






# Arizona Peace Officer Standards and Training Board

## LESSON PLAN COVER SHEET

COURSE TITLE: Dynamics of De-Escalation		HOURS: 5
DATE FIRST PREPARED: September 26, 2021	PREPARED BY: Lt. James Ward / Phoenix PD	
DATE REVISED / REVIEWED: (Please Circle one)	BY:	
DATE REVISED / REVIEWED: (Please Circle one)	BY:	
DATE REVISED / REVIEWED: (Please Circle one)	BY:	
DATE REVISED / REVIEWED: (Please Circle one)	BY:	
DATE REVISED / REVIEWED: (Please Circle one)	BY:	
DATE REVISED / REVIEWED: (Please Circle one)	BY:	
DATE REVISED / REVIEWED: (Please Circle one)	BY:	
LIST ANY PREREQUISITES: DNA		
LEAD INSTRUCTOR:	BACK-UP INSTRUCTOR(s):	
APPROVAL NUMBER:		
COURSE DESCRIPTION: This course is designed to prepare civilian police review board members in areas of de-escalation tactics and use of force, allowing them a better understanding of responses to dynamic situations within policing. This course meets the mandatory standard established through Arizona House Bill 2462.		
INSTRUCTOR REFERENCES: 1. Arizona Revised Statutes 2. <a href="https://www.merriam-webster.com/dictionary/de-escalate">https://www.merriam-webster.com/dictionary/de-escalate</a> 3. <a href="https://www.thefreedictionary.com/">https://www.thefreedictionary.com/</a> 4. Force Science Institute Realistic De-escalation 5. City of Phoenix Operations Orders: Response to Resistance (1.5)	TRAINING AIDS, EQUIPMENT, MATERIALS: Video: Chicago PD, Sgt getting stabbed after Taser deployment Video: Ohio PD, traffic collision subj becomes irate and gets Tased Video: LA PD, subj with a knife takes a hostage and gets shot w/ hostage	
METHOD OF INSTRUCTION: Online or in-person lecture / PowerPoint	PRE-TEST:	Yes <u>No</u>
	POST-TEST:	<u>Yes</u> No
SUCCESS CRITERIA:		
PERFORMANCE OBJECTIVES: 1. Describe how de-escalation can be defined in a law enforcement situation. 2. Identify the three primary ways law enforcement officers can de-escalate a situation. 3. Describe some of the common misconceptions about de-escalation tactics as discussed in class 4. Identify and explain the four (4) elements of force. 5. Identify 4 primary components of effective communication 6. Identify agency specific policies as it pertains to the unique board each student represents.		

<b>AGENCY APPROVAL</b>	Name (Type or Print)	Signature	Date
	Title (Type or Print)	Agency Name (Type or Print)	

Lesson Plan Title	Notes:
<p><b>I. Introduction</b></p> <p>A. Instructor Introductions</p> <ol style="list-style-type: none"> <li>Instructor Biographies</li> </ol> <p>B. Review of Course Performance Objectives</p> <p>At the end of this block on instruction, the students will be able to:</p> <ol style="list-style-type: none"> <li>Describe how de-escalation can be defined in a law enforcement situation.</li> <li>Identify the three primary ways law enforcement officers can de-escalate a situation.</li> <li>Describe some of the common misconceptions about de-escalation tactics as discussed in class</li> <li>Identify and explain the four (4) elements of force.</li> <li>Identify 4 primary components of effective communication</li> <li>Identify agency specific policies as it pertains to the unique board each student represents.</li> </ol> <p>C. Purpose of the Training</p> <ol style="list-style-type: none"> <li><i>“To win one hundred victories in one hundred battles is not the highest honor. To defeat your opponent without fighting is the highest skill.”</i> (Sun Tzu)</li> <li>What is de-escalation? <ol style="list-style-type: none"> <li>A reduction or intensity. (Webster’s Dictionary)</li> <li>To decrease or diminish in size, scope, or intensity (Free Dictionary by Farlex)</li> </ol> </li> </ol> <p><b>II. Applying De-escalation to Law Enforcement</b></p> <p>A. De-escalation is designed to help officers resolve an incident as safely as possible to protect the public and all persons involved by reducing the intensity of potential volatile situations through the use of tactics, techniques, and various levels of force.</p> <ol style="list-style-type: none"> <li>This can include communicating with subjects and utilizing time and distance to increase the possibility of reducing or eliminating the need for force.</li> <li>This also includes the utilization of force options when justified to do so, ending the threat, or potential threat from the suspect as quickly as possible before the situation escalates further, forcing the officer to use a higher means of force.</li> </ol> <p>B. With de-escalation strategies, there are three primary resolutions, and, in each case, the scene has successfully been de-escalated if the subject no longer poses a danger to the public, innocent persons, or the officer(s).</p> <ol style="list-style-type: none"> <li>The subject complies and allows law enforcement to take them into custody.</li> <li>Law Enforcement uses a level of coercion, to include verbal negotiations or less-lethal tools, where the subject can safely be taken into custody, decreasing the need for further force or the need for escalation of force.</li> <li>The situation is escalated by the subject’s actions to the point of extreme violence,</li> </ol>	<p>PO #1</p> <p>PO #2</p>

Lesson Plan Title	Notes:			
<p>increasing the need for the officer to escalate their level of force, likely to result in death or serious physical injury of innocent persons/employees to the point that lethal force must be used to de-escalate the situation.</p> <p><b>III. Effective Communication</b></p> <p>A. Primary Components</p> <ol style="list-style-type: none"> <li>1. Establish contact with the subject</li> <li>2. Build a rapport</li> <li>3. Establish Influence</li> <li>4. Obtain a positive outcome</li> </ol> <p>B. If Law Enforcement can create distance from potential victims and increase time from the negative impact decision being made, they will increase the likelihood of a successful resolution.</p> <p>C. Force Science Institute De-escalation model</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 40%; vertical-align: top;">           Stabilize / Time &amp; Distance /            Risk Assessment / Understanding            Behavior         </td> <td style="width: 10%; text-align: center; vertical-align: middle;">  </td> <td style="width: 50%; vertical-align: top;">           Optimal Choices for            Persuasion / Communication            to influence behavior         </td> </tr> </table> <p><b>IV. Mental Illness</b></p> <p>A. The term mental illness does not equate to the individual being considered “harmless”.</p> <ol style="list-style-type: none"> <li>1. ‘Suicide by Cop’       <ol style="list-style-type: none"> <li>a) On average, 25% of all officer involved shootings involve subjects who are considered suicide by cop.</li> <li>b) 80% are armed with a weapon</li> <li>c) 60% have a functional loaded firearm</li> <li>d) 48% fired upon officers</li> </ol> </li> </ol> <p><b>V. 4 Elements of Force</b></p> <p>A. Ability</p> <ol style="list-style-type: none"> <li>1. Does the subject have the physical and practical means to cause you harm?</li> </ol> <p>B. Opportunity</p> <ol style="list-style-type: none"> <li>1. Does the suspect have the ability to cause you harm; right here, right now?</li> </ol> <p>C. Jeopardy</p> <ol style="list-style-type: none"> <li>1. Would a reasonable or prudent person believe themselves or a 3<sup>rd</sup> party to be in immediate danger?       <ol style="list-style-type: none"> <li>a) It is important to understand that you cannot actually know the person’s intent. All you must judge are the articulable facts presented by the subject.</li> </ol> </li> </ol> <p>D. Preclusion</p> <ol style="list-style-type: none"> <li>1. All other alternatives of force have been reasonably considered and cannot be employed in a safe manner based on the totality of the circumstances the employee/s or others are facing.</li> </ol>	Stabilize / Time & Distance / Risk Assessment / Understanding Behavior		Optimal Choices for Persuasion / Communication to influence behavior	<p>PO #5</p> <p>PO #4</p>
Stabilize / Time & Distance / Risk Assessment / Understanding Behavior		Optimal Choices for Persuasion / Communication to influence behavior		

Lesson Plan Title	Notes:
<p>a) Is the threat current and unavoidable?  b) Is your force appropriate to the threat?  c) Force must stop when the threat has ended.</p> <p><b>VI. Common Misconceptions about De-escalation</b></p> <p>A. Communication is the <u>only</u> manner of de-escalation.</p> <p>1. Though using no force is ideal, an officer using a level of force to resolve an incident is still considered a successful level of de-escalation. This is traditionally identified by the use of less-lethal tools during what could have resulted in a lethal force encounter. Often officers will recognize a situation declining and make the decision to deploy a level of force to prevent the subject the opportunity to cause further harm to the public or the officer.</p> <p>B. Sometimes officers need to quickly and decisively intervene with force in order to prevent a situation from escalating.</p> <p>1. Officers are trained to look for the many possible outcomes during volatile situations. At times, if they believe individuals are at a high risk, they may choose to deploy a level of force to prevent that outcome from occurring.</p> <p>a) i.e. Subject acting erratic, waving a knife around in a public place. Though the individual has not threatened any specific victim, an officer may choose to deploy a level of force to prevent the subject from being able to escalate the situation. The early decision to use force, very likely could prevent a lethal force encounter occurring.</p> <p>C. Officers should relax on their tactics, to appear more human.</p> <p>1. Tactics allow officers maximum time to help in their decision-making process. Relaxing on their specific tactics may appear to be more friendly, this could have negative effects, as it could severely limit the officers time to make a split-second decision.</p> <p>D. Mentally ill subjects are less harmful to law enforcement.</p> <p>1. As stated in section 4, mentally ill subjects have the ability to cause harm. We, as law enforcement, want to help, but we must still respect the subject's potential to cause violence.</p> <p><b>VII. Ultimate Goal of Intervention</b></p> <p>A. To influence a person to change their behavior, rather than making them change.</p> <p>1. Strategies</p> <p>a) Establish influence with the person you are trying to help so that they may <u>choose</u> to change their behavior</p> <p><b>VIII. Types of Resistance</b></p> <p>A. There are several types or levels of resistance to officer's commands</p> <p>1. <b>Psychological Intimidation</b> – Non-verbal cues indicating subject's unwillingness or threats through attitude, appearance, and physical readiness.</p> <p>2. <b>Verbal Non-Compliance</b> – Verbal responses indicating unwillingness or threats.</p> <p>3. <b>Passive Resistance</b> – Physical actions that do not prevent an officer's attempt to</p>	<p>PO #3</p>

Lesson Plan Title	Notes:
<p>control.</p> <ol style="list-style-type: none"> <li>4. <b>Active Resistance</b> – Physical actions that attempt to prevent an officer’s control but does not involve attempts to harm the officer.</li> <li>5. <b>Active Aggression</b> – Physical actions of assault.</li> <li>6. <b>Aggravated Active Aggression</b> – Deadly force encounter.</li> </ol> <p><b>IX. Officer Response Options</b></p> <p>A. There are several different techniques officers can use in response to resistance</p> <ol style="list-style-type: none"> <li>1. <b>Presence</b> – Identification of Authority</li> <li>2. <b>Verbal Direction</b> – Commands of direction or arrest</li> <li>3. <b>Soft Empty Hand Control and Restraining Devices</b> – Techniques that have a minimal chance of injury.</li> <li>4. <b>Chemical Agents</b> – OC (Pepper Spray)</li> <li>5. <b>Electronic Control Device (ECD)</b> – Taser</li> <li>6. <b>Intermediate Control Techniques</b> – Techniques that have a probability of injury.</li> <li>7. <b>Hard Empty Hand Control</b> – Fist strikes, kicks, and other physical actions</li> <li>8. <b>Impact tools-</b> less-lethal tools</li> <li>9. <b>Deadly Force</b> – Lethal weapons or tactics</li> </ol> <p><b>X. De-Escalation Methods</b></p> <p>A. Verbal communication is only one component of effective in de-escalation. It is not unusual for multiple techniques to be needed for successful implementation.</p> <ol style="list-style-type: none"> <li>1. De-escalation tools (Intermediate tools) <ol style="list-style-type: none"> <li>a) Impact Launchers – Less Lethal launcher to be utilized from a distance (ie stunbag, 40mm, etc...)</li> <li>b) Chemical Munitions – OC Spray, Pepper Ball non-lethal launcher</li> <li>c) Conducted Electricity Weapon (CEW) - device which helps gain pain compliance, and/or muscle lock up for a brief time (ie Taser)</li> <li>d) Bola Wrap- Less-lethal tool designed to wrap a nylon cord around a subject to subdue them</li> </ol> </li> </ol> <p><b>XI. Common Strategies with Training</b></p> <p>A. Be Flexible</p> <ol style="list-style-type: none"> <li>1. De-escalation training focuses on a wide variety of skill sets to include communication skills (listening), but also various levels of force to safely resolve an incident. <ol style="list-style-type: none"> <li>a) Officers are trained to recognize the effectiveness of the strategies they are deploying. If what they are doing is not working, they need to look to other techniques and tactics.</li> </ol> </li> </ol>	<p>PO #6</p>

Lesson Plan Title	Notes:
<p>b) If the officers stress arousal increases, they may lose the ability to think critically and rationally. Officers must train in real life scenario-based training, to learn to control their emotions and stress.</p> <p><b>XII. Individual Agency Use of Force Policies</b></p> <p><b>XIII. Small Group Discussion / Self Reflection</b></p> <p>A. Use of Force Videos</p> <p><b>XIV. Conclusion</b></p> <p>A. Review of Performance Objectives</p> <p>At the end of this block on instruction, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe how de-escalation can be defined in a law enforcement situation.</li> <li>2. Identify the three primary ways law enforcement officers can de-escalate a situation.</li> <li>3. Describe some of the common misconceptions about de-escalation tactics as discussed in class</li> <li>4. Identify and explain the four (4) elements of force.</li> <li>5. Identify 4 primary components of effective communication</li> <li>6. Identify agency specific policies as it pertains to the unique board each student represents.</li> </ol> <p>B. Summarize</p> <p>C. Encourage and Reinforce</p> <p>D. Questions?</p> <p><b>***ANY CHANGES TO THIS OUTLINE CONSTITUTES A REVISION AND MUST BE DOCUMENTED AS A NEW LESSON PLAN AND RE-APPROVED. ***</b></p>	