

Tactical Thinking B

Facilitator Guide

Session Overview

Review – 5 Decisive Steps (Verbal Judo)	05m
MEDIA – Auburn WA Use of Force	05m
Discussion – What Went Wrong? (10/5)	10m
MEDIA – Traffic Stop: Utah TASER Circus (Part I)	05m
Discussion – What’s Gonna’ Happen Next?	10m
MEDIA – Traffic Stop: Utah TASER Circus (Part II)	05m
Discussion – “Peacemakers & Troublemakers”	05m
MEDIA – Spokane Taser on COPS	05m
End of Session / Break	10m

Total Session Time: 1 hour

Main Topics of Session:

- *5 Decisive Steps (Verbal Judo)*
- *De-escalation Techniques*
- *Being a “Peacemaker”*
- *Effective Communication with Community Members*
- *Tactical Ramifications of Poor Communication Skills*

Facilitators Needed: 1(Cmdr)

Location: Classroom

Materials Needed:

- *Books:*
 - Verbal Judo
- *PowerPoint – Tactical Thinking B*
- *MEDIA A(3 min)*
- Auburn WA Use of Force
- *MEDIA B(1 min)*
- Traffic Stop~Utah TASER Circus I
- *MEDIA C(3 min)*
- Traffic Stop~Utah TASER Circus II
- *MEDIA D(1 min)*
- Spokane Taser on COPS

Students Should Already Have:

JTHUMB DRIVE

- *FG Supp – Verbal Judo – Peacemaker*
- *HANDOUT[p] – 5 Decisive Steps*



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Learning Objectives

- After viewing footage of officers in heated arguments with citizens, evaluate how they handled the situation and make recommendations on how to better communicate and de-escalate the situation.
- Given a scenario with an uncooperative citizen, demonstrate persuasive, effective and appropriate techniques to manage the situation using the principles in Verbal Judo as a guide.
- In response to the class discussion and videos, write a one page or more reflection on your position as a “peacemaker” or “trouble maker” in your journal.
- Decide how important respect is when communicating with citizens.

Five Decisive Steps

1. Ask
2. Explain / Set Context
3. Present Options
4. Confirm Choice
 - “Is there anything I can do to earn your cooperation?”
5. Act



NOTE TO FACILITATOR

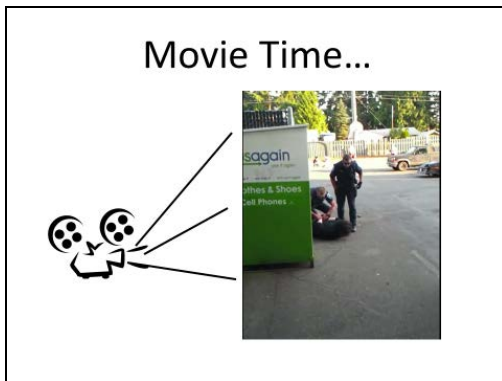
Briefly review the Five Decisive Steps from Verbal Judo. This topic was taught in Module 3 – the Tactical Communications Session.

Introduce concepts of Trust, Neutrality, Respect and Voice




STUDY MATERIAL - HANDOUT[p] - 5 Decisive Steps [THUMB DRIVE]

Instructions: This handout was adapted from the book, Verbal Judo.


MEDIA A(3 min) -Auburn WA Use of Force
CLASS EXERCISE:
What Went Wrong?

Plan a better response to this situation and discuss those techniques in class.

1. How could the 5 steps have been implemented during this encounter?
2. What would you say/do in this situation?



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DISCUSSION - What Went Wrong?

QTC - What went wrong during this interaction?

QTC - How could the 5 steps have been implemented during this interaction?

QTC - How would you have handled it differently?

QTC - What other tools could you have used?

QTC - What would you do and say?

Another Film For Your Consideration...



MEDIA B(1 min) - Traffic Stop~Utah TASER Circus (PART I)

This clip will stop just as the passenger door of the violator vehicle starts to open.



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**DISCUSSION - What's Gonna' Happen Next?**

QTC: What could that officer have done differently?

QTC: Did he use good de-escalation techniques?

QTC: Our communication skills directly impact our tactical situations. What do you think is going to happen next here? What should the officer be aware of? What are the risks now?

**MEDIA C(3 min) - Traffic Stop~Utah TASER Circus (PART II)**

Play the second part of this video to see how the officer loses control of the situation.

**DISCUSSION**

QTC: What other errors did you see in this video?

"Respect is like air. If you take it away, it's all people can think about. The instant people perceive disrespect in a conversation, the interaction is no longer about the original purpose – it is now about defending dignity."

- Patterson, Grenny, McMillian, & Switzler. (2002).
Crucial Conversations: Tools for Talking When Stakes are High.
New York, NY: McGraw Hill.

**DISCUSSION**

QTC: How does this quote relate to the two videos you just saw?



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NOTE TO FACILITATOR

Read the selected page (58) from Verbal Judo, by George Thompson: "Peacemakers and troublemakers"

SEE FILE: FG Supp - Verbal Judo - Peacemakers [THUMB DRIVE]



DISCUSSION

QTC: Can you think of some people you've worked with that are "peacemakers"? When they're around, they are calm and professional, and make every situation better?

- What skills do they have?
- How do they do it?

QTC: Can you think of some people you've worked with that are "troublemakers"? Think of those people that seem to have a knack for making every situation worse. They 'key people up'...

- What 'skills' do they have?
- How do they do it?

QTC: Now for the real question... Which one are you? What would your colleagues say about you when you're not around? Are you a peacemaker or a troublemaker?

Journal Reminder



- Who is the better officer, the one that rarely needs to use force, or the one that frequently uses force? Why?



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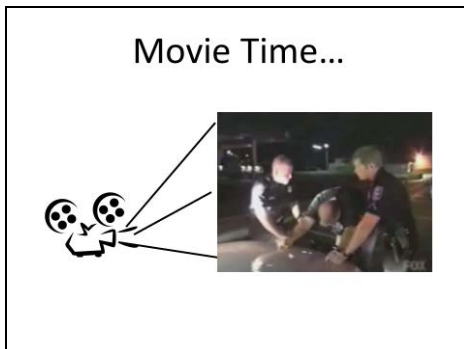
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JOURNAL-IDEA - Self Control

Instructions: Consider journaling about the following:

- *Who is the better officer, the one that rarely needs to use force, or the one that frequently uses force? Why?*



MEDIA D (4 min) - COPS Spokane WA Taser

Use this video to illustrate a *more reasonable* application of the Taser on a suspect/violator. If time allows, play the shortened version of the same video. Ask the class how much of a difference it made to see the explanation first rather than just the Taser application.



BREAK/END OF SESSION

