
**INDIANA LAW
ENFORCEMENT
ACADEMY
TIER II
2018**

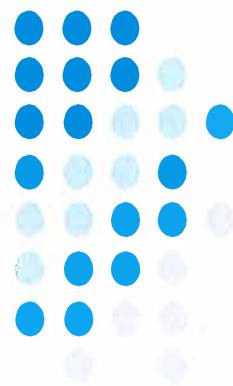


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SUBJECT MATTER	REMARKS
I. The Rules for Success A. Attendance-We expect you to attend every hour of every class. - Exceptions must be requested in writing 10% Rule — critical sessions - Basic Course Commander's decision B. Written Examinations 75% is the standard. Less than that is a failure. - If you fail an examination your agency has option to request second attempt the following week or after the session. Your agency head can make this request through a letter to the Executive Director. - Second failure of either the same examination or second separate examination will result in dismissal from this session. - If you fail the same examination two times then your agency has the option to request a third and final attempt. That request must be approved by the Law Enforcement Training Board. - If you fail any examination three times you will never be able to be a law enforcement officer in the State of Indiana. C. Practical Examinations - You must be present when these are scheduled or you will have to return next session to complete. - You must demonstrate your comprehension to the satisfaction of the instructor. - The firearms practical requires you to score an 80% on all three-qualification attempts. (192/240) - Same rules apply to practical examinations that apply to written examinations if a failure occurs. - The three-attempt rule also applies to practical examinations. - Practical examination retakes will be scheduled at the discretion of the Basic Course Commander. D. Integrity - If you cheat, lie, or cannot live by our rules you will be dismissed. - If you assist someone in cheating you will be dismissed. - If you do not have integrity we do not want you in the profession of law enforcement. II. Awards A. Honer's program - Must attain an academic average of 95% on all written examinations. - Must satisfactorily pass all practical examinations. - Must qualify expert with your duty weapon during firearms qualification. - Must achieve a higher level of fitness than the exit standards. - You will receive more specifics when you arrive at ILEA.	(For Student Use)

SUBJECT MATTER	REMARKS
B. Academic Achievement Award - Highest cumulative average score of all written examinations. - Top five will be announced at graduation. C. Firearms Proficiency Award - Highest cumulative average score of all three-qualification rounds. - Tiebreaker is determined by the "X" count. - Top five will be announced at graduation. D. Herman Freed Award - Winner must display the values of Integrity, Loyalty, Ethics and Attitude. - Winner is determined by vote of your peers in this class.	(For Student Use)
III. Study Techniques A. Learning - There are several sources available to assist in learning. - Reading - Read to learn - Read to understand and clarify - Read with a passion - Listening - Preview Material - Pay attention/concentrate - Maintain composure - Take Notes - Watch for emphasis - Observing/experience - There are conditions that may be necessary for learning. - Motivation - Freedom from interference - Repetition, Practice and Review B. Note taking - Make sure you take notes. Do not have to take them verbatim but get down what is important. - Use a system that works for you. - Review them right away so you understand and retain and what you have written. - Study your notes before an exam. C. Questions - Do not be afraid to ask questions in class. If you do not understand something ask for clarification. - Your questions will help others learn as well. D. Studying - If you want to pass, you must study. - Set aside time. Do not rely on weekend for study time.	

SUBJECT MATTER	REMARKS
3. This is not rocket science but does take effort. 4. This academy is designed for success, not for failure. 5. Form study groups of no more than 3 or 4 people. 6. If you cooperate and work together you all can graduate. IV. Test taking hints A. Failure to follow directions on exams is a leading cause of lost points. B. Read all answers before deciding what is best answer. C. If the word "never" or "always" is used in an answer it is probably the wrong answer. D. If you are not sure of an answer you should follow your gut instinct. E. Do not change an answer unless you are 100% sure you now know the correct answer. F. If you have absolutely no idea of the correct answer then pick the longest answer. V. Conclusion Your success is our success. We are dedicated to your success. If you follow these rules and make a true effort you will be successful.	(For Student Use)

Indiana Law Enforcement Academy Formations and Drills

1. Purpose:

Close Order Drill inspires an individual to be a member of a team – a team working confidently together, in unison and to a measured cadence. No team is any better than its weakest members. You learn to march in step, keep straight lines and develop precision in movement for you team.

Other purposes of drill are to:

1. Move a unit from one place to another in a standard, orderly manner.
2. Teach discipline by instilling habits of precision and automatic response to orders.
3. Better morale by developing team (squad) spirit.
4. Provide simple formations to accomplish the training activities during the time you are here.

2. Definitions:

Alignment. Dress or cover.

Base. The element on which a movement is planned, regulated, or aligned.

Cadence. The uniform step and rhythm in marching; that is, the number of steps marched per minute.

Center. The middle point of a formation. On an odd-numbered front, the center is the center person or element. On an even-numbered front, the center is the right center person or element.

Cover. Individuals aligning themselves directly behind the person to their immediate front while maintaining proper distance.

Depth. The total space from front to rear of any formation. An individual's depth is considered to be 12 inches.

Distance. The space from front to rear between units. The distance between individuals in formation is 40 inches as measured from their chests to the backs of individuals directly in front of them.

Double Time. The rate of marching at 180 steps per minute.

Dress. Alignment of elements side by side or in line maintaining proper interval.

Element. The basic formation; that is, the smallest drill unit comprised of at least 3, but usually 8 to 12 individuals, one of whom is designated the element leader.

File. A single column of persons placed one behind the other.

Flank. The extreme right or left (troops right or left) side of a formation in line or in column.

Formation. An arrangement of units.

Front. The space occupied by a unit, measured from flank to flank. The front of an individual is considered to be 22 inches.

Guide. The person designated to regulate the direction and rate of march.

Head. The leading unit of a column.

Interval. The space between individuals placed side by side. A normal interval is an arms length. A close interval is 4 inches.

Line of March. A line followed by troops as they pass in review.

Mark Time. Marching in place at a rate of 100 to 120 steps per minute.

Pace. This is the length of a full step in quick time.

Quick Time. The rate of marching at 100 to 120 steps per minute.

Rank. A single line of persons placed side by side.

Reviewing Officer. The senior officer participating in a review.

Slow Time. The rate of marching at 60 steps per minute (used in funeral ceremonies).

Step. The distance measured from heel to heel between the feet of an individual marching.

3. Commands:

A drill command is an oral order. Most drill commands have two parts, the preparatory command and the command of execution. In this manual, the first letter of preparatory command is capitalized and printed in boldface (**Academy or Squad**), and the command of execution is printed in all caps and boldface (**ATTENTION**).

The preparatory command explains what the movement will be. When calling a unit to attention or halting a unit's march, the preparatory command includes the unit's designation. In the command **Academy or Squad, HALT**, the word **Academy or Squad** is the preparatory command. At the same time, it designates the unit.

The command of execution follows the preparatory command. The command of execution explains when the movement will be carried out. In **Forward, MARCH**, the command of execution is **MARCH**.

In certain commands, the preparatory command and the command of execution are combined, for example: **FALL IN, AT EASE**, and **REST**. These commands are given at a uniformly high pitch and a louder volume than that of a normal command of execution.

Informational commands have no preparatory command or command of execution, and they are not supplementary. Two examples are **PREPARE FOR INSPECTION** and **DISMISS THE SQUADRON**.

When giving commands, the leader is at the position of attention. Good military bearing is necessary for good leadership. While marching, the leader must be in step with the formation at all times.

Use the command **AS YOU WERE** or **BELAY THAT** to revoke a preparatory command. After the command of execution has been given and the movement has begun, give other appropriate commands to bring the element to the desired position. If a command is improperly given, the individuals execute the movement to the best of their ability.

4. Individual Instructions:

Positions and Movements: This chapter explains, by word and picture, certain basic positions and movements.

Position of Attention:

To come to attention, bring the heels together smartly and on line. Place the heels as near each other as the conformation of the body permits, and ensure the feet are turned out equally, forming a 45-degree angle. Keep the legs straight without stiffening or locking the knees. The body is erect with hips level, chest lifted, back arched, and shoulders square and even. Arms hang straight down alongside the body without stiffness, and the wrists are straight with the forearms. Place thumbs, which are resting along the first joint of the forefinger, along the seams of the trousers or sides of the skirt. Hands are cupped (but not clenched as a fist) with palms facing the leg. The head is kept erect and held straight to the front with the chin drawn in slightly so the axis of the head and neck is vertical; eyes are to the front, with the line of sight parallel to the ground. The weight of the body rests equally on the heels and balls of both feet, and silence and immobility are required.

Rest Positions:

Execute rests (parade rest, at ease, rest, and fall out) from a halt and only from the position of attention as follows:

Parade Rest. The command is **Parade, REST**. On the command **REST**, the student will raise the left foot from the hip just enough to clear the ground and move it smartly to the left so the heels are 12 inches apart, as measured from the inside of the heels. Keep the legs straight, but not stiff, and the heels on line. As the left foot moves, bring the arms, fully extended, to the back of the body, uncupping the hands in the process; and extend and join the fingers, pointing them toward the ground. The palms will face outwards. Place the right hand in the palm of the left, right thumb over the left to form an "X". Keep head and eyes straight ahead, and remain silent and immobile.

At Ease. The command is **AT EASE**. On the command **AT EASE**, student may relax in a standing position, but they must keep the right foot in place. Their position in the formation will not change, and silence will be maintained.

Rest. The command is **REST**. On the command **REST**, the same requirements for at ease apply, but moderate speech is permitted.

Fall Out. The command is **FALL OUT**. On the command **FALL OUT**, students may relax in a standing position or break ranks. They must remain in the immediate area, and no specific method of dispersal is required. Moderate speech is permitted.

Dismissed. The command is **DISMISSED**. On the command **DISMISSED**, the students will respond with **AYE, AYE SIR**. The students will break ranks and exit the assembly area. Full commands will be, **Class 00-000, DISMISSED**. (The current Basic Class number will be substituted for 00-000.)

To resume the position of attention from any of the rests (except fall out), the command is (for example) **Academy, ATTENTION**. On the command **Academy**, the students assume the position of parade rest, and at the command **ATTENTION**, they assume the position of attention.

Facings Movements:

Execute facing movements from a halt, at the position of attention, and in the cadence of quick time. Perform facing movements in two counts.

Right (Left) Face. The commands are **Right (Left), FACE**. On the command **FACE**, raise the right (left) toe and left (right) heel slightly and pivot 90 degrees to the right (left) on the ball of the left (right) foot and the heel of the right (left) foot, assisted by slight pressure on the ball of the left (right) foot. Keep legs straight, but not stiff. The upper portion of the body remains at attention. This completes count one of the movement. Next, bring the left (right) foot smartly forward, ensuring heels are together and on line. Feet should now be forming a 45-degree angle, which means the position of attention has been resumed (figure 1). This completes count two of the movement.

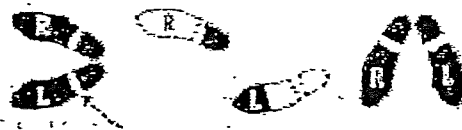


Figure 1.

About Face. The command is **About, FACE**. On the command **FACE**, lift the right foot from the hip just enough to clear the ground. Without bending the knees, place the ball of the right foot approximately half a shoe length behind and slightly to the left of the heel. Distribute the weight of the body on the ball of the right foot and the heel of the left foot. Keep both legs straight, but not stiff. The position of the foot has not changed. This completes count one of the movement. Keeping the upper portion of the body at the position of attention, pivot 180 degrees to the right on the ball of the right foot and heel of the left foot, with a twisting motion from the hips. Suspend arm swing during the movement, and remain as though at attention. On completion of the pivot, heels should

be together and on line and feet should form a 45-degree angle. The entire body is now at the position of attention (figure 2). This completes count two of the movement.



Figure 2

Salute:

Hand Salute. This is used for training purposes only. The command is **Hand, SALUTE**, and it is performed in two counts. On the command **SALUTE**, the individual raises the right hand smartly in the most direct manner while at the same time extending and joining the fingers. Keep the palm flat and facing the body. Place the thumb along the forefingers, keeping the palm flat and forming a straight line between the fingertips and elbows. Tilt the palm slightly toward the face. Hold the upper arm horizontal, slightly forward of the body and parallel to the ground. Ensure the tip of the middle finger touches the right front corner of the headdress. If wearing a nonbilled hat, ensure the middle finger touches the outside corner of the right eyebrow or the front corner of glasses. The rest of the body will remain at the position of attention. This is count one of the movement. To complete count two of the movement, bring the arm smoothly and smartly downward, retracing the path used to raise the arm. Cup the hand as it passes the waist, and return to the position of attention.

Present Arms and Order Arms. The commands are **Present, ARMS** and **Order ARMS**. On the command **Present, ARMS**, the student executes the first count of hand salute. Count two of hand salute is performed when given the command **Order, ARMS**.

Steps and Marching:

When executed from a halt, all steps and marchings begin with the left foot, except right step and close march.

Both the preparatory command and the command of execution are given as the foot in the direction of the turn strikes the ground (figure 3). For units no larger than a academy, the preparatory command is normally given as the heel of the left (right) foot strikes the ground; and the command of execution is given when the heel of the left (right) foot next strikes the ground.

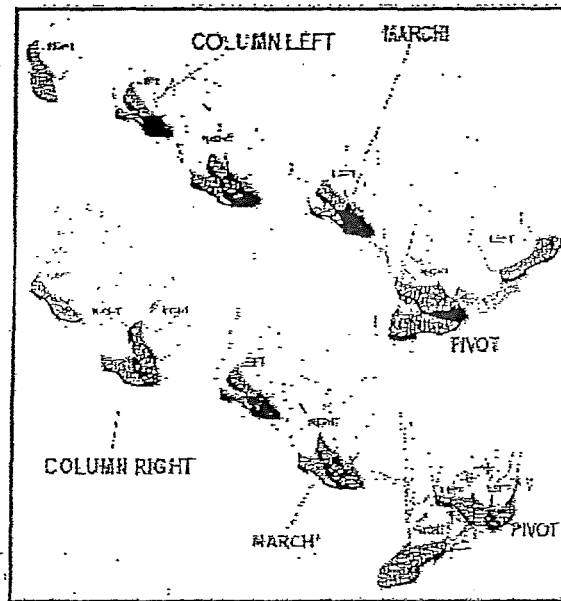


Figure 3

Forward March and Halt:

To march forward in quick time from a halt, the command is **Forward, MARCH**. On the command **MARCH**, the student smartly steps off straight ahead with the left foot, taking a 24-inch step (measured from heel to heel), and places the heel on the ground first.

When stepping off and while marching, the student will use coordinated arm swing; that is, right arm forward with the left leg and left arm forward with the right leg. The hands will be cupped with the thumbs pointed down, and the arms will hang straight, but not stiff, and will swing naturally. The swing of the arms will measure 6 inches to the front (measured from the rear of the hand to the front of the thigh) and 3 inches to the rear (measured from the front of the hand to the back of the thigh) (figure 3.9). If applicable, proper dress, cover, interval, and distance will be maintained; and cadence will be adhered to. Count cadence as follows: counts one and three are given as the heel of the left foot strikes the ground, and counts two and four are given as the heel of the right foot strikes the ground.

To halt from quick time, the command is **Academy, HALT**, given as either foot strikes the ground. On the command **HALT**, the student will take one more 24-inch step. Next, the trailing foot will be brought smartly alongside the front foot. The heels will be together, on line, and form a 45-degree angle. Coordinated arm swing will cease as the weight of the body shifts to the leading foot when halting.

Double Time:

To march in double time from a halt or when marching in quick time, the command is **Double Time, MARCH**.

When halted and on the command **MARCH**, the student begins with the left foot, raises the forearms to a horizontal position along the waistline, cups the hands with the knuckles out, and begins an easy run of 180 steps per minute with 30-inch steps, measured from heel to heel. Coordinated motion of the arms are maintained throughout. When marching in quick time and on the command **MARCH** (given as either foot strikes the ground), the student takes one more step in quick time and then steps off in double time.

To resume quick time from double time, the command is **Quick Time, MARCH**, with four steps between commands. On the command **MARCH** (given as either foot strikes the ground), the student advances two more steps in double time, resumes quick time, lowers the arms to the sides, and resumes coordinated arm swing.

To halt from double time, the command **Academy, HALT** is given as either foot strikes the ground, with four steps between commands. The student will take two more steps in double time and halt in two counts at quick time, lowering the arms to the sides.

The only commands that can be given while in double time are **Incline To The Right (Left); Quick Time, MARCH; and Academy, HALT**.

Mark Time:

The command is **Mark Time, MARCH**. When marching, the command **MARCH** is given as either foot strikes the ground. The student takes one more 24-inch step with the right (left) foot. He or she then brings the trailing foot to a position so both heels are on line. The cadence is continued by alternately raising and lowering each foot. The balls of the feet are raised 4 inches above the ground. Normal arm swing is maintained.

At a halt, on the command **MARCH**, the student raises and lowers first the left foot and then the right. Mark time is executed in quick time only. The halt executed from mark time is similar to the halt from quick time.

To resume marching, the command **Forward, MARCH** is given as the heel of the left foot strikes the ground. The student takes one more step in place and then steps off in a full 24-inch step with the left foot.

Change Step. The command is **Change Step, MARCH**. On the command **MARCH**, given as the right foot strikes the ground, the student takes one more 24-inch step with the left foot. Then in one count, place the ball of the right foot alongside the heel of the left foot, suspend arm swing, and shift the weight of the body to the right foot. Step off with the left foot in a 24-inch step, resuming coordinated arm swing. The upper portion of the body remains at the position of attention throughout.

Column Movements:

Column Right (Left) Normal Interval (Marching). The commands are **Column Right (Left), MARCH** and **Forward, MARCH** (figures 4).

On the command **Column Right (Left), MARCH**, the fourth (first) element leader takes one more 24-inch step, pivots 90 degrees to the right (left) on the ball of the left (right) foot, and suspends armswing during the pivot. Following the pivot, step off in a 24-inch step and resume coordinated armswing. Beginning with the second step after the pivot, take up the half step. Each succeeding member of the fourth (first) element marches to the approximate pivot point established by the person in front of him or her and performs the same procedures as the element leader.

The third (second) element leader takes one 24-inch step, (maintaining coordinated arm swing throughout) pivots 45 degrees to the right (left) on the ball of the left (right) foot, and takes two 24-inch steps prior to pivoting 45 degrees to the right (left) on the ball of the left (right) foot. Continue marching in 24-inch steps until even with the person who marches on the right (left). Then begin half stepping and establish interval and dress. Each succeeding member of the third (second) element marches to the approximate pivot point established by the person in front of him or her and performs the same procedures as the element leader.

The second (third) element leader takes one more 24-inch step, (maintaining coordinated armswing throughout) pivots 45 degrees to the right (left) on the ball of the left (right) foot, and takes four 24-inch steps prior to pivoting 45 degrees to the right (left) on the ball of the left (right) foot. Continue marching in 24-inch steps until even with the person who marches on the right (left). Then begin half stepping, and establish interval and dress. Each succeeding member of the second (third) element marches to the approximate pivot point established by the person in front of him or her and performs the same procedures as the element leader.

The first (fourth) element leader takes one more 24-inch step, (maintaining coordinated armswing throughout) pivots 45 degrees to the right (left) on the ball of the left (right) foot, and takes six 24-inch steps prior to pivoting 45 degrees to the right (left) on the ball of the left (right) foot. Continue marching in 24-inch steps until even with the person who marches on the right (left). Then begin half stepping, and establish interval and dress. Each succeeding member of the first (fourth) element marches to the approximate point established by the person in front of him or her and performs the same procedures as the element leader.

The guide performs the pivots and steps exactly as the first element leader. Following completion of the pivots, the guide continues in a 24-inch step until he or she is ahead of the first element leader. The guide pivots 45 degrees to a position in front of the first element leader; then he or she pivots 45 degrees again toward the front and begins half stepping.

The fourth (first) element leader continues to half step until the other men of this rank are abreast of him. Then he resumes a full step. You will continue to march until given another command.

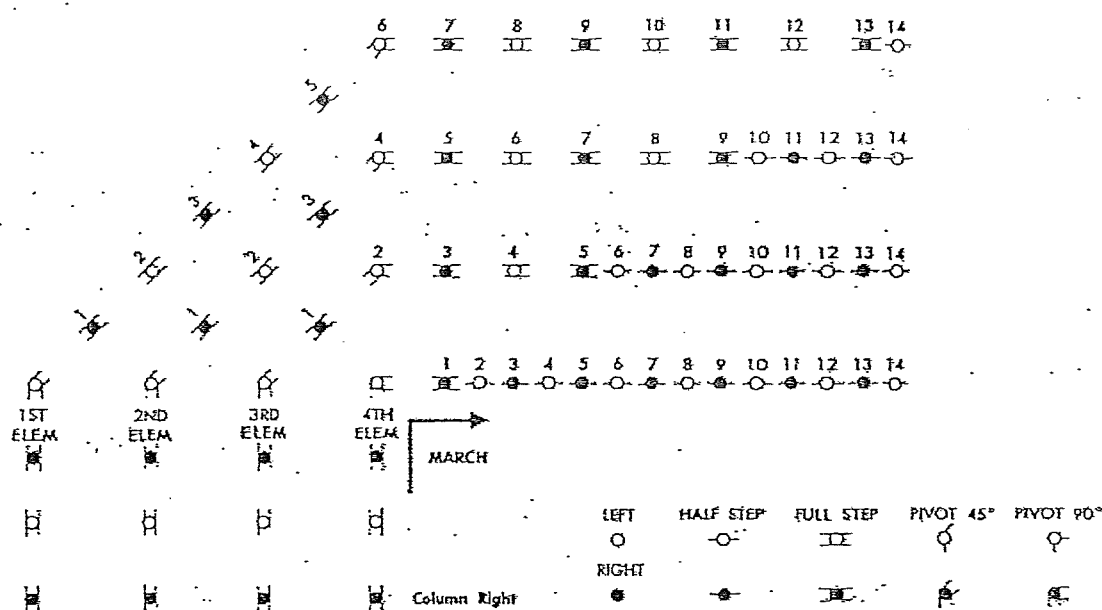


Figure 4

5. Inspection Formation:

Opening the Formation:

- I. Have Squads execute a **Left, Face**.
- II. Next command, **At Close Intervals, Dress Right, Dress**. On the command of execution (**Dress**) the following happens:
 - A. The first person in each Squad places their, **Left hand** on their **Left Hip**. The elbow is extending away from the body. The first person's **Head** remains straight ahead.
 - B. Each of the remaining members of the Squad will turn their, **Heads** to the **Right** and extend their **Left Arms** like the first person
 - C. The first person will, **Stand Fast** while the rest take short steps to the right until their, **Right Arm** touches the person to their right.

- D. The Squad will **Dress** to the person to their **Right** and **Cover** on the person to their **Front**.
- E. The formation will be then given the command, **Ready, Front**. On the command, **Front**. The formation will resume the position of **Attention**.
- F. The formation will be given the command, **Parade Rest**.
- G. The formation will remain at the position of, **Parade Rest**. When the inspecting official steps in front of the person, they will go to the position of **Attention**, when the inspecting official moves to the next person, they will assume, **Parade Rest**.

Closing the Formation:

- I. The commands are **Academy Attention, Right, Face**. On the command of execution (**Face**) the following happens:
 - A. The formation will immediately move to the **Standard Academy Formation**.

6. Meal Formation:

Entering Dining Facility. Squads will march to the dining facility at all times, unless given permission otherwise. The Squad Leader or designee will march the Squad at the appropriate time. When the Squad has arrived at the dining facility, the Squad Leader will give the command of **Mark Time, MARCH**. The Squad will dress and cover, then will be given the command **Squad, HALT**.

Dining Facility Conduct. The number taker will **Post**, this person will circle their own number first and then circle all Squad members numbers as reported. When the spot in front of the number taker is open, the next Basic in the Squad will step forward, squaring the left corner and coming to the position of **Attention** in front of the number taker. The Basic will give the number taker their by smartly turning their head to the right and report their ID number: **Sir or Maam, ID 000Y, Sir or Maam**. They will then smartly turn their head to the front. The number taker will repeat the number, then the Basic will step off. This will continue until all Squad members have reported their numbers.

The Basic will then proceed to the tray line, square all appropriate corners and wait to take a tray. If there are four (04) people waiting in line, the next Basic will stop and wait near the trashcans for a spot to open. Also, they will stop is there is a line of people waiting to dispose of trash.

The Basic will face the tray rack and take one (01) tray, one (01) fork, one (01) knife, one (01) spoon and no more than two (02) napkins. They will side set holding their tray with two (02) hands, until they can place it down on the tray support. Once the tray is down, the Basic will smartly bring their shooting hand to small of the back. They will side step down the line taking items with their non-shooting hand, placing items on the tray. They will spoke only when spoke to, being courteous at all times. After all hot food items are taken, they will get two (02) drinking glasses and proceed to the drink area or salad area.

When the Basic had gotten all items they will proceed to the next available table. They will place their tray down and come back to the position of Attention. They will remaining standing until all available seats are taken, the last person places their tray down and commands, **Take, SEATS.**

When all Basic's at a table have finished, they will stand up and push their chairs in. They will proceed to the center isle, then to the trashcans. They will wait until the area is clear or someone stops. They will throw all trash items in the trashcans; place all silverware in the container, then place the tray on the conveyor belt. They will move out of the dining facility by going behind the tray line, exiting towards Quartermaster.

7. Manual of the Guidon:

Position of Order Guidon. At order guidon, the ferrule rests on the deck, touching the right shoe to the right of the toe. Hold the staff in the "V" formed by the right thumb and fingers. Keep the right arm behind the staff and the elbow slightly bent. The upper staff rests in the hollow of the right shoulder. The staff points straight up with the flat side of the spearhead facing front. Except for the right hand, the entire body is at attention.

Position of Carry Guidon. This is the normal position of the guidon while marching at quick time. It is the same as order guidon, except the ferrule is six inches above the deck. From carry guidon, movements to present guidon and ready guidon may be executed.

Carry Guidon From Order Guidon. This movement is executed on a preparatory command, such as **Forward**, which requires the movement to a position. Execution is begun on the preparatory command. On the preparatory command, move the left hand across the body and grasp the staff at a point two inches above the right hand; fingers of the left hand joined and wrapped around the staff. Loosen the grasp of the right hand, pulling the staff up with the left hand, allowing the staff to slip through the right hand, holding the staff vertical, and smartly return the left hand to the left side.

Order Guidon From Carry Guidon. The command is **Order, ARMS**, and is executed in one count. On the command of execution, **ARMS**, allow the staff to slip through your right hand until the ferrule touches the deck grasping with your right hand and assume the position of order guidon. This movement may be executed without command by the guidon bearer, e.g., when a unit is halted and the troops are not under arms.

Present Guidon From Order Guidon. From order guidon, at the halt, the command is **Present, ARMS**. At officers center during parade, it is executed without command upon halting. These movements are executed in the same manner. Because your right hand is six inches higher on the staff when at order guidon, the staff will extend further to your rear than when executing at carry guidon.

From Order Guidon. It is executed in one count. On the command of execution, **ARMS**, lower the guidon straight to the front. The right arm is extended until the lower portion of the staff rests in the pit of the right arm and the entire staff is horizontal to the deck. As the staff is lowered, turn it to the right so the sharp edge of the spearhead faces down. Hold your right elbow firmly against the body.

Order Guidon From Present Guidon. To execute order guidon, the command is **Order, ARMS**.

Order Guidon. On the preparatory command, **Order**, grasp the staff with your left hand smartly and audibly at a point just forward of the right hand, palm up. On the command of execution, **ARMS**, with the left hand, carry the guidon up and back to the position of carry guidon. At the same time, let the staff slide straight downward through the right hand until the ferrule rests on the deck, the left hand steadying the staff as it slides downward. Once the ferrule touches the deck, smartly return the left hand to the left side and assume the position of order guidon.

Rests With the Guidon:

Parade Rest. Executed only when halted at order guidon. Executed in one count. At the command of execution, **REST**, straighten your right arm so the staff is inclined forward at a 30 degree angle. The ferrule remains on the deck, at the same position as order guidon. The flat side of the spearhead remains facing to the front. At the same time, smartly move your left foot and hand as previously instructed for parade rest with arms. On the command of attention, resume the position of order guidon.

At Ease. It is executed in one count. At the command of execution, come to order guidon if not already at that position, execute parade rest as described above. After assuming parade rest, you may relax and, except for the right foot and ferrule, which must remain in place, you may move about and adjust equipment. Do not talk. On the preparatory command, **(Squad or Academy)**, assume the position of parade rest. On the command of execution **ATTENTION**, resume the position of order guidon.

Rest. It is executed in the same manner as at ease. You may talk in a conversational voice and hold the staff in either hand. On the preparatory command, **(Squad or Academy)** assume the position of parade rest. On the command of execution, **ATTENTION**, assume the position of order guidon.

Fall Out. On the command, **FALL OUT**, which is given only when at order guidon, you may leave your position in ranks, but must remain in the immediate vicinity or at a

predesignated area. On the command, **FALL IN**, resume your position in ranks at order guidon.

Dismissed. The command is **DISMISSED**. On the command **DISMISSED**, the students will respond with **AYE, AYE SIR**. The students will break ranks and exit the assembly area. Full commands will be, **Class 00-000, DISMISSED**. (The current Basic Class number will be substituted for 00-000.)

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3.09

SUBJECT MATTER	REMARKS
III. CONFLICT MANAGEMENT A. VIOLENCE AND AGGRESSION 1. Conflict is not unique, it is merely opposition between two parties. a. Assertive behavior tries to constructively resolve the opposition. b. When legitimate methods of resolution fail, humans resort to violence. 2. Violence is learned behavior. a. Humans learn to be violent at a young age. b. The viewing of violent acts, being the victim of violence, and the need to dominate tend to reinforce the use of violence as a legitimate method of obtaining results. c. Group behavior strongly reinforces violent behavior. d. The viewing of violence without consequence tends to make a violent act less repulsive. 3. Frustration leads to violence. a. Humans have ability to displace frustration by physical activity. b. Usually inanimate objects are used to absorb frustration. (1) Work-out, punching bag, etc. c. It becomes unacceptable behavior when other humans are the objects of frustration. 4. Paradigm of legitimizing violence. a. By demeaning victim (seeing them as less than a whole person) legitimizes violence. b. Animals tend to attack other species. c. Human victims are treated as non-human.	

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III. A. 4. d. Use of weapons places distance between aggressors furthering the division. 5. Escalation a. The presence of violence evokes a violent response. b. Once a person is labelled as a legitimate object of violence, it further encourages violence. c. It is easy to escalate violence, especially among those predisposed to violent acts. d. Though there may be hostility between two combatants, they may join forces to attack a third party because violence tends to become self-perpetuating and the issues that caused the aggression become less important. B. LISTENING AS A TOOL IN CONFLICT MANAGEMENT 1. Introduction It may seem foolish to receive training in an area such as listening; after all, we listen to things all day. The radio, television, friends, family, even the dog, demand we listen to them. But, though they demand to be heard, they are not often listened to. We hear many things, but actually listen to few of them. Hearing is passive; it means a sound that has fallen on the right receiver and was transmitted to the brain. Listening is active, though, and requires much effort to sort out the meanings of those sounds falling on our ears. : 2. Levels of Listening a. Non-listening (1) No effort made to listen (2) Has blank stare and nervous gestures. (3) Tries to do most of the speaking. (4) Social bore, know-it-all, and merely tolerated by others.	

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III. B. 2. b. Marginal listener (1) Hear words and sounds, but message does not get through. (2) Stays on surface without probing deeper in arguments. (3) Easily distracted and may look for an excuse to end conversation. (4) The speaker may be misled into believing he is listened to. (5) Husband-wife relationships often exhibit marginal listening; example: "Yes, dear". c. Evaluative listening (1) Requires concentration, but only on message, not intent. (2) Tries to be more logical, emotionally detached, ignoring non-verbal cues and vocal face expressions. (3) Strong in facts, semantics and statistics, but poor in empathy, feeling or sensitivity. (4) Speakers are frustrated by him because he anticipates sentences, interrupts, and gives a retort immediately. (5) Emotions tend to inflame the listener so that he concentrates only on making a rebuttal. d. Active listening (1) Interest level is high in trying to understand content and context of the message. (2) Tries to put himself "in the shoes" of the speaker. (3) Non-verbal cues show direct eye-contact, open posture.	

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III. B. 2. d. (4) Suspend own thoughts and give self to trying to understand the speaker. (5) Look constantly for cues to speaker's meaning. (6) Listener is sensitive, attentive, and responsive. 3. Six Obstacles to Effective Listening a. Resistance to change. (1) Habit of treating people in a prescribed way. (2) "Knowing" what will be said because he always says the same thing anyway. b. Urge to think one's own thoughts. (1) Developing arguments to speaker's points. (2) Evidenced by interruptions and "Yes, but . . ." retorts. c. Wandering - not unusual, in fact, is common because we can listen at a rate of 5 times faster than people can speak. (1) Evidenced by asking unnecessary questions. (2) Also making irrelevant comments and bringing up issues that have been settled already. d. Wishful hearing (1) Hear only what we want to hear. (2) Or, hear the message in a way construed to fit our wishes. (3) "He didn't say we <u>could</u> take a coffee break, but he didn't say we <u>couldn't</u>!" (4) Only hearing part of the message - fertile soil for grapevine gossip to grow.	

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III. B. 3. e. Unwarranted assumptions on part of speaker. (1) Huge gaps in supplying information. (2) Takes for granted rather than trying to establish foundation of understanding. (3) "Nothing goes without saying" will help stop unwarranted assuming. f. Habitual secretiveness or rigidity. (1) Either speaker or listener hides insecurity and will not open up. (2) Unwilling to give in the relationship either of himself, his time, or his attention. 4. Getting the speaker to speak. a. Distance is crucial. (1) Proximity control is effective if used in a close rather distant space. (2) Words from distance are ineffective in stopping combat or disputes. b. Listener draws speakers out. (1) Helps thoughts to crystalize. (2) Helps discharge emotions and lowers stress level. c. Use of open-ended questions causes the speaker to talk more. (1) Asking yes-and-no questions does not promote conversation. (2) Examples are: "Tell me about the . . ." or "How do you feel about. . .?" d. Use of probing questions or statements gets the speaker to examine his deeper feelings. (1) "You seem angry." (2) Have you any blame in this regard?"	

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III. B. 4. e. Non-verbal cues let speakers know they are listened to (1) Direct eye contact or on bridge of nose. (2) Inclined body toward speaker suggests concern. (3) Open-stance indicates openness. (4) Closed-stance, folded arms, hands thrust in pockets, and crossed legs appear rigid, close-minded. (5) Nodding on key phrases lets the speaker know you are receiving him. f. Pregnant pause (1) Perhaps the most effective means of getting someone to talk. (2) Long periods of silence are awkward and we rush to fill them with words. (3) Pauses indicate no rush: "Take your time to think, I'm here to listen to all you have to say." (4) It's just plain considerate and polite to keep your mouth shut. 5. Content vs. Context a. A message is a string of words arranged in a specific order to convey an abstract thought; b. But the words alone are not capable of transmitting the full impact of the thought; c. So we use changes of tone, rate, and inflection to enhance the message and convey the feeling behind the thought. (1) Consider "That is a bad car" it can mean a great car or a lousy one depending on how the person speaks. (2) Or, "You look terrific in that dress" can be a compliment or a sarcastic swipe at someone.	

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III. B. 5. d. So we must not only listen to <u>what</u> is said, but also to <u>how</u> it is said. (1) Content is the coded message. (2) Context is the aura surrounding the message. (3) Yellow Journalism is famous for taking messages out of their original context and thereby creating new meanings. e. Cues to help interpret context. (1) Very subjective study - everyone does not exhibit the same characteristics; (2) Direct or indirect eye contact; (3) Body position, stance, gestures; (4) Tone, volume, frequency or rate of speech. (5) Ask yourself "Why is he telling me this in this way?" before speaking yourself. (6) Try to "read between the lines" of the message. (7) The context is often more informative than the content of a message. 6. Feedback a. Any conversation is a commitment between two individuals to transfer ideas. (1) Obligation of speaker is to give as much information as possible. (2) Don't make listener guess at your intention. (3) Listener then must give feedback (a) Basically, listener responds "As I see it, you're saying this . . ." (4) Speaker then affirms or corrects the listener's interpretation of the message.	

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III. B. 6. a. (5) The listener is in the position of saying "Come out, come out, wherever you are!" (a) An example of how we need feedback in order to converse is to think of the times when you have had to talk to a telephone answering device. (b) Because there is no feedback you feel awkward. b. How to feedback (1) Repeat back key words or phrases (a) Implies interest and the desire to know more about the subject. (b) Example: "I had trouble with my old man"; response would be "your old man" or "trouble?" (2) Summarize back (a) Paraphrase the message (b) "Let me see if I've got this right . . ." (3) Make the person aware of his emotions (a) Suggest you see the emotion, don't say "You're angry!" (b) Better response is "You seem to be angry." (c) Accept his emotions without criticism or argument. (d) People need to feel in control of their emotions - allow them to "vent steam" c. Purpose of feedback (1) To give interpretation of messages to speaker. (2) To give insight on your observation.	

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III. B. 6. c. (3) To influence the speaker to talk. 7. Conclusion Listening is an active engaging form of human relations requiring a commitment to give of yourself. By giving your attention to a speaker you can draw him out of his private world and open up the flow of ideas. By giving feedback you reinforce his urge to talk and clarify your understanding of his message and the context in which it was delivered. C. MANAGEMENT 1. Neutrality a. Impartial third party assists in reducing conflict and replacing chaos with order. b. In our society, individuals who function as impartial parties to conflict are judges and referees. (1) We give them distinctive uniforms to show their neutrality. (2) Uniform does more to legitimize authority than any other facet of official conduct. c. Police are ideal conflict reducers because they have an impartial stance and aura and because they are on the scene as the conflict occurs. d. They use their neutrality to defuse hostility and begin settlement. 2. Precipitation and Foundation Causes. a. Once order has been established, the officer can begin to understand the cause of the conflict. (1) A foundation cause is one that is the underlying problem. (2) A precipitating cause is one that started the immediate conflict.	

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III. C. 2. b. The officer's job is to discover and identify the root cause and refer the combatants to an agency that can assist them. (1) Conflict reduction merely stops the hostility and may be accomplished by an arrest or removal of one disputant - <u>but</u> the dispute <u>will</u> re-occur! (2) Conflict resolution goes beyond reduction to solve the issues giving rise to the conflict in attempt to settle the dispute. 3. The Call for Assistance By the time the officers make contact with the disputants their understanding of the situation may have been severely distorted; how much no one knows. a. This distortion or alteration as to the nature of the situation is due to information being passed through the perceptions of at least four or five individuals who process the call. (1) The disputants' perception of the situation (which may or may not be similar to that of any other disputants). (2) If the reporting party is a neighbor, the neighbor's perception of the situation is quite removed and covers only a small fraction of what occurred. (a) If the reporting party is the disputant, this increases the flow of important information necessary for effective handling. (3) The police department's front desk officer who receives the call. (a) The perception of the situation can undergo considerable change and reduction as the front desk officer assesses the situation and makes a determination as to its nature.	

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III. C. 3. a. (4) The dispatcher's perception. To conserve air time, disturbances are reduced to codes which considerably alter perception of the nature of a situation and definitely contribute to a lack of officer survival concern. (5) The handling officer's perception of the situation. When the officer receives the call, many factors, such as prior calls, field conditions, etc., bear on his perception of the situation he is about to handle. b. Because the call has passed through so many individuals and thousands of conditions which can alter its original nature considerably, it is critical that procedures be developed which will ensure that the handling and back-up officer's perception of the situation be as close to the caller's perception as possible. 4. Dispatch - Front Desk Information Intake - The Key to Survival. a. What a dispatcher broadcasts will, to a great extent, determine the officer's approach to a situation. (1) It is the dispatcher's duty to transmit <u>exactly</u> the information as received. (2) Ideally, a typical disturbance should be dispatched in two stages: Stage One - Preliminary information to get units rolling to the scene. Should contain: assignment of two officers to handle; caller's name; location of dispute (reporting party's location, if different from disputant's); brief description of the problem. Stage Two - The front desk intake officer continues to gather information such as telephone number, number and description of disputants, is the caller a disputant, is anyone injured, are children involved, is	

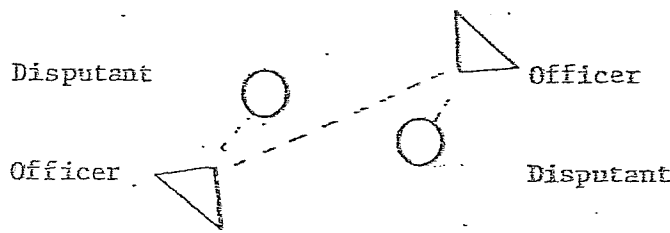
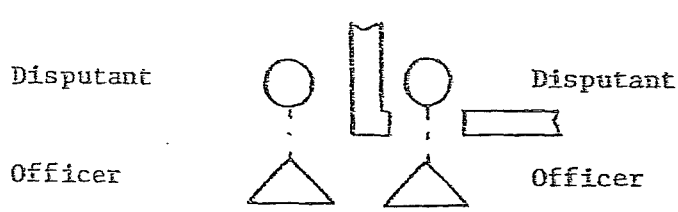
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III. C. 4. a. (2) there a weapon involved, if so, type, location, has it been fired, is it loaded, is the person knowledgeable in its use, are any of the disputants hostile toward police, state of mind of the caller, state of the dispute, aggression level, is anyone drinking, who is most violent, specifically what is the dispute about, prior calls to that address or parties, etc. (3) Following the initial dispatch, the dispatcher should give this additional information on the call as appropriate while units are proceeding to the location. (a) This should be done on a second frequency if available. (b) Following this, the dispatcher should indicate stand-by for a playback (if available) of the disputant's call on this frequency. (c) Being able to hear the caller has greatly reduced the problem of perceptual alteration by the officer. (i) Voice tones, inflections, etc., indicate levels of fear, important issues, situational conditions, and other information important to the officers' safety which ordinarily would not have been known. 5. Unit Approach a. All disturbances should be handled by a minimum of two officers at all times. b. Officers can increase their knowledge of a situation by taking a minute behind cover to discuss: (1) What the first officer has observed since his arrival while waiting for his back-up. (2) Share with each other any information related to any prior calls to this location.	

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III. C. 5. b. (3) Decide who will handle the call and a basic approach plan. (a) You want to suddenly materialize at the door without being seen by any disputants. (b) A non-aligned approach - is one in which the officers accomplish three goals. (i) They utilize existing natural cover such as shrubs, trees, a corner of the house, etc., to place between them and points from which disputants could detect them as they walk to the door. (ii) They approach in such a fashion that if a disputant were to have a gun trained on one of the officers, the other officer would be able to move to cover before the second round went off. (iii) They approach so as not to be caught in a crossfire. 6. Entering a. As one officer enters the other should, when possible, provide cover and then enter. b. Once inside the handling officer's responsibilities are: (1) Determine where all disputants are located and assess their body language. (2) Not enter further until he can see the palm side of the disputants' hands. (3) Survey the interior scene for clues as to the hostility level of the disputants. 7. Separation patterns a. Wide Z is advantageous because:	

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III. C. 7. a. (1) Officers can see one another directly in which non-verbal communication between officers can be carried on. (2) Disputant's body has 360 degree coverage by both officers. (3) Neither disputant can see the other, which greatly reduces hostile communication.  b. Wall separation is another effective technique. (1) It loses the advantage of 360 degree sight coverage of a disputant. (2) But it maintains the key to separation, which is breaking eye contact between disputants. (3) It gains the advantage of further reducing hostility by increasing the distance between disputants. 	
8. Defusing hostile individuals a. Conflict is a temporary emotional state which is fueled by frustration. (1) The first step in controlling aggressions is in controlling yourself.	

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III. C. 8. a. (2) If the officer's frustration is combined with that of the disputant's, it obviously will worsen the conflict and make it much more difficult to control. b. Management techniques (1) Separation - the first step in defusing hostile individuals is to separate them. (2) Venting - let the frustration and rage that the disputant feels flow out of them, more often than not this will be in the form of hostile words. (a) Soft authority - Gain control of situation by speaking in a below normal soft voice tone. (b) Modeling - You show in your own behavior what it is that you expect from the disputant. (i) You act calm to calm the disputants and talk softly so the disputant will also. (c) Evident concern - You must show that you are concerned about what the disputant considers to be unjust actions of the other disputant. (i) You don't have to believe it; as a matter of fact, it's important not to side with any disputant, but you should be able to see it from their point of view. 9. Determine the Underlying Issues of a Conflict a. Precipitating incidents are usually acts of frustration release. (1) Must discover what provoked the outbreak of violence. (a) For example: "She went out and broke all the windows in my car!", or "He's been stepping out on me, so I shot his no good self!"	(For Student Use)

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III. c. 9. b. Underlying issues are the bases for the conflict. (1) They are the frustrations and tensions the disputants cannot escape. (a) Examples are: alcoholism, heavy debts, illness, unemployment, and marital discord. c. Listening (1) By being a good listener, the officer can identify the issues and move to getting them the help they need. d. Doing (1) Once the officer discerns who will best be able to help the disputants, he can give them the name and address of the agency. (2) Business cards are ideal to write the information on. (3) Departmental stationery is also good for referrals because it carries some authority (4) Follow up on dispute resolutions to see if you can further assist them.	

SUBJECT MATTER	REMARKS
I. <u>INTRODUCTION</u> A. <u>Who is a Child in Need of Services? (IC 31-34-1)</u> 1. If before the child becomes eighteen (18) years of age: Child's physical or mental health is seriously impaired or endangered as result of the inability, refusal or neglect of the child's parent to supply: a. food b. clothing c. shelter d. medical care e. education f. supervision 2. Child's physical or mental condition is seriously endangered due to injury by an act or omission of the child's parent. 3. Victim of a sex offense. 4. Child endangers own health or the health of another. 5. Parent doesn't participate in educational disciplinary procedure. 6. Child is missing. 7. Child is denied nutrition or medical or surgical intervention (life threatening). 8. Child was born with fetal alcohol. 9. Child's care, treatment or rehabilitation is unlikely to be provided or accepted without coercive intervention of the court. B. <u>Duty to Report</u> 1. IC 31-33-5-1 -- Any individual who has reason to believe that a child is a victim of child abuse or neglect shall make a report. 2. IC 31-33-5-4 -- Immediate oral report -- A person who has a duty to report that a child may be a victim of child abuse or neglect shall immediately make an oral report to local child protection service or law enforcement agency.	(For Student Use)

SUBJECT MATTER	REMARKS
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II. <u>PHYSICAL ABUSE</u> A. <u>Evidenced by</u> 1. Bruises 2. Broken bones 3. Burns 4. Abrasions 5. Cuts 6. Bites 7. Other physical injuries that need medical care. B. <u>These injuries are inflicted to Make a Child</u> 1. Comply with expectations 2. To punish a. IC 31-34-1-15 -- nothing in this chapter limits the right of a person to use <u>REASONABLE</u> corporal punishment when disciplining a child if the person is the parent, guardian or custodian of the child b. in addition, nothing in this chapter limits the lawful practice or teaching of religious beliefs 3. To show dislike for the child.	
III. <u>PHYSICAL INDICATORS OF CHILD ABUSE</u> A. <u>Unexplained Bruises and Welts</u> 1. On face, lips, mouth. 2. On torso, back buttock, genitals or thighs. 3. On several different surface areas of the body. 4. On neck from being choked or strangled. 5. On scalp with hemorrhaging.	

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6. On infant, anywhere. 7. On upper lip from forced feeding. 8. Indicative of outlines of object used to cause injury. 9. Absence of hair in patches on scalp. 10. Traumatized ear lobes — cupping or boxing ears. a. sudden loss of hearing b. cauliflower ear c. bruising to ear and surrounding area d. blood in ear canal 11. Lesions in various stages of healing that regularly appear. 12. Broken, chipped or missing teeth B. <u>Age Dating Bruises</u> 1. Initial injury: Red 2. 6-12 hours: Blue 3. 12-24 hours: Black-purple 4. 4-6 days: Green tint, dark 5. 5-10 days: Pale green, yellow (sometimes with brown tint) C. <u>Unexplained Fractures</u> 1. Of nose, skull, jaw or other facial bones. 2. Bone separations indicating pulling or jerking. 3. Rib fracture in child of preschool age. 4. Swollen or tender limbs. 5. In various stages of healing. D. <u>Unexplained Lacerations, Abrasions</u> 1. Of mouth, lips, gums, eyes. 2. Of external genitalia.	(For Student Use)

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3. On backs of arms, legs, torso. E. <u>Investigative Consideration</u> 1. Secure as much relevant information about the incident: a. persons possibly involved b. potential witnesses c. identity of complainant d. how knowledge was obtained e. what knowledge they possess f. reasons for making the report 2. Discretion is essential – offense only alleged at this time. 3. Unsubstantial accusations is harmful. 4. Abuse is highly suspect if: a. child suffered more than one injury over a period of time may suggest a pattern b. child has suffered different kinds of injuries c. explanation given does not account for or fit the injuries seen d. explanation changes from the account originally given e. frequent disturbance calls for alcoholism or family violence calls 5. Make a thorough visual inspection: a. condition of the home b. number of persons in the home c. condition of the child d. condition of the parent or others e. interaction between the child and other members of the household 6. Photographs are important: a. scene as appeared to investigator b. location of the victim c. evidence such as: 1) clothing 2) instruments used to injure (household items) 3) bloodstains 4) exact nature and extent of injuries 5) any hazardous conditions in the home	

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7. Taking a child into custody: IC 31-34-2-3. a. if it appears that the child will be in serious danger in the home b. there is a need for immediate treatment for the child c. the child may be physically removed from courts jurisdiction if immediate action is not taken 8. Detention of a CHINS IC 31-34-5-1 a. can be held in a shelter care facility for a period of 48 hours (excluding Saturdays, Sundays and legal holidays) b. should not be detained in a secured detention facility F. <u>Unexplained Burns</u> 1. Cigar or cigarette burns, especially on soles of feet, palms of hands, back of buttocks. a. investigative considerations: 1) photographs needed of: a) actual burn b) overview of child c) close-up of lighter, matches, cigar or cigarettes 2) collect cigar, cigarettes, matches, lighter as evidence 2. Immersion burns (sock-like, glove-like, doughnut shape) on buttocks or genitalia. a. investigative considerations: 1) immediately test the water temperature in all faucets 2) measure distance from water heater to faucet indicated 3) diagram the scene, looking specifically for the angle of the faucet, slope of the tub or sink 4) photographs needed of: a) overview of complete room b) faucet c) tub or sink d) hot water heater (overview) e) controls on water heater f) brand name and size label	(For Student Use)

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5) if you are at the scene shortly after the burn took place, check the floor for wetness 6) locate towels and check for wetness, location and condition 7) measure height of tub 8) measure child from floor to hip 9) determine what the tub is made of: cast iron, plastic or fiberglass 10) determine if there was a delay in requesting medical attention or reporting, anything over two hours should be questioned 11) what was used to treat the burn, i.e., vaseline, butter, etc. 3. "Dry" contact burns which show mark left by instrument used to inflict injury. a. investigative considerations: 1) test surface temperature of furnace or suspected "hot object" 2) diagram suspected area measuring height of grate, size of grate, grate pattern, stove, etc. 3) check thermostat to verify if it is in working condition 4) photographs needed: a) overview of scene b) diagram suspected area measuring height of grate, size of grate, grate pattern, stove, etc. c) if heater, heater controls and thermostat d) injury areas from all angles e) injury 24 hours and 48 hours after incident 5) take furnace grate as evidence and test for body residue 6) take iron, curling iron, hair dryer, etc. 7) microwaves have been used to inflict burns	(For Student Use)
IV. <u>BEHAVIORAL INDICATORS OF ABUSED CHILDREN</u> Children who are abused physically or emotionally display certain types of behaviors. Many of these are common to all children at one time or another, but when they are present in sufficient number and strength to characterize a child's overall manner they may indicate abuse. A. Wary of Adult Contacts B. Over Anxious to Please Adults C. Apprehensive When Other Children Cry D. Demonstrates Behavioral Extremes: Aggressiveness or Withdrawal	

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E. Frightened of Parents, Afraid to Go Home F. In infants, affective withdrawal from interpersonal interaction (e.g., lack of smiling, laughter) G. Indiscriminate Attachment (i.e., will go to anyone with no apparent specificity in their affections). H. The child may be a "special child" in the family. The special child is one that is viewed differently from the other children by the parents. The child may fail to respond in the expected manner or the child may indeed be different: it may be retarded, hyperactive, have a speech defect, or simply have blue eyes when the parents expected brown eyes. Parents with a potential to abuse will pick this "special child" to abuse. V. <u>EMOTIONAL OR MENTAL ABUSE</u> Characterized by any interaction with a child that damages self-esteem or psyche. Teasing, ridicule and belittlement are damaging to children, yet unreasonable parental expectations can be far more destructive. Over protective, dependent or do not understand a youngster's developmental capabilities may inflict harsh criticism and/or punishment. Others who project their own personal needs, desires and frustrations on their children may require them to "live out" parental fantasies of success and accomplishment. Teen suicide victims have often left messages of not being able to endure the pressures exerted on them by these expectations. A. <u>Physical Indicators</u> 1. Lagging in physical and social development. 2. Physical symptoms of anxiety (speech disorders, ulcer, vomiting, crying, etc.). 3. Psychogenic skin disorders (rashes, hives, etc.). 4. Failure-to-thrive syndrome. 5. Nail biting and thumb sucking. 6. Hoarding food. 7. Rubbing away hair on head. 8. Constant body rocking or head banging. 9. Referral to self in the third person.	(For Student Use)

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B. <u>Behavioral Indicators for Child Emotionally Abused</u> 1. Exhibits habit disorders, such as poor eye contact, sucking, biting, rocking, enuresis or eating and other food-related disorders. 2. Has conduct disorders, including withdrawal and anti-social behavior. 3. Has neurotic traits, such as sleeping disorders, inhibition of play, compulsiveness, hysteria, obsession, phobias and hypochondria. 4. Is suspicious, untrusting, pessimistic, depressed, anxious, preoccupied. 5. Demonstrates extreme behaviors, including overly compliant, passive or extremely aggressive. 6. Has developmental lags in mental and emotional growth. 7. Attempts suicide. 8. Has poor self-image. 9. Runs away. VI. <u>NEGLECT</u> A. <u>Physical Indicators:</u> 1. Fails to supply the child with adequate food, clothing, shelter, education (as defined by state law), or health care, though financially able to do so or offered financial or other reasonable means to do so. 2. Abandons the child, as defined by state law. 3. Fails to provide the child with adequate care, supervision or guardianship by specific acts or omissions of a similarly serious nature requiring intervention of the child protective service or court. B. <u>Behavioral Indicators of Child Neglected</u> 1. Demonstrates vandalism or theft, begs or steals food for necessity. 2. Stays at school for periods that extend beyond class time (early arrival and late departure). 3. Constantly fatigued, listless or falls asleep in class. 4. Often addicted to alcohol or other drugs.	(For Student Use)

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SUBJECT MATTER	REMARKS
5. Demonstrates bedwetting, nail biting, lying. 6. Demonstrates social withdrawal from peers and adults. 7. Verbal and cognitive skills are below average for age level. 8. Has history of poor academic progress. 9. Demonstrates suspicion, pessimism, distrust and depression; often seems preoccupied or daydreaming.	(For Student Use)
<u>VII. MUNCHAUSEN SYNDROME BY PROXY (MSBP)</u> 1. Category of an identified mental illness. 2. Offenders typically seek medical care for themselves or for their target proxy (often a child victim). 3. The most common denominator is the attention given to the offender. 4. The need for attention is represented by the physical and emotional response of medical staff and family towards the offender. 5. Seems to appease the offender's need of self-worth verification. 6. The attention and perceived personal caring of the professional is maximized when they are victims. 7. Case studies have shown that when many offenders return to their normal state, they find that they prefer and even fantasize about that "exciting" time when they were at the center of everyone's attention as a victim. 8. If the "norm" does not provide the emotional needs of the victim, then a conscientious choice for the victim to place him or herself back into the role of the weak or injured. 9. Some offenders become "professional victims" due to repetitive incidents of alleged victimization which have marked increase in severity of injury or circumstance.	
<u>VIII. DUTIES OF THE CRIMINAL JUSTICE SYSTEM</u> A. Composed of Two Separate Entities 1. Law enforcement agency in whose jurisdiction the reported abuse or neglect occurs. 2. Prosecutor's office.	

SUBJECT MATTER	REMARKS
B. Not all cases of child abuse and neglect result in criminal charge. C. Law Enforcement Any law enforcement agency which receives a report of child abuse or neglect that indicates an immediate danger to the child's health or welfare is required to initiate an immediate investigation of the report. IC 31-33-7-7 In all cases, the law enforcement agency shall forward any information, including copies of investigation reports, on incidents of cases in which a child may be victim of a child abuse or neglect to: 1) the local child protection agency 2) the juvenile court under IC 31-34-7. D. Probable Cause to believe that a crime as been committed. 1. Case presented to the screen prosecutor a. reviews the case b. determines whether criminal charges should be filed 2. If charges are not filed, case is closed by law enforcement agency. 3. If charges are filed, a warrant is issued for the arrest of the alleged perpetrator. 4. Perpetrator is brought into court for an initial hearing. 5. At the initial hearing, a bond is set and a protective order is issued that limits. a. totally prohibits any contact between the dependent and the alleged victim. Criminal case ends in various ways: 1. trial 2. plea agreement 3. dismissal In the event of a conviction; either at trial or through a plea, the defendant is: 1. incarcerated 2. placed on probation	(For Student Use)

SUBJECT MATTER	REMARKS
I. INTRODUCTION A. Definitions 1. <u>Sexual Abuse</u> Contact with a child (child molestation) where child is being used for sexual stimulation of the other person. Sexual abuse can be committed by a person of any age. The accused is often older than the victim and/or in a position of authority over the child. 2. <u>Sexual Exploitation of Children</u> Refers to the sexual abuse of a child who is not developmentally capable of understanding or resisting the contact or who is emotionally and/or physically dependent upon the offender. Sexual exploitation generally involves premeditation on the part of the offender. The more graphic forms of sexual exploitation are child pornography, child prostitution and child sex rings. B. Why do many children not tell when they are molested? 1. <u>Fear</u> They are afraid to tell and may have been threatened by the abused to keep them from telling. 2. <u>Unaware of the Nature of the Abuse</u> They do not understand what is happening to them, especially in the case of sexual abuse, or they believe that these things happen to everybody. 3. <u>Lack of Trust</u> They do not know whom to tell or they tried to tell and were not believed. 4. <u>"At Fault" Feeling</u> They believe that they are to blame for what has happened, and they do not want to tell others how "bad" they are.	(For Student Use)

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SUBJECT MATTER	REMARKS
5. <u>Protection of Perpetrators</u> Children often care for and love the persons who abused or molested them, and they do not want harm to come to the person(s) or their family(ies). This is especially common when the abuser is a parent, other close relative, or another trusted individual. 6. <u>"Secrecy"</u> Children are often told by the perpetrator that sexual abuse is "their secret" and must be kept a secret. II. <u>SEXUAL ASSAULT INDICATORS:</u> Child sexual abuse or assault should be suspected if the following indicators are present (but not limited to): A. <u>Physical Indicators</u> 1. sexually transmitted diseases 2. genital discharge or infection 3. physical trauma or irritations to the anal/genital area (pain, itching, swelling, bruising, bleeding, lacerations, abrasions, especially if unexplained or inconsistent) 4. painful urination/defecation 5. difficulty walking or sitting due to genital or anal pain 6. stomachaches, headaches or other psychosomatic symptoms B. <u>Sexual Behaviors of Children</u> 1. detailed and age-inappropriate understanding of sexual behavior 2. inappropriate, unusual or aggressive sexual behavior with peers or toys 3. excessive curiosity about sexual matters or genitalia (self and others) 4. unusually seductive with classmates, teachers and other adults C. <u>Behavioral Indicators of Younger Children</u> 1. fecal soiling 2. eating disturbances (overeating, undereating) 3. fears, phobias, overly compulsive behavior	(For Student Use)

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SUBJECT MATTER	REMARKS
4. school problems or significant change in school performance 5. inappropriate age behavior or regressive behavior such as bedwetting or thumb sucking 6. sleeping disturbances such as nightmares, fearful about falling asleep and sleeping long hours D. <u>Behavioral Indicators in Older Children and Adolescents</u> 1. withdrawal 2. poor hygiene or excessive bathing 3. poor peer relations and social skills, inability to make friends 4. alcohol and/or drug abuse 5. acting out, runaway, aggressive or delinquent behavior 6. refusal to dress for physical education 7. non-participation in sports and social activities 8. fearful of homelife 9. sudden acquisition of money, new clothing or gifts with no reasonable explanation 10. suicide attempt or other self-destructive behavior E. <u>Sexual Exploitation Indicators</u> In addition to the sexual assault indicators, sexual exploitation should be suspected if: 1. there are multiple victims and/or multiple suspects 2. child victims(s) describes instances where he/she has been photographed 3. evidence of nude modeling or live nude performance by the child 4. suspect(s) displays an unusual interest in children 5. suspect(s) possesses child erotica 6. suspect spends an abnormal amount of time at recreation centers, theaters and other locations where juveniles congregate 7. suspect exhibits sophisticated methods of seducing children 8. evidence of pornography 9. suspect occupies a position of authority or trust with children III. <u>CHILD SEXUAL ABUSE WHICH CONSTITUTES A CRIME</u> A. <u>IC 35-42-4-3 CHILD MOLESTING</u> 1. child under 14 years of age who performs or submits to sexual intercourse or deviate sexual conduct 2. performs or submits to any fondling or touching	(For Student Use)

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SUBJECT MATTER	REMARKS
	(For Student Use)
<u>B. IC 35-42-4-4 CHILD EXPLOITATION</u> Performance or incident that includes sexual conduct by a child under the age of 18. - a person who knowingly or intentionally: - manages - produces - sponsors - presents - exhibits - photographs - films - videotapes - dissemination or exhibition matter that depicts or describes sexual conduct by a child under age 18 - disseminates, exhibits to another person or sends or bring into Indiana - uses a computer network (IC 35-43-2-3(a)) - possession of child pornography - a person who knowingly or intentionally possesses material that depicts or describes sexual conduct by a child under the age of 16 - a picture - drawing - photograph - negative image - undeveloped film - motion picture - videotape - pictorial representation - lacks serious literary, artistic, political or scientific value	

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SUBJECT MATTER	REMARKS
	(For Student Use)
C. <u>IC 35-42-4-5 Vicarious Sexual Gratification</u> A person 18 years of age or older, with the intent to arouse or satisfy sexual desires of a child or the older person, aids, induces or causes a child under 16 years of age to: 1. touch or fondle himself or another child under 16 2. sexual intercourse with another child under 16 3. sexual conduct with an animal or other human being 4. deviate sexual conduct with another person	
D. <u>IC 35-42-4-6 Child Solicitation</u> A person 18 years of age or older solicits a child under 14 years of age to engage in: 1. sexual intercourse 2. deviate sexual conduct 3. any fondling or touching intended to arouse or satisfy desires of either the child or older person	
E. <u>IC 35-42-4-8 Sexual Battery</u> A person who, with intent to arouse or satisfy the person's own sexual desires or the sexual desires of another person, touches another when that person is: 1. compelled to submit to the touching by force or the imminent threat of force 2. so mentally disabled or deficient that consent to the touching cannot be given	
F. <u>IC 35-42-4-9 Sexual Misconduct with a Minor</u> A person at least 18 years of age who, with a child at least 14 years of age but less than 16 years of age, performs or submits to sexual intercourse or deviate sexual conduct.	
G. <u>IC 35-46-1-3 Incest</u> A person 18 years of age or older who engages in sexual intercourse or deviate sexual conduct with another person, when the person knows that the other person is related to the person biologically as a parent, child grandparent, grandchild, sibling, aunt, uncle, niece or nephew.	

Instructor:

SUBJECT MATTER	REMARKS
IV. <u>INITIAL RECEIPT AND EVALUATION OF INFORMATION:</u> A. <u>Law Enforcement Response</u> Upon the initial receipt and evaluation of a reported offense, the urgency of the response should be based on the type of sexual abuse and the nature of the case. Such considerations include: 1. danger to the victims Removal of the child and placement in protective custody shall be done immediately where the child's condition or surroundings reasonably appear to be such as to jeopardize the child's welfare. IC 31-34-2-3 2. need for medical attention 3. whether suspect still has access to the victim a. if probable cause to arrest exists, the suspect(s) shall be taken into custody where appropriate b. if probable cause to arrest does not exist the law enforcement officer may take an alleged perpetrator into custody for the purpose of removing from the residence where the child lives then contact welfare attorney for a protective order, IC 31-34-2-2 4. potential to obtain or lose evidence 5. acquaintance vs. stranger assault 6. need for a search warrant B. <u>Preliminary Investigation</u> In the preliminary investigation, the following information should be gathered to determine the truth of the allegation of sexual abuse. 1. type and extent of sexual contact 2. identification of all persons with possible knowledge of the incident 3. a detailed description of the crime scene (if known) 4. motivation of the reporting party	(For Student Use)

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C. Suspect Interview

In sexual abuse or exploitation cases, the investigating officer(s) should determine:

1. suspect's awareness of the investigation
2. when suspect should be made aware of the investigation
3. when suspect should be interviewed
4. who should do the interview of the suspect
5. where interview should take place

D. Evidence

All evidence relating to allegations of sexual abuse and sexual exploitation should be gathered and preserved, including:

1. photographs of the victim and/or the crime scene
2. findings in sexual abuse medical examination
3. articles of clothing from victim and/or suspect
4. biological evidence (victim/suspect)
5. child erotica
6. diaries (victim/suspect/witness)
7. correspondence relating to allegations and/or other offenses
8. personal telephone/address books
9. sexual aids
10. computer equipment/files (suspect/victim)
11. other physical evidence, i.e., bedding towels, etc.

E. Investigative Leads

Investigative leads for sexual abuse and sexual exploitation cases should include:

1. suspect's associations with youth organizations
2. local file checks showing suspect's contacts with youths

a. IC 5-2-12-7 Correctional Facility Report

At least 30 days but not more than 90 days before an offender who is required to register is scheduled to be released from a correctional facility, shall inform the applicable local law enforcement authority.

1. where the offender expects to reside
2. offender's name
3. release date
4. offense committed by the offender

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	(For Student Use)
b. IC 5-2-12-5 Offender Shall Register 1. with each local law enforcement authority having jurisdiction in the area where the offender resides or intends to reside for more than 7 days 2. offender shall register not more than 7 days after arriving at the place where the offender resides or intends to reside 3. offender's duty to register expires 10 years after the date the offender is released from prison, parole or probation, whichever occurs last 3. intelligence information such as: a. pornography mailing lists b. pedophile mailing lists c. underground newsletters and publications F. <u>Corroborating Information</u> Corroborating information sources that will assist the investigating officer includes: 1. description of crime scene, residence and/or vehicle 2. description of marks, scars and tattoos (especially on those body parts normally covered by suspect's clothing) 3. visual and audio depictions of children (photos, video and audio cassette recordings) 4. pornography that may have been exhibited to the victim(s) 5. items left behind by the victim/suspect at the crime scene 6. persons the victim may have told prior to the official report to authorities (best friend, neighbor, clergy, etc.) 7. prior medical visits for related symptoms 8. gifts and rewards received from the suspect(s) V. <u>VICTIM INTERVIEWS</u> A. Every effort should be made to minimize the number of interviews with the child victim. Some techniques to consider include: 1. consultation with a specialized law enforcement child abuse investigative unit (if available) prior to the interview	

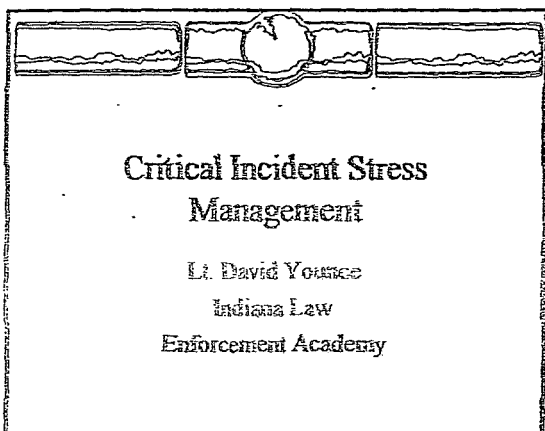
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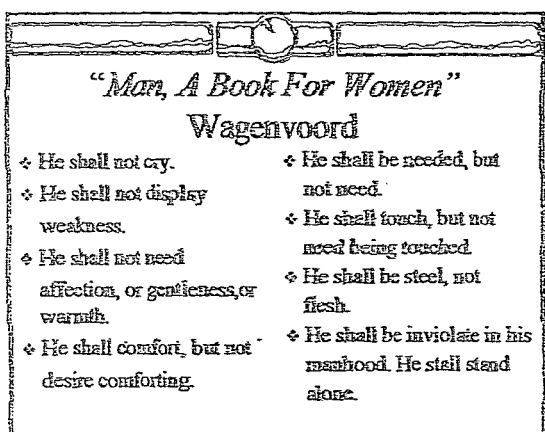
SUBJECT MATTER	REMARKS
2. coordination of the investigation with Child Protection Services 3. consultations with the prosecuting attorney 4. use of audio and/or video recordings 5. conducting thorough and well documented interviews B. Care should be taken to be sensitive to the needs of the child. Techniques to consider include: 1. establishing rapport with the child 2. careful selection of the interview setting 3. providing the child with emotional support 4. establishing the child's developmental level 5. awareness that the child may be blaming himself/herself for the offense 6. recognizing when to discontinue the interview 7. telling the child what to expect during the investigation 8. concluding the interview in such a fashion that the victim feels free to recontact the investigator C. When conducting child victim interviews, the investigator should also consider the following: 1. to whom and when the victim disclosed the incident 2. allow the child to describe the incident in his/her own words 3. establish and use the child's terminology and language for body parts and acts 4. avoid influencing the child's account of the alleged offense 5. establish time frame(s) and jurisdiction(s) for all alleged offenses 6. avoid being judgmental when discussing the alleged suspect 7. avoid making promises or false reassurances VI. <u>INTERVIEWING ALLEGED SUSPECT</u> A. When conducting an interview with the alleged suspect, the following factors should be taken into consideration by the investigating officer: 1. establish rapport with the suspect 2. determine relationship between the suspect(s), witness(es) and victim(s)	(For Student Use)

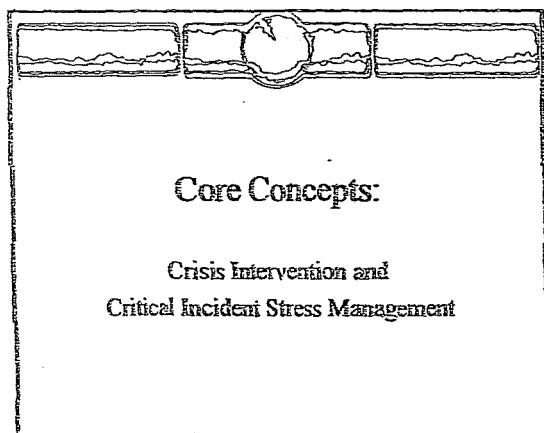
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3. determine if and when the suspect had access to victim 4. note the demeanor of suspect at the time of the interview 5. encourage suspect to relate the incident in his/her own words 6. note statements that are consistent with other findings and evidence 7. note statements that are inconsistent with other findings and evidence B. When an abuser confesses to committing a crime, the child victim is spared the burden of testifying in court and living through a lengthy trial and that is the very best protection law enforcement can provide. <u>VII. CONCLUSION</u> The first professionals to come in contact with the child victim can either increase or decrease the trauma to the child and his or her family. Premature and hasty investigation of reports of sexual molestation can often cause additional harm to the victim as well as destruction of evidence by the alleged perpetrator. Law enforcement agencies should have a comprehensive, written policy to ensure consistent response to child sexual abuse. Such guidelines will result in efficient, cost effective community responses and will lessen trauma to child victims by avoiding duplication of effort.	(For Student Use)

SUBJECT MATTER	REMARKS
I. Critical Incidents Stress Management. II. Core Concepts. A. Crisis Intervention B. Critical Incident Stress Management. III. Goals of Crisis Intervention. IV. What is a Critical Incident? V. Basic Terms and Conditions A. Stress Response. B. Target Organs. C. Cumulative Stress. D. Eustress. E. Distress. F. Burnout. VI. Signs and Symptoms of Stress A. Physical B. Cognitive C. Emotional D. Behavioral. VII. Critical Incident Stress and Interpersonal Relationships VIII. Traumatic Stress/P.T.S.D. A. Disorder B. Symptoms C. Early Warning Signs IX. Critical Incident Stress Management : Core Components. X. Critical Incident Stress Debriefing A. The C.I.S.D. or P.O.S.T. Team B. Introductory Remarks C. Stage 1 Introduction D. Stage 2 Facts E. Stage 3 Thoughts F. Stage 4 Reaction G. Stage 5 Symptom H. Stage 6 Teaching I. Stage 7 Re-Entry. XI. CISD Handout	(For Student Use)







Crisis: a response to an event wherein

- 1) An individual's psychological homeostasis is disrupted.
- 2) One's usual coping mechanisms have failed, and
- 3) There is evidence of distress and significant functional impairment.

Critical Incident

An event which has the potential to endanger a crisis response.

Crisis Intervention

Psychological "first aid." As physical first-aid is to surgery, crisis intervention is to psychotherapy.

Goals of Crisis Intervention

- 1) Symptom stabilization, i.e., prevent symptoms of distress/impairment from worsening.
- 2) Symptom reduction
- 3) Re-establish functional capacity, or
- 4) Seek further assessment and/or higher level of care.

What is Critical Incident Stress?

Any time an officer faces a situation which causes them to experience strong emotional reactions which may have the potential to interfere with their ability to function either at the scene or later.

Examples of events which could be a critical incident:



“Critical Incidents”

Line of duty death or serious injury,
 death of a child, multiple fatalities,
 community disaster, taking the life of
 another, burned or mutilated bodies,
 homicidal or suicidal death,



“Critical Incidents”

Death by (neglect, indifference, or
 carelessness), mission failure,
 personal acquaintance with victim,
 heavy media attention (or criticism
 from media), .



“Critical Incidents”

Lack of support from Agency,
 witness to intense (suffering,
 tragedy), confinement by others,
 unsuccessful suicide intervention.



Basic Terms and Conditions



Stressor -

A stimulus that causes, evokes or is otherwise strongly associated with the stress response.



Stress Response -

Stress consists of a well known combination of neurologic, neuroendocrine, and endocrine arousal response mechanisms that can effect and alter every organ and function of the human body.



Target Organs -

The part of the body, or mind, that is the "target" of the stress response and which develops signs and symptoms of overarousal.



Cumulative Stress -

Stress arousal that slowly builds up overtime, sometimes, leading to a condition of "burnout." Cumulative stress erodes coping mechanisms.



Eustress -

Applied to stress as a positive motivating force which may lead to increased health and performance.



Distress -

Applied to stress as a negative dysfunctional force that may lead to disease and the erosion of health.



Burnout -

A state of mental and physical exhaustion.



Signs and Symptoms of Stress

- ❖ Physical
- ❖ Cognitive
- ❖ Emotional
- ❖ Behavioral



Physical – Signs and Symptoms

Chills, thirst, fatigue, nausea,
fainting, twitches, vomiting,
dizziness, weakness, chest pain,
headaches, elevated BP, rapid heart
rate, muscle tremors, shock
symptoms, grinding of teeth, etc.



Cognitive – Signs and Symptoms

Confusion, nightmares, uncertainty,
hypervigilance, suspiciousness,
intrusive images, blaming someone,
poor problem solving, poor abstract
thinking, poor attention/decisions,
poor concentration/memory,



Cognitive – Signs and Symptoms

Disorientation of time, place or
person, difficulty identifying objects
or people, heightened or lower
alertness, increased or decreased
awareness of surroundings



Emotional – Signs and Signals

*Fear, guilt, grief, panic, denial,
anxiety, agitation, irritability,
depression, intense anger,
apprehension, emotional shock,
emotional outbursts, overwhelmed,
loss of emotional control, etc.*



Behavioral – Signs and Symptoms

*Withdrawal, antisocial acts, inability
to rest, intensified pacing, erratic
movements, change in social activity,
change in speech patterns, loss or
increase of appetite, hyperalert to
environment,*



Behavioral – Signs and Symptoms

*Increased alcohol consumption,
change in usual communications, etc.*

Critical Incident Stress and Interpersonal Relationships

- ❖ Divorce, family separation.
- ❖ Wanting distance and not closeness in intimate relationships.
- ❖ Quitting favorite activities or hobbies.
- ❖ Increased irritability at home or work.

Traumatic Stress

Trauma -

Any event outside the usual realm of human experience that is markedly distressing (e.g., evokes reactions of intense fear, helplessness, horror, etc.



Post-Traumatic Stress -

Very intense arousal subsequent to a traumatic stressor or (trauma). It overwhelms coping mechanisms leaving individuals out of control and feeling helpless.



Post-Traumatic Stress Disorder (PTSD)

Symptoms:

- Excessive excitability and arousal.
- Numbing withdrawal, and avoidance
- Repetitive, intrusive memories or recollection of trauma



PTSD - Symptoms

- ❖ Duration of at least 1 month.
- ❖ Causes significant distress/dysfunction.

PTSD – Early Warning Signs

- ❖ Dissociation
- ❖ Traumatic dreams
- ❖ Memory disturbances
- ❖ Persistent intrusive recollection of the trauma
- ❖ Self-medication (e.g., alcohol abuse)
- ❖ Anger, irritability, hostility which is difficult to control

PTSD – Early Warning Signs

- ❖ Persistent depression, withdrawal
- ❖ “Dazed” or “numb in appearance”
- ❖ Panic attacks
- ❖ Phobia formation

Potential PTSD Syndromes

- ❖ Post-Traumatic Stress Disorder (PTSD)
- ❖ Complex partial seizures
- ❖ Depression
- ❖ Self-medication, substance abuse
- ❖ Personality disorders (Borderline, Antisocial, etc.)
- ❖ Erratic work-related behavior
- ❖ Memory dysfunction/Amnesiac syndromes

Critical Incident Stress Management:

Core Components

- ❖ Pre-crisis preparation
- ❖ Demobilizations of staff/workers
- ❖ Crisis Management Briefing (civilians, schools, business)
- ❖ Defusing
- ❖ Critical Incident Stress Debriefing
- ❖ Individual crisis intervention 1:1
- ❖ Family CISM
- ❖ Community and Organizational consultation
- ❖ Pastoral Crisis Intervention
- ❖ Follow-up Referral

Critical Incident Debriefing

The process

Critical Incident Debriefing is:

* A structured psychological process in which a debriefing team, composed of peers, and clinicians assist police officers to deal with the emotional and physical aftermath of a critical incident.

Debriefing Process cont'd:

- ✦ It is a confidential, non-evaluative discussion of the involvement, thoughts, reactions, and feelings from the incident.
- ✦ It has psychological and educational components and serves to mitigate the stress impact of the incident.

Debriefing Process cont'd:

- ✦ While it is not therapy, it will produce a therapeutic effect, in that it will assist participants in understanding their stress and will accelerate the recovery process.

The C.I.S.D. or P.O.S.T. Team

- ✦ Team members are all volunteers.
- ✦ Comprised of peers. Law Enforcement Officers, Jail Officers, Dispatchers and so called "clinical members" – psychiatrists, psychologists, social workers, and counselors.
- ✦ During a briefing at least one clinical member is present.

C.I.S.D. -- Introductory Remarks

- ❖ Team leader identifies self.
- ❖ We are here because of (the event).
- ❖ Some of you do not want to be here. You feel you don't need a debriefing. Please remember even if you don't need help, others present here may. Please stay. You may be able to help others by your presence.

Introductory Remarks:

- ❖ Some of you feel you can handle this on your own. That is probably true. However, experience demonstrates that people who try to handle everything alone take longer to do it.
- ❖ Nothing leaves this room.
- ❖ A critical incident is any event that is extraordinary and produces significant reactions in emergency personnel. It overwhelms the usual, normal abilities of emergency personnel.

Introductory Remarks:

- ❖ The CISD process is designed to lessen the overall impact of an event and to accelerate recovery in normal people who are having normal reactions to abnormal events.
- ❖ We have found people who talk about a bad incident eat better, sleep better, remain healthier, stay on the job longer, and not have as much disruption in their home lives.

Introductory Remarks:

- ✦ The CISD process is a discussion of an unusual event but it is not a critique or part of an investigation.
- ✦ No notes are allowed. Neither do we allow recordings of what is said and the representatives of the media are never allowed.
- ✦ Everything that is said in this room is confidential.

Introductory Remarks:

- ✦ You will be asked to speak two times in the CISD. First time, your name, what your role was and what happened. Second question, cite your first thought once you stopped functioning on "autopilot."
- ✦ You do not have to speak at any time if you do not wish. However, we do not recommend that because of the harm it can cause.

Introductory Remarks:

- ✦ Our main job is to get you back in service and keep you healthy. We are here to listen to you and help the best we can.
- ✦ You may ask questions you wish and we'll try to help you out with some practical and useful information.
- ✦ Please speak only for yourself

Introductory Remarks:

- ❖ Remember, confidentiality is the key. We need to have a pact of trust between us. Everyone has been hurt enough.
- ❖ We do not want anyone to make judgment about anyone else. Every person has his own perspective.
- ❖ We will not take any breaks. Leaving and not returning to this session may be harmful to you.

Introductory Remarks:

- ❖ Please look around the room and point out anyone who does not belong in this room. Anyone else who you don't recognize please point them out and we will challenge that person's presence. If an officer was at the scene he or she belongs here.
- ❖ No one has any rank during session. We are all just people trying to struggle through some pain and make some meaning out of a chaotic situation.

Introductory Remarks:

- ❖ We will be around at the end of the session. If you want to talk to us, feel free. We are here for you.
- ❖ We will begin in just a moment by asking you to tell us about the incident.
- ❖ We would appreciate your turning off pagers, cell phones and radios to help avoid distractions.
- ❖ One final reminder about confidentiality.

Introductory Remarks:

- ❖ We'll have a handout or two at the end of the session.
- ❖ The next phase of the CISD, the fact phase, is now ready to begin.

Stage 1 Introduction - Objectives

To introduce intervention team members, explain process, set expectations.

Stage 2 Fact - Objectives

To describe traumatic event from each participant's perspective on a cognitive level.



Stage 3 Thought - Objectives

To allow participants to describe cognitive reactions and to transition to emotional reactions.



Stage 4 Reaction - Objectives

To identify the most traumatic aspect of the event for the participants and identify emotional reactions.



Stage 5 Symptom - Objectives

To identify personal symptoms of distress and transition back to cognitive level.



Stage 6 Teaching - Objectives

To educate as to normal reactions and adaptive coping mechanisms, i.e., stress management. Provide cognitive anchor.



Stage 7 Re-Entry - Objectives

To clarify ambiguities, prepare for termination, facilitate "psychological closure," i.e., reconstruction.



CISD Handout

- ❖ Within first 24-48 hours periods of appropriate exercise, alternated with relaxation.
- ❖ Structure your time; keep busy.
- ❖ You're normal and having normal reactions; don't label yourself crazy.
- ❖ Talk to people; reveal is to heal.
- ❖ Be aware of *numbing* the pain with overuse of drugs or alcohol, you don't need to complicate this with another problem.
- ❖ Reach out, people do care.
- ❖ Maintain as normal a schedule.

CISD Handout

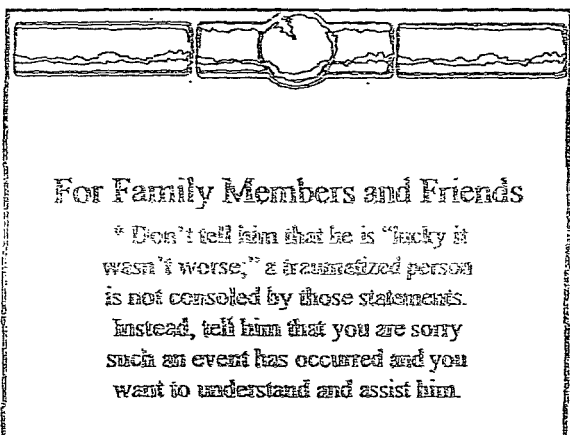
- ❖ Spend time with others
- ❖ Help your co-workers as much as possible by sharing feelings and checking out how they are doing.
- ❖ Give yourself permission to feel rotten and share your feelings.
- ❖ Keep a journal; write your way through those sleepless hours.
- ❖ Do things that feel good to you.
- ❖ Realize those around you are under stress.
- ❖ Don't make any big life changes.

CISD Handout

- ❖ Do make as many daily decisions as possible that will give you a feeling of control over your life, i.e., if someone asks you what you want to eat, answer him even if you're not sure.
- ❖ Get plenty of rest.
- ❖ Don't try to fight recurring thoughts, dreams or flashbacks — they are normal and will decrease over time and become less painful.
- ❖ Eat well-balanced and regular meals (even if you don't feel like it).

For Family Members and Friends

- ❖ Listen carefully.
- ❖ Spend time with the traumatized person.
- ❖ Offer your assistance and a listening ear if (s)he has not asked for help.
- ❖ Reassure him that he is safe.
- ❖ Help him with everyday tasks like cleaning, cooking, caring for the family, minding the children.
- ❖ Give him some private time.
- ❖ Don't take his anger or other feelings personally.



SUBJECT MATTER	REMARKS
INTRODUCTION Interpersonal communication is usually defined by describing participants who are dependant upon one another by utilizing various means of communication channels, conceptualization of different mediums that carry messages from sender to receiver. These means of communication can be direct or indirect. Communication is the most important day to day factor used as a law enforcement officer. CONTENT The way we communicate represents many things: 1. Personal reputation 2. Our training and education 3. Image of your police department 4. Sworn ability to handle duties as a law enforcement officer Three Components of Communication 1. Source – the one who is conveying the message a. Direct channels are obvious and easily recognized by the receiver. Both Verbal and non-verbal information is completely controlled by the sender. b. Verbal channels rely on words, as in written or spoken means of communication. 2. Receiver – the one who the message is channeled to a. Indirect channels are usually recognized subconsciously by the receiver and are not always under direct control of the sender. Body language, compromising most of the indirect channel may inadvertently reveal one's true emotions b. Subconscious reception and interpretation of these signals is often described with arbitrary terms like "gut-feeling", "hunch", or premonition c. Context refers to the conditions that precede or surround the communication. It can consist of present or past events from which the meaning of the message is derived 3. Feedback – interaction with the source and the receiver Types of Communication - 1. Verbal – English is one of the most difficult languages to learn and understand c. Misuse d. Different meanings e. Slang	(For Student Use)

SUBJECT MATTER	REMARKS
f. Sensitive words g. Tone of voice 2. Non-verbal – Communication without any tangible voice or words used a. Action of person or law enforcement officer b. Appearance c. Feedback attitude 3. Written a. Writing or course, is another important method law enforcement officers use to communicate. You have a course at the Indiana Law Enforcement Academy that is devoted to only this subject b. Reports – for police and court use c. Records – for data base d. Expression – the need to convey a message 4. Listen This method of communication is vital to a law enforcement officer. We want and need to listen. We were given two ears and one mouth, we should listen more and talk less. a. Learn b. Be knowledgeable on the issue at hand c. Know what is around us within our ability	(For Student Use)
Dealing or Speaking with Suspects or Defendants a. Adult suspects or defendants b. Juvenile suspects or defendants c. Family members of adult suspects d. Family members of juvenile suspects e. Options available after law enforcement action(s)	

SUBJECT MATTER	REMARKS
SUMMARY Learning better communication skills requires a lot of effort because cooperation between people are a much more complex and mentally demanding process. The needs of two people (or many) are involved rather than just the needs of one. Thinking about the wants of two people (and how those wants might overlap) is a giant step beyond simply feeling one's own wants. Learning more effective and satisfying communication skills does not happen automatically. It is our way of communicating with others that is deeply woven into our personalities. Learning new ways of communication gets us involved in learning new ways of being confident and less fearful, more skillful and less clumsy, more understanding of others and less threatened by them. Changes as significant as these happen over months and years rather than in a single weekend.	(For Student Use)

Lieutenant Steven D. Guthrie

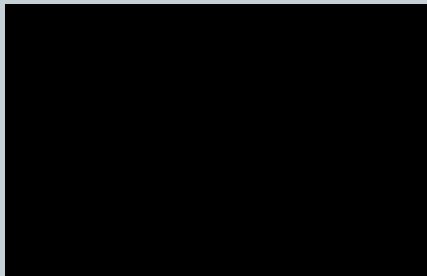
INDIANA LAW ENFORCEMENT ACADEMY

INTERPERSONAL COMMUNICATION

Instructor

- **Steven D. Guthrie**
 - Retired – Anderson Police Department
 - Patrol... (10 yrs.)
 - Training... (8 yrs.)
 - Assistant Chief... (6 ½ yrs.)
 - SWAT (12 yrs.)
 - Instructor
 - Firearms
 - Physical Tactics
 - Physical Fitness
 - Staff Instructor at ILEA – (April 2003)
 - Master Instructor
 - Ethics/Use of Force/Stress
 - Interpersonal Communication/Tactical Medical Awareness
 - CIC Fitness Assessment/Police Chief Executive Program/Jail Officer Basic Training
 - Bachelor of Science in Criminal Justice
 - Columbia Southern University (March 2003)
 - S&O Consulting
 - Use of Force Consultant
 - Self Defense
 - Interpersonal Communication
 - Ethics/Professionalism
 - State Certified Instructor (PSID: 7393-4128)
 - Physical Tactics/Krav Maga/S.P.E.A.R.S./R.A.D./Ground Fighting
 - Use of Force/Firearms/Tactical Medical
 - Physical Fitness/EMT-B

Lone Wolf



Have a Purpose

LAW OF ATTRACTION COACHING

Fear of Failure

Course Objectives

- List some traits of a Professional
- List the three stages of learning a motor skill
- List the Components of Communication
- List the types of Communication
- List the "Four" steps in Active Listening
- List the "Six" principles of the IMPACT model
- Understand the importance of body language
- Understand the importance of communication skills
- Enhance Professionalism and Safety

Professionalism

- What is a Professional?
 - A Professional is a person whose work involves making judgments in situations where even knowing all the facts does not make it clear what would be the right course of action...Professionals generally have a code of ethics, take the time to keep their knowledge and expertise up-to-date, and take pride in the quality of their work. (prudent...reasonable...well-trained)
 - In contact with self
 - In contact with organization
 - In contact with person/persons you are dealing with

Traits of a Professional

- High visibility (Look professional)
- Quick decisions (Know your job)
- Continuous training
- Adapt to change (Open minded)
- Ethical standards of conduct
- Be a symbol of trust

Three Stages of Learning a Motor Skill

1. Cognitive:
 - Primary concern is to understand what is to be accomplished & develop strategies.
 - Inconsistent during this stage
2. Associative Stage:
 - Understanding how the skill is performed.
3. Autonomous:
 - Processing minimized as the skill becomes automatic

Perception

- “We are measured not by what we are, but by the perception of what we seem to be; not by what we say, but how we are heard; and not by what we do, but how we appear to do it.”

○ Impression made in 7 seconds

What is Attitude

- A predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards (together called stimuli).
- Four major components of attitude are:
 - (1) Affective: emotions or feelings.
 - (2) Cognitive: belief or opinions held consciously.
 - (3) Conative: inclination for action.
 - (4) Evaluative: positive or negative response to stimuli.

Attitude

1. “Lou Holtz” stated that ‘Attitude’ is:
 - Ability – is what you’re capable of doing!
 - Motivation – determines what you do!!
 - Attitude – determines how well you do it!!!

Own Your Attitude



Communication Skills

- **You are in constant state of communication:**
 - Communication skills are the most important skill necessary for LE professionals to succeed.
 - ✦ Are you an effective communicator?
 - If so ... could you be better?
 - If not ... why aren't you?
 - ✦ What's the most important of all communication skills?
 - ✦ What skill do most people lack?

Listening vs. Hearing

- **Hearing** – physical process; natural; passive
- **Listening** – physical & mental process; active; learned process; skill
- **Listening is hard!**
- **You must choose to participate in the process of listening**

Facts

- We listen at 125-250 wpm, we think at 1000-3000 wpm
- 75% of the time we are distracted, preoccupied or inattentive
- 20% of the time we remember what we hear
- More than 35% of businesses think listening is a top skill for success
- Less than 2% of people have had formal education with listening

The Three Principles Components of Communication

First Component	Second Component	Third Component
Message People Remember 10% what they read 20% what they hear 30% what they see 40% what they hear/see (Visual) Context – 7% Important! on how you say it ... not so much what you say Verbal/nonverbal controlled by sender Verbal rely on words Non-verbal encompass facial expressions/DNV	Speaker (Transmitter) – Direct channels conveys message with tone, appearance & gestures Voice – 38% Physical characteristics can influence message Body Language is an integral part of non-verbal Speakers must know how to use body language to add value Non-verbal – 55%	Audience Indirect channels are usually recognized subconsciously by the receiver and not always under direct control of sender Message may not be received the same way by different audiences or even listeners in same audience (Receiver) – Know your ... Audience background, attitudes and beliefs affect the message they hear (Feedback) – interaction with the source and the receiver

The Three Principles of Communication ... Cont.

- If you want your message to be received without misunderstanding or confusion ... each of the **“Three Components”** need to be taken in consideration.
 - Disconnection between these components ... will affect veracity and may send confusing signal
- **You Message must be:**
 - Clear
 - Concise
 - Accurate
 - Well-planned
 - 97% of the time LE Professionals use Presence and Words in the course of their duties!

Effective Communication



Centennial Bridge



The Communication Process

- **Verbal:** English is the most difficult languages to learn and or understand.
 - Misuse
 - Different meanings
 - Slang
- **Non-verbal:** Communication without any tangible voice or words used.
 - Action of person/law enforcement officer
 - Appearance
 - Feedback attitude

The Communication Process ... Cont.

- **Written:**

- Writing or course is another important method LE officers use to communicate. You have a course at the academy that covers this.
 - ✦ Reports – police/court
 - ✦ Records – Data base
 - ✦ Expression – The need to convey a message

The Communication Process ... Cont.

- **Listen:**

- This method of communication is vital to a LE officer as we need to listen and talk a little less.
 - ✦ Learn
 - ✦ Be knowledgeable
 - ✦ Know what is around us within our ability
 - Purpose of Communication:
 - ✦ To obtain some type of "Action"

Effective Communication

- **Essential:**

- To be a "Good Communicator" one must:
 - ✦ Developed
 - ✦ Honed
 - ✦ On-going basis

Effective Communication ... Cont.

- **Paraphrase:**

- The most single powerful tool in communication
 - ✦ Backup system to put the other person's meaning into your words
 - Does not mean you agree with the person

- **Empathy – (Compassion)**

- Understanding the other person's point of view and how they see the world
 - ✦ Absorbs tension ... "De-escalation Tool"
 - ✦ Demonstrates their importance

Effective Communication ... Cont.

- **Four-Steps in Active Listening:**

1. Open/unbiased
2. Hear literally what was said
3. Interpret
4. Respond
 - ✦ High level of self-awareness
 - ✦ Don't take it "Personal"
 - ✦ Slow down to allow anxiety to dissipate – (90seconds)

Effective Communicator

- You must **disappear** to have influence over others.

- You must keep your emotions under control to be an Effective Communicator.



- The **ability** to become who you have to be in order to handle the **situation** or **scene** in front of you.

- Must be able to be a chameleon



Effective Communication ... Cont.

- **Meaning vs. Words:**

- People rarely say what they mean or mean what they say when upset.
- Strip away influences.

- **Make the meaning and words come together:**

- **Respond** to the **Meaning**

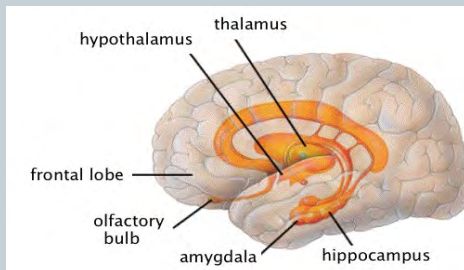
- Never **React** to the **Words**

- Rage
- Anger
- Frustration

Booking Area



Limbic System



Brain Can be High-Jacked



Limbic System

- **Structure and Interacting areas of the Limbic system are involved in:**

- Motivation
- Emotion
- Learning
- Memory

- **Chemical Released:**

- Endorphins – Stress/Pain
- Dopamine – Accomplishment (Highly addictive)
- Serotonin – Pride/status
- Oxytocin – relationship, bonding (boost your immune system helps reduce addictive behavior)
- Cortisol/Adrenaline - Regulates stress within the body (first stage of fight or flight)

The Limbic System ... Cont.

- **Cortisol/Adrenaline ... cont.**

- Amygdala plays a role in processing of emotions, the stress response, and aggressive behavior
 - » Causes overreaction
 - » Fight/Flight (Freeze)
 - One must decrease emotional tension to be willing to listen to "logic" reason
 - » **Amygdala** - will override the rational thinking areas of the brain (neocortex) by activating the body's survival response

Decreasing Emotion Tension

- **Effective Techniques:**

- Acknowledging - concerns/feelings... seeing through their eyes
- Paraphrasing – acknowledge the other person's message... to correct any confusion
- Asking Questions – it causes a person to pause & reflect... "Think"
- Pattern Interruption/16 Seconds to Clarity... Tactical/Combat Breathing
 - × Pattern Interruption/16 Seconds to Clarity or sometimes called Tactical/Combat Breathing

Decreasing Emotion Tension ... Cont.

- **Pattern Interruption/16 Seconds to Clarity:**

- Tactical/Combat Breathing
 - × 16 Seconds to Clarity:
 - Close your eyes, sit up straight, relax
 - Breathe slowly through your nose
 - Deep breath in to count of 4
 - Hold to count of 4
 - Slow exhale to count of 4
 - Hold to count of 4

Neurons

Neuroplasticity

The “IMPACT” Model

- **The IMPACT model is built around six simple principles:**

- Can be applied to virtually any type of LE contact

- **Six Principles:**

- “I” recognize the need to Identify and Manage Emotions
- “M” is for Master the Story
- “P” stands for Promote Positive Behavior
- “A” is for Achieve Rapport
- “C” focuses on the need to Control Your Response
- “T” is for Take Perspective

“Six Principles”

- **Identify and Manage Emotions:**

- Everything we think, say and do is influenced by emotions
- It isn't a question emotions will emerge ... whether how you will handle them
- While we may use logic to reason ourselves toward a decision, the actual decision making is governed by “EMOTION!!!”
 - **Why did this person's homeless sign work?**
 - “If you only give once a month please think of me next time.”
 - Answer: Because this sign is not about the homeless man, it is about the person reading it.
- C.S. Lewis wrote, “Everything in life is about expectation.”

“Six Principles” ... Cont.

- **Three effective techniques to help decrease emotional tension:**

- Acknowledging – concerns/feelings ... see through their eyes
- Asking questions that can be answered - it causes people to pause & reflect ... think
- Paraphrasing – Acknowledge the other person's message ... to correct any confusion
 - Emotions and attitudes such as care, courage, tolerance and appreciation creates neurochemicals that regenerate your system offsetting energy drain that can result in:
 - Increased longevity, resilience to adversity
 - Improved memory
 - Improved problem-solving
 - Increased intuition and creativity
 - Improved job performance and achievement

The “Six” Principles ... Cont.

• ***Master the Story:***

- Empathy and perspective are keys to success
- Seeing thing from another person's perspective
 - ✦ Desire to learn
 - ✦ One must have willingness and openness
 - Difficult mastery someone's story is overcoming the attributions/theories that we use to explain our own behaviors as well as other's actions.
- Two primary types of attributions are internal and external
 - ✦ Internal – One's character/personality
 - ✦ External – Situational factors
 - We rely more on internal at the expense of situational factors
 - ✦ Too many assumptions ... we forgive ourselves more than others

The “Six” Principles ... Cont.

• ***Promote Positive Behavior:***

- Basic needs ... desire to feel safe & and in control
 - ✦ When feel threaten and controlled ... some may act in a negative, aggressive and even violent way
 - ✦ Behavioral scientists have name this “reactance”
 - Allowing people to think it's their decision or idea can be useful
- Police Officers can help reduce these anxiety by explaining their decisions and actions
- Police Officers should focus on separating problems from people
 - ✦ Nobody wants to feel stupid ... inferior ... or wrong
 - ✦ Questioning motives/judgment can threaten one's self-esteem and trigger defensiveness/justification
 - Police Officers should concentrate on one's objective conduct rather attacking someone's motives or intent

The “Six” Principles ... Cont.

• ***Achieve Rapport:***

- Responding naturally ... leads to confrontation
- ***“How To Win Friends and Influence “... Dale Carnegie***
- Achieving rapport and dealing with difficult people
 1. Avoid arguing
 2. Never Criticize
 3. Make people feel important

The “Six” Principles ... Cont.

• **Control Your Response:**

- Police Officers need to control their own responses ... to effectively manage others' emotions
 - ✦ This can be accomplished by recognizing that each problem really consists of two issues:
 - Practical Issues
 - Represents the topic or subject of concern

The “Six” Principles ... Cont.

• **Your Responses ... Cont.:**

- Emotional Issues
 - ✦ Represents an officer's affective response such as anger, frustration or fear
 - ✦ The inability to separate these two issues can lead to a host of difficulties
 1. The tone and attitude of an officer can escalate or deescalate a situation – (90%)
 2. Emotions will produce a number of physiological changes: (increase hr/bp, temp., muscle tension, nervous energy, and etc.)

The “Six” Principles ... Cont.

• **Take Perspective:**

- Perception is not a simple straightforward process
 - ✦ Too many assumption
 - ✦ Beliefs
 - ✦ Past experiences
 - ✦ Needing to be right
 - Officers need to listen & be open-minded
 - Be unbiased
 - Be tolerate of differences

Options

The “Six” Principles ... Cont.

- **Summary:**
 - Although this model was presented in linear fashion ... it is not a sequential process.
 - Officers may engage in many steps of the process at the same time.
 - The IMPACT Principles offer LE professionals a model for dealing with:
 - Difficult people
 - Managing conflict
 - Solving problems
 - Your goal should be to generate (voluntary) compliance!

The “IMPACT” Model

- **This is a Model of Interpersonal Communication for LE:**
 - Problem-solving
 - The more skilled of interacting will help reduce emotional tension
 - Less likely to generate complaints or lawsuits

"IMPACT Model" ... Cont.

- You may be identifying and managing the person's emotions, while controlling your own responses and mastering the story while simultaneously promoting positive behavior and taking perspective. The "IMPACT Model" using the "six principles" gives professionals the skills to be more effective in communication and problem-solving.

The reality is that you **WILL** receive

CRAP!

Handling Unreasonable & Difficult People

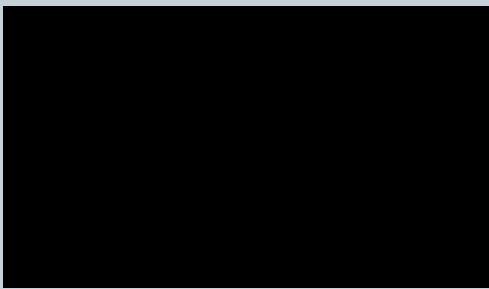


Handling Unreasonable & Difficult People ... Cont.

➤ Keep Your Cool:

- ✦ Benefit: It avoids escalation of the problem maintaining self control
- ✦ How: The first rule dealing with an unreasonable person is to maintain your composure as the less reactive you are, it will enable you to make better decisions

Las Vegas



Handling Unreasonable & Difficult People ... Cont.

➤ Personal Trigger Guard:

- ✦ Identify your triggers and know your weaknesses
- ✦ Samurai: "If you don't know yourself, you lose 100 percent of the time."

Handling Unreasonable & Difficult People ... Cont.

➤ "Fly Like An Eagle":

- ✦ Benefits: More peace of mind and reduces risk of friction
- ✦ How: There are people and issues that are just not worth the tussle. Your time is valuable so unless it is urgent or important don't waste your time trying to change/convince a person who's negatively entrenched. Agree to disagree

Handling Unreasonable & Difficult People ... Cont.

➤ Being Reactive To Proactive:

- ✦ Benefits: Minimize misinterpretation & misunderstanding as it concentrates energy on problem-solving
- ✦ How: Don't react to words ... respond to the meaning! Be compassionate

Handling Unreasonable & Difficult People ... Cont.

➤ Pick Your Battles:

- ✦ Benefits: It saves time, energy, and grief. Avoid unnecessary problems and complications
- ✦ How: Think and decide if a situation is serious enough to confront. Take a step back and think!

The "Jack Ryan Rule": Just how important is this?

Handling Unreasonable & Difficult People ... Cont.

➤ **Separate Person From Issue:**

- ✦ Benefits: Establish yourself as a strong problem solver with excellent people skills. It will win more rapport, cooperation, and respect.
- ✦ How: When dealing with a issue there are two elements present ... relationship you have with this person and the issue you are discussing
 - Don't talk down to the person!!

Handling Unreasonable & Difficult People ... Cont.

➤ **Put Spotlight On Them:**

- ✦ Benefits: Be proactive and try to equalize power in communication.
 - Common pattern with difficult people is that they like to place attention on you to make you feel uncomfortable or inadequate. People will try to escalate this situation by being argumentative.
 - Ask questions that can be answered ... This changes the thought process

Handling Unreasonable & Difficult People ... Cont.

➤ **Aggressor May Not Want To Cooperate:**

- ✦ Remember to response to the meaning ... not react to behavior or words!!
- ✦ Use Appropriate Humor and don't be rude or sarcastic
- ✦ Difficult people like to take the lead in a conversation to set a negative tone, and harp on "what is wrong" over and over.
 - If you can get people to do what you want ... and they think they are in charge ... it's a win-win!

Be Nice



Handling Abuse

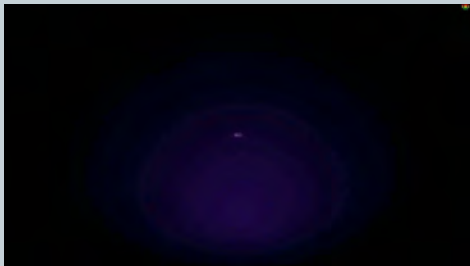
• **Master Emotions:**

- Negative backlash
- In control
 - (Frontal part of brain)
 - Control Anxiety
- Hidden agendas
- "Understanding"
 - Rather than reacting

• **Build Deflectors:**

- Natural Reaction
 - Karate vs. Verbal Judo
 - Confrontation
 - "Makes you feel good... it's no good"
- Know your Strengths & Weaknesses
- Redirect
 - Build responses
 - Move yourself

Police Not The Problem



The “Six-Step” in Communicating					
Spoken-Ask	Heard-Explain	Disagree-Options	Confirmation	Implemented-Act	Closer
Greeting	Active listen	Set Options	Understand options	Decision	Depart in a Professional manner
ID Self/Organization	Answer questions	Avoid either/or	Try to earn cooperation	Act	
Explain reason for contact	Work to resolve	Don't criticize		Know where you/other tend to fall off the cycle	
Look/Sounds Professional	Win-Win				

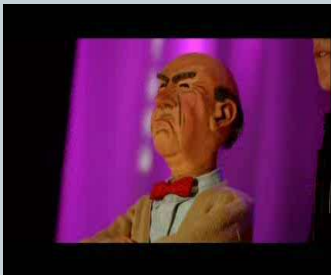
The “Six-Steps” in Communicating	
• <u>Advantages:</u> ○ Courteous ○ Deflects ○ Create Order ○ All people can cooperate ○ Thinks for themselves ○ Empowers You ○ Looks/Sounds Good ○ Use it in court ○ Professional	• <u>When Words Fail:</u> ○ When safety is in jeopardy – <u>ACT</u> ○ Communication failure – <u>ACT</u> ○ Higher priority – <u>ACT</u>

Conclusion
• The bottom line is that officers need to be identifying and managing the person's emotions, controlling their own responses, and mastering the story while simultaneously promoting positive behavior and taking perspective. The IMPACT principles and/or the 5-Step Hard Style offers LE professionals a valuable tool for improving Officer's safety while increasing their communicative effectiveness and problem-solving abilities.

Questions



Marriage





ETHICAL DECISION-MAKING PART II

Indiana Law Enforcement Academy
BY
LIEUTENANT STEVEN GUTHRIE



Course Objectives

1. Define ethics and the importance of the appropriate training
2. Recognize the difference between "ethics" & "values".
3. Define ethical dilemmas and what is required in decision making when it comes to applying federal/state laws, ordinances, one's SOPs and/or using discretion
4. List the "seven-steps" path for making ethical decisions
5. List the "six pillars" of character
6. List the seven major causes of LE corruption
7. List the facts/affects of the "continuum of compromise"
8. List some factors that contribute to LE bad behave
9. List the influences, environmental indicators, and warning signals of destructive motivation
10. Define the acronym for "A.C.T." / "ABCD" formula
11. List some stressful situations and stress relief techniques

IEA-Formal 10-04-2011



Question of the Day

- Who are:
 - Darius Quimby
 - Pat Tillman
 - Juan Serrano
 - ?????????

IEA-Formal 10-04-2011



“What is Ethics”

- It is a system or code of conduct based on universal moral duties & obligations that indicate how one should behave.
 - “Ethics” or “Ethical” is derived from the Greek words habit or ethos.
- It deals with the ability to distinguish:
 - Good from evil
 - Right from wrong
 - Acceptable or unacceptable

EEA (revised 10-01-2011)



Three Universal Truths

1. There are bad people in the world
2. We are human
 - Fallible
 - Have biases
 - Motivated by human drive & needs
 - Ignorance
 - Effected by interpersonal communication
 - Hostility/anger Sexual signals
 - Confusion Ego/self doubt
 - Sexual words On-and-On-and-On
3. You can't change #1 or #2

EEA (revised 10-01-2011)



Ethical Terms

- Values are core beliefs or desires that guide or motivate attitudes, actions and/or choices.
 - (*High importance to you*)
- Ethical values:
 - Honesty
 - Fairness
 - Loyalty

EEA (revised 10-01-2011)



Ethical Terms

- Most values are non-ethical (not unethical)
- Primary non-ethical values:
 - Happiness
 - Integrity — Latin term meaning “whole”
 - Promise-keeping
 - Loyalty
 - Be truthful
 - Do what you say
 - Your word should be your “*bond*”

LEA (revised 10-04-2011)



Ethical Terms

- Primary non-ethical values:
 - Happiness
 - Fulfillment
 - Pleasure
 - Personal Freedom
 - Being liked and respected
 - “People like to be right and like to be liked”

LEA (revised 10-04-2011)



Five Common Motivations that Destroy Careers



GREED



ANGER



POWER/PRESTIGE




JEALOUSY



Motivations

- Common Motivations that *Destroys Careers* due to poor behavior and decision making.
 - Greed– {money, material possessions}
 - Up bringing/child development
 - Individual human nature
 - Jealousy
 - Temptation/weak character
 - Anger– {inappropriate or excessive force}
 - Uncontrolled anger weakens us
 - Focus ALL of your senses onto one thing that is making you angry

REA (revised 10-05-2011)



Motivations

- Continue common motivations
 - Lust– {inappropriate sexual advances}
 - Focus pleasing oneself
 - Unwholesome actions to fulfill one's desire with no regard to the consequences
 - Power/Prestige
 - Ability to coerce behavior from others
 - Ability to command influence in a society
 - Peer Pressure
 - Encouraging to change attitude, values & behavior to conform to group norms

REA (revised 10-06-2011)



Motivations

- What happens if we let these motivations dictate our decision-making?
- C.E.D.R.I.C. @* takes over!!!!!!
 - "Career Ending Decisions Resulting in Chaos"*

REA (revised 10-06-2011)



C.E.D.R.I.C.

- *C.E.D.R.I.C. changes everything:*
 - *Career--No future in LE*
 - *Personal Life -- relationship with significant others is affected*
 - *Finances -- loss of income/civil suits liability assessed to your household*
 - *Your reputation and your family reputation*
 - *Your view of your commitment to faith*
 - *Your "TOMBSTONE"*



RESA (revised 10-01-2011)



Preventing C.E.D.R.I.C. From Ruining You!!!!

- *Other Officers-- "STEP IN"*
 - Tell the officer experiencing "Cedric" to "Hold Cedric Back"
- *Tactical Breathing*
 - Autogenic breathing
 - Breath through nose ... hold for 2-3 seconds ... out slowly through mouth
- *Contact/Arrest*
 - If you have probable cause established ... act decisively by arresting quickly and transporting safely.

RESA (revised 10-01-2011)



Universal Ethical Values

- The "Six Pillars":
 - *Trustworthiness*
 - Honesty
 - Integrity
 - Promise-keeping
 - Loyalty
 - Be truthful in both word and deed. Do what you say even if it causes you an inconvenience. Your word should be your bond

RESA (revised 10-01-2011)



Universal Ethical Values

- Respect
 - Treating people with dignity even when dealing with unpleasant people.
- Responsibility
 - Accountability
 - Pursuit of excellence
 - Self-restraint
 - Accept responsibility for you actions

IEA (revised 10-01-2011)



Universal Ethical Values

- Caring
 - Compassion
 - Understanding
 - Essential to character building
- Citizenship
 - Civic virtue
 - "Fair" share to make society work
 - Willingness to serve your community

IEA (revised 10-01-2011)



Universal Ethical Values

- Fairness
 - Impartiality
 - Equity
- Values are primary caught not taught (Blanchard & Peale)
 - Values are "taught" & "caught"
 - Problem is very little from the teaching side

IEA (revised 10-01-2011)



Universal Ethical Values

- People pick up values from:
 - Family
 - School
 - Culture
 - Heroes
 - Friends/Peers
 - Life/Spiritual experiences
 - Organizations

IEA (revised 10-01-2011)



Universal Ethical Values

- Without a word spoken...people adopt values.
 - However, if values are merely “caught”...not “taught, the values may deteriorate.

IEA (revised 10-01-2011)



L.E. Oath of Honor

- On my honor, I will never betray my badge my integrity, my character, or the public trust. I will always have the courage to hold myself and others accountable for our actions. I will always uphold the constitution, the community, and the agency I serve, so help me God. (International Association of Chiefs of Police)

IEA (revised 10-01-2011)



HONOR
Giving one's word as a bond and guarantee.



BETRAY
A violation of confidence and proving false ... breaking faith with the public.



BADGE
A visual symbol of the power of your office.



INTEGRITY

Firm adherence to principles, both in our private and public life.



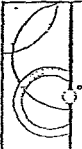
CHARACTER

Qualities & standards of behavior that distinguish an individual.



PUBLIC TRUST

Is a duty given to us in faith from those we are sworn to serve.



COURAGE

Having the "heart", the mental, and moral strength to preserve, withstand, and overcome danger, difficulty, and fear ... along withstanding unethical pressure.



ACCOUNTABILITY

Being responsible for your actions ... public & private life.



COMMUNITY

Citizens we serve.



Five Ethical Standards

- Fair Access
 - Provide fair service
- Public Trust
 - Police work a public trust
- Safety & Security
 - For each citizen
- Teamwork
 - Working together
- Objectivity
 - Set aside personal feelings

REDA (revised 10-04-2011)



Two Core Principles

1. We all have the power to decide what we do and what we say.
2. We are morally responsible for the consequences of our “choices”.

REDA (revised 10-04-2011)



Components of Good Choices

- Taking choices seriously
- Recognizing important decisions
- Choices are both ethical & effective
 - Discernment/discipline
 - “Stakeholders”!!!!!!!!!!!!

REDA (revised 10-04-2011)



Components in Ethical Decision-making

- Commitment
 - Strong desire to act ethically
- Consciousness
 - Legal/Ethical
- Competency
 - Reasoning
 - Problem-solving

LEA (revised 10-04-2011)



Ethics in Public Services

- Should the police be held to a "higher" standard?
 - Higher/double standards
 - L.E. Code of Ethics
 - Courts view LE behavior more critically than acts by civilians
 - Have taken an "Oath"

LEA (revised 10-04-2011)



What is a Professional

- "A professional is a person whose work involves making judgments in situations where even knowing all the facts does not make it clear what would be the right course of action...Professionals normally have a code of ethics, take the trouble to keep their knowledge/expertise up-to-date, and are paid {enough} to enable them to devote their time to using and improving their skills". (Social Care Association)

LEA (revised 10-04-2011)



Ethics in Public Service

- You voluntarily accepted a position of public trust with new obligations. If you don't want to live up to them...you are free to decline the position. With the authority you are given...anything less you be unfair to the citizens you serve.
- Raise the salaries if position merit higher pay...but not in expectation of buying integrity.
 - Either you have integrity or you don't.

ICBA (revised 10-01-2011)



The Seven-Step to Better Decisions

1. <u>Stop & Think</u>	5. <u>Consider Consequences</u>
• Think ahead	• "Pillar-ize" options
2. <u>Clarify Goals</u>	6. <u>Choose</u>
• Short/Long Terms	• "Golden Rule"
• Wanting fulfill immediately	• Act as everyone is looking
3. <u>Determine the Facts</u>	7. <u>Monitor & Modify</u>
• Adequate information	• Think about choices
4. <u>Develop Options</u>	• Stakeholders
• List	
• Accomplish goals	
• Talk to others	

ICBA (revised 10-01-2011)



Character

- *It has been said that character is revealed by how we behave when we think no one is looking and strengthened when we act as if everyone is looking.*

ICBA (revised 10-01-2011)



Ethical Power

- Five “P”s” – (Blanchard & Peale)
 - Purpose– How you see yourself
 - Pride– Self-Esteem
 - Patience– Right will win out
 - Persistence– Stick to your guns
 - Perspective– Adhere to your principles & values

EEA (revised 10-04-2011)



Ethical Power

- The “Bell”
 - Bells/warning buzzers
- The “Book”
 - Violates written laws, codes or etc.
- The “Candle”
 - Will my decision withstand the light of day





EEA (revised 10-04-2011)



Ethical Power

- Best & simple solution:
- Think then...”A.C.T.”
 - “A” – Alternatives
 - “C” – Consequences
 - “T” – Tell your story



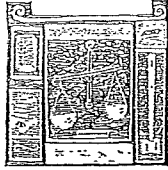

EEA (revised 10-04-2011)



Professional & Personal Decisions

Goodman's ABCD Formula:

- A**ctions
 - Day-to-day
- B**eliefs
 - Family, Department, profession & principles
- C**onduct
 - Above reproach
- D**iscipline
 - Make the right & correct choices



LEA (revised 10-01-2011)



The Seven Major Causes of LE Corruption

- Unethical Role-modeling**
 - Courage
 - Integrity assessment
- Bad FTO Program**
 - Poor compensation
 - Lack of communication
- Poor Recruiting & Backgrounds**
 - Poor/no testing
 - Incomplete checks
- Political Interference**
 - Lowering standards
 - Interfering in promotions
 - "Good old boys club"
- Lack of Accountability**
 - Hold self and others
- Anger & Frustration**
 - Enthusiastic/motivated
- Lack of Courage**
 - Stand up for what is right

LEA (revised 10-01-2011)



The Continuum of Compromise

- The frame work for understanding how the transition from "honest" officer to "compromise" officer can occur.
- Officers who view compromise or corruption as an "all or none" will see compromise as an unlikely event...training will be viewed as a waste of time.
 - Them against us
 - "Slippery-Slope"
 - Proper training will prepare officers to assume responsibility for making appropriate decisions.*

LEA (revised 10-01-2011)



The Continuum of Compromise

- Victimization can lead to rationalization and/or justification.
 - Feeling like a victim is the first step on the continuum of compromise:
 - Acts of Omission:
 - Lack of productivity
 - Omitting paper work
 - Lack of follow-up
 - Do just enough to get by

RESA (revised 10-01-2011)



The Continuum of Compromise

- The journey to next step is not difficult
 - Acts of Commission – (Administrative)
 - Carrying unauthorized equipment
 - Inappropriate behavior
 - Engaging in prohibited pursuits/other activities
 - Drinking on duty

RESA (revised 10-04-2011)



The Continuum of Compromise

- The next & final stage:
 - Acts of Commission – (criminal)
 - Falsifying records/overtime – most common
 - What the “hell”... we put our lives on the line... they owe us
 - What is the big deal
 - The initially honest, dedicated & above reproach officer now ask, “where did it all go wrong”... “how did this happen as s/he may face personal/professional devastation and possibly prosecution.

RESA (revised 10-05-2011)



Facts About Corrupt Cops

- Decertification from 1990-1995:
 - 2,296
 - Average age 32
 - Educational level – no substantial difference
 - 93% - males
 - 7% females
 - 9.9 % total work force

REA (revised 10-04-2011)



Facts About Corrupt Cops

- Continue decertification 1990-1995:
 - Average sworn years – 7.2
 - 73% Caucasian – 80.9% workforce
 - 19% African America – 11.3 % workforce
 - 8% - Hispanic – 6.2% - workforce
 - 56% - Municipal – 66% workforce
 - 33% - County – 25% workforce
 - 11% - State – 9% workforce

REA (revised 10-04-2011)



Top Ten Violations

1. False Statements – 19.92%
2. Larceny – 12.12%
3. Sex Offenses -9.48%
4. Battery – 9.15%
5. DUI – 5.08%
6. Excessive use of force – 5.05%
7. Fraud/Forgery – 5.03%
8. Drugs/other than cannabis or cocaine – 4.64%
9. Weapon Offenses – 4.02%
10. Cocaine Possession or sell – 3.08%

REA (revised 10-04-2011)



Four Most Frequent Offenses

1. Making false statements
2. Larceny
3. Sex offenses – other than rape
4. Assault/Battery
 - These four comprise of 51% of all the offenses that officers were decertified.

ILEA (revised 10-01-2017)



Motivation To Commit these Four offenses

1. Greed – 26.99%
 - Larceny – Fraud- Sell of cocaine
2. Anger – 19.96%
 - Battery – Excessive use of force – Weapon offense
3. Lust – 12.74%
 - Sexual Offense/not rape – Sexual battery/rape
4. Peer Pressure – 12.70%
 - DUI – Drugs/ other than cocaine

ILEA (revised 10-01-2017)



National Decertification Solution

1. Standardized decertification terminology & procedures.
2. Nation-wide system of identifying officers decertified.
3. Group/individuals to assist states with decertification.
4. Track & analyze decertification statistics to be more effective in preventing misconduct.

ILEA (revised 10-01-2017)

Contributing Factors

1. Environment
2. Training Academy
3. Home Life
4. Individual Beliefs
5. Citizens
6. Stress

IEA (revised 10-06-2017)

Factors Contributing to Breakups

1. Lack of time spent at home
2. Secretive demeanor
3. Alcohol use
4. Adultery
5. Consuming interest in career

IEA (revised 10-04-2017)

Situations That Are Stressful

1. Death of love ones	7. Financial problems
2. Divorce	8. Promotion at work
3. Termination of employment	9. Retirement
4. Serious injury/illness	10. Marriage
5. Incarceration in jail/prison	11. Testing
6. Separation from marital partner	12. Court Appearance

IEA (revised 10-04-2017)



Physical & Emotional Symptoms

Severe Physical: • Heart attack • Ulcers	Severe Emotional: • Suicidal thoughts • Physical Confrontational • Frequent outburst
High Physical: • Heart palpitation • Vomiting	High Emotional: • Depression • Blaming others • Anger

REA-4-2-2 10-04-2013



Physical & Emotional Symptoms

Medium Physical: • Frequent colds • Nervousness	Medium Emotional: • Use of alcohol • Loss of enthusiasm
Low Physical: • Facial tension • Headaches	Low Emotional: • Lack of energy • Worrying

REA-4-2-2 10-04-2013



Stress Management Techniques

1. Breathe deeply	7. Write about feelings
2. Exercise regularly	8. Plan/set goals
3. Balance diet	9. Laugh/enjoy life
4. Proper rest	10. Participate in enjoyable activities
5. Talk to others	
6. Listen to music	

REA-4-2-2 10-04-2013



Being The Person To Want to Be

- Ethical decisions have consequences:
 - One long-term consequences is to build "character".
 - Character is the sum of one's distinctive traits, qualities, and predilection and amounts to one's moral constitution.
 - Happiness is a balance between getting what you want and learning to want what you get.
- Character has to be developed!

EEA (revised 10-04-2011)



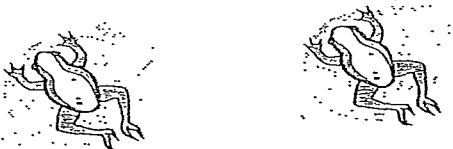
Fours Sources of Real Happiness

1. Loving relationships
2. Enjoyable work
3. Service to others
4. Faith

EEA (revised 10-04-2011)



The Froggy Syndrome



EEA (revised 10-04-2011)

INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE

LAW ENFORCEMENT CODE OF ETHICS

As a law enforcement officer, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional rights of all men to liberty, equality, and justice.

I will keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I will never act officiously or permit personal feelings, prejudices, animosities, or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence, and never accepting gratuities.

I recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held as long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession...law enforcement.

SUBJECT MATTER	REMARKS
I. Transporting Arrested Subjects A. Introduction Many officers have been killed or injured during the transport of an arrested suspect. Transporting a suspect from the location of the arrest to the jail or station can be a dangerous situation. Many officers become complacent due to the arrested person being in restraints and being in the patrol car, where an officer feels safe/secure. In this class we will look at different ways to help assist officers in transporting suspects from point A to point B. B. Course Objectives 1. As a result of attending this block of instruction the student will be able to: a. Recognize the importance of the search. b. Place and remove the suspect from the patrol car. c. Minimize movement of the arrested person. d. Use items such as mirrors, bags, in-car video system to assist in officer safety. e. Identify basic practices when transporting more than one suspect at a time. f. Identify basic radio procedures when transporting juveniles and members of the opposite sex. g. Recognize the do's and don'ts of restraining legs. h. Recognize the importance of checking the patrol car both before and after a transport. i. Identify basic practices related to vehicle operation when transporting suspects in custody. j. Recognize basic principles of securing suspect after reaching destinations. II. Body A. The Search 1. Safe transport starts with a thorough search a. Missing a weapon and then placing a suspect in a patrol vehicle can lead to an officer's death. b. Never transport a suspect without searching them. B. Placing and Removing from the Patrol Car. 2. The Twist-Lock a. The twist-lock is a control hold technique that has multiple uses. b. Using the twist-lock is a safe and effective way of placing and removing a suspect from a vehicle. C. Minimizing Movement 3. The Passenger Front Seat a. Slide the passenger front seat back as far as it will go. b. Tilt the passenger front seat back. c. Always seatbelt the suspect in to help restrict movement.	(For Student Use)

SUBJECT MATTER	REMARKS
D. Use of items 4. Mirrors, bags and towels a. Place an extra mirror in the front interior to see suspect. b. Secure a canvas bag over suspect's hands to prevent movement. c. A towel can be used to help prevent a suspect spitting on the officer. d. Turn the in-car video system around to face the suspect. e. Record conversations if needed. E. Transporting more than one suspect at a time 5. Basic practices to be used a. Use the same precautions as when transporting one suspect. b. Try to record any conversation that the suspects may have. c. When possible use two squad cars. F. Identify basic radio procedures 6. Calling in mileage a. Call in mileage when transporting juveniles regardless of gender. b. Call in mileage when transporting the opposite gender. c. Call in mileage if there are warranted circumstances. G. Restraining the Legs 7. Do's and Don'ts of Restraining Legs a. Shackling or securing the legs is an option when the suspect is kicking, but keep the suspect in a seated position. b. Never "hog-tie" a suspect and place them on their stomach. H. Check the Patrol Car 8. Check the patrol car at the start of each shift, after transport of a suspect and at the end of each shift. a. Check the floor board and under front seats before and after transport. b. Check the rear seat; remove it if needed, both before and after transport. I. Vehicle Operation when transporting a suspect 9. Transport suspect from point A to point B. a. Drive in a safe/professional manner. b. Do not take any calls or get involved in any type of pursuits. J. Security Practices when reaching destination 10. Guarding suspect after arriving at destination. a. If possible have jail officers, in-house security, etc. standing by when you arrive. b. Keep suspect handcuffed unless medical attention or other circumstances warrant removal. c. Be aware of your surroundings, be cautious of others approaching you. d. Keep potential weapons out of reach, especially at medical facilities.	(For Student Use)

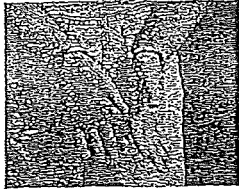
State Form 48884 (4-98)

Lecture:

3 of 3

6/23/2010
5.01.10

Transporting Arrested Subjects



Course Objectives

- ☐ Recognize the importance of the search
- ☐ Placing and removing the suspect the patrol car
- ☐ Minimize movement of the suspect
- ☐ Use of items; mirrors, bags, in-car video, etc.
- ☐ Transporting more than one suspect
- ☐ Radio Procedures
- ☐ Do's and Don'ts of restraining legs
- ☐ Check the patrol are before and after transport
- ☐ Vehicle Operation when transporting a suspect
- ☐ Securing the suspect upon reaching destination

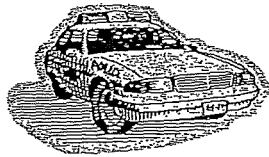
The Search

- ☐ Safe Transport starts with a THOROUGH search.
- ☐ Always search any suspect that you placing in your patrol vehicle.

Placing and Removing from the Patrol Car

▣ The Twist-Lock

- The twist-lock is a control hold technique.
- Has multiple uses.
- Can be used effectively to place or remove a suspect from a patrol vehicle.



Minimizing Movement

▣ The Passenger Front Seat

- Slide the passenger front seat back.
- Tilt the front passenger seat back.
- Seatbelt suspect in seat.



Use Of Items

▣ Mirrors, bags, video systems, etc.

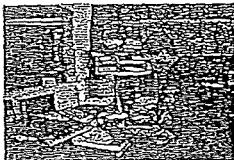
- Place an extra mirror in the front interior.
- Place a canvas bag over suspect's hands.
- If suspect is spitting, place a terry towel over his/her head.
- Turn in-car video around to record suspect's actions.
- Record conversations if needed.

Transporting Multiple Suspects

- ❑ Same precautions as when transporting one suspect
- ❑ Record any conversations that the two may have.
- ❑ If possible, use two squads.

Radio Procedures

- ❑ When to call in mileage
 - When transporting juveniles regardless of gender.
 - When transporting the opposite gender.
 - When there are warranted circumstances.



Restraining the Legs

- ❑ Do's and Don'ts
 - Securing the legs is an option for a suspect who is kicking.
 - ALWAYS keep the suspect in a seated position.
 - NEVER HOGTIE a suspect and place them on their stomach.

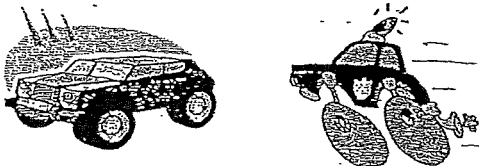
Check The Patrol Car

- ❑ Check before start of each shift, after each transport, and at the end of each shift.
- ❑ Check the floor board under both front seats.
- ❑ Check the rear seat; remove it if necessary.



Vehicle Operation

- ❑ When transporting a suspect from point A to B
 - Drive in a safe professional manner.
 - Do not take any calls or get in any type of pursuit.



Security When Reaching Destination

- ❑ Guarding suspect after arriving at destination
 - If possible have jail officers or in-house security standing by upon arrival.
 - Keep suspect handcuffed unless medical attention is needed or until it is safe to remove restraints.
 - Be aware of surroundings and "citizens" approaching you.
 - Keep all potential weapons, especially at medical facilities, out of reach.

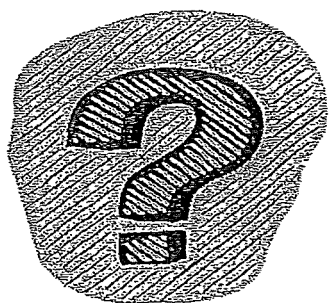


Summary

- ❑ Safe transport starts with a thorough search before the suspect is ever placed in the patrol car. Items such as an extra mirror, canvas bag and towel can assist in a safe transport. Use of a seatbelt and the passenger seat can help minimize movement along with keeping the suspect safe if involved in a traffic accident. Never hogtie or place a suspect on his/her stomach during transport. Always check the patrol car for contraband or a weapon before and after transporting a suspect.

Objectives Review

- ❑ 1. List the most important part of the transport.
- ❑ 2. List two items that will assist in the transport.
- ❑ 3. List two reasons why an officer should check the patrol vehicle before/after transport.
- ❑ 4. List two ways to minimize movement.
- ❑ 5. List the do's and don'ts of restraining legs.
- ❑ 6. List two basic practices of vehicle operation.
- ❑ 7. List two precautions you should take upon reaching destination.
- ❑ 8. List the times when you should call in your mileage before transporting a suspect.



Characteristics of Armed Individuals

Presented by
Captain Mark Bridge
Indiana Law Enforcement
Academy

Class Objectives

- At the conclusion of this instruction the student will be able to:
- List areas where people normally conceal firearms.
- Will demonstrate and verbalize body movements and gestures that may indicate an individual is armed.
- List how clothing will appear on individuals that are armed.

Quote for the Day

- " When the time to perform has arrived, the time to prepare has passed !"

Body Movements; Behavioral Patterns

- Gunman must modify their body movements and behavior to accommodate the carrying of a gun.
- Size and Weight
- Un-holstered firearms carried in the waistband tend to dislocate as a person moves.

Movements and Behavior

- Gunmen will instinctively touch or manipulate the firearm to secure it in place.
- **"Security Adjustments"** to the firearm are often done with the hand, wrist, or forearm.
- Arm on guns side is held closer to their body to support the gun.

Behavior continued

- When confronted by police, gunmen will tend to turn their armed side away.
- Running or walking fast, they will hold the firearm firmly with the hand or wrist.

More Clues

- Cold weather, gunmen may only wear one glove, on their support hand.
- “Fanny Packs” check to see if the person has a wallet in his pants pocket.
- May utilize straps, slings, wraps, string, wire or Velcro to conceal a weapon.

FBI 5 year study shows most Cop Killers

- Show signs of being armed that officers miss
- Have more experience using deadly force in “street combat” than cops
- Practice with firearms more often and shoot more accurately
- Have **NO** hesitation whatsoever about pulling the trigger

Weapons Choice

- Predominately Handguns
- All but one in the study were obtained *illegally*, usually street transactions or thefts.
- Weapon availability was the overriding factor, not caliber or name brand.
- None of the attackers interviewed were hindered by any local, state or federal gun Law.

Concealment

- In Motor Vehicles- Most often kept the firearm available on their person or under the seat.
- Residence – stashed under a pillow, on a nightstand, under a mattress, somewhere within immediate reach while in bed.

Weapons Carrying

- Weapons carried when socializing, committing crimes, or at home. 33% carried to work.
- Increase from earlier surveys done in the 80's and 90's.

Study Revealed

- Male and Female officers too often regard Female subjects as less of a threat.
- Research concluded that more female offenders are armed today than 20 yrs ago.

Offenders Revealed

- They frequently touch a concealed gun with the hands or arms to "assure themselves that it is still hidden, secure, and accessible" and has not shifted.
- Just as cops blade their body to make their sidearm less accessible armed criminals do the same.

Mind-set

- 36 of 50 Officers in the study had experienced situations where they had "Legal Authority" to use deadly force, "But chose not to shoot". Opted for other options if they were available.
- Offenders displayed NO Moral or ethical restraints in using a firearm and had a *Shoot First Mentality*

Unusual or Exotic Firearms

- There are many types of unconventional firearms available to gunmen. Pen-guns; spring or zip guns, pressure gauge guns, knife guns, wallet guns, flashlight guns, belt buckle and camera guns.
- All firearms display a barrel or muzzle of some type.

Concealment Issues

- Suspects will conceal weapons or contraband beneath athletic cups, or within elastic wraps and other devices fastened to the body.
- Plain Feel Doctrine: Searches for items must be immediately apparent.

Traffic Enforcement Activities

- Watch for rising shoulders of all occupants; Could indicate the presence of a weapon or contraband.
- Watch for sudden bends, leans, could indicate the removal or retrieval of a firearm.
- Watch for repetitious looking back toward the officer by the occupants

Traffic Enforcement

- Watch for repetitious use of the rear view mirror by the driver.
- Inordinate movement or communication amongst the occupants of the vehicle may be indicative of criminal behavior.
- If occupant exits the vehicle; watch for security adjustments to the waistband as they stand.

Traffic Techniques

- Never conduct roadside searches of vehicles unless all occupants are in full custody; cannot SEARCH and COVER.
- Remember case law relative to vehicle searches. When searching be thorough. Be patient, is there time to get a warrant.

Case Articulation

- Avoid use of phrases like; "furtive gesture", "made an aggressive action", etc...
- Articulate precisely what was observed, words used, statements made. Take no shortcuts.
- Ambiguous paperwork leads to frustrating suppression hearings later.

Reports

- Rely on your level of training and experience to communicate exactly what triggered your level of suspicion. Describe how your suspicion led to a specific police action.
- Well written reports will prevent extensive and embarrassing cross examination.

SUBJECT MATTER	REMARKS
I. A SEARCH OCCURS whenever a law enforcement officer intrudes upon a reasonable expectation of privacy, and... a. In order to be legal it must satisfy the Fourth Amendment requirement that searches and seizures be reasonable. b. Without justification, searches and seizures are unreasonable and therefore unconstitutional. II. For the purposes of federal constitutional law, officer-citizen contacts fall into one of three legal categories. a. Voluntary contacts b. Investigative detentions (Terry Stop) c. Arrests (Note: Because investigative detentions and arrests are seizures, they implicate the Fourth Amendment and its "reasonableness" requirements) III. A SEARCH INCIDENT TO ARREST... a. Is permitted automatically pursuant to every lawful arrest, and may be conducted whether or not there is any reason to believe evidence and/or weapons will be found. (<i>United States v. Robinson</i>, 414 U.S. 218 (1973)) b. A custodial arrest must be in progress (as opposed to a citation for a traffic violation, for example) c. A search incident to arrest is a full and complete search for evidence and weapons within the area of immediate control of the arrestee.	(For Student Use)
IV. THE SOLE OBJECT OF A FRISK... a. Is to determine whether a weapon is present and to neutralize the threat of physical harm to the officer and others. b. Therefore, the scope of a frisk is limited to the area from which weapons could be immediately accessed. "Just as an investigative stop must be supported by articulable circumstances that establish reasonable suspicion of criminal activity, a frisk must be supported by an articulable reasonable suspicion that a person (lawfully stopped) is armed and constitutes a threat to the officer. As is also true for stops, reasonable suspicion to conduct a frisk may be based on the officer's own knowledge and personal observations (plus reasonable inferences which training and experience allow) or from reasonably reliable information supplied by others." (from <u>The Law of Policing, Federal Constitutional Principles</u> by Randy Means)	
V. Suspicion Factors for Frisk Searches Include (but are not limited to): a. Specific Information – information received from witnesses or other sources may suggest that a person is armed. Even anonymous source information may be considered if circumstances indicate reasonable trustworthiness of the information. b. Visual observations – observation of certain bulges in a suspect's clothing that are consistent with the likely presence of weapons may suggest just that. Typically the observation of such a bulge in a suspect's clothing will be sufficient by itself to justify a protective frisk during a lawful stop. c. Nature of the Suspected Criminal Activity – in some instances the very nature of the suspected criminal activity may suggest the presence of weapons. For example, officers would normally be justified in conducting a frisk of a person stopped on reasonable suspicion of armed robbery. The	

SUBJECT MATTER	REMARKS
potential presence of weapons is reasonably inferred from the nature of the suspected criminal activity. In some areas, the same may be true in regard to street-level drug dealers. Officers who study the profession are aware that statistically most burglars are armed. d. Discovery of Weapons – when an officer observes a weapon in the vicinity of a person who has been lawfully stopped, the officer may reasonably suspect that other weapons are present and pose a threat. It is usually reasonable for an officer to take preventative measures to ensure that there are no weapons within the person's reach. e. Officer Knowledge of Area and/or Groups – officers often have considerable knowledge and/or experience regarding certain places or groups. Example: an officer stops a person coming out of an illegal nightclub well known for its armed patrons. f. Suspect Behavior – suspicious movements and other non-verbal behavior may sometimes be a basis for suspecting that weapons are present. The failure to comply with an officer's command to remove one's hand from a pocket might reasonably cause suspicion that a weapon is present. Extreme suspect nervousness may count toward reasonable suspicion of the presence of a weapon in some situations (training and experience would no doubt need to be well articulated), although nervousness alone would probably not be sufficient cause to suspect a weapon is present. VI. USE OF FORCE – it is important that you understand how the use of force and/or restraints affects whether a seizure is an investigatory stop or an arrest. a. NON-DEADLY FORCE AND OTHER RESTRAINTS MAY BE USED AS REASONABLY NECESSARY TO EFFECT AND SAFELY MAINTAIN AN INVESTIGATIVE DETENTION; such actions DO NOT automatically convert the transaction into an arrest. In fact, in the original "stop and frisk" case, the U.S. Supreme Court approved the seizure of a person on less than probable cause where a police officer "grabbed [a subject] and spun him around" before proceeding with a frisk. (<i>Terry v. Ohio</i>, 88 392 U.S. 1 (1968)) b. In a variety of lower court decisions, the use of reasonable force in investigative stops has been approved up to and including stops conducted at gunpoint. Thus, even the show of deadly force does not necessarily convert a detention into an arrest, as long as there is strong justification for the force or show of force. See as instructive examples, <i>United States v. Heath</i>, 259 F.3d 522 (6th Cir. 2001) and <i>United States v. Rousseau</i>, 257 F.3d 925 (9th Cir. 2001). c. Similarly, BLOCKING AN ESCAPE PATH, HANDCUFFING AND/OR LOCKING THE SUSPECT IN A POLICE VEHICLE MAY BE APPROPRIATE IN SOME INVESTIGATIVE DETENTIONS WHERE REASONABLY NECESSARY TO ENSURE OFFICER SAFETY OR SECURITY OF THE DETAINEE. See <i>United States v. Felix-Felix</i>, 275 F.3d 627 (7th Cir. 2001) and <i>United States v. Yang</i>, 286 F.3d 940 (7th Cir. 2002). d. In summation, AN OFFICER MAY USE FORCE AS REASONABLY NECESSARY – INCLUDING TOUCHING, GRABBING, OR POINTING A GUN – IN ORDER TO STOP A PERSON. However, if there is more force than is reasonably necessary, a court may determine that the seizure was an arrest and therefore require pre-existing probable cause. See <i>Park v. Shiflett</i>, 250 F.3d 843 (4th Cir. 2001) as an example.	(For Student Use)

SUBJECT MATTER	REMARKS
VII. Common Tactical Mistakes a. Presumption of compliance - To the blind, all things are sudden – you must expect and prepare to counter sudden resistance or become a victim of reaction time. - The REASON for the frisk is a reasonable suspicion of the presence of a weapon and to neutralize the threat – WHY would a reasonable, well-trained officer allow him/herself to presume that there is no threat of resistance? b. Poor positioning - There is NO position for the suspect or the officer which guarantees safety. - There are better positions than others – you must learn those that best impede the suspect's ability to resist quickly and effectively, therefore allowing the officer time to distance away or successfully counter the attempt. c. Illusion regarding control techniques - Unfortunately, many officers still train with ineffective techniques and suffer illusions of success because no resistance is encountered, or the suspect is not skilled in attack. - Training must include dynamic simulation at some point to reveal best practices for physical control and to establish proper mind set.	(For Student Use)
VIII. Search Tools - Cut/puncture proof gloves - Metal detectors - Kubotan, ink pen, mini-flashlight	
IX. Considerations a. Single v. Multiple Officers - In the absence of other priorities (such as watching other potential threats), a back up officer should ASSIST in the search. - It is advantageous particularly for one officer or both to achieve and maintain contact control while the subject is being searched – another responsibility that can be shared. b. If circumstances establish justification (such as in cases where officers are outnumbered and/or outsized), handcuffing before searching will add another dimension to officer/suspect safety. c. Searching across some type of barrier (such as incorporating a chair) is sometimes possible and desirable. d. Some officers have occasionally found it helpful prior to or during the search to simply ask an individual whether they are carrying any weapons. - Exercise caution in reaching into concealed areas in any case – the suspect could be setting you up. - Never trust that even if they provide valid information there are no other weapons present. e. Be systematic when possible – never varying from a complete and sequential procedure can help to remain thorough and professional. f. Resolve sensitivity issues about searching. - Use witnesses or cameras when possible. - Use the edge or back of the hand when checking private areas such as women's chest area, the groin area, buttocks. g. DO NOT reach into tight areas to retrieve something that you cannot see – suspects are known to ambush officers with strategically placed sharp objects	

SUBJECT MATTER	REMARKS
that puncture or slash. They may be hidden in pockets, seams, behind belts, in shoes and socks, long hair, under the collar, taped to the skin, in the arm pits – just about anywhere you may tend not to see before feeling. Seek to lift clothing to allow a clear view of the area, or use protective gloves and search aides such as a Kubotan. X. Positioning techniques a. Twist lock b. Faulkner frisk (double twist lock) c. Two on one d. Using cover objects XI. Exercise – Students break to hide items that may serve as potential weapons that classmates should find in a pat down search. Students then conduct pat down searches on one another incorporating a twist lock or Faulkner lock, both single officer and with a backup officer. Repeat exercise using a chair for additional security.	(For Student Use)

SUBJECT MATTER	REMARKS
	(For Student Use)
1. Advantages versus Disadvantages	
A. The Patrol Officer is more accessible to the public, there is more person to person contact between the officer and public, a tool for Community Policing and smaller areas of patrol.	
B. Mobility limited to speed of the officer, no vehicle pursuit capability, having to rely on other units to transport prisoners, cost effectiveness, limited on what they can carry.	
2. Random Patrol Patterns	
A. To be effective as a deterrent, patrols must be random. As humans, we are creatures of habit, but to be effective on the streets, we must break this habit. We must be <u>systematically, unsystematic</u> .	
B. Criminals will often watch the police officer or patrol area to try and detect the patrol pattern. Once they have found a pattern, they will plan their crime as to where they are least likely to be caught. We have to make this planning by the criminal as difficult as possible by changing our ways.	
C. Ways we can change are: Vary the speed of your foot patrol. Vary the time you spend with business owners. Eat at different places and at different times during your shift. Double back occasionally.	
3. Day versus Night patrol	
A. Day shift patrol, the officer needs to be more conspicuous. Besides deterring crime, one of the prime duties during day shift is Community Policing, being an ambassador for your department.	
B. Night shift patrol, the officer is again being an ambassador, but they will doing more targeted aggressive patrol. They will have	

SUBJECT MATTER	REMARKS
added responsibilities of doing after hour business checks. 4. Foot Patrol Techniques A. The foot patrol officer should take full advantage of darkness and shadows on occasion while patrolling their area. An officer walking down dark alleys and through hallways while trying his doors has the element of concealment in their favor. B. Observation: By stepping into a dark doorway or hallway out of sight the officer can observe the surrounding area without being seen. At night the sound of glass breaking or hammering can be heard for a long distance. This could be described as inconspicuous patrol. You must learn to use all your senses, not just sight. Hearing and smell are very import also. C. Conspicuous Patrol. Here the officer should walk in full view of the public; example is walking near the curbside of the sidewalk. Another example of when the officer should make his presence conspicuous is in the event of a tavern/bar which is noted for having disturbances. Here the officer could accomplish more by appearing in full view and take exceptional care that they are being obvious to those in the establishment. Often this preventive measure will keep trouble from happening. D. Alleys. When walking into a dark alley or any unlighted area, the officer should stop and allow their eyes to become accustomed to the darkness before proceeding. Never walk in the center of the alley as you can be outlined against the light from either end. By the same respect, the broken glass and other debris tends to accumulate in the center of the alley. E. Equipment. The type and amount of equipment you carry is limited. The officer needs to be careful in their selections, but as a minimum they would have a flashlight, baton, chemical spray and note taking material, besides their weapon and radio. A flashlight is a must on night shift, but it is also essential on day shift. F. Patrol Area. Every street, alley, hallway, place of business and public place in the officer's assigned area should be as familiar	(For Student Use)

SUBJECT MATTER	REMARKS
to them as their own neighborhood. It is readily apparent that if an officer knows his area well, they are capable of anticipating trouble in certain locations, and by presenting themselves in the right place at the right time, they can prevent occurrences in this manner. G. Curiosity. The single most important character trait which will improve the effectiveness of an officer is curiosity. When channeled along police lines, curiosity will increase your values as an officer and in addition make your entire life more interesting.	(For Student Use)
H. The Hunch. After observing certain persons or places, without knowing exactly why, the officer will often get a "hunch" or feeling that someone or some place should be investigated or re-examined. The hunch is a product of the subconscious mind, which has vast amounts of stored away knowledge. Hunches have resulted in countless good arrests and should always be followed up on. I. Vehicles. In the United States, we are a mobile culture. In almost every crime there is a vehicle involved, either as an object or scene of the crime, or as a transportation to or from the crime and to carry away the loot. Learn the vehicles, which are usually parked or frequent your area. Any cars or trucks parked in out of the way areas should be checked. Altered or missing license plates, broken windows, pried ignitions and keys left in the ignition are a few on the indications of a stolen vehicle.	

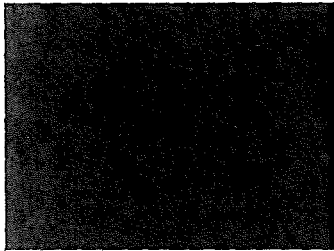
Building Searches



Lt. Thomas Lahay
ILEA Instructor

1

Attention:



2

Introduction

- Retired Indiana Conservation Officer
- 31 years of service
- Studied at Vincennes University in Law Enforcement, Conservation Law, Corrections, and Homeland Security
- 10 years Adjunct Instructor at Vincennes University in Law Enforcement and Conservation Law Enforcement
- Active Shooter Instructor
- Psychomotor Skills/Use of Force Instructor
 - Firearms Instructor/Armorer
 - Shotgun Instructor/Armorer
 - Patrol Rifle Instructor/Service Tech

3

Objectives

- Identify various calls for service that may involve a building search
- Explain the 4 Phases involved in a response to a building search call for service
- Identify officer safety issues involved with building searches
- Demonstrate the common methods used for room entries and building searches
- Explain the proper tactics used in performing multiple officer building/room searches
- Explain the two methods of conducting building/room searches with a partner
- Explain several low light tactics used in building/room searches
- Explain the term 'light discipline'

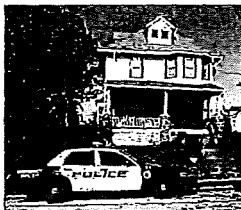
4

Terminology

- A.O.R. – Area of responsibility
- Concealment-The action of hiding something or preventing it from being known; provides no direct protection from an incoming threat
- Cover-a thing that lies on, over, or around something, especially in order to protect or conceal it; provides protection from an incoming threat
- Contact officer- The officer that is responsible for all interactions with the suspect.
- Cover officer- The officer that is responsible for maintaining 'cover' for contact officer and other officers.
- Hard corner-An interior corner of at least 90 degrees
- Fatal Funnel-a 'choke' point

5

Common Building Searches

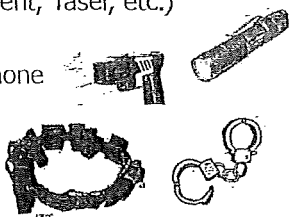


- Alarms
- Open door(s)
- Search warrants
- Burglary
- Unwanted guest(s)
- Arrest Warrants
- Fleeing subject
- Unknown (911 hang-up)

6

Essential Items Needed

- Standard issue gear (handgun, cuffs, ASP, Chemical agent, Taser, etc.)
- Flashlight
- Mirror / Smart phone
- Radio
- Body Camera
- Partner



7

OFFICER SAFETY

- The most important consideration in ANY building/room search is officer safety
- Safe tactics should become a habit
- A combination of good tactics and good decision-making

8

OFFICER SAFETY

- 1. Wait for back-up...#1 tactical mistake leading to assault
- 2. NEVER SEARCH ALONE !!
- 3. Noise discipline
- 4. Light discipline
- 5. Proper equipment
- 6. Attitude...complacency will get you killed

9

MISCELLANEOUS CONSIDERATIONS

- Adapt to the environment
- Know when to slow down or go fast
- Communicate
- Leave a way out
- Be aware of available cover
- Expect the unexpected
- Use all of your senses
- HAVE A PLAN/HAVE A BACK-UP PLAN ¹⁰

MISCELLANEOUS CONSIDERATIONS

- Avoid entering a building from a window
- Look for debris which might indicate someone in the ceiling
- Businesses – normal hours, are they open/closed?, where do employees park?, what lights are left on?, etc.

11

4 Phases of a Building Search

1. Initial Approach/Walk up
2. Exterior Search
3. Building Entry
4. Building Search

12

I. THE APPROACH

PARKING:

- 1. Turn off lights/siren 2 blocks away
- 2. At least one house away
- 3. Do not park in front of house
- 4. Same side of street
- 5. Park down the street (crime in progress)
- 6. Lights on/off?
- 7. Locked/unlocked?

13

THE APPROACH

ON FOOT:



- Walk up/around
- Invisible deployment
- Be aware of available cover
- Be alert! Observe:
 - Points of entry
 - Windows, shrubs, dark recesses
 - Look for danger areas
 - Signs of forced entry

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II. EXTERIOR SEARCH

- Initial walk-around building (your AOR)
- Windows, doors disturbed?
- Unusual vehicles parked nearby
- Are there people present? Who are they?

15

KEY HOLDERS

Owners / Managers

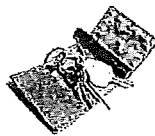
- Do not allow key holder to enter
- Do not allow key holder to force your actions
- Get information from key holder
 - Firearms
 - Dogs
 - People
 - Entrances/exits
 - Alarm systems
 - Windows



16

NOISE CONTROL

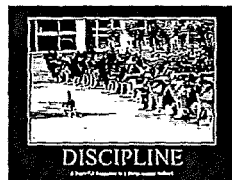
- Keys, change, cologne
- Cell phones, pagers, radio
 - Smart phone camera
- Breathing & walking
- Pause and listen



17

LIGHT DISCIPLINE

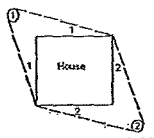
- Suspect will shoot at your light
- Stab light
- Move
- Ambient / refracted light
- Light switches
- Don't silhouette your partner



18

PERIMETER CONTROL

- 2 officers minimum.
- Can be used on almost any building.
- Can be used for city streets/blocks.



19

III. BUILDING ENTRY

FRONT DOOR

- Door entrance
- Is door open? Door closed?
- "Shaking doors"
(to turn knob both ways and rattle to see if it is unlocked)



20

ENTRY



Legal Considerations:

- If entering home, do you need/have a warrant?
- Does a warrant exception exist?
- Do you have owner permission to enter business/shop?
- Has there been a crime committed?

21

ENTRY

■ Ask yourself:

- Has there been a crime?
- Is the offender inside?
- Is he/she armed? Does he/she present a danger to themselves?
- If "yes", then



Don't go in until backup arrives!

22

ENTRY

- Shaking doors
- Secure the building or house
- CALL FOR BACK-UP!
- Wait until back up arrives, and you have formulated a plan.

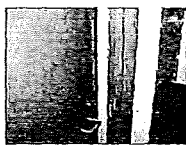
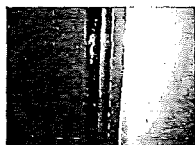
The only exception to this rule is
an active shooter

23

ENTRY

NEGOTIATING THE DOOR

- Which way does it open?
- What kind of door is it?
- Where are the hinges located?



24

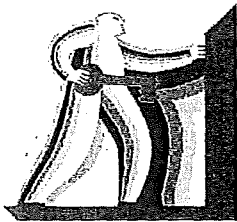
DOOR ENTRY

Door knob side vs. Door hinge side



25

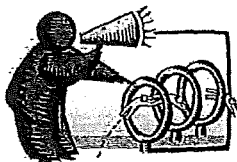
DOOR ENTRY



- Open the door completely
- Push door against the wall
- Check gap between door and door jam
- Advise others of your entry point
- Try to preserve evidence

26

ANNOUNCEMENT/CHALLENGE



- Know when to announce / challenge
- Use a loud clear voice
- Understand pros/cons
- K-9



27

CLEARING THE DOORWAY

- Doorways are fatal funnels
- Communicate with partner
- Advise dispatch upon entry
- Determine type of entry you will make
 - Dynamic
 - Covert

28

DYNAMIC ENTRY

- Uses speed and force
- Being noisy is not a concern



29

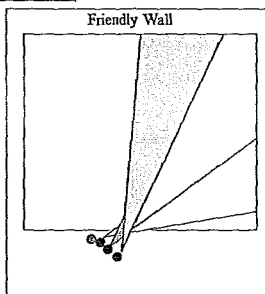
COVERT ENTRY

- Deliberate & stealthy
- Quiet and methodical
- Do not brush up against walls or objects
- Noise and light discipline



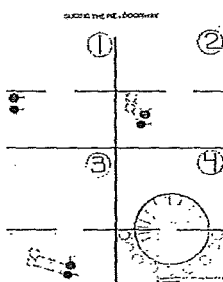
30

Slicing the Pie



31

Slicing the Pie



32

Window Entry/Clearing

- Avoid if possible
- Must have backup for cover
- Use mirror
- Head/weapon enter first



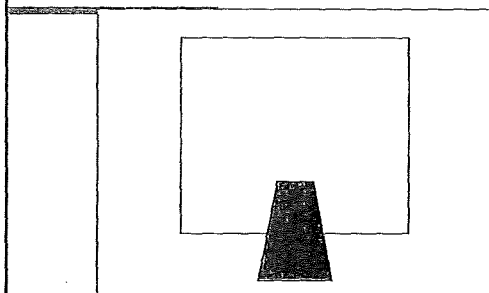
33

IV. BUILDING SEARCH

- The most dangerous portion of the search
- Mentally prepare each time
- Maintain communication (with partner and dispatch)
- Expect the unexpected

34

Fatal Funnel



35

USING THE BUDDY SYSTEM

- Do not separate from your partner
- Do not lose sight of your partner
- Search as a team

2X2 Front to Back



2X2 Side by Side



36

Search Tactics

- Slow, smooth and deliberately is the proper way to move through a building
- Do not rush! Time is on your side most of the time
- Use ALL of your senses



37

SEARCHING WITH WEAPONS OUT

- Finger off the trigger, out of the guard
- Gun-ready/Low ready position
- Do not extend past cover
- Exercise muzzle discipline
- Eyes, muzzle, target



38

SEARCH PATTERNS

- Upstairs, if possible
- One floor at a time
- Basement last
- Rear Security
- Back to, but not touching, the wall
- Around the perimeter if possible
- Silhouette

39

CROSS FIRE

- Adjust your relative heights
- Command your partner to stop if he/she is about to enter your line of fire
- Adjust your position, then continue to search



40

Room Clearing

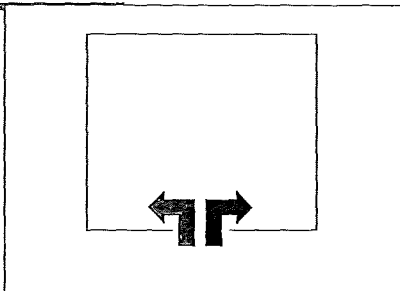
TECHNIQUES

- Quick peek
- Button hook (Cross button hook)
- Criss-cross
- Diagonal
- M.I.M.O.



41

Meter In / Meter Out



42

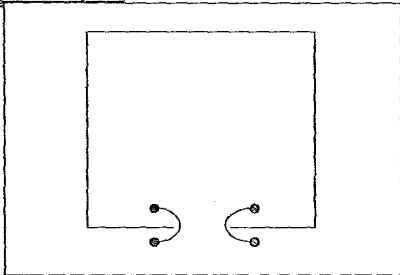
M.I.M.O.

Meter In Meter Out:

1. First officer to cross the door way steps one meter into the room.
2. First officer after stepping one meter into the room then steps one meter to the left or right.
3. Second officer to cross the door way steps one meter into the room.
4. Second officer after stepping one meter into the room then steps one meter in the opposite direction of the first officer that had entered the room.
5. Purpose of M.I.M.O. is to get officers through the doorway efficiently and quickly. The doorway is known as "the fatal funnel".
6. You go the opposite way or your partner.

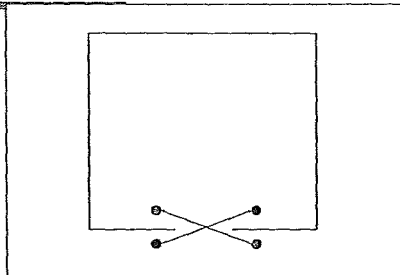
43

Button Hook

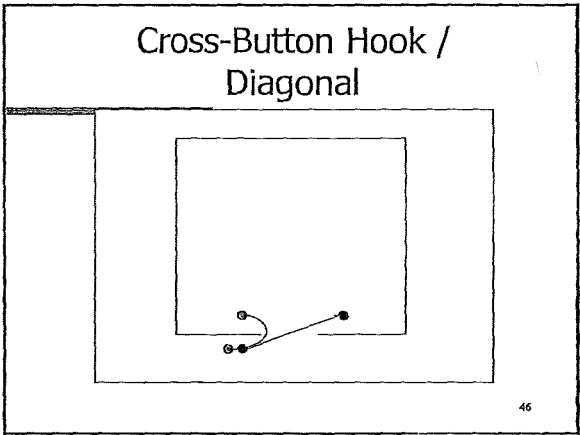


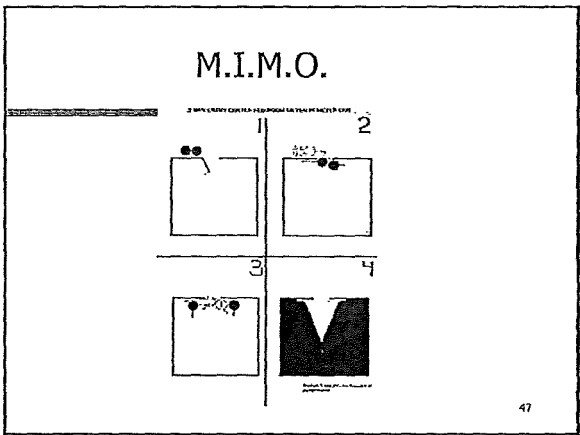
44

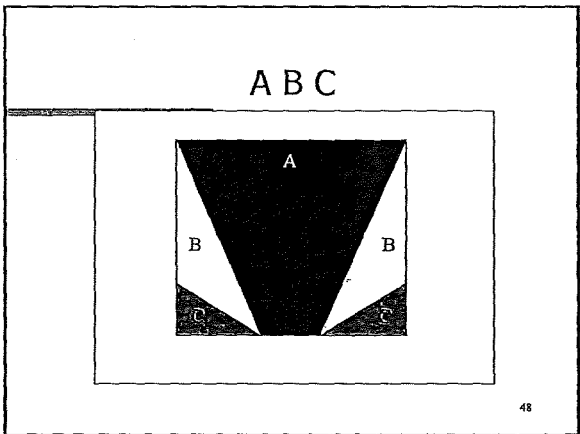
Criss-Cross



45

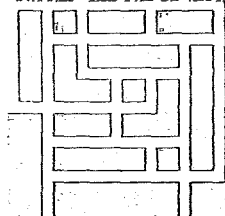






Clearing Hallways

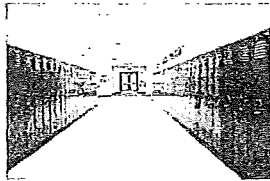
- Quick Peek
- Limited Penetration
- Slicing the pie
- T-Hallway
- Intersecting hallway



49

Quick Peek

- Look before you move or why pay for the same real estate twice?
- Do slowly, human eye picks up movement.
- Only use one eye.
- Do from a kneeling position.
- Use a mirror/smart phone.
- Try to move from dark to light.



50

Limited Penetration

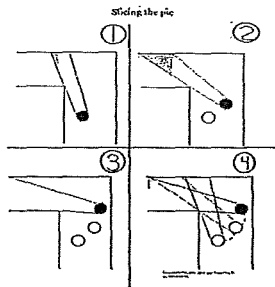
- Limited entry into the room.
- You will be in the fatal funnel.
- Use the door frame as cover/concealment.
- You only partially enter and do not fully commit.



Not Recommended

51

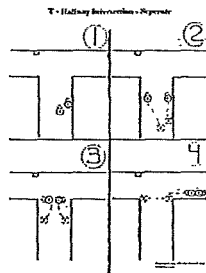
Slicing the pie



52

T-Hallway

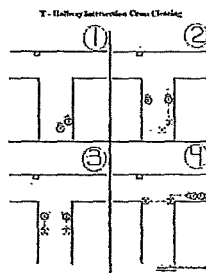
- 2X2 AOR your side.
- Communicate with each other.
- Each takes his side and dominates the corner.
- Decide next area to move to.



53

T-Hallway

- 2X2 formation while approaching.
- AOR changes before the corner.
- Watch each other as you slice the corners.
- At the same time dominate your corners.
- Decide where to go next.



54

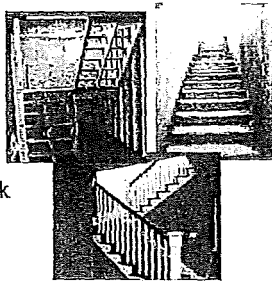
PROBLEM AREAS

- Stairways
- Hallways
- Doorways
- Attics
- Crawl Spaces
- Windows

55

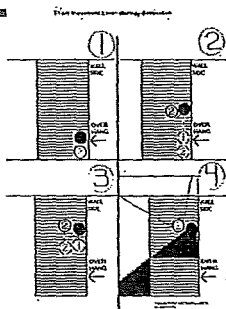
STAIRWAY CLEARING

- Types of stairways
- Inner building
 - Spaces between stairs
- Outer building
- One sided
- Ascend back to back / side to side
- Descending crouch



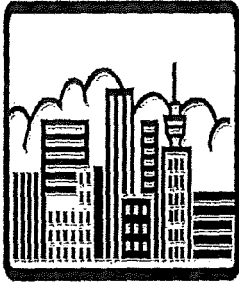
56

STAIRWAY CLEARING



57

BUILDING SEARCHES



- COVER
- CONCEALMENT

58

COVER

Anything that lies on, over, or around you, especially in order to protect yourself ; anything that provided protection to you from an incoming threat



59

USE OF COVER

- Use all cover available
- Do not crowd your cover
- Stay at least an arms' length away
- Do not lean against it
- Look around it
- Do not extend your weapon past it

60

LEANING AGAINST COVER

- This is a BAD habit
- Limits your mobility
- Makes you vulnerable to ricochets
- Can create a malfunction
- Could collapse it

61

CONCEALMENT

- Hides you from sight
- Does not protect you from weapon fire
- Is not the same as cover



62

SIX FACTORS OF RECOGNITION

- | | | |
|-----------------|--------------------|--------------------|
| 1. SHAPE | 2. SHADOW | 3. TEXTURE |
| 4. COLOR | 5. POSITION | 6. MOVEMENT |

63

SHAPE



- A FAMILIAR SHAPE CAN GIVE YOUR POSITION AWAY, SO CHANGE YOUR SHAPE.

64

SHADOW



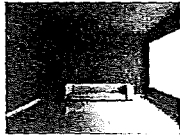
- Break up the shadow, or blend in.

65



TEXTURE

BEWARE OF SMOOTH SURFACES,
THEY REFLECT LIGHT AND
COMPROMISE YOUR POSITION.



COLOR

If the color contrasts with the background it will raise the curiosity of whoever is watching.

POSITION



- When things are out of place, people become suspicious.



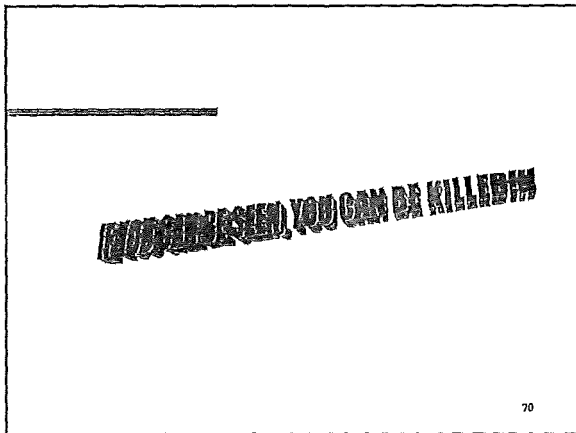
68

MOVEMENT

- Movement will naturally catch the subject's eye. Watch your movement.



69



ENCOUNTERING SUSPECTS

- Handcuff suspects immediately
- Verify Identification
- Stay there
- Call for an escort
- Continue the search (1+1 rule)

71

BARRICADED SUSPECTS

- Do not engage.
- Do not force entry.
- Maintain perimeter.
- Call for negotiator.
- Call for tactical team.



72

BLUE-ON-BLUE ENCOUNTERS

- Put yourself in the responding officers shoes.
- Comply with all the responding officers commands.
- If calling in before engaging, give description to dispatch.



73

REVIEW

- Types of calls
 - Building alarm, burglary, fleeing suspect, 911 hang up, unsecured premises, executing warrant
- 4 phases
 - Initial approach, walk up, exterior search, building entry / search
- Essentials
 - Flash light & partner
- Buddy system
 - Don't separate, don't lose sight & search as a team
- Search tactics
 - Slow, smooth & deliberate
- Room Clearing
 - Covert & dynamic
- Barricaded Suspect
 - Maintain perimeter, do not engage.
- Light discipline
 - Stab & move

74

QUESTIONS ????



F/Sgt. Thomas Lahay
ILEA Instructor

75

SUBJECT MATTER	REMARKS
I. <u>Introduction</u> A. The purpose of this course is to present information concerning behavioral aspects of a crowd during a large gathering or disturbance. <u>Course Objectives</u> B. At the conclusion of this block of instruction, the student will be able to: 1. Explain the elements of threat assessment 2. Identify the 4 types of crowds 3. Identify the 3 types of resisters 4. State the factors that influence crowd behavior	(For Student Use)
II. <u>Body</u> A. Elements of Threat Assessment 1. Size a. Number of participants in gathering or crowd b. Men, women, juveniles 2. Emotions & Intention a. Listen to the crowd b. Develop plan of action 3. Type of Clothing a. Light, Heavy, body armor b. Non-Lethal munitions deployment	

SUBJECT MATTER	REMARKS
4. Movement or motion a. Controlled movement b. Uncontrolled movement 5. Driving Force a. Reason for assembly b. Loss of job, political, etc. 6. Motivator a. One main leader or spokesperson b. Multiple leaders B. 4 Types of crowds 1. Casual a. Requires space and people b. No common bond c. Individual reason for being in crowd 2. Sighting a. Similar to casual crowd-space and people b. Requires an "EVENT" c. Usually just curious 3. Agitated a. All elements present plus "EMOTION" b. Triggering the emotions may affect the demeanor 4. Mob a. All elements present plus "PHYSICAL "ACTIVITY" b. Hostile and Aggressive c. Requires Physical actions	(For Student Use)

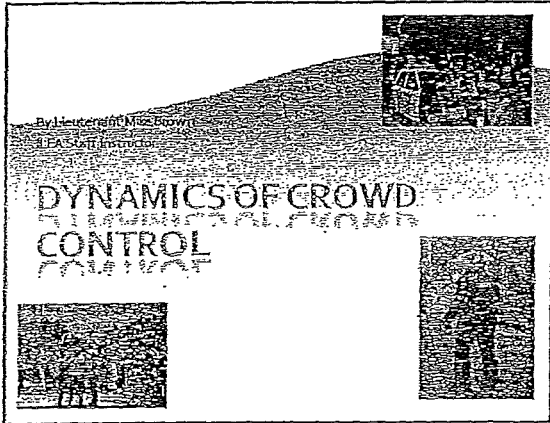
SUBJECT MATTER	REMARKS
	(For Student Use)
C. 3 Types of Resistors	
1. Complacent	
a. Dead weight	
b. Sit ins	
c. Human chains	
2. Vocal	
a. Argumentative	
b. Verbally non-compliant	
3. Combative	
a. Kicking	
b. Punching	
c. Use of weapons	
D. Factors that Influence Crowd Behavior	
1. Emotional Needs	
2. Crowd Leadership	
3. Moral Attitudes	
4. External Contacts	
5. Physical Stimuli	
E. How do Mobs operate-different tactics	
1. Verbal Abuse	
2. Use of Barricades	
3. Throwing of Objects	
4. Attacking people and vehicles	
5. Using children, women and elderly	
6. Fire	
7. Explosive Devices	

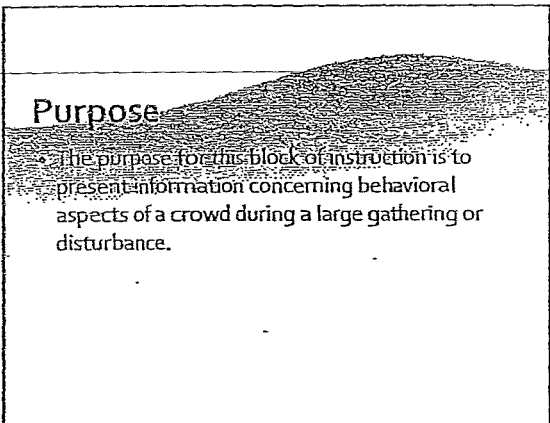
SUBJECT MATTER	REMARKS
F. Crowd Control Options 1. Monitor a. Intelligence gathering b. Specifically trained officer c. Must remain vigilant 2. Disperse a. Taking action against specific people in the crowd b. Used to prevent destruction of property c. Dispersion techniques 3. Contain a. Controlling large numbers of people b. Mass detention 4. Block a. Physical barriers to deny crowd movement b. Examples: vehicles, jersey barriers, etc. G. Crowd Control Techniques 1. Observation a. Direct observation b. Photography c. Under cover unit d. Good for gathering intelligence 2. Channeling a. Move crowd to specific location b. May help with more control	(For Student Use)

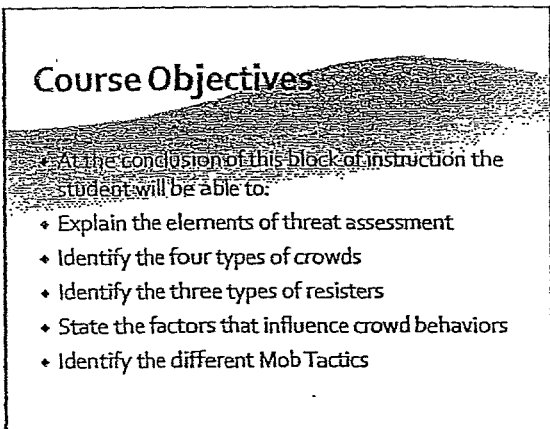
SUBJECT MATTER	REMARKS
3. Diversion a. Move leader from crowd b. Use only to help maintain crowd control c. Reduce intensity of crowd 4. Cooperation a. critical between group organizers and police b. May reduce unruly behavior 5. Proclamation a. Establishes illegal activities	(For Student Use)
b. On-scene commander takes charge c. Reduce crowd size before taking action 6. Communication a. Critical to establish ground rules b. Build rapport between leader and police 7. Show of Force a. Military precision b. Professional looking c. Used to intimidate 8. Non-Lethal a. Chemical Agents b. Taser c. Bean bag rounds d. Rubber bullets e. Water cannons	
H. Tactical Equipment 1. Ballistic Helmet 2. Ballistic Body Armor	

SUBJECT MATTER	REMARKS
3. Face Shield 4. Riot Baton 5. Body Shields 6. Bullhorn 7. Flex-cuffs 8. OC Spray and other non-lethal munitions III. <u>Summary</u> A. During this block of instruction the student was given Information on the importance of threat assessment. B. The student was given information regarding the 4 types of crowds. C. The student received information regarding the 3 types of resistors. D. They also received information on factors that influence crowd behavior, on how mobs operate, crowd control options, crowd control techniques, and tactical equipment needed. E. Questions	(For Student Use)

7/1/2010
S.O.L. 8







Course Objectives-Continued

- Identify crowd control options
- Identify various crowd control techniques
- Identify types of crowd control equipment needed.

Elements of Threat Assessment

- Size- # of participants- Men, women, juveniles
- Emotions & Intentions- Listen to what is being said- Develop plan
- Type of Clothing- May alter placement of NL rounds if needed
- Movement or motion- Where are they going
- Driving Force- Reason
- Motivator- Single Leader or group

4 Types of Crowds

- Casual
- Sporting
- Agitated
- Mob



Casual

- ♦ Requires space and people
- ♦ No common bond
- ♦ Each person has his/her own purpose for being there.
- ♦ EXAMPLE: INDOOR/OUTDOOR MALL

Sighting Crowd

- ♦ Similar to Casual Crowd, both have elements of people and space.
- ♦ Requires another element- THE EVENT, sporting event, concert, parade
- ♦ Sighting Crowd usually just curious

Agitated Crowd

- ♦ All Elements of Sighting Crowd PLUS "Emotion"
- ♦ Triggering the emotions effects the demeanor
- ♦ Direct confrontation should be avoided.

MOB

- Has elements of people, space, event, emotions, and physical activity.
- Characterized by Hostility and Aggression
- Physical actions
- To Gain Control
 - Reduce the emotional levels of individuals
 - De-escalate the violence and aggression
 - Use of physical force-

Types of Resisters

- Complacent
- Vocal
- Combative

Factors that Influence Crowd Behavior

- Emotional Needs
- Moral Attitudes
- Crowd Leadership
- External Controls
- Physical Stimuli

MOBTACTICS

- ♦ Verbal Abuse
- ♦ Use of Barricades
- ♦ Thrown Objects
- ♦ Attacks on Personnel & Vehicles
- ♦ Use of Females, Children, and Elderly
- ♦ Use of Fire
- ♦ Explosives

Crowd Control Options

- Monitor
- Disperse
- Contain
- Block

Monitor

- ♦ Watch a crowd's progress & development for intelligence gathering to select appropriate response.
- ♦ Critical to maintain vigilance and be prepared to respond accordingly.

DISPERSE

- Taking action against a fragment of the crowd
- Used to prevent destruction of property, and retain the unruly.
- ◆ Dispersion Techniques
 - > Proclamation
 - > Show of Force
 - > Crowd Control Formations
 - > Non-Lethal Weapons- Smoke, Gas,

Contain

- The restraining of a large number of people
- ◆ Good option for making mass detentions

Block

- Deploying physical barrier to deny crowds advance.
- ◆ Examples: vehicles, water filled barricades, jersey barriers, etc.

Crowd Control Techniques

Observation
Channeling
Diversion
Cooperation
Proclamation
Communication
Show of Force
Less Lethal

Communications

- Attempt to talk with crowd members or leaders.
May help in diffusing situation.

Observation

- Can be accomplished in many ways- Examples:
Direct Observation, Photography, Undercover
- ♦ While observing we should be concerned with
size, location, and mood of crowd
- ♦ Intelligence gathering

Channeling

- ♦ Moving the crowd to a less disruptive location if necessary.

Diversion

- ♦ Divert the leader from the crowd or move crowd location.
- ♦ Used only to help support mission and objectives of maintaining crowd control. Can help with reducing the intensity of the crowd.
- ♦ May be used to help provide more control over the crowd- different location

Proclamation

- ♦ Establishes illegal activities
- ♦ On- scene commander announces intentions
- ♦ Reduces the number in crowd before action is taken.

Cooperation

- Cooperation between organizers and police may help reduce unruly behavior

Communications

- Attempt to communicate with members of the gathering or its leader. Communications may help in de-fusing situation. Make sure to explain intent.

Show of Force

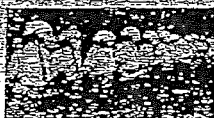
- Depending on situation a professional looking response force may cause dispersion.
- Use Intelligence to determine where show of force is necessary
- Never make assumption that crowd will disperse. Be prepared to escalate force options if necessary.

Non-Lethal

- Chemical agents
- Taser
- Bean bag rounds
- Rubber bullets
- Water cannon

Crowd Control Formations

Very effective



- Use to disperse, contain or block a crowd or gathering
- Always provide at least two avenues of withdrawal for team.

Apprehension & Detention

- Person must have committed a violation of the law
- Use "ARREST" teams to detain or apprehend offenders.

Equipment

Ballistic Helmet and body armor

Face shield

OC Spray

Riot Baton

Body Shield- Both

Bullhorn

Flex cuffs.



Questions

SUBJECT MATTER	REMARKS
I. Introduction This block of instruction will cover important aspects of crime scene management in order to develop a methodology for processing eth crime scene. By developing a systematic process in a tumultuous situation, the investigator will ensure that all the evidence is collected properly marked and the scene documented completely. Since the first responder will ultimately establish the tone of the investigation it is important to develop sound fundamentals to processing the crime scene. II. Objectives As a result of this block of instructions the student will be able to: 1. Explain what crime scene management is. 2. List at least four (4) of the seven (7) steps for processing a crime scene.	(For Student Use)
3. Explain the importance of establishing an entry log at a crime scene. 4. Define what "chain of custody" is as it pertains to evidence. 5. Identify the primary objective at a crime scene. 6. Explain several benefits of crime scene management. 7. Explain the importance of using your sense of smell at a crime scene. 8. Explain the importance of locating and protecting trace evidence. III. Crime Scene Management 1. Ensures the crime scene has been completely assessed, documented. 2. All evidence collected and evaluated. 3. Enhances time management 4. Provides a consistent structured method of evaluation to insure all forensic methods are utilized.	
II. Initial Response /Receipt of Information A. Approach 1. Look, listen, smell (as you approach) 2. Parking – not in the scene – closer is not better 3. Observe vehicles & people in the area 4. Know your Department SOP's pertaining to crime scenes	

SUBJECT MATTER	REMARKS
B. Safety Procedures 1. Check for immediate threats (suspects) 2. Alert for hazards a. biochemical / explosives b. dangerous persons c. situations (meth labs, downed power line, gas leak) C. Emergency Care 1. Care for the injured 2. Call for Medical personnel (advise of injuries) 3. ESCORT EMT's into the scene a. Out physical evidence b. Note bullet holes, cuts etc in clothing c. Obtain medical personnel information 4. Note wounds, injuries to victim(s) 5. Obtain Victim Information a. Name b. Address c. DOB d. What happened? D. Secure & Control 1. What barriers are needed? 2. Where is the exit /entry point? 3. What special equipment may be needed? 4. What special personnel may be needed? 5. Crime scene log - limit access. a. adds integrity to the scene b. lists witnesses c. provides written report about the scene activities. d. discourages non-essential persons from entering E. Brief & Release 1. Brief investigators 2. Assist in controlling the scene 3. Remain until relieved F. Document Actions & Observations 1. Conditions (weather, condition of scene) 2. Evidence observed 3. What you did / did not do (eg: fingerprinting etc)	(For Student Use)

SUBJECT MATTER	REMARKS
III. Crime Scene Processing A. Primary Survey / Initial Documentation 1. Walk through of the scene 1. Physical evidence noted 2. Perimeter size --re-evaluate as scene is assessed 3. Plan for Processing / documenting the scene 5: Recording (sketching, photos, video) 6. Notes detailed or check sheet 7. Formulate crime scenario 8. Use checklist (SOP) for processing	(For Student Use)
B. Plan and Communicate 1. Initial call -- start the planning process 2. Talk to First responders 3. Re-evaluate the scene dimensions 4. Assign responsibilities 5. Develop a strategy for the processing 6. Documentation of the crime scene 7. Special items / Experts a. Equipment such as latent development items b. Forensic specialists (eg: entomologists) c. Blood spatter expert d. Coroner of the jurisdiction e. Health Dept f. Pathologist g. Prosecutor h. State / County Highway Depts i. Fire Services (EMS, NTSB) C. Documentation and Collection 1. Video tape a. TURN SOUND OFF b. Short burst taping 2. Photograph the entire scene 3. Sketch (rough sketch) a. Measure (two should do it) b. ID North 4. Note taking a. Legible must be readable b. Organized in some manner	

SUBJECT MATTER	REMARKS
c. Essential items noted d. Descriptions of items noted e. Who is present f. Time arrived g. Who found the scene h. Injury notes i. Clothing j. Weather k. Temperature (inside & out) l. Missing or out of place items D. Collect & preserve evidence – ID evidence w/ the following 1. Case number - assigned by agency 2. Date / time collected 3. Location where found 4. Who physically collected the evidence 5. Chain of custody *critical* 6. ID & collect trace evidence E. Processing of the Evidence 1. On site or at lab? 2. Footprint and tire impressions (casting) 3. Trace evidence (collecting) 4. DNA (blood collection process) 5. Weapons (render safe) 6. Prioritize collection of evidence (fragile first) F. Second Survey – Final Survey 1. Examine in detail the scene 2. Search patterns style 3. Re-evaluate priorities IV. Seven (7) Step Protocol (Developed by the DOJ) A ID Potential safety & health hazards B Establish scene size & security C Plan and communicate (how to process and needs) D Primary Survey (assessment and evaluation of scene) E Document & Process the scene F Final Survey (make sure all is done) G Recover (all evidence)	(For Student Use)

SUBJECT MATTER	REMARKS
V. Keep an Open Mind – let the facts dictate hypothesis VI. Summary: As a result of this class you the student, were given a detailed explanation of the seven-step protocol for processing the crime scene. The process included such issues as documenting, command and control, collection and preservation, doing a proper survey. Discussed was important issues such as chain of control, the importance of identifying trace evidence and either protecting it or collecting it. Developing a well designed plan for processing the scene was also discussed. VII. Restate – Specific objectives 1. Explain what crime scene management is.	(For Student Use)
2. List at least four (4) of the seven (7) steps for processing a crime scene. 3. Explain the importance of establishing an entry log at a crime scene. 4. Define what “chain of custody” is as it pertains to evidence. 5. Identify the primary objective at a crime scene. 6. Explain several benefits of crime scene management. 7. Explain the importance of using your sense of smell at a crime scene. 8. Explain the importance of locating and protecting trace evidence.	

Lecture: Crime Scene Protection

CASE NUMBER

[illegible]

CRIME SCENE LOG

DATE: _____ DISPATCH TIME: _____

CASE _____

NUMBER: _____

OFFICER IN _____

CHARGE: _____

PUBLIC _____

RELATIONS: _____

LOG _____

RECORDER: _____

SCENE _____

ADDRESS: _____

SCENE _____

LOCATION: _____

WEATHER: _____

TEMPERATURE: _____

HUMIDITY: _____

LIGHT _____

CONDITIONS: _____

OTHER NOTES: _____

SUBJECT MATTER	REMARKS
I. Definitions A. Criminalistics is the locating, collecting, preserving, analyzing, and evaluating of physical evidence. B. A Criminalist is an expert in identification and comparison of physical evidence. C. Forensic – belonging to courts of justice (such as forensic medicine). D. A Standard is a known specimen. You know where or from whom it was obtained. E. Trace Evidence, in police science, generally refers to microscopic evidence. F. Toxicology is the study of toxins (poisons). G. Serology is the study of serums (the water portion of animal fluids). H. Modus Operandi is the way a person committed a crime.	(For Student Use)
II. Physical Evidence Classification A. If it has Class Characteristics it can be placed into a general class only. There is a possibility that it could come from more than one source. B. If it has Individual Characteristics it is identifiable with a single person or source.	
III. Possibility vs. Probability A. The criminal investigator wants to use the physical evidence he possesses to establish the crime or suspect and to move him from a point where his suspect is possibly involved to the point where he is probably involved. B. The investigator uses the Theory of Transfer to link or identify a suspect to a crime by establishing evidence which has class and individual characteristics.	
IV. Main Sources of Physical Evidence A. The crime scene B. The victim – if any C. The suspect and his environment	

SUBJECT MATTER	REMARKS
	(For Student Use)
V. The Processing and Collecting of Evidence	
A. The Scene	
1. Short lived evidence	
2. Photographs	
3. Measure and sketch	
4. Master notes	
B. Chain of Custody – Is the most critical step in the whole process of collecting physical evidence. The investigator must be able to testify to the integrity of evidence at the trial.	
1. Marking evidence	
2. Securing evidence	
3. Maintaining evidence logs	
C. Analysis of Evidence	
1. Submitted to a forensic lab, medical facility, or expert witness.	
2. How submitted to maintain chain of custody	
a. Transport by officer – Evidence log and property receipt required	
b. By mail – registered mail with return receipt	
c. By common carrier (UPS) – signature record	
3. Return of Evidence	
a. Documented return and secured for defense examination	
b. Keep your sealed container which the lab cut open and returned to you. Also, keep the sealed container the lab used. Do not cut through the seal	

SUBJECT MATTER	REMARKS
VI. Comparison Evidence A. Most evidence found at a scene is of diminished value without a Standard to compare it against. A shoe print only yields general information unless the investigator can compare it against a suspect's shoes. Hair evidence gives the most information when it can be compared against the victim's and suspect's Standards. B. Finding evidence at the scene is only half the battle. The investigator must also obtain the needed standards for comparison. C. When submitting a handwriting (exemplar) sample to be examined by a lab, it is important and that both the sample plus the document with the questioned writings be submitted. The sample should contain the same words, numbers or phrases as the questioned document submitted. 1. Questioned document 2. Exemplar 3. Forgery cases – a serious charge on one who has falsely placed the signature of the owner on a stolen check. D. Photographs – The victim of a battery should be photographed. 1. Immediately after the incident 2. After medical treatment 3. Several days later	(For Student Use)
VII. Blood Evidence A. One of the most frequent and important types of evidence encountered in criminal investigations. B. Obtain standards from victims, suspect, and others who might be involved. C. Blood is not always reddish brown in color. May appear as black, green, blue, or grayish white. D. Where can we find these samples? 1. Victim's fingernails, teeth, and clothing 2. Suspect's environment 3. Crime Scene	

SUBJECT MATTER		REMARKS
		(For Student Use)
VII.	E. What can you find from these samples? 1. If the blood is human 2. If animal – what species 3. If human – what blood type and subtypes 4. Possible presence of disease 5. Presence's of alcohol, or other toxins 6. Sex of subject 7. Lack of oxygen 8. Splatter evidence (location and direction of attack. Ferocity of attack. Was body moved? Where did body die? (how long ago?) F. Major blood group 1. Type "O" (approximately 43% of U.S. population) 2. Type "A" (approximately 40% of U.S. population) 3. Type "B" (approximately 14% of U.S. population) 4. Type "AB" (approximately 3% of U.S. population) 5. More than 300 subgroups have been identified G. How do you collect blood? 1. Let it dry and keep it dry a. Air dry garments b. Package in paper 2. Liquid blood – absorb in clean white cotton cloth a. About ½ square of cloth sufficient b. Dry 3. Dry blood – take article to lab 4. Do not fold through stain or cut through stain 5. Can find presence of blood in stains too small or light to see with the eye 6. Blood in garment is very resistant to washing 7. Blood on hands will often remain for days 8. Knives and metal objects do not retain blood well	

SUBJECT MATTER	REMARKS
VII. H. Secretors 1. Blood types can be identified in other bodily fluids in certain cases. Secretors can have their blood group typed by examining fluids such as semen, saliva, perspiration and tear fluid 2. Between 65 – 80% of the U.S. population are secretors	(For Student Use)
VIII. Physiological Fluids other than blood A. Semen 1. Seminal fluid deposited by the male during ejaculation 2. Normally contains a large number of spermatozoa unless male is sterile 3. Spermatozoa retain their shape unless destroyed in handling 4. Where can we obtain samples? a. Bed clothing and under clothing b. Skin of victim c. Vagina of victim through medical exam 5. What can we find from these samples? a. Possibly a blood type b. Possibly a time period c. Certain diseases d. Animal or human 6. How do we collect samples? a. Send in entire article of clothing after drying b. Package in paper c. In dried state, appears as a grayish-white, sometimes yellow stain. Starchy stiffness, sometimes difficult to see. Ultraviolet light fluoresces stain as bright white or bluish-white. d. Do not roll items, or fold, cut, or crease through the stain area.	

SUBJECT MATTER	REMARKS
VIII. B. Other fluids – other fluids are handled in a similar manner. They are also packaged and dried the same as blood and semen. The findings from the lab will also be for similar types of things. 1. Saliva 2. Urine 3. Perspiration 4. Pus 5. Milk 6. Lymph 7. Nasal Mucous 8. Tears C. DNA Analysis 1. Heat, humidity and sunlight destroys DNA evidence 2. Dry and freeze 3. Good for tissue, blood, and semen	(For Student Use)
IX. Hair A. Take standards from all people who were at the scene, not just the suspect B. If you use an envelope to package hair samples, seal the top of the envelope all the way around or the samples will fall out C. Where do we obtain our samples? 1. From the scene 2. Standards should be taken from pubic, body and head hair. A minimum of 12 to 20 hairs from each location by cutting. The same number by pulling. D. What can we find from hair samples? 1. Origin (human or animal) 2. If animal, general determination of species 3. If human: a. Race b. Body surface area of origination c. How removed	

SUBJECT MATTER		REMARKS
		(For Student Use)
IX.	d. If treated by bleaching, dying, waving, etc. e. Whether cut with a dull or sharp instrument, and regency of cutting. If crushed f. If hair was burnt g. Possible determination of age or sex	
E.	How do we collect the samples?	
	1. Combining head of hair will often yield enough for a standard 2. The doctor can remove body hair from the victim 3. Hair from each part of the body should be kept segregated 4. Do not use tape or glue to secure the hair evidence when sending to the lab 5. Use tweezers to handle fair found at the scene	
F.	Other fiber evidence is collected in a similar manner	
X.	Firearms	
A.	What can you find from firearms evidence?	
	1. Projectiles can often be identified with certain makes and models of a gun 2. If projectile and weapon are both in evidence, a positive match can often be made showing that a bullet was fired from a particular gun	
B.	Identifying characteristics	
	1. The gun barrel (rifled) a. The most important factor in firearms identification b. No two gun barrels are alike c. When a bullet is fired through a gun barrel, the internal characteristics of the barrel are transferred to the sides of the bullet	

SUBJECT MATTER		REMARKS
		(For Student Use)
X.	2. Breech – During firing the cartridge case is force back against the breech of the firearms. Any scratches or tool marks on the breech facing are transferred to the cap/face of the cartridge case 3. Firing Pin – When the firing pin strikes the primer cap it leaves an impression. This impression reflects characteristics identifiable to that firing pin 4. Loading mechanism; extractors & ejectors (automatics and semi-automatics)	
C.	How do we collect this evidence?	
	1. Weapon a. Field check for latent prints b. Unload before transporting or if cocked. Do not clean and do not operate mechanism except to unload. NEVER SEND TO THE LAB IN A LOADED CONDITION c. Mark each major part of a weapon for identification depending on the type of investigation. Remember that a serial number can identify a weapon. Mark position of cylinder and cartridges in a revolver 2. Fired bullets a. Do not use tweezers or metal devices to pick up bullet as it will score the metal b. Package in soft material and place in pill box. Mark box. Only one bullet per box. 3. Fired metallic cartridge cases and shotgun shells a. Prevent scratching and mutilation b. Package like bullet	

SUBJECT MATTER	REMARKS
XI. Knife and Knife Wounds A. Collect being conscious of fingerprints, blood and other residue B. Knife wounds (as well as gun shot wound) can be misleading. Take care not to draw conclusions from wounds until all evidence has been evaluated XII. Shoe and Tire Prints A. Often left at a crime scene B. When produced, these shoes and tires come off the production line looking very similar to every other item on the line. After some wear, however, they start to pick up cuts and scuffs which are characteristic of that shoe or tire only	(For Student Use)
C. How do we collect this evidence? 1. Photograph 2. Plaster cast molds XIII. Other Impression Evidence A. Types 1. Pry bars 2. Hammers 3. Bolt cutter B. Obtain "STANDARDS" to compare (use of comparison microscope)	
XIV. Cadavers A. Postmortem lividity (liver mortis) B. Rigor mortis C. Body temperature D. Wounds E. How to collect evidence	

SUBJECT MATTER		REMARKS
		(For Student Use)
XIV.	1. Take cadaver to morgue for close examination. Place in new body bag and include sheet body was on or clothing body was in, etc.	
XV.	Fingerprints	
	A. Fingerprints are impressions of the friction ridges on the skin of fingers	
	1. Transferred and duplicated by perspiration and other substances	
	a. Natural Sources	
	b. Environmental Sources	
	2. Can be visible or invisible (latent print)	
	a. No print found	
	b. Smudged print	
	c. Blurred print	
	d. Partial print	
	B. Controlling Factors of Latent Prints	
	1. Surface	
	2. Finger Pressure	
	3. Absence of Sources	
	C. Making Latent's Visible (methods)	
	1. Powders	
	2. Chemical	
	3. Radiation	
	D. Preserving Fingerprint Evidence	
	1. Two methods of preserving	
	a. Photograph	
	b. Lifting	

SUBJECT MATTER	REMARKS
XV. E. Three Basic, General Types of Fingerprints Patterns 1. Arches 2. Loops 3. Whorls F. Preparing Discovered Latent's for Lab Analysis G. 1903 "Will West" case XVI. Other Common Items of Physical Evidence A. Paint B. Glass C. Auto Parts D. Burnt Items	(For Student Use)
XVII. Obtaining Blood and Chemical Tests from a Medical Facility	
XVIII. Personal Protection Equipment A. Basic elements B. Purpose of protection equipment C. Practices related to the use of protection equipment D. Limits of personal protection	
XIX. Summary A. Physical evidence is best when it is used to corroborate verbal testimony. To have the best case, verbal testimony should balance with physical evidence. B. Physical evidence is only good if the investigator can show that the item presented at trial is the same item he found at the scene and that it is in substantially the same condition. He does this by marking the item for identification and maintaining its integrity through security and chain of custody.	

SUBJECT MATTER	REMARKS
I. Video (Saturday Night Live) Witness to a stolen vehicle interview A. Instructor name 1. Department, Years of service 2. Present assignment 3. Experience a. Training b. Training B. Specific Objectives 1. Name the interview structure segments 2. Identify the seven (7) basic types of victim/witness they may encounter 3. Explain each interview segment 4. Explain the cognitive interview technique 5. Define Statement Analysis 6. Explain the foundation of Statement Analysis 7. Name the verb tense of truthful speaking persons 8. Explain the importance in the structure balance of a state given by a suspect 9. Name who may be present during the interview of a rape victim 10. List the order in which victim, witness and suspects should be interviewed 11. Recite the duties of an interviewer in constructing a written statement 12. Explain how a taped interview should be prefaced 13. State the difference between a field interview and a follow-up interview 14. Recite the mission of an interview 15. Explain the difference between an interview and an interrogation 16. Relate how a person can become a good interviewer 17. Name persons you may have the opportunity to interview during an investigation 18. Describe the purpose of an interview 19. Name the two types of interviews 20. Explain the goal of a criminal investigation 21. Identify the purpose of a neighborhood canvass in the context of a law enforcement investigation 22. Identify basic practices to follow in organizing and conducting a neighborhood canvass 23. Identify the purpose of and legal status of personal field notes to record actions, interviews, etc; C. Keep in mind your mission during the interview is to gain all the relevant information possessed by the victim/witness during the interview and that these interviews whether field (the initial interview; where-ever it may be) or follow-up (at a location chosen by the investigating officer) the interview structure is always the same.)	(For Student Use) 3 minutes
II. The Canvass in Search for Witnesses A. The purpose B. Organizing and Conducting a canvass C. Legal status of field notes	
III. The Interview Structure A. Beginning B. Middle C. Ending	

SUBJECT MATTER	REMARKS
IV. The Beginning A. Warm up period B. Establish rapport C. Provide identification D. Purpose of the interview E. Put the witness at ease F. Evaluate the witness (what type of witness do I have) 1. Honest/Cooperative 2. Silent/Know Nothing/Uninterested 3. Reluctant/Suspicious 4. Hostile/Deceitful 5. Timid/Bashful 6. Talkative/Boastful 7. Under the influence of drugs/alcoholic beverages G. Appropriate technique to use with each separate type of witness H. Can you paraphrase a verbal statement from a victim or witness? 1. Type the statement or record it 2. Have a recorded statement transcribed to words 3. Allow the person giving the statement an opportunity to read the statement 4. Make any corrections to errors and have person put initial by the correction 5. Make sure the person giving the statement understands their statement 6. Have the person sign the statement V. The Middle A. Direct the flow of the interview B. Positive questions/positive answers C. Negative questions/negative answers D. Question mannerism (use of "A" and "The") E. Judgment influence 1. Given 'em a chance to answer 2. Forceful verbs to describe F. Begin the question process 1. Remember the interview mission 2. Know the victim/witness story as told 3. Use systematic/chronological questions 4. Use clear/simple questions (no police jargon) 5. Ask one question at a time 6. The use of compound/disorganized questions 7. Keep the victim/witness talking 8. Listen/Listen/Listen 9. Prepare questions from monitoring the statement a. Use to clear up points of statement as to inferences/implications b. Use to separate facts 10. Any victim/witness mistakes in statement VI. The Ending A. Length of interview B. Attitude of victim/witness C. Level of cooperation D. Victim/Witness motivation E. Has the mission been accomplished?	(For Student Use)

SUBJECT MATTER	REMARKS
F. Closing statement to victim/witness VII. Post interview evaluation (Chart on "How did I do") VIII. Other types of interview tools A. Statement Analysis 1. Formed by the use of the parts of speech 2. Verbal or written B. Cognitive Interviews 1. Reconstruction of the scene through 5 senses 2. Have the witness report all they know about the incident 3. Have the witness report the incident in a different order 4. Have the witness change perspective and place themselves in a different location at the scene C. Morgan Interview Techniques 1. Technique use various slides for different crime investigations 2. Asks the victim/witness a. Questions about the Present b. Questions about the Past c. Questions about the Future	(For Student Use)
IX. Summary A. Keep in mind to interview is not an easy task. It's a hard job. It takes training, patience, time and experience to become a good interviewer. But with practice and self-evaluations you will succeed. Every interview whether of a rape victim, whom you'd want to interview separate from loved ones, or the sex offender, the end results is to obtain all the relevant information available or to information to obtain a confession from the suspect. Remember that during the course of your investigation, armed with information from prior interviews you should in most cases interview your suspect last. A good rule of thumb is to always canvass the neighborhood in which an incident occurred to identify all witnesses possible for information they may possess. A good canvass is well-organized and conducted in a safe process. B. Questions	

VOLUNTARY STATEMENT
(NOT UNDER ARREST)

6.02

_____, am not under arrest for, nor am I being detained for any criminal offenses concerning events I am about to make known to Officer _____ without being accused of or questioned about any criminal offenses regarding the facts I am about to state. I volunteer the following information of my own free will, for whatever purposes it may serve.

I am _____ years of age, and I live at _____

I have read each page of this statement consisting of _____ page(s), each page of which bears my signature, and corrections, if any, bear my initials, and I certify that the facts contained herein are true and correct.

Dated at _____, this _____ day of _____

Witness: _____

Witness: _____

Signature of person giving voluntary statement

POST INTERVIEW EVALUATIONS

INTERVIEW CHECK LIST

1. _____ Establish rapport with the witness ?
2. _____ Control the interview ?
3. _____ Did I ask good questions ?
4. _____ Obtain all relevant information ?
5. _____ Determine the tone of the interview ?
6. _____ Good listener ?
7. _____ Evaluate credibility and competency factors ?
8. _____ Establish a good interview location, length, etc; ?

SUSPECT/DEFENDANT FORMAT

INTRODUCTION:

The following is a recorded statement being taken by Police officer's name in reference to Police Department name case number no.. The statement is being taken at Location, the date is Date, and the time being Time am/pm. The person giving statement is Name. Present during the taken of this statement is/are Names.

VERBALLY ADVISE INDIVIDUAL OF RIGHT'S FROM PRINTED CARD

- Q. Please state your full name, address and date of birth.
- Q. Have you been advised of your civil and constitutional rights?
- Q. Do you understand your rights?
- Q. Are you giving this statement of your own free will?

BODY OF STATEMENT:

1. Give a brief summary of why questions are being asked.
2. Narrative given by suspect/defendant.
3. Ask specific questions about the crime.

CLOSING:

- Q. Is there anything you wish to add to this statement at this time?
- Q. Are all the facts contained in this statement true and correct to the best of your knowledge?
- Q. If necessary, are you willing to testify to the facts contained in this statement:
- Q. (Establish jurisdiction in which the crime occurred).

This statement was concluded at Time am/pm on Date.

VICTIM/WITNESS FORMAT

INTRODUCTION:

The following is a recorded statement being taken by Police officer's name in reference to Police Department name case number no.. The statement is being taken at Location, the date is Date, and the time being Time am/pm. The person giving statement is Name. Present during the taken of this statement is/are Names.

- Q. Please state your full name, address and date of birth.
- Q. Are you giving this statement of your own free will?
- Q. Has anyone promised you anything in return for giving this statement?

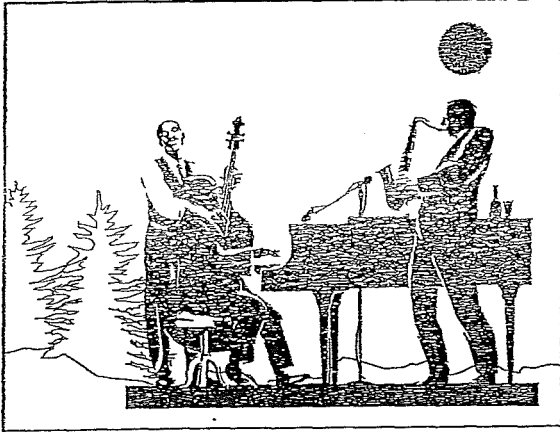
Body OF STATEMENT:

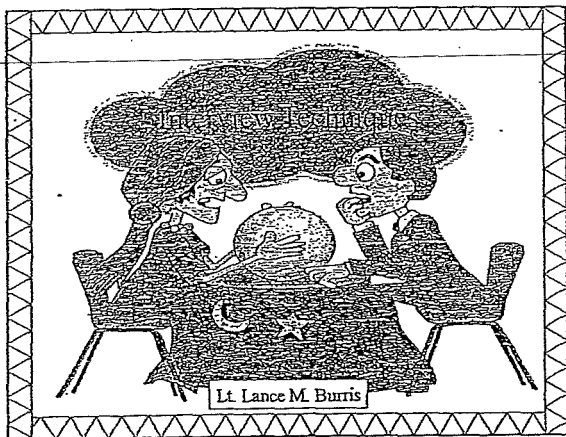
1. Give a brief summary of why questions are being asked.
2. Narrative given by victim/witness..
3. Ask specific questions about the crime.

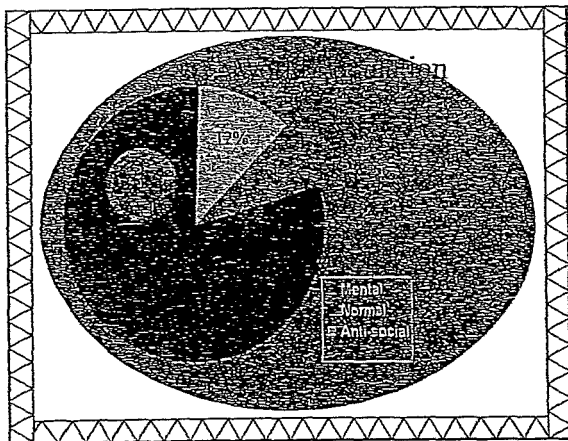
CLOSING:

- Q. Is there anything you wish to add to this statement at this time?
- Q. Are all the facts contained in this statement true and correct to the best of your knowledge?
- Q. If necessary, are you willing to testify to the facts contained in this statement:

This statement was concluded at Time am/pm on Date.



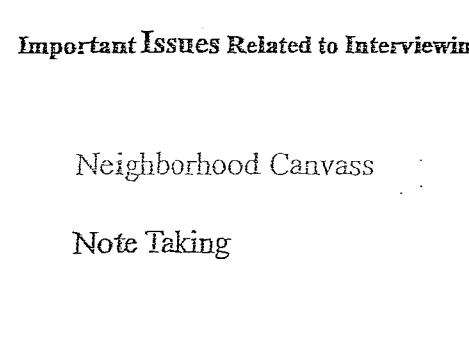




Important Issues Related to Interviewing

Neighborhood Canvass

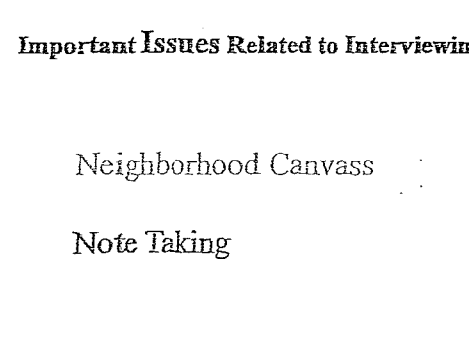
Note Taking



Important Issues Related to Interviewing

Neighborhood Canvass

Note Taking



Important Issues Related to Interviewing

Neighborhood Canvass

Note Taking

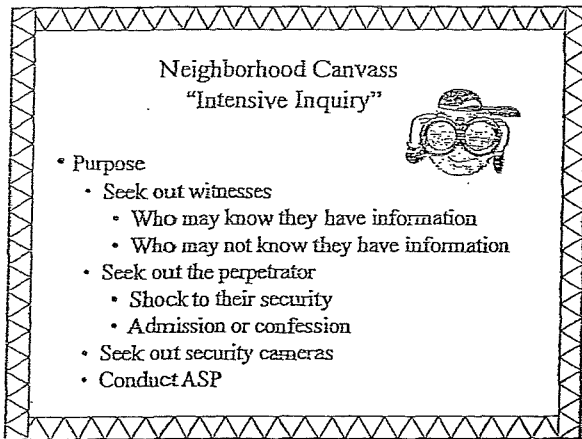
Neighborhood Canvass

"Intensive Inquiry"



- Purpose
 - Seek out witnesses
 - Who may know they have information
 - Who may not know they have information
 - Seek out the perpetrator
 - Shock to their security
 - Admission or confession
 - Seek out security cameras
 - Conduct ASP

- ## Neighborhood Canvass
- ### "Intensive Inquiry"
- 
- Purpose
 - Seek out witnesses
 - Who may know they have information
 - Who may not know they have information
 - Seek out the perpetrator
 - Shock to their security
 - Admission or confession
 - Seek out security cameras
 - Conduct ASP

[illegible]

People To Canvass

- Neighbors
- Mail Carrier
- Delivery Persons
- Utility Meter Readers
- Telephone Company Workers
- Paperboy
- Others

Looking for.....

- Persons out of place
- Strange vehicles in the area

- 
- People To Canvass
- Neighbors
 - Mail Carrier
 - Delivery Persons
 - Utility Meter Readers
 - Telephone Company Workers
 - Paperboy
 - Others
- Looking for.....
- Persons out of place
 - Strange vehicles in the area



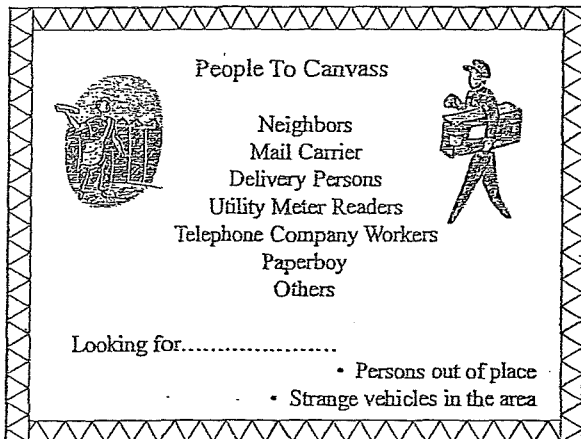
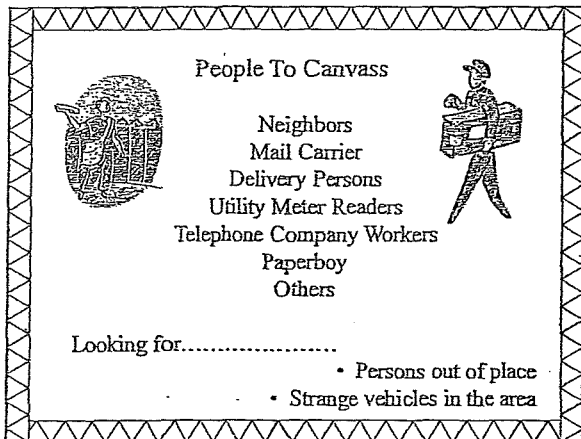
People To Canvass

- Neighbors
- Mail Carrier
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- Telephone Company Workers
- Paperboy
- Others

Looking for.....

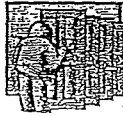
- Persons out of place
- Strange vehicles in the area

- 
- People To Canvass
- Neighbors
 - Mail Carrier
 - Delivery Persons
 - Utility Meter Readers
 - Telephone Company Workers
 - Paperboy
 - Others
- Looking for.....
- Persons out of place
 - Strange vehicles in the area



Canvass Considerations

- Time Consuming
- Ties up personnel
- Requires careful administrative control
 - Every person in area must be contacted
 - Have to be interviewed
- Patience and thoroughness
- Employed less frequent by police
 - Cursory or half-hearted attempt



Notes

- Records the activities of the first responding officer
 - In chronological order
- Arrivals
- Departures
- Assignment of assisting personnel
- Directions given to technicians for processing
- Record of what was said by the
 - Complainant
 - Witness
 - Suspect
- Use ink in a loose-leaf notebook



Indiana Supreme Court Rule 617

Hypnotic Interviews

New Indiana Supreme Court Rule

Rule 617: Effective date January 1, 2011

In a felony criminal prosecution

- During a custodial interrogation
 - Where a statement is made by a person
- In a place of detention
 - Evidence is not admissible unless
 - It is electronically recorded
 - Preserved
 - Available at trial

Custodial Interrogation: An interview in which a person considers himself or herself to be in custody.

Place of detention: A jail, law enforcement station house
Any other stationary or mobile building owned or operated by a law enforcement agency at which the person is being detained in connection with a criminal investigation.

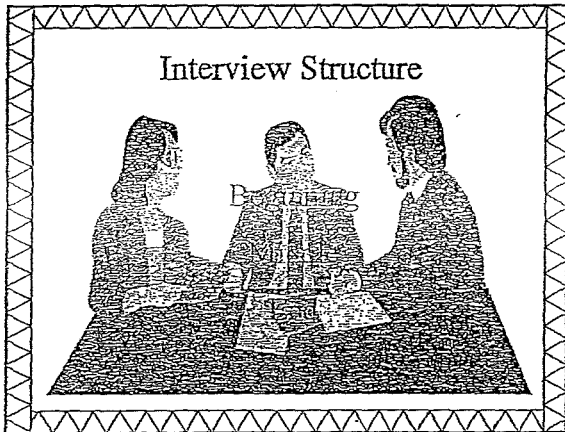
Electronic Recording: An audio-video that includes the voices and images of person and interrogating officer(s).

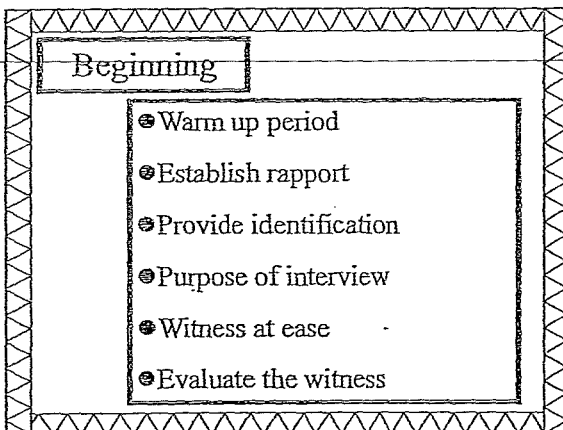
Hypnotic Interviews/Interrogations

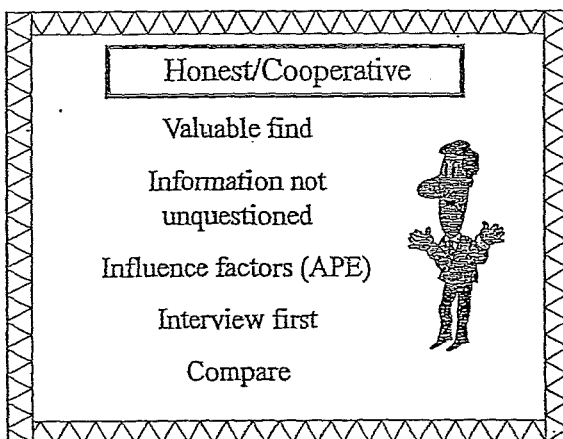
Supreme Court Case (Burns vs Reed, No 500 U.S. 478 (1991))

- Indiana Police Agency
- Homicide Investigation
- Split personality believer by investigators
- Advice from a prosecutor
- Person under hypnosis gave a confession
- Failed to advise judge of circumstances of confession
- Case dismissed
- Civil Suit filed
- Not admissible evidence in the State of Indiana









Silent/KnowNothing/Uninterested

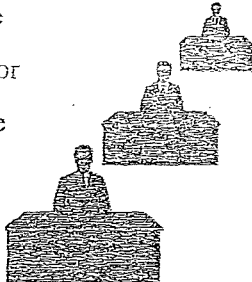
Three in one

Common factor

Little or none

Motives

Open up



Reluctant/Suspicious

Shyness	Contribution
Importance	importance
Causes	Reasons
Expectations	for



Hostile/Deceitful



Deliberately impede

Most difficult

Motives

Detectable

Point out inconsistencies

Timid/Bashful

Reasons

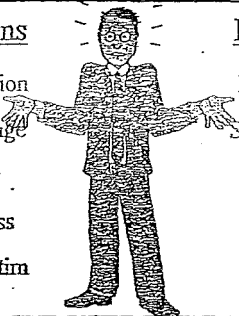
Education

Language

Fear

Process

Sex victim



Prove

Interest

Sincerity

Desire

Talkative/Boastful



Yes, I did this and that and so on...

Valuable/Dangerous

Evaluate Information

Imaginative

Emphasis Placement

Under The Influence



Alcohol

Stay on Mission

Use Caution

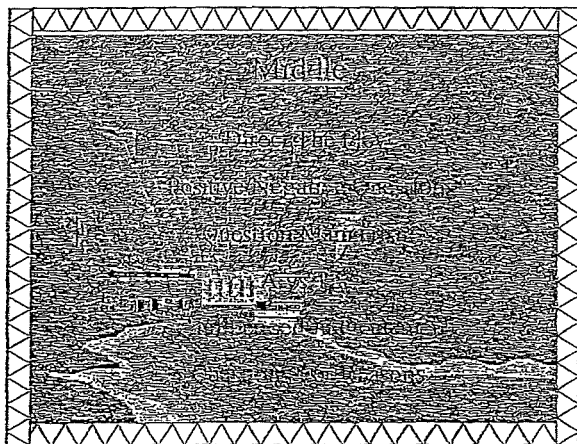
Other Avenues



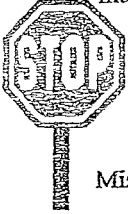
Drugs

<u>Competency Vs Credibility</u>	
<u>Competency</u>	<u>Credibility</u>
Personal Qualifications	Testimony Belief
Age	Presence
Intelligence	Consciousness
Mental State	Attentiveness
Relationship	

<u>Begin Question Process</u>	
Objective/Mission	
Know The Witness's Story	
Systematic/Chronological	
Simply Formatted Questions	
One Question At A Time	
Keep The Witness Talking	



Ending



Interview Length

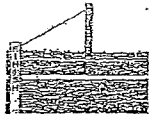
Witness Attitude

Cooperation

Motivation

Mission Accomplished

Statement To Witness



Post Interview Evaluations

1. ☒ Establish rapport with the witness?
2. ☐ Control the interview?
3. ☐ Did I ask good questions?
4. ☐ Obtain all the relevant information?
5. ☐ Determine the tone of the interview?
6. ☐ Good listener?
7. ☐ Evaluate credibility & competency?

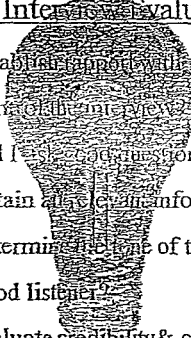
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6. ☐	Good listener?
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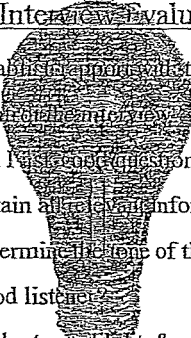
Post Interview Evaluations	
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3. ☒	Did I ask good questions?
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4. ☒	Obtain all relevant information?
5. ☒	Determine the tone of the interview?
6. ☐	Good listener?
7. ☐	Evaluate credibility & competency?



Post Interview Evaluations

- ☒ Establish rapport with the witness?
- ☒ Conduct the interview?
- ☒ Did I ask good questions?
- ☒ Obtain all relevant information?
- ☒ Determine the tone of the interview?
- ☒ Good listener?
- ☐ Evaluate credibility & competency?



Post Interview Evaluations

- ☒ Establish rapport with the witness?
- ☒ Conduct the interview?
- ☒ Did I ask good questions?
- ☒ Obtain all relevant information?
- ☒ Determine the tone of the interview?
- ☒ Good listener?
- ☒ Evaluate credibility & competency?







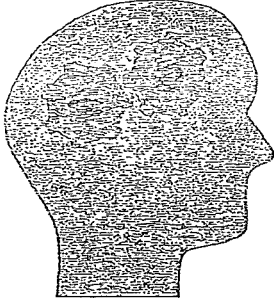
Other Types of Interview Tools

Statement Analysis

Cognitive Interviews

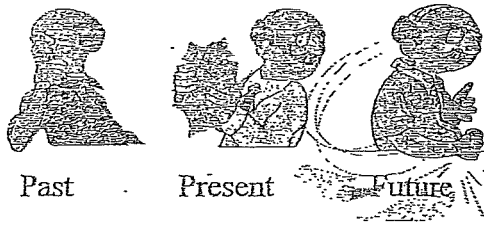
Morgan Techniques

Cognitive Interview



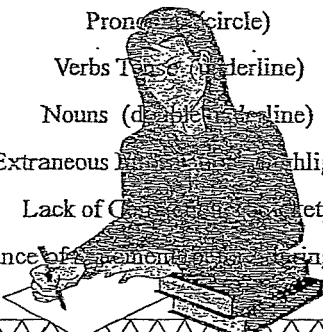
- Reconstruct
- Witness Report
- Different Order
- Change Perspective

Morgan Technique



Past Present Future

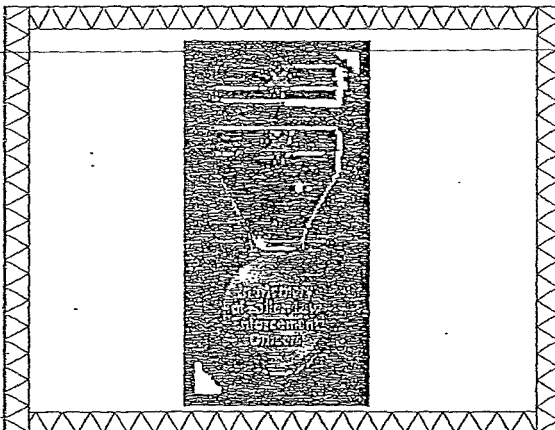
Statement Analysis



- Pronouns (circle)
- Verbs Tense (underline)
- Nouns (double underline)
- Extraneous Information (highlight)
- Lack of Consistency (x)
- Balance of elements (before-after)

Statement Analysis In Specific Crimes

Crime	Norm	Look For	Deviation
Missing Person	"Jenny is such a wonderful girl."	A verb in past tense soon after the disappearance.	"Jenny was such a wonder girl."
Arson	"...drove back to my house...went out for dinner, returning to my house...left my	The lack of possessive pronouns before property is burned.	"...drove back to my house, went out for dinner, returning to my house...left the house."
White Collar Crimes	"...they invested...they purchased...we funded."	The use of the word "we" to describe transaction.	"...they invested...they purchases...we purchased."
Abduction, Rape	"He forced me into the car..."	The use of the word "we" for assailant and self and language "got vs "forced"	"We got into the car..."



Indiana Law Enforcement Academy

Lesson Plan

Course Level:		Basic	In-Service	Supervision	Management	Specialized
Lesson No. <u>602.4</u>	Title: Interrogation & Body Language				Hrs required 2 of 16	
Scope of Lesson Coverage: This lesson will cover the various "physical" indicators often projected by those being interviewed or interrogated. The body language will often tell the skilled and trained interviewer whether the subject is being truthful in their answers. Several indicators will be discussed as to what role they have or impact they may have on the interview content.						
Specific Objectives: As result of this block of instruction the student will be able to 1. Explain several behavior symptoms a guilty person may exhibit during questioning. 2. Identify and explain the nervous symptom means when identified in an interrogation setting. 3. Explain what the symptom "Despair" is and how it is associated with the guilty person. 4. Explain when a person responses quickly to a question what impression this should make. 5. Explain what evasive answers mean to the interviewer. 6. Explain the meaning and types of evasive answers given. 7. Discuss the more common "dos" and "don'ts" when interviewing a person. 8. Explain several mannerisms that may indicate untruthfulness. 9. Define the difference between an interview and an interrogation.						
Training aids, equipment, etc., required:						
Material for issue: Lesson plan						
References: Reid's school of Interviewing						
Prepared by:					Date 2/06	

6.02.4

SUBJECT MATTER	REMARKS
I. Introduction It is very important to be able to "read" the subject you are interviewing/interrogating. A person will give subconscious indicators of telling the truth. A well-trained investigator will cue in on these indicators to help determine the truthfulness of a person's answer or statement. This class will expose the student to some of those indicators. Phrases and body language of the person being interviewed / interrogated will be highlighted and explained. II. Objectives As a result of this block of instruction the student will be able to: 1. Explain several behavior symptoms a guilty person may exhibit during questioning. 2. Identify and explain the nervous symptom means when identified in an interrogation setting.	(For Student Use)
3. Explain what the symptom "Despair" is and how it is associated with the guilty person. 4. Explain when a person responses quickly to a question what impression this should make. 5. Explain what evasive answers mean to the interviewer. 6. Explain the meaning and types of evasive answers given. 7. Discuss the more common "dos" and "don'ts" when interviewing a person. 8. Explain several mannerisms that may indicate untruthfulness. 9. Define the difference between an interview and an interrogation.	
III. Definitions A. Interview – is a meeting between two or more persons to have a conversation about a specific matter or what information is being sought. Typically this is a less aggressive situation. B. Interrogation – is the art of questioning for the purpose of obtaining an admission or confession where the person(s) guilt is almost certain. Typically this is more intense than an interview.	
IV. Behavior Symptoms A. Quiet / Reserved – can be a symptom of <i>either</i> guilty or innocent people, maybe their type of personality.	

SUBJECT MATTER	REMARKS
B. Nervousness – may be indicate – guilt or innocent. However a guilty person may display a higher degree of nervousness. Indicators such as: 1. Unfinished sentences 2. Laughing when inappropriate 3. Sightings 4. Yawning 5. Unusual sweat (forehead or items touched) C. Disrespect – again may be either guilt or innocent. (mostly observed in guilty people.) D. Despair – Is what a guilty person will take on. 1. Example – “I don’t care if you believe me or not.” 2. Negative Attitude a. Unconcerned b. Uncooperative c. Insincere d. Excessively polite e. Apologetic f. Overly anxious V. Verbal responses that may indicate Deception A. Speed of the response 1. Quick answer – indication of truthfulness 2. Delayed answer – deceptive (A person does not need to delay to answer a direct and simple question) B. Evasive Answer 1. “who me, I was home all day” 2. “I don’t even own a gun” C. Broken sentences 1. “I hope” 2. “What do you” 3. “If you” D. Memory sentences 1. “I don’t recall” 2. “To the best of my recollection” 3. “As far as I know”	(For Student Use)

SUBJECT MATTER	REMARKS
4. "At this point in time" 5. "If I remember right" 6. "I think ..." E. Overly Polite 1. Excessive use of "SIR" 2. Calling by your title (repeatedly) 3. "I don't want to make you mad" 4. "I understand what your saying" F. "Swearing" 1. "Swear to GOD" 2. "swear on a stack of bibles" 3. "on my mothers grave" 4. "as GOD is my witness"	(For Student Use)
G. Specific language 1. "I didn't have sex with that women" 2. "I didn't kill that man"	
** The more serious the crime the more reliable the symptoms	
VI. Avoid – using REALIST words such as	
A. Taking a life	
B. Having sex without consent or without asking	
C. Taking or asking permission	
VII. Nonverbal Communications / Body Language	
70% of communication is nonverbal LOOK for this behavior	
A. Eye Contact	
1. Looking down at the floor 2. Around at the interviewer 3. Up at the ceiling 4. May STARE at interviewer to intimidate	
B. Additional eye issues	
1. Distant look 2. Puzzled	

SUBJECT MATTER	REMARKS
3. Pity 4. Cold 5. Sneaky C. Breathing 1. May be heavier 2. Sighing D. Body posture 1. Slouching 2. Leaning back in the chair 3. Rigid or stiff 4. Feet under the chair 5. Off set from the interviewer E. Relevant changes on relevant questions 1. Moving chair away 2. Leaning forward – drastically 3. Sitting in a chair close to a doorway F. Grooming 1. Washing hands 2. Rubbing the back of the head 3. Rubbing the nose 4. Rubbing the ears 5. Biting / picking fingernails 6. Tapping the feet G. Appearance 1. Rearranging the clothing 2. Playing with jewelry 3. Wiping their sleeves off 4. Picking H. Miscellaneous 1. Covering their mouth 2. Crossing the arms 3. Hiding their hands 4. Hands on the side of the head 5. Resting elbows on the table	(For Student Use)

SUBJECT MATTER		REMARKS
		(For Student Use)
VIII. Comparisons		
<u>Truthful</u>	<u>Untruthful</u>	
Deny in general	Deny to certain things	
Use realistic words	Avoid realistic words	
Answer straight forward	Delay in answering / evasive	
No qualifiers when answering	Use qualifiers	
Sticks to subject matter	Insert irrelevant material	
Doesn't ask to repeat the question	Asks to repeat the question	
Speaks clearly	Mumbles or Low tone	
Will ask if still a suspect	Attempt to leave quickly	
IX. Conclusion		
When examining / observing the person being interviewed the issues mentioned by themselves may or may not be indicative of deception, but if more than one issue is observed, the probability of that person being untruthful is increased.		
Remember: A good interrogator needs three things to become good at it. Time Training Experience		

Body Language & Interrogation

Special Agent Kathleen M. Guider
Indianapolis Division
June 4, 2009

Sigmund Freud

- The sentence "I did it." is the most traumatic sentence a person can say.
- "If his lips are silent, he chatters with his fingertips; betrayal oozes out of him at every pore."

Identifying Behaviors

- 1900 B.C. "When a man lies, he looks down at the ground and moves his big toe in circles"
- 300 B.C. Greek doctor tried detecting deception by feeling the pulse of a person accused of a crime.

Statistics

- Nonverbal 55% – 65%
- Tone of voice 30% - 40%
- Words – Less than 10%

Nonverbal Indicators of Deception

- Clusters
- Leakage
- Head
- Arms
- Legs and feet

Clusters

Always look for groups
or clusters of behavior.
Not one single action.

Leakage

When the true feelings or attitudes of an individual leak out through uncontrolled body language.

Posture

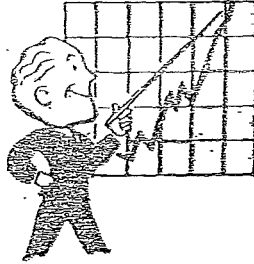
- Proxemics
- Posture
- Stance
- Attire

Head & Face

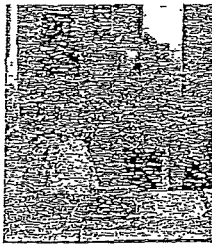
- Eyelid flutter
- Eye rolling
- Eye blinking
- Lip biting
- Facial touching
- Hand to neck
- Hand to cheek

Head-Neck-Shoulders

- Head held high
- Chin dropped down
- Cold/turned shoulder
- Slumped shoulders



Chest - Arms - Hands



- Chest out
- Arms across body
- Arms behind back
- Cover mouth
- Wringing hands
- Open palms/fist
- Nail biting

Legs - Feet

- Legs crossed
- Legs under chair
- Leg bouncing
- Foot tapping



Overall Body



- Covers mouth
- Rub nose
- Slouching
- Sitting on edge of chair
- Brushing lint
- Straightening tie

Behavioral Norms

- Rapport Building
- Identification Questions
- Non-pertinent Questions

Pertinent Questions

- Change in behavior
open to closed
- Repetitive behavior
rub nose
touch face

Deception

Verbal Deception

Stalling/Stuttering

Convince

Lie Specifically

Attack Accuser

Argue small issues

Nonverbal Deception

Clusters

Leakage

Head

Arms

Legs

Interrogation

The questioning of a person suspected of having committed a crime.

Goals of Interrogation

- To obtain admission of guilt
- To learn the truth of the crime
- To obtain all facts to determine the M.O.
- To gather information for logical investigation
- To provide information for use by a prosecutor in court

Wisdom of Interrogation

People don't confess to their enemies,
but they will confide in friends.

Interrogation

- Positioning
- Information flow reversal
- Accusation

Rationalizations

- Excuses that minimize the seriousness of the crime
- Allow suspect to save face
- Develop relationship with suspect
- Transfer of guilt
- Focus on resolution rather than consequences

Admission of Guilt

- Head hung low
- Soft simple yes
- Answer to your question
- Crying
- Sigh of relief

Statement Analysis

Examination of words, independent of case facts, to detect deception.

Statement Analysis

- Pronouns
- Nouns
- Verbs
- Extraneous Information
- Lack of conviction
- Balance of statement

Statement

"My wife came into the room, while I was cleaning my gun. My wife started talking to me about her day. I lost control of the gun. I sensed the barrel was pointing in Jane's direction and I reacted by grabbing at the gun to get it back under control. When I did the gun discharged. It went off once and I looked over and saw blood on Jane's face."

Statement

"My wife came into the room, while I was cleaning my gun. My wife started talking to me about her day. I lost control of the gun. I sensed the barrel was pointing in Jane's direction and I reacted by grabbing at the gun to get it back under control. When I did the gun discharged. It went off once and I looked over and saw blood on Jane's face."

SCAN

- Scientific Content Analysis
- Mr. Avinoam Sapir
- www.getnet.com/~Isiscan
- Email – Isiscan@getnet.com

Conclusion

- Head/Face
- Shoulders/Arms/Legs
- Interrogation
- Rationalization
- Statement Analysis

SA Kathy Guider



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AN INTRODUCTION TO MENTAL DISORDERS: DIAGNOSES AND BIOLOGY

George Parker, M.D.
Medical Director,
Indiana Division of Mental Health & Addiction;
Director of Forensic Psychiatry,
Indiana University School of Medicine

Outline

- ❑ Why is this important?
- ❑ What is mental illness?
- ❑ Substance abuse
- ❑ Personality disorders
- ❑ Mood disorders
- ❑ Psychotic disorders
- ❑ Anxiety disorders
- ❑ Childhood disorders

Mental illness in the U.S.

- ❑ In any given year:
 - ❑ 1 in 5 adults will have a mental disorder
 - ❑ 1 in 20 will have a serious mental illness
 - ❑ 4% of adults will consider suicide
 - ❑ A quarter of them will plan suicide (1 in 100)
 - ❑ Half of them will attempt suicide (1 in 200)
 - ❑ 1.3 million attempts in 2012
 - ❑ Substance use increases the risk of suicide four-fold
- ❑ Source: SAMHSA 2012 National Survey on Drug Use and Health

Why is this important?

- ▣ Up to 10% of police runs involve people with a mental disorder
 - ▣ These runs often require more time than other calls
- ▣ How will you handle a person who is
 - ▣ Delusional or hallucinating?
 - ▣ Depressed and suicidal?
 - ▣ Mentally retarded?
 - ▣ Manic and out of control?

What is a mental disorder?

- ▣ The official definition:
 - ▣ "a syndrome characterized by clinically significant disturbance in an individual's cognition, emotion regulation, or behavior that reflects a dysfunction in the psychological, biological or developmental processes underlying mental functioning. Mental disorders are usually associated with significant distress or disability in social, occupational or other important activities."
 - ▣ (DSM-5, page 20)

What is a mental disorder?

- ▣ My translation:
 - ▣ psychological symptoms that cause distress or disability and occur in a recognizable pattern

What is a mental disorder?

- ❑ Serious mental disorders are brain diseases:
 - ❑ People with these disorders have changes in the structure or chemistry of their brains
 - Compared to people who do not have the disorder
 - ❑ All of the major mental disorders have a genetic component
 - They run in families

Mental disorders and the brain

- ❑ The impact of mental disorders on the brain is often studied using radiological imaging to examine
 - ❑ Brain structure
 - ❑ Brain metabolism
- ❑ But neuroimaging cannot be used to make a diagnosis of a mental disorder

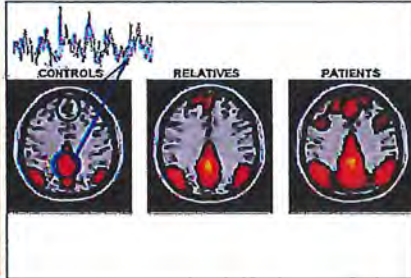
Brain structure



Brain function

Functional MRI of the brain during a memory test of people with schizophrenia, their relatives, and normal controls.

Increased signal was correlated with decreased performance.



Genetics and mental disorders

- ▣ There are three fairly simple ways to study the genetics of a disorder:
 - ▣ Family studies
 - Assess all the known relatives of a person with a disorder to see if they have (or had) the disorder
 - ▣ Twin studies
 - To see how often one or both twins develops a disorder
 - ▣ Adoption studies are harder to do:
 - Study the chance that a child born to parents with a disorder, but raised by adoptive parents without the disorder, will develop that disorder

Mental illness and criminal justice

- ▣ Where are the largest psychiatric institutions in the U.S.?

Psychiatric Institutions

Pilgrim State
Hospital, Long
Island, NY

Maximum
census =
13,875 in
1954

Main building,
one of 75 on
the campus



Psychiatric institutions

Central State
Hospital,
Indiana, 1921

Maximum
census
~3,000



Psychiatric institutions?

LA County Jail

Men's Central
Jail capacity =
5,200

Twin Towers
capacity =
4,800

System
capacity =
24,000



Psychiatric institutions?

Riker's Island,
the main jail
complex for
NYC
Ten jail
facilities, with
a total
capacity of
~15,000



Psychiatric Institutions?

Marion
County Jail 1
Capacity =
1,100



Psychiatric institutions?

Marion
County Jail II,
Indianapolis
Capacity =
1,100
Jail 1
capacity =
1,100



Mental illness in jails and prisons

	Revolving-door and prison (1)	Mental health in prison (2)
Substance Abuse	50-75%	
Alcohol Abuse		6.7% (2)
Drug Abuse	27-30%*	8.9% (2)
	*parole or probation (2)	
Antisocial Personality Disorder	35-40%	1.0% (3)
Depression and Bipolar Disorder	7-37%	9.5% (3)
Schizophrenia	2-5%	1-2% (3)

(1) 2006 Bureau of Justice Statistics Report on Mental Health Problems in Jails and Prisons; Ballington, Psychiatric Disorders in Texas State Prison System, Journal of AAPT, 2009.

(2) National Survey on Drug Use and Health, SAMHSA, 2010.

(3) Website of the National Institutes of Mental Health, 'The Numbers Count' section.

Substance-induced disorders

- ❑ Intoxication
- ❑ Withdrawal
- ❑ Mental disorders
 - ❑ Psychosis
 - ❑ Bipolar
 - ❑ Depression
 - ❑ Anxiety
 - ❑ Neurocognitive disorder (dementia)

Substance use disorder

- ❑ Continued use of a drug despite significant drug-related problems
- ❑ Four clusters of symptoms
 - ❑ Impaired control
 - ❑ Social impairment
 - ❑ Risky use of the drug
 - ❑ Pharmacological criteria

Substance use disorder symptoms

❑ Impaired control:

- ❑ The drug is taken in larger amounts over a longer time than was intended
- ❑ Persistent desire or unsuccessful efforts to cut down or control drug use
- ❑ Much time is spent in obtaining the drug, using the drug or recovering from its effects
- ❑ Craving for the drug

Substance use disorder symptoms

❑ Social impairment

- ❑ Recurrent drug use leads to problems at work, school or home
- ❑ Continued drug use despite recurrent social or interpersonal problems due to drug use
- ❑ Important social, work or recreational activities are given up due to drug use

Substance use disorder



"All I need are some tasty waves, a cool buzz, and I'm fine."

Substance use disorder symptoms

- ❑ Risky use of the drug:
 - ❑ Recurrent drug use in situations when it may be physically dangerous
 - ❑ Drug use despite the presence of a medical or mental condition caused or worsened by drug use

Substance use disorder symptoms

- ❑ Pharmacological criteria
 - ❑ Tolerance:
 - You need more of the drug to get intoxicated
 - ❑ Withdrawal:
 - Physical and psychological symptoms on stopping drug use

Substance use disorder

- ❑ Mild: 2 or 3 symptoms
- ❑ Moderate: 4 or 5 symptoms
- ❑ Severe: 6 or more symptoms

Illegal Drug Use in the U.S.

Drug	Prevalence of Use in U.S.
Overall (age 12 or older)	9.2% 23.9 million users
Marijuana	7.3%
Prescription medications	2.6%
Pain medication	1.9%
Tranquilizers	0.9%
Stimulants	0.5%
Cocaine	0.6%
Hallucinogens	0.4%
Methamphetamine	0.2%
Heroin	0.1%

National Survey on Drug Use and Health, SAMHSA, 2012

Alcohol use disorder

- ❑ Runs in families
- ❑ Severe alcohol withdrawal can be deadly
 - ❑ Delirium tremens (the DT's)
 - Visual and tactile hallucinations
 - Elevated vital signs
 - ❑ Medical treatment is necessary

Alcohol use in the US

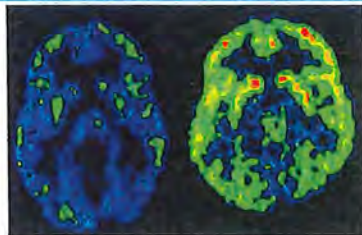
- ❑ Alcohol use: 52%
- ❑ Binge drinking: 23%
 - ❑ 5 or more drinks at least once in the past month
- ❑ 'Heavy drinkers' 6.5%
 - ❑ Binge drinking at least 5 of previous 30 days

■ Source: SAMHSA 2012 National Survey on Drug Use and Health

Alcohol use disorder, severe



Alcohol and the Brain



Alcoholic
Darker coloring
indicates depressed
brain activity

Normal
Healthy levels of
brain activity

Personality Disorders

- ❑ A dysfunctional way of dealing with people and situations
- ❑ Present for a long time, and consistent
- ❑ Three clusters of personality disorders
- ❑ The disorders most likely to cause problems in the criminal justice system:
 - Antisocial personality
 - Borderline personality

Antisocial personality

- ❑ Have no problems breaking rules or laws to get what they want
- ❑ Will hurt people, lie, steal and cheat, all without feeling guilty
- ❑ May be skilled manipulators or con artists
- ❑ Severe antisocial personality is also known as sociopathy or psychopathy

Antisocial personality

- ❑ Begins in childhood with conduct disorder
 - ❑ Conduct disorder does not necessarily progress to antisocial personality
- ❑ More common in men than in women
- ❑ Common in correctional settings
- ❑ Runs in families
- ❑ There is evidence of different brain chemistry and brain structure

Antisocial personality



Treatment of antisocial personality

- ❑ Mental health interventions are generally of limited value
 - ❑ Modest goals may be attainable
- ❑ Psychiatric hospitalization may cause harm to other patients
- ❑ 'Social control' may be the most effective intervention

Antisocial Personality



Borderline personality disorder

- ❑ Unstable and intense relationships
- ❑ Unstable and intense emotions
- ❑ Unstable self-image with feelings of emptiness
- ❑ Impulsive and risky behavior
- ❑ Difficulty controlling (intense) anger
- ❑ Strong fear of abandonment
- ❑ Suicidal behavior
 - ❑ Frequent threats and/or self-injurious behavior (cutting)

Borderline personality



Borderline personality disorder

- ❑ Much more common in women than in men
- ❑ A history of childhood physical and/or sexual abuse is common
- ❑ Intensity of symptoms tends to wane with age
 - ❑ At 10-year follow-up, up to 50% no longer meet criteria for the diagnosis

Treatment of borderline personality

- ❑ Psychiatric medications may be useful in managing symptoms associated with borderline personality:
 - ❑ Depression
 - ❑ Unstable mood
 - ❑ Anxiety
 - ❑ Psychosis
- ❑ Psychotherapy is more effective at addressing the main problem

Major depression

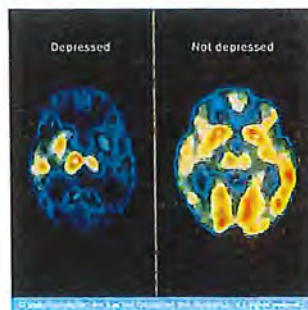
- ❑ Common in the U.S. and common in jails and prisons
- ❑ At least two weeks of:
 - Depressed mood and/or no enjoyment of activities
 - Changes in appetite, sleep, energy and concentration
 - Thoughts of death or suicide

Major depression

- ❑ Dramatic increase in the risk of suicide
- ❑ Increases the death rate in other illnesses
- ❑ Runs in families
- ❑ Tends to come back

Depression and the Brain

FET scans of people with and without depression, showing decreased brain function in depression.



Treatment of depression

- ❑ Antidepressant medications are the main tool
 - Celexa, Cymbalta, Effexor, Paxil, Prozac, Remeron, Wellbutrin, Zoloft
- ❑ Psychotherapy can be very effective
 - Cognitive-behavioral therapy
 - Interpersonal therapy

Bipolar disorder

- ❑ Characterized by mania
- ❑ A chronic, cycling disorder
- ❑ Mania and depression typically alternate
- ❑ High risk of suicide
- ❑ Strong evidence that bipolar disorder is genetic

Mania

- ❑ "A distinct period of abnormally and persistently elevated, expansive, or irritable mood and abnormally and persistently increased goal-directed activity or energy, lasting at least one week and present most of the day, nearly every day (or any duration if hospitalization is necessary)"
 - DSM-5, emphasis added



Mania

- Mania also includes:
 - Decreased need for sleep
 - More talkative than usual, pressured speech
 - Racing thoughts and flight of ideas

Bipolar disorder (mania)



Mania

- ❑ Mania also includes:
 - ❑ Grandiose thinking
 - ❑ Easily distracted
 - ❑ Increased activity or agitation
 - ❑ Engaging in risky behavior
 - with high potential for painful (or embarrassing) consequences, like buying sprees, sexual indiscretion, or poor business decisions
- ❑ All of which causes marked impairment in functioning

Mania



Bipolar II disorder

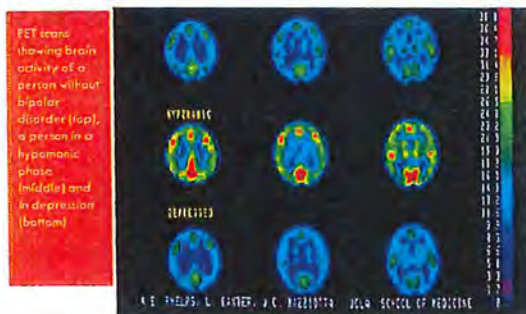
- ❑ Requires the presence or history of at least one episode of hypomania and at least one episode of major depression
 - ❑ No history of a manic episode
 - ❑ Hypomanic episodes are common in bipolar I disorder

Hypomania

- "A distinct period of abnormally and persistently elevated, expansive or irritable mood and abnormally and persistently increased activity or energy, lasting at least four consecutive days and present most of the day, nearly every day."

■ DSM-5, emphasis added

Bipolar Disorder and the Brain



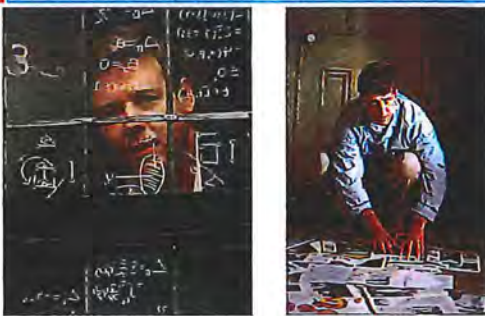
Treatment of bipolar disorder

- Mood-stabilizing medications are the mainstay of treatment
 - Lithium
 - Anti-seizure medications
 - Tegretol, Depakote, Lamictal
 - Atypical antipsychotic medications
 - Abilify, Geodon, Risperdal, Seroquel, Zyprexa

Schizophrenia

- ❑ A chronic psychotic disorder
- ❑ Delusions: fixed false beliefs
 - ❑ Paranoid delusions are common
- ❑ Hallucinations: false sensory signals
 - ❑ Auditory hallucinations are common in schizophrenia
- ❑ Disorganized thoughts or behavior
- ❑ Negative symptoms

Schizophrenia



Schizophrenia

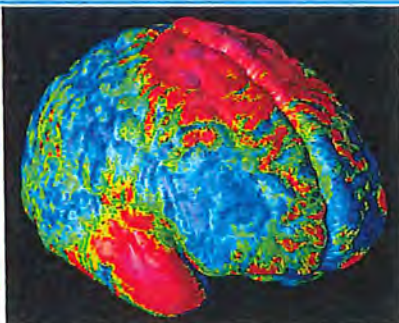
- ❑ Two or more active symptoms of psychosis for at least one month
 - ❑ At least one of the symptoms must be delusions, hallucinations or disorganized thinking
- ❑ Continuous signs of disturbance for at least six months
- ❑ Markedly decreased functioning

Schizophrenia

- ❑ Lifetime prevalence is about 0.5%
 - ❑ Equal risk for gender, race and socioeconomic status
- ❑ Peak age of onset:
 - ❑ Males: early to mid-20's
 - ❑ Females: late 20's
 - ❑ Rare prior to adolescence
- ❑ 20% have a favorable course
 - ❑ A very small number may recover completely

Schizophrenia and the brain

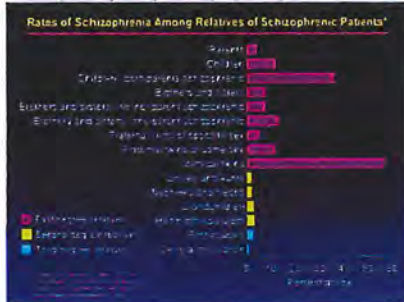
Changes in brain structure in teens with schizophrenia
Red areas show the most loss of gray matter



Schizophrenia

- ❑ Brain chemistry and structure are different compared to healthy adults
- ❑ Runs in families
- ❑ Up to 10% of people with schizophrenia commit suicide

The genetics of schizophrenia



Schizophrenia treatment

Antipsychotic medications are the main treatment:

Atypical antipsychotics:

- Abilify
- Clozapine
- Geodon
- Risperdal
- Seroquel
- Zyprexa

Typical antipsychotics:

- Haldol, Prolixin, Thorazine, Navane, Stelazine, etc.

Anxiety disorders

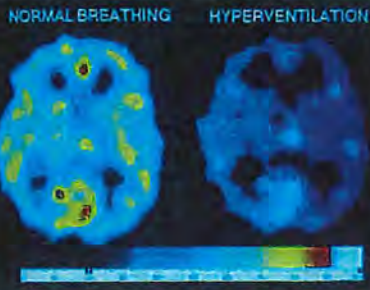
Panic disorder

Panic attack:

- Brief, but very scary
- Increased heart rate, blood pressure and breathing
- Sweating, upset stomach

Anxiety and the Brain

FET scans of a brain during normal breathing and during hyperventilation, which occurs during anxiety and panic.



PTSD

- ❑ A psychological response to a traumatic event
- ❑ Symptom categories:
 - ❑ Re-experiencing the trauma
 - ❑ Avoiding reminders of the trauma
 - ❑ Always on edge

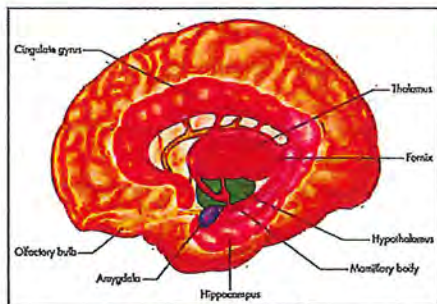
Post-traumatic stress disorder (PTSD)

- ❑ ~5% of adults have PTSD in a given year
 - ❑ 10-20% of veterans of Iraq & Afghanistan
- ❑ High risk populations include:
 - ❑ Young children
 - ❑ Female > male (10% vs. 5% lifetime prevalence)
 - ❑ Combat veterans
- ❑ But it is hard to predict who will show PTSD after a trauma
 - ❑ Source: National Center for PTSD website (US Dept of VA)

PTSD and the Brain

- ❑ Brain structures affected by PTSD
 - ❑ Hypothalamus – regulates the autonomic nervous system
 - Blood pressure, heart rate, breathing rate, sweating
 - ❑ Hippocampus – organizes memories, links memories with emotions
 - ❑ Amygdala – assesses situations and regulates emotions

PTSD and the brain



Treatment of anxiety/trauma disorders

- ❑ Medications can be helpful:
 - ❑ Anti-depressant and anti-anxiety medications
 - ❑ As long as they are taken consistently
- ❑ Counseling can be helpful:
 - ❑ The benefits continue after the counseling has ended

Mental disorders seen in children

- ❑ Mood disorders may occur
 - ❑ 8% of children age 12-17 develop depression in any year
 - ❑ Bipolar disorder is rare in kids and uncommon in teens
- ❑ Psychotic disorders are rare until late teen years
- ❑ Anxiety disorders can occur
 - ❑ Phobias, school refusal
- ❑ Developmental disorders
 - ❑ Intellectual disability
 - ❑ Autism spectrum
 - ❑ Disruptive behavior disorders

Intellectual disability

- ❑ Formerly known as mental retardation
 - ❑ Functional deficits in
 - Daily living skills
 - Communication skills
 - Social skills
 - ❑ Due to limited intelligence (IQ ~70 or lower)
 - ❑ Onset before age 18
- ❑ A flexible diagnosis
- ❑ A disability, not a disease

Autism spectrum disorder

- ❑ Persistent deficits in social communication and social interaction in multiple settings
- ❑ Restricted, repetitive patterns of behavior, interests or activities
- ❑ Onset of symptoms at a young age
- ❑ Children with an autism disorder often have:
 - ❑ Intellectual disability (25-75%)
 - ❑ Seizure disorder (25%)

Attention deficit hyperactivity disorder

- ❑ Almost always starts in childhood
- ❑ More common in boys
- ❑ Usually improves as child gets older, but many still have problems as adults
- ❑ Common in jails and prisons
 - 9.8% of male inmates; 15.1% female inmates
 - 18.3% in juvenile correctional facilities
- ❑ Associated with conduct disorder and antisocial personality disorder

Oppositional-defiant disorder

- ❑ Ongoing pattern of uncooperative, defiant, and hostile behavior toward authority figures
 - May co-occur with ADHD
- ❑ Treatment: individual and family counseling
 - Problem-solving skills training for the child
 - Parent management training
- ❑ Outcomes
 - 70% improve over time
 - 30% progress to conduct disorder

Oppositional defiant disorder



Conduct disorder

- ❑ To make the diagnosis, you need a pattern of:
 - ❑ Aggression to people or animals
 - ❑ Destruction of property
 - Vandalism, fire-setting
 - ❑ Deceitfulness or theft
 - ❑ Serious violations of rules
 - Curfew violations, runaway, truancy
- ❑ Precursor to antisocial personality disorder
 - 80% of juveniles in correctional facilities
- ❑ 40-75% will progress to antisocial personality
- ❑ Treatment is similar to that for ODD
 - Modest efficacy

Mental illness and law enforcement

- ❑ Police are usually called when there is a crisis; for a person with mental illness, this can mean:
 - ❑ The person's symptoms are active;
 - ❑ Their behavior is inappropriate or dangerous; and/or
 - ❑ Substance abuse may be part of the picture
- ❑ If you believe mental illness is a major part of the situation, it may be appropriate to try to get the person in for evaluation and/or treatment
 - ❑ Safety comes first!

Law enforcement options

- ❑ CIT-trained officers can be a good resource
 - ❑ Crisis Intervention Team
 - 40-hour training on recognizing and working with people with mental illness
- ❑ Callers may request a CIT officer when they call 911
 - ❑ Family, friends, neighbors
 - ❑ The person himself

General principles for interacting

- ❑ Maintain a decent distance
 - ❑ Coming too close can be seen as a threat
- ❑ Speak clearly
 - ❑ Only one officer should speak to the person
 - ❑ One thing at a time
 - ❑ No background comments, whispers or laughter
- ❑ Listen carefully
 - ❑ Try to understand what the person is saying, even if it sounds 'crazy' to you
- ❑ Stay calm

Law enforcement options

- ❑ Immediate detention
 - ❑ Police officers may involuntarily transport a person to a hospital for evaluation
 - ❑ If the officer believes the person has a mental illness, is dangerous or gravely disabled, and needs hospitalization and treatment
 - ❑ 23-hour hold
 - ❑ IC 12-26-4
- ❑ Arrest
 - ❑ Communicate any concerns about mental illness and any information about behavior or medication to the APC

Conclusion

- ❑ Psychiatric disorders are common in the community and in the criminal justice system
- ❑ Awareness of how these disorders are diagnosed may help you
 - ❑ Recognize people with a mental disorder
 - ❑ Interact more effectively with people with mental illness

Indiana Law Enforcement Academy

Lesson Plan

Course Level:		Basic	In-Service	Supervision	Management	Specialized
Lesson No.	Title	Hrs required				
6.02.6	Death Investigation	2 of 16				
Scope of Lesson Coverage: This lesson will cover some the key issues of a death investigation. This very brief description of a death investigation will address issues as what is criminal, justifiable or excusable death. It will direct the student in developing preliminary questions and procedures to use when confronted with a death.						
Specific Objectives: As a result of this block of instruction the student will be able to; 1. Identify the various classifications of death, such as natural, accidental, suicide, or homicide. 2. List some of the preliminary goals of the investigation such as seeking to ID the victim, suspects, witnesses and evidence associated with the death. 3. Explain the post-scene investigation that involves the coroner, pathologist and autopsy. 4. Explain key issues in developing a plan of action as the investigation progresses.						
Training aids, equipment, etc., required: Power point						
Material for issue: lesson plan						
References:						
Prepared by:					Date 2/06	

Death Investigation

Lt. Norman Camerer
Indiana Law Enforcement
Academy

10/9/2017

Objectives:

As a result of this block of instruction
the student will be able to:

Explain the Coroner system in Indiana.

List the types of cases that are legally
required to be investigated by the
Coroner.

10/9/2017

Continued

- Define the term Livor Mortis.
- Define the term Rigor Mortis.
- Explain the type of wounds blunt force causes.
- Explain the several characteristics of a gunshot wound.

10/9/2017

The First Responder

- Is the first official person (coroner, law enforcement, emergency medical technician or fireman) to arrive at the scene.
- First responder is key to the successful recognition, collection and preservation of physical evidence.
- First responder should be knowledgeable of how to recognize, collect and preserve physical evidence.

10/9/2017

Duties of the First Responder

- Rendering First Aid.
- Securing the Crime Scene.
- Recognizing and protecting evidence.
- Apprehending the suspect(s)

10/9/2017

Determining Death has occurred

- Insure victim is not breathing
- Insure victim does not have a pulse.
- Insure victim does not have muscle tone in the eyes. (Pupils fail to respond to changes in light and there is no muscle twitch when the eyes are touched.)
- **Caution:** The final determination of death should be left to qualified medical personnel.

10/9/2017

Indiana's County Coroner System

- Indiana's coroners are a constitutional office, meaning that they are an office that was original to the Indiana constitution.
- Coroners, dates back a thousand years to England. Coroner was a protector of the crown.
- Some his many duties during those days was investigating deaths.

10/9/2017

Qualifications for Office

Coroner is elected to a four year term.
Cannot hold office more than eight years in any period of twelve years.
Must reside in the county at least one(1) year prior to the election.
No age requirement

10/9/2017

Coroner Training

- Successfully complete the 40 hour medico-legal death investigators course.
- Externship,(Autopsy)
- Written test, successfully pass, within first six months.

10/9/2017

County Coroner Duties:

- IDENTIFICATION of the deceased.
- Determination of the CAUSE of death.
- Determination of the MANNER of death.

10/9/2017

IDENTIFICATION

- May be as easy as having a family member at the scene when you get there.
- Or as difficult as having only a few bones to work with and having to utilize one of the many experts available.

10/9/2017

IDENTIFICATION

- Accurate identification of unknown remains is required for the following reasons:
- Completion of official records.
- Notification of the next of kin.
- Settlement of estates and insurance claims.
- Establishment of the corpus delicti after homicide.

10/9/2017

Six Common Methods to Identify the Deceased

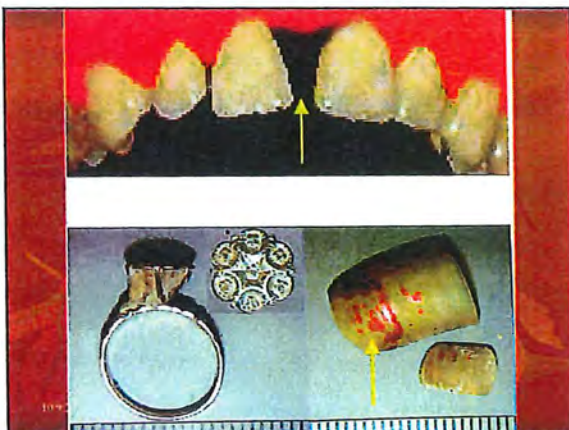
- Witnesses
- Fingerprints
- Medical/Dental Records
- Anthropological Analysis
- X-Rays
- DNA Analysis

10/9/2017

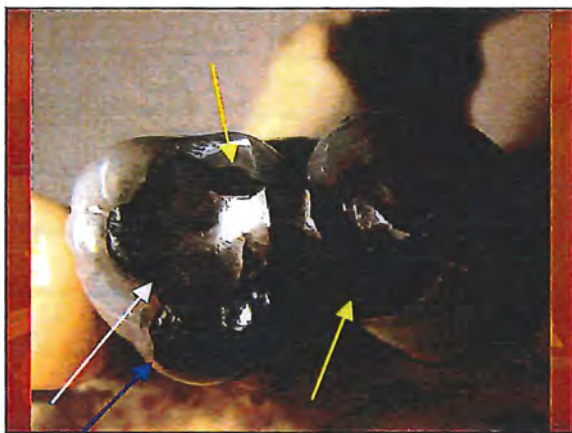
Witnesses

- Identification by Family Member- Out of concern and sensitivity to the loss of a loved one, it is suggested that family members be used as a last resort in identifying the deceased.
- Friends, Co-workers and neighbors: normally used to identify the victim.
- **Caution:** Visual identifications can be very unreliable. There are numerous cases of traumatized friends or family members misidentifying a body. Whenever possible, it is wise to confirm identity through another method.

10/9/2017









CAUSE

- Cause of death is the final factor or event that happened to the deceased.
- This is reflected on the death certificate that your coroner files with your county health department.

10/9/2017

MANNER

- Manner of death is a descriptive grouping.
- Homicide
- Suicide
- Accident
- Natural
- Undetermined

10/9/2017

RIGOR MORTIS

- Rigor Mortis – is the stiffening of muscles after death.
- 1. Due to a chemical change after death.
- 2. Develops within 3-4 hours, usually.

10/9/2017

RIGOR MORTIS

- Extremely variable – depends on:
 - a. temperature
 - b. body build.
 - c. age.
 - d. nutrition.
 - e. presence or absence of disease

10/9/2017

Rigor Mortis Characteristics

- Rigor Mortis affects both the voluntary and involuntary muscles.
- Also affects bone joints.
- Rigor Mortis is detectable in smaller muscles first, such as the face, hands, feet and neck, and later in the larger muscle groups.

10/9/2017

Time Factors in Rigor Mortis

- Generally begins within two to seven hours after death.
- It is fully achieved between eleven and thirteen hours.
- It begins to leave the body(that is , the muscles will begin to relax) between twelve and forty-eight hours after death.

10/9/2017





Livor Mortis

- Pooling of the blood in dependent areas.
- Develops in fifteen(15) minutes to one(1) hour.
- Variable and depends on:
 - a. Type of death – heart failure, etc.
 - b. Anemia – loss of blood through hemorrhage.

10/9/2012

Livor Mortis, continued

c. Movement of body postmortem. Becomes fixed in 4-6 hours (as Rigor Mortis and post mortem clotting develops)

d. Color of livor varies

- 1) Cyanide – Bright Red.
- 2) CO (Carbon Monoxide) – Bright Red
- 3) Cold – Bright Red

10/2/2017





Algor Mortis

- Cooling of the body after death.
- Body temperature is a narrow range and is not fixed.
- Factors that influence : Activities, illness, decomposition, infection, absorption of heat can maintain or raise body temperature after death.

10/9/2017

Autopsies:

- Cases which must be autopsied:
 - 1. All homicides, including police action shootings.
 - 2. Pilots and drivers of motor vehicles.
 - 3. Any suspicious case involving criminality.

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Autopsies continued

- 4. Deaths in the workplace.
- 5. Surgical or medically unexpected death.
- 6. Every child or young adult – dying suddenly or unexpectedly.
- 7. Deaths in custody.

10/9/2017

Autopsies continued

- 8. Any questionable suicide.
- 9. Fire deaths.

Remember: Only a coroner can order an autopsy and a board certified pathologist needs to perform it.

Always send somebody to the Autopsy to photograph and ask questions.

10/9/2017

Autopsies

- Not all cases must be autopsied.
- Do not let relatives or family members interfere with autopsy request.
- Historically, most county health departments report a one percent death rate in each county per year. The coroner investigates about 12 percent of those cases.

10/9/2017

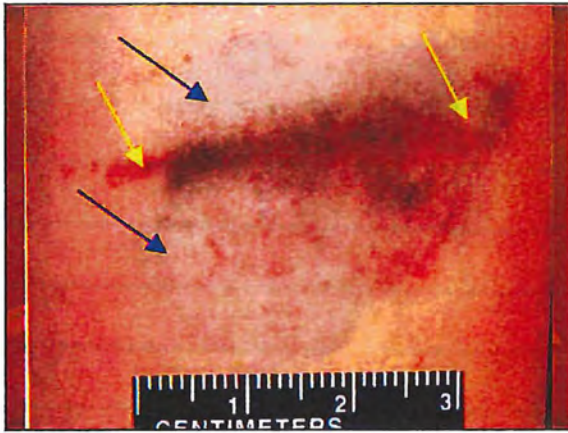


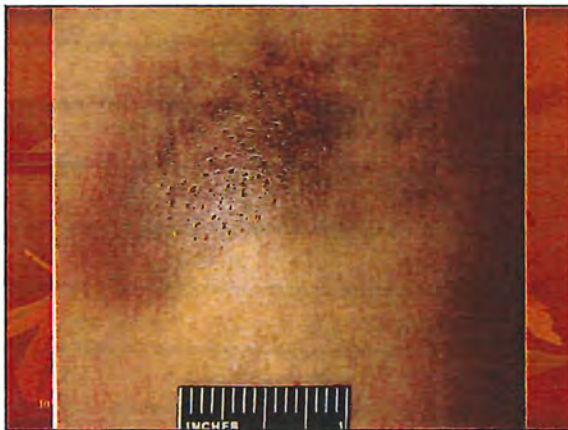
Blunt force trauma

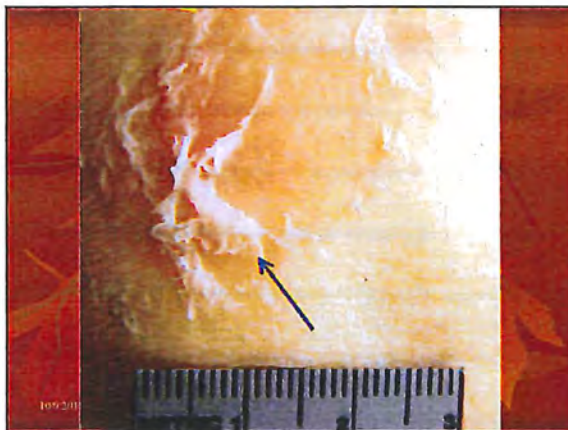
- Types of Blunt force wounds
 1. Abrasions – superficial skin injury produced by scraping the skin.
 2. Contusions – hemorrhage beneath skin, produce by direct blow – bruise. (depth of damage correlates with amount of force)

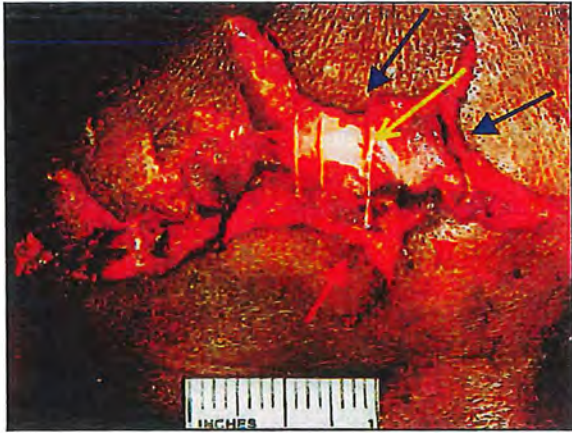
Blunt force wounds

- 3. Lacerations – a tear in the skin or tissue due to a blow with a blunt object – not an incised wound which is made with a knife.
- 4. Fractures, noticed during the autopsy stage, by X-ray.
- Usually combination of the above are found.













Gunshot Wounds

- Wounds characteristic – dependent upon:
 1. Type of weapon
 - a. Caliber – gauge
 - b. Velocity
 - c. Character of bullet or shot.
(twists in the barrel, etc.)
 2. Distance of weapon from body (stifling, powder burns, contact wounds)

10/9/2017

Gunshot Wounds

- 3. Part of the body struck
 - a. soft tissue
 - b. bone

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Gunshot Wounds

- Gunshot wounds in general:

On discharge of a gun, the following material leaves the barrel:

 - a. the bullet;
 - b. gas;
 - c. powder (burning and unburned);

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Gunshot Wounds

- d. soot:
- e. bullet and jacket fragments;
- f. primer compounds(lead, antimony, and barium);
- g. copper, brass, and nickel from the cartridge case.

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Injuries from Edged Weapons

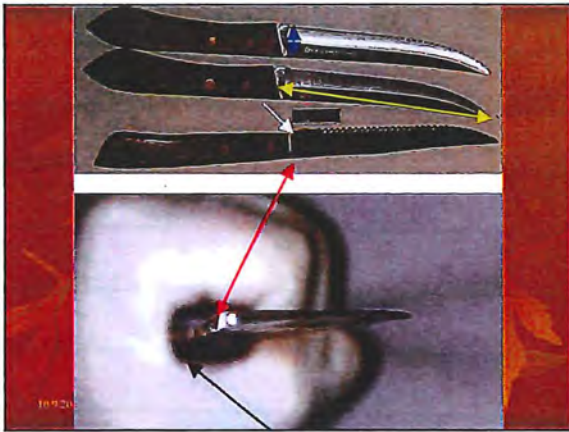
- **STAB** wound is a wound inflicted with a sharp object that is deeper than its length on the skin surface. Instruments most often used to inflict a stab type injury are usually flat and thin.
- Examples: files, scissors, knives, etc.
- **INCISED** wounds are those inflicted with a sharp object that is longer on the skin surface than it is deep.
- Examples: razor blades, sharp glass, knives, etc.

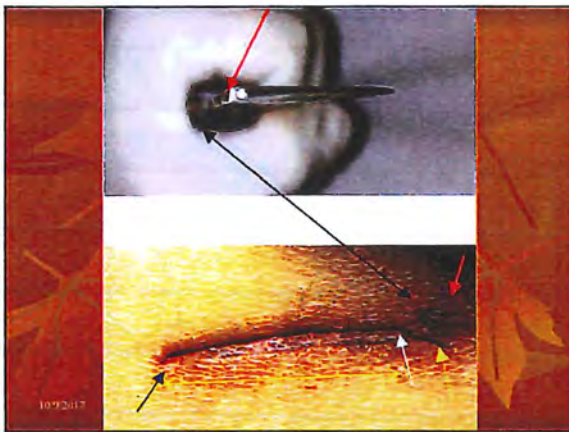
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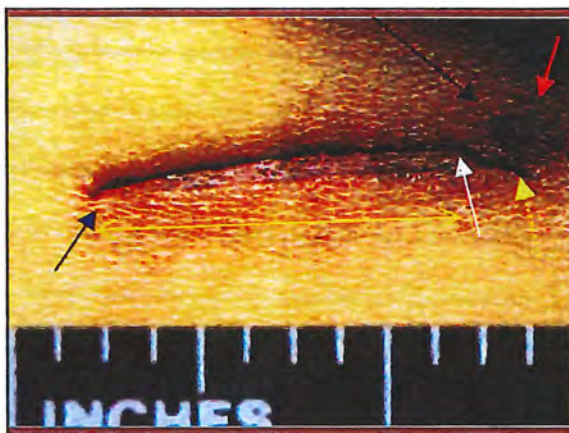
Injuries from Edged Weapons, continued

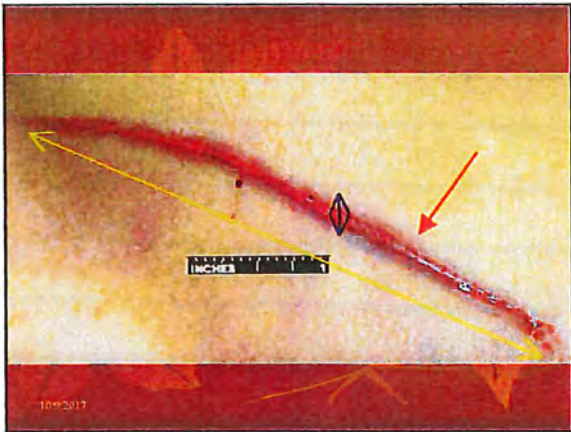
- **CHOP** wounds are usually inflicted with meat cleavers, axes, machetes, etc.
- **HILT MARKS** is an abrasion that corresponds to the handle guard impacting the skin.
- Misnomer since knives do not have hilts. Actually the abrasion is caused by the edge of the knife handle impacting the skin.

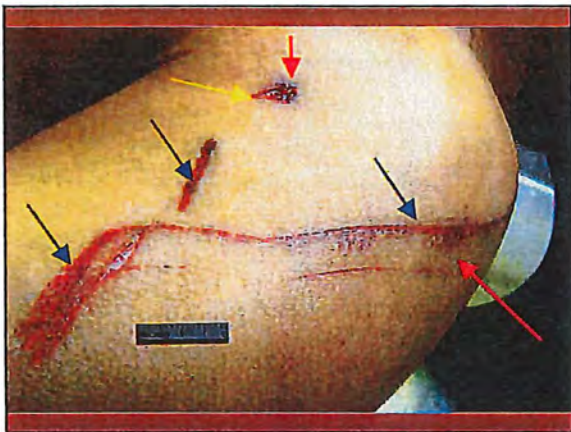
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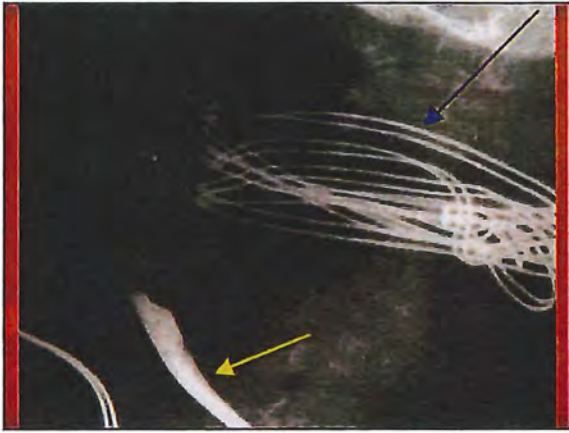






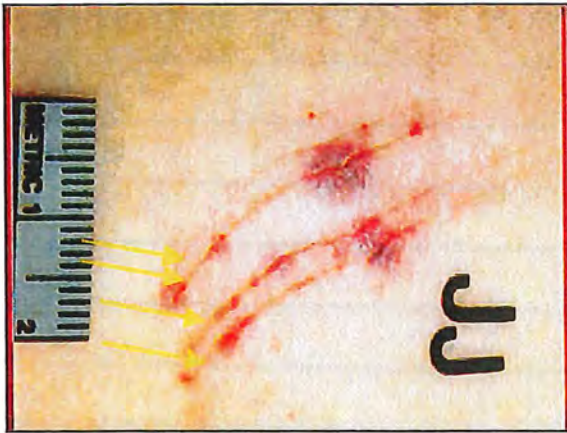












Suicide

- Suicide: a person's most sincere form of self-analysis and critique. Only solution to whatever bothers that person.
- A permanent solution to a temporary problem.
- Ranks ninth among the 144 causes of death in this country.
- Estimated that over 200,000 people attempt suicide each year.

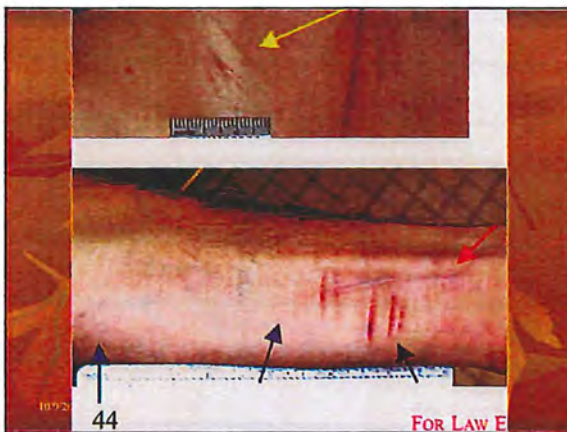
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Suicide continued

- 5 million living Americans have made a suicide attempt each year.
- An average of 35,000+ successful suicides occur in this country yearly.
- Suicide is the 3rd leading cause of death among 15 -24 year olds and the 5th leading cause of death among 25-44 year olds.
- The most common method of suicide for both men and women is firearms.

10/9/2017





Victimology

- Is the study of victimization, including the relationships between victims and offenders, the interactions between victims and the criminal justice systems.
- That is, the police and courts, and corrections officials and the connections between victims and other societal groups and institutions, such as the media, businesses, and social movements.

Victimology

- Provides a set questions that are accurately answered. Those answers provide a "reverse" profiling of the perpetrator. Improves the chance that perpetrator will be caught based the victimology study.

10/9/2017

Victimology:
Name: Female Victim
Sex: Female Race:
White Age: 22 years

10/9/2017

Statement written without any assistance (Yes)
Copies of audio/videotapes included (No)

Disposition of the case: Status: Solved
Convicted: Yes
If convicted: On what charges: Murder Sentence
received: 50 years
Where incarcerated: Wabash Valley Correctional
Facility, Carlisle, Indiana
Possible release date: January, 2018
Need to have case returned: No
State of Indiana vs. Kevin Legue

10/9/2017

Norman Carnerer Indiana Law Enforcement Academy Plainfield,
Indiana Managing Investigations of Death and Sexual Offenses
using Investigative Psychology BS417A National Academy 213th
Session SSA Sharon S. Smith and Mr. Arthur E. Westveer April
26, 2003 Homicide Investigation Date of Offense Victim: Mark
Sykes, male, white, Photos: Crime Scene (Yes) Autopsy (Yes)
Suspect (Yes) Map of crime scene (Yes) Medical Examiner's
report! Autopsy Report: (Yes) Mental Health Evaluations done by
psychologist or psychiatrist: (Yes) Audio/Video taped Interviews:
Victim interview included in case study (No) Suspect interview
included in case study (Yes) Denies responsibility for crime and
never confesses (No) Confesses to crime. Never denies
responsibility for crime during interview (Yes) Denies
responsibility, then confesses either during same interview or
during a later interview (Yes) Verbatim transcripts for all
interviews included in case study (No) suspect or victim written
statement included (No)

10/9/2017

Managing Investigations of Death and
Sexual Offenses Using Investigative
Psychology
BS 417A National Academy 213th
Session SSA Sharon S. Smith
and Mr. Arthur E. Westveer Room 304
Case Synopsis

10/9/2017

This case summary is about the rape and murder of 22-
year white female. She described as being 5'9" and 165
lbs., dark hair and wore glasses. She was last seen in her
first floor apartment around 9:15pm by another resident in
the same apartment complex. She had no known physical
health problems, disabilities handicaps, or outstanding
physical characteristics. She graduated from a local
community college, obtaining associates degree in,
Secretarial science. She is currently employed with the
F.B.I. headquarters in Washington, D.C. as clerk typist. She
had worked for the F.B.I. for the past eight months and
co-workers stated that she was honest, friendly and very
frugal she is the younger of two children and she has a
sister who is twenty-six (26). Prior to her moving into the
apartment some eight months ago she had resided with
her parents on a farm outside of the city. She was reared
in a very close-knit family.

Her father stated that they were very strict with their daughters, not allowing them to date until they were adults. The daughter's were allowed to go to social functions. The father further stated that this daughter did not want to have pre-marital sex and she was saving her virginity for marriage, and that if someone attempted to take her virginity that she would resist them to the death. Religion was a very central theme in the rearing of their children, as the family was devout Lutheran's. The victim moved to this neighborhood, in order to be closer to work. The apartment complex is located off a four-lane road that has several section 8 housing and local homes within a 3-4 block area. Demographics for this neighborhood include 70% Hispanics, 20% Blacks and 10% Whites.

10/9/2017

The apartment complex had hired some security and they patrolled the area. Someone thought it would be a good idea that a different colored light bulb should be placed in the exterior light (outside the apartment door) of the single female residents. The other residents described the victim as a person who would stand in her doorway and talk to and watch people as they went by, probably out of boredom. On the night after murder, a Thursday evening she was seen in the apartment complex pool around 6:00pm. As stated earlier, she was last seen in her living room at 9:15pm, sitting on the floor in a white shirt and shorts, possibly doing some type of exercise. The next sighting was around 10:45pm when. Another resident noticed that the drapes in the victim's apartment were closed however the exterior screen had been cut. Upon noticing that the screen in front of the drapes did not look correct the resident contacted security.

10/9/2017

Security came to the apartment and knocked on the door and no one answered, he then pushed the door open and found the victim lying on the floor approximately thirty (30) feet from the door. He contacted the police and ambulance that responded and attempted to resuscitate her. Further investigation revealed that three (3) weeks prior to her death, the victim reported an attempted break-in to her apartment. During this investigation, pry marks were found on the door, however access was not gained. The victim resided in this apartment complex on the first floor, and being from the country didn't lock her windows, and utilized the screen instead of an air conditioner to cool the residence. She also had a front exterior door that swelled due to heat and humidity and didn't always get it closed. She has no known criminal history; background check was probably done since she worked as a clerk/typist for the F.B.I. headquarters.

10/9/2017

Since she was somewhat restricted to the types of friends while growing up, she did not have a lot of "street sense". The victim resided alone and did not have any "boyfriend's or sexual partners". Blood was found in the kitchen on the floor and wall. The victim had defensive wounds found on left hand and two chest wounds, one to the left breast and the other to right breast. Four stab wounds to the knees, two on the left and right. She had a fatal wound to the heart, and had been raped. Small amount of semen found in her vagina. She was nude and covered in blood. A knife that was given to her by her family to set-up housekeeping was found under the cushion of a chair in the living room. Her credentials from the F.B.I., money, and other personal belonging had not been removed.

10/9/2017

D.O.B: Unknown Weight: 165lbs. Height: 5'9" Build: Unknown Hair Length: Unknown Hair Color: Dark (black) Eyesight: Wore Glasses Hearing: Unknown Last Seen: Thursday evening 9:15pm General physical health: Unknown Disabilities handicaps: Unknown Outstanding physical characteristics: Current Medications: Unknown Tattoos: Unknown Alcohol/Drug use-abuse: Unknown Military/branch rank: N/A Education/major/year of graduation/location: Associate's degree, Secretarial science, unknown, Local Community College. Type of Student: Unknown Intelligence level: Unknown Extracurricular activities: Unknown Employment: employed as clerk/typist for F.B.I. headquarters, Washington, D.C. Work history and type of employee: honest, friendly, very frugal.

10/9/2017

Financial status: Unknown Preferred type of clothing: Unknown General Appearance (neat, sloppy, etc.) Unknown Religion/church attendance: Member of local Lutheran church, regular attendance. Organization memberships: Unknown Family members, ages, and residence: Family consists of Mother, Father (ages unknown), sister (age 26). Domestic living arrangements: None, Residence type/location: Apartment complex located off four-lane Street, in high-risk neighborhood. Neighborhood type: Demographics consists of 70% Hispanic population, 20% Black population and 10% white population.

10/9/2017

Communication skills: Unknown "Street sense":
Unknown Likely response to approach by a stranger:
Unknown Preferred reading material: Unknown
Hobbies/sports/interests: Unknown Normal mode of
transportation: Unknown Level of security
consciousness: Low Sexual habits: None Daily routine:
Unknown Preferred "hangouts": Unknown Friends:
Unknown Emotional maturity/social competence:
Unknown Stressors: Unknown Criminal history/activities:
None Other: None
Risk Level for the victim: Medium

10/9/2017

Name: Male perpetrator
Sex: Male
Race: Unknown
Age: Unknown
D.O.B: Unknown
Weight: Unknown
Height: Unknown
Build: Slight
Hair length: Unknown.
Hair color: Unknown
Eyesight: Unknown
Hearing: Unknown
Last seen: Unknown
General physical health: Unknown

Disabilities/handicaps: Unknown Outstanding physical
characteristics: Unknown Current Medications: Unknown
Tattoos: Unknown Alcohol Drug use-abuse: Unknown
Military/branch rank: N/A Education/major/year of
graduation/location: Unknown Type of student:
Unknown Intelligence level: Unknown Extracurricular
activities: Unknown Employment: Unknown Work history
and type of employee: Unknown Financial status:
Unknown Preferred type of clothing: Unknown General
Appearance: Unknown Religion/church attendance:
Unknown Organization memberships: Unknown Family
members, ages, and residence: Unknown Domestic
living arrangements: Unknown Residence type/location:
Resides in the apartment complex or a residence nearby.

10/9/2017

Neighborhood type: Demographics consist of 70% Hispanic population, 20% Black, 10% White. Communication skills: Unknown "Street sense": Well versed. Likely response to approach by a stranger: Unknown Preferred reading material: Unknown Hobbies/sports/interests: Unknown Normal mode of transportation: Unknown Level of security consciousness: Unknown Sexual habits: Unknown Daily routine: Unknown Preferred "hangouts": Unknown Friends: Unknown Emotional maturity/social competence: Unknown Stressors: Unknown Criminal history/activities: Unknown Other: The perpetrator most likely resides in the apartment complex or within the nearby neighborhood, therefore giving him the opportunity to observe the victim and the victim's apartment.

He would also had the opportunity to observe her habits and may even been in the pool or near the pool when she was swimming in it on the evening of her death. In observing her habits he noticed that she did not lock her windows nor turned on her air conditioner and could cut the screen to gain access into her apartment. He probably observed her the evening of her death, realizing that he only had a small window of opportunity to gain access into her residence to commit the crimes. That she was seen at 9: 15 PM and was found by the security guard at 10:45pm, giving the perpetrator a 1.5-hour window to commit the crimes. The male perpetrator most likely.

10/2/2017

The victim's age +3 years. The perpetrator is most likely the person who attempted to break-in to the residence three weeks ago. The male perpetrator probably is of slight build because of the window size that he had to climb into in order to gain access to the victim's residence. The male perpetrator also is not very strong, in that he was unable to move her 165-pound body from the living room to the kitchen. Instead he dragged the body from the living room into the kitchen next to the refrigerator. In his observations of the victim, he may have noticed that she stood in her doorway and spoke to the other occupants in the apartment complex as they walked by her apartment.

10/2/2017

This observation may have lead him to realize that she was not married or did not have a male in the residence for protection. Further examination of the urine in the toilet may lead to DNA evidence. A rape test kit should yield evidence of semen that could be DNA tested to further identify the perpetrator. Most possibly leading to verification once a suspect is identified. Also examination of the bloody footprint that did not belong to the victim and the partial palm print found on the windowsill. Risk level for the perpetrator: High
Respectfully submitted, Norman Camerer
National Academy 213th Session April 12, 2003

Conclusion

- Always attend your autopsy, photograph, ask questions of the Forensic Pathologists, take notes for court.
- Develop a great working relationship with your local county coroner, find out what the local protocols and latest state laws for coroners.

10/9/2017

Thanks

- Indiana State Coroners Training Board(Indiana Coroners Guidebook)
- Managing Death Investigation, Volume 1, Edition 5, by Arthur E. Westveer,Jr., MLA

10/9/2017

6.02.6

Instructor:

SUBJECT MATTER

REMARKS

I. INTRODUCTION

A. Death Investigation (a Team effort):

- | | |
|-------------|-----------------|
| 1. Natural | 4. Homicide |
| 2. Accident | 5. Undetermined |
| 3. Suicide | |

B. Homicide:

1. Criminal
2. Justifiable
3. Excusable

II. INITIAL REPORT/DISCOVERY OF INCIDENT

A. Investigation begins the moment the crime or incident is reported or discovered. ~~Don't pre-form opinions.~~

B. Put Kipling's servants to work:

- | | |
|----------|-----------|
| 1. Who? | 4. Where? |
| 2. What? | 5. Why? |
| 3. When? | 6. How? |

III. THE CRIME SCENE

A. Secure and protect the scene. You must first define the scene...Is this the scene or only a dumping place?

B. Determine that the victim is "truly dead".

C. Do not hurry. Be systematic. (Someone must be in charge.)

D. Don't burn bridges prematurely. Get all that you need before you: 1. Move the body; 2. Embalm the body; 3. Bury the body.

E. Seek to:

1. ID your victim (tentatively)
2. ID your suspects
3. ID your witnesses
4. ID your evidence (and collect). Be guided by the "Mutual Contamination" or "Transfer of Evidence Theory".

(For Student Use)

Instructor:

SUBJECT MATTER	REMARKS
III. F. Always:	(For Student Use)
1. Take notes - Details-Details-Details. Nothing is insignificant at the scene of a crime.	
2. Sketch the scene	
3. Photograph the scene	
IV. POST SCENE INVESTIGATION	
A. Coroner is in charge at the scene	
1. Is responsible for determining cause of death	
2. Must give permission for body to be moved	
B. Autopsy should be conducted by forensic pathologist	
1. Sheet and body bag become part of victim's clothing	
2. Never mix clothing of victim and suspect or multiple victims	
3. Successful autopsy will	
a. establish specific cause of death	
b. help estimate time of death	
c. establish or verify victim's identity	
d. will assist in locating and recovering evidence	
C. Pathologist (with you observing) will:	
1. Conduct a complete, not partial, autopsy	
2. Will carefully and systematically examine the body and clothing	
a. Head to toe (Describe)	
b. External and internal (Caution about anatomical sketches)	
V. THE CONTINUING INVESTIGATION	
A. Develop a plan of action	
1. Assignments and results of assignments should be in writing	
2. Regular meetings should be held to keep everyone current	
3. Good records are a must!	
4. Assign one person to deal with news media	

Instructor:

SUBJECT MATTER	REMARKS
V. B. If this might be a serial murder early Task Force coordination is important 1. Criminal profiler might assist with these investigations 2. Serial murders are incredibly complex: a. drawn out b. multiple scene/victims c. lots of witnesses d. lots of evidence C. If death investigation is a homicide and goes to trial, expect attacks upon: 1. Interviews (police conduct) 2. Initial confrontation of suspect 3. Search of suspects: (a) person; (b) automobile; (c) property 4. Play the devil's advocate. What will defense say?	(For Student Use)
SUMMARY A. Death investigation is a team effort B. Keep an open mind. Don't allow yourself to be rushed C. Make and keep detailed, accurate records (notes, sketch, photos) D. Develop a plan and follow your plan E. Learn from this one--prepare for the next	

Indiana Law Enforcement Academy

6.02.6

Lesson Plan

Course Level:	Basic	In-Service	Supervision	Management	Specialized
Lesson No. 6.02.6	Title: Medical Science in Law Enforcement			Hrs required 1 of 16	
Scope of Lesson Coverage: This lesson will cover the Medical Examiner and Coroner systems in Indiana. Additionally what types of cases are required to be subjected autopsy? The state statutes as to what sequence of steps need to be accomplished by the law enforcement community and wither the medical examiner or the coroner should be involved. Also numerous common medical terms are addressed and explained as they relate to the two systems.					
Specific Objectives: As a result of this block of instruction the student will be able to: 1. What is the legal basis for the Medical examiners system and the components of what they are legally obligated to do. 2. Explain the Coroner system and it functionality. 3. List several types of cases that are legally required to be investigated by either the M.E. or the Coroner in Indiana. 4. List several types of cases that require an autopsy in Indiana. 5. Define the term Livor Mortis. 6. Define the term Rigor Mortis. 7. Explain the type of wounds blunt force causes. 8. Explain several characteristics of a gunshot wound.					
Training aids, equipment, etc., required:					
Material for issue: lesson plan					
References: Indiana Statues					
Prepared by:				Date 2/05	

Instructor:

6.02.6

SUBJECT MATTER	REMARKS
I. MEDICAL LEGAL SYSTEM A. Medical Examiner System 1. Appointed - retained on merit 2. Must be at least an M.D. - preferably a pathologist 3. Chief Medical Examiner - A forensic pathologist 4. Usually all sudden unexpected deaths investigated, all drug related and violent deaths B. Coroner System 1. Elected 2. Medical qualifications not specified In Indiana there are: ninety-two (92) coroners, 25% M.D.'s, one pathologist, one podiatrist, one dentist and remainder funeral directors, EMT's, nurses, etc. 3. Coroners' laws vary from state to state and may restrict investigation to accidental deaths. C. What cases are investigated by coroners and medical examiners? 1. Homicides 2. Suicides 3. Accidental deaths 4. Unattended deaths 5. All drug related deaths 6. All industrial deaths 7. Deaths in custody Indiana law says: 1. Death due to violence 2. Death due to casualty 3. Death in apparent good health 4. Death as a result of suspicious, unusual and unnatural manner 5. Death in a person <u>found</u> dead D. Are all deaths autopsied? No! Depends on - 1. Interest and education of coroner	(For Student Use)

Instructor:

SUBJECT MATTER	REMARKS
I. D. 2. Work load 3. Type of case - e.g.; witnessed accident 4. Financial status of coroner's office E. Cases which must be autopsied: 1. All homicides including police action shootings 2. Pilots and drivers of motor vehicles 3. Any suspicious case involving criminality 4. Deaths in the work place 5. Surgical or medically unexpected death 6. Every child or young adult - dying suddenly and unexpectedly 7. Deaths in custody 8. Any questionable suicide 9. Fire Deaths NOTE: If not autopsied, all cases must be undressed completely and the external body examined in detail. All blood should be washed away.	(For Student Use)
II. ESSENTIALS FOR MEDICAL-LEGAL AUTOPSY A. Complete scene investigation by competent examiner: GREATEST DETERRENT TO GOOD EXAMINATION IS LACK OF COMPLETE INFORMATION. B. Must be done by a Board Certified <u>Pathologist</u>, required by Indiana law. C. Complete Examination Necessary, Including - 1. Description of external body and clothing 2. Examination of brain 3. Examination of internal organs - all 4. Neck Dissection 5. X-rays in fractures and bullet wounds 6. Removal of body tissues and fluids for anthropological, chemical, toxicological examination with preservation of legal chain of evidence 7. Must be done before embalming	

Instructor:

SUBJECT MATTER	REMARKS
III. SIGNS OF DEATH	(For Student Use)
A. Rigor Mortis - stiffening of muscles after death	
1. Due to a chemical change after death	
2. Develops within 3 - 4 hours "ordinarily"	
Extremely variable - depends on	
a. temperature	
b. body build	
c. age	
d. nutrition	
e. presence or absence of disease	
B. Livor Mortis - pooling of blood in dependent areas	
1. Develops in fifteen (15) minutes to one (1) hour	
2. Variable and depends on:	
a. Type of death - heart failure, etc.	
b. Anemia - loss of blood through hemorrhage	
c. Movement of body postmortem. Becomes fixed in 4 - 6 hours (as rigor mortis and post mortem clotting develops)	
d. Color of livor varies	
1) Cyanide - Bright Red	
2) CO (Carbon Monoxide) - Bright Red	
3) Cold - Bright Red	
4. Asphyxial death - Dark Blue	
C. Cooling of body - not reliable, depends on environment	
D. Decomposition	
1. Self destruction by body enzymes (Autolysis)	
a. skin slippage	
b. softening of tissues	
c. grey green discoloration	

Instructor:

SUBJECT MATTER	REMARKS
III. D. 2. Action of bacteria - (Putrefaction) a. Green purple discoloration b. Bloating - gas in all tissues c. Prominence of veins 3. Destruction due to fly larva and beetles 4. Destruction due to carnivores (flesh eating animals such as cats, dogs, opossums, rats etc.)	(For Student Use)
IV. DEATH DUE TO BLUNT FORCE INJURY A. Types of blunt force wounds 1. Abrasions - superficial skin injury produced by scraping the skin. a. sliding abrasions b. stamp abrasions 2. Contusions - hemorrhage beneath skin, produced by direct blow - bruise. (depth of damage correlates with amount of force) 3. Lacerations - a tear in the skin or tissue due to a blow with a blunt object - not an incised wound which is made with a knife 4. Fractures B. Usually combination of the above are found	
V. DEATH DUE TO GUNSHOT A. Wounds characteristic - dependent upon: 1. Type of weapon a. caliber - gauge b. velocity c. character of bullet or shot 2. Distance of weapon from body 3. Part of body struck a. soft tissue b. bone	

Instructor: .

SUBJECT MATTER	REMARKS
VI. ASPHYXIAL DEATHS A. Hanging: Homicidal hangings are rare - usually suicide. Must investigate scene completely, including type of knot. <u>May be accidental</u> due to sexual stimulation caused by hypoxia. B. Manual Strangulation: Difficult to prove. Must have complete cooperation of law enforcement and medical science - even then it almost takes a confession to settle the case. 1. Fingernail marks 2. Hemorrhage in neck 3. Fractured larynx C. Smothering: Usually first an assumption. Very little definite proof unless body is disturbed post mortem. D. Choking: Usually accidental in alcoholics.	(For Student Use)
VII. CHILD DEATHS A. Sudden Infant Death Syndrome: Not a diagnosis, but a waste basket that is getting smaller all the time. Usually 1 - 6 months of age and in good health. We used to call this crib death, but all of these children do not die in cribs. B. Asphyxia common in children 1. Ropes 2. Plastic 3. Crib slats and mattresses 4. Anything they can get in their mouths or over their heads C. Battered Child Syndrome: Child abuse homicide 1. The determination in a dead child is almost exclusively done by the medical examination 2. Parent probably does not intend for child to die 3. Many cases of death can be prevented, if detected soon enough 4. Multiple blunt force injuries of varied ages - in a child one (1) month to six (6) years - (Injuries distributed in time and space)	

Instructor:

SUBJECT MATTER	REMARKS
VIII. CHEMICAL DEATHS A. Usually suicides - must examine death scene completely 1. Barbiturates - uncommon today 2. Carbon Monoxide - most frequent 3. Cyanide - rare 4. Anything goes - B. May be homicidal - we probably miss many of these cases because of the difficulty in obtaining specimen and the problems in detecting small amount of drugs in body fluids. Recent Tylenol scare an example. C. Many chemical deaths are "accidental" overdoses or hypersensitivity reactions to drugs. Heroin and things mixed with it are prime examples. D. Acute alcoholism and its complications are most frequent IX. SEX RELATED DEATHS A. Homosexual involvement - extremely violent death (overkill) B. Heterosexual - may be accidental in the height of passion C. Difficult for society to accept "perversion", but it has been with us since before Socrates. Recognize it - but do not emphasize it. D. Autoerotic sexual asphyxia - accidental hanging X. NATURAL DEATH A. Most are due to arteriosclerotic vascular disease B. Chronic Alcoholism - fatty liver and/or cirrhosis C. Occasionally sudden unexpected death will be due to what is usually a more subacute process such as ruptured appendix in a demented adult or child. D. These cases represent well over 50% of the deaths investigated by the coroner or medical examiner. Very few of these deaths will involve law enforcement investigation. Most are investigated with an autopsy and a review of the medical history found in medical records of doctors' offices and hospitals. The investigation is a medical investigation not a criminal investigation.	(For Student Use)

GUN SHOT WOUNDS

Those who read The Adventures of Sherlock Holmes will find that he was probably somewhat overenthusiastic regarding his own ability. It is doubtful that an inspection of a wound (and clothing) would give Sherlock enough information to establish the range at "over four yards". This is 12 feet and at ranges of over 2 - 4 feet, wounds and clothing holes made by bullets fired from pistols and rifles look much the same. Of course, shotgun wounds will vary greatly at different ranges (see following, re. Shotgun wounds). Table I outlines the characteristics of gunshot wounds resulting from the various muzzle-blast components.

The forensic pathologist who deals with many gunshot wounds ordinarily sees wounds inflicted by relatively low-powered firearms. Usually handguns (pistols and revolvers) are responsible for most of the wounds he sees. Next in order of decreasing frequency are shotgun wounds and finally rifle wounds.

Most handguns are low-powered; that is, the bullet leaves the muzzle at a relatively low speed. Rifles have higher muzzle velocities. There are scores of different caliber handguns and rifles, with loads varying in amount of powder, type of bullet, etc.

The current Simplified Practice Recommendation for Metallic Cartridges, a voluntary recommendation of the firearms manufacturers lists 119 loads recommended as standard stock items for producers, manufacturers, jobbers, wholesalers and retailers. This is really only a fraction of the number of loads available. There seems to be a tendency to reduce the number of loads generally available; since 1927, the Simplified Practice Recommendation has reduced from 248 items to the current 119.

The "power" of a firearm cannot be related only to the velocity of the bullet as it leaves the muzzle. The mass of the bullet is, of course, a large factor in determining the striking power. The formula to determine the bullet energy is

$$E = \frac{\text{Mass} \times \text{Velocity}}{2}$$

The mass of the bullet is, presumably, for a given pellet, constant.

The velocity (muzzle) is dependent upon many factors:

1. Amount and type of powder
2. Weight of bullet
3. Length of Barrel
4. Efficiency of fit of the bullet in the barrel
(How much gas leakage there is past the bullet)

For any given firearm many different loads (cartridges) may be commercially available. In addition, there is a fairly large group of people who handload their own cartridges. Numerous small manufacturers provide special loads on order. Stolen ammunition may not be the expected or usual commercial type used and the cartridges used in a murder weapon may possibly be quite unusual.

The variation in the amount of gas produced by the ignition of cartridges is based upon the amount of powder present in different available loads. The amount of gas produced is of great importance when dealing with contact wounds.

The 0.22 caliber pistol, revolver and rifle use the same ammunition. This is rim fire ammunition where the priming compound is held in the rim of the cartridge. The great advantage of this type of cartridge is economy in production.

Drawbacks include the fact that reloading is impossible, and that as the firing pin damages the rim of the cartridge, high pressures necessary to produce very high muzzle velocities cannot be developed because of safety reasons. It is for these reasons that only 0.22 caliber rim fire guns and ammunition are currently in production.

One of the less well known facets of the gunshot wound picture is that contact wounds (where the muzzle is held tightly against the skin when the firearm is discharged) vary markedly with the type of body surface which is concerned. If the muzzle is held tightly against the skin, a sufficient seal may be formed to permit the bullet, gases and all of the various products of firearm discharge to pass through the skin without any smudging, tattooing, etc.

- a) If the muzzle is held against a soft part of the body, the contact entrance wound will appear to be a long range wound.
- b) If the muzzle is held against any unyielding part of the body, where the gases deflect back around the muzzle, the contact entrance wound will be large, irregular in shape and may resemble an exit wound.

See Table II for diagrams of these generalities.

When dealing with contact wounds, those caused by 0.22 caliber weapons constitute exceptions to the above. Most frequently there is no tearing of the skin, even if the wound is over a hard and unyielding part of the body such as the head (skull). Generally, these wounds appear to be "long range" wounds. Presumably, this is related to the relatively small amount of gas formed by all but the 0.22 caliber Magnum. The author has not seen any fatal wounding with the 0.22 caliber Magnum; he would predict, because of the larger amount of gas produced, that an irregular wound would result when the muzzle is held tightly against the skin over an unyielding part of the body.

It is the expansion of gas within the skull that causes shattering of some of the bones of the skull in contact wounds of the head. The most fragile bones are the most often involved; usually the orbital plates. Such is usually not the case with 0.22 caliber firearms (excepting the Magnum, of course).

Also little known is the fact that exit wounds under certain conditions may resemble wounds of entrance. When the skin area of the exit wound is backed up by tightly fitting and resistant clothing (belt, girdle) or when the victim is leaning against a wall through which the bullet passes, the skin does not have the opportunity to stretch ahead of the bullet and the outshoot wound may be round, regular and may resemble an inshoot wound. (See Table III)

Ignition of clothing may occur from burning gases or burning powder grains. This was noted more when gunpowder (black powder) was common than in later years. However, at short range, certain types of flammable clothing can be ignited. The amount of nap, the type of weave and the looseness of the clothing are important factors insofar as firearm ignition is concerned. When the question of ignition of clothing by the discharge of a firearm arises, attempts can be made to duplicate the conditions using the same firearm, ammunition, range, clothing, etc. in a test to determine whether or not this did take place.

A great deal of investigative effort has been misplaced because it has long been generally assumed by many that:

- a) Right-handed individuals commit suicide by shooting themselves in the right side of the head and vice versa.
- b) In committing suicide with a pistol, the individual stands or sits with his body erect, facing ahead, before bringing the firearm into its lethal position.
- c) The person bent on suicide with a revolver or automatic pistol will hold that weapon as it was intended to be held.
- d) That in order to pull the trigger, the "trigger finger" must be used. This applies to rifles, shotguns and pistols.
- e) More than one shot is an indication of murder, not suicide.

Another area in regard to gunshot wounds that has received little recognition is the amount of physical activity that may be possible following fatal wounding by a firearm. Too often it is assumed that the through-and-through gunshot wound of the head, for example, means that death occurred at once. This, of course, is a false assumption as much voluntary activity may be possible following such a wound.

TABLE I

Wound Characteristics From Various Muzzle-Blast Components

<u>TERM</u>	<u>CAUSED BY</u>	<u>SYNONYMS</u>	<u>COMMENT</u>
Abraded margin	Forward and Rotational motion of bullet	Abrasion collar Marginal abrasion	Often not visible in contact wounds over firm tissue.
Gray ring	Lead of bullet Bullet lubrication Barrel debris	Contact ring	Often not seen, especially with jacketed bullets.
Smudging	Partially burned powder gases	Fouling Blackening	More marked with black powder.
Tattooing	Powder grains unburned partially burned, burning	Stippling Peppering	More marked with black powder.
Singeing	Hot gases	Branding Burning	More marked with black powder.

TABLE II

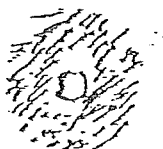
GUNSHOT ENTRANCE (INSHOOT) WOUNDS



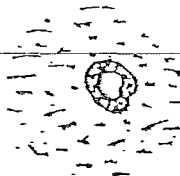
CONTACT - over firm tissue
Defect larger than bullet



CONTACT - over soft tissue
Size in comparison to bullet varies



NEAR CONTACT



FURTHER AWAY FROM TARGET



INTERMEDIATE RANGE



LONG RANGE
ANY RANGE - COVERED BY CLOTHING



Gray Ring



Smudging

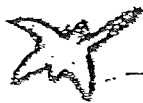


Tattooing

TABLE III

GUNSHOT EXIT (OUTSHOOT) WOUNDS

Ordinary Types



Stellate

Assumes various shapes



Slit

Defect usually larger than bullet

"Shored" Type



Resembles entrance wound

No gray ring

About bullet size

(The result of supporting the
outshoot skin.)

SHOTGUN WOUNDS

Shotgun wounds differ considerably from rifle, pistol and other gunshot wounds. To properly consider and to understand shotgun wounds, a basic knowledge of shotguns and shotgun ammunition is essential.

Shotgun wounds are rather quickly dismissed in most of the textbooks of Legal Medicine or Forensic Pathology. Gonzales, Vance, Helpern and Umberger in Legal Medicine devote only five (5) of a total of seventy-two (72) pages of Chapter 16, "Bullet and Other Missile Wounds", to shotgun wounds. Other authors are rarely more detailed in writing about such wounds.

The main reason for the complex nature of shotgun wounds is the great variability of the weapon and ammunition. This variability may be outlined as follows:

Variability in the shotgun itself:

- a) Size (bore diameter) - gauge
- b) Choke
- c) Barrel length
- d) Barrel arrangement:
 1. Single barrel
 2. Double barrel
 - (a) Side by side
 - (b) Over and under
 3. Combination with rifles

Variability in the ammunition:

1. Size (gauge)
2. Shot size:
 - (a) Soft
 - (b) Buckshot
 - (c) Single ball
 - (d) Rifled slug
3. Shot type
 - (a) Soft
 - (b) Chilled
 - (c) Plated
4. Powder variation
 - (a) Amount
 - (b) Type of powder:
Single and Double Base
5. Special ammunition

Shotgun wounds are caused by the shot, buckshot, single ball or rifled slug load, plus, in some instances, the wadding. When the shotgun is fired at close range, the defect in the skin is of the "cookie-cutter" type: a single, round or oval, relatively smooth-edged defect is found. At very short range, the singeing is marked, together with the smudging. As the distances between the muzzle and the target increases, the singeing and the smudging decreases, the former more rapidly, until only the defect itself is evident. Then, as the range further increases, the single defect with the smooth edges gives way to a rough-edged defect and later to a central irregular defect with individual pellet wounds about it (in the case of shot loaded shells). At greater ranges, all the shot make separate entrance wounds.

One maxim regarding shotgun wounds is "the smaller the shot, the denser the pattern". Thus, buckshot tends to scatter and to produce individual wounds at shorter range than in the case of smaller shot loaded shell. Single ball and rifled slug ammunition, of course, contribute but a single defect.

The amount of choke determines to a great extent the concentration of the shot pattern at a given range. As a matter of fact, the degree of barrel choke is measured by shooting at a distance of 40 yards and measuring the percentage of shot falling in a 30 inch circle.

Full choke	65-75%
Modified choke	45-55%
Improved cylinder	35-45%
Cylinder bore (no choke)	25-35%

Choking is achieved by narrowing the barrel at the muzzle. The amount of narrowing is variable, depending upon the particular gun, but in one instance (about average) is:

12 gauge barrel diameter	0.729 inches
Improved cylinder	0.720-0.724 inches
Modified choke	0.711 inches
Full choke	0.693 inches

Choke may be built into the barrel during manufacture or a variable choke may be fitted to the barrel. Several commercial firms sell variable chokes: Poly-Choke, Weaver-Choke, the Cutts Compensator are examples. Some of these also reduce the recoil of the weapon. It should not be forgotten that in a double barreled gun, the one barrel may differ from the other insofar as the amount of choke is concerned. Some single barreled weapons may have interchangeable barrels; the choke may be different in different barrels made to be fitted to one gun.

It is important to search the wound for both shot and wads. These two components of the shotgun shell may give just the data to identify the type of shot shell used. For example: 12 gauge, No. 6 shot. Further, unburned powder grains may be found which may help characterize more closely the type and manufacturer of the ammunition. The wadding will be wet with blood and body fluids. The wads may be difficult to find among the blood clots and tissue fragments. In the wet state, the wads may swell and drying is essential before measuring. It should not be forgotten that wads are normally larger than the bore size of the shotgun.

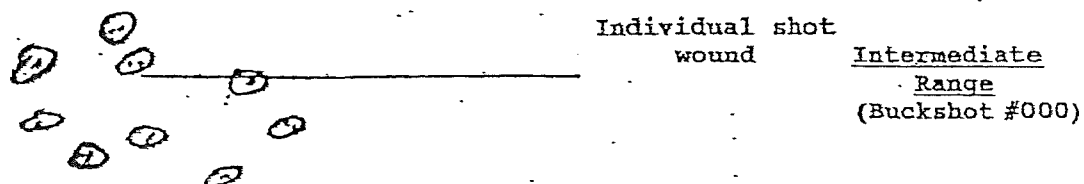
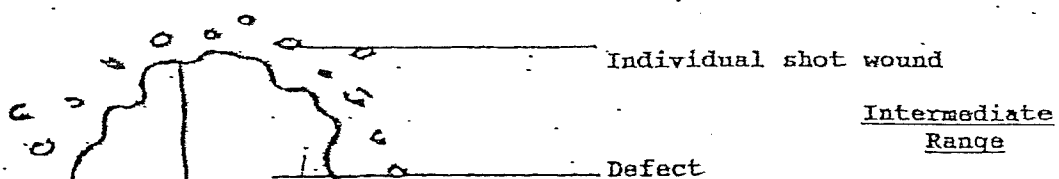
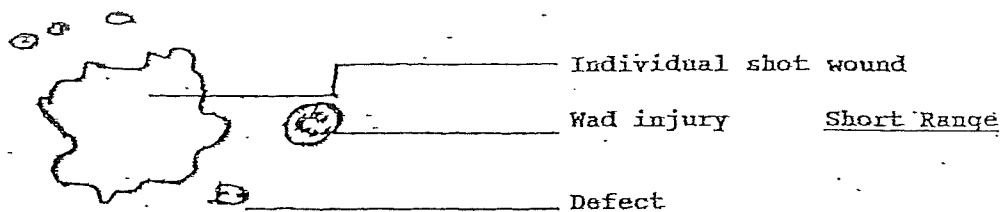
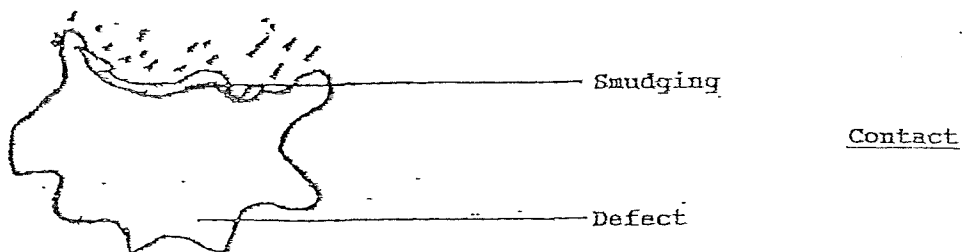
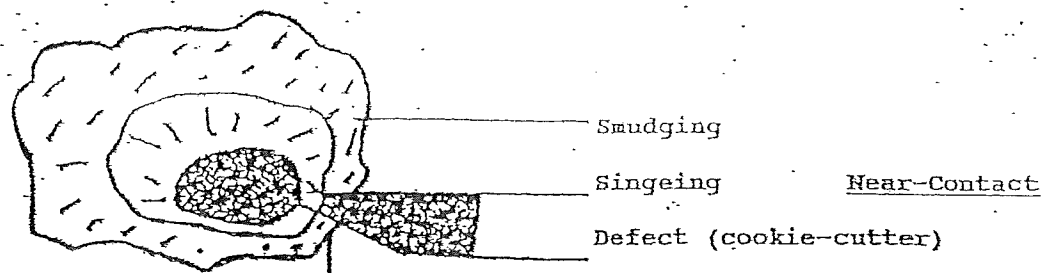
To determine the shot size may be a difficult procedure if the diameter of a misshapen shot is the determining factor. It is probably better to weigh ten (10) shot following washing and drying. Dividing this weight by ten (10) will simplify the matter.

The idea of firing a single large projectile in a shotgun is very old. A solid, round ball ("punkin" ball) is available but accuracy is very poor. The rifled slug, developed in the 1890's has markedly improved accuracy. In some regions deer hunting is permitted only with shotguns and the rifled slug is in common use. The muzzle velocity is in the neighborhood of 1600 ft/sec and the muzzle energy varies from 650 ft-lbs for the 0.410 to 2480 for the 12 gauge rifled slug. As would be expected, these projectiles have considerable wounding potential.

A word about the muzzle velocity of shotgun shell components. There is a great deal of variation dependent, of course, upon the powder charge but, in general, the muzzle velocity lies between 1150 and 1350 ft/sec. The weight of individual components is not great and, therefore, a rapid drop-off in the velocity of these components is to be expected.

TABLE IV

CHARACTERISTICS OF SHOTGUN WOUNDS



INDIANA LAW ENFORCEMENT ACADEMY

LESSON PLAN

Course Level:	Basic XX	In-Service	Supervision	Management	Specialized
Lesson No. <u>602.7</u>	Title: Vehicle Theft			Hrs. Required: 1 of 1	
Scope of Lesson Coverage:					

During this course of instructions, the student will be given basic information concerning auto theft investigations. This will include identifiers of stolen/alterd vehicles as well as State statutes involving vehicle investigations.

Specific Objectives:

At the conclusion of this block of instructions, the student will be able to:

1. Identify indicators of a stolen vehicle.
2. Recite information contained in a public VIN.
3. Identify an altered public VIN plate.
4. Name State statutes that involves vehicle investigations.
5. Employ the available resources when conducting an auto theft investigation.

Training Aids, equipment, etc., required:

Power Point Presentation

Material for issue

NICB Passenger Vehicle Identification Manual
NICB Construction/Agricultural Equipment Guides

References:

Indiana Codes NICB Manuals

Prepared by:

Date:

Detective Bryan Reid

1-14-08

ILEA/180

SUBJECT MATTER	REMARKS
I. Introduction A. Instructor B. Objectives of the Course C. Situations for Possible Investigations D. Auto Theft (I.C. 35-43-4-2.5) II. Body A. Information from Public VINs, Titles and Registrations B. Identifiers of Possible Stolen Vehicles 1. Driver/Occupants a. Age b. Driver/Occupant stories about obtaining vehicle and paperwork c. Keys with the vehicle? 2. The Vehicle a. External indicators b. Internal indicators	
C. Identifiers of Possible Altered Vehicle 1. Is public VIN in place? a. Condition of area around plate and plate itself 2. How is VIN plate attached? 3. Does VIN plate appear to be factory installed? 4. Federal sticker- located on driver door or door jam 5. Parts label- found in glove box, trunk or console D. MVINs and Impoundment 1. MVIN- State issued identification number a. MVIN...six #'s...IND b. Vehicles may be held for 48 hours for positive identification. 1. I.C. 9-18-8-7 E. Probable Cause 1. Be Complete and Thorough a. Contact the victim b. Speak with the witness(es) c. Interview suspect(s) d. Note actions, comments, inconsistencies in stories, etc. e. Contact Detective	

Vehicle Theft

- I. Introduction/Overview
 - A. Auto Theft (I.C. 35-43-4-2.5)- a person who knowingly or intentionally exerts unauthorized control over the motor vehicle of another person with the intent to deprive the person of the vehicle's value or use.
- II. Situations for possible VT investigations
- III. Information: Vehicle Identification Numbers (VIN), Titles and Registrations
 - A. VINs- make, model, year, assembly plant, engine, etc.
 - B. Title & Registration- Does VIN on paperwork match VIN on vehicle?
 - 1. Does information on paperwork match occupants or their story?

- IV. Identifiers of possible stolen vehicles
 - A. Driver/occupants
 - 1. Age appropriate
 - 2. Is story complete and accurate according to paperwork & other information?
 - 3. Driver nervous and/or evasive and is story about obtaining vehicle believable?
 - 4. Are there keys with the vehicle and are other keys also present?
 - B. The Vehicle
 - 1. Broken windows not repaired (broken glass still in the vehicle)
 - 2. Headlights stay on bright or won't work at all
 - 3. Turn signal stays on
 - 4. Fresh damage to door locks and/or trunk lock
 - 5. Is steering column busted on either side or ignition busted
 - a. proper key used or not used at all
 - 6. Is wiring hanging from under dash
 - 7. Sticker or writing on windshield from car lot
 - 8. Is there paperwork with vehicle
 - 9. Is vehicle totally cleaned out inside
 - 10. Does license plate match vehicle (VIN) even if it does not show as stolen
- V. Identifiers of possible altered vehicles
 - A. Is public VIN in place?
 - 1. Condition of area around plate and plate itself
 - B. How is VIN plate attached?
 - C. Does VIN plate appear to be factory installed?
 - D. Federal Sticker- located on driver door or door jam
 - 1. contains full VIN and date of manufacture
 - 2. What is condition of sticker
 - a. * Remember doors may be replaced if damaged, sticker then would not match VIN.

- E. Parts Label- found in glove box, trunk or console
 - 1. contains full VIN and option codes
 - 2. what is condition of the sticker

VI. MVINs and Impoundment

- A. MVIN- State issued identification number
 - 1. MVIN...six #s...IND
- B. Vehicles may be held for 48 hours for positive identification
 - 1. L.C. 9-18-8-7

VII. Probable Cause

- A. Be complete and thorough
 - 1. Contact victim
 - 2. Speak with witness(es)
 - 3. Interview suspect(s)
 - 4. Note actions, comments, inconsistencies in stories, etc.

Sources of Information for Vehicle Theft Investigations

1. NICB- National Insurance Crime Bureau
 - A. Keeps computerized records from vehicle manufacturers- identification of vehicles
 - B. VinAssist- available free to Police Departments
 - C. Keeps records of purged steals
 - D. Can help with other parts of investigations

 2. Indiana State Police
 - A. 1 Sergeant and 4 investigators
 - B. Detectives will pick up some of the caseload

 3. Indianapolis Police Department- (317) 327-2695
 - A. 1 Lieutenant, 1 Sergeant, 1 Chief Inspector, 3 Investigators
-
4. NER- National Equipment Registry
 - A. Keeps records of heavy equipment for identification

Vehicle Identification Numbers Standardization

The Vin system is World Wide and is in compliance with U.S. Federal Motor Standards # 115

Vin contains Word Wide Identifier Section, model, check digit, plant and production number

First digit is the Nation of Origin, can be a letter or number.

1, 4, 5, = USA	K = Korea
2, = Canada	L = Taiwan
3, = Mexico	S = United Kingdom
6, = Australia	Y = Sweden
J, = Japan	V = France
W, = Germany	Z = Italy

Second digit of the Vin is the Manufacturer.

Third digit of the Vin describes type of vehicle.

Fourth thru Eighth digits describes car line/series, style & restraint system, engine information.

Ninth digit is the check digit.

Tenth digit indicates year of the vehicle. Note: 9th and 10th digit apply to all makes & models of vehicles.

Twelve thru seventeen digits indicate production number, which can be either a letter + 5 digits or 6 digits depending on the manufacture.

Tenth Digit Information

1980 = A	1990 = L	2000 = Y	2010 = A	2020 = L	2030 = Y
1981 = B	1991 = M	2001 = 1	2011 = B	2021 = M	2031 = 1
1982 = C	1992 = N	2002 = 2	2012 = C	2022 = N	2032 = 2
1983 = D	1993 = P	2003 = 3	2013 = D	2023 = P	2033 = 3
1984 = E	1994 = R	2004 = 4	2014 = E	2024 = R	2034 = 4
1985 = F	1995 = S	2005 = 5	2015 = F	2025 = S	2035 = 5
1986 = G	1996 = T	2006 = 6	2016 = G	2026 = T	2036 = 6
1987 = H	1997 = V	2007 = 7	2017 = H	2027 = V	2037 = 7
1988 = J	1998 = W	2008 = 8	2018 = J	2028 = W	2038 = 8
1989 = K	1999 = X	2009 = 9	2019 = K	2029 = X	2039 = 9

The letters of "I", "O", "U", "Q", and "Z" are never used

Statutes reference Vehicle Crimes

1. 9-18-8-7 (48 hours) impoundment of motor vehicle by law enforcement officer to determine the true identification number.
2. 9-18-8-11 a person who owns or possesses a vehicle w/o a manufacturer's VIN installed
3. 9-18-8-12 damaging, removing or altering an original or special identification number
4. 9-18-8-13 a person who knowingly sells a motor vehicle with VIN altered, removed, destroyed, covered or defaced
5. 9-18-8-14 a person who knowing sells motor vehicle parts, VIN altered, removed, destroyed, covered or defaced

6. 9-18-8-15 a person possesses VIN plate or label
7. 35-43-4-2.5 auto theft and/or auto parts
8. 27-2-14-2 fraudulent vehicle theft claim reporting
9. 9-15-9-1 thru 9-19-9-7 odometer fraud
10. 9-17-3-3 failure to endorse title
11. 9-17-3-3(a)(1) failure to deliver title
12. 35-44-2-1 perjury
13. 35-43-5-2 forgery
14. 35-43-5-3 deception
15. 35-43-5-4 fraud
16. 35-43-4-2 theft
17. 35-45-6-1 corrupt business
18. 35-44-1-1 bribery
19. 35-44-1-2 official misconduct

20. 9-22-3-31 POSSESS, BUY, SELL, EXCHANGE, GIVE AWAY OR DELIVER TO IDENTIFICATION PLATE TO BE...

9-17-8-4 Certificates of title; assigned certificates of title; manufacturers' certificates of origin

Sec. 4. A manufacturer, converter manufacturer, or dealer must have:

- (1) a certificate of title;
- (2) an assigned certificate of title; or
- (3) a manufacturer's certificate of origin for a motor vehicle, semitrailer, or recreational vehicle in the manufacturer's, converter manufacturer's, or dealer's possession. As added by P.L.2-1991, SEC.5.

9-17-8-5 Certificates of title; dealers; delinquent title fees

Sec. 5. (a) If a dealer purchases or acquires ownership of a:

- (1) motor vehicle;
- (2) semitrailer; or
- (3) recreational vehicle;

in a state that does not have a certificate of title law, the dealer shall apply for an Indiana certificate of title for the motor vehicle, semitrailer, or recreational vehicle not more than thirty-one (31) days from the date of purchase or the date of ownership of the motor vehicle, semitrailer, or recreational vehicle was acquired.

(b) The bureau shall collect a delinquent title fee as provided in IC 9-29 if a dealer fails to apply for certificate of title for a motor vehicle, semitrailer, or recreational vehicle as described under subsection (a). As added by P.L.2-1991, SEC.5.

9-17-8-6 Application forms

Sec. 6. The bureau shall provide forms on which applications for certificates of title and assignments of certificates of title must be made under this chapter. As added by P.L.2-1991, SEC.5.

9-17-8-7 Assigned certificates of title or certificates of origin; delivery

Sec. 7. A manufacturer, converter manufacturer, or dealer shall deliver an assigned certificate of title or certificate of origin to a person entitled to the certificate of title or certificate of

9-17-8-8 Licenses; inspections; delivery; removal

Sec. 8. (a) Before obtaining a manufacturer's, converter manufacturer's, or dealer's license from the bureau, a person must agree to allow a police officer or an authorized representative of the bureau to inspect:

- (1) certificates of origin, certificates of title, or assignments of certificates of origin and certificates of title; and
- (2) motor vehicles, semitrailers, or recreational vehicles that are held for resale by the manufacturer, converter manufacturer, or dealer, in the manufacturer's, converter manufacturer's, or dealer's place of business during reasonable business hours.

(b) A certificate of title and a certificate of origin described under subsection (a):

- (1) must be readily available for inspection by or delivery to the proper persons; and
- (2) may not be removed from Indiana.

As added by P.L.2-1991, SEC.5.

9-17-8-9 Violations

Sec. 9. A person who violates this chapter commits a Class C infraction. As added by P.L.2-1991, SEC.5.

REGISTRATION AND LICENSE PLATES

Chapter

1. Application
2. General Procedures for Registering Motor Vehicles and Obtaining License Plates
3. Motor Vehicles Used for Official Business
4. Vehicle Registration by Mail
5. Armed Forces

TITLE IX

INFORMATIONAL BULLETIN

TO: ALL DISTRICTS

DATE: OCTOBER 8, 1993

FROM : CORE AUTO THEFT

SUBJECT: VEHICLE IDENTIFICATION NUMBERS BEFORE 1980

This bulletin contains information to assist officers in determining the model year of vehicles manufactured before 1980.

General Motors

The V.I.N on General Motors vehicles manufactured between 1970 and 1980 contains 13 digits. The 6th digit from the left is the year.

Example: IN69L7S112315
 |
 +----- :Year (1977)

Ford Motor Co.

The V.I.N on Ford and Lincoln - Mercury contains 11 digits. The first digit from the left is the year. The script "F" does not count as a digit.

Example: F 7F02Y109997 F
 |
 +----- Year (1977)

Chrysler

The V.I.N on Chrysler, Plymouth, Dodge contains 13 digits. The 6th digit from the left is the year.

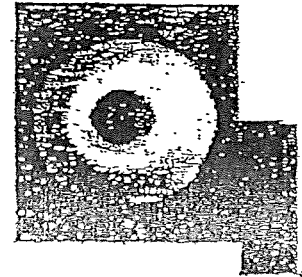
Example: SS22N7R109442
 |
 +----- Year (1977)

VIN PLATE ATTACHMENT

ROUND HEAD "POP" RIVET

ALUMINUM, STAINLESS STEEL OR PLASTIC

Used on early General Motors vehicles prior to 1965 after departure from "spot weld" method of attaching VIN plates. Still used by most foreign manufacturers.

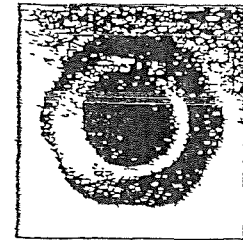


Note: Most European rivets have a smaller center hole than the American version

"ROSETTE" TYPE RIVET

6 PETALS ALUMINUM OR STAINLESS STEEL

Used by General Motors Corp. since 1965, Chrysler Corp. since 1966 and Ford Motor Co. since 1970. There have been instances when round head rivets were used at some assembly plants but only on very rare occasions.



"ROSETTE" TYPE RIVET

5 PETALS, ALUMINUM

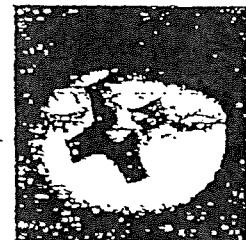
Used by Toyota since 1985, except for the 1985 Corolla front wheel drive, diesel and 1989 and 1990 Cressida models which have round aluminum rivets.



SHEET METAL SCREWS

Screws are occasionally used to attach VIN plates on some imported vehicles.

Note: In 1974 thru the present some manufacturers are using VIN plates with both concealed and exposed rivets



INFORMATIONAL BULLETIN

TO: ALL DISTRICTS

DATE: OCTOBER 8, 1993

FROM : CORE AUTO THEFT

page 2

AMC

The V.I.N. on American Motors vehicles contains 13 digits.
The 2nd Digit from the left is the year.

Example: A7A087C149009

|
----- Year (1977)

The following is a list of year designations for your use:

1970	0	1975	5
1971	1	1976	6
1972	2	1977	7
1973	3	1978	8
1974	4	1979	9

The letters I, O, Q and U not used after 1980 in V.I.N.'s These letters could be confused with the numbers 1 and 0.

If you require any assistance with an investigation, a 24 hr on-call Core Auto Theft detective can be contacted through Communications. There is also a recording message line at the TX 327-2695.

VEHICLE MARKINGS

Application: Each passenger motor vehicle, multipurpose passenger vehicle (MPV) and light-duty truck (LDT) subject to this standard must have an identifying number affixed or scribed on each of the parts specified below, unless:

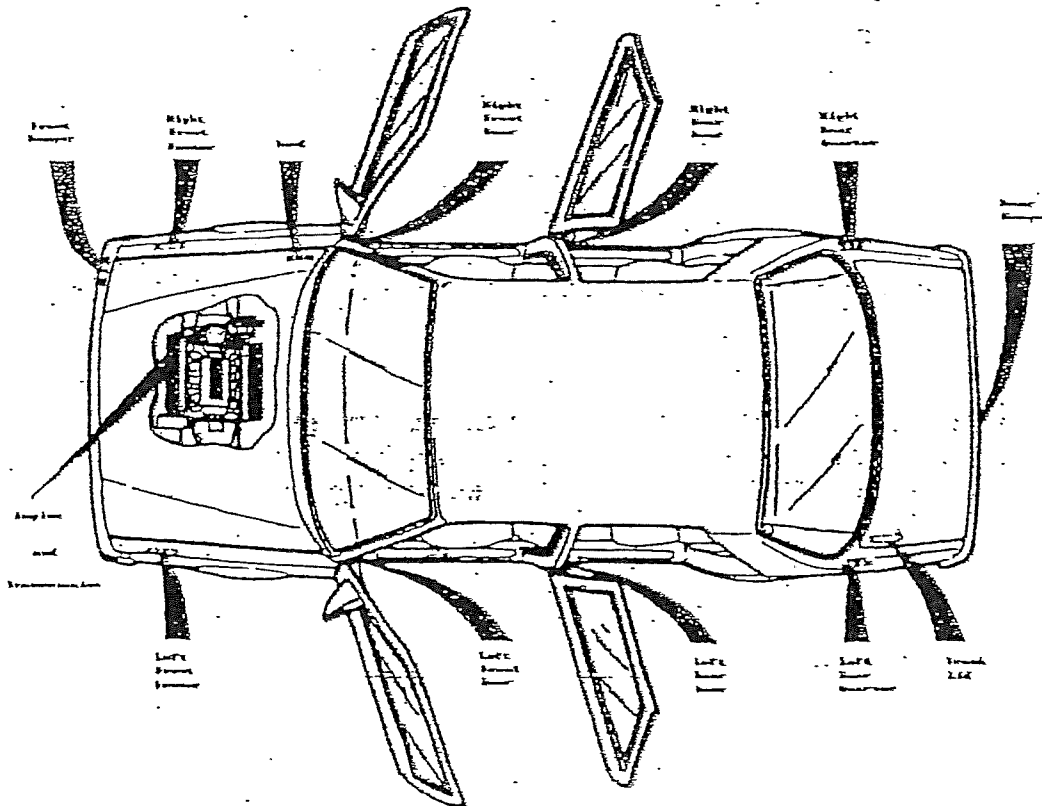
1. the line ceases to be manufactured;
2. a black box exemption is applied for and is granted in part or whole by NHTSA.

The standard applies to both major parts of new vehicles designated as high theft lines and replacement parts for those vehicle lines.

Derivatives: The full VIN must be used to identify all covered major parts except that manufacturers who were utilizing a derivative of the VIN of at least eight (8) characters to identify engines and transmissions as of October 24, 1984 may continue to use the VIN derivative for engines and transmissions.

PARTS TO BE NUMBERED:

- | | |
|------------------------------|--|
| 1 Engine. | 11-12 Both bumpers. |
| 2 Transmission. | 13-14 Both rear quarter panels. (passenger vehicles only) |
| 3-4 Both front fenders. | 15-16 Both side assembly (MPV). |
| 5 Hood. | 17 Pickup box, and/or cargo box (LDT). |
| 6-7 Both front doors. | 18 Rear door(s) (both doors in case of double doors), decklid, tailgate, hatchback (whichever is present). |
| 8-9 Both rear doors. | |
| 10 Sliding or cargo door(s). | |



Indiana Law Enforcement Academy

Physical Education For Basic ILEA Students

Lt. Tom Moore

Why Officers need to be Fit?

- Common physical essential job tasks:
- Searching
- Arresting and Detaining suspects
- Lifting, carrying, pushing, pulling objects and people
- Restraining suspects (Use of Force)

Why Officers need to be Fit?

- Pursuing suspects (both short and long distances)
- Controlling crowds
- Climbing stairs and elevated surfaces
- Using hands and feet for self defense

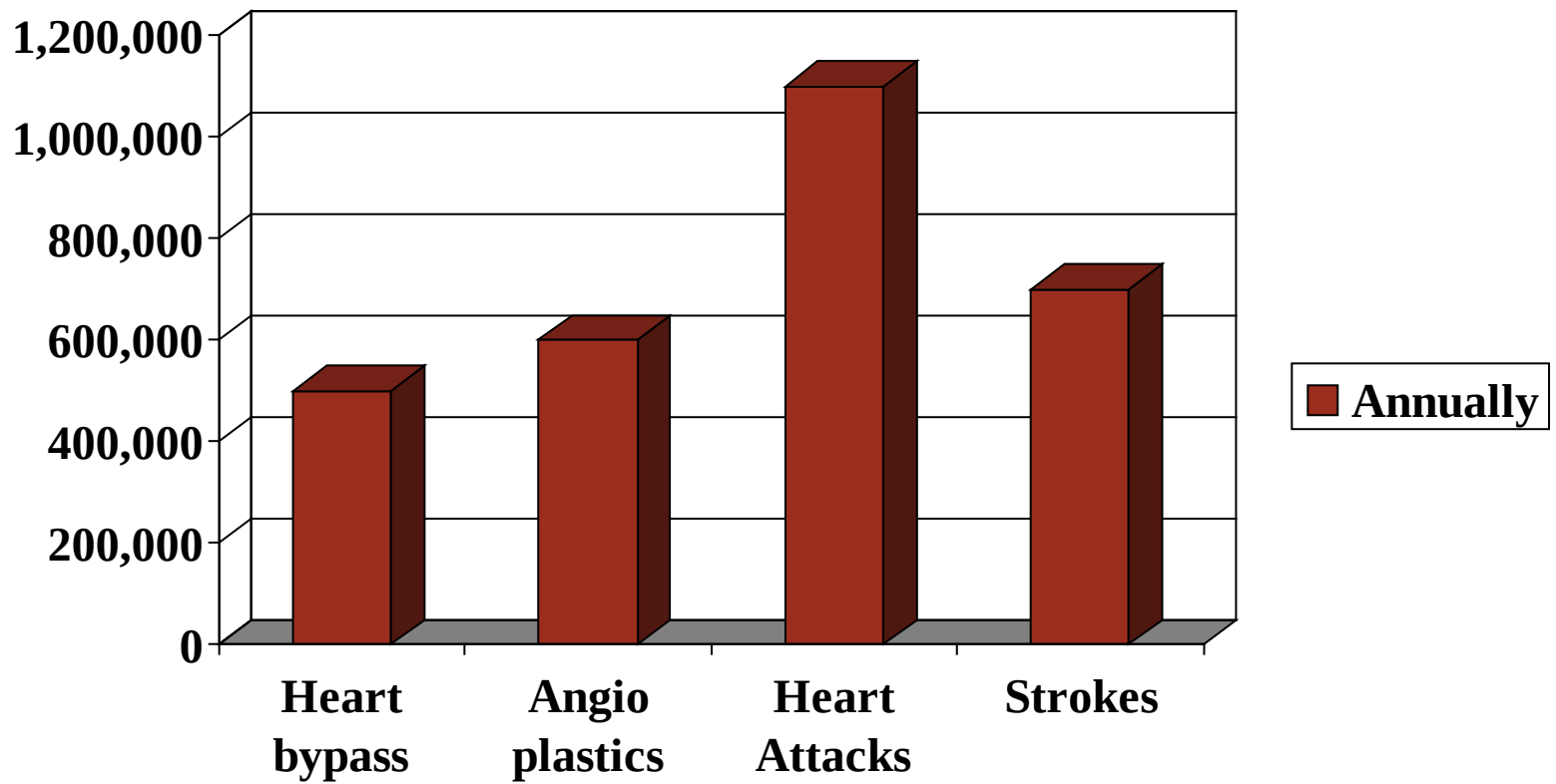
Professional Image

- Part of an Officer's effectiveness is based on the image he/she presents.
- The public judges officers' by their physical appearance.

Officers' Fitness & Health

- Studies show officers' are less fit in most areas than 1/2 of all Americans
- Don't the physical demands of L.E. indicate that officers' need to be more fit than the average person?

Statistics on Lifestyle related Diseases in U.S.



Ethical/Legal Responsibilities

- Life expectancy of Police Officer?
- Lost right to be out of shape
- Agencies civilly liable for Officers' capabilities

Cardiovascular Disease

- **Cardiovascular Disease** – Affects heart and/or circulatory system. The leading cause of death in U.S., 1 million deaths annually.

Cardiovascular Disease

- **Coronary Heart Disease** – Build-up of fatty plaque in the coronary arteries.
- Plaque ruptures followed by clot formation which leads to heart attack.

Cardiovascular Disease

- **Cerebrovascular Disease** – Build-up of fatty plaque in the arteries leading to the brain.
- Leads to a stroke

Cardiovascular Disease

- **Congestive Heart Failure** – A gradual failure of the heart muscle to pump as much blood as it receives.
- Leads to fluid build-up around the heart and lungs ultimately causing death.

Coronary Heart Disease

Coronary Risk Factors – Behaviors that predict the development of Coronary Heart Disease

Major Risk Factors

- **Abnormal Blood Cholesterol**
- Cholesterol is important for formation of cell membranes
- Produced in liver and obtained through diet
- High Density Lipoprotein (HDL) = “good cholesterol”
- Low Density Lipoprotein (LDL) = “bad cholesterol”

Abnormal Blood Cholesterol

- LDL (bad cholesterol) – damages arteries, major component found in plaque.
- < 129 mg desirable

Abnormal Blood Cholesterol

- HDL (good cholesterol) – helps take LDL away from arteries to the liver for breakdown and removal.
- The higher the HDL number /the better
- 60 mg or $>$ is desirable
- <200 mg desirable
- >240 mg high
- Factors influencing: genetics, diet, physical activity, stress and age.

Major Risk Factors

- **Hypertension (High Blood Pressure)** – pressure exerted on artery walls by blood during contraction and relaxation of the heart.
- Approx 58 million Americans affected: 29% of population
- No symptoms, “silent killer”

High Blood Pressure

- High Blood Pressure damages the lining of arteries, leading to plaque development.
- 140/90 140 = systolic – heart when pumping 90 = diastolic – heart at rest
- Causes – excessive sodium, obesity, sedentary lifestyle, genetics, stress and smoking.

Major Risk Factors

- **Smoking**
- Responsible for 430,000 deaths annually in U.S.
- Damages artery walls leading to plaque
- Decrease the HDL (good cholesterol)
- 1 pack a day = 2X risk of heart attack, 3X risk of stroke, 6X risk of aneurysm
- 21% of Indiana residents are smokers. National average is 15%
- **Lung cancer is the most common cancer**

Major Risk Factors

- **Diabetes** – Glucose/sugar in the blood >125 mg – fasting
- 18 million Americans affected – many unaware
- 2 types: Type #1 = Insulin injections required for survival. 5-10% Type #2 = Insulin not required, 90-95%. Obesity, sedentary lifestyle and genetics.
- **Americans diagnosed with Diabetes:**
- 1980 – 5.6 million
- 2000 – 11.1 million
- 2006 – 16.8 million
- 2012 – 29.1 million
- **How many are unaware???????**

Major Risk Factors

- **Family History** – Strong genetic link to heart disease.
- Male blood relative with history of heart attack, bypass or death prior to age 55 or female prior to age 65.

Major Risk Factors

- **Sedentary Lifestyle**
- Computers, T.V., PlayStation/X-Box, fast food drive thrus
- Parents not letting their kids play outside due to increasing dangers
- Recommend 30 minutes or more of moderate exercise per day.
- As fitness goes up, risk factors go down.

Major Risk Factors

- **Obesity** – 64.5% of American adults are classified as overweight.
- Body Mass Index (BMI) = $\text{weight} \times 703 / (\text{height in inches})^2$
- Being overweight increases cholesterol, blood pressure, sugar levels leading to diabetes.
- BMI between 25-29.9 = overweight
- >30 = Obese

Major Risk Factors

- Nearly 50% of Law Enforcement Officers will die from Heart Disease within 5 years of retirement.
- Statistically Officers' are 25 times more likely to die from Heart Cardiovascular Disease than from action of a suspect.

Risk Factors

**All Risk Factors can be influenced to a certain degree
except Family History.**

Nutrition

Link between nutrition and the following: **Cardiovascular disease, hypertension, diabetes, obesity, cancer.**

Nutrition

- 64.5% American adults overweight
- How do we get fat?
- Intake vs. Expenditure

Nutrition

Calories come from **carbohydrates, protein** and **fat**.

Nutrition

- **Carbohydrate** – Primary function is to provide energy to the body = fuel source.
- **Simple carbohydrate** – These foods are often referred to as empty calorie foods: soda, sports drinks, candy, cookies.
- **Complex carbohydrate** – High nutrient density. Provide fiber, vitamins and minerals: grains, rice, pasta, vegetables, potatoes and fruits.

Nutrition

- Carbohydrates are found in 2 forms within the body:
- Bloodstream – sugar (glucose)
- Muscle/liver - glycogen

Nutrition

- Each gram of carbohydrate contains 4 calories. Ex. 1 medium potato = 25 grams/carbs X 4 = 100 calories
- Carbohydrates should comprise 45-60% of daily calories.....constantly changing

Nutrition

- **Protein** – Large complex molecules made up of building blocks called Amino Acids.
- Functions: Synthesis of new tissue, plasma and hormones.
*Minor source of energy.
- Sources: Fish, poultry, beef, eggs

Nutrition

- Like carbohydrates, each gram of protein = 4 calories.
- Recommended that protein comprise 10-35% of daily calories.....constantly changing

Nutrition

- **Fat** – Fats have many important functions and are an essential nutrient to the body.
- People consume diets that are too high in fat.
- Function of fat: Most abundant energy source available to our body especially during exercise.

Function of Fat

- Fats insulate the body against heat loss and protect/ cushion vital organs.
- Fats necessary in the absorption and transportation of many vitamins.

Types of Fat

- **Saturated Fat** – Beef, pork, butter, whole milk, cheese
- **Hydrogenated Fat** – Fried fast foods, baked goods, margarines
- Each gram of fat contains 9 calories
- Recommended that no more than 10-30% of daily calories consist of fats.....constantly changing
- Eating good fats do not make you fat. Nuts, seeds, olive oil.

Strategies for Reducing Fat

- Select lean cuts of beef, pork and limit portions
- Reduce butter and margarine
- Reduce consumption of fried fast food
- Reduce pastry and other baked goods
- Reduce whole milk dairy products
- Remove skin from chicken, white meat

Hydration

- Sweat is 99% water
- Blood is 90% water
- Muscle Mass is 75% water
 - When the body loses fluid, functions are adversely affected including muscle function
 - Blood volume drops – heart must work harder to pump oxygen and nutrients to muscles
 - Body has difficulty cooling itself...core temp rises

Hydration

- 1% of being in a dehydrated state can impact athletic performance by 10%.
- If you do not drink enough water your muscles will not work or recover properly.
- How much water should you be drinking daily regardless of your fitness level?????????
- Caffeine is not that significant.....

ILEA



Emergency Vehicle Operations

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Preface

This manual has been prepared to serve as a source of information for police officers enrolled in the emergency vehicle operator's course. It is designed to be a resource in fulfilling the need for professional driving knowledge among law enforcement officers, as well as to reduce motor vehicle accident frequency by improving the officer's attitude and skills. It is hoped that this manual will provide the officer with a better understanding of the aspects of law enforcement driving, the legal ramifications, the vehicle capacities, and most importantly, the individual skills necessary to safely operate an emergency vehicle.

Many sources of information have been used in producing this manual. Consequently, it is a refined product of the many experienced and dedicated minds of leading individuals in the field of driver education and police administration.

The value of a good driver education program has long been recognized. It is with this in mind that every effort is being made to conduct a training course that will aid in the reduction of departmental vehicle accidents and assist officers in presenting an example of true professionalism behind the wheel.

ILEA DRIVING RANGE (EVOC) PROCEDURES, RULES, AND REGULATIONS

1. All students will conduct themselves in a professional, orderly manner, displaying conduct becoming to law enforcement personnel.
2. NO student is to leave his or her assigned group for any reason without direct authorization from an instructor.
3. Breaks from class will be taken in designated areas only.
4. NO weapons or ammunition will be allowed on the driving range at any time.
5. NO personal items, including books, are permitted in vehicles
6. There will be no smoking or chewing tobacco on the range or in the vehicles by students.
7. There will be NO DRIVING on the range except for scheduled classes or by direct approval of the range coordinator.
8. ALL students will wear safety belts when in the vehicles. Helmets must be worn by students unless otherwise directed by the range coordinator.
9. At no time will a student project hands, arms, or head, or other objects from a moving vehicle.
10. All vehicle's windows should either be completely opened or closed. Windows partially opened will only be permitted when directed by range coordinator.
11. At no time will a student use excessive speed on the driving range.

Management of Emergency Driving Operational Risk

**INDIANA LAW ENFORCEMENT ACADEMY
LESSON PLAN**

Course Level: Basic X In-Service X Supervision Management Specialized

Lesson No Title: Laws and Liabilities-Risk Management Hrs. Required: 2 of 2

Scope of Lesson Coverage: The student will understand why discipline is necessary in the driving of an emergency vehicle during an emergency response. The student will understand that due regard must be exercised while driving and which actions may result in liability for themselves and their department.

Specific Objectives:

1. Given a lecture students will identify what constitutes an emergency.
 2. Given a lecture students will identify the three types of liabilities.
 3. Given a lecture students will identify how an emergency response is legally performed.
 4. Given a lecture students will identify the three defined situations that are considered an emergency in the State of Indiana IC Code Manual.
 5. Given a lecture students will define the phrase "Due Regard" in reference to the officer's operation of an emergency vehicle during an emergency run.
 6. Given a lecture students will identify the three types of driving law enforcement officers perform that pose a liability situation.
 7. Given a lecture student will identify the proper procedures used on an emergency run in various situations.
 8. Given a lecture students will be able to provide the definition of "Emergency" according to Indiana State Courts.
 9. Given a lecture students will be able to provide the definition of "Negligence."
 10. Given a lecture students will be able to provide the definition and interpretation of the 4th Amendment as it relates to emergency vehicle operations.
 11. Given a lecture students will be able to provide the definition and interpretation of the 14th Amendment as it relates to emergency vehicle operations.
 12. Given a lecture students will identify what constitutes policy-created duties.
 13. Given a lecture students will be able to provide the definition for "Risk Management."
 14. Given a lecture students will be able to identify the means for reducing liability during all types of law enforcement driving.
-

Training Aids, equipment, etc., required:

Material for issue: ILEA Driver Training Manual

References: ILEA Driver Training Manual

Law Enforcement Driver Training Reference Guide, 2000

Prepared by: Lt. Nick Schiavarelli

Date: 06/17

ILEA/180

Emergency Vehicle Operations Laws and Liabilities

INTRODUCTION

All traffic laws that govern the general public apply with equal force to on-duty law enforcement officers in non-emergency driving. NO state gives its law enforcement officers authority to disregard all traffic laws in performing emergency services.

CONTENT

Non-emergency driving is all law enforcement driving that does not comply with the provisions of emergency exemption statutes. Typical emergency exemptions statutes have two (2) primary requirements: (1) warning lights and/or siren must be activated; and (2) the officer must be engaged in enforcing the law. If warning devices are not activated, or if the officer is not enforcing the law, the emergency exemption statute does not protect the officer.

Negligence is the failure of duty or obligation, recognized by law, requiring the law enforcement officer to conform his or her conduct to the standard, which a reasonable law enforcement officer would have conformed to under the same or similar circumstances. A failure on the person's part to conform to the standard is a breach of duty.

1. CIVIL LAWSUITS MAY ARISE IN ONE OF THE FOLLOWING

- a. Non-emergency mode.
- b. Emergency mode.
- c. Intentional act in pursuit mode.
- d. Agency's failure to provide adequate training.

YOU will be held responsible for YOUR actions

2. BASIS FOR LIABILITY

- a. Can be brought in State or Federal court.
- b. Actions: brought in a State court are considered "Tort" violations
- c. Actions brought in a Federal court are considered "Constitutional" violations (Title 42, Section 1983 of US Code)
- d. In either case, plaintiff, MUST establish responsibility on the part of the emergency vehicle operator or the police agency.

3. STATE TORT ACTIONS

- a. Typically based on an allegation of negligence.
- b. State tort actions do not necessarily involved violations of Federal Constitutional rights.
- c. Tort-Private or civil wrong against a person for which a court may award money.
- d. Negligence most common allegation.
- e. Plaintiff will try to prove you were responsible for their injury or a survivor of a deceased individual will try to be compensated through damages.

4. NEGLIGENCE IN EMERGENCY VEHICLE OPERATIONS

- a. In EVO, negligence generally arises from one of the following:

- (1) Violation of State Statutes
- (2) Violation of Department Policy
- (3) Violation of General Duty to drive with Due Regard

The term "duty" means that there was some degree of real obligation to behave in a particular fashion towards the person(s) who were injured.

5. TYPES OF LIABILITY

- a. Direct Liability
- b. Vicarious Liability
- c. Municipal Liability
- d. Definitions

(1) Direct Liability

- (a) Based on Canton vs. Harris in 1989
- (b) Officer's negligence or intentional wrongdoing directly caused the injuries to the person(s) involved.
- (c) All based on "What is reasonable?"

Reasonable-Definition: 1. able to reason 2. Amendable to reason; just
3. using or showing sound judgment; sensible 4. A) not extreme, immoderate, or excessive B) not expensive-Synonym. See RATIONAL

(2) Vicarious Liability

- (a) Someone else is held responsible for the action(s) of another
- (b) A supervisor or another officer cannot, with impunity, allow a subordinate, to whom a duty of supervision is owed, to commit constitutional violations or take part in the unconstitutional behavior either through direct participation or ratification. This includes, but not limited to the following:
 - (i) Supervisors
 - (ii) Senior officers
 - (iii) Training officers
 - (iv) Driving instructors
 - (v) Firearms instructors

(3) Municipal Liability

- (a) Not the mere employment of an officer will necessitate this liability
- (b) MUST show that a policy of the municipality was the moving force behind the injury by:
 - Show inadequate or lack of training
 - Flawed policies
 - Show no real guidelines

6. NEGLIGENCE

- a. Simple - failure to conform your conduct to a reasonable standard
- b. Gross - you "should have" known that an injury was likely to occur
- c. Reckless Behavior - above and beyond "Gross negligence" but not the next level
- d. Willful Misconduct - conscious decision to engage if YOU knew your behavior was wrong but continued anyway
- e. Deliberate Indifference - substantial due process violation
- f. Shock the Conscious - life, liberty, or property has been deprived

7. 4Th AND 14th AMENDMENTS

The Fourth Amendment to the United States Constitution prohibits unreasonable searches and seizures. For emergency vehicle operation purposes, only concentrate on claims for unreasonable "seizures." This claim has typically been brought by a "suspect" who has fled law enforcement and suffered an injury.

The Fourteenth Amendment states "No State shall deprive any person of life, liberty, or property without due process of the law" This claim has typically been brought by innocent third parties that were injured or survivors of killed individuals arising from emergency response or pursuit situations by either a fleeing suspect or law enforcement vehicle(s).

8. DUTIES REGARDING EMERGENCY RESPONSE

The concept of protecting oneself by taking appropriate precautionary steps before embarking on a potentially hazardous undertaking is neither novel nor earthshaking, it is a common sense proposition. Most of us would agree that the better we prepare ourselves for a likely adverse eventuality, the better we will be able to deal with it should it occur. In its most basic form, this is an operating definition of the concept known as risk management. The goal of effective risk management is to accurately and prospectively identify potential hazards prior to their occurrence, and to put into place reasonable and cost-effective protective measures which will prevent the hazards from becoming actual occurrences.

a. What requires our officers to drive with due regard for the safety of others on the roadway?

(1) State Statutes

- (a) Responding to an emergency call
- (b) In the pursuit of an actual or suspected violator of the law
- (c) Responding to, but not returning from, a fire alarm.

(2) Agency Policy

(3) Constitutional Provisions

- (a) 4th Amendment
- (b) 14th Amendment.

Authorized driving procedures for person(s) driving an authorized emergency vehicle does not do the following:

- (1) Relieve that person who drives an authorized emergency vehicle from the duty to drive with due regard for the safety of all persons operating on the roadway or
- (2) Protect that person who drives an authorized emergency vehicle from the consequences of that person's reckless disregard for the safety of others.

9 WHAT IS AN EMERGENCY

An emergency, by State definition must have one of the following:

- (1) If there is high probability of death or serious bodily injury or
- (2) If there is high probability of significant or substantial property damage

SUMMARY

State emergency exemption provisions offer authorized emergency vehicles driver's limited exemptions from ordinary traffic laws. To enjoy these exemptions, law enforcement officers engaged in emergency driving must comply with the warning device requirements.

Moreover even when complying with the warning device requirement, law enforcement officers engaged in emergency driving must still exercise due regard for the safety of others. Consequently, law enforcement officers engaged in emergency driving must become familiar with the requirements of their agency's policies regarding emergency calls and pursuits. Significantly, violation of agency policy may be considered evidence of negligence.

Legal Aspects of Law Enforcement Driving

Case One: The Inattentive Traffic Officer.

CITY OF WAKARUSA v. HOLDEMAN, 582 N.E.2d 802 (Indiana Sup.Ct. 1991)

Officer A was checking for invalid registration in an area where he recently cited a number of motorists for invalid registration. As he drove along a city street at 35 mph; Officer A looked in his outside driver's side mirror to check on cars as they passed in the opposite direction. Officer A did not notice that traffic in his travel lane had stopped until it was too late. He hit the rear of the car ahead of him.

The driver of the damaged car brought a civil law suit against Officer A and the City that employed him. The law suit alleged negligence - failure to use reasonable care under the circumstances. Under a rule of tort law called vicarious liability, an employer is also liable if an employee is negligent and causes the injury while working within the course and scope of employment. Both the city and Officer A would be liable if Officer A failed to use reasonable care while on patrol.

The Supreme Court of Indiana said:

"It is undisputed that a person operating a motor vehicle on a public roadway has a duty to operate such vehicle with reasonable care. A question of fact exists as to whether or not Officer A exercised such care under the circumstances."

The Indiana Supreme Court rejected Officer A's claim he was immune from a negligence law suit because he was on-duty and engaged in the enforcement of the criminal law at the time of the accident. The Indiana immunity statute is restricted to arrest activities, not general law enforcement activities like traffic patrol. The immunities statute does not prevent liability for "willful and wanton" negligence, or a possible jury verdict in this case.

Case Two: The Negligent Transportation Officer

AIKENS v. MORRIS, 145 Ill.2d 273, 583 N.E.2d 487 (1991)

A city officer in Illinois was transporting a prisoner from a neighboring town to a detention facility in his city. The officer was not in a hurry and was not using warning lights or sirens. The officer's car collided at an intersection with a car being driven by a lady who later filed a negligence law suit.

The officer claimed he was protected from civil liability under the terms of the Illinois immunity statute for governmental activity. Transporting a prisoner was an essential part of law enforcement activity and should be covered by governmental immunity, the officer claimed.

The Illinois Supreme Court rejected the officer's claim of immunity. The court noted the officer was not in an emergency since he did not activate warning lights or siren. The officer testified he was in "no hurry."

The Illinois immunity statute does not protect officers from negligent driving while transporting a prisoner. The statute prevents negligence liability only for conduct in the execution of enforcement of the law, which does not include transporting prisoners.

AGENCY POLICY

Many law enforcement agencies have standard policy manuals covering emergency and non-emergency driving. A typical written policy on non-emergency driving may require officers to obey all traffic laws and drive with due care at all times unless otherwise authorized by law or other provisions in the policy.

The written policy of an agency is a statement of rules set by the employer to guide officers in the performance of duty. Sometimes a rule in agency policy incorporates a rule of law. Some policy rules have nothing to do with rules of law. Many agencies have a policy rule prohibiting speeds over 15 mph above the posted speed limit while driving to the scene of a call. Speed exemption statutes prohibit unsafe speeds, but do not specify a maximum speed limit for emergency driving. Driving 16 mph in excess of the speed limit may violate agency policy but is not a violation of state law.

Violation of agency policy can lead to disciplinary action, including job loss. Even if state law is not violated, a violation of agency policy in many agencies is insubordination – failure to obey orders. Officers have been fired for violating policy related to emergency and non-emergency driving. Disciplinary action may be taken for violating agency policy even though the officer was not charged or convicted of violating state or local traffic law.

Even though agency policy is not law, a violation of agency policy may be evidence of negligence in a civil or criminal trial. Agency policy sets a standard of due care which a jury is entitled to consider. An injured party bringing a law suit will argue the officer's violation of agency policy shows a disregard for the safety of the public.

On the other side, the officer may try to minimize a violation of policy by offering evidence that many other officers violated the same policy on a regular basis without suffering any disciplinary action. Essentially, the officer claims the written policy is not followed in the field. That effort is not always successful. Agency written policy is powerful evidence in court if it appears an officer ignored it with disastrous consequences.

Case Three: Three Fatalities at an Intersection

STATE v. FLAHERTY, 55 N.C. App. 14, 284 S.E.2d 565 (1981)

A Charlotte N.C. officer responding to an “assist officer” call collided with a car at an intersection, killing three of the four occupants. The officer testified he was going 45 to 50 mph and had a green light as he approached an intersection. Other witnesses estimated his speed at 60 to 70 mph and said the officer had a red light on his travel lane.

The posted limit at the intersection was 35 mph. The Charlotte Police Department had a General Order prohibiting speeds more than 10 mph over the limit. The officer testified that officers routinely ignored this 10 mph speed cap when going to assist another officer. North Carolina's emergency exemption statute for speed did not have a maximum speed limit but did require officers to drive with due regard for the safety of others.

The officer was convicted of involuntary manslaughter and sentenced to three years in prison. The Court of Appeals reversed the conviction and ordered a new trial because of an error in the jury instructions. To be guilty, the officer's driving must be in reckless disregard of the consequences, a higher standard than simple negligence. At trial after remand, the jury may conclude the officer was guilty of involuntary manslaughter even with a correct instruction on the law.

(After remand for a new trial, the officer pled guilty in exchange for a probated sentence instead of imprisonment.)

Usually agency policy restricts officers in the exercise of authority given by state law. But occasionally agency policy fails to consider the requirements of state law. In many states, emergency warning equipment must be activated to claim the emergency exemption from speed or right-of-way laws. Agency policy that authorizes speeding over the limit without activating required emergency equipment cannot justify a violation of the statute. A policy of responding to a robbery in progress without activating emergency equipment violates traffic laws and may expose the agency and officer to liability.

Case Four: Silent Run Policy Violates the Law

BROWN v. KREUSER, 38 Colo. App: 554, 560 P.2d.105 (Colo. Ct. App. 1977)

Officer A was dispatched to a robbery in progress. Although the officer was exceeding the speed limit, he did not activate warning lights or siren. A lady pulled out of a parking lot and made a left turn across the officer's travel lane. The officer collided with the lady, who sued for damages.

At trial, the lady claimed she saw Officer A's car but did not realize he was driving so fast since none of his emergency equipment was operating.

A departmental policy required officers to drive without activating warning lights or siren in responding to a crime in progress. Officer A tried to get the silent run policy admitted into evidence at his civil liability trial but the trial court refused to allow its admission.

On appeal following a jury verdict for the lady, the officer claimed the trial court committed reversible error when it refused to permit the jury to consider the silent run policy. The Colorado Court of Appeals affirmed the trial court's exclusion of the silent run policy and allowed the jury verdict to stand.

The court said:

“Exclusion of this testimony was not error as such a policy could not supersede either the city traffic ordinance or state statutes. Since (the officer) was not using his lights and siren, ... he was subject to all the same traffic provisions as all other drivers... and his reasons for exceeding the speed limit were immaterial with respect to the issue of negligence.”

SUMMARY

All traffic laws that govern the general public apply with equal force to on-duty law enforcement officers in non-emergency driving. NO state gives its law enforcement officers authority to disregard all traffic laws in performing emergency services. Typical emergency exemption statutes have two primary requirements: (1) warning lights and/or a siren must be activated and (2) the officer must be engaged in enforcing the law. If warning devices are not activated, or if the officer is not enforcing the law, the emergency exemption statute does not protect an officer from civil liability.

Identify statutory law, case law, agency policy, and principles of liability governing emergency driving.

Emergency Driving Under State Law

INTRODUCTION

All states give officers a limited exemption from certain traffic laws for emergency driving. This exemption recognizes the social importance of rapid response and apprehension of fleeing criminals. Any driving at high-speeds and contrary to normal rules of the road carries a risk of injury to others. That risk of injury is weighed against the need for quick response and arrest of violators. Emergency exemption statutes reflect this balancing of competing social needs: safety on public roadways balanced against protecting against criminals.

EMERGENCY EXEMPTION STATUTES

Pursuit of a violator and going to the scene of an emergency are the two categories of emergency driving most common to law enforcement. Important differences exist for each category, but state statutory law usually covers both categories in a single emergency exemption statute. A typical emergency exemption statute is patterned after §11-106 of the Uniform Vehicle Code and has these features:

1. The vehicle must be an authorized emergency vehicle equipped with specified warning lights and siren. Law enforcement vehicles often are given the exclusive right to display colored lights, but many states specify red lights for fire, rescue, ambulance, and law enforcement vehicles.
2. To claim the exemption, the authorized emergency vehicle must be responding to an emergency call or in pursuit of an actual or suspected violator of the law.
3. The exemption may allow the authorized emergency vehicle to park or stand, exceed speed limits, proceed past red traffic signals and stop signs, and disregard rules governing direction of travel or turning.
4. The exemption applies only if required warning devices are being operated. Depending on the state, the required warning devices may be BOTH warning lights and a siren, or warning lights but not a siren, or a siren but not warning lights. In a few states, the speed exemption does not require either warning lights or a siren, but the right-of-way exemption requires activation of both warning lights and a siren.
5. Nearly all emergency exemption statutes provide for a "*duty to drive with due regard for the safety of others,*" and many of the statutes go on to deny protection from the consequences of a reckless disregard for the safety of others. In many states, the statute grants the privilege to disregard speed limits but "*so long as the driver does not endanger life or property,*" and grants the privilege to proceed past red traffic lights and stop signals, "*but only after slowing down as necessary for safe operation.*"

Two conditions found in a typical state emergency exemption statute are critically important for law enforcement drivers:

1. Failure to activate required warning devices - warning lights and/or a siren - often disqualifies an officer from the exemption.
2. Even if required warning devices are activated, driving that disregards a clear danger to the safety of others may subject the officer to liability.

WARNING DEVICES

State emergency exemption statutes differ on the warning devices required during law enforcement emergency driving. Some states, like Alabama and New York, require both warning lights and a siren. Other states, such as Arizona and Connecticut, require activation of a siren but not warning lights. And still other states, such as Illinois and Indiana, require activation of either warning lights or a siren. Finally, a few states, such as North Carolina, require one or both for claiming the right-of-way at intersections but do not require either lights or a siren for the speed limit exemption. A listing of emergency exemption provisions for the 50 states and the District of Columbia appears in **Appendex A**.

For those states requiring some form of warning devices, failure to activate the requisite warning devices may cause the officer to lose the protection of the emergency exemption statute.

Case Twelve: Responding to Call Without Lights or Siren

MATTERA v. AVIS RENT A CAR SYSTEM, INC., 245 A.D.2d 274, 665 N.Y.S.2d 94 (N.Y. App. Div. 1997).

“Two New York detectives were responding to the scene of a buy-and-bust operation where a suspect was being held. The detective who was driving made a left turn and collided with an oncoming car. The driver of that car sustained personal injuries.

Observing that the record showed the detective was not operating lights or a siren at the time of the collision and that his car was unmarked, the-New York appellate court stated:

“On these facts, the privilege afforded to operators of authorized emergency vehicles engaged in an emergency operation pursuant to Vehicle and Traffic Law §1104 is inapplicable ...this was not such an emergency operation.”

The court found the detective negligent as a matter of law.

See also *Williams v. Crook*, 741 So.2d 1074 (Ala. 1999) (holding that officer responding to domestic disturbance report loses immunity since he exceeded speed limit without complying with audible and visual signal requirements of state emergency exemption statute)

Case Thirteen: Passing Motorist Without Lights Or Siren

JOHNSON V. GONZALEZ, 223 Ga. App. 646,478 S.E.2d 410 (Ga Ct. App. 1996), cert. denied; 1997 Ga. LEXIS 322 (Ga. 1997).

While on routine patrol, a county police officer received an urgent "Code2" call to respond to a scene of domestic disturbance. The officer attempted to pass a motorist on the left as the motorist began making a left turn. The officer struck and injured the motorist. The motorist sued the county and the police officer, alleging that the officer was operating his vehicle with reckless disregard for the safety of others at the time of the collision. The Court of Appeals of Georgia departed from earlier appellate decisions which held that an officer's failure to use both lights and sirens when responding to calls did not amount to an act of reckless disregard. The court held:

“A jury must decide whether [the officer’s] decision to overtake [the motorist’s] vehicle, without activating his emergency lights or siren, was merely negligent or whether it constituted a reckless disregard for the safety of others.”

See also *Beatty v. Charles*, 936 S.W.2d 28 (Tex. Ct. App. 1996) (holding that jury must resolve factual dispute over whether officer ran red light without lights and siren while responding to request to assist shot officer). But see *Young v. Woodall*, 343 N.C. 459, 471 S.E.2d 357 (N.C. 1996) (holding evidence that officer exceeded speed limit and failed to activate lights and siren while in pursuit of vehicle with only one working headlight did not amount to gross negligence).

In those states requiring that emergency vehicles use both lights and sirens, courts typically find the use of one without the other does not meet the requirements of the state emergency exemption statute. In the next case, a St. Louis police officer loses the protection of the Missouri emergency vehicle statute, which requires both lights and a siren, when he activates his lights but fails to use his siren during an emergency run.

Case Fourteen: Running Red Light With Lights But No Siren

MCGUCKIN v. CITY OF ST. LOUIS, 910 S.W.2d 842 (Mo. Ct. App. 1995).

Responding to an emergency call, St. Louis police officer proceeded through an intersection with the intention of making a left turn when he struck a motorist driving through the intersection. The motorist sustained multiple injuries and sued.

At trial, the motorist's evidence showed that the officer proceeded through an intersection against a red light with his emergency lights flashing but without any siren sounding. The officer, on the other hand, claimed that he had both lights and sirens activated and that he proceeded through the intersection with a green light. The jury returned a verdict for the motorist, and the St. Louis board of police commissioners appealed.

The Missouri Court of Appeals examined the Missouri emergency vehicle statute and found that “an emergency vehicle can proceed past a red stop signal, after slowing as may be necessary to ensure safety; while operating both its flashing lights and its audible signal.” The court further stated:

“The statute thus places limitation an officer's ability to operate his vehicle in whatever manner he deems necessary, as it requires he use both light and siren before he can disregard traffic rules that bind all drivers ... Once an officer complies with those two mandates, he brings himself under the protective umbrella of the statute and can then exercise his judgment in responding to the situation as the circumstances may warrant. However, until an officer is in compliance with the statute, he is bound by the same rules of the road as other drivers, and is afforded no special immunity for negligent acts or omissions committed by him.”

The court held that, in finding for the motorist, the jury believed the evidence showing the officer proceeded through a red traffic signal without the use of his audible signal. Therefore, the officer was not protected by the exemptions of the emergency vehicle statute, and the motorist properly recovered against the board of police commissioners.

See also *Bradshaw v. City of Metropolis*, 293 Ill. App. 3d 389, 688 N.E.2d 332 (Ill. App. Ct. 1997) (holding that officer responding to 9-1-1 call with lights but no siren may be liable for negligence); *Taylor v. City of Oklahoma City*, 914 P.2d 1073 (Okla. Ct. App. 1995) (holding that officer responding to emergency call with lights but possibly without a siren may be liable for negligence); *Berz v. Ohio Department of Highway Safety*, 66 Ohio Misc.2d 66, 643 N.E.2d 181 (Ohio Ct. CL 1992) (holding officer partially at fault for injuries to motorist struck by patrol car where officer turned on lights but not siren in high-speed response to collision).

States differ in how soon the officer engaged in an emergency run or pursuit needs to begin activating warning devices to be protected by the state emergency exemption statute. In the next case, the Alabama Supreme Court ruled that the exemption statute requiring operation of warning lights and siren also applies during the initial “catch-up” phase of a pursuit.

Case Fifteen: Fatality during Catch-Up

SMITH v: BRADFORD, 512 Sci.2d 50 (Ala. 19.87).

An Alabama officer struck and killed a 13-year-old child on a bicycle after the officer turned around and sped up to catch a violator in the opposite travel lane. The officer was not operating warning lights or a siren at the time of the collision.

The estate of the deceased child brought a lawsuit against the officer on two counts: negligence and wantonness.

At trial, the officer was allowed to prove that he was trained by his agency to delay activating warning lights and a siren until the officer could read the violator's license plate. This “catch- up” policy was intended to reduce the likelihood a violator would try to flee upon seeing distant warning lights. The jury returned a verdict for the officer on both counts.

The child’s estate appealed to the Alabama Supreme Court, Claiming that the delay in activating the warning devices could not be justified by training or policy of the law enforcement agency.

The court agreed that Alabama statutory law on emergency driving was violated by not activating required audible and visual signals. The exemption from normal speed limits applies only if both warning lights and an audible signal are being used. Not activating this equipment could constitute wantonness. The child's estate argued that evidence of the catch-up policy was irrelevant to wantonness. The court agreed and ruled that the admission of the evidence was prejudicial:

"We fail to see how the evidence of ‘catch-up’ training or instruction could be at all relevant to this count of wantonness. The prejudice which can result from the admission of such evidence is obvious."

The court reversed the judgment of the trial court and remanded.

Similarly, an Ohio court held that an officer's "eleventh hour" activation of his cruiser's lights and siren was too late to be of any use in warning other motorists.

Case Sixteen: Eleventh Hour Activation of Lights and Siren

MCGUIRE v. LOVELL, 128 Ohio. App. 3d 473, 715 N.E.2d 587 (Ohio Ct. App. 1998), *discretionary appeal allowed*, 82 Ohio St. 3d 1482, 696 N.E.2d 1088 (Ohio 1998), appeal dismissed, 85 Ohio St. 3d 1216, 709 N.E.2d 841 (Ohio 1999).

While off duty and on the way to work, an Ohio officer overheard a dispatch on his police radio concerning a burglary in progress. The officer called dispatch and offered assistance. Even though dispatch did not answer, the officer considered himself on duty and responding to an emergency call

The officer proceeded to the scene of the burglary in progress. A few blocks before an intersection, the officer accelerated in speed and turned on his flashing lights and siren. Upon entering the intersection against a red light, the officer collided with a pickup truck. A passenger in the pickup truck brought a suit in negligence.

The Ohio Court of Appeals held that a jury must decide whether the officer was on an emergency call or not since there is a question as to whether the officer was actually called to duty. However, even if it is determined that the officer was engaged in an emergency call, there is a question of fact as to whether the officer's conduct in response to the emergency call was wanton or willful conduct. The court stated:

“Here, when viewing the evidence most strongly in favor of [the plaintiff], a trier of fact could conclude that [the officer’s] eleventh hour activation of his emergency lights and siren, just prior to entering the intersection, was too late to be of any use to [the plaintiff] or the other truck occupants. Though it appears undisputed that [the officer] did activate his warning devices; the circumstances under which they were employed could lead to different conclusion.”

However, some states such as Ohio do not always require activation of warning devices for the run or pursuit to be deemed an emergency. See *Moore v. City of Columbus*, 98 Ohio App. 3d 701, 649 NE.2d 850 (Ohio Ct. App. 1994), *discretionary appeal not allowed*, 72 Ohio St. 3d 1422, 648 N.R2d 514 (Ohio 1995) and *Hall-Pearson v. City of South Euclid*, 1998 Ohio App. LEXIS4796 (Ohio Ct. App. 1998). *Moore* is discussed in Objective 1.1. Moreover several states including Michigan and Texas have formally recognized the necessity for a silent run in certain emergency situations. For example the Michigan emergency exemption statute specifically allows an officer to retain the emergency exemption without sounding an audible signal “if the police vehicle is engaged in an emergency run in which silence is required.” Mich. Comp. Laws §257.603(5).

DUE REGARD/RECKLESS DISREGARD STANDARD

The state emergency exemption statutes impose a duty to drive with due regard for the safety of others and typically do not protect emergency drivers from the consequences of a reckless disregard of the safety of others. Even if warning lights and siren are operating, an officer cannot drive in a manner that unduly risks death or serious injury for others. Many factors directly influence the risk created by emergency driving, and these factors include:

1. Speed of vehicles
2. Traffic density
3. Weather conditions
4. Obstructions to vision
5. Road surface and design
6. Frequency of signaled street and highway intersections
7. Condition of emergency vehicle's brakes, steering, and suspension
8. Training and experience of the emergency driver

A pursuit that starts under reasonably safe conditions can become willfully reckless if speeds are too high, traffic density increases, major intersections are approached, and rain or snow begins to fall. A change in any one or more of these variables may change the reasonableness of the pursuit.

Even if lights and sirens are activated, excessive speed may create an undue risk of injury to the public, as the following two cases demonstrate.

Case Seventeen: Excessive Speed in Swerving to Exit Ramp ·

TUCKER v. TOWN OF BRANFORD, 1998 Conn. Super. LEXIS 1139 (Conn. Super. Ct. 1998):

An officer joined the pursuit of a fleeing stolen car and soon became the primary chase vehicle.

The dispatcher informed the chase vehicles that a weapon was involved and that the car was wanted for a shooting. Going eastbound on an interstate, the pursuit reached speeds of approximately 80 mph in the vicinity of Exit 58,

A motorist traveling eastbound in the right lane of the interstate saw the flashing lights of the police cars in her rearview mirror. Aware of her obligation to move as close as possible to the right-hand edge of the roadway, the motorist decided to enter Exit.58.

At this moment, the fleeing car was traveling in the left lane of the interstate in front of the officer. The fleeing car suddenly turned right in front of a tractor trailer to attempt to exit at Exit 58. The fleeing car struck the motorist in the gore area of Exit 58 before she could stop or exit. The motorist's vehicle spun out of control down the exit ramp and struck the metal guard of the breakdown lane.

Seconds later, the officer attempted to turn across the right lane of the interstate to pursue the fleeing car into Exit 58. Confronted with the dust and debris from the collision, the officer lost control of his vehicle and skidded into the breakdown lane; striking the motorist's vehicle. The impact of this collision caused the motorist's car to roll over an embankment, coming to rest upside down on its roof in an object of water. The motorist was rescued and subsequently brought suit against the officer and his employing town.

In his defense, the officer claimed that he was exempted from the motor vehicle statutes and regulations cited by the motorist because at the time of the collision he was operating an emergency vehicle with its

lights and siren activated in compliance with the state emergency vehicle statute. In ruling for the motorist, the Superior Court of Connecticut stated:

“... [the officer] was traveling at approximately 80 miles per hour, entering a ramp, which was limited to a 25 mile per hour entry speed ... [The officer] was authorized to exceed the speed limit imposed by law only so long as he did not endanger life or property before so doing ...Due regard for the safety of all persons was required of him by [the state emergency exemption statute]. The officer was negligent in that he failed to keep and maintain a proper lookout with regard to his speed and with regard to the weather, traffic and road conditions there obtaining. The officer was also negligent in that his speed exceeded the speed which a reasonably prudent police officer engaged in a high speed chase would have maintained in making such a sudden turn across traffic.”

See also *City of Worthington v. O'Dea*, 115 Ohio App. 375, 185 N.E.2d 323 (Ohio Ct. App. 1962) (holding officer's speed of 65 mph in approaching flashing yellow light to be excessive and beyond reasonable control).

Case Eighteen: Excessive Speed In Responding To Alarm

KAPLAN v. LLOYDS INS. CO., 479 So.2d 961 (La. Ct. App. 1985).

A deputy received a radio call informing him that a silent alarm had gone off at a local nightclub. Another sheriff's department unit had already been dispatched as the primary unit, and the deputy was to be the backup. The dispatcher ordered him to proceed to the nightclub under "Code 2" which required the use of flashing lights with only intermittent use of the siren.

Traveling at a high rate of speed, the deputy spotted plaintiff's car stopped in the turn lane across an approaching interstation. When plaintiff began to turn out of the center line, the deputy applied his brakes but the speed of his patrol car prevented him from braking in time. The plaintiff sued the deputy, the sheriff's department, and the department's insurer.

At trial, the deputy testified that he was traveling between 50 and 60 mph. However, a credible eyewitness testified that the deputy was traveling in excess of 75 mph right before the collision. The posted speed limit on that street where the collision occurred is 40 mph, and the sheriff's department's own policy does not allow the operation of a patrol car at more than 20 mph above the posted speed limit.

The Louisiana Court of Appeals held that the deputy breached his duty to drive his patrol car with due regard for the safety of others by "driving at an excessive rate of speed even for an emergency vehicle responding to an emergency call."

Even in criminal cases where the state emergency exemption statute is not specifically at issue, excessive speed during a fatal pursuit may be a factor in a jury's decision to convict a pursuing officer for reckless homicide.

Case Nineteen: Reckless Homicide Conviction for Excessive Speed

COMMONWEALTH OF KENTUCKY v. ALEXANDER; 5 S.W.3d 104 (Ky. 1999),

While responding to an emergency call, a county deputy activated his cruiser's lights and siren and traveled at a high rate of speed. A motorist failed to yield the right-of-way to the deputy by not stopping at a stop sign before turning left onto the road on which the deputy was traveling. The cruiser and the motorist's vehicle collided, and the motorist was killed.

At the time of the collision, the dispatcher and the county police department had canceled the emergency call, but it was disputed whether the deputy heard the radio transmissions of the cancellation.

At trial, a jury convicted the deputy of reckless homicide. An appellate court reversed, but the Supreme Court of Kentucky reinstated the judgment of the trial court.

The court reviewed the evidence, in particular, reports and testimony from members of the county accident reconstruction unit (ARU) who investigated the collision:

"After reviewing the videotape from [the deputy's] cruiser, which had recorded the events leading up to the accident, the ARU concluded that [the deputy] had been traveling between 95 and 100 miles per hour at the time he approached the intersection ...Therefore, [the deputy] caused the collision due to his excessive speed."

The court also recounted the testimony of several ARU members who stated their belief that the deputy "was at fault due to his excessive speed in an urban area." The court disagreed with the appellate court and held that this opinion did not go to the ultimate issue of whether the deputy was guilty of reckless homicide and therefore the opinion did not invade the province of the jury.

Failure to slow down, particularly before proceeding against a red light or stop sign as cautioned by many state emergency exemption statutes, may also create undue risk of injury to others.

Case Twenty: Failure to Slow in Approaching Red Light

GORDON v. COUNTY OF NASSAU, 689 N.Y.S.2d 192(N.Y. App. Div. 1999).

A New York officer heard a broadcast over the police radio that a fellow officer and an ambulance had been dispatched to a medical emergency at a nearby church. Since he was in the vicinity, the officer proceeded towards the scene at a high rate of speed and collided with the plaintiff's car. Plaintiff suffered personal injuries and sued.

The New York appellate court held that, in light of the facts that the officer "did not engage his emergency siren before colliding with plaintiff's car, and although he was approaching a red light he did not attempt to decelerate...a rational juror could conclude that the officer acted with reckless disregard for the safety of others."

See also *Andrews v. Jitney Jungle Stores of America, Inc.* 537 So.2d 447 (Miss. 1989) (holding that officer had duty to slow down as necessary for safety upon approaching red light at intersection).

Buildings, trees, signs, or hills may prevent motorists from seeing an approaching emergency vehicle. No matter how many flashing lights are activated, a blind intersection is dangerous. Large buildings or other obstructions can also make a siren difficult to hear. Emergency lights and sirens are much less effective as a warning to others when used in an urban setting or on roadways with hills and curves that could block views and muffle sounds.

Case Twenty-One: Obstructed Vision at an Intersection

HORN v. CITY OF LAFAYETTE, 578 So.2d 232 (La. Ct. App. 3d Cir. 1991), writ of error denied, 584 So.2d 1165, 1167 (La, 1991).

A Louisiana officer on an emergency call was operating warning lights and a siren as he approached an intersection controlled by a traffic light. The traffic light was yellow as the officer approached but turned to red before the officer entered the intersection.

A motorist on the intersecting street with the green light proceeded into the intersection and collided with the officer

A tall building on a corner of the intersection obstructed the vision of both the officer and the motorist, "The motorist with the green light could not see or hear the approaching police car with its flashing lights and siren. The officer did not see the motorist until just before impact.

The Louisiana Court of Appeals ruled the officer was negligent in proceeding through the intersection without being able to see whether or not cars were approaching. The officer's failure to see the motorist before entering against a red light was the cause of the collision.

The court observed:

"[The officer] approached a blind corner on a red light and failed to drive with due regard for the safety of others... [The officer] should have proceeded with extreme caution due to the high degree of risk created by entering an intersection against a red light."

Case Twenty-Two: Obstructed Vision around a Curve

BUTCHER v. CITY OF MONROE, 737 So.2d 189 (La. Ct. App. 2d. Cir. 1999), writ of error denied, 1999 La. LEXIS 2714 (La. 1999)

While responding to an emergency dispatch call for all units for a burglary in progress, an officer was rounding a curve at over 60 miles per hour when he struck a cyclist crossing the street.

At the time of the collision, the officer had activated the blue strobe light on his dashboard and was manually blinking his headlights. The cyclist suffered extensive injuries and sued the city and the officer.

The Louisiana Court of Appeals was less concerned with the fact that the patrol car was not equipped with overhead lights and did not have the siren activated than with the officer's failure to reduce his rate of speed until he could see that his path was clear:

"When responding to a burglary in progress, both speed and silence are important as a police officer approaches the scene. Therefore, a police officer should be ever alert and observant to insure that his way is clear. Responding to an emergency call does not relieve a police officer of his duty to drive with due regard for the safety of others."

The court ruled that the officer "breached the duty to [the cyclist] to drive with due regard for the safety of others by driving at an excessive speed around a curve without determining that his path was clear."

See also *Wright v. City of Knoxville*, 898 S.W.2d 177 (Tenn. 1995) (holding that officer's diagonal turn at red light at congested intersection made it difficult for other motorists to see her approaching police car despite her use of lights and sirens and her moderate rate of speed).

Most emergency exemption statutes allow officers a limited right to disregard certain traffic laws bearing on speed limits, parking, and direction of travel and turn lanes. But does the typical state emergency exemption also allow an officer to pass where passing is otherwise prohibited? The next case answers that question.

Case Twenty-Three: Passing in a No-Passing Zone

PHILLIPS v. COMMONWEALTH OF VIRGINIA, 25 Va. App. 144, 487 S.E.2d 235 (Va. Ct. App. 1997)

While on duty, an officer observed a vehicle whose driver he suspected was driving with a suspended license. The officer confirmed his suspicion with the dispatcher and, after following the vehicle for some distance, the officer activated his emergency equipment.

As the officer passed a tractor-trailer that was between him and the suspect vehicle, he noticed a car approaching in the oncoming lane. The driver of that oncoming car testified that the police car missed hitting him by a foot or two.

The trial court convicted the officer of reckless driving. The officer appealed, claiming that the trial court erred in not applying the higher standard of gross negligence applicable to drivers of authorized emergency vehicles under the state emergency exemption statute.

The Virginia Court of Appeals disagreed with the officer and stated:

“The conduct at issue, passing on a double yellow line, is not exempted behavior. Thus, the officer is subject to criminal prosecution as would be any other citizen ...Further, no heightened standard of care is merited in a situation where no exemption applies.”

See also *State v. Simpson*, 11 Kan. App. 2d 666, 732 P.2d 788 (Kan. Ct. App. 1987) (holding officer not entitled to exemptions and upholding conviction for reckless driving and passing in no-passing zone during pursuit of speeder).

AGENCY POLICIES REGARDING EMERGENCY DRIVING

Many law enforcement agencies have standard policy manuals covering emergency and non-emergency driving. The written policy of an agency is a statement of rules set by the employer to guide officers in the performance of duty. Sometimes a rule in agency policy incorporates a rule of law. Some policy rules have nothing to do with rules of law. Many agencies have a policy rule prohibiting speeds over 15 mph above the posted speed limit while driving to the scene of a call.

Speed exemption statutes prohibit unsafe speeds, but do not always specify a maximum speed limit for emergency driving. Therefore, driving 16 mph in excess of the speed limit may violate agency policy but may not violate state law.

Violation of agency policy can lead to disciplinary action, including job loss. Even if state law is not violated, a violation of agency policy in many agencies is insubordination - failure to obey orders. Officers have been fired for violating policy related to emergency and non-emergency driving. Disciplinary action may be taken for violating agency policy even though the officer was not charged or convicted of violating state or local traffic law.

Even though agency policy is not law, a violation of agency policy may be evidence of negligence in a civil or criminal trial. Agency policy sets a standard of due care which a jury is entitled to consider. An injured party bringing a lawsuit will argue the officer's violation of agency policy shows a disregard for the safety of the public. See *City of Pharr v. Ruiz*, 944 S.W.2d 709 (Tex. Ct. App. 1997) (evidence that police officers failed to adhere to department pursuit policy countered officers' evidence of good faith).

On the other side, the officer may try to minimize a violation of policy by offering evidence that many other officers violated the same policy on a regular basis without suffering any disciplinary action. Essentially, the officer claims the written policy is not followed in the field. That effort is not always successful. As the following case demonstrates, agency written policy is powerful evidence in court if it appears an officer ignored it with disastrous consequences.

Case Twenty-Four: Agency Speed Cap Policy Violated In Fatal Collision

STATE v. FLAHERTY, 55 N.C. App. 14, 284 S.E.2d 565 (N.C. Ct. App. 1981).

A Charlotte, N.C., officer responding to an "assist officer" call collided with a car at an intersection, killing three of the four occupants. The officer testified he was going 45 to 50 mph and had a green light as he approached an intersection. Other witnesses' estimated his speed at 60 to 70 mph and said the officer had a red light on his travel lane.

The posted speed limit at the intersection was 35 mph. The Charlotte Police Department had a General Order prohibiting speeds more than 10 mph over the limit. The officer testified that officers routinely ignored this 10 mph speed cap when going to assist another officer. North Carolina's emergency exemption statute for speed did not have a maximum speed limit but did require officers to drive with due regard for the safety of others.

The officer was convicted of involuntary manslaughter and sentenced to three years in prison. The North Carolina Court of Appeals reversed the conviction and ordered a new trial because of an error in jury instructions. To be guilty, the officer's driving must be in reckless disregard of the consequences, a higher standard than simple negligence. At trial after remand, the jury may conclude the officer was guilty of involuntary manslaughter even with a correct instruction on the law.

(After remand for a new trial, the officer pled guilty in exchange for a probated sentence instead of imprisonment.)

Usually agency policy restricts officers in the exercise of authority given by state law. But occasionally agency policy fails to consider the requirements of state law. In many states, emergency warning equipment must be activated to claim the emergency exemption from speed or right-of-way laws. Agency policy that authorizes speeding over the limit without activating required emergency equipment cannot justify a violation of the statute. See *Smith v. Bradford*, 512 Sp.2d 50 (Ala. 1987) discussed earlier and *Brown v. Kreuser*, 38 Colo. App. 554, 560 P.2d 105 (Co. Ct. App. 1977) (holding that trial court did not err in excluding evidence of departmental silent run policy that required officers to respond to crimes in progress without activating warning lights or siren).

COLLISIONS BETWEEN FLEEING SUSPECTS AND INNOCENT BYSTANDERS

Courts increasingly are finding pursuing officers civilly liable for injuries suffered by a member of the public who is struck by the fleeing suspect in these cases, courts hold that the officer's decision to continue a pursuit under dangerous conditions is negligence. A negligent failure to terminate a pursuit has been deemed by the court to be a joint cause of the collision between the fleeing suspect and the innocent bystander.

Case Twenty-Five: Liability For Suspect's Collision With Innocent Bystanders

DAY v. STATE OF UTAH BY AND THROUGH UTAH DEPT OF PUBLIC SAFETY, 1999 Utah 46, 980 P.2d 1171 (Utah 1999);

While monitoring traffic on an interstate, a Utah Highway Patrol (UHP) officer clocked a passing motorist at 10 mph over the speed limit. Intending to stop the motorist, the UHP drove up behind the vehicle. The motorist increased his speed and exited the interstate, ignored a stop sign and turned onto a heavily traveled two-lane road, and proceeded through several towns at speeds up to 120 mph. The UHP officer and other officers followed in close pursuit.

At one point, the fleeing motorist drove onto a freeway exit ramp and collided with a semi-trailer truck. The fleeing motorist's vehicle spun 240 degrees and temporarily came to a stop. Close behind, the UHP officer also stopped but did not draw his gun or otherwise disable the fleeing motorist's vehicle. The UHP officer did get close enough to read the vehicle's license plate number.

The fleeing motorist eluded the UHP officer and again entered the freeway traveling at speeds in excess of 100 mph. After entering an off-ramp at high speed, the fleeing motorist ran a red light and struck another vehicle. The driver of that vehicle died and his wife sustained severe injuries. The wife sued the Utah Department of Public Safety, the UHP, the UHP officer, several other law enforcement officers, and several cities for wrongful death.

The trial court granted summary judgment against the wife on the ground that her claims for severe personal injuries and the death of her husband were barred by a now repealed provision of the Utah Governmental immunity Act. The Utah Court of Appeals affirmed but the Utah Supreme Court reversed and remanded. For the first time, the Utah Supreme Court recognized a cause of action for negligent pursuit where the pursued vehicle strikes and injures an innocent third party. The court first stated:

“Although law enforcement officers have a general duty to apprehend those who break the law, that duty is not absolute, especially where the violation is only a misdemeanor or an infraction—such as driving ten miles per hour over the speed limit—and the attempt to ‘apprehend the person creates a serious risk of death or injury to third persons or the fugitive.’”

The court went on to state:

“After initially clocking [the fleeing motorist] at ten miles per hour above the speed limit, [the UHP officer] commenced pursuit and also inquired over the radio whether [the] vehicle was stolen. The dispatcher reported that there was no indication it was stolen, yet [the UHP officer] continued the pursuit at speeds on and off the freeway in urban areas up to 120 miles per hour. The fact finder on remand will have to determine whether it was or should have been reasonably foreseeable to [the UHP officer] that the high-speed pursuit thorough highly populated areas would endanger the lives of others on the road and whether, if he had terminated the pursuit, [the fleeing motorist] would likely have substantially reduced his speed and terminated his otherwise reckless driving. [The UHP officer] had a statutory duty to use care for the safety of other persons on the road ...Whether he failed to comply with the statute and breached his duty is a question for the jury...”

In *Day*, the Utah Supreme Court emphasized that its decision should not be read to suggest that police officers are never justified in engaging in high-speed pursuits. Rather, the court cautioned that pursuing officers must always weigh the need to apprehend a suspect against the risks that a high-speed pursuit poses to innocent third parties

Case Twenty-Six: Liability For Suspect's Collision With. Innocent Bystanders

HAYNES v. HAMILTON COUNTY, 883 S.W.2d 606 (Tenn. 1994).

At 7 p.m. on a highway fronting a commercial strip, a Tennessee officer pulled in-behind a Corvette with no taillights. The officer watched the Corvette accelerate to 55 mph in a 45 mph zone as it passed a car. When the officer activated his blue lights and siren, the Corvette increased its speed, reaching 100 mph or more. The pursuing officer and the fleeing suspect passed a number of cars, oncoming and in the same travel lane.

The officer slowed when they encountered heavy traffic about three miles into the pursuit. At that point, the officer saw a burst of flames ahead of him. The Corvette had crossed the center line and struck a car head-on. Three teenagers in an oncoming car were killed. The trial court dismissed a law suit filed by the estates of the victims against the Tennessee officer on a claim the officer was negligent in continuing a pursuit that a reasonably careful officer would have terminated.

On appeal, the Supreme Court of Tennessee reversed the trial court and remanded the case for retrial. For the first time, Tennessee recognized the possibility that a Tennessee officer might be liable, along with the fleeing suspect, far negligence that causes injury to a third person who collides with a fleeing suspect: The court stated:

“Accordingly, we conclude that an officer’s decision to commence or continue a high-speed chase is encompassed within the statutory term “conduct” and may form the basis of liability in an action brought by a third party who is injured by the fleeing suspect, if the officer’s decision was unreasonable.”

In *Haynes*, the Supreme Court of Tennessee discussed the factors an officer should consider in deciding to start and stop a pursuit. These factors include:

1. speed
2. area of the pursuit
3. weather and road conditions
4. vehicular and pedestrian traffic
5. alternative methods of apprehension
6. danger posed to the public by the suspect being pursued
7. applicable police regulations

A decision to continue a high-speed pursuit can be negligence like a failure to brake or careless steering. A decision to continue a pursuit is negligent if a reasonably careful officer would not do so under like circumstances. Unusual circumstances may justify a high-speed pursuit at great risk to the public but, as the courts in *Day* and *Haynes* and other similar cases recognize, the need to arrest that violator must be sufficient to justify the danger to the public.

With *Day* and *Haynes*, Utah and Tennessee join the growing ranks of states that recognize a claim against a police officer for the injuries sustained by innocent bystanders in collisions with pursued vehicles. Courts in the following jurisdictions have recognized a cause of action for negligent conduct of a high-speed chase where the pursued vehicle strikes and injures an innocent third party: Alabama, Arizona, Arkansas, Connecticut, District of Colombia, Florida, Michigan, Mississippi, Nebraska, Oregon, Pennsylvania, Tennessee, Texas, Utah, and Washington. · A number of other jurisdictions also recognize such a claim but allow recovery only if the officer is grossly negligent or reckless: Colorado, Georgia (by statute), Illinois, Iowa, Maryland, New York, North Carolina, and West Virginia. Several states that have addressed the issue but have yet to recognize liability for such a claim include: Kansas, Kentucky, Minnesota, Missouri, New Jersey, Ohio, Oklahoma, Wisconsin; and Wyoming. · For a listing of jurisdictions along with citations to cases or statutes, see **Appendix B**.

In those states which require a showing of gross negligence, a high-speed pursuit ending in a fatal crash may not create liability.

Case Twenty-Seven: No Reckless Disregard In Pursuit Fatal To Bystanders

BULLINS v. SCHMIDT, 322 N.C. 580, 369 S.E.2d 60i (1988).

A pursuit started in Greensboro, NC, early in the morning when a car weaving in the travel lane refused to stop for blue lights and siren. The fleeing suspect continued on for eighteen miles at speeds up to 100 mph, forcing several cars off the two lane rural road north of the city. Traffic was light and the road surface dry.

Two officers continued the pursuit at a distance of about 100 yards behind the suspect's car. By radio, a supervisor authorized continuing the chase.

The suspect pulled into the opposing travel lane to pass a car and collided with an oncoming vehicle, killing its driver. At the time, the suspect was driving with headlights off.

The Supreme Court of North Carolina reversed a jury verdict for the driver of the oncoming car and ruled that the pursuing officers were not negligent.

First, the court concluded the appropriate standard for liability if a suspect collides with an innocent bystander is gross negligence or reckless disregard of the safety of others, not simply negligence, the failure to use due care. The emergency exemption statute expresses a policy of permitting pursuits except those that show a reckless disregard of the safety of others. A collision between a suspect and an innocent bystander is not a failure by the officer to control the officer's vehicle.

Second, the officers did not violate any of the rules of the road in this pursuit. The suspect was unknown to the officers and acting in a manner consistent with drunk driving, a serious threat to public safety requiring an immediate arrest. Although the pursuit was conducted at high speeds over a long distance; traffic was light over the rural road early in the morning. The officers continually operated their emergency equipment and kept their vehicles under control at all times. They held that there was no evidence of negligence, let alone gross negligence.

Central to the decision to terminate a pursuit is a balancing process. *Given all the prevailing conditions - speed, traffic density, weather, intersections, etc. - how likely is it that an innocent third person will be injured?* That likelihood must be weighed against the need to protect the public by making an immediate arrest of the violator. As speed, traffic density, and intersections increase, the danger to innocent bystanders increases. As the seriousness of the crimes-committed by the violator increases, the need to protect the public by making an immediate arrest also increases. That decision may be difficult for any officer.

Significantly, even where an officer terminates a pursuit, the officer may still be liable for injuries to third parties in collisions with the fleeing suspect that occur shortly after termination of the pursuit. See *Creamer v. Sampson*, 700 So.2d 711 (Fla. Ct. App. 1997) (holding that fatal collision between fleeing suspect and innocent motorist that occurred 45 seconds after pursuing officer terminated pursuit of car displaying improper tag have been proximately caused by officer's negligence conducting pursuit for minor infraction at high speed over crowded city streets).

In addition to filing claims under state law, third parties injured in collisions with fleeing vehicles sometimes bring suit against the pursuing officers and their agencies under federal law as well. A very different and much higher standard applies in these federal cases.

DUTY TO OCCUPANTS OF FLEEING CAR

Although courts increasingly are finding pursuing officers civilly liable for injuries suffered by an innocent third party who is struck by the *fleeing suspect*, courts remain less willing to find pursuing officers liable for injuries sustained by the fleeing suspect where there is no contact between the police car and the fleeing vehicle. See *Tyree v. City of Pittsburgh*, 669 A.2d 487 (Pa: Commw. Ct. 1995) (holding that pursuing officer owed no duty to fleeing suspect who ran red light and drove at excessive speed before fatally crashing into utility pole); *Estate of Day by Strosin v. Willis*, 897 P.2d 78 (Ala. 1995) (holding that pursuing officer owed no duty to fleeing suspect wanted for assault and battery and stop sign violation where suspect ran off road and fatally crashed after officer terminated pursuit). See also *Vince v. City of Canton*, 1998 Ohio App. LEXIS 1989 (Ohio- Ct. App. 1998) (holding that, while duty to refrain from operating police car in willful and wanton manner extends to persons being pursued, pursuit of motorcycle which ended with motorcyclist fatally crashing was not willful or wanton). For discussion of cases involving collisions between police cars and fleeing vehicles, see Objective 1.4 which addresses roadblocks and ramming.

However, courts are less united on the issue of whether officers owe a duty to passengers in fleeing vehicles injured in collision with structures or other vehicles during high-speed pursuits and, if so, what standard applies: Some courts hold a pursuing officer liable for death or injury to passengers of fleeing cars only where gross negligence or wanton and willful misconduct is showed. See *Parish v. Hill*, 350 N.C. 231, 513 S.E.2d 547 (N.C. 1999); *Jackson v. Poland Township*, 1999 Ohio App. LEXIS 4703 (Ohio Ct. App. 1999); *Urban v. Village of Lincolnshire*, 272 Ill. App.3d 1087, 651 N.E.2d 683 (Ill. App. Ct 1995), appeal denied, 163 Ill.2d 591, 657 N.E.2d 641 (Ill. 1995); *Jones v. Ahlberg*, 489 N.W.2d 576 (N.D. 1992).

Other courts hold that the duty of pursuing officers to drive with due regard to "all persons" is owed to passengers of fleeing vehicles as well. See *City of Lancaster v. Chambers*, 883 S.W.2d 6SO (Tex. 1994). And other courts hold that police owe no duty to a voluntary passenger in a fleeing car. See *In Re Estate of Henderson v. City of Detroit*, 225 Mich. App. 14, 571 N. W.2d 34 (Mich. Ct. App. 1997), application granted, 458 Mich. 861, 587 N.W.2d 637 (Mich. 1998).

AGENCY PURSUIT POLICIES

Many police agencies have recognized the high risk of harm to the public posed by high-speed chases consequently have adopted specific policies regarding police pursuits. As the next case demonstrates, violation of an agency pursuit policy may provide evidence of a negligent pursuit

Case Twenty Eight: Violation of Hot Pursuit Policy Evidence of Negligence

ESTATE OF ATEN v. CITY OF TUCSON; 169 Ariz. 147, 517 P.2d 951 (Ariz. Ct App. 1991).

For several miles and on several streets, two police cars engaged in a high-speed chase of a reckless driver suspected in a hit and-run collision earlier. At some point during the chase, a police helicopter arrived at the scene. After running a red light, the pursued vehicle collided with another vehicle and killed the driver

The estate of the decedent filed a wrongful death action against the city, alleging that the police failed to comply with department procedures regarding hot pursuits. The trial court granted summary judgment to the city, but the Arizona Court of Appeals reversed.

The Arizona Court of Appeals held that there was a question of material fact on the issue of whether the police pursuit of the fleeing vehicle was conducted in a negligent manner. Among the items of evidence offered by decedent's estate that precluded summary judgment was evidence that the officers violated specific departmental policy in continuing pursuit after the arrival of the helicopter.

The section on air support unit assistance in the city department procedures manual section on hot pursuits provided that, once ground units are advised that the air support unit has visual contact with the suspect vehicle, then the air support unit will coordinate the remainder of the pursuit and pursuing ground units are to immediately slow down and respond to the directions of the air support unit.

See also *D'Alessandro v. Westhall*, 972 F. Supp. 965 (W.D. N.C. 1997) (holding that pursuing officers' admitted violation of departmental rules regarding pursuits may be evidence of negligence or even gross negligence). However, other courts are more reluctant to consider an officer's violation of agency pursuit policy as evidence of negligence: See *Morton v. City of Chicago*, 286 Ill. App.3d 444, 676 N.E.2d 985 (Ill. App. Ct. 1997), appeal denied, 173 Ill.2d 527, 684 N.E.2d 1336 (Ill. 1997) (holding that violation of internal guidelines does not impose a legal duty, let alone constitute evidence of negligence).

Several states, including California, Utah, and Wisconsin have a statutorily imposed requirement that agencies adopt pursuit policies. California Vehicle Code §17004.7, for example, conditions governmental immunity on an agency's adoption of a written pursuit policy and provides minimum standards for such pursuit policies.

In cases involving police pursuits, California courts closely examine agency pursuit policies to determine whether they adhere to the statutory requirements of California Vehicle Code §17004.7(c). See *McGee v. City of Laguna Beach*, 56 Cal. App. 4th 537, 65 Cal. Rptr. 2d 506 (Cal. Ct. App. 1997), review denied by 1997 Cal. LEXIS 7612 (Cal. 1997) (holding that pursuit policy complied with minimum standards of statute so officer was immunized from liability for striking motorist and leaving young boy a quadriplegic); *Payne v. City of Perris*, 12 Cal. App. 4th 1738, 16 Cal. Rptr. 2d 143 (Cal. Ct. App. 1993), review denied by; (Apr. 29, 1993) (holding that pursuit policy failed to provide detailed objective guidelines so officer was not immunized from liability for death of third party killed by fleeing suspect); *Berman v. City of Daly City*, 21 Cal. App. 4th 276, 26 Cal. Rptr. 2d 493 (Cal. Ct. App. 1993) (holding that pursuit policy was deficient in giving nearly complete discretion to officers to initiate and terminate high-speed pursuit and therefore could not invoke governmental immunity).

SUMMARY

State emergency exemption provisions offer authorized emergency vehicles limited exemptions from ordinary traffic laws. To enjoy these exemptions, law enforcement officers engaged in emergency driving must comply with the warning device requirements of these provisions. Moreover, even when complying with the warning device requirements, law enforcement officers engaged in emergency driving must still exercise due regard for the safety of others or risk liability. Under the law of many states, law enforcement officers engaged in emergency driving are not only potentially liable to a third party injured or killed in collisions with police cruisers but also to third parties injured or killed in collisions with fleeing suspects. Consequently, law enforcement officers engaged in emergency driving must become familiar with the requirements of their state emergency exemption provisions. In addition, law enforcement officers engaged in emergency driving should know and understand their agency's policies regarding emergency calls and pursuits. Significantly, violation of agency policy may be considered evidence of negligence.

Identify constitutional law, statutory law, and case law governing civil liability for emergency driving that "shocks the conscience" in its deprivation of federal constitutional rights:

Emergency Driving That Shocks The Conscience

INTRODUCTION

The federal constitution may impose liability on officers who conduct police pursuits in a manner that "shocks the conscience" in the risk created for the public. The officer's degree of fault must exceed mere recklessness before liability is created under the "shocks the conscience" standard adopted by the United States Supreme Court in *County of Sacramento v. Lewis*, 523 U.S. 833, 140 L. Ed. 2d 1043, 118 S. Ct. 1708 (1998) which is discussed at **Case Twenty-Nine** below. Pursuits that "shock the conscience" may also give rise to liability of the governmental employer or the supervising officer for an unconstitutional policy or custom or for failure to train.

HISTORICAL CONTEXT

As discussed in Objectives 1.1 and 1.2, law enforcement officers must be mindful of various state laws that bear on emergency and non-emergency law enforcement driving. State tort laws may apply to non-emergency law enforcement driving. State laws often grant emergency driving exemptions and limited immunities to law enforcement officers. These state emergency exemption statutes may impose special duties on law enforcement emergency driving. Each state is largely free to legislate as it sees fit in defining the conditions that govern emergency vehicle operation.

The federal constitution and federal statutes define another set of legal rights and obligations. Law enforcement officers employ by state and local governments cannot, under the authority of state law, violate rights secured to people under the federal constitution. Section 1983 of title 42 of the U.S. code allows persons to sue governmental defendants, such as law enforcement officers and agencies, for deprivation of rights, privileges or immunities under the federal constitution. The Fourteenth Amendment of the federal constitution, in particular, guarantees the right to substantive due process. The Fourteenth Amendment provides, in part, that 'no State shall...deprive any person of life, liberty, or property, without due process of law. Persons injured during a police pursuit may claim that the pursuit deprived them of their right to substantive due process under the Fourteenth Amendment.

Over the years, several U.S. Supreme Court decisions have paved the way for individuals to sue law enforcement officers and their employing towns, cities, or counties for deprivation of federal constitutional rights. In 1961, the Supreme Court ruled that an individual could sue state and local law enforcement officers who violated a right guaranteed by the federal constitution. *Monroe v. Pape*, 365 U.S. 167, 5 L. Ed. 2d 492, 81 S. Ct. 473 (1961), *overruled by Monell v. Dep't of Social Services*, 436 U.S. 658, 56 L. Ed. 2d 611, 98 S. Ct. 2018 (1978), *overruled in part by Canton v. Harris*, 489 U.S. 378, 103 L. Ed. 2d 412, 109 S. Ct. 1197 (1989). For the first time, money damages could be recovered from individual officers who violate federal rights.

In 1978, the Supreme Court extended the right to recover money damages for a constitutional deprivation to allow suits against towns, cities, and counties with a policy or custom that violated a federal constitutional right. *Monell v. Dep't of Social Services*, 436 U.S. 658, 56 L. Ed. 2d 611, 98 S. Ct. 2018 (1978). Under *Monell*, liability is imposed on a town, city, or county government only if the injured party can prove an official policy or unofficial custom caused the deprivation of a federal right. However, a local governmental employer is not liable simply because one of its law enforcement officers violates a federal right. The constitutional deprivation must be the product of a governmental policy or custom.

In 1989, the Supreme Court recognized a suit against a town, city, or county for having a policy of deliberate indifference to inadequate training of its law enforcement officers. *City of Canton v. Harris*, 489 U.S. 378, 103 L. Ed. 2d 412, 109 S. Ct. 1197 (1989). If officers receive little or no training to the point constitutional violations are almost inevitable, the employing town, city, or county may be liable for "failure to train."

SUBSTANTIVE DUE PROCESS CLAIMS

By 1998, it was well-established that persons injured or killed in high speed pursuits could bring suits against police officers and municipalities alleging violation of substantive due process rights under the Fourteenth Amendment. However, federal courts were divided on what standard of culpability should apply to the conduct of the police in these pursuit cases. Most circuit courts had adopted one of the following standards: (1) gross negligence; (2) reckless or deliberate indifference; or (3) shocks the conscience. Compare *Jones v. Sherrill*, 827 F.2d 1102 (6th Cir. 1987), *later proceeding*, 1991 Tenn. App. LEXIS 372 (1991) (gross negligence); *Medina v. City & Cty of Denver*, 960 F.2d 1493 (10th Cir. 1992) (recklessness or deliberate indifference); *Medeiros v. Town of South Kingstown*, 821 F. Supp. 823 (D.R.I. 1993) (recklessness or deliberate indifference); *Temkin v. Frederick Cty Comm'rs*, 945 F.2d 716 (4th Cir.1991), *cert. denied*, 502 U.S. 1095; 117 L. Ed. 2d 417, 112 S. Ct. 1172 (1992) (shocks the conscience); *Fagan v. Vineland*, 22 F.3d 1296 (3^d Cir. 1994) (shocks the conscience); *Evans v. Avery*, 100 F.3d 1033 (3rd Cir. 1996), *cert. denied*, 520 U.S. 1210, 137 L. Ed. 2d 820, 117 S Ct.1193 (1997) (shocks the conscience).

In 1998, the Supreme Court decided *County of Sacramento v. Lewis* and settled the issue: the shocks the conscience standard applies to police conduct in pursuit cases brought under the Fourteenth Amendment.

SHOCKS THE CONSCIENCE TEST

In *County of Sacramento v. Lewis*, the Supreme Court addressed when high speed pursuits may constitute substantive due process violations. The Court held that an office is liable for a substantive due process violation for persons injured in high speed chases only where the officer's conduct "shocks the conscience." Conscience-shocking behavior for pursuits can be found only where the officer has "an intent to harm suspects physically or to worsen their legal plight."

Case Twenty-Nine: Fatal Pursuit Doesn't Shock the Conscience

COUNTY OF SACRAMENTO v. LEWIS; 523 U.S. 833, 140 L. Ed. 2d 1043, 118 S. Ct. 1708 (1998), on remand, 150 F.3d 1223 (1998).

Returning to their patrol cars after responding to a call regarding a fight in progress, a deputy sheriff and a police officer saw a motorcycle approaching at a high rate of speed. An 18-year-old was driving the motorcycle with the 16-year-old owner of the motorcycle as his passenger. The officer activated his cruiser's emergency lights, yelled at the boys to halt, and pulled his cruise; closer to the other patrol car in an attempt to block the path of the motorcycle. Instead of stopping, the drivers slowed down, maneuvered the motorcycle between the patrol cars, and then sped away. The deputy turned on his cruiser's siren and emergency lights and pursued the motorcycle.

During the chase, the motorcycle wove in and out of oncoming traffic for 75 seconds over 1.3 miles in a residential neighborhood forcing a bicyclist and at least two cars to veer off the road. The motorcycle also made three sharp left turns and ran four stop lights. Both the motorcycle and the patrol car reached speeds of up to 100 mph, and the deputy followed as close as 100 feet. The pursuit ended when the drive lost control while trying to make a sharp left turn and the motorcycle flipped over. Although the deputy slammed on his brakes, he was unable to stop and crashed into the motorcycle. The patrol car skidded and hit the passenger who suffered extensive injuries and died at the scene. The driver managed to get out of the way and was not hit by the patrol car.

The passenger's parents brought suit against the county, the county sheriff's department, and the deputy alleging a deprivation of their son's substantive due process rights under the Fourteenth Amendment in violation of 42 U.S.C. §1983.

The Ninth Circuit Court of Appeals held that the appropriate standard of conduct to apply to law enforcement officers in the context of high-speed vehicular pursuits was "deliberate indifference" or "reckless disregard" for an individual's right to life and liberty. Reversing the Ninth Circuit, the Supreme Court held that a much higher standard of fault than "deliberate indifference" must be shown for officer liability in a police pursuit. The Court adopted the "shocks the conscience" standard and stated:

"Accordingly, we hold that high-speed chases with no intent to harm suspects physically or to worsen their plight do not give rise to liability under the Fourteenth Amendment, redressible (sic) by an action under §1983;"

The Court then explained why the deputy's fault failed to meet the "shocks the conscience" test:

"[The deputy] was faced with a course of lawless behavior for which the police were not to blame. They had done nothing to cause [the driver's] high-speed-driving in the first place, nothing to excuse his flouting of the commonly understood law enforcement authority to control traffic, and nothing (beyond a refusal to call off the chase) to encourage him to race through traffic at breakneck speed forcing other drivers out of their travel lanes: [The driver's] outrageous behavior was practically instantaneous, and so was [the deputy's] instinctive response. While prudence would have repressed the reaction, [the deputy's] instinct was to do his job as a law enforcement officer, not to induce [the driver's] lawlessness, or to terrorize, cause harm, or kill. Prudence, that is, was subject to countervailing considerations, and while [the deputy] exaggerated their demands there is no reason to believe that they were tainted by an improper or malicious motive on his part."

The "shocks the conscience" test adopted in *Lewis* poses a high standard for plaintiffs in police pursuit cases brought under the Fourteenth Amendment. Since *Lewis*, several federal and state courts have addressed the issue of whether a police pursuit violated the injured party's substantive due process rights under the Fourteenth Amendment. These courts have applied the "shocks the conscience" test, and most have found that a reasonable jury could not find that the officer's conduct shocks the conscience. For example, see *Courville v. City of Lake Charles*, 720 So.2d 789. (La. Ct. App. 3d Cir. 1998) (late night high speed chase of suspected burglar which ended with suspect crashing into telephone pole did not shock the conscience); *Davis v. Township of Hillside*, 190 F.3d 16.7 (3rd Cir. 1999), *cert. denied*, 120 S. Ct. 982, 200 U.S. LEXIS 863 (2000) (high speed chase which ended with suspect colliding with two other cars and one of those cars hitting and severely injuring pedestrian did not shock the conscience).

Several federal courts have also held that the "shocks the conscience" test applies not only to harm caused to those pursued in a high speed chase but also to harm caused to other drivers or pedestrians. See the *Davis* case above, and *Onossian v. Black*, 175 F.3d 1169 (9th Cir. 1999), *cert. denied*, *Torres v. Bonilla*, 145 L. Ed. 2d 385, 120 S. Ct. 498, 1999 U.S. LEXIS 7543 (1999) (high speed chase of reckless driver which ended with reckless driver crashing into another car and injuring occupants did not shock the conscience). And at least one federal court has suggested that the *Lewis* decision and its "shocks the conscience" standard applies not only in pursuits but also in other emergency driving situations. See *Gillyard v. Stylios*, 1998 U.S. District LEXIS 20251 (E.D. Pa. 1998) ("shocks the conscience standard applied where officers responding to fellow officer's request for emergency assistance hit and killed pedestrian and his 7-month old son).

While the "shocks the conscience" test may pose a difficult hurdle for plaintiffs in pursuit cases brought under the Fourteenth Amendment, the standard is not impossible to meet as evidenced by the district court decision in the next case.

Case Thirty: Fatal Pursuit May Shock the Conscience

FEIST v. SIMONSON, 36 E Supp. 2d 1136 (D. Minn. 1999).

A Minneapolis police officer stopped a car fitting the reported description of a stolen vehicle. When the officer requested the suspect and his passenger put their hands in the air, the driver refused and sped away. The officer pursued the suspect through the streets of Minneapolis as the suspect turned the wrong way down one-way streets and nearly caused several collisions. At one point, the suspect entered a highway, exited the highway over a grassy median, and then re-entered the highway going in the opposite direction of traffic. The driver drove erratically, forcing several cars off the road to avoid being hit. The officer along with three other patrol cars that had joined the pursuit, shadowed the suspect's driving pattern.

The pursuing officers were no longer calling out the traffic conditions and, concerned that the chase had gone on so long under dangerous conditions, the chase supervisor left the precinct and headed for the highway. The chase supervisor claimed that he was about to call off the chase because of the dangers of an upcoming tunnel. Before the chase could be called off, however, crash occurred. As traffic on the highway slowed to a halt, a limousine driver swerved onto a shoulder to avoid hitting the car in front of him. As he turned onto the shoulder, the suspect struck the limousine driver at a closing speed estimated at 97-104 mph. The limousine driver was crushed and killed in the crash. The limousine driver's mother filed suit against the officers and the city, alleging deprivation of her son's substantive due process rights under the Fourteenth Amendment in violation of 42 U.S.C. §1983.

The Minnesota district court applied the “shocks the conscience” test from Lewis, but. Distinguished the facts of this case from the facts of Lewis. The district court held that, while the initial decision to pursue was justified, the situation “escalated into one of greater and greater potential for harm to the general public.” The court stated:

“What began as a chase down residential roads soon escalated to a high-speed run through stop lights and down the wrong way of busy one-way streets. What then became a dangerous pursuit entering a busy interstate eventually became a deadly pursuit back onto the same interstate; this time heading at break-neck speeds the wrong direction against heavy traffic”

The court went on to say that the officer had many opportunities during the chase to balance the need to catch the suspect against the threat to the public. The court pointed out that there was no indication that, had the officer suspended the chase, the police department would not have eventually apprehended the suspect. The court held that the officer’s conduct reveals genuine issues of material fact as to whether his actions “shocks the conscience” for the purpose of a substantive due process claim.

GOVERNMENTAL OR SUPERVISORY LIABILITY

Police pursuits that “shock the conscience” may not only expose the pursuing officers to liability but also may expose the governmental employer and the pursuit supervisor to liability. An employing town, city, or county may be directly responsible under 42 U.S.C. §1983 when an employee executes a governmental policy or custom that inflicts constitutional injury. See *Monell v. Dep’t of Social Services*, 436 U. 658, 56 L. Ed. 2d 611, 98 S. Ct. 2018 (1978), also discussed earlier. Third parties injured in collisions during a police pursuit may claim that the police department had an official policy or an unofficial custom of encouraging high-speed chases of suspects at the expense of the safety of the public, that is, that the policy, or custom was a product of deliberate or reckless indifference: . .

To succeed on a claim based on an unconstitutional policy or custom, the plaintiff must prove the following: (1) an official policy or unofficial custom of unconstitutional misconduct, (2) a deliberate indifference to or tacit authorized of such misconduct; and (3) the policy or custom was the moving force behind the constitutional violation. *Feist v. Simonson*, 36 F. Supp. 2d 1136, 1149 (D. Minn.1999), also discussed earlier at **Case Thirty**. These requirements present a formidable burden for plaintiffs. See *Feist v. Simonson*, 36 F. Supp. 2d 1136 (D. Minn. 1999) (“statistics regarding the number of past pursuits and the lack of resulting disciplinary action is not sufficient to prove a policy or custom”); *Fulkerson v. City of Lancaster*, 801 F. Supp. 1476 (E.D. Pa. 1992), *affirmed without opinion*, 993 F.2d 876 (3d Cir. 1993)(simply citing fact that department’s officers have pursued minor traffic offenders at high speeds in past without evidence of injuries or collisions is not sufficient). But see *Gillyard v. Stylios*, 1998 U.S. Dist. LEXIS. 20251 (E.D. Pa. 1998) (plaintiff’s evidence of large number of preventable collisions during pursuits, failure of police department to discipline officers causing preventable collisions, violation of city directive on safe driving and state traffic laws; and ignored internal requests to enforce safe driving techniques more strictly held sufficient evidence of implicit policy sanctioning reckless driving to present a jury issue).

A governmental employer (or a supervising police officer) may also be liable under 42 U.S.C. §1983 for constitutional injuries caused by the failure to train police officers. Third parties injured in collisions during a police pursuit may claim that the employing town, city, or county, and/or the police officer supervising the pursuit failed to train the pursuing officers in high-speed chases.

However, an action for failure to train will lie “only where the failure amounts to deliberate indifference to the rights of persons with whom the police come into contact” The failure to train must be coupled with a deliberate or conscious choice in order to rise to the level of a governmental policy or custom. In other words, “the need for more or different training is so obvious, and the inadequacy so likely to result in the violation of constitutional rights, that the policy-makers of the city can reasonably be said to have been deliberately indifferent to the need.” Finally, the failure to train must be the cause of the constitutional violation. See *City of Canton v. Harris*, 489 U.S. 378, 389-390, 103 L. Ed. 2d 412; 109 S. Ct. 1197 (1989), also discussed earlier.

Again, this deliberate indifference standard can be difficult for plaintiffs to meet. In *Canton*, the Supreme Court was careful to note that governmental liability for failure to train will not be had merely because an individual officer is insufficiently trained or because an individual officer makes a mistake. See *Williams v. Musser*; 1997 U.S. Dist. LEXIS 10388 (N.D. Ill. 1997) (where written pursuit policy prohibits intentionally damaging suspect's car and lists factors to consider during pursuits, and officers received basic police training in compliance with state law, plaintiff's assertion that city should have provided practical training on how to interpret and apply pursuit policy is insufficient evidence of failure to train); *Smith v. City of New Baltimore*, 1999 U.S. Dist. LEXIS 20196 (E.D.S.D. Mich. 1999) (plaintiff's assertions that department failed to discipline pursuing officer for previous collisions and failed to give dispatcher copy of pursuit policy were not sufficient to state a claim for failure to train).

Whether the liability of a governmental employer for failure to train or for an unconstitutional policy or custom depends on the liability of the pursuing officer is in dispute. Some courts hold that a governmental employer can only be liable for failure to train or for an unconstitutional policy or custom if the police officer violates the federal constitution. That is, if a pursuing officer's conduct during a pursuit does not shock the conscience, then the officer has not violated the constitution and the officer's governmental employer cannot be held liable for an unconstitutional policy or custom or for failure to train. For example, see *Hildebrandt v. City of Fairbanks*, 957 P.2d 974 (Ala. 1998) (pursuing officer's conduct did not shock the conscience so employing city cannot be held liable for failure to train). Other courts hold that independent claims for failure to train and for unconstitutional policy or custom can be maintained against a governmental employer despite the exoneration of the involved police officer. See *Smith v. City of New Baltimore*, 1999 U.S. Dist. LEXIS 20196 (E.D.S.D. Mich. 1999) (plaintiff's cause of action for failure to train is not automatically terminated by the officer's exoneration); *Gillyard v. Stylios*, 1998 U.S. Dist. LEXIS 20251 (E.D. Pa. 1998) (governmental employer can be liable for failure to train even if no individual officer participating in the pursuit violated the federal constitution).

GENERAL PRINCIPLES

General principles of federal constitutional law relating to law enforcement emergency driving include the following:

1. Law enforcement driving that is negligent or reckless under state tort law is not necessarily a deprivation of federal constitutional rights under the Fourth Amendment.
2. A collision between officer and bystander, or between officer and suspect, or between suspect and bystander, is not a deprivation of constitutional rights unless the conduct of the officer is so outrageously dangerous as to “shock the conscience,” the substantive due process standard. Plaintiffs find that standard difficult to prove since it requires almost intentional disregard of a near unavoidable risk of serious injury.

3. A governmental employer may not be liable for an unconstitutional policy or custom simply because departmental policy allows high-speed chases. Constitutional liability requires that the policy or custom require or implicitly sanction unconstitutional conduct.
4. A local governmental employer or supervisory officer may not be liable for failure to train simply because a particular officer was inadequately trained in pursuit driving. Constitutional liability requires deliberate indifference to the need for more or better training.

In addition to filing state claims, persons injured during police pursuits may also seek redress against the pursuing officers and their agency under federal constitutional law. These plaintiffs argue that the pursuit deprived them of their right to substantive due process under the Fourteenth Amendment. However, a much higher standard-the “shocks the conscience” standard applies in these federal cases. Under the “shocks the conscience” standard, the officer's conduct must exceed mere recklessness before liability is created. Police pursuits that “shocks the conscience” may not only expose the pursuing officers to liability but also may expose the governmental employer and the supervisory officer to liability for failure to train or for an unconstitutional policy or custom.

NON-EMERGENCY DRIVING

INDIANA LAW ENFORCEMENT ACADEMY LESSON PLAN

Course Level:	Basic X In-Service X	Supervision	Management	Specialized
Lesson	No.	Title	: Non -Emergency Driving	Hrs. Required: 4 of 4

Scope of Lesson Coverage: Develop accepted attitudes for safe driving and decision-making for collision avoidance while learning to simultaneously integrate the tasks of driving and law enforcement.

Specific Objectives: Students will learn the aspects associated with law enforcement driving and the effects attitudes/emotions have upon law enforcement.

1. Given a lecture students will explain and identify the reasons for law enforcement driver training.
2. Given a lecture students will identify the unique characteristics of law enforcement driving.
3. Given a lecture students will identify the effects that attitudes and emotions have upon law enforcement driving.
4. Given a lecture students will identify common psychological factors that contribute to law enforcement collisions.
5. Given a lecture students will identify the components of driving that lay the foundation for the development of good driving habits.
6. Given a lecture students will identify vehicle defects that contribute to law enforcement collisions.
7. Given a lecture students will identify elements of an acceptable law enforcement vehicle inspection.
8. Given a lecture students will identify the importance of safety belts and other occupant protection devices.
9. In a practical driving situation students will demonstrate acceptable use of safety belts and other occupant protection devices.
10. Given a lecture students will identify common environmental factors that contribute to law enforcement collisions.
11. Given a lecture students will identify factors that affect handling, steering, and braking to include ABS systems.
12. Given a lecture students will identify factors that influence the stopping distance of a vehicle.
13. Given a lecture students will identify driving movements that frequently contribute to law enforcement collisions.
14. Given a lecture students will identify acceptable vehicle control methods.
15. Given a lecture students will identify methods for skid avoidance.
16. Given a lecture students will identify acceptable methods for the use of the communications radio.
17. In a practical driving situation students will demonstrate acceptable skid control methods.

Training Aids, equipment, etc., required:

Material for issue: ILEA Driver Training Manual

References: ILEA Driver Training Manual
Law Enforcement Driver Training Reference Guide, 2000

Prepared by: Lt. Nick Schiavarelli Date: 06/17

ILEA/180

Limitations of Driver and Vehicle

INTRODUCTION

The police driver training discussed in our EVO manual is designed to improve techniques of driving for "maximum performance with safety." It is the intent of this course of instruction to provide you with the skills, professional attitude, and knowledge needed to improve your driving techniques.

Maximum performance with safety can only be attained through training.

"Safety Through Training" is a saying that has proved to be of great value in every phase of life. Training in safety is especially important in the operation of a motor vehicle. Since both driver and vehicle are being dealt with, we must remember that both have limitations:

DRIVER LIMITATIONS

1. Vision
2. Emotions
3. Reflexes
4. Hearing
5. Over-confidence
6. Physical health
7. Attitude

VEHICLE LIMITATIONS

1. Brakes
2. Tires
3. Suspension
4. Steering
5. Engine
6. Lights
7. Wipers

It must be emphasized that our aim is not to develop race drivers or expect pursuit drivers, but to improve individual driving ability. In pursuit driving, it is more important to drive well than to drive fast. The fact that officers are engaged in pursuits of violators does not protect them from the consequences of a reckless disregard for the safety of others. Every precaution must be taken to protect innocent motorists, pedestrians, and police drivers themselves.

Does your department have S.O.P.'s on pursuit driving? If so, what do they say about pursuit driving and pursuits in general? Make sure you read them so you will be familiar with your department's particular policy.

SUMMARY

The instruction in this course is designed to develop competent, safe drivers. Pursuit and emergency driving are different from normal driving, but both require a competent, safe driver behind the wheel.

The following factors are more important in emergency or pursuit driving than normal driving due to the higher speed.

1. Mechanical skills
2. Knowledge of law governing motor vehicle operation
3. Good eyesight
4. Normal reactions of physical reflexes
5. Knowledge of highways, roads, and streets in your patrol area
6. Mature judgment
7. Attitude

The importance of these factors will be emphasized during the course.

Vehicle Inspections

The student must realize the importance of a vehicle inspection. A properly inspected vehicle will ensure a greater degree of confidence, reliability; and functionality with respect to vehicle performance and condition. The inspection would include, but not limit itself to, the following categories: ·

1. Mechanical
2. Interior conditions
3. Exterior conditions

CONTENT

AN INSPECTION CHECKLIST FOR EACH OF THE CATEGORIES:

1. Mechanical
 - a. Fluids: brake, oil, transmission, radiator, batter, windshield wipers, power steering
 - b. Belts and hoses
 - c. Wires
 - d. Loose, worn, or broken items
2. Interior
 - a. Brakes and emergency brake
 - b. Horn, P.A. system and siren(s)
 - c. Gauges and warning devices
 - d. Windshield wipers
 - e. Fuel
 - f. Occupant protection systems
 - g. Mirrors
 - h. Seat adjustment and security
 - i. Doors locks
3. Exterior
 - a. Tire, air pressure, tread/speed rating*
 - b. Locks
 - c. Mirrors, windows, and lights

- d. Headlights, tail lights, emergency lights, and spotlights
- e. Damage to the vehicle
- f. Hood and door latches

SUMMARY

Vehicle inspections reduce the possibility of vehicle malfunction. The likelihood of a student conducting a vehicle inspection will be increased with knowledge of the benefits of preventive maintenance, and the use of a checklist.

Driver Emotions

INTRODUCTION

When the student realizes the effects that attitude and emotion have upon driving habits and the decision making process, there will be changes in performance that result in safer and more effective driving. To accomplish this realization, a student will need to be led through an evaluation of current habits and values and be taught how to change these.

1. Emotions
2. Attentiveness
3. Willingness to improve

CONTENT

1. EMOTIONS

- (a) Emotions such as fear, love, hate, anxiety, surprise, joy, and excitement have a profound effect on behavior in general, and driving in particular. Emotions can affect the part of the brain which controls thought, reason, and judgment. Strong emotions affect certain bodily functions same effects are temporary: heart beats faster, face flushes, breathing speeds up, blood pressure rises, muscles become tense. Repeated extreme emotions can lead to long term dysfunctions such as changes in appetite, digestive chemical changes, and ulcers. Emotions can have a distracting and paralyzing effect upon driving. These effects can include:
 - (1) dim or blind powers of observation
 - (2) delay or distortion of ability to interpret events
 - (3) reduction of powers to assess and predict the actions of other highway users
 - (4) production of faulty judgment and high-risk decisions
 - (5) reduced ability to perform precisely timed skills
- (b) Emotion can be a positive force in determining driving behavior.
 - (1) Reasoned fear of crash or legal consequences helps to restrain unsafe tendencies
 - (2) Love that an officer has for family and friends can motivate one to drive safely
 - (3) Desire to perform successfully can result in safer driving
- (c) The degree to which a driver is beset by emotional problems, along with the effectiveness of the means used to cope with these problems, has a bearing on the potential for a collision.

2. ATTENTIVENESS CAUSES OF DISTRACTIONS

(a) There are many distracting factors that compete for the driver's attention. Driving a law enforcement vehicle is demanding in and of itself because the officer is performing the task of driving and the duties of an officer at the same time. It is important that good habits be developed to allow for safe movement through a traffic situation during the performance of police-related duties.

(b) Distraction from the driving task is caused by:

- (1) Thinking of something other than driving
- (2) Having the vehicle distractions which requires the driver's attention
- (3) Situations outside the vehicle that attract the operator's attention
- (4) Environmental factors
- (5) Vehicle factors
- (6) Route problems in unfamiliar areas
- (7) Seeing one potential collision hazard at the traffic scene while failing to see another

(c) How to minimize the distractions

To minimize the distracting factors and to maximize the driver's attention of the most critical elements of the traffic scene requires:

- (1) Attention to be distributed over large areas without concentrating on any one part for more than two seconds
- (2) The ability to search ahead of the vehicle and the ability to recognize traffic scenes that have deteriorated or that reduce space control such as the following:
 - (A) Brake lights ahead
 - (B) Traffic ahead switches lanes
 - (C) Traffic light changes from green to red
 - (D) Crossing traffic at an intersection
 - (E) Pedestrians or bicycles alongside the road
 - (F) Vehicle backing out of driveway
 - (G) Child running toward the street

3. WILLINGNESS TO IMPROVE THERE WILL BE NO CHANGE UNLESS THERE IS MOTIVATION

The most important part of training is the transfer of learning activities into a real-world situation by the students. For the driving training process to have any positive effect, there must be a clear understanding of what driving behavior is desirable. A plan needs to be devised to develop in each student the concepts and skills of good driving habits. Practice on the part of the student must take place often enough to allow the recommended behaviors to replace poor driving habits. Without a willingness to improve, very few positive results will take place from the training.

SUMMARY

THE NEED FOR CHANGE

The effects of emotions, the attentiveness of the driver, and the willingness to improve are central themes underlying the positive result of the driver training course. It is important for the student to understand that a willingness to change habits is necessary in order to change high-risk actions into low-risk habits.

Six Elements of Defensive Driving

INTRODUCTION

Attitude is the key to avoiding most accidents and plays an important role in all types of driving, whether pursuing a suspected violator of the law or going to and from work. A driver's attitude is his/her mental or emotional regard for himself/herself, others, his/her vehicle and for surrounding conditions.

1. Attitude
2. Knowledge
3. Attentiveness
4. Foresight
5. Judgment
6. Skills

CONTENT

I. ATTITUDE

- (a) “We drive as we are.” If we are egotistical, over-aggressive, impolite, irrational, nonconforming, impulsive, domineering, combative, intolerant or “hotheaded” person while driving we are likely to display this same trait in other social situations. The “style of life” theory simply proposes that high correlation exists between our behavior on and off the highway
 - (1) Research studies investigating characteristics of accident repeaters tend to support the “style of life” theory. Many chronic offenders seem to be characterized by social maladjustments, such as anti-social attitudes, a record of court appearances, etc. In short, the accident repeater is not a special breed, but rather a disturbed person whose bad driving is merely a symptom of his broader problem
 - (2) Research strongly indicates that problem drivers are problem people – or rather, people with problems, including problems of which they often are not aware
 - (3) The psychology of problem drivers is essentially the psychology of problem people.
- (b) What, specifically, makes drivers act the way they do? Why do they have accidents, pay heavy fines, and mistreat each other on the road? These are questions which psychologists have been studying very carefully for more than twenty (20) years. And now, the results of their research form a pattern which fits together like the pieces of a jigsaw puzzle.
 - (1) It cannot be said that chronic violators and accident repeaters, for the most part, don’t know any better, or don’t have the skills required for driving. For example, in the situation where an obviously impatient driver attempts to pass on a curve

or cross a solid line in order to pass another vehicle, it is apparent that he/she is skillful by the way he/she performs the maneuvers and probably, if questioned, could they why the maneuver is dangerous or unlawful. It is in these psychological traits that he/she may be distinguished from more commendable drivers.

- (2) Charles A. Charyne, a former General Motors Engineering Vice President, has stated that, "Attitudes, not reflexes, should be blamed for accidents." Safety designs and devices notwithstanding, traffic safety is a direct function of the driver's basic sense of responsibility, attitude, self-discipline, psychology or whatever one wishes to call it.
- (c) Scientific studies conducted at New York University, Northwestern University, North Carolina State College, and the University of Western Ontario, among other institutions and agencies, indicate the following characteristics are particularly significant among chronic violators and accident repeaters.
 - (1) They are apt to be aggressive and intolerant of others
 - (2) They tend to resent authority.
 - (3) They are inclined to have an exaggerated opinion of their importance and their abilities
 - (4) There are likely to be lacking in responsibility and often they act impulsively
- (d) The behavior patterns evidenced in reckless driving, driving while intoxicated, frequent speeding and other moving violations are not shown to be due, usually, to some basic fault in the individual's personality, or emotion instability or maladjustment stemming, from unhappiness at work, at home or with other people.

Police officers are as likely as anyone to develop the following faulty driving attitudes:

- (1) Overconfidence, taking too much for granted
- (2) Minimizing the seriousness of minor accidents
- (3) Pride in past record, feeling secure because of a no-accident record .
- (4) Faith in experience
- (5) False ideas, misconceptions about stopping in time (You cannot stop on a dime)
- (6) Self-righteousness
- (7) Impatience, taking needless chances and getting into tight situations

The important point is to recognize our attitudes and change them when necessary.

A right attitude stems from the right philosophy of life and is not a luxury item, but an investment that everyone can afford. The physical techniques must be mastered, but more important is the need to establish a positive sense of social responsibility.

Given the necessary knowledge and skills through proper education, police officer will consciously or instinctively, use these skills to anticipate or out-manuever any threat. Police officers may also be expected to use their knowledge and skills not only for their own safety, but also for the protection of others.

(e) The three (3) E's of Good Driving and Safe highways

- (1) Enforcement
- (2) Education
- (3) Engineering

II. KNOWLEDGE

Know the laws in the Motor Vehicle Law Manual. It is our job as police officers and good drivers to know these laws.

Knowledge of physics and mechanics of the patrol vehicle which deal with centrifugal force, momentum, inertia, coefficient of friction, kinetic energy, dynamics, gravitational force, hydroplaning, skid control and braking is also important.

There are three (3) basic driving environments that you will encounter. These environments and their problem areas are stated below:

(a) Parking Areas – A high percentage of minor accidents happen here because:

- (1) Backing - back into parking spaces
- (2) No marked lanes
- (3) No speed limits or lack of enforcement
- (4) More obstacles, carts, people, other vehicles, etc.

(b) Unlimited Access Roadway (city streets)

- (1) Most commonly encountered roadway
- (2) Primary danger at intersection

(c) Limited Access roadways

- (1) Do not impede traffic flow
- (2) Space cushion
- (3) Maintain travel in your lane
- (4) Stay in right lane except to pass
- (5) Do not pass on right

(6) On and off ramps

(d) Route Selection Factors

- (1) Space management is most directly affected by traffic density. Avoid roads where heavy or hazardous traffic patterns exist, especially commercially zoned areas. Avoid roads frequented by slow moving or large vehicles such as tractor-trailers or farm equipment
- (2) Avoid locations of heavy pedestrian traffic such as school zones, busy intersections, loading and unloading zones, and parking areas.
- (3) Avoid slow moving traffic conditions, such as construction zones, special entertainment events, bumper-to-bumper traffic, and rough pavement roads or roads that have potholes, multiple bumps, and non-paved surfaces
- (4) Select roads having acceptable line-of sight conditions. Avoid roads with hills and curves, poor visibility at intersections, or poor visibility due to parked vehicles
- (5) One-way streets offer the advantage of avoiding oncoming traffic, but the disadvantage of approaching all vehicles from the rear, the area in which drivers tend to be least aware.
- (6) Traffic density, day-of-the-week, road, weather, and visibility conditions are other factors to be considered.

A professional driver should never stop learning about safety and safe driving practices

III. ATTENTIVENESS

There are many distracting factors that compete for a driver's attention. Driving a law enforcement vehicle is demanding in and of itself because the officer is performing the task of driving and the duties of an officer at the same time. It is important that good habits be developed so there can be safe movement through a traffic situation during the performance of police-related duties.

Distraction from the driving task is caused by:

1. Thinking of things other than driving
2. Having in the vehicle “distractors” which require the driver's attention
3. Situations outside the vehicle that attract the operator's attention
4. Environmental factors
5. Vehicle factors
6. Route problems in unfamiliar areas

7. Seeing one potential collision hazard in the traffic scene while failing to see another

IV. FORESIGHT

Foresight is the ability to anticipate and prepare for most eventualities. This can be long range or immediate foresight.

Give an example of long range foresight - _____

Give an example of immediate foresight - _____

A good defensive driver needs both Long range and immediate foresight.

V. JUDGEMENT

Judgment is the ability to recognize the alternatives present in any traffic situation and the ability to then arrive at a wise choice of action to avoid an accident.

Just using good old COMMON SENSE will prove helpful in most situations.

VI. SKILLS

Skill is the ability to manipulate the controls of a vehicle to successfully perform basic traffic maneuvers such as making turns, passing, lane changes, backing, braking, and parking.

These skills will be covered later in the text and practiced on the EVO track until each driver is proficient. Learn to do them right every time.

SUMMARY

Adding these elements together will make a better defensive driver. Defensive driving is the ability to operate your vehicle in such a manner as to be able to avoid involvement in a preventable accidents.

INTRODUCTION

While an emergency vehicle is a sophisticated piece of equipment, it is really more than a tool. Just like any other tool, it can be used well or it can be used improperly. In order to maximize a law enforcement vehicle's effectiveness, the operator must be in good shape, both mentally and physically.

OVERCOMING DANGEROUS ATTITUDES

One's mental approach to driving depends a great deal on one's attitude. This attitude is affected by many different factors, many of which can foster a state of mind that poses a risk to the officer's ability to operate the emergency vehicle. A person does not have to be angry or uncooperative to be in a hazardous frame of mind. There are several different types of attitudes that affect emergency vehicle operation; some of which are very subtle. It is possible that an officer might exhibit traits of one of these and not even know it.

CONTENT

Psychological factors that need to be controlled to maximize vehicle operation capabilities include the following:

1. AGGRESSIVENESS

Aggressiveness is an emotional display of energy that generally impairs judgment. Aggressive behavior often times manifest is itself in "high-risk, low-gain" driving maneuvers that greatly enhance the potential for mistakes or crashes. Common characteristics of aggressive behavior are:

- a. Over-confidence - which fosters an attitude that allows the officer to "show-off" his or her driving skills and promotes a feeling of invincibility.
- b. Self-righteousness - which fosters a belief that the law applies to others, but not to the officer, or that everyone will get out of the way because you are a law enforcement officer.
- c. Impatience - which is displayed in officers acting as though they are always in a hurry and a belief that others are preventing them from getting to where they wants to go.

2. ASSERTIVENESS

Assertiveness is usually a show of confidence in knowing that the skills that have been taught will be successfully applied to the driving experience while operating the emergency vehicle. One can be assertive without being aggressive. Assertive officers are characterized by exercising the right of way, regardless of the situation or circumstances.

3. ATTITUDES AND VALUES

Attitudes and values are generally cultivated within each individual at an early age. These attitude and values are carried into the law enforcement career and generally are manifested in a critical incident. Due to the fact that the "Value System" of the officer may not be reflective of the promulgated policies within the department, agencies are encouraged to expose any improper attitudes in a controlled environment where they can be modified prior to entering the law enforcement vehicle.

4. EMOTIONS

Emotions are an overwhelming factor in decision-making. Many emotions are carried to the emergency vehicle from home or other employment. Common emotions that manifest themselves in the officer's driving behavior are:

- a. Stress - The nature of law enforcement work frequently subjects the officer to highly stressful situations. These situations usually occur without warning and may be preceded by a period of relative inactivity. Some stress is good. During intense situations, there is an injection of adrenalin into the bloodstream which can increase physical performance. It is possible to become more aware of surroundings and be able to think more clearly.
- b. Stress does have a cumulative effect, however. It increased blood pressure and causes irregular breathing. Over time, the nervous system may be affected to the extent that the ability to think rationally is impaired. When the officer reaches that threshold, the ability to perform effectively will decrease rapidly.
- c. Anger - Anger may be the result of a totally unrelated experience; however, when carried into the emergency vehicle it can promote aggressive behavior and diminish the ability to make rational decisions.
- d. Depression - Irregular state of affairs in the officer's personal or professional life can be translated to depression. This emotion may be displayed with an "I don't care."

5. PATIENCE

Patience is an individual's ability to look at a situation logically. Patience promotes a "low-risk, high-gain" attitude while impatience inversely promotes a "low-risk, high-gain" attitude

6. FATIGUE

Rotating shifts, secondary employment, lack of physical exercise, and other related factors contribute to fatigue. Fatigued drivers often become irritable and discourteous, causing them to overreact to minor irritations. More importantly fatigue affects visual efficiency and tends to lengthen perception, decision and reaction times

SUMMARY

Knowing one's own behavior and limitations can influence the outcome of an emergency response. Actions taken by a law enforcement driver have an impact on the general public. They can have an impact on fellow officers as well. Having a good attitude and exhibiting quality behavior in emergency situations will serve everyone.

When the officer concentrates on the various psychological factors affecting the emergency response, the chances increase for vehicle control and acceptable decision-making. The end result is an officer who not only arrives at a desired destination without incident, but who also arrives psychologically in control.

INTRODUCTION

An officer in a vehicle six to eight or more hours a day has a higher potential for being involved in a collision than the general motoring public. In addition, there are physiological factors which increase the potential for collisions. When a driver is experiencing certain physiological problems, the performance of the driving task is more difficult.

CONTENT

1. VISION

- a. Acuity - Sharpness of vision or ability to focus. Ideal visual acuity for example is 20/20.
- b. Depth perception - Ability to distinguish dimensions of depth which objects are closer than others.
- c. Field of vision - The range of peripheral vision possessed by each individual. This is affected by speed. The faster the speed of the person or vehicle, the smaller the field of peripheral vision.
- d. Color vision - The ability to distinguish one color from another.
- e. Night vision - The ability of the eye to maximize the available light after dark. Visual distance or range is reduced during night driving.

2. HEARING

Hearing is the audio capability of each individual. Impairment of "funnel hearing" is oftentimes caused by the stress of an emergency response. Certain sounds are tuned out and are no longer audible.

3. SENSORY

- a. Equilibrium - The body's center of balance is located in the inner ear, which maintains the body's state of equilibrium or balance.
- b. Touch - A physiological sense which provides input to the brain. This input which can be called "feel", assists in making driving-related decisions.

4. SMELL

Smell is an additional sense which provides input to the brain and assists in making driving related decisions. Common odors that indicate a hazard include: gasoline, fire, chemicals, burning rubber or brake metal.

5. TIMING

Timing is the coordination of hands, eyes, and feet in the maneuvering of a vehicle. The coordination varies from person to person and can be affected by stress, fatigue, or distraction. Reaction time is most often associated with timing.

6. PHYSICAL STATURE

Physical stature refers to the height and weight of the individual driver. Driver size can affect driving capabilities and should receive attention and compensation to ensure maximum effectiveness.

7. MEDICAL CONDITION

Medical condition refers to the overall physiological state of the body. The influence of medications, alcohol, or drugs can greatly impair the reaction capabilities of an individual as well as impair visual acuity. Drivers should be screened and cautioned against operating an emergency vehicle while under the influence of any substance that might create an impairment.

SUMMARY

Officers operating an emergency vehicle encounter many distractions from the routine of driving. These distractions include, but are not limited to, surveillance, use of radio and other equipment, high rates of speed, long time spans in the vehicle, and fatigue caused by job-related stress. In order to minimize the effect of these distractions, officer should engage in the following:

8. Obtain adequate sleep (8 hours daily) prior to going to shift.
9. Abstain from any form of alcohol at least 8 hours prior to beginning shift. (Alcohol burn-off rates should be considered)
10. Abstain from the ingestion of any controlled substance.
11. Exercise additional caution any time the speed limit is compromised.
12. Participate in a regular physical exercise program.
13. Minimize the potential for stress.
14. Abstain from medications that affect alertness or reaction time.

By having a knowledge of the physiological factors that influence driving decisions and physical performance, the officer can better prepare for the operation of the emergency vehicle. Knowledge of such factors should reduce the incidence of collisions; however, the applications of such knowledge is generally the key to success.

INTRODUCTION

An officer needs to develop a style of driving while yields the highest level of results with the lowest level of risk. A student comes into a driver-training course with a style of driving and a set of habits. Some are high-risk, low gain while others are low-risk, high-gain. A driver very seldom has all good habits or all bad habits. If a student has some habits that need to be modified or replaced, it will take a well-designed plan and a highly motivated driver to achieve the changes.

A major objective of a driver-training course is to set a standard for a successful driving style. To help the student acquire that style, a set of low-risk and high-gain habits must be developed. In order to help a student develop effective driving habits, the desirable behaviors must be clearly understood and practiced by the student often enough to replace the less desirable habits.

To precisely establish recommended driving procedures for the officer, the training must describe specific driver actions. For example, if it is determined that an officer should have the skill for searching twelve (12) seconds ahead of the vehicle, then training should provide for the practice and testing of "why" and "how" to search twelve (12) seconds ahead.

The more realistic the training, the better the learning experience for the student.

CONTENT

THREE COMPONENTS OF DRIVING

1. Awareness - Recognition of changes to the traffic environment that could disrupt the vehicle's movement.
2. Space Management - Planning ahead of the vehicle so as to get, and keep, the best control of the actual or intended path of travel.
3. Collision Avoidance - Quickly and efficiently placing the vehicle into an alternative path of travel because the intended path of travel is no longer manageable. This action will help minimize potential collisions or avoid actual collisions.

SYSTEMS OF DRIVING

- 1 There are several different systems of driving. Any one of the systems could be helpful to recognize that drivers' need to learn perceptual skills as well as manipulative skills.
- 2 Popular systems of driving include:
 - a. The Smith System - developed by Harold L. Smith. This system was the first to recognize that drivers need to learn perceptual skills as well as manipulative skills.
 - b. S.I.P.D.E. System - Search, Identify, Predict, Decide, and Execute. Was developed by a committee of traffic safety educators. The system is used to describe the decision-making process of a driver involved in the driving task.

3 The Smith System

- a. The Smith System features five steps. The driver must practice all the steps until they become routine. The five steps are:
 - (1) "Aim high in driving" - Look as far ahead as possible or at least one block ahead in city traffic. The purpose is to keep the driver's view "up" rather than looking "down" at the area in front of the car.
 - (2) "Keep your eyes moving" - To establish an orderly search pattern, the driver needs to look near and far, to the left and right, in the mirrors, and at the instrument panel.
 - (3) "Get the big picture" - Become aware of the whole traffic scene. It is the mental process of putting together the clues received from "aiming high" and "keeping your eyes moving."
 - (4) "Leave yourself an out" - Avoid being boxed-in; one needs to adjust to traffic conditions. Have a space cushion surrounding the vehicle.
 - (5) "Make sure they see you" - A communication mode for getting drivers to be aware of one another's presence to avoid surprise situations.

4 S.I.P.D.E.

S.I.P.D.E. is a method used to gather sensory information to process and perceive a clear, complete, and accurate mental sensory picture of a driving situation.

- a. **Search:** Look for a point ahead, steer toward it, check mirrors and instruments, and anticipate visual lead time
- b. **Identify:** Look for hazards. Determine what and how they will develop; calculate their effect on you and other traffic.
- c. **Predict:** Relate to past experience, recognize hazards, and evaluate risks.
- d. **Decide:** Choose a course of action.
- e. **Execute:** Avoid a collision.

SUMMARY

The development of perceptual skills is critical. Practice awareness and having insight as to what will or may happen based on what you see.

INTRODUCTION

Statistics show that traffic collisions kill or injure approximately seven Americans each minute. That amounts to one death every twelve (12) seconds and one injury every ten (10) seconds. Traffic collisions account for approximately one-third of officer deaths and are the leading cause of injury and disability to police officers. Occupant protection is the most important and basic safety measure for reducing these officer deaths and injuries.

Officers are even more vulnerable to injury or death from vehicle collisions because of the number of hours spent in law enforcement vehicles and the varying conditions they encounter. Developing a habit of wearing restraint systems will significantly increase body protection and control of the vehicle. Officers should become more aware of the types of occupant protection devices inside the vehicle and the ways to be protected while in the vehicle. Officers need to understand the importance of wearing restraint systems, not only for protection from death and injury in the event of a collision, but also for reducing the chances of becoming involved in a collision and staying alive in the driver's seat.

CONTENT

ADVANTAGES FOR WEARING SAFETY BELTS BY OFFICERS ON AND OFF THE JOB

- 1 Better vehicle control thereby reducing the chances of becoming involved in a collision
- 2 Less chance of injury or death if involved in a collision while using the restraint systems
- 3 Lower medical cost to self and community if involved in a collision while using the restraint system
- 4 Less time lost from work due to the reduction in the severity of injuries
- 5 Role model to community

TWO TYPES OF OCCUPANT PROTECTION DEVICES

- 1 Active Restraint Systems
 - a. Head restraints - Adjust to the middle of the head, level with the ears, they protect the neck from whiplash
 - b. Door locks - Lock all doors. Can provide better protection in a collision, preventing occupants from being ejected
 - c. Shoulder harness and lap belt
 - d. Body armor
- 2 Passive Restraint Systems
 - a. Collapsible steering columns - Collapses in a collision so that a driver's chest is protected from injury. The steering column absorbs some of the impact forces in a collision

- b. Padded dashboard - Designed to cushion the occupant if contact is made with the dashboard
- c. Recessed knobs and door handles - Designed to be recessed and smooth to minimize injury if contact is made by occupants
- d. Air bags - An air bag is a porous fabric bag designed to supplement the restraint system in a collision. It is installed in the steering wheel hub for the driver and in the dashboard of most vehicles for the front passenger. The bag is activated in a serious frontal collision. The bag is activated by a collision sensor or switch that can discriminate between a collision severe enough to cause injury-and a fender-bender or panic stop. Sealed within the system is a small amount of sodium azide decomposes into nitrogen; a harmless gas. In 1125 of a second, the bag is inflated and creates a protective cushion between the occupant and the steering wheel, dashboard, and windshield. It begins to deflate immediately after deployment. Once deployed, the air bag cannot be used again.

SUMMARY

Officers are exposed to great risk while driving a patrol vehicle. One of the easiest ways to minimize that risk is to take advantage of the protection equipment in the vehicle.

Environmental Factors

INTRODUCTION

An officer is more likely to be exposed to all types of environmental factors due to the nature of the job. During inclement weather, when other drivers are normally not driving, the officer may have no other option than to operate their vehicle.

Reduced control of the vehicle as a result of a diminished driving environment can result from:

- 1 weather conditions
- 2 night driving
- 3 traffic density
- 4 road conditions

CONTENT

Weather Conditions

Ice, snow, fog, sleet, rain, wind, heat, humidity, cold, smoke, and hazy conditions may reduce visibility as well as alter an officer's ability to effectively operate the vehicle.

- 1 Snow and ice conditions
 - a. The edge of the road, lane markings, or even traffic signs may not be visible.
 - b. Stopping distance on ice and snow increases exponentially with increased speed
 - c. Have snow tires on the vehicle, shovel, and chains available. Make certain that the vehicle's heater and defroster are in good working order. Brakes should be properly adjusted so they pull evenly.

- d. Stay aware of the temperature: wet roads with ice and freezing rain are the most treacherous of all driving conditions.
- e. Remember that bridges and roadway shaded areas freeze first.
- f. Do not make any sudden moves with the steering wheel, brakes, or accelerator.
- g. Slowdown in advance of intersections, curves, and down-grades sooner than normally. Keep at least a four-second following distance.
- h. If using chains on rear-wheel drive vehicles, drive with them until the road surface is appreciably clear of ice and snow.
- i. Straighten the front wheels when starting the car on a snow covered or slippery surface.
- j. When driving through deep snow, shift into lower gear before entering the snow and attempt to keep the car moving through the snow.
- k. When stopped or stuck in deep snow or in a snow drift, be aware that Carbon Monoxide may seep back into the vehicle.

2 Rain Considerations

- a. During rainy conditions, tires may start hydroplaning, which will affect steering and braking.
- b. Driving through large areas of water can affect brake performance and the vehicle's electrical system

(1) Precautions:

- (a) Slow down before hitting water
- (b) Turn wipers on before hitting water
- (c) Tap brakes as you exit

- c. Use caution in checking outside mirrors. Rain can distort or obliterate images
- d. Turn headlights on during the daytime.

3 Wind considerations:

- a. Fog, haze, and mist can affect visibility greatly.
 - (1) Turn on low-beam headlights and the wipers if needed. Never drive with only parking lights on.
 - (2) Watch for slow-moving and stopped vehicles. Also, watch rear-view mirrors frequently for vehicles approaching from the rear
 - (3) Be alert for patches of fog in valleys and low-lying areas.

- (4) Drive slowly, but keep moving.
- (5) If conditions are too bad, pull over as far as possible, stop, leave lights on, and activate hazard lights

NIGHT DRIVING

- 1 In addition to reducing detail, darkness conceals hazards, i.e., pedestrians, two-wheeled vehicles, stalled cars, and other objects or conditions. The driver makes the decision on the basis of a sketchy and incomplete picture.
- 2 It is more difficult to judge the speed and position of another vehicle.
- 3 Drivers must depend largely on their headlights, which illuminate only a relatively short and narrow path ahead. Light does not bend around corners.
- 4 Adequate highway lighting may be limited.
- 5 Glare from roadside lighting and the headlights of oncoming vehicles impair visibility.
- 6 Keep panel lights dim for better vision, but always have enough panel light to read the speedometer.
- 7 Reduce speed so that you can stop within the visible distance.
- 8 Increase sight distance by keeping the headlights clean and properly aimed, and the windshield clean.
- 9 Watch beyond the headlights on or near the roadway for slow-moving or unlighted vehicles, curves, T-intersections, road obstructions or defects, trains, pedestrians, and animals.
- 10 Avoid looking directly into glaring headlights of oncoming vehicles.
- 11 Keep at least a four-second following distance.
- 12 Allow a greater margin of safety when overtaking and passing.
- 13 Do not wear sunglasses or motorcycle-tinted face shields at night.
- 14 Avoid staring at bright lights. Headlight glare is a particular hazard. The human eye takes about seven seconds to fully recover from being blinded by bright light. At 60 mph, the car would travel 616 feet in seven seconds.

TRAFFIC DENSITY

1. Rural Areas - Be alert for loose livestock, pets, bicyclists, school buses, children waiting for buses, slow-moving vehicles such as tractors, farm implements, trucks, horse and buggies.
2. Urban Areas - Be alert for traffic entering the roadway from alleys, parking lots, driveways, intersections, children playing in the streets, people exiting delivery vehicles, drivers opening doors to exit parked vehicles, pedestrians at school crossings and crosswalks.

3. Interstate and Highway Areas - Drive with the flow of traffic. An officer is justified to drive differently from the flow of traffic only in on an emergency run and not driving in such a manner as to endanger other drivers.

ROAD CONDITIONS

- 1 Officers need to learn how to "read the road," since so much time is spent on various roadways.
 - a. From time-to-time the driver will notice a clear path in the center of the roadway followed by a dark spot. This particular pattern is caused by a bump in the road surface.
 - (1) As the vehicles travel over the bump, oil is knocked off that might not otherwise land on the road surface for several minutes.
 - (2) A concentration of various fluids causes the darker area.
 - (3) The bump itself is in the clear area, since the bump is hit before the droplet is knocked loose.
- 2 At night, there are a number of signs that can help tell if the road is changing:
 - a. Light travels in a straight line
 - b. Drivers can learn a lesson at night about the road from the headlights: if the roadway in front appears dark with headlights on, the road is dropping or curving out of this line of the headlights. If the road appears brighter as you approach an area, the road is rising.
- 3 Basic rules for reading the road:
 - a. Drive according to what you see. If you cannot see over a crest of the hill, slow down. If you are rounding a crest of the hill, slow down. If you are rounding a bend and cannot see in front of you, slow down.
 - b. Do not travel any faster that your ability to stop in the distance you can see.
- 4 Road conditions to be aware of:
 - a. Water
 - (1) As little as 1/16th of an inch of water could cause hydroplaning.
 - (2) If the water is concentrated on one portion of the road and only one side the vehicle goes through the water, the vehicle will tend to pull in that direction. The factor of the pull is dependent on the depth of the water and the speed of the vehicle.
 - b. Mud - Two basic problems can occur:
 - (1) The mud can fill in the tread pattern of the tire, making the reaction ability of the tire very slow
 - (2) Sliding sideways in the mud - the mud can build up against the side of the tire; until there is sufficient resistance to cause the vehicle to roll .

- c. Potholes - Potholes create a great danger to patrol vehicles. It is best to drive around the pothole. Use the following procedure if you cannot avoid hitting a pothole.
 - (1) Just as you get to the pothole, release the brakes. If you fail to do so, your front tire can actually stop as you cross the leading edge of the pothole. By the time the vehicles gets to the other side, the wheel is no longer turning and the impact can tear the tire apart
 - (2) Hit the pothole squarely, rather than on the side of the tire. The face of the tire can take considerably more impact that the sidewall.
- d. Animals, tree limbs, and miscellaneous objects - The size of the object will determine the correct action.
 - (1) If it is a small object and you don't have the time to check for other traffic do not cause a larger collision by swerving into another lane or oncoming traffic. Hit the object head on.
 - (2) If it is a large animal or large object, hit it with a glancing blow hitting an object squarely with the front of the vehicle increases the collision impact; it may increase the amount of damage and the potential loss of vehicle control.

5 Road Surfaces

- a. Gravel - Because of the irregular shape, size, and weight of the stones on an uneven surface, gravel moves about easily. This movement can cause a vehicle to slide easily. When following another vehicle, especially at high speed, stay back to increase visibility and avoid flying stones.
- b. Blacktop
 - (1) Will bleed oil to the surface during hot, humid days causing slick conditions.
 - (2) Can also roll up into a washboard effect with heavy use during extremely hot days.
- c. Concrete
 - (1) This surface may explode at joints during hot weather
 - (2) Can develop severe dips as earth settles under it. Concrete is heavy and settles more than other surfaces.
 - (3) Concrete can glaze over very quickly in freezing conditions.

SUMMARY

The content of this section can be used to meet the needs of any driver-training course. The officer has a high exposure rate to adverse environmental driving conditions created by weather conditions, night driving, traffic density, and road conditions. Awareness of these environmental conditions can help the student overcome the negative impact they may have upon driving performance.

INTRODUCTION

Until now, no one but a few racers have really known how to stay out of skids - or what to do when one occurs. All that is changing. Recent dramatic discoveries now point the way to sudden emergency stops without the senseless "panic skid" or spin. And if a skid does begin, these discoveries help control it before it becomes a "hair-raising" spinout. Most of all, these discoveries reveal some traps that had not been suspected.

Did you know, for example, that in heavy rain or slush the front wheels of a vehicle leave the road? They actually climb up on a tough film of water and the car hydroplanes.

Scientists at the National Aeronautics and Space Administration made this discovery at Hampton, Virginia where NASA had been doing research on plane landing and ground-handling problems. NASA's research was triggered specifically by the near crash of a Boeing 707 departing on a slush covered runway at New York's John F. Kennedy Airport. The aircraft had reached critical speed, just shy of rotation and takeoff and refused to go any faster. The pilot finally yanked it free and the plane staggered into the air - barely. Walter Home, Assistant to the Chief on NASA's Landing and Impact Branch, remembers the incident vividly.

"We thought at first that we had a serious operational bug that might ground all the jets," he said, "and then we began to think about the possibility of tire hydroplaning."

It's now known from that research, that a car may be driven for miles on the verge of a skid without the driver knowing it. A puff of wind, or a gust from a truck, may send the vehicle spinning. On wet roads, a vehicle becomes a "boat." Most people think vehicles slip on wet roads because water is "slippery." But NASA engineers, studying the plane skids, learned that this is only part of the problem.

CONTENT

Two types of hydroplaning

1 Dynamic Hydroplaning

- a. Most common type
- b. A "stagnation pressure" of water builds up ahead of the tire.
- c. Hydroplaning speed is calculated by the following: multiplying the square root of the tire pressure by 10.3

EXAMPLE: A tire is carrying 25 pounds per square inch (PSI) of pressure. The square root of 25 is 5. Five times 10.3 equals 51.5. Therefore, 51 miles per hour is the danger speed for dynamic hydroplaning

2 Viscous Hydroplaning

- a. Occurs on mirror smooth surfaces.
- b. Badly worn tires.

- c. Speeds are much lower than those required for dynamic hydroplaning and with a film of water only 1/25th of an inch thick.
- d. Car weight has nothing to do with safety from skidding. That's because the heavier the vehicle, the bigger the tire footprint. Car weight per square inch of pavement remains essentially the same.

3 HYDROPLANING PREVENTION

- a. Stay below the estimated hydroplaning speed.
- b. Keep tires properly inflated.
- c. Don't drive on badly worn tires. Any tire with a tread depth of 3/32nds of an inch or less should be changed and discarded.
- d. Drive in the tire "wipes" of the vehicle in front of you.
- e. Drive on grooved roads.

SUMMARY

Your best friends are four (4) free rolling wheels. In heavy rain, slow down. They have enormous side force to help straighten your car. Don't lock them up with the brakes and don't accelerate.

Determine your hydroplaning speed of your car's tires and equip your car with tires whose tread have been ribbed circumferentially, rather than patterned, and which have been "siped" (tiny transverse cuts in the rib). Remember, once a tire hydroplanes, even when the car is traveling in a straight line, all control can be lost. A crosswind of no more than ten (10) miles per hour can send a hydroplaning car into an unrecoverable spin.

INTRODUCTION

During the operations of a motor vehicle, the driver seldom analyzes vehicle dynamics. The driver makes a series of sub-conscious adjustments in steering and speed selection to allow for continued vehicle control. This process becomes routine and the driver anticipates an uneventful drive. When there is a need for a dramatic steering or speed adjustment a driver reacts by drawing on impulse, training, and habits. The percentages for successful completion of the maneuver are very low, as the driver often reacts too slowly or overreacts and has a collision.

A driver who understands how the laws of physics act on a vehicle recognizes that they cannot be violated without paying a penalty. The driver must also understand during emergency vehicle operation the increased speeds and distractions present are compounded by the changes in vehicle dynamics. Stopping distances are also affected by the speed increase.

CONTENT

Basic vehicle dynamics and factors, which influence the operation of an emergency vehicle include:

- 1 Centrifugal Force - As a vehicle travels around a corner, there is an increase in the centrifugal force, which impels an object outward from a center of rotation. The greater the speed, the greater the force. An example is when driving around a corner, a vehicle fails to maintain the intended path of travel. This is oftentimes characterized by the rear of the vehicle rotating around the axis of the vehicle.
- 2 Centripetal Force - The opposite of centrifugal force. It is pushing toward the center and is characterized by a vehicle's ability to maintain its intended path of travel while cornering. Driving the vehicle in excess of the appropriate speed diminishes the effectiveness of centripetal force and gives way to centrifugal force.
- 3 Inertia - The tendency of an object to resist acceleration. The tendency of an object at rest to remain at rest and an object in motion to remain in motion in a straight line unless disturbed by an external force. Resistance to motion, action, or change.
- 4 Momentum - The size and speed of a vehicle will determine the amount of time and distance required stopping it. The greater the mass or speed, the more time and distance necessary to affect a stop. $P = WVZ$
- 5 Velocity - The rate of change of position relative to time; speed of motion in a particular direction. (Vector)
- 6 Gravity - A constant pull of the earth, pulling all objects towards its center
- 7 Friction - The force between two bodies that resist motion or tendency to motion. Sliding friction rolling friction and stopped friction. Examples are a vehicle with locked wheels sliding, a moving vehicle and a vehicle at rest.
- 8 Kinetic Energy - The energy associated with motion; the energy possessed by an object in motion. Kinetic energy = $\frac{1}{2}$ mass x velocity squared. A force that is exerted by one solid surface on another when the two surfaces are sliding past each other.

- 9 Newton's First Law of Motion – An object continues in its state of rest or of uniform motion in a straight line unless acted by another force.
- 10 Newton's Second Law of Motion - A change of motion is proportional to force applied and takes place in the direction of the line of action of the force.
- 11 Newton's Third Law of Motion – To every action there is always an equal and opposite reaction.

DYNAMICS OF STEERING

- 1 Counter-steering - A method of countering the forces created in a skid (dry or wet) by steering in the direction of the skid, or the intended path of travel.
- 2 Under-steer - The handling characteristic of a vehicle that tends to increase the desired cornering radius as a vehicle progresses through a turn. A tendency of the vehicle to continue in a straight line and resist turning from a direct course of travel.
- 3 Over-steering - The handling characteristic of a vehicle that tends to reduce the desired cornering radius as a vehicle progresses through a turn, requiring the driver to rotate the steering wheel away from the direction of the turn.

DYNAMICS OF BRAKING

1 Braking

a. Front Wheel Lock-up

- (1) Caused by improper brake adjustments or slick spot on the road.
- (2) Caused by reduced braking ability and loss of steering.
- (3) Rear wheels act as a rudder and maintain straight-ahead slide.

b. All Wheel Lock-up.

- (1) Caused by a panic situation in which brakes are applied abruptly and hard enough to lock all four wheels.
- (2) The vehicle will probably skid in a straight line as long as variables such as road surface, tires tread, and air pressure are fairly even.

c. Rear Wheel Lock-up

- (1) Caused by improperly adjusted brakes which cause rear wheels to lock while front wheels continue to rotate.
- (2) Vehicle will rotate around center mass in the horizontal plane.

d. Brake Fade - Most common during a drive when frequent use of the brakes does not allow for proper cooling.

e. Weight Transfer

- (1) Occurs when the vehicle changes velocity or direction.

- (2) As a vehicle accelerates, the front tires lift, causing weight in rear to increase. This weight shift to the rear causes loss of traction for front-wheel drive vehicles, but an increase in traction for rear-wheel drive vehicles.
- (3) When braking, the vehicle weight is transferred to front wheels which have high braking efficiency.
- (4) Change of direction transfers weight from one side of the vehicle to the other, which is more noticeable in vehicles with a higher center of gravity.

f. Environmental Factors

- (1) Road Surfaces - Wet, dry, surface debris, pavement type, and temperature.
- (2) Road Designs - Flat, uphill, curve, crowned, banked.
- (3) Visibility relative to perception time - Weather conditions, day or night, blind spots, other traffic.
- (4) Wind

g. Vehicle Condition

- (1) Braking system - Poorly maintained, low brake fluid.
- (2) Suspension system and steering components - Bad shock absorbers, tie rods.
- (3) Tires - Improper tire tread, improper tire pressure, alignment, ice studs, balance.
- (4) Vehicle weight and distribution of extra weight - Uneven distribution, greater mass.

h. Braking Systems

- (1) Conventional - Drum disc.
- (2) Four wheel disc.
- (3) Anti-lock braking system (ABS)

ANTILOCK BRAKING SYSTEMS (ABS)

What is ABS? An antilock braking system is the part of a vehicle's braking system that automatically controls braking pressure to prevent the controlled wheel or wheels from locking during braking.

Why is antilock braking system beneficial? Motorists, when confronted with emergency situations, are likely to press too hard on the brake pedal, causing their vehicle's wheels to lock, which in turn causes skidding and loss of control. ABS, by preventing wheel lockup, allows drivers to maintain control of their vehicles even in "panic stop" situations. Maintaining control can be a key factor in collision avoidance. Most antilock systems also enable the vehicle to stop in a shorter distance, particularly on wet or slippery road surfaces.

How does ABS work? On a vehicle equipped with antilock braking system, wheel speed sensors detect wheel lock and send signals to the brake pressure modulator to reduce brake pressure, which allows the wheels to turn. The ABS then reapplies braking pressure to maintain maximum braking. This pressure regulation, in effect, pumps the brakes in the same manner a driver would, only much faster. During ABS operation, drivers would expect to feel the brake pedal pulsating. This pulsating occurs as a result of the brake fluid pressure changes in the brake system when the ABS is activated. This is not an unusual situation and the driver should continue applying the pedal pressure as required.

Current antilock systems can release and reapply the brakes as many as fifteen (15) times per second. By allowing the wheels to continue rolling, the driver is able to maintain control and stop the vehicle on slippery surfaces in a shorter distance than would be possible otherwise.

What are the major components of ABS?

- 1 The typical antilock system includes the following major components:
 - a. Wheel speed sensors – measures wheel speed and then transmits this information to the electronic control unit (ECU).
 - b. Electronic control unit (ECU) - contains computer functions, sensor signal processing circuits, output signals to the various ABS valves and components, and failure detection logic.
 - c. Brake pedal pressure modulator - reduces, holds, and restores pressure to one or more brakes, independent of the brake pedal applied by the driver.
- 2 Antilock systems control either the two rear wheels or all four wheels of the vehicle. In general, the four-wheel systems provide better stability and control during braking compared with the two-wheel systems because the steered wheels do not lock up.

In the event of a malfunction in the antilock system, a warning lamp on the instrument panel alerts the driver that the ABS is in need of repair.

LAW ENFORCEMENT TRAINING AND ABS

Just as skills and knowledge are required by police officers concerning emergency driving, the same holds true for vehicles featuring ABS. Four elements have been identified that assist law enforcement departments familiarize and train personnel with ABS.

- 1 ABS videotape produced from the vehicle manufacturer.
- 2 Driver's manual accompanying ABS equipped vehicles.
- 3 ABS warning lamp symbol and functioning.
- 4 Hands-on braking and handling familiarization prior to actual in-service emergency driving.
- 5 The four elements above may help officers recognize the improved efficiency of antilock brake system; however, it is important to emphasize specific features which characterize ABS. Items such as the pulsating effort of the brake pedal during activation of ABS is important information for officers. The activation of the ABS warning lamp symbol is also important for law enforcement officers because it means that the vehicle no longer has ABS braking capability.

However, traditional power brakes will be activated until the vehicle can be returned for service. Hands-on familiarization of the ABS braking and handling system completes the last element of training. By completing the above elements of ABS familiarization and training, officers will receive information which will assist them as they meet the challenges of emergency driving.

SUMMARY

Knowledge of both basic vehicle dynamics and common factors such as braking will assist the operator in understanding how to effectively control an emergency vehicle.

INTRODUCTION

Students must be able to identify acceptable vehicle control methods before they demonstrate them. This objective will identify acceptable methods for the following vehicle control considerations:

- 1 Acceleration and deceleration
- 2 Braking
- 3 Vehicle positioning and steering

CONTENT

ACCELERATION AND DECELERATION

- 1 Acceleration is necessary to reach desired speeds. Therefore, the function of acceleration is separate from the decisions and attitudes that influence speed selection covered in the objectives.
- 2 The driver will have to make conscious adjustments in acceleration and deceleration habits based on the following criteria:
 - a. Engine power, low gears or high gears, and engine responsiveness.
 - b. Traction conditions and design, dry or wet, materials under tires, and over-acceleration.
 - c. Roadway characteristics and, design, uphill or downhill, straight or curve
- 3 Considering the above-mentioned criteria, acceptable strategies and methods for acceleration or deceleration are listed below:
 - a. Acceleration and deceleration should be smooth, rather than rough, sudden, or aggressive: The smoothest application of acceleration is always most desirable, even when maximum acceleration forces are necessary.
 - b. Acceleration or deceleration should be in direct relationship to the vehicle's intended path of travel. Acceleration can be greatest when the vehicle is positioned in the direction desired but less when not positioned as desired. This is most noticeable when exiting a turning maneuver. Deceleration can occur at any time, including times when the vehicle is not positioned in the desired direction of travel.

BRAKING

- 1 The amount of braking necessary is usually determined by the available stopping distance. Early deceleration reduces kinetic energy levels, allowing for smoother stopping. In contrast, rapid foot movement from acceleration to brake usually leads to dramatic, rough braking and increased chances for loss of vehicle control.
- 2 When the driver must begin braking, the available stopping distance will directly influence the decision as to which braking method is most appropriate. Regardless of the method selected some skill is necessary.

- a. Apply pressure on the brake pedal with the upper half of the right foot, preferably with the heel contacting the floor. Try to pivot on the heel for greater sensitivity on the pedal. This involves less leg muscles and reduces unwanted “pumping” or “lock-up” of the brakes.
 - b. Avoid left foot braking. The left foot muscle must be available, if the brakes fail, to use the parking brake. Left foot braking also encourages riding the brakes. This causes brake fade and improper communication to following vehicles. Use the left foot as an “anchor” to support the lower body.
 - c. Avoid staring at the front of the hood of the vehicle while braking. Check the conditions to the rear to avoid being hit from behind. Check the conditions to the side in an effort to create an escape path-of-travel. Search ahead to see if the conditions, which forced your braking actions, have changed. Be mindful of the fact that the speed of the emergency vehicle determines the amount of distance that you need to search ahead. The greater the speed the greater the distance to be searched.
- 3 The braking method selected will likely be influenced by one of the following conditions:
- a. Controlled braking - the driver has control of the stopping distance
 - b. Sudden stops - the driver is forced to quickly stop in the shortest possible distance.
 - c. Emergency conditions - the driver combines the strategies above in an effort to respond to an emergency situation as quickly, efficiently, and safely as possible.
- 4 When an officer enters one of these three conditions, the steps below will ensure safe braking.
- a. Controlled braking
 - (1) "Early and Smooth" - steady constant pressure early, with a smooth release of pressure as the vehicle slows to a complete stop
 - (2) "Stab and Jab" or "Pumping" - apply brakes, release, apply again as necessary (applicable on wet or snowy surfaces with conventional braking systems)
 - b. Sudden Stops
 - (1) "Threshold Braking" - maximum pressure short of lock-up, releasing gradually to avoid lock-up while maintaining maximum pressure throughout (conventional braking system)
 - (2) "Antilock Braking System" - allows controlled stopping under most conditions

An antilock brake system (ABS) is the part of the vehicle's braking system that automatically controls pressure to prevent the controlled wheel or wheels from locking during braking. Motorists, when confronted with emergency situations, are likely to press too hard on the brake pedal, causing their vehicle's wheels to lock, which in turn causes skidding and loss of control. ABS, by preventing wheel lockup, allows drivers to maintain control of their vehicles even in "panic stop" situations. Maintaining control can be a key factor in collision avoidance. Most antilock systems also enable the vehicle to stop in a shorter-distance, particularly on wet or slippery road surfaces.

During ABS operation, drivers should expect to feel the brake pulsating. This pulsating occurs as a result of the brake fluid pressure changes in the brake system when the ABS is activated. This is not an unusual situation and the driver should continue applying pedal pressure as required.

Current antilock systems can release and reapply the brakes as many as fifteen (15) times per second. By allowing the wheels to continue rolling, the driver is always able to maintain control and stop the vehicle on slippery surfaces in a shorter distance than would be possible otherwise.

Antilock systems control either the two rear wheels or all four wheels of the vehicle. In general, the four-wheel systems provide better stability and control during braking compared with the two-wheel systems because the steered wheels do not lock up.

In the event of a malfunction in the antilock system, braking without the ABS-function, is maintained on the vehicle and a warning lamp on the instrument panel alerts the driver that the ABS is in need of repair.

Automotive service technicians who work with ABS equipped vehicles also require additional training. Technicians must receive manufacturer product service training on Antilock Brake Systems. This ensures technicians are qualified to inspect and repair vehicles equipped with ABS.

Items such as the pulsating effect of the brake pedal during activation of ABS is important information for officers. The knowledge of the ABS warning lamp symbol and functioning is also important for police officers. This explains that should the ABS warning lamp symbol "light up" on the instrument panel during driving, the vehicle no longer has ABS brake capability. However, traditional power brakes will be activated until the vehicle can be returned for service. Hands-on familiarization of the ABS braking and handling system completes the last element of training.

Officers should be taught that when the pedal is pushed on a car equipped with the Antilock brakes, there is a pulsing sensation. The antilock brakes are doing their own "pumping." An officer should not pump the pedal, otherwise, he or she will defeat the purpose of ABS or lessen the effectiveness of the brakes

VEHICLE POSITIONING AND STEERING

- 1 Equally important for vehicle control is the steering function and how it relates to vehicle positioning. Most drivers develop a "feeling" for where the vehicle is positioned. When they have difficulty developing this ability they will increase collision potential to the front, rear, and sides of their vehicle.
- 2 Steering is a combination of analyzing the vehicle's position and deciding where the driver wants to redirect it. Steering strategies are necessary for lateral positioning and changes in direction. Steering combines hand positioning with hand movement.

- 3 Acceptable hand positioning methods and advantages are:
 - a. "9-3" is the acceptable hand position with light finger pressure, heavier pressure with the thumb. Excellent for quick steering needs, body balance, and quick access to dashboard control items.
 - b. "9 -3" is recommended for urban driving situations where speeds are usually less than 45 mph and steering inputs are more frequent.
 - c. One hand at the "12 o'clock" position is primarily used when backing in addition to turning the body and looking in the direction that the vehicle is moving.
- 4 Acceptable hand movements for steering methods and their advantages are:
 - a. "Shuffle Steering"-avoid crossing the hands by sliding the wheel in small amounts and is best utilized in gradual turns.
 - b. "Evasive Steering - with hands at "9-3," turn the wheel ½ rotation, then a full rotation in the opposite direction, and finally back to the original position.
- 5 Regardless of which steering method is used, the driver should be aware of and concentrate on searching the desired path-of-travel. The driver will tend to steer the vehicle where he or she is looking; therefore, you should be looking (searching) at the desired path-of-travel.

SUMMARY

Vehicle control methods, when misused or improperly employed, will certainly increase the likelihood of a collision. When the driver develops a foundation of acceptable control methods, acceptable perceptual, and decision-making skills, the likelihood of a collision is greatly reduced.

INTRODUCTION

It is important for the student to identify situations, which result in a high incidence of collision involvement while the officer is performing routine driving tasks. Collision prevention requires a conscious identification of specific driving behaviors and a motivated student who recognizes acceptable behaviors and develops them into low-risk habits.

By organizing a driving maneuver into specific behaviors, the student can follow a step-by-step sequence to success. Performances are more easily evaluated when feedback is "okay" or "not okay." Successful results are more consistent and corrections are more easily made.

CONTENT

- 1 Driving movements frequently contributing to law enforcement collisions are:
 - a. Backing
 - b. Parking maneuvers
 - c. Road positioning
 - d. Turnabouts and turns
 - e. Lane changes
 - f. Driving too fast for conditions:
 - (1) While approaching intersections
 - (2) While approaching hills
 - (3) While approaching curves
 - (4) Passing vehicles
 - (5) Following vehicles

BACKING

- 2 Over fifty (50) percent of all non-emergency law enforcement related collisions occur while the vehicle is in reverse.
- 3 Maneuvering in reverse driving situations necessitates a slightly different application of road position. The primary consideration is the swing of the vehicle's front end during turning motions. During constant, increasing, and decreasing radius turns, the part of the reverse driving line most affected will be the point of entry.
- 4 Limits on maneuvering presents the driver with other considerations. Driving limits may be imposed by roadway width, space between obstacles, or both.

PARKING MANEUVERS

The following methods are suggested to aid the driver when completing reverse maneuvering:

- 1 Straight line backing
 - a. Driver's body should be turned.
 - b. Driver is looking out the rear window over his/her right shoulder.
 - c. Driver's right arm is over the front passenger seat.
 - d. Left hand is kept at the twelve (12) o'clock position.
 - e. Have a clear view to the rear.
 - f. Accelerate lightly.
 - g. There should be minimum hand movement on the steering wheel as the front tires will react immediately to steering input.
- 2 Backing and Turning
 - a. Properly position hand(s) on the steering wheel.
 - b. Driver's body is turned to look to the rear in the direction the vehicle will travel.
 - c. Frequent checks of the front corners are made to check the swing of the car before turning.
 - d. Turn steering wheel with a firm control of the hands, hands always on the wheel.
 - e. Maintain speed control; in close quarters creep the vehicle.
 - f. If backing is necessary, do the backing when first arriving at a destination rather than when leaving. In non-emergency situations, always back into a parking space.
- 3 Parking
 - a. Perpendicular or stall parking
 - b. Backing into a perpendicular parking space is recommended. If you back into a parking space, you can get into and out of a tighter area than if you pulled in forward. When a police vehicle is backed into a space, the officer is able to quickly and safely move the vehicle out if an emergency situation develops after the car is parked.
 - c. Angle Parking

Angle parking used when there are 30-45 degree angle parking spaces. This type of parking is designed for head-in parking.
 - d. Parallel Parking

Parallel parking is used for backing between two vehicles that are parked next to a curb.

ROAD POSITIONING

- 1 Road positioning means the position of the vehicle on the road to best facilitate the negotiation of a turn or curve at a safe rate of speed and the use of the available roadway to its fullest advantage with the least amount of steering. Road positioning could also be referred to as the "driving line" through a turn.
- 2 Typical turn classifications are:
 - a. Increasing Radius turn is one where an initial sharp turning angle gradually straightens away from the apex arc. Vehicle speed will be slow at the entry point and can be increased at the apex and upon exiting, relative to the configuration of the roadway.
 - b. Decreasing radius curve is one in which the turn angle becomes sharper in relation to the distance driven. In this situation, the driving speed will necessarily be decreased in proportion to the severity of the turn angle. Negotiate the turn by taking the line of least resistance to the vehicle's travel.
 - c. Constant radius turn is the most efficient driving line utilized to negotiate a turn—a driving line with a constant radius. This turn would become a full circle if permitted to continue a full 360 degrees. The actual driving distance of the turn would be approximately $\frac{1}{4}$ of the theoretical circle.
 - d. Multiple turn situation is where vehicle control problems are likely to occur. The correct roadway position through multiple turns is a path that will reduce the amount of directional change from one turn to another. This will lessen side-to-side weight transfer, to give the tires improved traction and allow for a greater potential for control. In order to drive correct roadway position, the driver will have to equalize necessary turning motions from one turn to another while maintaining a consistent speed. The reason for equalizing turning motions and speed is that the two ingredients combined to create centrifugal force.
- 3 Three essential or critical points of reference are relevant to a radius turning movement.
 - a. Entry-point is the entry position, placing the vehicle to the extreme outside of the available roadway. This is also the point of steering input to perform the turning maneuver.
 - b. Apex-point is the apex, the most inner part of the available roadway, and is referred to as the geometric apex. It is directly centered within the driving arc.
 - c. Exit-point is the exit position, placing the vehicle again to the extreme outside of the roadway. If steering input is correctly performed from entry and maintained to the apex, the vehicle will seek this exit point on its own.

4 TURNABOUTS AND TURNS

Some agencies have guidelines on when to turn (or not to turn) on a public roadway. In lieu of any definite guidance, some suggestions are:

- 1 "U" turn and broken "U" turns

- a. Slow vehicle
 - b. Pull to extreme right of lane or shoulder
 - c. Check traffic
 - d. Signal intent to turn
 - e. Do not accelerate until after the turn is completed
 - f. If the turn cannot be completed in one motion, back only so far as to allow for completion of the turnabout
- 2 Right-side Roadway Turn or Use of Driveway
- a. Requires a two-lane roadway
 - b. Use same method of backing into a perpendicular parking space
 - c. Check roadway for traffic before and during maneuver.
 - d. Avoid driving head-into a driveway, as this reduces maneuverability when exiting the driveway.
- 3 Making Left and Right Turns

By using an acceptable method for turning, the driver is able to practice the necessary steps for best habit development. When the driver is aware of the necessary steps, the potential increases for avoiding errors that can cause a collision. An acceptable method is:

- a. Get speed under control.
- b. Signal intentions.
- c. Check mirrors and blind spots
- d. Get proper side position before making the turn.
- e. Scan intersection to the left, front, and before beginning to turn be sure the new path-of-travel is clear.
- f. Look into the direction of the turn before beginning to turn to be sure the new path-of-travel is clear.
- g. Maintain the proper tracking control.
- h. Keep braking forces applied (on turn initiated from a moving position) until halfway into the turn.
- i. Shuffle steering technique will give positive steering control.
- j. Accelerate after the turn.

LANE CHANGES

Why make the lane change? What is there to gain by the change? These questions are seldom considered by those drivers having lane-changing collisions. If the lane change is necessary, then consider the following method:

- 1 Check other lanes for problems and a clear path.
- 2 Check mirrors to find an opening in the adjacent lane.
- 3 Signal intentions by having the signal lever in the on position for at least three seconds before change lanes.
- 4 Turn head - check into the blind spot, by making a quick glance over the shoulder in the direction the car is to travel.
- 5 Tracking control requires a slight turn of the wheel for a smooth, gradual, accurate movement.
- 6 Speed control may require a slight increase in speed.
- 7 Time vehicle arrival into the adjacent lane to avoid interfering with other traffic.

DRIVING TOO FAST FOR CONDITIONS

- 1 Collision data for officers indicate that collisions result from driving too fast for conditions when:
 - a. Approaching intersections
 - b. Approaching hills
 - c. Approaching curves
 - d. Passing vehicles
 - e. Following vehicles
 - f. Passing slower traffic
- 2 Approaching intersections
 - a. Observe the intersection early.
 - b. Check the mirror for an update of rear traffic
 - c. Select the best lane and positioning for negotiating the intersection
 - d. Scan left, front, right of intersection location for potential or actual conflicts, especially restrictions to the lane.
 - e. Get the best speed control by either covering the brake or applying the brake in case any conflicts are present in your line-of-sight.

3 Approaching hills

- a. Determine the hill grade by observing cars disappearing.
- b. Check area to the right for possible escape path from oncoming traffic.
- c. Check mirrors for closeness of fast approaching vehicles.
- d. Keep following distance.
- e. Avoid extreme movements to either side of the lane when visibility is restricted.
- f. Reduce speed to gain more time to see over the hillcrest.
- g. Try to determine immediately, while driving over the hillcrest, if the path of travel is “okay” or “not okay”
- h. Search ahead and see what the next problem might be.

4 Approaching Curves

- a. For purpose of speed control in a turning maneuver, consideration must be given to throttle and brake application in relation to the vehicle's position within the driving lane.
- b. This is accomplished by dividing the driving lane into zones of activity regarding brake and throttle usage.
- c. Speed adjustment consists of the approach roadway up to the entry area or zone. The vehicle's speed will be brought to entry speed within this area. This can be accomplished by speed increase, speed reduction (straight line or threshold braking)
- d. Entry consists of the turning arc (driving lane) between the entry point and the apex. Depending on the desired technique, vehicle speed is maintained by constant throttle or adjusted by brake release.
- e. Exit area consists of the roadway from the apex to the exit point. Options exercised in this area are speed maintenance or speed increase, speed decrease, or vehicle stop. Use of the appropriate option will be determined by the situations confronting the driver.
- f. The following rules apply to rounding curves:
 - (1) Determine sharpness of curve ahead.
 - (2) Check mirrors for conditions to the rear
 - (3) Keep the following distance
 - (4) Check area to right for possible escape path from oncoming traffic.
 - (5) Going in to a left curve, keep to the right edge of the lane if the left traffic flow is okay. This will give best line of vision into the curve and best drive line into the curve.

- (6) Going into a right curve, keep to the left edge of the lane if the left traffic flow is okay. If oncoming traffic exists, center the vehicle in the lane.
- (7) Establish an effective speed control before going into the curve.
- (8) Look into the curve, trying to see to the end of the curve, and continually evaluate the conditions of the path of travel.
- (9) Acceleration can be increased after the vehicle is beyond the halfway point in the curve and if the new path of travel is okay.

5 Approaching and passing slower vehicles.

- a. Look ahead of the vehicles to be passed.
- b. Observe the traffic conditions to determine the best passing location.
- c. Make mirror checks, head checks, and signal intentions.
- d. Check location to the side.
- e. If crossing lanes into oncoming traffic, put headlights on to increase visibility and separation.
- f. Accelerate smoothly and quickly.
- g. Pass to the left of the vehicle and keep as far away as possible for best visibility and separation.
- h. Keep searching for changes in the traffic conditions, knowing what the escape options are.
- i. When the headlights of the passed vehicle are seen in the rear view mirror use turn signal and return to original lane:

6 Following Vehicles

- a. There are three major reasons why an acceptable following distance should be emphasized for patrol vehicles.
 - (1) The patrol vehicle may be traveling faster than other vehicles, which means the closure rate of the patrol vehicle to the front vehicle will be rapid.
 - (2) The motoring public, after seeing a law enforcement vehicle approaching from the rear, will often make quick and unexpected braking actions, which could increase the closure rate.
 - (3) An officer is often performing surveillance of the areas surrounding conditions, which creates distraction away from the front of the vehicle.

- b. Some law enforcement courses recommend two-second following distance and other recommend a four -second following distance. We recommend a three-to-four second following distance. The more space the driver is able to routinely keep, the less the number of surprises there will be. With fewer surprises there will be maximum control and minimum stress. An acceptable following distance can be measured by the use of seconds.
- c. How to estimate following distance by using seconds:
- d. Estimate how many seconds you are away from the vehicle you are following. Then find a fixed marker, such as a traffic sign or telephone pole, that the front vehicle is about to pass. As soon as its rear bumper is even with the marker, begin counting by 1001, 1002, 1003, 1004, and so on until the front of your vehicle is even with the same marker.
- e. Repeat this process until you can estimate the distance covered in four (4) seconds. Do this for different speeds.

SUMMARY

There are many situations which have high frequency of collision involvement for an officer. This objective presented a sequencing of driving tasks that are divided into measurable steps. If followed, these steps can help the student acquire specific behaviors and develop good driving habits. With these actions, the student can perform safely and consistently in a high-risk situation.

Methods of Skid Avoidance

INTRODUCTION

The driver who avoids skids is a truly skillful, precise, and professional driver. The mental skills used in skid avoidance are more important than skills needed to get out of a skid.

Drivers should be aware that a vehicle in a skid is a vehicle out of control. Some of the factors influencing skid avoidance are:

- 1 Perception
- 2 Steering
- 3 Braking
- 4 Speed control
- 5 Roadway positioning

CONTENT

1 PERCEPTION

- a. Searching far enough ahead of the vehicle and maintaining adequate space around the vehicle will enable the driver to identify changes in the roadway and environment early enough to allow for minor adjustments in the position of the vehicle. Maintaining less than the desired amount of space, a driver is more likely to become surprised. This surprise often necessitates a much more drastic movement with the vehicle and may result in a skid.
- b. Some perceptual and space management methods for skid avoidance are:
 - (1) Searching at least 12 seconds ahead
 - (2) Maintaining adequate following distance of 3-5 seconds from the vehicle.
- c. Practicing the acceptable search and space management methods will reduce the chances of becoming involved in a skid situation.

2 STEERING

- a. By maintaining proper hand positioning and using acceptable steering methods, a driver can minimize the vehicle's weight transfer. Sudden weight transfer can result in a loss of control that may cause the vehicle to go into a skid.
- b. Steering methods for skid avoidance:
 - (1) Hand position - by keeping both hands on the steering wheel, a driver is ready for initial steering input.
 - (2) The "9-3" steering method - this position will assist the driver of the vehicle in reducing the sudden weight transfer change that may cause a skid.
 - (3) Smooth steering inputs - Abrupt steering changes may cause sudden weight transfer situations that may result in a skid.

3 BRAKING

- a. Using acceptable braking methods, a driver is able to avoid wheel lock-up that can cause the vehicle to go into a skid.
- b. Early braking will greatly reduce the chances of wheel lock-up.
- c. Early braking is dependent on recommended searching and braking habits.

4 SPEED CONTROL

- a. By practicing speed control habits during non-emergency driving, a driver is able to develop a better sense of risk assessment for emergency response driving. To be sensitive to loss of traction, a driver must be aware of subtle changes in speed and situations that may cause a driver to want to exceed reasonable and prudent speeds.
- b. Speed control methods that will increase a driver's ability to avoid skid situations are listed below.
 - (1) Develop acceptable acceleration and deceleration habits
 - (2) Develop acceptable space management methods
 - (3) Increase awareness to speed and speed changes. The difference skidding and not skidding situations may only be 2-3 mph.
 - (4) Develop sensitivity to different traction surfaces.

5 ROADWAY POSITIONING

- a. The Lane Selected by the driver (and the position chosen within the lane) will significantly affect a driver's ability to avoid a skid.
- b. The more a vehicle has to move laterally, the greater the chances that it will become involved in a skid. By searching at least 12 seconds ahead of the vehicle, a driver can identify potential problems early, decide the appropriate path-of-travel, and begin to execute movement away from the potential problem. If the problem materializes, the driver has already moved the vehicle into a strategic position that will decrease the amount of steering input and severity of the vehicle's steering response.
- c. Roadway positioning methods for skid avoidance include:
 - (1) Lane selection - review space management systems
 - (2) Lane position within the lane - the vehicle favors whatever portion of the lane it is in -center, left, or right.

SUMMARY

All drivers have the potential of becoming involved in a skid. Officers spend more time on the road than the average driver and have an even greater chance of becoming involved in a skid. By identifying the factors that can cause skids and practicing the methods necessary to prevent and control skids, the officer significantly reduces skid potential and increases vehicle control.

Skid Control & Types of Skids

INTRODUCTION

When a vehicle's tires lose traction - with the roadway surface, the vehicle is in a skid. Regardless of the geographic location, officers throughout the country have the potential of becoming involved in skid situations.

Drivers erroneously believe that skids occur only in bad weather or while driving at high speeds. Emphasis should be placed on the fact that skids may occur during all types of driving: non-emergency, emergency, or pursuit. An officer on patrol may be distracted by a suspicious vehicle, and while looking at that vehicle, become surprised by the actions of another driver. This situation may force the officer to perform a drastic maneuver to avoid a collision, resulting in a skid.

There are many ways in which the driver, the environment and the vehicle can create a skid situation. It is important that officers be made aware of these factors and learn the skills needed to prevent or overcome a skid.

CONTENT

There are a number of different types of skids. This objective will cover:

- 1 Braking skids
- 2 Cornering skids
- 3 Power skids
- 4 Front wheel skids
- 5 Rear wheel skids
- 6 All wheel skids
- 1 BRAKING SKIDS

- a. Conditions

- (1) One or more brakes lock up. The direction of travel will be dependent on the number and location of the wheels that lock up.
- (2) There is loss of steering if front brakes are locked
- (3) There is an increase in the braking distance when one or more wheels are locked,

- b. Examples of contributing factors:

- (1) The driver brakes too late, or brakes too hard due to inadequate following distance, panic, or miscalculation.
- (2) The sun's glare blocks the driver's line of sight, resulting in a late brake.
- (3) The vehicle's brakes are improperly adjusted

- c. Solutions: Release a minimum amount of brake pressure just until the wheels unlock. Steer in the direction the vehicle is to go.

2 CORNERING SKIDS

- a. Conditions
- b. While trying to negotiate a turn or a curve, the vehicle exceeds the limitations of adhesion.
- c. Examples of contributing factors:
 - (1) The driver over-steers, under-steers, or approaches the turn too fast
 - (2) The roadway is bumpy or is covered with loose debris
- d. Solution: Ease foot off the accelerator. Stay off the brake and steer in the direction the front of the vehicle is to go.

3 POWER SKIDS

- a. Conditions
 - (1) The driver over-steers, over-accelerates, and over-brakes.
 - (2) The roadway is covered with loose debris.
 - (3) The vehicle has too much weight behind the rear axle or poor shocks
- b. Solution: Stay off the accelerator and the brake. Steer in the direction the front of the vehicle is to go.

SUMMARY

There are many ways an officer can become involved in a skid. The number of hours spent driving, the various weather conditions, and the distractions that the officer is faced with due to the nature of the job are just a few of these ways. By being made aware of these various skids and the methods for controlling them, an officer is more likely to be able to properly handle a skid situation.

Radio Communications

An officer needs to know how to use the radio without losing control of the vehicle or creating a situation that would distract the driver's concentration.

If possible, the desirable time to use the radio is:

- 1 On straight roads, when steering skills are not needed - this will prevent the microphone cord from becoming wrapped around the steering wheel assembly.
- 2 On flat roads, rather than hilly
- 3 When stopped
- 4 When the driver is able to search forward and to the sides for changing conditions, rather than during moments when visibility is temporally restricted by other vehicle or objects.
- 5 During the slower speeds of an emergency response or pursuit.

Some additional suggestions for increasing vehicle control include:

- 1 Avoid driving one-handed.
- 2 Find a consistent location to secure the microphone during non-emergency or emergency moments.
- 3 Keep the windows up to reduce sound distraction
- 4 If available, have a partner use the radio
- 5 Know the correct radio codes, language, street names, and locations.
- 6 Speak clearly and efficiently; avoid time-consuming conversations.

SUMMARY

Proper utilization of the emergency vehicle's communication radio will minimize the possibility of a collision due to a lack of control on the steering wheel.

EMERGENCY DRIVING

INDIANA LAW ENFORCEMENT ACADEMY LESSON PLAN

Course Level:	Basic X i-Service X	Supervision	Management	Specialized
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Lesson No. Title: Non -Emergency Driving Hrs. Required: 4 of 4

Scope of Lesson Coverage: Develop accepted attitudes for safe driving and decision-making for collision avoidance, while learning to simultaneously integrate the tasks of driving and law enforcement.

Specific Objectives: Students will learn the aspects associated with law enforcement driving and the effects that attitudes and emotions have upon law enforcement.

- 1 Specific Objectives: Students will learn the aspects associated with law enforcement driving and the effects that attitudes and emotions have upon law enforcement while responding in an emergency mode.
- 2 Given a lecture, students will identify the types and limitations of emergency warning devices on law enforcement vehicles.
- 3 Given a lecture, students will identify factors used in route selection for an emergency response.
- 4 Given a lecture, students will identify the changes in vehicle dynamics that occur during an emergency response.
- 5 Given a lecture, students will identify acceptable steering methods for use during an emergency response.
- 6 Given a lecture, students will identify acceptable methods of cornering during an emergency response.
- 7 Given a lecture, students will identify acceptable backing methods used driving an emergency response.
- 8 Given a lecture, students will identify acceptable collision avoidance methods during an emergency response.
- 9 Given a lecture, students will identify several types of power assist steering losses and acceptable methods of minimizing potential loss of vehicle control.

Training Aids, equipment, etc., required:

Material for issue: ILEA Driver Training Manual

References: ILEA Driver Training Manual
Law Enforcement Driver Training Reference Guide, 2000

Prepared by: Nick Schiavarelli Date: 06/17

ILEA/180

INTRODUCTION

When properly used, emergency-warning devices may enhance the officer's ability to maneuver in traffic and reduce the risk to self and others.

CONTENT

1 HEADLIGHTS

- a. During daylight hours, headlights should be used in conjunction with emergency overhead lights.
 - (1) Headlights are usually more discernable than traditional red or blue overhead lights in the daytime.
 - (2) Most drivers will see headlights before they hear the siren or see the overhead lights.
 - (3) Emergency flasher lights may be helpful in daylight hours.
- b. During hours of darkness, high beam lamps have a tendency to obliterate the emergency lights and blind oncoming drivers.

2 LIGHTS AND SIREN

- a. Sirens are often required by statute, regardless of the time of day, when engaged in emergency driving; and some states now require by statute the utilization of overhead lights and siren in an emergency response.
- b. Emergency lights and sirens are not substitutes for exercising caution and using the driving skills that you have mastered.
- c. Various factors affect the siren's audibility and the light's visibility.
 - (1) Weather Conditions
 - (a) The siren may be heard sooner on an overcast or cloudy day.
 - (b) Siren audibility tends to dissipate into the atmosphere on clear days.
 - (c) Fog will allow sound to carry through its moisture with a minimum loss of decibels at close range. The greater the distance, however, the greater the sound blockage.
 - (d) Emergency lights are virtually ineffective in foggy weather.
 - (e) Inclement weather of any kind greatly reduces the value of lights and siren. The quality of the driving then becomes even more critical.

(2) Vehicular Traffic Conditions

- (a) Sirens become less discernible with the increase of traffic noise.
- (b) Large vehicles, such as heavy trucks and buses, will decrease the effectiveness of the siren.

(3) Location

- (a) The siren may be less discernible in a residential area. Large trees and hedges tend to absorb sounds.
- (b) Tall buildings tend to block out, deflect, or tunnel sound transmission. When this occurs, the value of the siren is diminished.
- (c) In flat, open areas the sound of a siren can be heard for a greater distance.

(4) Pedestrian Traffic Conditions

- (a) Emergency lights may not adequately warn pedestrians.
- (b) Sirens offer greater warning to pedestrian traffic.
- (c) Great care and caution must be taken in areas congested with foot traffic.
- (d) The use of warning devices in school zones is enhanced by a reduction in speed.
- (e) Speed control is the preferred response in areas where pedestrian traffic is the norm.

(5) Citizen Awareness

- (a) Drivers and pedestrians are not always attentive, so they may not see or hear an emergency warning device. They may be distracted by one or more of the following:
 - (i) Children misbehaving
 - (ii) Conversation with passenger
 - (iii) Radio on loudly
 - (iv) Air conditioning or heater fan noise
 - (v) Windows rolled up
 - (vi) Construction
 - (vii) Law enforcement activity in another area
 - (viii) Sightseeing problems

- (b) The public may respond to the warning by panic stopping, panic steering, or sudden acceleration.
- (6) Speed and Emergency Equipment Warning Devices
 - (a) As speed increases, the effectiveness of the siren decreases.
 - (i) Due to the increase of speed and the resultant increase in feet per second traveled by the emergency vehicle, other drivers and pedestrians may not have sufficient time to react to the sound of the siren.
 - (ii) As speed increases, a driver may not hear the siren until the officer is one or two car lengths behind the vehicle.
 - (b) As the officer's speed increases, the chances of having a collision increases and the time for processing information and decision-making decreases.
 - (c) The lights and siren also affect the officer's behavior.
 - (i) Tunnel vision develops at high speed and the officer tends to forget that the emergency warning devices are operating.
 - (ii) Speed reference is lost due to the elimination of the sounds of speed, such as wind and engine noise.
 - (iii) The use of emergency lights and siren may provide a false sense of security. Don't succumb to the "Invincibility Syndrome." These warning devices are there to benefit the public. The responsibility for safe driving rests with the officer.

SUMMARY

Emergency warning devices are a means of communication. Communication is a process involving the sending of messages, reception of message, and confirmation of an understanding of the message. When the emergency message is sent early, prior to arrival of the law enforcement vehicle, the pedestrian's and driving public's reaction will be more reliable and consistent.

INTRODUCTION

The student will need to master one acceptable way of utilizing the radio in emergency situations. Individual agency policies and procedures may differ because of varying requirements. When the student returns to their individual agencies, they should learn and master those requirements and follow them.

CONTENT

VALUE AND IMPORTANCE OF RADIO SKILLS

Of the many skills that students are expected to master, few are more importance than the operation of the police radio. Accurate and precise use of the radio in emergency situations become more critical.

- 1 It is important to the officers and to fellow officers because it can:
 - a. Improve the office's effectiveness by reducing response time in emergency and pursuit situations.
 - b. Increase the likelihood of obtaining help when it is needed.
 - c. Make the difference between effective and ineffective response.
- 2 The radio is the officer's source of communication between the dispatcher and fellow officers. Use it effectively and efficiently in order to avoid disaster.

RADIO TRANSMISSION ACCURACY

It is important that any information, which the officer transmits over the radio, be as accurate as possible. Inaccurate information may cause fellow officers to take inappropriate action and can result in a delay when requesting help or assistance. Regardless of how accurate and brief the message, when the dispatcher or other units cannot understand it, it is of no value.

TONE OF VOICE

The tone of voice should be calm, natural, and relaxed.

CONTROL OF EMOTION

The officer needs a good attitude when transmitting during emergency situations. The officer should always strive to be calm. A calm voice is easier to understand than an excited one. The more critical the situation the officer is reporting, the more important it is to transmit clearly. In stressful situations, the rate of speech frequently increases. Consequently, the officer must attempt to control emotions so everyone hears and understands the transmission.

ENVIRONMENTAL FACTORS

There are a number of environmental conditions which may impact the quality of the officer's radio transmission.

Some common conditions are:

- 1 The siren
- 2 Heavy traffic
- 3 Loud engine noise from sudden acceleration

TRANSMISSION CONTENT

The agency's policy will be the best source for determining exactly what information is to be transmitted during an emergency situation. There are a number of things, however, that may be consistently included:

1. Tell the dispatcher who you are.
2. Advise the dispatcher of your emergency situation
3. Indicate location and direction.

THE TEAM APPROACH

The critical participants in radio communication are the dispatcher and the officer(s) involved in an emergency situation. Law enforcement vehicles operating with two officer assignments need to agree upon a division of labor during an emergency situation. It is advisable to have the non-driver maintains communication. An officer in a single assignment unit must exercise greater care and caution when doing both. Remember that the officer can expand the size of the team by providing quality information to fellow officers.

SUMMARY

Radio communication is more critical in emergency situations. An officer must be prepared to use the radio efficiently and effectively. Ability to do so will enhance the officer's potential for responding to the emergency situation with quality police work.

Emergency Route Selection

INTRODUCTION

An officer responding to an emergency will want to reach the desired destination as quickly as possible. The officer must do everything possible to ensure a prompt arrival. This means selecting the route that is the safest AND the one that will ensure the quickest arrival.

CONTENT

ROUTE SELECTION FACTORS

- 1 Response management is most directly affected by traffic density: Avoid roads where heavy or uncooperative traffic patterns exist, especially commercially zoned areas. Avoid roads frequented by slow moving or large vehicles such as tractor-trailers or farm equipment.
- 2 Avoid locations of heavy pedestrian traffic, such as school zones, busy intersections, bus loading and unloading zones, and parked cars.
- 3 Avoid slow moving traffic conditions, such as construction zones, special entertainments events, bumper-to-bumper traffic, and rough pavement roads or roads that have potholes, multiple bumps, and non-paved surfaces.
- 4 Select roads having acceptable line-of-sight conditions. Avoid roads with hills and curves, poor visibility at intersections, or poor visibility due to parked vehicles.
- 5 One-way streets offer the advantage of avoiding oncoming traffic, but the disadvantage of approaching all vehicles from their rear -the area they tend to be least aware of while driving.
- 6 Traffic density, day of the week, road, weather, and visibility conditions are other factors to be considered.
- 7 An officer responding to an emergency should try to select a route which will offer the following:
 - a. The least amount of steering and speed adjustment requirements.
 - b. Approaches to intersections offering acceptable line-of-sight and legal right-of-way.
 - c. The quickest, most direct route.
 - d. The route that will give the least interference to the emergency warning devices being seen and heard.
 - e. The routes that are the widest and have available escape paths to the sides.
 - f. The route which will assure safe arrival.

SUMMARY

Route selection is often a low priority for a non-emergency response. However, proper route selection is critical during emergency response. When an officer "practices" route selection during non-emergency driving, the chance that the best route decision for an emergency response will be made increases. The emphasis should be on arriving at a destination safely, with speed as the last consideration.

INTRODUCTION

As the officer responds to an emergency, the vehicle will usually travel at speeds greater than normal. With increased speed and the distraction from driving caused by the emergency condition, the officer should understand how the vehicle dynamics will change.

CONTENT

The following concepts are consistent with increased speeds:

1 STEERING

- a. Counter-steering - Due to speed and weight transfer, the vehicle may experience a side skid while negotiating a correct turn. The skid will necessitate counter-steering, which is steering into the skid, i.e., the direction in which the vehicle was to go originally:
- b. Over-correct steering - In a secondary skid, there is a tendency to over correct steering input and allow the vehicle to get into a lesser skid in the opposite direction. This skid requires a conscious effort on the part of the driver to carefully control the steering of the vehicle;
- c. Steering in a skid - When the vehicle brakes lock up, there is a loss of control in the steering of the vehicle. Regardless of the steering, the vehicle will proceed in a straight line. This skid requires the operator to release the brakes and use threshold braking method.
- d. Under - steer front wheel skid - The handling characteristics of a vehicle that is under-steered tends to increase the desired cornering radius as the vehicle progresses through a turn. To correct this condition, the driver should slowly straighten the steering until directional control is regained. "If the tires squeal, straighten the wheel."
- e. Over - steer rear wheel skid - The handling characteristics of a vehicle that is over-steered tends to reduce the desired cornering radius as the vehicle progresses through a turn. To correct this condition, the driver should slowly straighten the steering and use weight to control the rear of the car. For every steering adjustment made, an equal adjustment needs to be made in opposite direction in order to maintain control

2 BRAKING

- a. Front Wheel Lock-up:
 - (1) Caused by improper brake adjustment or slick spot on the road.
 - (2) Causes reduces braking ability and loss of steering.
 - (3) Rear wheels act as a rudder and maintain straight ahead slide.
- b. All Wheels Locked
 - (1) Caused by a panic situation in which brakes are applied abruptly and hard enough to lock all four wheels

- (2) The vehicle will probably skid in a straight line as long as variables such as road surface, tire tread, and air pressure are fairly even.

c. Rear Wheel Lock-up

Is caused by improperly adjusted brakes which cause rear wheels to lock while front wheels continue to rotate.

d. Brake Fade

- (1) Most common during a drive when frequent use of the brakes does not allow for proper cooling

- (2) The brakes are unable to grab and stop the wheel movement

3 CORNERING

- a. Centrifugal Force-As a vehicle travels around a corner at high speed, there is an increase in the centrifugal force which impels an object outward from a center of rotation.

- (1) A turn or curve cannot be entered at a speed greater than the driver and vehicle can handle.

- (2) Any braking done in a curve will take away from the steering capability.

- (3) No increase in acceleration should occur until the vehicle begins to exit the curve.

- b. Centripetal Force - Opposite of centrifugal force, which must act on a vehicle in order to cause it to move in a curved path.

Centripetal force and centrifugal force must be in balance when driving around a curve or turning a corner.

4 WEIGHT TRANSFER

- a. It occurs when the vehicle changes velocity or direction.

- b. As a vehicle accelerates, the front lifts, causing weight in rear to increase. This weight shift to the rear can cause loss of traction for front-drive vehicles, but increase traction for rear-wheel drive vehicles.

- c. When braking the vehicle, weight is transferred to front wheels which have high braking efficiency.

- d. Change in direction transfers weight from one side of the vehicle to the other, which is more noticeable in vehicles with high center of gravity.

SUMMARY

When the student understands how vehicle dynamics change during the increased speeds of an emergency response, the chance for vehicle control increases significantly.

Types of Corners – Curves

INTRODUCTION

During emergency response driving situations, increased speeds are to be expected. With increased speeds comes the need for increased skills to drive through turns and curves. The officer should be able to perform a precise step-by-step system for cornering during increased speeds.

CONTENT

The officer should understand the types of corners that are common to highway design. Corners are divided into three (3) types:

- 1 Constant Radius -requires constant, consistent steering
- 2 Increasing Radius -requires sharp to gradual steering
- 3 Decreasing Radius -requires gradual, then sharper steering

CORNERING METHODS

- a. Search 12 seconds ahead and evaluate the conditions of the corner being approached.
- b. Start lane position adjustments prior to reaching the corner. Position to the outside or wide position. You must stay within your lane.
- c. Depending on the approach speed, braking may not be necessary. Speed control can be acquired through deceleration, threshold braking or trail braking.
- d. Begin steering actions while driving towards the apex of the corner. Avoid aggressive steering movements. The apex will be located to the inside or tight portion of the corner.
- e. As the vehicle passes through the apex, the driver should steer the vehicle toward the desired exiting position within your lane.
- f. Acceleration methods and steering adjustments are added at this same moment.

ADDITIONAL CONSIDERATIONS

- g. Have speed under control before entering the corner to avoid heavy braking.
- h. Select apex location carefully, in accordance to the desired outcome.
- i. Use of the travel lane must take into consideration the line of sight restrictions and the legal lane limitations, roadway design characteristics (such as surface conditions), crowned roadway, and traffic patterns.

SUMMARY

Any driver can approach a corner at high speed. The true talent is in the successful completion of the cornering maneuver. Through the use of an acceptable cornering method, the officer increases vehicle control through the turning situation. The officer also is able to identify and correct errors in method while cornering before losing vehicle control.

INTRODUCTION

With good routine backing habits, an officer will be able to minimize the risks generated while backing during an emergency. The chances for a backing collision increase with emergency response because officers seldom practice backing at higher speeds and heightened emotions.

CONTENT

Acceptable backing methods for use during emergency response include:

- 1 Avoid backing unless absolutely necessary.
- 2 Back in a straight line if possible.
 - a. Keep left hand on top of the steering wheel.
 - b. Twist body to look out rear window.
 - c. Check mirrors and front of vehicle periodically.
 - d. Avoid steering dramatically, as the front of the vehicle will be extremely sensitive to steering actions.
 - e. Keep speed constant.
 - f. Brake smoothly, as front wheel lock-up is likely if hard braking is applied.
- 3 If turning is necessary, the best strategy is to avoid trying to save time by hurrying a maneuver. Turn in reverse safely and carefully and absorb the time in an attempt to guarantee successful completion of the reverse maneuver.
- 4 Avoid backing long distances whenever possible. Turn the vehicle around and maneuver in a forward gear.

SUMMARY

The student should understand that reverse maneuvering in an emergency response will be much more difficult due to heightened emotions and greater speed. By practicing the suggested backing methods mentioned and combining them with the methods mentioned in this manual, the student will develop a thorough foundation of knowledge on which to base backing decisions.

Emergency Collision Avoidance

INTRODUCTION

While responding to an emergency, the urgency for response, increased speeds, and emotional involvement, tends to distract the officer from the perceptual demands of driving. Collision avoidance maneuvers become more critical and necessary as the driving and pedestrian public react or fail to react to emergency warning devices.

CONTENT

There are various methods that can be used for collision avoidance.

- 1 Quick, sudden braking.
- 2 Evasive steering or sudden lane change
 - a. Usually performed when the driver's intended path-of-travel is suddenly blocked by an object, pedestrian, or vehicle.
 - b. The driver should position the hands at the 9-3 steering location
 - c. The driver should turn the steering wheel no more than ½ rotation in the necessary direction, and return the wheel twice as far in the opposite direction, and finally straighten the wheel. A third steering movement of a lesser amount may be necessary to keep the back end from swaying.
 - d. This maneuver requires available roadway to the sides, allowing for lateral vehicle positioning.
- 3 Clearing intersections
 - a. Allow for others users to adjust to the law enforcement vehicle's approach.
 - b. Adjust speed to allow other users to see and hear the emergency warning devices.
 - c. Slow or stop at all intersections.
 - d. Use quick, yet thorough, searching methods to clear the intersection to the left, front, and right streets.
 - e. Look for additional emergency response vehicles.
 - f. Change siren pattern to attract attention with a different sound.

Assuming a collision will happen, there are ways to reduce injury and damage to the vehicle and avoid having the collision take place in the driver's door panel of the vehicle. Try to strike the objects at an angle, thus deflecting some of the impact forces. The driver must maintain steering and braking control to avoid colliding with additional objects after the first collision.

SUMMARY

The officer should attempt to drive in a manner that will not require the use of collision avoidance maneuvers. However, under emergency response conditions, the potential for collision avoidance maneuvers increases. By identifying these methods and identifying personal skills, the student can choose the most appropriate collision avoidance maneuver when necessary.

PURSUIT DRIVING

INDIANA LAW ENFORCEMENT ACADEMY LESSON PLAN

Course Level:	Basic X In-Service X	Supervision	Management	Specialized
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Lesson	No.	Title: Pursuit	Driving Hrs. Required: 4 of 4
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Specific Objectives: Students will learn the aspects associated with pursuit law enforcement driving and the catastrophic outcome that could occur if unable to properly control the law enforcement vehicle.

1. Given a lecture students will identify the factors that impact on initiating a vehicle pursuit
2. Given a lecture students will identify factors involved when conducting a vehicle pursuit.
3. Given a lecture students will identify factors that would warrant the pursuing officer, or a supervisor, making the decision to terminate a vehicular pursuit.
4. Given a lecture students will identify factors that impact on the termination of a pursuit: suspect voluntarily or involuntarily stopping.
5. Given a lecture students will identify the factors to be considered when a law enforcement vehicle is involved in the termination of a vehicular pursuit using various intervention techniques.
6. In a practical driving situation students will demonstrate the ability to conduct a pursuit.
7. Given a lecture students will identify post-litigation preparation considerations.

Training Aids, equipment, etc., required:

Material for issue: ILEA Driver Training Manual

References: ILEA Driver Training Manual
Law Enforcement Driver Training Reference Guide, 2000

Prepared by: Lt. Nick Schiavarelli Date: 06/17

ILEA/180

INTRODUCTION

There is a school of thought that seems to be gaining ground that would discourage all vehicular pursuits. This trend is the result of public outcry regarding the perceived danger that the public, the violator, and the officer are exposed to during pursuits. The threat of litigation against the individual officer and the agency depending upon the conduct and outcome of the pursuit are also being considered.

The question at issue should not be are pursuits dangerous; we know they are. The question that must be addressed is when does a demonstrated need to conduct vehicular pursuits under explicitly defined circumstances exist. It is incumbent upon agencies to provide their officers with a training program specifically designed to address those factors that affect the critical decision of whether or not to engage in a vehicular pursuit, and when to terminate a pursuit once begun.

CONTENT

Consideration of the following factors will assist officer in determining where to initiate a pursuit.

LEGAL AUTHORITY AND AGENCY POLICY

The guidelines set forth by state law and agency policy are not optional. Officers are bound by these restrictions whether they personally agree with them or not. Officers must be absolutely sure what the state law and agency policy allow and that they DO NOT exceed those limitations.

ENVIRONMENTAL FACTORS

- 1 Weather conditions affect vehicle operation and must be considered in the pursuit decision.
- 2 Traffic conditions such as density, patterns and speed must be considered when pursuing. Not all pursuits will involve high speeds. The speed of the fleeing vehicle will most likely be controlled by these traffic conditions, which will continually change, requiring ongoing evaluation and consideration as to whether or not the pursuit should be continued.
- 3 Population conditions such as urban areas, school zones and industrial zones will affect the pursuit. This consideration will include the area that the pursuit is currently in, as well as the area that the pursuit may be entering.
- 4 Time of day/day of the week considerations vary continually. Daylight affords the best visibility; dawn/dusk light tends to distort depth perception; and darkness greatly diminishes visibility. Traffic volume in urban areas may increase on certain days of the week. School buses may be operating in rural and residential areas during morning and afternoon hours.
- 5 Roadway design and conditions affect the pursuit greatly. The pursuit will undoubtedly create less danger on a four-lane divided highway than on a crooked, narrow, two-lane rural highway or in an urban residential area. In addition to the design the condition of the roadway itself may create further danger. Officers should beware of any loose material on the road surface and use caution when pursuing on dirt gravel roads.
- 6 Visibility conditions may be affected by other environmental factors. Weather and time of day have the most obvious effect on visibility. The increase of speed will reduce the officer's peripheral field of vision. Dirty windshields and headlamps can also contribute to this reduced visibility. Officers should remember that every time they clean their windshield, they should also clean their headlamps.

VEHICULAR FACTORS

- 1 Tires are the single most important component of the vehicle. Tires must be examined daily prior to the vehicle's tour of duty for tread wear, cuts, bruises, abrasions, and foreign objects that have penetrated the tire. The air pressure must be checked daily and corrected if necessary. If any defect is discovered during the tire examination, the tire must be replaced or repaired prior to beginning the tour of duty.
- 2 Brakes are of vital importance in the operation of the vehicle. Officers should remain attentive to the way the vehicle responds during each application of the brakes. Unusual noises, poor response or brake pulling in either direction should be checked and corrected immediately. If the officer should experience any problem with the vehicle's braking system during vehicle operation, the vehicle should be taken out of service until the problem is corrected. This is especially true during pursuits. Any vehicle experiencing braking problems, including brake fade, should be immediately terminated from participating in the pursuit.
- 3 Suspension systems on vehicles should be checked routinely by appropriate maintenance personnel. Officers should remain aware of the "handling" or "response" of the vehicle. If problems in the suspension develop, the vehicle should be taken out of service until the problem is corrected.
- 4 Emergency warning devices are just that, devices designed to warn other motorists of the approach of an emergency vehicle. They are a means of communication. As such, they require that the other motorist first hear or see them, mentally process what they are, and react to them. Officers must be aware of the legal requirements and their agency policy regarding emergency warning devices. The use of these devices does not guarantee the officer safety, authorize the officer to violate legal restrictions or agency policy, nor does it allow the officer to operate the vehicle without due regard for the safety of others. Both audio and visual warning devices should be used during a pursuit. Unmarked vehicles should terminate participation in the pursuit as soon as a marked vehicle can be utilized.
- 5 Mechanical failure can be greatly reduced by regular vehicle inspection and proper preventive maintenance. Officer should immediately correct any mechanical malfunction that is discovered during the vehicle's pre-operational inspection or occurs during any patrol operation. Any vehicle that experiences any mechanical failure during a pursuit should immediately terminate participation in the pursuit.

HUMAN FACTORS

When considering the human factors involved in initiating a pursuit, we must consider the two individual participating, the officer and the violator, and their individual roles in the pursuit.

- 1 The Officer
 - a. Psychological factors that affect an officer's ability to conduct a safe and effective pursuit includes stress and attitude. The stress an officer may endure during a pursuit is considerable and may possibly affect his or her ability to make proper judgments and decisions. The officer's attitude and emotions are also affected by stress. Officers should avoid taking pursuits personally. Officers must control their emotions, remain calm, and not cause others to take unnecessary risks.

- b. Physiological factors such as fatigue or poor physical fitness, are often related to an officer's psychological state. Irregular hours, shift work, poor eating habits, secondary employment and alcohol or substance abuse tend to produce these effects. Officers have a duty to the public, their families, and themselves to remain in top physical condition. Officers who fail to do so should avoid situations as physically demanding as pursuits. This factor affects senses such as vision, hearing, smell, and touch, all of which provide the input-data needed for decision making during pursuits.
- c. Vision supplies 90% of incoming data. At high speeds peripheral vision narrows and depth perception is less accurate. Night pursuits will incorporate these along with reduced field of vision and color recognition.
- d. Hearing provides 5% of input from traffic, the pursuit vehicles tires, other emergency vehicles and radios.
- e. Smell can help detect and differentiate between odors of gasoline, brake or engine overheating or electrical shorts.
- f. Touch provides 5% input from the hands, feet, and buttocks as to the vehicle's dynamics.
- g. During a pursuit, the body receives an "adrenaline kick", due to the heightened anxiety and emotion, which provides assistance to body functions and reactions. Officer should learn to expect this adrenaline boost and use it to their advantage rather than letting it lead to faulty decisions.

2 The violator

- a. Psychological factors that may affect the violator are often the same as for the officer-stress and attitude. However, their effect is much different. The stress the violator may endure is his/her attempt to elude arrest is often great and most certainly will affect their ability to make proper judgments and decisions. The violator's goal in the pursuit is to elude arrest. Attitude and emotions are most likely out of control, and they have no need to regain that control. To the violator, there is no need to remain calm, and much can be gained by taking unnecessary risk. With the violator the pursuit is personal.
- b. Physiological factors such as fatigue, poor physical fitness and impairment may often be associated with a violator's psychological state. Alcohol and drug consumption are often producing these effects. These factors affect the senses such as vision, hearing, smell, and touch, (all of which provide the input-data needed for decision making during the driving) and may contribute to poor decision-making.

ETHICAL CONSIDERATIONS

The role of the officer during a pursuit must be totally understood. The public generally perceives the officer's role as a protector of lives and property, and rightly so. Officers must recognize this role, or duty, extends not only to the public, but to themselves, their fellow officers, and even to the violator. Therefore, it is imperative that officers maintain the highest ethical and professional standards during any involvement in a pursuit situation. An officer's involvement may entail the role of the primary pursuit vehicle, the secondary pursuit vehicle, or no more than the monitoring of radio communication concerning a pursuit being conducted by other officers.

The decision to engage in a pursuit will be easier to make than the decision to terminate a pursuit. Involved officers must remain professional, focused on the task at hand and the skills required to complete the task, and not allow themselves to become emotionally or personally involved. While it's true that flagrant violators cannot be allowed to use the highways freely for unlawful purposes, neither can law enforcement officer engage in pursuit with reckless disregard for the safety of the public.

SUPERVISION CONSIDERATIONS

All pursuits should be supervised. Supervision of the pursuit should consist of another individual, a ranking officer or not, who is not directly involved in the pursuit operation and is capable of making objective decisions. During the duration of the pursuit, multiple law enforcement agencies, officers, and vehicles may become involved. Officers must consider that need for assistance and the risk involved in obtaining it. Generally, no pursuit should involve more than two (2) or three (3) vehicles in direct pursuit. The primary pursuit vehicle is responsible for the actual pursuit task. The secondary pursuit vehicle is responsible for communications and back-up. Other officers and vehicles should monitor the progress of the pursuit, travel at legal speed, position themselves to assist if necessary, and maintain radio silence.

SERIOUSNESS OF THE OFFENSE -SUSPICION CONSIDERATIONS

Offenses and suspicions may be classified depending upon their immediate threat to the public. The level of continuing threat must be considered when deciding to initiate, continue, or terminate a pursuit. Officers should refer to the guidelines that are set forth by state law and agency policy. Officers are bound by these restrictions whether they personally agree with them or not. Officers must be absolutely sure of what their state law and agency policy allows, and NOT exceed those limitations.

SUMMARY

The decision to flee is made by the violator, but the decision of whether to pursue or continue pursuing is made by the officer. The factors presented here should assist the officer in forming the correct decision.

INTRODUCTION

Once an officer decides to initiate a vehicular pursuit, professional pursuit driving tactics and strategies must be utilized. Lacking this knowledge will increase the officer's probability of being involved in a collision and diminish the chances of conducting a pursuit. Officer should become familiar with the factors involved in conducting a vehicular pursuit. A working knowledge of these factors will greatly enhance the officer's chance of conducting a pursuit successfully and safely.

CONTENT

CONDUCTING A PURSUIT - RECOMMENDED PURSUIT STRATEGIES

- 1 Generally, no more than two or three law enforcement vehicles involved in direct pursuit. This will prevent caravanning which serves no useful purpose, is dangerous, and looks silly to the press and public
- 2 The pursuit should be conducted by officers who are not emotionally involved. Upon determining that an officer has displayed an inappropriate attitude or behavior, that officer should be removed or replaced if the pursuit is to be continued.
- 3 Unmarked vehicles, covert surveillance vehicles, vans, motorcycles, and law enforcement vehicles with civilian passengers should not be involved in the pursuit. If the pursuit is initiated by an unmarked vehicle, the unmarked vehicle should relinquish the pursuit to the first available marked vehicle.
- 4 Compensate for inability to see approaching traffic at an intersection
- 5 No intentional contact with the violator vehicle i.e., P.I.T. maneuvers, ramming, blocking, fixed or moving roadblocks should be initiated unless a forcible stop is authorized or required and the officer is trained in the maneuver.
- 6 No shooting at, or from, moving vehicles unless agency policy authorizes and the officer is in conformance with the State of Indiana's deadly force statutes.
- 7 Emergency warning devices should be in operation at all times. The officer needs to remember that emergency 4-way flashers in operation will prevent the cruiser from signaling directional changes.
- 8 Maintain good driving techniques, both hands on the steering wheel, proper use of restraint systems, and proper braking techniques.
- 9 The interior of the law enforcement vehicle must remain free of loose objects. In case of a collision, any loose objects inside the vehicle is a potential missile which can severely injure any occupants.

COMMUNICATION TACTICS

Professional communications is one of the primary keys to the successful termination of a pursuit. Using communications effectively in the pursuit environment has two primary goals, either of which may involve the coordinated activities of other law enforcement agencies vehicles and officers: (1) to enhance the safe passage of the pursuit along the traffic-way; or (2) to enhance the likelihood of apprehension by eliminating possible avenues of escape for the fleeing driver.

- 1 Communication with the public will be maintained through the use of patrol vehicle's emergency warning devices. When properly used, emergency warning devices may enhance the officer's ability to maneuver in traffic and reduce the risk to self and others.
- 2 Officers should refer to state statutes and agency policy that regulate the operation of emergency equipment.
- 3 Officers should never approach and pass another vehicle on the right when emergency warning devices on the law enforcement vehicle are in operation.
 - a. Even during daylight, headlights should be used in conjunction with emergency overhead lights.
 - (1) Headlights are usually more discernible than required red and blue lights, both the overheads and dash mounts, in the daytime.
 - (2) Most drivers will see headlights before they hear the siren or see the red and blue lights.
 - (3) Although the emergency flasher lights may be helpful, their use will eliminate the availability of the electronic turn signals.
 - b. During hours of darkness, high beam light headlights have a tendency to obliterate the emergency lights and blind oncoming drivers.
 - c. Emergency warning devices such as the lights and sirens are not substitutes for caution, nor do they relieve the officer from the general duty of exercising due regard to the safety of others.
 - d. Various factors affect the siren's audibility and the light's visibility.
 - (1) Weather conditions
 - (a) The siren may be heard sooner on an overcast or cloudy day.
 - (b) Siren audibility tends to dissipate into the atmosphere on clear days.
 - (c) Fog will allow sound to carry through its moisture with a minimum loss of decibels at close range. The greater the distance, however, the greater the sound blockage.
 - (d) Emergency lights are virtually ineffective in foggy weather.
 - (e) Inclement weather of any kind greatly reduces the value of lights and siren. The quality of the driver then becomes even more critical.

(2) Vehicular traffic conditions

- (a) Sirens become less discernible with the increase of traffic noise
- (b) Large vehicles, such as heavy trucks and buses, will decrease the effectiveness of the siren.

(3) Location

- (a) The siren may be less discernible in a residential area. Large trees and hedges absorb sound.
- (b) Tall buildings tend to block out, deflect, or tunnel sound transmission. When this occurs, the value of the siren is diminished.
- (c) In flat, open areas the sound of a siren can be heard for a greater distance.

(4) Pedestrian traffic conditions

- (a) Emergency lights may not adequately warn pedestrians.
- (b) Sirens offer greater warning to pedestrian traffic.
- (c) Great care and caution must be taken in areas congested with foot traffic.
- (d) The use of warning devices in school zones is enhanced by a reduction in speed.

e. Citizens are not always attentive, so they may not see or hear an emergency warning device.

(1) The driver may be distracted by one or more of the following:

- (2) Child passenger misbehaving
- (3) Conversation with passengers
- (4) High radio volume (Personal audio devices with headphones)
- (5) Air conditioner or heater fan noise
- (6) Windows rolled up
- (7) Construction
- (8) Law enforcement or emergency vehicle activity in another area
- (9) Sight-seeing

Remember, the public may respond to the officer's warning by panic stopping, panic steering or sudden acceleration.

- f. As speed increases, the effectiveness of the siren decreases:
- (1) Due to the increase of speed and the resultant increase in feet per
 - (2) Second traveled by the pursuing law enforcement vehicle, other drivers and pedestrian may not have sufficient time to react to the sound of the siren.
 - (3) As speed increases, a driver may not hear the siren until the officer is one or two car lengths behind the vehicle. Additionally, more aerodynamic vehicles make less "wind noise" at higher speeds than older model police vehicles.
 - (4) As the officer's speed increases, the chance of having a collision increases, and the time for processing information and decision making decreases.

Termination Point of Pursuit

INTRODUCTION

Whether a pursuit is terminated by the officer's decision that the risks outweigh the gain or the suspect voluntarily or involuntarily stopping, certain factors are critical to ensuring a successful and safe conclusion. Of paramount concern always must be the safety of the public, suspect, and officer(s).

CONTENT

The following areas should be considered when officers formulate split second plans for actions associated with pursuit terminations:

- Safety of public, suspects, and officer(s)

- Termination without apprehension

- Contact with telecommunications

- Acknowledgment of psychological state of both officer and suspect.

- Pursuit terminations -high-risk felony stop situations

- Documentation needs -reports

SAFETY OF PUBLIC,' SUSPECTS, AND OFFICER(S)

- Decisions and actions at the point of termination should always focus on safety and what will be in the best interest of all involved.

- Extra precautions .should be taken that will ensure safety.

- Officer survival procedure -this is a high-risk situation.

- Adequate warning of the public regarding an emergency situation in progress

- Should risks escalate with threat to public, the situation may warrant immediate abandonment actions.

TERMINATING WITHOUT APPREHENSION

Lengthy pursuits pose an increasing threat to the general public. If the suspect will not stop, the pursuing officer may have to terminate the pursuit. This is a very difficult decision to make. Most officers believe that terminating before a suspect is in custody goes against everything they stand for. As soon as a test of reasonableness shows that the risk of a continued pursuit or arrest action outweighs the potential gain of an apprehension, the pursuing officer's course of action is clear: call off the effort.

CONTACT WITH TELECOMMUNICATIONS

Critical to successful terminations and officer survival, is the need to stay in constant radio contact. Once the pursuit has reached a stopping point, give the location and exact time of termination.

1. Give an immediate, detailed description of the vehicle and licensing tag along with unique suspect and passenger information.

2. Request assistance and a supervisor (high-risk situation)
3. Make all transmissions precise so that the record will be accurate and complete
4. Maintain radio contact and update as time permits.

ACKNOWLEDGEMENT OF PSYCHOLOGICAL AND PHYSIOLOGICAL STATES OF BOTH PURSUING OFFICERS AND SUSPECTS

1. It is important to recognize and understand the human factor changes that have occurred and the need to control emotions and behaviors that are critical to an officer's safety and the suspect's well-being.
 - a. The pursuit has caused a mixture of emotions, such as excitement, fear, anger, anxiety, and worry. These emotions can be so intense they have a crippling effect. Observable effects include faster heart and respiratory rates, flushed face, higher blood pressure, and tense muscles.
 - b. Signs of aggression may be present. Anger will easily be aroused, particularly when the actions of other people do not conform to your sense of correction.
 - c. Peer pressure may be fueled by personal pride and the fear of rejection. Often, its influences will lead to actions from risks one clearly know he or she cannot handle.
2. Pursuing officers must always remember that the suspects have been involved in the same stressful incident.
 - a. Their actions and lack of reasons should be considered in the arresting officer's decision-making process concerning the appropriate and reasonable use of force to affect the custodial arrest.
 - b. Issues of safety and officer survival are paramount.

PURSUIT TERMINATIONS - HIGH - RISK FELONY STOP SITUATIONS

Every pursuit termination should be treated as a high-risk situation that has the potential to escalate at any moment.

1. All terminations are high-risk stops and extreme caution should be exercised.
 - a. Agency policy directives concerning felony stops should be reviewed.
 - b. Back-up assistance should be coordinated when possible. It's always better to wait out a situation rather than charge into the unknown.
2. Placement of emergency vehicles
 - a. Pursuit vehicles should be placed so as to provide a safe avenue for suspects to be brought back to the handcuffing officer who will have cover.
 - b. Bring all suspects back to your law enforcement vehicle so no officer is left in the open with lack of cover.

- c. When all suspects have been placed into custody, approach the suspect(s) with a deliberate, planned, and coordinated effort to clear the vehicle. Keep' all officers alert for the unexpected. Officers should have weapons drawn while maintaining a safe distance for cover.
- d. When possible, back-up officers or supervisors not actively involved in the actual pursuit should physically handle the suspects, to safeguard against the potential for mistreatment (or allegations of such) that often occur.

DOCUMENTATION NEEDS

During the entire termination activity, it is critical that special attention is given to the detail and facts that surround the incident. Constant mental awareness of this need will aid in developing accurate and complete reports.

- 1 Always give as much detail as possible when communicating with the telecommunications center. This will be available on permanent record, and should assist post-pursuit reporting efforts.
- 2 Secure the names of all parties involved:
 - a. Witnesses
 - b. Other back-up officers or assisting agencies.
 - c. Citizens offering assistance
- 3 Account for all physical evidence along with scene and evidence preservation needs.

SUMMARY

When pursuits reach a termination point, recognizing personal limitations and changes, constant communication, with clear and deliberate planning while maintaining a focus on safety will assist in creating defensible outcomes. The termination point, whether the suspect voluntarily or involuntarily stops, is an extremely dangerous situation and must be responded to as a high-risk encounter. Special attention to detail, in addition to continue communications with the telecommunications center, will contribute to the development of accurate and complete records.

INTRODUCTION

A roadblock may be defined as deliberate obstruction utilized by law enforcement officers for the specific purpose of controlling or terminating a targeted vehicle's movement on a selected roadway. It is imperative that officers involved in a roadblock fully comprehend the legal ramifications and operational considerations unique to this law enforcement task.

CONTENT

LEGAL CONSIDERATIONS

1. Statutory Authority
2. Case Law

AGENCY POLICY CONSIDERATIONS

Agencies should have a policy that clearly governs the establishment and control of roadblocks. Each agency should rely on State statutes, court cases, and legal counsel in the development of its policy.

Each officer should be thoroughly familiar with this policy. Officers and supervisors must comply fully with the established policy to ensure that they are within the legal authority to utilize the physical intervention techniques included within this objective, or any other physical intervention techniques they may choose to employ.

The policy should include the following considerations:

1. Human
 - (1) Violator/Violation
 - (2) Juvenile or adult (if known)
 - (3) Type of violations that warrant a roadblock
 - (4) Seriousness of the violation to determine if roadblock is justified.
- b. Officer
 - (1) Number/availability of officers who can assist
 - (2) Experience
 - (3) Training
 - (4) Attitude
- c. Supervisor
 - (1) Must be supervised

- (2) How much responsibility/authority
 - (3) Multiple agency involvement
 - d. Telecommunicate-Communications
 - (1) Primary assignments(s) of personnel
 - (2) Secondary assignment(s) of personnel
2. Environmental
- a. Site selection
 - (1) Terrain, highway configurations (number of lanes, intersections, exit ramps, hills, curves, etc.)
 - (2) Approach to roadblock, visibility, surprise, safety of violator, public and officers; site that provides sufficient space, avenues of escape (prevent and allow/control)
 - (3) Schools, playgrounds, residential, commercial establishments, industrial, urban verses rural considerations, shopping centers, business/downtown area.
 - b. Day/Night
 - c. Weather
 - (1) Wet
 - (2) Snow
 - (3) Ice
 - (4) Wind
 - d. Traffic conditions
 - (1) Rush &our traffic
 - (2) Special events (ball games, fairs, concerts) in the area
 - (3) Pedestrians
 - e. Time lapse between the commission of the offense and its bearing on the justification for using a roadblock.
3. Vehicle
- a. Violators: What type of vehicle is the violator operating?
 - (1) Car
 - (2) Motorcycle

(3) Semi-truck

(4) Other

(a) Officers

(i) What type of vehicle is the officer's operating?

TYPES OF ROADBLOCKS

Roadblocks will generally consist of two types, stationary and rolling/moving. The use of either type of roadblock will be to contain or terminate the movement of a specific vehicle on the roadway. This lesson plan will consider both types of roadblocks, their intent and how they should be configured.

STATIONARY

Stationary roadblocks generally consist of one or more types of physical device(s) used to control or terminate the movement of a specific vehicle(s). The following are several recognized types of stationary roadblocks that may be employed:

1. Electronic disabler
2. Spike strips -tire deflation devices
3. Barricades -used to limit the direction of travel of oncoming traffic, slow and /or stop traffic.
4. Vehicles -used as a blocking tool; suspect direction control device, warning device
5. Aircraft -used for searching, spotting and tracking the pursued vehicle.

ROLLING/MOVING

Rolling roadblocks generally consist of three or more law enforcement vehicles attempting to control or terminate the movement of a specific vehicle. This maneuver occurs when law enforcement officers surround the suspect vehicle and gradually slow pursuit speed to effect a slow and safe forced stop. Law enforcement officers must use extreme caution as some are placed in danger zones. This effort should never be attempted if the suspect(s) is armed.

SUMMARY

A roadblock may be defined as deliberate obstruction utilized by law enforcement officers for the specific purpose of controlling or terminating a targeted vehicle's movement on a selected roadway. It is imperative that officers involved in a roadblock fully comprehend the legal ramifications and operational considerations unique to this law enforcement task.

INTRODUCTION

The decision whether to continue or terminate the pursuit is influenced by many factors. The primary consideration is always the safety to the public.

The decision to initiate a pursuit situation will most often be made by the operator of the wanted vehicle. Officers must refrain, however, from tactics that they to invite or encourage violators to flee.

The decision to terminate a pursuit will always be harder to make than the decision to initiate a pursuit. This decision, whether made by the primary pursuit officer or a supervisor, must consider each of the factors discussed here. More often than not, live pursuit scenarios do not lend themselves to an analysis of whether a decision can be judged as correct or not; however, the processing of as much data as possible by the pursuing officer, supervisor or others prior to making the decision can help.

Officers must remain consistently aware of their perceptions of the pursuit situation. At no time should an officer allow his or her desire to capture the violator exceed the officer's ability to safely conduct the pursuit. Police pursuits are not legalized racing or showing-off of driving skills. Police pursuits at best involve several speeding vehicles upon a highway with unsuspecting motorists who could be easily injured or killed. Safety must take precedence over all else. Officers must recognize their limitations and the limitations of their vehicles, and those limits must never be exceeded.

The ability to continue making rational decisions during a pursuit situation is extremely important. This ability will be strongly affected by emotions, peer pressure, social image, competition, frustration, attitudes, stress, physiological factors, and prejudices. An officer must possess maturity, experience, training, and a clear mind to continually evaluate changing perceptions of the pursuit situation. Safety must always remain the first priority of any pursuit involvement.

The ability to perform the driving skills necessary to conduct a successful pursuit is tempered by maturity, experience, and training. Aggressive or assertive driving during a pursuit situation is usually exhibited by immature or inexperienced officers. The “police machismo” image tends to influence officers to push themselves too hard during a pursuit, sometimes beyond the point where the pursuit should have been terminated.

Having to make and implement a decision to discontinue an active pursuit is one of the most difficult decisions for a law enforcement officer. This decision can damage an immature officer's self-perception. However, it is a decision that officers must be prepared to make and, if necessary, implement, if the fundamental role of law enforcement in society is to be maintained. Failing to discontinue a pursuit when necessary ignores the responsibility to protect the lives and property of others.

Some people would maintain that the law enforcement officer is not one who is placing the lives and property of others in jeopardy during the pursuit; it is the fleeing violator who is doing so by his or her attempts to evade apprehension. Others would maintain that it is the actual pursuit by the law enforcement officer that is causing the unsafe driving behavior of the fleeing violator, thus placing the lives and property of other in jeopardy. Is it the cause of the unsafe behavior that is placing the lives and property of others in danger that is important, or the fact that the lives and property of others are in danger that is significant?

The law enforcement officer must be concerned with why lives and property are in jeopardy, but the primary concern of the officer must be that his or her continuance of the pursuit may increase the hazard to the public. If the lives and property of others are in unnecessary jeopardy, and discontinuing the pursuit is the most effective means for reducing that threat, then the pursuit has to be discontinued. A failure to do so in these conditions negates the most fundamental law enforcement responsibility.

CONTENT

Some factors to consider in determining whether or not to discontinue a pursuit or not are:

- 1 Do the hazards of continuing the pursuit outweigh the hazards of the violation?
- 2 Can an arrest be made at a later time because the operator of the fleeing vehicle has been identified?
- 3 Has the pursuing officer lost sight of the fleeing vehicle for a considerable length of time that would cause the pursuing officer to question the location of the vehicle?
- 4 Have conditions changed considerably since the pursuit began?
 - a. To the violator's vehicle
 - b. To the patrol vehicle
 - c. To the environment
 - d. To the officer

Once the decision to terminate a pursuit been made either by the pursuing officer or a supervisor, the following task should be performed:

1. The last know location and direction of travel for the violator's vehicle should be given to the dispatch center and broadcast to the other officers.
2. The pursuing patrol vehicle's emergency warning devices should be turned off.
3. The pursuing patrol vehicle should be parked, and the officer should exit the vehicle. This will allow the officer's psychological and physiological conditions to normalize. The pursuing officer should remain parked until these conditions have normalized.

SUMMARY

The decision whether to continue or terminate the pursuit is influenced by many factors. The primary consideration is always the safety of the public. Officers must remain constantly aware of their perceptions of the pursuit situation. At no time should an officer allow his or her desire to capture the violator to exceed the ability to safely conduct the pursuit.

Tire Deflation Device

INTRODUCTION

There are a number of tire deflation devices available for law enforcement agencies to use to safely, efficiently, and effectively terminate a pursuit. These tire deflation devices assist law enforcement agencies in stopping and preventing vehicle pursuits. In the course of this lesson, the officer will be instructed on methods of deployment, vehicle placement, and vehicles not to spike in a pursuit.

1. EMERGENCY DRIVING OPTIONS

- a. Lights and siren
- b. Tire deflation devices
- c. Vehicle contact maneuvers
 - (1) Stationary roadblocks
 - (2) Rolling/moving roadblocks
 - (3) P.I.T. maneuver
- d. Deadly force
 - (1) Firearm
 - (2) Ramming or forcing vehicle off roadway with violent contact

2. STOP STICKS AND STINGER DEVICES

- (a) Criteria for deployment:
 - b. Suspect has committed an offense to justify the use
 - c. Officer is providing proper notice to stop (lights and siren)
 - d. Suspect is ignoring the efforts to warn devices

3. OFFICER CONSIDERATIONS

Officer should have received training in deployment and vehicle placement. Effective locations for deployment of spikes

- a. All law enforcement officers must have reasonably good sight distance to observe violator vehicle.
- b. Choose a location (if available) with natural barriers - roadway overpass, guardrails, shrubbery, trees, bridge abutments, and darkness.
- c. Special activities may create situations where use of tire deflation devices are inappropriate - construction zones, special events, and/or other activities in the area.

4. VEHICLES NOT TO SPIKE

- a. Any vehicle transporting hazardous materials
- b. Any passenger bus with innocent, civilian passengers
- c. Any school bus that is transporting students or civilian passengers
- d. Any vehicle that may pose an unusual threat or hazard
- e. Any two (2) wheeled vehicle (unless deadly force is justified)

5. COORDINATION OF DEPLOYMENT

- a. Notify pursuing units in advance (should have already obtained speed, number of vehicles involved and possibility of suspects having weapons)
- b. Predetermined location for deployment of devices
- c. All pursuing units should be notified when spikes are in place; especially communicate with primary unit so units can slow for spike retrieval after spikes are struck.
- d. Spike deployment should be in accordance with the agency's departmental S.O.P. and proper use by manufacturer recommendations.

6. SUCCESSFUL DEPLOYMENT

- (a) Training + pre-planning + good communication + strategy = Safe and effective termination

7. VEHICLE PLACEMENT

- (a) One Unit:
 - b. Place vehicle at a 45 degree angle across the lane of traffic that needs to be notified and stopped. This would not be the lane that the pursuit vehicles are traveling in. Law enforcement officers need to be prepared to stop, move, or re-route traffic not involved in pursuit.
 - c. Emergency lights MUST be illuminated due to the fact you are impeding traffic
 - d. Place tire deflation devices in path/roadway of the violator vehicle.
 - e. Remove the tire deflation devices from roadway as soon as possible after violator has struck the unit.
 - f. Notify all units involved in the pursuit that the tire deflation devices were successful or not successful and the roadway is clear for travel.

8. VEHICLE PLACEMENT

(a) Two Units:

- b. Place both vehicles at a 45 degree angle (one on each side of the roadway). Ideally, each law enforcement vehicle should be facing opposite directions. This will allow for tactical purposes if the violator vehicle attempts to elude or evade the tire deflation devices.
- c. Emergency lighting illuminating
- d. Be prepared to move traffic or stop traffic not involved in the pursuit.
- e. Place tire deflation device in the path of the violator.
- f. Remove tire deflation devices from roadway as soon as possible after being struck.
- g. Notify all law enforcement units if the tire deflation devices were successful or not successful.
- h. Notify all the pursuing units that the roadway is clear for travel after removing device.

9. DEPLOYMENT

- a. Place tire deflation device on opposite side of the roadway – string unit lying across the roadway.
- b. Pull tire deflation device into violator's path. The hollow spikes will penetrate the tire and allow tire to deflate within thirty (30) seconds.
- c. After violator vehicle strikes the device, remove unit as quick as possible by pulling string attached to the unit towards you (off the roadway).
- d. Notify pursuing units if device was successful or not
- e. Notify pursuing units when roadway is clear of debris from tire deflation device

10. WARNINGS

- a. Do not handle the tire deflation unit unnecessarily. The hollow spikes are extremely sharp.
- b. Do not hold rope in hand or wrap rope around hand or wrist.
- c. If spikes are dropped or spilled, pick up immediately so an unsuspecting motorist doesn't run over.
- d. Debris and other articles on the roadway will "fly-up" off the roadway when device is run over.

Emergency Driving Options

During Vehicle Pursuits

LEVEL OF RESPONSE-VEHICLE	LEVEL OF RESPONSE-OFFICER
Ramming	Deadly or Lethal Force
Firearms	
High Speed P.I.T.	
(Over MPH designated in policy, moderate to heavy traffic, road hazards)	
Roadblocks (stationary - blind, limited visibility, or no avenue of escape)	Less Lethal
P.I.T. Maneuver (MPH designated by policy)	
Stationary Roadblocks - Channel (visibility to allow for safe stopping distance)	
Rolling Roadblocks (speed designated by policy)	
Tire Deflation Devices	Verbal
Lights and/or Lights/Siren	
Marked Cruiser	Uniform Presence

1 Introduction

- a. Pursuit Stress & Rage definition: An aggravated condition that occurs to a police officer during the stress of a pursuit or while engaged in emergency driving that may assist in the officer making improper or dangerous decisions.
- b. The goal of this course is to identify factors associated with Pursuit Stress and Rage during emergency situations and identify ways to control these factors
- c. As a result of attending this block of instruction the student will:
 - (1) Identify the definition of Pursuit Stress and Rage
 - (2) Identify the physiological explanation of Pursuit Stress and Rage
 - (3) Identify and list symptoms that indicate stress may exist
 - (4) Identify by reciting situations that cause stress during a pursuit
 - (5) Identify in writing ways in which stress can be relieved
 - (6) Identify in writing how departments are handling Stress and Pursuit Rage

2 Pursuit Stress and Rage

- a. The Dangers involved with Stress and Pursuit Rage
 - (1) Run to suspect or vehicle without thought of officer safety (Tactics/Cross-Fire)
 - (2) Unnecessary use of force
 - (3) Un-professional attitude
 - (4) Driving with Lack of Due-Regard

3 Adrenaline

- a. Body fluid which assists the body to accomplish tasks by rushing blood to the heart and muscles
 - (1) The body's reaction
 - (a) Fight
 - (b) Flight
 - (2) Rush-comparison to fighter pilot in combat
- b. Stress: The body's response to any situation that makes a demand on it.
- c. Stressors: Events, situations or surroundings that make a demand on the body.

4 Operational Stressors and symptoms:

- a. Anticipatory Responses: Stresses that occur from the mere anticipation of what might happen
 - (1) Headaches
 - (2) Nausea
 - (3) Nervousness
 - (4) Anxiety
- b. Alarm Reaction - Fight or Flight/Immediate reaction to stimulus
 - (1) Drying of mouth
 - (2) Sweating of palms
 - (3) Pounding heart
 - (4) Breathing increase
- c. Task Related Stress - Stress that comes with handling the given task at hand
 - (1) Profuse sweating
 - (2) Heart rate and blood pressure increase tensing of muscles
 - (3) Headache and back pain
 - (4) Difficulty in concentrating
 - (5) Forgetting radio traffic
 - (6) Memory overload
- d. Work Related Stress - Stress from within the job
 - (1) Impatience/Uneasiness
 - (2) Difficulty sleeping
 - (3) Difficulty in making easy decisions
 - (4) Aggressive confrontations
 - (5) Indigestion, nausea headaches, sweating, trembling
- e. "Post-Error Dwell Reaction" - becoming more pre-occupied with mistakes made rather than the current situation

5 Attitudes and Driving Behaviors

a. Types of Driving Attitudes

- (1) New driver
- (2) The driver that over-estimates his/her ability
- (3) Drivers that think they own the road
- (4) Apprehensive drivers (afraid)

b. Stress Induced Negative Attitudes

- (1) Impatience
- (2) Intolerance
- (3) Aggression
- (4) Justifying risk

c. Fatigue Generated Emotions

- (1) Anger
- (2) Frustration
- (3) Personalization
- (4) Impatience

d. Effects of Attitudes

- (1) Tunnel Vision
- (2) Acquire an inaccurate picture
- (3) Poor decision making skills
- (4) Dangerous decision making skills

e. Ways to reduce effects of negative attitudes

- (1) Maintain calm, professional approach
- (2) Concentrate on situation at hand
- (3) Avoid “Personalizing”
- (4) Be aware of mood changes

6 Causes of and ways to deal with Pursuit Stress and Rage

a. Causes of Pursuit Stress and Rage

- (1) Officer with bad attitude
- (2) Officer being caught up in pursuit
- (3) Officer taking pursuit personal
- (4) Officer failing to apply training techniques

b. Ways to reduce or avoid Pursuit Stress and Rage

- (1) Apply ways to relieve stress and bad attitudes
- (2) Change pursuing officer
- (3) Officer initiating pursuit act as assist officer
- (4) Training, Training, Training

7 Summary

a. As a result of this block of instruction the student should have a working understanding of Stress and Pursuit Rage relating to emergency driving and pursuit situations by being able to identify and control factors associated with stress and pursuit rage.

- (1) Student should be able to identify the definition of Stress and Pursuit Rage
- (2) Student should be able to identify and list symptoms that indicate stress may exist
- (3) Student should be able to identify and recite situations that may cause stress during a pursuit
- (4) Student should be able to identify in writing how departments are handling issues of Stress and Pursuit rage
- (5) Student should be able to identify in writing ways that stress can be relieved
- (6) Student should be able to identify the physiological explanation of Stress and Pursuit rage.

8 Questions:

APPENDIX A: EMERGENCY VEHICLE GLOSSARY

The purpose of this appendix is to ensure uniformity with nationally-accepted definitions of words and terms associated with the development of training in general and emergency vehicle driving training in particular. Terms associated with instruction on motor vehicle law, collision investigation, and vehicle stops are not included in this glossary.

ACCELERATION: the rate of change of velocity. It can be an increase or decrease. It is expressed as feet per second

ACCIDENT: term no longer in use by traffic management professionals. See "crash"

ACUITY: the capacity of either eye to recognize small space intervals and the discrimination of form

ADHESION POINT: a point in a curvature where the maximum amount of stress is on the vehicle's tires

ANTILOCK BRAKING SYSTEM (ABS): an anti-brake system is the part of a vehicle's braking system that automatically controls braking pressure to prevent the controlled wheel or wheels from locking during braking

APEX: (1) the highest point of something; (2) the point at which two sides of an angle meet or cross

APEX OF A CURVE: the point of a turn where the vehicle first begins to exit, the highest point of a curve

BALANCED HAND POSITION: a wide grip on the steering wheel. We will utilize a 9 o'clock and 3 o'clock position.

BANKED PAVEMENT: one side of the roadway is elevated, banked, or higher than the opposite side; normally occurs during a curve. Also referred to as "super-elevation." An engineering design technique to increase the traction (friction) of the vehicle to the road during cornering. If on a left-hand curve, it is known as positive banking

BRAKE FADE: the loss of braking efficiency, normally due to heat build-up resulting from excessive use and hard braking

BRAKING DISTANCE: the distance through which brakes are applied to slow a vehicle; the shortest distance in which a particular vehicle can be stopped by braking from a specified speed on a particular surface; the distance from application of brakes to collision or stop

BRAKE LOCK-UP: the application of brakes to the point that the wheels can no longer rotate while braking

BRAKING SKID: see skid, braking

BRAKING, THRESHOLD: the brakes are pressed firmly to a point just before lock-up and held at that point, and the wheels never lose their rolling friction

CENTRIFUGAL FORCE: see force, centrifugal

CENTRIPETAL FORCE: see force, centripetal

COEFFICIENT OF FRICTION: see friction, coefficient

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COHESION: the mutual attraction by which the elements of an object are held together, the sticking power between two surfaces

CONDITION, VARYING OR ONGOING: those factors which have an influence on choices of speed, lane position, or communication needs. Some examples are. legal limitations, lane width, lane selection, traffic flow, traffic density, traffic controls, and needs of the driver, roadway conditions, roadway design, visibility, environmental conditions, time of day, and weather conditions

CORNERING SKID: see skid, cornering

COUNTERSTEER: turning the front wheels to counter the effects of a previous turning movement or of a skid, to put the vehicle on its intended course of travel

CRASH/COLLISION: that occurrence in a sequence of events which usually produces unintended injury, death, or property damage (previously known as an "accident") Includes collisions between vehicles, collisions of vehicles with fixed objects, and rollovers.

DECELERATION: the rate of change of velocity when slowing down

DRAG FACTOR: a number which has been assigned to scientifically describe the slipperiness of a surface; the higher the drag factor, the greater the resistance; synonymous with friction coefficient

EMERGENCY: This definition must match the individual state's *legal definition of an emergency that justifies the use of lights and siren*. In the State of Indiana, an emergency is, "*When there is high probability of serious bodily injury or death,*" or "*When there is high probability of significant or substantial property damage.*"

EMERGENCY SIGNAL DEVICES: a siren, flashing or revolving lights that meet the requirements of a state statute(s); synonymous with **emergency warning device**.

KINETIC ENERGY: energy associated with motion; the energy possessed by an object in motion. Kinetic energy = $\frac{1}{2} \times \text{mass} \times \text{velocity squared}$. The energy possessed by an object in motion. A force exerted by one solid surface on another when the two surfaces are sliding past each other. Distinguish from **momentum**.

ENERGY, POTENTIAL: the energy an object possesses by virtue of its position. (A vehicle parked on a hill; the energy stored in a spring as it is stretched or compressed)

EVASIVE ACTION: any action taken by a driver to avoid a hazardous situation; steering, braking, or accelerating; to avoid a collision or other crash; sometimes referred to as a tactic

EVO: an acronym from the operation of an emergency vehicle whether in non-emergency, emergency, or pursuit mode

EVO, RISK MANAGEMENT: the identification of high liability exposures and the implementation of steps or methods to minimize the identified exposures

EVOC: an acronym for Emergency Vehicle Operations Course; an emergency vehicle operation course involving the control of an emergency vehicle using emergency equipment

FEET PER SECOND: an alternative to mph as a means of matter, measured by multiplying mph by 1.47

FORCE: that which changes the state of rest or motion of matter; measured by the rate of change of momentum, mass times acceleration

FORCE, CENTRIFUGAL: the force of an object in motion which tends to keep in continuing in the same direction rather than following a curved path. Under-steering is an example

FORCE, CENTRIPETAL: the force of an object in a curved motion that is directed toward the center axis or rotation. The force required to keep a moving mass in a circular path. A force which acts or impels an object toward a center of rotation. Over-steering is an example

FORCE, GRAVITATIONAL: a constant force; gravity creates weight

FORCE, INERTIA: the tendency of an object to resist acceleration; the tendency of an object at rest to remain at rest or an object in motion to stay in motion in a straight line unless disturbed by an external force

FORCE, MOMENTUM: the product of an object's mass times velocity. An amount of motion; it is the property of a moving body which determines the length of time required to bring it to rest; distinguish from kinetic energy

FRICTION: (1) the rubbing of one object or surface against another (2) resistance to any force trying to produce motion; constantly present and always working opposite the direction in which an object is moving

FRICTION, COEFFICIENT: the measurement of cohesion between two surfaces; synonymous with drag factor

FRICTION, ROLLING: a force exerted by one solid surface on another when the two surfaces are sliding past each other. A prerequisite to steering, e.g., the front wheels must be rolling in order to steer the vehicle

FRICTION, STATIC: a force exerted by one solid surface on another when they are at rest; the holding force between two surfaces at rest

FRONT END SWING: the movement of the front end in the opposite direction of the steering input when backing up

HANDLING: a vehicle's ability to quickly and accurately respond to a driver's command with no or minimal negative reaction, and the ability to compensate for sudden irregularities in road or wind conditions; distinguish from ride

HYDROPLANING: to skim along on the surface of water. The condition occurs when a tire rides upon water rather than the-roadway

IMPACT FORCE: the force measured when one object collides with another. It includes the speed of the objects, the weight of the objects, and the distance traveled between impact and the final resting place

IMPENDING SKID: see **skid, impending**

INERTIA: see **force, inertia**

INTENTIONAL TORT: see **tort, intentional**

KINETIC ENERGY: see **energy, kinetic**

LATERAL WEIGHT TRANSFER: see **weight transfer, lateral**

LONGITUDINAL WEIGHT TRANSFER: see **weight transfer, longitudinal**

LIABILITY, DIRECT CIVIL: the liability that is imposed upon a person for causing injury to another through a negligent or willful misconduct

LIABILITY, VICARIOUS CIVIL: the liability which is imposed upon one who is without personal fault or complicity, because of the relationship that person bears towards the person who actually performed the wrongful act or omission

MARKED VEHICLE: see **vehicle, marked**

MENTAL CONDITIONING: the preparation of the driver to deal with the psychological, physiological, and environmental conditions that may be encountered while operating a motor vehicle

MODERATE SPEED: see **speed, moderate**

MOMENTUM: see **force, momentum**

MECHANICS: a branch of the science of physics which deals with what happens when forces act on material objects

NEGLIGENCE: it is the failure of a law enforcement officer to conform his or her conduct to the standard which a reasonable law enforcement officer would have conformed to under the same or similar circumstances. In some states, an officer is held: to a standard of the "reasonable man."

NEWTON' S FIRST LAW OF MOTION: an object continues in its state of rest or of uniform motion in a straight line unless acted upon by another force

NEWTON'S SECOND LAW OF MOTION: a change of motion is proportional to force applied and takes place in the direction of the line of action of the force

NEWTON' S THIRD LAW OF MOTION: to every action there is always an equal and opposite reaction

OVER-STEER: the characteristic of a vehicle to tighten its turning radius as the rear end slips towards the outside of the curve

PATROL DRIVING: see **driving, non-emergency**

POLICE PACKAGE: a manufacturer's modification of a standard passenger vehicle to meet the demand's placed upon a police patrol vehicle. It usually involves modification of the raking, suspension, and electrical system

PERCEPTION: (1) awareness of objects and other data through the medium of the senses (2) having insight or intuition, as an abstract quality

POTENTIAL ENERGY: see **energy, potential** **POWER SKID:** see **skid, power**

PRECISION OPERATION: see **operational, precision**

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PURSUIT: an event that is initiated when law enforcement officer, operating an authorized emergency vehicle, gives notice to stop [either through the use of visual or audible emergency signals or a combination of emergency devices] to a motorist who the officer is attempting to apprehend and that the motorist fails to comply with the signal by either maintaining his/her speed, increasing speed, or taking other evasive action to elude the officer's continued attempts to stop the motorist. A pursuit is terminated when the motorist stops, or when the attempt to apprehend is discontinued by the officer at the direction of competent authority

REACTION TIME: see **time, reaction**

REAR-END CHEAT: while driving during a turn, the rear tires will track along a path different than that of the front tires. They may track inside, outside, or along the same line, depending on the speed, tires, and load distribution

RESONDEAT SURERIOR: Latin for "Let the master answer." The legal theory that the employer is liable for the wrongful acts of the employee where the employee is acting within the scope of employment. This theory is applicable only in state courts. It is not applicable in federal courts

RIDE: the result of a vehicle's absorption of the irregularities of the road. This is accomplished through the design of tires and suspension system (springs, shock absorbers); distinguish from handling

ROLLING FRICTION: see **friction, rolling**

SEMI-MARKED VEHICLE: see **vehicle, semi-marked**

SIREN: a device used to generate and transmit the easily recognized siren sound whose frequency varies with time, used as a warning signal by police vehicles, fire vehicles, and ambulances

SKID: the loss of traction to one or more wheels

SKID, BRAKING: the loss of traction when one or more wheels are locked by excessive braking pressure

SKID, CORNERING: the loss of traction in negotiating a curve or a turn at a speed faster than can be sustained by the tire-road cornering limits

SKID, IMPENDING: a preliminary skid caused by maximum pedal pressure short of locking the brakes

SKID PAN OR - PAD: an area designed to practice skid control

SKID, POWER: the loss of traction when excessive power is applied, causing the drive wheels to spin and no longer provide cornering traction

SPACE CUSHION: the open area surrounding a vehicle while it is in motion; an "escape route" to the front, rear, or sides

SPACE MANAGEMENT: the selection of the best speed control, path of travel, or communication technique to maximize control of the space surrounding the vehicle

SPEED, HIGH: a speed that, given the posted or prima facie speed, would constitute reckless driving

SPEED, MODERATE: 50% to 75% of the maximum speed which may be safely operated; considering the nature, condition, and type of roadway, volume and direction of the flow of traffic, presence of intersections, visibility, and weather conditions

STATIC FRICTION: see **friction, static**

STRATEGY: an overall plan to increase the probability of success and to minimize the probability of failure - Distinguish from **tactic**

SUPER ELEVATION: see **banked pavement**

SUPERVISOR: an individual having responsibility for the control or training others

TACTIC: the actions of an individual or small group for achieving a limited goal or objective
Distinguish from **strategy**

THRESHOLD BRAKING: see **braking, threshold**

TIME, REACTION: the total length of time it takes for the brain to receive the information from the senses (eyes, ears, nose), make a decision, transmit the decision to the appropriate muscles, and for the muscles to respond

TIRE FOOTPRINT: the contact area of a tire tread with the roadway

TORT: a private or civil wrong against a person or property for which a court may award money

TORT, INTENTIONAL: a wrongful act committed by a person who knows that the law requires that the act not be committed

TUNNEL VISION: see **vision, tunnel** UNMARKED VEHICLE: see **vehicle, unmarked**

UNDER-STEER: the tendency of a vehicle to continue in a straight line and resist turning from a direct course of travel. Motor vehicles with more weight on the front wheels than on rear or with too little pressure in front tires are likely to under-steer at high-speeds

VEHICLE CONTROL: developing an understanding of the principles and developing the proficiency pertaining to the successful operation of vehicles under all driving conditions

VEHICLE DYNAMICS: any force, action, or law of physics that affects the path of a vehicle in motion

VEHICLE, MARKED: a police patrol vehicle equipped with a permanent emergency roof light, siren, and police agency vehicle identification decals. It may or may not be painted with the standard color(s)

VEHICLE OPERATION, DEFENSIVE: operating a vehicle in such a manner as to be able to avoid involvement in a preventable crash, no matter what the road and weather conditions; synonymous with driving, precision

VEHICLE OPERATION, EMERGENCY: a response to a situation that is life threatening or that involves an extreme property loss; justifies the legal use of emergency warning devices

VEHICLE OPERATION, NON-EMERGENCY: all operations of a vehicle in other than an emergency or pursuit mode.

VEHICLE OPERATION, PRECISION: the operation of a vehicle in such a manner as to avoid involvement in a collision, no matter what the road and weather conditions or the actions of other drivers;
- synonymous with driving, defensive

VEHICLE OPERATION, PURSUIT: the act or instance of chasing or pursuing a fleeing vehicle in an attempt to overtake and apprehend the driver

VEHICLE, SEMI-MARKED: a police patrol vehicle equipped with a siren, and with permanent emergency lights in the grill area or mounted in the front or rear window area

VEHICLE, UNMARKED: a standard vehicle with no indicators that it is a law enforcement vehicle. It may or may not be equipped with portable or concealed emergency lights and siren

VELOCITY: the time rate of motion in a fixed direction; the rate of change of position relative to time, speed of motion in a particular direction

VISION, PERIPHERAL: a wide arc of vision that allows a person to see objects to the right and left of center

VISION, TUNNEL: a narrow arc of vision; the focus of attention on a particular object or area to the exclusion of adjacent areas of activity

VISUAL HORIZON: the point at which a driver's eyes are focused on the roadway

WHEEL BASE: the distance from the center of the front wheels to the center of the rear wheels

WEIGHT TRANSFER: the transfer of weight to the front, rear, or either side caused by acceleration, deceleration, or turning

WEIGHT TRANSFER, LATERAL: the transfer of weight to the opposite side the vehicle, due to a turn

WEIGHT TRANSFER, LONGITUDINAL: transfer of weight to the rear axle due to acceleration, or to the front axle due to deceleration

SUBJECT MATTER		REMARKS
I Introduction(Photograph)		(For Student Use)
II		
A. The President of the American Motorcycle Association was quoted as saying, "99% of people who ride motorcycles as hard working, law abiding citizens".		
B. Hells Angels Motorcycle Club (H.A.M.C.)		
1. Originated in San Bernardino, CA in 1948 by WWII Veterans known as Pissed Off Bastards of Bloomington (P.O.B.O.B.). Later the club changed their name to H.A.M.C.		
2. Presently, Hell's Angels have over 150 chapters world wide (22 countries) with about 3000 members. They are the largest club. Mother Chapter: Oakland, CA		
3. Membership Requirements:		
a.		
b.		
c.		
d.		
e.		
f.		
g.		
h.		
i.		
j.		
4. Chapter Officers		
a. President		

SUBJECT MATTER	REMARKS
b. Vice-President c. Secretary/Treasurer d. Sergeant of Arms e. Road Captain 5. Associates 6. Rank and File: Members, Prospects, Hang Arounds, Associates 7. National Leadership Structure 8. Glorified by Media	(For Student Use)
C. Colors 1. Emblems 2. Rockers 3. Patches 4. Wings	
D. Activities 1. 2. 3. 4. 5. 6. 7. 8.	

**INDIANA
LAW ENFORCEMENT ACADEMY**

State Form 48854 (4-98)

Instructor:

Lecture: 1% Biker Gangs

SUBJECT MATTER	REMARKS
	(For Student Use)
9.	
10.	
E. Finances	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
F. Trends	
1. More "tech" savvy	
2. Charitable activities	
3. Taking over other Clubs	
4. Investing into legal businesses	
5. World Wide Web	
G. Biker Terms (See Glossary)	
H. Safety Issues	
1. Well organized	
2. Surveillance ops	
3. Intelligence sources	

SUBJECT MATTER	REMARKS
	(For Student Use)
4. Improvised weapons/E.O.D.	
5. Mobility	
I. Runs	
1. Special Outings (Memorial Day, Labor Day)	
2. Road Formations – Organized by Road Captain	
3. Crash Vehicle/Scout Vehicle	
J. Club or Gang/ 1%er or Citizen	
K. Next Largest Five	
1. Outlaws	
2. Bandidos	
3. Mongols	
4. Sons of Silence	
5. Pagans	
6. Other Clubs	
L. Indiana Biker Gangs	
III. Summary	
A. Vigilance	
B. Intelligence	

GLOSSARY OF 1% BIKER GANGS TERMINOLOGY

1% ers	The mark of the outlaw biker.
	Patch worn on colors, symbolizing the biker Either smokes marijuana, deals in it, or has Contacts for "meth".
666	Patch worn on colors, symbolizing Satan.
22	Having been in prison.
Angels Bible	Harley-Davidson motorcycle manual.
Ape-hangers	High rising handlebars.
A.F.F.A.	Angels Forever Forever Angels.
A.F.F.L.	Angels Forever Forever Loaded.
Back Pack	Full colors tattooed on member's back.
B.F.F.B.	Bandidos Forever Forever Brothers.
B.F.F.P.	Brothers Forever Forever Pagan.
B.T.B.F.	Bikers Together Bikers Forever.
Chopper	Chopped or cut down motorcycle.
Citizen	A cyclist who belongs to the A.M.A., not a 1%er.
Colors	Official uniform of gangs. Sleeveless levi or leather jacket, with club patch on back, and various other patches, pins, and Nazi metals attached to front. Worn only by male members and are held sacred.
Crash Vehicle	Van, panel truck, or converted school bus that follows gangs on runs. Picks up broken down bikes, and is known to carry club's arsenal, drugs, supplies and camping gear. Sometimes driven by a female.

Cross	Emblem worn by 1%ers, as an earring, patch, pin attached to the colors. May have the street names of a dead 1%er.
Cutie	Female picked up off the street.
D.F.F.L.	Dope Forever Forever Loaded.
Fly Colors	To ride a motorcycle while wearing colors.
F.T.W.	Stands for "Fuck the World," these initials are found on membership cards, as "tats," patches or pins on colors.
Hardtail	Rigid motorcycle frame with no shock absorbers on rear.
Heat	Police, a.k.a. the Man, Bull, 5 – 0.
Hog	Motorcycle.
Jap-scrap, Rice Burner	Japanese made motorcycle.
Knucklehead	Type of Harley-Davidson engine made prior to 1948, characterized by large nuts on the right side of the engine above the cylinders.
Legal Name	Members have nicknames or club names which are also called "legal names" by club members.
Loner	A.k.a. "free rider" individual who shares the values and enjoys the same life-style as 1% ers, but prefers to keep a degree of freedom by choice.
Mama	A.k.a. as "Sheep" female available to all club members, usually sexually.
M.C.	Patch on colors, meaning motorcycle club.
Nomad	1% ers, who wear the club's colors, but bottom rocker will read "Nomad." In some clubs, they are the enforcers. Do not belong to any one chapter. Will attend club meetings and pay dues to different chapters, depending on his travels.

O.F.F.O.	Outlaws Forever Forever Outlaws.
Old lady	Wife or steady girlfriend of member.
Originals	Member's first set of colors, which are never to be cleaned.
Participate	To aid a member in a fight by ganging up on the opponent.
P.O.B.O.B.	Pissed Off Bastards of Bloomington -- original gang later became H.A.M.C.
P.P.D.S.P.E.M.F.O.B.B.T.	"Pill Popping Dope Smoking Pussy Eating Mother Fuckin Outlaw Brothers Biken Together" found on tattoos, colors, patches, pins, and business cards.
Probate	Club membership hopefuls, who ride with gang during their probationary period. Takes unanimous vote by membership for acceptance, initiation, and awarding of colors (patching in).
Prospect	A prospective member.
Pull a Train	For a women to have sexual intercourse with each man in the group, any way he would like it, one after another.
Radio	To shut up.
Run	Club sanctioned outing for a day, weekend, or week, to a certain location for a party, camping or special event. Sometimes with other chapters and/or clubs.
Scoop	Someone who has lied.
Sissy Bars	Form a backrest behind the motorcycle seat.
Static	Trouble or harassment from police or other members of motorcycle clubs.
Skuller	Fellatio.
Suck to the Bulls	Talk or act friendly towards police.

Snuff

To kill.

Turn Out

When all members come together in case of an initiation for a new member, or for a girl to pull a train for the first time.

Wings

An emblem worn by 1%ers, as a pin or patch attached to the colors. All wing earnings must be witnessed.

Black Wings -

Black on Red Wings-

Brown Wings-

Golden Wings-

Green Wings-

Purple Wings-

Red Wings-

White Wings-

Yellow Wings-

SUBJECT MATTER	REMARKS
(For Student Use)	
Report Writing Tier II	
I. Reprot Writing #1 II. Objectives a. Why you should write a good report. b. Why content is important. c. Who, what, where, when and how. d. Why notes are important. III. Why Report Writing? a. If it isn't written down, it did not happen – that way. b. Official record.	
c. Tell your side of the story. d. Refresh your memory for court / stay out of court. e. Protects you and the department. f. Promotion within the department. IV. Kinds of Reports a. Case Reports. b. Arrest Reports. c. Evidence Logs. d. Witness Statements. e. Legal Documents. f. PC Affidavits for Search. g. PC Affidavits for Arrest. h. Charging Information. V. Case Report a. Bread & butter of law enforcement. b. You will write hundreds if not thousands of reports in your career. c. Most will be fill in the blank or check boxes and will be digital. VI. Arrest Report a. Arrest reports are very similar to case reports. b. Difference is they will have much more detailed suspect	

SUBJECT MATTER	REMARKS
information. c. Most will be fill in the blank or check boxes and will be digital. VII. Evidence Log a. Evidence logs are just lists. b. Descriptions must be concise and dense. c. Most will be fill in the blank or check boxes and will be digital. VIII. Evidence a. 1st step in the chain of custody. b. Identify what the item is. c. Mark the item, but not to destroy it. d. Your initials, your badge number, an "X", etc. in an inconspicuous place. e. Make a note to yourself where you marked it – prosecutor / SOP's may dictate disclosure. IX. Witness Statement a. Witness Statement forms are usually narrative based. b. You can fill it out or let the witness fill it out. c. Most will have some fill in the blank or check boxes and will be digital. X. Content a. The noun, not the adjective. b. What is in it, is important. c. "Meat" of the report. d. Elements of the crime. e. Elements match the statute. XI. What Needs To Be In A Report? a. Who? i. Suspects, victims & descriptions of same/ID's. b. When? i. Date & time. c. Where? i. Address / locations. d. What?	(For Student Use)

SUBJECT MATTER	REMARKS
i. Crime / law violations / facts of the incident. e. Why? i. MO / reason if any. f. Probable Cause i. Personably witness the crime. ii. Elements of the crime -facts. iii. Statute violations verbatim. g. Reasonable Articulate Suspicion i. Sufficient knowledge. ii. Facts that lead you. XII. 1st Person v 3rd Person a. 1st person – “I”, “Me”, “We”. b. Most police reports are written this way.	(For Student Use)
c. Becomes more personable. d. Sometimes has a profound effect on the jury – “I saw”, “I picked up”. e. 3rd Person – Your last name. f. More professional when read aloud. g. No mistaking who is talking. h. Good for looking neutral when speaking for the victim.	
XIII. Note Taking a. Details that recall your memory. i. An art. b. Names, dates, addresses, evidence location, phone numbers, times, when you did something, ect. c. Hand written notes. d. Photographic / video notes. e. Audio recording notes.	
XIV. Report Writing #1 Summary a. Why you should write a good report. b. Why content is important. c. Who, what, where, when and how.	
XV. Report Writing #2	
XVI. Objectives a. ABC’s of reports .	

SUBJECT MATTER	REMARKS
b. Accurate Words c. Accurate Thoughts d. Logical Progressions. e. Tricks of the trade. f. K.I.S.S. Principals. XVII. ABC's a. Accuracy. i. Say what you mean and mean what you say. b. Brevity. i. Straight, direct and to the point. ii. Example: Vehicle info. c. Completeness. i. Put ALL the facts in there, even if they do not seem to fit. XVIII. Accuracy a. Word Usage. i. Jargon, slang, 10 codes. b. Police v Citizen writing. i. fact v novels-unimportant details. c. Goal = Focus = Content. d. Accuracy = Absolute Honesty and unbiased. e. Logical Progressions – Chronological Order. f. If you don't know, don't guess – describe or use approximately. XIX. Brevity a. K.I.S.S. Principal (Keep It Simple Sir). b. Sentences – short and simple. c. Sub Divide report – events/actions taken/observations you witnessed/etc. d. Sentence Headers – states what the paragraph is about. e. Avoid Duplication – do not beat a dead horse (example: vehicle info-just state Ford or Dodge). XX. Completeness a. Put in ALL the facts. b. Do not leave out a fact if you don't agree with it.	(For Student Use)

SUBJECT MATTER	REMARKS
XXI. Tricks Of The Trade a. Keep It Simple Sir. b. Big E's. c. Billet Style. d. Sentence Headings / labels. e. Short Sentences. f. Lead in Sentence. XXII. Big E's Little E's a. E = Events. b. Big Events. i. Most serious crime/offense. c. Little Events. i. Contributed to the most serious crime/offense	(For Student Use)
ii. Example: Robbery iii. Big E = Robbery iv. Little "e" = fled from police (resisting law enforcement), disregarded stop signs /speeding (citations), physically fought police (resisting law enforcement).	
XXIII. Bullet Style a. Neat, organized and easy to read. b. Easy to reference / locate. c. Stands out in a document.	
XXIV. Lead In Sentence a. Summarizes the entire case in one sentence. b. Makes it easy for the prosecutor / judge to see the meat of the case. c. When someone reviews the case report, they have the main point right up front. d. Lead in tells what it is about and then the rest of the sentence supports it.	
XXV. Short Sentences a. Break up sentences. b. Do not run on. c. New idea / situation / event, new paragraph.	

SUBJECT MATTER		REMARKS
		(For Student Use)
XXVI.	KISS Principal a. Keep It Simple Sir. b. ABC's. c. Short Paragraphs. d. Bullet Points. e. Lead in Sentence. f. Sentence Headings.	
XXVII.	Written Waiver Procedure a. Page 48. b. Must do well on the Progressive Homework Assignment & the Practice Final Exam. c. Critical Issues must be covered. d. Critical Issues: Elements of the crime, search & seizure procedures, stopping justifications, time line consistencies, Miranda rights warning, identification of the suspect & vehicle.	
XXVIII.	Report Writing #3 Completeness	
XXIX.	Objectives a. Chronological Order v Random Order. b. "Tricks of The Trade" – Lead In & Sub-Dividing. c. PC affidavits for search. d. PC affidavits for arrest. e. Charging information. f. Witness Statement. g. What are the elements of robbery.	
XXX.	Chronological v Random/Sub-dividing a. Chronological b. In the order the events happened. c. Easy to follow. d. Logical progression. e. Random / Sub-dividing f. Better for long / complex reports. g. Report ends up with sections: Evidence, Witness information, Investigative findings, etc.	
XXXI.	Lead In Sentence	

SUBJECT MATTER	REMARKS
a. Takes the entire report and summarizes it. b. Takes the "meat" and puts it first. c. Makes it easy for prosecutors, judges & juries to know what the report is about. d. Example: <i>Gary Rennick was arrested for Armed Robbery Level 3 Felony and Resisting Law Enforcement Felony Fleeing on 06/10/1980 at 1500 hrs in Hendricks County, Avon, Indiana.</i> XXXII. PC Affidavit a. Probable Cause b. Oath or affirmation – (affidavit). c. Particularly describing the place to be searched. d. Particularly describing the things to be seized.	(For Student Use)
e. Why the evidence will still be there. f. Identifying venue – not a legal requirement. g. Lead in sentence – not a legal requirement. XXXIII. PC Arrest Affidavit a. Very similar to a search warrant. b. 4th Amendment applies. c. *PC Affidavit = Recite the Facts of the case. d. Link the person to the crime. e. Mental element (knowingly & intentionally) – his actions. f. Probable Cause – ALL elements of the crime (verbatim). g. Oath or affirmation – (affidavit). h. Particularly describing the person to be seized. i. Why the person will still be there. j. Identifying venue – not a legal requirement. k. Lead in sentence – not a legal requirement.	
XXXIV. Charging Information a. Looks very similar to a PC affidavit. b. PC affidavits differ because the violation might be the same, but the circumstances are different for each case. c. *Recites the statute verbiage almost exactly. d. Charging Info = Elements of the crime – formally charging.	
XXXV. Witness Statement	

SUBJECT MATTER	REMARKS
a. Narrative or Q & A. b. Use "I" or "me" for them. c. You can let them write it – handwriting, curse words, off topic, etc. – must have signatures of witness & officer. d. Written from the witness perspective. e. Ask about the elements of the crime. f. Ask if there is anything else they would like to add. XXXVI. Statute Match Up a. You must match the violation to the statute definition or vice a versa. b. US Supreme Court standard. c. Tear the statute apart word for word and then fill in your case information. XXXVII. Supreme Court Ruling a. <i>"We must therefore reverse if there is no evidence or reasonable inference to support any one of the necessary elements of the offense – Grace v State"</i> b. If it isn't in the report, it didn't happen the way you are saying it did. c. You have to write down what happened. XXXVIII. Robbery Statute a. Sec. 1. A person who knowingly or intentionally takes property from another person or from the presence of another person: (1) by using or threatening the use of force on any person; or (2) by putting any person in fear; commits robbery, a Level 5 felony. However, the offense is a Level 3 felony if it is committed while armed with a deadly weapon or results in bodily injury to any person other than a defendant, and a Level 2 felony if it results in serious bodily injury to any person other than a defendant. XXXIX. Applying Robbery Statute	(For Student Use)

SUBJECT MATTER	REMARKS
a. Your suspects name / entered the store and went right to the clerk & demanded money / pointed the firearm / threatened the clerk / clerk, feared for their life / money was taken / name the victim. b. Your suspect had committed Robbery. XL. Grading The Final a. ID of suspect. b. ID of vehicle. c. Stopping Justification. d. Vehicle and foot pursuit. e. Use of force (weapon drawn). f. Search & seizure (person & vehicle). g. Miranda warning.	(For Student Use)
h. Follow up investigations & procedures. i. Elements of the felony robbery. j. Factual mistakes, time line mistakes, paragraphing & grammatical errors, paragraph dividing, sentence headers, lead in sentence, etc.	
XLI. Report Writing #4 Preventing A Career Ending Mistake	
XLII. Objectives a. Identify what the term Hot Button means as described in class. b. Describe when a Hot Button issue should be addressed. c. Identify what the term CYA mean as described in this class. d. Describe what a Devil's Advocate approach is. e. Describe how to convert at least three Hot Button issues found in the Shelbyville case study from being derogatory to making the officer look hero-like.	
XLIII. Today's Policing a. You have to make sure you are not: b. Overbearing. c. Discriminatory. d. Abuse Authority. e. Profile.	

SUBJECT MATTER	REMARKS
f. Be Unprofessional. g. Exert Excessive Force. h. www.copblock.org i. http://theantimedia.org/category/justice/police-state/ j. http://www.infoshop.org/CopsPortal k. www.copwatch.com l. Police the police m. Remember – military stress cards and safe zones. XLIV. Hot Button Issues a. An issue that illicit strong emotional reactions. b. Career Ending Situations. i. Topic of The Day. c. Must be Addressed Immediately. d. Must Be In Your Report. e. May Not be Illegal or Policy Violation. f. Elected / Appointed Officials and Public May See Otherwise. g. Hope for the best, prepare for the worst. XLV. Hero / Savior Persona a. Always Good Intentions. b. For Their Safety. i. Theirs first. c. For The Neighborhoods Safety. i. Theirs first. d. For Your Safety. i. Can't help if I am out. XLVI. CYA a. Can You Anticipate? i. Anti-Police Lawyer. ii. Chess game. b. Can You Analyze? i. Solid Justification. ii. Facts & elements. c. Can You Articulate? i. "Due to my training & experience (and passed	(For Student Use)

SUBJECT MATTER	REMARKS
events), I believe.." "I feared for the safety of those around us". d. Three Trials i. Prosecutor. ii. Jury. iii. The Media. XLVII. Devil's Advocate a. Read The Report Like a Defense Attorney Would. b. Read The Report Like a Citizen Would. c. Pretend You Are The Suspect, What Would You Look For? d. Tear Your Report Apart.	(For Student Use)
XLVIII. Progressive Home Work Assignment a. Stopping Justification. i. Fruit of The Poisonous Tree. b. Use of Force. i. Justification for Deploying Weapon. c. Miranda Rights Warning. d. Search of Suspect. i. Warrantless Search. e. Search of Vehicle. i. Warrantless search. f. Elements of The Crime. i. Fear, Force, Threat, Theft. g. Other Police Procedures. i. Was CSI Called Out? ii. Who & Where Was Vehicle Towed? iii. Evidence Collected – Who & What & Where? iv. Witness Statements. h. Opening Summary Statement. i. Paragraph Headings. j. Venue Statement. k. Bullet Points.	
XLIX. Report Writing #5 Arrest Reports L. Objectives	

SUBJECT MATTER	REMARKS
a. What goes into an Arrest Report. b. Difference between Charging Information and PC Affidavit. c. Officious Language – meddlesome, unofficial, informal. II. Arrest Reports a. Same rules apply as a regular report. b. Just the facts. c. Proof beyond reasonable doubt. d. Elements of the crime/statute violation. e. What you did and how you did it – statute match. f. Most arrest reports are “checker boards” / “Boilerplates”. g. Self explanatory. h. Fill in the blanks. - LII. Facts Of The Incident a. You should know this already. b. Who, what, where, when and how. c. Notes become extremely important. d. Match the statute to your incident. - LIII. Legal Issues a. We will be covering: b. Stopping Justification. i. PC/Reasonable Suspicion/Traffic Violation. c. Use of Force. i. What force & Why? d. Miranda Warning Procedures. e. Search of Suspect. i. What type of search & why? f. Search of Vehicle. i. What type/areas searched & why? g. Elements of The Crime. i. Fall back to the statute. - LIV. Stopping Justification a. Legal Reason for The Stop. b. Actual Statute Violation.	(For Student Use)

SUBJECT MATTER	REMARKS
i. Use statute language. c. Infraction Violation. i. Use infraction language. d. Misdemeanor Violation. e. Fruits of The Poisonous Tree. f. Articulable Suspicion. i. Terry Stop. LV. Use Of Force a. Reason for Force Used. i. Describe in Detail. ii. Why You Do What You Did. iii. What The Suspect Did. b. What Force was Used.	(For Student Use)
i. Describe in detail LVI. Miranda Warning a. Detention & Interviewing. b. Know your department S.O.P.'s. c. Advised The Suspect. d. Read The Warning From a Card. e. Do not paraphrase. f. Asked Suspect if They Understood. LVII. Search of Suspects & Places - Warrantless a. Legal Justification for Warrantless Search. b. Exigent Circumstances. i. Exigent – Immediate aid or action needed / an emergency. ii. Life in Danger – Mapp v Ohio. c. Search Incident To Arrest – Harris v US, Chimel v US, US v Edwards, Arizona v Gant. – applies to people, not vehicles unless they are in the vehicle. d. Open Fields. i. Oliver v US / Hester v US. e. Abandoned Property. i. California v Greenwood. f. Plane View Doctrine	

SUBJECT MATTER	REMARKS
i. US v Cephas / US v Carter / California v Greenwood. g. Consent Searches. i. Schnockloth v Bustamonte LVIII. Vehicle Search a. Legal Justification for Warrantless Search. b. Probable Cause. c. Transporting Contraband or Evidence, public roadway, mobile & operable – Carrol v Ohio. d. Also see – Chambers v Maroney, Texas v White, US v Ross, Arizona v Grant, Georgia Supreme Court decided <i>State v. Lejeune</i> . e. Automobile exception – it’s mobile even when in police custody. f. If in doubt, get a warrant. LIX. Elements Of The Crime a. The Facts Satisfying ALL Elements of The Crime. b. Go Through The Statute. c. List Them (notes) and Place Them With Events. d. Example: Fear, Force or Threat. <i>(He pointed the gun {fear/force}, he pushed me out of the way or grabbed me {force}, he said he was going to kill me {threat}, I thought I was going to die {fear}.</i> LX. Police Procedures a. Vehicle Tows. i. Who, to Where, Can it be Released? b. Impounding Vehicles. i. Who (officer / owner), Why, Dept. SOP, Who Inventoried? c. Additional Officers i. Did anyone assist you, did they write a supplement, how did they assist you? d. Evidence. i. Who Collected, Who Documented, Who processed, Where Secured, Released to Whom.	(For Student Use)

SUBJECT MATTER	REMARKS
e. Arrest. i. Who Arrested (officer / suspect), Who Transported, What are Initial Charges. f. Witness Info/statements. i. Who Gave Info, Who Took Info.? g. Citations Issued. i. List of citations you issued. h. Supplemental Reports. i. Who, What was Subject of Report. LXI. Indiana Law a. Arrestable Offenses b. Robbery 35-42-5-1. c. Resisting Law Enforcement – Fleeing 35-44.1-3-1.	(For Student Use)
d. Traffic Violations e. Failure to Yield Right of Way 9-21-8-33. f. Failure to Stop or Yield While Entering Highway 9-21-8-31. g. Failure to Reduce Speed 9-21-5-4. h. Failure to Indicate 9-21-8-25. i. Littering 35-45-3-2. j. Disregarding Stop Sign 9-21-8-32. k. Failure to wear seat belt. 9-19-10-2. LXII. Robbery Statute a. Sec. 1. A person who knowingly or intentionally takes property from another person or from the presence of another person: (1) by using or threatening the use of force on any person; or (2) by putting any person in fear; commits robbery, a Level 5 felony. However, the offense is a Level 3 felony if it is committed while armed with a deadly weapon or results in bodily injury to any person other than a defendant, and a Level 2 felony if it results in serious bodily injury to any person other than a	

SUBJECT MATTER	REMARKS
defendant. LXIII. Robbery Statute Applying a. Robbery b. A person / knowingly & intentionally / threatens with deadly force / fear / deadly weapon / takes property. c. Rennick / entered the store and went right to the clerk / pointed the firearm / threatened to kill the clerk / clerk feared for their life / money was taken. d. Rennick had committed Robbery. LXIV. Resisting Law Enforcement - Felony Fleeing 35-44.1-3-1. a. Sec. 1. (a) A person who knowingly or intentionally: b. (1) forcibly resists, obstructs, or interferes with a law enforcement officer or a person assisting the officer while the officer is lawfully engaged in the execution of the officer's duties; c. (3) flees from a law enforcement officer after the officer has, by visible or audible means, including operation of the law enforcement officer's siren or emergency lights, identified himself or herself and ordered the person to stop; commits resisting law enforcement, a Class A misdemeanor, except as provided in subsection (b). d. The offense under subsection (a) is a: (1) Level 6 felony if: (A) the offense is described in subsection (a)(3) and the person uses a vehicle to commit the offense; or e. (A) the offense is described in subsection (a)(3) and the f. person uses a vehicle to commit the offense; or g. (B) while committing any offense described in subsection (a), the person draws or uses a deadly weapon, inflicts bodily injury on or otherwise causes bodily injury to another person, or operates a vehicle in a manner that creates a substantial risk of bodily injury to another person.	(For Student Use)

SUBJECT MATTER	REMARKS
LXV. Applying Statute: Resisting Law Enforcement a. Resisting Law Enforcement – Fleeing. Person/knowingly & intentionally/attempted to flee from officer who engaged visual and audible means – felony if committed with a vehicle. b. I engaged my emergency equipment, Rennick looked in his rear view mirror and accelerated away from me, refusing to stop. c. Rennick had committed Resisting Law Enforcement – Fleeing Felon(y).	(For Student Use)
LXVI. Reckless Driving 9-21-8-52 a. A person who operates a vehicle and who recklessly: (1) drives at such an unreasonably high rate of speed or at such an unreasonably low rate of speed under the circumstances as to: (A) endanger the safety or the property of others; or (B) block the proper flow of traffic; (2) passes another vehicle from the rear while on a slope or on a curve where vision is obstructed for a distance of less than five hundred (500) feet ahead; (3) drives in and out of a line of traffic, except as otherwise permitted; or (4) speeds up or refuses to give one-half (1/2) of the roadway to a driver overtaking and desiring to pass; commits a Class B misdemeanor. (b) A person who operates a vehicle and who recklessly passes a school bus stopped on a roadway when the arm signal device specified in IC 9-21-12-13 is in the device's extended position commits a Class B misdemeanor. However, the offense is a Class A misdemeanor if it causes bodily injury to a person. (c) If an offense under subsection (a) or (b) results in damage to the property of another person or bodily injury to another person, the court shall recommend the suspension of the current driving license of the person	

SUBJECT MATTER	REMARKS
for a fixed period of: (1) not less than thirty (30) days; and (2) not more than one (1) year. LXVII. Applying Statute: Reckless Driving a. A person / drives at extremely high speed / endangering the safety and property of others / moving in and out of the lane of traffic. b. Rennick reached speeds of 45mph in a 20mph school zone while school was letting out. He was moving in and out of his lane of traffic trying to maintain control of his vehicle. c. Rennick had committed Reckless Driving. LXVIII. Criminal Recklessness 35-42-2-2 a. A person who recklessly, knowingly, or intentionally performs an act that creates a substantial risk of bodily injury to another person commits criminal recklessness. Except as provided in subsection (b), criminal recklessness is a Class B misdemeanor. (b) The offense of criminal recklessness as defined in subsection (a) is: (1) a Level 6 felony if: (A) it is committed while armed with a deadly weapon; or (B) the person committed aggressive driving (as defined in IC 9-21-8-55) that results in serious bodily injury to another person; or (2) a Level 5 felony if: (A) it is committed by shooting a firearm into an inhabited dwelling or other building or place where people are likely to gather; or (B) the person committed aggressive driving (as defined in IC 9-21-8-55) that results in the death of another person. LXIX. Criminal Recklessness Applied	(For Student Use)

SUBJECT MATTER	REMARKS
a. A person / who recklessly, knowingly, or intentionally performs an act that creates a substantial risk of bodily injury to another person commits criminal recklessness. b. Rennick drove out of the parking lot, failing to yield the right of way to oncoming traffic and forcing a motorist to swerve out of his way. LXX. Use of Force 35-33-1-1 a. (a) A law enforcement officer may arrest a person when the officer has: (1) a warrant commanding that the person be arrested; (2) probable cause to believe the person has committed or attempted to commit, or is committing or attempting to commit, a felony;	(For Student Use)
(4) probable cause to believe the person is committing or attempting to commit a misdemeanor in the officer's presence; (7) probable cause to believe that the person violated IC 35-47-2-1 (carrying a handgun without a license) or IC 35-47-2-22 (counterfeit handgun license); LXXI. Applying Statute: Use of Force a. Law enforcement officer / arrest / probable cause the person committed a felony b. Due to RENNICK tucking something in his waist band (not in his pocket), attempting to flee from me, I officer RAMOS drew my firearm to place RENNICK under arrest for Resisting Law Enforcement - Fleeing (Felon in a Vehicle). c. You can also add Criminal Recklessness and Reckless Driving. LXXII. Search Incident to Arrest a. Harris v US. b. US v Rabinowitz. c. Chimel v US (Chimel Rule). d. An officer is permitted to perform a warrantless search during or immediately after a lawful arrest of the	

SUBJECT MATTER	REMARKS
arrestee and the area within their immediate control can be searched "in order to remove any weapons that the [arrestee] might seek to use in order to resist arrest or effect his escape" and to prevent the "concealment or destruction" of evidence, regardless of what the arrest was for. LXXIII. Applying Case Law: Search Incident to Arrest - Officer / warrantless search / lawful arrest. 1 officer RAMOS placed RENNICK under arrest for Resisting Law Enforcement – fleeing felon. RENNICK was hand cuffed with the cuffs being properly spaced and double locked. RENNICK was then searched incident to arrest. LXXIV. PC Affidavit vs Charging Information <i>A PC Affidavit is a written sworn statement of fact, voluntarily made by an affiant or deponent under an oath or affirmation administered by a person authorized to do so by law."</i> - PC Affidavit = List of facts. <i>"Charging Information is the written statement accusing a person therein named of some act or omission which, by law, is declared to be an offense."</i> - Charging Information = Accusation of the offense. LXXV. Officious Language - Officious – Informal, unofficial, disapproving, intrusive, meddling. - To wit, did then and there, forthwith, hereunto, etc. - Sound official, but just take up space and lose jurors. LXXVI. Report Writing #6 LXXVII. Final Exam - Arrest Report for Superette Robbery. - Filed notes. - Webbing diagram. - Multiple choice questions addressing the many topics in this course.	(For Student Use)

SUBJECT MATTER		REMARKS
		(For Student Use)
i. ABC's, Tricks of the Trade, etc. (see Student Quick Reference Outline pg 12).		
LXXVIII.	Final Exam Test	
	a. ID of suspect.	
	b. ID of vehicle.	
	c. Stopping justification.	
	d. Vehicle and foot pursuit.	
	e. Use of force – weapon drawn.	
	f. Search & seizure justifications of person & vehicle.	
	g. Miranda warning procedure.	
	h. Follow-up investigation and procedures.	
	i. Elements of the Level 2 Robbery violations.	
	j. Deductions – factual errors, time-line mistakes,	
	paragraph and grammar errors.	
LXXIX.	Test Time	
	a. Can discuss with other students outside of computer lab.	
	b. Can search net.	
	c. Can use a statute book.	
	d. Once typing starts you have 1.5 hours.	
	e. Leave final report with me in classroom 33.	
	f. No talking to each other.	
	g. No flash drives allowed in computer lab.	
	h. Notes have to be notes, not a pre-written report.	
	i. Do not hit print more than once.	

LESS LETHAL TECHNOLOGY



Lt. Thomas Lahay
Senior Instructor
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INTRO

- 30 years of experience as an Indiana Conservation Officer
- Firearms Instructor (Handgun, Shotgun, Patrol Rifle)
- Use of Force Instructor
- Active Shooter Instructor (Interior and Exterior)
- Adjunct Instructor at Vincennes University for 10 years
- LETB Senior Instructor

COURSE OBJECTIVES

- List three (3) types of weapons used by police before the advent of less lethal weapons
- List four (4) types of less lethal (non-lethal) firearms rounds which are designed to incapacitate, but not kill, a target
- List five (5) types of less lethal (non-lethal) weapons which are used by law enforcement officers

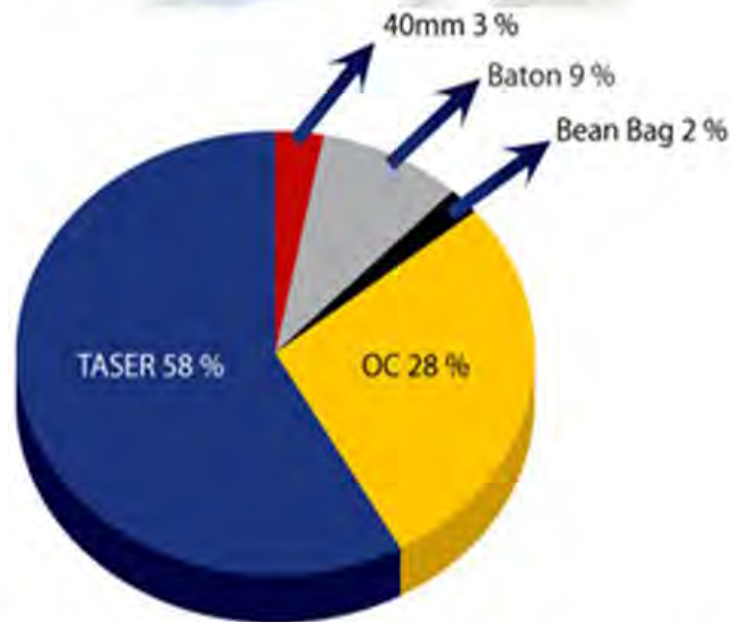
What is less lethal?

Lethal – “sufficient to cause death”



“The last time you deployed a less-lethal weapon, it was a...”

Police One Feb 2010 Poll



“Suspect Injuries Reduced by 60% When Less-lethal Weapons are Deployed” Source: DOJ Report

DEFINITION

- **Less-lethal weapons (less-than-lethal weapons, non-lethal weapons, non-deadly weapons, or, more recently, compliance weapons) are weapons intended to be less likely to kill or to cause great bodily injury to a living target than a conventional weapon.**
- **Less-lethal weapons are used in riot control, prisoner control, and self-defense.**

HISTORY

- In the past, police (or soldiers) called to a riot were primarily limited to use of bayonet or saber charges, or firing live ammunition at crowds.
- Less-lethal riot control weapons were developed to fulfill the needs of public authorities to reduce the loss of life in such situations.
- Before the invention of less-lethal weapons, police officers had few if any non-lethal options for riot control.

HISTORY (CONT.)

- Although chemicals had been used as tools of war for thousands of years—e.g. poisoned arrows, boiling tar, arsenic smoke and noxious fumes, etc.—modern chemical warfare has its genesis on the battlefields of World War I.
- During World War I, chlorine and phosgene gases were released from canisters on the battlefield and dispersed by the wind.
- The use of several different types of chemical weapons, including mustard gas, resulted in 90,000 deaths and over one million casualties during the war

HISTORY (CONT.)

- Iraq used chemical weapons in Iran during the war in the 1980s, and Iraq also used mustard gas and nerve agents against Kurdish residents of Halabja, in Northern Iraq, in 1988.



HISTORY (CONT.)

1. Batons
2. Flats of sabers
3. Shotguns with lower-powered cartridges, "salt shells"
4. High-pressure fire hoses (1900's)
5. Trained police dogs

K-9 used in Crowd Control



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HISTORY (CONT.)

1980'S

- Non-lethal chemical agents such as tear gas and offensive odor canisters
- Non-lethal impact rounds such as rubber bullets and "bean bag" flexible baton rounds
- The slowly-advancing wall, with supporting officers firing non-lethal ordinance into the crowd

Horse-mounted Officers used in crowd control



1/15/2019

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Bicycle barrier used in crowd control



1/15/2019

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Police Barrier used in crowd control

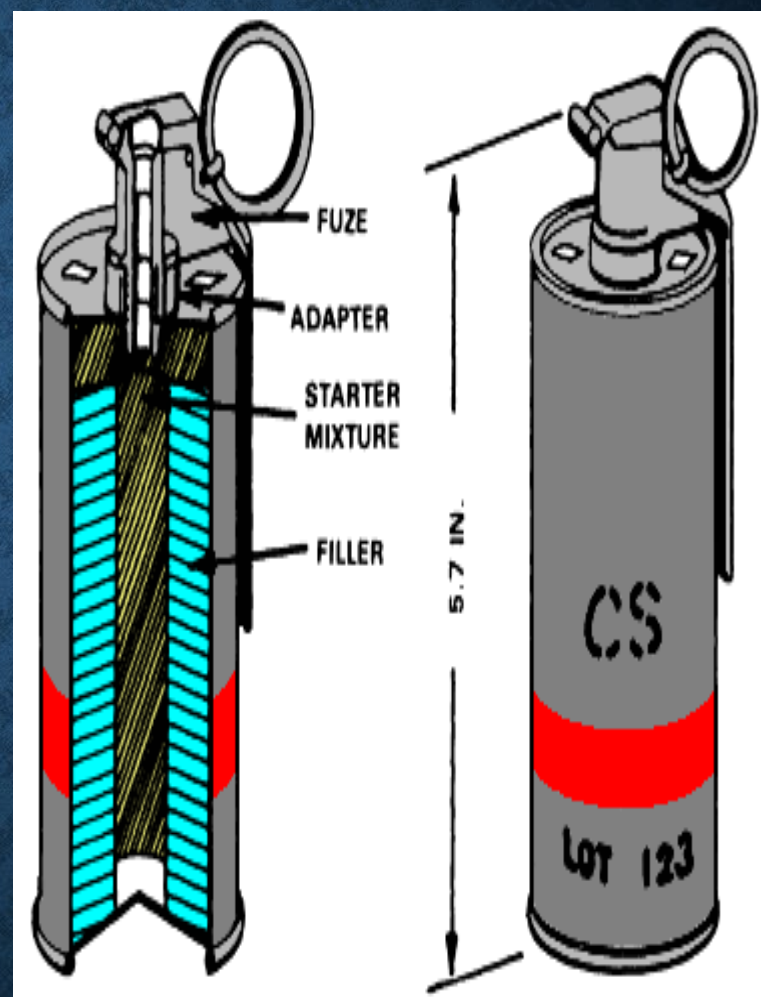


HISTORY (CONT.)

LESS LETHAL AMMUNITION

CHEMICAL AGENTS

- Paris police used riot control agents before WWI
- About 30 riot control agents were developed and used, but were used less following the advent of more potent compounds
- Started using CN gas (tear gas) extensively after WWI; phenacyl chloride
- Military and law enforcement started using CS gas (another tear gas - **2-chlorobenzalmalononitrile**) in 1928 after being developed in England in 1950s
- More potent than CN gas and safer; chemicals react with moisture on the skin and in the eyes, causing a burning sensation



HISTORY (1980S – 1990S)

- In the 1980s and 1990s, officers began deploying non-lethal personal sidearms,
 - o Pepper sprays
 - o Electric shock weapons
 - o Stun grenades

PEPPER SPRAYS



1/15/2019

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ELECTRONIC SHOCK WEAPONS



STUN GRENADE

M-84 FLASH BANG GRENADE

**SOLID URETHANE
INERT REPLICA**

**Includes Removable
Replica Fuze Assembly**



© INERT PRODUCTS, LLC

HISTORY (CONT.)

1990S & 2000S

- New pepper spray delivery system based on the equipment used in paintball.
- “Pepper ball”, is filled with liquid or powdered capsaicin



PAINTBALL – PEPPER BALL

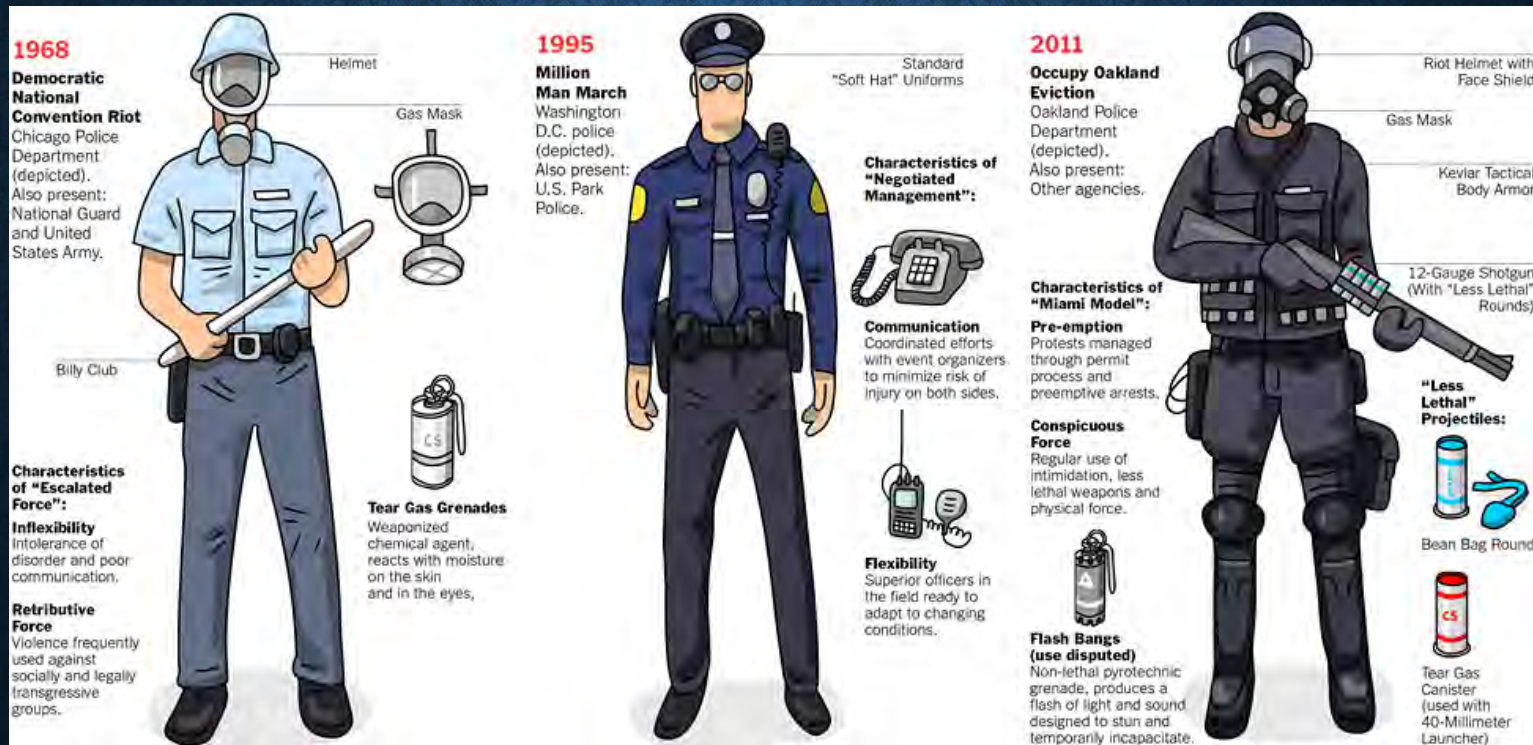




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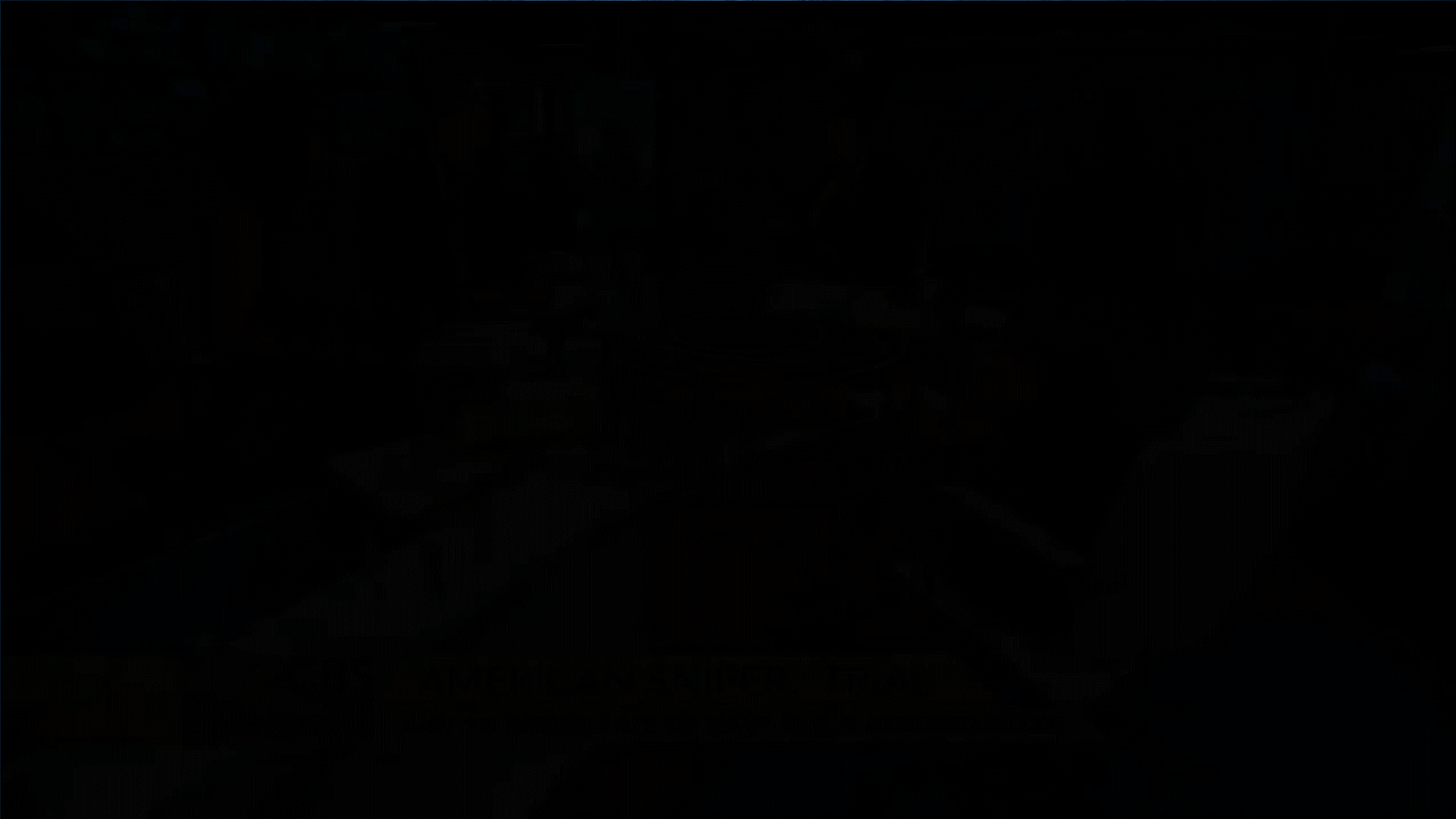
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ADVANCES IN LESS LETHAL EQUIPMENT



"NON-LETHAL ROUNDS"

1. **Non-lethal or less-lethal rounds** are firearms rounds which are designed to incapacitate, but not kill, a target.
2. Rubber bullets,
3. Wax bullets
4. Plastic bullets and rubber bullets with electroshock effect
5. "Bean bag-"flexible baton rounds.,"
6. High-velocity paintball guns are also used to launch less-lethal rounds, including the FN 303 launcher and Pepper Ball commercial products. *



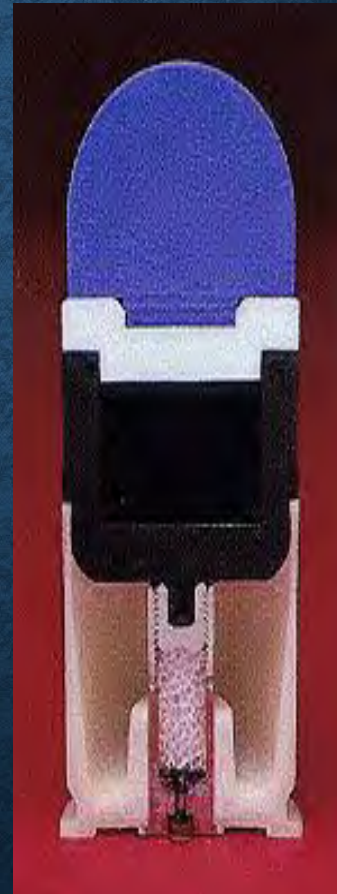
LESS LETHAL AMMUNITION



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Less lethal ammunition

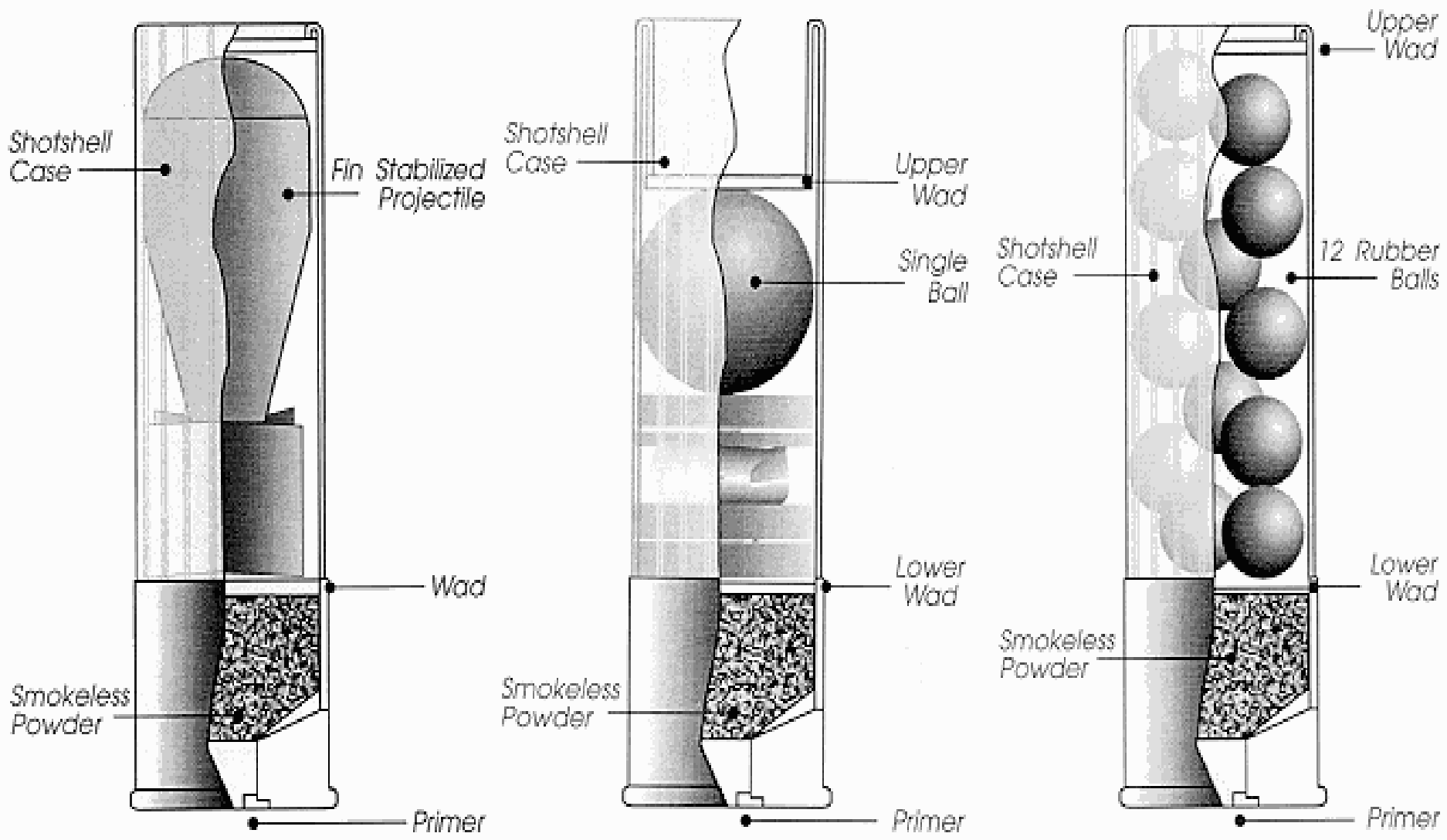


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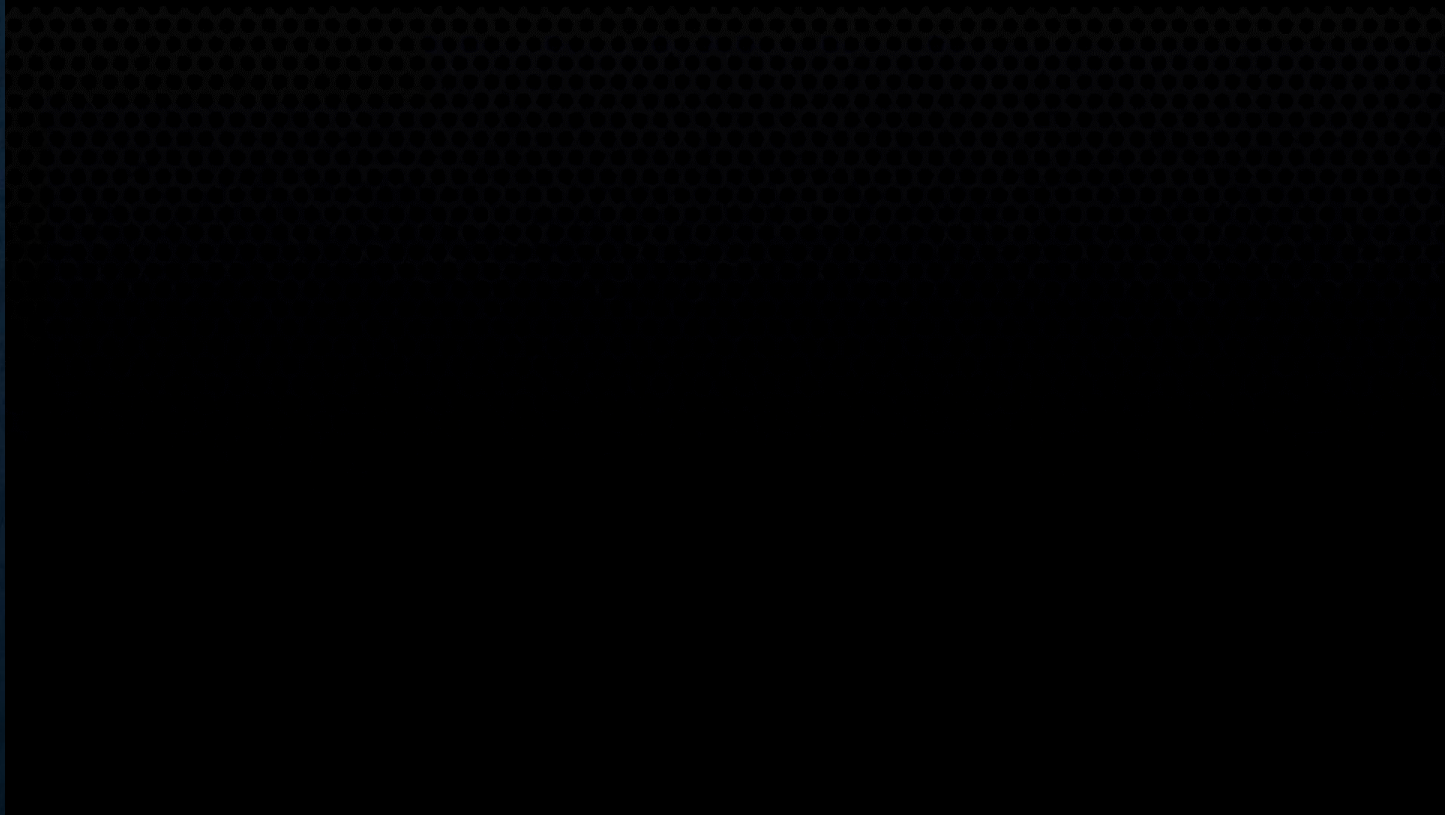
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LESS LETHAL AMMUNITION



AIR-CHARGED SHOOTING NET GUN



CONE WITH NET





NON-LETHAL WEAPONS

1. Gases and sprays
2. Sticky foam
3. Scent-based weapons
4. Electroshock weapons
5. Directed energy weapons
6. Directed energy weapons are weapons that emit energy in an aimed direction without the means of a projectile. They are non-lethal and can immobilize people as well as machines (e.g. vehicles).*

Pittsburg PD with truck-mounted Long Range Acoustic Device



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SONIC WEAPON LONG-RANGE ACOUSTIC DEVICES (LRAD)



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HISTORY -2000'S

In 2001 the United States Marine Corps revealed its development of a less-lethal energy weapon called the Active Denial System, a focused microwave device said to be capable of heating the outer skin of a target individual or group to approximately 130° Fahrenheit (54° Celsius) in about two seconds, causing intolerable pain.

ACTIVE DENIAL SYSTEM

PAIN WITHOUT INJURY

'Active denial systems' deter attackers by sending a nonlethal millimeter-wave of electromagnetic energy, causing a burning sensation.

Wave penetrates the skin to 1/64 of an inch, causing a feeling similar to being on fire

Antenna focuses the invisible energy

Note: Drawing is schematic

Transmitter
Produces 95 GHz frequency waves

Two-second burst can heat skin to 130° F

98.6° F Normal

122° F People pull away reflexively

130° F

Source: GlobalSecurity.org

AP



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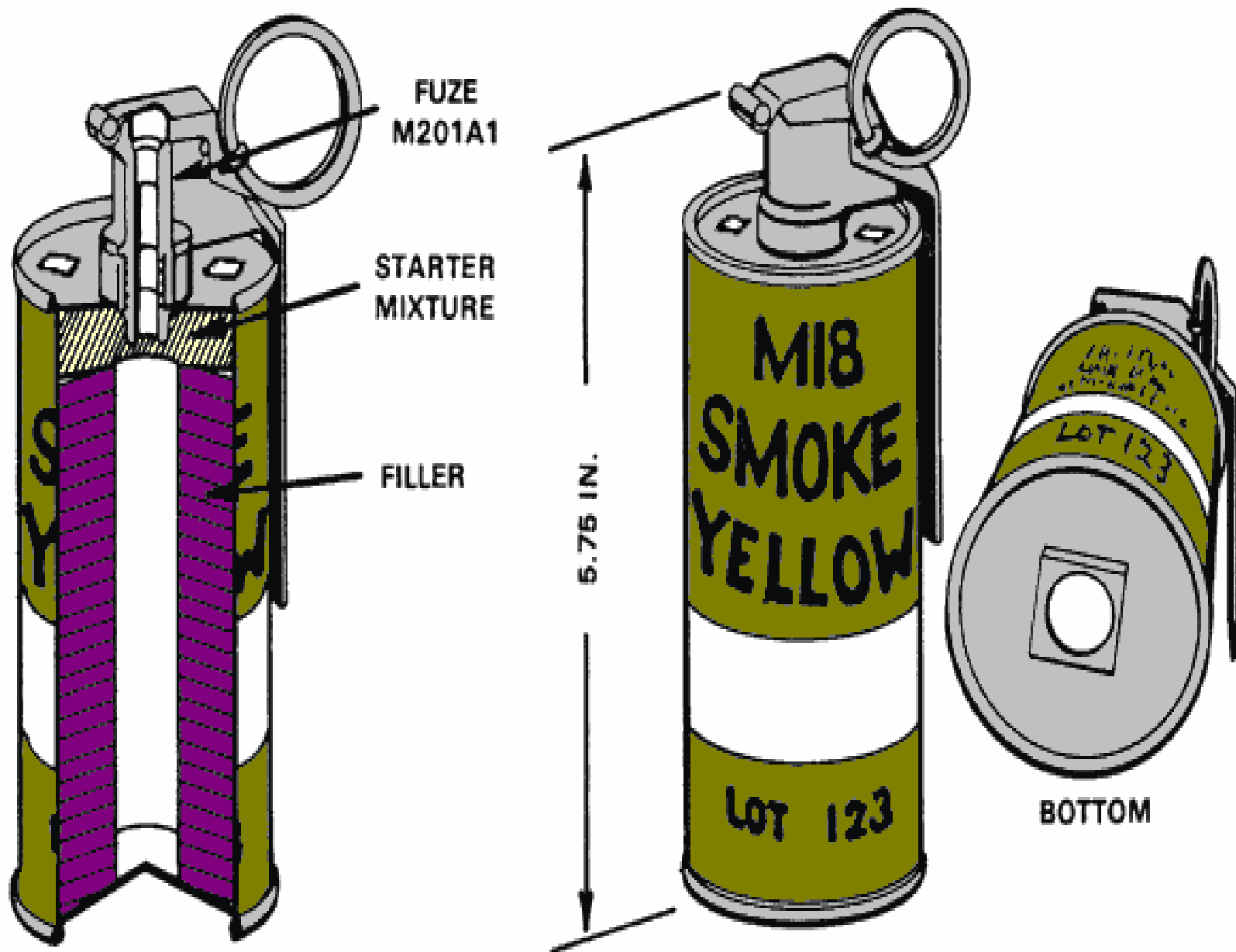
40mm Launchers



More Details



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TASER

TASER M26c/M18L



TASER

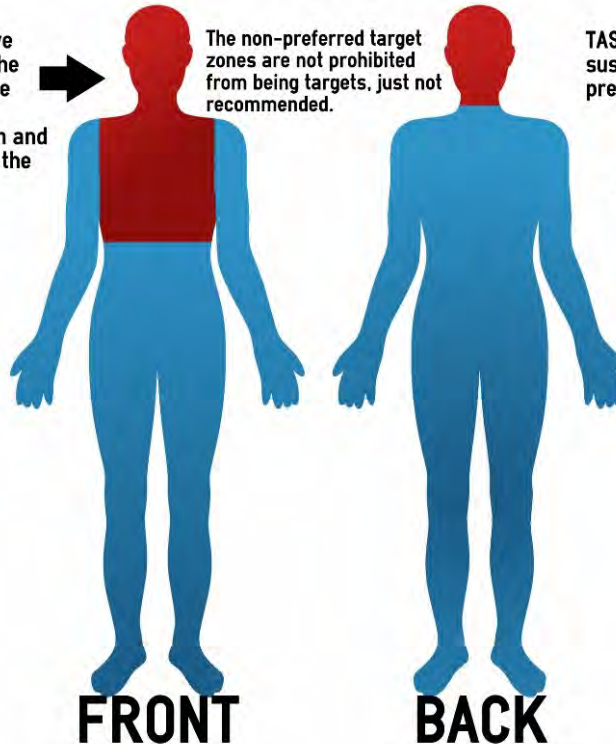
Aim to Detain

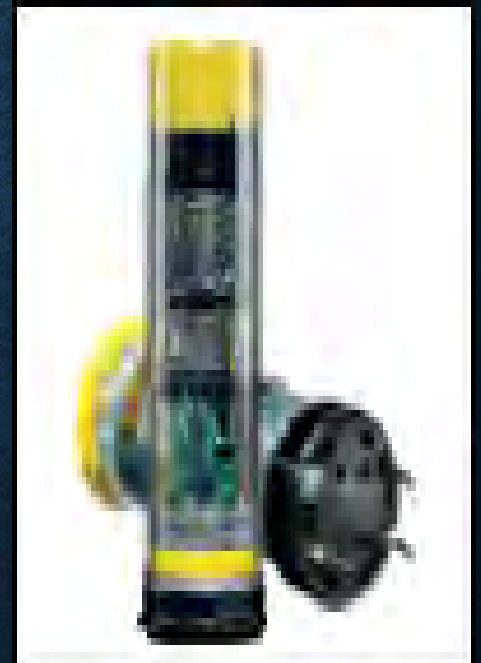
TASER is most effective when officers target the belt line. Aiming for the lower torso reduces "dart-to-heart" margin and decreases chances of the heart being affected. Officers should not intentionally aim for genitals.



The non-preferred target zones are not prohibited from being targets, just not recommended.

TASER advises that hitting a suspect in the back is preferable to the front.





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SAFETY CONCERNS

1. The basic concept of less-lethal weapons is intended to minimize unintended casualties. Although rioters are occasionally killed by these weapons, fatalities are rare and usually accidental.
2. Typical causes of death from non-lethal weapons include misplaced or ricocheting shots, a hidden medical condition, insufficient training on the part of the user, and intentional misuse.
3. **SYMPATHETIC FIRE !!!!!!!!!**

LESS LETHAL CAN INJURE



1/15/2019

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SUMMARY

- List three (3) types of weapons used by police before the advent of less lethal weapons \
- List four (4) types of less lethal (non-lethal) firearms rounds which are designed to incapacitate, but not kill, a target
- List five (5) types of less lethal (non-lethal) weapons which are used by law enforcement officers

QUESTIONS ??



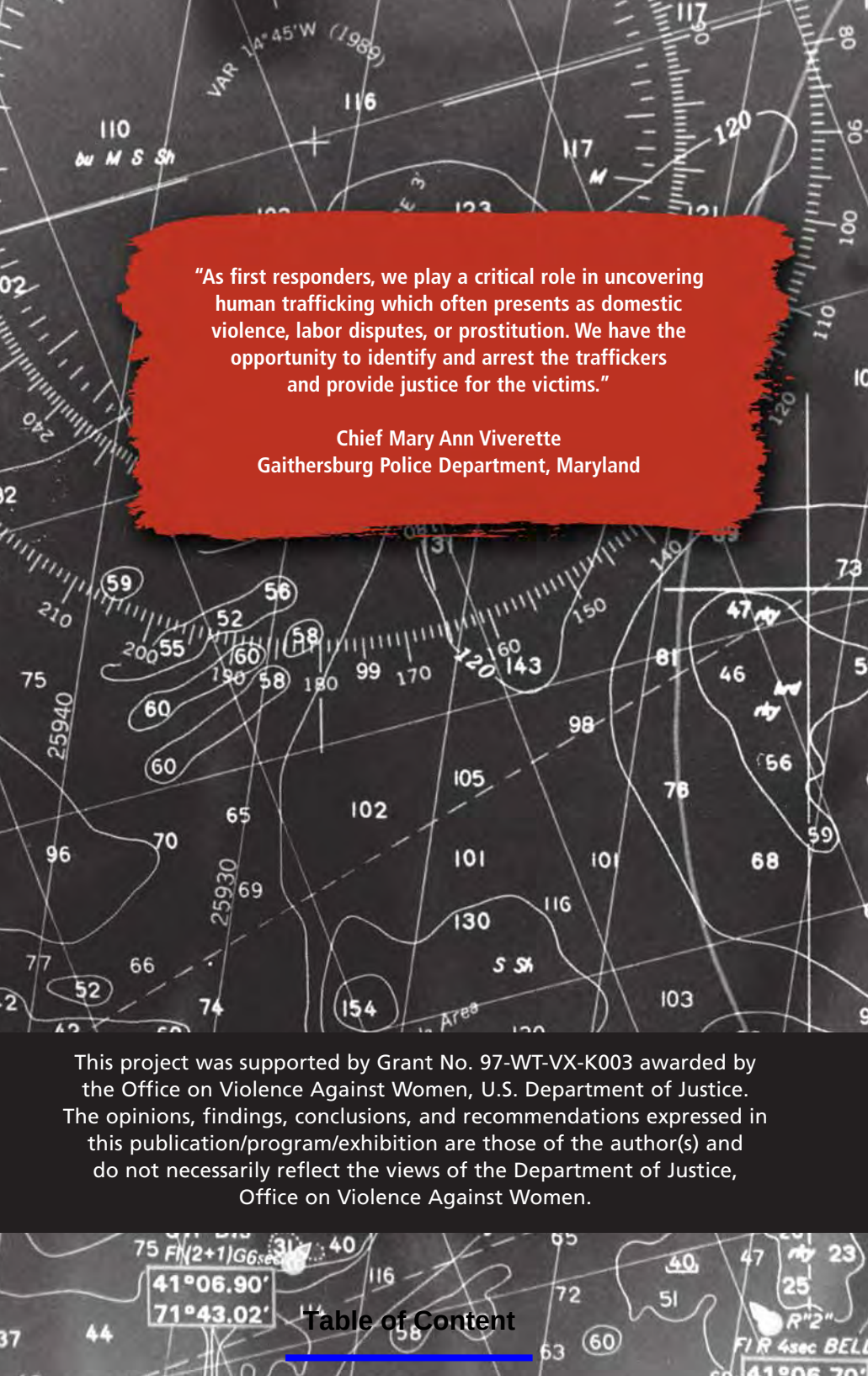
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THE CRIME OF HUMAN TRAFFICKING:

A Law Enforcement Guide to Identification and Investigation





"As first responders, we play a critical role in uncovering human trafficking which often presents as domestic violence, labor disputes, or prostitution. We have the opportunity to identify and arrest the traffickers and provide justice for the victims."

Chief Mary Ann Viverette
Gaithersburg Police Department, Maryland

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Introduction

Human trafficking, commonly referred to as “modern day slavery” is a global phenomenon that involves obtaining or maintaining the labor or services of another through the use of **force, fraud, or coercion** in violation of an individual’s human rights. Generating billions of dollars in profit each year, human trafficking is one of the world’s fastest growing criminal activities, operating on the same scale as the illegal trade of guns and drugsⁱ. Fueled by global economic conditions and increased international mobility, the market for and trade of human beings continues to expand rapidly.

Unlike the trade in drugs and weapons, those who traffic in humans can sell and resell their “commodity” forcing each victim to suffer repeatedly. Although actual figures are difficult to determine due to the underground nature of the trade, the U.S. State Department’s 2006 Trafficking in Persons Report estimates that up to 900,000 people are trafficked per year internationally, with 17,000 of these victims trafficked into the United Statesⁱⁱ. These figures do not include those U.S. citizens who are trafficked within our borders. It is estimated that 80% of those who are trafficked are women and childrenⁱⁱⁱ.

Human trafficking can happen anywhere. As a law enforcement officer, you should be prepared for the potential of human trafficking in your community. Trafficking networks are not limited to urban localities, as traffickers also seek the seclusion of rural and remote areas to operate undetected. As first responders, you are key to identifying and apprehending these criminals. This guidebook is intended to offer you the knowledge and tools to investigate human trafficking safely and effectively.

This guidebook includes:

- Definitions of human trafficking and the various forms of exploitation
- Distinctions between trafficking and smuggling
- Dynamics of human trafficking and the traumatic effects upon victims
- Strategies for victim identification and assistance
- Methods for effective response and investigation
- Avenues for legal assistance and visa provisions under federal law
- A pocket card for quick reference



Defining Human Trafficking

In 2000, the **Trafficking Victims Protection Act** [18 U.S.C. Sections 1589–1594] was passed to address the problem of trafficking in persons through protection and assistance for victims, prosecution of offenders, and prevention efforts internationally. The Trafficking Victims Protection Act (TVPA) strengthened federal criminal laws that prohibit human trafficking, created immigration relief for victims, and authorized benefits for those who qualify.

The TVPA defines human trafficking or “severe forms of trafficking in persons” as:

- The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services through the use of force, fraud, or coercion for the purpose of involuntary servitude, peonage, debt bondage, or slavery. This occurs in situations of forced labor such as domestic servitude, factory or agricultural work; or
- Sex trafficking, meaning the recruitment, harboring, transportation, provision, or obtaining of a person for the purpose of a commercial sex act in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act is under 18 years of age.

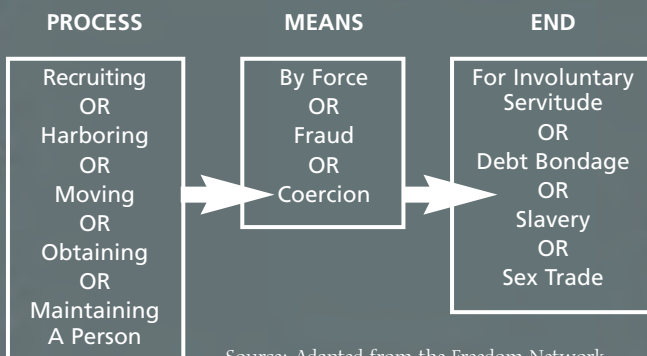
Trafficking vs. Smuggling

There are key differences between the crimes of trafficking and smuggling. Smuggling occurs when someone is paid to assist another in the illegal crossing of borders. This relationship typically ends after the border has been crossed and the individual has paid the smuggler a fee for assistance. If the smuggler sells or “brokers” the smuggled individual into a condition of servitude, or if the smuggled individual cannot pay the smuggler and is then forced to work that debt off, the crime has now turned from smuggling into human trafficking. **The key distinction between trafficking and smuggling lies in the individual’s freedom of choice.** A person may choose and arrange to be smuggled into a country, but when a person is forced into a situation of exploitation

where their freedom is taken away, they are then a victim of human trafficking. Central to the distinction is the denial of the victim’s liberty.

An individual’s willingness to be smuggled into another country does not minimize the victimization he or she may experience at the hands of a trafficker. In some cases, traffickers may forcibly kidnap their victims; however, in most instances, the global conditions of extreme poverty and political turmoil leave people who are seeking to improve their lives vulnerable to the false promises and manipulation of traffickers. Slavery and involuntary servitude are illegal practices in the United States regardless of original consent.

Three Elements of Trafficking



Source: Adapted from the Freedom Network Institute on Human Trafficking

Myths and Misconceptions of Human Trafficking

- The victim knew what they were getting into
- The victim committed unlawful acts
- The victim was paid for services
- The victim had freedom of movement
- There were opportunities to escape but the victim didn't
- Trafficking involves the crossing of borders
- U.S. citizens can't be trafficked
- The trafficker's actions are culturally appropriate
- It can't be trafficking when the trafficker and victim are related or married



Under U.S. law, once a person has been held in servitude, a person's status as a trafficking victim supersedes all other smuggling or immigration questions and affords them legal protections and social services.

Trafficking

- Is not voluntary; one cannot consent to being trafficked or enslaved
- Entails forced exploitation of a person for labor or services
- Need not entail the physical movement of a person
- Can occur domestically, where citizens are held captive in their own country
- Is a crime against the right of each person to be free from involuntary servitude

Smuggling

- Is voluntary; an individual typically contracts to be taken across a border
- Ends after the border crossing
- Fees are usually paid in advance or upon arrival
- Is always international in nature
- Is a crime against the nation's sovereignty

Strategies for Identifying Human Trafficking

Due to the covert nature of the crime, human trafficking will likely come to your attention indirectly. Some examples of state and federal violations that may lead you to uncover elements of human trafficking include: domestic violence crimes, labor disputes, prostitution and pimping offenses, shoplifting, and cases of assault.

It is critical to note that any individual can be trafficked; victims of trafficking are not always undocumented immigrants. They may be immigrants here legally, on work or student visas for instance, or they may be U.S. citizens.

U.S. citizens who are recruited and enslaved within the United States are considered trafficking victims. They can also be taken from the United States and trafficked to other countries, which may be a factor to be considered when investigating missing persons cases.

In situations of possible human trafficking, victim identification can be one of the most challenging tasks for law enforcement. As a law enforcement professional, you may have to rely on your instincts to pick up on “red flags” indicating that someone might be a victim or perpetrator of trafficking.

Look for possible indicators of human trafficking where you may not expect it:

Businesses within your community

- Could any serve as fronts for trafficking?

Building security

- Is it used to keep people out or to keep people in?

Working conditions

- Do the workers have freedom of movement?
- Do they live and work in the same place?
- Do the workers owe a debt to their employers?
- Do the employers have control over their workers' immigration documents?

Appearance and mannerism of the workers

- Are there signs of trauma, fatigue, injuries, or other evidence of poor care?
- Are the individuals withdrawn, afraid to talk, or is their communication censored?



Forms of Human Trafficking

Traffickers exploit humans for labor or services in a wide variety of forms and locations including:

Sexual Exploitation

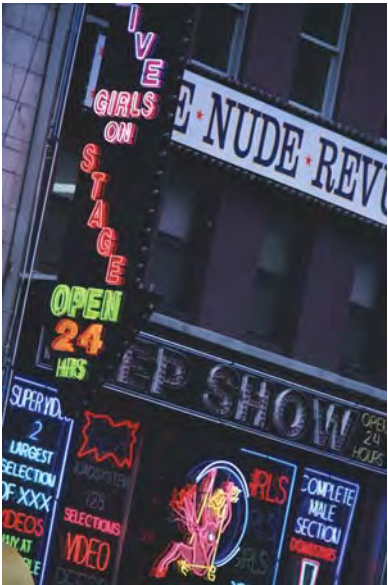
- Brothels
- Massage Parlors
- Pornography Production
- Street Prostitution

Labor Exploitation

- Agricultural/Farm Work
- Cleaning Services
- Construction
- Domestic Servitude
- Exotic Dancing
- Factory/Manufacturing
- Restaurant Work

Servile Marriage (also known as “mail order brides”)

While the practice of arranging to marry someone from another country is not necessarily trafficking, some traffickers hide their operations by posing as international marriage brokerage services. The determining factors for trafficking are the circumstances the “bride” faces once in the United States; is she being held in a condition of servitude through the use of force, fraud, or coercion for the purposes of forced labor or commercial sexual exploitation? Situations of servile marriage create inherent vulnerabilities, so you should ask additional questions regarding everyone’s welfare and freedom.



While any one of these signs might not constitute a situation of trafficking, they can serve as indicators to alert you to the possibility of this crime. **When you encounter circumstances that raise suspicion, remain vigilant for the possibility of human trafficking.** Ask detailed questions for greater assessment of the situation.

Due to the fear that traffickers instill in their victims, it may be necessary to ask questions creatively, looking for signs that indicate a lack of freedom. Instead of immediately trying to determine whether someone is in this country legally, ask how they arrived in the U.S., whether they have control over their documents, and if their movement is restricted.

Dynamics of Human Trafficking

Methods of Control

Trafficking operations are organized on a variety of levels and scales. They can operate on a small, local scale with one trafficker and one victim where there is little or no connection with other traffickers to a large-scale international business with many different players involved in the trafficking. Larger operations may be a part of a loosely associated trafficking network, or they may be part of organized crime. The commonality among these trafficking operations is that they exploit and enslave human beings for profit through the use of physical and psychological methods of power and control.

Through the use of physical violence and psychological tactics, traffickers create an overwhelming sense of fear in their victims, not unlike the methods used by perpetrators of domestic violence. **Remember that an individual need not be beaten or restrained physically to be a victim;** the use of force, fraud, or coercion fulfills the elements of a human trafficking crime.

In order to coerce and control victims, traffickers will often:

- Confiscate papers and legal documents
- Misrepresent U.S. laws and consequences for entering the country illegally
- Threaten victims with arrest or deportation
- Threaten to harm or kill family in the victim's homeland
- Use debt and other fines in order to create an insurmountable "peonage" situation in which the victim must work off a debt or face punishment. Debts commonly include the initial smuggling fee; charges for food, housing, clothing, medical expenses; or fines for failing to meet daily quotas
- Move victims from location to location or trading them from one establishment to another resulting in a situation where victims may not know which town or state they are in and are less able to locate assistance
- Create a dependency using tactics of psychological and emotional abuse in much the same way a batterer behaves toward their intimate partner in a dynamic of domestic violence
- Dictate or restrict movement
- Isolate victims who do not speak English, as they rely on the trafficker as a translator and their only source of information

The Victim's Experience

There are a variety of reasons why victims of trafficking may not seek help and may even resist intervention from law enforcement. The methods of control used by the traffickers and daily realities for the

victims may make it especially challenging for you to establish trust and get honest answers. It may be hard to comprehend the actions, reactions, and decisions of those subjected to trafficking. In addition to the fear and dependency instilled by the traffickers, **victims may be reluctant to try to escape because they:**

- Fear law enforcement because of their illegal status or because of the criminal acts they have been forced into*
- Mistrust law enforcement because officers in their home country may be corrupt and even directly involved in the trafficking trade
- Choose to remain in the situation rather than reporting the crime to keep family safe from retribution

- May not perceive themselves as victims because they do not know their rights
- Feel shame about the type of work they were made to do
- Feel ashamed to admit victimization
- Believe that any debts are their obligation to repay (some may have even signed a contract)
- View their situation as temporary, surviving on the hope that once their debt is paid off or a certain amount of time has passed they will be free

*The TVPA [18 U.S.C. Sections 1589-1594] allows for victims of trafficking who participated in illegal activity such as prostitution or immigration fraud to be protected rather than punished.

"I didn't believe in police. I really believed what my trafficker said. My trafficker said they will put you in jail; they will send you back... She said in this country, dogs have more rights. And I believe. I believe everything she said because she's been living here for a long time, she knows, she speaks English, she has money, everything, and I didn't have anything."

"Esperanza", trafficking survivor, IACP 2006 video, [The Crime of Human Trafficking: A Law Enforcement Guide](#).

Action Agenda Checklist

- ✓ Conduct department-wide training on human trafficking, including dispatch
- ✓ Educate your community about the crime of human trafficking
- ✓ Develop foreign language resources for your department
- ✓ Identify non-profit agencies that provide victim assistance
- ✓ Develop collaborative relationships before a human trafficking case occurs
- ✓ Assess locations that may serve as fronts for illegal activity
- ✓ Identify industrial/service-based businesses that employ low paid workers and learn how they are recruited and treated
- ✓ Assess the local sex industry in your community and the forms it takes (e.g. street prostitution, massage parlors, strip clubs)
- ✓ Identify escort agencies in your community that advertise foreign or "exotic" women
- ✓ Ensure officers responding to prostitution offenses address and document possible indicators of human trafficking
- ✓ Locate neighborhoods or communities where domestic servants are typically employed



Trauma and Trafficking

Many victims of trafficking have endured multiple violations, including sexual abuse, and are likely to be experiencing trauma. Trauma will be expressed differently by each person ranging from intense expressions of feelings such as anger or fear to a lack of emotion or flat affect.

Victims of trafficking may adopt self-protective reactions as part of their efforts to cope with the trauma and create safety for themselves. Coping or survival mechanisms may result in the victim feeling loyalty, gratitude, or dependence upon an individual related to the trafficking operation or the establishment of an intimate relationship with someone involved in the trafficking network. At the same time, victims may feel a deep sense of shame and may be afraid their families and communities will reject or punish them if they find out.

In initial contacts with law enforcement, a victim of trafficking may repeat cover stories that the trafficker has coached them on. They may not tell the truth, especially at first, because they are unfamiliar with our legal system, they have been told the police will not help them, or they fear punishment for any illegal activity they may have been forced to engage in by the traffickers.

Due to the trauma victims may have experienced, you should not expect

them to talk about their experience in an organized, linear way, rather their stories will likely be shared in pieces. Once out of the trafficking situation, victims may be extremely stressed or traumatized and will likely need counseling. While some individuals may find it helpful to talk about what happened to them, others may find it traumatic, as though they are reliving the experience.

Therefore, victim interviews alone may not be determinative; successful trafficking investigations take the entire situation into consideration. Building trust by showing patience and a non-judgmental attitude when interviewing potential victims will aid the investigation and enable the victims to feel comfortable revealing details about their experiences.

It is also important for you to understand that physical removal from the situation—or even a successful prosecution of the traffickers in custody—does not mean victims or their families are free from reprisals from the traffickers. Their fears and their safety should be of ongoing concern (See *Victim Safety*, page 14). For these reasons, having positive working relationships with victim service agencies who can address these issues and help stabilize the victim is critical.

An Effective Response to Human Trafficking

Building a Case

A collaborative relationship with federal authorities is needed to make investigation and prosecution decisions and build strong cases against traffickers. Federal law enforcement partners can assist with conducting interviews of trafficking victims, identifying appropriate interpreters, and determining best strategies for prosecution, whether at the state or

federal level. Coordination with federal authorities is critical for determining the best strategy for prosecution. If your department does not already have a relationship with a federal partner, speak with a supervisor about potential collaboration with your local U.S. Attorney Law Enforcement Community Coordinator (See *Technical Assistance Resources*, page 17).

Protocol for Successful Interviews

- ☐ Be aware that traffickers might not be easy to distinguish from victims and understand that some victims may have had to “collaborate” in order to survive
- ☐ Educate yourself on trauma, its impact and effects or collaborate with a trauma specialist to assist with interviews
- ☐ Adopt a compassionate and non-judgmental manner
- ☐ Conduct interviews with victims/witnesses while in plain clothes, if possible
- ☐ Conduct interviews individually and in private, remembering that the victim may need a counselor or attorney present for support
- ☐ When an interpreter is needed, select a skilled interpreter who you are confident is in no way connected to the traffickers
- ☐ Do not begin your interview with documentation or legal status as this may frighten or confuse the victim and interfere with building trust
- ☐ Do not ask “Are you a slave?”; “Are you a trafficking victim?”
- ☐ Allow interviewees to describe what happened to their counterparts before focusing on the victims’ own suffering; it is often easier for them to talk about what happened to other people initially
- ☐ Provide victims the opportunity to tell their story; it may help them to do so

Successful response to human trafficking crimes requires community collaboration. You will need to build partnerships with a variety of victim service providers, local ethnic community leaders, medical and mental health providers, and legal advocates in order to address the host of needs that the victims have. You may be able to build upon previously established relationships, such as with drug or gang task forces or with domestic violence and sexual assault coordinating councils, to help investigate and provide services for victims of trafficking.

While human trafficking crimes may be rare in your community, establishing positive, coordinated

working relationships with federal law enforcement agencies, victim service providers, and prosecutors will enable you to put mutually agreed upon procedures and partnerships in place in advance of a case. For example, specific protocols and preparatory measures to address minors who are victims of trafficking should be developed.

Proactive and Reactive Approaches

Identifying and investigating human trafficking crimes may be done both proactively and reactively. To be proactive, you can look into situations or businesses in your community where you suspect human

Task Forces: A Collaborative Approach

The Trafficking Victims Protection Act and subsequent legislation provides grant assistance for the creation of victim services and anti-trafficking task forces. These groups coordinate anti-trafficking efforts by bringing together federal, state, and local criminal justice professionals and victim service providers. One such task force, *Houston's Human Trafficking Rescue Alliance*, has been heralded for its effective anti-trafficking collaboration. For example, a deputy from the Harris County Sheriff's Office is assigned to the FBI as an investigator and law enforcement liaison. As a result of efforts such as this, Houston area law enforcement have effectively increased identification of this crime, provided comprehensive assistance to victims, and successfully prosecuted several human trafficking cases.

“Be careful not to let the traffickers know you are on to them. You may have to release them with no charges if you don’t have a strong case against them, and they will easily change their MO and place of operation. If they don’t suspect you know what they are doing, you can start your covert investigation in order to gather the evidence needed to build a case.”

**Investigator Edwin Chapuseaux
Harris County Sheriff’s Office, Texas**

trafficking may be taking place. Should you find indicators or evidence of a situation of human trafficking, you may begin to build a case against the traffickers in a covert manner to support the trafficking allegations. It is important to inform federal authorities (ideally those with whom you have already made contact) about your evidence and investigation in order to learn whether there is already a federal investigation underway or if your case is connected to a larger trafficking network.

In a reactive response, you may uncover trafficking while addressing other crimes or calls for assistance. Depending upon exigent circumstances, you will need to first handle the immediate component crime and respond to victim needs. You may arrest, if possible, for crimes such as fraud, kidnapping, physical or sexual assault, and forced labor. However, it is important to remember that even though individuals may have been forced to engage in criminal activity, they should be regarded as victims and

potential witnesses who are central to building a case against the trafficker.

To fully address the crime of trafficking in your community, it is also important to remember that not only the traffickers, but those who seek to purchase the services of trafficking victims must be held accountable. For example, arresting “johns” who solicit for prostitution sends a strong message to your community that these crimes will not be ignored and that all parties will be held responsible. They also might be a source of intelligence; cases have been successfully developed as a result of women confiding in brothel customers or strip club patrons.

When the time comes to interview possible victims/witnesses, if an interpreter is needed, be careful to select a skilled interpreter who is in no way connected to the traffickers. If your agency does not have an investigator experienced in interviewing trafficking victims, consider contacting federal authorities for assistance.

Victim Safety

Victims will need to feel safe before being able to assist in the investigation and prosecution of offenders. Victims may be in danger as a result of a variety of factors, including the extent of the trafficking operation, the trafficker’s perception of how damaging a victim’s testimony may be, and the trafficker’s propensity to use violence. You will need to work with victims to address and plan for their safety. In instances where the victim’s safety or health is at risk, it may be best to remove them from the situation immediately. If arrests are made, take care not to re-traumatize the victim. If no arrests are made, work to build a relationship so the victim will trust you or another officer in the future.



Pimp Convicted on Human Trafficking Charges

On November 7, 2002, Officer Randy Shedd of the Washington, D.C. Metropolitan Police identified a 17-year-old runaway child engaged in prostitution. While speaking with the girl, Officer Shedd noticed a man, whom he believed to be the girl’s pimp, drive by in a blue Lincoln with New Jersey tags. Placing a lookout on the vehicle, D.C. police stopped the driver, Carlos Curtis, 27, within several hours. Curtis was with a 26-year-old woman and a 12-year-old runaway child, both of whom had been recruited for prostitution. Curtis brought them from New York to D.C., promising to provide shelter, food, and clothing. Pornographic photos of the woman and girls were found in the vehicle. Curtis was found guilty of federal crimes of sex trafficking of children, transportation of a minor for prostitution, transportation of a person for prostitution, and possession of child pornography. He was sentenced to life in prison.

Assistance for Victims

Social Services & Assistance: Certification

To qualify for publicly funded and refugee-type services such as housing, food stamps, and health care, a victim must be certified by Health and Human Services (HHS). Certification occurs when a victim has either 1) been granted continued presence and is willing to assist law enforcement or 2) filed for a T visa that has met qualifying specifications (see below).

Social Services & Assistance: Continued Presence

The most effective way to obtain immigration relief for trafficking victims and stabilize them so they can help in your investigation is to work with your federal partners, who can apply for “continued presence”, a form of temporary immigration relief that enables a victim lacking legal status to remain in the U.S. to assist with prosecution. Continued presence also enables the victim opportunities for legal employment and refugee-type benefits. Continued presence is usually granted for one year and may be renewed as long as there is an ongoing federal investigation or prosecution. Victims may decide to apply for additional immigration relief, either the T or U visa, during the course of the investigation.

Long-Term Immigration Issues: T & U Visas

The T visa is available for victims who self-petition to stay in the U.S. for up to four years if they can show they:

1. Have been a victim of a severe form of trafficking (see page 2);
2. Have complied with reasonable requests to assist in the investigation or prosecution of their case (or are not yet 18 years of age);
3. Are physically present in the U.S. on account of trafficking; and
4. Would suffer severe hardship if repatriated

Those whose T visa applications have met the specific qualifications can receive benefits through the HHS certification process even before their visa petition has been finalized. It should be noted, however, that processing for the T visa takes time, and there is no guarantee the victim will be approved.

Under the law, local, state, and federal law enforcement officers can assist victims with their application for a T visa by completing the I-914B form as part of the victim’s application to the Department of Homeland Security. The form requests that you indicate the following:

1. Whether the individual is a victim of a severe form of trafficking
2. Whether the victim complied with a reasonable request to assist in the investigation or prosecution

Form I-914B can be sent at any point during the investigation. It does not create a sponsorship relationship, nor are you responsible for future acts of the individual. The form is reviewed by federal authorities, along with the victim's application, in determining whether to issue or deny the visa. The form can be downloaded at <http://www.uscis.gov/graphics/formsfee/forms/files/i914.pdf>.

The U visa is valid for up to four years. It is not specific to trafficking cases, but is available to victims of a number of crimes, including trafficking. It is available to immigrants who:

1. Are victims of a violation of federal, state, or local criminal laws against rape; torture; trafficking; incest; domestic violence; sexual assault; abusive sexual contact; prostitution; sexual exploitation; female genital mutilation; being held hostage; peonage; involuntary servitude; slave trade; kidnapping; obstruction of justice; abduction;

unlawful criminal restraint; false imprisonment; blackmail; murder; extortion; manslaughter; felonious assault; witness tampering; perjury; or attempt, conspiracy, or solicitation to commit any of the above crimes;

2. Have suffered severe physical or mental abuse as a result, and
3. Have been helpful, are being helpful, or are likely to be helpful in the investigation or prosecution of the criminal activity.

While victims with a U visa can receive a work permit, they are not eligible for publicly-funded programs for which T visa recipients are eligible. You may submit a letter on behalf of the victim that describes the criteria above, along with a copy of the police report, to assist the victim in filing for this specific visa.

Both T and U visa recipients may eventually adjust to lawful permanent resident status and citizenship if they qualify.



Technical Assistance Resources

Below are a few of the many organizations and resources that provide information and direction for law enforcement regarding human trafficking.

State and Federal Partners

- **Federal Bureau of Investigation (FBI) Victim-Witness Coordinator:** Each FBI field office has a victim-witness coordinator who specializes in victim assistance at the investigative stage. They can be reached through the headquarters victim-witness staff at 202-324-6360 during regular business hours.
- **U.S. Attorney Law Enforcement Community Coordinator (LECC):** In each state, this individual can address the particular needs of your department and find the appropriate agents, offices, and resources within the federal government. The liaison is accessible through the local U.S. Attorney's office.
- **U.S. Attorney Victim-Witness Coordinator:** The victim-witness coordinator in your area is responsible for organizing victim and witness services with federal and local law enforcement officials. They can obtain victim services in multiple jurisdictions and can be helpful for providing services in rural and remote areas. The coordinator is accessible through the local U.S. Attorney's office.

- **U.S. Immigration and Customs Enforcement (ICE) Victim-Witness Coordinator:** There are over 300 ICE Victim-Witness Coordinators throughout the U.S. who assist with victim needs and services. They are trained on the crime of human trafficking. For a referral to your local victim witness coordinator, call the ICE toll free number 866-872-4973 during regular business hours.



National Hotlines

- **National Trafficking in Persons and Worker Exploitation Task Force Complaint Line:** This line can provide immediate translation services in over 150 languages. Law enforcement officers can also call this number for assistance in determining if a case may be trafficking. By providing information gathered through victim interviews, the call taker will complete an assessment or intake and connect you with federal law enforcement partners. The hotline is open during normal

business hours. If all lines are busy, leave a message and your call will be returned within 24 hours. Call 888-428-7581 or visit www.usdoj.gov/crt/crim/tpwetf.htm.

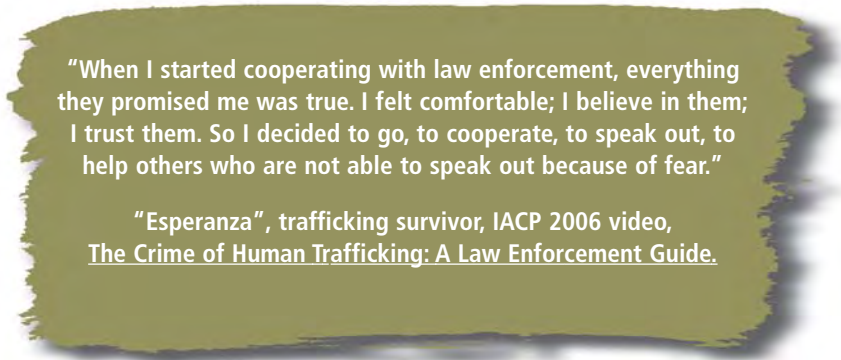
- **Trafficking Information and Referral Hotline:** Operated by the U.S. Department of Health and Human Services (HHS), this hotline can help you determine whether you may have a case of human trafficking and can identify local resources to assist victims. A dispatcher will be there to answer your call 24/7. HHS has created a tool kit for police on human trafficking. This tool kit includes awareness posters, a brochure for victims, and tips for identifying and interviewing potential victims. It can be ordered by phone or downloaded off their website. Call 888-373-7888 or visit www.acf.hhs.gov/trafficking.

Nonprofit Organizations

- **Coalition to Abolish Slavery and Trafficking (CAST):** Based in Los Angeles, CAST provides a variety of services for victims including shelter, legal advocacy, medical care, translation, and counseling, as well as programs and trainings for community members and law enforcement. Call 213-365-1906 or visit www.castla.org for more information.

- **Coalition of Immokalee Workers:** This Florida-based organization focuses on labor rights. They have experience with victims of several large labor trafficking cases. Call 239-657-8311 for more information.
- **Free the Slaves:** Headquartered in Washington, D.C., this agency has offices and partnerships around the world. Their mission is to research the global phenomenon of trafficking and advocate against slavery worldwide. To contact, call 202-638-1865 or visit www.freetheslaves.net.
- **The Freedom Network:** This member-based organization links groups providing services in every region of the U.S. to trafficking victims. To contact, email freedomnetworkupdates@yahoo.com or visit www.freedomnetworkusa.org.
- **Polaris Project:** Based in Washington, D.C., Polaris offers victim support services such as shelter, legal advocacy, case management, and interpretation. They also provide training and technical assistance. Polaris compiles monthly action alerts on current and pending state legislation which can be accessed by visiting www.polarisproject.org/polarisproject/programs_p3/State_p3.htm. Call 202-745-1001 for more information.

- **Safe Horizon:** Based in New York, this agency supports victims of all forms of violence by providing a range of important services. Call 800-810-7444 for more information or visit www.safehorizon.org/page.php?page=trafficking&nav=se_trafficking.
- **International Association of Chiefs of Police:** This site provides a link to the IACP Human Trafficking roll-call training video and order forms for a hardcopy of this guidebook and video. The guidebook, in its entirety, is also available on the website in PDF form for downloading. Guidelines and model policies on several crimes of violence against women are also available for law enforcement. Call 1-800-The-IACP or visit www.theiacp.org/research/VAWPoliceResponse.html.
- **Language Line:** This service provides 24/7 interpretation services in over 260 languages and dialects. Please note this service is available per department at a cost; however, there are emergency service discounts available. Call 800-528-5888 for more information or visit www.languageline.com.
- **Bureau of Justice Assistance Task Force Grants:** This grant program, designed especially to support local law enforcement and foster collaboration, made funds available to law enforcement agencies to start human trafficking task force in their communities. If a BJA task force has not already been established in your area, call 800-616-6500 to determine when additional opportunities for task force funding will be announced. Visit www.ojp.usdoj.gov/BJA.



- **Office for Victims of Crime (OVC):** While this office provides information and direction to victims of all forms of crime, they primarily fund state level agencies and programs designed to assist crime victims including those who have been trafficked. For more information, visit www.ojp.usdoj.gov/ovc/help/tip.htm.
- **Office on Violence Against Women (OVW):** This office provides grants and technical assistance for state and local law enforcement to develop effective criminal justice responses to violent crimes committed against women, including human trafficking. For more information, visit www.usdoj.gov/ovw/index.html.

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- i Newman, G. (2006). *The Exploitation of Trafficked Women*. Washington, D.C.: U.S. Department of Justice. p. 5.
 - ii U.S. Department of State (2006). *Trafficking in Persons Report*. Washington, D.C.: U.S. Department of State. p. 6.
 - iii Ibid.



To order

To order additional copies free of charge, please email
the IACP at stopviolence@theiacp.org.

The guidebook, as well as the accompanying roll-call training
video, may also be accessed through the IACP website
(www.theiacp.org/research/VAWPoliceResponse.html).

This IACP guidebook may be freely reproduced.

**International Association
of Chiefs of Police**

515 North Washington Street
Alexandria, VA 22314-2357

"Neither slavery nor involuntary servitude, except as
punishment for crime whereof the party shall have been
duly convicted, shall exist within the United States,
or any place subject to their jurisdiction."

13th Amendment to the U.S. Constitution, December 6, 1865

[Table of Content](#)

Questions about background:

- Where were you working/living before you started working here?
- How did you learn about this position?
- What type of work/services were you told you would be doing?
- How did you get to your place of employment?
Did anyone pay for the trip?
- Did you owe money after you started working?
Did you have to pay money up front?
- Do you have your passport or does someone else have it?

References

Local Federal Agent: _____

U.S. Attorney Law Enforcement Community Coordinator (LECC):

U.S. Attorney Victim-Witness Coordinator: _____

ICE Victim-Witness Coordinator: 866.872.4973

National Trafficking in Persons and Worker Exploitation Task Force
Complaint Line: 888.428.7581

Trafficking Information and Referral Hotline: 888.373.8777

State Legislation on Human Trafficking Database:

www.polarisproject.org/polarisproject/programs_p3/State_p3.htm.

Field Reference Pocket Guide on HUMAN TRAFFICKING

To Remember in the Field

- Human Trafficking is regarded as modern-day slavery
- Smuggling is not the same as trafficking
- Traffickers use force, fraud, and coercion to control their victims
- Trafficking can occur in many different locations: restaurants, factories, farms, private homes, brothels, strip clubs, etc.
- Any minor engaged in commercial sex is a victim of human trafficking
- U.S. citizens can be trafficked within the United States
- U.S. citizens can be recruited/taken from the United States and trafficked internationally
- Victims will likely be fearful and reluctant to talk with law enforcement
- An interpreter who is unbiased and in no way connected to the traffickers must be selected carefully



- The victim is also a witness and should be treated as such, regardless of the criminal acts they may have been forced to participate in
- Questions of immigration and individual consent are secondary factors if a person has been trafficked

Trafficking Victims' Protection Act 22 U.S.C. §7101

Human trafficking or “severe forms of trafficking in persons” is defined as:

- All acts involved in the transport, harboring, or sale of persons within national or across international borders through coercion, kidnapping, deception, or fraud for the purpose of placing persons in situations of forced labor or services, such as domestic servitude, factory or agricultural work; or
- Sex trafficking is any commercial sex act induced by force, fraud, or coercion. It is always considered a severe form of trafficking if the person induced to perform the sexual act is under 18 years of age, regardless of whether the elements of force, fraud, or coercion are involved.

Interview Questions for Identifying Possible Victims

Questions about present situation:

- Is there anything that you would like me to help you with?
- What type of labor/services do you do?
- How long have you been working here?
- What are your hours of work?
- Have you been paid? What were you paid?
- Do you owe your boss money? For what?
- Does your boss take anything out of your pay? For what?
- Describe the conditions of your workplace.
- Are you allowed to come and go freely?
- Are you afraid to leave?
- Where do you sleep?
- Have you or anyone you work with been abused at the workplace (slapped, hit, sexually violated)?
- Have you or anyone you work with been threatened at the workplace?
- Has anyone threatened to harm your family?

