

Basic Training Module Specifications

<u>Functional Area:</u>	VI	Special Operations
<u>Subject Area:</u>	C.	Tactical Operations
<u>Module Title:</u>	1.	TACTICAL OPERATIONS
<u>Hours:</u>		Not less than 9 hours

Instructor Notes:

The intent of this module is to provide basic information regarding tactical operations for the patrol officer. Most agencies in Michigan do not have specialized tactical units, such as bomb squads, special response teams, or SWAT, so in many instances a patrol officer will be the first on the scene. Even if an agency has a tactical team, the patrol officer will typically be the first to arrive, particularly in cases of ongoing acts of violence (VI.C.1.5—VI.C.1.7).

MCOLES attended and reviewed training from across the country in addition to hosting Michigan specific subject matter experts that provided valuable information and direction during the development of this module. The objectives are meant to give recruits a foundational knowledge of response and rescue tactics and techniques when combined with other blocks of instruction in the basic training curriculum, such as First Aid, Incident Command, Firearms, and Interpersonal Skills.

Active violence attacks unfold quickly and differ greatly from one attack to another. When teaching the response to active violence the students should be aware that each situation will bring unique challenges and sometimes officers will be required to act under extreme stress. Not all attacks will involve firearms and non-traditional forms of attacks should also be discussed.

This module must be taught by a law enforcement officer or a law enforcement officer must be part of the teaching team.

Module Objectives start on the next page:

VI.C.1.1. Recruit Confidential Informants.

- a. Determines if an individual would be a reliable informant:
 - (1) considering past experiences with individual; and
 - (2) corroborating information with a second source.
- b. Determines if an informant is capable of supplying desired information by:
 - (1) interviewing the individual; and
 - (2) considering the individual's known associates.
- c. Offers incentive for individual to become informant (e.g., money, reduced charges).
- d. Talks to potential informant to establish rapport and decide on means of future contact (e.g., using code names or an identification number, calling a pay phone number).

Notes to Instructor:

Instructors should only address intelligence gathering that a patrol officer would most likely do. Emphasize that information from informants, if developed properly, can help prevent potential acts of violence from taking place.

VI.C.1.2. Conduct Surveillance of Individuals or Locations.

- a. Reviews details of plan to ensure:
 - (1) the location for the surveillance;
 - (2) type of surveillance; and
 - (3) proper clothing to be worn.
- b. Communicates by radio with other members of the surveillance team.
- c. Observes and records activities of individuals or locations, while maintaining proper profile (e.g., stays hidden, blends in with surroundings).
- d. Writes report of surveillance activities.

VI.C.1.3. Execute Raids.

- a. Participates in briefing to become familiar with information pertinent to the raid (e.g., layout of the target area, number of suspects, type of crime, escape routes, number of weapons that may be at the scene).
- b. Familiarizes self with raid plan in accordance with the following principles:
 - (1) establishes perimeter control of target to prevent escape of suspects;
 - (2) maintains element of surprise to maximize effectiveness;
 - (3) serves notice on suspect that it is a police raid and a warrant is being served;
 - (4) establishes immediate control of subjects and target on execution of warrant;
and
 - (5) maintains communication with perimeter control and dispatch.
- c. Prepares to participate in raid by:
 - (1) introducing himself/herself to other participants;
 - (2) checking equipment to ensure it is functional; and
 - (3) verifying assignment.
- d. Performs assigned responsibility during the raid.

VI.C.1.4. Respond to a Barricaded Gunman/Hostage Situation.

- a. Assesses the situation while approaching the scene by determining the nature of the incident:
 - (1) threat to immediate safety of responding officers;
 - (2) number of people involved, number and types of weapons, proximity of bystanders, etc; and
 - (3) injuries and need for medical assistance.
- b. Verifies that a barricaded gunman or hostage situation exists.
- c. Notifies dispatcher of status and need for a command officer and medical assistance and assumes control of the situation.
- d. Establishes perimeter control by:
 - (1) clearing area of citizens and non-essential personnel;
 - (2) coordinating activities with other officers; and
 - (3) turning over control to a command officer.

VI.C.1.4. Respond to a Barricaded Gunman/Hostage Situation (continued).

- e. Responds to situation in a coordinated fashion:
 - (1) takes orders from field command officer;
 - (2) coordinates activities with other officers including:
 - (a) the proper use of radios; and
 - (b) relinquishing control to an emergency response team;
 - (3) negotiations with suspect should be done by a professional negotiator, if available; and
 - (4) if any contact is made with the suspect, it should be as non-threatening as possible.

VI.C.1.5 Recognize the Basic Dynamics and Issues Involved in a Response to Active Violence.

- a. Identifies a law enforcement response to active violence as:
 - (1) swift;
 - (2) immediate; and
 - (3) tactical.
- b. Reviews the history of these type of incidents including, but not limited to:
 - (1) Columbine shooting;
 - (2) Aurora movie theater shooting;
 - (3) Tokyo Subway weapons of mass effect; and
 - (4) Bastille Day truck attack.
- c. Identifies the typical suspect profile and mindset as, but not limited to:
 - (1) chooses location ahead of attack;
 - (2) radicalization of beliefs;
 - (3) antisocial tendencies;
 - (4) rejection and isolation by peers; and
 - (5) record of making violent threats.
- d. Recognizes psychological issues and appropriate officer mindset which include:
 - (1) exposure to mass causality situation;
 - (2) physical and mental effects from extreme stress;
 - (3) environmental conditions; and
 - (4) officer survival mentality.
- e. Distinguishes rapid response concept from traditional response.
- f. Applies the “objectively reasonable” standard to the application of force in these situations by reviewing:
 - (1) *Graham v. Connor*, 490 U.S.386 (1989);
 - (2) *Tennessee v Garner*, 471 U.S. 1 (1985); and
 - (3) other court cases.

Notes to Instructor:

This objective is designed to give recruits a general understanding of typical subject motives and behaviors using historical events to highlight varied and ever-changing threats. In addition, the objective underscores the need for law enforcement officers to mentally and physically prepare for mass causality events.

Active violence scenes will be gruesome and horrific. A robust discussion should be generated in order to prepare recruits for the initial shock they may endure at a mass causality event.

The historical events in this objective (paragraph “b” above) were specifically chosen to emphasize that assailants will use any means at their disposal, from knife attacks to weapons of mass effect, and not every event will be an active shooter. When discussing these events instructors need not go into every detail, but instead provide a general background of lessons learned.

- Columbine- Setting a perimeter and waiting for specialty units.
- Virginia Tech- Suspect locked doors and placed obstacles that responders needed to overcome.
- Aurora- EMS had no access to assist survivors due to police vehicles blocking roadways.
- Tokyo Subway- Biological weapon of mass effect (Sarin gas) used on public transportation system.

Notes to Instructor (continued):

- Bastille Day- Lack of countermeasures to prevent large vehicles from being used to run over crowds of spectators.

Patrol officers will often respond to active violence incidents with officers from other nearby agencies. Officers may even “self-dispatch” to the scene so the coordinated nature of the response should be emphasized.

The MCOLES statutes require recruits to be trained in the response to active violence that “emphasizes coordinated tactical response to rapidly developing incidents” (MCL 28.609e). These incidents are those in which intentional physical injury or death occurs through the use of conventional or unconventional weapons or tactics.

VI.I.C.1.6. Demonstrate an Understanding of Priorities in a Response to Active Violence.

- a. Identifies factors used to assess the situation:
 - (1) number of potential victims;
 - (2) response times of assisting officers;
 - (3) size, type and accessibility of location;
 - (4) appropriate equipment; and
 - (5) continually reassess the situation.
- b. Understands departmental policy and community expectations regarding immediate action to isolate, distract, or neutralize the threat(s).
- c. Determines type and scale of immediate action:
 - (1) single officer entry;
 - (2) team entry;
 - (3) entry point; and
 - (4) containment.
- d. Develops situational awareness as it relates to switching from threat response to medical rescue efforts.
- e. Recognizes roles and responsibilities associated with response activities:
 - (1) first responding officer;
 - (2) secondary response (back-up);
 - (3) plain clothes officers; and
 - (4) incident command system.

Notes to Instructor:

Sound officer decision-making in high-threat environments is rooted in experience, physical preparation, training, and mindset. The overarching concept of this objective is to help officers organize their thoughts in order to quickly and strategically respond to an active violence incident. Additionally, the objective seeks to develop analytical skills in order to effectively prioritize response actions under stress.

The term “situational awareness” refers to gaining an awareness of what is going around you.

Not all responding officers will be part of the primary threat response during an event and logistical support will be needed almost immediately as the situation unfolds. For example, many times during a response radio communication cannot be transmitted or received by officers inside a building, so posting an officer near an entry point to relay radio communications is crucial. Recruits should understand they may be assigned a secondary response role and be familiar with their responsibilities.

VI.C.1.7. Demonstrate an Understanding of Tactics and Techniques in a Response to Active Violence.

- a. Develops a knowledge of single officer and team tactical movements:
 - (1) open area;
 - (2) confined space;
 - (3) hallway; and
 - (4) room entry.
- b. Recognizes logistical concerns associated with response activities such as:
 - (1) vehicle parking and security;
 - (2) EMS access;
 - (3) weather and environmental conditions; and
 - (4) communication limitations.
- c. Initiates response.
- d. Conducts tactical movements commensurate with threat level and location:
 - (1) continues rapid tactical advance toward stimulus, or continue tactical search using indicators;
 - (2) locates assailant(s);
 - (3) initiates appropriate action to isolate, distract or neutralize the threat;
 - (4) reassess the situation; and
 - (5) prioritizes and balances actions between response and rescue based on immediacy of the threat or complicating factors.
- e. Participates in practical exercise(s) that incorporates single officer and team rapid response.

Notes to Instructor:

The intent of this training objective is to provide recruits with basic strategies and concepts used to respond to an ongoing act of violence.

This training objective discusses tactical movements and use of force considerations; however, it is important to note that active violence incidents are not limited to shootings. Incidents can be dynamic and everchanging, underscoring the need to consider logistical aspects. For example, in the event of a weapons of mass effect attack, officers may need to be concerned with weather and wind conditions in order to avoid becoming contaminated. Additionally, lessons learned from almost every active violence event highlights the lack of access for EMS that may hinder lifesaving medical service due to locked police vehicles blocking roads.

The presence of complicating factors can have an impact on officer decision-making and actions. Situations such as multiple assailants, mobility or multiple incident locations, the use of explosive devices, and weapons of mass effect, can alter the type and manner of response.

VI.C.1.8. Demonstrate a Basic Understanding of Rescue Tactics and Techniques in a Response to Active Violence.

- a. Perform as rescue team member:
 - (1) facilitates a tactical evacuation of the location/area;
 - (2) evacuates injured victims to a safe(r) location; and
 - (3) renders first aid when appropriate.
- b. Considers emergency medical response efforts.
- c. Participates in practical exercise(s) that incorporates single officer and team rapid response and includes transitioning to rescue effort tactics and techniques.

Notes to Instructor:

The focus of this objective is to familiarize recruits with the concept of switching from a “stop the killing” to a “stop the dying” mindset as the threat level changes. Reference IV.A.4.2 Perform Direct Threat Care throughout this objective. Direct threat care training provides an in depth and comprehensive baseline for instruction under this objective.

Recruits should be able to incorporate skills learned in IV.A.4.2 while participating in scenarios and/or classroom discussions.

Module History:

Revised	01/10
Revised	04/19
Revised	09/21