Axon VR

Community Engagement Training (CET)



Peer Intervention II

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. In each scenario, the trainee observes how the officers may be dealing with other stresses that can contribute to their negative interactions or misconduct. Trainees can use these scenarios to learn about tactics for successful peer intervention. After completing the experience, the trainer will conduct a debriefing with the trainee.
IN-HEADSET VR EXPERIENCE	Trainees will begin the in-headset experience as a responding officer to a call. Two officers arrive on scene at a store where a worker is complaining about a homeless person sleeping in the parking lot. The trainee's partner has just gotten off the phone and appears agitated and impatient. He wants to attend to the call and then leave quickly. The officers arrive out back and begin speaking with the subject. The back and forth between the officers and the subject will lead to a series of escalations and opportunities to help improve the situation. As trainees progress through the scenario, depending on the choices they make, the situation can be deescalated through peer intervention while also providing resources to the homeless man. 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 de-escalate the situation through peer intervention while also providing resources to the subject.

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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 debriefing with the group.
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.

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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.
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 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 II

TRAINEE NAME	TRAINEE ID	TYPE
		☐ Recruit ☐ Officer

DEBRIEFING QUESTIONS (INDIVIDUAL)

PRE-CALL READINESS

- ☐ How would you describe your partner's demeanor?
- ☐ How was your partner acting after getting off the phone?
- ☐ Does your partner seem ready to address the call?
- ☐ What are your concerns after your partner gets off the phone?
- ☐ How can personal matters influence your professionalism at work?
- ☐ In situations requiring an immediate response, how can you ensure that both you and your partner are emotionally ready?
- ☐ What verbal or non-verbal signs indicate you or your partner are not ready for the next call?

PARKING LOT ENTRY & INITIAL ENGAGEMENT

- ☐ How does your partner enter the scene?
- ☐ What language is he using toward the homeless man?
- ☐ How is the man engaging with your partner?
- ☐ Why might the man eventually choose to speak to you instead of your partner?
- ☐ Why did you choose to proceed instead of offering to take the lead or talk to your partner?
- ☐ What were your concerns in this situation?
- ☐ Was there anything concerning about how your partner got the man's attention?
- ☐ Are there signs your partner cannot objectively respond?
- ☐ How does your partner escalate the situation?

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OFFICER LEADERSHIP, PEER OBSERVATION & TAKING THE LEAD

- [ ] Why did you choose to offer to take the lead?
- [ ] What about the other options didn't seem right?
- [ ] What were your concerns that led to stepping in?
- [ ] What are some possible benefits of discussing your approach with your partner before the call?
- [ ] Was your partner dismissive of your suggestions? Why?

UNDERSTANDING HOMELESSNESS & APPROPRIATE ENGAGEMENT

- [ ] What is our agency's policy or training for interactions with individuals experiencing homelessness, especially regarding trespassing?
- [ ] What are some reasons for homelessness, and how might that affect interactions with police?
- [ ] What resources are available in our jurisdiction to assist?
- [ ] Do you know how to connect individuals to these services?

DE-ESCALATION TACTICS & BEHAVIORAL SHIFTS – STEP IN SCENE

- [ ] How does the homeless man’s body language change when you step in?
- [ ] How does asking for his name help de-escalate the situation?
- [ ] What physical changes do you observe in him after he provides his name?
- [ ] How is your language different from your partner’s?
- [ ] What are some of your preferred de-escalation tactics?
- [ ] What guidance does our agency provide when a call with an individual experiencing homelessness escalates?

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PASSIVE VS. ACTIVE INTERVENTION – DOING NOTHING SCENE

- [ ] When your partner grabs the man, was this appropriate?
- [ ] Why did you choose not to intervene?
- [ ] What are possible consequences for your partner, our agency, and yourself?
- [ ] What led to this outcome?
- [ ] What could you have done differently?

ADDRESSING YOUR PARTNER – PRIVATE PEER CONVERSATIONS

- [ ] How does your partner respond to a private conversation?
- [ ] How does moving your partner's location change the situation?
- [ ] Why did you choose to speak to him at this moment?
- [ ] What concerns were you responding to?
- [ ] How does private redirection improve the scene?
- [ ] Even if your partner is dismissive, how is stepping in still beneficial?
- [ ] Have you handled similar peer conversations before? What did you learn?

RE-ENGAGEMENT & CALM THE SCENE

- [ ] Why doesn't trying to calm the situation work?
- [ ] Your partner becomes aggravated when the man can't provide ID. what's the normal protocol?
- [ ] Can not having ID escalate a situation?
- [ ] What training has our agency provided for de-escalating officer/civilian conflict?
- [ ] Why doesn't your partner listen to you?
- [ ] What might be a better tactic?

FORCEFUL PEER INTERVENTION – INTERVENE SCENE

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- [ ] How does your partner's position change after you step in?
- [ ] When is a forceful, stern approach with a peer appropriate?
- [ ] Why does your partner back up after you address him?
- [ ] What effect did intervening have on the argument?

PROVIDING HELP & RESOURCE CONNECTION

- [ ] What resources were provided to the man?
- [ ] Does our agency have a resource guide for the homeless?
- [ ] Are there non-shelter options offered?
- [ ] How can your partner's communication be seen as belittling?
- [ ] How did your language restore respect?
- [ ] How do you prevent frustration when dealing with frequent callers?

POST-CALL REFLECTION & PARTNER CHECK-IN

Canceling the Call Scene:

- [ ] Why did you choose to cancel instead of talking with your partner?
- [ ] What did you expect the outcome of a conversation might be?
- [ ] What are your legal/reporting requirements?
- [ ] What might happen if this isn't reported or debriefed?

Talk to Your Partner Scene:

- [ ] When the officer eventually opens up, what's accomplished in the debrief?
- [ ] Why might it be important to debrief when something felt off?
- [ ] What from the phone call could be used to support your peer?
- [ ] What resources does our agency have for decompressing after difficult calls?
- [ ] What are the risks of not processing emotional stress?

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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)

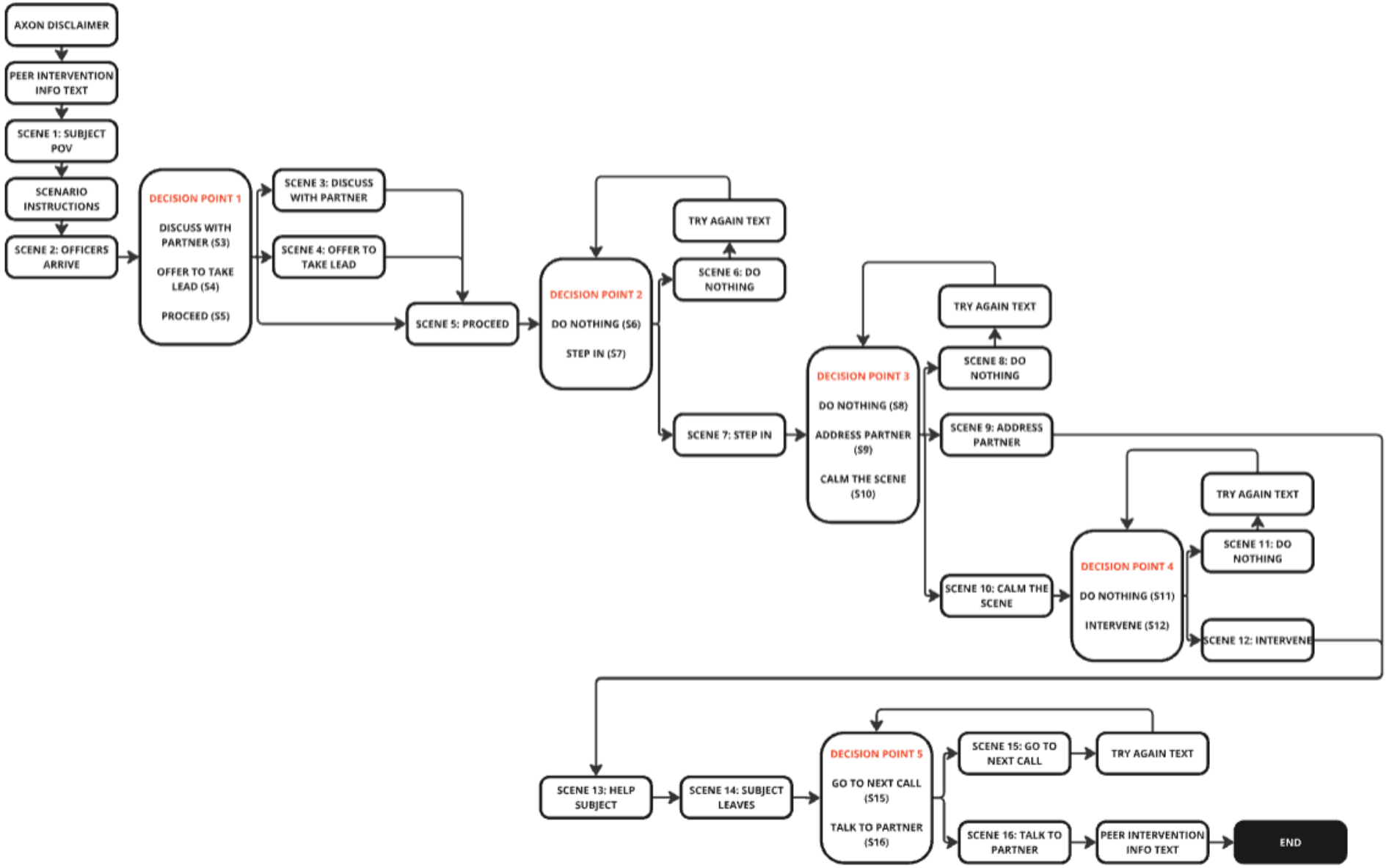
- [ ] Share an example of experiences where you didn't immediately respond to a call due to outside matters. How did you get yourself ready afterward?
- [ ] Share an example of an experience where you stepped in for a distracted partner.
- [ ] Have you been in a situation where you realized too late that you should've intervened?
- [ ] 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?

TRAINER NOTES

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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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