



# Crisis Communication Outline

Blue to Gold Law Enforcement Training  
1818 W. Francis Ave #101, Spokane Washington 99205  
888-579-7796 | [bluetogold.com](http://bluetogold.com) | [info@bluetogold.com](mailto:info@bluetogold.com)

Copyright 2023. All rights reserved.

# GOAL

## learners

In-service training for certified law enforcement, including patrol, investigations, specialty units, and administration

## length of instruction

8 hours

Officers will learn how, when using communication skills and, if necessary, reasonable force, they can achieve their goal of de-escalation in a police-citizen encounter. De-Escalation. It's an outcome. An outcome that is highly dependent upon the actions of the individual you are dealing with. While we want to be able to use verbal and non-verbal communication to effect a behavioral change in a person, we recognize that sometimes the use of objectively reasonable force is necessary.

# **CRISIS COMMUNICATION: Achieving the Outcome of De-Escalation in Police-Citizen Encounters**

## **COURSE OUTLINE, OBJECTIVES & SCHEDULE OF EVENTS/TOPICS**

Instructed by Jeffrey G. Scholz, Senior Investigator, New York State Police, *RETIRED*

**COURSE OBJECTIVES:** Enhance officer safety by discussing and offering new perspectives on the de-escalation of crisis situations using verbal methods, when possible, in accordance with officer and public safety, and being able to understand and articulate an immediate threat and the actions a reasonable officer may take.

At the end of this class, students will be able to name three cases that discuss the use of force and de-escalation, will be able to name the five components of the behavioral change stairway, define the elements of an immediate threat, name the “four C’s” of de-escalation and crisis negotiation, define officer induced jeopardy and name three of the seven universal emotions that may indicate hostile intent.

**METHOD OF INSTRUCTION:** Instructor lecture, class exercises, class discussion. PowerPoint presentation with videos for group discussions. Written examination requiring a minimum passing grade of 80.

### **CLASS SCHEDULE AND EVENTS/TOPICS**

- I. 8:00AM – 9:00AM: MODULE 1 -INTRODUCTION & OVERVIEW**
  - A. Instructor introduction and real-life uses of verbal de-escalation skills
  - B. Video examples of crisis situations for consideration by officers to refer to during class and a brief discussion of what worked and what did not after each.
- II. 9:10AM – 10:00AM: MODULE 2 -DEFINING DE-ESCALATION**
  - A. “Back-To-Back” exercises: students will pair up and take turns reading a “crisis phrase” that their partner will respond to as if they are in a crisis intervention situation. Students will switch roles, so each gets a chance to lay both roles.
  - B. Theory of Negotiations
  - C. NYPD Model discussed
  - D. CCC: Contain, Control, Communicate
  - E. Verbal Judo?
  - F. Defining DE
    - i. NYSP/Ontario Police College
    - ii. Federal
- III. 10:10AM – 11:30AM: MODULE 3 -IMMEDIATE THREATS & OBJECTIVE REASONABLENESS (with a break in the middle)**
  - A. Defining Immediate Threat/Imminent Threat/MOI
  - B. Discussion of case law related to DE
  - C. Discussion of diminished capacity
  - D. Officer-Induced Jeopardy/State-Induced Danger
  - E. Video exercise
    - i. Discussion of response/actions
    - ii. Discussion of results

**IV. 11:30AM – NOON: MODULE 4 -LEGITIMACY & INDIVIDUALS IN CRISIS**

- F. Legitimacy in policing
- A. Crisis v normal functioning level
- B. Crisis v problem and coping
- C. Stages of a crisis
- D. Defining an Individual in Crisis (IIC) - video
- E. IIC and MOI

**NOON – 1:00PM: LUNCH**

**V. 1:00PM – 1:35PM: (Finish up any Mod 4) MODULE 5 -DIMINISHED CAPACITY**

- A. Emotional Distress
- B. Understanding/Overview of conditions an IIC may be experiencing
- C. Substance Abuse
- D. Intellectual Disability/Medical/Mental Health
  - i. Autism
  - ii. Personality Disorders
  - iii. Schizophrenia
- E. After lunch stretch/break

**VI. 1:45PM – 2:30PM: MODULE 6 – RESPONSE TO AND INDICATORS OF AN INDIVIDUAL IN CRISIS**

- A. Considerations for response
- B. Assessing the situation and indicators of an IIC
- C. Dangers
- D. NYSP Schodack event
- E. Video exercise
  - i. Discussion of indicators
  - ii. Discussion of response

**VII. 2:40PM – 4:00PM: MODULE 7 -BEHAVIORAL CHANGE AND THE OUTCOME OF DE-ESCALATION (with a break in the middle)**

- A. Communication
  - a. Tone
  - b. Non-verbal
- B. Introducing yourself
- C. Behavioral Change Stairway
  - a. Active listening
    - 1. 80/20
    - 2. Listening v hearing
    - 3. Messages
    - 4. Video
  - b. Paraphrasing
  - c. Mirroring
  - d. Summarizing

- e. Open-ended questions
  - 1. What/How/Why
  - 2. "I" statements v. "You" statements
- f. Minimal encouragers
- g. Effective pauses
- D. Empathy
  - a. Exercise
- E. Rapport
  - a. Video/Discussion
  - b. Examples
  - c. Random word exercise
- F. Influence
- G. Behavioral change
- H. Surrender considerations
- I. DE "don'ts and Do's"

**VIII. 4:10PM – 4:45PM: MODULE 8 -SUICIDE AWARENESS AND HOSTILE INTENT**

- A. Suicide Awareness
- B. Emotions
  - a. Seven universal emotions
  - b. Micro/Macro expressions
  - c. Examples
  - d. Reagan/Hinkley example
- C. Immediate Threat/Immediate Action
  - a. Video
  - b. Officer Induced Jeopardy review
- D. Slowing things down

**IX. 4:45PM – 5:00PM: MODULE 9 -RESPONSIBILITIES AND OFFICER WELLNESS**

- A. Duty to Provide Care
- B. Duty to Intervene
- C. Officer Wellness
- D. Written Exam