Axon VR

Community Engagement Training (CET)



Peer Intervention III

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 this scenario to learn how to recognize symptoms of Post-Traumatic Stress Injury (PTSI) and apply this knowledge to de-escalate a conflict between a fellow officer and a confrontational driver. 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. As the trainee enters the scene, they will hear Dispatch speaking about an accident involving three minors and a totaled car. A driver is demanding that the trainee's partner let her through the barricade so she can get to work. As the trainee progress through the scenario, depending on the choices they make, the situation can be de-escalated through peer intervention. 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 recognize symptoms of Post-Traumatic Stress Injury (PTSI) and apply this knowledge to de-escalate a conflict between a fellow officer and a confrontational driver.

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REQUIRED MATERIALS	• Facilitator's Guide • Sample Course Roster
DATE CET MODULE RELEASED	December 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

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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:

☐ ☐

☐ ☐

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 III

TRAINEE NAME	TRAINEE ID	TYPE
		☐ Recruit ☐ Officer

DEBRIEFING QUESTIONS (INDIVIDUAL)

EMOTIONAL READINESS & EARLY WARNING SIGNS

- ☐ How would you describe your partner's tone when interacting with the driver?
- ☐ When does the situation begin to escalate?
- ☐ What is the argument over?
- ☐ Is there a clear solution?
- ☐ What are your concerns while listening to your partner?
- ☐ What might be causing your partner to have such a strong reaction toward the driver and their demands?
- ☐ What signs do you look for that suggest you or your partner are not emotionally ready to engage with civilians?
- ☐ Have you encountered situations where a driver became argumentative? How did you resolve it?

ASSESSING PARTNER BEHAVIOR: TONE, BODY LANGUAGE, & PROFESSIONALISM

- ☐ How does your partner speak to the driver?
- ☐ How is your partner standing?
- ☐ What do you observe about your partner's body language?
- ☐ What could be causing your partner's reaction?
- ☐ Did you observe any unprofessional behavior or language?

DECIDING TO INTERVENE: TAKING LEADERSHIP EARLY

- ☐ Why did you choose to go to your partner?
- ☐ What was it about the interaction that made you feel you had to step in?
- ☐ What are your steps for de-escalating an angry driver?
- ☐ How do you determine when another officer should intervene instead of you?
- ☐ What techniques have you used before to engage an upset driver? Were they effective?

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CHOOSING TO STAY AT POST: RISKS OF INACTION

- [ ] Why did you choose not to intervene while the argument continued?
- [ ] What are the possible consequences within your state or agency for failing to intervene?
- [ ] What is your jurisdiction's duty to intervene policy?
- [ ] Does your agency have guidelines or policy for peer intervention?

ADDRESSING THE PARTNER DIRECTLY: RISKS & ALTERNATIVES

- [ ] What might your partner feel when corrected in front of a civilian?
- [ ] What body language changes did you observe?
- [ ] What are some issues with addressing a peer publicly?
- [ ] What were you hoping to achieve?
- [ ] What are potential community repercussions if your partner does not de-escalate after being corrected?
- [ ] How could you address your partner's behavior without appearing demeaning?

TACTICAL DE-ESCALATION APPROACHES: STEPPING IN OR SWITCHING POSTS

- [ ] How could asking the driver to leave benefit the situation?
- [ ] How does the driver respond to you during this conversation?
- [ ] What was different about how you approached the driver vs. your partner?
- [ ] How does switching posts with your partner help de-escalate?
- [ ] How does switching posts protect your partner's dignity?
- [ ] What about your partner's actions made you feel you had to intervene?

CALMING YOUR PARTNER: EMOTIONAL SENSITIVITY DURING CONFLICT

- [ ] What are the risks of asking your partner to calm down in front of a civilian?
- [ ] What were you hoping would result from asking them to calm down?
- [ ] What issues can arise if they don't de-escalate?
- [ ] How could you encourage calming without belittling them?
- [ ] What non-verbal signals can you use to encourage a partner to step aside?

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STEPPING YOUR PARTNER ASIDE: PRIVATE CONVERSATIONS & REBUILDING CONTROL

- [ ] How does your partner's demeanor change when you move away from the driver?
- [ ] How does your partner's language change when speaking privately?
- [ ] What frustrations about the driver might have affected your partner's behavior?
- [ ] What peer intervention guidelines does our agency have?

CLEARING THE CALL WITHOUT DEBRIEFING: RISKS OF IGNORING ISSUES

- [ ] Why did you choose to clear the call instead of talking to your partner?
- [ ] What did you expect would happen if you spoke with them?
- [ ] What consequences can arise from not debriefing after a problematic call?
- [ ] What consequences can result from failing to intervene when necessary?

CHECKING ON YOUR PARTNER: IMPORTANCE OF PEER DEBRIEFING

- [ ] Why is it important to debrief with a partner after a mishandled call?
- [ ] What was said during the discussion that helped validate your partner without excusing bad behavior?
- [ ] How does this conversation demonstrate ways to encourage peers to open up?
- [ ] What are the risks of not processing emotional difficulties after tough calls?

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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)

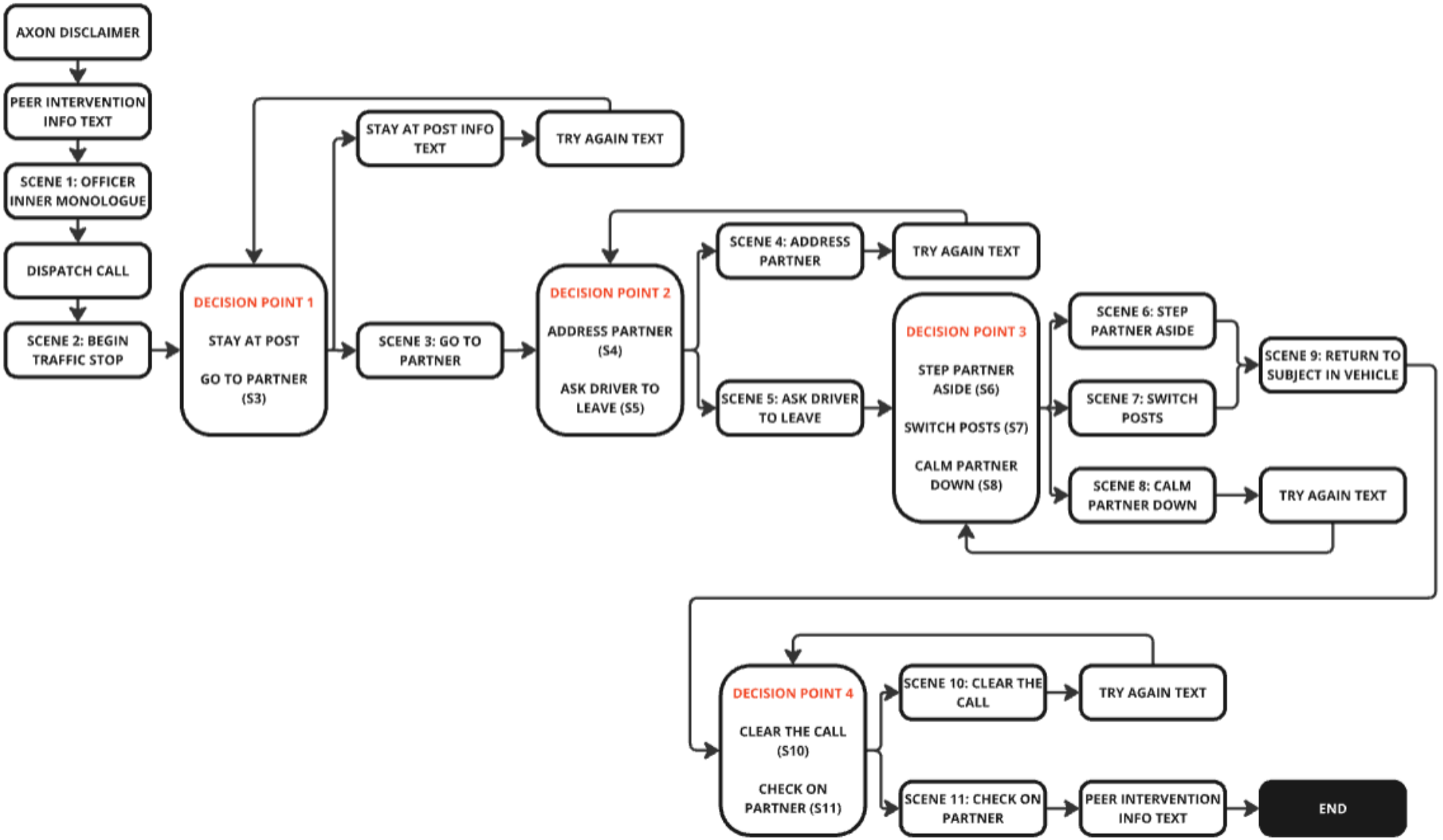
- [ ] If you've stepped into a situation like this before, what strategies worked?
- [ ] Share an example of experiences where you de-escalated situations like this before. What techniques worked?
- [ ] If you were in the officer's position in this scenario, what would you have done differently or what 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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