

I. Introduction

A. ADA Disclosures

1. Visual
2. Hearing
3. Other concerns

B. Learning Activity (Pre-Test): Using an audio recording, working in table groups, and acting as first person on scene, students will compare their notes to determine the steps in order of significance. Using a flip chart, each group will list their findings and present / support them to the class. A facilitated class discussion will occur.

C. Purpose

1. Learning Objectives
2. Expectations
3. Participant Guide

D. Course Overview

1. Team Learning Concept
 - a. Table groups
 - b. Diverse table groups
 - c. Teamwork
2. Course Topics
 - a. Session 1 (Day one)

E. Cornerstone of Critical Incident Management

1. Leadership
2. Knowledge
3. Decision-Making

F. Leadership Defined

1. Process of influencing people
2. Providing purpose, direction, and motivation
3. Accomplish the mission and improve the organization

II. Use of Force

A. Learning Activity (Use of Force-Critical Incidents): Working in table groups, students will formulate Critical Incident response considering case laws. They will analyze Critical Incident response expectations and determine response options to improve the outcomes. A facilitated class discussion will occur.

B. Use of Force Criteria

1. Case Laws
 - a. Tennessee v. Garner: Fleeing Felon Rule
 - 1) Deadly force used to prevent escape
 - 2) Probable cause to believe the suspect poses a significant threat or death or serious bodily injury to the officer or others

- b. Graham v. Connor
 - 1) Severity of the crime(s)
 - 2) Subject poses an immediate threat
 - 3) Subject actively resisting arrest or attempting to escape
- C. Reasonable Response: Reasonable Force vs Necessary Force
 - 1. Expectations
 - a. Community
 - b. Department
 - c. Courts
 - 2. Know the "Rules"
 - 3. Case Law
 - 4. Policy
 - 5. Deadly Force
 - a. Immediate vs. Imminent
 - b. Self, Others, Fleeing Felon
 - 6. Response to Mentally Ill Person(s)
 - a. Expectation
 - 1) Community
 - 2) Department
 - 3) Courts
 - b. Factors
 - 1) Moral
 - 2) Ethical
 - 3) Political
 - 7. Sergeant/FTO/Senior Officer as the "TRAINER"
 - a. Time
 - 1) Spend time with personnel
 - 2) Train them
 - b. Attention
 - 1) Reward
 - 2) Accountability
 - 3) "Buddy Correction"
 - 8. Reasonable Response: Reasonable Force Options
 - a. Maneuver in Time
 - b. Watch your SPEED
 - c. Compare Values at Risk
 - d. Stop making unnecessary entries
 - e. Stop rushing vehicles
 - f. Leave cover ONLY when it matters
 - g. Use Time and Distance appropriately
 - h. Contact and Cover
 - i. Wait for cover officer(s)

9. Will the pendulum change?
 - a. Will we create complacency?
 - b. Officer Safety – Better or Worse?
 - c. De-escalation v. Reasonable
 - d. Slow things down v. Maneuver in Time

III. Role of the Supervisor / Manager

A. Defining Roles

1. First Officer on Scene
2. Field Supervisor
3. Field Manager
4. Incident Commander
5. Tactical Commander
6. Team Leader
7. Officer / Operator

B. About your Role

1. Understand
2. Accept
3. Act

IV. Critical Incident – *Defined*

A. Natural Disasters

B. Mechanical Events (hazmat, airplane / vehicle crash)

C. Situations involving adversary suspect(s)

D. Conflict Situation

1. Human Opponent
2. Fighting against another human brain

V. Critical Incident – *Overview*

A. Law Enforcement's New Reality

1. Criminal Act

- a. Opportunistic
- b. Wants to escape

2. Terrorism Act

- a. Symbolic
- b. Willing to die for the cause

B. Operation Types

1. Suspect Initiated

- a. More unknowns
- b. Lower expectations for perfect plan
- c. Initially reacting to the suspect

2. Department Initiated

- a. Fewer unknowns

- b. Higher expectations
 - c. Pro-active tactics-take the initiative
- C. Factors Present in Crises
 - 1. Fog
 - a. Lack of reliable information
 - b. Conflicting information
 - 2. Friction
 - a. Uncontrollable factors present
 - b. Makes simple tasks difficult
 - c. Friction Types
 - 1) Psychological
 - 2) Self-induced
 - 3) Physical
 - 3. Initiative
 - a. Freedom of Action and Choice
 - b. Corresponds to Control of the event
 - c. Implied Objective: Gain and maintain the initiative
 - 4. Human Emotion
 - a. Can influence a crisis situation
 - b. Personalities, training, and experience
 - 5. Disorder
 - a. Crisis: dynamic, confusing, and evolving
 - b. Situation gravitates towards disorder
 - c. Strong coordinated effort can overcome
- D. Most common failures
 - 1. Command and Control
 - 2. Communication
 - 3. Remember these three things:
 - a. Someone has to be in charge
 - b. Someone has to develop a plan
 - c. Someone has to communicate the plan

VI. Decision Making

A. Factors that affect Decision Making

- 1. Experience
- 2. Training
- 3. Education
- 4. Situational Awareness
 - a. Task Saturation
 - b. Large Span of Control
 - c. Overwhelmed by information
 - d. Lack of Essential Elements of Information (Intel)

VII. Tactical Principles

- A. Learning Activity (OIS): Using a case study, working individually and in table groups, students will determine the perspective of a responding field supervisor (document all five characteristics of crisis – Fog, Friction, Initiative, Human Emotion and Disorder), the perspective of responding Manager (leadership, policy, training and equipment). Once all groups have presented their findings, a facilitated class discussion will occur

VIII. Situational Awareness

- A. Intelligence drives Decision-Making - C.S.T.I.
 - 1. Crime
 - a. Intelligence drives decision-making
 - b. Crime drives force options
 - 2. Suspect
 - a. Description
 - b. Criminal History
 - c. Mental State
 - 3. Threat
 - a. Type of Weapon(s)
 - b. Establishes safe standoff distance
 - c. Established appropriate use of force response
 - 4. Incident Location
 - a. Scene diagrams (Investigations/CSI/SWAT)
 - b. Breach Points

IX. Strategies and Objectives

- A. Strategy
 - 1. Big Picture
 - a. Confronts the situation as a whole
 - b. Figuring out what needs to be done
 - 1) Offense
 - 2) Defense
 - 3) Tempo
 - 2. Two Primary Strategies
 - a. Containment Response
 - 1) If no exigency exists
 - 2) Perimeter Control
 - b. Immediate Action Rapid Deployment
 - 1) Credible Threat: Exigency does exist
 - 2) Priorities
- B. Objectives
 - 1. Containment Response
 - a. Isolate

- b. Contain
- c. Evacuate
- d. Negotiate
- e. Command and Control Managed
- 2. Immediate Action Rapid Deployment
 - a. Priority is to stop the threat
 - b. Locate
 - c. Isolate
 - d. Take into custody or neutralize
 - e. Tip of the Spear (anticipate transition to C2)

C. Learning Activity (T-Stop Strategies): Using a case study, working in table groups and as a class, students will determine strategies (containment response vs. IARD) observed, and field supervision (approach, on-foot and vehicle). A facilitated class discussion will occur.

D. Formulating an Effective Strategy

- 1. End State
- 2. Situation Assessment
 - a. Incident Analysis
 - b. Operation Type
 - c. Situational Awareness - C.S.T.I.
 - d. Commander's Guidance
 - e. Compare Values at Risk
 - f. End State
 - g. Center of Gravity
 - 1) Something suspect is dependent upon for success
 - 2) If eliminated, it will hinder success
 - h. Critical Vulnerability
 - 1) Identifies a weakness
 - 2) If exploited will create failure

X. Tactics

- A. Principles vs. Tactics
 - 1. Foundational
- B. Tactical Dilemma
 - 1. Time
 - 2. Space
- C. Time and Distance
 - 1. Officer Safety
 - 2. Use Time and Distance appropriately
 - a. Self-correction
 - b. Buddy correction
 - c. Supervisory correction

3. Contact and Cover
 - a. NOT “contact and contact”
 - b. Movement options
4. Train “Maneuvering in Time”
 - a. Have your boots in the right place
 - b. Make adjustments
 - c. Help each other: correct your partner
- D. Force Multipliers
 1. Tangible
 - a. Better weapons / equipment
 - b. Better terrain
 2. Intangible
 - a. Better training
 - b. Better leadership or higher morale
- E. Containment
 1. Understand Isolate and Contain
 2. Communicate
 - a. Who, What
 - b. When, How?
 3. Use
 - a. Time and Distance
 - b. Cover vs. Concealment
 - c. Voice Commands
 - d. Force Multipliers
 - e. Force Options
 - f. Tactical Movement
- F. Perimeters
 1. Communicate
 - a. What, When, Where, How?
 - b. Establish Boundaries
 - c. Control Movement
 - d. Tactics / Officer Safety
 - e. Patrol Vehicles
 2. Backyards
 - a. Use cover / concealment
 - b. Keep problem in primary yard “Containment”
- G. Surround and Callout
 1. Containment Response
 - a. Tactic used to contain a suspect and negotiate surrender
 - b. Usually involves a structure
 - 1) House
 - 2) Business
 - 3) Vehicle

- 4) Storage
- c. Communicate 1) Who, What
2) Where, How?
- d. Transition Points
 - 1) Breach Point
 - 2) Inside the structure
- 2. Emergency Response / Arrest Team
 - a. Use to contain / control suspect's movement
 - b. Team of 4 to 6 personnel
 - 1) Lethal
 - 2) Less Lethal
 - 3) Voice Commands
 - 4) Arrest Control 5) K9
 - 6) Team Leader
 - c. Deployed near Breach Point
 - 1) Behind cover
 - 2) Patrol vehicles
 - 3) Shields
 - d. Plan Contingencies
- 3. Dynamic: Tactical Search Technique
 - a. Concept: To dominate and cover threats quickly
 - b. Coordinated movement: practiced and coordinated
 - c. Pro / Con = SPEED
 - d. Heavily dependent on surprise
- 4. Deliberate Movement: Slower Search Technique
 - a. Used by Patrol for clearing structures
 - b. Used by SWAT for clearing structures
 - c. Agency usage
- 5. Immediate Action Rapid Deployment
 - a. Exigency DOES exist
 - b. Single Officer Response
 - c. Multiple Officer Response
 - d. Breaching Options
- 6. Hostage Rescue
 - a. Crisis Entry Team
 - b. Only use trained personnel
- 7. Designated Shooters
 - a. Reduce sympathetic fire
 - b. Rifle Officer / On-duty SWAT
 - c. Maintains eyes on problem
 - d. Does not prohibit self-defense

- XI. Response to Critical Incidents
 - A. Learning Activity (Felony T-Stop): Using a case study, working as a class, students will determine the roles of the Sergeant and Officers. A facilitated class discussion will occur.
 - B. Response: Roles
 - 1. Supervisors Role: ASSUME COMMAND AND CONTROL
 - a. Primary unit controls response unless Supervisor takes control
 - b. First arriving Officer has the best situational awareness and initially assumes command
 - c. First arriving Supervisor might be both the Incident Commander and Tactical Commander initially
 - d. Communicate your role to Dispatch and on-scene personnel to avoid confusion
 - e. If SWAT Operator is on scene, an option is to use them as Tactical Commander
 - f. Preferably, only one Supervisor provides direction
 - 2. Remember three things:
 - a. Someone has to be in charge
 - b. Someone has to develop a plan
 - c. Someone has to communicate the plan
 - C. Response: Situation Assessment
 - 1. Identify Operation Type
 - a. Suspect Initiated
 - b. Department Initiated
 - 2. Situation Awareness (CSTI)
 - a. Crime
 - b. Suspect
 - c. Threat
 - d. Incident (Location)
 - 3. Consider Commander's Guidance
 - 4. Compare Values at Risk
 - a. Priority of Life
 - b. Overall involved risks
 - D. Response: Strategy
 - 1. Containment Response
 - 2. Immediate Action Rapid Deployment
 - E. Response: Goal
 - a. Your Goal
 - 1) Maintain the Initiative
 - 2) Create Tactical Dilemmas
 - 3) Anticipate, Manage, and Respond to competing tasks

- 4) Anticipate and React to Opportunity
- 5) Anticipate and React to Transition Points
- b. Containment Response
 - 1) Isolate and Contain
 - 2) Containment
 - 3) Usually Surround and Callout
 - a) Establish inner perimeter
 - b) Identify crossfire potential and fire control issues
 - c) Control deployment of on-scene specialized weapons (lethal, less lethal, canine)
 - d) Establish "Emergency Response / React Team"
 - 4) Immediate Action Rapid Deployment
 - 5) Hostage Rescue
 - 6) Transition Points
 - 7) Force Multipliers
- F. Response: Plan
 - 1. Hasty
 - 2. Deliberate
 - a. Anticipate and plan for a transition
 - b. Based on "probability" NOT "possibility"
 - c. Communicate changes quickly
 - 3. Coordinate Resources
 - a. Determine a reasonable number of personnel needed
 - b. Deploy as needed
 - c. Direct as required
 - d. Appoint Team Leaders with specific tasks and obtain regular reports
 - 4. Concept of Operation
 - a. Be conscious of Focus of Efforts
 - b. Main Effort
 - c. Competing Tasks
 - d. Transition Points
 - e. Priorities
 - f. Adjust
 - 5. Contingency Plans
 - a. Arrest / Hostage Release
 - b. Active Shooter
 - c. Emergency Hostage Rescue
 - d. Covered and Uncovered Pile
 - e. Open Air / Vehicle Assault
 - f. Evacuate (if necessary)
 - g. Negotiate

6. Manage Resources (ICS Donut Hole)
 - a. Make appropriate notifications
 - b. Notify Watch Commander of all Critical Incidents
 - c. Request additional and / or specialized resources
 - d. Anticipate needs and call for resources as needed
 - e. Activate SWAT / Investigative Unit appropriately
 - f. Prepare for arrival and transfer of command

G. Learning Activity (Subject in public with weapon): Using a case study, working as a class, students will discuss the containment response and use of force involved. At the conclusion of the presentations, a facilitated discussion will occur regarding lessons learned.

XII. Turning Intent into Action

A. Eight Step Process

1. Consider Commander's Guidance / Intent
2. Compare Value at Risk
3. Establishing the End State
4. Establish Strategy
5. Set Objectives
6. Select Tactics
7. Communicate and Execute Plan
8. Anticipate and Adjust to Transition(s)

XIII. Learning Activity: Using the Eight Step Process and an evolving scenario provided by Facilitator, students will work as a class to manage the incident. Using a flip chart, the Facilitator will chalk-talk the Eight Step Process as the students experience "turning intent into action." A facilitated class discussion will occur.

A. Course Debrief

1. Course Evaluations
2. Student Certificates