

**Unit Goal: Patrol function and preparation.**

**35.1. List the patrol functions.**

Objectives of Patrol:

- To preserve the peace by mere presence and by proper action. (CCP 2.13)
- To prevent crime by opportunity reduction; duty to prevent. (CCP 6.06, 6.07)
- To suppress crime by timely response to crimes in progress and by properly investigating offenses. (CCP 6.05, 6.06)
- To apprehend suspects.
- To regulate non-criminal conduct by obtaining and maintaining good officer – citizen relationships to protect life and property. (CCP 6.07)

Importance of Patrol:

- Protection: Prevention of crime is the soundest of all criminological theories.
- Service: To the community of which each peace officer is a part.

**35.2. Identify the methods of mental and physical preparation.**

Mental Preparation

- The single most important factor in officer survival is mental conditioning.
- The transition from civilian work to employment as a police officer necessitates some mental and emotional conditioning to adapt to the psychological pressures of police work.
- Some factors involved in psychological preparedness:
  - Attitude development and preparation
  - Sociological and psychological maturity
  - Both formal and informal education
  - Personal value system
- Officers must avoid developing attitudes that are counterproductive of job performance:
  - Isolationism and ostracizing others
  - Becoming paranoid and regarding all people suspiciously or as would-be criminals
  - Withdrawing from or failing to be a normal part of the community

**Lecture Scenario:** Refer students to Chapter Resources for excerpt from Grossman.

- Have students read and discuss.

Physical Preparation:

Before each shift, the officer should make a personal check for the following:

- Cleanliness
- Personal grooming
- Uniform:
  - Tailored to fit as well as possible
  - Clean, pressed and in good repair
  - Shined footwear

- Well maintained duty belt
  - Name tag
- Personal Equipment
  - Notebook and pen or pencil
  - Side arm(s)- clean, operational, and fully loaded
  - Ammunition- both in the weapon and extra magazines should be clean, dry, and current
  - Foul weather gear- boots, raincoat, cap cover, gloves
  - Handcuffs- clean and operational; key(s) must be readily available for use
  - Body armor- should be worn by each officer at all times while on duty
  - Flashlight(s)
  - Traffic whistle
- Personal Actions:
  - Maintain good posture
  - Keep hands out of pockets.
  - Avoid stuffed pockets; minimize carried items.
  - Do not smoke while confronting the public.
  - Wear headgear properly, not cocked to one side or on the back of the head.
  - Remember that a direct relationship exists between appearance and attitude.
  - Esprit de corps is higher among officers who belong to a sharp, snappy outfit.

Elements of shift orientation - Briefing, show up, etc.:

- Duty assignment
- Related circumstances, i.e., warrants, current stolen property/vehicle lists, hazardous situations, and special events

Officer should know early on in assignment, the beat's characteristic elements.

- Area and its socio-economic and geographic characteristics
- Conditions
- Crime hazards
- Crimes committed in area
- Knowledge of your assigned area (such as location of streets, businesses, schools, hospitals; which way street numbers run; traffic routes, i.e., main arterial streets, dead ends, overpasses, back roads, one-way streets, and alleyways) increases probability of on-site arrest and officer safety.
- Familiarization with known offenders increases the probability of arrest.
  - Their habits and types of crimes
  - Texas Crime Information Center (TCIC)/National Crime Information Center (NCIC) information

Equipment readiness check:

- Vehicle, weapons, radio, fire and first aid gear, etc.
- Report or replace non-working or unsafe equipment.

### **35.3. Identify basic safety awareness tactics.**

- The work of law enforcement officers is inherently dangerous; officers must be aware of the dangers they might face in their work.
- The rate of felonious assaults against law enforcement officers has risen in recent years, but some officers still think, “It can’t happen to me.”
- Officers may become complacent and develop a false sense of security. They may begin to relax after numerous “false alarms”, treat calls as “routine” and take chances.
- Officers who are not vigilant at all times run a strong risk of being injured or permitting a fellow officer to be seriously injured or killed.

#### Awareness

- Color Codes of Awareness
  - White- Relaxed
    - Unaware of actions around you
    - Reading newspaper
    - Watching TV
  - Yellow- Alert to Surroundings
    - Paying attention to noises
    - Movement
    - Smells
    - Actions of others
  - Orange- Senses Alerted to Something Happening
    - Recognize the threat
    - Formulate a plan
    - Prepare to take action
  - Red- Taking Action
    - Fighting
    - Running
    - Driving
    - Chasing
  - Black- Panic
    - Freeze
    - May be due to lack of training and preparation
    - May be due to lack of faith in training
  - Truths About the Color Code
    - The more time spent in white, the greater the chances to become a statistic.
    - The more time spent in yellow and orange, the greater the chances for survival.
    - Condition yellow is a lifetime commitment for peace officers.

Officers should always, be mentally and emotionally prepared for a possible shooting situation. A state of mental readiness gives professional officers an edge in such a situation. Officers can begin to develop this state of mental readiness with planning or “mental rehearsals.” (Seeing a situation in their mind and anticipating how they should react. If this were to happen to me, what should I do? The officer then thinks their way through the situation).

Knowledge of Cover and Concealment:

- **Cover:** Any material that can reasonably be expected to stop the travel of a bullet fired from small arms such as handguns, shotguns, and rifles that provides an adequate level of protection from danger/injury (brick walls, automobile engine, etc.) Cover is typically hardened, thick, bulky material.
- **Concealment:** Hides you from view but without protection. Any object that prevents a person from seeing you is concealment. A thick bush, a closed set of window blinds or a shower curtain all qualify as concealment.

#### Safety Guidelines

- Never approach a potentially dangerous situation without first notifying someone (dispatch, supervisor) and, if needed, without backup.
- Never go into a building or structure where criminal activity is suspected without backup.
- Maintain a constant awareness of the police sidearm.
- Practice good officer-survival techniques day in and day out.

#### **Unit Goal: Hazards a peace officer may encounter when on patrol.**

#### **35.4. Determine the various kinds of hazards encountered while on patrol.**

##### Silhouetting:

- Placing yourself, others, or your patrol unit in a position as to provide the suspect(s) with a definite identifiable target.
- Provides suspect(s) with knowledge of how many officers are present, fire power, and approach.
- Allows suspect(s) to plan course of action.
- Attempt to select location for vehicle stop.
- Back-up units secure headlights, reds, and ambers upon approach of primary unit.
- Hold flashlight well in front and away from body. Do not point toward other officers.
- Do not stand in doorways and hallways or peer openly through broken or otherwise open windows.

##### Telltale Noises:

- Vehicle, engine
- Parking unit too close to scene
- Radio volume too loud
- Seat belts/pop the buckle
- Letting unit door slam shut
- Equipment, i.e., radio, keys, whistles, baton, handcuffs, portable radio

##### Suspects' hands:

- Demand suspect place hands in front of them and turn palms up.
- Do not allow subject to put hands in pockets.
- Possibly hiding contraband (evidence) in pockets, weapon, and/or identifiable marks, scars, or tattoos.
- If hands are already in pockets, do not allow removal.
- Situational Discretion Needed - Suspect to turn head away and/or kneel or lay on ground before frisking for weapon.

Report hazards such as:

- roadway hazards, dead animals, animals on roadway, traffic control devices, crime hazards; and
- contact appropriate authorities, depending upon the type of hazard, as soon as possible.

**Unit Goal: Techniques of patrol.**

**35.5. Identify the two types of problem area patrols.**

Preventive Patrol:

- Preventive Enforcement: Conduct property checks, question suspicious persons, vary patrol patterns and predictability and maintain high visibility.
- Selective patrol: Deals with specific problems or violations, so be aware of the problem, the location, and the time of day that the problems usually occur.

Apprehension Patrol

- Covert or low visibility tactics and techniques - surveillance

**35.6. Identify the advantages of the six different patrol modes.**

Bicycle Patrol:

- Advantages: Flexibility where use of motorized vehicles is impractical or impossible, allows for high visibility and intense patrol. Many cities and college campuses choose bicycle patrol in preventive efforts and to improve community relations.

Motorcycle Patrol:

- Advantages: Quick response, flexibility to cover large area, can be used as escort units, and are effective in traffic law enforcement.

Foot Patrol:

- Advantages: Immediate traffic control, person-to-person contact, good public/community relations, increased knowledge of physical beat, develop informants, increased knowledge of community needs and potential crime hazards.

Automobile Patrol:

- Advantages: Speed, mobility, visibility increases preventive potential, protection of officer, permits officer to carry extra equipment.

Tips on Automobile Patrol

- Check vehicle for mechanical defects, contraband, and weapons before beginning patrol.
- Do not spend too much time in drive-ins or coffee shops; if another patrol vehicle is there, do not stop.
- Conferences between patrol vehicles should be located on main thoroughfare where they can be seen; encourages preventive enforcement
- Watch driving speed and observe rules of the road
- Never leave keys in the patrol vehicle and never park on railroad tracks
- Remain alert and prepared for an emergency

Fixed Wing and Helicopter Patrol:

- Advantages: Available in emergency situations, can cover enormous area, allows sky view of fleeing persons or vehicles, excellent apprehension tool when used with ground units.

Mounted Patrol:

- Advantages: Person-to-person contact, good public/community relations, better mobility in crowded areas, ability to pursue in rough terrain, visibility increases in a crowd.

### **35.7. Discuss the various patrol methods.**

One-Officer Patrol:

- Having twice as many patrol vehicles on the street doubles preventive enforcement.
- When the officer is alone, more attention is devoted to patrol functions and duties.
- An officer alone develops self-reliance, rather than depending on a partner for backup.
- A lone officer in a patrol vehicle takes fewer chances.
- Personality clashes are reduced.

Two-Officer Patrol:

- Has a greater safety factor.
- Can be used as a training aid for the correction of officer mistakes.
- Shared driving duties.
- Two pairs of eyes are better than one.
- One officer can operate the radio while the other drives.

**Unit Goal: Confronting pedestrians and conducting field interviews.**

### **35.8. Demonstrate a proper pedestrian stop.**

When a pedestrian is:

- carrying something suspicious,
- acting strangely,
- staying in the same place, or
- stopping other people on the street.

Where to perform a pedestrian stop:

- Take note of escape routes.
- Gauge the number of people that could be hurt should an incident occur.
- A place where there would be the least number of hostages possible.
- Gauge officer safety.
- Report location to dispatcher.

How to perform a pedestrian stop:

- Use effective verbal communications.
- Approach carefully: Maintain visual contact with suspicious person, approach on right side since most people are right-handed, watch for furtive movements or attempts to flee, establish early eye contact, and be aware of surroundings.

Applicable cases:

- Michigan v. Chesternut, 486 U.S. 567, 108 S. Ct. 1975 (1988)
- California v. Hodari, D., 111 S. Ct. 1547 (1991)

- Terry v. Ohio, 392 U.S.1 (1968)

**Practical Scenario: Confronting Pedestrians**

- Select students to be in role-play and give time to practice.
- Role-play scenario 1 and 2 from below.
- After role-play lead discussion.

**Roleplay #1:**

On routine patrol you observe a man, apparently drunk, sitting in a store entrance. It's after midnight. You stop to determine his condition. He is coherent but too drunk to be allowed to remain on the street.

**Roleplay #2:**

You are a 62-year-old salesman. You have just had a night on the town. You sit down on the steps of a nearby store to rest. You live miles away in another city. You have lost your wallet, you have no money, and you realize you are stranded. You are new in the area and have no local friends. You notice a police officer approaching.

**35.9. Demonstrate techniques used while interviewing persons during field operations.**

**One Officer with One Person:**

- Field interview position recommends the officer to place gun side away and stand approximately one arm's length or more from the person. Depending upon the situation and the size and disposition of the person, the officer may want to use discretion in positioning.
- The "gun hand" should remain free when practical.
- Maintain overall observation of the person.
- Be aware of surroundings.

**One Officer with Two or More Persons:**

- Assume the recommended field interview position and speak to the person to be interviewed.
- Stand in a safe position where persons can be restrained if necessary.
- Maintain overall observation of persons.
- Move as necessary to prevent persons from closing in or surrounding officer.

**Two Officers with One Person:**

- The officer initiating the contact should exercise all the precautions noted above.
- The second officer should take position to the right or left rear of the person being interviewed (avoid crossfire situation).
- One officer should take lead in gathering information.

**Two Officers with Two or More Persons:**

- The officer initiating the contact should proceed as previously described.
- The second officer assumes a position, which allows maximum visibility of the persons, avoid lengthy conversations, which would detract from safety awareness, and communicate any observations of threat or hazard to the primary officer.

**Practical Scenario: Field Interviewing**

- Break students into small groups.

- Practice the above techniques.

**35.10. Discuss the use of the field inquiry.**

Used to learn about people:

- Subject's reaction to inquiry.
- How people react to questioning by police.
- Personal contact with citizens opens relationships for future information.
- Puts officer on one-to-one basis with public.

A vital source of information:

- The people in the area personally know the officer.
- The officer learns the socio-economic make-up of the people in the area.
- The officer learns where people work and becomes aware of who the store clerks are, what time they travel to and from work, and what types of vehicles they drive.
- People observe and know many things and will tell a good officer who has developed proper rapport through field inquiry.

Used to learn about places:

- Houses, buildings, and stores have specific observable characteristics.
- A light on in a building, where none has been before.
- No attendant at cash register in convenience store.
- An open or broken window of closed business or home.
- Suspicious persons in alley or other area where no one usually goes.
- Broken or missing lock on gate.
- A light out over a rear or side entrance to a closed building.
- Vehicles parked in an alley or area where none are usually parked.
- Tire tracks across lawn to back of building.

**Unit Goal: Demonstrate proper vehicle positioning per agency policy (traffic stops).**

**35.11. Define vehicle stop.**

Any situation where the officer is immediately deploying directly from the patrol vehicle.

- Review the 4<sup>th</sup> Amendment and how it pertains to a vehicle stop:
  - The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures
    - Shall not be violated, and no warrants shall issue, BUT upon probable cause,
    - Supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.
  - A vehicle stop begins when the officer has PC or reasonable suspicion to detain a person or a vehicle
  - Give examples:
    - PC: A traffic infraction
    - Reasonable suspicion: A person weaving within their lane at 2am
- The 2 hazards during a stop:
  - Felonious assault



- Accidental assault

**Instructor Note:** If applicable, review your department's / agencies' policy or standard operating procedures (SOP) on vehicular pursuits.

**35.12. Discuss the phases of traffic stops.**

- Traffic stops consist of three (3) phases:
  - Beginning
  - Middle
  - End
- Most tactical changes occur during the middle phase of the stop
- In the U.S., 10-15% of officers are killed with their own weapon

**35.13. Describe the three general categories for vehicle stops.**

- Low risk: Traffic infraction, daytime conditions, etc.
- Unknown risk: Suspicious vehicle, tinted windows, van, etc.
  - From a tactical standpoint, majority of stops will fall here.
- High risk: (Felony stops): Known suspects, weapons, pursuits, etc.
- The assessment of a traffic stop can change anytime during the actual traffic stop; it can escalate or de-escalate.
- Acronym LOCAL: Location, Occupant(s), Color, Auto (body style, make, model, etc.), License

**Lecture Scenario:** Lead a class discussion on the three (3) categories of vehicle stops:

- Discuss and give examples of low-risk vehicle stops.
- Discuss and give examples of unknown risk vehicle stops.
- Discuss and give examples of high-risk vehicle stops.

**35.14. Demonstrate the four basic positions for the patrol unit.**

- 20' back and offset to the left
- 20' back and offset to the right (not used for a left side walk-up)
- 3' back and offset to the left
- 3' back and offset to the right (not used for a left side walk-up)

**Lecture Scenario:** Utilize a patrol vehicle to demonstrate above positions for patrol unit stance.

- Discuss examples of when to use each

**35.15. Review various approaches for a tactical vehicle stop.**

8-step Tactical Vehicle Stop:

- Greeting
- Identify yourself and the Department
- Reason
- Justification (May outweigh the violation)

- Driver's license
- Insurance
- Decision
- Close

The Seven Step Violator Contact Method:

- Step One: Greeting and identification of the police agency
- Step Two: Statement of violation committed
- Step Three: Identification of driver and check of conditions of violator and vehicle
- Step Four: Statement of action to be taken
- Step Five: Take that action
- Step Six: Explain what the violator must do
- Step Seven: Leave

**Instructor Note:** This objective is discussed in more detail in Chapter 37 Civilian Interaction Training.

**35.16. Explain the seven basic tactics for making contact with the violator.**

Standard Right-Side Approach

- Contact is from the passenger side window

Standard Left Side Approach

- Contact is from the driver's side window (Most common)

Tactical Right Side Walk-Up

- Officer goes around their unit, out-of-sight from the passenger side mirror
- Flares out and approaches the violator's passenger side window at the "transition point"

Tactical Left Side Walk-Up

- Officer flares out wide, out-of-sight from the driver's side mirror
- Makes their approach
- At the transition point, they go to the driver's window

Walk Back

- Remove seatbelt
- Order the violator back into the unit with documents in hand
- Stop him at the front wheel of the unit
- Obtain documents with the non-weapon hand

Walk Through

- Same concept as the walk back, however the officer will position themselves back around the passenger side door prior to giving the orders, remember to unlock the doors prior to exiting the driver's side seat, don't conduct business between vehicles.

Low Profile Position

- Stress that time is on the officer's side.
- Call for back up.
- Weapon should be unholstered.

- Only one officer should give commands. Stress light effectiveness: officer should see all occupants' hands prior to exit commands.
- Start with the biggest threat first.
- Stress on an arrest team how they should have the four (4) stages of arrest in order:
  1. Control
  2. Handcuff
  3. Search
  4. Transport

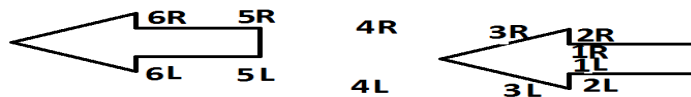
Effectiveness of the basic tactics are mixing and matching:

**Lecture/Practical Scenario:** Discuss with class and obtain volunteers to role-play the below example.

- Use standard right-side approach
- After investigation, officer learns of a warrant
- Use the walk through to make secondary contact

### 35.17. Demonstrate the twelve ambush zones:

**Lecture/Practical Scenario:** Explain the 12 ambush zones graph below, and utilize it for an example role-play and instructor demonstration:



- Statistically, 6L is the most dangerous
- Escapes while in kill zones, 1 and 2 are towards the rear of the patrol unit
- Escapes while in kill zones, 3 – 6 are in the ambush position (behind the right corner of the violator's vehicle)

### 35.18. Discuss case laws as they relate to traffic stops.

- Terry v. Ohio – Pat down case
- Pennsylvania v. Mimms – Lets officers take driver out of the vehicle
- Tennessee v. Garner – Must have imminent threat on fleeing felon
- Graham v. Connor – Landmark case for reasonable officer test
- Canton v. Harris – Failure to properly train affects rights of people
- Maryland v. Wilson – Lets officer take passengers out of vehicle

### 35.19. List the five responses that can happen to an officer if fired upon.

- Bullet misses

- Shot, but taken on the body armor
- Non-fatal
- Hits are normal, but the officer can still fight
- Instant death

**Practical Scenario:** Set up the below scenario and have students enact:

- Foot chase around vehicle:
  - two times
    - First time for 20 seconds
    - Second time for 40 seconds with a magazine change
- Student demonstrates all approaches with each other (instructor evaluates)
- Mix and match approaches (demonstration and verbal exercise)
- Student conducts exchanging and delivering documents
- Simulation / blank rounds can be used (NO LIVE AMMUNITION)

**Unit Goal: Assess risk in calls for service.**

**35.20. Identify the procedures for safe responses to crimes in progress calls.**

Prowler Calls, Burglary-in-Progress Calls, Robbery-in-Progress Calls:

- Never a “routine” call
- Safety in Approach: Driving/vehicle operation policies, watching for fleeing suspects.
- Danger Cues: Observe layout of situation, observe suspects, awareness of suspect v. victims
- Adhere to Department Policy: Communicate with dispatcher
- Communicate and cooperate with other officers: Radio, verbal signals, and hand signals
- Department Policy: Waiting for back up

**35.21. List the procedures for safe building searches.**

Buildings where illegal entry is suspected:

- Notify dispatch.
- Request backup.
- Secure point of entry.
- Secure other exits.
- Request dispatcher to notify property owner to advise location of office, safe, cash register.
- Leave enough officers outside to secure perimeter.
- At least two officers should enter the building to make search.
- Search should be based on all knowledge available.
- Backup team covers search team as they enter the building, and then guards the place of entry/exits providing any help possible.
- Members of search team should be aware of other members and their location.
- Search the premises using appropriate techniques.
- The team should stay together and search each room thoroughly before moving to the next room. Each room searched should be secured or under observation if possible.

- In most cases, the team should leave the suspect(s) an opportunity to leave the building. A trapped intruder may start shooting.

**Lecture/Practical Scenario: Building searches**

- Instructor to prepare handouts on types of building searches to include diagrams.
- Discuss team movement for building searches.
- Discuss two-man searches, side by side and tethered.
- Conduct a day field exercise: Students to search for planted objects and persons in building and/or vacant lot.
- Conduct night field exercise: Students to search for planted objects and persons in building and/or vacant lot.

**35.22. Identify the procedures for safe response to incidents involving explosive devices.**

Describe safety procedures to be employed in area:

- Determine make up and population of area threatened.
- Determine if evacuation is necessary.
- Secure area, control entry of unauthorized persons.

Describe procedures for obtaining specialized assistance at scene:

- Determine what assistance is available, Fire Dept., Ambulance, Bomb Squad, Military EOD.

Identify factors that affect decision of whether search is to be conducted:

- Determine size and location of area, and possible locations for a bomb.
- Is there time for a search?
- Is time of detonation known?
- Can area be evacuated or not?

Describe proper search techniques to be employed:

- What are possible types of device-size, makeup, mechanical, electrical – Can this information be obtained from initial report? What are things to look for?
- Identify common types of bombs or suspicious objects that could be bombs.
- Solicit information from individuals that would be familiar with the area and what would be out of the ordinary/suspicious.
- Search for bomb using proper techniques: Turn all radios off within 500 feet of search area, **do not touch** anything that looks suspicious.
- If a device or suspicious object is found, evacuate the immediate area and call specialized assistance. **Do not move the device!**

**Instructor Note:** Consult department policy on evacuation procedures.

**35.23. Define terms related to crowd management.**

Crowd Management:

- Techniques used to manage lawful public assemblies before, during and after the event for the purpose of maintaining their lawful status.

Crowd control:

- Techniques used to address unlawful public assemblies, including a display of formidable numbers of police officers, crowd containment, dispersal tactics and arrest procedures.

"Demonstration:"

- Used generically to include a wide range of First Amendment activities which require, or which may require, police traffic control, crowd management, crowd control, crowd dispersal or enforcement actions in a crowd situation.
- Thus, the term "demonstration" includes, but is not limited to marches, protests, student walkouts, assemblies, and sit-ins.
- Such events and activities usually attract a crowd of persons, including participants, onlookers, observers, media, and other persons who may agree or disagree with the point of view of the activity.
- The law enforcement officer should be proficient in crowd management as this is part of our everyday activities. The mere presence of a large crowd does not necessarily constitute a serious law enforcement problem. A relatively small group of people acting as a lawless mob can be very dangerous and can present problems of major importance.
- Prevention and control of civil disorders are community responsibilities, not exclusively a law enforcement function. Law enforcement agencies function most efficiently and effectively when there is mutual understanding of both community problems and law enforcement responsibilities.
- The most effective means of preventing riot and mob situations is to eliminate conditions that lead to friction and misunderstanding and ultimately to violence and lawlessness.

Resources for gathering intelligence should include but not limited to:

- Civic leaders and organizations
- Citizen and church groups
- Street rumors
- Arrestees - Utilize information from all known offenders with criminal history in civil unrest, not just those known to patrol.

When conditions exist that lead to aggressive crowd behavior, law enforcement agencies have the principal responsibility to maintain law and order. Departments should be aware of warning signs leading to civil unrest and take whatever action necessary to prevent or prepare for it.

Peace Officer

- Describes the role a peace officer performs on a daily basis – Maintaining peace with intent to safeguard lives and property.

Code of Criminal Procedure 6.06

- Places a civic duty on peace officers to prevent injury to people and property by using only that force necessary to prevent commission of offenses, and no greater.

Code of Criminal Procedure 6.07

- Officers may use "all force necessary to repel the aggression".

Factors to Consider When Organizing for Crowd Management:

- The legal rights of the group to assemble.

- Right of the public to carry on business.
- Tactical ability of the law enforcement agency to handle the situation at the time of the occurrence.
- Emotional complexion of the group due to court verdicts, union strikes, police shootings or incidents in a community where tensions are high.

**35.24. Discuss procedures for responding to crowd control situations.**

The first officer on the scene in response to any incident needing assessment of crowd management should consider that the overall objective is control:

1. Officer safety first
2. Protection of life
3. Protection of property
4. Request for assistance from other officers or agencies
5. EMS/Fire Department, if needed

The first responder should assess the situation and advise the dispatcher as soon as possible.

Information for the Dispatcher:

- Activity of the crowd (hostile or passive)
- Size of the crowd
- Weapons or objects known
- Safest route for other officers to get to the scene
- Most practical location for a command post and parking

The first responder should also establish secure perimeters and attempt to identify leaders or agitators of the crowd. Proactive plans should be forwarded through the chain of command for any needed approval prior to implementation. After receiving approval from the department's chief or sheriff, officers should then move in teams or squads to the troubled area and take the necessary steps to eliminate any problems. Key Objectives:

- Disperse crowds
- Arrest violators

**Lecture Scenario:** Lead the class in a discussion concerning the:

- organization of a rapid deployment team, and
- the summoning of a rapid deployment team.

**Unit Goal: Crowd management**

**35.25. Define selected types of crowds and mobs.**

Crowds:

- A large number of persons temporarily congregated. Generally, the members of a crowd think and act as individuals and are without organization.

Crowd Classifications:

- Casual Crowd: Has no unity of purpose and no leadership, i.e., shoppers, on-lookers, or watchers who come and go, and will usually respond to direction by police.

- **Cohesive Crowd:** Usually assembles for a common purpose without leadership, i.e., spectators at sporting events, along parade routes, and other activities. They have a common interest but behave and think as individuals.
- **Expressive Crowd:** Are assembled for some purpose. They have leadership and the intention of expressing an attitude for, or against, some person or idea, i.e., political rallies and picket lines.
- **Aggressive Crowd:** Is usually assembled for some purpose. They have leadership, are determined to accomplish a specific end, and move actively toward their objective. Usually, high emotional tension is present. This type of crowd can easily become a mob. Consequently, this type of crowd presents an acute police problem.

**Lecture Scenario:** Lead students in a class discussion on crowd management

- What crowd management situations are officers most likely to be involved in?
- Discuss agencies policy.
- Ask students what types of crowds/mobs they have personally been involved in?
- Discuss local ordinances.
- What are the constitutional rights to peaceably assemble? (1<sup>st</sup> Amendment of the U.S. Constitution)
- What are the recommended procedures for crowd control?
- Officers should remember that most persons in a crowd are not the “enemy.”

**Mobs:**

- A crowd develops into a mob when all or most members of the crowd have been instilled with a purpose and intent to carry out their purpose, regardless of the consequences.
- Transformation can be made, for example, by the urgings of a forceful crowd leader, the appearance of an individual of importance to the crowd, or the accomplishment of an act of violence.
- A mob reaches the hot stage when acts of violence are committed.

**Mob Classifications:**

- **Aggressive Mob:** An aggressive mob riots and terrorizes as in the case of race riots, political riots, or prison riots.
- **Escape Mob:** A mob in a state of panic. In their attempt to secure safety by flight, members of an escape mob may have lost their power of reasoning.
- **Acquisitive Mob:** A mob motivated by a desire to acquire something, i.e., food riots.

**People Involved:**

In maintaining or regaining control of a crowd, it is important to consider the kinds of people involved and how they may behave.

- **Impulsive and Lawless Person**
  - Their mob behavior may be similar to the behavior they exhibit in ordinary daily life.
  - They are short-tempered and hot headed and are always looking for a fight.
  - This type of person needs only a fancied insult or a slight provocation to be excited into violence.



- They may start the riot or incite others to violence.
- At any type of disturbance, they will enter the actions at a very early stage.
- May be cautious
  - Those who would like to get into the fracas but will wait for the “cloak of anonymity” to give them the courage by hiding their identity.
- Yielders
  - Those who hang back on the sidelines and do not join the action until the large number of persons participating gives the impression of universality. (Everyone else is doing it so why don't I?)
  - Another type of yielder is the person who opposes violence, but only half-heartedly. The fighting starts, they join in.
- Supportive Persons
  - Those who do not actively join the mob, but enjoy the excitement and even shout encouragement, sometimes to both sides.
- Resisters
  - Those people whose values and standards of judgment are not swayed by the emotional furor of the mob, who maintain level heads, and who disagree with the actions of the majority.
  - A mob is intolerant and meets resistance with violence.
- Psychopathic Individuals
  - Those persons with a pathological personality structure who might be part of a mob.
  - They may be angry at the world, possibly because of frustration or mental illness, and may use the riotous situation as a means of getting even with society.
- Behavior Dynamics
  - When a crowd becomes a mob, all restraint is lost.
  - A crowd might be boisterous and disorderly, but produce only isolated, minor incidents.
  - Haranguing by an incited protestor or rioter, or the arrival on the scene of a controversial figure, can transform belligerence into frenzy in an instant.
  - The various factors in determining the behavior of a mob tend to reduce the behavior of the total group to that of the worst behavior of its members.
  - In a mob situation, the first persons to express their feelings and take definite action are likely to be the most impulsive, the most suggestible, the least self-controlled and least inhibited.
  - The most excitable protestors and rioters are the ones who are likely to trigger the violence. Once violence has begun, it usually spreads quickly, even engulfing and inciting the more self-controlled protestors and rioters.
- Suggestion or Imitation
  - This tendency for members of a mob to exhibit similar behavior has been referred to by various terms:
    - Suggestion
    - Imitation

- Primitiveness
- Sympathy
- Circular Reaction
- Social Facility
- Mob behavior is essentially emotional and without reason. Generally, there is an apparent dissimilarity to the behavior in the private lives of the people involved.
- Their behavior when part of the mob is not like their behavior when they are acting individually.
- Mob behavior is not something that occurs only in certain sections of the country involving only certain types of people.
- It may occur anywhere and for a great variety of reasons.
- The behavior of a crowd often depends on momentary suggestion, often triggered by a momentary impulse.
- Behavior of a crowd is essentially irrational.
- The attention of the crowd members is directed principally to objects and symbols that excite their feelings, emotions, and impulses.
- Crowd behavior is often governed not by intellect but by impulse.
- One of the psychological factors influencing behavior in crowds, and especially in mobs, is the fact that people tend to believe the attitudes and emotions they are experiencing are being shared by everyone present.
- The mere fact that large numbers of people are present tends to discourage behavior different from that being exhibited by other persons.

**Instructor Note:** Seek student input or use current events to emphasize these types of crowds/mobs as a part of our society.

**35.26. List the elements of the offenses relevant to crowd control.**

Violations:

- Trespass on School Grounds - TEC 37.107
- Disruptive Activities - TEC 37.123
- Exhibition, Use, or Threat of Exhibition or Use of Firearms - TEC 37.125
- Disruption of classes - TEC 37.124
- Disruption of Transportation - TEC 37.126
- Disorderly Conduct – PC 42.01 (See 88th Leg., R.S. H.B. 3065)
- Riot - PC 42.02
- Obstructing Highway or Other Passageway - PC 42.03 (See 88th Leg., R.S. H.B. 4595)
- Defense When Conduct Consists of Speech or Other Expression - PC 42.04
- Disrupting Meeting or Procession - PC 42.05
- Funeral Disruption – PC 42.055
- Dispersing Riot - CCP 8.04
- Officer May Call Aid - CCP 8.05
- Means Adopted to Suppress - CCP 8.06
- Officer may require aid - CCP 8.01

- Officer may summon aid - CCP 2.14
- Person refusing to aid - CCP 2.15

The right of the people to peaceably assemble - U.S. Constitution – 1<sup>st</sup> Amendment

**Instructor Note:** Refer to local ordinances.

**35.27. Identify factors of responding to crowd control situations.**

Response Factors for Crowd Control Situation:

- In some instances, a group may gather to protest real or imagined infringements of its rights. Officers at such scenes should comply with their agency's guidelines, which dictate each officer's actions.
- Assess the crowd control situation and be prepared to advise your supervisor or agency of the changing status. At all times, your manner should be professional, unbiased, and firm in all contacts with the crowd or its representatives.
- The task of handling different situations is complicated by the fact that various people will view the law enforcement officer's activities differently.
- One of the primary considerations is to assess the makeup of the group and the reason(s) for its gathering.
- Officers should remember that most persons in a crowd are not the "enemy."
- Manpower, equipment, and tactical alternatives usable in crowd/mob management.
- Control crowd/mob with necessary use of force. Police objectives are different from those of the military in that police officers may use only that amount of force necessary to make an arrest. And this force cannot, in any case, be disproportionate to the degree of resistance offered. See CCP 14.05, PC 9.
- Containment is essential.
- Law enforcement must respond as quickly as possible to curtail rioting activity and control its spread.
- HOWEVER, officers should not be sent to a riot area before sufficient personnel are on hand to effectively control the perimeter of the affected area.
- Once a perimeter is established, egress and ingress traffic must be strictly controlled, thus preventing the spread of the riot, and preventing outsiders from entering to loot or join the riot.
- Dispersal of the rioters can begin once the perimeter has been established and ingress and egress traffic has been controlled.
- The dispersal plan should be accomplished systematically. The affected area can be divided into sections and officers will then clear one section at a time.
- Part of the plan must establish or create a path for rioters to flee without allowing violators an opportunity for vandalism and continued involvement.
- After one section has been cleared, it must be patrolled by sufficient personnel to prevent any resumption of riotous activity.
- The front and center of the mob is usually the highest point of tension. The leaders and excited individuals who are exercising unusual influence upon the others will be located here. The show of force (if necessary) should be concentrated at this point.
- Legality of a demonstration, e.g., political rally, spectators at sporting events.

- Identify leaders and agitators.
- Procedures for communicating with crowd/mob.

**Unit Goal: Public service**

**35.28. List the goals of public service.**

Goals of public service:

- To provide protection and service.
- To minimize cultural/emotional barriers separating peace officers and the public.
- To create an officer/citizen relationship that supports the best interests of society.
- To create empathetic response to citizen concerns/needs.

**35.29. Identify the consequences of public service.**

Consequences of public service:

- Negative consequences of ineffective public service:
  - Lack of trust and respect
  - Reduced budgetary support for needed personnel, equipment, programs, etc.
  - Increased citizen complaints
- Positive consequences of effective public service:
  - Increased trust and respect, resulting in improved dialogue and general sense of well-being.
  - Support for budgetary requests
  - Reduction in citizen complaints

**Practical Scenario: Outcome of negative and positive public service**

- Select 2 students; one to play officer and one to play citizen.
- Put a chair in front of class to represent police car.
- Give students 5 minutes to prepare for role-play.
- Complete scenario play
- Discuss how students would feel as the citizen in each role-play.
- Compare the two role-plays.

**Role-Play #1**

- Citizen approaches officer (sitting in chair) about the theft of his car. The officer seems bored and does not bother to get up. Officer takes information in an uninterested way and treats citizen like he (citizen) is really putting the officer out. After all, this is routine to the officer. Officer tells citizen that the car will probably be stripped, and that the citizen might as well get used to the idea. Let students observe and discuss observations how they would feel as the citizen.

**Role-Play #2**

- Citizen approaches officer (sitting in chair) about the theft of his car. The officer gets out of the chair, really acts concerned about the situation, and take the report while standing up. Officer is cordial, interested, and immediately makes a broadcast of stolen vehicle information. Officer is helpful; advises citizen about contacting insurance and

offers to contact someone to provide citizen with transportation. The officer has a positive attitude, shows genuine concern, and is helpful and informative.

**Instructor Note:** Incorporate the four goals of public service into the second scenario.

**35.30. Identify different methods designed to enhance public service.**

Visual presence:

- Vehicular
- On foot
- Other

Non-punitive interaction with the public:

- Talking to people

Community involvement (on-duty):

- Public speaking and participation at civic gatherings
- Civic groups
- Professional groups
- Clubs
- Other service-oriented agencies (YMCA/YWCA, Big Brother/Big Sister, Human Services, etc.)

Seeking Citizen Input:

- Informal
  - Stop and talk
  - Foot patrol conversations
- Formal
  - Questionnaire
  - Prepared questions when addressing various civic groups, clubs, etc.

Public Services Announcements Via Media

- Public Relations Officer
  - Crime prevention tips
  - Radar locations announcements
  - Crime Stoppers
  - “Most wanted” announcements

Citizen “Police Academies”

- Selection of community leaders and general representation of the community (professional, blue collar, etc.)

Overview of Policing, its needs/problems:

- Role
- Budget
- Crime Trends
- Police Procedures
- Legal Issues

**Practical Scenario:** Give students 15 minutes to prepare an impromptu speech concerning one of the following topics:

- Crime Prevention Tips
- Citizen Police Academies
- Importance of Public Opinion
- Public Service

**35.31. Identify community resources that can be used for assistance in emergencies.**

Emergency Community Resources:

- Request assistance arising from emergency cases: Ambulance for injured, Fire Department, Patrol Transportation
- Salvation Army
- Shelters for Battered Spouses/Children
- Rape Crisis Centers
- United Way
- Animal Control Officials
- City Services
- Medical Examiner (ME) & Justice of the Peace

With some people, the best and only way to help is to put them into the hands of someone who can do more for them. In this sense, the main function is to make appropriate referrals, whether it's to local, state, or federal organizations. Victim service units can assist with referrals. It's important to know where to refer people.

**Instructor Note:** The below activity will help the officer locate community and agency sources of help, will provide information about them and a procedure for obtaining such information.

**Lecture Scenario:** Community Resources

- In advance, identify 4-5 community or agency resources such as drug rehabilitation center, mental health center, Alcoholics Anonymous etc. for referral sources.
- Conduct a panel discussion on meeting needs of the public and law enforcement.
- General discussion

**Unit Goal: Recognize the value of the crime prevention function and perform crime prevention activities.**

**35.32. Define the role of law enforcement in providing crime prevention services to the public.**

Definition of Crime Prevention:

- A proactive anticipation, recognition, and appraisal of a crime risk and the action needed to remove or reduce that risk.

The Crime Prevention Role Within Law Enforcement:

- An officer's primary responsibility is that of crime prevention. Every law enforcement officer is a crime prevention officer by the technical definition as well as the moral responsibilities of the job.

- The crime prevention officer must assess the crime problems in his area of responsibility and devise ways to prevent their further development.
- Investigation and arrest after the occurrence of a crime may help to prevent further crimes by that individual, but the procedure is reactive rather than proactive.

**35.33. Identify methods to gain citizen involvement in crime prevention.**

The cooperative role of law enforcement and citizens in the prevention of crime

Role of Opportunity Reduction:

- To prevent the occurrence of crime, the opportunity for someone to commit the crime must be eliminated or reduced.
- Before opportunity can be reduced, a proper assessment must be made of the crime target.
- Opportunity for different crimes may be reduced in different ways, such as citizen awareness and involvement, physical security. (Locks, lights, alarms, specific action for specific preventable crimes)

Assessing a Crime Problem:

- Gather information on crime trends in areas of responsibility using all possible resources such as, investigation bureau, crime prevention unit, investigative supplemental information sheets, crime analysis, discussion with officers from adjoining beats, citizenry.
- Interpret the information gathered to determine in what areas focus is needed, such as high crime risk areas, most prominent types of crime, victim characteristics, times when the crimes are occurring.

**35.34. List the elements of a crime prevention program.**

Methods of Opportunity Reduction:

- From a citizen awareness point of view, prevention of specific crimes requires specific action.
- It is the function of the patrol officer to spot opportunities and take steps to correct them by working with the citizens.
- The patrol officer should be aware of crime prevention practices for the most common crimes.

Security Surveys-Residential/Commercial:

- Fill out form/report, including who has keys to house and vehicles; makes, models and license numbers of vehicles; lights left on; animals.
- Check exteriors - doors, windows, locks, and alarms.
- Check perimeter - landscaping, lighting, fences, and walls.
- Check interior - operation ID, security habits.

Neighborhood Watch/Residential Security:

- Neighbors getting to know each other and working together with local law enforcement in a program of mutual assistance.
- Residents being trained to recognize and report suspicious activities in their neighborhoods.

- Implementation of crime prevention techniques such as home security, operation ID, etc.

Operation ID/Property Inventory:

- Citizens are encouraged to mark their personal property, e.g., cameras, stereo, appliances, etc., with identifying information.
- Many law enforcement agencies provide electric engravers for the citizen to use, as well as labels to attach to the home, indicating all valuables have been marked for identification by law enforcement.
- Citizens are encouraged to make an inventory list of personal property (including manufacturer, model number, serial number, size, color, description) for insurance and stolen property reports and identification.

Crime Prevention for Businesses:

- Robbery
- Burglary/Business watch
- Fraudulent Checks, Credit Cards
- Shoplifting, Internal Theft
- Arson/Vandalism

Personal Safety:

- Assault, robbery, purse theft, pickpocket, fraud
- Sexual assault prevention, awareness of surroundings, self-defense techniques

Youth Crime Prevention:

- School resource officer program (Youth-law enforcement relations)
- Junior crime prevention officer (Youth trained in residential security)
- Operation stay-in-school (Truancy/Burglary reduction)
- Child safety/Sexual assault prevention

Domestic Violence/Child Abuse

- Conflict Resolution
- Parenting Classes
- Anger Management Classes
- Community Responsibility/Reporting
- Crisis Intervention and Referral

**Lecture Scenario:** Lead students in a discussion on:

- Definition of crime prevention.
- Role of law enforcement in crime prevention.
- Opportunity reduction.
- Security surveys (residential/commercial).
- Crime prevention programs.

**Instructor Note:** A practical field scenario can be conducted if class/dept. appropriate.