aids or notes during their presentation. Lectures should be used sparingly and are better for knowledge-based content rather than topics where students need to use problem-solving or critical thinking skills, demonstrate proficiency, or focus on their communication.

LEARNER-CENTERED

This method is collaborative in nature and encourages students to be active participants in the learning process. Examples include using the Socratic (or inquiry) method as well as experiential learning that gives students hands-on experience.

- **facilitation**—the instructor provides guidance and support to students while encouraging them to actively participate in the learning process via discussions and team activities. In facilitative learning, the instructor asks questions, provides feedback, helps with resources, and encourages the students to solve problems, think critically, and communicate.
- **hands-on**—the instructor allows students to learn by doing, such as conducting searches, performing CPR, or using handcuffs. Hands-on learning techniques include field trips, laboratory work, and simulations to help students learn through direct observation, using equipment, or practicing skills they will use on the job.
- **Socratic method (inquiry)**—the instructor uses a series of questions to help students think critically about a topic and arrive at a conclusion; this method engages the student instead of relying on lecturing. The Socratic method is a helpful way to break down case studies or help students think about the consequences of actions, such as not following through on a specific step in an investigation.

- **reciprocal teaching**—Students teach their peers while the instructor asks questions to help guide the reading. Reciprocal teaching has students focus on four strategies to increase reading comprehension which includes: asking questions about the text, summarizing information, clarifying information, and predicting what will be addressed next. This method helps adult learners engage with complex or unfamiliar topics such as reading statute, analyzing case studies, or understanding agency policies.

Instructional Techniques

audiovisual aid—a teaching aid that combines image and sound, such as videos, to help illustrate concepts.

brainstorm—when students generate ideas as a group without forming judgment on the value of each idea; ideas are recorded for later discussion.

case study—a summary of real-life events that students can analyze; they are used to help students understand the decisions that officers have made in the past, to identify which laws apply to specific circumstances, or to explain how they would act in a similar circumstance.

competition—an activity or game that encourages friendly competition and can be used to motivate students; examples include game-show style quizzes or having teams compete to identify the most contraband in a mock cell search.

debrief—when students participate in a discussion about their actions and thought processes after completing an activity; it is used to encourage students to reflect on their actions and improve in the future.

discussion—when instructors lead a guided discussion or ask open-ended questions to encourage students to think critically about a specific topic; it can be used as a main activity or as a supporting task for another activity, such as when small groups discuss a subject and present their findings to the class or when students debrief as a group after running through a scenario. Instructors can encourage students to participate in discussions by calling on a specific student or assigning a student to lead a discussion.

feedback—when instructors provide a written or verbal evaluation to students; feedback must be timely and actionable so that students understand what they are doing well and what areas need improvement. For example, if a student fails to maintain a reactionary gap during a scenario, the instructor should provide feedback to the student that reminds them to be aware of officer safety during the debrief.

field guide—information from an external agency or organization that is used to study topics such as drugs, hazmat, vehicle or hull identification number locations, or criminal justice practices; they often include common names, formal names, definitions, illustrations, and explanations of where users can expect to find information, relevant dates, key facts, warnings, and notes.

field trip—any activity that occurs outside of the classroom and provides hands-on experience or an opportunity to observe people, facilities, or processes; it may include visits to a court, jail, correctional facility, local agency, or community resource agency.

guest speaker—a person who has been invited to share specialized knowledge of their profession, agency, or topic of interest with the class; they may speak about how criminal justice has an impact on their agency or the organization they represent, or they may help students form important connections between the knowledge acquired in a classroom and its real-world application.

laboratory—classroom activities that are performed in an environment that encourages inquiry through experimentation and exploration; laboratory activities typically require specialized equipment that permit students to perform in a life-like environment. Examples include mock jails to practice placing or removing an inmate from a cell or wet labs that teach students how to conduct field sobriety tests.

observation—when instructors or peers watch students during performance assessments to gather informal information about a student's needs and achievements.

peer evaluation—when students evaluate the work or performance of their peers; for example, when a student participates in a group debrief after running a scenario or exchanging written reports for review.

presentation—when students give a talk on a specific subject, which helps develop their public speaking skills and ability to identify key information that should be shared with the audience. Instructors can use a mix of both formal presentations that involve research on a specific topic and informal presentations where students speak from their own experience throughout the academy.

research—when students conduct an in-depth study and analysis of a topic to present their findings in a professional format, such as a research paper or presentation; it can be used in courses to help students gain a deeper understanding of a topic, such as how case law impacts a specific aspect of criminal justice or the available community resources in the region students intend to serve.

scenario-based training—when students practice skills and make decisions based on a scenario; it can range from a verbal scenario completed as a table-top exercise with small groups to a carefully planned role-play that incorporates props, actors, and equipment. In addition to instructor-created scenarios, there is also commercially produced virtual reality and other immersive technology that can be used to present scenarios and adjust outcomes based on a student's actions and responses.

self-assessment—when students reflect on their performance and evaluate their progress.

skill inventory—when students compile a list of skills that they possess or identify their skills from a pre-determined list. This technique is often used as part of professional development, but it can also be a good way for students to assess their progress throughout the academy.

small group activity—when a class is broken into smaller groups to focus on a specific task or solve a problem; this technique helps students build communication and critical thinking skills. There are many ways to use small groups in a classroom including having groups review information about a case and determine whether all of the elements of a specific crime are met or having groups discuss strategies for responding to an emergency.

study aid—a carefully constructed tools, such as study guides, practice tests, and vocabulary lists, to assist students in learning specific information.

visual aid—any visual media, including photographs, slides, posters, charts, tables, illustrations, and maps that help explain difficult concepts. For example, a facility map could be used as a visual aid to help students plan an emergency evacuation, or it can be used to have students match vehicle placards to the Emergency Response Guide.

worksheet—a prepared document that includes a structured activity that teaches or applies the objectives of a lesson. For example, a worksheet might require students to match elements of a crime to a crime, fill in a sample report with missing information from a case or scenario, or match the appropriate fire extinguishers to the type of fire.

INTRODUCTION TO LAW ENFORCEMENT

Course Number: CJK_0002

Course Hours: 12 hours

Course Structure: 3 Units, 12 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ identify the various roles of a law enforcement officer
- ✓ recall the officer certification process
- ✓ describe the values and ethics required for criminal justice officers
- ✓ analyze how procedural justice functions in law enforcement
- ✓ assess the consequences of sexual harassment
- ✓ discuss unbiased policing
- ✓ describe the criminal justice system
- ✓ describe the structure of criminal justice agencies
- ✓ reflect on the importance of officer wellness

Required Activities

Suggested Activities

Notes to the Instructor

LESSON VOCABULARY

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UNIT 1 THE LAW ENFORCEMENT OFFICER PROFESSION

LESSON 1 THE ROLES OF A LAW ENFORCEMENT OFFICER

Lesson Goal

At the end of this lesson, students will be able to explain their role and commitment to serving their community as a criminal justice officer.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 1)
Handout: Core Communication Competencies

Distribute copies of the Core Communication Competencies handout.

Facilitate Communication Exercises: Ice Breakers

☑ **LE111.1. Describe the services you will provide as a law enforcement officer**

☑ **LE111.2. Explain the main roles of a law enforcement officer**

Have students perform the following activity to encourage them to think critically about the role of a law enforcement officer:

1. Split students into groups of three or four.
2. Tell them that they will be working together to discuss the role of law enforcement officers. Ask the group to discuss 10 words that they believe are important when defining the LE role. One example would be to think of another profession and the words associated with it. Words like heal, listen, and intelligence identify with doctors or nurses.
3. Give the groups 5-10 minutes to select their 10 words.
4. Once time is up, inform the groups that, of the 10 words, they must choose the one word that they deem to be the most important when discussing the role of law enforcement. Give the groups a few minutes to choose their word.
5. Once every group has selected their word, go around and discuss the one word each group thought was the most important.

Questions to consider asking:

- Why is this word the one you think is most important? Why is it necessary for a law enforcement officer? Or is it?

- Ask other groups if they agree with the word choice, and have them explain why or why not.
- Would these words be used by everyone to describe the police? For example, the community? Your supervisor?

At the end of this activity, have students put all of the words they thought of (not just the one word) on the board (or a poster or sticky notes). The idea is to keep those words at the front of the classroom and revisit them throughout training. At the end of the course, ask if they still think those words define the role of a law enforcement officer.

An alternative (or additional) activity could be to have students think of words that they feel the community would use to describe law enforcement.

☑ LE111.3. Explain the importance of emotional intelligence in the law enforcement profession

Have students watch the following TED Talk video: Use of Voice Not Force.

Use the following discussion questions to help guide a class discussion:

- What is "the ladder" that Sgt. Jones describes? Do you relate to what he says about how some people live their lives at the bottom of the ladder? Do you know anyone who lives like that?
- How does Sgt. Jones get to the top of the ladder when he is feeling down? Would these techniques work for you? What techniques could you use to push yourself to the top of the ladder?
- What happened to Sgt. Jones when he was 17? How did the officers treat him and how did that impact him?
- Why do officers need to understand their own emotions? What are the possible negative consequences for officers who don't understand themselves emotionally?

Have students perform the following activity to help them assess their own emotional intelligence and develop a strategy to strengthen their abilities:

10 Questions (students will answer yes, no, most of the time, or sometimes to the questions)

- I am always aware of when I get angry or defensive.
- When dealing with other people's anger, I stay relaxed, and it doesn't ever get to me.
- I follow through on all of my assignments and work well with others.
- I can see things from other people's viewpoints.
- Before I make a decision, I listen to the opinions and insights of others.
- I help people who have different opinions reach agreement.
- I can usually see the humor in things, even during difficult times.
- It's important to me that when I interact with others, they feel good about the interaction.

- I like new ideas and work well with change.
- Even if I experience failure, I never give up.

After they have answered the questions, have students make a note of every question they answered “no,” “sometimes,” or “most of the time” to.

Discuss their results as a class and ask them where they feel they might need to make improvements. Remember to emphasize that many of these skills will be essential when they are officers and that it is important they begin working on them now.

LESSON VOCABULARY

emotional intelligence

COMMUNICATION EXERCISES: ICE BREAKERS

Communication Exercise 1

Ice Breaker #1 (perhaps morning, Day 1 of the academy)

Break the class into pairs and have students ask their partner three questions:

- What is your name?
- Where are you from?
- Why did you decide to become a law enforcement officer?

This is a one-on-one exercise, conducted simultaneously, with no interaction from other students. At the end, you may ask some of the students to tell the class about their partner.

Communication Exercise 2

Ice Breaker #2 (perhaps Day 1 after lunch)

Break the students up into groups depending on your class size, and have them introduce themselves to their individual groups answering the following questions:

- What is your name?
- Where are you from?
- What is one interesting fact about you?

Allow other students to ask questions within their group, but limit the time.

Communication Exercise 3

Ice Breaker #3 (perhaps Day 2)

Instruct the individual students to stand up in front of the entire class and talk about themselves for no more than two minutes. Allow other students to ask questions. You have the option of conducting this exercise throughout teaching Chapter 1.

UNIT 1 THE LAW ENFORCEMENT OFFICER PROFESSION

LESSON 2 STEPS TO BECOMING A CERTIFIED OFFICER

Lesson Goal

At the end of this lesson, students will understand how the Criminal Justice Standards and Training Commission regulates the requirements for obtaining and maintaining their certification as a law enforcement officer.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 1)

☑ LE112.1. Describe the role of the Criminal Justice Standards and Training Commission

Have students perform the following Criminal Justice Standards and Training Commission (CJSTC) activity to work on public speaking, research skills, and communication with classmates:

Divide the class into groups and have each group research and answer the following questions pertaining to the statutory role of the CJSTC. Once groups have answered the questions, have them brief their answers to the rest of the class.

- What is the role of the CJSTC?
- What are the primary responsibilities of the CJSTC?
- How does the CJSTC affect the role or job of a law enforcement officer?

After groups have finished researching, go over the answers as a class and correct any errors the students made.

☑ LE112.2. List the requirements for completing the basic recruit training program

Ask students what they think a person would need to do to become a certified law enforcement officer in the state of Florida.

As students answer the question, write down their answers on the board.

Once the class has given all of their answers, go over what is listed on the board and explain to students what is correct and what is not.

☑ LE112.3. List the requirements for becoming a certified law enforcement officer in Florida

Have students research s. 943.13, F.S., which outlines additional requirements to become a law enforcement officer in the state of Florida. Read the scenarios below to the class and have students answer the questions. Have them explain their answers:

Johnny wants to become a law enforcement officer in Florida and is not sure of the requirements. He is 20, a permanent resident, and has graduated from high school. Johnny was in the U.S. Army; however, he was dishonorably discharged. Can Johnny be a law enforcement officer candidate in Florida?

Sarah is 26, a U.S. citizen, and did not graduate from high school but was able to complete her GED. However, when Sarah was a teenager, she knowingly gave false information to a law enforcement officer; this was a misdemeanor. Can Sarah be a law enforcement officer candidate in Florida?

☑ LE112.4. Outline the statutory conditions and penalties of the officer disciplinary process

Have students complete the following exercise to help them evaluate *nolo contendere* and the actions of the CJSTC:

Split students into small teams. Have them brainstorm (without a laptop or their books) reasons why the Commission might take action against an officer's certification. Give them about five minutes to brainstorm.

Once they have come up with their answers, go over the correct reasons for disciplinary action.

You can make this activity competitive and see which team can get the greatest number of reasons correct.

LESSON VOCABULARY

nolo contendere

UNIT 1 THE LAW ENFORCEMENT OFFICER PROFESSION

LESSON 3 THE CRIMINAL JUSTICE SYSTEM

Lesson Goal

At the end of this lesson, students will understand the basic structures of the U.S. criminal justice system, the levels of criminal involvement, and how these affect their job as an officer.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 1)

☑ **LE113.1. Outline the basic structure of the U.S. criminal justice system**

Ask students how they would define the criminal justice system.

Ask students how, as law enforcement officers, they think they will interact with the other components of the criminal justice system (courts, corrections).

☑ **LE113.2. Describe the role of municipal, county, state, and federal law enforcement agencies**

Have students explain the role these agencies play in the larger criminal justice system.

Ask students the following questions on the role of county law enforcement agencies in Florida:

- What level of cooperation and communication do you think is needed between these levels? Why?
- What are some of the issues you are seeing between law enforcement agencies right now?
- Why do you think directing victims to the right jurisdiction is important?

Conduct the following activity to familiarize students with Florida law enforcement agencies. Students can be split into groups, pairs, or complete this activity alone. Instruct students to do research on a Florida law enforcement agency. Have them find that agency's:

- mission statement
- their overall goals as an agency
- their leadership

Once students have located this information, have them present it to the class. As they present what they found, you can discuss the role of law enforcement agencies in Florida.

Conduct the following activity to familiarize students with federal law enforcement agencies. Students can be split into groups, pairs, or complete this activity alone. Instruct students to do research on a federal law enforcement agency. Have them find that agency's:

- mission statement
- any information they have released about working with state and local law enforcement

Once students have located this information, have them present it to the class. As they present what they found, you can discuss the role of federal law enforcement agencies and how they work with state and local law enforcement.

☑ LE113.3. Describe the primary components of the U.S. corrections system

Explain to the students the various components of the corrections system. Use the following discussion questions to help guide the conversation:

- What is the goal of corrections?
- How much cooperation and communication do you think law enforcement needs to have with the corrections system? Why?
- What information would a law enforcement officer need to convey to a corrections officer?

☑ LE113.4. Distinguish between the people involved in a criminal incident

This activity is designed to make students think critically about the various levels of criminal involvement. Select students to play the following roles:

- one LE officer
- one witness
- one complainant
- one suspect

For Instructor Only (Do not read this to the class):

An officer has been called to the scene of a potential theft. The officer must determine who is what in this scenario and what their level of criminal involvement is.

Instructions for the complainant (Only read these instructions to the complainant):

You are the complainant. You believe that your neighbor, the suspect, has stolen your laptop from your home. You have called the police and you want to make sure that your neighbor is arrested for their crime. You also want your laptop back.

Instructions for the witness (Only read these instructions to the witness):

The complainant doesn't know it, but you witnessed the alleged crime. You saw the complainant's friend leaving their house with the complainant's laptop. You did not see the neighbor (the suspect) doing anything illegal. From what you saw, it was the complainant's friend who took the laptop.

Instructions for the suspect (Only read these instructions to the suspect):

You are the suspect (and complainant's neighbor) in this case. You are confused about why you are being accused of stealing the complainant's laptop. In fact, on multiple occasions the complainant has harassed you as you go to and from your house for work and school. You are fed up with the complainant's harassment and you want to let the officer know that you are actually the victim.

Instructions for the officer (This can be read aloud to the entire class):

You are an officer, and you have just been called to a residence for a reported theft of a laptop. You need to identify the role of each person at the scene in order to find the truth. Question everyone present to determine their level of criminal involvement.

Post-Activity Instructions

After the activity, ask the participants the following questions. You can do this as a class. Ask the officer:

- What went well for you?
- Do you feel like you were able to determine what role everyone occupied?
- Was it difficult to determine people's roles? Why or why not?
- Were people who they claimed to be? (Were they really the victim, complainant, or witness?)

Ask the class:

- How did the officer determine who was the witness, complainant, or victim?
- How did they fail to determine what role people occupied? Is there anything you think they missed?
- How could they do better next time?

LESSON VOCABULARY

arrestee

complainant

confidential source

corrections

court system

criminal justice

defendant

juvenile

law enforcement

offender

parole

person of interest

probation

subject

suspect/detainee

victim

witness

UNIT 1 THE LAW ENFORCEMENT OFFICER PROFESSION

LESSON 4 CHAIN OF COMMAND

Lesson Goal

At the end of this lesson, students will understand how the chain of command and the delegation of authority are important to the foundation of an effective organization.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 1)

☑ **LE114.1. Describe the chain of command**

☑ **LE114.2. Describe the importance of following the proper chain of command**

Explain what the chain of command is and ask students why they think it is used in law enforcement.

Have students describe benefits that come from following a chain of command.

Ask students to think about where they will most likely fit on the chain of command as new law enforcement officers.

Conduct the following activity on communication through a chain of command:

- Divide the class into groups of three.
- Each student will have a role of A, B, or C. The students should position themselves side-by-side in that order (A, B, C). Tell students that they are to simply follow the instructions in the task they are given.
- A, B, and C each have to follow their style of communication assigned below.
- A reads the task statement (see examples*) they are given and draws a picture (no words or talking allowed) and passes the picture to B.
- After looking over the picture, B writes a statement (only using words, still no talking) and passes it to C.
- C acts on the statement.
- Each unit must follow the chain of command. A communicates with B; B communicates with A or C; C only communicates with B. Each person should carefully adhere to their communication style.

Give students about five minutes to complete each task statement. Once they have completed the activity, you can use the following questions to debrief:

- Did you accomplish the task? Describe your experience. Was it frustrating or rewarding?
- What was it like to be an A, B, or C?
- How does this remind you of communicating on the job?

Examples of task statements:

- Turn all of the chairs away from the table.
- Recite the Pledge of Allegiance.
- Shake hands with five people who are not at this table.
- Make a paper airplane.
- Do 10 jumping jacks.
- Line up all the pens and pencils on the table from end to end.

LE114.3. Differentiate between vertical and lateral communication

After discussing vertical and lateral communication, ask students to think of situations in law enforcement where one type of communication would be more appropriate than the other.

LE114.4. Identify the consequences of not following the proper chain of command

Ask students to think of examples of possible insubordination in law enforcement.

Ask students if they have experience with insubordination in previous jobs. How was it handled?

LE114.5. Explain what effective delegation of authority is

Ask students if they ever had a time in their lives when they needed to delegate their authority. Ask them why they had to do this, what challenges this caused, and what benefits it provided.

Ask students to think of examples when delegation of authority might be necessary in the law enforcement profession.

LESSON VOCABULARY

chain of command

delegation of authority

insubordination

lateral communication

vertical communication

UNIT 1 THE LAW ENFORCEMENT OFFICER PROFESSION

LESSON 5 PROCEDURAL JUSTICE

Lesson Goal

At the end of this lesson, students will be able to practice procedural justice by using the LEED framework as well as understand the importance of police legitimacy for strengthening the bonds between them and the community they serve.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 1)

☑ LE115.1. Explain why you should practice the concept of procedural justice and its four pillars throughout your law enforcement career

Conduct the following exercise to familiarize students with the concept of procedural justice:

Split the students into groups of three to four. Ask them to think about a time in their own life when they used procedural justice (or at least one of the four pillars: fairness, voice, transparency, impartiality). They can also discuss a time when someone used procedural justice with them. Remind them that the incident did not have to be related to law enforcement or arrest. It could be any authority figure (boss, teacher) or person (or people) in their life.

Ask the students to answer these questions:

- Why did you use procedural justice? Why do you think the person used procedural justice with you?
- What happened when you used procedural justice? What happened when you experienced procedural justice? Did it change the outcome of the situation?

☑ LE115.2. Describe the four factors of the LEED framework

Give students the opportunity to practice procedural justice in a law enforcement setting.

For this activity you will need two students to volunteer to play roles. One student will play the role of a law enforcement officer. The other will be a driver who has been pulled over during a traffic stop.

Instructions for facilitator (Do not read these aloud to the students):

The officer has pulled over the driver for a speeding violation. The driver is extremely angry about being pulled over.

Stop the exercise if the officer expresses feelings of anger or frustration, or insults or threatens the driver.

Instructions for the student playing the driver (Do not read this aloud to the class):

You are a driver, and you were on the way to the hospital to visit your sick father. You are frustrated because you know that people often speed on this road, and you were only going 10 mph over. You don't know how much time your father has left, and this is why you were driving fast. You aren't one to argue with police officers, but it is important to you that the officer understands your situation.

Instructions for the student playing the officer (Do not read this aloud to the class):

You are an officer, and you have pulled over a driver for speeding. You want to apply procedural justice to this interaction to make it go as smoothly as possible.

After the activity is complete:

Ask the student who played the officer:

- What went well for you?
- Do you feel like you used procedural justice in this traffic stop?

Ask the student who played the driver:

- What went well for you?
- Do you feel like the officer was fair in their interaction with you?

Ask the class:

- How did the officer use procedural justice during this traffic stop?
- How did they fail to use procedural justice, and how could they improve next time?

☑ LE115.3. Explain the importance of demonstrating police legitimacy by building and maintaining public trust

Facilitate Communication Exercise: Community Outreach

Discuss police legitimacy by asking the following questions:

- What does procedural justice look like in an arrest situation?
- Ask students to think of ways to improve police legitimacy.
- What might the four pillars of procedural justice look like in your everyday work as a law enforcement officer?

Split the class into groups of three to four. Give each group a scenario and have them read it together. Have them answer the following questions as a group:

- Did the officer use procedural justice at all? If yes, give examples of how they did this. If not, explain how they failed to use procedural justice.
- What are the potential consequences of this interaction, either positive or negative?

Scenario One

A police officer pulls over a young woman because her tail light is not working. Once the officer approaches the window of the driver, the woman immediately begins to sob and tell the officer that she is aware that the tail light is out, but she has no money to fix it. The officer responds, "It's really not my problem, ma'am. My job is to give you a ticket. Your job is to fix the light." She then proceeds to give the young woman a ticket. The woman continues to sob and try to plead her case. The officer continues to say the circumstances of the situation are not important. She is only there to enforce the law. Once she is done writing the ticket, she hands it to the young woman and says, "Make sure to get the light fixed."

Scenario Two

An officer gets a call for a suspicious person prowling a neighborhood very late at night. When he arrives at the neighborhood, he sees the young man in question. He pulls over to ask this young man some questions. The young man is immediately suspicious of the officer and appears to be very nervous asking, "Why are you talking to me? I'm just walking to my grandma's house. I'm not bothering anyone. I promise!" The officer responds by explaining why he is asking the young man questions saying, "Please don't be alarmed. We got a call about someone suspicious in the neighborhood, and it's my job to check on every call we get. Why don't you tell me why you are walking to your grandma's house? After that, I can let you go on your way." The officer determines that the young man is simply visiting his grandmother and that his car is in the shop at the moment. He then offers to give the young man a ride to his grandma's house, and the young man agrees.

Scenario Three

An officer pulls over an older man for doing an illegal U-turn. The man is upset and insists that there is no sign against U-turns. He says, "I don't understand how I can be getting a ticket for something I did not know was illegal." The officer responds, "Sir! You can either cooperate, or we can do this the hard way. Which would you prefer?" The man responds, "I'll cooperate, but I'm appealing this ticket." The officer responds, "Sir, I really do not care if you do or not." The officer hands the man the ticket saying, "I'm sorry that you don't agree with this ticket but it's my job. Have a good day."

Scenario Four

A young man is pulled over by a police officer because he was using headphones while riding his bicycle. The officer explains that in the state of Florida, bicyclists may not wear a headset, headphones, or any listening device unless it is a hearing aid. The bicyclist is infuriated and begins to shout at the officer. He says, "I love that you are giving ME a ticket when I have been almost killed by cars driving recklessly all the time!" The officer says he is really sorry to hear this and asks to hear more about these reckless drivers. The bicyclist tells the officer about some areas where he has seen a lot of near misses of vehicles and bicyclists. The officer extends his sympathy and takes notes, telling the bicyclist that he will look into these areas and see if

he can get a patrol out there. He says, "I'm here to make the roads safe for everyone. I'm going to see what my department can do about ticketing some of these reckless drivers. However, I still have to issue you a ticket, because I am also trying to keep you safe, and wearing headphones while bicycling is extremely dangerous." The officer proceeds to write the ticket, explaining what will happen next and asking if the bicyclist has any questions. The bicyclist is still unhappy about the ticket but is happy that the officer will look into the reckless drivers around town. The two say goodbye to each other and part ways.

Scenario Five

An officer has pulled over an older man and has determined that he is driving under the influence. The officer begins to read the man his Miranda rights while handcuffing him. The man continues to interrupt the officer, asking him why this is happening. What will happen next? Is he going to jail forever? Can he call his wife? The officer explains to the man that he will get more information about a court date at a later time. He says, "We will also make sure you have an attorney to help you. They can answer most of your questions." The man then asks the officer additional questions and the officer snaps, "I told you! Your lawyer will answer your questions! Now get in the car and stop talking to me!" The man obeys and gets into the police car.

Scenario Six

A young woman is being read her Miranda rights by a police officer. She is being arrested for battery against another person in a bar. She is visibly angry and cursing. The officer who is handcuffing and arresting the young woman says, "I understand you're upset. However, I am going to have to place you under arrest because you committed a crime. Once you get to the station, we will get you a lawyer, a phone call, and some water or food. Do you have any more questions about the process?" The young woman continues to mutter under her breath but says she doesn't have any questions. The police officer places her in the back of his car and as soon as he does so, the young woman panics. She yells, "Where is my purse! I can't go without my purse!" The officer tells her that he has taken her purse and explains that she will get back the contents at a later time and that they are safe for now.

LESSON VOCABULARY

police legitimacy

procedural justice

COMMUNICATION EXERCISE: COMMUNITY OUTREACH

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication when giving a presentation and interacting with the public at a local career fair.

Setting: Classroom simulates a local career fair.

Equipment: N/A

Role Players: two officers and the class

Facilitator Overview (DO NOT READ OUT LOUD): Two officers are at a local career fair to recruit candidates interested in careers in law enforcement. The officers talk about their reasons for becoming police officers or about their experience in the police training academy.

Officer Instructions:

Recruiter 1

Your sergeant sends you to a local career fair to make a presentation to about 30 people regarding your reasons for becoming a police officer. For about two minutes, explain to the group why you decided to become a police officer. Take any questions the attendees might have.

Recruiter 2

Your sergeant sends you to a local career fair to make a presentation to about 30 people regarding your experience in the police training academy. For about two minutes, discuss some of the subjects you studied, the demands of the training, and your experience overall. Take any questions the attendees might have.

Instructions for the Class: You act as career fair attendees and ask the officers questions relevant to why they became police officers or about their experiences in the police academy.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled Core Communication Competencies. Students can review the Core Communication Competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 2 OFFICER ETHICS AND CONDUCT

LESSON 1 CRIMINAL JUSTICE ETHICAL CONCEPTS

Lesson Goal

At the end of this lesson, students will understand the importance of ethical decision-making on and off duty and the ethical standards that they must practice as a law enforcement officer.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 1)

☑ LE121.1. List examples of ethical decision-making while on or off duty

Have the class read this scenario, or create your own, and discuss their thoughts:

Officer Ruiz is new on the job and assigned to patrol at a small agency. He is excited about his new job and is getting along with all of his colleagues. After about three weeks on the job, Officer Smith hands him $100 and tells him this is his "hardship" pay. Officer Smith says the money came from petty cash. Officer Ruiz is confused and asks, "I'm sorry, but there's no way this is above board. Was this approved by the sergeant? The lieutenant?" To which Officer Smith replies, "Yes! They know all about it. They often take some extra money too." "Look," Officer Smith says, "we work crazy hours and we are entitled to a little extra money! We all do this from time to time. It really isn't a big deal. Just think of it as your extra pay." Officer Ruiz doesn't know how to handle this situation. He wants to report the theft and corruption but is afraid of alienating himself at his new agency. What should Officer Ruiz do?

Ask students to explain personal stories, or stories from the news, of unethical behavior. If you would like, you may use this prompt and allow students to briefly write down their responses and then share them with the class: "Describe a time when you had an ethical or moral dilemma. What did you choose to do and why? Do you consider your choice to be an ethical one? Why or why not?" You can discuss their answers as a group.

☑ LE121.2. Determine factors that have an influence on your ethical decision-making

This activity is designed to have students think critically about ethical behavior and law enforcement. Divide the class into small groups and have each group answer all these questions:

- What types of ethical or moral dilemmas do law enforcement officers most often deal with?
- What influences people to act according to a code of ethics?
- What influences people to act against this code?
- Does everyone agree about what is ethical and what is not? Why might people disagree?

After the groups are given some time to form their answers, have a larger class discussion about their answers.

☑ **LE121.3. Identify the approved ethical standards of conduct as provided in the Law Enforcement Code of Ethics**

Tell students to read through the Code of Ethics and ask them which portion resonated with them the most. Ask them why.

Ask students why the Code of Ethics is important to officers.

Ask students how they can ensure they always abide by the Code of Ethics when they are sworn officers.

LESSON VOCABULARY

ethics

UNIT 2 OFFICER ETHICS AND CONDUCT

LESSON 2 UNETHICAL BEHAVIOR

Lesson Goal

At the end of this lesson, students will recognize unethical behavior that will damage their relationship with their community and their career as a law enforcement officer.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 1)

☑ LE122.1. Recognize unethical behavior for a law enforcement officer

Ask students to describe unethical behavior. Write their answers on the board.

As a class, find examples of law enforcement involved in bribery or perjury in the news. You can discuss the cases as a group and point out where the officer went wrong in terms of their ethics.

☑ LE122.2. Explain inappropriate disclosure of confidential information

Ask students to think of tempting situations involving unethical behavior.

As a class, think up strategies to help counter misuse of confidential information.

☑ LE122.3. Explain what conflict of interest means for a law enforcement officer

Review the following ethical dilemma case studies:

Split students into small groups and assign each group a scenario. Have the groups go through the discussion questions and answer them. After this, bring the class back together to discuss the ethical implications of each one.

Scenario One

Two officers and their sergeant are having dinner at a local restaurant. When the waitress hands them the check, they notice a 30% discount with a smiley face and a note that reads, "Thank you for your service!" One officer immediately speaks up and says they should return the bill and ask for the discount to be taken off because this might be a gift with strings attached. However, the sergeant says, "You are overthinking this. It's just a nice gesture from

one of our community members. There's no harm in taking the discount. I won't hear anything else about it." The first officer who spoke up looks uncomfortable but has stopped talking. The second officer is confused as to what he should do, especially because he is nervous to go against his sergeant.

Questions:

- What should the second officer do?
- Is there a difference between a gift and a gratuity? Is one acceptable while the other is not?
- What are the potential consequences of accepting the discount?

Scenario Two

Officer Green is chasing a suspect who has fled the scene of a crime. Before he can reach the suspect, Officer Webber tackles and subdues the suspect. While the suspect is lying on the ground, Officer Webber handcuffs him and then brings him to his feet. Once the suspect is on his feet, Officer Webber punches the suspect in the mouth shouting, "Do not ever run from the police again." Officer Green is stunned and unsure of what to do. Officer Webber has always been a good colleague and has never displayed unprovoked violence before. The suspect is not bleeding and goes into the police car with no struggling. When Officer Webber has placed the suspect into the back of the police car, he turns to Officer Green and says, "I'm sorry. I lost my cool for a second. It's not like it matters."

Questions:

- Should Officer Green report Officer Webber?
- What are the possible consequences if Officer Green doesn't report?

☑ LE122.4. Describe sexual misconduct while on duty

Ask students to describe sexual misconduct.

☑ LE122.5. Describe behaviors that constitute sexual harassment that an officer should avoid

Ask students to describe what a hostile work environment looks like.

Ask students what quid pro quo is and have them provide examples.

Have students define sexual harassment. Ask them how this differs from sexual misconduct. Are they the same?

Ask students how all of these behaviors (hostile work environment, quid pro quo, sexual harassment, and sexual misconduct) could negatively impact a law enforcement agency.

☑ LE122.6. Identify appropriate responses to sexual harassment

Use the following scenarios to help students identify instances of sexual harassment and make decisions for dealing with the inappropriate behavior. Summarize the key issues of each scenario.

Scenario One

On Friday morning, Sergeant Bill Fowler approaches Officer Fran Bell. He is her supervisor. In the past, he made unwelcome statements and took unsolicited actions toward Officer Bell. She made it clear to him that she did not appreciate his remarks and actions and was tired of his behavior. However, Officer Bell enjoys the work, and this is the only job currently available in this agency. In this instance, Sergeant Fowler reaches out and grabs her. When she jerks away, he grabs her arm and says, "I see that your blouse is unbuttoned." Officer Bell turns away, humiliated by his remark. Sergeant Fowler continues, "If I were chief, your uniform would be panties and a tank top." Another male officer walks by and laughs. Officer Bell goes to her office. The next day, Sergeant Fowler walks close to Officer Bell and begins stroking her hair. Later, as she is leaving at the end of her shift, Officer Bell's supervisor grabs her again. Even though she loudly tells him to stop and forcefully pushes him away, Sergeant Fowler hugs her intimately.

Scenario Two

Sergeant Monica Casey begins to sexually harass Deputy Jefferson Williams shortly after he arrives at the sheriff's office. Still on probation, Deputy Williams does not want to cause any problems, so he says nothing about the harassing language that Sergeant Casey uses toward him. The sexual harassment starts with provocative looks and verbal advances. Then, Sergeant Casey advances to inappropriate touching and fondling. She tells Deputy Williams that if he is interested in promotions, he must go out with her. Deputy Williams eventually complies and even has sex with Sergeant Casey. Eventually, the relationship falls apart. Deputy Williams goes to the sheriff. He tells him about the situation and the activities Sergeant Casey ordered him to perform.

Scenario Three

Off duty and wearing civilian clothing, Officer Ron Martin goes to the grocery store. He notices a very attractive young woman in the produce section. He strikes up a conversation with her. Christine Flyer speaks with him for about 15 minutes and then starts to leave. Martin wants to continue the conversation, so he grabs her by the shoulder. She stops and turns around.

When Officer Martin asks Flyer to go to the bar down the street, she says that she is not interested. As she again starts to leave, Martin tells her that he works for the police department. He knows that an officer friend of his wrote her a speeding ticket. Martin says that

if she goes with him to the bar, perhaps he can help her with her ticket. Flyer goes to the bar with Officer Martin. However, she is disappointed to learn he cannot really help with the ticket. She complains to the police department.

Scenario Four

While in the break room, Officer Phillip Green asks Ms. Monique Brousseau to look at a picture he thinks is sexy. She does not respond and leaves the room immediately. Officer Green then posts the picture on the wall above the coffee maker and writes her name on it. Later in the day when Ms. Brousseau returns to the break room, she finds multiple suggestive comments written on the picture. She snatches the picture off the wall and leaves for the day. For the next three days, she calls in sick because of the humiliation. She then turns in her resignation without an explanation to her supervisor.

Ms. Brousseau sees an attorney and files a lawsuit accusing Officer Green, his supervisors, and the agency of sexual harassment.

☑ LE122.7. Describe the consequences of engaging in sexual harassment

Ask students to think of possible consequences of sexual harassment.

LESSON VOCABULARY

bribery

conflict of interest

gratuity

hostile work environment

perjury

quid pro quo

sexual harassment

UNIT 2 OFFICER ETHICS AND CONDUCT

LESSON 3 FAIR AND UNBIASED POLICING

Lesson Goal

At the end of this lesson, students will understand how biases affect interactions between people, including between law enforcement officers and the communities they serve. Students will also learn how fair and unbiased policing can combat the harmful impacts of stereotyping, prejudice, and discrimination.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 1)

☑ LE123.1. Compare explicit and implicit biases and how they impact a law enforcement officer

Ask students to think of possible consequences of bias-based policing.

Ask students to think of instances where stereotyping, prejudice, or discrimination might hurt a law enforcement investigation.

Conduct the following activity of real-life examples. This will require students to work on research, writing, and communication skills while learning more about the consequences of bias-based policing:

- Split students into groups or pairs. Students can also complete this task on their own.
- Have students find examples of bias-based policing practices in the news. This can be local, state, or national.
- Have them write up a brief summary (no more than two paragraphs) of the biased behavior. Give them about 10 minutes to research and write up their summary.
- When students have finished writing their summaries, discuss their findings as a class. Discuss the negative consequences and ethical violations of bias-based policing.

☑ LE123.2. Describe the relationship between stereotyping, prejudice, and discrimination

Ask students to explain how they would define bias.

Ask students to explain what bias-based policing is. Have them then describe unbiased policing.

Conduct a class discussion on explicit and implicit bias, and ask the class: Have you ever had someone make an automatic judgment about you that turned out to be wrong?

☑ LE123.3. Describe what discriminatory policing is and how it can impact your career and relationship with the community you serve

Conduct the Five Circles Exercise:

1. Begin by discussing the role of groups. In our lives, we all belong to many different groups. Some examples include, a church, a gender, a race, a nationality, or even the military.
2. Ask students to draw five circles. Once they are done, have them think of at least five different groups they belong to and have them place those groups in the circles.
3. Once every student has written down their five groups, ask them to think of two friends who they are closest to. These people cannot be their relatives. After they have each picked those people, have them compare their characteristics to the five groups they wrote down. Do these people share many of the same groups? Are they in different groups from you?
4. Have a discussion with students about how we often surround ourselves with people who share the same groups as us. While this is not necessarily a bad thing, it doesn't allow us to meet a diverse group of people.

Conduct this viewpoints exercise:

- Ask students the following question: "If I told you to go to Jacksonville, what county would you end up in?"
- Morgan
- Duval
- Onslow
- Pulaski
- all of the above

Once students have reviewed the question, ask them for their answers.

Explain that different people with different frames of references and experiences will pick different counties. This is because our brain makes shortcuts for us based on our experiences. It can make it difficult for us to see the full picture. Implicit bias works in the same way.

LESSON VOCABULARY

bias

discrimination

explicit bias

implicit bias

prejudice

stereotyping

UNIT 3 OFFICER WELL-BEING

LESSON 1 ADJUSTING TO SHIFTWORK

Lesson Goal

At the end of this lesson, students will understand methods used to adjust to shiftwork and what actions to avoid when adjusting to shiftwork.

Materials

Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 1)

☑ **LE131.1. Describe the challenges of shiftwork**

Ask students if they ever worked shiftwork or had occasion to stay up all night.

Discussion questions:

- How did you feel the next day(s) when deprived of nighttime sleep?
- How did you stay focused the following day?

☑ **LE131.2. Explain methods of adjusting to shiftwork**

☑ **LE131.3. Discuss health risks associated with getting insufficient sleep**

☑ **LE131.4. Describe helpful techniques for falling asleep**

☑ **LE131.5. Discuss actions to avoid when adjusting to an irregular sleep schedule due to shiftwork**

Provide the following scenario to the class to discuss:

Officer James and her husband are both correctional officers. They have four-year-old twins. She has opted to work night shift so she can be at home with the children during the day; her husband cares for them at night.

Discuss with students: what can Officer James do to get proper rest in the daytime while performing shiftwork?

Have students create a shiftwork schedule or show an example of a shiftwork schedule.

UNIT 3 OFFICER WELL-BEING

LESSON 2 OFFICER WELLNESS

Lesson Goal

At the end of this lesson, students will be able to maintain their physical and mental health as well as their financial stability.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 1)

- ☑ **LE132.1. Describe the best practices for establishing healthy eating habits**
- ☑ **LE132.2. Discuss the benefits of getting routine exercise**
- ☑ **LE132.3. Describe the best practices for maintaining mental health**
- ☑ **LE132.4. Identify ways to maintain financial stability while employed as a law enforcement officer**

> Download a household budget worksheet from the internet. Have students create a sample budget based on one month's salary for a new officer. Note that students should base their budgets off of their area's actual cost of living.

UNIT 3 OFFICER WELL-BEING

LESSON 3 STRESS

Lesson Goal

At the end of this lesson, students will be able to recognize how the different types of stress impact their daily life and ways to manage stress more effectively.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 1)

☑ **LE133.1. Describe the three categories of stress**

Ask students to give you examples of routine, acute, and traumatic stress.

Ask students what stress means to them. What do they find stressful?

☑ **LE133.2. List the three primary responses to stress**

Ask students how stress motivates them, slows them down, or gets in their way.

Ask students to share a time when they experienced a fight-flight-or-freeze situation. How did they handle this?

☑ **LE133.3. Describe some of the indicators of stress**

☑ **LE133.4. Identify signs that a fellow officer is coping poorly with stress**

☑ **LE133.5. Discuss how to provide support to officers who are experiencing stress**

☑ **LE133.6. Explain how trauma impacts the brain**

Show a short video on how trauma affects your brain. Discuss how extremely important it is to manage stress for law enforcement officers.

☑ **LE133.7. Differentiate between post-traumatic stress and post-traumatic stress disorder**

☑ **LE133.8. Describe the symptoms of post-traumatic stress disorder that a law enforcement officer may experience**

Ask students to define hypervigilance and give examples.

LE133.9. Discuss strategies building resilience

Ask students what they think resilience means.

Ask students why they think resilience is important for law enforcement officers.

Conduct the following exercise on building resilience to have students begin making resilience a priority:

Give students at least 5 minutes to brainstorm ways they can build their resilience. Have each student make their own list of ways they can do this. Stress that their list is private and will not be shared with the class.

When each student has made their list, do not ask them to share it with the class. Instead, stress that it will be critical for them to work on building their resilience before they become sworn officers.

LESSON VOCABULARY

acute stress

fight-flight-freeze response

post-traumatic stress disorder (PTSD)

resilience

routine stress

stress

traumatic stress

UNIT 3 OFFICER WELL-BEING

LESSON 4 SUBSTANCE ABUSE AWARENESS AND SUICIDE PREVENTION

Lesson Goal

At the end of this lesson, students will be able to recognize the impacts of substance abuse and understand the importance of suicide prevention in law enforcement.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 1)

Inform students that this is a sensitive topic, and the class must be a safe space for an honest discussion on substance abuse and suicide prevention.

Facilitate a class discussion with the following question:

Why do you think it is important for us to discuss substance abuse and suicide prevention in law enforcement training?

Wrap up the discussion by pointing out that studying both subjects is part of prevention.

☑ **LE134.1. Identify common substances being abused**

☑ **LE134.2. List the effects of substance abuse**

☑ **LE134.3. List signs and symptoms of substance abuse**

☑ **LE134.4. Describe how to respond to a fellow officer who appears to be struggling with substance abuse issues**

☑ **LE134.5. Identify warning signs that a person may be planning suicide**

Provide current statistics about suicide rates among law enforcement officers. Facilitate a class discussion based on the findings.

If possible, have a healthcare practitioner who works with law enforcement come and discuss suicide and suicide prevention.

☑ **LE134.6. Explain how to help officers who may experience suicidal ideation**

☑ **LE134.7. List available resources for managing mental health**

Divide the class into four groups. Each group should read one of the four case studies on officer mental health. The four case studies are located at the end of this instructor guide.

Have each group present a short summary of their case study and answer the following questions:

- How did the stress of police work negatively impact these officers and their families?
- What were some of the barriers that initially prevented these police officers from seeking help?
- Did you see any examples of stigma in their stories?
- How did these officers (and the nurse in Case Study 2) build their resilience?
- What can we learn from their stories?

☑ LE134.8. Describe ways to develop personal resilience against trauma, compassion fatigue, and stigma for career longevity

Have you ever experienced compassion fatigue in your own life? How did you respond to it?

Have you ever known someone who you think might have been experiencing compassion fatigue? What did they do to make you think they might have compassion fatigue? What factors in their lives contributed to their compassion fatigue?

How do law enforcement officers maintain a service mentality and still avoid compassion fatigue?

What do you think causes the stigma around mental health? How can we help reduce the stigma?

LESSON VOCABULARY

compassion fatigue

secondary trauma

stigma

suicidal ideation

MENTAL HEALTH CASE STUDIES: SUGGESTED ACTIVITY

The following Case Studies are from COPS and NAMI.

Case Study One

John Edwards is the chief of police in Oak Creek, Wis. He oversaw the response to the 2012 shooting at the Sikh Temple of Wisconsin, where a white supremacist killed six worshippers and injured four others, including a police officer.

In 1989, I had been on the job for four years. One night, I was working the third shift when I came across an individual at a truck stop off the interstate. There was a car in a back area, where I would normally run into prostitutes, and I saw two people in the back seat. When I saw the car, I felt something was wrong. They train us to trust the hairs on the back of our necks. I started to walk around the car, and I saw an Indiana plate. I knew immediately who it was. The FBI was looking for an escaped prisoner who had tried to shoot a sheriff's deputy in Indiana and taken a hostage before fleeing north with a prison employee who helped him escape. As I was walking around the car, the driver got out of the backseat and came around the other side with two guns. He shouted, "Put your hands up! Get on the ground! Get on the ground!" Later on, when interviewed, he admitted that his plan was to get me on the ground, handcuff me, and then execute me.

I decided not to lie down on the ground. I had my hands raised, and I knew the gun would not penetrate my vest. I was young and agile, so I turned, put my head down, and ran. I knew I would get shot in the back. A bullet went through my jacket and my badge. Another hit me in the hand, which threw me off balance. I got behind a car, and I took my gun out to engage him. But he was already in the car, leaning out the open window and pointing his guns back in my direction. I was going to shoot him, but I saw two people just behind him at the gas station in the line of fire, so I ran to my car and chased him on the expressway, into the next county south. He and his accomplice stopped at a farm and holed up in a barn. His accomplice was a psychiatrist, and she had medication on her. They both took medication and overdosed. When they were found, they were unconscious but alive.

When he went to trial, the jury found him guilty of reckless use of a weapon but not guilty of attempted murder. They said if he'd been trying to kill me, he would have hit me more than twice. When these things happen, you either get angry, or you go into a shell. A doctor asked me later what I would have done if I had been able to stop them. I would have shot them both. That's not what you are supposed to do, but I was just so angry that they had tried to kill me.

Right afterward, I was at the hospital. There was nothing life-threatening about my injuries, but it hit me that I almost died. I went back to the police department, and they interviewed me right away. Later, we found out that my details I have in my interview were completely wrong. I swore that the woman's hair was white blonde, and it was actually black. I got tunnel vision and focused on the gun. I could probably still tell you the serial number on that gun, but I got all the other details wrong. Now I know that there's an adrenaline dump during these incidents, and a rest period is needed to remember correctly.

Afterward, I was treated like a hero. I got a letter of commendation and an award ceremony. That was really hard, because I knew I screwed up. I approached the car wrong. I didn't see his hands. The whole time I was thinking, "Shit, this is wrong. This is wrong." But I still did it. The hero label is a pretty heavy burden to put on somebody who knows they made a mistake.

When I got back to work after two months of medical leave, the chief called me into his office. The chief was a World War II vet, and his whole office was a memorial to World War II. He said, “I always like to talk to someone who has tasted a bit of the lead. You hear about these doctors, but you don’t need doctors. You just need to suck it up.” So, I did. I sucked it up for about two years. I was paranoid on calls. I was hypersensitive. It got so bad that once an elderly man asked me to unlock his car for him, and I made him stand 50 feet away.

I couldn’t sleep. Once, my wife moved in her sleep, and I jumped up on top of her and grabbed her by the throat.

When a new chief came in, I decided I couldn’t take it anymore. I told him I needed help, that I had to go see someone. He took my gun and badge away for seven months. He said he wasn’t letting anyone get a disability on his watch. I had just gotten married, and my wife was pregnant.

I went to several doctors, and they all said, “This guy isn’t lying. He does have PTSD,” but that wasn’t enough for the chief. PTSD wasn’t as well-known back then. The mayor got wind of what the chief had done and intervened. I was finally able to get my job back and get reimbursed for all that time.

More than 20 years later, the Sikh Temple shooting brought back my PTSD. It was about two or three days after the shooting, and I went to the hospital to see Lt. Brian Murphy, the officer who was shot during the incident. His wife was sitting next to him in the hospital room. He couldn’t communicate, so I took her out into the hallway and tried to explain the disability benefits to her. A few nights later, I woke up at 3 a.m., and my bed was soaked. I was sweating profusely, crying uncontrollably, shaking, and trembling, just like after my shooting. The scene of Brian in the hospital bed is what brought it all back. It was a snapshot of many years before when I was in the hospital after my shooting, my wife was in the chair next to me, and my sergeant came in to talk to me and my wife.

When I came into work, I called my captains into my office, and I broke down. I told them, “You cannot tell the officers; the supervisors can’t know.” But I wanted the captains to know so they could watch out for me. The Milwaukee area has police officer support teams to assist officers after a critical incident. I called in a lieutenant from Milwaukee to come to one of my staff meetings and talk with the supervisors about what they were feeling. The room was very quiet. At that point, I felt that I had to tell them what had happened to me. I told them that I didn’t want them to have to deal with that. It was important for them to know it’s okay if it happens, and don’t suck it up.

I went to see a psychologist who works with us at the police department. I spent about three hours talking, getting a tune-up. It reassured me and got me back on track. One of the things I’m doing now is trying to create a branch of the city employee assistance provider (EAP) to provide six visits to a psychologist or psychiatrist for police- and fire-related PTSD. The city pays for it, but they don’t look at the medical records. This is not part of the disability determination process, and we control the network of doctors, so we know that officers can’t use it to game the system. The goal is that early intervention can make it not as severe as it was for me and can prevent worker’s comp claims down the line.

Case Study Two

Lori Kehoe, RN, is a former hospice nurse and advocate for her adult son with special needs. Lori is also the wife of retired Chief Michael Kehoe, who oversaw the police response to the 2012 Sandy Hook school shooting in Newtown, Conn.

Dec. 14, 2012, the day of the Sandy Hook school shooting, was very long. I did not expect Mike to come home that night. After all, they had cots at the police department; they had uniforms and showers. When he did arrive home at midnight, he talked and talked until he passed out in the middle of a sentence. At 6 a.m., he was out the door. I offered to answer phones or e-mail. His answer was, "No, I got it covered." I offered to make him breakfast, and the answer—which became a common phrase in our home—was, "No, I got it covered." It was rare that he needed me for anything.

This became the schedule: 6 a.m. to midnight. Mike was not available to talk on the phone, so our time was from midnight to 2 a.m., when he would talk and tell me every little detail of the day. Each night, it was necessary for Mike to decompress, and I saw it as my job to be available and to listen and do whatever he needed. He would continue to literally fall asleep talking. When Mike started yelling in his sleep, I could tell he was reliving the incident. This schedule lasted for about four months, and it became extremely isolating.

Many family and friends were supportive, but a lot of people couldn't deal with the trauma. They would break down crying on the phone. Or people were afraid to call, because they didn't want to intrude. And the last thing you want to do when something dramatic like this happens is dump it all on someone who can't handle it. I relied on the people who called me to be my support system, because I didn't dare reach out. I was isolated but, at the same time, saturated with the media. Newtown was on the news for three or four days straight. You couldn't turn on the TV without seeing it.

Mike does not get upset. He is always cool, calm, and collected. He doesn't bounce off the walls. A few weeks after the shooting, he came home and was pacing and absolutely agitated beyond agitated. He was concerned about his officers committing suicide. He expressed his concerns, and we came up with options for him to use the next day. I was always the sounding board, bringing whatever common sense I could muster to the table.

Those were the days when I would wonder, who do you call for answers? After all, isn't there always someone to call for help in life? When you got a flat tire, you call your dad. If your cake won't rise, you call your mom. I realized there is no one to call when 20 children get blown away in your town. You're watching your partner struggle with all these questions and no answers.

After 20 years as a hospice nurse, I understand grief and crisis. Without that experience, we probably wouldn't still be married. Understanding the process of grief, I was able to identify a little anger this week, depression the next, bargaining, denial. Recognizing those stages allowed me to give Mike all the room he needed and understand the changes that were happening.

He was suddenly in control of everything. All of a sudden, he was telling me what to do and when. It was bizarre from a man who never gave orders at home. Then I realized he needed to be in control, to maintain order. He was spending his days making rapid-fire decisions continuously for weeks on end.

I went to the police department the day after the event. When I got off the highway, life changed. There was an officer and his town car on every corner for the entire length of the town—hundreds of officers in a little quaint country one-horse town, where they usually had no more than five officers on a shift. The police department was inundated with flowers, food, and gifts—so much that they almost couldn't do their jobs. Then I knew why he had everything covered: I suppose if you had 5,000 cops at your beck and call, you'd have it covered too.

Finally, in August (nine months after the shooting), Mike came home and said, "I got something on my desk today that was on my desk before Dec. 14." I thought to myself, "It's August, and the trauma is finally over."

A year after the shooting, I was mentally and emotionally not functioning, almost to the point of not getting out of bed. And even though I'm a nurse, I didn't know about trauma—I didn't know what trauma could do to a person or that there was such a thing as PTSD by association. I was so angry. I was mad at everyone and everything. I was depressed beyond belief, alone, and isolated. The first anniversary was a turning point. The media stayed away, and I realized it was going to start simmering down. I realized it was not my job to take care of Mike any longer. So, I went online and googled "law enforcement spouses and trauma," and I found a treatment center called the West Coast Post-Trauma Retreat in California. They had a week-long spouses' treatment program a couple of times a year. I called them expecting them to turn me down because Newtown was such a large incident—I didn't want my trauma to overshadow someone else's. Instead, they interviewed me on the phone and said, "It sounds like you could use our help. Come on out." They taught me that the trauma actually changes your brain—you can see it on an MRI. In addition to five full days of intervention and counseling, they did a physical treatment on me called eye movement desensitization and reprocessing (EMDR). It's designed to reduce the emotion that goes with the thoughts about the traumatic experience. It was extremely effective.

The treatment was necessary, and it changed my life. I absolutely came back a new woman, and I got better and better after treatment. Today, we're good.

I think education is so important. If an incident like this affects the officer, it affects the family. They may never talk about it, but it's still happening. And in some ways, I was lucky—many people react to trauma with alcohol abuse and out of control behavior that creates chaos. That did not happen to my officer. You need to know that when a trauma occurs, alcohol abuse, depression, and chaotic behaviors can be symptoms of PTSD. Whether it is the officer or the family member displaying symptoms, you need to know what it looks like and that it is a physical injury. There is treatment. You can and must do something about it.

Case Study Three

Andy O'Hara is a former California Highway Patrol officer, and the founder of The Badge of Life, an organization of active and retired law enforcement officers dedicated to preventing law enforcement suicide.

Rather than coming from one incident, my PTSD was cumulative. I compare all the things that happen on a regular basis in police work to bee stings: One is tolerable, but as they build up, the pain becomes overwhelming.

In the course of my career with the California Highway Patrol, I accumulated 24 years of traumatic experiences—11 years as a sergeant and the rest as a traffic officer. I spent most of my career on the road, so I saw accidents on a daily basis. Some were gruesome: decapitations and dismemberments. I heard a lot of screams, and you become tired of them. I responded to murders and suicides, backing up our local police departments. I saw injured and abused children. I was assaulted.

Probably the biggest incident that finally triggered a full-blown case of PTSD was when an officer of mine was killed. He wanted to work overtime, and I knew he was tired. He pleaded with me to work, and I didn't want him to, but I relented and let him. He fell asleep on his motorcycle. I responded to the scene and half of his head was missing.

Cumulative PTSD can be difficult to treat, because you've got so much to deal with. You get into feelings like guilt and self-blame. You've got mistakes—dirty little secrets and mistakes in judgment. Everybody makes mistakes. In police work, the opportunity for mistakes is pretty high, and they haunt you. You

take a lot of responsibility for things that happen on the road. Officers think about how they might have prevented it, how they might have gotten there sooner. All the “what ifs” will kill you. It all begins to compile and becomes a big bundle of yuck that catches up to you in nightmares, depression, and flashbacks.

After my officer died, I took the blame for it. I couldn’t forgive myself. I went through crying spells. My temper flared at home and at work. It became explosive. I started having panic attacks and anxiety. I started withdrawing. I became almost agoraphobic. The flashbacks reached a point where I couldn’t sleep. I tried alcohol as a coping technique, and it worked: I could sleep.

I was a closet drinker. At first, I always quit 8 to 10 hours before work, but eventually I became an alcoholic. I was starting to show up to work with the odor of alcohol on my breath. Ultimately, drinking just made it worse; I wasn’t able to suppress the feelings with the alcohol.

I started to get scared of losing my career. And there was pressure from my wife. I knew I had to quit drinking, and when I did, I felt worse, because I didn’t have the sedative effects of the alcohol to overcome the flashbacks and anxiety.

About a year later, I became suicidal and went into the hospital. I’ve been on meds and in therapy since then, and I eventually retired on disability.

I’ve been able to manage my problems. You don’t cure PTSD; you learn to manage it. I’ve been able to manage the depression, the flashbacks, and the problems sleeping. But I still get panic attacks and anxiety, especially in traffic and in crowds. I don’t handle stress very well. When I was on patrol, I was the figure of calm; nothing could bother me. Today, even driving is a challenge for me.

After I had gone through a lot of recovery, I reflected back on things that I could have done to avoid the predicament I got into. It never occurred to me to get into therapy during my career; I had never even heard of therapy. But it works pretty well. If I had gotten therapy back then, I might not have had to retire.

I got to thinking about why officers don’t try therapy or medication. There are officers suffering from anxiety and PTSD, and they are determined to suffer through it for the rest of their lives. I think in this day and age, when officers are being questioned on a lot of things (shootings, arrests, and brutality), a lot of that could be avoided through some good therapy. And I think people are scared of medication. Medication doesn’t necessarily affect your ability to work, but officers don’t know that.

Case Study Four

Mark DiBona is a deputy sheriff in central Florida and is on the board of directors of The Badge of Life, an organization of active and retired law enforcement officers dedicated to preventing law enforcement suicide.

It was my lifelong dream to be a cop, and I started on the job at age 21. I’ve been in law enforcement for 30 years and a supervisor for 17. About eight years ago, I was going through some tough times at work. I wasn’t getting along with my immediate supervisor. We were both alpha males, but we had completely different styles of working and supervision. He was hard headed and strict, and I tried to be approachable to my guys. I felt he was very disrespectful. We became argumentative, insulting each other. He told me I wasn’t aggressive enough, that I had to be harder on my guys. I took things to heart.

He gave me an evaluation of “below standards.” I felt worthless, like maybe he was right, maybe this job wasn’t for me anymore. I felt like I couldn’t do anything right.

This went on for a few months. It affected me physically. I gained 40 pounds. I refused to shave. I started coming in with my uniform wrinkled. I didn’t go to my wife for help. I thought, “If you aren’t a cop, you don’t understand.” The stigma is if you show a weakness, if you say something’s bothering you, they look at you like you are weak.

So, all this is already happening, and one night I am at the fire station, and a woman pulls up in her car. She cried, “My baby isn’t breathing!” Just before she pulled up, the firefighters had gone out on a call, so I did CPR on the baby. It seemed like I did CPR for an hour. The baby died. I went to the funeral and the wake. I started to get nightmares about him, like maybe I could have done better. I can still feel that baby in my arms. I told my boss, and he said, “You were just doing your job,” like it wasn’t a big deal.

I started feeling more worthless. I had lots of nightmares, waking up in cold sweats. I started thinking about the baby who died, and all the other stuff came up too: the horrible crashes I’ve seen, the victims of sexual abuse, the victims of robbery, the bad guys, the friends who died in the line of duty. I thought, “I don’t want to be a cop anymore because this line of work sucks.” One night, it hit me: This job is not for me; I’m failing really fast. I tried to fight the thoughts, but I felt like I was drowning. I attempted suicide twice that night.

I got lucky. A car pulled up, and it was another cop. He talked me down. I went home because I couldn’t go back to work that night. I was afraid of losing my job. I thought they would take away my gun and put me in the hospital.

I called a close friend in Boston. He said he wanted me to come up there to get help. I went to Massachusetts and got some therapy, and then I went back to Florida a week and half later. I bounced back and forth between therapists. It wasn’t clicking, because the therapists didn’t have any police background. I didn’t go to the employee assistance provider because they are countywide, not specialized to police. I just wasn’t in my comfort zone.

It was a difficult time in my life. I saw a person in me that I’d never seen before. When I looked in the mirror, I didn’t like the guy I saw. I didn’t like his looks; I didn’t like him. I felt weak. I knew in my heart that something was wrong, but it was hard to accept when I was diagnosed.

I stopped going to therapy, and I started looking online. I found fascinating articles about police mental health, suicide, stigma, and an organization called The Badge of Life. I never realized that support was out there. I had a friend, a fellow officer, who committed suicide, but I thought it was just a family problem.

I started to go to a support group in central Florida, just cops talking to cops. I found a therapist who is a retired cop. During the course of all this, I got my marriage back on track. I felt guilty about the way I treated my wife, and I apologized. She had felt helpless. She was trying to get me help, and I wouldn’t take the help.

I was diagnosed with PTSD and depression. I’m on medication, and it’s helped me to focus. I was concerned about the meds; could I still be a cop? But I can; it’s not a problem whatsoever. I’m still an active deputy sheriff. I’ve never had a suicidal thought since. I still have the nightmares, just not as much as I used to. I just feel a lot better now. I lost the weight I gained. I don’t let it ruin my everyday life, ruin my job, ruin my marriage. On the days when I feel down, I’ve learned to control that—the anxiety, depression, and PTSD.

The biggest problem I have now is the stigma. When I'm open about it, the guys look at me funny. But there are others; when they hear my story, they come up to me and say, "Can I talk to you for a second?" There's nothing better than helping another cop through the issues that I experienced.

I really enjoy my life now, when for years I didn't. I still love being a cop.

CORE COMMUNICATION COMPETENCIES HANDOUT

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How could implicit bias have impacted this interaction?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the public. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises offer students opportunities to verbally de-escalate an escalating incident and provide the facilitator with prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, and/or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout prior to conducting the exercise.
- Provide the participants' instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force and how they would explain their use of force in court.
- You have the option to instruct a role player, not the officer, to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 core communication competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class, and encourage all students to participate in the discussion.

COMMUNICATION EXERCISE RUBRIC

	GOOD	FAIR	POOR
Command Presence	• Demonstrated proper approach and understanding of the call • Identified self • Explained reason for contact • Upright, alert, attentive	• Recognized proper approach and understanding of call but slow to act • Identified self but hesitant to explain reason for contact • Upright and alert	• Disregarded safety protocols • Failed to identify self • Failed to identify reason for contact • Disheveled appearance
Communication	• Identified all parties involved (e.g., suspect, witness, victim) • Asked appropriate questions based on person's role • Attentive to responses • Asked proper follow-up questions	• Slow to identify all parties involved • Asked vague questions about person's role but later clarified questions • Slow to ask follow-up questions to clarify their understanding	• Did not identify all parties involved • Made improper assumptions or accusations • Failed to ask clarifying questions to correct contradictions or misinterpretations
Situational Awareness	• Immediately recognized dangerous situations and responded appropriately • Quick to notice non-verbal cues that signified a willingness to talk or hostile behavior • Properly adjusted responses to behaviors • Remained calm and professional but held firm during interactions	• Recognized dangerous situations but sometimes chose improper response • Recognized most non-verbal cues • Misinterpreted some non-verbal cues • Remained professional, preventing loss of scene control	• Failed to recognize dangerous situations or disregarded proper tactics • Failed to recognize non-verbal cues • Allowed victims, witnesses, or suspects to dictate the manner or method of contact
Proper Escalation or De-escalation	• Immediately recognized signs of distress • Established rapport and applied de-escalation techniques • Remained calm and professional when others were verbally hostile • Controlled escalation response • Remained on task	• Recognized signs of distress • Slow to establish rapport but did apply de-escalation techniques • Displayed some difficulty in responding to hostile communication • Somewhat quick to escalate • Mostly remained on task	• Failed to recognize signs of distress • Failed to establish rapport and de-escalation techniques • Escalated situation when faced with hostile communication • Lost focus and failed to remain on task
Appropriate Conclusion	• Compassionate, understanding, respectful, and humane to all parties • Resolved misunderstandings • Recognized and facilitated the use of appropriate resources • Used appropriate discretion in deciding on response including alternatives to incarceration • Did everything possible to keep everyone involved in the incident safe	• Respectful and professional but lacks compassion • Slow to resolve misunderstandings • Considered the use of appropriate resources • Applied some discretion in deciding on response • Did not do much to keep everyone safe	• Not compassionate, understanding, and humane to all parties • Failed to resolve misunderstanding • Did not recognize or facilitate use of appropriate resources • Failed to use appropriate discretion in deciding on response including alternatives to incarceration • Failed to take the safety of all parties into account

COMMUNICATION

Course Number: CJK_0016

Course Hours: 24 hours

Course Structure: 2 Units, 5 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ identify the elements of effective verbal and non-verbal communication
- ✓ evaluate the barriers to communication and how to use conflict resolution and de-escalation skills to resolve situations
- ✓ recognize the different parts of the community that they will interact with, as well as how to avoid biased-based policing
- ✓ summarize the Core Communication Competencies

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UNIT 1 FUNDAMENTALS OF COMMUNICATION

LESSON 1 COMMUNICATION BASICS

Lesson Goal

At the end of this lesson, students will be able to communicate effectively using empathy, courtesy, and professionalism while serving their community.

Materials

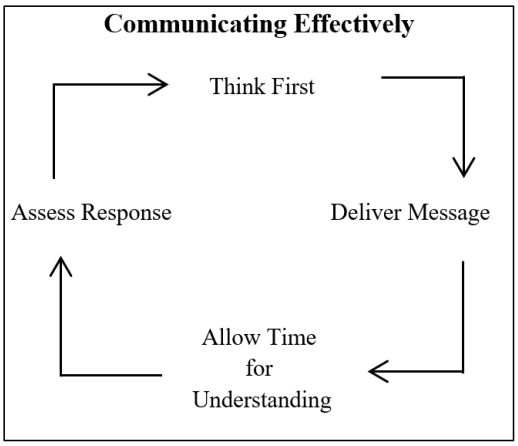
Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 2)
Handout: Core Communication Competencies

Distribute copies of the Core Communication Competencies handout.

☑ LE211.1. Define communication and the different methods to communicate

Walk into the class using your body language to convey anger and aggravation while actually speaking positive words. After a few minutes of this, stop and ask the class how they felt about how you spoke to them.

Draw or discuss the diagram below and ask students how it can be useful in their career. Provide feedback and correction if needed.



Ask students to talk about a time when they experienced miscommunication. Ask them why there was a miscommunication and how they think they could have avoided or solved it.

You can use this classroom discussion to talk more about how to be an effective communicator as a law enforcement officer.

☑ LE211.2. Describe the role of empathy in effective communication

Have students watch the following TED Talk video: How a Cop Lead with Humanity to Change the World of Addiction

Use the following questions to help guide a class discussion:

- What are your initial thoughts after watching Chief Synan's Ted Talk?
- How did empathy play a role in Chief Synan's work as an officer? What impact did it make?
- What kind of relationships did Chief Synan build with the members of his community? How did these relationships affect the success or failure of his work?

Conduct the following activity to let students think about what empathy is, how they can use it as law enforcement officers, and why it is important.

Pass out notecards to the students. Have each student write out something that causes them anxiety or stress—something they don't necessarily feel they can share with many people. Make sure students do not write their names on their cards. When all the students have filled out their cards, collect the cards and shuffle them thoroughly. Give each student a card and have them read the card out loud. Ideally, students will each receive someone else's cards. As each card is read aloud, ask students if anyone can relate to the fear or worry that was on the card. The students may find that many people share the same worries and fears.

At the end of the activity, discuss why learning about other people's fears and concerns, especially members of their communities, will help make them more empathetic law enforcement officers. Ask students why they think having empathy helps in police work.

☑ LE211.3. Explain the importance of practicing courtesy throughout your career

Ask students to share a time when they were not treated with courtesy. When and where was this? How did it make them feel? Why do they think the person treated them like this?

Then ask students to picture that same uncourteous behavior they experienced but committed by a law enforcement officer. What are the potential consequences?

☑ LE211.4. Describe how to demonstrate professionalism throughout your career

Ask students to define what professionalism means to them. What does someone who is professional look like? Act like? How does a professional interact with others?

☑ LE211.5. Explain the importance of having a positive self-image

Conduct the following activity to help students understand the difference between assertiveness and aggression and how this is tied to command presence.

Depending on class size, you may do this as a class or in small groups of five. Ask one of the students to stand in the middle of the room. Give the student something that the other students might want, such as a box of chocolate or candy. Without letting the other students know, tell this student that they are only to give the items out if they feel the request is respectful and assertive. Otherwise, they get to keep the item.

The other students form a circle around this student and will be instructed to ask the student for what they have (a piece of candy, etc.). They are told they only have three minutes to get the student to give them the item or they lose.

After the activity, discuss if some students used assertive behavior to try and get the item or if others were too aggressive. Tie this to command presence and how they might encounter people who just don't want to cooperate at times. Using assertive behavior and command presence can help with this.

LESSON VOCABULARY

communication

empathy

UNIT 1 FUNDAMENTALS OF COMMUNICATION

LESSON 2 VERBAL AND NON-VERBAL COMMUNICATION

Lesson Goal

At the end of this lesson, students will be able to interpret non-verbal and verbal communication while taking into consideration the context of the incident.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 2)

LE212.1. Describe the elements of verbal and non-verbal communication

Conduct the following activity to have students think critically about non-verbal communication. It is also designed to give them the chance to think about how they could improve their non-verbal communication skills.

Pair the class into partners. Have each person communicate their hobbies, without using words or pictures. They can only use non-verbal communication (gestures, facial expressions, body language, etc.)

At the end of the activity, ask students to share:

- their degree of difficulty when attempting to communicate without speaking
- which situations they think will require them to use non-verbal communication as law enforcement officers
- how well they think they did with the non-verbal exercise, and what they can do to improve their non-verbal communication skills

You can link the activity back to their role as a law enforcement officer, emphasizing that there will be times when they will have to communicate with someone who may not understand them or vice versa.

Ask students to share if they have ever experienced a non-verbal cue that said more than words (e.g., a coworker giving them a dirty look or someone slamming a door out of anger). Ask them to explain what it was and why it was so impactful.

Ask students how they resolved the situation, or have the class brainstorm for alternative solutions if it were to happen to them while as officers.

Conduct the following mock interview activity to help students with their communication skills and show how the people you interact with observe your verbal and non-verbal cues while on duty.

- Find a student sitting at the front of the class and ask about their hobbies and where they went to school. Keep your arms crossed and eyes to the floor while asking these questions.
- Find another student and ask the same questions. This time appear relaxed, make eye contact, and smile. Employ a variety of mock interviews to see how students respond.
- Ask students to discuss which interview style they liked better and why. Discuss why it is important for law enforcement officers to be aware of the verbal and non-verbal cues they are presenting to the public.

LESSON VOCABULARY

non-verbal communication

verbal communication

UNIT 1 FUNDAMENTALS OF COMMUNICATION

LESSON 3 CONFLICT RESOLUTION AND DE-ESCALATION

Lesson Goal

At the end of this lesson, students will understand the barriers to communication and how to use conflict resolution and de-escalation skills to resolve incidents with equity and dignity.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 2)
poster paper and markers (for CE: Protestor)
portable radio
red/blue gun
duty belt
appropriate forms

☑ LE213.1. Describe barriers to effective communication

Ask a student to describe a time when they had trouble getting someone to understand them. This person could be a teacher, a spouse, a friend, a coworker, and so on.

- Ask the student what caused the communication barrier.
- As a class, brainstorm ways they could have more effectively communicated with that individual.

☑ LE213.2. Describe how to overcome communication barriers

Have students work in groups, independently, or as a class.

- Give students three to five minutes to make a list of potential communication barriers.
- When the students are finished, go over their list of barriers and brainstorm for possible solutions as a class.

☑ LE213.3. Describe how to defuse a situation through conflict management

Facilitate Communication Exercise: Protestor

Facilitate Communication Exercise: Teenager/Parent Dispute

Conduct Role-Play Exercise #1 Loitering at the Grocery Store

Ask students how they manage their anger when they get upset. Ask for examples and write them on the board.

Next, ask them what strategies they use to de-escalate situations involving anger. Ask for examples and write them on the board.

Review the answers and examples on the board, and discuss if those would be appropriate if used by law enforcement officers. Discuss how students might need to handle de-escalation differently as law enforcement officers.

The NEAR model is one of the most helpful techniques to evaluate and respond to a person's verbal and non-verbal communication and to de-escalate a situation. Ask students to think of situations where the NEAR model might be useful.

- N—Neutralize the situation and do not take the bait if the person is looking for a fight.
- E—Empathize, acknowledge, and validate the person's feelings.
- A—Actively listen, use open-ended questions, and identify the person's issue(s).
- R—Resolve the situation, explore alternatives, and empower the person to make good choices.

COMMUNICATION EXERCISE: PROTESTER

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when responding to a protestor.

Setting: Classroom simulates the entrance to the state capitol.

Equipment: paper and marker

Role-Players: two officers and one subject

Facilitator Overview (DO NOT READ OUT LOUD):

Dispatch sends two officers to the state capitol for a disturbance involving a protester. An unemployed construction worker is sitting directly in front of the state capitol's entrance, holding a sign protesting Workers' Compensation laws. The protester does not respond to the officers' commands. End the exercise when the officers gain compliance or arrest the protester for trespassing if they remain non-compliant.

Subject's Instructions (DO NOT READ OUT LOUD):

You are a protester sitting on the floor and holding a piece of paper that says "WORKER'S COMP DOESN'T WORK." The responding officers approach you; if they ask you to move, you are non-compliant. After a minute or two, become compliant.

Officers' Instructions:

Dispatch sends you to the state capitol for a disturbance involving a protester. When you arrive, a person is sitting directly in front of the building's entrance holding a protest sign.

> Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

COMMUNICATION EXERCISE: TEENAGER/PARENT CONFLICT

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when resolving a conflict between a parent and a teenager.

Setting: Classroom simulates a residence.

Equipment: N/A

Role-Players: two officers and two subjects

Facilitator Overview (DO NOT READ OUT LOUD):

Officers respond to a 911 call from a teenager. Upon arrival, the parent tells the officers that they took their child's laptop away as punishment for bad grades. The teenager claims it is unfair. End the exercise when the officer gets the situation under control.

Instructions for the Subjects (DO NOT READ OUT LOUD):

Parent

You open the door to let the officers in. You have taken your child's laptop away because of bad grades. You are calm, reasonable, and non-emotional. You cooperate with the officers.

Teenager

Your parent took your laptop away because of bad grades, so you called 911. You believe you are entitled to a laptop and that your parent cannot take it from you. You are very emotional and angry. You eventually calm down and cooperate with the officers.

Officer Instructions:

Dispatch sends you to a disturbance at a residence. You knock on the front door, and the parent asks to speak with you inside the house.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

ROLE-PLAY EXERCISE #1: LOITERING AT THE GROCERY STORE

Goal: This exercise re-emphasizes officer professionalism and officer safety while communicating with an uncooperative subject.

Logistics: The scenario can take place in the classroom. It requires one facilitator, two officers, and one loiterer.

Equipment Issued to Officers: red/blue gun and duty belt

Dispatch Information: Officers are dispatched to a call about a suspicious person at a grocery store a half hour before the store closes. The store clerk reported that a subject has been loitering around the parking lot harassing customers, who are complaining about panhandling.

Facilitator Information: This is a teaching scenario with uninvolved students acting as observers.

This is not an arrest situation.

At the end of the scenario, discuss what happened and allow the officers to debrief their actions. Allow for time to receive input from the observing students and from the loiterer.

Loiterer Behaviors

- Upon seeing the officer, be evasive about your identity and initially deny any contact with customers of the store. If the officer asks the proper questions, admit to having spoken to a few customers.
- Explain to the officer that you are just trying to get some money for gas and that you are not bothering anybody. Insist that you be allowed to stay. Eventually comply with directions without touching the officer.
- Keep your hands in your pockets, and when the officers direct you to take them out, tell them that you do not have any weapons, and keep your hands in your pockets; avoid eye contact.

Expected Officer Behaviors

- Demonstrate Core Competency Communication skills.
- The officer must maintain the safety of everyone on the scene.

UNIT 2 PROFESSIONAL COMMUNICATION

LESSON 1 KNOWING YOUR COMMUNITY AND INTERACTING WITH THE PUBLIC

Lesson Goal

At the end of this lesson, students will know how to interact fairly and professionally with their diverse community.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 2)

☑ LE221.1. Describe community expectations for law enforcement

This activity is designed to get students to think critically about the importance of community/law enforcement relationships.

- Split students into groups, pairs, or have them complete this task on their own.
- Ask them to make a list of reasons why community support is important for law enforcement officers.
- Come together as a class to discuss all the reasons the students suggested. Make sure to add your own if any were missed.

If you wish to add to this activity, ask students how they think they can gain public support as law enforcement officers. Discuss this as a class.

Have students read the article, "Breaking the Cycle of Mistrust," which can be found at the end of this instructor guide. As a class, have them answer and discuss the following questions:

- How did the author describe the cycle of mistrust? What did he feel were the contributing factors?
- How did the author suggest officers can work to break the cycle of mistrust?
- What are other ways that officers could break the cycle of mistrust?

☑ LE221.2. Explain how professionalism helps you communicate effectively

Conduct the following activity for students to examine both professional and unprofessional behavior in the law enforcement profession. They will also practice their writing skills.

Have students research examples of professional and unprofessional behavior in law enforcement. You can change this activity to have them research either professional or unprofessional behavior or both. Students can search the local, state, or national news for stories on these issues. Give them about 10 minutes to do this research.

Once they have located the example(s), have them write up a short summary (no more than two or three paragraphs) of the example and outline why the officer's behavior is a good example of professional or unprofessional behavior.

You can then have students partner up and switch their summaries with each other. They will read their partner's summary and then discuss the examples.

LE221.3. Describe cultural influences that can affect interpersonal communication

Conduct the following activity to help students learn more about the communities that they will serve and to practice their public speaking skills. Students can work independently, in pairs, or in groups.

- Have students do research on their community.
- This research should include basic statistical information (e.g., population size, demographics, and main industries) but should also expand into different types of organizations that exist (e.g., churches and sports teams). How they conduct this research will be up to you. The main point is to get them familiar with their communities and the different people or organizations they will be expected to serve.
- Give students about 15 minutes to research.
- Have students prepare a short presentation (no more than five minutes) on what they learned about their communities and present it to the rest of the class.

LESSON VOCABULARY

culturally responsive

UNIT 2 PROFESSIONAL COMMUNICATION

LESSON 2 CORE COMMUNICATION COMPETENCIES

Lesson Goal

At the end of this lesson, students will understand the importance of self-talk and self-awareness in preparation for using the core communication competencies when serving their community.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 2)

☑ LE222.1. Identify how self-talk and self-awareness can help with communication

Discuss self-talk:

- Ask students to think about a time when they were anticipating an event (e.g., a big sports game, an exam, or first day of the academy).
- Ask them what they thought about before this event. Did it calm them down or stress them out more?
- How could these techniques work during their careers in law enforcement?

☑ LE222.2. Describe the core communication competencies and how to use them

Conduct the following exercise:

- Divide the class into pairs or groups.
- Give each group one of the following scenarios; give them the list of core communication competencies, or place it on the board or at the front of the classroom where they can easily be seen.
- Have the groups review the scenario and identify which core competencies were present in the officer's actions. Have them also identify the competencies that might be missing. Give students about five minutes to do this.
- Afterward, come back together as a class, read each scenario, and discuss what the students found.

Scenario One

Officer Velez and Officer Jensen are responding to a local clothing store owner. The owner of the store says that an elderly woman has been loitering in front of his store for the past three days. She hasn't caused any trouble, but the store owner is worried that she will disturb his customers. He asks the officers to escort the woman away from his store. When Officer Velez and Jensen arrive at the storefront, they approach the woman who is sitting on a bench in front of the store. Officer Velez asks the woman, "How are you today? Are you well?" The woman

responds by saying that she is hungry. She tells the officers that she has been homeless for two years ever since her house was foreclosed on. Both of the officers make eye contact with the woman, and they listen to her story. They notice that her hands are shaking and that she seems frightened. Officer Jensen tells her about the different services that are available to her and both officers spend some time answering her questions. After a while, the woman agrees to let the officers take her to a homeless shelter.

Scenario Two

Officer Clark is responding to a car break-in. The car owner is a college student, and he says that there wasn't much in his car in the first place, just a backpack with his notes, books, and an expensive calculator. He's upset and worried about passing his classes without his supplies. Officer Clark responds, "I really only need to know the things of value, so if you could just stick to that we'll have you on your way quickly." The car owner responds that there was nothing else taken. Officer Clark says, "Okay, what happens now is that I file a report, and I'll contact you if I hear anything. Most likely, your stuff is gone for good. This is why you shouldn't park in dimly lit areas. Have a good one." With that, he leaves.

BREAKING THE CYCLE OF MISTRUST: SUGGESTED ACTIVITY

Like All Stereotypes, the Idea That All Cops Are Uncaring, Tyrannical Bullies Is Inherently Flawed

August 10, 2020

By Charles "Chip" Huth

Over the past several weeks, the relationship between law enforcement agencies and some members of the public has become increasingly tense. While the reasons for this are more complex than voices on all sides of the debate seem comfortable confronting, it is worth noting that there is at least one idea that should be uncontroversial: No individual should be evaluated by anything other than their own willful actions or inactions.

This idea is so profoundly apparent it is hard to imagine almost anyone – be they protester or police, liberal or conservative, civilian or elected official – not exclaiming, "Obviously!" And yet, so many people these days feel judged and, to various degrees, persecuted on the basis of their group identity. While feelings are subjective and are therefore bound to often paint an incomplete picture, surely all of these people aren't wrong every time they feel this way? It certainly seems unreasonable to assume they are. So, what is going on here?

Now more than ever, every interaction with a member of the public presents an opportunity to build or destroy trust.

People all around the world have once more stood together and spoken out against the injustice of racism. The notion that any person or group of people should be treated differently based on skin color is an absurdity that collapses under the weight of the slightest dose of rationality. As such, the people marching in the streets justifiably feel compelled to demonstrate their opposition to it.

Meanwhile, police officers across the nation find themselves the direct recipients of vitriolic anti-police sentiment. They are verbally accosted, spat at in the street and assaulted. These acts are perpetrated by people who do not know these officers as individuals but are instead reacting to the actions of others, associating those acts with the entirety of police culture, and then responding hatefully to anyone who fits that demographic. This pattern might sound familiar.

THE COLLUSION CYCLE

Here is where it's important to clarify a couple of things. First, while the process described above indeed appears rooted in a mindset ironically similar to the one racism is based in, that analogy breaks down at some point. For starters, every cop signed up to be a police officer, while no human being chose the race they were born into, nor can they change it the way a cop can take off their uniform. Furthermore, by no means am I claiming these are the behaviors being demonstrated by the vast majority of the protesters; nor do I believe these incidents in any way invalidate those that have been protesting from a place of compassion.

All of this is of course the same style of sentiment expressed by many defenders of the police. For example, something along the lines of: "By no means do we believe the actions of Derek Chauvin are representative of the vast majority of police; nor do we believe incidents such as this in any way invalidates those that have been policing from a place of compassion."

It would be somewhat hypocritical for a person to hold this sentiment in one of these cases and not the other – yet some people on each side persist in doing so. It's these hasty generalizations that are the hidden enemy, and they breed.

For instance, how many of the cops being spat on and screamed at consequently develop the expectation that the next person they pull over or otherwise engage with, will have this same attitude? How might this affect the officer's demeanor? How might this demeanor affect the individual's experience with the officer? How might this experience affect their perception of police in general? And how might they spread this perception to others?

On and on it goes—a persistent feedback loop, fed by increasing volatility. This collusion cycle seems to only be getting stronger and louder as relations between police and their communities appear to grow more and more tenuous. So, what can be done?

My suggestion is simple: We, as individuals, chose not to take part in perpetuating the collusion. And while it would be ideal for every citizen to make this effort, law enforcement officers, as civil servants, not only bear more of this responsibility but also have far more opportunities to do so.

AN INTERNAL BATTLE

The average person rarely interacts directly with an on-duty police officer; while conversely, all police officers come into contact with members of the public every working day. Because of this overwhelming disparity of opportunity, we as police are uniquely positioned to countermand this cycle of collusion in ways the average citizen is not. However, we must remain cognizant of certain realities.

It is important we recognize, as enforcers of the law, that every day we come into contact with people at their worst. Because of this constant exposure to the worst aspects of society and humanity, it is easy to become cynical, and from there it's even easier to become resentful. This is what we must fight. The true battle to be waged is an internal one. We must declare war on our biases, fears, prejudices and loyalties that we often leverage to justify our mistreatment of others.

Here are some reminders of how we can accomplish this.

We must remind ourselves to be empathetic to the unique concerns of those we meet. It can be hard to see these concerns or even these people, as unique after routinely confronting repeated episodes of violence and criminality. It's all too easy for these things to seem commonplace and even mundane over time. Whereas for the individual victims involved in each situation, these things are likely considerably unique and traumatizing events in the scope of their lives. By failing to appreciate that, we cast ourselves as callous and indifferent, needlessly damaging people's opinions of our profession in the process.

We must remind ourselves it is our job to enforce the law. We judge behavior, not character. Becoming hostile toward a suspect because of the reprehensible nature of their apparent crimes or behavior is not only unhelpful, it is all but guaranteed to escalate what is already a bad situation. There will always be instances where the use of force will be necessary for the safety of police and others, but this reality does not negate the fact that acting from a place of aggression or vindictiveness is harmful. Furthermore, being rude, unsympathetic, or impatient is detrimental to our efforts to strengthen relationships. People will often judge us by how we treat the most challenging members of our community.

We must remind ourselves that the people we encounter are human beings first, and everything else second. People are never a mere means to an end, but an end in and of themselves. And, while it is our sworn duty to apprehend criminals, failing to respect their humanity is not only unethical, it's

dangerous. If you don't allow yourself to try to understand and respect what might motivate a person to act criminally, you consequently fail to respect the threat they may pose. Respecting the humanity of others does not at all require you to condone or forgive their crimes. Instead, simply respect the realistic notion that this person was not born evil, and consider that you might not have turned out so differently had you lived their life. Your obligation to detain them is a vital public service; however, doing so with disdain undermines our collective efforts.

We must remind ourselves that we have the capacity to help almost any situation to be slightly better, simply by being attentive, respectful and empathetic. Not only does this have the potential to improve the present encounter, but it may also help improve a person's attitude regarding future police interactions as well, creating a positive feedback loop.

We must remind ourselves that our frequent exposure to some of the harsher aspects of existence is not indicative of the bigger picture. For every victim or perpetrator of a crime that we meet on a given day, there are countless other human beings engaged in, and/or the recipients of, acts of kindness and compassion. In remembering that, we can find the motivation to act similarly, even when faced with the most inhospitable circumstances. By doing so, we stand a real chance, the best chance, of bringing the unpleasant situations to which we often respond ever so slightly closer to a place of hope and harmony; a place where cynicism and resentfulness will not flourish.

We must remind ourselves, now more than ever, that every interaction with a member of the public presents an opportunity to build or destroy trust, and squandering those opportunities needlessly will only serve to erode support and detract from the important work ahead of our communities; work that will require ever-increasing collaboration and humility.

Lastly, we must remind ourselves we made the choice to uphold the law. We chose to dedicate our lives to serving and protecting. We were aware of the risks and inconveniences that come with that duty, and we were promised no reward or appreciation for our efforts. By choosing this vocation we accepted we were to be held to a higher standard. It is important we live up to that higher standard now. We owe it to the communities we've vowed to protect to do what we can to break a cycle of mistrust and disrespect.

Again, no individual should be evaluated by anything more or less than one's own actions or inactions. To generalize someone based on anything else is intellectually unsound, damaging and dangerous. Like all stereotypes, the idea that all cops are uncaring, tyrannical bullies is inherently flawed. One way to dispel that untruth is to disprove it at every available opportunity.

About the author

Major Charles "Chip" Huth has 29 years of law enforcement experience and currently serves as the Commander of the Kansas City (Missouri) Police Department's Traffic Division. Chip formerly led the Street Crimes Unit Tactical Enforcement Team and has planned, coordinated and executed over 2500 high-risk tactical operations. He is a licensed national defensive tactics trainer, a court-certified expert witness in the field of police operations and reasonable force, and the state of Missouri's defensive tactics subject matter expert. He has a Bachelor's Degree in Multidisciplinary Studies from Grantham University and an Associate's Degree in Police Science from Park University.

Chip is a senior consultant for The Arbinger Institute, a recognized world-leader in improving organizational culture, conflict transformation and changing mindset. Chip serves as an adjunct professor for the University of Missouri—Kansas City, and an instructor at the Kansas City Missouri

Police Leadership Academy. He serves as a consultant for the KCPD's Office of General Counsel, the Missouri Peace Officers Standards and Training Commission, and the Missouri Attorney General's Office. He is a member of the International Law Enforcement Educators and Trainers Association and the National Tactical Officers Association.

Chip is the President and CEO of CDH Consulting L.L.C., serving international law enforcement, military and corporate clients. He serves as the past-president of the National Law Enforcement Training Center, a not-for-profit corporation dedicated to delivering effective training to international law enforcement, corrections, security and military communities.

Chip has 35 years of experience in the martial arts, with a background in competitive judo and kickboxing. He is an accomplished author and co-wrote "Unleashing the Power of Unconditional Respect-Transforming Law Enforcement and Police Training," a textbook used in promotional processes and graduate programs. Chip is a veteran of the United States Army.

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CORE COMMUNICATION COMPETENCIES HANDOUT

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How could implicit bias have impacted this interaction?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the public. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises offer students opportunities to verbally de-escalate an escalating incident and provide the facilitator with prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, and/or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player, but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout prior to conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force and how they would explain their use of force in court.
- You have the option to instruct a role player, not the officer, to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 core communication competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class, and encourage all students to participate in the discussion.

COMMUNICATION EXERCISE RUBRIC

	GOOD	FAIR	POOR
Command Presence	• Demonstrated proper approach and understanding of the call • Identified self • Explained reason for contact • Upright, alert, attentive	• Recognized proper approach and understanding of call but slow to act • Identified self but hesitant to explain reason for contact • Upright and alert	• Disregarded safety protocols • Failed to identify self • Failed to identify reason for contact • Disheveled appearance
Communication	• Identified all parties involved (e.g., suspect, witness, victim) • Asked appropriate questions based on person's role • Attentive to responses • Asked proper follow-up questions	• Slow to identify all parties involved • Asked vague questions about person's role but later clarified questions • Slow to ask follow-up questions to clarify their understanding	• Did not identify all parties involved • Made improper assumptions or accusations • Failed to ask clarifying questions to correct contradictions or misinterpretations
Situational Awareness	• Immediately recognized dangerous situations and responded appropriately • Quick to notice non-verbal cues that signified a willingness to talk or hostile behavior • Properly adjusted responses to behaviors • Remained calm and professional but held firm during interactions	• Recognized dangerous situations but sometimes chose improper response • Recognized most non-verbal cues • Misinterpreted some non-verbal cues • Remained professional, preventing loss of scene control	• Failed to recognize dangerous situations or disregarded proper tactics • Failed to recognize non-verbal cues • Allowed victims, witnesses, or suspects to dictate the manner or method of contact
Proper Escalation or De-escalation	• Immediately recognized signs of distress • Established rapport and applied de-escalation techniques • Remained calm and professional when others were verbally hostile • Controlled escalation response • Remained on task	• Recognized signs of distress • Slow to establish rapport but did apply de-escalation techniques • Displayed some difficulty in responding to hostile communication • Somewhat quick to escalate	• Failed to recognize signs of distress • Failed to establish rapport and de-escalation techniques • Escalated situation when faced with hostile communication • Lost focus and failed to remain on task
Appropriate Conclusion	• Compassionate, understanding, respectful, and humane to all parties • Resolved misunderstandings • Recognized and facilitated the use of appropriate resources • Used appropriate discretion in deciding on response including alternatives to incarceration • Did everything possible to keep everyone involved in the incident safe	• Respectful and professional but lacks compassion • Slow to resolve misunderstandings • Considered the use of appropriate resources • Applied some discretion in deciding on response • Did not do much to keep everyone safe	• Not compassionate, understanding, and humane to all parties • Failed to resolve misunderstanding • Did not recognize or facilitate use of appropriate resources • Failed to use appropriate discretion in deciding on response including alternatives to incarceration • Failed to take the safety of all parties into account

ROLE-PLAY EXERCISE INSTRUCTIONS

All role-play exercises are mandatory.

Role-play exercises allow officers to communicate, problem-solve, practice, and learn. Law enforcement requires on the job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The role-play exercises offer students opportunities to perform tactics and techniques alongside the skills acquired though communication exercises. Furthermore, role-playing scenarios teach students about new gear and special skills that will help keep officers and the public safe. Over the course of the basic recruit training program, give all students opportunities to perform each role play at least three times, and use a different set of students each time. Require all students to participate as officers in several exercises.

Prepare for Role-Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify a role-play exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role-playing simulations.

Facilitate Role-Play Exercise

- Ensure that the students have been introduced to the expected officer behaviors that correspond to the primary focus of the exercise.
- Privately brief each role player on their roles.
- Brief the officers and the class on the dispatch information at the same time. The only information the officers receive is the dispatch information.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the role play until the students demonstrate the expected officer behaviors or the facilitator deems it appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize issues such as officer safety, communication, and the type and elements of the crime.
- Ask the officers to provide feedback on their performance in the role play.
- Repeat the role-play exercise at least two more times.

LEGAL

Course Number: CJK_0018

Course Hours: 64 hours

Course Structure: 4 units, 15 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ interpret the Fourth Amendment as it relates to search and seizure
- ✓ know what constitutes a lawful arrest
- ✓ articulate the legal justification for the use of force
- ✓ explain the Fifth and Sixth Amendments as they relate to the interrogation of suspects
- ✓ determine when a crime has been committed and the elements necessary to make an arrest for that crime
- ✓ summarize civil and criminal liability related to an officer's performance of duties
- ✓ classify an officer's duties and options in civil (non-criminal) incidents
- ✓ be familiar with the legal considerations when dealing with juveniles

Required Activities

Suggested Activities

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UNIT 1 INTRODUCTION TO LAW

LESSON 1 LAW SYSTEMS

Lesson Goal

At the end of this lesson, students will understand types of laws and the importance of staying current with case law as well as their agency's policies and procedures when enforcing the law.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 3)
Handout: Core Communication Competencies

Distribute copies of the Core Communication Competencies handout.

LE311.1. Explain the role of constitutional law

Use the following questions for a class discussion:

- What is a "law?"
- Why do we have laws?
- How do laws impact your life now?
- How do you think laws will impact you as a law enforcement officer?

This activity is designed to help students become familiar with the three branches of government and think critically about where law enforcement is placed within these three branches.

Before the activity, create note cards for the students to sort. The note cards should be labelled:

- Legislative Branch
- Executive Branch
- Judicial Branch
- Congress
- Legislator
- House of Representatives
- Senate
- President
- Vice President

- Cabinet
- Supreme Court
- Law Enforcement
- Justice
- Makes Laws
- Interprets Laws
- Signs Bills into Law
- Declares War

Put students into pairs or small groups. Tell them to sort through the cards. Match each branch of government with the correct card.

Once each pair or group has matched the cards to a branch of government, review the correct answers.

☑ LE311.2. Examine criminal law and its relation to ordinances and statutory law

Use the following questions for a class discussion:

- What does statutory law include?
- Give an example of a difference between a criminal law and a statutory law.

This activity introduces students to their local representatives and has them learn more about the different types of law.

- Have students do research on the local government in their city. It is the instructor's discretion as to how this is carried out. You could task students with researching just their county government or have them look into the state government of Florida.
- Have students identify key officials by name including their mayor, the city commission (or council), the representative for their district, their state senators, etc.
- Discuss the various responsibilities of these individuals, and ask the student how they pass and enforce laws discussed in this lesson (criminal, civil, etc.)
- Remind students that they are now part of this system and that staying current with the law includes being familiar with their local and state representatives. This activity can be conducted in two ways. As the instructor, go through the websites and lead a discussion with the students while they are in groups, or direct them to look at the information in pairs. Additionally, to help students with their writing skills, you could have students write a short essay describing their local and state governments. This activity can be done in the classroom or assigned as homework.

☑ LE311.3. Describe the role of civil law

☑ LE311.4. Describe the role of administrative law

Use the following questions for a class discussion:

- Give some examples of a civil law.
- How does civil law differ from criminal law? Give an example.

This activity makes students think critically about how the law impacts law enforcement officers. It is also designed to help students improve their writing skills.

Ask students to find a legal issue (one that is connected to law enforcement) from a reputable media source (newspaper, TV show, magazine, etc.).

Have them write at least two paragraphs:

- explaining what the legal issue is/was and how it impacts/impacted law enforcement
- discussing whether they agree with how the legal issue was resolved (if it was resolved), if they think the officer's actions were legal, and how they think the officer should/could have carried out the situation in a legal manner

You can then ask students to discuss the article they picked and read their paragraphs aloud or you can discuss the article as a class and explain to the students why the officer's actions were legal, illegal, etc. This activity can be done in the classroom or assigned as homework. It can also be done every day you teach the legal block.

☑ LE311.5. Recognize the importance of staying current with case law

Pull up the websites for FDLE, the Florida Attorney General, and the Florida Supreme Court. Show students how to use these websites to stay current with the law.

Ask students why they think it is important to stay current with the law.

☑ LE311.6. Explain the importance of staying current with your agency's policies and procedures

This activity requires students to research and recognize the various policies and procedures that differ from agency to agency.

Assign students two police agencies (for example, Orlando Police Department, Tallahassee Police Department, Jacksonville Police Department, etc.) and have them research their policies and procedures. You could pick a specific policy (for example, policies on arrest) and have students compare and contrast the policies of the two police agencies.

They can either present their findings to the class or write them up in a few short paragraphs.

The end of the activity should result in a discussion about how policies and procedures vary depending on the agency and why it's important to become familiar with the policies and procedures of their agency.

LESSON VOCABULARY

case Law

civil Law

criminal Law

ordinances

statutory law

UNIT 1 INTRODUCTION TO LAW

LESSON 2 CONSTITUTIONAL LAW

Lesson Goal

At the end of this lesson, students will understand the role of specific U.S. constitutional amendments while protecting the rights of the community they serve.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 3)

Communication Exercise: Disruptive Person

☑ LE312.1. Explain how the U.S. Constitution impacts your criminal justice role

Ask students why they think being familiar with the Constitution as a law enforcement officer is important.

Ask students to think of examples of what might happen if an officer is not familiar with the Constitution.

☑ LE312.2. Describe specific amendments that direct your actions as an officer

Facilitate Communication Exercise: Disruptive Person

Have students examine amendments of the Constitution that will have particular impact on their careers in law enforcement. Then perform the following exercise:

1. Split the class into groups or pairs. Assign each group one of the following amendments: First, Fourth, Fifth, Sixth, or Eighth.
2. Have each group work together for around 5-10 minutes to discuss how their amendment might relate to a law enforcement officer's duties.
3. Have a spokesperson from each group explain to the rest of the class what their group concluded.

Discuss the findings and provide feedback.

Amendments for students:

- 1st—Speech/Religion
- 4th—Search/Seizure
- 5th—Self-Incrimination

- 6th—Speedy Trial
- 8th—Unusual Punishment

LESSON VOCABULARY

due process

procedural due process

substantive due process

COMMUNICATION EXERCISE: DISRUPTIVE PERSON

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when interacting with a disruptive person.

Setting: Classroom simulates a library.

Equipment: table and chair simulate a computer station, and a cell phone

Role Players: two officers and three subjects

Facilitator Overview (DO NOT READ OUT LOUD): Two officers respond to a disturbance at a public library. A disruptive person is raising their voice, talking to themselves, monopolizing computers, etc. End the exercise when the officers begin to escort the disruptive person out of the library or fail to do so.

Subjects' Instructions (DO NOT READ OUT LOUD):

Disruptive Person

You are raising your voice, talking to yourself, disturbing patrons, monopolizing computers, etc., in the public library. You initially argue loudly with the officers stating, "I have NOWHERE else to go. This is a public place. I am allowed to be here." However, you will leave the library when directed.

Patron

A person disturbs you while using a computer in the public library. When the officer arrives, begin taking a video of the incident with your cell phone.

Librarian

You point out the disruptive person to the officers. Tell the officers that the person is loud, talking to themselves, and trying to take over a computer station a patron was using. Ask the officers to remove the person from the library. If the officers ask, tell them the disruptive person is a first-time visitor.

Officers' Instructions: Dispatch sends you to a disturbance at a public library.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 1 INTRODUCTION TO LAW

LESSON 3 CLASSIFICATION OF OFFENSES

Lesson Goal

At the end of this lesson, students will understand the different classes of offenses and their penalties before making a lawful arrest.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 3)

☑ **LE313.1. Explain the different types of offenses**

Use the following questions for a class discussion:

- What is an example of a non-criminal offense?
- Give an example of a non-criminal violation.

☑ **LE313.2. Differentiate between felony and misdemeanor offenses**

☑ **LE313.3. Relate offenses to their associated penalties**

Use the following questions for a class discussion:

- Give an example of an ordinance.
- Try to think of an example of a misdemeanor and a felony. How are they different?
- Give an example of a third-degree felony. What type of punishment is associated with this type of felony?
- Give an example of a second-degree felony. What type of punishment is associated with this type of felony?
- Give an example of a first-degree felony. What type of punishment is associated with this type of felony?
- What kind of crime and/or punishment would be associated with a capital felony?
- Describe what a life felony is. How does one get a life felony?

This activity familiarizes students with the different types of penalties and punishments:

- Split the class into groups or pairs.
- With a blank piece of paper, have students write down as many different types of criminal and non-criminal offenses and ordinance violations as they can. Tell them to include the punishments for each one.

This activity can be turned into a competition to see who can get the greatest number of offenses and violations correct.

After students have listed as many offenses/violations and punishments as possible, discuss as a class what they got right or wrong.

LESSON VOCABULARY

felony

misdemeanor

non-criminal violation

offense

UNIT 1 INTRODUCTION TO LAW

LESSON 4 READING AND UNDERSTANDING STATUTES

Lesson Goal

At the end of this lesson, students will know how to find, understand, and reference the Florida Statutes when documenting a lawful arrest and identifying parties to a crime.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 3)
The Florida Statutes

LE314.1. Explain how to find and read the Florida Statutes

Have students work as teams to learn more about how to navigate the Florida Statutes.

Give students a handout of a Florida Statute.

Split students into groups or into pairs. Have them work together to determine the following about the statute they were given:

- Determine what the statute means.
- Identify the various subsections within the statute and what they mean.
- Identify the penalties associated with the crime.
- Have students report their findings to the rest of the class.

LE314.2. Identify the conditions and criteria that result in enhanced penalties

Ask students to explain when someone would receive an enhanced penalty.

This activity helps students recognize what enhanced penalties are and gives them an opportunity to research the Florida Statues.

Split students into groups or pairs, or have them complete this task on their own.

Have students search the Florida Statutes to find a criminal offense that carries an enhanced penalty.

Have them take notes on:

- the title #
- the chapter #

- the details on why there is an enhanced penalty
- a description of how they found this statute

When students have found their enhanced penalty, come back together as a class to discuss their findings.

LE314.3. Describe the two categories of parties to a crime

Ask the class to explain a principal in the first degree. Who is an accessory after the fact?

This activity is designed to improve students' research skills and familiarize them with the parties of a crime.

- Split students into groups or pairs, or have them complete this task on their own.
- Have students research examples of news stories in Florida that include individuals who are classified as principal in the first degree or accessory after the fact.
- Once students have found their examples, come back as a class and review what they found. Discuss why these individuals were classified as principal in the first degree or accessory after the fact.

LESSON VOCABULARY

accessory after the fact

enhanced penalty

principal in the first degree

UNIT 2 LEGAL CONCEPTS

LESSON 1 CATEGORIES OF CRIMINAL INTENT

Lesson Goal

At the end of this lesson, students will understand the significance of intent and negligence when determining whether an act is criminal.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 3)

☑ **LE321.1. Describe the concept of criminal intent**

Ask students to explain what a law enforcement officer needs in order to determine that a criminal offense has occurred.

☑ **LE321.2. Explain the legally recognized categories of criminal intent**

Read the following scenarios to the class and have the students determine whether criminal intent is present in the action.

While playing a baseball game, the batter hits a foul ball into the parking lot, and it crashes through the front windshield of a car. The damage is $900.

After the game, the batter, angry and frustrated over losing the game, walks by some parked cars and smashes a windshield with a bat. The damage is $700.

While attending a kickboxing class, a student in the class is struck in the head and gets a concussion. He calls the police to report a crime.

☑ **LE321.3. Describe the concept of negligence**

☑ **LE321.4. Describe the elements of negligence**

Read the following scenarios to the class and have students identify what category of intent they are. **Do not read out the answers!**

A father leaves a loaded 9mm pistol in his nightstand drawer. His 11-year-old son finds the gun in the nightstand. While playing with the gun, he accidentally shoots himself.

(Answer: Recklessness)

A woman goes to a drug store, takes nail polish, and puts it in her purse. She leaves the store without paying for it.

(Answer: General Intent)

A man goes to a bank with a gun. When he pulls out the gun and demands money from the cash drawer, the clerk hands over $4,000.

(Answer: Specific Intent)

Two college students are hanging out in a sports bar. They begin to argue. One of the students throws her phone at the other student, who steps out of the way. The phone misses the student but hits a window, breaking it.

(Answer: Transferred Intent)

LE321.5. Explain two types of damages for negligence

Use the following questions for a class discussion:

- What is the difference between general and special damages?
- When would someone receive nominal damages?
- When would punitive damages be awarded?

LESSON VOCABULARY

breach of duty

compensatory damages

criminal intent

general intent

negligence

probable cause

proximate cause

punitive damages

recklessness

specific intent

transferred intent

UNIT 2 LEGAL CONCEPTS

LESSON 2 STANDARDS OF LEGAL JUSTIFICATION

Lesson Goal

At the end of this lesson, students will understand the three standards of legal justification, their evolving levels, and the corresponding justifiable legal action.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 3)
Communication Exercise: Consensual Encounter
Role-Play Exercise #2: Standards of Legal Justification
portable radio
red/blue gun
duty belt

☑ **LE322.1. Explain your legal justification to act**

☑ **LE322.2. Identify the three types of encounters**

Use the following questions for a class discussion:

- What must you have in order to claim legal justification to override a citizen's Fourth Amendment right?
- What is the greatest level of certainty? The least amount of certainty?
- Why is it important to be able to articulate why you are doing something? Give an example of how you can do this.

☑ **LE322.3. Describe consensual encounters**

Facilitate Communication Exercise: Consensual Encounter

Use the following questions for a class discussion:

- Describe what a consensual encounter might look like.
- When would you engage in a consensual encounter with someone?
- What level of proof or certainty do you need to engage in a consensual encounter with a community member?
- What are some things that could turn a consensual encounter into a stop?
- What is mere suspicion? What does it allow you to do and not do?

- Give some examples of mere suspicion.

☑ **LE322.4. Describe the concept of reasonable suspicion**

Use the following questions for a class discussion:

- Describe what an investigatory stop might look like.
- When would you have the authority to make an investigatory stop?
- What is a BOLO?

☑ **LE322.5. Explain the legal justification for a *Terry* stop and frisk**

Go over the facts of *Terry v. Ohio* (1968) and ask students to discuss the findings of the case.

Explain the two elements required for a pat down.

Give an example of the plain touch/feel doctrine.

Explain the legal definition of passenger compartment.

☑ **LE322.6. Describe how an officer can legally conduct a pretext stop**

☑ **LE322.7. Describe the legal standard of probable cause**

Use the following questions for a class discussion:

- What are some examples of what probable cause would look like?
- How does probable cause differ from reasonable suspicion or mere suspicion? Give examples.

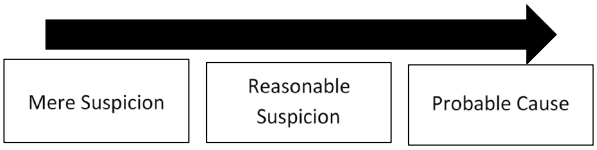
Go over the facts of *Whren v. United States* (1996) and ask students to discuss the findings of the case.

☑ **LE322.8. Describe legally recognized sources for developing reasonable suspicion or probable cause**

Conduct Role-Play #2: Standards of Legal Justification

The following activity has students contemplate the differences between mere suspicion, reasonable suspicion, and probable cause.

Draw the following graphic on the board:



Split students into pairs and hand them scenarios. Their responsibility is to determine where the scenario falls onto the graphic. Is it mere suspicion? Reasonable suspicion? Probable cause? You can conduct this activity a number of ways. You could put the scenarios on sticky notes, and have the students place their sticky notes on the appropriate place on the arrow.

Give students the following scenarios:

- **Scenario 1:** Officer Garcia witnesses a man stumble out of a restaurant. The man gets into his car and, as he is pulling out of the parking space, he just misses hitting two other parked cars. He then pulls out of the parking lot and, as he drives down the street, his car drifts between lanes.
- **Scenario 2:** Officer Hartman is on foot patrol at noon in a part of town that has experienced recent car break-ins. The officer sees two young women walking around a parking lot and testing car door handles to see if they open.
- **Scenario 3:** Officer Valdez pulls over a car for speeding. There are three occupants in the car, and the officer asks if they can search the car. Upon searching the car, Officer Valdez finds five baggies of cocaine.
- **Scenario 4:** Officer Jones is on foot patrol when they notice that there is a man walking back and forth in front of a store.

☑ LE322.9. Describe the legal standard of proof beyond a reasonable doubt

Use the following questions for a class discussion:

- How does proof beyond a reasonable doubt differ from probable cause?
- How does proof beyond a reasonable doubt differ from mere suspicion?

LESSON VOCABULARY

BOLO

consensual encounter

contraband

investigative stop

plain touch/feel doctrine

pretext stops

proof beyond a reasonable doubt

reasonable suspicion

COMMUNICATION EXERCISE: CONSENSUAL ENCOUNTER

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when conducting a consensual encounter.

Setting: Classroom simulates a street.

Equipment: N/A

Role Players: one officer and one subject

Facilitator Overview (DO NOT READ OUT LOUD): An officer is looking for a witness to a crime. When they go to the witness' home, the witness is not there. However, the officer sees a known associate of the witness and approaches them. End the exercise when the officer makes face-to-face contact and effectively communicates the need to talk with the witness.

Subjects' Instructions (DO NOT READ OUT LOUD): You are standing on the street and talking on your cell phone when an officer approaches you. Once you see the officer, you ignore them and turn your back, continuing your phone conversation. When you are done with your phone call, ask what the officer wants.

Officers' Instructions: You are searching for a witness to a crime. Although you cannot locate the witness, you see a known associate of the witness. You attempt to make contact with this person.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

ROLE-PLAY EXERCISE #2: STANDARDS OF LEGAL JUSTIFICATION

Goal: This exercise expands on the knowledge of the Fourth Amendment and standards of legal justification common to law enforcement. It introduces the relationship between good communication and de-escalation skills, a consensual encounter, and a *Terry* stop.

Logistics: The scenario takes place in the classroom. It requires a facilitator, one officer, and one suspect.

Equipment Issued to Officer: portable radio, red/blue gun, and duty belt

Dispatch Information: Dispatch sends an officer to a shoplifting that just occurred at Joe's Hardware Store on 2000 Sixth Avenue and provides the officer a general description of the suspect as a white male wearing jeans and a T-shirt. While driving to the scene, the officer observes a person meeting that description walking quickly away from the vicinity of the store.

Facilitator Information: This is a teaching scenario with uninvolved students acting as observers. You act as dispatch. Keep the entire scenario inside the classroom.

This is not an arrest situation.

At the end of the scenario, facilitate a guided discussion allowing the officer to debrief their actions, receiving input from the observing students. Remember to highlight the distinctions between mere suspicion and reasonable suspicion, and between consensual encounters and investigative stops.

Suspect Behaviors

- Tell the officer you didn't do anything but eventually comply with their directions. Make the officer persuade you to answer questions and react appropriately to the officer's tactics.
- Do not touch the officer and allow the officer to set the context and present options.

Expected Officer Behaviors

- Demonstrate Core Competency Communication skills.
- Must maintain the safety of everyone on the scene.
- Demonstrate officer safety.
- Articulate legal justification for arrest to the suspect.
- Demonstrate knowledge of applicable laws.
- Demonstrate use of effective interviewing and note-taking skills.
- Prepare a written report.

UNIT 2 LEGAL CONCEPTS

LESSON 3 SEARCH AND SEIZURE

Lesson Goal

At the end of this lesson, students will understand the legal requirements for conducting a valid search or seizure, the role of probable cause, and contraband forfeiture.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 3)
Role-Play Exercise #3: Search and Seizure
portable radios
red/blue guns
duty belts

☑ LE323.1. Describe the protections of search and seizure in the Fourth Amendment

Use the following questions for a class discussion:

- What does the Fourth Amendment guarantee?
- What are some examples of things the Fourth Amendment protects against?
- Give an example of a seizure. When would an officer do this?

☑ LE323.2. Describe the legal requirements to obtain a search warrant

Use the following questions for a class discussion:

- What is a search warrant, and when do you need one?
- What does a search warrant need in order to be valid?

☑ LE323.3. Explain the exceptions to the search warrant requirement

Use the following questions for a class discussion:

- When can you search without a warrant? Give an example.
- What are the three elements that are needed to classify something as a search?
- What conditions need to be met in order for an officer to seize an item without a warrant? Give an example.

☑ **LE323.4. Describe the three conditions that must be met to seize contraband in plain view without a warrant**

This activity has students examine when a warrant is required for a search.

Split students into small groups to have them examine the following scenarios.

Have them determine if the warrantless search is legal or not. After you give them time to review the scenarios, come together as a class and discuss the results.

Scenario One

At the local shopping mall, an undercover detective notices a group of teenagers shopping together. Following them, the undercover detective observes no illegal behavior. However, once they exit the mall, the undercover detective stops them and orders them to turn over their purses, wallets, and jackets. Were the officer's actions legal or illegal?

Scenario Two

A police officer driving behind Tom sees the car swerve significantly and cross the center line several times. The officer pulls the car over, asks Tom to step out, and searches the area around the driver's seat. The officer finds an opened liquor bottle and a small amount of cocaine under the seat. Were the officer's actions legal or illegal?

Scenario Three

Officer Jones is trying to find a convict who escaped from a nearby jail. Going door-to-door in the neighborhood surrounding the jail, Officer Jones asks permission to enter each house and search it. The Smiths allow Officer Jones to enter their house. Once in the house, the officer sees and seizes an unregistered firearm that is on a bookshelf. Were the officer's actions legal or illegal?

Scenario Four

A police officer is on foot patrol and sees a gun on the front seat of a parked car. There is no one in the car. The officer opens the car door and discovers not only the gun but also bullets and a knife. Were the officer's actions legal or illegal?

Scenario Five

Jody and Sandy attend a party where everyone drinking is underage. The police break up the party without arresting anyone. They seize Jody's purse. Inside, they find methamphetamine and arrest Jody for possession. Were the officer's actions legal or illegal?

Scenario Six

Late for work, Ron was driving five miles over the speed limit when pulled over by the police. After ordering Ron out of the car, the police proceeded to frisk him and found a small weapon in his jacket pocket. Were the officer's actions legal or illegal?

☑ **LE323.5. Explain when searching a mobile conveyance is legal without a warrant**

Conduct this discussion of case law:

Split students into groups or pairs or have them complete this task on their own.

Read the case summary to students or have them read the summaries silently to themselves and answer the question below. When they have answered the question, discuss their answers as a class, correcting any errors they made.

Carroll v. U.S. (1925)

In 1921, federal agents stopped a car and found 68 bottles of alcohol (this was during prohibition). The officers arrested the occupants of the car. The defendants argued that the alcohol was seized illegally because the agents did not have a warrant and the agents had not witnessed a crime. The Supreme Court ruled that the seizure was legal. Why did the court rule that this search and seizure was legal?

Discuss the following questions:

- What is required for you to be able to search a vehicle? What can the search consist of?
- When does a "sniff" from a canine need a warrant? Does it ever require a warrant?

☑ **LE323.6. Explain when the destruction of evidence permits a search without a warrant**

☑ **LE323.7. Explain the fresh pursuit exception to the search warrant requirement**

☑ **LE323.8. Explain how an emergency scene relates to warrantless entry**

Give some examples of exigent circumstances.

Give an example of fresh pursuit.

Ask students: If you are chasing a suspect and they run into their house, are you allowed to go into the house too? Why or why not?

Give a summary of *Seibert v. State* (2006) and ask students for other examples/situations of when they think the emergency scene exception would apply.

☑ LE323.9. Explain the importance of consent when conducting a warrantless search

Use the following questions for a discussion:

- Can you search a person's residence if they give you permission?
- How do you define voluntary consent?
- Can consent ever be implied?
- What is third party consent and is it ever sufficient?
- Under what circumstances can a person withdraw their consent?

☑ LE323.10. Explain why a vehicle inventory does not require a search warrant

Use the following questions for a class discussion:

- What are the proper steps to take to secure someone's vehicle after they've been arrested?
- What is the purpose of conducting an inventory of someone's vehicle after they've been arrested?
- When should you impound someone's vehicle?
- What happens to any evidence that might be in a person's impounded vehicle?

☑ LE323.11. Explain why an administrative search does not require a search warrant

Use the following questions for a class discussion:

- What happens during an administrative search?
- Do you need a warrant to conduct an administrative search? Why or why not?
- What special conditions, if any, must exist before you conduct an administrative search?

☑ LE323.12. Explain why searching someone under arrest does not require a search warrant

Go over the details of *U.S. v. Robinson* (1973). Ask students for examples of a search incident to arrest.

Ask students why the incident to arrest exception exists.

Ask students what two requirements have to be met before a search.

Present the facts of *Chimel v. California* (1969). Ask students why the Supreme Court ruled the way it did.

Discuss *Thornton v. U.S.* (2004). Ask students why the Supreme Court ruled the way it did.

Discuss *New York v. Belton* (1981) and ask for the students' opinions on the opinion of the court.

Present the facts of *Arizona v. Gant* (2009) and ask for the students' opinions on the opinion of the court.

☑ **LE323.13. Explain how abandoned property and the open fields doctrine relate to a warrantless search**

Ask students what an abandoned property looks like.

Discuss why it is legal to search an abandoned property without a warrant.

Ask the class to explain curtilage.

Conduct a discussion on what is considered "abandoned property" and "curtilage."

This activity works best if you can project images onto a screen.

- Do an image search of "abandoned property," "run down property," and "old property." You can scroll through photos of different types of abandoned properties and ask students if a warrantless search would be ok in these properties? Why or why not?
- Do another image search of "open field AND property." Examine the photos with students and have them determine where a warrantless search is permitted and why.
- Do another image search of "fence AND house." Discuss the expectation of privacy and what the Fourth Amendment covers and doesn't cover for the properties.

☑ **LE323.14. Describe the scope of searches legally permitted for a law enforcement officer**

Have students examine various scenarios and determine if a search is legal.

Split students into groups or pairs, or have them complete this task on their own.

Give the class the following scenarios and have them determine if a search is legal in this scenario. Students can say they “Strongly agree” it’s legal, “agree” that it’s legal, be “undecided” if it’s legal, “disagree” that it's legal, or “strongly disagree” that it's legal.

Scenario One

A man is driving a pickup truck and fails to signal his left turn. He is pulled over by Officer Santiago. Officer Santiago recognizes the driver as Ben Smith, who has an outstanding arrest warrant for selling meth. Officer Santiago places Smith under arrest and places Smith in the back of their patrol car. Based on the facts, Officer Santiago searches Smith’s truck without a warrant.

The officer’s actions were legal:

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

Scenario Two

Officer Richardson is suspicious of their next-door neighbor. The neighbor comes and goes at all hours of the day, and Officer Richardson has seen him carrying shovels, trash bags, and lime into his home. Officer Richardson notices that their neighbor has placed his trash can on the curb for pickup. Officer Richardson goes to the trash can when their neighbor is not home and searches in the trashcan, finding bloody clothes.

The officer’s actions were legal:

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

Scenario Three

Officer Cook is on foot patrol and sees a woman that is stumbling along the road. Officer Cook approaches the woman to speak with her, but they are worried that the woman might have a weapon. Officer Cook decides to frisk over her clothing before speaking with her to ensure that the woman doesn’t have any weapons.

The officer’s actions were legal:

- Strongly agree
- Agree

- Undecided
- Disagree
- Strongly disagree

☑ **LE323.15. Describe legal seizures under the Florida Contraband Forfeiture Act**

Conduct Role Play #3: Search and Seizure

Use the following for a class discussion:

- Give examples of contraband.
- What happens to property that is seized by law enforcement?

LESSON VOCABULARY

Carroll doctrine

curtilage

exigent circumstances

forfeiture

fresh pursuit

impound

search

search warrant

seizure

ROLE-PLAY EXERCISE #3: SEARCH AND SEIZURE

Goal: This exercise expands on the knowledge of the Fourth Amendment, probable cause, and conducting a legal vehicle search.

Logistics: The scenario takes place in a parked car located in a mall parking lot. It requires two officers and one driver.

Equipment Issued to Officers: portable radios, red/blue guns, and duty belts

Driver Props: additional contraband (optional), bag of pills, and a vehicle

Dispatch Information: Dispatch sends two officers to investigate a suspicious vehicle in a mall parking lot.

Facilitator Information: This is a teaching scenario with uninvolved students acting as observers. Inform the officers that they have pulled over a vehicle because of an expired license plate. A bag of pills is visible in the cup holder of the car.

The officers have a number of options at this point. They may make an arrest based on the pills in plain view. They may remove the subject from the vehicle and search the vehicle for any other contraband. As a training option, an additional number of simulated pills or other contraband may be in the car.

This is an arrest situation.

At the end of the scenario, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students. Options to modify the exercise include increasing the amount of illegal substance or adding vehicle passengers.

Driver Behaviors

- Deny any consent to search.
- Offer no physical resistance and be compliant.
- Be responsive to questions; your general account is that you are waiting for a friend.
- When confronted with the pills, admit that they are yours, but deny that there is any other contraband in the vehicle.

Expected Officer Behaviors

- Demonstrate Core Competency Communication skills.
- Must maintain the safety of everyone on the scene.
- Demonstrate officer safety.
- Respond appropriately to the driver’s refusal to consent to the search.
- Classify the offense.
- Articulate legal justification for arrest to the suspect.
- Demonstrate knowledge of applicable laws.
- Demonstrate use of effective interviewing and note-taking skills.
- Prepare a written report.

UNIT 2 LEGAL CONCEPTS

LESSON 4 WEAPONS AND FIREARMS POSSESSION

Lesson Goal

At the end of this lesson, students will understand the laws regarding the ownership, possession, and use of weapons and firearms.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 3)

☑ **LE324.1. Describe the lawful ownership and use of a weapon or firearm**

Use the following questions for a class discussion:

- At what age can someone legally purchase a firearm in the state of Florida?
- At what age can someone legally own a firearm in the state of Florida?

☑ **LE324.2. Identify the circumstances where carrying a weapon or firearm is prohibited in Florida**

Discuss the following question: What is the Law Enforcement Officers Safety Act of 2004?

☑ **LE324.3. Explain the temporary restrictions permitted under risk protection orders**

Use the following questions for a class discussion:

- Under what circumstances is a risk protection order given?
- What should an officer be aware of when serving a risk protection order?

LESSON VOCABULARY

risk protection order (RPO)

UNIT 2 LEGAL CONCEPTS

LESSON 5 LAWS OF ARREST

Lesson Goal

At the end of this lesson, students will understand the process of making an arrest with or without a warrant, issuing a notice to appear, and the role of a probable cause affidavit.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 3)

☑ **LE325.1. Describe the role of an arrest warrant after deciding to make an arrest**

Ask students:

- What are the two types of arrests? Give an example of each.
- What must exist in order to obtain an arrest warrant?

☑ **LE325.2. List situations where officers can legally conduct a warrantless arrest**

☑ **LE325.3. List the statutory exceptions to the misdemeanor arrest requirement**

Use the following questions for a class discussion:

- Under what conditions could you make a warrantless arrest?
- What are some examples of misdemeanor exceptions?

☑ **LE325.4. Explain when you may or may not issue a notice to appear**

Give examples of when an officer might issue a notice to appear.

Give examples of when an officer cannot issue a notice to appear.

☑ **LE325.5. Explain the role of the probable cause affidavit**

Ask students to explain the purpose of a probable cause affidavit.

LESSON VOCABULARY

arrest

arrest warrant

notice to appear

probable cause affidavit

UNIT 2 LEGAL CONCEPTS

LESSON 6 USE OF FORCE

Lesson Goal

At the end of this lesson, students will recognize the legal basis for using force by examining related court cases and statutes.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 3)

☑ LE326.1. Explain use of force and the objective reasonableness standard

Ask students to identify the questions that need to be answered in order to establish objective reasonableness.

Ask the class to explain when an officer is justified in using force. Give examples.

Discuss *Graham v. Connor* (1989) and the Supreme Court's decision. Ask students for their thoughts on the case.

Ask students to explain why electronic control devices (ECD), conducted electronical weapons (CEW), expandable batons, flashlights, and chemical agent sprays are considered less lethal weapons.

☑ LE326.2. Recognize case law for use of force measures

Discuss *Tennessee v. Garner* (1985) and the Supreme Court's decision. Ask students for their thoughts on the case.

☑ LE326.3. Examine the Florida Statutes regarding an officer's use of force

Use the following questions for a class discussion:

- When is an officer justified to use deadly force?
- How would you define deadly force?
- What does Florida case law say about using deadly force?
- When are officers justified in using reasonable force during an investigative stop?

Have students work on their writing skills while critically examining the use of force. This exercise can be done during class time or given as homework.

- Tell students to work independently researching news stories of officers using force in the state of Florida. Students should identify one case that they wish to discuss in class.
- Have students print out a news article on the case and write two short paragraphs describing what happened in this case and if, based off of what they've learned, this was a case of proper use of force.

You can have all of the students present their findings or just ask for a few volunteers to discuss their cases with the class.

LESSON VOCABULARY

deadly force

UNIT 3 LIABILITY

LESSON 1 TYPES OF LIABILITY

Lesson Goal

At the end of this lesson, students will understand how liability will result from the consequences of not performing their duties or performing their duties incorrectly under the color of law.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 3)

☑ LE331.1. Differentiate between criminal and civil liability

Use the following questions for a class discussion:

- What is the difference between civil liability and criminal liability?
- What are some examples of the consequences of civil or criminal liability?
- Could an officer be tried for both civil and criminal liability? If so, give an example.

☑ LE331.2. Explain the role of intent in intentional and unintentional torts

Ask students to:

- give an example of a tort
- identify the torts that they think they will encounter the most as a law enforcement officer

☑ LE331.3. Describe examples of officer negligence

Ask the class to provide examples of an officer being negligent on the job.

☑ LE331.4. Describe examples of officer actions that can lead to civil liability

Have a class discussion on what students think are the most common types of acts that lead to civil liability for a law enforcement officer.

☑ LE331.5. Explain the role of color of law as it relates to officer duties

Use the following question for a discussion: What are some possible consequences of not acting under color of law?

☑ LE331.6. Describe civil violations of federal civil rights

Ask students:

- What are some possible consequences of a law enforcement officer violating civil federal rights?
- What is the double jeopardy clause, and how does it relate to civil rights violations?

☑ LE331.7. Differentiate between direct and vicarious liability

This exercise will help students with their research and writing skills, while also familiarizing them with liability.

This activity should be done independently.

Instruct students to research past cases of Florida law enforcement officers and liability.

Students need to find a case of:

- a civil rights violation
- OR direct liability
- OR vicarious liability

Students can search past news articles to find their case. Have the students write up a two-paragraph summary of the case, including the details and what type of liability the officer was charged with.

After students have concluded their research and writing, facilitate a class discussion on their findings.

LESSON VOCABULARY

civil liability

civil rights violation

color of law

criminal liability

direct liability

omission

tort

vicarious liability

UNIT 3 LIABILITY

LESSON 2 PROTECTING OFFICERS AGAINST LIABILITY

Lesson Goal

At the end of this lesson, students will have a basic knowledge of how officers and agencies are protected against liability, including sovereign immunity.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 3)

☑ **LE332.1. Describe how to limit officer and agency liability**

☑ **LE332.2. Describe the role of sovereign immunity in personal and civil liability**

Use the following questions for a class discussion:

- What does sovereign immunity protect officers from?
- What does it not protect officers from?

☑ **LE332.3. Explain acting within the scope of your employment**

Ask students:

- How would you describe acting within the scope of employment?
- What is the responsibility of your agency if you are found civilly or criminally liable?

☑ **LE332.4. Describe ways an officer is protected from liability**

Give an example of qualified immunity.

Use the following questions for a class discussion:

- What are acts done in good faith? Give examples.
- What are acts done in a reasonable manner? Give examples.
- What are acts justified under the law? Give examples.

LESSON VOCABULARY

acting within the scope of employment

emergency doctrine

qualified immunity

sovereign immunity

UNIT 4 COURT BASICS

LESSON 1 THE U.S. AND FLORIDA COURT SYSTEMS

Lesson Goal

At the end of this lesson, students will be familiar with the structure of the Florida and federal court systems, including the roles of primary personnel.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 3)
Handout: Florida's 67 Counties
Handout: Florida's 20 Circuit Courts
Handout: Florida's Six Appellate Court Districts

LE341.1. Describe the structure of the Florida and federal court systems

Present the attached maps of Florida's 67 counties, 20 circuit courts, and six appellate court districts or present the maps as a handout.

Ask students to create a list of situations where a law enforcement officer might be involved with the court system and why that involvement is important.

If possible, display the Supreme Court of the United States website.

LE341.2. Describe the roles of the primary personnel of the court system

Use the maps at the end of this lesson as handouts. These maps show the divisions of the different courts in Florida.

Ask students to look through the map handouts, and make sure that they understand the types of cases each level of court addresses.

LESSON VOCABULARY

bailiff

clerk of the court

court administrator

court reporter

defense attorney

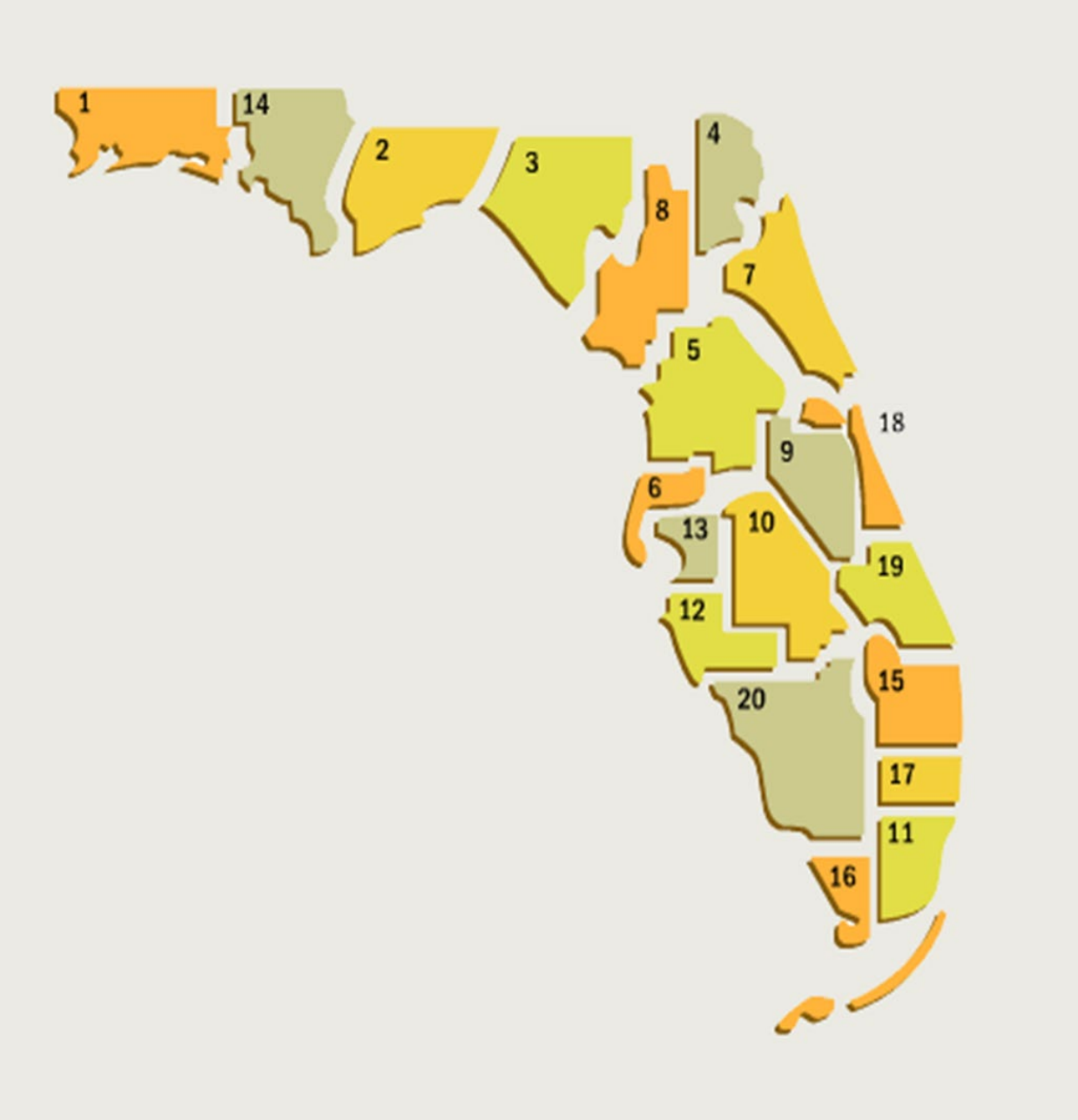
judge

jury

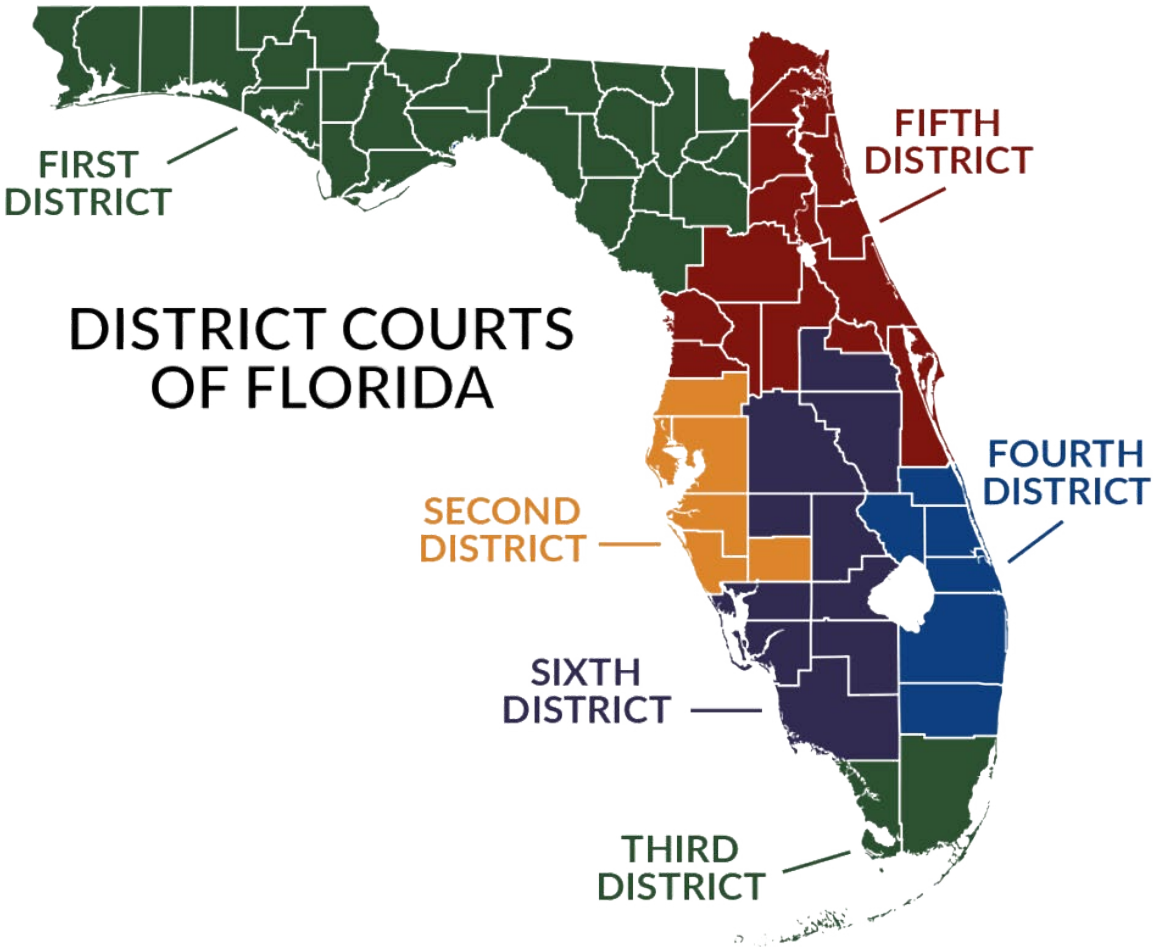
prosecutor

HANDOUT: FLORIDA'S 67 COUNTIES

HANDOUT: FLORIDA'S 20 CIRCUIT COURTS



HANDOUT: FLORIDA'S SIX APPELLATE COURT DISTRICTS



UNIT 4 COURT BASICS

LESSON 2 COURT PROCEEDINGS

Lesson Goal

At the end of this lesson, students will be able to describe the different types of court proceedings, including hearings, arraignments, depositions, meetings, and trials.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 3)

☑ **LE342.1. Describe the function of a first appearance hearing**

☑ **LE342.2. Describe the role of an officer during a first appearance hearing**

Some questions for class discussion include:

- When must the first appearance hearing occur?
- What must be present for criminal proceedings to continue?
- When are individuals excused from the first appearance hearing?
- What do you think the role of a law enforcement officer is during the first appearance hearing?

☑ **LE342.3. Explain the functions of arraignments, pretrial releases, and bond hearings**

Use the following questions for a class discussion:

- What happens during the arraignment?
- What is the purpose of a bond hearing?
- What do you think the role of a law enforcement officer might be during a bond hearing?

☑ **LE342.4. Describe how to testify in a deposition**

☑ **LE342.5. Recognize the importance of reading a transcription after a deposition**

Conduct a class discussion using the following questions:

- What do you think the role of a law enforcement officer might be during a deposition?
- What rights do you have when answering questions in court?
- Who can be present during a deposition?
- What kind of questions must you answer during a deposition? What questions can you refuse to answer?
- Do you always have the right to review the transcript of the deposition?
- Why is it important to review the transcript?

☑ **LE342.6. Describe the function of a suppression hearing**

Use the following question for a discussion: How might a suppression hearing impact a law enforcement officer?

☑ **LE342.7. Describe the function of a pretrial meeting**

☑ **LE342.8. Describe the process of a trial by judge or a trial by jury for an adult and a juvenile**

Use the following questions for a class discussion:

- Is everyone entitled to either a trial by jury or a trial by judge?
- Why or why not?

☑ **LE342.9. Describe the function of a sentencing hearing**

Have students answer the following discussion questions:

- When does the sentencing hearing normally occur?
- What is the role of a law enforcement officer during a sentencing hearing?

☑ **LE342.10. Describe the function of a violation of probation hearing**

Use the following question for a class discussion: What is the role of a law enforcement officer during a violation of probation hearing?

LESSON VOCABULARY

deposition

hearsay

off the record

suppression hearing

violation of probation (VOP)

violation of probation hearing

UNIT 4 COURT BASICS

LESSON 3 COURT ORDERS

Lesson Goal

At the end of this lesson, students will know the common court orders and how to serve civil processes and search warrants.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 3)

☑ **LE343.1. Describe the role of arrest warrants, capiases, or pickup orders when making an arrest**

Use the following questions for a class discussion:

- What do you do if someone flees while you are serving an arrest warrant?
- What should you do once you locate the subject of the court order?

☑ **LE343.2. Describe how to serve a civil process**

Use the following questions for a class discussion:

- What is the usual procedure for serving a civil process?
- Who normally serves a civil process?
- What should you do prior to serving a court order?
- What is the process for handing over the document to the individual who is being served?
- How do you confirm the delivery process? What are the possible consequences for failing to do this?

☑ **LE343.3. Describe how to legally execute a search warrant**

Have students answer the following discussion questions:

- What is the process for being assigned to a search warrant team?
- During the search, what should you be looking for?
- What do you do if you locate additional evidence during a search?
- What are the usual procedures when leaving the scene after a search?

LESSON VOCABULARY

capias

domestic violence protection order

ex parte order

pickup order

protection order

subpoena

CORE COMMUNICATION COMPETENCIES HANDOUT

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How could implicit bias have impacted this interaction?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the public. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises offer students opportunities to verbally de-escalate an escalating incident and provide the facilitator with prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, and/or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player, but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout prior to conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force and how they would explain their use of force in court.
- You have the option to instruct a role player, not the officer, to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 core communication competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class, and encourage all students to participate in the discussion.

COMMUNICATION EXERCISE RUBRIC

	GOOD	FAIR	POOR
Command Presence	• Demonstrated proper approach and understanding of the call • Identified self • Explained reason for contact • Upright, alert, attentive	• Recognized proper approach and understanding of call but slow to act • Identified self but hesitant to explain reason for contact • Upright and alert	• Disregarded safety protocols • Failed to identify self • Failed to identify reason for contact • Disheveled appearance
Communication	• Identified all parties involved (e.g., suspect, witness, victim) • Asked appropriate questions based on person's role • Attentive to responses • Asked proper follow-up questions	• Slow to identify all parties involved • Asked vague questions about person's role but later clarified questions • Slow to ask follow-up questions to clarify their understanding	• Did not identify all parties involved • Made improper assumptions or accusations • Failed to ask clarifying questions to correct contradictions or misinterpretations
Situational Awareness	• Immediately recognized dangerous situations and responded appropriately • Quick to notice non-verbal cues that signified a willingness to talk or hostile behavior • Properly adjusted responses to behaviors • Remained calm and professional but held firm during interactions	• Recognized dangerous situations but sometimes chose improper response • Recognized most non-verbal cues • Misinterpreted some non-verbal cues • Remained professional, preventing loss of scene control	• Failed to recognize dangerous situations or disregarded proper tactics • Failed to recognize non-verbal cues • Allowed victims, witnesses, or suspects to dictate the manner or method of contact
Proper Escalation or De-escalation	• Immediately recognized signs of distress • Established rapport and applied de-escalation techniques • Remained calm and professional when others were verbally hostile • Controlled escalation response • Remained on task	• Recognized signs of distress • Slow to establish rapport but did apply de-escalation techniques • Displayed some difficulty in responding to hostile communication • Somewhat quick to escalate • Mostly remained on task	• Failed to recognize signs of distress • Failed to establish rapport and de-escalation techniques • Escalated situation when faced with hostile communication • Lost focus and failed to remain on task
Appropriate Conclusion	• Compassionate, understanding, respectful, and humane to all parties • Resolved misunderstandings • Recognized and facilitated the use of appropriate resources • Used appropriate discretion in deciding on response including alternatives to incarceration • Did everything possible to keep everyone involved in the incident safe	• Respectful and professional but lacks compassion • Slow to resolve misunderstandings • Considered the use of appropriate resources • Applied some discretion in deciding on response • Did not do much to keep everyone safe	• Not compassionate, understanding, and humane to all parties • Failed to resolve misunderstanding • Did not recognize or facilitate use of appropriate resources • Failed to use appropriate discretion in deciding on response including alternatives to incarceration • Failed to take the safety of all parties into account

ROLE-PLAY EXERCISE INSTRUCTIONS

All role-play exercises are mandatory.

Role-play exercises allow officers to communicate, problem-solve, practice, and learn. Law enforcement requires on the job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The role-play exercises offer students opportunities to perform tactics and techniques alongside the skills acquired though communication exercises. Furthermore, role-playing scenarios teach students about new gear and special skills that will help keep officers and the public safe. Over the course of the basic recruit training program, give all students opportunities to perform each role play at least three times, and use a different set of students each time. Require all students to participate as officers in several exercises.

Prepare for Role-Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify a role-play exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role-playing simulations.

Facilitate Role-Play Exercise

- Ensure that the students have been introduced to the expected officer behaviors that correspond to the primary focus of the exercise.
- Privately brief each role player on their roles.
- Brief the officers and the class on the dispatch information at the same time. The only information the officers receive is the dispatch information.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the role play until the students demonstrate the expected officer behaviors or the facilitator deems it appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize issues such as officer safety, communication, and the type and elements of the crime.
- Ask the officers to provide feedback on their performance in the role play.
- Repeat the role-play exercise at least two more times.

INTERVIEWING AND REPORT WRITING

Course Number: CJK_0019

Course Hours: 56 hours

Course Structure: 2 units, 8 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ understand interviews, interview conditions, and interviewee behavior
- ✓ understand laws and limitations of interrogation
- ✓ identify types of reports, forms, and logs
- ✓ organize information
- ✓ write reports

Required Activities

Suggested Activities

Notes to the Instructor

LESSON VOCABULARY

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UNIT 1 BASICS OF INTERVIEWING

LESSON 1 TAKING GOOD NOTES

Lesson Goal

At the end of this lesson, students will understand the importance of taking good notes, what to include in their notes, and strategies for taking notes.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 4)
Communication Exercise: Interviewing Instructor
Handout: Core Communication Competencies
Handout: Commonly Accepted Abbreviations

Distribute copies of the Core Communication Competencies handout.

☑ **LE411.1. Explain the purpose of note-taking when investigating an incident**

☑ **LE411.2. Identify the details of an incident and the basic questions that your notes should address**

Play a video of a fight or another incident and have students take notes. Ask them to identify who is taking what action. Place emphasis on picking up details. Consider giving the students a few minutes to jot down notes or write a brief summary of what they observed. Have students share what they observed and then compare the differences.

☑ **LE411.3. Describe strategies for taking effective notes**

Facilitate Communication Exercise: Interviewing Instructor

Discuss the proper time to start writing things down.

Explain how to take strategic pauses in note-taking during an interview.

Present either as a handout or on a whiteboard the following commonly accepted abbreviations.

HANDOUT: COMMONLY ACCEPTED ABBREVIATIONS

A	Asian	**nmi**	no middle initial
aka	also known as	**Ph**	phone
a.m.	morning	**p.m.**	afternoon or evening
B	black	**s**	suspect
DOB	date of birth	**tod**	time of day
F	female	**tot**	turned over to
H	Hispanic	**v**	victim
hr	hour	**W**	white
M	male	**w**	witness
mi	mile	**w/o**	without
min	minute	**yr**	year
mo	month	**yoa**	years of age

COMMUNICATION EXERCISE: INTERVIEWING INSTRUCTOR

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when conducting an interview.

Setting: Classroom

Equipment: N/A

Role-Players: one officer

Facilitator Overview (DO NOT READ OUT LOUD): A randomly selected student will interview the instructor. This interview will take place in front of the rest of the class. The student will have five minutes to find out as much as they can about the instructor. Then, the instructor will randomly select any student in the class to present the information gathered in the interview. Allow students to take notes, but **do not** suggest it.

If students do not automatically start taking notes, consider running the exercise again and this time suggest that they take notes.

Officers' Instructions: You will interview the instructor. You have 5 minutes to obtain as much information as possible. You or any other student may be selected to present the information to the class.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion. An optional follow-up to this exercise could be to instruct the class to write an individual short summary of the interview.

UNIT 1 BASICS OF INTERVIEWING

LESSON 2 PREPARING FOR THE INTERVIEW

Lesson Goal

At the end of this lesson, students will know how to thoroughly prepare for an interview, including the order of interviews and interviewee considerations.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 4)

☑ **LE412.1. Describe the purpose of an interview**

☑ **LE412.2. Describe how to prepare for an interview**

☑ **LE412.3. Determine if any accommodations should be made to the interview process**

☑ **LE412.4. Determine the order of people to interview based on the incident**

☑ **LE412.5. Develop specific interview questions to establish elements of the crime**

Provide a statute related to a crime and have students write out questions they would ask; a variation on this is to use it as a class discussion activity.

Facilitate a class discussion about what questions students would ask for a victim, witness, and suspect; a variation is to have the students write down their individual questions and share with a peer.

Have students review a victim statement and a witness statement, and then prepare questions for the suspect.

☑ **LE412.6. Choose an appropriate and safe environment that is suitable for an interview**

The instructor can introduce preparation for interrogations in this lesson if they wish. Interrogation is covered more fully in Unit 1, Lesson 4.

LESSON VOCABULARY

affirmation

interview

oath

statement

UNIT 1 BASICS OF INTERVIEWING

LESSON 3 CONDUCTING THE INTERVIEW

Lesson Goal

At the end of this lesson, students will know how to properly conduct an interview, document information from an interview, and obtain sworn statements.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 4)
Role-Play Exercise #4: Subject Interview
Handout: Officer Responses to Interviewee Behaviors
portable radio
red/blue gun
duty belt
driver license or form of identification

☑ **LE413.1. Describe the three stages of an interview**

☑ **LE413.2. Identify inappropriate tactics to avoid when conducting an interview**

Create brief scenarios or opportunities for students to conduct interviews. Have them consider what they would do differently with a juvenile or a person suffering from trauma.

Discuss being considerate of a trauma victim's perspective. Example: this may be the officer's third or fourth call for the same kind of incident during a shift, but for the victim, the trauma is fresh.

☑ **LE413.3. Describe basic interview strategies and evaluating outcomes**

Conduct peer-to-peer interviewing:

- Have students get into pairs and interview each other.
- Have students take notes as they interview each other.
- The instructor should move around the room and ask questions to get the students thinking about their strategies, interviewee's behavior, and how they gathered and wrote down information.

Example: "I see you wrote down John's first name. What is his last name?"

Present videos of good interview examples (the interviewer is prepared and keeps the conversation focused) as well as bad examples (the interviewer did not prepare or has difficulty getting information).

Instructor Interview: Pick two students at random and tell them they have 2minutes to get as much information about you as possible. If the students stick with close-ended questions like, “Where were you born?” explain that an open-ended question such as “Tell me about where you grew up,” would have yielded more information. (Consider doing the communication exercise from Lesson 1 again, but with this variation to emphasize the effect of using different types of questions to get information.)

When discussing cognitive interviewing, remind students that this technique should NOT be used on sexual assault victims due to the traumatic nature of the crime.

Explain that witnesses are free to leave, but it is up to the officer to develop rapport and to encourage them to remain for an interview.

☑ **LE413.4. Describe how to interview a victim of sexual battery using a trauma-informed approach**

Consider inviting a victim advocate to speak to the class about trauma-informed interviewing and working with victims of sex crimes.

☑ **LE413.5. Describe how to respond to interviewee behaviors**

☑ **LE413.6. Recognize common signs of deception by an interviewee**

Present the techniques (at the end of this lesson) to use in response to different types of interviewee behaviors as a PowerPoint or distribute as a handout.

☑ **LE413.7. Identify ways to address mental health needs during and after an interview**

☑ **LE413.8. Describe how to legally administer an oath and obtain a sworn statement**

☑ **LE413.9. Describe how to obtain a written sworn statement**

Explain that the officer may also want to get a statement from someone who the officer believes is being untruthful when they say they did not see anything.

Discuss a scenario and have students determine whether or not they would take a statement.

Have students review a written statement and check for missing information. Have them identify any elements or information that is missing.

☑ **LE413.10. Describe how to obtain a signature on a written statement**

☑ **LE413.11. Describe how to obtain an electronic statement**

Discuss why students should not use personal cell phones or electronics when obtaining electronic statements.

Conduct Role-Play Exercise #4: Subject Interview

LESSON VOCABULARY

cognitive interviewing

minimal encouragers

mirroring

sworn statement

trauma-informed approach

HANDOUT: OFFICER RESPONSES TO INTERVIEWEE BEHAVIORS

COOPERATIVE INTERVIEWEE	• Build rapport. • Confirm the interviewee's observations and statements. • Ask direct questions. • Do not confuse or frustrate the interviewee.
TALKATIVE INTERVIEWEE	• State the purpose of the interview. • Be patient. • Ask closed-ended questions to redirect the interviewee back to the subject of the interview. Close-ended questions are phrased to receive a specific response, such as yes or no.
RELUCTANT INTERVIEWEE	• Build rapport. • State the purpose of the interview. • Speak in a quiet tone of voice.
UNCOOPERATIVE INTERVIEWEE	• Establish control of the interview. • Keep your composure. • Re-approach later.
HOSTILE INTERVIEWEE	• Establish control of the interview. • Keep your composure. • Do not argue with the interviewee. • Follow safety precautions, including checking for a weapon. • Ask direct questions. • Try to reduce the interviewee's stress and anxiety.
VICTIM	• Evaluate whether the victim is physically and mentally able to participate in the interview. • Build rapport. • Be aware of the victim's verbal and non-verbal cues. • Prompt the victim with primary and follow-up questions. • Maintain a relaxed and calm interview environment.
SUSPECT	• Give *Miranda* warnings, when applicable. • Do not stereotype, prejudge, ridicule, or bully the suspect. • Be honest and straightforward.
OTHER INTERVIEWEES (NOT DIRECTLY INVOLVED)	• Listen to the interviewee carefully. • Be polite, patient, and understanding. • Encourage the interviewee to provide information.

ROLE-PLAY EXERCISE #4: SUBJECT INTERVIEW

Goal: This exercise includes non-custodial interviews to gather information about an incident.

Logistics: This scenario takes place in a classroom; however, it simulates an encounter occurring on a public sidewalk near a main road. This scenario requires one facilitator, one officer, and one subject.

Equipment Issued to Officer: portable radio, red/blue gun, and duty belt

Role-Player Props: driver license or other form of identification

Dispatch Information: An officer is on patrol and hears a second unit dispatched to a fight that just occurred at a bar a few blocks away from the officer's location. Because the other unit is handling another call, the officer drives to the nearby area. Over the radio, the officer hears a description of the clothing and physical characteristics of a subject matching those of a person the officer sees walking quickly down the sidewalk.

Facilitator Information: This is a teaching scenario with the uninvolved students acting as observers. You act as dispatch. Keep the scenario within the classroom. This is an investigative scenario, with the desired outcome being an effective interview with a subject. In this incident, the facts do not warrant an arrest; however, you can alter the scenario to become an arrest situation. For example, have the victim come forward and indicate they wish to prosecute.

There is no weapon and no injury; the crime is, at most, a misdemeanor.

At the end of the scenario, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Subject Behaviors: When first dealing with the officer, be nervous, guarded, and mostly concerned about whether you are under arrest.

Question the officer about whether you are free to leave.

If the officer uses appropriate interviewing skills and techniques, become more cooperative and provide the needed information.

Expected Officer Behaviors

- ✓ Demonstrate Core Competency Communication skills.
- ✓ Must maintain the safety of everyone on the scene.
- ✓ Demonstrate officer safety.
- ✓ Articulate legal justification for arrest to the suspect.
- ✓ Demonstrate knowledge of applicable laws.
- ✓ Demonstrate proper radio usage when telling dispatch the location and details of the incident.
- ✓ Articulate legal authority for the contact.
- ✓ Recognize that this is a non-custodial interview situation.
- ✓ Demonstrate proper interview skills and sensitivity.
- ✓ Prepare case notes and an incident or field interview report containing accurate information obtained from the subject.
- ✓ Gather enough identifying information to find that the subject becomes a suspect of a crime.

- ✓ Demonstrate use of effective interviewing and note-taking skills.
- ✓ Prepare a written report.

UNIT 1 BASICS OF INTERVIEWING

LESSON 4 *MIRANDA* AND LAWS OF INTERROGATION

Lesson Goal

At the end of this lesson, students will understand how an interrogation is different from an interview. They will also understand when to conduct an interrogation versus an interview, when and how to give *Miranda* warnings, how to respond to an invocation of rights, and the standards for questioning juveniles.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 4)

☑ **LE414.1. Identify the difference between an interrogation and an interview**

☑ **LE414.2. Explain the importance of the *Miranda* decision for conducting a legal interrogation**

Discuss the importance of the *Miranda* decision and its key elements.

Explain the negative consequences of giving an abbreviated version of the *Miranda* warnings.

Explain restrictions on law enforcement interrogation tactics.

☑ **LE414.3. Describe the concept of custody in relation to the *Miranda* decision**

Discuss what custody is and give examples.

☑ **LE414.4. Explain the significant case law rulings on the *Miranda* decision**

Discuss the terms “custodial interview” and “interrogation” and how they are the same thing.

Explain to students what “biological data” is and why it is not subject to *Miranda* rules.

☑ **LE414.5. Explain the importance of a suspect understanding their rights**

Discuss the importance of documenting any measures taken to ensure that a defendant understands their *Miranda* rights, such as concerns relating to the defendant's age, education, and mental or physical disability.

☑ **LE414.6. Describe when and how to administer a *Miranda* warning to a suspect**

Explain that agencies often provide a *Miranda* card or form and that officers should read directly from them to guarantee that they do not forget or mix-up any of the rights.

☑ **LE414.7. Describe how to respond when a suspect invokes their *Miranda* rights**

Discuss what "a significant lapse of time" means according to the U.S. Supreme Court.

Explain that if a suspect makes a request to invoke any of their rights under *Miranda*, all questioning must cease immediately.

☑ **LE414.8. Describe the standards for interrogating a juvenile**

LESSON VOCABULARY

custody

interrogation

UNIT 2 WRITING A REPORT

LESSON 1 REPORTS

Lesson Goal

At the end of this lesson, students will understand the importance of a well-written report, the potential uses and audience of a report, and what type of incidents require a report.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 4)

☑ **LE421.1. Explain the importance of submitting a well-written report**

☑ **LE421.2. List the common uses of law enforcement reports**

Provide examples of well-written and poorly written reports.

Discuss why officers write reports.

Discuss different types of reports, forms, and logs.

☑ **LE421.3. List the potential readers of law enforcement reports**

Discuss the readers of incident reports.

Show examples of police reports that are used in news stories and court cases.

☑ **LE421.4. List common incidents that may require a report**

Discuss the uses of reports.

Discuss which types of incidents require reports.

LESSON VOCABULARY

report

UNIT 2 WRITING A REPORT

LESSON 2 MECHANICS

Lesson Goal

At the end of this lesson, students will be able to apply good vocabulary, appropriate parts of speech, and proper grammar when writing reports.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 4)

☑ **LE422.1. Describe strategies for using effective vocabulary**

Emphasize the importance of good vocabulary and proper use of words in the content of a report.

☑ **LE422.2. Recognize the importance of using the correct parts of speech**

☑ **LE422.3. Describe how to use proper sentence structure when writing a report**

Describe proper sentence structure and methods for ensuring correct grammar.

☑ **LE422.4. Recognize the importance of using correct spelling and capitalization when writing a report**

☑ **LE422.5. Recognize the importance of using correct punctuation when writing a report**

Write a sentence on the board with no punctuation and have the class correct it.

Assist students in using correct parts of speech and improving capitalization, sentence structure, punctuation, and spelling by reviewing and providing feedback to each narrative practiced.

LESSON VOCABULARY

sentence fragment

UNIT 2 WRITING A REPORT

LESSON 3 ELEMENTS AND PRINCIPLES OF EFFECTIVE REPORT WRITING

Lesson Goal

At the end of this lesson, students will know the elements and principles of writing effective reports and probable cause affidavits.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 4)
Role-Play Exercise #5: Trespass Arrest
portable radio
red/blue gun
duty belt
appropriate forms

☑ **LE423.1. Describe how to review notes before writing a report**

Discuss how to evaluate collected information prior to writing a report and obtain any missing information, as well as how to verify the accuracy of the information.

☑ **LE423.2. Describe two methods for organizing information before writing a report**

Explain methods of organizing a report.

Distribute handouts of mock notes and have students organize the information.

Explain what the term narrative means in the context of a law enforcement report.

Have students write narratives on random events. Example: What did you do when you left the house this morning?

☑ **LE423.3. Recognize the importance of including only the facts in a report**

Explain the importance of not including personal opinions in the report.

☑ **LE423.4. Describe how to write a report using clear and plain language**

Conduct a class discussion on factuality, clarity, and completeness.

Provide examples of plain language (e.g., “use” instead of “utilize”) and discuss how using plain language makes reports easier to understand. Note: you can find more examples of plain language and its use on the plainlanguage.gov site.

☑ **LE423.5. Describe how to use Standard English when writing a report**

Conduct a class discussion on factuality, clarity, and completeness.

Explain that jargon, slang, and textspeak can be used when taking notes but should not be included in the final report.

☑ **LE423.6. Explain the importance of using legible handwriting**

☑ **LE423.7. Describe the timeline for completing and submitting a report**

Discuss the importance of completing a report as soon as possible after the incident.

Explain that reports not turned in on time may hinder other operations.

Show students a video and have them write a summary immediately. Then, show another video, but wait until the last 15 minutes of class to have them write the summary. Discuss which summary was more detailed.

☑ **LE423.8. Describe how to compose the three main parts of a report narrative**

Share and discuss examples of a report narrative.

☑ **LE423.9. Explain how to write a probable cause affidavit**

Show the class examples of probable cause affidavits.

Conduct Role-Play Exercise #5: Trespass Arrest

LESSON VOCABULARY

jargon
narrative
slang
textspeak

ROLE-PLAY EXERCISE #5: TRESPASS ARREST

Goal: This exercise provides students with an opportunity to write a report that is factual and complete, apply basic elements of a crime, and determine probable cause.

Logistics: The scenario takes place outside (weather permitting) in an area simulating a convenience store. It requires one facilitator, one officer, one clerk, and one suspect.

Equipment Issued to Officer: portable radio, red/blue gun, duty belt, and appropriate forms

Dispatch Information: Dispatch sends an officer to a convenience store. The suspect has a previous trespass warning, returns to the store, and refuses to leave.

Facilitator Information: This is a teaching scenario with uninvolved students acting as observers. You act as dispatch. You can enhance the incident to include loitering, searching for a wanted suspect, or other outcomes depending on facilitation.

This is an arrest situation; however, no physical contact should happen between the officer and the suspect.

At the end of the scenario, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Role-Player Behaviors: The role players are inside the store when the officer arrives.

<u>Clerk</u>

Tell the officer there is someone in the convenience store that has a previous trespass warning and refuses to leave. Point out the person that is trespassing.

<u>Suspect</u>

Initially use passive verbal resistance, but eventually comply with directions. Do not touch the officer. Keep your hands in your pockets until the officer directs you to take them out. Do not make eye contact.

Expected Officer Behaviors

- Demonstrate Core Competency Communication skills.
- Must maintain the safety of everyone on the scene.
- Demonstrate officer safety.
- Articulate legal justification for arrest to the suspect.
- Demonstrate knowledge of applicable laws.
- Demonstrate use of effective interviewing and note-taking skills.
- Prepare a written report.

UNIT 2 WRITING A REPORT

LESSON 4 REVIEWING A REPORT BEFORE SUBMISSION

Lesson Goal

At the end of this lesson, students will be able to evaluate a report for factuality, clarity, correctness, and completeness.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 4)

LE424.1. Explain how to evaluate a report for thoroughness and errors

Discuss what to look for when reviewing a report prior to submission.

Have students evaluate each other's reports.

Provide practical suggestions and tips to students.

Example: learn how your computer's word processing program works; how to create outlines for narratives; provide resources on proofreading tips.

CORE COMMUNICATION COMPETENCIES HANDOUT

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How could implicit bias have impacted this interaction?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the public. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises offer students opportunities to verbally de-escalate an escalating incident and provide the facilitator with prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, and/or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player, but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout prior to conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force, and how they would explain their use of force in court.
- You have the option to instruct a role player, not the officer, to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 core communication competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class, and encourage all students to participate in the discussion.

COMMUNICATION EXERCISE RUBRIC

	GOOD	FAIR	POOR
Command Presence	• Demonstrated proper approach and understanding of the call • Identified self • Explained reason for contact • Upright, alert, attentive	• Recognized proper approach and understanding of call but slow to act • Identified self but hesitant to explain reason for contact • Upright and alert	• Disregarded safety protocols • Failed to identify self • Failed to identify reason for contact • Disheveled appearance
Communication	• Identified all parties involved (e.g., suspect, witness, victim) • Asked appropriate questions based on person's role • Attentive to responses • Asked proper follow-up questions	• Slow to identify all parties involved • Asked vague questions about person's role but later clarified questions • Slow to ask follow-up questions to clarify their understanding	• Did not identify all parties involved • Made improper assumptions or accusations • Failed to ask clarifying questions to correct contradictions or misinterpretations
Situational Awareness	• Immediately recognized dangerous situations and responded appropriately • Quick to notice non-verbal cues that signified a willingness to talk or hostile behavior • Properly adjusted responses to behaviors • Remained calm and professional but held firm during interactions	• Recognized dangerous situations but sometimes chose improper response • Recognized most non-verbal cues • Misinterpreted some non-verbal cues • Remained professional, preventing loss of scene control	• Failed to recognize dangerous situations or disregarded proper tactics • Failed to recognize non-verbal cues • Allowed victims, witnesses, or suspects to dictate the manner or method of contact
Proper Escalation or De-escalation	• Immediately recognized signs of distress • Established rapport and applied de-escalation techniques • Remained calm and professional when others were verbally hostile • Controlled escalation response • Remained on task	• Recognized signs of distress • Slow to establish rapport but did apply de-escalation techniques • Displayed some difficulty in responding to hostile communication • Somewhat quick to escalate • Mostly remained on task	• Failed to recognize signs of distress • Failed to establish rapport and de-escalation techniques • Escalated situation when faced with hostile communication • Lost focus and failed to remain on task
Appropriate Conclusion	• Compassionate, understanding, respectful, and humane to all parties • Resolved misunderstandings • Recognized and facilitated the use of appropriate resources • Used appropriate discretion in deciding on response including alternatives to incarceration • Did everything possible to keep everyone involved in the incident safe	• Respectful and professional but lacks compassion • Slow to resolve misunderstandings • Considered the use of appropriate resources • Applied some discretion in deciding on response • Did not do much to keep everyone safe	• Not compassionate, understanding, and humane to all parties • Failed to resolve misunderstanding • Did not recognize or facilitate use of appropriate resources • Failed to use appropriate discretion in deciding on response including alternatives to incarceration • Failed to take the safety of all parties into account

ROLE-PLAY EXERCISE INSTRUCTIONS

All role-play exercises are mandatory.

Role-play exercises allow officers to communicate, problem-solve, practice, and learn. Law enforcement requires on the job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The role-play exercises offer students opportunities to perform tactics and techniques alongside the skills acquired though communication exercises. Furthermore, role-playing scenarios teach students about new gear and special skills that will help keep officers and the public safe. Over the course of the basic recruit training program, give all students opportunities to perform each role play at least three times, and use a different set of students each time. Require all students to participate as officers in several exercises.

Prepare for Role-Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify a role-play exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role-playing simulations.

Facilitate Role-Play Exercise

- Ensure that the students have been introduced to the expected officer behaviors that correspond to the primary focus of the exercise.
- Privately brief each role player on their roles.
- Brief the officers and the class on the dispatch information at the same time. The only information the officers receive is the dispatch information.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the role play until the students demonstrate the expected officer behaviors or the facilitator deems it appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize issues such as officer safety, communication, and the type and elements of the crime.
- Ask the officers to provide feedback on their performance in the role play.
- Repeat the role-play exercise at least two more times.

FUNDAMENTALS OF PATROL

Course Number: CJK_0063

Course Hours: 40 hours

Course Structure: 5 units, 18 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ use radio equipment properly
- ✓ identify the uses of mobile communication devices
- ✓ understand the uses of FCIC/NCIC/Nlets and other electronic database resources
- ✓ understand officer safety and survival issues
- ✓ prepare to patrol and maintain duty equipment
- ✓ understand what a BOLO is and how to create and cancel a BOLO
- ✓ respond to a call and approach a suspect
- ✓ respond to calls for service, including well-being and security checks, building alarms, environmental hazards, transportation requests, animal complaints, and death notifications
- ✓ respond to an incident involving lost, stolen, or recovered property
- ✓ safely interact with a suspect
- ✓ respond to a call for back up
- ✓ set up a perimeter and conduct a building search
- ✓ respond to various types of alarm calls
- ✓ make an arrest
- ✓ transport and process the arrestee at a detention facility
- ✓ understand the elements of a person resisting arrest

Required Activities

Suggested Activities

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UNIT 1 PATROL BASICS

LESSON 1 PATROLLING

Lesson Goal

At the end of this lesson, students will know how to create community partnerships and become familiar with their assigned patrol area.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)
Handout: Core Communication Competencies

Distribute copies of the Core Communication Competencies handout.

☑ **LE511.1. Differentiate between reactive and proactive patrol activities**

Discuss the primary purpose of patrol.

Explain the difference between reactive and proactive patrol.

☑ **LE511.2. Explain the concepts that contribute to community-oriented policing**

Give examples of community-oriented policing (COP).

Explain the core components of community-oriented policing.

Explain the principles, advantages, and benefits of COP.

☑ **LE511.3. Describe how to inspect duty equipment for functionality and safety**

Conduct a check of your own issued equipment.

☑ **LE511.4. Describe the purpose of a roll call**

Give examples of information shared during roll call.

☑ **LE511.5. Explain how to become familiar with your assigned patrol area**

Emphasize the importance of knowing the different aspects of the officer's patrol area resources (for example, crime hazards, hospitals, major landmarks, alleyways, and geography).

Pull up a map and have students show the best route from point A to point B.

Show various types of maps such as the geographic information system (GIS) and paper maps.

☑ **LE511.6. Compare the advantages and disadvantages of patrolling by vehicle and by foot**

Discuss the differences of various patrol methods.

Give examples of each patrol method.

LESSON VOCABULARY

roll call

suspicious activity

UNIT 1 PATROL BASICS

LESSON 2 OFFICER SAFETY AND SURVIVAL

Lesson Goal

At the end of this lesson, students will be able to use their senses, training, and mental and physical fitness to preserve public and officer safety when serving their community.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)

☑ **LE512.1. Explain the role of observation while on duty**

Show a video of an officer in a safety or survival situation, or invite a guest speaker to talk about their safety or survival experience.

Review observation techniques as keys to officer survival and public safety.

Have the class discuss the role of officers' observation in maintaining public safety.

☑ **LE512.2. Explain the difference between cover and concealment**

Emphasize the importance of maintaining an awareness of cover and concealment areas while on patrol.

Go outside and have students identify examples of cover and concealment.

☑ **LE512.3. Explain how to use your senses to identify safety concerns**

Discuss the importance of staying alert to your surroundings.

Emphasize individual limitations when using senses.

Give students examples of how to use their senses during different situations.

☑ **LE512.4. Identify basic tactics to ensure officer safety and survival**

Describe and give examples of safety hazards and fatal errors that can cause officer injury or death.

☑ **LE512.5. Describe the importance of maintaining equipment, level of training, and physical fitness**

Discuss vest usage and safety belts in vehicles.

Show examples of confiscated items that can be used against an officer.

Discuss the importance of regular training to maintain and improve skills.

Discuss the importance of maintaining good physical fitness and the officer's ability to perform expected job duties.

☑ **LE512.6. Recognize the importance of maintaining an appropriate mindset and situational awareness**

Discuss the importance of maintaining proper mindset and attitude.

Have students identify possible safety issues and threats in a variety of scenarios. Also have them identify opportunities to connect with the community they patrol.

Discuss the importance of being expected to confront dangerous situations. Search for news articles that show:

- an officer being suspended for calling in sick during a hurricane
- an officer facing felony charges for not responding to a school shooting

LESSON VOCABULARY

concealment

cover

observation

situational awareness

tunnel vision

UNIT 1 PATROL BASICS

LESSON 3 ELECTRONIC COMMUNICATION

Lesson Goal

At the end of this lesson, students will be able to practice professional use of mobile communication devices while on duty.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)
mobile communication device

☑ **LE513.1. Identify the role of mobile communication devices while on duty**

Discuss officer safety while using mobile communication devices.

☑ **LE513.2. Identify the importance of radio communication**

☑ **LE513.3. Describe the main components of radio equipment**

Describe the components of a police radio, the various channels and radio designators, and demonstrate procedures on how to operate them.

Explain that proper radio usage is essential for officer safety.

Show a mobile communication device to students and demonstrate proper use of equipment.

☑ **LE513.4. Identify the duties of dispatch personnel**

Explain the duties of dispatchers/public safety telecommunicators (PSTs) or bring in a PST guest speaker.

Tour a communications center.

☑ **LE513.5. Describe the professional use of law enforcement radio transmissions**

Discuss expectations for professional radio communication.

☑ **LE513.6. Describe basic radio code systems**

Practice using the phonetic alphabet using flashcards with drills for examples.

Use a radio to listen to transmissions.

Discuss how codes/plain talk is used to communicate.

☑ **LE513.7. Describe how to communicate with dispatch**

Outline essential information that must be included with different types of calls including the following:

- officer-initiated (traffic stop)
- receiving a call/answering a call
- emergency call
- checking in and out
- broadcasting a BOLO
- vehicle pursuit information

Play a video of a scenario and have students conduct a radio transmission.

LESSON VOCABULARY

alphanumeric code

dispatchers

numeric or 10-code

phonetic-alphabet

radio protocol

signals

UNIT 1 PATROL BASICS

LESSON 4 ELECTRONIC SOURCES OF INFORMATION

Lesson Goal

At the end of this lesson, students will be able to use criminal justice information systems, including the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC), while performing law enforcement duties.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)

☑ **LE514.1. Describe the type of information available through the FCIC and NCIC databases**

Show examples of a report run through FCIC/NCIC.

Explain computerized criminal history (CCH).

Discuss the importance of entering information into FCIC accurately.

☑ **LE514.2. Identify the certification requirements and restrictions for using the FCIC/NCIC system**

Emphasize the use and consequences of misuse of criminal justice databases.

Provide examples of misuse.

☑ **LE514.3. Explain how to perform a database query of a person or property using the FCIC/NCIC system**

Describe information an officer must provide to dispatch to successfully conduct record checks.

☑ **LE514.4. Identify the information available through criminal justice online sources**

Discuss the type of information available through various databases.

Conduct simulation exercises running students by name, date of birth, race, sex, or driver's license number.

LESSON VOCABULARY

extradition

Florida Crime Information Center (FCIC)

hit

National Crime Information Center (NCIC)

querying

UNIT 2 DUTIES ON PATROL

LESSON 1 INITIAL RESPONSE

Lesson Goal

At the end of this lesson, students will be able to safely respond to and approach the scene, gather initial information, and respond to a BOLO.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)
portable radio
red/blue gun
duty belt
witness statement forms

☑ **LE521.1. Describe how to respond to a location using information from dispatch**

Explain procedures for responding to a call for service and determining the nature of the call (civil vs. criminal).

☑ **LE521.2. Explain how to approach an incident scene safely**

Stress the officer safety issues when arriving on scene and interacting with people.

Give examples of techniques used for remaining safe when approaching the scene.

☑ **LE521.3. Describe techniques for interviewing complainants, witnesses, and victims**

Facilitate Communication Exercise: Prowler

Explain procedures for interviewing witnesses and complainants.

☑ **LE521.4. Describe valuable information a BOLO can provide when identifying a suspect**

☑ **LE521.5. Explain how to initiate and cancel a BOLO**

Show a video and have students draft a BOLO based on the video.

Discuss AMBER, Silver, and Blue Alerts.

Explain when it is necessary to issue an immediate BOLO.

Discuss the importance of timeliness when canceling a BOLO.

COMMUNICATION EXERCISE: PROWLER

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when interviewing a suspected prowler.

Setting: Classroom simulates an outdoor scene behind a residence

Equipment: a screwdriver and a classroom window

Role Players: two officers and one subject

Facilitator Overview (DO NOT READ OUT LOUD): At 3:00 a.m., two officers encounter a prowler looking into the window of a residence. When the officers question the prowler, the prowler claims that they own the home and that their spouse locked them out of the house. End the exercise when the prowler asks for a lawyer or the officers make an arrest.

Subject's Instructions (DO NOT READ OUT LOUD): You are a prowler. At 3:00 a.m., you are looking through a window of another person's residence while holding a screwdriver. Two police officers approach you. They may tell you to drop the screwdriver. Cooperate fully and comply with all commands. If asked, you do not have any identification. If asked, tell the officers that the home is yours, and your spouse locked you out after an argument. Continue providing this excuse until you anticipate that the officer will put you under arrest. At that time, ask for a lawyer.

Officers' Instructions: At 3:00 a.m., dispatch sends you to a call of a prowler complaint. You drove to the scene and approached on foot. You encounter a prowler who is looking into a window at the rear of a residence.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, and it is titled "Core Communication Competencies." Students can review the Core Communication Competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 2 DUTIES ON PATROL

LESSON 2 APPROACHING AND CONTACTING A SUSPECT

Lesson Goal

At the end of this lesson, students will understand the importance of safely approaching and interacting with a suspect using contact and cover officers.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)
portable radio
red/blue gun
duty belt
driver's license or other form of identification
rubber knife

LE522.1. Describe how to safely approach a suspect

Conduct Role Play Exercise #6: Suspect With a Knife

Emphasize officer safety issues when approaching a suspect.

Discuss the dangers associated with approaching single suspects and multiple suspects.

Review reasonable suspicion and probable cause.

Discuss factors that may influence an officer's decision to arrest a subject with an outstanding warrant.

Discuss the warrant confirmation process.

LE522.2. Explain the different roles of the contact and cover officer

Discuss the concept of contact and cover and the role of the backup officer.

LE522.3. Describe how to initiate contact with a suspect

Conduct a mini communication exercise where students approach and establish communication with each other as if they were suspects.

LE522.4. Explain what to do if a person resists arrest

Conduct Role Play Exercise #7: Loitering and Prowling

Show video examples of the following:

- Resisting officer without violence, s. 843.02, F.S.
- Resisting officer with violence, s. 843.01, F.S.
- Loitering and prowling, s. 856.021, F.S.
- Giving false name or identification when arrested or lawfully detained, s. 901.36, F.S.

LESSON VOCABULARY

contact officer

cover officer

ROLE PLAY EXERCISE #6: SUSPECT WITH A KNIFE

Goal: This exercise allows a student to make contact with a suspect using observation skills and apply officer safety when conducting non-custodial and custodial interviews.

Logistics: This scenario takes place in a classroom; however, facilitators can conduct it outside. It requires one facilitator, two officers, and one suspect.

Equipment Issued to Officers: portable radio, red/blue gun, and duty belt

Suspect Props: driver license or other form of identification and a rubber knife

Dispatch Information: Dispatch sends an officer to a shopping center parking lot following the report of a person threatening pedestrians with a knife. Dispatch provides a physical description of the suspect, but no further information is available.

Facilitator Information: This is a teaching scenario with uninvolved recruits acting as observers. You act as dispatch. You can modify the scenario to alter the type of deadly weapon. Other role players could become involved as distractions. This is an arrest scenario. The suspect may compel the officer to use force. At the end of the scenario, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Suspect Behaviors

- You are under the influence of alcohol or drugs, homicidal/suicidal, and armed with a knife.
- You are distraught over losing your job and your significant other, and you do not know what you are going to do as the officer approaches.
- When the officer approaches, brandish the knife.
- Depending on the officer's calming techniques, you may or may not surrender the weapon.
- You may slowly advance on the officer, shouting and yelling gibberish.

Expected Contact Officer Behaviors

- Demonstrate the core competency communication skills.
- Must maintain the safety of everyone on the scene.
- Demonstrate officer safety.
- Demonstrate assessing and controlling the scene.
- Demonstrate knowledge of applicable law.
- Demonstrate proper radio procedure.
- Demonstrate appropriate use of force, making the transition from less than lethal to lethal and vice versa.
- Communicate with cover officer.

Expected Cover Officer Behaviors

- Demonstrate officer safety.
- Must maintain the safety of everyone on the scene.
- Demonstrate maintaining overall scene safety.
- Communicate with contact officer.

ROLE PLAY EXERCISE #7: LOITERING AND PROWLING

Goal: Identify the elements of loitering and prowling and when to read *Miranda*.

Logistics: The scenario takes place in a classroom or appropriate outside venue. It requires one facilitator, one or two officers, one victim, and one suspect.

Equipment Issued to Officer: portable radio, red/blue gun, and duty belt

Role Player Props: none

Dispatch Information: Dispatch sends the officer to the area of a residence for an in-progress prowler call. Victim reported a male was looking into her window while she was in the shower.

Facilitator Information: This is a teaching scenario with uninvolved students acting as observers. You act as dispatch.

This is an arrest situation.

At the end of the scenario, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Role Player Behaviors

<u>Victim</u>

While you are in the bathroom, you hear a noise by the window. When you look up, you observe a man looking through the window. The suspect looked directly at you from the outside window. You scream, and the suspect vanishes. As you call the police, you hear someone walking around outside the residence. If the officer conducts a show-up, positively identify the suspect.

<u>Suspect</u>

Walk away very quickly looking over your shoulder.

You were prowling and looking into the window, but you tell the police the following story: You live just a short distance away. While walking earlier, you believe you dropped your wallet on the sidewalk. You have no identification on you, saying that it is in your house. When asked, you would be willing to go home and get your wallet and identification. If you are arrested, do not resist.

Expected Officer Behaviors

- Demonstrate core competency communication skills.
- Must maintain the safety of everyone on the scene.
- Demonstrate officer safety.
- Demonstrate assessing and controlling the scene.
- Demonstrate proper interviewing and note-taking techniques.
- Demonstrate proper application of Miranda.
- Demonstrate proper way to do a show-up.
- Demonstrate ability to obtain all relevant suspect information.
- Demonstrate knowledge of applicable law.
- Demonstrate proper radio procedure.

UNIT 2 DUTIES ON PATROL

LESSON 3 RESPONDING AS BACKUP

Lesson Goal

At the end of this lesson, students will be able to respond to a call as the backup officer while maintaining officer safety.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)

☑ **LE523.1. Describe how to respond safely to the scene when providing officer backup**

Discuss the circumstances when an officer will be called to provide backup.

Discuss the circumstances when an officer may decide to provide backup.

Discuss the various levels of response for backup.

UNIT 2 DUTIES ON PATROL

LESSON 4 BEHAVIORAL THREAT ASSESSMENT AND MANAGEMENT

Lesson Goal

At the end of this lesson, students will understand the role of behavioral threat assessment and management (BTAM) in identifying and preventing acts of targeted violence.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)

☑ LE524.1. Describe the key findings regarding research on targeted violence

Emphasize that targeted violence usually involves planning and preparation.

Describe red flags of potential targeted violence an officer may observe.

Explain See Something Say Something and FortifyFL as examples of how community members can report persons of concern.

☑ LE524.2. Describe the core functions of the behavioral threat assessment and management process

Describe a situation where you may see or hear something that leads you to identify a person of concern for future targeted violence.

Give examples of the possible sources to use when collecting behavioral information of a potential risk.

Explain how law enforcement agencies manage a person of concern to prevent a targeted violence incident.

LESSON VOCABULARY

behavioral threat assessment and management (BTAM)

targeted violence

UNIT 3 NON-CRIMINAL CALLS FOR SERVICE

LESSON 1 ASSISTING YOUR COMMUNITY

Lesson Goal

At the end of this lesson, students will be able to determine the appropriate resources to safely resolve non-criminal calls for service.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)
Florida Statutes ss. 843.06 and 901.18

LE531.1. Describe how to provide assistance during a non-criminal incident

Discuss various non-criminal calls for service and how to manage them.

Describe gathering information from the complainant and how to determine which services are needed.

Show videos of officers going above and beyond to assist the public.

LE531.2. Describe how to lawfully instruct the public to assist

Discuss situations when an officer may need assistance from the public.

Show videos of officers requesting assistance from the public.

Discuss giving clear instructions to people who are providing assistance.

UNIT 3 NON-CRIMINAL CALLS FOR SERVICE

LESSON 2 WELL-BEING AND SECURITY CHECKS

Lesson Goal

At the end of this lesson, students will know how to safely check on the well-being of a person as well as the security of residences, buildings, or grounds.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)

☑ **LE532.1. Describe how to conduct a well-being check**

☑ **LE532.2. Describe when you need to provide immediate assistance during a well-being check**

Discuss signs of distress when conducting a well-being check (flies around the windows, an unresponsive person).

Discuss available resources and methods of forced entry into a building or dwelling.

Discuss exigent circumstances as a justification for forced entry.

Give examples of the appropriate way to notify a complainant of the well-being check outcome.

Facilitate optional Communication Exercise: Wellness Check

☑ **LE532.3. Describe how to conduct a security check**

Discuss indicators of criminal activity.

Create a mock scene of possible criminal activity and have students identify the indicators of criminal activity.

Discuss what to do when you cannot get in contact with the keyholder.

COMMUNICATION EXERCISE: WELLNESS CHECK

This activity is optional.

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when determining the health and safety of a person.

Setting: Classroom simulates a residence.

Equipment: Classroom door simulates the residence door.

Role Players: one officer and one subject

Facilitator Overview (DO NOT READ OUT LOUD): An officer responds to a wellness check. The officer knocks on the door. The elderly person inside is confused and fearful of the officer and does not want to open the door. The officer wishes to physically see the person to verify that they are safe. End the exercise when the officer convinces the person to open the door and holds a brief conversation regarding the person's well-being.

Subject's Instructions (DO NOT READ OUT LOUD): You are an elderly person. An officer arrives at your home and knocks on the door. You are confused and fearful as to why the officer would be at your home and are reluctant to open the door. Have a discussion through the door as the officer explains their purpose. Open the door and continue the conversation until the facilitator ends the exercise.

Officers' Instructions: Dispatch sends you to check the welfare of an elderly person. A family member reported that they have not been able to contact this person for two days.

An additional question for the class could be: What if the person did not answer the door but looked through the windows of the residence, etc.?

Post-exercise discussion questions are found at the end of this chapter's instructor guide and is titled "Core Communication Competencies." Students can review the Core Communication Competencies in Chapter 2 of their textbook. This entire exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 3 NON-CRIMINAL CALLS FOR SERVICE

LESSON 3 DEATH NOTIFICATIONS

Lesson Goal

At the end of this lesson, students will know how to deliver a death notification to the next of kin in a professional manner.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)

Handout: Recommended Procedures for Delivering Death Notifications

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LE533.1. Describe how to deliver a death notification in a professional manner

Discuss the following handout with examples of procedures for delivering death notifications.

Bring in a chaplain, a victim advocate, or state trooper as a guest speaker to discuss death notifications.

Show examples of related resource pamphlets.

Facilitate optional Communication Exercise: Death Notification.

HANDOUT: RECOMMENDED PROCEDURES FOR DELIVERING DEATH NOTIFICATIONS

Goals of a Death Notification

- To make a clear statement that the death has occurred
- To allow time for the venting of feelings
- To obtain medical help, if needed
- To guide the bereaved if they go into shock
- To provide guidance in managing details
- To assist in notifying significant others
- To make referrals for follow-up support services

Recommended Procedures

- Be absolutely certain of the identity of the deceased.
- Get as much medical information as possible.
- Go in person; do not call, if possible.
- Take someone with you, such as a victim advocate, clergy, another relative, or neighbor.
- Talk about your reactions on the way.
- Present credentials and ask to come in.
- Sit down and ask them to sit down.
- Inform simply and directly and with compassion.
- Do not discount feelings—theirs or yours.
- Join the survivors in their grief; however, do not become overwhelmed by it.
- Answer all questions honestly.
- Offer to make calls.
- Talk to the media, if necessary, only after discussion with the family.
- Do not leave survivors alone.
- Give your contact information.
- Describe the procedure for identifying the deceased, and provide transportation to the morgue, if necessary.
- Call the next day, as follow-up, and ask to visit again.
- Let the survivors know that you care.
- Communicate in time, in person, in pairs, in simple language, and with compassion.

What to Say

- It is harder than most people think.
- Most who have gone through this react similarly to what you are experiencing.
- If I were in your situation, I would feel very _____ too.
- I will check back with you tomorrow to see if I can do anything more for you.

What Not to Say

- He/She is gone.
- I know how you feel.
- Time heals all wounds.
- You will get over this.
- You must go on with your life.
- He did not know what hit him.
- You can always find someone worse off than yourself.
- You must focus on your precious memories.
- It is better to have loved and lost than never to have loved at all.
- You must be strong for your wife/husband/children/parents.
- You must get a hold of yourself.
- It must have been his/her time.
- Someday you will understand why.
- It was actually a blessing because _____.
- God must have needed her/him more than you did.
- God never gives us more than we can handle.
- Only the good die young.
- You do not need to know that.
- What you do not know will not hurt you.
- I cannot tell you that.

What to Acknowledge and How to Respond

- survivor needs during death notification
- venting of emotions
- restoration of control
- calm, reassuring authority
- preparation and prediction

COMMUNICATION EXERCISE: DEATH NOTIFICATION

This activity is optional.

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when making a death notification.

Setting: Classroom simulates a residence.

Equipment: two chairs, and a classroom door that simulates the front door of the residence

Role Players: two officers and one subject

Facilitator Overview (DO NOT READ OUT LOUD): Dispatch sends two officers to a residence for a death notification. The spouse of the subject died in a vehicle accident. The officers knock on the door to deliver the death notification. The subject is shocked to learn of the death, becomes highly emotional, and questions whether the person is actually dead. End the exercise when the subject begins to calm down.

Subject's Instructions (DO NOT READ OUT LOUD): Officers knock on your door to notify you of the death of your spouse in a vehicle accident. You are shocked to learn of the death. Become highly emotional, and question whether the person was actually dead. Repeat the line, "But I just talked to them a couple of hours ago!" Begin to calm down after a few minutes.

Officers' Instructions: Dispatch sends you to a residence for a death notification. The spouse of the person who answers the door has died in a vehicle accident on a major street in your area.

An additional question for the class could be: What if the person directs their anger toward the officer, faints, remains hysterical, and so on?

Post-exercise discussion questions are found at the end of this chapter's instructor guide and is titled "Core Communication Competencies." Students can review the Core Communication Competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 3 NON-CRIMINAL CALLS FOR SERVICE

LESSON 4 ANIMAL COMPLAINTS

Lesson Goal

At the end of this lesson, students will know how to safely respond to situations involving animal complaints.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)
piece of paper to simulate a citation

LE534.1. Describe how to assist a person with an animal complaint

Facilitate Communication Exercise: Animal Complaint

Discuss common domestic and exotic animals in Florida.

Discuss the various resources available to officers when handling animal calls (for example, the Florida Fish and Wildlife Conservation Commission, wildlife rehabilitators, animal control, and trappers who work with nuisance animals).

Have a guest speaker from FWC discuss their experiences with trapping wild animals.

Discuss how to use various animal control tools.

LESSON VOCABULARY

exotic animal

COMMUNICATION EXERCISE: ANIMAL COMPLAINT

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when issuing a citation to an irate person.

Setting: Classroom simulates the front yard of a residence.

Equipment: piece of paper simulates a citation

Role Players: two officers and one subject (dog owner)

Facilitator Overview (DO NOT READ OUT LOUD): Dispatch sends two officers to a residence due to complaints of a loud, barking dog. The officers have responded to this residence on multiple occasions for the same complaint. The officers speak to the dog owner, who is argumentative. End the exercise when the officer de-escalates or is unable to de-escalate the situation.

Subject's Instructions (DO NOT READ OUT LOUD): You are the owner of a barking dog. Officers arrive at your residence and inform you that a neighbor complained about your dog. Upon hearing this information, you become agitated. Become more agitated when the officers issue you a citation, and rip up the citation when you receive it.

Officers' Instructions: Dispatch sends you to a residence involving complaints of a loud, barking dog. Upon your arrival, you can hear the dog barking in the backyard. You have responded to this residence on multiple occasions for the same complaint, and you will issue a citation.

An additional question for the class could be: What might be an alternate outcome?

Post-exercise discussion questions are found at the end of this chapter's instructor guide and is titled "Core Communication Competencies." Students can review the Core Communication Competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 3 NON-CRIMINAL CALLS FOR SERVICE

LESSON 5 FIRE-RELATED INCIDENTS

Lesson Goal

At the end of this lesson, students will be able to identify the appropriate course of action when responding to a fire-related incident.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)
The Florida Statutes

☑ **LE535.1. Describe your role during a fire-related incident**

Give examples of law enforcement assisting during a fire-related incident.

☑ **LE535.2. Describe how to respond to a motor vehicle fire**

Discuss possible hazards, such as a gas leak, exploding tires, glass, and toxic fumes, when responding to a vehicle fire.

Discuss establishing a perimeter and appropriate distances specific to a vehicle fire.

Discuss equipment, such as a fire extinguisher or fire extinguishing ball.

☑ **LE535.3. Determine when an incident is a false alarm of a fire**

Discuss Florida Statute s. 806.101.

UNIT 3 NON-CRIMINAL CALLS FOR SERVICE

LESSON 6 LOST, STOLEN, OR RECOVERED PROPERTY

Lesson Goal

At the end of this lesson, students will know how to respond to an incident involving lost, stolen, or recovered property.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)
The Florida Statutes

LE536.1. Identify the procedure for handling lost, stolen, or recovered property

Discuss unique distinguishing identifiers (e.g., serial numbers and owner-applied numbers) that may be recorded in FCIC/NCIC database.

Discuss Florida Statutes ss. 705.102 and 705.103.

Discuss Florida Statutes ss. 539.001(16) and (15).

UNIT 3 NON-CRIMINAL CALLS FOR SERVICE

LESSON 7 PROPERTY DISPUTES

Lesson Goal

At the end of this lesson, students will know how to respond to disputes involving property boundaries, landlords and tenants, motor vehicle repairs, and repossessions.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)
The Florida Statutes

☑ LE537.1. Describe how to respond to property boundary disputes

Discuss examples of property boundary disputes an officer may encounter such as mowing neighbor's grass, blowing leaves onto neighbor's property, tree limbs hanging over a neighbor's property, and so on.

☑ LE537.2. Describe how to respond to a landlord-tenant dispute

Discuss the types of landlord-tenant civil issues an officer may encounter, for example, a landlord who wants to kick out a tenant without an eviction notice.

Discuss the Florida Residential Landlord and Tenant Act ss. 83.40–83.682, F.S.

Discuss the exceptions to the Residential Landlord Tenant Act ss. 509.141, 83.42(1), and 513.13, F.S.

Facilitate optional Communication Exercise: Landlord-Tenant Dispute.

☑ LE537.3. Describe how to safely respond to repossession of property during a dispute

Discuss the following Florida Statutes:

- s. 679.609
- s. 493.6101(22)
- s. 493.6118(1)(x)9
- s. 493.6118
- s. 493.6118(1)(x)11

LE537.4. Describe the process for motor vehicle repair disputes

Discuss disputes regarding automobile repair shops and repair costs.

Discuss Florida Statutes ss. 559.917 and 812.014.

LESSON VOCABULARY

self-help repossession

writ of replevin

COMMUNICATION EXERCISE: LANDLORD-TENANT DISPUTE

This activity is optional.

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when responding to a landlord-tenant dispute.

Setting: Classroom simulates an apartment manager's office.

Equipment: N/A

Role Players: two officers and two subjects (a tenant and an apartment manager)

Facilitator Overview (DO NOT READ OUT LOUD): Two officers respond to an incident involving an apartment manager and a resident arguing over the rental agreement. There is damage to the apartment, and the manager is withholding the security deposit. End the exercise when the officer explains the civil process or fails to recognize this as a civil matter.

Subject's Instructions (DO NOT READ OUT LOUD):

Tenant

You are arguing with the manager who will not return your security deposit. You don't feel that there is any damage in the rental unit beyond normal wear and tear, and want your deposit returned.

Apartment Manager

You are arguing with the tenant over damages to a rental unit and are withholding the deposit after the lease agreement expired. You eventually agree that the damage is normal wear and tear; however, you need the money to remove the carpet stains.

Officers' Instructions: Dispatch sends you to an apartment complex for a landlord-tenant issue.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 3 NON-CRIMINAL CALLS FOR SERVICE

LESSON 8 CIVIL DISTURBANCE

Lesson Goal

At the end of this lesson, students will know how to safely mediate a civil disturbance and maintain the peace during a civil standby.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)
paper stating which parent has physical custody

LE538.1. Describe how to mediate a civil disturbance

Facilitate Communication Exercise: Child Custody Dispute

Discuss various types of civil disturbances.

Explain how to determine if a crime has occurred during a civil disturbance.

Describe possible officer actions based on the situation.

Discuss information and resources available to officers pertaining to civil issues.

Conduct scenarios with parties engaged in civil disturbances.

LE538.2. Describe how to maintain order during a civil standby

Review writ of replevin and writ of possession.

Review conflict resolution techniques.

Discuss civil actions available through the court.

Discuss an officer's limitations in these situations (e.g., property issues and child custody).

Reference custody orders from out of state.

LESSON VOCABULARY

civil standby

injunction

COMMUNICATION EXERCISE: CHILD CUSTODY DISPUTE

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when responding to a child custody dispute.

Setting: Classroom simulates a fast-food restaurant parking lot.

Equipment: paper stating which parent has physical custody

Role Players: two officers and two subjects

Facilitator Overview (DO NOT READ OUT LOUD): Dispatch sends two officers to a fast-food restaurant parking lot because of a child custody dispute. Upon their arrival, they observe a couple having a loud argument. There are three minor children in one of the vehicles. The couple is arguing about the parenting plan; one parent has a copy of the plan and shows it to the officers. End the exercise when the parties are calm, and the child exchange is completed.

Subject's Instructions (DO NOT READ OUT LOUD): You are the parents of three children. Both of you are arguing over the details of your parenting plan. One of you is waving the plan in the face of the other, yelling that this is their week to have the children. You continue to argue as the officers approach you. Initially, you will ignore them. If the officers request, you will begin to comply with their request to calm down and place some distance between the two of you. One of you will show the officers the parenting plan. Both of you agree to exchange the children based on the officers' direction.

Officers' Instructions: Dispatch sends you to a fast-food restaurant regarding a disturbance. Upon arriving, there are two people arguing in the parking lot. They are standing next to a vehicle that has three children sitting in the back seat.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 3 NON-CRIMINAL CALLS FOR SERVICE

LESSON 9 CROWD CONTROL

Lesson Goal

At the end of this lesson, students will know how to safely control a crowd, demonstration, or riot using effective communication and observation skills.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)
Chapter 870, F.S.

☑ LE539.1. Describe the role of law enforcement when responding to crowds

Discuss Florida Statutes, chapter 870, as it relates to crowd control issues.

Discuss balancing maintaining crowd control while also protecting civil rights.

Show videos of crowds during various events from technology releases, before/after concerts and sporting events, Black Friday shopping, the Macy's Thanksgiving Day Parade, and so on. Discuss what, if any, response would be needed from law enforcement. Be sure to show examples of calm, well-controlled crowds as well as disorderly ones.

☑ LE539.2. Determine the threat level of a crowd, demonstration, or riot

Explain the procedure for developing information about the event and leader.

Review protest organizer websites to illustrate tactics and planning.

Discuss the capabilities, equipment, response times, and the limitations of specialized assistance.

☑ LE539.3. Describe how to control a crowd, demonstration, or riot

Discuss the officer safety issues that may arise when arriving on scene and dealing with large crowds or groups.

Review video recording laws as they relate to officers' seizing cameras and interfering with recording.

Show videos that illustrate effective crowd control.

UNIT 4 STRUCTURE AND AREA SEARCHES

LESSON 1 ALARMS AND SEARCHES

Lesson Goal

At the end of this lesson, students will know how to conduct a legal and tactically sound building search in response to an alarm or call for service.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)
a large object such as a monitor, laptop, or chair

LE541.1. Explain how to respond to an alarm call

Discuss types of alarm calls that an officer receives.

Discuss developing a tactical plan to apprehend a suspect.

Explain how to assist when responding to non-criminal, fire, or medical alarms.

Facilitate optional Communication Exercise: Responding to an Alarm.

LE541.2. Explain the basic principles for conducting a building search for a suspect

Review legal authorization for a search.

Discuss types of situations that require a building search.

Emphasize safety concerns for all officers and people.

Describe observing a building to determine which strategy to use to enter the building.

☑ **LE541.3. Describe how to conduct a systematic building search for a suspect**

Demonstrate types of standardized hand signals.

Discuss the potential challenges and obstacles the officer will encounter.

Demonstrate appropriate techniques for searching a building or grounds for a suspect.

Conduct practical exercises for entering a building:

- cutting the pie
- clearing deep corners
- fatal funnel avoidance
- buttonhook and crisscross entries

LESSON VOCABULARY

deep corners

fatal funnels

COMMUNICATION EXERCISE: RESPONDING TO AN ALARM

This activity is optional.

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when responding to a silent alarm.

Setting: Classroom simulates the parking lot of an office complex.

Equipment: a large object such as a monitor, laptop, or chair

Role Players: two officers and one subject

Facilitator Overview (DO NOT READ OUT LOUD): Dispatch sends two officers to a closed office complex after receiving a silent alarm in the middle of the night. The officers arrive at the scene and encounter a person with a large object of value walking away from an office building. When approached, the person provides the officers with an elaborate story of why they are there and why they are carrying something of value. The exercise ends when the officers determine this person is a burglar.

Subject's Instructions (DO NOT READ OUT LOUD): You are a burglar. You enter the classroom (which simulates the exit of an office building) with something large and of value in your hands. When questioned by the officers, you provide an elaborate story as to why you have the object and why you are in this location. You are compliant; however, maintain your elaborate excuses until the officers determine you are a burglar.

Officers' Instructions: Dispatch sends you to a closed office complex with a silent alarm in the middle of the night.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 4 STRUCTURE AND AREA SEARCHES

LESSON 2 AREA SEARCHES

Lesson Goal

At the end of this lesson, students will know how to maintain a perimeter when conducting a grounds search for a suspect and how to safely pursue a suspect on foot.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)

☑ **LE542.1. Describe how to establish a perimeter**

Explain the situations that may require a perimeter.

Discuss the benefits of starting with a large perimeter.

☑ **LE542.2. Describe how to monitor a perimeter**

Discuss limiting personal distractions while on post.

Discuss maintaining the integrity of the perimeter.

☑ **LE542.3. Describe how to search an open area for a suspect**

Describe the differences between conducting a building search and a grounds search for a suspect.

☑ **LE542.4. Recognize what to do if you encounter a person during a search**

Give examples of what to do if you find a suspect hiding.

☑ **LE542.5. Describe how to safely pursue a suspect that flees on foot**

Show videos of a foot pursuit and discuss the safety considerations made by the officer.

LESSON VOCABULARY

perimeter

UNIT 5 ARREST PROCEDURES

LESSON 1 TAKING CUSTODY OF THE SUSPECT

Lesson Goal

At the end of this lesson, students will know how to make a safe and lawful arrest and transport the arrestee to a secure facility.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)

☑ **LE551.1. Describe how to make a safe and lawful arrest**

Explain the importance of double locking handcuffs.

Review *Miranda* requirements.

☑ **LE551.2. Describe when and how to seize and secure personal property, evidence, and contraband**

Describe different examples of agency policy regarding seizing and securing personal property, evidence, and contraband.

☑ **LE551.3. Describe how to explain the arrest process to family or involved people**

Conduct a mini role play exercise where students practice explaining the arrest process to the arrestee's family member.

☑ **LE551.4. Identify who is authorized to release information to the public about an arrest or ongoing investigation**

Have a public information officer (PIO) guest speaker explain releasing information to the media.

Ask the students what the possible consequences would be if an officer were to talk to bystanders or the media when they are investigating a crime scene.

Show video examples of a PIO or agency head addressing the media. Discuss why agencies usually appoint specific people to communicate with the public.

☑ **LE551.5. Describe how to escort an arrestee to a patrol vehicle**

Explain the consequences of assuming an arrestee has already been searched.

☑ **LE551.6. Explain how to safely restrain and secure a person and property for custodial transport**

Show videos of an arrestee escaping the patrol vehicle.

☑ **LE551.7. Explain how to safely transport an arrestee**

Describe a scenario in which an officer needs to transport an arrestee with a motorized wheelchair.

Describe a scenario in which an arrestee in the back seat of a patrol vehicle has a medical incident. Explain what the officer should do.

Discuss Florida Statute s. 944.241.

☑ **LE551.8. Describe how to store your weapons safely before entering a secured facility**

Describe different agency policies for securing an officer's weapon after arriving at a detention facility.

☑ **LE551.9. Explain how to safely transfer an arrestee to a secured facility**

Show video of an arrestee escaping a sally port when another vehicle enters.

UNIT 5 ARREST PROCEDURES

LESSON 2 PROCESSING THE ARRESTEE

Lesson Goal

At the end of this lesson, students will know how to safely transfer a juvenile or adult arrestee to a secure facility for processing.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 2 (Chapter 5)

☑ **LE552.1. Describe your responsibilities when processing a juvenile in an adult detention facility**

Discuss special considerations when dealing with juveniles.

☑ **LE552.2. List arrestee information to tell the booking officer**

Discuss procedures for handling injured, threatening, or self-destructive arrestees.

☑ **LE552.3. Describe the role of the booking officer**

Show video of the booking process.

Discuss the importance of completing accurate records to include fingerprints and photographs.

Discuss proper handling of an arrestee's property.

☑ **LE552.4. Assemble complete documents for arrestee processing**

Have students complete a local jurisdiction arrest affidavit.

CORE COMMUNICATION COMPETENCIES HANDOUT

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How could implicit bias have impacted this interaction?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the public. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises offer students opportunities to verbally de-escalate an escalating incident and provide the facilitator with prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, and/or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player, but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout prior to conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force and how they would explain their use of force in court.
- You have the option to instruct a role player, not the officer, to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 core communication competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class, and encourage all students to participate in the discussion.

COMMUNICATION EXERCISE RUBRIC

	GOOD	FAIR	POOR
Command Presence	• Demonstrated proper approach and understanding of the call • Identified self • Explained reason for contact • Upright, alert, attentive	• Recognized proper approach and understanding of call but slow to act • Identified self but hesitant to explain reason for contact • Upright and alert	• Disregarded safety protocols • Failed to identify self • Failed to identify reason for contact • Disheveled appearance
Communication	• Identified all parties involved (e.g., suspect, witness, victim) • Asked appropriate questions based on person's role • Attentive to responses • Asked proper follow-up questions	• Slow to identify all parties involved • Asked vague questions about person's role but later clarified questions • Slow to ask follow-up questions to clarify their understanding	• Did not identify all parties involved • Made improper assumptions or accusations • Failed to ask clarifying questions to correct contradictions or misinterpretations
Situational Awareness	• Immediately recognized dangerous situations and responded appropriately • Quick to notice non-verbal cues that signified a willingness to talk or hostile behavior • Properly adjusted responses to behaviors • Remained calm and professional but held firm during interactions	• Recognized dangerous situations but sometimes chose improper response • Recognized most non-verbal cues • Misinterpreted some non-verbal cues • Remained professional, preventing loss of scene control	• Failed to recognize dangerous situations or disregarded proper tactics • Failed to recognize non-verbal cues • Allowed victims, witnesses, or suspects to dictate the manner or method of contact
Proper Escalation or De-escalation	• Immediately recognized signs of distress • Established rapport and applied de-escalation techniques • Remained calm and professional when others were verbally hostile • Controlled escalation response • Remained on task	• Recognized signs of distress • Slow to establish rapport but did apply de-escalation techniques • Displayed some difficulty in responding to hostile communication • Somewhat quick to escalate • Mostly remained on task	• Failed to recognize signs of distress • Failed to establish rapport and de-escalation techniques • Escalated situation when faced with hostile communication • Lost focus and failed to remain on task
Appropriate Conclusion	• Compassionate, understanding, respectful, and humane to all parties • Resolved misunderstandings • Recognized and facilitated the use of appropriate resources • Used appropriate discretion in deciding on response including alternatives to incarceration • Did everything possible to keep everyone involved in the incident safe	• Respectful and professional but lacks compassion • Slow to resolve misunderstandings • Considered the use of appropriate resources • Applied some discretion in deciding on response • Did not do much to keep everyone safe	• Not compassionate, understanding, and humane to all parties • Failed to resolve misunderstanding • Did not recognize or facilitate use of appropriate resources • Failed to use appropriate discretion in deciding on response including alternatives to incarceration • Failed to take the safety of all parties into account

ROLE-PLAY EXERCISE INSTRUCTIONS

All role-play exercises are mandatory.

Role-play exercises allow officers to communicate, problem-solve, practice, and learn. Law enforcement requires on the job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The role-play exercises offer students opportunities to perform tactics and techniques alongside the skills acquired though communication exercises. Furthermore, role-playing scenarios teach students about new gear and special skills that will help keep officers and the public safe. Over the course of the basic recruit training program, give all students opportunities to perform each role play at least three times, and use a different set of students each time. Require all students to participate as officers in several exercises.

Prepare for Role-Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player, but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify a role-play exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role-playing simulations.

Facilitate Role-Play Exercise

- Ensure that the students have been introduced to the expected officer behaviors that correspond to the primary focus of the exercise.
- Privately brief each role player on their roles.
- Brief the officers and the class on the dispatch information at the same time. The only information the officers receive is the dispatch information.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the role play until the students demonstrate the expected officer behaviors or the facilitator deems it appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize issues such as officer safety, communication, and the type and elements of the crime.
- Ask the officers to provide feedback on their performance in the role play.
- Repeat the role-play exercise at least two more times.

SERVING YOUR COMMUNITY

Course Number: CJK_0021

Course Hours: 34 hours

Course Structure: 3 units, 18 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ interact with people with physical, intellectual, or developmental disabilities, recognize the signs and symptoms specific to the disability, and provide the most appropriate intervention
- ✓ interact with people with autism spectrum disorder and identify associated behaviors
- ✓ interact with people in crisis, recognize potential emotional triggers, and recommend available resources
- ✓ interact with the elderly and juveniles
- ✓ interact with people who are homeless and identify related crimes
- ✓ identify a crisis situation and understand an officer's duty to recognize and respond to a crisis situation and intervene safely and professionally
- ✓ interact with people exhibiting signs of mental illness using communications skills appropriate for the condition of the person, and understand how to use the Baker Act for an involuntary examination
- ✓ interact with a person suspected of substance abuse, apply officer safety skills, and understand how to use the Marchman Act for an involuntary admission
- ✓ interact with a person threatening suicide, assess the risk of suicide, and provide services and stabilize the situation
- ✓ respond to people in crisis, including suicide incidents, threats from mental impairments, and situations involving alcohol or substance abuse
- ✓ recognize indicators of gang activity and identify characteristics of extremist groups

Required Activities

Suggested Activities

Notes to the Instructor

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UNIT 1 INTERACTING WITH YOUR COMMUNITY

LESSON 1 INTRODUCTION TO RESPONDING TO YOUR COMMUNITY

Lesson Goal

At the end of this lesson, students will know how to respond to and interact with their community, including vulnerable adults.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 6)
Handout: Core Communication Competencies

Distribute copies of the Core Communication Competencies.

☑ **LE611.1. Describe how to respond to incidents involving vulnerable adults**

Discuss the importance of minimizing distractions, respecting personal space, and slowing things down when responding to diverse populations.

☑ **LE611.2. Describe how to interact with people in a courteous and polite manner**

Discuss how the way students interact with people in their community can help prevent a situation from escalating.

LESSON VOCABULARY

vulnerable adult

UNIT 1 INTERACTING WITH YOUR COMMUNITY

LESSON 2 SERVING THE ELDERLY

Lesson Goal

At the end of this lesson, students will know how to identify and respond to the unique needs of people who are elderly in their community.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 6)

☑ **LE612.1. Identify some of the common characteristics of a person who is elderly**

Discuss that not all elderly people struggle with physical or mental weakness.

Invite a guest speaker from an assisted living facility to discuss their experiences with dementia and Alzheimer's disease.

Invite a guest speaker from your local senior center to discuss its role as a community resource.

If your community has a lifetime learning center, invite some of the participants to talk with recruits about their lives. The goal is to help students understand the how diverse the elderly population of Florida is by hearing from some of the people in their community.

Show a video of first responders assisting elderly people with dementia and Alzheimer's disease.

☑ **LE612.2. Identify ways to effectively interact with a person who is elderly**

Show video examples of law enforcement interacting with an elderly person. Try to find examples of all types of interactions, not just arrest situations or dealing with someone with dementia.

☑ **LE612.3. Identify state and local resources that may assist people who are elderly**

Show examples of resource pamphlets.

LESSON VOCABULARY

elderly person

UNIT 1 INTERACTING WITH YOUR COMMUNITY

LESSON 3 SERVING JUVENILES

Lesson Goal

At the end of this lesson, students will know how to identify and respond to the unique needs of juveniles in their community, including juvenile offenders.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 6)

☑ **LE613.1. Describe factors that can affect the decision-making abilities of juveniles**

Have students explore the resources on the Office of Juvenile Justice and Delinquency Prevention or the Coalition for Juvenile Justice websites and discuss what they learn about adolescent brain development, response to peer pressure, and bullying.

☑ **LE613.2. Identify some of the common characteristics of juvenile offenders**

Show examples of resource pamphlets.

☑ **LE613.3. Identify how to effectively interact with juveniles**

Show videos of law enforcement interacting with juveniles. Try to find examples of both positive and negative interactions; then, discuss which strategies were most successful when communicating with juveniles.

☑ **LE613.4. Describe how to respond to a runaway child**

Discuss *R.A.S. v. State*, 141 So. 3d 687, 689 (Fla. 2d DCA 2014)

Invite counselors or other professionals who work with runaways to talk to the class.

UNIT 1 INTERACTING WITH YOUR COMMUNITY

LESSON 4 SERVING VETERANS

Lesson Goal

At the end of this lesson, students will know how to identify and respond to the unique needs of military veterans in their community.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 6)

☑ **LE614.1. Identify some of the characteristics of veterans or active-duty military personnel**

Discuss the problems or stressors some veterans experience when transitioning from a rigid, structured environment or a combat zone to a civilian lifestyle.

Describe the identifying language or visible signs that would alert an officer that a person has prior military experience.

Identify if there are any veterans in the class.

Invite a veteran from the community who would be willing to share information about their experience and their expectations from law enforcement if they were in a crisis situation.

☑ **LE614.2. Identify the physical and psychological stressors that some military veterans experience**

Discuss effective communication methods for dealing with a veteran in crisis.

Invite a veteran to speak to class about their post-military experience.

☑ **LE614.3. Identify some of the characteristics of a person with a traumatic brain injury (TBI)**

Explain that symptoms of TBI may mimic behaviors of being under the influence of drugs or alcohol. Explain that TBI can happen to anyone, not just veterans.

☑ **LE614.4. Identify how to interact with a person who is a veteran**

Describe the dangers of cornering a person, especially a veteran.

Discuss ways to be professional when interacting with veterans.

☑ **LE614.5. Identify negative coping behaviors that a veteran may use**

Explain how to recognize negative coping behaviors when interacting with a veteran.

Give examples of local resources available to veterans.

LESSON VOCABULARY

traumatic brain injury (TBI)

UNIT 1 INTERACTING WITH YOUR COMMUNITY

LESSON 5 SERVING THE HOMELESS

Lesson Goal

At the end of this lesson, students will know how to respectfully interact with and provide support to people who are homeless in their community.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 6)

☑ **LE615.1. Identify some of the characteristics of a person who is homeless**

Discuss the prevalence of the homeless population in the U.S. and Florida.

Explain the changing demographics of the homeless population.

Discuss the problems for the community caused by the homeless population.

Invite a representative from a local homeless shelter or a person who was previously homeless to speak to the class about the issues that the homeless population faces and the services available to assist the homeless.

Discuss the vulnerability of homeless people to become victims of crime and their resistance to report a crime to law enforcement.

☑ **LE615.2. Describe how to respond to a person who is homeless**

Provide information about common resources for the homeless population, including homeless shelters, faith-based organizations, and crisis intervention team programs.

LESSON VOCABULARY

homeless

UNIT 1 INTERACTING WITH YOUR COMMUNITY

LESSON 6 AMERICANS WITH DISABILITIES ACT

Lesson Goal

At the end of this lesson, students will know how to interact with and protect the rights of people who have a disability as defined by the Americans With Disabilities Act (ADA).

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 6)

☑ **LE616.1. Identify the impairment criteria as defined by the Americans With Disabilities Act (ADA)**

Show a video of police interacting with people with disabilities or special needs.

Explain the purpose of the Americans With Disabilities Act (ADA) and the elements involved in recognizing, working with, and protecting the rights of people with disabilities. Give examples.

☑ **LE616.2. Describe how to ensure the rights of a person with a disability**

Provide a guest speaker whose job responsibilities include experiences with disability awareness to provide insight on how a person with disabilities undertakes routine tasks that are often taken for granted by non-disabled people.

Provide opportunities to limit students' senses so that they may feel the experience of an impaired person.

☑ **LE616.3. Describe how to interact with a person who has a disability**

Provide typical and non-typical guest service animals for demonstrations or select videos that demonstrate service animals.

Show a video of service animals working with people with disabilities. Utilize the following resource to discuss service animals: Common Questions Asked About Service Animals

Describe the two questions that may be asked to determine if an animal is a service animal:

- Is the dog a service animal required because of a disability?
- What work or task has the dog been trained to perform?

LESSON VOCABULARY

Americans With Disabilities Act (ADA)

disabled adult

UNIT 1 INTERACTING WITH YOUR COMMUNITY

LESSON 7 SERVING PEOPLE WITH PHYSICAL IMPAIRMENTS

Lesson Goal

At the end of this lesson, students will know how to interact with and protect the rights of people with physical impairments.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 6)

☑ **LE617.1. Describe how to interact with a person who has a mobility impairment**

Discuss facts to consider when interacting with people with a mobility impairment.

Show examples of mobility alert devices used.

☑ **LE617.2. Explain how to interact with a person who is blind or visually impaired**

Discuss facts to consider when interacting with people with vision impairment.

Describe the difference between blindness and partial sight.

Look up a video that explains the difference between blindness and low vision.

☑ **LE617.3. Explain how to interact with a person who is deaf or hard of hearing**

Discuss facts to consider when interacting with people with a hearing impairment.

Explain that some people with a hearing impairment may be wearing a hearing ID bracelet or carrying an ID card.

Conduct optional Communication Exercise: Hearing-Impaired Driver

☑ **LE617.4. Explain how to protect the rights of a person who is deaf or hard of hearing when making an arrest**

☑ **LE617.5. Explain how to interact with a person who has a speech impairment**

Discuss facts to consider when interacting with people with a speech impairment.

Discuss the rights of people with a communication disability with emphasis on when an interpreter is required. Discuss special considerations when advising *Miranda* rights to a person with a communication disability.

Show the following video: Speech Disability

LESSON VOCABULARY

hearing impairment

physical or mobility impairment

sign language interpreter

speech impairment

vision impairment

COMMUNICATION EXERCISE: HEARING-IMPAIRED DRIVER

This activity is optional.

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when communicating with a person who has a physical disability.

Facilitation: Classroom open discussion with Q and A. Students work independently or in pairs. This activity is not a role play.

Part 1: Scenario Introduction: You stopped a vehicle for speeding. After addressing the driver, you notice that they are shaking their head and pointing to their ear.

What do you think the driver is doing or trying to say?

[Call on students or groups to discuss their answers out loud]

Part 2: Scenario Conclusion: You realize that the driver is deaf.

What do you need from the driver. What do you need the driver to do? How will you choose to communicate with the driver in order for the stop to be successful?

[Call on students or groups to discuss their answers out loud]

Post-exercise discussion questions are found at the end of this chapter's instructor guide and is titled "Core Communication Competencies." Students can review the Core Communication Competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 1 INTERACTING WITH YOUR COMMUNITY

LESSON 8 SERVING PEOPLE WITH DEVELOPMENTAL DISABILITIES

Lesson Goal

At the end of this lesson, students will know how to interact with and protect the rights and dignity of people with developmental disabilities, including intellectual disabilities.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 6)

☑ **LE618.1. Identify the characteristics of a person with a developmental disability**

Discuss facts to consider when interacting with people with a developmental disability.

☑ **LE618.2. Describe how to interact with a person who has a developmental disability**

Discuss tips for speaking to a person with a developmental disability.

Give examples of additional community resources that may be needed.

☑ **LE618.3. Identify the characteristics of a person with an intellectual disability**

Discuss facts to consider when interacting with people with an intellectual impairment.

Provide a guest speaker whose job responsibilities include experiences with intellectual disabilities such as ARC, ACLF, or group home staff.

☑ **LE618.4. Describe how to interact with a person who has an intellectual disability**

Explain the Wes Kleinert Fair Interview Act., s. 943.0439, F.S.

Discuss the services that ARC offers people with intellectual and developmental disabilities as well as autism.

Invite parents or caregivers to speak to the class.

LESSON VOCABULARY

developmental disability

intellectual disabilities

UNIT 1 INTERACTING WITH YOUR COMMUNITY

LESSON 9 SERVING PEOPLE WITH AUTISM

Lesson Goal

At the end of this lesson, students will know how to interact with people who are on the autism spectrum and how to ensure their safety while in custody.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 6)
Communication Exercise: Autism
chair
The Florida Statutes

☑ **LE619.1. Describe some of the characteristics of people who are on the autism spectrum**

Give examples of characteristics of a person with autism spectrum disorder.

☑ **LE619.2. Describe how to interact with a person who is on the autism spectrum**

Facilitate Communication Exercise: Autism

Invite a guest speaker who has an experience dealing with people with autism such as CARD.

Show an example of a wallet card for autism.

Discuss the examples of self-stimulating behaviors related to the senses of people with autism.

Show video examples of self-stimulating behaviors.

Discuss de-escalating a person with autism.

Discuss Florida Statute s. 943.0439. Explain the techniques an officer may use when verbally directing a person with autism.

LE619.3. Describe some safety concerns when taking someone with ASD into custody

Give examples or find a video of an officer taking a person with autism into custody.

Show the following video: Autism Interaction Training Video

LESSON VOCABULARY

autism spectrum disorder (ASD)

self-stimulating behaviors

COMMUNICATION EXERCISE: AUTISM

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when encountering a person with autism spectrum disorder.

Facilitation: Classroom open discussion with Q and A. Students work independently or in pairs. This exercise is not a role play.

Part 1A: Scenario Introduction: You are on patrol in a neighborhood when you observe a vehicle rapidly backing out of the driveway of a home. The vehicle stopped, rapidly drove forward onto the front yard, did a doughnut, and then drove back onto the road, almost hitting your patrol vehicle. The vehicle crashed into an electrical box in the yard. The driver remains in the vehicle.

What do you think is going on? How should you approach the crashed vehicle?

[Call on a student or groups to discuss their answers out loud]

Part 1B: Scenario Introduction: After you approach the vehicle, you see that the driver is uninjured and frozen behind the wheel. The driver has limited verbal abilities and demonstrates poor eye contact, echoing, rocking, and self-soothing behaviors.

What do you think is wrong with the driver? How would you handle the situation?

[Call on a student or groups to discuss their answers out loud]

Part 2: Scenario Conclusion: The driver in the vehicle has an autism spectrum disorder. Discuss the scenario from the beginning, including the appropriate ways to respond to this type of situation.

> Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the Core Communication Competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 1 INTERACTING WITH YOUR COMMUNITY

LESSON 10 SERVING PEOPLE WITH MENTAL ILLNESSES

Lesson Goal

At the end of this lesson, students will have basic knowledge of common mental illnesses and how to respond to incidents involving people who might have a mental illness.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 6)
The Florida Statutes

☑ **LE6110.1. Identify some of the characteristics of a person with a mental illness**

Show the following video: Mental Illness

Explain the difference between mental illness, intellectual disability, and developmental disability.

Discuss types of mental illness and how they present, including thought, mood, personality, and anxiety disorders.

Invite a person with experience in thought, mood, anxiety, or personality disorders to speak about the characteristics.

Discuss Florida Statute s. 394.455(18).

Discuss the effects of discontinuing medication.

☑ **LE6110.2. Identify some of the characteristics of a person with a thought disorder**

Give examples of thought disorders, such as schizophrenia, and their symptoms.

☑ **LE6110.3. Identify some of the characteristics of a person with a mood disorder**

Give examples of mood disorders, such as major depressive disorder, and their symptoms.

☑ **LE6110.4. Identify some of the characteristics of a person with an anxiety disorder**

Give examples of anxiety disorders, such as general anxiety disorder, and their symptoms.

☑ **LE6110.5. Identify some of the characteristics of a person with a personality disorder**

Give examples of personality disorders, such as narcissistic personality disorder, and their symptoms.

☑ **LE6110.6. Describe how to respond to a person with a mental illness**

Invite a 211 operator to speak about the calls they handle.

Resource: http://www.211.org/

The Agency for Persons with Disabilities (APD) offers a statewide resource directory that provides vulnerable and disabled people with information on available resources and organizations.

☑ **LE6110.7. Identify how to interact with a person with a mental illness**

Discuss strategies for keeping everyone on the scene safe when encountering people with mental illnesses.

Discuss tips for speaking to a person suspected of a mental illness.

LESSON VOCABULARY

delusion

hallucination

mental illness

UNIT 2 RESPONDING TO A PERSON IN CRISIS

LESSON 1 CRISIS SITUATIONS

Lesson Goal

At the end of this lesson, students will know how to recognize and respond to a person in crisis while remaining respectful and impartial.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 6)

☑ **LE621.1. Describe your role during a crisis situation**

Explain the importance of officer safety during a crisis situation. Also discuss strategies for de-escalating and calming a situation and how these techniques can help keep everyone, including officers, safe.

☑ **LE621.2. Identify the characteristics of a crisis situation**

Describe the types of crises an officer may encounter.

Explain that an officer may not perceive a situation as a crisis, but a person in the community might.

☑ **LE621.3. Identify factors that influence how a person responds to a crisis**

Give examples of how different factors may influence how a person responds to a crisis.

☑ **LE621.4. Describe common reactions of a person in crisis**

Describe how a person may respond to a crisis when displaying behavioral characteristics of crisis and stress.

☑ **LE621.5. Describe how to interact with a person in crisis**

Describe techniques for establishing a rapport with a person in crisis.

Bring in a guest speaker from a mental health facility, alcohol and drug treatment facility, receiving facility, or victims' services.

Tour a mental health facility, alcohol and drug treatment facility, or receiving facility.

☑ **LE621.6. Determine the appropriate intervention for a person in crisis**

Describe how to determine if there is a need for a referral.

Discuss local resources a person in crisis may be referred to.

Facilitate optional Communication Exercise: Senior Citizen in Distress.

LESSON VOCABULARY

crisis

COMMUNICATION EXERCISE: SENIOR CITIZEN IN DISTRESS

This activity is optional.

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when providing a referral for services.

Setting: Classroom simulates a residence.

Equipment: Classroom door simulates the front door of a residence.

Role Players: one officer and two subjects

Facilitator Overview (DO NOT READ OUT LOUD): A concerned citizen calls in a request for a well-being check on their neighbor, who is an elderly person living alone. When the officer arrives at the residence of the elderly person, the officer makes contact with the neighbor. End the exercise when the officer provides a referral to the appropriate agency or service provider, or fails to do so.

Subjects' Instructions (DO NOT READ OUT LOUD):

Neighbor

You called 911 after visiting your elderly neighbor and seeing that the elderly person has no food in their kitchen and the home is messy. You meet the responding officer outside of the residence and explain what you observed in the home.

Elderly person

You are an elderly person. You have not been out of the house in several weeks due to health issues and lack of energy. You will answer your door and let the officer in. When asked by the officer, say, "I appreciate my neighbor's concern, but I'm fine."

Officers' Instructions: Dispatch sends you to a residence to conduct a well-being check.

> Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 2 RESPONDING TO A PERSON IN CRISIS

LESSON 2 THE BAKER ACT

Lesson Goal

At the end of this lesson, students will know how to identify the criteria and action to take when interacting with a person who qualifies for services under the Baker Act.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 6)
Communication Exercise: Roommate in Crisis
cell phone as a prop
The Florida Statutes

☑ LE622.1. Describe the role of the Baker Act

Discuss the situations in which a person should be referred or taken into custody for psychiatric evaluation.

Show data referencing the difference in the number of Baker Acts issued in the past compared to now.

☑ LE622.2. Identify the criteria to refer a person for a psychiatric evaluation under the Baker Act

Discuss Florida Statute s. 394.463.

Download and discuss a sample of Baker Act Form BA-52, Involuntary Examination Form.

Explain the complexities of coexisting factors and concerns such as addictions, personal relationships, and medical conditions.

☑ LE622.3. Describe your options for initiating a psychiatric evaluation under the Baker Act

Discuss Florida Statutes ss. 394.463(2)(a)1., 394.463(2)(a)2., and 394.463(2)(a)3.

LE622.4. Describe how to assess a person for a psychiatric evaluation referral

Facilitate Communication Exercise: Roommate in Crisis

Explain what questions to ask when determining if a person should be referred for psychiatric evaluation.

Explain how to implement the Baker Act.

Give examples of interacting with a person to determine if they present a threat to self or others.

LESSON VOCABULARY

Baker Act

voluntary examination

COMMUNICATION EXERCISE: ROOMMATE IN CRISIS

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when communicating with a person at risk for suicide.

Setting: Classroom simulates a student-housing apartment.

Equipment: one cell phone or a piece of paper simulating a social media post on a phone

Role Players: two officers and two subjects

Facilitator Overview (DO NOT READ OUT LOUD): Two officers respond to a student-housing apartment. A college student phoned the police because their roommate posted on social media that they wanted to kill themselves. End the exercise when the officers elicit statements from the roommate at risk for suicide that substantiate the criteria for a Baker Act admission and request the person go to a mental health facility voluntarily or involuntarily.

Subjects' Instructions (DO NOT READ OUT LOUD):

College Student

You phoned the police because your roommate posted a suicide threat on social media. When the officers arrive, open the door, and let them into the apartment. Tell the officers that your roommate has not gone to class, eaten, or come out of their room for the past week. Emphasize that you are worried about their welfare. Should the officer ask, show them the printed post from social media.

Roommate at Risk for Suicide

You posted on social media that you want to kill yourself. When the officer arrives, you are vague, and mildly unresponsive to the officer's questions. Should the officer ask, tell them that you do not have a reason to live because you are failing in school.

Officers' Instructions: Dispatch sends you to a student-housing apartment for a possible suicidal threat.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 2 RESPONDING TO A PERSON IN CRISIS

LESSON 3 SUICIDE RISK

Lesson Goal

At the end of this lesson, students will know how to safely intervene in a potential suicide situation.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 6)

☑ **LE623.1. Identify characteristics of a person at risk for suicide**

Resources: National Institute of Mental Health

Refer to active listening as taught in Chapter 2.

☑ **LE623.2. Describe how to interact with a person at risk for suicide**

Give examples of conversations with a person who may be suicidal.

Have a guest speaker describe a time they dealt with a person who was suicidal.

☑ **LE623.3. Describe appropriate intervention and referral for a person at risk for suicide**

Discuss officer safety issues when interacting with a suicidal person.

Invite an EMS or CIT member as a guest speaker.

LESSON VOCABULARY

suicide by cop

UNIT 2 RESPONDING TO A PERSON IN CRISIS

LESSON 4 SUBSTANCE ABUSE

Lesson Goal

At the end of this lesson, students will know how to recognize illnesses that mimic substance abuse and the stages of substance abuse and treatment.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 6)
The Florida Statutes

☑ LE624.1. Differentiate between substance use and substance abuse

Invite medical personnel from a local substance abuse facility or organization to speak to the class.

Show videos depicting people who are under the influence of various drugs (for example, Shocking Before-And-After Drug Use Photos).

☑ LE624.2. Identify symptoms of illnesses that can resemble substance abuse

Give examples of symptoms and conditions that sometimes mimic substance abuse, such as diabetic shock or high blood pressure.

☑ LE624.3. Describe stages of a drug treatment program

Discuss resources available to an officer when interacting with someone who abuses substances and is in crisis.

Discuss ss. 893.21(1) and (3), F.S., which state that a person acting in good faith who seeks medical assistance for someone who is experiencing a drug-related overdose may not be charged, prosecuted, or penalized pursuant to chapter 893, F.S., for possession of a controlled substance.

Discuss local substance abuse resources in the community.

Show examples of substance abuse resource pamphlets.

LESSON VOCABULARY

detoxification

overdose

substance abuse

substance use

withdrawal

UNIT 2 RESPONDING TO A PERSON IN CRISIS

LESSON 5 THE MARCHMAN ACT

Lesson Goal

At the end of this lesson, students will know how to identify the criteria for the Marchman Act and understand what action to take when interacting with a person who qualifies for services under the act.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 6)
Communication Exercise: Concerned Citizen
The Florida Statutes

☑ LE625.1. Describe the role of the Marchman Act

Discuss chapter 397, F.S.

Discuss that an officer may refer a person to a Marchman Act attorney.

☑ LE625.2. Identify the criteria to refer a person for substance abuse services under the Marchman Act

Discuss Florida Statute s. 397.675 for the criteria for referring a person for involuntary admission.

Download and discuss a copy of the Report of Law Enforcement Officer Initiating Protective Custody form.

Review *ex parte* order, s. 397.695, F.S.

☑ LE625.3. Describe how to assess a person for a substance abuse evaluation referral

Conduct Communication Exercise: Concerned Citizen

Explain the Marchman Act, with emphasis on ss. 397.601 and 397.675, F.S., for criteria for voluntary and involuntary examination, and steps for completing the Protective Custody Marchman Act form.

Discuss Florida Statute s. 397.6772.

LESSON VOCABULARY

Marchman Act

COMMUNICATION EXERCISE: CONCERNED CITIZEN

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when responding to a concerned citizen service call.

Setting: Classroom simulates the living room of the complainant.

Equipment: N/A

Role Players: two officers and one subject

Facilitator Overview (DO NOT READ OUT LOUD): The officers respond to a situation involving a parent who is concerned about their adult child's substance abuse and the potential for suicide. End the exercise when the officers explain the options available to the parent to help their adult child, including the Marchman Act, the Baker Act, and ex parte judicial proceedings.

Subjects' Instructions (DO NOT READ OUT LOUD): You are the parent of an adult who is abusing substances, and you are concerned about their safety. Your child frequently gets intoxicated and talks about shooting themselves. When officers ask, explain the situation, and ask them for help.

Officers' Instructions: Dispatch sends you to a residence regarding a concerned citizen service call.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 2 RESPONDING TO A PERSON IN CRISIS

LESSON 6 TRANSPORTATION AND DOCUMENTATION

Lesson Goal

At the end of this lesson, students will know how to transport a person in crisis as well as document the incident on the proper form.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 6)
Role Play Exercise #8: Baker Act Form
portable radio
red/blue gun
duty belt
notepads
report forms
simulated piece of broken glass

☑ **LE626.1. Explain how to transport a person in crisis to a medical or treatment facility**

Discuss officer safety when transporting a person who is being assessed for the Baker Act or Marchman Act.

Discuss the local transportation policies.

☑ **LE626.2. Document an incident involving the Baker or Marchman Act**

Discuss elements of a crisis situation that may be included in an incident report.

Review and complete Form MA-3, a Marchman Act involuntary admission form.

Conduct Role Play Exercise #8 Baker Act Form

Review and complete Form CF-MH 3052a, a Baker Act involuntary assessment form.

Review Form CF-MH 3100: Transportation to Receiving Facility.

Remind students that an incident report must be filled out in addition to the Baker Act form.

ROLE PLAY EXERCISE #8: BAKER ACT FORM

Goal: This exercise reinforces officer safety when taking someone into protective custody and highlights the importance of accurate report writing when completing a Baker Act form.

Logistics: The scenario takes place in the classroom. It requires one facilitator, two officers, and two role players.

Equipment Issued to Officers: portable radio, red/blue gun, duty belt, notepads, and report forms

Role Player Props: simulated piece of broken glass

Dispatch Information: Dispatch sends you to a disturbance call. An anonymous caller claims there is a distraught person standing outside yelling and crying.

Facilitator Information: This exercise is a teaching scenario with uninvolved students acting as observers. You act as dispatch. Keep the entire scenario inside the classroom. Inform observers that they are to complete a report at the end of the scenario and should take notes during this activity. You can switch genders, sexual orientation/identity, race, or culture.

This is not an arrest situation.

At the end of the scenario, facilitate a guided discussion allowing the officers to debrief their actions while receiving input from the observing students.

Role Player Behaviors

<u>Role Player #1</u>

You called dispatch. On the previous day, you ended a brief romantic relationship (approximately two weeks) with Role Player #2. You no longer wish to be involved because they have difficulty controlling their emotions and abuse alcohol when upset. Role Player #2 has come to your residence begging you to continue the relationship. When you tell Role Player #2 to leave, they begin yelling, crying, and refuse to leave. Role Player #2 does not appear to be under the influence of any substance.

- When officers arrive, you are cooperative and ask them for assistance in convincing Role Player #2 to leave.
- Use verbal resistance against the officers, but eventually comply with their orders.
- Do not touch the officer.
- Allow the officer to present options.

<u>Role Player #2</u>

- When the officers arrive, you are crying, and Role Player #1 should be trying to talk you into leaving.
- When the officers advise you to leave the residence, begin to scream that you are going to kill yourself.
- Use verbal resistance against the officers, but eventually comply with their orders.
- Do not touch the officer. Allow the officer to present options.

Expected Officer Behaviors

- Demonstrate Core Competency Communication skills.

- Maintain the safety of everyone on the scene.
- Demonstrate officer safety.
- Demonstrate knowledge of applicable laws.
- Demonstrate use of effective interviewing and note-taking skills.
- Prepare a written report.

UNIT 3 IDENTIFYING AND RESPONDING TO HIGH-RISK GROUPS

LESSON 1 CRIMINAL GANGS

Lesson Goal

At the end of this lesson, students will know how to recognize indicators of gang activity and the importance of documenting observable identifiers.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 6)
The Florida Statutes

LE631.1. Describe common characteristics of criminal gangs

Invite a gang investigator as a guest speaker.

Discuss the general structure of gangs and their alliances.

LE631.2. Identify reasons why some people join criminal gangs

Emphasize common gang-related symbols, graffiti, colors, signs, and tattoos.

Show sample gang identifiers. Discuss the gang epidemic and member affiliates in your local area.

LE631.3. Explain officer safety issues when interacting with criminal gangs

Discuss safety tactics that officers use when interacting with criminal gangs including:

- providing 360° coverage
- leaving no stone unturned
- having strength in numbers
- not chasing the rabbit
- conducting *Terry* searches

Discuss available references: Southern Poverty Law Center, Florida Gang Investigators Association, FBI, National Alliance of Gang Investigators' Association, and the Florida Department of Corrections.

LE631.4. Explain why it is important to document known or suspected criminal gang activity

Discuss important factors to document when making contact with a gang member, such as tattoos, clothing, descriptors, and hairstyles.

Discuss the process for documenting a gang member as required in Florida Statute, s. 874.03.

LESSON VOCABULARY

criminal gang

UNIT 3 IDENTIFYING AND RESPONDING TO HIGH-RISK GROUPS

LESSON 2 EXTREMIST GROUPS

Lesson Goal

At the end of this lesson, students will know how to identify characteristics of extremist groups, their members, and associates.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 6)
The Florida Statutes

☑ **LE632.1. Identify characteristics of extremist groups**

Discuss different types of extremist groups and their motivations.

Explain that extremist groups, as a general practice, track IP addresses. Caution students not to visit unfamiliar websites from their personal computer, agency computer, or any other computer they do not want compromised.

☑ **LE632.2. Identify characteristics of domestic terrorism**

Discuss examples of international terrorism groups: Segunda Marquetalia, Revolutionary Armed Forces of Columbia – People's Army (FARC-EP), Communist Party of the Philippines/New People's Army (CPP/NPA), al-Qaeda, the Taliban, and Hezbollah.

Emphasize that terrorism is not only a problem abroad, but it also affects people in the U.S.

☑ **LE632.3. Identify the ideology and characteristics of sovereign citizens**

☑ **LE632.4. Identify how to recognize a sovereign citizen**

Section 817.535, F.S., Unlawful filing of false documents or records against real or personal property, is a way to counteract "paper terrorism."

Discuss Police Thwart Plot to Kill Vegas Officers

Discuss Sovereign Citizen Faces Unlawful Practice of Law Charge in Florida

Discuss Sovereign Citizen Bruce Doucette Sentences to 38 Years in Prison

Discuss Sovereign Citizens: A Clear and Present Danger

Show video: Sovereign Citizen and Law Enforcement, Southern Poverty Law Center

Show video: Sovereign Citizen Training for Law Enforcement

☑ **LE632.5. Identify the ideology and characteristics of militias**

Discuss militia groups and the various incidents that have occurred over the years (for example, Ruby Ridge Idaho, Waco Texas, the Oklahoma City Bomber, and the Bundy Ranch standoff).

LESSON VOCABULARY

sovereign citizen movement

CORE COMMUNICATION COMPETENCIES HANDOUT

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How could implicit bias have impacted this interaction?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the public. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises offer students opportunities to verbally de-escalate an escalating incident and provide the facilitator with prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, and/or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player, but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout prior to conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force and how they would explain their use of force in court.
- You have the option to instruct a role player, not the officer, to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 core communication competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class, and encourage all students to participate in the discussion.

COMMUNICATION EXERCISE RUBRIC

	GOOD	FAIR	POOR
Command Presence	• Demonstrated proper approach and understanding of the call • Identified self • Explained reason for contact • Upright, alert, attentive	• Recognized proper approach and understanding of call but slow to act • Identified self but hesitant to explain reason for contact • Upright and alert	• Disregarded safety protocols • Failed to identify self • Failed to identify reason for contact • Disheveled appearance
Communication	• Identified all parties involved (e.g., suspect, witness, victim) • Asked appropriate questions based on person's role • Attentive to responses • Asked proper follow-up questions	• Slow to identify all parties involved • Asked vague questions about person's role but later clarified questions • Slow to ask follow-up questions to clarify their understanding	• Did not identify all parties involved • Made improper assumptions or accusations • Failed to ask clarifying questions to correct contradictions or misinterpretations
Situational Awareness	• Immediately recognized dangerous situations and responded appropriately • Quick to notice non-verbal cues that signified a willingness to talk or hostile behavior • Properly adjusted responses to behaviors • Remained calm and professional but held firm during interactions	• Recognized dangerous situations but sometimes chose improper response • Recognized most non-verbal cues • Misinterpreted some non-verbal cues • Remained professional, preventing loss of scene control	• Failed to recognize dangerous situations or disregarded proper tactics • Failed to recognize non-verbal cues • Allowed victims, witnesses, or suspects to dictate the manner or method of contact
Proper Escalation or De-escalation	• Immediately recognized signs of distress • Established rapport and applied de-escalation techniques • Remained calm and professional when others were verbally hostile • Controlled escalation response • Remained on task	• Recognized signs of distress • Slow to establish rapport but did apply de-escalation techniques • Displayed some difficulty in responding to hostile communication • Somewhat quick to escalate • Mostly remained on task	• Failed to recognize signs of distress • Failed to establish rapport and de-escalation techniques • Escalated situation when faced with hostile communication • Lost focus and failed to remain on task
Appropriate Conclusion	• Compassionate, understanding, respectful, and humane to all parties • Resolved misunderstandings • Recognized and facilitated the use of appropriate resources • Used appropriate discretion in deciding on response including alternatives to incarceration • Did everything possible to keep everyone involved in the incident safe	• Respectful and professional but lacks compassion • Slow to resolve misunderstandings • Considered the use of appropriate resources • Applied some discretion in deciding on response • Did not do much to keep everyone safe	• Not compassionate, understanding, and humane to all parties • Failed to resolve misunderstanding • Did not recognize or facilitate use of appropriate resources • Failed to use appropriate discretion in deciding on response including alternatives to incarceration • Failed to take the safety of all parties into account

ROLE-PLAY EXERCISE INSTRUCTIONS

All role-play exercises are mandatory.

Role-play exercises allow officers to communicate, problem-solve, practice, and learn. Law enforcement requires on the job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The role-play exercises offer students opportunities to perform tactics and techniques alongside the skills acquired though communication exercises. Furthermore, role-playing scenarios teach students about new gear and special skills that will help keep officers and the public safe. Over the course of the basic recruit training program, give all students opportunities to perform each role play at least three times, and use a different set of students each time. Require all students to participate as officers in several exercises.

Prepare for Role-Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify a role-play exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role-playing simulations.

Facilitate Role-Play Exercise

- Ensure that the students have been introduced to the expected officer behaviors that correspond to the primary focus of the exercise.
- Privately brief each role player on their roles.
- Brief the officers and the class on the dispatch information at the same time. The only information the officers receive is the dispatch information.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the role play until the students demonstrate the expected officer behaviors or the facilitator deems it appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize issues such as officer safety, communication, and the type and elements of the crime.
- Ask the officers to provide feedback on their performance in the role play.
- Repeat the role-play exercise at least two more times.

CRIMES AGAINST PERSONS

Course Number: CJK_0072

Course Hours: 48 hours

Course Structure: 2 units, 13 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ understand how to follow a basic investigative sequence that focuses on fairness in the process and the outcome
- ✓ understand victim's rights and know when to provide victims of crime, domestic violence, and sexual battery with the appropriate victims' rights brochure
- ✓ respond to incidents involving:
  - assault and battery
  - domestic violence
  - stalking
  - child abuse, neglect, and abandonment
  - abuse, neglect, and exploitation of an elderly person or disabled adult
  - interference with custody, luring or enticing of a child, false imprisonment, and kidnapping
  - missing and endangered persons
  - sexual offenses
  - human trafficking
  - death and homicide
  - robbery

Required Activities

Suggested Activities

Notes to the Instructor

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UNIT 1 BASIC INVESTIGATIONS

LESSON 1 THE INVESTIGATIVE SEQUENCE

Lesson Goal

At the end of this lesson, students will know how to respond to any incident that has the potential for an arrest by following a basic investigative sequence that focuses on fairness in the process and the outcome.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 7)

Distribute copies of the Core Communication Competencies handout.

- ☑ **LE711.1. Describe how to approach the scene entrance safely**
- ☑ **LE711.2. Describe how to stabilize the incident scene before providing first aid**
- ☑ **LE711.3. Describe how to engage with people on the scene**
- ☑ **LE711.4. Determine if a crime actually occurred**
- ☑ **LE711.5. Determine your course of action**

LESSON VOCABULARY

instrumentalities of the crime

UNIT 1 BASIC INVESTIGATIONS

LESSON 2 VICTIMS' RIGHTS AND BROCHURES

Lesson Goal

At the end of this lesson, students will be able to inform victims of their rights and provide them with the appropriate victims' rights brochures or cards.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 7)

FDLE provides a print-ready version of the following victim brochures on the FDLE website for agencies' use and distribution:

Victims' Rights Brochure (English)

Folleto De Los Derechos De Las Víctimas (Spanish)

Notice of Legal Rights and Remedies for Victims of Domestic Violence, Dating Violence, Repeat Violence, Sexual Violence, Stalking (English)

Derechos y Remedios Legales para Victimas de Violencia Domestica, Violencia de novios, Violencia Repetida, Violencia Sexual, Acecho (Spanish)

Sexual Battery—Your Rights and Services (English)

Agresión Sexual—Sus Derechos y Servicios (Spanish)

Abi Seksyèl—Dwa ak Sèvis ou you (Creole)

☑ **LE712.1. Explain the rights and services available to victims, witnesses, and their families**

Discuss Marsy's Law or the Constitution of the State of Florida, Article 1, Declaration of Rights, Section 16, Rights of accused and of victims.

☑ **LE712.2. Describe the information in the *Victims' Rights Brochure***

Discuss s. 960.001, F.S., Guidelines for fair treatment of victims and witnesses in the criminal justice and juvenile justice systems.

☑ **LE712.3. Describe the domestic violence information in the *Notice of Legal Rights and Remedies* brochure**

☑ **LE712.4. Describe the sexual battery information in the *Sexual Battery—Your Rights and Services* brochure**

Discuss s. 794.052, F.S., Sexual battery; notification of victim's rights and services.

☑ **LE712.5. Decide which brochure to provide a victim, witness, or family member**

UNIT 2 CRIMES AGAINST PERSONS

LESSON 1 ASSAULT AND BATTERY

Lesson Goal

At the end of this lesson, students will know how to respond to an incident involving assault and battery and determine when to make an arrest and whether an assault or battery charge merits reclassification.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 7)

☑ LE721.1. Determine if an incident is assault or aggravated assault

Facilitate Communication Exercise: Parking Lot Fight

Discuss the meaning and purpose of the elements of a crime, where they come from, and how they are important for making an arrest.

Discuss chapter 784, F.S., Assault; Battery; Culpable Negligence.

Continue the scenario in Think About This from the textbook:

The bartender states that he heard Susan say that she was going to punch Jennifer while standing in close proximity to Jennifer with her fists clinched. Another bar patron intervened and separated the two of them.

Ask the students: Does this new information change whether Susan committed a crime? What if during your investigation you learn that Susan pulled out a knife or a gun? How does this new information change Susan's charges?

☑ LE721.2. Determine if an incident is battery or aggravated battery

Provide examples of assault and battery and articulate the difference.

Continue the scenario in Think About This:

When you arrive, the bartender provides the following information, "Susan ran over to the two of them, grabbed Jennifer by the hair, and dragged her to the floor. They were fighting until I was able to get them apart."

While questioning Jennifer, you see that she received only a few minor scratches and bruises. You concluded that Susan did not use a weapon or threaten to use a weapon during the incident.

Ask the students: What crime did Susan commit?

While questioning Susan, you were able to obtain her driver license. After relaying Susan's identifying information to dispatch, you discover that Susan has a prior conviction for battery.

Ask the students: How does this new information change Susan's charges?

Continue the scenario in Think About This and ask the students:

- What if Susan broke a beer bottle and used it to slash Jennifer's face, resulting in a severe laceration to Jennifer's face?
- How does this new information change Susan's charges?
- How would this change your initial response to the incident?

☑ LE721.3. Determine if an incident is felony battery

Continue the scenario in Think About This:

Several days after the incident, you gain information that Jennifer suffered a traumatic brain injury when Susan dragged her to the floor. She is experiencing intense ringing in her ears, headaches, and nausea.

Ask the students: How does this new information change Susan's charges?

Provide examples of aggravated and felony battery and articulate the difference.

☑ LE721.4. Describe how to respond to assault or battery

☑ LE721.5. Determine when an assault or battery charge merits reclassification or a change in the degree of the offense

Discuss chapter 784, F.S., Assault; Battery; Culpable Negligence.

Discuss the elements of assault and battery, including enhancements.

Describe the role of a police explorer.

LE721.6. Describe when you can make a warrantless arrest for assault or battery

Discuss chapter 901, F.S., Arrests and Temporary Definitions.

Clarify the meaning of committed in the officer's presence, and outside of the officer's presence.

Using the Basic Investigation Flow Chart, provide groups of students with scenario-type examples of these types of crimes. Instruct the groups to:

- Strategize how they would investigate their assigned crime.
- Determine if the elements of the crime are present.
- Be prepared to discuss the process and outcome with the class.

Consider requiring students to complete an incident report after completing the initial investigation.

LESSON VOCABULARY

aggravated assault

aggravated battery

assault

battery

domestic battery by strangulation

felony battery

COMMUNICATION EXERCISE: PARKING LOT FIGHT

Objective: Students will demonstrate effective communication skills when responding to a possible battery incident.

Setting: Classroom simulates a business parking lot.

Role Players: two officer and three subjects

Facilitator Overview (DO NOT READ OUT LOUD): Dispatch sends two officers to a report of two people fighting at their place of employment. The owner of the business states that the two employees are constantly bickering at work. One employee has a bloody nose and a torn shirt. The other employee does not have any injuries. The incident began as horseplay and escalated to an accidental elbowing to the nose. End the exercise when the officers de-escalate the situation, interview the involved parties, and determine the incident is not a battery.

Officer Instructions (READ TO THE CLASS): Dispatch sends you to a place of business because the owner reports that two of their employees are fighting in the parking lot. When you arrive, you observe that one person has a bloody nose and a torn shirt.

Subject(s) Instructions (READ TO THE SUBJECTS ONLY):

<u>Business Owner</u>

Two of your employees are in a physical fistfight in your business' parking lot. When the officers arrive, state, "These two workers have had a combative relationship for years! I was in the back and did not see anything, just heard shouting and walked outside."

<u>Employee #1</u>

You are an employee of the business owner. You are in the parking lot with a co-worker, who hit you in the nose and tore your shirt. When the officers arrive, state angrily, "I want to have them arrested!" Be agitated and appear ready to fight. Eventually admit that it all began as horseplay, but after the elbowing, the situation escalated.

<u>Employee #2</u>

You are an employee of the business owner. You are in the parking lot with a co-worker. You accidently hit them in the nose and tore their shirt. When the officers arrive, state, "We were horsing around, and I elbowed them by accident!" Be apologetic that you hurt them. Be compliant with the officers' requests.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This entire exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 2 CRIMES AGAINST PERSONS

LESSON 2 DOMESTIC VIOLENCE

Lesson Goal

At the end of this lesson, students will know how to respond to an incident involving domestic violence and determine the appropriate course of action and charges, if necessary.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 7)

FDLE provides a print-ready version of the following victim brochures on the FDLE website for agencies' use and distribution:

Notice of Legal Rights and Remedies for Victims of Domestic Violence, Dating Violence, Repeat Violence, Sexual Violence, Stalking (English)

Derechos y Remedios Legales para Víctimas de Violencia Domestica, Violencia de novios, Violencia Repetida, Violencia Sexual, Acecho (Spanish)

☑ LE722.1. Determine when an incident meets the criteria for domestic violence

Discuss chapter 741, F.S., Marriage; Domestic Violence.

Discuss s. 784.046, F.S., Action by victim of repeat violence, sexual violence, or dating violence for protective injunction; dating violence investigations, notice to victims, and reporting; pretrial release violations; public records exemption.

☑ LE722.2. Determine the abuser in a domestic violence incident

Facilitate Communication Exercise: Determine the Elements of a Crime

☑ LE722.3. Determine when an incident meets the criteria for dating violence

Present the following scenario:

Sam and Pat had been in an intimate relationship for about two years but broke up three months ago. They have never lived together as a family and have no children in common. They recently decided to see each other for lunch. During lunch they argued, and Sam threw a cell phone at Pat who now has a two-inch forehead laceration. Pat insists that Sam didn't mean it and doesn't want to press charges.

Ask the students: Are you required to arrest Sam?

☑ **LE722.4. Describe how to respond to a domestic violence incident**

☑ **LE722.5. Describe how to document evidence in a domestic violence incident**

Discuss the Notice of Legal Rights and Remedies for Victims of Domestic Violence, Dating Violence, Repeat Violence, Sexual Violence, Stalking brochure.

Provide information for the DCF Abuse Hotline, 800-96-ABUSE or 800-962-2873, or online at https://reportabuse.myflfamilies.com/s/.

☑ **LE722.6. Describe the role of a no contact order**

Discuss s. 741.29, F.S., Domestic violence; investigation of incidents; notice to victims of legal rights and remedies; reporting.

☑ **LE722.7. Describe the role of an injunction in a domestic violence incident**

Provide an example of a domestic violence injunction.

Discuss s. 741.30, F.S., Domestic violence; injunction; powers and duties of court and clerk; petition; notice and hearing; temporary injunction; issuance of injunction; statewide verification system; enforcement; public records exemption.

Discuss s. 784.046, F.S., Action by victim of repeat violence, sexual violence, or dating violence for protective injunction; dating violence investigations, notice to victims, and reporting; pretrial release violations; public records exemption.

Discuss s. 784.0485, F.S., Stalking; injunction; powers and duties of court and clerk; petition; notice and hearing; temporary injunction; issuance of injunction; statewide verification system; enforcement.

☑ **LE722.8. Describe how to respond to child to parent domestic violence**

Present the following scenario:

Timothy is a 15-year old child who becomes verbally abusive to his mother when he gets angry with her. On this particular occasion, Timothy became extremely argumentative and shoved his mother into a wall. In fear of Timothy, she ran into her bedroom, locked the door, and called the police.

Ask the students: Did Timothy commit a crime? Is it in the best interest of the child or the family to make an arrest?

Discuss s. 985.031, F.S., Age limitation; exception.

Provide information for the DCF Abuse Hotline, 800-96-ABUSE or 800-962-2873, or online at https://reportabuse.myflfamilies.com/s/.

Provide information for the Florida Network of Youth and Family Services, 850-922-4324, or online at https://Floridanetwork.org/.

☑ LE722.9. Describe how to document a domestic violence incident

Using the Basic Investigation Flow Chart, provide groups of students with scenario-type examples of these types of crimes. Instruct the groups to:

- Strategize how they would investigate their assigned crime.
- Determine if the elements of the crime are present.
- Be prepared to discuss the process and outcome with the class.

Consider requiring students to complete an incident report after completing the initial investigation.

Conduct Role-Play Exercise #9: Domestic Violence

☑ LE722.10. Describe the purpose of a lethality assessment when responding to a domestic violence incident

Discuss when a lethality assessment must be administered and review the lethality assessment form and training materials on the FDLE website at https://www.fdle.state.fl.us/FCJEI/Online-Training/Lethality-Assessment-Training-for-Law-Enforcement.

LESSON VOCABULARY

child domestic battery

dating violence

domestic violence

family or household member

lethality assessment

COMMUNICATION EXERCISE: DETERMINE ELEMENTS OF A CRIME

Objective: Students will demonstrate effective communication skills when determining the elements of a crime.

Setting: Classroom simulates the front yard of a residence.

Equipment: one cell phone

Role Players: two officers, eight subjects (at least two are women), and one male victim

Facilitator Overview (DO NOT READ OUT LOUD): Two officers respond to an incident involving two women in the front yard yelling at each other. Both women have a beer in their hand and appear intoxicated. Neighbors have begun to congregate around the residence and have yelled rude remarks at the two women. One of the women has thrown a beer into the crowd, striking a man in the head. She walks toward the crowd cursing at them. End the exercise when the officers initiate an arrest.

Officer Instructions (READ TO THE CLASS): Dispatch sends you to a neighbor disturbance involving two intoxicated women.

Subject(s) and Victim(s) Instructions (READ TO THE SUBJECT AND VICTIM ONLY):

<u>Two Female Subjects</u>

You are in the front yard yelling at each other, intoxicated. When questioned, one of you informs the officers that you live together and are arguing about money. One of you walks toward the crowd cursing at them.

<u>Crowd</u>

You congregate around the two women, yelling rude remarks. One of you uses the cell phone to record the event.

<u>Male Victim</u>

You have a head laceration. You yell when the officers are present, “She hit me with a beer can!”

Post-exercise discussion questions are found at the end of this chapter’s instructor guide, titled “Core Communication Competencies.” Students can review the Core Communication Competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

ROLE-PLAY EXERCISE #9: DOMESTIC VIOLENCE

Goal: This exercise expands on the knowledge of domestic violence situations, and re-emphasizes the importance of observation skills and the ability to determine the abuser in emotionally charged situations.

Logistics: This scenario takes place in a classroom, which simulates the living room of a residence. It requires one facilitator, one officer, and two role players.

Equipment Issued to Officer: portable radio, red/blue gun, and duty belt

Role Player Props: driver license or other form of identification (optional: broken table lamp or another item used to hit the victim)

Dispatch Information: Dispatch sends the officers to a residence regarding a loud verbal argument.

Facilitator Information: This is a teaching scenario with the uninvolved students acting as observers. You act as dispatch. Keep the scenario within the classroom. You can switch genders, sexual orientation, race, or culture. The victim could require first aid and medical response.

This is an arrest scenario, after the identification of the abuser.

At the end of the scenario, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Role Player Behaviors

<u>Role Player #1</u>

You are the victim of domestic violence when, upon coming home, you found your spouse spent rent money on beer. An argument ensued.

Upon initial contact with the officer, be angry and verbally abusive toward the officer. You are cautious toward the other role player. You eventually reveal that the other role player hit you with a lamp.

<u>Role Player #2</u>

You are crying, upset, and afraid, as you are on probation for narcotics possession. You have spent rent money on beer, and this has resulted in a verbal argument with the other role player. You became angry and hit the other role player with a lamp, breaking the lamp and slightly injuring them.

When first dealing with the officer, be emotionally distraught and upset with the other role player.

Do not bring up the beer until (and if) the officer questions you about your prior conviction and probationary status.

Expected Officer Behaviors

- Demonstrate Core Competency Communication skills.
- Must maintain the safety of everyone on the scene.
- Demonstrate officer safety.
- Demonstrate assessing and controlling the scene.
- Demonstrate appropriate use of force.
- Demonstrate proper radio procedure.

- Demonstrate or explain querying dispatch for a warrants check and criminal history check on the suspect.
- Articulate legal justification for arrest to the suspect.
- Demonstrate knowledge of applicable laws.
- Demonstrate use of effective interviewing and note-taking skills.
- Prepare a written report.

UNIT 2 CRIMES AGAINST PERSONS

LESSON 3 STALKING CRIMES

Lesson Goal

At the end of this lesson, students will know how to respond to incidents involving stalking and cyberstalking and determine the appropriate course of action and charges, if necessary.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 7)

☑ LE723.1. Determine if an incident is stalking

Discuss s. 784.048, F.S., Stalking; definitions; penalties.

☑ LE723.2. Determine if an incident is aggravated stalking

Continue the scenario in Think About This:

During your interview with Cheri, she told you that Michael threatened to kill her if she got another boyfriend. She knows that Michael stores his guns in his car.

Ask the students: Does this change the outcome of your investigation?

☑ LE723.3. Determine if an incident is cyberstalking

Continue the scenario in Think About This:

Michael sent Cheri vulgar emails and text messages that threatened her and her three children. He threatened her on social media, causing emotional distress, which forced her to close her social media accounts. Michael also contacted her friends and family online to determine Cheri's whereabouts and activities.

Michael began publishing sexually explicit photographs of Cheri online, sharing them with her friends on social media. Although she asked him to stop, he continued to do it, causing her significant embarrassment.

Ask the students: Is Michael committing sexual cyber harassment?

Michael posted Cheri's personal identifying information on social media, then started posting threatening comments that he knew where she lived and was going to burn her house down in the middle of the night.

Ask the students: Is Michael committing cyber intimidation?

Discuss s. 836.115, F.S., Cyberintimidation by publication.

Discuss s. 836.10, F.S., Written or electronic threats to kill, do bodily injury, or conduct a mass shooting or an act of terrorism; punishment; exemption from liability.

LE723.4. Describe how to respond to stalking

Using the Basic Investigation Flow Chart, provide groups of students with scenario-type examples of these types of crimes. Instruct the groups to:

- Strategize how they would investigate their assigned crime.
- Determine if the elements of the crime are present.
- Be prepared to discuss the process and outcome with the class.

Consider requiring students to complete an incident report after completing the initial investigation.

LESSON VOCABULARY

credible threat

cyberstalk

maliciously

stalking

UNIT 2 CRIMES AGAINST PERSONS

LESSON 4 CHILD ABUSE

Lesson Goal

At the end of this lesson, students will know how to respond to an incident involving child abuse, neglect, and abandonment while considering the role of the child protective investigator.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 7)

☑ LE724.1. Determine if an incident is child abuse or aggravated child abuse

Present the following scenario:

Sean is a bright 16-year-old teenager with an argumentative and defiant attitude. He is often disrespectful to his parents, especially his dad. Most evenings, his dad drinks until he gets drunk. He is an alcoholic, and Sean resents him. Sean enjoys beginning an intellectual conversation with his dad knowing his dad will become frustrated and angry. These arguments usually end with physical fights between Sean and his dad, with his mother inciting the dad to hit him. During this last fight, Sean gets a black eye. Sean shows up at school the next day. His teacher sees his injury and calls the police.

Ask the students: Is this corporal punishment or child abuse?

Discuss chapter 827, F.S., Abuse of Children.

Discuss s. 39.01, F.S., Definitions.

Provide a variety of photographs that illustrate child abuse.

Present the following scenario:

Peter, an 11-month-old boy, was in the care of his mother's boyfriend, Corry, while she went to work. About four hours into her work shift, she received a call from Corry who told her that he had tripped while holding Peter and the child fell to the ground on the carpet in the living room. He told the mother that the baby's injuries were not bad; Peter had "just skinned his face and had a knot on his head." The mother left work early. When she got home, she saw a large amount of blood on Peter's bouncy seat. She took the baby to the hospital, and the doctors

found the boy's injuries were not consistent with a fall, and that he had suffered other injuries to include:

- severe open bleeding laceration on the right rear of his head
- four small lacerations on the left rear of his head
- burns on the left forehead and temple
- bruising on the left jaw, the right hand, and the feet
- bite mark on the left triceps

Ask the students: What is the role of law enforcement in this scenario? How would law enforcement become involved?

LE724.2. Determine if an incident is child neglect

Present the following scenario:

As you are driving home from your evening shift, you notice a small child walking across the parking lot of a convenience store. Her name is Lindy, she is 6-years-old, and she promptly begins to tell you that she is old enough to stay home alone, but got hungry and decided to go to the store for some chips. She states that her mom is out "clubbing" with her boyfriend. She said she used to be afraid to stay home, but her mom told her to watch TV and then just go to bed, that she was a big girl now, not a baby. She informs you that she stays home by herself all the time, but when she wakes up, her mom is always back home.

Ask the students: Is this child neglect?

Discuss chapter 827, F.S., Abuse of Children.

LE724.3. Explain the difference between child abandonment and surrendering an infant

Present the following scenario:

Marge, a 23-year-old single parent, drove to the convenience store and placed her 2-day-old infant in the bathroom and walked away. She didn't tell anyone working at the store what she had done.

Ask the students: Is this abandonment or surrendering an infant?

Discuss s. 827.035, F.S., Infants.

Discuss s. 383.50, F.S., Treatment of surrendered infant.

☑ **LE724.4. Describe an incident of abusive head trauma**

Discuss the different excuses parents may offer for their child's injuries.

☑ **LE724.5. Determine if an incident is contributing to the delinquency or dependency of a child**

Present the following scenario:

You received a call from dispatch directing you to check on a situation involving a young male at home sitting on his back deck and drinking a beer, and it is a school day. The neighbor phoned the police, stating that the mother's car is sitting in the front driveway; she knows the mother is at home, and her son is sitting outside "drinking beer." Upon talking to her, you find out the mother had just arrived home from work, is genuinely upset and was completely unaware of what her son was doing. During your initial interview with the parent, you find that the child is ill and taking a sick day from school.

Ask the students: Is the mother contributing to the delinquency or dependency of her child?

Discuss s. 827.04, F.S., Contributing to the delinquency or dependency of a child; penalty.

Discuss that impregnating a child is sexual assault because of the child's lack of being able to provide consent.

☑ **LE724.6. Describe how to respond to child abuse, neglect, or abandonment**

☑ **LE724.7. Separate the victim of child abuse or neglect from the suspected abuser**

Discuss s. 39.401, F.S., Taking a child alleged to be dependent into custody; law enforcement officers and authorized agents of the department.

Provide information for the DCF Abuse Hotline, 800-96-ABUSE or 800-962-2873, or online at https://reportabuse.myflfamilies.com/s/.

☑ **LE724.8. Describe how to document child abuse, neglect, and abandonment**

Discuss s. 39.201, F.S., Required reports of child abuse, abandonment, or neglect, sexual abuse of a child, and juvenile sexual abuse; required reports of death; reports involving a child who has exhibited inappropriate sexual behavior.

Using the Basic Investigation Flow Chart, provide groups of students with scenario-type examples of these types of crimes. Instruct the groups to:

- Strategize how they would investigate their assigned crime.
- Determine if the elements of the crime are present.
- Be prepared to discuss the process and outcome with the class.

Consider requiring students to complete an incident report after completing the initial investigation.

LESSON VOCABULARY

abandonment

aggravated child abuse

caregiver

child abuse

child neglect

infant

legal custody

mental injury

physical injury

UNIT 2 CRIMES AGAINST PERSONS

LESSON 5 ABUSE, NEGLECT, AND EXPLOITATION OF AN ELDERLY PERSON OR DISABLED ADULT

Lesson Goal

At the end of this lesson, students will know how to respond to an incident involving abuse, neglect, or exploitation of an elderly person or disabled adult while considering the role of the adult protective investigator (API).

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 7)

☑ LE725.1. Determine if an incident is abuse or aggravated abuse of an elderly person or disabled adult

Present the following scenario:

Mrs. Johnson is an 83-year-old widow. She and her son, Ronald, live together. A family member called Adult Protective Services (APS) on Mrs. Johnson's behalf after receiving a call from her to report that Ronald had pulled her hair and yelled at her during an argument. The family member told APS that Mrs. Johnson made the call from her locked bedroom and whispered throughout the call because she was afraid that her son would hear her voice on the telephone. Dispatch requests that you accompany the APS investigator to Mrs. Johnson's residence and obtain details about her son's behavior.

Ask the students: What questions would you ask when you arrive? What options might be open to you as the initial responding officer?

Discuss s. 825.102, F.S., Abuse, aggravated abuse, and neglect of an elderly person or disabled adult; penalties.

Continue from the previous scenario:

When you arrive at Mrs. Johnson's residence, you accompany the APS investigator and immediately notice that Mrs. Johnson has a black eye. She informs you that Ronald had gone to work. You observe that Mrs. Johnson's filthy clothes hang loosely on her skeletal frame, she smells like she hasn't bathed in quite a while, and she has multiple bruises and open sores on exposed areas of her legs and arms. After sitting down at the kitchen table, the APS investigator begins the interview by asking Mrs. Johnson if her eye hurt, which it did, and what happened to her to cause the bruising. Mrs. Johnson stated, "Sometimes I don't get everything done, I forget sometimes, and my son gets angry and hits me or pushes me down. Sometimes he'll burn me with his cigarette."

Ask the students: Based on Mrs. Johnson's injuries and statement, has a crime been committed?

LE725.2. Determine if an incident is neglect of an elderly person or disabled adult

Continue from the previous scenario:

Mrs. Johnson told the APS investigator that her son keeps her locked in a closet for a long time, without access to food, water, or the bathroom.

Ask the students: What additional questions will you ask Mrs. Johnson based on this information?

Discuss s. 825.102, F.S., Abuse, aggravated abuse, and neglect of an elderly person or disabled adult; penalties.

LE725.3. Determine if an incident is exploitation of an elderly person or disabled adult

Present the following scenario:

A local bank alerted the police of possible exploitation of an elderly client. The call was transferred to the financial crimes section, where investigators were told that Peter Smith's savings account had gone from a balance of $96,000 to zero in six months. When questioned over the phone, Peter insisted that he had willingly given the money to the young man, Mark, who lived with him. He denied that Mark had committed any wrongdoing and refused to press charges. Further investigation revealed that the young man had forged checks for $24,000.

Dispatch sent you to accompany an investigator from APS to Peter's home, as Mark still lived there.

You found that Peter was mentally alert and not in any distress. He was more worried about keeping the young man out of jail than about losing his money. Peter said he had helped raise the young man and would go to any length to protect him from going to jail. He acknowledged that Mark had stolen some checks and forged his name, but he said he had freely given the young man most of his savings. With no money left from his life savings, Peter admitted he had to live on his Social Security check, and for at least two months, he did not take his prescribed medications because he could no longer afford to buy them.

Ask the students: What additional information do you need to determine if Mark is committing a crime? If no crime is being committed, what would need to be different in this scenario to make this criminal activity?

Discuss s. 825.103, F.S., Exploitation of an elderly person or disabled adult; penalties.

☑ LE725.4. Determine if the elderly person or disabled adult is in immediate danger of abuse, neglect, or exploitation

Provide information for the DCF Abuse Hotline, 800-96-ABUSE or 800-962-2873, or online at https://reportabuse.myflfamilies.com/s/.

☑ LE725.5. Differentiate the officer's role from the adult protective investigator's role

☑ LE725.6. Describe how to interview the people involved when conducting an initial investigation of abuse, neglect, or exploitation of an elderly person or disabled adult

Present the following scenario:

You accompany an APS investigator to a two-story family home where a disabled adult and her mother live on the first floor. The brother lives on the second floor. The elderly mother introduces herself as Mrs. Stevens and then introduces her daughter, Patty.

As the APS investigator sits down with Mrs. Stevens and Patty in the living room to conduct the initial interview, you observe that the first-floor apartment does not have running water, the toilet does not work, and the overall house is extremely dirty. You notice that Patty is wearing only a wet diaper and a shirt.

You later join the investigator in the living room and learn that Patty has profound intellectual disabilities and cerebral palsy that requires 24-hour care. Her mother states that she is not in an adult day program although she is eligible for services. Mrs. Stevens states that her son was the legal guardian for both her daughter and her, and refused any outside care provider services for years. She also stated that he lived upstairs, but was at work now.

Ask the students: What is your role at this point? Is there a crime involved?

☑ LE725.7. Describe how to respond to abuse, neglect, and exploitation of an elderly person or disabled adult

Discuss s. 825.1035, F.S., Injunction for protection against exploitation of a vulnerable adult.

Discuss s. 415.1051, F.S., Protective services interventions when capacity to consent is lacking; non-emergencies; emergencies; orders; limitations.

☑ LE725.8. Describe how to document abuse, neglect, and exploitation of an elderly person or disabled adult

Discuss s. 415.1034, F.S., Mandatory reporting of abuse, neglect, or exploitation of vulnerable adults; mandatory reports of death.

Using the Basic Investigation Flow Chart, provide groups of students with scenario-type examples of these types of crimes. Instruct the groups to:

- Strategize how they would investigate their assigned crime.
- Determine if the elements of the crime are present.
- Be prepared to discuss the process and outcome with the class.

Consider requiring students to complete an incident report after completing the initial investigation.

LESSON VOCABULARY

abuse of an elderly person or disabled adult

exploitation of an elderly person or disabled adult

neglect of an elderly person or disabled adult

UNIT 2 CRIMES AGAINST PERSONS

LESSON 6 INTERFERENCE WITH CUSTODY, LURING OR ENTICING OF A CHILD, FALSE IMPRISONMENT, AND KIDNAPPING

Lesson Goal

At the end of this lesson, students will know how to respond to an incident involving a child custody dispute, interference with custody, luring or enticing of a child, false imprisonment, and kidnapping while using multiagency resources as appropriate.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 7)
Child Abduction Response Team (CART) brochure

☑ **LE726.1. Determine if an incident is interference with custody**

☑ **LE726.2. Describe how to respond to conflicting child custody orders from different states**

Discuss s. 787.03, F.S., Interference with custody.

Discuss s. 787.04, F.S., Removing minors from state or concealing minors contrary to state agency order or court order.

Continue the Think About This scenario:

As you and Dan are discussing the situation, Susan returns to the parking lot with the children in the back seat and parks near your patrol car. She gets out of the car, apologizes to Dan for getting angry and driving off, and encourages her children to get out and join their father. Dan is now asking you for an incident report.

Ask the students: What should the officer do now?

☑ **LE726.3. Determine if an incident is luring or enticing a child**

Provide the following scenario:

A six-year-old child is walking home from the bus stop when a man pulls up in a car and tells her, "Your mommy told me to bring you home. It's about to rain, and she doesn't want you to get wet." The man insists even after she says no. He mentions that there is a new puppy at home and that they can get ice cream on the way. The child notices your patrol vehicle around the corner and runs over to you. The child points to the man in the car as he drives by.

Ask the students: How should you respond to this incident?

Discuss s. 787.025, F.S., Luring or enticing a child.

☑ LE726.4. Determine if an incident is false imprisonment

Discuss s. 787.02, F.S., False imprisonment; false imprisonment of child under age 13, aggravating circumstances.

☑ LE726.5. Determine if an incident is kidnapping

Provide the following scenario:

Neal and his friend are hanging out at the club. They have been buying girls drinks for several hours. Neal walks out of the club with Amanda, thinking she intended to go back to his dorm room. When she declines the invitation, he becomes irritated, grabs her arm, and shoves her into his car. He gets in, locks the doors, and drives off. He takes Amanda to a deserted parking lot and sexually batters her.

Discuss s. 787.01, F.S., Kidnapping; kidnapping of child under age 13, aggravating circumstances.

☑ LE726.6. Describe how to respond to interference with custody, luring or enticing of a child, false imprisonment, or kidnapping

Provide copies of the CART brochure.

Provide information for the DCF Abuse Hotline, 800-96-ABUSE or 800-962-2873, or online at https://reportabuse.myflfamilies.com/s/.

Provide examples of interference with custody, luring or enticing of a child, false imprisonment, and kidnapping that illustrate the differences between them.

Using the Basic Investigation Flow Chart, provide groups of students with scenario-type examples of these types of crimes. Instruct the groups to:

- Strategize how they would investigate their assigned crime.
- Determine if the elements of the crime are present.
- Be prepared to discuss the process and outcome with the class.

Consider requiring students to complete an incident report after completing the initial investigation.

LESSON VOCABULARY

false imprisonment

interference with custody

kidnapping

luring or enticing a child

UNIT 2 CRIMES AGAINST PERSONS

LESSON 7 MISSING OR MISSING ENDANGERED PERSONS

Lesson Goal

At the end of this lesson, students will know how to respond to an incident involving a missing or missing endangered person and when to begin the process for activating an AMBER Alert, Silver Alert, Purple Alert, or Blue Alert.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 7)

☑ **LE727.1. Describe a Missing Child Alert**

☑ **LE727.2. Describe an AMBER Alert**

☑ **LE727.3. Describe a Silver Alert**

Provide the following scenario:

You respond to a call for service from dispatch to conduct a well-being check. Frank, an elderly man, tells you he hasn't seen his neighbor, Mildred, in several days. Her car is usually parked in the driveway unless she is at church, but it has been gone for several days. Frank said that he usually talks to her every day and that she has not told him of any planned trips or vacations. It is unlike her to be gone this long without telling him. Frank used the spare key from under Mildred's door mat and did not find her at home.

Ask the students: What steps will you take to resolve this incident?

Provide information on Silver Alerts from the Florida Department of Law Enforcement's website.

Discuss the differences between the criteria for a Purple Alert and a Silver Alert.

☑ **LE727.4. Describe the role of the Blue Alert**

Provide examples of when to apply the AMBER Alert, Silver Alert, Purple Alert, and Blue Alert and the surrounding circumstances.

☑ **LE727.5. Describe how to assist with the investigation of a missing or missing endangered person**

LE727.6. Describe additional resources for missing persons incidents

Provide information for the Missing Endangered Persons Information Clearinghouse, 1-888-356-4774.

Using the Basic Investigation Flow Chart, provide groups of students with scenario-type examples of these types of crimes. Instruct the groups to:

- Strategize how they would investigate their assigned crime.
- Determine if the elements of the crime are present.
- Be prepared to discuss the process and outcome with the class.

Consider requiring students to complete an incident report after completing the initial investigation.

LESSON VOCABULARY

endangered person

missing adult

missing child

UNIT 2 CRIMES AGAINST PERSONS

LESSON 8 SEXUAL OFFENSES

Lesson Goal

At the end of this lesson, students will know how to respond to incidents involving a sexual offense against a child, an adult, or an elderly person or disabled adult using a trauma-informed response.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 7)
Sexual Battery—Your Rights and Services brochure

☑ LE728.1. Determine if an incident is sexual battery, including the victim's ability to provide consent

Discuss s.794.011, F.S., Sexual battery.

Discuss the Sexual Battery—Your Rights and Services brochure.

Facilitate Optional Communication Exercise: Sexual Battery

☑ LE728.2. Determine if an incident is sexual battery of a child

Discuss s. 794.011, F.S., Sexual battery.

Provide examples of cases of sexual battery of children from the news or police reports.

Provide information for the DCF Abuse Hotline, 800-96-ABUSE or 800-962-2873, or online at https://reportabuse.myflfamilies.com/s/.

☑ LE728.3. Describe how to respond to a victim of sexual battery

Show the following videos:

- Sexual Assault: A Trauma Informed Approach to Law Enforcement First Response, Part I
- Sexual Assault: A Trauma Informed Approach to Law Enforcement First Response, Part II

Play the following podcast: *How Rape Affects Memory and The Brain, And Why More Police Need to Know About This*.

☑ **LE728.4. Describe how to collaborate with a victim advocate when responding to a sexual battery**

Discuss s. 794.052, F.S., Sexual battery; notification of victim's rights and services.

Provide a variety of photographs or videos that illustrate what to look for at a scene, how to photograph injuries, etc.

Provide an example of a forensic exam kit (rape kit).

☑ **LE728.5. Describe how to document sexual battery**

☑ **LE728.6. Describe how to respond to a lewd and lascivious offense**

Discuss s. 800.04, F.S., Lewd or lascivious offenses committed upon or in the presence of persons less than 16 years of age.

Discuss s. 825.1025, F.S., Lewd or lascivious offenses committed upon or in the presence of an elderly person or disabled person.

☑ **LE728.7. Describe how to respond to unlawful sexual activity with certain minors**

Discuss s. 794.05, F.S., Unlawful sexual activity with certain minors.

☑ **LE728.8. Identify sexual offenses involving children**

☑ **LE728.9. Differentiate between investigating an incident involving a juvenile sex offender and an adult sex offender**

Using the Basic Investigation Flow Chart, provide groups of students with scenario-type examples of these types of crimes. Instruct the groups to:

- Strategize how they would investigate their assigned crime.
- Determine if the elements of the crime are present.
- Be prepared to discuss the process and outcome with the class.

Consider requiring students to complete an incident report after completing the initial investigation.

LESSON VOCABULARY

child pornography

coercion

consent

mentally defective

mentally incapacitated

physically helpless

physically incapacitated

sexting

sexual activity

sexual battery

Quick Reference Guide for Sex Offenses against Juveniles, Elderly Persons, or Disabled Adults

Victim	Offender	Offense
-12	18+	Capital Sexual Battery (s. 794.011, F.S.)
-12	-18	Sexual Battery (s. 794.011, F.S.) – life felony
-16 & pregnant	21+	Child Abuse (s. 827.04(3), F.S.) – 3rd degree felony
16 or 17	24+	Unlawful Sexual Activity with a Minor (s. 794.05, F.S.) – 2nd degree felony
12+	any age	Sexual Battery (s. 794.011(5)(b)–(c), F.S.) – 2nd degree felony
12+	any age	Sexual Battery (s. 794.011(4), F.S.) – aggravated by a condition listed in the statute – 1st degree felony
12+	any age	Sexual Battery (s. 794.011(3), F.S.) - aggravated by a condition listed in the statute – life felony
-18	familial custody	Solicits Sexual Battery (s. 794.011(8)(a), F.S.) – 3rd degree felony
Between 12 & 18	familial custody	Sexual Battery (s. 794.011(8)(b), F.S.) – 1st degree felony
Between 12 & 16	any age	Lewd or Lascivious Battery = any sexual activity; encourages, forces, or entices (s. 800.04(4), F.S.) – 2nd degree felony
-12	18+	Lewd or Lascivious Molestation = lewd touching of breasts, genitals, or buttocks (s. 800.04(5), F.S.) – life felony
-12	-18	Lewd or Lascivious Molestation (s. 800.04(5), F.S.) – 2nd degree felony
Between 12 & 16	18+	Lewd or Lascivious Molestation (s. 800.04(5), F.S.) – 2nd degree felony
Between 12 & 16	-18	Lewd or Lascivious Molestation (s. 800.04(5), F.S.) – 3rd degree felony
-16	18+	Lewd or Lascivious Conduct = lewd touching (s. 800.04(6), F.S.) – 2nd degree felony
-16	-18	Lewd or Lascivious Conduct (s. 800.04(6), F.S.) – 3rd degree felony
-16	18+	Lewd or Lascivious Exhibition = masturbates or exposes (s. 800.04(7), F.S.) – 2nd degree felony
-16	-18	Lewd or Lascivious Exhibition (s. 800.04(7), F.S.) – 3rd degree felony
-16	18+	Lewd or Lascivious = masturbates, exposes, or sexual act on computer (s. 847.0135(5)(b), F.S.) – 2nd degree felony

Elder (60 or older) or disabled adult (18 or older)	any age	Lewd or Lascivious Battery upon an Elderly Adult or Disabled Adult = encourages, forces, or entices engagement in sadomasochistic abuse, sexual bestiality, prostitution, or any other sexual activity. (s. 825.1025(2), F.S.) – 2nd degree felony
Elder (60 or older) or disabled adult (18 or older)	any age	Lewd or Lascivious Molestation of an Elderly Person or Disabled Adult – intentionally touches in a lewd or lascivious manner the breasts, genitals, genital area, or buttocks, or clothing covering them. (s. 825.1025(3), F.S.) – 3rd degree felony
Elder (60 or older) or disabled adult (18 or older)	any age	Lewd or Lascivious Exhibition in the Presence of an Elderly Person or Disabled Adult = masturbates, exposes, or act not involving physical/sexual contact (s. 825.1025(4), F.S.) – 3rd degree felony

Florida Statutes s. 775.15(13), Time limitations; general time limitations exceptions:

If the victim of a violation of s. 794.011, F.S., is younger than 18, the applicable period of limitation, if any, does not begin to run until the victim has reached 18, or the violation is reported to a law enforcement agency or other governmental agency, whichever occurs earlier.

If the offense is a first- or second-degree felony violation of s. 794.011, F.S., and the offense is reported within 72 hours, the prosecution for such offense may start at any time. This paragraph applies to any such offense committed after Dec. 31, 1984.

If the offense is a first-degree felony violation of s. 794.011, F.S., and the victim was younger than 18 when the offense was committed, a prosecution of the offense may start at any time. This paragraph applies to any such offense committed after Oct. 1, 2003.

QUICK REFERENCE GUIDE FOR SEX OFFENSES AGAINST CHILDREN

Offense	Statute	Victim	Suspect	Act
Sexual Battery on Child	s. 794.011(2)(a), F.S.	-12	18+	Sexual Battery
Sexual Battery on Child	s. 794.011(2)(b), F.S.	-12	-18	Sexual Battery
Sexual Battery Familial or Custodial	s. 794.011(8)(b) L9, F.S.	Between 12 & 18	18+	Sexual Battery
Lewd or Lascivious Battery	s. 800.04(4)(a) L1, F.S.	Between 12 & 16	Any age	Sexual Activity
Lewd or Lascivious Battery	s. 800.04(4)(a) L2, F.S.	-16	Any age	Encourage, force or entice to engage in sadomasochistic abuse, sexual bestiality, prostitution or any other act involving sexual activity.
Lewd or Lascivious Molestation	s. 800.04(5)(b) L9, F.S.	-12	18+	Intentionally touches breasts, genitals, genital area or buttocks, or clothing covering them, in a lewd or lascivious manner or forces or entices child to so touch perpetrator.
	s. 800.04(5)(c)(1) L7, F.S.	-12	-18	
	s. 800.04(5)(c)(2) L7, F.S.	Between 12 & 16	18+	
	s. 800.04(5)(d) L6, F.S.	Between 12 & 16	-18	
Lewd or Lascivious Conduct	s. 800.04(6)(b) L6, F.S.	-16	18+	Intentionally touches child in a lewd or lascivious manner or solicits child to commit a lewd or lascivious act.
	s. 800.04(6)(c) L5, F.S.	-16	-18	
Lewd or Lascivious Exhibition	s. 800.04(7)(b), F.S.	-16	18+	Intentionally masturbates, exposes the genitals in a lewd manner or intentionally commits any other sexual act that does not involve actual physical or sexual contact with the victim, including, but not limited to, sadomasochistic abuse, sexual bestiality, or the simulation of an act involving sexual activity in the presence of the victim.
	s. 800.04(7)(c), F.S.	-16	-18	
Unlawful Sexual Activity with Certain Minors	s. 794.05 L6, F.S.	16 or 17	24+	Sexual Activity means oral, anal or vaginal penetration by, or union with sexual organ of another. Digital penetration does not apply.
Impregnating a Minor	s. 827.04(3) L7, F.S.	-16	21+	Impregnating a child. (child abuse offense)

COMMUNICATION EXERCISE: SEXUAL BATTERY

This activity is optional.

Objective: Students will demonstrate effective communication skills when interviewing a victim of sexual battery.

Facilitation: Classroom open discussion with Q and A. Students work independently or in pairs. This is not a role play.

Part 1

Scenario Introduction (READ OUT LOUD): Dispatch sends you to a hospital exam room to interview someone who has been a victim of a sexual battery. The victim is crying and unable to give coherent responses. When you approach the victim, they appear to be very scared and seem unwilling to talk.

How do you approach this situation? How can you help the victim be more at ease so that they can answer your questions?

The students must mention using empathy with the victim. This is part of the correct answer.

Part 2

Scenario Conclusion (READ OUT LOUD): Once the victim begins to talk, they tell you that their partner forced them to perform non-consensual intercourse. They tell you their partner might have injured them too. They still seem very nervous but more willing to talk with you.

Now that the victim has begun talking, how do you continue this interaction?

> Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 2 CRIMES AGAINST PERSONS

LESSON 9 HUMAN TRAFFICKING

Lesson Goal

At the end of this lesson, students will know how to respond to an incident involving human trafficking by recognizing labor and sex trafficking, child victims, and the importance of taking a victim-centered approach.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 7)
Handout: Key Takeaways/ Action Steps

☑ LE729.1. Determine if an incident is human trafficking

Discuss s. 787.06, F.S., Human trafficking.

☑ LE729.2. Recognize the indicators of labor trafficking and sex trafficking

Review the online handbook *The Crime of Human Trafficking: A Law Enforcement Guide to Identification and Investigation*.

☑ LE729.3. Describe how to respond to human trafficking using a victim-centered approach

Provide students with the Key Takeaways/Action Steps Handout.

Using the Basic Investigation Flow Chart, provide groups of students with scenario-type examples of these types of crimes. Instruct the groups to:

- Strategize how they would investigate their assigned crime.
- Determine if the elements of the crime are present.
- Be prepared to discuss the process and outcome with the class.

Consider requiring students to complete an incident report after completing the initial investigation.

LESSON VOCABULARY

human trafficking

HANDOUT: KEY TAKEAWAYS / ACTION STEPS

KEY TAKEAWAYS / ACTION STEPS

Identify Everyone

Victim may not have identification.

Get the victim's age and home location.

Recognize Red Flags

Dominant person does all the talking.

Victim shows signs of physical abuse: avoids eye contact, flinches.

Establish Relationship

Separate parties and call for backup.

How do all the parties know each other?

Do they know each other's names?

YOU SUSPECT INCIDENT INVOLVES HUMAN TRAFFICKING

Call for Backup

Treat victims with respect, dignity, and empathy.

Follow agency policies and procedures.

Specialized Unit

Can provide a victim advocate and specialized investigator.

Follow agency policies and procedures.

Victim Advocate

Most important for building trust with victim.

Can provide medical care, food, housing.

Get Victim's Phone

Most important piece of evidence.

Links victim to trafficker and trafficking locations.

Photograph Victim

360° view

Look for tattoos, bruises, clothing.

Photograph Scene

Quickly get panoramic video of immediate area.

Photograph all perishable evidence.

COMMUNICATION EXERCISE: HUMAN TRAFFICKING

This is an optional activity.

Objective: Students will demonstrate effective communication skills during a traffic stop when signs of human trafficking are evident.

Facilitation: Classroom open discussion with Q and A. Students work independently or in pairs. This is not a role play.

Part 1A (READ OUT LOUD): You stopped a vehicle for a traffic violation. The driver states that the two passengers are friends but cannot provide their names. During interviews with the driver and passengers, you determine that the driver is transporting the two subjects from Texas to Florida.

What do you think is going on? How should you approach the situation?

[Call on individuals or groups to discuss their answers out loud]

Part 1B (READ OUT LOUD): The female passenger says that the driver is forcing her to come to Florida to work off her debt. The male passenger says he has been in the country for only four or five days.

What do you think is the relationship between the driver and the passengers? Do you see anything wrong with the situation?

Part 2 (READ OUT LOUD): The passengers in the vehicle are victims of human trafficking. Let's discuss the scenario from the beginning, and the appropriate ways to respond to this type of situation.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 2 CRIMES AGAINST PERSONS

LESSON 10 RESPOND TO A DEATH

Lesson Goal

At the end of this lesson, students will know how to respond to an incident involving a death by understanding the manner and cause of death, the role of the medical examiner, and the variety of emotions on the scene.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 7)

☑ **LE7210.1. Identify indicators of the manner and cause of death**

Discuss chapter 782, F.S., Homicide.

☑ **LE7210.2. Describe the role of the Medical Examiner's Office**

☑ **LE7210.3. Determine when to notify the deceased person's physician**

☑ **LE7210.4. Describe how to verify the identity of a deceased person**

☑ **LE7210.5. Describe how to initiate crime scene procedures at a scene with a death**

☑ **LE7210.6. Describe how to interview witnesses at the scene of a death**

☑ **LE7210.7. Describe how to conduct an initial investigation of a death**

☑ **LE7210.8. Describe the different responses people can have to a death**

☑ **LE7210.9. Describe the causes of sudden unexpected infant death (SUID)**

☑ **LE7210.10. Describe how to respond to an infant death**

Using the Basic Investigation Flow Chart, provide groups of students with scenario-type examples of these types of crimes. Instruct the groups to:

- Strategize how they would investigate their assigned crime.
- Determine if the elements of the crime are present.
- Be prepared to discuss the process and outcome with the class.

Consider requiring students to complete an incident report after completing the initial investigation.

Discuss coping with horrific scenes of death and violence and SUID as a law enforcement officer.

LESSON VOCABULARY

algor mortis

cause of death

homicide

lividity

manner of death

rigor mortis

sudden unexpected infant death (SUID)

UNIT 2 CRIMES AGAINST PERSONS

LESSON 11 ROBBERY

Lesson Goal

At the end of this lesson, students will know how to respond to an incident involving a robbery and follow up with a canvass of the surrounding area.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 7)

☑ LE7211.1. Determine if an incident is robbery

Discuss s. 812.13, F.S., Robbery.

Continue the scenario in the Think About This section and ask the students: What if that person entered the store and pointed a gun at Julie and demanded money from the register?

☑ LE7211.2. Determine if an incident is robbery by sudden snatching

Present the following scenario:

Jason was selling some old electronics online and arranged to meet with a buyer at a mall parking lot. While Jason was showing him the device, the buyer grabbed the device from Jason's hands and drove away without paying.

Facilitate Optional Communication Exercise: Purse Snatching

Discuss s. 812.131, F.S., Robbery by sudden snatching.

☑ LE7211.3. Determine if an incident is a home-invasion robbery

Discuss s. 812. 135, F.S., Home-invasion robbery.

☑ LE7211.4. Determine if an incident is carjacking

Present the following scenario:

Sara had stopped at a red light when someone walked across the intersection, opened the car door, and dragged Sara out of the driver's seat.

Ask the students: Does this scenario meet the elements of carjacking?

Discuss s. 812.133, F.S., Carjacking.

☑ **LE7211.5. Describe how to respond to a robbery**

☑ **LE7211.6. Describe how to conduct a canvass of the area surrounding a crime scene**

Provide examples of types of crimes, and initiate discussion regarding how to conduct a canvass and interact with witnesses and neighbors, etc.

LESSON VOCABULARY

canvass

carjacking

home-invasion robbery

robbery

COMMUNICATION EXERCISE: PURSE SNATCHING

This activity is optional.

Objective: Students will demonstrate effective communication skills when responding to a purse-snatching incident.

Setting: Classroom simulates a grocery store.

Equipment: one chair

Role Players: one officer and one victim

Facilitator Overview (DO NOT READ OUT LOUD): Dispatch sends an officer to a grocery store because of a purse-snatching incident. Upon the officer's arrival, they meet with the victim, who is extremely upset. End the exercise when the officer begins to calm the victim, maintains eye contact, and gets down to eye level with the victim while maintaining officer safety.

Officer Instructions (READ OUT LOUD): Dispatch sends you to a grocery store because of a purse-snatching incident.

Victim Instructions (READ ONLY TO THE VICTIM): You are upset because someone just stole your purse and your Social Security check was in it. You eventually calm down if the officer is respectful and begins to calm the situation.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

CORE COMMUNICATION COMPETENCIES HANDOUT

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How could implicit bias have impacted this interaction?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the public. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises offer students opportunities to verbally de-escalate an escalating incident and provide the facilitator with prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, and/or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player, but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout prior to conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force and how they would explain their use of force in court.
- You have the option to instruct a role player, not the officer, to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 core communication competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class, and encourage all students to participate in the discussion.

COMMUNICATION EXERCISE RUBRIC

	GOOD	FAIR	POOR
Command Presence	• Demonstrated proper approach and understanding of the call • Identified self • Explained reason for contact • Upright, alert, attentive	• Recognized proper approach and understanding of call but slow to act • Identified self but hesitant to explain reason for contact • Upright and alert	• Disregarded safety protocols • Failed to identify self • Failed to identify reason for contact • Disheveled appearance
Communication	• Identified all parties involved (e.g., suspect, witness, victim) • Asked appropriate questions based on person's role • Attentive to responses • Asked proper follow-up questions	• Slow to identify all parties involved • Asked vague questions about person's role but later clarified questions • Slow to ask follow-up questions to clarify their understanding	• Did not identify all parties involved • Made improper assumptions or accusations • Failed to ask clarifying questions to correct contradictions or misinterpretations
Situational Awareness	• Immediately recognized dangerous situations and responded appropriately • Quick to notice non-verbal cues that signified a willingness to talk or hostile behavior • Properly adjusted responses to behaviors • Remained calm and professional but held firm during interactions	• Recognized dangerous situations but sometimes chose improper response • Recognized most non-verbal cues • Misinterpreted some non-verbal cues • Remained professional, preventing loss of scene control	• Failed to recognize dangerous situations or disregarded proper tactics • Failed to recognize non-verbal cues • Allowed victims, witnesses, or suspects to dictate the manner or method of contact
Proper Escalation or De-escalation	• Immediately recognized signs of distress • Established rapport and applied de-escalation techniques • Remained calm and professional when others were verbally hostile • Controlled escalation response • Remained on task	• Recognized signs of distress • Slow to establish rapport but did apply de-escalation techniques • Displayed some difficulty in responding to hostile communication • Somewhat quick to escalate • Mostly remained on task	• Failed to recognize signs of distress • Failed to establish rapport and de-escalation techniques • Escalated situation when faced with hostile communication • Lost focus and failed to remain on task
Appropriate Conclusion	• Compassionate, understanding, respectful, and humane to all parties • Resolved misunderstandings • Recognized and facilitated the use of appropriate resources • Used appropriate discretion in deciding on response including alternatives to incarceration • Did everything possible to keep everyone involved in the incident safe	• Respectful and professional but lacks compassion • Slow to resolve misunderstandings • Considered the use of appropriate resources • Applied some discretion in deciding on response • Did not do much to keep everyone safe	• Not compassionate, understanding, and humane to all parties • Failed to resolve misunderstanding • Did not recognize or facilitate use of appropriate resources • Failed to use appropriate discretion in deciding on response including alternatives to incarceration • Failed to take the safety of all parties into account

ROLE-PLAY EXERCISE INSTRUCTIONS

All role-play exercises are mandatory.

Role-play exercises allow officers to communicate, problem-solve, practice, and learn. Law enforcement requires on the job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The role-play exercises offer students opportunities to perform tactics and techniques alongside the skills acquired though communication exercises. Furthermore, role-playing scenarios teach students about new gear and special skills that will help keep officers and the public safe. Over the course of the basic recruit training program, give all students opportunities to perform each role play at least three times, and use a different set of students each time. Require all students to participate as officers in several exercises.

Prepare for Role-Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify a role-play exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role-playing simulations.

Facilitate Role-Play Exercise

- Ensure that the students have been introduced to the expected officer behaviors that correspond to the primary focus of the exercise.
- Privately brief each role player on their roles.
- Brief the officers and the class on the dispatch information at the same time. The only information the officers receive is the dispatch information.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the role play until the students demonstrate the expected officer behaviors or the facilitator deems it appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize issues such as officer safety, communication, and the type and elements of the crime.
- Ask the officers to provide feedback on their performance in the role play.
- Repeat the role-play exercise at least two more times.

CRIMES INVOLVING PROPERTY AND SOCIETY

Course Number: CJK_0073

Course Hours: 12 hours

Course Structure: 2 units, 6 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ respond to an incident involving theft
- ✓ respond to an incident involving criminal mischief, trespassing, or burglary
- ✓ recognize an incident involving white-collar crime
- ✓ respond to an incident involving crimes against animals
- ✓ respond to an incident involving loitering or prowling and disorderly conduct
- ✓ respond to an incident involving illicit drugs and vice crimes

Required Activities

Suggested Activities

Notes to the Instructor

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UNIT 1 PROPERTY CRIMES

LESSON 1 THEFT

Lesson Goal

At the end of this lesson, students will know how to respond to an incident involving petit or grand theft and incidents involving a stolen vehicle or property.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 8)
Handout: Core Communication Competencies

Distribute copies of the Core Communication Competencies handout.

☑ LE811.1. Determine if an incident is theft

Discuss the following:

- s. 812.014, F.S., Theft
- s. 918.13, F.S., Tampering with or fabricating physical evidence

Ask the students to explain what makes theft a property crime and what makes robbery a person crime.

When investigating crimes against property, based on the investigative flow chart, focus on identifying the property value and using evidence to develop suspects.

Keep in mind that no two incidents are alike, and each may require a distinct response.

☑ LE811.2. Determine if an incident involves obtaining food or lodging with the intent to defraud

Discuss s. 509.151, F.S., Obtaining food or lodging with intent to defraud; penalty.

Present the following scenario:

David and a friend were at a late-night restaurant and ran up a large bill. David's friend left the restaurant, leaving him with the bill. David knew he had no money in his wallet and not enough

in his bank account to cover the bill. David eventually walked out of the restaurant on the way to the bathroom.

Ask students: What crime did David commit?

☑ **LE811.3. Describe how to respond to a theft**

☑ **LE811.4. Determine if an incident is retail theft**

Discuss s. 812.015, F.S., Retail and farm theft; transit fare evasion; mandatory fine; alternative punishment; detention and arrest; exemption from liability for false arrest; resisting arrest; penalties.

Present the following scenario:

Rick walks into a local electronics store, picks up a bag of candy, walks past the cash registers, and leaves the store with no intent to pay.

Ask students: What crime did Rick commit?

☑ **LE811.5. Describe how to respond to a motor vehicle theft**

Facilitate Communication Exercise: Missing Vehicle

Present the following scenario:

Angie drove to the mall and spent several hours shopping. When she walked out of the mall, she could not find her car where she had parked it. She called the police, very upset that someone had stolen her car.

Ask students: How will you respond to this call?

Discuss chapter 812, F.S., Theft, Robbery, and Related Crimes.

☑ **LE811.6. Describe how to respond to an incident involving recovering a stolen vehicle**

☑ **LE811.7. Describe how to respond to a stolen property incident**

Present the following scenario:

While on patrol, you encounter an empty, abandoned vehicle in a parking lot that is closed for the weekend.

Ask students: How do you respond to this situation?

☑ LE811.8. Determine if an incident involves dealing in stolen property

Present the following scenario:

You respond to a call from a pawn shop owner who believes that someone pawned a ring valued at $5,000 and accepted $50 for the ring. When you arrive, the owner provides information related to the sale and video footage of the transaction.

Ask the students: How are you going to respond to this incident?

Discuss s. 812.019, F.S., Dealing in stolen property.

Using the Basic Investigation Flow Chart, provide groups of students with scenario-type examples of these types of crimes. Instruct the groups to:

- Strategize how they would investigate their assigned crime.
- Determine if the elements of the crime are present.
- Be prepared to discuss the process and outcome with the class.

Consider requiring students to complete an incident report after completing the initial investigation.

LESSON VOCABULARY

grand theft

petit theft

retail theft

theft

COMMUNICATION EXERCISE: MISSING VEHICLE

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when responding to a missing vehicle.

Setting: Classroom simulates a residential driveway.

Equipment: N/A

Role Players: one officer, one subject, and one dispatch person

Facilitator Overview (DO NOT READ OUT LOUD): An officer responds to a residence regarding a report of a stolen vehicle. Upon arrival, the owner of the vehicle tells the officer that when they went to bed, the vehicle was in the driveway, but when they woke up, the vehicle was gone. End the exercise after the officer interviews the owner and contacts dispatch, who informs them that the vehicle is repossessed.

Subject's Instructions (READ TO SUBJECTS ONLY):

Vehicle Owner

You are the owner of a missing vehicle. When the officer arrives, you are upset. You explain that the vehicle was there when you went to bed, and now it is gone. If the officer asks, tell them that no one else has the keys to the vehicle, or that your ex-spouse or one of your children has a set of keys. If the officer asks if you are current on your loan payments, state that you have been sick the past few months and unable to make your vehicle payments.

Dispatch

You are a dispatcher. When the officer requests information regarding the vehicle, confirm that the vehicle is repossessed.

Officers' Instructions (READ TO THE CLASS): Dispatch sends you to a residential neighborhood regarding a stolen vehicle.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 1 PROPERTY CRIMES

LESSON 2 CRIMINAL MISCHIEF, TRESPASSING, AND BURGLARY

Lesson Goal

At the end of this lesson, students will know how to respond to an incident involving criminal mischief, trespassing, or burglary, and how the Florida Statutes can enhance the penalties.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 8)

☑ **LE812.1. Determine if an incident is criminal mischief**

☑ **LE812.2. Describe statutory enhancements associated with criminal mischief**

Facilitate Communication Exercise: Criminal Mischief

Discuss the following:

- s. 806.13, F.S., Criminal mischief; penalties; penalty for minor
- s. 806.135, F.S., Destroying or demolishing a memorial or historic property

☑ **LE812.3. Determine if an incident is trespassing**

☑ **LE812.4. Describe additional types of trespassing based on the location and intent**

Present the following scenario:

Dispatch sends you to an irate land owner who continues to have teenagers four-wheeling through his property even after posting no trespassing signs. When you arrive, you witness several off-road vehicles speeding off across the owner's land.

Ask the students: Are the teenagers committing a crime?

Discuss s. 810.08, F.S., Trespass in structure or conveyance.

☑ **LE812.5. Describe how to respond to trespassing**

☑ **LE812.6. Determine if an incident is burglary**

Present the following scenario:

Arnold came home from work at 6 pm and found his front door kicked in. When he walked into the house, he discovered his television was missing, and after further inspection, he found that his wife's jewelry was gone. Arnold's wife had left the house a little after 5 for a 5:30 pm appointment, so he knows that the incident just occurred.

Ask the students: What crime was committed here?

☑ **LE812.7. Differentiate between trespassing, burglary, and criminal mischief**

☑ **LE812.8. Describe statutory enhancements associated with burglary**

☑ **LE812.9. Determine if an incident involves possession of burglary tools**

Discuss the following:

- s. 810.02, F.S., Burglary
- s. 810.06, F.S., Possession of burglary tools

☑ **LE812.10. Describe how to respond to a burglary**

☑ **LE812.11. Describe how to respond to a violation of an archaeological site**

Discuss the following:

- s. 267.13, F.S., Prohibited practices; penalties
- s. 806.135, F.S., Destroying or demolishing a memorial or historic property

Using the Basic Investigation Flow Chart, provide groups of students with scenario-type examples of these types of crimes. Instruct the groups to:

- Strategize how they would investigate their assigned crime.
- Determine if the elements of the crime are present.
- Be prepared to discuss the process and outcome with the class.

Consider requiring students to complete an incident report after completing the initial investigation.

LESSON VOCABULARY

burglary

burglary tools

criminal mischief

trespassing

COMMUNICATION EXERCISE: CRIMINAL MISCHIEF

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when de-escalating and/or disengaging.

Setting: Classroom simulates the front door of a residence.

Equipment: Classroom door simulates a residence door.

Role Players: two officers and two subjects

Facilitator Overview (DO NOT READ OUT LOUD): Two officers witnessed a 12-year-old juvenile blowing up a mailbox with fireworks. The officers decide to take the child to the child's home. A parent answers the door and screams at the officers to not touch the child. The parent claims that they are going to sue the officers for harming the child. After several minutes, the parent demands that the officers leave the property. End the exercise after the officers respond to the parent's demand, arrest the juvenile, or issue a notice to appear.

Subject's Instructions (READ TO SUBJECTS ONLY):

Juvenile

You are a 12-year old juvenile picked up by two officers after they saw you blow up a mailbox with fireworks. You are to remain silent. When the officers take you home, you remain silent, and follow all your parent's directions.

Parent

Law enforcement picked up your child for blowing up a mailbox with fireworks. You are angry when you see the officers arrive with your child. You shout, "Get away from my kid!" Scream at the officers that you will be suing them, their department, and the city. Hurl insults at the officers. After several minutes, instruct the juvenile to go inside the house, and demand that the officers leave the property.

Officers' Instructions (READ TO THE CLASS): You witnessed a 12-year old juvenile blowing up a mailbox with fireworks. In lieu of an arrest, you decide to take the child to his or her home.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the Core Communication Competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 1 PROPERTY CRIMES

LESSON 3 WHITE-COLLAR CRIMES

Lesson Goal

At the end of this lesson, students will know how to respond to a variety of financial crimes such as fraud, telephone scams, phishing, and identity theft.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 8)
examples of workless documents, forgery, etc.
Attorney General of Florida's Identity Theft Victim Kit

☑ **LE813.1. Describe the different types of fraud**

☑ **LE813.2. Differentiate between forgery and uttering**

Discuss s. 831.09, F.S., Uttering forged bills, checks, drafts, or notes.

☑ **LE813.3. Describe how to respond to a fraudulent check incident**

☑ **LE813.4. Determine if an incident is credit card fraud**

☑ **LE813.5. Describe how to respond to credit card fraud**

Discuss s. 817.61, F.S., Fraudulent use of credit cards.

Present the following scenario:

You respond to a call from dispatch involving an older man who claims he was robbed. When you arrive on the scene, Pete is standing in the doorway with his bank statement in his hand. He is extremely upset and claims that all of his money is gone. He tells you that someone has been using his debit card to make purchases in Nevada, he has never been to Nevada, and now he doesn't have any money.

Ask the students: What actions should the officer take?

☑ **LE813.6. Determine if an incident involves a telephone scam**

Present the following scenario:

Chris received a call from a phone number that started with her local area code. Upon answering the call, an unknown male stated that Chris' son had been arrested for trespassing, but he would be released immediately if she agreed to pay a fee. Chris hung up the phone and called her son. Chris recognized that the call was a scam and reported it to her local police department.

Ask the students: What actions should the officer take?

☑ **LE813.7. Determine if an incident involves phishing**

Discuss the following:

Should you come across an unusual IP address, don't assume that it originated from a fraudulent address as IP addresses will now appear in one of two formats:

- IP version 4 (IPv4): Four numbers ranging from 0–255 separated by a period. Example: 209.101.0.255
- IP version 6 (IPv6): Sixteen groups of four characters (ranging from 0–9 and a–f) separated by colons. Example: 2005:0ac9:58c3:0000:0000:8a2e:0370:7334

☑ **LE813.8. Describe the information used in identity theft**

☑ **LE813.9. Describe how to respond to identity theft**

Using the Attorney General of Florida's Identity Theft Victim Kit, discuss the guidelines for victims of identity theft, detailing what to do, and who to contact.

Using the Basic Investigation Flow Chart, provide groups of students with scenario-type examples of these types of crimes. Instruct the groups to:

- Strategize how they would investigate their assigned crime.
- Determine if the elements of the crime are present.
- Be prepared to discuss the process and outcome with the class.

Consider requiring students to complete an incident report after completing the initial investigation.

LESSON VOCABULARY

forgery

fraud

identity theft

uttering

UNIT 1 PROPERTY CRIMES

LESSON 4 CRIMES AGAINST ANIMALS

Lesson Goal

At the end of this lesson, students will know how to recognize and respond to incidents involving crimes against animals.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 8)

☑ **LE814.1. Define animal cruelty and the statutes related to it**

Discuss the following:

- s. 828.02, F.S., Definitions
- s. 828.12, F.S., Cruelty to animals
- s. 828.13, F.S., Confinement of animals without sufficient food, water, or exercise; abandonment of animals
- s. 828.122, F.S., Fighting or baiting animals; offenses; penalties

☑ **LE814.2. Define animal fighting and the statutes related to it**

Show pictures of common paraphernalia and injuries associated with dogfighting or cockfighting.

☑ **LE814.3. Identify common types of crimes against animals**

Discuss with students how multiple statutes may apply to each common type of crime against animals.

☑ **LE814.4. List signs of crimes against animals**

Provide a variety of photographs or videos that illustrate what signs to look for in cases of crimes against animals.

☑ **LE814.5. Discuss incidents of animals in a parked motor vehicle**

Discuss s. 768.139, F.S., Rescue of vulnerable person or domestic animal from a motor vehicle; immunity from civil liability.

LE814.6. Describe how to respond to crimes against animals

Discuss the Think About This Scenario from the beginning of the lesson.

Ask the students:

- What actions should the officer take?
- What other resources may be necessary to investigate this crime?
- Which offense would the owners be charged with?

Using the Basic Investigation Flow Chart, provide groups of students with scenario-type examples of these types of crimes. Instruct the groups to:

- Strategize how they would investigate their assigned crime.
- Determine if the elements of the crime are present.
- Be prepared to discuss the process and outcome with the class.

Consider requiring students to complete an incident report after completing the initial investigation.

LESSON VOCABULARY

baiting

UNIT 2 CRIMES AGAINST SOCIETY

LESSON 1 LOITERING OR PROWLING, DISORDERLY BEHAVIOR

Lesson Goal

At the end of this lesson, students will know how to respond to an incident involving loitering, prowling, breach of the peace, disorderly conduct, or disorderly intoxication as well as understand how to coordinate with other officers when responding to an open house party.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 8)

☑ **LE821.1. Determine if an incident involves loitering or prowling**

☑ **LE821.2. Describe how to respond to loitering or prowling**

Discuss s. 856.021, F.S., Loitering or prowling; penalty.

☑ **LE821.3. Determine if an incident is breach of the peace or disorderly conduct**

Provide examples of incidents that may be a breach of the peace or examples of disorderly conduct, and have students discuss how to respond. Some examples might be parking lot parties, patrons arguing loudly in a public place, etc.

Discuss s. 877.03, F.S., Breach of the peace; disorderly conduct.

☑ **LE821.4. Determine if an incident involves disorderly intoxication**

Discuss s. 856.011, F.S., Disorderly intoxication.

☑ **LE821.5. Describe how to respond to breach of the peace, disorderly conduct, or disorderly intoxication**

Consider adding variables to the example you provided for LE821.3. and having students describe how to respond.

☑ LE821.6. Determine if an incident involves an open house party

Present the following scenario:

It is spring break and you receive a call from dispatch about a loud party in an affluent section of your community. You arrive at the address and knock on the door. A teenager answers the door with a panicked look on his face. You look past the teenager and determine that there is a house full of teenagers having a party that involves drinking alcohol.

Ask the students: What actions are you going to take?

☑ LE821.7. Describe how to respond to an open house party

Discuss s. 856.015, F.S., Open house parties.

Using the Basic Investigation Flow Chart, provide groups of students with scenario-type examples of these types of crimes. Instruct the groups to:

- Strategize how they would investigate their assigned crime.
- Determine if the elements of the crime are present.
- Be prepared to discuss the process and outcome with the class.

Consider requiring students to complete an incident report after completing the initial investigation.

LESSON VOCABULARY

breach of the peace or disorderly conduct

disorderly intoxication

loitering or prowling

open house party

public place

UNIT 2 CRIMES AGAINST SOCIETY

LESSON 2 ILLICIT DRUGS AND VICE CRIMES

Lesson Goal

At the end of this lesson, students will know how to respond to an incident involving possession of a controlled substance, drug paraphernalia, or drug trafficking as well as how to recognize vice crimes and the characteristics of organized crime.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 8)

☑ LE822.1. Determine if an incident involves illegal possession of a controlled substance

Facilitate Communication Exercise: Illegal Pharmaceuticals

Discuss the following:

- chapter 893, F.S., Drug Abuse Prevention and Control
- s. 893.03, F.S., Standards and schedules
- s. 893.13, F.S., Prohibited acts; penalties

Discuss the following case law:

- *United States v. Sokolow*, 109 S. Ct. 1581 (1989)
- *Cresswell v. State*, 564 So. 2d 480 (Fla. 1990)
- *State v. Johnson*, 561 So. 2d 1139 (Fla. 1990)

Discuss the DEA Drug Facts.

☑ LE822.2. Describe how the Florida Comprehensive Drug Abuse Prevention and Control Act schedules legal and illegal drugs

☑ LE822.3. Describe how to establish probable cause for illegal possession of a controlled substance

Discuss the Florida Comprehensive Drug Abuse Prevention and Control Act with emphasis on how the different substances are scheduled.

From the U.S. Department of Justice, Drug Enforcement Administration (DEA) home page, there are a variety of useful resources, including:

- Drug Scheduling
- Drug Fact Sheets
- Drugs of Abuse: A DEA Resource Guide

Consider scheduling a member of a local narcotics unit to provide an overview of the most current drugs they may encounter in their community.

☑ **LE822.4. Determine if an incident involves drug trafficking**

Discuss s. 893.135, F.S., Trafficking; mandatory sentences; suspension or reduction of sentences; conspiracy to engage in trafficking.

☑ **LE822.5. Identify a variety of drug paraphernalia**

☑ **LE822.6. Describe how to respond to illegal possession of a controlled substance**

Discuss s. 893.145, F.S., "Drug paraphernalia" defined.

☑ **LE822.7. Determine if an incident involves a vice crime**

☑ **LE822.8. Determine if an incident is gambling**

☑ **LE822.9. Determine if an incident is prostitution**

Discuss the following:

- s. 562.11, F.S., Selling, giving, or serving alcoholic beverages to person under age 21; providing a proper name; misrepresenting or misstating age or age of another to induce licensee to serve alcoholic beverages to person under 21; penalties
- s. 569.11, F.S., Possession, misrepresenting age or military service to purchase, and purchase of tobacco products by persons under 21 years of age prohibited; penalties; jurisdiction; disposition of fines
- s. 569.101, F.S., Selling, delivering, bartering, furnishing, or giving tobacco products to persons under 21 years of age; criminal penalties; defense
- s. 849.08, F.S., Gambling
- chapter 796, F.S., Prostitution

☑ **LE822.10. Describe the basic characteristics of organized crime**

Using the Basic Investigation Flow Chart, provide groups of students with scenario-type examples of these types of crimes. Instruct the groups to:

- Strategize how they would investigate their assigned crime.
- Determine if the elements of the crime are present.
- Be prepared to discuss the process and outcome with the class.

Consider requiring students to complete an incident report after completing the initial investigation.

LESSON VOCABULARY

actual possession

constructive possession

drug paraphernalia

joint possession

possession

COMMUNICATION EXERCISE: ILLEGAL PHARMACEUTICALS

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when responding to a traffic stop that involves a plain view violation.

Setting: Classroom simulates a vehicle on the side of a road.

Equipment: two chairs

Role Players: two officers and two subjects

Facilitator Overview (DO NOT READ OUT LOUD): Two officers stop a vehicle for speeding. While the contact officer is requesting driver and vehicle information, they notice a large bag of pills sitting on the center console. There are two suspects in the vehicle. End the exercise when the officers initiate an arrest, after conducting a positive field test, and determining who the owner of the pills is.

Subjects' Instructions (READ ONLY TO SUBJECTS):

Driver

You are the driver of a vehicle stopped for speeding. You comply with the officer's request for driver and vehicle information. When the officer asks, deny ownership of the bag of the pills in the center console.

Passenger

You are the passenger in a vehicle stopped for speeding. You sit quietly in the passenger seat and comply with the officer's request for information, if needed. When the officer asks, initially deny ownership of the bag of pills in the center console. After further questioning, admit to being the owner of the bag.

Officers' Instructions: You stop a vehicle for speeding. The driver rolls down the window, and you see a large bag of pills sitting on the center console.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the Core Communication Competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

CORE COMMUNICATION COMPETENCIES HANDOUT

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How could implicit bias have impacted this interaction?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the public. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises offer students opportunities to verbally de-escalate an escalating incident and provide the facilitator with prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, and/or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player, but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout prior to conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force and how they would explain their use of force in court.
- You have the option to instruct a role player, not the officer, to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 core communication competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class, and encourage all students to participate in the discussion.

COMMUNICATION EXERCISE RUBRIC

	GOOD	FAIR	POOR
Command Presence	• Demonstrated proper approach and understanding of the call • Identified self • Explained reason for contact • Upright, alert, attentive	• Recognized proper approach and understanding of call but slow to act • Identified self but hesitant to explain reason for contact • Upright and alert	• Disregarded safety protocols • Failed to identify self • Failed to identify reason for contact • Disheveled appearance
Communication	• Identified all parties involved (e.g., suspect, witness, victim) • Asked appropriate questions based on person's role • Attentive to responses • Asked proper follow-up questions	• Slow to identify all parties involved • Asked vague questions about person's role but later clarified questions • Slow to ask follow-up questions to clarify their understanding	• Did not identify all parties involved • Made improper assumptions or accusations • Failed to ask clarifying questions to correct contradictions or misinterpretations
Situational Awareness	• Immediately recognized dangerous situations and responded appropriately • Quick to notice non-verbal cues that signified a willingness to talk or hostile behavior • Properly adjusted responses to behaviors • Remained calm and professional but held firm during interactions	• Recognized dangerous situations but sometimes chose improper response • Recognized most non-verbal cues • Misinterpreted some non-verbal cues • Remained professional, preventing loss of scene control	• Failed to recognize dangerous situations or disregarded proper tactics • Failed to recognize non-verbal cues • Allowed victims, witnesses, or suspects to dictate the manner or method of contact
Proper Escalation or De-escalation	• Immediately recognized signs of distress • Established rapport and applied de-escalation techniques • Remained calm and professional when others were verbally hostile • Controlled escalation response • Remained on task	• Recognized signs of distress • Slow to establish rapport but did apply de-escalation techniques • Displayed some difficulty in responding to hostile communication • Somewhat quick to escalate • Mostly remained on task	• Failed to recognize signs of distress • Failed to establish rapport and de-escalation techniques • Escalated situation when faced with hostile communication • Lost focus and failed to remain on task
Appropriate Conclusion	• Compassionate, understanding, respectful, and humane to all parties • Resolved misunderstandings • Recognized and facilitated the use of appropriate resources • Used appropriate discretion in deciding on response including alternatives to incarceration • Did everything possible to keep everyone involved in the incident safe	• Respectful and professional but lacks compassion • Slow to resolve misunderstandings • Considered the use of appropriate resources • Applied some discretion in deciding on response • Did not do much to keep everyone safe	• Not compassionate, understanding, and humane to all parties • Failed to resolve misunderstanding • Did not recognize or facilitate use of appropriate resources • Failed to use appropriate discretion in deciding on response including alternatives to incarceration • Failed to take the safety of all parties into account

ROLE-PLAY EXERCISE INSTRUCTIONS

All role-play exercises are mandatory.

Role-play exercises allow officers to communicate, problem-solve, practice, and learn. Law enforcement requires on the job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The role-play exercises offer students opportunities to perform tactics and techniques alongside the skills acquired though communication exercises. Furthermore, role-playing scenarios teach students about new gear and special skills that will help keep officers and the public safe. Over the course of the basic recruit training program, give all students opportunities to perform each role play at least three times, and use a different set of students each time. Require all students to participate as officers in several exercises.

Prepare for Role-Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player, but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify a role-play exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role-playing simulations.

Facilitate Role-Play Exercise

- Ensure that the students have been introduced to the expected officer behaviors that correspond to the primary focus of the exercise.
- Privately brief each role player on their roles.
- Brief the officers and the class on the dispatch information at the same time. The only information the officers receive is the dispatch information.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the role play until the students demonstrate the expected officer behaviors or the facilitator deems it appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize issues such as officer safety, communication, and the type and elements of the crime.
- Ask the officers to provide feedback on their performance in the role play.
- Repeat the role-play exercise at least two more times.

CRIME SCENE FOLLOW-UP INVESTIGATIONS

Course Number: CJK_0079

Course Hours: 34 hours

Course Structure: 3 units, 10 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ apply the rules and concepts of evidence
- ✓ secure and protect a crime scene
- ✓ secure victims, witnesses, and suspects at a crime scene
- ✓ document a crime scene by photographing the scene or persons on the scene, or by sketching the scene
- ✓ recognize, search for, collect, preserve, and document different types of evidence at a crime scene
- ✓ initiate a follow-up investigation through incident report analysis, following leads, and working with field contacts and confidential sources of information
- ✓ gather information on an unknown suspect through crime patterns and a suspect's modus operandi
- ✓ gather information on a known suspect or wanted person
- ✓ conduct a showup and a lineup, and create a photo array for use in a photo lineup
- ✓ prepare for and give testimony in the courtroom including cross-examination tactics

Required Activities

Suggested Activities

Notes to the Instructor

LESSON VOCABULARY

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UNIT 1 THE CRIME SCENE

LESSON 1 EVIDENCE RULES AND CONCEPTS

Lesson Goal

At the end of this lesson, students will be able to apply the rules and concepts of evidence to a crime scene and follow-up investigation to support a successful prosecution.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 9)
Handout: Core Communication Competencies

Distribute copies of the Core Communication Competencies handout.

☑ **LE911.1. Describe the role of evidence in court**

Discuss chapter 90, Evidence Code.

☑ **LE911.2. Differentiate between direct and indirect evidence**

Discuss types of evidence, and give examples of each:

- direct—fingerprints, DNA, stolen property
- indirect or circumstantial—facts establishing the likelihood of guilt
- testimonial—suspect, victim, and witness' verbal account of the facts
- documentary—worthless check, forged prescription
- physical or real—murder weapon, surveillance tape, money

☑ **LE911.3. Differentiate between testimonial, physical, and documentary evidence**

☑ **LE911.4. Recognize the importance of ensuring that crime scene evidence is admissible**

☑ **LE911.5. Describe the role of privileged communications**

Give an overview of issues related to evidence, and provide examples of:

- relevance to the case and supported by sworn testimony
- the importance of documentation
- problems in handling evidence (e.g., failure to document statements, not preserving a crime scene, allowing witnesses to comingle statements, not maintaining proper chain of custody)
- the legal and departmental consequences of improperly handling evidence (e.g., case is dismissed, officer's actions, and departmental policies come under review)

LESSON VOCABULARY

admissibility of evidence

crime scene

direct evidence

documentary evidence

evidence

fruits of a crime

indirect or circumstantial evidence

physical or real evidence

testimonial evidence

UNIT 1 THE CRIME SCENE

LESSON 2 SECURE AND PROTECT THE CRIME SCENE

Lesson Goal

At the end of this lesson, students will know how to secure, protect, and manage a crime scene independently or as part of a team to support the successful prosecution of a crime.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 9)
Communication Exercise: Securing the Crime Scene

☑ **LE912.1. Describe crime scene information that you need from dispatch**

Facilitate Communication Exercise: Securing the Crime Scene

☑ **LE912.2. Determine if a crime scene is life threatening or threatening to officer safety**

☑ **LE912.3. Determine the probable extent, size, and scope of a crime scene**

☑ **LE912.4. Determine a single access point for authorized personnel**

☑ **LE912.5. Determine how to position authorized personnel, crime scene tape, and natural barriers**

☑ **LE912.6. Determine your legal authority to secure and protect a crime scene**

☑ **LE912.7. Describe how to create a crime scene log**

☑ **LE912.8. Describe how to relinquish a crime scene to authorized personnel**

LESSON VOCABULARY

crime scene log

COMMUNICATION EXERCISE: SECURING THE CRIME SCENE

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when securing a crime scene.

Setting: Classroom simulates a crime scene.

Equipment: Create an imaginary boundary, or use crime scene tape if available.

Role Players: one officer, one victim, and two subjects

Facilitator Overview (DO NOT READ OUT LOUD): Dispatch sends the officer to protect a crime scene where there is a deceased person. Two family members respond to the scene but are not aware of the death. Upon arrival, they see their deceased relative on the floor and become emotionally distraught. One family member wants to access the body by crossing the crime scene boundary. End the exercise when the officer adequately explains why the family members cannot access the body or crime scene, or fails to do so, or if the officer attempts to go hands-on.

Subjects' Instructions (READ TO SUBJECTS ONLY):

Victim

You are a deceased person. Lie face down, without moving.

Two Family Members

Both of you are family members who receive a phone call to respond to your relative's residence for an unknown reason. You arrive and see your relative's body on the floor.

Family Member #1

You are distraught and try to persuade the officer to allow you to touch the body.

Family Member #2

You immediately begin to cry and scream, but you do not attempt to go near the body.

You will stay outside the crime scene, but will not comply with any directions from the officer.

Officers' Instructions (READ TO THE CLASS): Dispatch sends you to a residence to protect a homicide crime scene.

An additional question for the class could be: What issues may arise if the officer allows the relatives into the crime scene?

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 1 THE CRIME SCENE

LESSON 3 MANAGE VICTIMS, WITNESSES, AND SUSPECTS

Lesson Goal

At the end of this lesson, students will know how to manage victims, witnesses, and suspects at a crime scene and gather and share information with a supervisor or investigator.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 9)

☑ **LE913.1. Identify who to question at a crime scene**

Initiate a discussion regarding victim and/or witness reluctance to get involved. Provide variations on identifying who actually is the victim, witness, or suspect.

☑ **LE913.2. Explain the process for separating victims, witnesses, and suspects**

☑ **LE913.3. Describe how to gather information related to victim injuries**

☑ **LE913.4. List the information to provide to the chain of command**

UNIT 1 THE CRIME SCENE

LESSON 4 DOCUMENT THE CRIME SCENE

Lesson Goal

At the end of this lesson, students will know how to photograph and sketch the crime scene and associated evidence, including evidence on a person, while ensuring privacy and dignity.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 9)

☑ **LE914.1. Determine when to photograph a crime scene**

☑ **LE914.2. Describe the appropriate photographic equipment to document a crime scene**

☑ **LE914.3. Describe how to photograph a crime scene**

☑ **LE914.4. Describe how to photograph specific types of evidence in the crime scene**

☑ **LE914.5. Explain where to place a scale or identifier**

☑ **LE914.6. Describe how to photograph evidence on a person**

☑ **LE914.7. Determine when to sketch a crime scene**

☑ **LE914.8. Describe how to document the photographs or sketches of a crime scene and evidence on a person**

LESSON VOCABULARY

scale or identifier

UNIT 1 THE CRIME SCENE

LESSON 5 EVIDENCE-HANDLING PROCEDURES

Lesson Goal

At the end of this lesson, students will know how to search for and recognize several types of evidence; collect, package, and preserve evidence; and initiate a chain of custody.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 9)
Role Play Exercise #10: Burglary Crime Scene
Role Play Exercise #11: Sealing Incident
latex gloves in various sizes
materials to lift latent fingerprints (powder, tape, brush, cards)
portable radio
red/blue gun
duty belt
driver's license

☑ **LE915.1. Describe how to conduct a building or grounds search for evidence**

> Caution students to always use the appropriate standard precautions and apply PPE when searching and handling evidence as discussed in First Aid. Stress that exposure to certain substances can be harmful or fatal.

☑ **LE915.2. Identify the types of evidence found at a crime scene**

☑ **LE915.3. Determine the type of PPE to apply before collecting evidence**

☑ **LE915.4. Describe the appropriate packaging materials for evidence**

☑ **LE915.5. Identify the types of trace evidence**

☑ **LE915.6. Identify the types of biological evidence**

☑ **LE915.7. Identify the types of impression evidence**

☑ **LE915.8. Identify possible locations of latent fingerprints**

☑ **LE915.9. Describe how to protect the latent fingerprint location**

☑ **LE915.10. Identify the equipment for collecting latent prints**

☑ **LE915.11. Describe how to collect latent prints**

Have students demonstrate how to dust, lift, and document latent prints.

☑ **LE915.12. Describe the role of elimination prints**

☑ **LE915.13. Describe how to safely examine a firearm as evidence**

☑ **LE915.14. Describe the role of FCIC/NCIC when determining the status of a firearm**

☑ **LE915.15. Identify the types of electronic evidence**

Discuss the key concepts found in *Riley v. California* (573 U.S. 373 (2014)).

☑ **LE915.16. Identify the types of chemical or toxicological evidence**

Discuss s. 893.03, F.S., Standards and schedules.

☑ **LE915.17. Identify the types of questioned document evidence**

☑ **LE915.18. Describe how to initiate chain of custody**

Discuss s. 918.13, F.S., Tampering with or fabricating physical evidence.

Conduct Role Play Exercise #10: Burglary Crime Scene

Conduct Role Play Exercise #11: Stealing Incident

LESSON VOCABULARY

chain of custody

elimination prints

grid (search pattern)

latent prints

patent prints

plastic print

spiral (search pattern)

strip/line (search pattern)

zone/quadrant (search pattern)

ROLE PLAY EXERCISE #10: BURGLARY CRIME SCENE

Goal: This exercise expands on scene protection and reinforces the importance of observation, interviewing, and note-taking skills.

Logistics: This scenario takes place in a classroom, which simulates the living room of a residence. It requires one facilitator, one officer, and one victim.

Equipment Issued to Officer: portable radio, red/blue gun, and duty belt

Role Player Props: driver license

Dispatch Information: Dispatch sends the officer to a residence regarding a complaint of a burglary.

Facilitator Information: This exercise is a teaching scenario with uninvolved students acting as observers. You act as dispatch. Keep the entire scenario inside the classroom. Consider instructing the students to process the crime scene for evidence. This is not an arrest situation. At the end of the scenario, facilitate a guided discussion and allow the officers to debrief their actions while receiving input from the observing students.

Victim Behaviors

- When the officer arrives, act very upset.
- Speak quickly and do not allow the officer an opportunity to talk.
- Eventually allow the officer to calm you down and begin to ask you questions.
- Tell the officer that you left for work this morning at 7:30 a.m. and just returned to find you were "robbed."

You are missing the following items:

52" Flat screen TV	$1500 (Serial Number A123)
MacBook Pro	$2000 (Serial Number D974)
Rolex Gold Wristwatch	$1500 (Serial Number R1000)
Mossberg 12 Gauge Shotgun	$800 (Serial Number M7891)
Sig Sauer 45 Cal. Auto	$1200 (Serial Number S6543)

Expected Officer Behaviors

- Demonstrate Core Competency Communication skills.
- Maintain the safety of everyone on the scene.
- Demonstrate officer safety.
- Demonstrate assessing and controlling the scene.
- Demonstrate knowledge of applicable laws.
- Demonstrate knowledge of proper scene protection.
- Explain how to process the crime scene.
- Explain burglary investigative techniques.
- Demonstrate appropriate interviewing and note-taking skills.
- Prepare a written a report.

ROLE PLAY EXERCISE #11: STEALING INCIDENT

Goal: This exercise explores the differences between robbery, burglary, and theft, expands on scene protection, and reinforces the importance of observation, interviewing, and note-taking skills.

Logistics: This scenario takes place in a classroom, which simulates the living room of a residence. It requires one facilitator, one officer, and one victim.

Equipment Issued to Officer: portable radio, red/blue gun, and duty belt

Role Player Props: driver license

Dispatch Information: Dispatch sends the officer to a residence regarding a home invasion.

Facilitator Information: This exercise is a teaching scenario with uninvolved students acting as observers. You act as dispatch. Keep the entire scenario inside the classroom. Consider instructing the students to process the crime scene for evidence.

This is not an arrest situation.

The crime committed can be either a burglary, robbery, or theft.

At the end of the scenario, facilitate a guided discussion and allow the officers to debrief their actions while receiving input from the observing students.

Victim Behaviors

- When the officer arrives, act very upset.
- Speak quickly, and do not allow the officer an opportunity to talk. Eventually allow the officer to calm you down and begin to ask you questions.
- Tell the officer that you left for work this morning at 7:30 a.m. and just returned. You walked into your house, and an unknown white male pushed you to the floor, and ran out the door.
- If the officer asks, you do not require medical treatment, and/or you provide a description of the subject.

Expected Officer Behaviors

- Demonstrate Core Competency Communication skills.
- Maintain the safety of everyone on the scene.
- Demonstrate officer safety.
- Demonstrate assessing and controlling the scene.
- Demonstrate knowledge of applicable laws.
- Demonstrate knowledge of proper scene protection.
- Explain how to process the crime scene
- Explain burglary, robbery, and theft investigative techniques.
- Demonstrate appropriate interviewing and note-taking skills.
- Prepare a written a report.

UNIT 2 FOLLOW-UP INVESTIGATION

LESSON 1 REVIEW INITIAL INFORMATION AND PURSUE LEADS

Lesson Goal

At the end of this lesson, students will know how to initiate a follow-up investigation through incident report analysis, by following leads, and by working with field contacts and confidential sources of information.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 9)

☑ **LE921.1. Describe how to initiate a follow-up investigation**

Discuss methods for conducting a follow-up investigation.

Discuss organizing field notes, copies of documentation, etc., for future court use.

☑ **LE921.2. Explain how to identify leads**

☑ **LE921.3. Explain how to determine the value and validity of leads**

☑ **LE921.4. Recognize the importance of building relationships for sources of information**

☑ **LE921.5. Differentiate between the roles of field contacts and confidential sources**

Discuss chapter 119, Public Records.

Discuss s. 914.28, F.S., Confidential informants.

LESSON VOCABULARY

field contact

UNIT 2 FOLLOW-UP INVESTIGATION

LESSON 2 GATHER INFORMATION ON AN UNKNOWN SUSPECT

Lesson Goal

At the end of this lesson, students will know how to gather information on an unknown suspect through crime patterns and a suspect's modus operandi.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 9)

☑ **LE922.1. Describe how to find an unknown suspect based on modus operandi**

Discuss techniques for establishing a suspect's identity through their modus operandi.

☑ **LE922.2. Identify criminal suspects based on crime patterns**

LESSON VOCABULARY

modus operandi (MO)

UNIT 2 FOLLOW-UP INVESTIGATION

LESSON 3 GATHER INFORMATION ON A KNOWN SUSPECT

Lesson Goal

At the end of this lesson, students will know how to gather information from additional sources when searching for a known suspect or wanted person.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 9)

- ☑ **LE923.1. Describe sources of information for a known suspect**
- ☑ **LE923.2. Explain how to determine the location of a suspect or wanted person**
- ☑ **LE923.3. Describe how to maintain contact with dispatch when searching for a suspect or wanted person**
- ☑ **LE923.4. Identify additional resources when arresting a suspect or wanted person**

UNIT 2 FOLLOW-UP INVESTIGATION

LESSON 4 SHOWUP, PHOTOGRAPHIC ARRAY, AND PHOTO LINEUP

Lesson Goal

At the end of this lesson, students will be able to conduct a showup and a live or photo lineup that is legally defensible in court.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 9)

Cautionary Note: Showups and lineups are not always reliable processes for identifying suspects. The most effective way to visually identify a suspect is through video and photographic evidence captured at the scene.

☑ **LE924.1. Explain when it is appropriate to use a showup**

☑ **LE924.2. Describe how to conduct a legally defensible showup**

☑ **LE924.3. Differentiate the procedures for a live lineup and a photo lineup**

☑ **LE924.4. Describe the function and development of a photo array**

Discuss the difference between a showup, photo array, and photo lineup.

☑ **LE924.5. Recognize the roles of the independent administrator and lineup administrator**

Discuss the difference between the roles of the independent administrator and the lineup administrator.

☑ **LE924.6. Differentiate between simultaneous and sequential presentations**

☑ **LE924.7. Describe how to instruct the eyewitness to sign the acknowledgment**

☑ **LE924.8. Explain how to document a lineup**

Discuss the importance of standardization and documentation when conducting a photo lineup.

LESSON VOCABULARY

eyewitness

live lineup

photo array

photo lineup

showup

UNIT 3 PREPARING FOR COURT

LESSON 1 TESTIMONY

Lesson Goal

At the end of this lesson, students will know how to prepare for and give courtroom testimony as well as respond appropriately to cross-examination tactics.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 9)
Role Play Exercise #12: Mock Trial
a report retained from a previous role play or document exercise, or a recruit's résumé
tables and chairs

☑ **LE931.1. Describe how to prepare for a pretrial meeting**

☑ **LE931.2. Explain how to prepare for testimony**

Provide guidelines for giving testimony. Spend sufficient time on this topic to ensure that students understand the importance of being an effective witness in court.

Take a field trip to the local courthouse so that students can have a first-hand look at court proceedings. (Arrange the visit with court security beforehand.)

Give students an opportunity to practice giving testimony (direct, cross, and redirect) and handling objectionable questions through role-play.

Show video clips of court trials from movies, television shows, or Court TV, showing courtroom testimony. Point out what is real, fake, correct, and incorrect. Also, point out several cross-examination tactics.

☑ **LE931.3. Explain how to testify**

Discuss s. 90.616, F.S., Exclusion of witnesses

☑ **LE931.4. Describe how to respond to objectionable questions**

LE931.5. Describe how to respond to cross-examination tactics

Conduct Role Play Exercise #12: Mock Trial

LESSON VOCABULARY

rule of sequestration

ROLE PLAY EXERCISE #12: MOCK TRIAL

Goal: This exercise provides students practice in courtroom testimony and emphasizes the importance of proper documentation.

Logistics: The scenario takes place in the classroom or a mock courtroom.

Officer Props: Instruct students to use one of the reports retained from a previous Role Play Exercise, a document they wrote, or the recruit's résumé.

Use tables and chairs to set up the simulated courtroom.

Expected Officer Behaviors

- Demonstrate a professional demeanor and dress appropriately.
- Clearly articulate the facts of the case.
- Do not give opinions or answer questions that are not asked.
- Look directly at the attorney and jury when answering questions.

Facilitator Information: The recruit testifies to a previously written incident report, a document they wrote, or their résumé. Uninvolved students act as observers (judge, jury, and audience). You may want to choose which report, document, or résumé to use during the three mock trials to illustrate the differences in effective writing.

You act as the questioning attorney, or you may use a guest attorney. You may act as the judge and two additional instructors or guest attorneys can act as the prosecutor and defense attorney. The questioning attorney may want to include some objectionable and leading questions as well as common cross-examination tactics.

Stop the exercise to reinforce testifying concepts when warranted. At the end of the mock trial, facilitate a guided discussion while allowing the students to debrief.

CORE COMMUNICATION COMPETENCIES HANDOUT

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How could implicit bias have impacted this interaction?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the public. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises offer students opportunities to verbally de-escalate an escalating incident and provide the facilitator with prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, and/or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout prior to conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force and how they would explain their use of force in court.
- You have the option to instruct a role player, not the officer, to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 core communication competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class, and encourage all students to participate in the discussion.

COMMUNICATION EXERCISE RUBRIC

	GOOD	FAIR	POOR
Command Presence	• Demonstrated proper approach and understanding of the call • Identified self • Explained reason for contact • Upright, alert, attentive	• Recognized proper approach and understanding of call but slow to act • Identified self but hesitant to explain reason for contact • Upright and alert	• Disregarded safety protocols • Failed to identify self • Failed to identify reason for contact • Disheveled appearance
Communication	• Identified all parties involved (e.g., suspect, witness, victim) • Asked appropriate questions based on person's role • Attentive to responses • Asked proper follow-up questions	• Slow to identify all parties involved • Asked vague questions about person's role but later clarified questions • Slow to ask follow-up questions to clarify their understanding	• Did not identify all parties involved • Made improper assumptions or accusations • Failed to ask clarifying questions to correct contradictions or misinterpretations
Situational Awareness	• Immediately recognized dangerous situations and responded appropriately • Quick to notice non-verbal cues that signified a willingness to talk or hostile behavior • Properly adjusted responses to behaviors • Remained calm and professional but held firm during interactions	• Recognized dangerous situations but sometimes chose improper response • Recognized most non-verbal cues • Misinterpreted some non-verbal cues • Remained professional, preventing loss of scene control	• Failed to recognize dangerous situations or disregarded proper tactics • Failed to recognize non-verbal cues • Allowed victims, witnesses, or suspects to dictate the manner or method of contact
Proper Escalation or De-escalation	• Immediately recognized signs of distress • Established rapport and applied de-escalation techniques • Remained calm and professional when others were verbally hostile • Controlled escalation response • Remained on task	• Recognized signs of distress • Slow to establish rapport but did apply de-escalation techniques • Displayed some difficulty in responding to hostile communication • Somewhat quick to escalate • Mostly remained on task	• Failed to recognize signs of distress • Failed to establish rapport and de-escalation techniques • Escalated situation when faced with hostile communication • Lost focus and failed to remain on task
Appropriate Conclusion	• Compassionate, understanding, respectful, and humane to all parties • Resolved misunderstandings • Recognized and facilitated the use of appropriate resources • Used appropriate discretion in deciding on response including alternatives to incarceration • Did everything possible to keep everyone involved in the incident safe	• Respectful and professional but lacks compassion • Slow to resolve misunderstandings • Considered the use of appropriate resources • Applied some discretion in deciding on response • Did not do much to keep everyone safe	• Not compassionate, understanding, and humane to all parties • Failed to resolve misunderstanding • Did not recognize or facilitate use of appropriate resources • Failed to use appropriate discretion in deciding on response including alternatives to incarceration • Failed to take the safety of all parties into account

ROLE PLAY EXERCISE INSTRUCTIONS

All role-play exercises are mandatory.

Role-play exercises allow officers to communicate, problem-solve, practice, and learn. Law enforcement requires on the job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The role-play exercises offer students opportunities to perform tactics and techniques alongside the skills acquired though communication exercises. Furthermore, role-playing scenarios teach students about new gear and special skills that will help keep officers and the public safe. Over the course of the basic recruit training program, give all students opportunities to perform each role play at least three times, and use a different set of students each time. Require all students to participate as officers in several exercises.

Prepare for Role-Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player, but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify a role-play exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role-playing simulations.

Facilitate Role-Play Exercise

- Ensure that the students have been introduced to the expected officer behaviors that correspond to the primary focus of the exercise.
- Privately brief each role player on their roles.
- Brief the officers and the class on the dispatch information at the same time. The only information the officers receive is the dispatch information.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the role play until the students demonstrate the expected officer behaviors or the facilitator deems it appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize issues such as officer safety, communication, and the type and elements of the crime.
- Ask the officers to provide feedback on their performance in the role play.
- Repeat the role-play exercise at least two more times.

TRAFFIC INCIDENTS

Course Number: CJK_0400

Course Hours: 12 hours

Course Structure: 2 units, 7 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ understand basic traffic terms and the Florida Statutes related to traffic enforcement
- ✓ identify the elements of the Florida driver license and license plates
- ✓ accurately complete the required documentation for a traffic stop
- ✓ know the difference between types of parking citations
- ✓ resolve various traffic incidents such as the towing, impounding, and searching of vehicles
- ✓ direct traffic both vehicular and pedestrian

Required Activities

Suggested Activities

Notes to the Instructor

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UNIT 1 TRAFFIC BASICS

LESSON 1 TRAFFIC LAW AND LEGAL TERMS

Lesson Goal

At the end of this lesson, students will know basic traffic definitions and legal terms as well as identify common traffic violations.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 10)
Florida Law Enforcement Liaison (LEL) Quick Reference Guide
s. 316.003, F.S.

Distribute copies of the Core Communication Competencies.

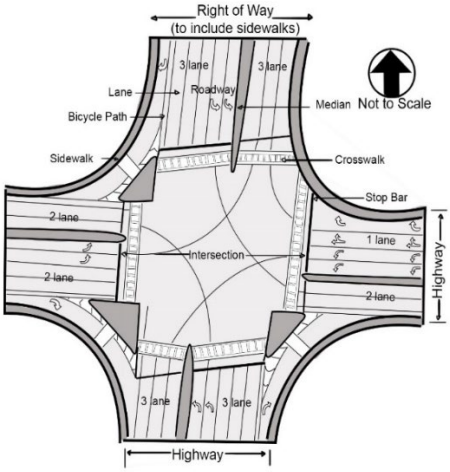
☑ LE1011.1. List the benefits of traffic enforcement

Provide students with the *Florida Law Enforcement Liaison (LEL) Quick Reference Guide* from the Florida Department of Transportation (FDOT). Contact your District LEL directly to have copies delivered to your agency.

Provide students with the *Florida Uniform Traffic Crash Report Manual*.

☑ LE1011.2. Describe common non-criminal and criminal traffic violations

Provide the following diagram of an intersection:



LESSON VOCABULARY

autonomous vehicle

bicycle path

crosswalk

driver

intersection

laned highway

limited access facility

motor vehicle

pedestrian

private road or driveway

roadway

sidewalk

state road

street or highway

vehicle

UNIT 1 TRAFFIC BASICS

LESSON 2 THE FLORIDA DRIVER LICENSE, REGISTRATION, AND INSURANCE

Lesson Goal

At the end of this lesson, students will know the different formats of driver and vehicle licensing, proof of insurance requirements, and common licensing violations in Florida.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 10)
DHMSV brochures and website
The Florida Statutes

☑ **LE1012.1. Describe what a driver in Florida must do when you request their driver license**

☑ **LE1012.2. Describe how to verify that a driver is licensed to operate a motor vehicle**

☑ **LE1012.3. Describe the types, classes, and formats of valid Florida driver licenses**

Show the students the following webpage: Florida's NEW Driver License and ID Card

Review features of the pre-2017 license format as discussed in the textbook.

Review the license features introduced in 2017 as discussed in the textbook.

Review the license features introduced in 2019 as discussed in the textbook.

Display the link https://www.flhsmv.gov/driver-licenses-id-cards/general-information/license-classes-endorsements-designations/ and discuss with students.

☑ **LE1012.4. Describe the endorsements, restrictions, and designations of Florida driver licenses**

☑ **LE1012.5. Differentiate between the various classes of Florida driver licenses**

☑ **LE1012.6. Describe the format and components of valid Florida vehicle license plates and vehicle registrations**

LE1012.7. Describe how to verify a driver's proof of insurance

FLHSMV may suspend a license or put a seize tag order on a registration for an owner who does not maintain liability insurance.

LE1012.8. Describe common driver and vehicle licensing violations

LESSON VOCABULARY

designations

endorsement

Florida driver license

restriction

UNIT 1 TRAFFIC BASICS

LESSON 3 THE UNIFORM TRAFFIC CITATION

Lesson Goal

At the end of this lesson, students will know when and how to issue an electronic or paper uniform traffic citation (UTC).

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 10)
Communication Exercise: Traffic Citation
The Florida Statutes
Florida LEL Quick Reference Guide

Discuss the UTC Procedures Manual published by FLHSMV.

☑ **LE1013.1. Describe how to issue an electronic uniform traffic citation (UTC)**

☑ **LE1013.2. Describe your responsibility to account for assigned UTC books**

Discuss the sample paper UTC published by FLHSMV.

☑ **LE1013.3. Describe how to issue a paper UTC**

☑ **LE1013.4. Describe the three parts of a paper UTC**

☑ **LE1013.5. Describe how to explain the traffic violation and the driver's options for responding to a UTC**

Have students bring in their own driver license and registration, switch them with a classmate's, and complete a UTC.

- Fill a bucket with possible violations and have students pick out one from the bucket. Have them look up the violation and fill out the UTC accordingly.
- Caution students that some violations may have multiple statutes tied to them but each has only one that is the best or most appropriate.

Discuss the back of the UTC.

☑ **LE1013.6. Describe obtaining the driver's signature on a UTC**

Facilitate Communication Exercise: Traffic Citation

LESSON VOCABULARY

uniform traffic citation (UTC)

COMMUNICATION EXERCISE: TRAFFIC CITATION

Objective: Students will demonstrate effective communication skills when issuing a traffic citation.

Setting: Classroom simulates the side of the road.

Role Players: one officer and one subject

Facilitator Overview (DO NOT READ OUT LOUD): The officer conducts a traffic stop for speeding. The driver is uncooperative and angry about being issued a citation, and refuses to accept it because they feel that would be admitting guilt. End the exercise when the driver accepts the ticket, or the officer fails to convince the driver to accept the ticket.

Officer Instructions (READ OUT LOUD): You pull over a vehicle for speeding, and you will be issuing a citation.

Subject Instructions (READ ONLY TO SUBJECT): You are driving a vehicle, and the officer pulls you over for speeding. You are very angry about the stop. You refuse to accept the ticket from the officer because you believe that you did nothing wrong and that accepting the ticket is admitting guilt. You repeat several times to the officer that you aren't guilty, so you aren't accepting the ticket. You will accept the ticket if the officer explains that accepting the ticket is not admitting guilt.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the Core Communication Competencies in Chapter 2 of their textbook. This exercise should be under 10 minutes, including class feedback and discussion.

UNIT 2 RESOLVING TRAFFIC INCIDENTS

LESSON 1 PARKING VIOLATIONS

Lesson Goal

At the end of this lesson, students will know the different types of citations to use when enforcing parking violations.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 10)
The Florida Statutes
Florida LEL Quick Reference Guide
Municode.com for comparison of county or local ordinances and state law

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☑ LE1021.1. Differentiate between a UTC, municipal parking citation, and county ordinance citation when enforcing motor vehicle parking laws

Discuss the following Florida Statutes:

- s. 316.1945, F.S., Stopping, standing, or parking prohibited in specified places
- s. 316.1955, F.S., Enforcement of parking requirements for persons who have disabilities
- s. 320.0848(7), F.S., Any person who fraudulently obtains or unlawfully displays a disabled parking permit that belongs to another person while occupying a disabled parking space or an access aisle as defined in s. 553.5041 while the owner of the permit is not being transported in the vehicle or who uses an unauthorized replica of such a disabled parking permit with the intent to deceive is guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

Show students a parking placard and the blue and red placards and the difference between them.

Show students the handicap parking plate and the disabled veteran parking plate and show them the difference between them.

Explain the difference between a municipal parking ticket and a state parking ticket.

Have students write a parking ticket for a classmate's car, and a bucket filled with possible parking violations that they then need to look up.

UNIT 2 RESOLVING TRAFFIC INCIDENTS

LESSON 2 ABANDONED, DISABLED, OR UNATTENDED VEHICLES

Lesson Goal

At the end of this lesson, students will know how to respond to an abandoned, disabled, or unattended vehicle.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 10)
area specific abandoned vehicle notices (FHP or other locations)
s. 316.194, F.S.

- ☑ **LE1022.1. Describe how to safely approach an abandoned vehicle**
- ☑ **LE1022.2. Describe sources of vehicle owner information**
- ☑ **LE1022.3. Describe how to respond to disabled or unattended vehicles**

LESSON VOCABULARY

abandoned vehicle

disabled vehicle

unattended vehicle

UNIT 2 RESOLVING TRAFFIC INCIDENTS

LESSON 3 SEARCH AND INVENTORY OF AN IMPOUNDED VEHICLE

Lesson Goal

At the end of this lesson, students will know how to search the exterior and interior of a vehicle, conduct an inventory, and process contraband found in an impounded vehicle.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 10)
Arizona v. Gant
Carroll v. United States

☑ **LE1023.1. Describe how to search vehicle compartments and cargo areas**

As described in Chapter 3, discuss the *Carroll* doctrine and Florida mobile conveyance statutes.

Discuss various impound process and overview of forms.

☑ **LE1023.2. Describe how to conduct a motor vehicle inventory**

☑ **LE1023.3. Describe how to process contraband found in an impounded vehicle**

UNIT 2 RESOLVING TRAFFIC INCIDENTS

LESSON 4 DIRECTING TRAFFIC

Lesson Goal

At the end of this lesson, students will know how to safely direct vehicle and pedestrian traffic.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 10)
Section 316.072 F.S.

☑ **LE1024.1. Describe how to respond to the scene of an obstructed roadway**

☑ **LE1024.2. Describe how to clear an obstructed roadway**

☑ **LE1024.3. Identify appropriate safety and traffic warning equipment**

☑ **LE1024.4. Describe how to determine alternative routes to redirect vehicle traffic**

☑ **LE1024.5. Describe how to direct vehicle traffic**

Practice directing traffic using a simulated intersection on a driving track or a parking lot.

If safe arrangements can be made, it is recommended that students be allowed to have real-time experience in directing traffic after a clear demonstration by the instructor. This is recommended only if it can be arranged.

Demonstrate the whistle and hand commands given in the textbook.

☑ **LE1024.6. Describe how to direct pedestrian traffic**

Add pedestrians, bicyclists, or other non-motorists to the simulated intersection activity described above and have students practice directing pedestrians and traffic.

CORE COMMUNICATION COMPETENCIES HANDOUT

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How could implicit bias have impacted this interaction?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

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Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player, but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout prior to conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force and how they would explain their use of force in court.
- You have the option to instruct a role player, not the officer, to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 core communication competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class, and encourage all students to participate in the discussion.

COMMUNICATION EXERCISE RUBRIC

	GOOD	FAIR	POOR
Command Presence	• Demonstrated proper approach and understanding of the call • Identified self • Explained reason for contact • Upright, alert, attentive	• Recognized proper approach and understanding of call but slow to act • Identified self but hesitant to explain reason for contact • Upright and alert	• Disregarded safety protocols • Failed to identify self • Failed to identify reason for contact • Disheveled appearance
Communication	• Identified all parties involved (e.g., suspect, witness, victim) • Asked appropriate questions based on person's role • Attentive to responses • Asked proper follow-up questions	• Slow to identify all parties involved • Asked vague questions about person's role but later clarified questions • Slow to ask follow-up questions to clarify their understanding	• Did not identify all parties involved • Made improper assumptions or accusations • Failed to ask clarifying questions to correct contradictions or misinterpretations
Situational Awareness	• Immediately recognized dangerous situations and responded appropriately • Quick to notice non-verbal cues that signified a willingness to talk or hostile behavior • Properly adjusted responses to behaviors • Remained calm and professional but held firm during interactions	• Recognized dangerous situations but sometimes chose improper response • Recognized most non-verbal cues • Misinterpreted some non-verbal cues • Remained professional, preventing loss of scene control	• Failed to recognize dangerous situations or disregarded proper tactics • Failed to recognize non-verbal cues • Allowed victims, witnesses, or suspects to dictate the manner or method of contact
Proper Escalation or De-escalation	• Immediately recognized signs of distress • Established rapport and applied de-escalation techniques • Remained calm and professional when others were verbally hostile • Controlled escalation response • Remained on task	• Recognized signs of distress • Slow to establish rapport but did apply de-escalation techniques • Displayed some difficulty in responding to hostile communication • Somewhat quick to escalate • Mostly remained on task	• Failed to recognize signs of distress • Failed to establish rapport and de-escalation techniques • Escalated situation when faced with hostile communication • Lost focus and failed to remain on task
Appropriate Conclusion	• Compassionate, understanding, respectful, and humane to all parties • Resolved misunderstandings • Recognized and facilitated the use of appropriate resources • Used appropriate discretion in deciding on response including alternatives to incarceration • Did everything possible to keep everyone involved in the incident safe	• Respectful and professional but lacks compassion • Slow to resolve misunderstandings • Considered the use of appropriate resources • Applied some discretion in deciding on response • Did not do much to keep everyone safe	• Not compassionate, understanding, and humane to all parties • Failed to resolve misunderstanding • Did not recognize or facilitate use of appropriate resources • Failed to use appropriate discretion in deciding on response including alternatives to incarceration • Failed to take the safety of all parties into account

ROLE-PLAY EXERCISE INSTRUCTIONS

All role-play exercises are mandatory.

Role-play exercises allow officers to communicate, problem-solve, practice, and learn. Law enforcement requires on the job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The role-play exercises offer students opportunities to perform tactics and techniques alongside the skills acquired though communication exercises. Furthermore, role-playing scenarios teach students about new gear and special skills that will help keep officers and the public safe. Over the course of the basic recruit training program, give all students opportunities to perform each role play at least three times, and use a different set of students each time. Require all students to participate as officers in several exercises.

Prepare for Role-Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify a role-play exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role-playing simulations.

Facilitate Role-Play Exercise

- Ensure that the students have been introduced to the expected officer behaviors that correspond to the primary focus of the exercise.
- Privately brief each role player on their roles.
- Brief the officers and the class on the dispatch information at the same time. The only information the officers receive is the dispatch information.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the role play until the students demonstrate the expected officer behaviors or the facilitator deems it appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize issues such as officer safety, communication, and the type and elements of the crime.
- Ask the officers to provide feedback on their performance in the role play.
- Repeat the role-play exercise at least two more times.

TRAFFIC STOPS

Course Number: CJK_0401

Course Hours: 24 hours

Course Structure: 2 units, 5 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ safely pull over a vehicle
- ✓ identify and articulate the stop or violation
- ✓ obtain necessary information from the driver or passenger
- ✓ safely complete the stop
- ✓ safely effect an arrest
- ✓ accurately complete the required documentation for a traffic stop

Required Activities

Suggested Activities

Notes to the Instructor

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UNIT 1 UNKNOWN-RISK TRAFFIC STOPS

LESSON 1 COMMUNICATION WITH DRIVERS

Lesson Goal

At the end of this lesson, students will know how to professionally interact with people during a traffic stop.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 11)
Communication Exercise: Driver Claims Bias
The Florida Statutes
Core Communication Competencies

Distribute copies of the Core Communication Competencies handout.

Facilitate Communication Exercise: Driver Claims Bias

☑ **LE1111.1. Describe how to interact with people involved in a traffic stop to encourage cooperation**

☑ **LE1111.2. Describe how to bridge communication and language barriers**

COMMUNICATION EXERCISE: DRIVER CLAIMS BIAS

Objective: Students will demonstrate effective communication skills when conducting a traffic stop.

Setting: Classroom simulates the side of the road

Equipment: Two chairs simulate vehicle seats, and paper simulates driver's documents.

Role Players: one officer and two subjects

Facilitator Overview (DO NOT READ OUT LOUD): The officer conducts a traffic stop for a burned-out taillight on a high-end sports vehicle. As the officer approaches the vehicle, the driver and the passenger whisper to each other. During the process of the stop, the driver accuses the officer of stopping them because of their style of vehicle. End the exercise when the officer obtains the driver's documents or fails to do so.

Officers Instructions (READ OUT LOUD): You pull over a vehicle for a burned-out taillight.

Subjects' Instructions (READ TO THE SUBJECT ONLY):

Driver

You drive a high-end sports vehicle. The officer stops you, and you have no idea why. You whisper to your passenger that you think the officer pulled you over just because of the type of vehicle you are driving. You are uncooperative with the officer and demand to know why they pulled you over. You accuse the officer of pulling you over because of the type of vehicle you drive and that they are just "trying to meet their quota." Do not give the officer your documents until the officer explains why they pulled you over and convinces you that it is not about a quota or about your vehicle.

Passenger

You are a passenger in a high-end sports vehicle. You whisper to the driver occasionally throughout the stop about why the officer stopped the vehicle.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should be under 10 minutes, including class feedback and discussion.

UNIT 1 UNKNOWN-RISK TRAFFIC STOPS

LESSON 2 INITIATING THE STOP

Lesson Goal

At the end of this lesson, students will know when and how to initiate a safe and professional unknown-risk traffic stop.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 11)
Florida Law Enforcement Liaison Quick Reference Guide

☑ **LE1112.1. Describe circumstances that justify making a lawful traffic stop**

Discuss the first 4 steps to initiate an unknown-risk traffic stop. Some of the steps will happen at the same time.

- Step 1: Follow a vehicle through traffic until it is safe to make the traffic stop
- Step 2: Notify dispatch of the traffic stop
- Step 3: Select a safe location to stop
- Step 4: Activate emergency equipment to communicate the stop to the driver

☑ **LE1112.2. Describe how to follow the driver until it is safe to make a traffic stop**

Provide the following scenario: You are on a rural road at night and notice a car with a broken taillight, so you signal for the driver to stop. The vehicle slows but continues to drive until it reaches a well-lit convenience store parking lot. When you approach the vehicle, you find that the driver is a lone woman, and there are two young children buckled in their car seats in the back seat. The driver explains that she was afraid to pull over on the isolated country road since people sometimes impersonate officers.

Ask the students: How would you respond?

☑ **LE1112.3. List the information to provide to dispatch during an unknown-risk traffic stop**

☑ **LE1112.4. Describe how to select a safe location for an unknown-risk traffic stop**

☑ **LE1112.5. Describe when to activate the patrol vehicle's emergency equipment**

LESSON VOCABULARY

traffic flow

traffic stop

unknown-risk traffic stop

UNIT 1 UNKNOWN-RISK TRAFFIC STOPS

LESSON 3 CONDUCTING THE STOP

Lesson Goal

At the end of this lesson, students will know how to conduct a safe and professional unknown-risk traffic stop.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 11)
Communication Exercise: Concealed Carry
Role Play Exercise #13: Unknown-Risk Traffic Stop for Stop Sign Violation
Florida LEL Quick Reference Guide
The Florida Statutes
Handout: Core Communication Competencies

☑ **LE1113.1. Determine how to park the patrol vehicle safely after the driver stops**

☑ **LE1113.2. Describe how the backup officer should park their patrol vehicle in relation to the primary officer's car to prevent a crossfire situation**

☑ **LE1113.3. Describe how to visually assess the vehicle, driver, and passengers for officer safety**

☑ **LE1113.4. Describe how to safely exit the patrol vehicle**

Discuss the last 6 steps to conduct the stop. Some of the steps will happen at the same time.

- Step 5: Park the patrol vehicle
- Step 6: Conduct a visual assessment of the vehicle and its occupants
- Step 7: Exit the patrol vehicle
- Step 8: Determine the safest approach technique
- Step 9: Interact with the driver and passengers
- Step 10: Choose a course of action

☑ **LE1113.5. Describe how to safely approach the vehicle**

☑ **LE1113.6. Describe how to conduct the "no-approach tactic"**

☑ **LE1113.7. Describe how to interact with a driver while maintaining officer safety**

☑ **LE1113.8. Describe how to verify the driver's identity and vehicle ownership**

☑ **LE1113.9. Describe how to respond if you suspect that there is a firearm in the vehicle**

☑ **LE1113.10. Describe how to obtain passenger information**

☑ **LE1113.11. Explain the actions you may take for a traffic violation**

The scenarios below should be conducted out of the classroom, such as on a track, range, or in a parking lot. An instructor should play the role of driver whenever possible, but using students as the driver is also acceptable.

Conduct the following scenario of a stop sign violation:

A single driver runs a stop sign.

The students will write the ticket on scene for a violation of s. 316.123(2)(a), F.S.

Conduct the following scenario concerning a stop sign violation with an argumentative passenger:

A driver runs a stop sign. Once stopped, the passenger becomes argumentative.

The students must employ de-escalation techniques.

The students will write the ticket on scene for a violation of 316.123(2)(a), F.S.

Conduct the following scenario of a traffic stop concerning a vehicle with an open container:

A driver is pulled over for swerving within their lane. Two passengers in the vehicle have open containers of beer.

The passengers should be cited for 316.1936(2)(a), F.S., possession of an open container (passenger) while the vehicle is being operated.

Facilitate Communication Exercise: Concealed Carry

☑ **LE1113.12. Determine when to make a lawful arrest for an unrelated offense during a traffic stop**

Conduct the following scenario of a traffic stop concerning a habitual traffic offender:

A driver is stopped because they drove through a gas station parking lot to avoid a red light. A database check of the driver reveals that their driver's license is suspended as a habitual traffic offender (HTO).

The driver should be arrested for driving while their license is revoked as an HTO, s. 322.34(5), F.S., which is a felony, and cited for avoiding a traffic control device (cutting through a business to avoid a traffic signal) s. 316.074(2), F.S.

☑ **LE1113.13. Describe how to remove passengers and the vehicle from the scene after arresting the driver**

Conduct Role Play Exercise #13: Unknown Risk Traffic Stop for Stop Sign Violation

LESSON VOCABULARY

no-approach tactic

offset-angle position

popped or damaged ignition

COMMUNICATION EXERCISE: CONCEALED CARRY

Objective: Students will demonstrate effective communication skills when dealing with a driver who is legally carrying a concealed weapon.

Setting: Classroom simulates the side of the road.

Equipment: one chair simulates a vehicle seat, papers simulate driver's documents and concealed weapon or firearm license, and training weapon or simulated weapon (pen tucked in the driver's shoe)

Role Players: one officer and one subject

Facilitator Overview (DO NOT READ OUT LOUD): The officer pulls over a vehicle for speeding. The driver hands over his driver's documents, along with a concealed weapon or firearm license. End the exercise when the officer completes the traffic stop.

Officer Instructions (READ OUT LOUD): You pull over a vehicle for speeding.

Subject Instructions (ONLY READ TO THE SUBJECT): You are driving a speeding vehicle when the officer pulls you over. You have a gun (training weapon or pen tucked in your shoe) strapped to your ankle and out of view. When the officer asks for your documents, provide your documents and your Concealed Weapon or Firearm License. If asked by the officer, admit to having a firearm. You are cooperative throughout the stop.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should be under 10 minutes, including class feedback and discussion.

ROLE PLAY EXERCISE #13: UNKNOWN-RISK TRAFFIC STOP FOR STOP SIGN VIOLATION

Goal: The exercise reinforces the importance of officer safety when making an unknown-risk traffic stop.

Logistics: Ideally, this exercise takes place outside on a real or simulated roadway. It requires one facilitator, one officer, and one driver.

Equipment Issued to Officer: portable radio, red/blue gun, duty belt, vehicle, and blank copies of uniform traffic citations

Role Player Props: driver's license, vehicle registration, and proof of insurance

Dispatch Information: An officer advises dispatch of a traffic stop for a stop sign violation. The officer indicates the location of the stop, license plate number, vehicle description, and number of occupants. Dispatch tells the officer that the driver has a valid DL and no warrants.

Facilitator Information: This is a teaching scenario with uninvolved students acting as observers. You act as dispatch. Consider adding passengers to the vehicle, conducting the role play during the day or night, and altering the traffic violation. You can modify the role play to incorporate a variety of suspect actions and officer responses.

This is not an arrest situation; however, the officer should issue a traffic citation.

At the end of the scenario, facilitate a guided discussion, allowing the officers to debrief their actions while receiving input from the observing students.

Driver Behaviors

- Comply with the officer's requests after they stop you.
- Do not volunteer any information unless the officer asks you for information.

Expected Officer Behaviors

- Use the emergency lighting equipment to signal the driver to stop.
- Make a traffic stop using proper and safe patrol car positioning.
- Demonstrate officer safety related to vehicle approach.
- Watch for oncoming traffic.
- Exit the patrol car and observe the driver while using the patrol car for cover/concealment.
- Do not backlight yourself, if applicable.
- Upon approaching, observe the interior of the driver's vehicle.
- Use lighting equipment to illuminate the interior of the driver's vehicle after the stop, if applicable.
- Keep the gun hand free.
- Stand in a safe location during driver contact.
- Demonstrate Core Competency Communication skills.
- Identify self and state the reason for the stop to the driver.
- Request that the driver hand any requested documents out of the car window to the student.

- Obtain the driver's license, registration, and insurance card.
- Maintain the safety of everyone on the scene.
- Demonstrate officer safety.
- Demonstrate knowledge of applicable traffic laws.
- Demonstrate use of effective interviewing and note-taking skills.
- Use proper radio procedures to communicate with dispatch and relay required information to run a necessary criminal justice database check.
- Complete the front and back of the traffic citation.
- Explain the citation and disposition to the driver.
- Demonstrate assessing and controlling the scene.
- Prepare a written report.

UNIT 2 HIGH-RISK TRAFFIC STOPS

LESSON 1 INITIATING THE STOP

Lesson Goal

At the end of this lesson, students will know when and how to initiate a safe and professional high-risk traffic stop.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 11)

☑ **LE1121.1. List the steps to safely initiate a high-risk traffic stop**

☑ **LE1121.2. Identify vehicle and suspect information to provide to dispatch before making a high-risk traffic stop**

☑ **LE1121.3. Describe how to request and wait for backup**

☑ **LE1121.4. Identify an appropriate location to conduct a high-risk traffic stop**

Discuss the first 4 steps which the primary officer takes when initiating a high-risk traffic stop. Some of the steps happen at the same time.

- Step 1: Identify a vehicle or a suspect
- Step 2: Identify the location of the stop
- Step 3: Coordinate with other officers
- Step 4: Initiate the stop

LESSON VOCABULARY

high-risk traffic stop

UNIT 2 HIGH-RISK TRAFFIC STOPS

LESSON 2 CONDUCTING THE STOP

Lesson Goal

At the end of this lesson, students will know how to conduct a safe and professional high-risk traffic stop using verbal commands.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 11)
Role Play Exercise #14: High-Risk Traffic Stop of Armed Robbery Suspect

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The last 6 steps for completing a high-risk traffic stop are for the primary officer to take when conducting the stop. Some of the steps will happen at the same time.

- Step 5: Position the patrol vehicles.
- Step 6: Decide officer assignments.
- Step 7: Issue commands.
- Step 8: Secure the suspects.
- Step 9: Clear and search the vehicle.
- Step 10: Conclude the stop.

☑ **LE1122.1. Describe how to safely position the primary and backup patrol vehicles**

☑ **LE1122.2. Describe how to use a patrol vehicle as cover**

☑ **LE1122.3. Identify when to conduct a vehicle pursuit that is legal, feasible, and necessary**

☑ **LE1122.4. Differentiate between the roles of the primary and backup officers**

☑ **LE1122.5. List the possible verbal commands to give to the driver**

☑ **LE1122.6. Describe how to detain the driver appropriately**

☑ **LE1122.7. Describe how to remove the passengers from the suspect's vehicle**

☑ **LE1122.8. Describe how to search the suspect's vehicle for hidden passengers**

☑ **LE1122.9. Describe how to conclude a high-risk traffic stop**

Conduct any of the following high-risk traffic stop scenarios:

- Standard High-Risk Stop/1 Occupant: Have students conduct a high-risk traffic stop with one occupant in the vehicle. This vehicle was issued a BOLO for a bank robbery.
- Standard High-Risk Stop/2 Occupants: Have students do a high-risk traffic stop with two occupants in the vehicle. This vehicle was issued a BOLO for a bank robbery.
- High-Risk Stop/Gun in Waistband: Have students conduct a high-risk traffic stop in which students observe the driver exiting the vehicle with a handgun in plain view in their waistband.
- High-Risk Stop/Argumentative Occupants: Have students conduct a high-risk traffic stop with multiple occupants in the vehicle. The occupants will become argumentative and resist commands but will eventually comply.

Conduct Role Play Exercise #14: High-Risk Traffic Stop of Armed Robbery Suspect

LESSON VOCABULARY

plus one rule

takedown area

Role Play Exercise #14: High-Risk Traffic Stop of Armed Robbery Suspect

Goal: The exercise reinforces the importance of officer safety when making a known high-risk traffic stop.

Logistics: Ideally, this exercise takes place outside on a real or simulated roadway. It requires one facilitator, three officers, and one driver.

Equipment Issued to Officer: portable radio, red/blue gun, duty belt, two or more back-up units, handcuffs, and blank copies of appropriate documentation

Role Player Props: red/blue gun

Dispatch Information: An officer advises dispatch of a traffic stop and indicates the location of the stop, license plate number, vehicle description, and number of occupants. Dispatch tells the officer that the vehicle was used in an armed robbery within the past hour.

Facilitator Information: This is a teaching scenario with uninvolved students acting as observers, andyou act as dispatch. Consider adding passengers to the vehicle, conducting the role play during the day or night, and altering the traffic violation. You can modify the role play to incorporate a variety of suspect actions and officer responses.

This is an arrest situation.

At the end of the scenario, facilitate a guided discussion, allowing the officers to debrief their actions while receiving input from the observing students.

Driver Behaviors

- Comply with the officer's requests after they stop you.
- Do not volunteer any information unless the officer asks you for information.

Expected Primary Officer Behaviors

- Demonstrate the recognition of a BOLO.
- Use proper radio procedures to communicate with dispatch and request and coordinate with backup units.
- Determine an appropriate location to stop once backup has arrived.
- Use the emergency lighting equipment to signal the driver to stop.
- Make a traffic stop using proper and safe patrol car positioning.
- Demonstrate officer safety related to stopping a suspect's vehicle.
- Watch for oncoming traffic.
- Observe the driver while using the patrol car for cover/concealment.
- Do not backlight self, if applicable.
- Observe the interior of the driver's vehicle.
- Use lighting equipment to illuminate the interior of the driver's vehicle after the stop, if applicable.
- Use the emergency lights, siren, and spots in the proper manner.

- Position the patrol unit within proper distance of the suspect vehicle.
- Draw weapon, and take a proper position of cover/concealment.
- Demonstrate Core Competency Communication skills.
- Direct the suspect by using clear and audible commands from the public address (PA) system, not approaching the vehicle.
- Direct the driver to turn off the ignition and remove the ignition keys, and direct the suspect to place the keys on the roof of the vehicle.
- Order the suspect to keep his or her hands in sight at all times.
- Order the suspect out of the car with the following procedures:
- Order the suspect to open the vehicle doors.
- Control the suspect's movements.
- Keep constant control of the suspect's hand movements.
- Order the suspect out of the vehicle.
- Order the suspect to turn in a complete circle to do a visual search for weapons.
- Direct the suspect to a location and position of disadvantage (takedown area).
- Handcuff, search, and secure the suspect.
- Use the "plus 1" technique for unseen suspects.
- Not approach the suspect's car until the suspect(s) is secured.
- Make a tactically sound approach to the suspect's car.
- Use proper tactics to check the trunk and then the interior of the suspect's car.
- Articulate legal justification for arrest to the suspect.
- Demonstrate knowledge of applicable laws.
- Demonstrate use of effective interviewing and note-taking skills.
- Maintain the safety of everyone on the scene.
- Prepare a written report.

Expected Backup Officer Behaviors

- Place the patrol car in the proper cover position.
- Take and maintain the proper cover officer position.
- Effectively interact/communicate with the primary officer and avoid giving conflicting commands to the suspect(s).
- Maintain visual control of the suspect(s).
- Demonstrate Core Competency Communication skills.
- Maintain the safety of everyone on the scene.
- Demonstrate officer safety.
- Articulate legal justification for arrest to the suspect.
- Demonstrate knowledge of applicable laws.
- Demonstrate use of effective interviewing and note-taking skills.
- Prepare a written report.

CORE COMMUNICATION COMPETENCIES HANDOUT

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How could implicit bias have impacted this interaction?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the public. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises offer students opportunities to verbally de-escalate an escalating incident and provide the facilitator with prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, and/or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout prior to conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force and how they would explain their use of force in court.
- You have the option to instruct a role player, not the officer, to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 core communication competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class, and encourage all students to participate in the discussion.

COMMUNICATION EXERCISE RUBRIC

	GOOD	FAIR	POOR
Command Presence	• Demonstrated proper approach and understanding of the call • Identified self • Explained reason for contact • Upright, alert, attentive	• Recognized proper approach and understanding of call but slow to act • Identified self but hesitant to explain reason for contact • Upright and alert	• Disregarded safety protocols • Failed to identify self • Failed to identify reason for contact • Disheveled appearance
Communication	• Identified all parties involved (e.g., suspect, witness, victim) • Asked appropriate questions based on person's role • Attentive to responses • Asked proper follow-up questions	• Slow to identify all parties involved • Asked vague questions about person's role but later clarified questions • Slow to ask follow-up questions to clarify their understanding	• Did not identify all parties involved • Made improper assumptions or accusations • Failed to ask clarifying questions to correct contradictions or misinterpretations
Situational Awareness	• Immediately recognized dangerous situations and responded appropriately • Quick to notice non-verbal cues that signified a willingness to talk or hostile behavior • Properly adjusted responses to behaviors • Remained calm and professional but held firm during interactions	• Recognized dangerous situations but sometimes chose improper response • Recognized most non-verbal cues • Misinterpreted some non-verbal cues • Remained professional, preventing loss of scene control	• Failed to recognize dangerous situations or disregarded proper tactics • Failed to recognize non-verbal cues • Allowed victims, witnesses, or suspects to dictate the manner or method of contact
Proper Escalation or De-escalation	• Immediately recognized signs of distress • Established rapport and applied de-escalation techniques • Remained calm and professional when others were verbally hostile • Controlled escalation response • Remained on task	• Recognized signs of distress • Slow to establish rapport but did apply de-escalation techniques • Displayed some difficulty in responding to hostile communication • Somewhat quick to escalate • Mostly remained on task	• Failed to recognize signs of distress • Failed to establish rapport and de-escalation techniques • Escalated situation when faced with hostile communication • Lost focus and failed to remain on task
Appropriate Conclusion	• Compassionate, understanding, respectful, and humane to all parties • Resolved misunderstandings • Recognized and facilitated the use of appropriate resources • Used appropriate discretion in deciding on response including alternatives to incarceration • Did everything possible to keep everyone involved in the incident safe	• Respectful and professional but lacks compassion • Slow to resolve misunderstandings • Considered the use of appropriate resources • Applied some discretion in deciding on response • Did not do much to keep everyone safe	• Not compassionate, understanding, and humane to all parties • Failed to resolve misunderstanding • Did not recognize or facilitate use of appropriate resources • Failed to use appropriate discretion in deciding on response including alternatives to incarceration • Failed to take the safety of all parties into account

ROLE PLAY EXERCISE INSTRUCTIONS

All role-play exercises are mandatory.

Role-play exercises allow officers to communicate, problem solve, practice, and learn. Law enforcement requires on the job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The role-play exercises offer students opportunities to perform tactics and techniques alongside the skills acquired though communication exercises. Furthermore, role-playing scenarios teach students about new gear and special skills that will help keep officers and the public safe. Over the course of the basic recruit training program, give all students opportunities to perform each role play at least three times, and use a different set of students each time. Require all students to participate as officers in several exercises.

Prepare for Role-Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify a role-play exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role-playing simulations.

Facilitate Role-Play Exercise

- Ensure that the students have been introduced to the expected officer behaviors that correspond to the primary focus of the exercise.
- Privately brief each role player on their roles.
- Brief the officers and the class on the dispatch information at the same time. The only information the officers receive is the dispatch information.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the role play until the students demonstrate the expected officer behaviors or the facilitator deems it appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize issues such as officer safety, communication, and the type and elements of the crime.
- Ask the officers to provide feedback on their performance in the role play.
- Repeat the role-play exercise at least two more times.

TRAFFIC CRASH INVESTIGATIONS

Course Number: CJK_0402

Course Hours: 30 hours

Course Structure: 11 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ understand how the Florida Statutes define the basic terms and possible injuries associated with conducting a traffic crash investigation
- ✓ arrive at a traffic crash scene
- ✓ assess a traffic crash scene
- ✓ secure a traffic crash scene
- ✓ manage injured people at a traffic crash scene
- ✓ gather information from people at a traffic crash scene
- ✓ gather traffic crash evidence to determine how and why the crash occurred
- ✓ facilitate driver information exchange
- ✓ issue a citation for a traffic crash
- ✓ clear a traffic crash scene
- ✓ complete the appropriate traffic crash report form to document the crash
- ✓ manage traffic crashes with unique circumstances

Required Activities

Suggested Activities

Notes to the Instructor

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LESSON 1 INTRODUCTION TO TRAFFIC CRASH MANAGEMENT

Lesson Goal

At the end of this lesson, students will know the basic steps of traffic crash management and how to safely approach a traffic crash scene.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 12)
Florida LEL Quick Reference Guide
Handout: Core Communication Competencies

Distribute copies of the Core Communication Competencies handout.

Using the Figure 10-1 intersection diagram from Chapter 10, discuss scenarios of common traffic accidents.

☑ **LE1201.1. Describe the role of Florida law in investigating a traffic crash**

☑ **LE1201.2. List the 10 steps for managing a crash investigation**

Using a white board, draw the 10 steps in a linear sequence of events.

1. Approach the traffic crash scene safely.
2. Assess the scene of the crash.
3. Secure a safe environment at the crash scene.
4. Provide first aid to injured people, if necessary.
5. Gather traffic crash information.
6. Investigate to determine how and why the crash occurred.
7. Complete driver exchange of information.
8. Take enforcement action.
9. Return the scene to normal as quickly as possible, if appropriate.
10. Document the crash.

☑ **LE1201.3. Describe how to approach a traffic crash scene**

LESSON VOCABULARY

traffic crash

LESSON 2 ASSESS A TRAFFIC CRASH SCENE

Lesson Goal

At the end of this lesson, students will know how to assess a traffic crash scene and its jurisdiction, how to respond if there is a fire or hazardous materials, and when to request additional resources.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 12)
Emergency Response Guidebook (ERG)

☑ **LE1202.1. Describe how to locate all vehicles and people involved in a traffic crash**

☑ **LE1202.2. Describe how to manage fire hazards at the scene**

☑ **LE1202.3. Describe how to respond to a traffic crash scene involving hazardous materials**

Encourage students to download the ERG app.

The *Emergency Response Guidebook (ERG)* is also available on the United States Department of Transportation website, which is linked here.

Conduct the following exercise using the *ERG*:

- Have each student go to the website immediately above or the app and open the *ERG*.
- Each student should choose a chemical (or pick one from a bucket).
- Ask each student to look up their chemical in the *ERG* and write down the recommendations for the appropriate response.
- Alternatively, call on a few students to talk about the chemical they researched in the *ERG* in front of the class.

Prepare two buckets; one containing the names of different types of hazardous materials incidents, and the other containing the names of hazardous materials. Ask each student to pick one incident type and pair it with a hazardous material drawn from the second bucket. Ask them to use the *ERG* to identify the appropriate response.

Show pictures of placards for the students to see. Ask students to identify and interpret these, including ways to respond.

☑ **LE1202.4. Recognize the need for additional resources at a traffic crash**

LE1202.5. Determine the jurisdiction of the traffic crash

Take the class to a crashed vehicle site if one is available.

Show pictures of crashed vehicles, and if possible, pictures of common types of crashes.

Discuss how identifying the first harmful event requires an officer to walk around the entire crash scene.

Discuss how an officer determines jurisdiction and must become familiar with the jurisdictional boundaries of the area they work.

LESSON VOCABULARY

Emergency Response Guidebook (ERG)

first harmful event

hazardous material (hazmat)

LESSON 3 SECURE A TRAFFIC CRASH SCENE

Lesson Goal

At the end of this lesson, students will know how to safely secure a traffic crash scene considering vehicle position, reflective clothing, warning devices, traffic diversion, and property and evidence protection.

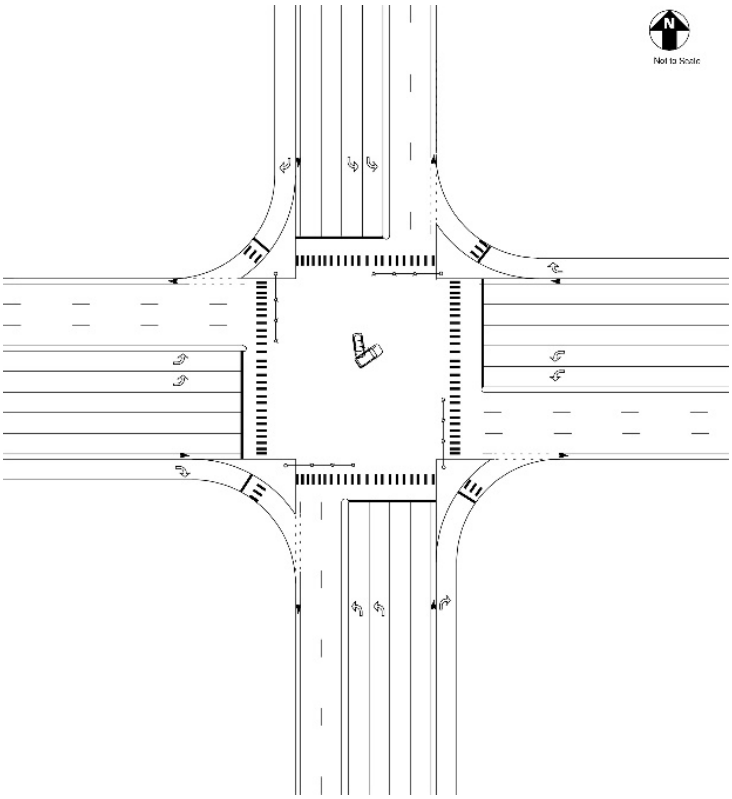
Materials

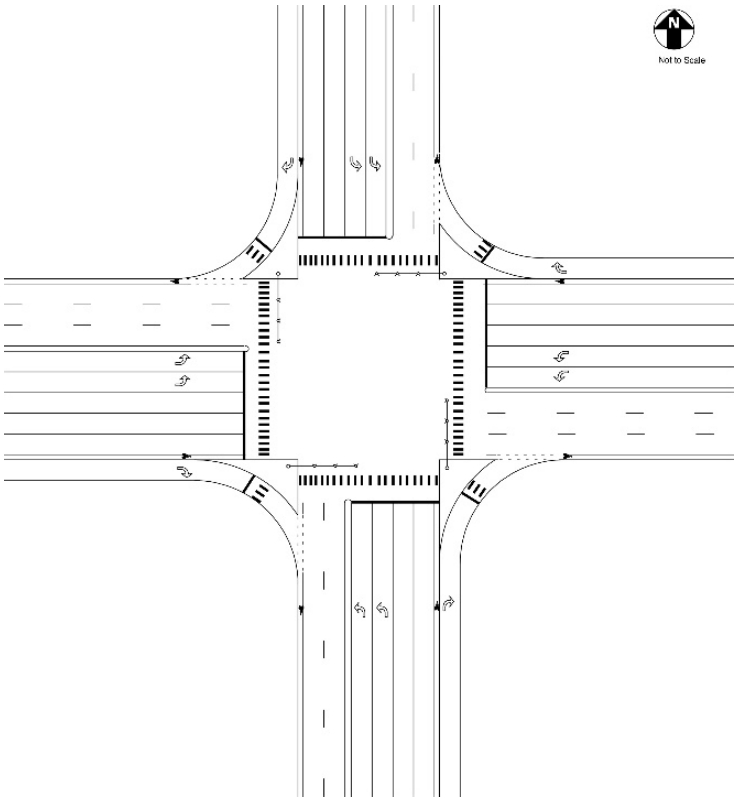
Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 12)
The Florida Statutes
diagrams

☑ LE1203.1. Describe how to position your vehicle at a crash scene

Show diagrams of how to position vehicles when responding to a traffic crash.

Use the basic crash diagrams below and have students draw where they would position their vehicles for the situation depicted.

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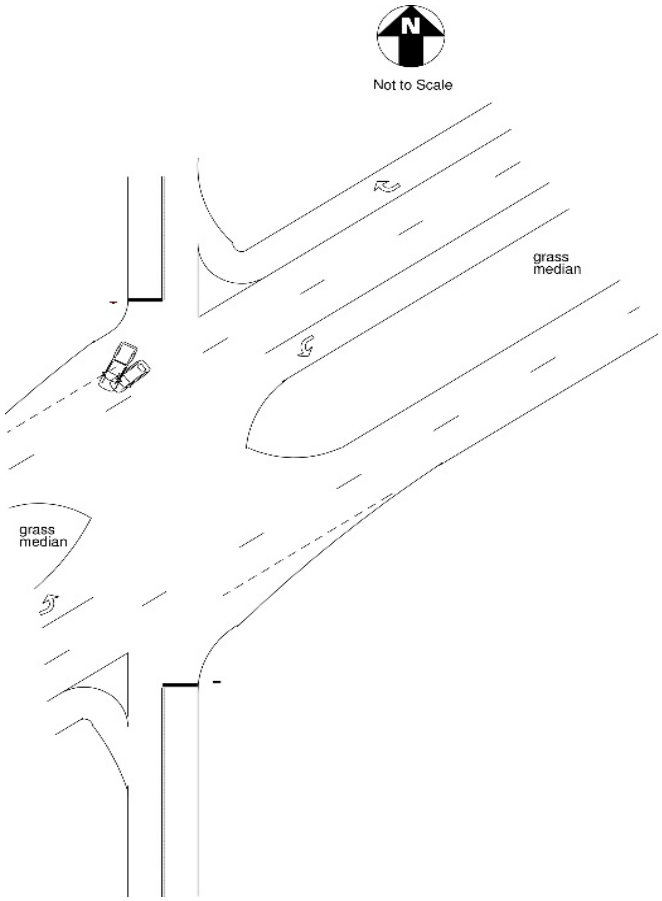
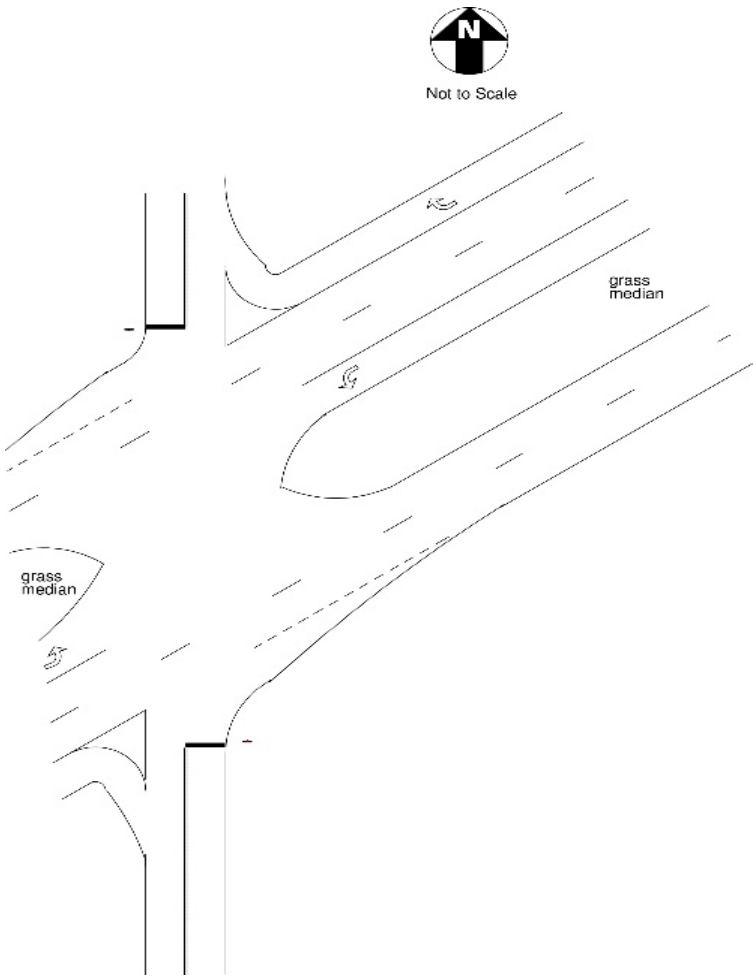

Not to Scale
grass median
grass median



☑ **LE1203.2. Recognize the importance of wearing reflective clothing**

☑ **LE1203.3. Describe when to relocate crash vehicles**

☑ **LE1203.4. Describe how to position warning devices**

Use the diagrams above to illustrate where to position traffic cones and warning devices.

☑ **LE1203.5. Describe how to divert traffic around a crash scene**

Present a diagram of a completely blocked interstate highway, and discuss where and how to divert traffic, for example, at the exit before the crash.

☑ **LE1203.6. Recognize the importance of protecting personal property at a crash scene**

LESSON VOCABULARY

final rest

LESSON 4 INJURIES AT A TRAFFIC CRASH SCENE

Lesson Goal

At the end of this lesson, students will know the main types of traffic crash injuries and ensure that EMS arrives on the scene.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 12)
The Florida Statutes
HSMV 72190—Medical Referral Form

☑ **LE1204.1. Describe the main types of traffic crash injuries**

☑ **LE1204.2. Describe how to manage injured people at a crash scene**

Discuss and show how to complete the Medical Referral Form (Form 72190) found on the Florida Highway Safety and Motor Vehicles (FLHSMV) website. It is linked here.

LESSON VOCABULARY

fatal injury

incapacitating injury

non-incapacitating injury

non-traffic fatal injury

possible injury

serious bodily injury

LESSON 5 GATHER TRAFFIC CRASH INFORMATION

Lesson Goal

At the end of this lesson, students will know how to gather information from people at a traffic crash scene.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 12)
Communication Exercise: Arguing Drivers
The Florida Statutes

☑ **LE1205.1. Identify the information to collect at a crash scene**

Facilitate Communication Exercise: Arguing Drivers

☑ **LE1205.2. Recognize the importance of interviewing and obtaining statements at the crash scene**

COMMUNICATION EXERCISE: ARGUING DRIVERS

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when interacting with drivers arguing at a vehicle crash scene.

Setting: Classroom simulates the side of the road.

Equipment: Papers simulate two sets of driver's documents.

Role Players: one officer and two subjects

Facilitator Overview (DO NOT READ OUT LOUD): The officer arrives on a crash scene where both drivers are arguing. The drivers continue to argue, ignoring the officer, unless the officer asks them to separate. End the exercise when the officer obtains both sets of driver's documents and takes control of the scene or fails to do so.

Subjects' Instructions (READ TO SUBJECTS ONLY):

Driver #1

You are involved in a vehicle crash. You think the other driver is at fault and you are angry. Do not become physical. You ignore the officer's instructions until the officer instructs you to move away from the other driver. When the officer is questioning the other driver, you continually interrupt. If asked, provide the officer with your documents.

Driver #2

Follow the same instructions as Driver #1.

Officers' Instructions: You arrive on a crash scene where both drivers are arguing.

> Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

LESSON 6 GATHER TRAFFIC CRASH EVIDENCE

Lesson Goal

At the end of this lesson, students will know how to determine why and how a traffic crash occurred by gathering evidence at the scene.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 12)
The Florida Statutes
measuring wheel, if available

☑ **LE1206.1. Describe the three phases of a traffic crash**

☑ **LE1206.2. Describe the vehicle dynamics in a traffic crash**

☑ **LE1206.3. Identify vehicle evidence found at a crash scene**

Provide pictures of pre-existing damage and explain how to identify it versus new damage.

☑ **LE1206.4. Identify road evidence at a crash scene**

☑ **LE1206.5. Describe the types of tire marks left on the road at a crash scene**

Show diagrams or photos of the different types of tire marks associated with a traffic crash.

☑ **LE1206.6. Describe what to photograph at a crash scene**

☑ **LE1206.7. Describe how to measure the location of evidence at a crash scene**

☑ **LE1206.8. Describe how to measure skid marks**

Take the class to the driving track and have them analyze skid marks.

☑ **LE1206.9. Describe how to draw a field sketch of a crash scene**

Stage cars as if they're involved in a crash and have students make a field sketch of them.

LESSON VOCABULARY

anti-lock braking system (ABS) scuff marks

area of collision (AOC)

debris

evasive action

field sketch

furrow mark

gouge

pre-existing damage

reaction time

surface mark

LESSON 7 DRIVER INFORMATION EXCHANGE

Lesson Goal

At the end of this lesson, students will know how to facilitate a driver information exchange and complete the appropriate form at a traffic crash scene.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 12)
The Florida Statutes
HSMV 90011S—Driver Exchange of Information

☑ **LE1207.1. Recognize the role of the driver information exchange at a crash scene**

☑ **LE1207.2. Describe how to complete the Driver Report of Traffic Crash (Self Report) or Driver Exchange of Information form (HSMV 90011S)**

Have students explain the driver exchange of information form and fill it out as if they had been in a crash. The form can be found on the Florida Highway Safety and Motor Vehicles (FLHSMV) website, which is linked here.

Note that a driver exchange can lead to complaints if you do not explain the process to the drivers.

LESSON 8 ISSUE A TRAFFIC CITATION

Lesson Goal

At the end of this lesson, students will know how to identify traffic violations and issue citations based on evidence found at the scene.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 12)
The Florida Statutes
The Florida Uniform Traffic Citation

☑ **LE1208.1. Determine whether to issue a citation based on evidence at the scene**

☑ **LE1208.2. Describe the main types of violations associated with a traffic crash**

Discuss some of the more common traffic crash violations.

☑ **LE1208.3. Describe when to certify a citation**

Have students complete a UTC.

Have students complete the lower part of a UTC, which has crash information. Students should fill out the estimated property damage and injuries. Review these details with students.

The Florida Uniform Traffic Citation paper form and eCitation can be found on the Florida Highway Safety and Motor Vehicles (FLHSMV) website linked here.

LESSON VOCABULARY

contributing traffic violation

non-contributing traffic violation

non-traffic violation

LESSON 9 CLEAR THE TRAFFIC CRASH SCENE

Lesson Goal

At the end of this lesson, students will know how to safely clear a traffic crash scene of vehicles and debris.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 12)

☑ **LE1209.1. Describe how to remove vehicles and debris from a crash scene**

☑ **LE1209.2. Describe how to terminate a crash scene**

Discuss the role of tow trucks, e.g., calling a tow truck, completing a tow inventory form, and following agency procedures. Refer back to Chapter 10.

The tow truck is responsible for picking up all debris (excluding hazardous materials); make sure the crash debris has been cleaned up so it will not pose a hazard to other drivers.

Discuss traffic control devices that are damaged, such as a stop sign or a traffic signal. The Department of Transportation must be notified and, if the scene is unsafe, you need to stay on scene until the control device has been fixed or replaced.

Present and discuss different examples of clearing a crash scene.

LESSON 10 COMPLETE A TRAFFIC CRASH REPORT

Lesson Goal

At the end of this lesson, students will know how to correctly complete the appropriate traffic crash report forms to document the traffic crash.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 12)
The Florida Statutes
Uniform Traffic Crash Report Manual
HSMV 90010S—Florida Traffic Crash Report Form
HSMV 72190—Medical Referral Form

Go over the FLHSMV traffic crash report forms, looking through some of the drop-down boxes.

Show examples of good reports and bad reports or reports that were not completed fully or correctly.

☑ **LE12010.1. Determine when to complete a Florida Traffic Crash Report HSMV 90010S—Long Form**

Open Uniform Traffic Crash Report Manual and discuss with students.

☑ **LE12010.2. Describe how to complete the Florida Traffic Crash Report HSMV 90010S—Long Form**

Review HSMV 90010S—Florida Traffic Crash Report Form with students.

☑ **LE12010.3. Describe how to request a re-examination or medical review of a driver involved in a crash**

Print copies of the HSMV 72190—Medical Review Form, hand them out to the students, and go over it in class.

☑ **LE12010.4. Describe how to complete the diagram page of the Florida Traffic Crash Report HSMV 90010S—Long Form**

Give students an opportunity to practice drawing diagrams.

Use the field sketches that students drew in Lesson 6 and have students turn them into diagrams.

☑ **LE12010.5. Describe how to complete the Florida Traffic Crash Report HSMV 90010S—Short Form**

☑ **LE12010.6. Describe how to complete the Florida Traffic Crash Report HSMV 90010S—Update Form**

Discuss how this form is commonly used with hit-and-run investigations.

☑ **LE12010.7. List common errors in completing the Florida Traffic Crash Report forms**

Discuss some common errors that you see when reports are filled out.

Have students practice filling out the forms through role-play scenarios.

LESSON 11 MANAGE UNIQUE TRAFFIC CRASHES

Lesson Goal

At the end of this lesson, students will be able to manage traffic crashes that shift from a civil to a criminal investigation and crashes with unique circumstances.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 12)
Role-Play Exercise #15: Rear-End Collision
The Florida Statutes
HSMV 90010S—Florida Traffic Crash Report Form
HSMV 75904—Florida DUI Uniform Traffic Citation

☑ **LE12011.1. Describe how to shift from a non-criminal to a criminal crash investigation**

Discuss exercising the crash report privilege and not using information from the civil investigation in the official language of a criminal investigation report.

☑ **LE12011.2. Describe how to locate the driver of a hit-and-run incident**

Conduct Role-Play Exercise #15 Rear-End Collision

Create a scenario in which students talk to someone who says they were involved in a hit-and-run crash. Have students gather the information and call a BOLO into dispatch. Emphasize describing the vehicle and driver involved.

☑ **LE12011.3. Describe how to notify the owner of an unattended vehicle or property damaged from a crash**

☑ **LE12011.4. Explain how to identify the driver of a single-vehicle crash**

☑ **LE12011.5. Explain how to manage a traffic crash involving a fatality or serious bodily injury**

☑ **LE12011.6. Explain how to manage an impaired driver at a crash scene**

Show students HSMV 75904—Florida DUI Uniform Traffic Citation.

LESSON VOCABULARY

crash privilege

ROLE-PLAY EXERCISE #15: REAR-END COLLISION

Goal: This exercise reinforces the 10 steps of managing a traffic crash scene safely when responding to a rear-end collision.

Logistics: Ideally, this scenario takes place outside on a real or simulated roadway. It requires one facilitator, two officers, two drivers, and one witness.

Equipment Issued to Officers: portable radio, red/blue gun, duty belt, a marked police vehicle, two staged accident vehicles parked front to back to simulate a rear-end collision, and appropriate report forms

Dispatch Information: Dispatch sends two officers to a traffic crash with unknown injuries in an intersection.

Facilitator Information: This is a teaching scenario with uninvolved students acting as observers. You act as both dispatch and EMS, if the officers determine EMS is necessary. If the officers ask for DL and warrant checks, tell the officer that both subjects have valid driver licenses and no warrants.

This is not an arrest situation.

At the end of the scenario, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Role Player Behaviors

<u>Driver 1</u>

You stopped behind the stop bar for a pedestrian crossing the roadway in front of you. When the pedestrian cleared the roadway, you began to move forward and stopped for cross traffic. Driver 2 struck the rear of your vehicle after your second stop.

If asked by the officers, tell them you have no injuries.

<u>Driver 2</u>

You were driving along when the vehicle in front of you came to an abrupt stop. Accuse Driver 1 of "brake checking" you, as you did not see any obstructions, and be adamant the crash was not your fault. Become argumentative to support this belief, but do not become physically threatening or even malicious, just argumentative.

If asked by the officers, tell them you have no injuries.

<u>Witness</u>

You are a witness. As the officers arrive to make contact with the drivers, slowly walk off. If an officer stops you, tell them you saw Driver 1 stop for a pedestrian and then Driver 2 did not stop and struck Driver 1's vehicle.

Expected Officer Behaviors

- Respond to the traffic crash scene safely.
- Assess the scene of the crash.
- Secure a safe work environment at the crash scene.

    - Position patrol car appropriately.
    - Put on traffic vest.
- Demonstrate Core Competency Communication skills.
- Maintain the safety of everyone on the scene.
- Demonstrate officer safety.
- Provide emergency medical assistance to injured persons, if necessary.
- Demonstrate knowledge of applicable laws.
- Demonstrate use of effective interviewing and note-taking skills.
- Investigate the crash.
- Return the scene to normal as quickly as possible.
- Complete driver exchange of information.
- Prepare a written report.

CORE COMMUNICATION COMPETENCIES HANDOUT

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How could implicit bias have impacted this interaction?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the public. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises offer students opportunities to verbally de-escalate an escalating incident and provide the facilitator with prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, and/or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout prior to conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force and how they would explain their use of force in court.
- You have the option to instruct a role player, not the officer, to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 core communication competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class, and encourage all students to participate in the discussion.

COMMUNICATION EXERCISE RUBRIC

	GOOD	FAIR	POOR
Command Presence	• Demonstrated proper approach and understanding of the call • Identified self • Explained reason for contact • Upright, alert, attentive	• Recognized proper approach and understanding of call but slow to act • Identified self but hesitant to explain reason for contact • Upright and alert	• Disregarded safety protocols • Failed to identify self • Failed to identify reason for contact • Disheveled appearance
Communication	• Identified all parties involved (e.g., suspect, witness, victim) • Asked appropriate questions based on person's role • Attentive to responses • Asked proper follow-up questions	• Slow to identify all parties involved • Asked vague questions about person's role but later clarified questions • Slow to ask follow-up questions to clarify their understanding	• Did not identify all parties involved • Made improper assumptions or accusations • Failed to ask clarifying questions to correct contradictions or misinterpretations
Situational Awareness	• Immediately recognized dangerous situations and responded appropriately • Quick to notice non-verbal cues that signified a willingness to talk or hostile behavior • Properly adjusted responses to behaviors • Remained calm and professional but held firm during interactions	• Recognized dangerous situations but sometimes chose improper response • Recognized most non-verbal cues • Misinterpreted some non-verbal cues • Remained professional, preventing loss of scene control	• Failed to recognize dangerous situations or disregarded proper tactics • Failed to recognize non-verbal cues • Allowed victims, witnesses, or suspects to dictate the manner or method of contact
Proper Escalation or De-escalation	• Immediately recognized signs of distress • Established rapport and applied de-escalation techniques • Remained calm and professional when others were verbally hostile • Controlled escalation response • Remained on task	• Recognized signs of distress • Slow to establish rapport but did apply de-escalation techniques • Displayed some difficulty in responding to hostile communication • Somewhat quick to escalate • Mostly remained on task	• Failed to recognize signs of distress • Failed to establish rapport and de-escalation techniques • Escalated situation when faced with hostile communication • Lost focus and failed to remain on task
Appropriate Conclusion	• Compassionate, understanding, respectful, and humane to all parties • Resolved misunderstandings • Recognized and facilitated the use of appropriate resources • Used appropriate discretion in deciding on response including alternatives to incarceration • Did everything possible to keep everyone involved in the incident safe	• Respectful and professional but lacks compassion • Slow to resolve misunderstandings • Considered the use of appropriate resources • Applied some discretion in deciding on response • Did not do much to keep everyone safe	• Not compassionate, understanding, and humane to all parties • Failed to resolve misunderstanding • Did not recognize or facilitate use of appropriate resources • Failed to use appropriate discretion in deciding on response including alternatives to incarceration • Failed to take the safety of all parties into account

ROLE-PLAY EXERCISE INSTRUCTIONS

All role-play exercises are mandatory.

Role-play exercises allow officers to communicate, problem-solve, practice, and learn. Law enforcement requires on the job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The role-play exercises offer students opportunities to perform tactics and techniques alongside the skills acquired though communication exercises. Furthermore, role-playing scenarios teach students about new gear and special skills that will help keep officers and the public safe. Over the course of the basic recruit training program, give all students opportunities to perform each role play at least three times, and use a different set of students each time. Require all students to participate as officers in several exercises.

Prepare for Role-Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify a role-play exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role-playing simulations.

Facilitate Role-Play Exercise

- Ensure that the students have been introduced to the expected officer behaviors that correspond to the primary focus of the exercise.
- Privately brief each role player on their roles.
- Brief the officers and the class on the dispatch information at the same time. The only information the officers receive is the dispatch information.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the role play until the students demonstrate the expected officer behaviors or the facilitator deems it appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize issues such as officer safety, communication, and the type and elements of the crime.
- Ask the officers to provide feedback on their performance in the role play.
- Repeat the role-play exercise at least two more times.

DUI Traffic Stops

Course Number: CJK_0403

Course Hours: 24 hours

Course Structure: 4 units, 13 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ understand the effects of alcohol on the human body, drivers, and society
- ✓ understand the effects of prescribed, illegal, or combined drugs on the human body, drivers, and society
- ✓ explain some of the legal terms and concepts associated with a DUI traffic stop
- ✓ understand the role of the DUI detection process when making decisions during a DUI traffic stop
- ✓ make the decision whether to stop a vehicle in motion driven by an impaired driver
- ✓ make a decision regarding whether to administer an SFST to a driver after interviewing and observing them in and exiting their vehicle
- ✓ understand the history of the SFST, maintaining the reliability and validity while administering the tests, and preparing to conduct the tests
- ✓ administer an HGN test and VGN check to an impaired driver
- ✓ administer a Walk and Turn test to an impaired driver
- ✓ administer a One Leg Stand test to an impaired driver
- ✓ make the decision to arrest the impaired driver and continue the investigation with a breath, urine, or blood test
- ✓ write a descriptive DUI report that clearly provides probable cause for arresting an impaired driver

Required Activities

Suggested Activities

Notes to the Instructor

LESSON VOCABULARY

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UNIT 1 DUI BASICS

LESSON 1 EFFECTS ON SOCIETY AND DETERRENCE

Lesson Goal

At the end of this lesson, students will know the effects of DUI on society and strategies to deter impaired driving.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 13)
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Instructor Guide
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Participant Manual
PowerPoint Presentations: DWI Detection and SFST Training
The Florida Statutes
Core Communication Competencies Handout

Distribute copies of the Core Communication Competencies handout.

You can find materials relevant to many lessons in this chapter at the Florida Impaired Driving Coalition website.

☑ **LE1311.1. Discuss how impaired driving affects public safety**

☑ **LE1311.2. Describe law enforcement and community strategies to prevent impaired driving**

Discuss DUI statistics from your local traffic operations and engineering offices, Florida Department of Highway Safety and Motor Vehicles (FLHSMV), and the NHTSA.

LESSON VOCABULARY

standardized field sobriety tests (SFSTs)

UNIT 1 DUI BASICS

LESSON 2 ALCOHOL AND DRUG IMPAIRMENT

Lesson Goal

At the end of this lesson, students will understand the effects that alcohol and drugs have on the human body when driving a motor vehicle.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 13)
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Instructor Guide
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Participant Manual
PowerPoint Presentations: DWI Detection and SFST Training
The Florida Statutes

You can find the 2023 DUI Instructional PowerPoints on the NHTSA website.

☑ **LE1312.1. Describe how the body processes alcohol**

☑ **LE1312.2. List common behaviors of a driver impaired by alcohol**

Discuss standard sizes of drinks and different alcohol proofs.

☑ **LE1312.3. List the seven categories of controlled and chemical substances that impair driving**

☑ **LE1312.4. List examples of polydrug use**

☑ **LE1312.5. Describe the statutory requirements for a medical marijuana patient driving in Florida**

☑ **LE1312.6. Discuss how to determine if a driver is under the influence of medication**

☑ **LE1312.7. Determine if a medical condition impairs a person's ability to drive**

LESSON VOCABULARY

absorption
distribution
elimination
metabolism
polydrug use

UNIT 1 DUI BASICS

LESSON 3 LEGAL ISSUES

Lesson Goal

At the end of this lesson, students will know the legal limits and elements for a DUI arrest.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 13)
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Instructor Guide
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Participant Manual
PowerPoint Presentations: DWI Detection and SFST Training
The Florida Statutes

You can find the 2023 DUI Instructional PowerPoints on the NHTSA website.

☑ **LE1313.1. Describe the elements required for arrest and conviction for DUI in Florida**

☑ **LE1313.2. Determine when to issue a *Miranda* warning during a DUI traffic stop**

☑ **LE1313.3. Describe the role of implied consent during a DUI traffic stop**

☑ **LE1313.4. Describe how to issue a citation for a DUI offense of refusal**

☑ **LE1313.5. Determine if a driver of a commercial motor vehicle is impaired**

Hand out a copy of a Commercial Driver License Citation.

☑ **LE1313.6. Determine if a driver younger than 21 is impaired**

LESSON VOCABULARY

actual physical control
driving under the influence (DUI)
implied consent
normal faculties

UNIT 1 DUI BASICS

LESSON 4 DUI FIELD NOTES

Lesson Goal

At the end of this lesson, students will know how to take clear and descriptive field notes to support a DUI report.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 13)
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Instructor Guide
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Participant Manual
PowerPoint Presentations: DWI Detection and SFST Training

You can find the 2023 DUI Instructional PowerPoints on the NHTSA website.

☑ **LE1314.1. Recognize the importance of taking clear and descriptive field notes in a DUI investigation**

☑ **LE1314.2. Describe the information to include in DUI field notes**

Show students examples of descriptive DUI reports and unclear reports side-by-side for comparison.

UNIT 2 CONDUCTING THE DUI INVESTIGATION

LESSON 1 DUI DETECTION PROCESS

Lesson Goal

At the end of this lesson, students will know the three phases of the DUI detection process to determine sufficient probable cause for arrest.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 13)
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Instructor Guide
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Participant Manual
PowerPoint Presentations: DWI Detection and SFST Training

You can find the 2023 DUI Instructional PowerPoints on the NHTSA website.

☑ **LE1321.1. Describe how the DUI detection process can provide probable cause for arrest**

LESSON VOCABULARY

DUI detection process

UNIT 2 CONDUCTING THE DUI INVESTIGATION

LESSON 2 PHASE ONE—VEHICLE IN MOTION

Lesson Goal

At the end of this lesson, students will know whether to stop a vehicle based on the information gathered in phase one of the DUI detection process.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 13)
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Instructor Guide
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Participant Manual
PowerPoint Presentations: DWI Detection and SFST Training

☑ **LE1322.1. Describe the role of reasonable suspicion for conducting a DUI traffic stop**

Give examples of pre-stop cues.

☑ **LE1322.2. List driver impairment cues for a vehicle in motion**

Video segments can be found on the NHTSA website or the NHTSA YouTube channel.

Show relevant videos for identifying DUI cues for each section throughout this lesson. Some examples are available from the NHTSA website or the NHTSA official YouTube channel. After watching each video, ask students to identify behaviors and cues of DUI and discuss their observations.

Explain Vehicle in Motion (Phase One) of the detection process, including an officer's visual cues, and vehicle and motorcycle driving patterns.

☑ **LE1322.3. List impairment cues for a motorcyclist**

☑ **LE1322.4. List driver impairment cues when stopping the vehicle**

☑ **LE1322.5. Describe the concept of divided attention**

LESSON VOCABULARY

cue

divided attention

UNIT 2 CONDUCTING THE DUI INVESTIGATION

LESSON 3 PHASE TWO—PERSONAL CONTACT

Lesson Goal

At the end of this lesson, students will know whether to administer the SFSTs to a driver based on information gathered in phase two of the DUI detection process.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 13)
Communication Exercise: Suspected Impaired Driver
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Instructor Guide
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Participant Manual
PowerPoint Presentations: DWI Detection and SFST Training
NHTSA Media Files for DWI Detection and SFST Training

You can find the 2023 DUI Instructional PowerPoints on the NHTSA website.

☑ **LE1323.1. Describe how to gather evidence during an impaired driver traffic stop**

☑ **LE1323.2. List observable clues of driver impairment**

☑ **LE1323.3. Describe how to conduct a divided attention test for driver impairment**

☑ **LE1323.4. List verbal clues of driver impairment**

Do a scenario in the classroom where the student deals with a driver who does not want to exit the vehicle. The objective is to use communication to get the driver to comply. What are some communication tactics you could use to persuade the driver to exit the vehicle?

Video segments can be found on the NHTSA website or the NHTSA YouTube channel.

Show relevant videos for identifying DUI detection and field sobriety tests. Some examples are available from the NHTSA website or the NHTSA official YouTube channel. After watching each video, ask students to discuss their observations.

Explain Personal Contact (Phase Two), including face-to-face observations and interview of the driver during personal contact.

Discuss common behaviors in the exiting sequence.

☑ **LE1323.5. List the impairment clues of a driver who is exiting the vehicle**

Facilitate Communication Exercise: Suspected Impaired Driver

LESSON VOCABULARY

clue

COMMUNICATION EXERCISE: SUSPECTED IMPAIRED DRIVER

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when interacting with a driver suspected of impairment.

Setting: Classroom simulates the side of the road.

Equipment: one chair simulates a vehicle seat

Role Players: one officer and one subject

Facilitator Overview (DO NOT READ OUT LOUD): The officer pulled over a vehicle that was driving erratically. The officer conducted a field sobriety test (before the exercise began), and the driver passed. Therefore, sobriety is not an issue. The driver is agitated and wants to know why they had to complete these tests. End the exercise when the officer respectfully explains their actions, fails to do so, or begins to issue a citation.

Subject's Instructions (READ TO SUBJECT ONLY): You were pulled over for driving erratically and passed a field sobriety test. Tell the officer that you are slightly agitated because you had to take 20 minutes to complete the field sobriety test and want to know why you had to complete the test, but you are cooperative with the officer if the officer is respectful. You eventually tell the officer that you were driving erratically because you were texting.

Officers' Instructions: You pulled over a vehicle that had crossed the centerline twice. The driver performed a field sobriety test and passed.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 2 CONDUCTING THE DUI INVESTIGATION

LESSON 4 PHASE THREE—PRE-ARREST SCREENING

Lesson Goal

At the end of this lesson, students will know why the SFSTs are used to determine a driver's level of impairment.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 13)
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Instructor Guide
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Participant Manual
PowerPoint Presentations: DWI Detection and SFST Training

You can find the 2023 DUI Instructional PowerPoints on the NHTSA website.

☑ **LE1324.1. Describe how to maintain the reliability and validity of the SFSTs**

☑ **LE1324.2. Describe a safe location to conduct the SFSTs**

Discuss the importance of verbalizing the reasons for removing the subject from the scene and putting them in a safe location. Explain that verbalizing all actions you take will help you defend those actions later.

Emphasize use of the pen light in the non-gun hand, the proper stance, etc., and the importance of this stance in the defense in court.

LESSON VOCABULARY

horizontal gaze nystagmus (HGN)

psychophysical test

UNIT 3 STANDARDIZED FIELD SOBRIETY TESTS

LESSON 1 HORIZONTAL GAZE NYSTAGMUS

Lesson Goal

At the end of this lesson, students will know how to administer, interpret, and document a nystagmus test.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 13)
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Instructor Guide
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Participant Manual
PowerPoint Presentations: DWI Detection and SFST Training
NHTSA Media Files for DWI Detection and SFST Training
CJSTC-13 DUI Performance Evaluation Form
Handout: DUI Field Notes

Use the CJSTC-13 DUI Performance Evaluation Form as you teach this lesson.

☑ **LE1331.1. Describe how to administer an HGN test**

Video segments can be found on the NHTSA website or the NHTSA YouTube channel.

Show relevant videos demonstrating HGN. Some examples are available from the NHTSA website or the NHTSA official YouTube channel. After watching each video, ask students to discuss their observations.

Explain Pre-Arrest Screening (Phase Three) and provide an overview of the SFST, HGN, and VGN.

Demonstrate how to administer and interpret the results of nystagmus testing.

Provide students with a copy of the handout, DUI Field Notes.

Choose a student to role play the subject.

Administer the three tests to the subject.

Carefully articulate all verbal instructions and physical demonstrations.

Discuss the subject's test performance.

Select a second student to act as the subject and repeat the sequence of test administrations.

Conduct a student-led demonstration.

Choose a student to serve as the test demonstrator.

Choose another student to serve as the test subject.

Monitor and critique the demonstrator's administration of the three tests.

☑ **LE1331.2. Determine the driver's resting nystagmus**

Have students practice using the pen light and stance to measure nystagmus.

☑ **LE1331.3. Describe how to observe lack of smooth pursuit**

Have students pair up and practice proper stance and form in order to establish muscle memory on proper administration of the exercise.

Show videos of HGN and nystagmus testing to the students in the classroom.

☑ **LE1331.4. Describe how to observe distinct and sustained nystagmus at maximum deviation**

☑ **LE1331.5. Describe how to observe the onset of nystagmus prior to 45°**

☑ **LE1331.6. Describe how to administer the VGN check**

☑ **LE1331.7. Discuss how to interpret the HGN test**

☑ **LE1331.8. Describe how to document nystagmus results**

LESSON VOCABULARY

distinct and sustained nystagmus at maximum deviation

lack of smooth pursuit

nystagmus

onset of nystagmus prior to 45°

resting nystagmus

vertical gaze nystagmus (VGN)

HANDOUT: DUI FIELD NOTES

General Information

Name Sex Race_____

Address City/State _____

Op.Lic.No. D.O.B.____/____/_____ Soc. Sec. # _____

Vehicle Make Year Lic._____

State Disposition No. Passengers_____

Incident Location _____

Date_____/_____/_____ Time Crash Yes ☐ No ☐

Vehicle in Motion

Initial Observations _____

_____

Observation of Stop _____

_____

Personal Contact

Observation of Driver _____

_____

Statements _____

_____

Pre-Exit Sobriety Tests _____

_____

Observation of the Exit _____

_____

Odors _____

_____

General Observations

Speech _____

Attitude _____

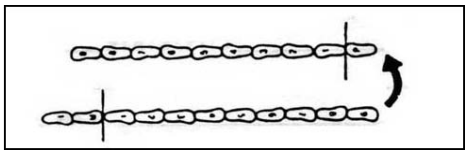
Clothing _____

Physical Defects/Drugs or Medications Used _____

Pre-Arrest Screening					Horizontal Gaze Nystagmus				
Equal Pupils		Yes		No	Lack of Smooth Pursuit		Left		Right
Equal Tracking		Yes		No	Distinct and Sustained Nystagmus at Maximum Deviation		Left		Right
Vertical Nystagmus		Yes		No	Onset of Nystagmus Prior to 45º		Left		Right

Other (for example, resting nystagmus)_____

Walk and Turn



Instructions Stage

Cannot Keep Balance	
Starts Too Soon	

Walking Stage

	First Nine Steps	Second Nine Steps
Stops Walking		
Misses Heel-to-Toe		
Steps off Line		
Raises Arms		
Actual Steps Taken		

Improper Turn (Describe) _____

_____

Cannot Do Test (Explain) _____

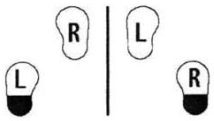
_____

Other _____

_____

One-Leg Stand

L	R	
		Sways while balancing
		Uses arms to balance
		Hopping
		Puts foot down



Type of Footwear_____

Cannot Do Test (Explain) _____

_____

Other _____

_____

Other Field Sobriety Tests

Name of Test _____

Describe Performance _____

_____

Name of Test _____

Describe Performance _____

_____

PBT (1) (optional) Time_____ Results PBT (2) (optional) Time _____ Results

UNIT 3 STANDARDIZED FIELD SOBRIETY TESTS

LESSON 2 WALK AND TURN

Lesson Goal

At the end of this lesson, students will know how to administer, interpret, and document a Walk and Turn test.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 13)
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Instructor Guide,
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Participant Manual
PowerPoint Presentations: DWI Detection and SFST Training
NHTSA Media Files for DWI Detection and SFST Training
CJSTC-13 DUI Performance Evaluation Form
Handout: DUI Field Notes (refer to the same handout from Unit 3 Lesson 1)

You can find the 2023 DUI Instructional PowerPoints on the NHTSA website.

☑ **LE1332.1. Describe the optimal conditions for conducting the Walk and Turn test**

☑ **LE1332.2. Describe how to provide instructions for the Walk and Turn test**

☑ **LE1332.3. Interpret the driver's behavior during the instructions stage of the Walk and Turn test**

Have students practice administering the Walk and Turn test.

- Show videos of the proper administration of the Walk and Turn test.
- Have students practice in the classroom first, pairing up. Then, take students outside and conduct scenarios. Emphasize the cues and clues observed.

☑ **LE1332.4. Describe how to provide instructions for the walking stage of the Walk and Turn test**

Conduct the following activities after showing a WAT Demonstration video. You can find videos on YouTube or in the media files available on the NHTSA website.

Provide an overview of the Walk and Turn test.

Demonstrate how to administer and interpret results of a Walk and Turn test.

Provide students with a copy of the handout, DUI Field Notes.

Choose a student to role play the subject.

Administer the three tests to the subject.

Carefully articulate all verbal instructions and physical demonstrations.

Discuss the subject's test performance.

Select a second student to act as the subject and repeat the sequence of test administrations.

Conduct a student-led demonstration.

Choose a student to serve as the test demonstrator.

Choose another student to serve as the test subject.

Monitor and critique the demonstrator's administration of the three tests.

☑ **LE1332.5. Interpret the driver's behavior during the walking stage of the Walk and Turn test**

☑ **LE1332.6. Describe how to document Walk and Turn clues**

UNIT 3 STANDARDIZED FIELD SOBRIETY TESTS

LESSON 3 ONE LEG STAND

Lesson Goal

At the end of this lesson, students will know how to administer, interpret, and document a One Leg Stand test.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 13)
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Instructor Guide
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Participant Manual
PowerPoint Presentations: DWI Detection and SFST Training
NHTSA Media Files for DWI Detection and SFST Training
CJSTC-13 DUI Performance Evaluation Form
Handout: DUI Field Notes (refer to the same handout from Unit 3 Lesson 1)

You can find the 2023 DUI Instructional PowerPoints on the NHTSA website.

☑ **LE1333.1. Describe the optimal conditions for conducting a One Leg Stand test**

☑ **LE1333.2. Describe how to provide instructions for the One Leg Stand test**

Show a video of the One Leg Stand test. You can find videos on YouTube or in the media files available on the NHTSA website.

☑ **LE1333.3. Describe how to provide instructions for the balance and counting stage of the One Leg Stand test**

☑ **LE1333.4. Interpret the balance and counting stage of the One Leg Stand test**

☑ **LE1333.5. Describe how to document the One Leg Stand test clues**

UNIT 4 CONCLUDING THE DUI INVESTIGATION

LESSON 1 LAW ENFORCEMENT ACTION

Lesson Goal

At the end of this lesson, students will know whether to arrest an impaired driver and continue the investigation with a breath, urine, or blood test.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 13)
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Instructor Guide
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Participant Manual
PowerPoint Presentations: DWI Detection and SFST Training
The Florida Statutes

You can find the 2023 DUI Instructional PowerPoints on the NHTSA website.

☑ **LE1341.1. Describe how to conduct a DUI crash investigation**

☑ **LE1341.2. Determine if probable cause exists to arrest a driver for DUI**

Conduct scenarios and conclude them with post-screening or post-arrest procedures.

If you observe these cues/clues and they take the SFSTs, then what is the enforcement action that you should take?

☑ **LE1341.3. Describe how to observe an impaired driver before conducting a breath test**

Bring a breath test instrument into class to show to students.

☑ **LE1341.4. Determine when to ask an impaired driver for a urine test**

Bring a urine test kit into class to show to students.

☑ **LE1341.5. Determine when to obtain a blood test from an impaired driver**

☑ **LE1341.6. Describe how to verify the procedures of a blood draw**

Bring a blood test kit into class to show to students.

LE1341.7. Describe the role of a drug recognition expert (DRE)

LESSON VOCABULARY

drug recognition expert (DRE)

wheel witness

UNIT 4 CONCLUDING THE DUI INVESTIGATION

LESSON 2 DUI REPORT WRITING

Lesson Goal

At the end of this lesson, students will know how to complete a DUI report that will support testimony in court.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 13)
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Instructor Guide
NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Participant Manual
PowerPoint Presentations: DWI Detection and SFST Training
The Florida Statutes

☑ **LE1342.1. Describe how to complete a DUI citation**

Have students complete a DUI citation for the following scenarios:

- a driver refusing to take the SFSTs
- a driver blowing a 0.08

☑ **LE1342.2. Recognize the importance of preparing a clear and comprehensive DUI arrest report**

☑ **LE1342.3. List the elements of a clear and comprehensive DUI arrest report**

Have students fill out and complete an entire arrest report.

CORE COMMUNICATION COMPETENCIES HANDOUT

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How could implicit bias have impacted this interaction?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the public. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises offer students opportunities to verbally de-escalate an escalating incident and provide the facilitator with prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player, but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout prior to conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force and how they would explain their use of force in court.
- You have the option to instruct a role player, not the officer, to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 core communication competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class, and encourage all students to participate in the discussion.

COMMUNICATION EXERCISE RUBRIC

	GOOD	FAIR	POOR
Command Presence	• Demonstrated proper approach and understanding of the call • Identified self • Explained reason for contact • Upright, alert, attentive	• Recognized proper approach and understanding of call but slow to act • Identified self but hesitant to explain reason for contact • Upright and alert	• Disregarded safety protocols • Failed to identify self • Failed to identify reason for contact • Disheveled appearance
Communication	• Identified all parties involved (e.g., suspect, witness, victim) • Asked appropriate questions based on person's role • Attentive to responses • Asked proper follow-up questions	• Slow to identify all parties involved • Asked vague questions about person's role but later clarified questions • Slow to ask follow-up questions to clarify their understanding	• Did not identify all parties involved • Made improper assumptions or accusations • Failed to ask clarifying questions to correct contradictions or misinterpretations
Situational Awareness	• Immediately recognized dangerous situations and responded appropriately • Quick to notice non-verbal cues that signified a willingness to talk or hostile behavior • Properly adjusted responses to behaviors • Remained calm and professional but held firm during interactions	• Recognized dangerous situations but sometimes chose improper response • Recognized most non-verbal cues • Misinterpreted some non-verbal cues • Remained professional, preventing loss of scene control	• Failed to recognize dangerous situations or disregarded proper tactics • Failed to recognize non-verbal cues • Allowed victims, witnesses, or suspects to dictate the manner or method of contact
Proper Escalation or De-escalation	• Immediately recognized signs of distress • Established rapport and applied de-escalation techniques • Remained calm and professional when others were verbally hostile • Controlled escalation response • Remained on task	• Recognized signs of distress • Slow to establish rapport but did apply de-escalation techniques • Displayed some difficulty in responding to hostile communication • Somewhat quick to escalate • Mostly remained on task	• Failed to recognize signs of distress • Failed to establish rapport and de-escalation techniques • Escalated situation when faced with hostile communication • Lost focus and failed to remain on task
Appropriate Conclusion	• Compassionate, understanding, respectful, and humane to all parties • Resolved misunderstandings • Recognized and facilitated the use of appropriate resources • Used appropriate discretion in deciding on response including alternatives to incarceration • Did everything possible to keep everyone involved in the incident safe	• Respectful and professional but lacks compassion • Slow to resolve misunderstandings • Considered the use of appropriate resources • Applied some discretion in deciding on response • Did not do much to keep everyone safe	• Not compassionate, understanding, and humane to all parties • Failed to resolve misunderstanding • Did not recognize or facilitate use of appropriate resources • Failed to use appropriate discretion in deciding on response including alternatives to incarceration • Failed to take the safety of all parties into account

ROLE-PLAY EXERCISE INSTRUCTIONS

All role-play exercises are mandatory.

Role-play exercises allow officers to communicate, problem-solve, practice, and learn. Law enforcement requires on the job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The role-play exercises offer students opportunities to perform tactics and techniques alongside the skills acquired though communication exercises. Furthermore, role-playing scenarios teach students about new gear and special skills that will help keep officers and the public safe. Over the course of the basic recruit training program, give all students opportunities to perform each role play at least three times, and use a different set of students each time. Require all students to participate as officers in several exercises.

Prepare for Role-Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify a role-play exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role-playing simulations.

Facilitate Role-Play Exercise

- Ensure that the students have been introduced to the expected officer behaviors that correspond to the primary focus of the exercise.
- Privately brief each role player on their roles.
- Brief the officers and the class on the dispatch information at the same time. The only information the officers receive is the dispatch information.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the role play until the students demonstrate the expected officer behaviors or the facilitator deems it appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize issues such as officer safety, communication, and the type and elements of the crime.
- Ask the officers to provide feedback on their performance in the role play.
- Repeat the role-play exercise at least two more times.

CRITICAL INCIDENTS

Course Number: CJK_0093

Course Hours: 44 hours

Course Structure: 3 units, 8 lessons

Course Outcomes:

At the end of this course, students will be able to:

- ✓ complete and pass IS-100.c Introduction to the Incident Command System, ICS 100, and IS-700.b An Introduction to the National Incident Management System
- ✓ understand local emergency response plans, law enforcement duty-to-act requirements, and the role of law enforcement officers as first responders
- ✓ plan for response to a natural disaster
- ✓ identify how to respond to an active shooter incident
- ✓ be aware of hazardous materials; including class, name, or identification number; identify actions to take to isolate a hazmat incident; and choose protective actions to take in accordance with the *Emergency Response Guidebook (ERG)*
- ✓ recognize the indicators of and paraphernalia used in the manufacture of methamphetamine
- ✓ describe the indicators of chemical suicide
- ✓ properly respond to a bomb threat, assess the scene, and search a building or suspected bomb site

Required Activities

Suggested Activities

Notes to the Instructor

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UNIT 1 CRITICAL INCIDENT RESPONSE

LESSON 1 INCIDENT COMMAND SYSTEM AND RESPONSE

Lesson Goal

At the end of this lesson, students will understand the structure of the incident command system (ICS) as well as their role when responding to a critical incident.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 14)
Handout: Core Communication Competencies

Distribute copies of the Core Communication Competencies handout.

☑ LE1411.1. Describe the importance of an effective response to a critical incident

Conduct the following critical incidents activity to help students think critically about critical incidents and the role of law enforcement. This activity can be done as a larger classroom group or by splitting students into pairs or groups.

- Ask students to come up with their own definition for critical incidents. This can be discussed as a class or written down and discussed in groups.
- As a class, write up a list of critical incidents where law enforcement might be tasked with responding (e.g., tornadoes, floods or active shooting incidents).
- When you have created this list, go around the classroom and discuss what the role of law enforcement might be for that particular critical incident. This discussion can help you introduce the lesson and explain the role of law enforcement when responding to critical incidents.

☑ LE1411.2. Describe the role and structure of the incident command system

Ask students to explain under what circumstances an ICS would be needed.

To help students become familiar with the structure of an ICS, make blank ICS charts and have students compete in teams to see which team is the first to fill them out correctly.

☑ LE1411.3. Describe an officer's role within the incident command system

Ask students: What role does law enforcement play in an ICS?

Write every step of the critical incident response, from initial response to setting up an ICS, on slips of paper. Split students into groups and have them put the steps in order. The steps include:

- Identify the type of incident or threat.
- Determine if the situation requires personal protective equipment (PPE).
- Establish the ICS.
- Set up a command post.
- Determine the resources needed, including the assistance of other agencies.
- Determine whether to shelter-in- place or evacuate.

☑ **LE1411.4. Complete the two National Incident Management System online modules regarding incident command system (ICS)**

Ask students: What kind of assignments do law enforcement officers get during an ICS activation?

Ask the class: How does an ICS end?

LESSON VOCABULARY

critical incidents

incident command system (ICS)

shelter-in-place

UNIT 1 CRITICAL INCIDENT RESPONSE

LESSON 2 NATURAL DISASTERS

Lesson Goal

At the end of this lesson, students will know how to prepare their community and their personal life for a natural disaster and understand their role in the aftermath.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 14)
Communication Exercise: Hurricane Security

☑ LE1412.1. Develop strong community relationships to aid in your response to natural disasters

Give students the following scenarios and have them think about how they would respond as law enforcement officers.

Scenario One

It is three days before a Category 3 hurricane is expected to make landfall in your community. You respond to a gas station owner's call about a customer who is yelling, harassing other customers, and refusing to leave his store. When you arrive, the angry customer tells you that he is the one being victimized. He points at the water and claims that it is $1 more than it was yesterday. He says the owner is guilty of price gouging and that you need to arrest him. How do you handle this situation?

Scenario Two

A hurricane is approaching Florida's coast. On your normal patrol route, you often run into Jeremy, a community resident who is experiencing homelessness. You take time to go to where Jeremy is often sitting during the day, a local park, to urge him to seek shelter before the storm hits. However, Jeremy says he is afraid to go to a shelter. He says he'd rather take his chances out on the street. He also has no family who would be willing to let him stay with them. What should you do in this situation?

Ask the students the following questions:

- What role does law enforcement play before a disaster strikes?
- Why is your relationship with your community especially important during a disaster?

☑ LE1412.2. Describe the steps you should take in your personal life prior to a natural disaster

Conduct the following Get a Plan activity to show students how to make a plan for themselves before disaster strikes. Have students open the website Make a Plan by the Florida Division of Emergency Management on their website: www.floridadisaster.org. They can also fill out a Disaster Supply Kit Checklist.

- Students will make a family plan using the template provided.
- If desired, have students discuss their plans with the class or have them work on their personal plans for when they are officers.

Students can complete this activity on their own.

LE1412.3. Summarize the duties that an officer will perform in the aftermath of a natural disaster

Facilitate Communication Exercise: Hurricane Security

Ask students: What role does law enforcement play in the aftermath of a disaster?

COMMUNICATION EXERCISE: HURRICANE SECURITY

Objective (DO NOT READ OUT LOUD): Students will demonstrate effective communication skills when securing a disaster area.

Setting: Classroom simulates a residential community entry gate.

Equipment: N/A

Role Players: one officer and one subject

Facilitator Overview (DO NOT READ OUT LOUD): Three hours after a hurricane, the officer is standing guard at a pedestrian entry point to a beach community that is unsafe to access. A resident appears and says they are going in to check on their house and pets that were left there during the storm. The officer advises the resident that they cannot go into the area due to safety reasons. End the exercise when the resident complies, when the officer allows the person into the area, or when the officer attempts to restrain the person physically.

Subject Instructions (DO NOT READ OUT LOUD): You evacuated your home during the hurricane. Now, three hours after the hurricane, you are trying to access your home to check in on your pets and home. You are to be argumentative with the officer and demand to be allowed access to the community. Do not try to physically push past the officer. Continue to be argumentative for several minutes and then comply.

Officer's instructions (READ TO THE CLASS): Three hours after a hurricane, you are standing guard at the pedestrian entry point to a beach community that is unsafe to access.

Post-exercise discussion questions are found at the end of this chapter's instructor guide, titled "Core Communication Competencies." Students can review the core communication competencies in Chapter 2 of their textbook. This exercise should take less than 10 minutes, including class feedback and discussion.

UNIT 1 CRITICAL INCIDENT RESPONSE

LESSON 3 ACTIVE SHOOTER

Lesson Goal

At the end of this lesson, students will know the motivations of an active shooter and the importance of following agency policies and procedures when responding.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 14)

☑ LE1413.1. Identify some of the characteristics and motivations of an active shooter

Ask students the following discussion questions:

- What is their definition for an active shooter?
- What motivates some people to become active shooters?

☑ LE1413.2. Describe your role in an active shooter incident

What are some possible warning signs displayed by people who might be planning a mass shooting?

Conduct the following active shooter venue activity:

- Split students into groups, pairs, or have them complete this task on their own.
- Have students list all types of venues where active shooter incidents have occurred (e.g., movie theaters, public schools, and universities). Have them write down the different considerations law enforcement might need to have if they were responding to each venue. For example, how might an officer react differently if the active shooting incident was occurring at a movie theater as opposed to a night club?
- Give students about 10 minutes to discuss this among themselves; then, have a class discussion about what they concluded.

Ask students:

- How did law enforcement previously handle active shooter situations, and how do they handle them now? What has changed? What has remained the same?
- What are an officer's immediate priorities when entering a scene where people are crying for medical aid, yet gunshots can be heard in a room down the hall?

- What do officers do when gunfire suddenly stops, but they cannot tell the location of the shooter?
- If victims are running together in the same direction, what does it tell you about the shooter's location?
- What if there are two shooters, and their gunshots can be heard in opposite directions of the building?
- What if the power was cut off, and the scene is pitch-black?

LESSON VOCABULARY

active shooter

UNIT 2 CHEMICAL AND HAZARDOUS MATERIALS

LESSON 1 HAZARDOUS MATERIALS

Lesson Goal

At the end of this lesson, students will know how to respond to a hazardous materials incident while ensuring public and personal safety.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 14)
Emergency Response Guide (Optional)

☑ LE1421.1. List the main objectives of a hazardous materials response

Conduct the following hazmat scenario activity to get students to work together and think critically about how to respond to hazmat situations.

- Split students into groups, pairs, or have them complete this task on their own.
- Give students the following scenarios and have them think about how they would respond as law enforcement officers.

Scenario One

You are responding to a traffic crash between three midsize vehicles and a semi-truck. When you arrive on the scene, you see that there is an individual trapped in one of the vehicles, and the semi-truck appears to be leaking an unknown substance. How do you handle this situation?

Scenario Two

You are responding to a collision between a train and a car that got stuck on the railway tracks. The collision caused the train to derail, and now, it appears that a green smoke is coming from one of the derailed train cars. Several people are running toward the train tracks to see the crash and see if they can help. How do you handle this situation?

Ask students: What do you think are the main objectives for police officers during a hazmat incident?

☑ LE1421.2. Explain standard of care when responding to a hazardous materials incident

☑ LE1421.3. Describe the primary methods to detect the presence of hazardous materials

Ask students: How can you safely identify a hazardous substance?

☑ LE1421.4. Identify the nine classes of hazardous materials

Conduct the following activity to help students become acquainted with the nine classes of hazardous materials.

- Split students into small groups.
- Hand out a sheet that has the nine classes of hazardous materials on it without examples.
- Write examples of the hazardous materials on the board. Examples may include: dynamite, black powder, anhydrous ammonia, dry ice, acids, x-ray equipment, medical waste, calcium carbide, and so on.
- Give students five minutes to place the examples in the correct class of hazardous material.
- After this, see how many examples were placed in the correct class of hazardous material. Discuss the importance of understanding the differences between hazardous materials.

☑ LE1421.5. Describe how to identify hazardous materials

Show the students examples of placards and labels. Use the 2024 *Emergency Response Guidebook* (ERG).

Ask students: Why does the location of a hazardous materials incident matter?

Ask the following questions:

- Why would one need to pay particular attention to a container's size and shape and the colors and markings of hazardous material?
- If it is not clear from the placards and labels, what is another way to determine the type of hazardous materials?

Conduct the following National Fire Protection Association (NFPA) diamonds activity to familiarize students with the NFPA diamonds marking system.

- After teaching about the NFPA's 704 diamonds, pass out blank copies of the diamonds.
- Have students fill out the diamonds correctly.

☑ LE1421.6. Distinguish between high-risk and low-risk senses

Ask students how they can safely identify hazardous materials only using their own senses.

☑ LE1421.7. Explain how to find hazmat information in the *ERG*

What is the *ERG*? What is the best way to use it when responding to a hazmat scene?

☑ LE1421.8. Explain how to secure a hazmat scene

Have students work as teams to solve various hazmat scenarios:

- Divide the class into several small groups.
- Provide a local intersection.
- Give the time of day and the day of the week.
- Provide the current weather conditions.
- Include an online aerial map of the area or intersection.
- Give a brief scenario of an accident or leakage at the chosen intersection.
- Include a diagram of a hazmat diamond with a four-digit code.
- State the number of vehicle occupants and the number of any bystanders.
- Note indicators of a hazmat spill, such as "a small cloud of a greenish-yellow gas leaking from the rear door of the van." Include notes from the driver, such as he is carrying "some big jugs of pool chemicals." Note any symptoms the officer, driver, or witnesses may be experiencing.
- Ask students to evaluate the situation, using the *ERG*. Have one student serve as a recorder.
- Have the recorder present before the class the group's findings and the actions it identified that should be taken.
- Let the class evaluate and critique each group's findings and recommended actions.
- Cover any aspect that the students have not recognized.

The scenarios/exercises can include such variables as potential impacts on streams, a situation where the driver is passed out (to test for officer non-approach), gas leaks, rail car incidents, a situation where a softball game is scheduled to be played nearby later that day or the next, and so on.

☑ LE1421.9. Describe OSHA requirements for terminating a hazmat incident

Ask the class: What is the proper way for law enforcement to end their involvement in a hazmat incident?

LESSON VOCABULARY

emergency response plan (ERP)

explosives

gases

protective action distance

standard of care

UNIT 2 CHEMICAL AND HAZARDOUS MATERIALS

LESSON 2 METHAMPHETAMINE AND CHEMICAL SUICIDE

Lesson Goal

At the end of this lesson, students will know how to respond to incidents involving methamphetamine and chemical suicide while ensuring public and officer safety.

Material

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 14)

LE1422.1. Recognize some of the indicators of a meth lab

Ask students to describe some common indicators of a meth lab.

- What are some items that might indicate a meth lab might be present?
- What are some of the smells that might indicate a meth lab is present?
- Explain various methods of meth manufacturing (e.g., “Shake and Bake” and “Nazi” methods) to students.

LE1422.2. Describe how to respond to a meth lab

Ask students:

- Why are meth labs potentially hazardous?
- What are some safety considerations you need to make if you come into contact with a meth lab?

Read the following scenarios to students and discuss how they would respond. Be sure to ask students to explain their reasoning:

Scenario One

You pull over a car for failing to stop at a stop sign. When you look inside the car and begin to talk to the driver, you notice bleach, Sudafed, and several soda bottles with an unknown substance in the back of the car. What do you do?

Scenario Two

A local motel has called you about a couple that is believed to be making meth in their room. When you arrive at the room, you discover that the couple is making meth and has two small children in the room with them. What do you do?

☑ **LE1422.3. Recognize some indicators of a chemical suicide**

Read the following scenarios to students and discuss how they would respond. Be sure to ask students to explain their reasoning.

Scenario One

You and another officer are responding to a call about a man in a parked car. He is slumped over his seat and appears to have stopped breathing. The car is parked in a mostly empty parking lot, but there is a daycare nearby. As the other officer goes to open the door of the car, you notice buckets in the backseat and what appear to be many bottles of chemicals. What do you do?

Scenario Two

You are responding to a call of a possible suicide attempt. When you arrive at the residence, a woman screams at you to open the door to the closet and help her son. The door to the closet is shut and has a sign that reads, "Toxic. Do not enter." What do you do?

LESSON VOCABULARY

chemical suicide

meth labs

UNIT 3 EXPLOSIVE DEVICES

LESSON 1 TYPES OF EXPLOSIVE DEVICES

Lesson Goal

At the end of this lesson, students will know how to recognize types of explosive devices and take basic protective actions.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 14)

☑ **LE1431.1. Describe how to respond to a potential military explosive**

Ask students to name different types of explosive devices they think they might encounter as law enforcement officers.

How would you answer questions from the public regarding steps to take when coming into contact with these explosives?

☑ **LE1431.2. Describe methods of disguising IEDs**

☑ **LE1431.3. Recognize indicators of mail bombs**

Read the following scenario to students and discuss how they would respond. Be sure to ask students why they would choose to respond in certain ways and not others.

Scenario One

You are responding to a call from a family that is cleaning out the home of their uncle who recently died. While they were cleaning, they discovered dozens of devices. They take you to a bedroom that looks to contain a rocket launcher, grenades, and several small firearms. The family is uncertain if these devices are live or not. They do make it clear that since these belonged to their uncle, they would like to keep them. What do you do?

Scenario Two

You respond to a call from a woman who has discovered a suspicious item underneath her car. When you arrive, you see what appears to be a 5-inch long PVC pipe that is stuffed with sparklers and wrapped in electrician's tape. The woman is panicking, because she has many important items in the car. What do you do?

☑ LE1431.4. Recognize indicators of a VBIED

Ask the class:

- What are some possible indicators of a vehicle-borne improvised explosive device?
- If you suspect that there might be a vehicle-borne improvised explosive device, what should you do?

☑ LE1431.5. Describe examples of incendiary devices and their manner of delivery

Ask the class:

- What are some examples of incendiary devices?
- When are incendiary devices sometimes used?
- What is the appropriate way to respond to the use of incendiary devices?

☑ LE1431.6. Identify different means of detonating an explosive device

Describe the different ways a bomb can be detonated.

LESSON VOCABULARY

improvised explosive device (IED)

vehicle-borne improvised explosive device (VBIED)

UNIT 3 EXPLOSIVE DEVICES

LESSON 2 RESPONDING TO A BOMB THREAT

Lesson Goal

At the end of this lesson, students will understand their role when responding to a bomb threat while ensuring public and officer safety.

Material

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 14)

☑ **LE1432.1. Describe the information to collect in a bomb threat**

Ask students:

- When you are responding to a bomb threat, what type of information should you try to get from dispatch or witnesses on the scene?
- If a bomb threat has been made for a specific building, when do you need to have this building evacuated?

☑ **LE1432.2. Identify the bomb's location**

Ask students:

- How can you determine a bomb's location?
- Why is it important to locate and identify potential hazards when relaying information to the bomb squad?

☑ **LE1432.3. Identify how to use electronic equipment safely during a bomb threat**

Ask students what they should do with radio equipment when approaching the scene of a bomb threat.

☑ **LE1432.4. Describe how to safely approach the scene of a potentially explosive device**

☑ **LE1432.5. Describe what to observe when approaching the scene of a bomb threat**

Ask students:

- As you approach the scene, what should you make note of?
- What do you do if you see signs of an explosion?

LE1432.6. Describe how to evaluate the credibility of a bomb threat

Have students review the following scenarios. Use the scenarios as a starting point for discussing how law enforcement should respond to a bomb threat.

Scenario One

You respond to a local bookstore, and the owner is holding a note that he says is a bomb threat. He shows you the note which reads: "This building will explode in one hour." He says he found the note on the floor of the bathroom and called you because one of his employees insisted. He thinks the note is a joke and does not want to close his store or evacuate the building. What do you do next?

Scenario Two

You are called to a newspaper where the editor received an email that states, "If you do not cease all operations, the building will explode in two hours." The editor does not know who wrote the email and doesn't recognize the email address. However, he tells you that he let go one of the reporters recently, and it did not go well. What do you do next?

UNIT 3 EXPLOSIVE DEVICES

LESSON 3 SEARCHING FOR AN EXPLOSIVE DEVICE

Lesson Goal

At the end of this lesson, students will understand their role in the search for an explosive device.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 14)
Role Play Exercise #16: Response to a Bomb Threat
portable radios
red/blue guns
duty belts
notepads
crime scene tape
unattended backpack or packages
inert training explosives
trash cans or other portable receptacles

☑ **LE1433.1. Describe search considerations at the scene of a bomb threat**

Ask the class:

- What are the different factors at play when deciding to conduct a search in a bomb threat situation?
- When should you seek permission from the building owner to search?

Ask students:

- What is a secondary explosive device?
- Where might a secondary explosive device be located?

☑ **LE1433.2. Describe how to search the scene of a bomb threat**

☑ **LE1433.3. Identify the elements of a potential explosive device**

Ask students what they should do if they believe they have successfully located a bomb.

LESSON VOCABULARY

secondary explosive device

UNIT 4 POST-CRITICAL INCIDENT CARE

LESSON 1 RECOVERY AFTER DISASTER

Lesson Goal

At the end of this lesson, students will understand the unique challenges of recovering after a critical incident.

Materials

Florida Basic Recruit Training Program: Law Enforcement, Volume 1 (Chapter 14)

- ☑ **LE1441.1. Describe how burnout can present during and after a critical incident**
- ☑ **LE1441.2. Explain how survivor's guilt may affect law enforcement officers**
- ☑ **LE1441.3. Identify the impact of public scrutiny on mental health**
- ☑ **LE1441.4. Describe the recovery process after experiencing a critical incident**

ROLE PLAY EXERCISE #16: RESPONSE TO A BOMB THREAT

Goal: This scenario provides students an opportunity to respond to an incident involving an explosive device and emphasizes officer safety.

Logistics: The scenario takes place in a large retail establishment or a building on your campus. It requires two officers, one store employee, one store manager, and one store security guard.

Equipment Issued to Officers: portable radios, red/blue guns, duty belts, notepads, and crime scene tape

Role Player Props: unattended backpack, packages, inert training explosives, and trash cans or other portable receptacles

Dispatch Information: Dispatch sends the officers to a retail chain store regarding a phoned-in bomb threat, with a detonation time of 5:00 p.m.

Facilitator Information: This is a teaching scenario with uninvolved students acting as observers. You act as dispatch. Consider placing a couple of suspicious items or secondary devices in the scenario, including one along the evacuation route. Consider recruiting a bomb squad technician to walk students through the process of searching a building for a bomb. If time allows, direct the officers to conduct a full building search.

This is not an arrest situation.

At the end of the scenario, facilitate a guided discussion allowing the officers to debrief their actions, receiving input from the observing students.

Role Player Behaviors

<u>Store Employee</u>

You received the bomb threat call. The caller appeared to be an elderly male. He stated, “I’m disgusted by your practices and the way you exploit elderly people. You have one hour, and your store will explode.” You immediately notify the manager.

<u>Store Manager</u>

A store employee received the bomb threat call at 4:00 p.m. The caller appeared to be an elderly male. He stated, “I’m disgusted by your practices and the way you exploit elderly people. You have one hour, and your store will explode.” You immediately call 911.

When the officers arrive, inform the officers that the company has recently received a lot of bad press concerning accusations of corruption and exploiting elderly employees. Indicate that the store has an emergency response plan (ERP); however, you are reluctant to issue an immediate store evacuation. Be initially reluctant, but eventually agreeable, to a building search.

<u>Store Security Guard</u>

You are on the premises and when asked, assist the officers with the building layouts, building access, ERP, and the activation of the emergency notification system and evacuation plans. If necessary, assist with simple tasks such as perimeter control.

Expected Officer Behaviors

- Demonstrate Core Communication Competencies.
- Maintain the safety of everyone on the scene.
- Demonstrate officer safety.
- Demonstrate appropriate interviewing and note-taking skills.
- Demonstrate knowledge of applicable laws.
- Demonstrate knowledge of proper scene protection.
- Demonstrate proper awareness level response.
- Maintain awareness for suspicious items and secondary devices.
- Use available resources (interview role players for information).
- Establish and maintain a perimeter.
- Assist with an evacuation, if appropriate.
- Assist in a building search, if directed.
- Prepare a written report.

CORE COMMUNICATION COMPETENCIES HANDOUT

Introduction: How did the officer introduce themselves and explain the reason for contact?

Appropriate Questions: What questions could the officer have asked that might be more clear, concise, and open-ended?

Active Listening: How did the officer show active listening and check for understanding? Did the officer allow adequate time for the victim, witness, and subject to respond? If not, provide suggestions.

Self-de-escalation: How did the officer pause and reset their response?

Non-verbal Communication: What non-verbal communication did the officer, victim, witness, and subject display?

Environment and Audience Consideration: How did the officer change their communication style based on who they are communicating with?

Implicit Bias: How could implicit bias have impacted this interaction?

Self-Awareness: How did the victim, witness, and suspect control the officer's behavior?

Procedural Justice: In what ways did the officer display procedural justice during the interaction?

Appropriate Conclusion: How did the officer conclude the communication and take appropriate action?

COMMUNICATION EXERCISE INSTRUCTIONS

Unless labeled optional, all communication exercises are mandatory.

Communication exercises focus on officers using the 10 core communication competencies and de-escalation skills. De-escalation through verbal communication is an important component of gaining compliance. Therefore, officers need to be comfortable talking with the public. The communication exercises begin with practicing simple conversations in routine situations and progress to more complex conversations. The communication exercises offer students opportunities to verbally de-escalate an escalating incident and provide the facilitator with prompts to encourage students to think about their actions from differing perspectives. Over the course of the basic recruit training program, give all students opportunities to participate in as many communication exercises as possible.

Prepare for Communication Exercise

- Before you build your lesson plan, read the exercise.
- Determine when to conduct the exercise, for example, at the beginning, middle, and/or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- Ensure that you have any equipment needed for classroom simulations, for example, chairs, desks, or an entranceway.

Facilitate Communication Exercise

- Ensure that the students review the 10 Core Communication Competencies handout prior to conducting the exercise.
- Provide the participants instructions privately. Read the officer instructions to the whole class and to the officer at the same time. Do not tell the class and the officer the title and objective of the exercise. Allow the class and the officer to discover the information themselves.
- Ensure classroom safety. The exercises do not include physical contact or any use of force. Stop any exercise immediately if the officer responds with physical force. Debrief their use of force by asking them to articulate why they used force and how they would explain their use of force in court.
- You have the option to instruct a role player, not the officer, to escalate the situation without resorting to physical contact or use of force in any of the exercises.
- Be aware of the time limit. Conduct the exercises within the allotted time of instruction.

Facilitate Discussion

- Use the 10 core communication competencies as questions to elicit class feedback and discussion.
- Allow students time to respond to questions when gaining feedback from the class, and encourage all students to participate in the discussion.

COMMUNICATION EXERCISE RUBRIC

	GOOD	FAIR	POOR
Command Presence	• Demonstrated proper approach and understanding of the call • Identified self • Explained reason for contact • Upright, alert, attentive	• Recognized proper approach and understanding of call but slow to act • Identified self but hesitant to explain reason for contact • Upright and alert	• Disregarded safety protocols • Failed to identify self • Failed to identify reason for contact • Disheveled appearance
Communication	• Identified all parties involved (e.g., suspect, witness, victim) • Asked appropriate questions based on person's role • Attentive to responses • Asked proper follow-up questions	• Slow to identify all parties involved • Asked vague questions about person's role but later clarified questions • Slow to ask follow-up questions to clarify their understanding	• Did not identify all parties involved • Made improper assumptions or accusations • Failed to ask clarifying questions to correct contradictions or misinterpretations
Situational Awareness	• Immediately recognized dangerous situations and responded appropriately • Quick to notice non-verbal cues that signified a willingness to talk or hostile behavior • Properly adjusted responses to behaviors • Remained calm and professional but held firm during interactions	• Recognized dangerous situations but sometimes chose improper response • Recognized most non-verbal cues • Misinterpreted some non-verbal cues • Remained professional, preventing loss of scene control	• Failed to recognize dangerous situations or disregarded proper tactics • Failed to recognize non-verbal cues • Allowed victims, witnesses, or suspects to dictate the manner or method of contact
Proper Escalation or De-escalation	• Immediately recognized signs of distress • Established rapport and applied de-escalation techniques • Remained calm and professional when others were verbally hostile • Controlled escalation response • Remained on task	• Recognized signs of distress • Slow to establish rapport but did apply de-escalation techniques • Displayed some difficulty in responding to hostile communication • Somewhat quick to escalate • Mostly remained on task	• Failed to recognize signs of distress • Failed to establish rapport and de-escalation techniques • Escalated situation when faced with hostile communication • Lost focus and failed to remain on task
Appropriate Conclusion	• Compassionate, understanding, respectful, and humane to all parties • Resolved misunderstandings • Recognized and facilitated the use of appropriate resources • Used appropriate discretion in deciding on response including alternatives to incarceration • Did everything possible to keep everyone involved in the incident safe	• Respectful and professional but lacks compassion • Slow to resolve misunderstandings • Considered the use of appropriate resources • Applied some discretion in deciding on response • Did not do much to keep everyone safe	• Not compassionate, understanding, and humane to all parties • Failed to resolve misunderstanding • Did not recognize or facilitate use of appropriate resources • Failed to use appropriate discretion in deciding on response including alternatives to incarceration • Failed to take the safety of all parties into account

ROLE-PLAY EXERCISE INSTRUCTIONS

All role-play exercises are mandatory.

Role-play exercises allow officers to communicate, problem-solve, practice, and learn. Law enforcement requires on the job and critical-thinking skills in volatile, high-stress situations. Therefore, officers must make these skills second nature. The role-play exercises offer students opportunities to perform tactics and techniques alongside the skills acquired though communication exercises. Furthermore, role-playing scenarios teach students about new gear and special skills that will help keep officers and the public safe. Over the course of the basic recruit training program, give all students opportunities to perform each role play at least three times, and use a different set of students each time. Require all students to participate as officers in several exercises.

Prepare for Role-Play Exercise

- Before you build your lesson plan, read the exercise, including the Notes section.
- Determine when to conduct the exercise, for example, at the beginning, middle, or end of the unit, lesson, or topic of instruction. You have the option of building the lesson around the exercise. You also have the option of repeating the exercise and varying the instructions to the role player but not the officer.
- Determine how all students will eventually participate in the exercises. You may use, for example, a student participation log.
- You may modify a role-play exercise, but do not replace it with one of your own.
- Ensure that you have any equipment needed for role-playing simulations.

Facilitate Role-Play Exercise

- Ensure that the students have been introduced to the expected officer behaviors that correspond to the primary focus of the exercise.
- Privately brief each role player on their roles.
- Brief the officers and the class on the dispatch information at the same time. The only information the officers receive is the dispatch information.
- Allow students to learn through trial and error. As students practice and observe, allow them to critique and correct behaviors. Consider recording the exercises for providing feedback.
- Continue the role play until the students demonstrate the expected officer behaviors or the facilitator deems it appropriate to end the exercise. You may need to stop the exercise to reinforce key concepts when warranted.

Facilitate Discussion

- Ask the class for feedback regarding what the officers did well or could have done differently.
- Ask the class questions related to the expected officer behaviors. Emphasize issues such as officer safety, communication, and the type and elements of the crime.
- Ask the officers to provide feedback on their performance in the role play.
- Repeat the role-play exercise at least two more times.