

Day I– 8 Hours

COURSE: **Tactical Communications**

Objectives: Tactical Communication Concepts are based upon treating people professionally and courteously with the goal of fostering positive cooperation and mutual respect. Also, these concepts can be harnessed and used to provide officers with the skills to communicate with persons with possible behavior disorders.

Through a series of Scenarios, Word Pictures, Videos, and Discussions, the Student will accomplish the following:

1. Understand the impact an individual officer's words may have upon his relations with the community as a whole;
2. Identify how individual actions affect an organization's relationship with a community;
3. Define how positive communication skills impact our workplaces and communities;
4. Understand and discuss the perception, benefits, drawbacks, training, policy, use, documentation, storing, release, and disposal of body camera images.
5. Review contacts with person with mental illness or behavioral disorders, and
6. Communication techniques that can assist officers when interacting with people who exhibit mental and behavioral disorders

Minimum Topics/Exercises:

- a. Class Exercises/Student Evaluation/Testing
- b. Interpersonal - Officer to: officer/citizen/staff
- c. Listening Skills (versus "waiting to interrupt")
- d. Communication Elements (e.g. - body language, posturing, observing, listening, asking, paraphrasing, redirecting, deflecting, defusing, responding, empathy, influence, resolution)
- e. Dealing with difficult/dominating people
- f. Persuasion (e.g. - appeal via ethics, rational, practical, personal)
- g. Inappropriate communication (e.g. - touch, distance, words, etc.)

Tactical Communication

I. Introduction

- A. Course Overview and Course Goals
 - 1. Safety – Yours and theirs
 - 2. Enhanced professionalism
- B. Then and Now - Has Law Enforcement Changed?
 - 1. What has changed in the last decade?
 - 2. What has prompted these changes?
 - 3. Were these changes in organizational attitude?
- C. What are the Advantages to Tactical Communication?
 - 1. Less Complaints
 - 2. Community Support
 - 3. Increased Cooperation
 - 4. Increased Information
 - 5. Support during or after a Critical Incident
 - 6. Discussion (Additional Benefits Exercise)

II. Communication Elements

Interpersonal(d)

- A. Content = 7-10% - Has little power to persuade or convince
- B. Voice = 33-40%
 - 1. Tone = Attitude - 90% of complaints in P.D. are tone related
 - 2. Pace = slow/fast vs. pitch
 - a. **I NEVER SAID HE STOLE THE MONEY**
- C. Other Non-Verbals = 50-60% - presence
 - 1. Body Language
 - 2. Posturing
 - 3. Empathy

III. Ethnic Differences

Interpersonal(b)

- A. How is Law Enforcement perceived by different ethnic groups? (Discussion)
- B. How do Law Enforcement Officers interact with different ethnic groups? (Discussion)
- C. Recognizing different community values and customs. (Discussion)

IV. Law Enforcement Behavior

Interpersonal(b)

- A. What contributes to the public's doubt concerning Law Enforcement behavior?
 - 1. Internet Media Postings
 - 2. News Media coverage of events
 - 3. Law Enforcement Vehicle Camcorders
- B. Court Decisions prompting Law Suits (Discussion)
- C. Positive Outcomes
 - 1. Acts of Courage by Law Enforcement
 - 2. Renewed emphasis on Ethical Behavior
 - 3. Holding ourselves to a higher standard and why (Discussion)

V. Listening Skills

Interpersonal(c)

- A. The opposite of talking should be listening, but it's really waiting to interrupt!
- B. The four steps in active listening
 - 1. Open
 - 2. Hear Initially
 - 3. Interpret
 - 4. Act Appropriately
- C. LEAPS Concept
 - 1. Listening
 - 2. Empathy
 - 3. Ask Questions
 - 4. Paraphrase
 - 5. Summarize

VI. Effective Communication

Interpersonal(c)(f)(g)

- A. Rutgers University Study
 - 1. 97% of Law Enforcement Duties are verbal in nature.
- B. Persuasion-Compliance
 - 1. Defined as, "a conscious attempt by one individual, to change the attitude, beliefs or the behavior of another individual through the transmission of some message". (E. Bettinghaus and Dr. George Thompson)
 - 2. Begins in friendly way
 - 3. Listen intently and effectively
 - 4. Put interests of the other person ahead of your own
 - 5. Be sincere in voice and actions

6. Ask questions for clarification (demonstrates you are paying attention)
 7. Present options
 8. Discuss goals
 9. Act (Carry out your duties)
- C. Greatest number of citizen complaints were based on:
1. Words, voice, tone and officer attitude
 2. Rudeness, shouting, arguing, threats, name calling
 3. Uncaring attitude toward the person contacted
 4. Insensitivity
 5. Arrogance
 6. Use of profanity
 7. Failure or refusal to listen
 8. Failure or refusal to explain actions

Body Recorders

VII. Mobile Cam Recorders and Body Cameras

- A. Public's Perception
1. Prevents officer confrontations
 2. Keeps officers honest
- B. Rialto PD begins Body Cameras (Discussions)
1. Rialto Statistics
- C. Benefits and Drawbacks of Cameras (Discussion)
1. Perception cameras are useful
 2. Promotes accountability and transparency
 - a. Allows public to see police activities and encounters
 - b. Documents those encounters
 - c. Prevents confrontations
 - 1) Improves officer professionalism
 - 2) Improves behavior of those being recorded
 3. Resolves officer involved incidents and complaints
 - a. Provides accurate record of events
 4. Identifies and corrects internal agency problems
 - a. Identifies officers who engage in misconduct
- D. Policy and Training Considerations
1. Clear and consistent guidance yet flexible
 2. Required to activate camera when responding to calls for service
 - a. Type of calls
 - 1) Traffic stops, arrests, search warrants, pursuits, mentally ill, interrogations
 - 2) Allow officer discretion in certain situations

- a) Sensitive victim, witness cases
- b) Discretion to record in victim or witnesses home
- c) Consent to record victims or witnesses
- d) Articulate why it was not turned on or was turned off
- c) Officer review prior to writing reports
- 3. Policies to prevent data tampering
 - a. Deleting and copying
- 4. Storage of data
 - a. Length of time to retain
 - b. Destruction
- 5. Releasing data
 - a. Public
 - b. News media
 - c. Subpoena's, criminal and civil
- 6. Collection of statistical data

Crisis Intervention

Interpersonal(b)

VIII. Identifying and Interacting with Mentally/Behavioral Illness Persons

- A. Define the term mental illness
- B. Recognize behavioral indicators that may be generally associated with people affected by mental illness
- C. Types of Disorders to Remember
 - 1. Mental disorder** is not defined by law, and the initiator of a 5150 is not required to make a medical diagnosis of a mental disorder. The initiator must be able to articulate the manifested behavioral symptoms of a mental disorder.
- D. Mental disorder: (Case Study)
 - 1. Is primarily a brain disorder
 - 2. Creates problems with feeling, thinking, and perception
 - 3. Affects a person's behavior by causing bizarre and/or inappropriate behavior
 - 4. Can be short term (acute) or long term (chronic)
 - 5. Can occur at any time during a person's life

IX. Disorders Affecting Communications (Case Studies)

Interpersonal(e)

- A. Mood disorders
 - 1. Bipolar Disorder
 - 2. Schizophrenia
 - 3. Postpartum- Depression
 - 4. Postpartum Psychosis
 - 5. Psychosis
 - 6. Posttraumatic Stress Disorder (PTSD)
 - 7. Personality Disorder

8. Suicide awareness

X. Communications **Interpersonal(d)**

A. Tactical Factors

1. Be Specific when talking to Person
2. Determine if the person is taking medication
3. Talk with the individual in an attempt to determine what is bothering that person
4. Acknowledge the person's feelings
5. Ask the person if he or she is hearing voices and, if so, what they are saying
6. Avoid topics that may agitate the person
7. Guide the conversation toward subjects that will bring the individual back to reality (e.g., where are you?, day of the week?)
8. Allow time for the person to consider questions and be to repeat them
9. Do not mock the person or belittle his or her behavior
10. Do not agree or disagree with the delusions or hallucinations, but validate the feelings

B. De-Escalation (Case Study)

1. Calm the Situation
2. Provide Reassurance you are there to help
3. Move Slowly and Speak Directly
4. Be Aware of the Environmental Factors
 - a. Crowds
 - b. Lights-Siren-Other Noise Distractions
 - c. Radios-television
5. If Possible, use tactical communications skills to seek compliance and or assist in seeking help for the person.
6. Do not make threats
7. Always be Truthful
8. If Officer feels person meets the requirements of 5150 W&I, then action required
 - a. Agency Policy
 - b. Laws and Ordinances

C. Other Resources-CIT (Crisis Intervention Teams)

1. If Officer feels person does not meet the requirements of 5150 W&I, look at other local resources for assistance
 - a. Emergency medical Personnel
 - b. On Call Counselors-Hotlines
 - c. County Health Nurse
 - d. Mental Health Services

XI. Class Exercise/Remediation **Interpersonal(a)(e)**

- A. Students will role play in scenarios dealing with difficult people
- B. Remediation if needed