

Patrol Investigations

Facilitator Guide

Session Overview

Introduction & Learning Objectives	05m
PowerPoint – Auto Theft Investigations	20m
Discussion – Why are Vehicles Stolen?	05m
CLASS BRAINSTORM - How are Vehicles Stolen?	05m
Discussion – How are Vehicles Stolen?	10m
GROUP EXERCISE – Recognizing Stolen Vehicles	10m
PowerPoint – Chop Shops	10m
PowerPoint– Points to Remember...	05m
Break	10m
GROUP EXERCISE – Robb & Burg Checklists	30m
MEDIA – Robbery Video Clips	05m
Break	10m
PowerPoint – Shooting Investigations	20m
PowerPoint – Stabbing (Knife) Investigations	20m
Questions / Wrap Up	05m
End of Session / Break	10m

Total Session Time: 3 hours

Main Topics of Session:

- *Auto Theft Investigations*
 - *Reasons for Theft*
 - *Methods for Stealing*
 - *Recognizing Stolen Vehicles*
 - *Chop Shops*
- *Robbery Investigations*
- *Burglary & Prowl Investigations*
- *Shooting Investigations*
- *Stabbing(Knife) Investigations*

Facilitators Needed: 1(CI)

Location: Classroom

Materials Needed:

- *PowerPoint – Auto Theft Investigations*
- *PowerPoint – Shooting Investigations*
- *PowerPoint – Stabbing Investigations*
- *MEDIA (1 min) - Robbery Suspect Uses Fire Extinguisher*
- *MEDIA (1 min) - Robbery with Multiple Suspects A*
- *MEDIA (2 min) - Robbery with Multiple Suspects B*

Students Should Already Have:

[THUMB DRIVE]

- *HANDOUT – Vehicle Identification Numbers (VIN)*
- *HANDOUT – Gunshot Wounds & Evidence*
- *HANDOUT – Shooting Investigations*



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Learning Objectives:

- List reasons why vehicles are stolen
- Describe indicators that a vehicle may be stolen
- Explain what key element must be proven when a suspect is found inside a stolen vehicle
- Identify where on vehicles the Vehicle Identification Number (VIN) can be found
- List evidence and investigative considerations in relation to burglaries and robberies
- Describe the difference between suicide and murder indicators in shooting investigations
- List the four types of gunshot wounds.
- Describe the difference between stab wounds and cutting wounds



STUDY

STUDY MATERIAL - HANDOUT - Auto Theft Notes [THUMB DRIVE]

Instructions: Students can use this as a guide while taking notes during the Patrol Investigations presentation.



SAY TO CLASS



Why are vehicles stolen?

- **Fun/excitement/adrenaline/joyride**
 - Largest portion of vehicle thefts come under this classification
 - Many times joy riding theft is a crime of opportunity
 - Usually young adults or teenagers
 - Vehicle is usually recovered within twenty-four hours and within close proximity of the point of theft.
 - Gang initiations
 - Vehicle used for short time
 - Sometimes vandalized
 - Items stolen from vehicle
- **Transportation - temporary**
 - Transient, hitchhiker, runaways
 - Takes vehicle to go from point A to point B.
 - Usually steals another vehicle near where he abandons the first
 - Often abandoned at destination when gas runs out
 - Isn't picky regarding type of vehicle
 - Doesn't usually damage vehicle, although he sometimes steals items from the vehicle
 - Recovery rate is high



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- Transportation to commit other crimes
 - Robbery
 - Check/Credit card fraud
 - Burglary
 - Thefts
 - Drug transactions
- Profit/professionals
 - High profit and low recovery rate
 - Very organized groups
 - Chop shop operations
 - Salvage fraud
 - Clones
 - Export
- Insurance Fraud



NOTE TO FACILITATOR

Lead a class brainstorm (up to 10-minutes) on all the different ways that vehicles can be stolen. Write the classes answers up on the whiteboard.



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GROUP EXERCISE - Brainstorm - How to Recognize a Stolen Vehicle

Time: 10 min (5 work / 5 discuss)

Materials: • Easels & Markers

Instructions: Squads 1, 2, & 3 will brainstorm about how to recognize a stolen vehicle that's *rolling/mobile*. Squads 4 & 5 will brainstorm about how to recognize a stolen vehicle that's *parked/stopped*.

You groups have 5 minutes to brainstorm. What will you be looking for? How would a good cop know the vehicle is stolen?

NTF: Let the squads work for only 5 minutes. Then lead a fast 5-minute discussion on their answers. Help them identify any indicators that were missed:

- **Rolling (mobile)**
 - Does the driver or passenger appear unusually nervous, frequently turns around to check your location?
 - Is the driver wearing gloves during mild weather? May be trying to avoid leaving fingerprints.
 - An old plate on a new car
 - Punched door lock - Door and trunk locks missing may indicate the thief removed the locks to make entry.
 - Window broken out - Broken side glass may indicate thieves gained entrance into the vehicle in this manner. This almost always indicates forced entry or vandalism.
 - Vehicle with "throw away" wheels and tires
 - Headlights off at night
 - Unusual operation of vehicle due to unfamiliarity - Is the driver unfamiliar with the vehicle? Does the driver make jerky starts and stops, grinds gears, etc.?



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GROUP EXERCISE: How to recognize a stolen vehicle, continued.

Stopped or Parked Continued:

- Stopped or parked
 - Unusual location
 - Exterior condition
 - Missing parts or vandalized
 - Switched or missing plates - Vehicle license plates are the most commonly used but least reliable means to identify a vehicle. License plates are easily altered by cutting in half and splicing the halves together, altering one or more digits, or grafting digits from one plate over existing digits.
 - Bugs on a rear license plate or a dirty plate on a clean car
 - License plate improperly attached to vehicle
 - Interior
 - Abandoned car with keys in the ignition
 - Filed or altered ignition key
 - Engine continues to run after ignition key is removed
 - The ignition or steering column is damaged. Check the ignition switch for a key. See if it is loose or functional. Inspect the key--often times the switch will be broken internally, and a broken-off key will be inserted to make it look legitimate. Look for a single key. The key may have been found on the vehicle in a hide-a-key storage box and used to enter and start the vehicle. Look for scratches around the ignition switch. The switch may have been replaced after the vehicle was stolen.
 - Look for loose wiring hanging under the dash. Hot wiring is becoming an outdated method, but it should not be neglected
 - Missing parts / vandalized
 - Missing or covered public VIN

Things to Remember

- Evidence to be looking for:
 - Fingerprints
 - Evidence of other crimes
 - VIN'S/ Rivets
 - Does it appear the VIN has been tampered with?
- Resources:
 - **NICB** (National Insurance Crime Bureau)
 - **WSATI** (Wa State Auto Theft Investigators)

Things to Remember Part 2

- When a suspect is caught in a stolen vehicle, **knowledge** is the key element that must be proven. If this is not proven, what crime do you have?
- Questions to ask the victim:
 - Does anyone have permission to use the vehicle?
 - Did you lend the vehicle to anyone?
 - Was it stolen with the keys or without?
 - How many plates were on the vehicle when it was stolen?
 - Are there any distinguishing characteristics that will help identify the vehicle?
- **In order to enter a vehicle into NCIC/ WACIC as stolen, you will need to obtain a signed stolen declaration waiver.**



RESOURCE MATERIAL - HANDOUT - Vehicle Identification Numbers (VIN) [THUMB DRIVE]

Instructions: This handout is available on the student thumb drive for your reference. You will NOT be tested on this.




BREAK



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Group Exercise



Group 1 – Robbery

Group 2 –
Burglary/Vehicle Prowl

15 minutes to create a checklist:

- What will you look for?
- What will you ask?



GROUP EXERCISE - Brainstorm - Robbery & Burglary Investigative Checklists

Time: 30 min (*15 work / 15 discuss*)

Materials: • Whiteboards & Dry Erase Markers

Instructions: For this exercise, the class will be divided into two equal groups. I'm going to have you number off in 2's. The 1's will form a work group and use one whiteboard. The 2's will form the other work group and use the other whiteboard.

Group 1 will focus on investigating Robberies.

Group 2 will focus on investigating Burglaries & Vehicle Prowls.

Your group has 15 minutes to make a checklist which covers the following two issues:

- A. What will you look for?
- B. What will you ask?

NTF: Use the notes on the following pages to lead a 20-minute discussion about their checklists. Ensure that all the major points are discussed. If time allows, there is an additional checklist for Assaults that the groups can discuss.



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GROUP EXERCISE - Brainstorm - Robbery & Burglary Investigative Checklists

Robbery

- Trends, Statistics, & MO's
 - Armed vs. strong-arm
 - Home-invasion robbery (Burg 1 + Rob 1 + weapons enhancements)
 - Some Asian and Hispanic families tend to keep cash and jewelry in the home. Other people of the same ethnicity know this and target those victims.
 - East-African lotteries
 - Usually nighttime
 - Low-level robs (shoplift + assault) – it doesn't take much to trigger this crime
 - Often related to gangs / gang activity
 - Bank robbery
 - Usually easier to establish M.O.'s
 - Not all robber fit a "profile"
- Evidence & Investigation Considerations
 - Weapons
 - Surveillance video
 - Good written statements
 - ID'ing suspect (photo montages, line-ups, sketches, etc.)
 - Injuries?
 - Type of weapon used?
 - Would you be able to recognize the suspect?
 - Do you remember any particular words or phrases?
 - Clothing description (follow guidelines in Radio Procedures class)
 - Last know direction and mode of travel?
 - Business Video Tapes/Photos
 - Demand notes
 - Fingerprints
 - Stolen property
 - Weapons and artifacts
 - Restraining devices
 - Footprints
 - Body fluids from suspects/victims/witnesses
- Resources
 - Your robbery & gang detective units
 - Your dept.'s crime analysis unit
 - Community police teams/officers
 - Community / neighborhood watch



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GROUP EXERCISE - Brainstorm - Robbery & Burglary Investigative Checklists

Burg / Prowl

- Trends, Statistics, & MO's
 - Mostly daytime
 - Mostly juveniles
 - Common gang initiation
 - Methods of entry
 - Unsecured windows,
 - Dog & cat doors
 - Smash & grabs
 - Usually more than one suspect
 - Sometimes spike near schools with open campuses when schools start
 - "Casing" doesn't take much time
 - Items taken can be easily pawned/sold/traded/fenced
 - Laptops
 - DVDs
 - Game consoles
 - Jewelry
 - Mail & important papers– identity theft
- Evidence & Investigation Considerations
 - Fingerprints (point of entry/exit, areas where property has been moved or taken)
 - Fingerprints found inside will support a conviction much more than ones found outside
 - Body fluids
 - Body tissues, skin, and hair
 - Cigarette butts
 - Soil—vegetation
 - Clothing
 - Tools—tool marks
 - Fabrics—fibers
 - Wood chips
 - Fingerprints
 - Safe parts—insulation, dials
 - Footprints
 - Stolen items
 - Glass
 - Absence of sales receipts
 - Paints chips
 - Serial numbers
- Resources
 - Your burglary & gang detective units
 - Your dept.'s crime analysis unit
 - Community police teams/officers
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[MEDIA \(1 min\) - Robbery Suspect Uses Fire Extinguisher](#)

[MEDIA \(1 min\) - Robbery with Multiple Suspects A](#)

[MEDIA \(2 min\) - Robbery with Multiple Suspects B](#)



BREAK



Note to Facilitator:

There are two PowerPoints to show:

- Shooting Investigations
- Stabbing Investigations

Each PowerPoint should take no more than 20 minutes each. The purpose of these two sections is to give the student an overview of responding to such calls.

As a class, brainstorm an investigative checklist for Assaults/Shootings. How are they similar & different than the previous ones created for Burglaries and Robberies?



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GROUP EXERCISE - Brainstorm - Assault Investigative Checklists

Assault / Shooting

- Trends, Statistics, & MO's
 - Very rarely random – almost always a reason or prior contact between victim and suspect
 - Criminals may have better weapons than we typically think (high-grade, military, etc.)
 - Drive-by shootings
 - Increased awareness of MMA
- Evidence & Investigation Considerations
 - Get pictures of injuries now and later
 - Medical release forms
 - Show class photos of wound types and bullet holes
 - Collection of bullets and shells – do they match?
 - Collecting firearms without destroying evidence/fingerprints
 - Markings on firearms – not always dependable
 - Witnesses?
 - Type of weapon used?
 - Where is the weapon?
 - Would you be able to recognize the suspect?
 - Clothing description (follow guidelines in Radio Procedures class)
 - Last know direction and mode of travel?
 - Body fluids
 - Clothing
 - Fingerprints
 - Gunshot artifacts
 - Knives
 - Blunt instruments
 - Cigarette butts
 - Serial numbers
 - Hair, teeth, body tissues
- Resources
 - Medical aid & Fire personnel – get their contact info
 - Domestic violence victim advocate



BREAK/END OF SESSION

