

Integrating Communication, Assessment and Tactics (ICAT)

Riverside Police Department - 3140

POST Course #20982- 24 Hours

STATEMENT OF PURPOSE: To provide law enforcement personnel with the tools necessary to negotiate encounters successfully and safely with mentally ill subjects and or subjects in crises. The course is designed to develop the student's skills, knowledge and abilities, to utilize effective communication concepts to gain voluntary compliance and/or overcome resistance by using the appropriate force options. The student will be provided with an in-depth understanding of tactics used to handle subjects armed with weapons other than firearms.

Training Design: Lecture followed by Scenario

Day One:

- I. Introduction**
 - a. Opening remarks.
 - i. Students will sign the training roster.
 - ii. Housekeeping issues.
 - 1. Restrooms.
 - 2. Parking.
 - 3. Equipment requirements.
 - b. Instructor Introductions
 - i. Qualifications.
 - c. Student Introductions.
 - i. Tabletop exercise.
 - 1. Students will interview a fellow student.
 - 2. Students will introduce a fellow student.
 - d. Course goals and objectives.
- II. Need**
 - a. Improve officer safety and tactics.
 - i. Address bad habits.
 - ii. Closing distance too soon.
 - iii. Creating the exigency.
 - iv. Not having a plan.
 - b. Tactical considerations.
 - i. Intel gathering and assessment.
 - 1. Is there an immediate threat.
 - c. Teamwork.
 - i. Roles and responsibilities.
 - ii. Creating a plan.
 - iii. Tactical approach.
 - 1. Layered less lethal.
 - 2. Strategic communication.
 - 3. Appropriate force options.
 - 4.

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- d. Reduce legal liability.
 - i. Officer Liability
 - ii. Qualified Immunity
 - iii. SB2 requirements
 - iv. City liability
- e. Moral aspects
 - i. Due diligence
 - ii. Lawful but awful

III. Research / Development

- a. Explain research into ICAT
 - i. Staff visiting to agencies with consent decrees
 - 1. Los Angeles PD
 - 2. Baltimore PD
- b. Police Executive Research Forum (PERF Model)
 - i. Respect the sanctity of life by rendering first aid to subjects injured by police actions.
 - ii. Prohibit deadly use of deadly force against person who poses danger only to themselves
 - iii. Distance / Cover / Time to replace outdated Concepts such as the 21ft rule
 - iv. Police use of Force must meet the test of proportionality
 - 1. Am I using only the level of force necessary to mitigate the threat and safely achieve a lawful objective?
 - 2. Is there another, less injurious option available that will allow me to achieve the same objective as effectively and safely?
 - 3. Will my actions be viewed as appropriate by my agency and by the general public given the severity of the threat and totality of the circumstances.
 - v. Critical Decision-Making Model
 - 1. Collect Information
 - 2. Assess the Situation, Threats, and risks
 - 3. Consider police powers and agency policy
 - 4. Make a plan.
 - 5. Act.

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- I. **Module 1**
 - a. CDM
 - i. Ethics, Values, Proportionality. Sanctity of Life
 - 1. Basis from which to begin with the end in mind
 - ii. Collect Information
 - 1. Dispatch
 - a. Critical Information Gathering
 - b. Keep RP landline if the RP is in a safe position to provide information.
 - 2. Reporting party
 - a. You can, and should, ask them to go back if it is reasonably safe.
 - 3. Witnesses
 - 4. Family members
 - 5. Other officers
 - 6. Helicopter
 - iii. Assess situation, threats, and risks
 - 1. Immediate threats/risks
 - 2. Potential threats/risks
 - 3. Continuous Re-assessment
 - iv. Consider police powers and agency policy
 - 1. Are we compelled to be here?
 - 2. Do we have a legal reason to be here?
 - v. Identify options and determine the best course of action
 - 1. Make a plan
 - 2. Roles and Responsibilities
 - 3. Communicate the plan with everyone involved
 - vi. Act, review and reassess
 - 1. Execute plan
 - 2. Go back to “b” –collect new information
 - b. Tactical Considerations
 - i. Distance + Cover = Time and Time = Options
 - ii. Culture of Speed
 - iii. Types of cover
 - iv. Types of options
 - c. Discredit the 21-foot rule
 - i. Reactionary gap drill
 - ii. Weapon out
 - iii. Feet moving
 - iv. Barriers
 - d. Tactical Pause
 - i. When –no active threat

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- ii. What –get resources greater than problems
- iii. Layered less lethal
- iv. Arrest teams

II. Module 2 - Strategic Communication

- a. Active Listening
 - i. Not just waiting for your turn to talk
- b. 80/20 rule
 - i. Listen 80%/ Talk 20%
 - ii. “Drop the ...” “Drop the...” “Drop the...”
 - iii. Tone =Attitude – 90% of complaints in P.D. are tone related
 - iv. Content = 7-10% - has little power to persuade or convince
 - v. Voice =33 -40%
- c. Five Types of Questioning Techniques
 - i. Fact Finding – Who, What, Where, When, Why and How
 - ii. General – Open-ended.
 - iii. Direct – Yes or No
 - iv. Leading – Putting words in other’s mouths
 - v. Opinion Seeking – Is there some other way we can handle this?
- d. Listen to understand not to respond
 - i. Gain information
 - ii. Figure out the issues
 - iii. Develop rapport
 - iv. Work toward solutions
- e. Reduce distractions
 - i. Police radio
 - ii. Lights/siren
 - iii. K9
 - iv. Helicopter
 - v. Other officers
 - vi. Family members
 - vii. Bystanders
- f. Conflict resolution
 - i. Bring to successful conclusion
 - ii. Bring to conclusion using force
- g. Strategic Communication Role within the use of Force Scale
 - i. Professional presence
 - ii. Verbalization
 - iii. Hands/Control holds
 - iv. Less lethal Options (Taser, Less lethal Shotgun, OC, Baton, 40mm)
 - v. Lethal Options

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- h. Professional/Non-Professional/Inappropriate Language
 - i. Separate attitude from behavior. Focus only on behavior
 - ii. You are a PEACE OFFICER - Where you go, there should be PEACE!
 - iii. Re-SPECT vs. Respect
 - i. Tactical-Officer to: Officer/Suspect/Citizen
 - i. Greeting
 - ii. ID self/dept.
 - iii. Reason for contact
 - iv. Investigate, assess, listen, and respond
 - v. Decision
 - j. De-escalation Concepts
 - i. Disengaging Thought
 - ii. Verbal Deflection Techniques
 - iii. Respect vs. RE-SPECT
 - iv. Separation of Attitude vs. Behavior
 - v. Saving Face
 - vi. Peace Phrases
 - vii. SOLER
 - 1. Square off
 - 2. Open posture
 - 3. Looking Interested
 - 4. Eye Contact
 - 5. Relaxed
 - k. Tools to generate voluntary compliance
 - i. 1. 5 step art of persuasion
 - 1. Ask
 - 2. Set Context
 - 3. Present Options
 - 4. Confirmation
 - 5. Act
 - l. Officer Safety – S. A.F. E. R. Concept
 - i. Security
 - ii. Attack
 - iii. Flight
 - iv. Excessive Repetition
 - v. Revised Priorities
- III. Module 3 - Incorporating Tactics**
- a. Tactical Considerations: Distance + Cover = Time and Time = Options
 - i. Culture of Speed
 - ii. Types of cover

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- iii. Types of options
- b. Discredit the 21-foot rule.
 - i. Reactionary gap drill
 - ii. Weapon out.
 - iii. Feet moving
 - iv. Barriers
- c. Tactical Pause
 - i. When –no active threat.
 - ii. What –get resources greater than problems.
 - iii. Layered less lethal.
 - iv. Arrest teams.
- d. Scenario #1 (Disturbance at an Office)
 - i. Safety Brief / Safety Search & Issue equipment: No weapons allowed.
 - ii. Students perform live scenario-based training.
 - iii. Scenario Debrief.
- e. Scenario #2 (Family Disturbance)
 - i. Safety Brief / Safety Search & Issue equipment: No weapons allowed.
 - ii. Students perform live scenario-based training.
 - iii. Scenario Debrief.

Day two

IV. Review Day one concepts.

- a. Module 1 - CDM
- b. Module 2 - Active Listening
- c. Module 3 - Incorporating Tactics

V. Critical Incident Review (No ICAT Integration) Group Break-out

- a. Spokane Washington Video Review
 - i. Student will break-out into groups (4-5)
 - ii. Each group will identify key components of Modules 1-3 Pros and Cons
 - iii. Groups will present their observations.
 - iv. Instructor will facilitate discussion.

VI. Module 4 - Crisis Recognition

- a. Recognizing people in crisis
 - i. Crisis vs 314 PC
 - ii. Altered mental state
 - iii. History/Causes
 - iv. Continuum of altered mental state
 - v. Policy considerations
 - vi. Softening your approach

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vii. Gentle initiation of communications

VII. Critical Incident Review (Missed Opportunities) Group Break-out.

- a. Arizona Autistic Video
 - i. Student will break-out into groups (4-5)
 - ii. Each group will identify key components of Modules 1-3 Pros and Cons
 - iii. Groups will present their observations.
 - iv. Instructor will facilitate discussion.
- b. Scenario #3 (Guy at the Park)
 - i. Safety Brief / Safety Search & Issue equipment: No weapons allowed.
 - ii. Students perform live scenario-based training.
 - iii. Scenario Debrief.
- c. Scenario #4 (Walkaway)
 - i. Safety Brief / Safety Search & Issue equipment: No weapons allowed.
 - ii. Students perform live scenario-based training.
 - iii. Scenario Debrief.

Day three

VIII. Module 5 - Operational Safety

- a. Working in a team environment.
 - i. Layered Less Lethal.
 - ii. Someone needs to be in charge.
- b. Team/partner communication.
 1. Everyone knows the plan.
 2. Roles and responsibilities.
 3. Contingences.
- c. Distance + Cover = Time and Time = Options
 1. Reduced stress.
 2. Reduced liability.
 3. Successful outcome.
- d. Working with barriers
 1. Cars.
 2. Fences.
 3. Houses.

IX. Module 6 - Scenarios

- a. Scenario #5 (Armed Suicidal)
 - i. Safety Brief / Safety Search & Issue equipment: No weapons allowed.
 - ii. Students perform live scenario-based training.
 - iii. Scenario Debrief.

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- b. Scenario #6 (Disgruntled Employee)
 - i. Safety Brief / Safety Search & Issue equipment: No weapons allowed.
 - ii. Students perform live scenario-based training.
 - iii. Scenario Debrief.
- c. Scenario #7 (5150 Active Violence)
 - i. Safety Brief / Safety Search & Issue equipment: No weapons allowed.
 - ii. Students perform live scenario-based training.
 - iii. Scenario Debrief.
- X. Class Exercise/Student Evaluation/Testing**
 - a. Evaluate student's role playing the tactical 8-step
 - b. Evaluate students role-playing Critical decision making model

Testing: Any student scoring below standard on any exercise, as established by the presenter, will be remediated, tested until standard is achieved.

- XI. Course Conclusion**
 - a. Debrief and Wrap Up.
 - b. Debrief all scenarios.
 - c. Equipment check/clean Up.