

## Communication

### Performance Outcome 3.1.

Determine deception, deceit and manipulation through verbal and non-verbal behavioral activities.

### Training Objectives Relating to 3.1.

1. Given a written, audio-visual, or practical exercise, identify unusual behavior characteristics to determine if a suspect is trying to deceive or manipulate the interviewer.

**Criteria:** The trainee shall be tested on the following:

3.1.1. Identification of unusual behavior characteristics of a suspect:

3.1.1.1. Questioning.

3.1.1.2. Body posture/gestures:

3.1.1.2.1. Speech behavior

3.1.1.2.2. Eye position

3.1.1.2.3. Lip behavior

3.1.1.2.4. Hand movements.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of typical behavior characteristics:

a. Speech

b. Body posture

c. Questioning

d. Eye movements

e. Lip behavior

**~~f. Hand positions~~**

**~~2. Identify unusual behavior characteristics to determine if a suspect is trying to deceive or manipulate the interviewer:~~**

**~~a. Speech~~**

- ~~1. Slurred words~~
- ~~2. Skipping around sentences abruptly~~
- ~~3. Restarting sentences in the middle~~
- ~~4. Leaving off ends of sentences~~

**~~b. Body posture~~**

- ~~1. Slouches~~
- ~~2. Sits stiff and rigid~~
- ~~3. Faces to the side~~
- ~~4. Shies away from interviewer~~
- ~~5. Moves frequently and rapidly~~
- ~~6. Arms close to side and crossed~~
- ~~7. Head slumped~~
- ~~8. Legs stretched out in front of one another~~
- ~~9. Rub back of neck (stress)~~

**~~c. Questioning~~**

- ~~1. Hesitates before answering~~
- ~~2. Changes or hedges his/her answers~~
- ~~3. Asks for clarification on question~~

~~4. Religious references~~

~~d. Eye position~~

- ~~1. Stares at interviewer~~
- ~~2. Excessive eye shifting~~
- ~~3. Prolonged eye contact~~
- ~~4. Abnormal eye contact~~
- ~~5. Be aware of cultural differences regarding eye contact~~

~~e. Lip behavior~~

- ~~1. Bites lips~~
- ~~2. Squeezes lips together~~
- ~~3. Continues to lick lips to wet them~~
- ~~4. Saliva comes from corner of lips~~

~~f. Hand movements~~

- ~~1. Clutching hands~~
- ~~2. Palms upward~~
- ~~3. Rubbing nose.~~

**Performance Outcome 3.2.**

~~Conduct a conference with parent(s) and juvenile(s) to obtain or provide information.~~

**Training Objectives Relating to 3.2.**

~~1. Given a written exercise, identify factors to consider when notifying parent/guardian of a juvenile that is either a suspect, victim, or witness of a crime.~~

~~**Criteria:** The trainee shall be tested on the following:~~

~~3.2.1. Identification of factors relating to communication skills that promote non-aggressive interaction:~~

~~3.2.1.1. Timely notification~~

~~3.2.1.2. Awareness that parents may be defensive, upset, or accusatory depending on the situation~~

~~3.2.1.3. Presentation of facts and consequences in a non-judgmental manner if the juvenile is a suspect~~

~~3.2.1.4. Using appropriate degree of sensitivity for type of crime while obtaining information~~

~~3.2.1.5. Provision of information to parents on juvenile justice system procedures.~~

~~**Lesson Plan Guide:** The lesson plan shall include the following:~~

~~1. Obtain information relating to misdemeanors or felonies (juvenile may be victim or suspect):~~

~~a. Who~~

~~b. What~~

~~c. Where~~

~~d. When~~

~~e. Why~~

~~f. How~~

~~2. Provide information relating to misdemeanors and felonies (juvenile may be victim or suspect):~~

- ~~a. Arrest~~
- ~~b. Detention~~
- ~~c. Hearing~~
- ~~d. Victim services~~
- ~~e. Answer general questions~~

~~3. Use communication skills that promote non-aggressive interaction: —~~

- ~~a. Provide timely notification~~
- ~~b. Be mindful that parents may be defensive, upset, or accusatory depending on the situation~~
- ~~c. Present facts and consequences in a non-judgmental manner if the juvenile is a suspect~~
- ~~d. Obtain information using appropriate degree of sensitivity for type of crime~~
- ~~e. Provide information to parents on juvenile justice system procedures.~~

**Performance Outcome 3.3.**

~~Stop or delay persons attempting to commit suicide.~~

**Training Objectives Relating to 3.3.**

~~1. Given a written, audio-visual, or practical exercise, identify factors to consider when communicating with persons who threaten to commit suicide.~~

~~**Criteria:** The trainee shall be tested on the following:~~

- ~~3.3.1. Notify supervisor and request appropriate resources.~~
- ~~3.3.2. Maintain a safe position while communicating with person:~~
  - ~~3.3.2.1. Try to calm down the person~~
  - ~~3.3.2.2. Try to identify problem~~

~~3.3.2.3. Try to delay person as much as possible~~

~~3.3.2.4. Suggest resources for the person to help solve the problems.~~

~~3.3.3. Document all proceedings.~~

**~~Lesson Plan Guide:~~** The lesson plan shall include the following:

- ~~1. Notify supervisor and request appropriate resources.~~
- ~~2. Maintain a safe position while communicating with person:~~
  - ~~a. Try to calm down the person~~
  - ~~b. Try to identify problems~~
  - ~~c. Try to delay person as much as possible~~
  - ~~d. Suggest resources for the person to help solve the problems.~~
- ~~3. Document all proceedings.~~

#### **Performance Outcome 3.4.**

~~Prepare for court testimony and testify in traffic court, in a legal and an administrative proceeding; before grand juries; in criminal trials; in evidence suppression hearings; in implied consent hearings; at probable cause hearings.~~

#### **Training Objectives Relating to 3.4.**

- ~~1. Given a written exercise, identify basic steps an officer should take to prepare for court testimony.~~
- ~~2. Given a practical exercise:~~
  - ~~a. Prepare for and demonstrate courtroom testimony~~
  - ~~b. Present probable cause to obtain a warrant of arrest.~~

**Criteria:** The trainee shall be tested on the following:

**3.4.1. Preparation for court testimony in general:**

**3.4.1.1. Review field notes**

**3.4.1.2. Consult Commonwealth Attorney**

**3.4.1.3. Review physical evidence and lab results**

**3.4.1.4. Ensure professional appearance**

**3.4.1.5. Formulate and articulate the facts of a traffic court case.**

**3.4.2. Preparation for testimony at a probable cause hearing:**

**3.4.2.1. Officer appears before a judge, magistrate or clerk of the court**

**3.4.2.2. Officer identifies suspect**

**3.4.2.3. Officer describes facts and circumstances that lead officer to believe that a crime has been committed and the person named is the perpetrator and provides this information on an accurately completed affidavit**

**3.4.2.4. Officer swears or affirms to the accuracy of the statement before the judge, magistrate, or clerk of the court.**

**Lesson Plan Guide:** The lesson plan shall include the following:

**Related to general court testimony:**

**1. Knowledge of law relating to testimony, probable cause, arrest, and implied consent.**

**2. Knowledge of Virginia Code § [18.2-268.2](#).**

**3. Knowledge of facts of the case (confer with prosecutor as needed).**

**4. Review written notes and reports:**

**a. Officer may not read notes into court testimony, but only refer to them**

**b. Time between an incident/offense and court reduces the accuracy of memory**

- ~~c. Accurate presentation of evidence in court is critical for convictions.~~
- ~~5. Review physical evidence and lab results.~~
- ~~6. Prepare mentally (present facts not make judgments).~~
- ~~7. Prepare to use calm and professional demeanor.~~
- ~~8. Prepare to use good English skills.~~
- ~~9. Be aware of body language.~~
- ~~10. Use clear and calm voice tone in speech.~~
- ~~11. Be truthful, accurate, and objective in testimony.~~

**~~Related to probable cause hearings:~~**

**~~1. Knowledge of law relating to probable cause:~~**

**~~a. Definition~~**

**~~b. Who can issue a warrant:~~**

~~1. Magistrate~~

~~2. Judge~~

~~3. Clerk of the court~~

**~~c. Elements of probable cause:~~**

~~1. Physical evidence~~

~~2. Witness testimony~~

~~3. Close proximity~~

~~4. Possession of a stolen item~~

~~5. Time between event and apprehension or recovery of property~~

~~6. Admission/confession/incriminating statements~~



~~2. Knowledge of Virginia Code § [19.2-72](#).~~

~~3. Knowledge of facts of the case:~~

~~a. Date and time of the incident~~

~~b. Facts supporting probable cause that an offense was committed.~~

~~4. Written notes (reference only)~~

~~5. Prepare mentally (testify to the probable cause, do not demand a warrant).~~

~~6. Prepare to use calm and professional demeanor.~~

~~7. Prepare to use good English skills.~~

~~8. Be aware of body language.~~

~~9. Use clear and calm voice tone in speech.~~

~~10. Be truthful, accurate and objective in testimony.~~

~~11. Provide accurate and complete affidavit to conclude testimony.~~

### **Performance Outcome 3.5.**

~~Obtain information about a complaint or service request from members of the public by telephone.~~

### **Training Objectives Relating to 3.5.**

~~1. Given a practical exercise, demonstrate the steps to interview members of the public by telephone to obtain information about complaints or request for service.~~

**Criteria:** ~~The trainee shall be tested on the following:~~

~~3.5.1. Answer call promptly with courteous and professional demeanor.~~

~~3.5.2. Evaluate nature of call and collect information.~~

~~3.5.3. Respond in a timely manner with appropriate action.~~

~~3.5.4. Close the conversation.~~

**~~Lesson Plan Guide:~~** The lesson plan shall include the following:

**~~1. Answer call promptly with courteous and professional demeanor.~~**

**~~2. Evaluate nature of call and collect information:~~**

~~a. Emergency~~

~~b. Concerned citizen information~~

~~c. Past disturbance~~

~~d. Procedure for complaints against law enforcement personnel.~~

**~~3. Basic information to collect:~~**

~~a. Who~~

~~b. What~~

~~c. Where~~

~~d. When~~

~~e. Why (if known)~~

~~f. How.~~

**~~4. Respond in a timely manner with appropriate action:~~**

~~a. Route call to other service provider if necessary:~~

~~1. Identify services that provide citizen assistance~~

~~2. Identify the best way for the citizen to access the services.~~

~~b. Dispatch officer or other emergency service.~~

~~c. Collect additional information for report, if possible.~~

**~~5. Close the conversation:~~**

- ~~a. Courteously terminate the call~~
- ~~b. Clearly state what action will be taken~~
- ~~c. Make certain action stated is completed.~~

**~~Instructor Note: Advise trainees that they will need to identify local services and department procedures for advising citizens about complaints or service requests as part of their department training.~~**

**Performance Outcome 3.6.**

~~Describe persons to other officers.~~

**Training Objective Relating to 3.6.**

- ~~1. Given a practical exercise, describe persons to other officers.~~

**~~Criteria:~~** The trainee shall be tested on the following:

- ~~3.6.1. Physical characteristics from the top down.~~
- ~~3.6.2. Clothing.~~
- ~~3.6.3. Mode of travel (if known).~~
- ~~3.6.4. Reason for look out.~~
- ~~3.6.5. Officer safety considerations.~~

**~~Lesson Plan Guide:~~** The lesson plan shall include the following:

- ~~1. Physical characteristics from the top down:~~
- ~~a. Gender~~
  - ~~b. Hair color/style~~

- ~~c. Skin color/tone~~
- ~~d. Facial hair~~
- ~~e. Eye color, glasses~~
- ~~f. Estimated height~~
- ~~g. Estimated weight~~
- ~~h. Estimated age~~
- ~~i. Jewelry/accessories observed~~
- ~~j. Weapon used~~
- ~~k. Tattoos, scars, marks~~
- ~~l. Race/ethnic background~~
- ~~m. Voice characteristics:~~
  - ~~1. Accent~~
  - ~~2. Level (deep, high, etc.)~~
  - ~~3. Lisp, unusual word pronunciations~~
- ~~2. Clothing:~~
  - ~~a. Color~~
  - ~~b. Style~~
- ~~3. Mode of travel (if known).~~
- ~~4. Reason for look out.~~
- ~~5. Officer safety considerations.~~

### **Performance Outcome 3.7.**

Request verification of an arrest warrant.

### **Training Objective Relating to 3.7.**

**1.** Given a written exercise, identify factors to consider when verifying a warrant on file:

**Criteria:** The trainee shall be tested on the following:

3.7.1. Check name, date of birth, social security number.

3.7.2. Check information on warrant.

3.7.3. Check description of suspect.

3.7.4. Check whether custodial arrest authorized or if a summons.

**Lesson Plan Guide:** The lesson plan shall include the following:

**1.** Check name, date of birth, social security number.

**2.** Check information on warrant.

**3.** Check description of suspect.

**4.** Check whether custodial arrest authorized or if a summons.

### **Performance Outcome 3.8.**

Calm emotionally upset individuals, and communicate an emergency message.

### **Training Objectives Relating to 3.8.**

**1.** Given a practical exercise, use techniques of positive verbal skills and body language to talk with people who are emotionally upset in a manner to calm them, or to communicate an emergency message.

**Criteria:** The trainee shall be tested on the following:

**~~3.8.1. Voice:~~**

**~~3.8.1.1. Volume~~**

**~~3.8.1.2. Tone~~**

**~~3.8.1.3. Control.~~**

**~~3.8.2. Body stances.~~**

**~~Lesson Plan Guide:~~** The lesson plan shall include the following:

**~~1. Facial expressions.~~**

**~~2. Body stances.~~**

**~~3. Eye contact.~~**

**~~4. Voice:~~**

**~~a. Volume~~**

**~~b. Tone~~**

**~~c. Control.~~**

**~~5. Language use:~~**

**~~a. Direct, commonly used terms~~**

**~~b. Avoid slang or jargon~~**

**~~c. State information factually.~~**

**~~d. Offer assistance:~~**

**~~1. Call someone to aid person~~**

**~~2. Take somewhere appropriate.~~**

**~~6. Cultural awareness.~~**

**~~7. Local customs.~~**

~~\* Examples of emergency messages that an officer may have to deliver: missing child, injured spouse, accidental death, murder.~~

### **Performance Outcome 3.9.**

~~Calm a situation or convey a message.~~

### **Training Objectives Relating to 3.9.**

~~1. Given a practical exercise, use communication skills projecting control and self assurance to calm a situation or convey a message.~~

**Criteria:** ~~The trainee shall be tested on the following:~~

~~3.9.1. Evaluate the words and behavior of parties involved.~~

~~3.9.2. Safely approach the hostile parties.~~

~~3.9.3. Establish contact with the hostile parties.~~

~~3.9.4. Use appropriate voice inflection and projection.~~

**Lesson Plan Guide:** ~~The lesson plan shall include the following:~~

~~1. Evaluate the words and behavior of parties involved.~~

~~2. Safely approach the hostile parties.~~

~~3. Establish contact with the hostile parties:~~

~~a. Ascertain the reason(s) for their hostility~~

~~b. Use calming techniques to reduce emotions and restore rational thought~~

~~1. Appropriate posture and gestures:~~

~~a. Remain calm and encourage them to be calm~~

~~b. Remember officer safety and watch carefully~~

~~2. Appropriate voice inflection and projection:~~

~~a. As authoritative, directive, and forceful as needed~~

~~b. Polite and patient~~

~~c. Maintain voice control.~~

~~3. Appropriate eye contact.~~

~~4. Proper grammar.~~

~~5. Awareness of audience (age, education level, cultural diversity, etc.).~~

~~6. Knowledge of subject matter:~~

~~a. Help them go from problem to solution orientation.~~

~~b. Help them understand options and consequences.~~

~~c. Communicate the officer's position and responsibilities in the situation.~~

~~d. Relate any applicable laws and consequences of continued acts.~~

~~e. Explain the parties option: comply with the law and pursue legal actions.~~

### **Performance Outcome 3.10.**

~~Verbally communicate with people with awareness of different levels of understanding.~~

### **Training Objectives Relating to 3.10.**

~~1. Given a practical exercise, verbally communicate with people with awareness of different levels of understanding.~~

~~**Criteria:** The trainee shall be tested on the following:~~



~~3.10.1. Identify audiences that may need the officer to adjust manner of communication.~~

~~3.10.2. Identify adjustments that may be needed when communicating with various audiences:~~

~~3.10.2.1. Culturally diverse people~~

~~3.10.2.2. Person's suffering from dementia including Alzheimer's Disease.~~

**~~Lesson Plan Guide:~~** The lesson plan shall include the following:

~~1. Identify reasons to consistently use professional language.~~

~~2. Identify audiences that may need the officer to adjust manner of communication:~~

~~a. Juveniles of various ages:~~

~~1. Reasons that law enforcement officers are role models.~~

~~2. Ways to make children feel important~~

~~a. Pay attention when they speak~~

~~b. Physically move down to eye contact with juvenile if possible~~

~~c. Give praise for asking questions~~

~~d. Compliment the good things you know about the children~~

~~e. Treat older juveniles in a more adult manner.~~

~~3. Ways to respond to questions with age appropriate answers:~~

~~a. Be honest but use language the juvenile is most likely to comprehend~~

~~b. Emphasize the positive in whatever the juvenile is discussing, if possible.~~

~~b. Older people.~~

~~c. Culturally diverse people:~~

- ~~1. Determine language person speaks, if not English (if possible)~~
- ~~2. Choose a quiet environment or setting to speak, if possible~~
- ~~3. Use a variety of terms to determine what the recipient may understand, then choose the terms most easily understood~~
- ~~4. Choose a rate of speech helpful to the recipient.~~
- ~~5. Use body language or gestures that enhance verbal communication.~~
- ~~6. Pronounce words clearly and accurately.~~
- ~~7. Encourage recipient to ask questions for clarification.~~
- ~~8. For less serious offenses, utilize appropriate gestures and tools (cuffs, etc.).~~
- ~~9. For serious offenses, obtain services of an interpreter after taking control of suspect.~~

~~d. Educated people.~~

~~e. Uneducated people.~~

~~f. Mentally disabled people.~~

~~g. Emotionally upset people~~

~~h. Physically disabled or elderly person with mobility problem:~~

- ~~1. Ask if you may be of assistance~~
- ~~2. Ask the person the best way to assist them (if appropriate)~~
- ~~3. Be aware of hearing impairments.~~

~~i. Homeless people~~

~~3. Identify adjustments that may be needed when communicating with various audiences:~~

~~a. Voice tone~~

- ~~b. Language use/simplification~~
- ~~c. Body stances/gestures~~
- ~~d. Cultural awareness:~~
  - ~~1. Identify the variety of cultures living in jurisdiction~~
  - ~~2. Identify particular considerations of these cultures with which to be familiar that may be helpful in conducting an interview of a victim or suspect~~
  - ~~3. Identify resources to assist with language translation for the variety of cultures in the jurisdiction.~~
- ~~e. Facial expressions.~~
- ~~f. Eye contact.~~
- ~~g. Local customs.~~
- ~~4. Identify conversation that helps to promote the positive services of law enforcement.~~
- ~~5. Specific audiences that may require an officer to adjust manner of communication:~~
  - ~~a. Persons with mental retardation~~
  - ~~b. Persons with mental illness~~
  - ~~c. Persons suffering from dementia including Alzheimer's Disease (AD):~~
    - ~~1. Identify physical, mental, behavioral symptoms and consequences of AD~~
    - ~~2. Identify situations where a person with AD may be encountered~~
    - ~~3. Identify specific intervention techniques for managing the person with AD~~
    - ~~4. Identify potential resources that assist in responding to persons with AD or dementia: Alzheimer's Association, Safe Return Program, Project Lifesaver.~~
- ~~6. Cultural awareness knowledge that may assist in adjusting communication with audiences:~~
  - ~~a. Define culture and cultural groupings~~

~~b. Define ethnicity and ethnic groups~~

~~c. Identify the variety of cultures living in jurisdiction~~

~~d. Identify the variety of cultures whose members may visit or travel through the jurisdiction~~

~~e. Define ethnocentrism~~

~~f. Define stereotype~~

~~g. Identify the particular considerations of the cultures with which it will help a law enforcement officer to be familiar in order to conduct an interview of a victim or suspect~~

~~h. Identify resources to assist with language translation for the variety of cultures in the jurisdiction.~~

### **Performance Outcome 3.11.**

~~Communicate the nature of the complaint to the offender.~~

### **Training Objectives Relating to 3.11.**

~~1. Given a practical exercise, communicate the nature of complaint(s) to offender(s).~~

**Criteria:** The student shall be tested on the following:

~~3.11.1. Officer safety considerations.~~

~~3.11.2. Accurate information on nature of complaint(s).~~

~~3.11.3. Communication skills.~~

~~3.11.4. Patience with offender.~~

**Lesson Plan Guide:** The lesson plan shall include the following:

~~1. Officer safety considerations.~~

~~2. Professionalism.~~

~~3. Accurate information on nature of complaint(s).~~

~~4. Communication skills:~~

~~a. Voice control~~

~~b. Eye contact~~

~~c. Body stance~~

~~d. Language choice~~

~~5. Cultural awareness.~~

~~6. Patience with offender.~~

~~**Instructor Note:** Advise trainees that they will need to identify department policy regarding explanation of the nature of a complaint to offender(s) during department training.~~

### ~~Performance Outcome 3.12.~~

~~Communicate with a barricaded subject relating to the release of hostages and encourage surrender.~~

### ~~Training Objectives Relating to 3.12.~~

~~1. Identify the role of the first responding officer at the scene of a hostage/barricaded subject situation.~~

~~**Criteria:** The trainee shall be tested on the following:~~

~~3.12.1. Notify supervisor/request assistance.~~

~~3.12.2. Maintain position of cover.~~

~~3.12.3. Contain the suspect.~~

~~3.12.4. Coordinate with responding units to secure perimeter.~~

~~3.12.5. Consider evacuation of nearby buildings and surrounding area.~~

~~3.12.6. Attempt to establish:~~

~~3.12.6.1. Barricaded subject needs~~

~~3.12.6.2. Barricaded subject wants.~~

**~~Lesson Plan Guide:~~** The lesson plan shall include the following:

~~1. Notify supervisor/request assistance.~~

~~2. Maintain position of cover.~~

~~3. Contain the suspect.~~

~~4. Coordinate with responding units to secure perimeter.~~

~~5. Consider evacuation of nearby buildings and surrounding area.~~

~~6. Attempt to establish:~~

~~a. Barricaded subject needs~~

~~b. Barricaded subject wants.~~

~~7. Method for surrender:~~

~~a. Armed individual~~

~~b. Unarmed with explosives close~~

~~c. Possible suicidal individual.~~

**Performance Outcome 3.13.**

~~Demonstrate conflict resolution skills to maintain calm and prevent a situation from becoming worse.~~

### ~~Training Objectives Relating to 3.13.~~

- ~~1. Given a written exercise, define negotiation, mediation and arbitration and identify the steps of each conflict management technique.~~
- ~~2. Given a practical exercise, negotiate, mediate or arbitrate a conflict or crisis situation.~~

~~Criteria:~~ The trainee shall be tested on the following:

- ~~3.13.1. Definition of negotiation, mediation and arbitration.~~
- ~~3.13.2. The steps involved in each type of the above conflict management techniques.~~
- ~~3.13.3. Evaluation of the conflict or crisis scene.~~
- ~~3.13.4. Maintaining officer safety precautions.~~
- ~~3.13.5. Negotiating, mediating or arbitrating the conflict or crisis situation.~~

~~Lesson Plan Guide:~~ The lesson plan shall include the following:

- ~~1. Definition of negotiation, mediation, and arbitration.~~
- ~~2. The steps involved in each type of the above conflict management techniques.~~
- ~~3. Evaluation of the conflict or crisis scene.~~
- ~~4. Maintaining officer safety precautions.~~
- ~~5. Negotiating, mediating, or arbitrating the conflict or crisis situation:~~
  - ~~a. Identify that no physical violence has taken place. If physical violence has taken place, follow procedures for the type of crime committed~~
  - ~~b. Maintain all officer safety precautions. Back up arriving on scene must not disrupt efforts of first officer, but should take direction and support the first officer. Primary goal is to keep the peace and not let parties become physically violent~~

~~c. Diffuse the situation by separating the parties and explaining that you need to know the facts relating to the dispute. Each person will have a chance to speak, but you will set the rules for talking~~

~~d. Listen carefully to the explanation by each party separately to identify what their common interest is. Identify some alternatives to which both might agree. Officers should confer before reuniting the parties~~

~~e. Bring the parties back together to discuss alternatives that may resolve the dispute~~

~~f. Recognize when conflict management techniques will not produce the desired result and take any law enforcement action that is appropriate~~

~~g. If conflict management techniques are producing the desired result, refer them to additional services that may be helpful for the type of dispute they had, i.e., family mediation/counseling, landlord/tenant mediation, dispute resolution services, etc.~~

#### **Performance Outcome 3.14.**

~~Interview a child victim of crime.~~

#### **Training Objective Relating to 3.14.**

~~1. Given a written or practical exercise (practical preferred method for testing), identify factors to consider when interviewing a child victim of a crime.~~

**Criteria:** ~~The trainee shall be tested on the following:~~

~~3.14.1. Identify language ability level of victim.~~

~~3.14.2. Identify emotional and physical capability of victim to be interviewed.~~

~~3.14.3. Communicate in a compassionate and non-judgmental manner.~~

~~3.14.4. Ensure victim is comfortable and understands the purpose of the interview (officer needs to learn what happened to hurt the victim).~~



~~3.14.5. Adjust language as needed to help victim understand questions.~~

~~3.14.6. Identify special circumstances and assistance needed to interview a mentally challenged victim.~~

**~~Lesson Plan Guide:~~** The lesson plan shall include the following:

~~1. Identify language ability level of victim.~~

~~2. Identify emotional capability of victim to be interviewed.~~

~~3. Communicate in a compassionate and non-judgmental manner.~~

~~4. Ensure victim is comfortable and understands the purpose of the interview (officer needs to learn what happened to hurt the victim).~~

~~5. Adjust language as needed to help victim understand questions.~~

~~6. Identify special circumstances and assistance needed to interview a mentally challenged victim.~~

### **Performance Outcome 3.15.**

~~Interview an elderly victim of crime.~~

### **Training Objective Relating to 3.15.**

~~1. Given a practical exercise, identify factors to consider when interviewing an elderly victim of a crime.~~

**~~Criteria:~~** The trainee shall be tested on the following:

~~3.15.1. Identify language ability level of victim.~~

~~3.15.2. Identify emotional and physical capability of victim to be interviewed.~~

~~3.15.3. Communicate in a compassionate and non-judgmental manner.~~

~~3.15.4. Ensure victim is comfortable and understands the purpose of the interview (officer needs to learn what happened to hurt the victim).~~

~~3.15.5. Adjust language as needed to help victim understand questions.~~

~~3.15.6. Identify special circumstances and assistance needed to interview a mentally challenged victim.~~

**~~Lesson Plan Guide:~~** The lesson plan shall include the following:

~~1. Identify language ability level of victim.~~

~~2. Identify emotional capability of victim to be interviewed.~~

~~3. Communicate in a compassionate and non judgmental manner.~~

~~4. Ensure victim is comfortable and understands the purpose of the interview (officer needs to learn what happened to hurt the victim).~~

~~5. Adjust language as needed to help victim understand questions.~~

~~6. Identify special circumstances and assistance needed to interview a mentally challenged victim.~~

### **Performance Outcome 3.16.**

~~Talk with family of adult defendants to advise, inform, and notify.~~

### **Training Objective Relating to 3.16.**

~~1. Given a written exercise, identify the information that an officer may provide to the family of an arrested person.~~

**~~Criteria:~~** The trainee shall be tested on the following:

~~3.16.1. Type of charge.~~

~~3.16.2. Consequences of actions (where held).~~

~~3.16.3. Court procedures.~~

~~3.16.4. Location of magistrate.~~

**~~Lesson Plan Guide:~~** The lesson plan shall include the following:

~~1. Type of charge.~~

~~2. Consequences of actions (where held).~~

~~3. Court procedures.~~

~~4. Location of magistrate.~~

**~~Instructor Note:~~** *~~Advise trainees that they will need to identify department policy regarding information that may be given to the family of adult defendants as part of their department training.~~*

### **Performance Outcome 3.17.**

Prepare incident/offense reports and related paperwork in order to facilitate a misdemeanor or felony prosecution.

### **Training Objectives Relating to 3.17.**

~~1. Given a practical exercise, prepare an incident/offense report and related paperwork using descriptive sentences in a narrative style.~~

~~2. Identify other documentation that should be submitted with the offense report to facilitate prosecution.~~

**~~Criteria:~~** The trainee shall be tested on the following:

~~3.17.1. Incident/offense report information:~~

~~3.17.1.1. Offense~~

~~3.17.1.2. Date/location~~

~~3.17.1.3. Time~~

~~3.17.1.4. Description of details of offense~~

~~3.17.1.5. Victim(s) description(s)~~

~~3.17.1.6. Suspect(s) description(s)~~

~~3.17.1.7. Complainant/Reporting Party information~~

~~3.17.1.8. Witness(es) information.~~

~~3.17.2. Other information to be submitted with incident/offense report:~~

~~3.17.2.1. Suspect(s), victim(s), witness(es) statements, if any~~

~~3.17.2.2. Lab reports and lab analysis should be attached~~

~~3.17.2.3. Investigative or follow-up reports to be attached~~

~~3.17.2.4. All document should be typewritten or printed.~~

~~3.17.3. Prepare a complete case file that would be submitted to a Commonwealth's attorney.~~

**~~Lesson Plan Guide:~~** The lesson plan shall include the following:

~~1. Offense.~~

~~2. Date/location.~~

~~3. Time.~~

~~4. Description of details of incident/offense.~~

~~5. Victim(s) description(s):~~

~~a. Full name(s)~~

~~b. Address/phone number (include cellular, pager, fax, if available)~~

~~c. Date of birth~~

~~d. Social security number~~

~~e. Employer's name, address, phone number (include cellular, pager, fax, if available).~~

**6. Suspect's description(s):**

~~a. Full name(s)~~

~~b. Address/phone number~~

~~c. Date of birth~~

~~d. Social security number~~

~~e. Any prior criminal history~~

~~f. Injuries defendant may have received during arrest (if any)~~

~~g. Documentation of circumstances surrounding the injuries and indication if a justifiable use of force was necessary.~~

**7. Complainant/Reporting Party Information:**

~~a. Full name~~

~~b. Address/phone number.~~

**8. Witness(es) Information:**

~~a. Full name(s)~~

~~b. Addresses/phone numbers~~

~~c. Statements.~~

**9. Narrative style:**

~~a. Proper use of grammar~~

~~b. Accurate statements of facts~~

~~c. Complete and detailed representation of facts~~

~~d. Impartial, clear, and concise language~~

~~e. Chronological order~~

~~f. Past tense~~

~~g. Active voice.~~

~~10. Other information to be submitted to a Commonwealth's Attorney with the incident/offense report as part of a case file:~~

~~a. Suspect(s), victim(s), witness(es) statements, if any~~

~~b. Lab reports and lab analysis should be attached~~

~~c. Investigative or follow-up reports to be attached~~

~~d. All document should be typewritten or printed.~~

### **Performance Outcome 3.18.**

~~Write a field intelligence/interview report.~~

### **Training Objectives Relating to 3.18.**

~~1. Given a practical exercise depicting an investigative stop, write a field intelligence/interview report.~~

~~**Criteria:** The trainee shall be tested on the following:~~

~~3.18.1. Subject information and description.~~

~~3.18.2. Location/date/time of stop.~~

~~3.18.3. Circumstances surrounding the stop.~~

~~**Lesson Plan Guide:** The lesson plan shall include the following:~~

~~1. Basic data:~~

~~a. Name(s)~~

~~b. Address(s)~~

~~c. Phone number(s)~~

~~d. Date/time of day.~~

~~2. Proper use of grammar.~~

~~3. Accurate statements of facts.~~

~~4. Complete and detailed representation of facts.~~

~~5. Impartial, clear, and concise language.~~

### **Performance Outcome 3.19.**

~~Write concise word for word statements from suspects, victims and witnesses for admission as evidence.~~

### **Training Objectives Related to 3.19.**

~~1. Given a practical exercise, write concise word for word statements from suspects, victims and witnesses for admission as evidence.~~

**Criteria:** ~~The trainee shall be tested on the following:~~

~~3.19.1. The statement is made under conditions that provide for no duress, threats, or promises.~~

~~3.19.2. The statement is written concisely and represents what is said.~~

~~3.19.3. The person making the statement is allowed to read and make any corrections.~~

~~3.19.4. The person signs the statement voluntarily.~~

~~3.19.5. The statement is witnessed.~~

~~3.19.6. The date and time of the statement are included.~~

~~**Lesson Plan Guide:** The lesson plan shall include the following:~~

- ~~1. The statement is made under conditions that provide for no duress, threats, or promises.~~
- ~~2. The statement is written concisely and represents what is said.~~
- ~~3. The person making the statement is allowed to read and make any corrections.~~
- ~~4. The person signs the statement voluntarily.~~
- ~~5. The statement is witnessed.~~
- ~~6. The date and time of the statement are included.~~

## **Communications (Revised, combined, and renumbered)**

### **Performance Outcome 3.1 (combined old 3.10, 3.14, and 3.15)**

Communicate with people of different demographics, utilizing effective methods and techniques.

### **Training Objectives Relating to 3.1**

1. Given a practical exercise, effectively communicate with individuals.

**Criteria:** The student shall be tested on the following:

3.1.1. Identify if translator services are needed.

3.1.2. Identify emotional state of individual.



3.1.3. Identify the need to communicate in an empathetic, non-judgmental manner.

3.1.4. Identify audiences that may require an adjustment in tone or other manner of communication.

3.1.5. Identify special circumstances where assistance is needed, to communicate effectively with a medically or mentally disabled individual.

**Lesson Plan Guide:** The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Identify audiences that may require an adjustment in tone or other manner of communication

a. Individuals with various cultural background, religious norms, and language(s) spoken

b. Individuals with cognitive impairment (CI)

c. Juveniles unable to comprehend the situation

2. Methods to communicate effectively with juveniles

a. Physically move down to make eye contact, if possible

b. Pay close attention to any details given

c. Give praise for asking questions or offering information

d. Treat older juveniles in a more adult-like manner

3. Communicate with elderly individuals

4. Communicate with persons with different levels of comprehension

5. Communication with distraught individuals

6. Individuals with physical disabilities

a. Ask if assistance is needed and how to go about this

b. Be cognizant of impairments, to include auditory and/or verbal

7. Individuals with an intellectual disability or a developmental disability, including autism spectrum disorder

a. Behavioral recognition of autism spectrum disorder

b. Crisis prevention and de-escalation techniques

(i). Understanding sensory needs (i.e. lights and sirens, physical touch)

(ii). Positional asphyxiation with chest down holds

(iii). Elevated risk of drowning around water

(iv). Increased of wandering and running away

(v). Incorporate self-advocate or caregiver input on how to best de-escalate

(vi). Use their special interests to motivate and/or gather needed information

(vii). Self-injurious behaviors are not necessarily analogous to self-harm related to mental illness or suicidal intent, but often are maladaptive to sensory overload or poor emotional regulation

c. Relevant tools, support and technology available to assist in communication

(i). Incorporate self-advocate or caregiver input on how to best communicate

(ii). Use a single communicator with a calm approach

d. Resources for the autism community on future crisis prevention

8. Identify adjustments necessary to communicate effectively with various audiences

a. Voice tone

b. Language use/simplification

c. Body posture, stance, and gesture(s)

d. Facial expressions

e. Eye contact

f. Local customs

g. Resources utilized (i.e. interpreters, etc.)

### **Performance Outcome 3.2 (Combined old 3.8, 3.9, and 3.13)**

Verbally de-escalate a situation using appropriate communication strategies.

### **Training Objectives Relating to 3.2**

1. Given a practical exercise, use effective communication strategies to verbally de-escalate a subject, in order to generate compliance.

**Criteria:** The student shall be tested on the following:

3.2.1. Identify the subject(s) involved and establish initial contact.

3.2.2. Demonstrate awareness of officer safety precautions and procedures.

3.2.3. Demonstrate communication strategies to de-escalate.

3.2.4. Bring the situation to a logical conclusion.

**Lesson Plan Guide:** The lesson plan shall include all items listed in the Criteria section and the additional information below.

**1. Use verbal de-escalation techniques**

**a. Verbal elements**

**(i). Volume**

**(ii). Tone**

**(iii). Control**

**b. Initial contact**

**(i). Show everyone professional respect**

**(ii). Identify yourself**

**(iii). Explain the purpose of the encounter**

**(iv). Gain an understanding of the conflict and/or situation utilizing empathy**

**(iv). Evaluate legal standing**

**c. Communication strategies to de-escalate a situation**

**(i). Ask subject(s) to comply with a lawful order**

**(ii). Explain any applicable laws/reasons subject(s) should comply**

(iii). Inform the subject(s) of their options; specifically, the positive outcome for compliance or negative consequences for refusal to comply with the lawful order

d. Logical conclusion

(i). Resolve conflict

(ii). Take appropriate enforcement action

(iii). Tactically disengage, if necessary

2. Use non-verbal elements of communication to de-escalate a situation

a. Stance

b. Appearance

c. Facial expression

d. Eye contact

e. Personal space

f. Movement

3. Demonstrate officer safety procedures, as applicable

a. Time

b. Distance

c. Cover

4. Utilize emotional intelligence

**Performance Outcome 3.3**

Deliver a death notification to the next of kin of the decedent.

**Training Objectives Relating to 3.3**

**1. Given a practical exercise, deliver an empathetic and professional death notification.**

**Criteria:** The student shall be tested on the following:

3.3.1. Confirm the details of the situation and request any appropriate resources.

3.3.2. Deliver the information and communicate with individuals using an empathetic and professional demeanor.

**Lesson Plan Guide:** The lesson plan shall include all items listed in the Criteria section and the additional information below.

**1. Ensure accuracy of all pertinent details:**

a. Name of the deceased

b. Time, location, and manner of death

c. The identity of the next of kin and their relationship to the decedent

**2. Plan for the delivery of the information and areas of responsibility if multiple**

resources are responding (i.e. supervisor, chaplain, translator)

a. A plan should be developed prior to responding to the next of kin

b. Evaluate the notification environment and recipient variables

(i). Request to move out of public view (i.e. inside of the residence)

(ii). Consider the presence of children or non-family members

(iii). Evaluate potential emotional and/or medical responses

(iv). Consider the age and relationship of the recipient

3. Use empathetic, yet direct communication

a. Express remorse for the family's loss

b. Use the term "died"

(i). Avoid vague terms such as "passed away," "expired," or "moved on"

c. When appropriate, include the manner of death

d. Inform the family if investigating officers will be arriving or following-up (if applicable)

e. If deemed necessary, provide information on the point of contact for location of the decedent

**Performance Outcome 3.4 (Revised version of old 3.16) (FTO)**



Speak with family of adult defendant(s) to advise, inform, and notify.

### **Training Objective Relating to 3.4**

1. Given a written exercise, identify the information that an officer may provide to the family of an arrested person.

**Criteria:** The student shall be tested on the following:

3.4.1. Identify the nature of the charge.

3.4.2. Identify location of the arrested person while pending court appearance, if incarcerated.

3.4.3. Identify court procedures, location, and date, if known.

3.4.4. Identify location of magistrates office for purposes of posting bail, etc.

**Lesson Plan Guide:** The lesson plan guide shall include all items listed in the Criteria section and the additional information below:

1. Identify the information that an officer may provide to the family of an arrested person

a. Once a warrant is executed and sent to the Court, it becomes public information

b. Location of jail where defendant is being held, if applicable

c. Communicate magistrate's bond decision

d. Give magistrates office location for further information on how to post bond, conditions of an unsecured bond if being released, upcoming first appearance court date, etc.

### **Performance Outcome 3.4 (Revised old 3.17)**

Prepare incident/offense reports and related documents in order to facilitate prosecution.

### **Training Objectives Relating to 3.4**

1. Given a practical exercise, prepare an incident/offense report and related documents using descriptive sentences in a narrative style.

2. Given a written exercise, identify documentation to be submitted with an offense report to facilitate prosecution.

**Criteria:** The student shall be tested on the following:

### **Practical exercise:**

3.4.1. Prepare incident/offense report in a narrative style.

3.4.2. Complete a case file that would be submitted to the Commonwealth's Attorney prior to Court.

**Written exercise:**

3.4.3. Identify other information or documents to be submitted with incident/offense report.

**Lesson Plan Guide:** The lesson plan guide shall include all items listed in the Criteria section and the additional information below.

1. Identify relevant information to be included in an incident/offense report

a. Offense/charge

b. Date/location

c. Description of details of incident/offense

d. Victim's description(s)

(i). Full name(s)

(ii). Address/phone number of victims, witnesses, and offender(s)

(iii). Date of birth

e. Suspect's description

(i). Full name

(ii). Address/phone number

(iii). Date of birth

(iv). Identification number, if available

(v). Injuries received during arrest, if applicable

f. Complainant/reporting party information

(i). Full name

(ii). Addresses and phone numbers

g. Witness information

(i). Full name(s)

(ii). Addresses and phone numbers

h. Statements from all parties involved

2. Identify proper narrative style for incident report

a. Proper use of grammar and spelling

b. Accurate statements of facts

c. Complete and detailed representation of facts

d. Impartial, clear, and concise language

e. Chronological order

f. Past-tense

g. Active voice

3. Identify other information and/or documents to be submitted to the Commonwealth's Attorney with the incident/offense report as part of a case file

a. Suspect, victim, and witness statements, if any

b. Lab reports and lab analysis, if available

c. Investigative or follow-up reports (should be typed or neatly printed)

d. Maintain photos or other evidence within case file

e. Audio/video recordings, if available

### **Performance Outcome 3.5**

Prepare and present effective courtroom testimony.

### **Training Objectives Relating to 3.5**

1. Given a practical exercise, prepare and present effective courtroom testimony.

2. Given a written exercise, identify strategies in preparing and presenting effective courtroom testimony.

**Criteria:** The student shall be tested on the following:

**Practical exercise:**

3.5.1. Prepare and present the facts of a court case.

**Written exercise:**

3.5.2. Identify strategies in preparing effective courtroom testimony.

3.5.2.1 Review field notes

3.5.2.2. Consult with Commonwealth's Attorney

3.5.2.3. Review evidence and lab results

**Lesson Plan Guide:** The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Define testimony as evidence of, or given by, a witness under oath or affirmation, as distinguished from evidence derived from writings, and other sources

2. Review facts and general information regarding the case with the Commonwealth's Attorney to be certain the case is ready for trial

3. Review evidence and lab results

4. Review case file

a. Officer should be prepared to testify from memory however, officer can refer to notes to refresh his/her memory, if necessary

b. If notes are read in court, the defense is entitled to review them

c. Time between an incident/offense and court reduces the accuracy of memory

d. Accurate presentation of evidence in court is critical

#### 5. Mentally prepare

a. Testify to the facts

b. Do not give opinions

c. Be truthful; if you do not know, say so

d. Answer only the questions asked

e. Remain focused on the testimony

f. Keep personal feelings out of the testimony and remain impartial

#### 6. Professional Appearance

a. Uniform/Business Attire

b. Shoes

c. Equipment

d. Personal Hygiene

#### 7. Courtroom protocol

a. Know in advance that all paperwork is correct and timely filed with the Clerk  
before the case starts (i.e. radar, breath, lab work)

b. If amendments need to be made to summons or paperwork, notify the Commonwealth's Attorney

c. Speak clearly and calmly

d. Keep calm and do not lose temper; Be aware that a defense attorney conducting cross-examination may attempt to establish that an officer has:

(i). Previously testified differently than his/her present testimony

(ii). Inaccurately recorded or failed to record information in his/her incident report

(iii). Acted on scene or otherwise in a manner that reveals bias/prejudice against the defendant

(iv). Is mistaken or otherwise wrong about his/her observations on scene

e. Be attentive

f. Avoid joking/wisecracks

g. Avoid monotone voice by use of inflection and tone

h. Address testimony to the trier of fact directly (judge/jury)

i. If a question is misunderstood, ask for it to be repeated or explained



j. If an objection is made during testimony, stop and wait for instructions from the judge

(i). Overruled

(ii). Sustained

8. Use proper English

a. Do not use slang, lazy speech, regional speech, or law enforcement jargon

b. Avoid filler words (i.e. um, ah, okay, right, you know)

9. Be cognizant of body language

a. Facial expressions

b. Body movements (i.e. posturing, gestures, or nervous habits)

c. Eye movement