

Disturbances and Fight Calls

Facilitator Guide

Session Overview

Introduction & Learning Objectives	05m
GROUP EXERCISE – Disturbance Calls	25m
Discussion – Risks & Tactics	05m
VIDEO – Cops Scared to Engage	10m
Discussion – Conducting Bar Checks	05m
Discussion – Core Concepts	10m
Break	10m
GROUP STUDY SESSION – Fight Calls Worksheet	50m
Break	10m
PRACTICAL EXERCISE – Response Demo	40m
End of Session / Break	10m

Learning Objectives:

- Given a bar fight or crowd scenario, identify the factors to be taken into account during the threat assessment
- List the 4 core basic concepts associated with call response and patrol procedures (RESPOND, ARRIVE, SECURE & INVESTIGATE)
- Explain “Silent & Invisible Deployment”
- Articulate the elements of Disorderly Conduct (RCW 9A.84.030)

Total Session Time: 3 hours**Main Topics of Session:**

- *Risks & Tactics of Disturbances and Fight Calls*
- *Conducting Bar Checks*
- *Considerations for Managing Crowds*
- *Relevant RCWs*

Facilitators Needed: #1 (PP)**Location: Classroom & Mock City****Materials Needed:**

- *Easels & Writing Materials*
- **MEDIA (6 min)** – *Cops Scared to Engage*
- *FG Supp – ANSWER KEY – Fight Calls Worksheet*

Students Should Already Have:**[THUMB DRIVE]**

- *Study Session – Fight Calls Worksheet*



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**SAY TO CLASS – Introductions/Foundation**

In this session, we will look at a variety of fight and disturbance calls. Although never routine, fights and disturbances are a common call for a patrol officer. This session will provide you with the information necessary to respond, arrive safely, assess and secure the scene and parties involved, and then investigate what occurred.

**GROUP EXERCISE - Fight Calls**

Time: **25 min**
(10 prep / 15 discussion)

Materials: • **Easel & Writing Materials**

Instructions: Assign each group a scenario from below (no details need to be provided as that is part of what they will need to determine). Refer students back to the problem solving model. Remind them to consider ideas, known facts and learning issues, and action plan when applicable.

You will have **10 minutes** to work in your group to determine how you would respond to the scenario. Consider the following:

- How many officers do you need?
- What type of response will you use? Lights & siren or silent?
- Where will you park?
- Should you block off the street?
- What weapons will you need to deploy?
- Can you handcuff? Can you frisk?
- How will you attend to any injured parties?
- What other resources could you use?
- What evidence will you collect & how will you protect it?

SCENARIO 1 - FIGHT IN A BAR

SCENARIO 2 - FIGHT IN THE STREET

SCENARIO 3 - FIGHT AT A SCHOOL

SCENARIO 4 - FIGHT IN A MALL

SCENARIO 5 - FIGHT AT A RESIDENCE

NTF: When the groups are done, facilitate a **15 minute** discussion about the groups' response decisions. Provide examples from your patrol experience to highlight the considerations needed.

Make sure to get the cards back at the end of the exercise.





VIDEO - MEDIA (6 min) - Cops Scared to Engage

Instructions: Play the video. Ask the class:

- What could have been done differently?
- What crime had been committed?

Point out how the officers' tactics were NOT working and how that caused the situation to escalate unnecessarily.



DISCUSSION - Bar Checks

QTC: Why do we do bar checks?

AR: To look for illegal activity

To deter over-service

To look for intoxicated patrons who may be getting ready to drive

To be visible to prevent fights & disturbances

To establish a relationship in advance with the owners/staff

QTC: What types of things do you need to consider when conducting a bar check?

AR: How crowded is the bar/restaurant?

What types of patrons are in the bar?

How many officers should be present when conducting a bar check?

What considerations should be made for the equipment on your belt while in the bar?

What are you looking for while you are in the bar?



SAY TO CLASS

Our goal in conducting bar checks is to build a rapport with the owners/employees in order to promote community policing while preventing over-service and disturbances by establishing a police presence.

By building a relationship with the owners/employees, you can use them as a resource when looking for information on criminal activity. They will also be more willing to cooperate in your investigations or in removing disorderly patrons from the establishment if you already have an established relationship.

- More than just looking for drunks!



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**SAY TO CLASS**

There are four (4) core concepts to remember when dispatched to or on-viewing a disturbance or fight situation:

- RESPOND
- ARRIVE
- SECURE
- INVESTIGATE

- Four Core Concepts to Remember...

**DISCUSSION – Patrol Response (RESPOND)****QTC - How will you respond?**

AR: Drive normally
Lights & Sirens (“Code” response)
Silent & Invisible

QTC - What are the benefits and downfalls to each type of response?

AR: Drive normally –
Someone may be injured before you arrive
Participants may be gone before you get there
How quickly do the participants expect you to arrive?
Liability concerns?
Lights & Sirens (“Code”) –
May break up the disturbance before you arrive
Time of day? Safety concerns?
Silent & Invisible –
May allow you to see first-hand what is going on
May give you the element of surprise
May delay your response time

**IMPORTANT POINT**

Most agencies consider the potential for this to be an assault situation. Therefore, a code response with lights and siren is most appropriate unless you have information otherwise.



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**NOTE TO FACILITATOR**

Spend the remainder of the first hour discussing the last 3 core concepts:

- What to do upon arrival (**ARRIVE**)
- How to secure the scene and parties involved (**SECURE**)
 - Do you need to remove the participants from a hostile environment?
 - Tending to the injured party(ies)
- Types of things needed for a thorough investigation (**INVESTIGATE**)
 - Witnesses? Statements?
 - Property damage?
 - Copy of report to Liquor Control Board?
 - PC to make arrest(s)? For what crime(s)?

**BREAK****GROUP STUDY SESSION** - Fight Calls Worksheet (50 minutes)

Assignment: Available on Student Thumb Drive

Instructions: Spend 30 minutes in your groups and use the RCW's and your other resources to answer these questions and be ready to discuss your answers in class.NTF: Once the groups have completed the Worksheet, spend the remaining 20 minutes reviewing the answering & discussing the related RCWs.See File: [FG Supp - ANSWER KEY - Fight Calls Worksheet](#)**BREAK**

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GROUP EXERCISE – Response Demo

Time: **40 minutes**

Location: • **Mock City (Boars Head Tavern)**

Instructions: Using the students as actors, set up a bar fight scene. Designate two students to be the responding officers to the call and have several additional students available as “backup” should they be requested.

Walk the students through the appropriate response, separation of the parties involved, interviews and decision on what to do.

This can be done more than once with varying scenarios to give additional students the opportunity to respond.



BREAK/END OF SESSION

