



**Training Advisory
Council Coursework
Comments and
Suggestions**

**In-Service Training:
Patrol Procedures
Principles**

December 8, 2021





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IN-SERVICE TRAINING: PATROL PROCEDURES PRINCIPLES

December 8, 2021

1. TAC Participants

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2. High Level Summary

- Training covered 4 Principles for use in patrol work, which are designed to be generalizable to most situations officers will face: Know your role and own it, Communicate Effectively, Prioritize and Execute, Gain an Advantage.
- The classroom portion of the training made good use of video, interactivity, and supporting text.
- The trainers did a good job explaining the relevance and utility of the principles, and explicitly connected the principles to various aspects of an officer's work, including report writing.
- The scenario portion of the training was focused on the "four C's" of incident response: containment plan, custody plan, communication plan and contingency plan. The scenario debrief is used to reinforce patrol procedures.

3. Comments and Suggestions

Classroom training

Patrol Procedure Principles are intended to be generalizable to a wide variety of patrol situations. They are:

- "Know your role and own it": the presentation of this topic featured a segment of a documentary video of a Japanese sushi chef who had spent 12 years learning to make rice. It seemed an interesting and useful analogy, with attention to balance (umami) and continual improvement. The trainer made the connection between the value of excellence in the sushi restaurant, with the value of excellence in even unglamorous aspects of patrol work. The trainer mentioned concrete examples of when "owning the role" was the difference-maker that enabled a successful outcome.

- “Communicate Effectively”: Different styles of communication are appropriate for different audiences (bystanders, people in crisis, news media, other officers, etc.). Two videos based on actual body cam footage were presented in this segment. The first featured officers responding to a domestic dispute in Texas, including interactions with a bystander, officers, dispatch, and the suspect. The second featured an incident in Colorado involving a person in a mental health crisis trying to commit “suicide by police”. That one seemed to be an example of a failure to successfully communicate. The discussion was thoughtful, and once again the notion of continual improvement came up.
- “Prioritize and Execute”: This segment began with a brief exercise. Officers were asked to describe their normal workday routine for getting up and going to work. They were then asked how they would prioritize from that list if they had only 10 minutes to prepare. The distinction between “perfect” and “acceptable” was discussed. Next was a video designed to illustrate the sequence “Goal/Plan/Action”: A segment of a documentary about Alex Honnold’s El Capitan free climb. [The instructor might want to note that he spent something like two years planning and practicing that route!]
- Finally, another video of body cam footage from a Seattle traffic stop. The point of this one seemed to be that the incident evolved from a calm traffic stop to a shootout very suddenly, illustrating the changing role of one officer as the event unfolded.
- “Get an Advantage”: Officers were asked to list means of achieving tactical or other advantage. These included cover, concealment, lighting, numerical superiority, distance, surprise and movement. There was a segment of body cam video involving a solo officer in California making a welfare check on a person in a parked car on a rural road. The subject fired at the officer, she used the subject’s car for cover, maneuvered and returned fire. The audience discussed her use of lighting, cover, and maneuver. Other methods of gaining advantage were discussed, including information and de-escalation techniques.

There was some discussion of the role of these principles in writing “use of force” reports.

After the introduction of Patrol Procedure Principles, there was a review of the 4Cs of Critical Incident Response. Examples of critical incidents include domestic violence, hostage situations, and subjects with suicidal ideation. The 4 Cs are:

- Containment plan – involves planning to prevent harm to bystanders, reduce the risk of the subject fleeing or harming officers, gathering information safely, and using the environment and appropriate tools to contain the situation.
- Custody plan – involves planning which officer will give commands, how the subject will be taken into custody, and which lethal and non-lethal cover/force options should be readied.
- Communication plan – involves planning who will communicate with the subject, who will relay information from the communicator to the rest of the team, and who will manage intelligence gathering.
- Contingency plan – for example, responses to possible actions by the subject.

The training mentioned that while ideally each role is done by one officer, in some cases roles have to be combined, and gave guidance on which roles should and shouldn't be combined.

Feedback on classroom training

- The presentation of the content was clear, effective, and engaging.
- Training made effective use of video and imagery, with a balance of videos reinforcing abstract concepts, as well as concrete real-life examples of the principles at work.
- Trainers should consider opportunities to more thoroughly integrate Procedural Justice, including VNRT (Voice, Neutrality/transparency, respect, trustworthiness), with the material of the training. VNRT would have been particularly relevant to “Communicate Effectively”. VNRT might have made the difference in the scenario used as an example of failure to communicate effectively; there was some discussion of that, but without the explicit connection to Procedural Justice and VNRT.
- PPB is in the process of deploying ABLE (Active Bystandership for Law Enforcement) training. While ABLE is a standalone program, it affects all aspects of police work, including patrol. Consider using Patrol Procedure Principles (including “know your role and own it”, and “communicate effectively”) as an opportunity to reinforce the bureau’s commitment to ABLE.
- During debrief, discuss contingencies, including post-force care (e.g. what officers should have done if they needed to fire at the subject).
- Consider rubrics or guidelines for evaluating the exercise holistically, and ensure critical aspects are not missed during the debrief.

Scenario

After the classroom training, trainees moved to the scenario village to practice a critical incident response. The scenario is set up with a subject found unconscious with a gun. Through the scenario, officers must create a plan to manage the situation. Officers are expected to use the 4Cs of critical incident response (containment, custody, communication, contingencies) to plan their response.

Feedback on scenario-based training

- The trainers made effective use of the village, vehicles, simulated dispatchers, and prop weapons to create an immersive scenario.
- The training scenario was narrowly tailored to emphasize the patrol procedure principles and the 4Cs, and explicitly designed to avoid certain outcomes to ensure learning objectives are met. While this makes sense given time constraints, some critical aspects of patrol work are not represented. For example, if the officers resolve the incident without force (the expectation), then there is no opportunity to practice the process of giving life-saving medical aid. Since it is not feasible to practice more variations of the scenario, the trainers should consider walking through or discussing additional scenarios (contingencies) and how officers would handle each one.
- Procedural justice and VNRT are critical to the bureau's success in maintaining legitimacy and successfully resolving incidents. Consider increasing the emphasis on procedural justice and how it applies to various aspects of the scenario during debrief.

4. PPB Contacts

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