Axon VR

Community Engagement Training (CET)



Peer Intervention I

Facilitator's Guide



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FACILITATOR'S GUIDE OVERVIEW & USAGE TIPS

This Facilitator's Guide is customizable, enabling you to adapt it to your specific needs for tracking trainee progress, preparing for and conducting training sessions, and debriefing and assessing trainees after they complete the CET scenario in-headset.

TRAINING SESSION PREPARATION	
NOTE: Trainers should complete the scenario in-headset at least once prior to facilitating this CET module with trainees.	
LESSON PLAN	Review the lesson plan, which provides a comprehensive overview of the CET module, including its purpose, scenario overview, trainer preparation guidance, references, and links to additional resources.
LEARNING OBJECTIVES	Review the CET module's learning objectives, identify additional learning objective skills to assess trainees on during the scenario, and add any agency-specific learning objective skills to assess.
AGENCY RESOURCES	Add agency-specific notes, including local and state resources, best practices, and pertinent guidelines tailored to your agency and community.
SCENARIO FLOW & DECISION POINTS	Refer to the one-page flowchart outlining the scenario's decision points and corresponding branches as needed.

TRAINEE EVALUATION	
Use the Trainee Evaluation form to track trainee completion and document notes on their scenario decisions. Conduct a debriefing with the trainee by asking debriefing questions. Print copies for each trainee and add the trainee's name, ID, and position at the top of each evaluation form to use as a training record. **NOTE**: If facilitating this CET with multiple trainees at once, use the group debriefing questions in the Group Evaluation section to debrief the group. Axon also recommends screen casting the in-headset experience for the group to observe.	
DEBRIEFING QUESTIONS	After the trainee completes the scenario in-headset, conduct a debriefing with them to provide feedback, discuss their choices and the scenario's outcome. Use the provided debriefing questions for guidance and incorporate any agency-specific debriefing questions.

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LESSON PLAN

COURSE OVERVIEW	Peer Intervention is a well-established concept in public safety that recognizes the powerful influence that police officers have on the conduct and behavior of their peers. In each of these situations, a partner officer may act out of line and their actions may have drastic effects. How should an officer react when their partner is quick to argue with a defiant subject? Learn to deduce why the partner may become upset during an incident and how to employ effective de-escalation techniques to defuse the situation and prevent unjustified use of force. After completing this scenario, the trainee will debrief with the trainer.
IN-HEADSET VR EXPERIENCE	Trainees will begin the in-headset experience observing two officers discussing the last call that they responded to. The previous call seems to still be emotionally affecting the officers. Dispatch provides information about a noise complaint. One officer will suggest taking a break, but ultimately, they will respond after the other officer is insistent on going on the call. As trainees progress through the scenario, their decisions will either show an instance of effective peer intervention or will go through a series of escalations. They will see instances of bystanders getting involved, as well as officers physically intervening to de-escalate. Trainees who engage their partner will be able to successfully de-escalate the situation. Trainees will be asked to make decisions in real time by selecting from multiple on-screen options. The trainees will see the scenario play out based on their selections. No VR Controllers are required; trainees will use head movements to aim a crosshair and make selections. See the scenario flow and decision points flowchart for an overview of the VR scenario and decision points branching.
LEARNING OBJECTIVES	• Successfully demonstrate proper conduct and situational awareness on a basic call where peer intervention occurs that ends with the best possible outcome for both officers and community members. • Discover the early warning signs that things may be about to escalate on the scene. • Recognize and explain the signs that your peer might need your support and intervention. • Recognize and explain best practices for intervening with a peer on a call when it could improve the outcome for everyone involved.
INSTRUCTIONAL GOAL	As a responding officer, the trainee will apply agency policy and use available scenario information to deduce why their partner may become upset during an incident and how to employ effective de-escalation techniques to defuse the situation and prevent unjustified use of force.

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REQUIRED MATERIALS	• Facilitator's Guide • Sample Course Roster
DATE CET MODULE RELEASED	February 2021
PREREQUISITES	None
COURSE LENGTH	30 minutes (in-person instructor-led training)
EQUIPMENT	• Axon VR headset • Samsung VR tablet *(optional, but recommended for trainer observation through Miracast)*
FACILITY LOCATION	The Training Space will be identified by the agency and must contain a virtual boundary to keep trainees safe. Training Spaces should be kept clear of objects, pets, live weapons, and other people.
TARGET GROUP	Public safety and law enforcement officers
INSTRUCTORS	Any agency-identified VR trainer
GROUP RATIO	This curriculum is designed for a trainer-to-trainee ratio of 1:1. **NOTE**: If facilitating this module with multiple trainees at the same time, Axon recommends screen casting a trainee's in-headset experience for the group to observe. Use the group debriefing questions to guide your group debriefing.
TRAINER PRE-WORK	1. Create a VR Training Space. This is a 360° video experience that is best viewed while seated. 2. Open the CET application and download the module to the Library if it's not already present. 3. Once downloaded, complete the module in-headset at least once prior to facilitating this CET. View the scenario more than once to experience the different possible outcomes.
ADDITIONAL MATERIALS	Download the optional Sample Course Roster. Print the roster to collect trainee names and email addresses during training and to track course completion.

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ADDITIONAL RESOURCES	• For assistance facilitating this CET or setting up Axon VR equipment, see the Axon VR Training page • For assistance screen casting the in-headset experience, see the Screen cast options article • IACP - Peer Support Guidelines • IACP - The Critical Components of Officer Mental Wellness and Resiliency

SAMPLE COURSE SCHEDULE

0800-0815	Trainee completes VR scenario in-headset.
0815-0830	Trainer conducts a debriefing evaluation with the trainee using the debriefing questions in this Facilitator's Guide.

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LEARNING OBJECTIVES

Upon completion of this CET module, trainees should be able to do the following:

- Successfully demonstrate proper conduct and situational awareness on a basic call where peer intervention occurs that ends with the best possible outcome for both officers and community members.
- Discover the early warning signs that things may be about to escalate on the scene.
- Recognize and explain the signs that your peer might need your support and intervention.
- Recognize and explain best practices for intervening with a peer on a call when it could improve the outcome for everyone involved.

LEARNING OBJECTIVE SKILLS

Select additional learning objective skills to assess trainees on in this module:

SITUATIONAL AWARENESS & OBSERVATION

- ☐ 360º awareness
- ☐ Observation: Whole body, hands, belt line, demeanor (immediate area)
- ☐ Subject proximity
- ☐ Vehicle proximity

TASER ENERGY WEAPON DEPLOYMENT

- ☐ Post deployment activity (supervisor; medical; other)
- ☐ Probe deployment: Clothing consideration

ADMINISTRATIVE

- ☐ Court preparation
- ☐ Report writing
- ☐ Resource identification

DE-ESCALATION & COMMUNICATION

- ☐ Active listening & conflict resolution
- ☐ Building rapport
- ☐ Communication with partner
- ☐ Communication with subject/individual
- ☐ Cuffing under power
- ☐ Dispatch disparity (caller perception, bias, etc.)
- ☐ Duty to intervene
- ☐ Empathy
- ☐ Family intervention
- ☐ Indicators of situations requiring peer intervention
- ☐ Non-verbal communication
- ☐ Third party considerations/bias
- ☐ Verbal de-escalation

TACTICS & MOVEMENT

- ☐ Interview stance

AGENCY-SPECIFIC LEARNING OBJECTIVE SKILLS

Add any additional agency-specific learning objective skills you would like to assess trainees on as a part of this scenario:

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AGENCY RESOURCES

This training is best augmented with agency-specific resources. Axon does not make any recommendations on agency policies.

In alignment with agency policy, consider creating a supplemental guide (or use the space below to add agency-specific notes) to share with trainees that includes the local and state resources available that are specific to your agency and community, best practices, and agency-specific guidelines.

AGENCY-SPECIFIC NOTES

TRAINEE EVALUATION (INDIVIDUAL)

After the trainee completes the VR scenario in-headset, conduct a debriefing with them to provide feedback and discuss their choices and the scenario outcome using the provided questions as a guide.

You can use the Trainee Evaluation form with the debriefing questions as a training record to record performance notes and track individual trainee evaluations. Simply print copies for each trainee.

NOTE: If facilitating this CET with multiple trainees at once, use the group debriefing questions in the Group Evaluation section to conduct a debriefing with the group.

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TRAINEE EVALUATION: PEER INTERVENTION I

TRAINEE NAME	TRAINEE ID	TYPE
		☐ Recruit ☐ Officer

DEBRIEFING QUESTIONS (INDIVIDUAL)

PRE-CALL PREPARATION & EMOTIONAL READINESS

- ☐ Why does one of the officers suggest taking a break?
- ☐ Why does this officer appear concerned when her partner responds to dispatch about the noise complaint call?
- ☐ What language did you hear that might raise concerns regarding one of the officers responding to the next call so quickly after the previous call?
- ☐ What are your pre-arrival concerns after the discussion in the car?
- ☐ Should the officers have taken the noise complaint call? Why or why not?
- ☐ What measures can you take to help make sure your partner/back-up is emotionally/psychologically ready to handle a serious call?
- ☐ How do you mentally prepare yourself for a call you know might be emotionally difficult?
- ☐ What have you done previously to mentally shift after responding to an emotionally difficult call?
- ☐ What are some indicators that you or your partner may still be emotionally engaged with a previous call, and how can you mitigate these?

ON-SCENE OBSERVATIONS: INITIAL CONTACT WITH SUBJECT

- ☐ What did you notice about the subject's body language when he answered the door?
- ☐ How does the subject respond to the officer's statement about the noise complaint?
- ☐ What are the subject's frustrations?
- ☐ How does your partner get the subject's attention? What is his body language like?
- ☐ How does he address the subject regarding the complaint?
- ☐ What about the subject's responses seem to trigger your partner to become increasingly frustrated?
- ☐ How does the subject attempt to deflect questions from the officers?
- ☐ How does his responses and body language indicate that the situation is beginning to escalate?

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OFFICER ROLES, LEADERSHIP, & PEER DYNAMICS

- [ ] Why did you proceed to the house instead of offering to take the lead or discussing the approach for the call?
- [ ] Why did this choice seem like the best option at the time?
- [ ] Why did you choose to offer to take the lead?
- [ ] What were your concerns that led you to offer to take the lead?
- [ ] When your partner still takes the lead after your offer, why does he seem intent on being the lead?
- [ ] What signs do you see that your partner might not be able to objectively respond?
- [ ] What language from you or your partner seems to cause the subject to remain disengaged?
- [ ] If you know your partner may escalate the situation, how can you assume the lead tactfully?
- [ ] What were you hoping to accomplish by discussing the approach with your partner? What are the possible benefits of doing this?
- [ ] Why do you think your partner is dismissive when you try to discuss your approach?

ESCALATION, CIVILIAN INVOLVEMENT & RECORDING

- [ ] When a neighbor starts recording, why did you choose to empower your partner?
- [ ] What did you expect the outcome to be after empowering your partner?
- [ ] What about his behavior made you not want to take over?
- [ ] How can you take over without insulting a peer or undermining their authority?
- [ ] What happens when a civilian enters the scene?
- [ ] How does the neighbor change the dynamic?
- [ ] Why didn't the subject ask the neighbor for help?
- [ ] What is our agency policy on civilians recording?
- [ ] If someone recording is putting themselves in danger, how do you intervene?
- [ ] What does our agency say about peer-to-peer conflict and civilian escalation?
- [ ] Does our agency or state have a mandated duty to intervene? What's its significance?

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TAKING OVER: TACTICAL LEADERSHIP & DE-ESCALATION

- [ ] Why did you choose to take over?
- [ ] How does taking over adjust how your partner seems to be responding?
- [ ] How does taking over begin to de-escalate the situation?
- [ ] What about your partner's behavior was causing concern?
- [ ] How does the language you use differ from your partner's?
- [ ] What are the benefits of taking over? What might this allow your partner to do?
- [ ] How does changing your positioning shift the situation's dynamics?
- [ ] What was it about the previous setup that escalated things between the subject and your partner?

SHIFTS IN DEMEANOR & COMMUNICATION

- [ ] How does the subject's demeanor change when you step in?
- [ ] How does the subject's body language shift when you position yourself closer to him?
- [ ] What language is used that causes Kris to appear calmer and more responsive?
- [ ] Why does the subject respond better to you than your partner?
- [ ] What's our agency's policy or guidance for de-escalating peer-civilian conflict?
- [ ] What tactics and behaviors should be avoided when escalation is apparent?
- [ ] What's our agency's de-escalation policy?

USE OF FORCE – TASER ENERGY WEAPON DEPLOYMENT

- [ ] Your partner draws his TASER energy weapon when the subject begins approaching. Why? Was your partner in danger?
- [ ] Do the subject's actions justify a TASER energy weapon deployment?
- [ ] What might your partner be misreading?
- [ ] What decisions led to this outcome?
- [ ] What could you have done differently?
- [ ] Have you had calls where you missed a chance to intervene?
- [ ] What's our agency policy on TASER energy weapon use for noncompliant, nonviolent individuals?
- [ ] How does *"Armstrong v. Pinehurst (4th Circuit, 2015)"* affect your understanding of this case?

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POST-INCIDENT PROCESSING & PEER SUPPORT

- [ ] Why did you choose to cancel the call instead of talking with your partner?
- [ ] What did you expect would happen if you debriefed with your partner?
- [ ] What's accomplished during a debrief?
- [ ] What was affecting your partner's ability to respond?
- [ ] Do you typically debrief calls with your partner? Why or why not?
- [ ] Why is it important to debrief after a call that may have violated policy or training standards?
- [ ] How does your partner's behavior differ now compared to earlier in the car?
- [ ] What agency resources exist for processing difficult calls?
- [ ] What are the risks of not taking time to process challenging scenes?

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TRAINEE EVALUATION (GROUP)

If facilitating this CET with multiple trainees at once, use these group questions to conduct a debriefing with the group. Add additional questions as needed.

DEBRIEFING QUESTIONS (GROUP)

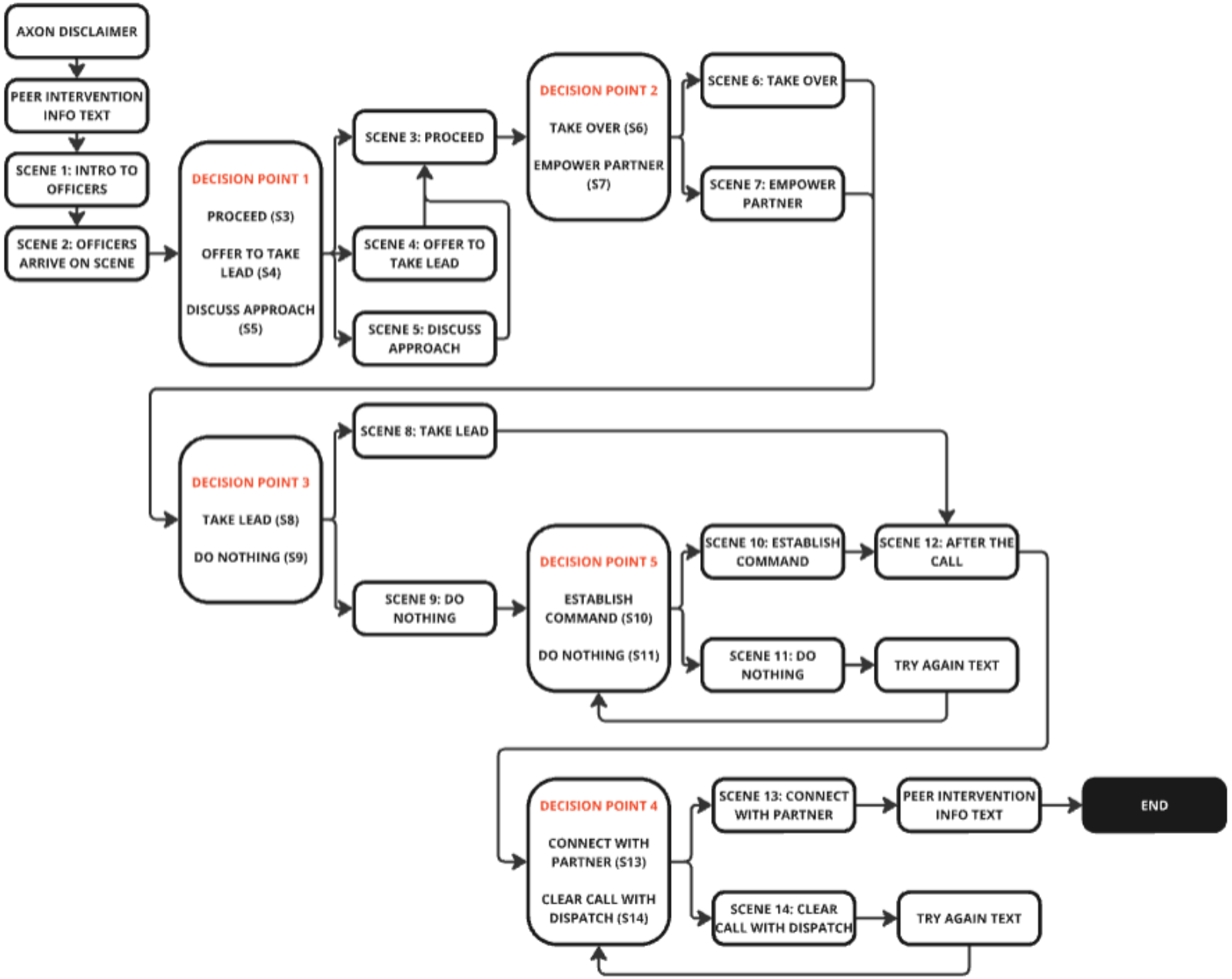
- [ ] Share an example of when you did not immediately respond to a call due to being affected by outside influences.
- [ ] If you have stepped in early to assume lead for a similar situation, how did you do it, and what were the outcomes?
- [ ] If you were in the officer's position in this scenario, what would you have done differently or what have you done differently on similar calls?
- [ ] What are some lessons learned from this scenario?

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SCENARIO FLOW & DECISION POINTS

The flowchart below displays the trainee decision points and their respective branches in the scenario.



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