U.S. DEPARTMENT OF JUSTICE

President's Commission on Law Enforcement and the Administration of Justice

Community Engagement and Respect for Law Enforcement

July 2, 2020

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  - Luann Pannell, Ph.D., Director, Police Training and Education, Los Angeles Police Department
  - Sean Sheppard, Founder and Chief Executive Officer, Game Changer

Luann P. Pannell, Ph.D.

Director, Police Training and Education, Los Angeles Police Department

Dr. Luann Pannell began her career with LAPD as a Police Psychologist in 2000 and in 2006
was promoted to Director of Police Training and Education by Chief Bratton. In this role she is responsible for the review and evaluation of all LAPD training curricula to ensure relevancy,
continuity, and compliance with State and Federal criteria and Department policy. She researches best practices in police training and adult learning to continually improve and advance LAPD
training. In keeping with this role, Dr. Pannell led the team responsible for the complete redesign of the LAPD Command Development Couse in 2006, and the LAPD Academy in 2008. The LAPD Academy was the first academy in California to work with POST (Peace Officer Standards in Training) to shift from single topic training into integrated Scenario-Based Training (SBT). In 2015, she created a training series unique to law enforcement, Police Sciences and Leadership (PSL), which brings academy graduates back together at 11 months, 3 years, and 5 years. By collaborating with established credible leaders, PSL1 went into implementation in 2016 and PSL 2 in 2019 (PSL 3 is under development). The goal is to create a stronger foundation of skills, resiliency, and purpose for the first five years of working in law enforcement. Ultimately, the goal of LAPD training is to cultivate healthy and resilient officers through increased competence, confidence and capability to partner with diverse communities to enhance public safety.

One of Dr. Pannell's strengths is her ability to collaborate with various groups and constituencies. Her commitment to collaboration has enhanced a variety of community relationships with LAPD and has resulted in new training. By utilizing shared partnerships, LAPD has been able to incorporate feedback from several key communities on topics such as Fair and Equitable Policing for the Lesbian Gay Bisexual Transgender Questioning (LGBTQ), Mental Illness, Autism, and Gang Intervention. Dr. Pannell is the LAPD chair of the Professional Advisory Committee (PAC) where she serves with two co-chairs from the community to ensure there is diverse input into police training.

Dr. Pannell is a distinguished instructor in several LAPD schools including the LAPD and LAFD Leadership Programs and the Command Development Course. She has been one of the co-authors and presenters of the "Vicarious Trauma: Why it Hurts to Help" course to law enforcement professionals and first responders throughout the country. While teaching in numerous Department schools, Dr. Pannell also consults in the selection and training of instructors, and conducts evaluation research to improve training methodology and content. She chairs the Training Assessment Committee (TAC) which assesses all requests for training to identify the best delivery method for accelerated learning, retention, behavior change, and organizational change.

In addition to her work with LAPD, in 2009 the INTERPOL Group of Experts on Police Training (IGEPT) was established and she became the first to serve as the Chair. In this role, they have overseen the development of an E-Journal to increase sharing of best practices in training on an International level. In 2017, she served in-residence as a Visiting Fellow at the Australian Institute of Police Management, for their applied leadership course for executives (graduate level course credit). Dr. Pannell is a contributing author in two books, "Leading in Dangerous Situations" (2011), Sweeney, Matthews, & Lester (Ed)., and "Law Enforcement Ethics: Classic and Contemporary Issues" (2014), Brian Fitch (Ed.).
During her tenure as a police psychologist she consulted with a variety of specialized units including Juvenile Division, Scientific Investigation Division, Jail Division, Records and Identification Division, Recruitment and Employment Division, and Scientific Investigation Division. She also responded to SWAT call-outs as a member of the Crisis Negotiation Team and a member of the Critical Incident Response Team (CIRT). As a CIRT member, she assisted LAPD employees in managing their reactions to critical incidents. She participated in ride-a-longs, provided management consultation, and presented training on a variety of issues including stress management and the psychological consequences of constant exposure to violence.

Dr. Pannell received a M.A. and Ph.D. in Clinical Psychology from the School of Psychology at Fuller Seminary in Pasadena, as well as a Master's Degree in Theology, Cross-Cultural Studies. Her Bachelor's Degree is also in psychology from Northwest Nazarene University, Nampa, Idaho. Prior to joining LAPD, Dr. Pannell spent several years working within Community Mental Health and the Veteran's Administration, consulting victims and families exposed to traumatic instances and violence. Dr. Pannell has written articles and presented at psychological conferences on the relationship between exposure to community violence and psychological distress, the collaboration between Mental Health Professionals and Law Enforcement, and improving training outcomes for law enforcement. Her dissertation research was on "Children Exposed to Community Violence, Post-Traumatic Stress Disorder, and Parental Monitoring."

Testimony to the President's Commission on Law Enforcement and Administrative Justice
LUANN PEDERSEN PANNELL, Ph.D.

The role of Director of Police Training and Education at LAPD has been a unique and evolving role for the Department and within the profession of law enforcement. The LAPD has approximately 10,000 police officers and 3,000 civilian employees to oversee public safety for roughly 4 million people in the City of Los Angeles. I am responsible for the design, development and oversight of LAPD training through the review and evaluation of policies, curricula, and program delivery. In this capacity, I am able to facilitate the continuity and relevance of all training programs and promote the Department to establish means for assessing effectiveness. I assist in policy development and the translation into applied learning. Most police departments do not have a civilian commander over training and as such, I have had to become comfortable with forging ahead with evidence-based strategies and moving the Department toward advances in educational methodology.

Professionally, I am in a strategic and critical position to influence the whole Department through the design and development of training from recruits in the Academy to Command Staff Officers. I view training as one of the primary vehicles for influencing organizational change and impacting community trust. I am privileged to be in this role and my aspiration is to design training that increases the resiliency of individuals, teams and the organization; and to foster the growth of resilient and healthy communities through trust and public safety partnerships.

Before I continue any further, let me point out that my comments made today are a reflection of my own professional experiences and do not represent any official position of the Los Angeles Police Department. While the key discussion point today is on Community Engagement, I want to acknowledge upfront that my comments will center on the assessment and perspective I've gained through police training and education. The focus of my testimony will be on 1) Re-Imagining Policing; 2) Evidence Based Policing; and 3) Community Engagement. At the end, I will convey recommendations related to re-imagining policing.

For me, the re-imagining of policing has to begin with academy training as the fundamental framework that starts the expectations and cultural mindset of every officer. In general, law enforcement has inherited a method and model for training that met the needs of a different generation of recruit, a different societal context, and a different environment – all with different policies, laws and procedures. When you look across the country, many State agencies or individual Departments established their academy framework roughly 30-40 years ago and that framework has been reinforced by State governing bodies. For example, even in the last 15 years since I have been in this position, California has added additional requirements for

officer training related to mental illness, principled policing, and medical first aid, in addition to the expansion of new technology, new laws, an explosion of homelessness, the legalization of marijuana, and prior to COVID, school shootings were occurring weekly across the nation but the number of hours required by POST to train an officer in California has stayed the same at 664 hours (approximately 4 months). While most agencies train more than the minimum, it leaves both the public and Department leaders with the faulty perception that a six-month academy provides adequate training because it is more than State required minimums. For us to raise the bar at the agency level, we need the profession to reassess the roles and expectations of an officer in the current environment, and raise the bar at the State level as well.

As with many Departments across the country, LAPD is impacted by a young patrol workforce with a need for recruit officers to better assimilate quickly into field operations and adapt to the constant changes in policing. Additionally, this generation of officer tends to have formidable electronic communication skills and are extremely comfortable with technology while generally needing more development on inter-personal skills and conflict resolution. Typically, they operate with the expectation of questioning authority while also wanting to "join" and be a part of something larger than themselves. In order to maximize the skills of this kind of officer, a dramatic shift was needed from the traditional lecture-based academy to a new culture that focused on the facilitation and development of community engaged, critical thinkers and problem-solvers. The article I submitted with this testimony outlines the comprehensive changes that were made first in academy training, and now, over the past 12 years, throughout all our in-service training as well. Key topics such as ethics, leadership, core values, community engagement, teamwork, and procedural justice have been infused throughout training and into scenario practice. We had to stop training in singular blocks of instruction that were based on meeting the needs of testing, and shift to meeting the requirement of individual and team competencies. There seems to be misinformation that the number of hours of training equates to the significance or the outcome of training and that's just not true. It's the quality and caliber of the training that will matter most when it comes to optimal performance in the field. For every training hour we receive, we should be questioning if it is teaching them to master and replicate the same skills in the field.

Within our Department, it has been stated that roughly 50-60% of our front-line officers have five years on and less. The translation of that means that we have a significant amount of our service and public contacts are being managed by the youngest and least experienced officers. Given the challenges in recruitment and retention, I am aware that most agencies are also facing this dilemma. Our Department response to this phenomenon, was to flip our training paradigm from providing advanced training primarily to senior officers and create a new foundation for the first five years called, Police Sciences and Leadership. This program provides an extra training boost to officers within their academy class after 11 months in the field, right

before they complete their probation. The first week provides enhanced training on procedural justice, interview skills with victims, community perspectives, legal updates, use of force concepts, wellness and resiliency, homelessness, and community projects. The second week ensures that all officers complete our 40-hour, Mental Health Intervention Training (MHIT). Two years later, the same group of officers will reassemble for Police Sciences and Leadership II. Eventually, the curriculum will be developed for PSLIII which will occur two years later. This program has been incredibly successfully in engaging the next generation of officers, keeping them in alignment with the Department mission, and fostering their communal support for each other.

In preparation for this testimony, I reviewed the testimonies you've already heard about police training and so I will not restate all the same information but would echo the need for Evidence-Based Policing, not just for training but in policing practice and for Community Engagement. If we are going to possibly re-imagine policing we should do it on a more comprehensive level and consider if we are training officers to do "X" but expecting "Y". Are we asking the right questions? Do we even have the right equipment or facilities to do what is being asked? Do officers think they are doing it already? Are we expanding the critical thinking capacity of officers to thrive in the next generation of policing? Are we incorporating resiliency, health and well-being as an important skill set to develop? Are their skills, like public speaking that we may have overlooked before?

Finally, within the development of police training, I get to see some of the things that shape police behavior regardless of their training experiences. As such, our training can not be fully successful until some of the following items are addressed and therefore, my recommendations would be to address:

<u>The culture and training of the Field Training Officer (FTO) Program</u>. In talking with my colleagues across the country, many of our Field Training Programs need a lot more support if we are going to cultivate the next generation of officers with better skills for community engagement. Field Training Officers get recognized for teaching a set of skills to new officers, but most of those skills are more focused on tactics than community engagement. Are we picking FTO's based on their ability to teach or are we picking them based on their reputation as a "productive officer". Once we select our FTO's, are we supporting them with comprehensive training to ensure the qualities and skills being passed on are in support of the larger Department and Community mission and purpose?

<u>The kinds of forms and boxes that we require officers to complete</u>. If there are no boxes available for LGBTQ persons on our Field Data forms, is it possible that our forced options influence how officers think while engaging with that community member? Our field data reports include seven categories for race, is

that adequate to meet the need of society today? If we have spaces to capture the number of arrests but don't capture referrals for diversion, isn't it just more likely that officers will make more arrests than referrals for diversion?

The systems that we lean on that demonstrate accountability. These systems may have been created for all the best reasons, but ultimately, they will outweigh what happens in the classroom. For example, the use of COMPSTAT has transformed accountability in American policing as it relates to crime numbers. On the good side, all levels of the organization are aware of the quantity of crime in their community. On the other hand, are we measuring what matters most? Are they aware of the quality of their community contacts? Are we placing crime reduction ahead of positive community relationships and trust building? Has it become crime fighting at the cost of public trust? What are the systems for ensuring quality assurance and identifying best practices?

The systems that formally and informally identify – Who is a good officer? If we have defined a good, productive officer to be one who handles a lot of calls, has a short response time, and makes a lot of arrests – how does that impact community engagement? And what is the impact on the front-line officer who is pushed by the idea that they cannot spend more time explaining a stop to an elderly driver because they are worried about responding to the next call? What if we could re-imagine how we define productivity and what it means to be a "good officer"? How do we define "real policework"? Somewhere in that definition, we need to include the skills and competencies related to successful community engagement.

True Community Engagement changes hearts and minds more than training or TED talks. The shift in training on community engagement should absolutely include the opportunity to engage with the community. There is a huge push for training on implicit bias right now, but candidly, the research is really varied on how effective classroom training can be on this topic. Traditional models will have people come and talk to the class about what they have done or show a video of someone, but the research shows that the most significant impact comes from interactions with those who may be different from us. Ideally, those interactions should be opportunities to engage on the very common problems that bring us together.

Right now, there is such an emphasis on the divisions within American society and more pointedly, between the community and law enforcement, but starting with our shared mission to keep our communities safe, it's remarkable how strong our ties are to each other. We truly need each other and that can't be experienced through classroom training and lectures alone. Sometimes the best intervention and training is to build something worthwhile together…perhaps even re-imagining policing. In the words of Dr. Maya Angelou, "we are more alike, my friends, than we are unalike."

CHANGING THE TRAINING PARADIGM FOR A MORE RESILIENT POLICE DEPARTMENT: LOS ANGELES POLICE DEPARTMENT (LAPD)

LUANN PANNELL
DIRECTOR: POLICE TRAINING AND EDUCATION LAPD

For leaders and operators in dangerous contexts, the demands of safety, complex ethical responsibilities, and the consequences of action or inaction must be simultaneously weighed in a very short, high-intensity timeframe. In order to cultivate a culture of sound leadership for such contexts, one must examine the role of training. Training becomes the premium vehicle for not only promoting organizational change but also inculcating those changes into values and beliefs to influence the overall operation. Essentially, it is the training of an organization's most valued assets – its people – that ultimately determines how human beings think, feel, and act while facing critical situations. How an organization trains will determine the degree to which its members will internalize the mission, vision, and values of the organization when facing real life situations.

It is within this framework that the LAPD began to examine traditional models of police training. As a practical matter, the LAPD anticipated that policing must shift and adjust if its force were to adequately address the demands of future generations. Such a shift – both mental and cultural – is easier said than done, particularly within the rich, tradition-based environment of policing. It is not sufficient to just add more training, it must be training that will shift the thought process so that different questions are being asked and answered. While the transformation of the LAPD training paradigm continues to evolve, and is being applied to the development of all training, this article will narrow the focus on the process of redesigning police academy training.

Most police departments can identify numerous initiatives that were moved to implementation with only moderate levels of success. The inability of the organization to accept change is often due to the failure to adequately assess the cultures impacted by the change. The formidable social forces of formal and informal cultures and subcultures have derailed many good ideas from becoming successful.

In the case of the LAPD police academy, the following six cultures or subcultures were assessed:

- (1) current culture of the department;
- (2) culture of the community being served;
- (3) culture of the recruit;
- (4) culture of the training instructors;
- (5) culture of field training officers;
- (6) the envisioned future culture.

The academy as previously designed met the needs of a different recruit, a different community, and a different environment – all with different policies and procedures. The LAPD had to thoroughly evaluate what training – and culture – needed to change in order to ensure success for the next generation of officers in a media-driven world of high-expectations, incessant scrutiny, and constant demands. While an exhaustive review of the six cultures noted above is beyond the scope of this article, what follows is a brief discussion of the analysis required to change the culture of training within the LAPD police academy. As the new training paradigm is outlined below, interview responses from recruits, field training officers, and captains are included to convey the response to the change in training.

Initial assessments occurred through focus groups and discussions with key stakeholders. Investigation revealed a myriad of issues that had to be accounted for in order to adequately address a redesigned training model. Generational differences between recruits and senior officers proved significant. In contrast to their trainers, "millenials" tend to have a more selective attention span and operate with the expectation that information should be accessed quickly and immediately. They tend to scrutinize their leaders and expect ranking officers to lead by example. Millenials have formidable electronic communication skills and are extremely comfortable with technology while generally needing more development on interpersonal skills and conflict resolution. Tending towards non-confrontation, millenials are nonetheless "joiners" who want to be a part of something larger than themselves. Given that this segment of the general population represents the bulk of new trainees entering the LAPD police academy, two questions arise: (1) How do they learn? and (2) How are they motivated?

Drawn from the military, traditional police training has typically emphasized pride, discipline, and performance. Based on traditional classroom structures, police recruits sat in rows at attention with minimal class discussion. Formal and informal investigation – including recruit-to-recruit blogs and internet sites – revealed the perspective that recruits should sit still, learn the material, and, if questioned, give the textbook response. The overall emphasis was "don't draw attention to yourself, don't be noticed." In essence, the mindset required to succeed in the police academy was antithetical to the expectation of engagement held by the community and the officers in the field once they left the academy.

Though training covered the topics dictated through state mandates, the LAPD police academy aspired to do more than simply pass required state tests. It was determined that the tradition of strong tactical skill training must continue, however, it became obvious that improvements had to be made to maximize critical thinking and capitalize on initiative and human potential. Training had to evolve such that new officers could be confident in their abilities to "think through" and master emergent, in extremis future scenarios. Additionally, it would not be enough just to respond with the proper answer, to succeed, officers also needed to be able to clearly articulate the reasoning behind their response. The new goal was to compliment tactical strengths by developing officers who were also self-motivated, interdependent, community oriented, critical thinking, and problem solvers. This revised goal demanded a new training paradigm – and a new culture.

> "...THE FORMIDABLE SOCIAL FORCES OF FORMAL AND INFORMAL CULTURES AND SUBCULTURES HAVE DERAILED MANY GOOD IDEAS FROM BECOMING SUCCESSFUL..."

THE PARADIGM

PART I: THE PERSON: PEAK PERFORMANCE BY TRAINING THE WHOLE PERSON

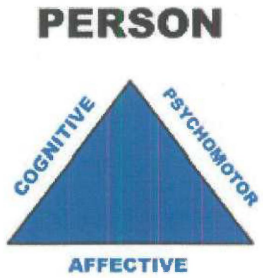


Figure 1

As shown in Figure 1, training the whole person means that all elements of the human condition must be considered. Ideally, an officer's response or lack of a response should consistently incorporate all three domains, the psychomotor domain (physical), what one knows to be true from their cognitive domain (mental), and one's motivation to do the right thing based on the affective domain (emotional). Training must mimic real life, where often one domain may be more dominant than another. Though simplistic, the model emphasizes that one element is not more critical than another, and that a balanced response is necessary in every scenario.

Though representative of a cultural shift for the law enforcement training community, these concepts are not new to those who study peak performance and sports psychology. It is important to note that the LAPD police academy hires from the general population and does not have the advantage of complete classes filled with highly disciplined, gifted athletes. The aspiration is to get exceptional response capability out of average people. This is where the potential of human motivation needs to be accessed the most – and represents a significant contrast from the traditional, previously discussed police academy classroom. Often average people with strong motivations make the most difference. This is the hidden resource the LAPD police academy sought to cultivate.

Older models for police training were focused primarily on training a skill set – typically represented by cognitive or psychomotor learning domains – without much crossover and generally no discussion of how an individual's affective state would influence either. There had to be a shift in the approach for dealing with the affective domain. Rather than ignoring or suppressing emotion, the new paradigm sought to master the affective domain. The police academy wanted trained officers who were not only confident in their ability to assess and understand the role of emotion in human conflict, but also be aware of how to leverage it for optimal outcomes. One of the easiest areas for immediate improvement, is expanding the discussion of the whole person during debriefs. It stands to reason, that if only tactical operations are debriefed, only tactical operations will be improved. Leadership for in extremis events requires attention on all facets of an operation and to address all three sides of the triangle, for the complexity of the people involved.

RECRUIT:

I went through 18 weeks of the Academy, the way it was before, when I got injured. This is my second time through and this is so much better. It's such a better way to learn. Before I didn't know what I was doing or why, I was just trying to get through and not be noticed. I was passing the tests but I was getting worried 'cause I didn't know how to put it all together. I was almost through to graduation but I didn't feel confident. The way the training is now, I understand our Use of Force policy, when to use Force and why. It took me longer, but I'm glad I got to go through this Academy. I know you still want to make some changes, but don't ever go back to the way you were training before.

FIELD TRAINING OFFICER:

He handled himself very well, physically handled himself, he wasn't afraid; he did everything he was supposed to do. Right off the bat he was thrown into something within two weeks that was a pretty crazy situation and he handled himself very, very well. A week later he and I got into a foot pursuit of three, GTA grand theft auto suspects. He put out the information, he broadcast where we were, we caught one of the suspects, we set up a perimeter. So, these are things that, that you know, a brand new probationer usually doesn't get involved in during their first few weeks and he did and he handled himself very well.

I would say that probationers for the most part are better, their training now is better than it was five years ago or however long ago it was that they made the change. I've noticed the difference. I've been a training officer for 14 years or something like that, and I think they are better than they were before.

CAPTAIN:

I don't think we have the same loss of probationers, before they [were] dropping like flies. Before…we lost 6-8. Motivation seems pretty high and their hands on skills are good. It seems like there aren't a lot of unsatisfactory ratings.

There is a lot more to learn about policing than when I was in the Academy. In my opinion, we are now putting out in the field the best recruits we've ever had.

When I observed the recruits in the simulator, I saw that they were locked in on how to apply the Use of Force Policy. They were able to articulate why they did what they did. That piece is solid. In terms of tactics, they have been good.

> **"…TRAINING MUST MIMIC REAL LIFE, WHERE OFTEN ONE DOMAIN MAY BE MORE DOMINANT THAN ANOTHER…"**

PART II: THE TEAM: TRAINED IN A TEAM, BY A TEAM, TO BE A TEAM

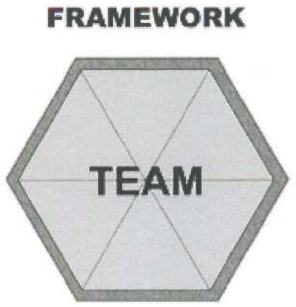


Figure 2

At this point in the LAPD's history and as depicted in Figure 2, the team concept is critical for training to lead in dangerous contexts. Not trivial, is that the police academy's emphasis on team flies in the face of American society in general, which stresses and values individualism. Even the notion of "the American Dream" reinforces individuality by noting that America is a "land in which life should be better and richer and fuller for every man, with opportunity for each according to ability or achievement." The embedded nature of individuality points to the

challenge and struggle of inculcating the value of teams in police academy training. This represents a foundational clash of underlying values and cultures.

Returning to the discussion of in extremis events, it is uncommon for a single person to act alone or intervene unilaterally with successful results. Solutions for extreme situations are more commonly team-based and involve a coordinated, collective action. In a police force's most dangerous situations, the most elite teams are called upon to intervene. Though respected for their individual skills, these teams are best known for their well-coordinated, synchronized efforts and movements. These highly capable teams are cross-trained for full awareness and appreciation of the complexity of each person's role. They are distinguished in their abilities as a team because they do extensive team training followed by individual development and remediation and then back to team development. The cycle is continuous between the team and the individual.

By deemphasizing individual grades and skill acquisition in the LAPD police academy, we leverage the powerful social environment to create a different, more astute, more team-based officer. The vision is that the organization will succeed or fail based on the understanding that the whole organization is a compellation of coordinated teams. The intent is to create the building blocks for team collaboration, roles, and responsibilities early in one's development as a police officer. This is the culture the LAPD police academy seeks to create, maintain, and reinforce.

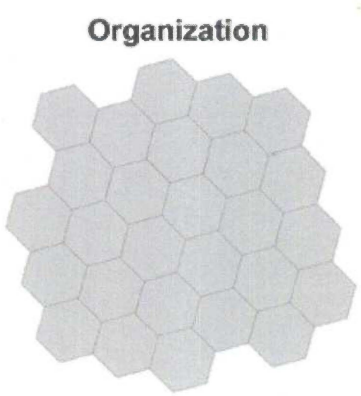


Figure 3

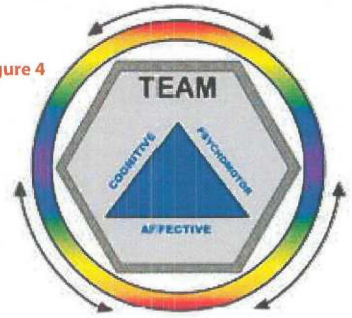
Figure 3 illustrates the interconnected, interdependent organization which values teams, training in teams, and conducted by teams. Having an officer train in a team creates ownership, responsibility, and a better awareness of how the response of one team fits within the larger operational context. Further, people recognize that the impact of their action or inaction is connected to others. This creates a more resilient workforce. Research suggests that resiliency is increased when those exposed to life-threatening, in extremis environments feel an affinity for and social connection to colleagues in meaningful ways.

RECRUIT:

I want to say something about the team-teaching. It was really great how they have different instructors team-teaching together. It helped us to see that there a lot of different ways of doing things in policing and if you couldn't quite get the concept from one instructor, usually the other could find a way to get the point across. The team assigned to our class worked really well together. I don't know if that was by design or by accident but it also inspired us as a class to be like them as officers and make them proud.

With a the team of instructors we had with us everyday, they knew all of our strengths and weaknesses, and if you were stuck, there was always someone there to help…but man, they knew everything about us, we couldn't get away with anything!

Figure 4



PART III: THE CONTEXT: TRAINING THROUGH AN EVENT, NOT TO IT

The last part of the LAPD training paradigm requires that the fluid and dynamic development of both the individual and the team can only occur within an experiential learning environment. This requires that officers actually train "through" an event and not to it. Training "through an event" includes training for the skills needed in a crisis, but also training for what happens following the crisis and preceding the next crisis. Laudably, the law enforcement community tends to spend significant training dollars preparing for in extremis events meant to test certain psychomotor capacities and capabilities. Often minimized, however, are the other key domains, both cognitive and affective. As a result, law enforcement generally does very well responding to a crisis, but may be judged severely by the communities they serve on the follow-through after a crisis. Understanding the context and ensuring follow-through with key stakeholders both internal (officers at the next roll-call, command staff), and external (community members, city officials, media) will often determine the response of those stakeholders to the next critical event.

RECRUIT:

I don't think I've ever gone through any training for anything that has been so well designed and laid-out. It was incredible how one thing just kept building on another. I can't tell you how many times I'd have an "ah-hah", a breakthrough, where I'd see how something we started in the first month made sense in the fourth month and I could see how there was a thread through the training that they were building on. I was always challenged and excited to see where it would go or tie-in next. This was a great experience.

FIELD TRAINING OFFICER:

They seem to be more able to apply what they learned in the Academy to actual situations in the street than they used to be before this, these changes were made. …they do seem to have a better grasp of the MDC [and the] radio, and the forms and stuff like that. So, you know, maybe with the 20 years on I should be more cynical or whatever, but I think its an improvement. It's definitely an improvement.

Scenario Debriefing Guidelines

GOAL: EMPHASIZE effective communication skills and articulation through the use of the PATROL acronym to assist in problem-solving and de-escalation efforts. Officers should utilize the four key concepts of **Command and Control**; Active Leadership, Available Resources, Accomplishing Tasks, and Minimize Risk. Officers should be able to convey how their response reinforced Reverence for Human Life and Procedural Justice.

FACILITATION STARTER: WHAT did you have?

De-escalation Techniques:	*Expected Responses:*	*Debrief Questions*
P **PLANNING**	• Pre-plan / Code 6 • Contact / Cover Roles • Distance / Cover / Triangulate • Command and Control • Less Lethal Force Options	• How did you formulate a plan? • How did you utilize any cover or distance? • What force options did you have? • What roles did you designate to officers at scene? • What issues or concerns did you have?
A **ASSESSMENT**	Communication can: • Reduce stress • Improve coordinated actions • Inform assessment Utilize Command and Control Concepts • Active Leadership • Available Resources • Accomplishing Tasks • Minimize Risk	• What techniques did you use to de-escalate the situation? • Were you able to communicate with the subject? • Was it effective? Why? Or Why not? • Did you state your purpose / reason for your investigation? • What was the subject asking for? What did you do to demonstrate you were actively listening?
T **TIME**	Distance and Cover = TIME • Is the suspect posing an immediate threat?	• Is Cover available? • Is the suspect contained? • How did you utilize time and distance to your advantage?
R **REDEPLOYMENT / CONTAINMENT**	Continuous assessment • Communicate	• Is redeploying an option? • Are other tactics optional? • Where were your best locations for cover?
O **OTHER RESOURCES**	Additional Units / Resources • MEU	• What is the criterion for a 5150 hold? • Is there a crime or does the subject meet an evaluation hold? • What is the policy for handcuffing a 5150 individual(s)? • Who would you contact when encountering a 5150 subject and obtain subjects history?
L **LINES OF COMMUNICATION**	Communication Elements • Verbalization / Non-Verbal Comm. • Active Listening • Defusing • Redirecting • Empathy	• Did the officers communicate? • Did the communication slow down the incident? • Were all commands clear and given by one officer
KEY LEARNING POINTS	Utilize distance and cover Effective Communication • Verbal and Non-verbal Use of PATROL to de-escalate Use of Command and Control Concepts Medical Treatment	• Did the subject meet the criteria for a 5150 hold? • Did you contact MEU? • What resources does the department have available? • Did you request medical treatment if needed? • Did your response demonstrate reverence for human life? How?
PROCEDURAL JUSTICE	• Voice • Neutrality • Respect • Trustworthiness	How did your response demonstrate the concepts of Procedural justice? How did your actions foster trustworthiness between the Department and the Community? How did your response reflect a Reverence for Human Life?

References: Tactical Directive No. 16 / Command and Control Training Bulletin/ Procedural Justice Training Bulletin

TRAINING BULLETIN

Los Angeles Police Department — Michel R. Moore, Chief of Police

Volume XLIX, Issue 3 — April 2020

CONTACTS WITH THE PUBLIC – PART II
PROCEDURAL JUSTICE

"Respect for People" and "Service to Our Communities" are fundamental core values of the Los Angeles Police Department; both require our Department to adapt to the changing needs and expectations of the multiple and diverse communities of Los Angeles. The effectiveness of law enforcement in a vibrant urban environment is most often dependent on the willingness of the public to comply with the law, to participate in their communities, and to partner with law enforcement in the larger public safety mission. This is known as police legitimacy.

The purpose of this Bulletin is to educate the Department on the principles of procedural justice to increase police legitimacy and to create greater public trust and confidence. Through these coordinated efforts and in partnership with our multiple and diverse communities, it is expected that the Department's mission to reduce the incidence and fear of crime can be accomplished.

PROCEDURAL JUSTICE DEFINED

Procedural justice refers to the perception of fairness, respect, and dignity for every individual within the justice system. Most community members are first introduced to the justice system through their contact with law enforcement as a stakeholder, witness, victim, suspect, or arrestee. The high visibility of officers and the significance of those first encounters can shape community perceptions and level of trust over generations.

Procedural justice can be defined as a consistent method of operation in which community members are treated fairly, with dignity and respect, in every law enforcement encounter. It is a principle that, when embraced, promotes positive organizational attitudes, bolsters good relations with the community, enhances officer safety, and allows the organization to embrace continuous improvement.

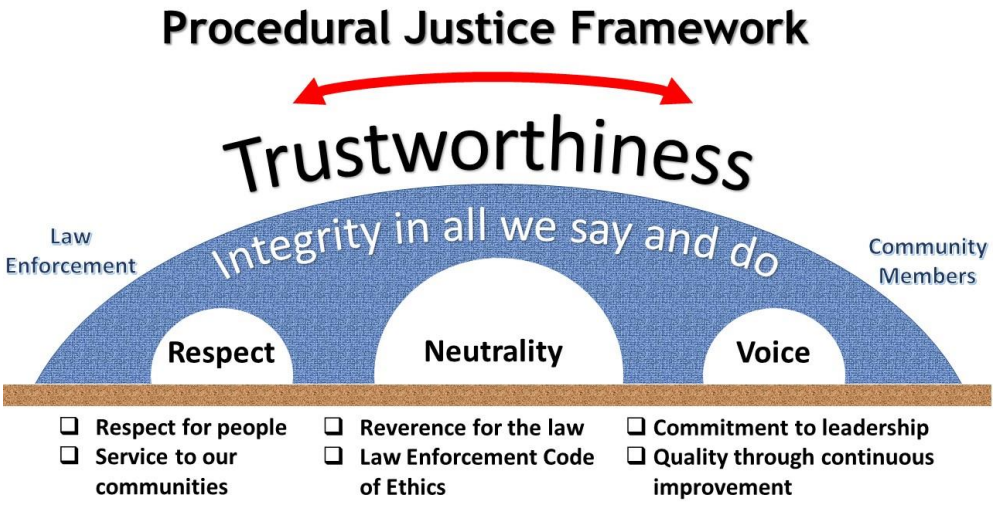
Procedural justice places an emphasis on how law enforcement services are rendered. Officers are not limited in carrying out the scope of their responsibilities as peace officers. Instead, they should look for opportunities to invest and enhance public trust in non-traditional ways. The proper application of procedural justice will likely result in

people believing that they have been treated fairly. What people think of the justice system is tied more to the perceived fairness of the process and how they were treated rather than the actual outcome.

INTERNAL AND EXTERNAL PROCEDURAL JUSTICE

There are two co-existing types of procedural justice: Internal and External. Both are needed to fully implement procedural justice. As officers practice it in their contacts with the public (external procedural justice), it should be fully applied within the daily operations of the Department (internal procedural justice). In effect, how we treat each other within the Department will ultimately impact how we treat the community.

Consider a bridge as a metaphor for procedural justice. The overarching goal of utilizing procedural justice principles in all interactions, internally and externally, is to build and sustain trust. Every police encounter has the opportunity to expand trust-building equity within the community through respect, neutrality and voice—the arches that support the bridge. The Department Core Values and the Law Enforcement Code of Ethics have been incorporated as they are consistent with the embodiment of each of the procedural justice tenets.



PROCEDURAL JUSTICE TENETS

There are four tenets that create the fundamental framework for operating in a procedurally just manner: Trustworthiness, Respect, Neutrality, and Voice. While procedural justice should be viewed as a guiding principle, it can be helpful to think of the tenets as tools that, when combined, build mutual respect and trust between officers and the community.

Trustworthiness

The ultimate goal of every encounter between Department members, sworn and civilian, and community members should be to increase Trust. This can be accomplished even in small ways by simply ensuring that a community member understands the reason behind the Department's actions. Every Department member should understand that educating the public on law enforcement procedures is an effective means for demonstrating a willingness to be transparent and building community trust.

Respect

Displaying respect for another person shows awareness of the value of every individual. Treating a person with dignity validates that individual as a human being. Respect is one of the most critical components cited by community members in determining whether they have been treated in a fair and impartial manner. When Department members show respect and dignity for others, it demonstrates that we are embracing our own core values. The LAPD Core Value, Respect for People states:

> "We believe in treating all people with respect and dignity. We show concern and empathy for the victims of crime and treat violators of the law with fairness and dignity. By demonstrating respect for others, we will earn respect for the Los Angeles Police Department."

Neutrality

Officers must recognize how the use of body language and tone of voice comes into play when trying to convey neutrality. Officers must remember that their decisions can only be neutral when guided by the evidence and the law. While the challenges of police work can often times be taxing, every Department member should practice a fresh approach to each situation, displaying a neutral tone and objectivity toward others. When decisions are explained and the use of facts and legal principles are consistently applied to all, it demonstrates that law enforcement actions are based on the law and not personal bias.

Voice

Being heard and understood is a fundamental human need, especially in a crisis, and sometimes listening can diffuse an emotional situation. By utilizing the tools related to active listening, Department employees should be able to engage and listen to others as they voice their concerns, offer explanations, or provide information. Additionally, having a voice in the process increases the personal investment of the person involved and allows the officer to ensure that mutual goals are being accomplished. Being heard is one of the ways in which people feel respected in the process, even when the outcome is not favorable for them.

PROCEDURAL JUSTICE EXAMPLE

Traffic Stop

These tenets related to procedural justice are already present in many areas of Department practice and can be applied in almost every interaction. A frequent example can be seen in how the Department trains on traffic stop procedures where an officer provides:

1. A positive introduction (**Respect**);
    - Salutation, identify yourself
2. An explanation of why the person was stopped (**Neutrality**);
    - Reason for the stop
3. An opportunity for the person to explain their situation (**Voice**);
    - Ask a question such as, "Did you know your brake lights are not working?"
    - Allow the person to tell you why they agree or disagree with your reason for the stop, if they wish to do so.
4. Any questions regarding additional information needed (**Neutrality**); and
    - "Is this your vehicle?" . . . "Do you have a license?"
5. A concluding description of the process and next steps (**Trustworthiness**).
    - Explain action(s) taken

The logical progression of the interaction allows the officer to ask for additional information while maintaining neutrality and respect.

> **Note**: Officers must remember that trust and a sense of fairness or non-bias can be quickly lost when they unnecessarily ask a person if they are on probation or parole. Therefore, such questions should only be asked when appropriate, depending on the information that is collected (Step 4).

With the ongoing demonstration of procedural justice principles, individuals frequently respond with greater confidence and trust toward law enforcement. The importance of this trust interaction is significant, not only for the peaceful resolution of the immediate situation, but also for other officers who may be responding to the needs of this community member in the future.

While not every situation may follow a textbook format, there are some responses that have been shown to escalate the perception of bias and thereby, undermine community trust building. Most often this occurs when officers feel as though they are being challenged. This is demonstrated when officers:

- become defensive
- engage in arguments or
- react to questioning by directing people out of the vehicle

Conversely, officers who are confident in their knowledge of the law (see Contacts with the Public, Part I: Legal Considerations) and how it has informed their response to an incident, are less defensive, more empowered to educate instead of argue, and more willing to acknowledge that giving others a voice does not diminish their authority.

COMMITMENT TO LEADERSHIP

The LAPD Core Value, "Commitment to Leadership" will be fundamental to ensuring that procedural justice principles are infused into LAPD practice both internally and externally. It should not go unnoticed that cultivating trust is a key component of all leadership and every Department employee should look at their own contribution to building trust. Over the years, there are certain key behaviors that have been observed in those who are considered to be High-Trust Leaders:

The 13 Behaviors of High-Trust Leaders:

1) Talk Straight
2) Demonstrate Respect
3) Create Transparency
4) Right Wrongs
5) Show Loyalty
6) Deliver Results
7) Get Better
8) Confront Reality
9) Clarify Expectations
10) Practice Accountability
11) Listen First
12) Keep Commitments
13) Extend Trust

"Nothing is as fast as the speed of Trust."

Stephen M.R. Covey, *The Speed of Trust*

CONCLUSION

By allowing the concept of procedural justice to guide every interaction that we encounter, we can develop a stronger bond within the Department and with the public, based upon fairness and mutual understanding. In turn, trust should increase resulting in greater public support. Ultimately, such support bolsters our legitimacy, increases our effectiveness, improves officer safety and allows us to partner to cultivate safer, stronger and healthier communities.

Field Training Services Unit
Police Training and Education

DISTRIBUTION “A”

LOS ANGELES POLICE DEPARTMENT

USE OF FORCE-TACTICS DIRECTIVE

Directive No. 16 October 2016

TACTICAL DE-ESCALATION TECHNIQUES

PURPOSE

The Los Angeles Police Department (LAPD) is guided by the principle of Reverence for Human Life in all investigative, enforcement, and other contacts between officers and members of the public. When officers are called upon to detain or arrest a suspect who is uncooperative, actively resisting, may attempt to flee, poses a danger to others, or poses a danger to him or herself, they should consider tactics and techniques that may persuade the suspect to voluntarily comply or may mitigate the need to use a higher level of force to resolve the situation safely.

The purpose of this Directive is to define tactical de-escalation techniques and does not address all techniques that may be used to reduce the intensity of an incident.

Tactical De-Escalation defined:

Tactical de-escalation involves the use of techniques to reduce the intensity of an encounter with a suspect and enable an officer to have additional options to gain voluntary compliance or mitigate the need to use a higher level of force while maintaining control of the situation.

> **Note:** Tactical de-escalation does not require that an officer compromise his or her safety or increase the risk of physical harm to the public. De-escalation techniques should only be used when it is safe and prudent to do so.

PROTOCOL

While enforcing the law and protecting the public, officers are often forced to make split-second decisions in circumstances that are tense, uncertain, rapidly changing, and dangerous. In rapidly developing circumstances, especially when a suspect poses an imminent threat of death or serious bodily injury, officers may not have sufficient time or reasonable options available to resolve the situation without the need to use objectively reasonable force. In other circumstances, however, de-escalation techniques may enable officers to gain additional time and tactical options to potentially reduce the necessity of using force to take a suspect into custody, prevent escape or address a threat while also maintaining control of the situation.

TACTICAL DE-ESCALATION TECHNIQUES

Planning. Officers should attempt to arrive at scene with a coordinated approach based upon initial information and any pre-existing knowledge of the suspect(s) or the involved parties. The dynamic nature of most incidents will require tactical plans to be flexible, and officers need to adapt their plan(s) as additional information or factors become known to the officer(s).

Tactical De-Escalation Techniques

- **P**lanning
- **A**ssessment
- **T**ime
- **R**edeployment and/or Containment
- **O**ther Resources
- **L**ines of Communication

Assessment. Officers should continually assess the situation as circumstances change and new information is received. If a suspect is failing to comply with orders, officers should attempt to determine whether a suspect's lack of compliance is a deliberate attempt to resist or escape, or an inability to comprehend the situation due to environmental, physical, cognitive, or other conditions. If the suspect is unable to comprehend the situation, other tactical options may be more effective in resolving the situation safely.

Time. *Distance+Cover=Time.* Time is an essential element of de-escalation as it allows officers the opportunity to communicate with the suspect, refine tactical plans, and, if necessary, call for additional resources. If a suspect is contained and does not pose an imminent threat to officers, the public, or himself/herself, time can provide an opportunity for the suspect to reconsider his/her actions and decisions.

Redeployment and/or Containment. Redeployment and/or containment can afford officers the added benefit of time and distance while continuing to maintain control of the situation. The addition of time and distance may give officers an opportunity to re-assess, communicate, request additional resources, or deploy other tactics to reduce the likelihood of injury to both the public and officers while also mitigating any potential ongoing threats. Redeployment, however, should not enable a subject to gain a tactical advantage, arm himself/herself, or flee and pose a greater danger to the public or officers.

Other Resources. In the case of a tense or potentially dangerous encounter, requesting additional resources can provide officers with specialized expertise, personnel and tools to help control and contain an incident.

Lines of Communication. Maintaining open lines of communication between officers and communicating effectively with a suspect are critically important when managing a tense or potentially dangerous encounter. Communication between officers can improve decision-making under tense circumstances and increase the effectiveness of coordinated actions. In addition, when a suspect observes that officers are prepared,

well organized, professional, and working as a team, he or she may be deterred from attempting to flee, fight, or actively resist.

Because every situation is fluid and unique, ongoing communication and coordination between officers is critically important to respond effectively in a tense and uncertain encounter. Communicating with a suspect may slow down the incident, creating time to plan. All or some of the following tactics may be used in the same incident as time or circumstances allow:

- Verbal warnings
- Persuasion
- Defusing
- Empathy
- Redirecting
- Advisements
- Building rapport
- Asking open ended questions
- Giving clear and direct orders

CONCLUSION

The overall objective of any tactical encounter is to gain control and safely resolve the situation. Tactical situations vary and there is no single solution to resolving every incident. In addition, some situations require an immediate response and de-escalation techniques are neither viable nor effective options. Nevertheless, employing tactical de-escalation techniques under the appropriate circumstances can improve officer safety, mitigate threats, reduce injuries, build public trust, and preserve life.

Important Reminder

Deviation from these basic concepts sometimes occurs due to the fluid and rapidly evolving nature of law enforcement encounters and the environment in which they occur. Deviations may range from minor, typically procedural or technical, to substantial deviations from Department tactical training. Any deviations are to be explained by the involved officer(s), and justification for substantial deviation from Department tactical training shall be articulated and must meet the objectively reasonable standard of the Department's Use of Force policy.

CHARLIE BECK
Chief of Police

DISTRIBUTION "A"

Sean Sheppard

Founder and Chief Executive Officer, Game Changer

Sean has accumulated 25 years of behavior change, nonprofit and community mobilization experience in the process of becoming the Founder of the nonprofit organization, Embrace.

Under Sean's leadership, Embrace has provided childhood obesity prevention and educational programing to hundreds of low income middle school children, mobilized thousands of college student volunteers from diverse backgrounds to serve homeless civilians and veterans, and recruited over 1000 more members of the community and contractors to remodel 11 homes owned by disabled veterans, with labor and materials exceeding $1,000,000 in value. In just over 3 years, **Embrace's signature experiential learning model, Game Changer,** has attracted the participation/partnership 38 law enforcement entities on the local, state and federal levels to participate and invest.

Mr. Sheppard has spent over 1500 hours with over 600 members of law enforcement, from patrol officers to chiefs, on the local, state and federal levels. California Law Enforcement has earned 509 continuing education units from California POST in less than 1 year of participating in Game Changer training events.

Game Changer formally utilizes community residents to train members of California law enforcement in Community Policing and Interpersonal Communication, as it is accredited by the California Commission on Peace Officer Standards and Training. The program has amassed over 500 hours of video-recorded focus group interactions between civilian members of the community and members of law enforcement with a focus on discussing problems and devising solutions together. He has overseen 84 training events in 7 states with 38 different law enforcement agencies and has trained 1, 2011 total participants (38 members of law enforcement). Those participants have come together to spend over 144,000 hours *communicating* about problems and devising solutions.

Prior to serving the community, Sean served as the Urban Marketing Consultant for the San Diego Padres for 2 years, and spent the better part of 10 years as a strength and conditioning coach on the collegiate level where he provided guidance and instruction to hundreds of student athletes at San Diego State University, Kansas State University, Boston College, and the Ohio State University, where he oversaw the largest athletic department in the nation (34 sports) as the Director of Strength and Conditioning for Olympic Sports.

Sean is a graduate of Georgetown University in Washington D.C., and San Diego State University in San Diego, CA, earning a B.A. in Psychology and an M.A. in Sports Psychology respectively. A Brooklyn, New York native, Sean was raised in South Brunswick, New Jersey, spent 25 years in San Diego, CA, and is a current resident of Los Angeles, California.

In February, 2018, Sean was named Peacemaker of the year by the Downtown Rotary Club of San Diego.

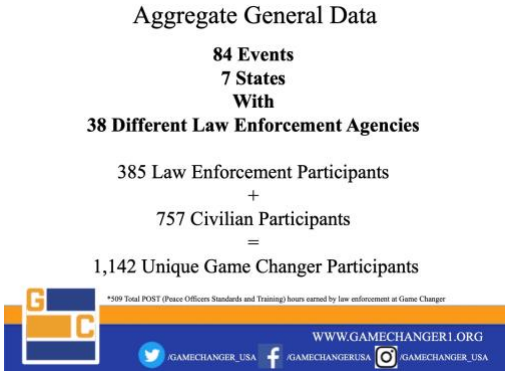
Sean Sheppard, Founder/CEO

GAME CHANGER OVERVIEW

Game Changer is the country's premiere in-person and virtual law enforcement/community relations communication model. The purpose is to educate, change perceptions, leading to a change in behavior, leading to an increase in peaceful outcomes when police and citizens interact.

The first Game Changer training event occurred on December 12, 2016 at San Diego State University. The model consists of moderated focus groups between members of law enforcement and members of the general public 3 hours before the start of collegiate sporting events, professional sporting events, as well as other entertainment events such as concerts. During the focus group participants discuss problems and devise solutions together, complete pre and post perception surveys, dine together, and attend the game together to communicate in a casual setting.

1 year ago, the model became **accredited by the California Commission on Peace Officer Standards and Training**, meaning that Game Changer literally trains California law enforcement in **Community Policing and Interpersonal Communication**, while utilizing community residents to do so. Please see the photo below of what we've accomplished to date. Game Changer has taken place in the following states: California, Ohio, Georgia, Texas, Maryland, and Virginia, as well as Washington D.C. A snapshot of the **data analysis** conducted by the San Diego State University Institute of Public Health can be found by clicking here.



A snapshot of media coverage can be found in the following links: **KTLA Feature**
NFL Network Spotlight **MLB Network Feature** **USC Feature on Game Changer**
A White Cop Named Flat Top

GAME CHANGER Sean Sheppard, Founder/CEO

RUN OF SHOW

INTRODUCTION

1. Welcome and statement of purpose
    a. Completion of Pre-perception Survey/Image & Likeness waiver
    b. Moderator introduction
    c. Statement of purpose
    d. Communication rules of engagement

2. Ice Breaker: 5 Minute Focus Group (small group work)
    a. Each group will consist of at least one law enforcement member
    b. Each group is directed to converse and identify things they each have in common with one another.
    c. Groups will then report back to the larger group

FOCUS GROUP DISCUSSION ONE: PROBLEM IDENTIFICATION

1. Overview: The Moderator will facilitate discussion of the question: "What do you believe to be the number one problem between law enforcement and the communities they serve?"
2. Teaching Objectives: The Moderator will seek to draw out topics such as:
    a. Police legitimacy
    b. Cultural Diversity and Awareness
    c. Implicit Bias

SOLUTION SESSION/WORKING DINNER

1. Overview: While partaking in dinner, class will break into smaller groups again, with each group consisting of at least one member of law enforcement. Each group will select a law enforcement/community problem and . Each group will have 30 minutes to devise their solutions before each group reports back to the larger group.

2. Learning Objectives: Upon completion of this module, the students will gain a greater understanding of:
    a. How effective communication between law enforcement and the community can resolve identified problems.
    b. How implicit bias and a lack of cultural diversity/awareness can act as barriers to those solutions.
    c. The necessity for effective communication between law enforcement and the community to establish partnerships that result in problem solving.
3. Solution Session Topics: Each group will select one of the following topics:
    a. Communication
    b. Cultural Diversity/Awareness
    c. Implicit Bias
    d. Fair Treatment/Integrity
    e. Trust
    f. Respect

LEARNING ACTIVITY: SPORTING/ENTERTAINMENT EVENT

1. Overview: All students will attend a local sporting or entertainment event. This event allows the law enforcement professionals and community members to have a shared experience and communicate with one another outside of normal law enforcement/community interaction parameters.

CONCLUSION

1. Post-Event Perception Survey administered to participants (in person: at game/virtual: via email)
2. Survey questions include event evaluation.
3. Certificate: students who participate for the entire class will receive a certificate of completion
4. 5 weeks removed from participating, all participants are requested to complete a follow up survey to measure perceptions and behavior changes.

Sean Sheppard, Founder/CEO

SNAPSHOT OF EVENT SURVEY DATA COLLECTED BETWEEN APRIL 2017 & FEBRUARY 2018

300 General Public community members & 146 Members of Law Enforcement surveyed.
Data analysis conducted by the San Diego State University Institute of Public Health

Changes in Perception

- General public's perceptions of law enforcement were more positive than law enforcement (LE) anticipated.
- 94% of general public participants surveyed indicated in their post perception survey that they had a more positive view of law enforcement.
- 85% of law enforcement surveyed indicated in their post perception survey that they had a more positive view of the general public.
- Caucasian general public participants had an overall more positive perception of law enforcement (pre-& post) than Latinos, Pacific Islanders, Asians, African Americans, Native Americans and those who identify as "other."
- After the events, the difference in positive perceptions of law enforcement between groups living in higher and lower crime areas **narrowed**. General public community members living in higher crime areas changed to very positive perceptions, while general public community members, (the most pronounced demographic groups: African American, 14-25 years old, high school or some college/associate degree holder as highest completed education) living in lower crime areas lowered their favorable view of law enforcement, which may have been mediated after hearing the experiences of other people.

Changes in Behavior

- In the follow-up survey, as a result of participating in Game Changer, general public community members and Law Enforcement indicated they had initiated conversations with others beyond those who participated in Game Changer events regarding law enforcement and community relations.
- General public participants reported changes in social media posts and conversations with friends and family that reflect a more balanced view of law enforcement/community relations.
- Law enforcement reported an increase in casual communication with the general public in between calls and an increase in casual communication with the general public outside of their vehicles.

Education

- An average of 93% of general public participants indicated in their post surveys that they learned something new about law enforcement as a result of the Game Changer experience.
- An average of 92% of law enforcement participants indicated in their post surveys that they learned something new about the general public as a result of the Game Changer experience.
- The post survey results showed the Game Changer events helped community members better understand the work of LE.

GAME CHANGER

Sean Sheppard, Founder/CEO

RECOMMENDATIONS

1. Game Changer-type **communication training should be mandatory** at the academy level. All field officers should receive at least 30 hours of community communication training each year (5-hour Game Changer event every other month).

2. Creation of **formal partnerships with all professional sports** leagues to serve as civic engagement hubs between law enforcement and community residents. Athletes are the ultimate social influencers.

3. Female members of law enforcement should play a prominent role in law enforcement reform. Generally speaking, they rely more on their communication skills than their male counterparts to police effectively.

4. Federal Standardization of Traffic Stop Protocols

   Street Stops

   All motorists should know to keep their hands at 10 & 2 o'clock when pulled over and wait for further instructions from law enforcement once they arrive at the driver's side window. Any movement inside the car puts law enforcement on a heightened sense of alert (public safety standard behavior better ensures the safety of the motorist and officer). THIS should be a must. Members of law enforcement and members of the community suggested that this be a standard question on the CA driver's test and in the driver's test study guide. This 10 & 2 O'clock practice when pulled over is a common sense public safety practice that increases effective communication between the community and law enforcement. **"When you're stopped, 10 and 2 o'clock, sit still and chill." (and wait for instructions).**

   Highway Stops

   When motorists are on a freeway and have been given audio/visual instructions (lights and siren) to pull over by law enforcement, yet don't feel comfortable pulling over due to darkness or safety concerns, the motorist should turn on their hazard lights, get in the far right hand lane (not the shoulder), drive at a slower speed and proceed to the nearest off-ramp to pull over at a well lit area such as a gas station. Once the motorist brings their vehicle to a stop, "10 and 2'o'clock, sit still and chill." (and wait for instructions)

   Far right hand lane/hazard lights indicate to the officer that they are complying and driving to a location that is safest for both the motorist and the officer.

5. Elimination of Responding to **Bias Calls**

   Multiple members of law enforcement representing various law enforcement agencies discussed "Bias Calls." Typical bias call to 911: "There's a black guy on my street." That's the entire call, typically placed by white residents.

6. Quarterly Public **Disclosure of Information**

   Local law enforcement agencies should publicly disclose firings on a quarterly basis. Identities of officers are not revealed unless a crime has been committed. This builds trust.

7. **DOJ Creation of Rights and Responsibility Cards.** All citizens and members of law enforcement should know what their rights and responsibilities are during a traffic stop.

8. Administration of **mandatory long-form psychological evaluations** to law enforcement members who work in the field. This should be done every two years with each officer having to meet established standards (set at the federal level). Fitness standards should also be implemented.

9. **Independent investigations of all officer involved shootings**, use of force that results in death or serious injury and in-custody deaths. The involved agency should no longer be the lead agency investigating these types of incidents. A non-involved agency (State DOJ) should conduct or at a minimum guide these types of investigations.

SNAPSHOT OF EVENT SURVEY DATA COLLECTED BETWEEN APRIL 2017 & FEBRUARY 2018

300 General Public community members & 146 Members of Law Enforcement surveyed. Data analysis conducted by the San Diego State University Institute of Public Health

Write-In Answer to: "What is the Number 1 Problem between Law Enforcement & Many Communities They Serve? (as reported by participants)

Law Enforcement
1. Communication
2. Fair treatment/lack of police integrity
3. Bias

General Public
1. Fair treatment/lack of police integrity
2. Communication
3. Bias

Change in Number One Problem between Community and Law-Enforcement (as reported by participants)

Prior to the event

Law Enforcement	*Communication*
General Public	*Fair treatment/lack of police integrity*

After the event

Law Enforcement	*Communication*
General Public	*Communication*

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NOTES

* Average score of all questions range from 1 to 4; a higher value means law enforcement is seen as more beneficial (civilian) or law enforcement thinks civilians see them as more beneficial (law enforcement); negatively worded questions were reverse coded. The scale ranges from 1 to 4 with 4='Very True' and 1='Not True at All'. Responses of 'I don't know' were not included. 2.5 is the middle score. The following score numbers can be used 1. Not favorable, 2. Hardly favorable, 3. Somewhat favorable, and 4. Very favorable