Facilitator Guide

ABLE
Active Bystandership for Law Enforcement

ACTIVE BYSTANDERSHIP FOR LAW ENFORCEMENT ™

2024 Reinforcement Module: An Update on the Science

Active Bystandership for Law Enforcement ™
An Update on the Science

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Facilitator Notes

Preparing to Teach

Course Description

"ABLE: an update on the science" is a 2-hour module within the "Active Bystandership for Law Enforcement" (ABLE) program. It aims to strengthen the skills and strategies of active bystandership based on current and emerging research. This module is intended to be delivered by one or two certified ABLE instructors. While the optimal class size is 25 to 30 participants, flexibility is allowed for this reinforcement module. It can be conducted in-person or virtually for added convenience.

Facilitator Preparation

- Before the class, ensure you are well-acquainted with this Facilitator Guide.
- Check activity instructions and debriefing points to guarantee smooth running and optimal outcomes.
- Be able to provide clear explanations for all the studies covered in this curriculum. Extra details are provided in the guide for additional context.

Module Materials Checklist

- ☐ PowerPoint file containing the slides for this class
- ☐ Watch or clock to keep track of timeframes
- ☐ Flipchart(s), stand(s) and easel paper (for in-person training)
- ☐ Laptop computer and projector to project slides
- ☐ Extra paper and pencils for participants to take notes

Discussion Indicators

Table Team Activity

Large Group Discussion

Large Group Activity

On the slides there are four possible prompts located in the bottom left corner. One is “table team activity” which indicates a table team activity for in-class facilitation or breakout room activity if teaching virtually. Another is “large group discussion” which indicates a facilitated discussion with the whole class. A third prompt is “large group activity,” which is used for role plays. Each role play is followed by a large group debrief discussion. For slides that don’t indicate any of these prompts, you should not spend time on discussion (unless questions are raised by participants).

Preparing to Teach, continued

Delivery Time Estimates

Delivery times may differ based on the number of participants in each class and the level of interaction. If one section runs over the allocated time, make adjustments in following sections to cover all areas and end the class on schedule.

Topic	Estimated time
Welcome, review, and an ABLE intervention (slides 1-10)	20 minutes
Research review, update, and tactics for intervention: Notice + Decide	35 minutes
Research review, update, and tactics for intervention: Decide + Act	35 minutes
Role plays and class close-out	30 minutes
Total Session Time	**2 hours**

An Update on the Science

Welcome, review, and an ABLE intervention

(20 minutes)

Purpose

To welcome participants to the *Active Bystandership for Law Enforcement: An Update on the Science* module, to review key ABLE content, and to discuss an intervention scenario.

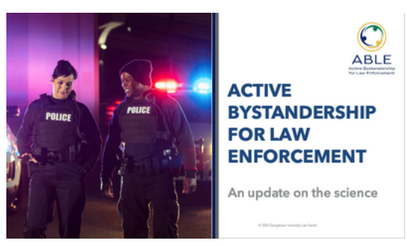
Section Objectives

1. Explain the Update on the Science module.
2. Recall key content from the ABLE class.
3. Review and reflect on an example of an intervention.
4. Identify specific tactics to improve the efficacy of interventions, aligned with ABLE's Notice - Decide - Act model.
5. Understand how these tactics apply to, and can be used in, an officer's day-to-day work.

An Update on the Science

Welcome, review, and an ABLE intervention, continued

#1: Cover slide



Introduce yourself here. Emphasize the following: ABLE is a permanent part of our agency's culture. Our chief [or other leader] is committed to offering this yearly refresher training to help us all keep our intervention skills sharp.

If you have an anecdote about the importance of ABLE, or about your own experience giving and/or receiving an intervention, this would be an excellent place to share it.

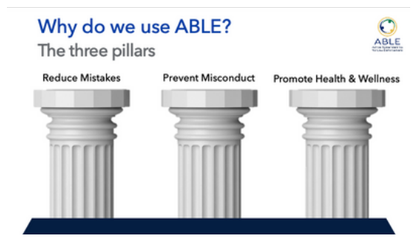
#2: What is ABLE about?

ABLE is about both building our individual skills in intervening when needed, and creating and maintaining an agency culture where giving—and accepting—interventions is expected of us all.

#3: When do we use ABLE?

The earlier we can step in to stop a harmful situation from continuing, the less harm is likely to be caused. The longer we wait, the harder it will be and the more harm will happen in the meantime. This is true across a variety of situations that may require intervention.

#4: Why do we use ABLE? The three pillars



These are the three pillars of ABLE, and they get to ABLE's heart: preventing harm to us and to the communities we serve.

Welcome, review, and an ABLE intervention, continued

#5: How do we use ABLE? Steps of an effective intervention

We must Notice there is a problem, Decide that action is required and that we will be the ones to act, and then Act to prevent or stop harm.

#6: How do we use ABLE? The 3 D's

At your first click, only "Direct | Distract | Delegate" will come up, without the explanatory text/descriptions.

Before revealing the description, of Direct, ask your class: What might a direct intervention look like? *Goal answers include: a hand on the shoulder, telling someone to stop what they're doing, using an agency code word like "ABLE," etc. Then reveal the description for Direct (one click only).*

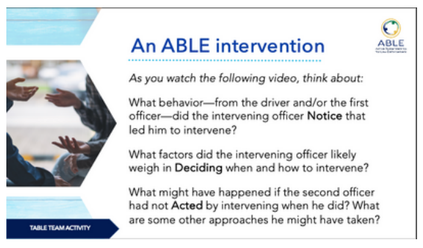
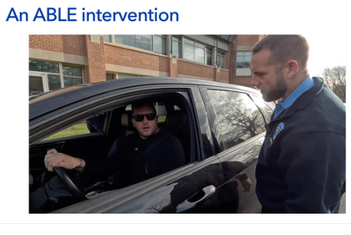
Then, ask the class: What might a distraction look like? *Goal answers include: ask the person to handle some paperwork, tell the person sarge needs them, ask them to get something out of the car, etc. Then reveal the description for Distract.*

At this point, click again to bring up the description for Delegate. Share with the class: Delegating an intervention might look like asking someone to join you in approaching another officer who needs an intervention, e.g. "I'll take over with the subject; you tell Jones that Sarge is asking for him." Or it could be that you've noticed potential signs of PTSD in a colleague but don't feel you know them well enough to talk to them, so you ask someone they're close to if they've noticed anything and ask if they will have a conversation with the person to make sure they have the support they need.

[The reason we don't ask the class for examples of Delegate is that these tend to be more complex situations, so it's hard to think up examples without being grounded in a real-life scenario.]

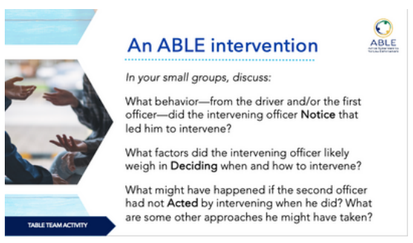
After revealing descriptions: We can use any or all of these strategies in a particular situation, depending on what makes the most sense for the particular context and individuals involved.

Welcome, review, and an ABLE intervention, continued

#7: An ABLE intervention (video set-up) 	Let's take a look at a scenario recorded by the team at the Northern Virginia Criminal Justice Training Academy, based on a situation some of their officers have encountered. As you watch the video, be on the lookout for the behavior that prompted an intervention. Think about what barriers to intervention might have been at play, and what might have happened if the situation had continued without intervention. We'll discuss these questions in small groups after we watch the video.
#8: An ABLE intervention (video) 	*Play the video, then click through to the next slide for the table team activity.*

Welcome, review, and an ABLE intervention, continued

#9: An ABLE intervention: table team activity



Break the class into three small groups, and give each of them one of the questions to discuss. (If your class is very large, you can break them into six small groups and give two groups each of the three questions.) Prompt them to be specific in describing the behaviors they Noticed, the factors they think were at play in the cover officer's Deciding to intervene, and the other approaches they might take to the intervention.

Give people ~4 minutes in their small groups, and then ask each group to share out answers. Allot 5-6 minutes for the share-out.

Goal responses:

- *Question 1: What did the intervening officer Notice?*
  - *Driver was non-compliant and argumentative from the start*
  - *Contact officer started out by dismissing the driver's response ("It doesn't matter what you think")*
  - *Contact officer's tone of voice got more and more agitated*
  - *Contact officer struck the rear driver-side window with the palm of his hand - this is when the cover officer came around the vehicle to intervene*
  - *Contact officer pulled on driver's door handle and reached his arm through the open window to unlock the door [this could be a violation of search and seizure protocol, depending on your policies]*
- *Question 2: How did the officer Decide to intervene?*
  - *#1 concern: safety [There may be questions about the intervening officer's approach - we'll discuss alternate options in the Act section]*
  - *Relative rank and experience, other social dynamics*
  - *Assessment of how likely it was his intervention would be accepted*
- *Question 3: What might have happened if the intervening officer hadn't Acted? How could he have Acted differently?*
  - *Escalation, possibly leading to an avoidable use of force*
  - *Driver may have submitted a complaint accusing the contact officer of unprofessional or rude conduct*
  - *Other possible approaches: remaining in position but indicating (verbally or with gestures) that the contact officer should try to de-escalate the driver; calling the cover officer to have a quick chat back by their patrol vehicle; or using an agency code word to let the cover officer know it was time to switch roles*

Welcome, review, and an ABLE intervention, continued

#9: An ABLE intervention: table team activity (cont'd.)

After share-out: This was a preventative intervention; it looked like the situation could have escalated quickly given how high tempers were. Sometimes, when a subject has a difficult interaction with an officer, tension can be diffused just by swapping roles, as we saw here. Sometimes, it won't be that simple to resolve. And sometimes, a colleague may not be so quick to accept an intervention. We'll talk about complicating factors that may affect our decisions to intervene, and our approaches to those interventions, throughout today's class.

#10: Goals for this refresher

Intervening is a skill. Like any skill, it requires practice to stay sharp.

New research has confirmed and deepened our understanding of how active bystandership works.

Lessons from this research can help us intervene more effectively.

An Update on the Science

Research review, update, and tactics for intervention: Notice + Decide

(35 minutes)

Purpose

To review the social science behind ABLE, understand new research on active bystandership and human behavior, and how to apply what we know to intervention tactics.

Section Objectives

1. Understand the social science that ABLE is built on
2. Apply the science of intervention to policing
3. Identify tactics that can help make intervention successful when noticing and deciding to intervene

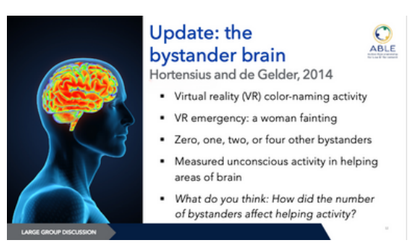
An Update on the Science

Notice + Decide, continued

#11: Review: bystander effect

In the core curriculum, we discussed Darley and Latané's study on the bystander effect. We don't need to get into all the details here, but briefly, in this study, participants heard someone else having a (staged) seizure. Participants were much more likely to help when they thought they were the only one who could hear the seizure vs. when they thought other people could hear it, too. The more bystanders the participants thought there were, the less likely participants were to help—this is called the bystander effect.

#12: Update: the bystander brain



In 2014, researchers Ruud Hortensius and Beatrice de Gelder designed an experiment to see what happens in the human brain when we witness an emergency. They placed study participants in an fMRI machine, which measures electrical activity in different areas of the brain. They asked participants to work through a color naming activity, and then they introduced an emergency in the VR headset: an elderly woman fainting and falling to the floor.

Participants had been placed into four different groups:

- in one, the participant could see no other bystanders;
- in another, the participant saw one other bystander walking by;
- in another, the participant saw two other bystanders; and
- in the last group, the participant saw four other bystanders.

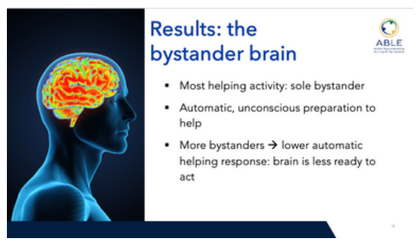
The researchers were looking not at the subject's physical reactions—i.e. did they help or not; but at their brain processes—i.e. how did their brain immediately react to a person clearly in need of help.

What do you think: how did the number of bystanders influence the brain's automatic helping activity?

Note that this should be a very quick large group discussion. You are just looking for someone to suggest that, as we just learned, social science has shown that more bystanders means a lower likelihood of helping. Now we're seeing how this is backed up by brain science.

Notice + Decide, continued

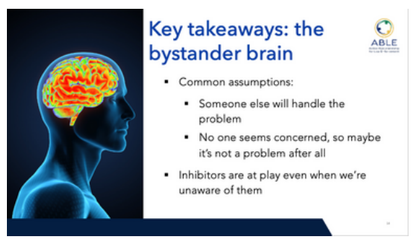
#13: Results: the bystander brain



The researchers found that every time a person witnessed the emergency, the areas of their brains related to vision and attention showed an increase in activity. This means participants' brains were focused on the emergency situation.

When the participant was alone, their brain also showed high levels of activity in the area that is important for preparing to act. As the number of bystanders increased, activity in this area decreased. So, when participants were the only ones who could see the emergency, their brain automatically prepared them to act in response. But as the number of bystanders increased, this automatic response decreased. This means participants' brains were less ready to help when more bystanders were present.

#14: Key takeaways: the bystander brain



Darley and Latané, who did the original work on the bystander effect, concluded that the effect is driven in part by two factors:

First is diffusion of responsibility, where we recognize that there is a problem but assume someone else will handle it. We can see this when there are multiple people on a scene, especially when there are people with higher rank or more experience than we have.

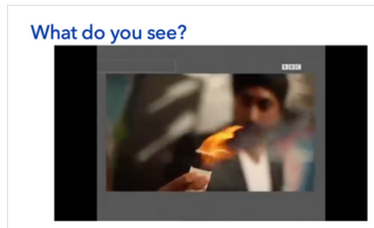
Second is pluralistic ignorance, where we believe there is a problem but see that no one else seems concerned. This leads us to start questioning whether there really is a problem. To prevent potential embarrassment, we match our expressions to those of others around us—so if they don't look concerned, we don't look concerned. This can be self-reinforcing when people notice a problem but are trying to keep their expression neutral, which means others who look at them don't think they seem concerned, and in turn, try to keep their own expression neutral.

Hortensius and de Gelder's recent study showed that, in addition to these conscious inhibitors that we may be thinking through, we also experience unconscious, biological inhibitors that can be observed and measured in the brain. These inhibitors are difficult to overcome, but reminding ourselves that they are always at play, and taking active steps to counteract them, can help us make sure we consistently intervene when needed.

An Update on the Science

Notice + Decide, continued

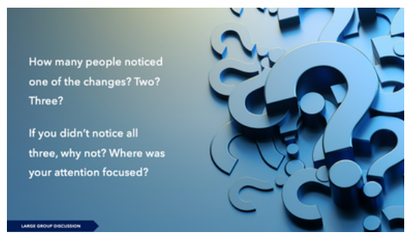
#15: What do you see? (video)



Before we dive into the next experiment, we're going to watch a video, and I'd like you to pay close attention to what you see.

After showing the video, go to the next slide for discussion questions.

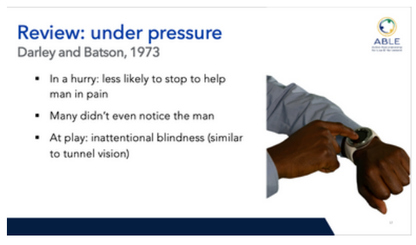
#16: Video debrief questions



Take a poll: ask your class to raise their hands if they noticed only one of the changes, then to raise their hands if they noticed two of the changes, then to raise their hands if they noticed all three changes.

Ask a few people who didn't notice all three changes why not. You may receive answers like: I was paying attention to the magic trick to try to figure out how it's done, I was scanning the background for surprises, I was focused on people's hands, etc.

#17: Review: under pressure



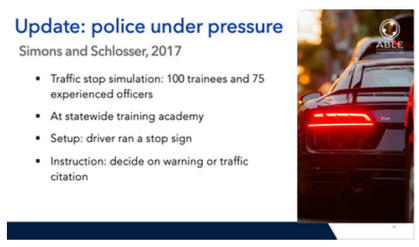
In Darley and Batson's 1973 study, their subjects were seminary students—young men in training to become priests. Like law enforcement officers, clergy members are expected to offer help when it is needed. But researchers found that people were much less likely to offer this help when they were in a hurry or were very focused on the task they were assigned to complete. Many participants, when asked why they didn't stop to help the man, said that they hadn't even seen them there - they were too focused on their own task to pay attention to anything else.

So, we know that people who are very focused on one task are less likely to notice things unrelated to that task, even when those things are right in front of them in plain sight. Researchers call this "inattentional blindness." The video we just watched was an example of inattentional blindness.

Researchers have identified inattentional blindness at work in professionals from various backgrounds, including commercial airline pilots, radiologists, and…police officers.

Notice + Decide, continued

#18: Update: police under pressure



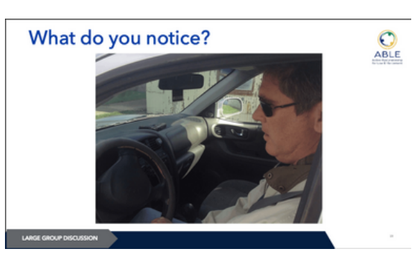
In 2017, Daniel Simons and Michael Schlosser set up a study at the Illinois Police Training Institute, which administers the state's recruit training academy and offers in-service courses. Study participants included 100 police academy trainees and 75 experienced police officers (with an average of 12.3 years on the job). They were unaware they were participating in a study; they believed they were engaging in a routine traffic stop simulation on the academy grounds, as part of their regular training. (Researchers confirmed in debrief conversations that all participants included in the study believed they were participating in a routine training scenario.)

Participants were sent to the designated area used for traffic stop scenarios and were given a duty belt with training-safe weapons, as is protocol at the Training Institute.

The Director of the Police Training Institute oversaw the scenario. He told participants they had stopped the driver because he failed to stop at a stop sign. He instructed the participants to use their discretion to decide whether they would issue the driver a traffic citation or a warning citation.

Let's look at the setup for the traffic stop.

#19: What do you notice?



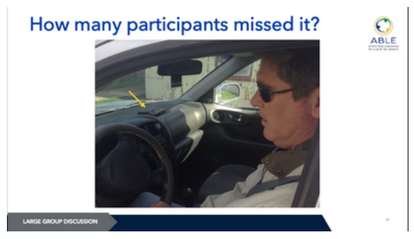
Here's a picture of the traffic stop setup.

Ask: What do you notice?

Goal response: There's a gun on the dashboard. After someone notices it, advance to the next slide. (This should be a very short discussion; we just want someone to identify the gun, and then we'll move to the next slide.)

Notice + Decide, continued

#20: How many participants missed it?



The researchers wanted to see how many police trainees and how many experienced officers would notice the gun—or, rather, how many would fail to notice the gun, despite its potential danger to them.

What do you think: How many trainees missed the gun? How many experienced officers missed it?

Solicit a few different responses from your class, and ask people to explain their reasoning.

#21: Results: police under pressure

Notes to refer to if people have questions about the methodology:

When participants noticed the gun, they always called attention to it and took appropriate measures as defined by their departmental policy. Researchers confirmed this was the case when they conducted a follow-up conversation with the participants, letting them know the Training Institute was participating in a study.

They specifically asked participants, "During the traffic stop, did you notice anything that might have been a danger to you?" If participants said no, they asked, "Did you notice any weapons?" If participants again said no, they asked, "Did you notice a gun?" Their results indicated that anyone who noticed the gun during the scenario took appropriate action at the time. The researchers also screened for potential "contamination," making sure participants had not previously heard about the study from any of their colleagues.

Ask: Why do you think so many participants failed to notice the gun, and why do you think trainees were more likely to miss it than experienced officers were? It may seem obvious that experienced officers are better at the job than those still in training, but let's really think about what might be behind that.

Notice + Decide, continued

#22: Key takeaways: police under pressure

Researchers determined, based on their follow-up conversations with participants, that trainees were more likely than experienced officers to miss the gun because they were still learning proper procedures for a traffic stop and were devoting more of their attention to following the correct protocol. This decreased their situational awareness because they were only focused on the task at hand.

More experienced officers were more likely to notice the gun, and to notice it earlier in the interaction vs. trainees who noticed it, but experienced officers still missed the gun ⅓ of the time.

The researchers concluded that officers experienced inattentional blindness—they were so focused on the task at hand (completing the traffic stop in accordance with policy, and deciding whether to issue a citation or a warning to the driver) that they failed to notice a potential threat to their safety, even when it was in plain view.

As officers, we're often feeling the pressure to clear a scene quickly, and we know we have to follow certain protocols. Our attention can get so focused on this that we don't notice what's around us, whether that's a potential danger like a gun or a potential danger like a fellow-officer losing their temper or practicing unsafe tactics. Reminding ourselves to stay alert to our surroundings can help us make sure we notice the need to act whenever necessary, including when we need to intervene with a fellow-officer.

#23: Building our tactics: table team activity

Give people ~4 minutes in small groups (you can use the same groups from earlier or shuffle them). Prompt them to think about what they would do if they were on a busy scene. Each group should discuss both questions. Allot 5-6 minutes for a share out from each group.

Goal responses for Notice: scan the environment regularly, remind ourselves to look out for the unexpected, talk to others about what we see and encourage them to do the same for us.

Goal responses for Decide: first priority is always safety. Also consider: social dynamics between you and the person needing intervention; what kind of approach is most likely to be accepted; how to avoid potentially embarrassing the person; whether you want to engage allies to join you in intervening.

Notice + Decide, continued

#24: Building our tactics: action steps

Remember that you have a personal responsibility to intervene when you see harm occurring, or about to occur. Don't assume someone else will act. People may not have noticed the same thing you noticed, or may not be sure if there really is a problem. You can help overcome both of these inhibitors by taking it on yourself to be the first one to speak up, pointing out the problem and inviting others to help you address it.

We are more likely to intervene when we believe we are equipped to do so and anticipate a positive response (i.e., someone accepting the intervention). So, practicing our skills at intervening and accepting intervention can help us build an agency culture where we all know we have the responsibility to intervene to prevent or stop harm, and the confidence that our fellow-officers will likely accept our interventions when needed.

Practice your situational awareness. It is a skill you can build. Researchers in the study suggested that part of the reason experienced officers were more likely to notice the gun was that they had had more practice staying aware of their environment.

As officers, we can consciously remind ourselves to look out for the unexpected, even during a seemingly routine event, and to take the time to scan our whole environment. This may enable us to better spot potential dangers, and also to spot potential opportunities for intervention.

Keep in mind that everyone, including your fellow-officers, experiences inattentional blindness. If you notice something that doesn't look right, call your fellow officers' attention to it. They may not have noticed, and if the situation requires intervention, acknowledging the issue can be the first step in engaging an ally to take action with you.

An Update on the Science

Research review, update, and tactics for intervention: Decide + Act

(35 minutes)

Purpose

To review the social science behind ABLE, understand new research on active bystandership and human behavior, and how to apply what we know to intervention tactics.

Section Objectives

1. Understand the social science that ABLE is built on
2. Apply the science of intervention to policing
3. Identify tactics that can help make intervention successful when deciding to intervene and acting to intervene

An Update on the Science

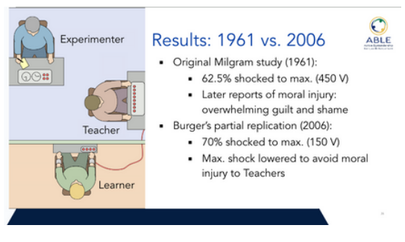
Decide + Act, continued

#25: Influence of authority (video)

Before showing the video, explain: In the core curriculum, we learned about Dr. Stanley Milgram's obedience to authority experiments. These are some of the most famous, most widely studied, and most replicated experiments in social science. Let's take a look at one of those replications.

Click to show video.

#26: Results: 1961 vs. 2006



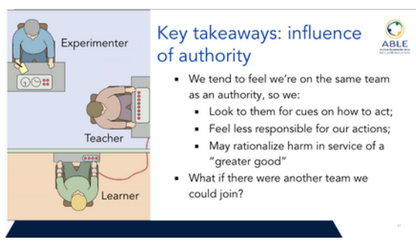
Burger found that 70% of participants were willing to continue past 150 volts, when the learner demanded to be let out of the experiment. The Experimenter asked the Teacher to continue past 150 volts, and if the Teacher agreed, the Experimenter called an end to the experiment.

In Milgram's study, 4 out of 5 participants who continued past 150 volts kept going all the way to 450 volts. So, participants' decision to continue past 150 volts was a strong predictor of their willingness to shock to the highest level.

Burger concluded that, while ethical concerns prevent modern researchers from repeating Milgram's experiment exactly, his partial replication demonstrates that "average Americans react to this laboratory situation today much the way they did 45 years ago."

Decide + Act, continued

#27: Key takeaways: influence of authority



Many participants said they were deferred to the Experimenter's expertise. We often follow the lead of those with more experience or a higher rank than us—this is how we learn. But, when an authority is causing harm, or is allowing harm to continue, this can signal to others that the behavior is acceptable. We also may be less likely to notice when authority figures have made a mistake or have misinterpreted a situation because we assume they know what they're doing.

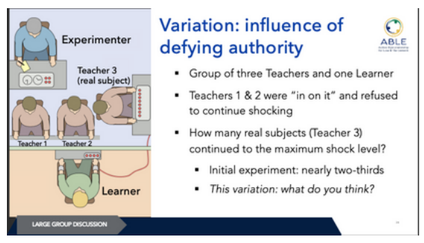
Some participants felt that being part of the experiment made them important, and they wanted to hold on to that feeling by pleasing the Experimenter. They felt responsible to him, not to the Learner.

Teachers also felt loyalty to the Experimenter—they were on his team, and believed the harm they (thought they) were inflicting was justified by the "greater good" of scientific progress. The more shocks they delivered, the more they felt allied with the Experimenter: they were an important member of the Experimenter's team. But what would happen if there were another team they could join? Milgram tested this question in another variation of his experiment.

Note that the question at the end here is rhetorical; it's just helping us set up the next slide.

Decide + Act, continued

#28: Variation: influence of defying authority



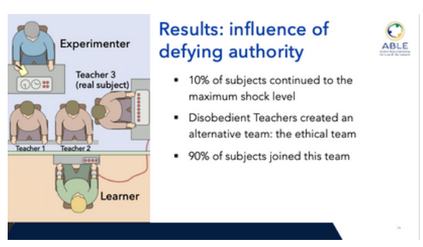
Milgram conducted many variations of his experiment. In one, the naïve subject (the Teacher) was paired with two additional Teachers, who would each have a role to play in testing the learner. Teacher 1 (actually an associate of the experimenter) would read the questions, Teacher 2 (another associate of the experimenter) would announce whether the answer was correct or incorrect, and Teacher 3 (the true subject) would administer the shocks.

So, Teacher 3 was the only one who thought the shocks were real and didn't know everyone else was in on it. The shock machine went up to 450 volts.

At 150 volts, Teacher 1 refused to continue participating, and went to sit in another area of the room. At 210 volts, Teacher 2 did the same.

Ask: what percentage of subjects do you think continued shocking all the way to the maximum? Before you move on to the next slide, get a few responses, and ask people to explain their rationale, especially if you get very different answers.

#29: Results: influence of defying authority



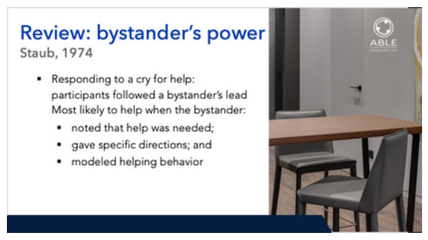
The results demonstrate the power of the bystander.

Thirty percent of subjects refused to continue after Teacher 1 disobeyed the experimenter and before Teacher 2 followed suit. A further 30% refused to continue immediately after Teacher 2's decision to discontinue. And even more subjects refused to continue after this, leaving only 10% to go all the way up to the maximum of 450 volts.

An Update on the Science

Decide + Act, continued

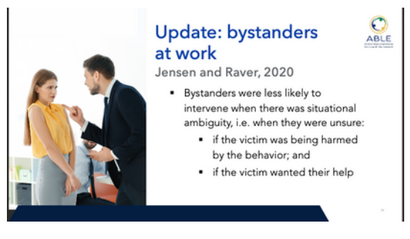
#30: Review: bystander's power



In this study, ABLE Founding Partner Dr. Ervin Staub found that, when hearing a cry for help from behind a closed door, participants generally followed a bystander's lead in deciding how to respond. They didn't know that the bystander was in on it and was reacting according to a set script in which she would act in one of three predetermined ways: Participants were least likely to help when the bystander said she didn't think there was a real problem, more likely to help when the bystander said she thought there was a problem and they should do something, and most likely to help when the bystander identified the problem, provided strategies for responding, and took on one of those strategies herself, thereby modeling helping behavior. In effect, the bystander created a team of helpers and invited the participant to join it.

When the bystander clearly defined the situation, she helped the participant overcome the inherent ambiguity of the situation —"What's going on? Should we do something? What should we do?"—and spurred the participant to join her in solving the problem.

#31: Update: bystanders at work



In 2020, researchers Jaclyn M. Jensen and Jana L. Raver conducted a large-scale study of more than 3,400 participants regarding their likelihood of intervening in scenarios of workplace incivility; that is, rude or unprofessional behavior.

They found that bystanders were less likely to intervene in an ambiguous situation, where they were not sure if the victim of the uncivil behavior was being harmed, and/or they were not sure if the victim wanted their help. Likelihood of intervention increased when the victim clearly expressed discomfort, pain, or embarrassment, and when the victim explicitly asked for help.

Researchers concluded that, consistent with Darley & Latane's findings about the bystander effect, ambiguity is a significant barrier to bystanders recognizing the need for action, and to bystanders taking personal responsibility for acting.

Decide + Act, continued

#32: Key takeaways: bystander's power

We can overcome our own uncertainty about a situation (when time and safety allow) by consulting with others about the need for action and the type of action we should take. We can help others overcome their uncertainty by stating our assessment of the situation and inviting them to join us in acting to address the harm, or potential for harm, that we see.

As an active bystander you have the power to define the situation ("I see a problem here") and to define the expected response ("We should act. I'll do x, you do y").

There is no such thing as neutral. When you don't intervene, you are —consciously or unconsciously—sending a message to others that you think not intervening is the appropriate thing to do. Conversely, when you do intervene, you are leading by example and are helping set a norm where intervention is expected in any situation where unnecessary harm may occur. You are creating a team of helpers and inviting others to join you on that team.

#33: Building our tactics: table team activity

Give people ~4 minutes in small groups (you can use the same groups from earlier or shuffle them). Prompt them to think about what they would do if they were on a busy scene. Allot 5-6 minutes for a share out from each group.

Goal answers for Decide: talk to others, tell them what you see and ask what they see; remember that we have a responsibility to each other to intervene whenever we see the potential for harm; and remember that an intervention can be a small and subtle act, like redirecting a conversation to a different topic, or calling someone over to ask them a question.

Goal answers for Act: We don't stop the Notice - Decide - Act cycle just because we've reached Act. We need to Notice how our intervention is being received, Decide if and when we need to change course, and then Act in a way that is more likely to lead to a positive outcome. This may mean taking a more direct approach, it may mean distracting the person with a different task, or it may mean escalating an intervention —this could look like bringing up the consequences of the person's continued action, involving a supervisor, removing the person from the situation, etc.

Decide + Act, continued

#34: Building our tactics: action steps

Define the situation – what do you see?

Define the expected response – what do you think you should do?

What do you think others should do?

Talk to the people around you. Be clear about what you're seeing and how you are interpreting it, and what you think should be done. Talk to others to identify the best approach (when time allows).

There are always social dynamics at play in any situation, whether related to rank, experience, race, gender, or other complex factors. For example, your intervention with someone who is brand-new to your platoon might look different than your intervention with someone you have worked with closely for several years.

When there is an authority figure on scene (whether a formal or informal authority figure), be aware of how their reaction to a situation may be influencing your own assessment. If you think something is wrong that the authority doesn't seem to notice or identify as a problem, speak up.

When working to engage allies, it may be helpful to remind them of a shared goal that you're working toward, like maintaining safety on a scene or making it to retirement with your full pension. This way, you are establishing a group of helpers, and inviting others to join it.

In your everyday work, talk to your colleagues about intervention. Explicitly give them permission to intervene with you if they see something going wrong. This can be especially powerful coming from a supervisor—as long as it is backed up by action in the form of accepting interventions when they are needed, and supporting others who intervene. This combination of discussing expectations and demonstrating positive outcomes is how we build cultural norms.

An Update on the Science

Role plays and class close-out

(30 minutes)

Purpose	To practice intervening in realistic scenarios that an officer might encounter on the job and reflect on the key takeaways of the course.
Section Objectives	1. Practice and debrief two scenarios where an intervention is needed 2. Wrap up the course

Role plays and class close-out, continued

#35: Role play #1: FTO and trainee

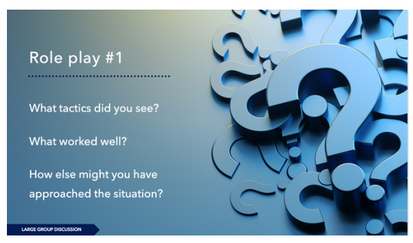
Prompt for FTO: You have been on the job for 10 years and have been an FTO for 5. You are sick of people giving you attitude and lying when they have clearly done something wrong. You know this driver didn't stop at the stop sign, and now he is being difficult about it. You are not about to let him keep talking back to you, and you certainly don't want your rookie to embarrass you in front of a member of the public.

Prompt for rookie: You know your FTO has a bit of a temper. You haven't seen the FTO cross the line yet, but you have seen them get close. You know they have previously been written up for unprofessional conduct with community members. You don't want to see this turn into a reportable incident, but you also don't want the FTO's anger directed at you. Your goal is to remove the FTO from the situation without causing embarrassment and without giving the driver of the car an opportunity to escalate his resistant behavior.

Role players can use their real names; if they would prefer character names, they can use common surnames such as Smith and Jones.

Do not have a student role-play the driver; we will just assume they are waiting patiently "off-stage."

#36: Role play #1 debrief



First, ask role players: How did it feel to do that intervention? How did it feel to receive it?

Intervening officer, when we went into the role play, you had already Noticed the situation was tense. How did you Decide on your approach? Looking back, would you have done anything differently?

FTO: How did the intervening officer's approach affect your response? What did you like or dislike about it?

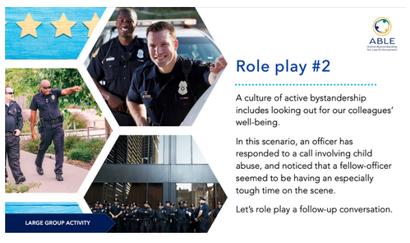
Then, ask the class the questions on the slide. Guide them to think about specific tactics the intervening officer used, including their body language, tone of voice, word choice, etc.

Role plays and class close-out, continued

#36: Role play #1 debrief (cont'd.)

It may come up in your class that this role play doesn't feel like something that would happen at your agency—it may be tough to imagine a trainee intervening on someone who is supervising them. The idea behind practicing this type of intervention is to make it more likely to happen. If a fellow-officer could protect us from an avoidable use of force incident, we should welcome that action, regardless of our relative rank and/or experience. This does not mean we are encouraging rookies to question everything their FTO does; it means that we want every member of the department to look out for each other and help keep each other out of harm's way. That is what creating a culture of active bystandership is all about.

#37: Role play #2: after-the-event intervention

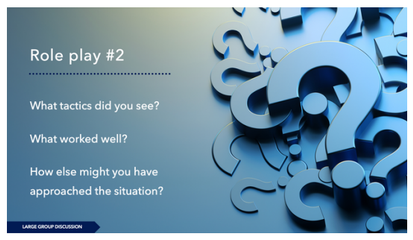


Prompt for Officer Johnson (intervening officer): Earlier in your shift today, you responded to a call for service that involved physical abuse to an eight-year-old girl. Officer Morse was also on the scene, and you noticed that Morse was visibly upset. Other officers took the lead on the response, and Morse mostly stood off to the side, clenching and unclenching their fists, sighing heavily, rubbing their face, and muttering under their breath. Officer Morse's behavior did not hamper the response or the investigation, but you were a bit concerned by it. Child abuse cases are always tough, and you're not sure how Morse would do on a scene where they needed to take a more active role. You don't know Morse well, so at shift change, you have decided to go to Officer Palmer, who Morse works closely with, to flag the situation.

Prompt for Officer Palmer: You and Morse are good friends, and your families spend a lot of time together. Morse has an eight-year-old daughter, so you understand why this call would have been especially hard. You may initially bristle at Johnson for bringing this to you—it's not really Johnson's business—but if Johnson really seems to have Morse's best interests at heart, you will talk to Johnson about the next steps you'll take to make sure Morse has the support they need.

Role plays and class close-out, continued

#38: Role play #2 debrief



First, ask the officer playing Johnson: How did it feel to have that conversation? What did you consider in deciding on your approach?

Then, ask the officer playing Palmer: How did you feel when Johnson first approached you? Did your feelings change at all over the course of the conversation?

Then, ask the class the questions on the slide. Guide them to think about specific tactics the intervening officer used, including their body language, tone of voice, word choice, etc.

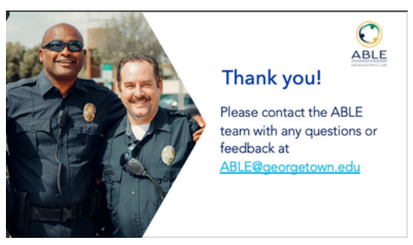
Be sure to note for the class: It's important to remember that active bystandership is not just about stepping in when things are going totally off the rails; it's also about checking in with each other and making sure our colleagues have the support they need. These conversations may be uncomfortable at first, but they get easier with practice, and they are part of building a culture where we are all looking out for each other. Having these conversations whenever we notice someone having a tough time can help us avoid a situation where a more immediate intervention might be needed.

#39: Key takeaways

Remember that we each have a role to play in creating and maintaining a culture of intervention at our agency, in our units, and with our colleagues every day.

We ARE the department. Let's make it one where we all step in to protect each other from doing something that might cause harm to ourselves or others.

#40: Thank you/class close-out



Thank the class, and if possible, let them know you'll stick around for a few minutes after class to answer any questions or talk through any outstanding issues.