

Final Report

Evaluation of *Applied De-escalation Tactics* Train-the-Trainer Program for the Collaborative Reform Initiative Technical Assistance Center (CRI-TAC)

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This project was supported, in whole or in part, by cooperative agreement number 2017-CR-WX-K001 awarded to the International Association of Chiefs of Police by the U.S. Department of Justice, Office of Community Oriented Policing Services. The opinions contained herein are those of the author(s) or contributor(s) and do not necessarily represent the official position or policies of the U.S. Department of Justice. References to specific individuals, agencies, companies, products, or services should not be considered an endorsement by the author(s), the contributor(s), or the U.S. Department of Justice. Rather, the references are illustrations to supplement discussion of the issues.

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Recommended citation:

Isaza, Gabrielle T., Robin S. Engel, and Ryan T. Motz. 2024. *Evaluation of Applied De-escalation Tactics Train-the-Trainer Program for the Collaborative Reform Initiative Technical Assistance Center (CRI-TAC): Final Report*. Washington, DC: Office of Community Oriented Policing Services.

Published 2024



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Introduction

This report documents survey results from an evaluation of *Applied De-escalation Tactics*, a new law enforcement de-escalation training delivered through the Collaborative Reform Initiative Technical Assistance Center (CRI-TAC),¹ a program of the U.S. Department of Justice Office of Community Oriented Policing (COPS Office). With funding from the COPS Office, CRI-TAC partnered with the University of Tennessee Law Enforcement Innovation Center (LEIC) to enhance the curriculum and deliver the course. The three-day train-the-trainer course was first delivered by LEIC instructors to a group of 15 officers from various departments in April 2021. Two additional sessions were held in June 2021 (16 officers trained) and September 2021 (10 officers trained). The 41 officers trained represent 19 law enforcement agencies.

The COPS Office also requested an independent evaluation of the new curriculum. Working in partnership with CRI-TAC, the University of Cincinnati (UC) research team was tasked with providing this evaluation. The UC research team attended the in-person delivery of the curriculum and observed the remote sessions. In addition, the UC research team developed, delivered, and analyzed pre-and post-training participant surveys to assess officers' receptivity, perceptions, and attitudinal changes resulting from the training. In the course of the project, the research team and this work moved to the National Policing Institute.

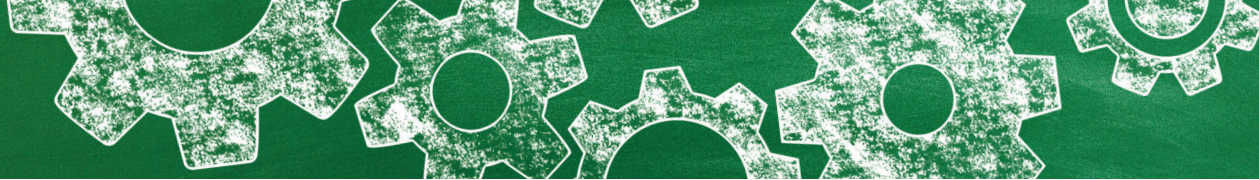
This report documents the final results of this evaluation. The report begins with an overview of the state of de-escalation training, including a summary of the available evidence on the impacts of this training on law enforcement. Next is a description of the evaluation methodology and the data collected. This is followed by a detailed overview of the training course across the three sessions. The evaluation results are then discussed, including an overview of officer receptivity and attitudinal changes ascribed to the *Applied De-escalation Tactics* course. The report concludes with recommendations for future modifications to the curriculum.

This is one of two reports documenting the delivery and use of the *Applied De-escalation Tactics* train-the-trainer program; the other, *Agency Implementation: Applied De-escalation Tactics Train-the-Trainer Program Final Report*, details the results of follow-up interviews with participants to determine their agencies' training implementation plans for *Applied De-escalation Tactics*.

This is one of two reports documenting the delivery and use of the *Applied De-escalation Tactics* train-the-trainer program.

1. The Collaborative Reform Initiative Technical Assistance Center (CRI-TAC) provides customized technical assistance resources designed to meet the unique needs of state, local, tribal, and campus law enforcement agencies throughout the United States. For more information visit <https://cops.usdoj.gov/cri-tac>.





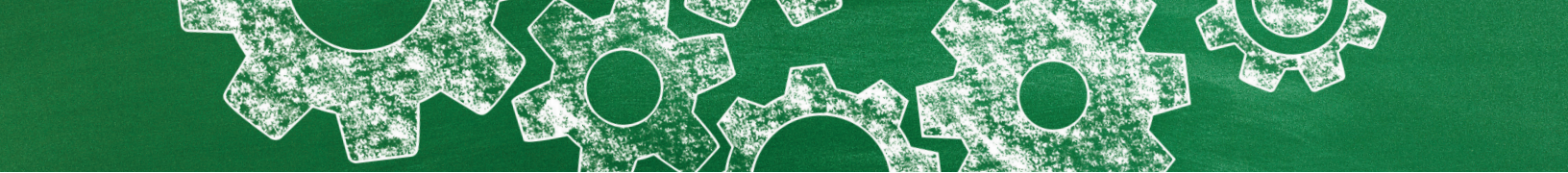
Overview of De-escalation Training for Law Enforcement

There are dozens of de-escalation training programs in the law enforcement field with varying content, delivery methods, lengths, and costs. Despite the widespread promotion of this training by politicians, academics, expert panels, and the public, little is known about the effects of de-escalation training on law enforcement personnel or their interactions with community members (Engel, McManus, et al. 2020). Even the term “de-escalation” lacks an evidence-based definition (Engel, McManus, et al. 2020; Todak and James 2018). Broadly speaking, the nursing and psychiatry fields refer to de-escalation as a process used to prevent, reduce, or manage aggressive behavior during an interaction between two or more persons (Engel, McManus, and Herold 2020). The International Association of Chiefs of Police (IACP) *National Consensus Policy and Discussion Paper on Use of Force*, released in October 2017, was one of the first attempts to formally define de-escalation with respect to policing. Published in partnership by 11 law enforcement leadership and labor organizations, that paper proposed the following definition:

Taking action or communicating verbally or nonverbally during a potential force encounter in an attempt to stabilize the situation and reduce the immediacy of the threat so that more time, options, and resources can be called upon to resolve the situation without the use of force or with a reduction in the force necessary. De-escalation may include the use of such techniques as command presence, advisements, warnings, verbal persuasion, and tactical repositioning (IACP 2017, 2).

Others have recommended more succinct definitions. For example, based on feedback gathered from focus groups with law enforcement officers, Todak and White (2019, 842) define de-escalation as “bringing a situation or citizen in crisis back to a calm state, using the least amount of force possible.”

The concept of de-escalation is not entirely new—it has been embedded in policing for decades, with officers often receiving training on de-escalation skills such as communication skills, crisis intervention, and using space to slow down encounters (Flosi 2016). However, for many in the law enforcement field, the term “de-escalation” has taken on a negative connotation or stigma. Critics of de-escalation training suggest these tactics contradict traditional policing operational responses, increasing officers’ risk for injury by encouraging slow responses to potentially volatile situations or causing officers to hesitate to take action (Blake 2017; Jackman 2016). As a result, some training programs avoid the term “de-escalation,” opting instead for titles and descriptions emphasizing diffusion, conflict resolution, or crisis intervention.



Very few forms of police de-escalation training have been subject to empirical inquiry. Illustrating this gap in research, a multidisciplinary systematic review of de-escalation training evaluations conducted by Engel, McManus, et al. (2020) found 64 evaluations of de-escalation trainings across professions, most in the fields of nursing and psychiatry. They did not identify *any published evaluations* in the policing or criminal justice fields. Since that review was conducted, however, results from several new studies evaluating the impact of de-escalation training for law enforcement have emerged.

For example, a pilot study of the Integrating Communications, Assessment, and Tactics (ICAT) training was conducted with a sample of university law enforcement officers (Isaza 2020; Isaza et al. 2020). Analyses of a repeated measures survey demonstrated significant changes in officer attitudes related to the use of force, understanding of persons in crisis, and confidence in handling critical incidents in the hypothesized directions. However, minor levels of training decay were detected, indicating the importance of continual reinforcement of the training curriculum. While this study demonstrates that ICAT training influenced officers to be more amenable to the principles and practices of de-escalation, no changes in officer behavior could be examined because of the small number of use of force incidents.

McLean et al. (2020) conducted a randomized controlled trial (RCT) evaluation with the Fayetteville (North Carolina) and Tucson (Arizona) police departments of a social interaction training program, Tact, Tactics, and Trust (T3), designed to assess training effects on officer attitudes and behaviors. This training included decision-making, de-escalation, empathy, rapport building, and self-control. It was conducted in a low-intensity, high repetition format, with several one-hour (or shorter) training sessions occurring during officer roll call. Treatment officers received training in either a low-dose (3 months of T3 training) or high-dose (6 months of T3 training) format. Analyses of survey data demonstrated that officers who participated in the training (both the low-and high-dose groups) had improved attitudes on procedural justice priorities. However, these groups demonstrated different attitudinal effects: the low-dose group displayed improved procedural justice priorities and attitudes on maintaining self-control, while high-dose treatment resulted in a de-prioritization of physical control. Importantly, analyses of actual officer use of force incidents did not demonstrate significant changes in Fayetteville or Tucson that could be attributed to the T3 training program (McLean et al. 2020).

The concept of de-escalation is not entirely new. . . . However, for many in the law enforcement field, the term “de-escalation” has taken on a negative connotation or stigma.



Expanding on these data, the authors also examined training participant surveys to identify what factors make officers receptive to training; they found that the participants' internal locus of control was associated with their motivation to train and that this motivation was, in turn, associated with receptivity to training and perceived skill acquisition (Wolfe et al. 2019). Study results also showed that while many officers were receptive to social interaction training, they felt that they already used these skills (Wolfe et al. 2020). These results underscore the importance of officer motivation and receptivity toward training for the success of training programs.

Research has also evaluated a customized de-escalation training program designed by the Tempe (Arizona) Police Department (White 2021; White, Mora, et al. 2021). A 10-hour training was delivered to randomly selected patrol and specialty units in February and March 2020, training a total of 109 officers and using 107 officers for control comparisons (White, Orosco, et al. 2021). Within an RCT design, the researchers used surveys, use of force data, and body-worn camera footage to test the impacts of this training. A comparison of trained and untrained officer attitudes revealed that both groups reported positive perceptions of de-escalation tactics, frequent use of those tactics, and favorable attitudes toward de-escalation before and after the training (White, Mora, et al. 2021). In addition, trained officers placed greater emphasis on compromise and self-reported greater use of specific de-escalation tactics (White, Mora, et al. 2021). A review of administrative data failed to detect any statistical differences between trained and untrained officers, though the authors contend the study was confounded by the pandemic and George Floyd protests (White, Orosco, et al. 2021). Finally, analyses of body-worn camera footage demonstrated several positive training impacts in favor of the customized de-escalation training, including the finding that community members are 58 percent less likely to be injured during use of force encounters with treatment officers than in encounters with control officers (White, Orosco, et al. 2021).

Finally, Engel, Corsaro, et al. (2020; 2022) also used an RCT design to evaluate the impacts of ICAT training on the Louisville (Kentucky) Metro Police Department. An initial agency report documented the impact of ICAT training on changes to officers' and supervisors' attitudes and self-reported behavior (Engel Corsaro, et al. 2020). Among other findings, the study demonstrates that (1) a vast majority (80 percent) of officers have positive perceptions and receptivity of training; (2) a majority of officers (>60 percent) self-reported use of de-escalation tactics in the field; and (3) officers and supervisors show significant and positive changes in attitudes related to interactions with the public, persons in crisis, and use of force. Importantly, Engel et al. (2022) were able to attribute significant reductions in use of force incidents (-28 percent), officer injuries (-36 percent), and community member injuries (-26 percent) to the ICAT training, occurring even beyond changes in arrest patterns.



Observation of *Applied De-escalation Tactics* Train-the-Trainer Course

The LEIC-developed *Applied De-escalation Tactics* train-the-trainer course was delivered in person on three separate occasions:

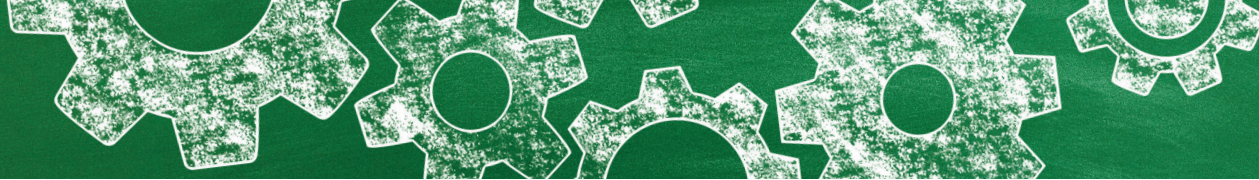
1. April 6–8, 2021 (15 officers; eight law enforcement agencies)
2. June 28–30, 2021 (16 officers; seven law enforcement agencies)
3. September 28–30, 2021 (10 officers; four law enforcement agencies)

The 41 officer participants represented 19 law enforcement agencies ranging in size from 10 to 1,800 sworn. All training was delivered by the same two LEIC subject matter experts across three days of instruction and observed in person by a researcher from the UC research team. The first session was streamed and observed remotely by representatives from the UC research team, IACP, CRI-TAC partner organizations, and the COPS Office.

All three sessions of the training followed the same curriculum and delivery, with the exception of the third session's skill practice module, which was simulator-based in the first two sessions but conducted using live-action roleplay scenarios in the third because of the lack of a simulator.

Module 1 covered the introduction to the training, where course objectives were given and officers could meet one another. Officers were introduced to the behavioral change stairway, including the importance of building rapport and active listening (Vecchi et al. 2005). Module 2 covered crisis recognition, opening with a case study video demonstrating the escalation of an incident between a community member and a police officer. Officers were taught the stages of an escalating crisis based on a seven-step model (Colvin and Sugai 1989). The takeaway message from this module was that the purpose of crisis intervention is to “provide psychological first aid, diffuse intense emotions, establish communications, and assist in the return to independent functioning.” Module 3 introduced basic verbal skills to the officers, teaching concepts related to influence, behavior change, and active listening.

The morning of the second training day completed this curriculum block: Module 4 presented basic de-escalation strategies and crisis de-escalation skills, basic skills for successful de-escalation, and tactics. Basic de-escalation skills include empathetic understanding, genuineness, and acceptance, while tactical considerations for de-escalation include contact and cover roles, using obstacles, the reactionary gap, and tactical “L” positioning.



The afternoon session of the second day of training included skill practice. Instructors ran the same four scenarios across the three sessions, whether using simulations or role-play. The instructors debriefed with the officer pairings after each scenario and again with the entire group after all four scenarios had been completed.

The third and final day of training focused on teaching skills, which were optimized for the current curriculum but also apply to teaching other courses. Each officer participated in a student teach-back exercise based on an assigned topic from the material in modules 1–4. Each officer was given three to five minutes to teach the class about their specific concept, using a PowerPoint, classroom discussion, or other delivery methods they preferred. After each teach-back exercise, the instructors provided feedback on the teaching skills the officers used. They did not critique knowledge of the concept, only methods of teaching and delivery. The second half of the day was used to teach the officers how to set up and how to critique role-playing scenarios. The day concluded with a review of covered material, a course wrap-up, and a training evaluation.



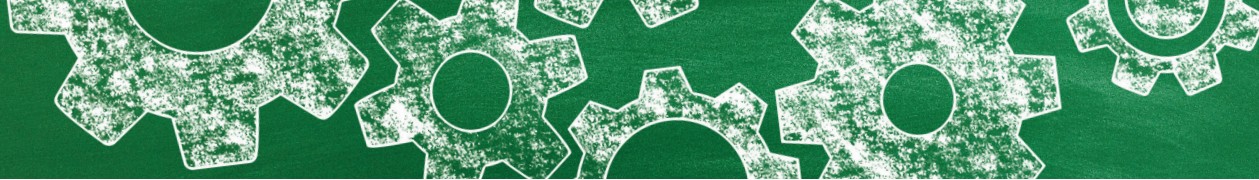
Study Methodology

To examine the impact of the *Applied De-escalation Tactic* course, the UC team used a mixed-methods approach that included direct observation and officer surveys. During the first session, one UC researcher observed all content delivery in person while a second researcher observed portions of the training virtually. During the next two sessions, the same in-person UC researcher observed all content delivery in person. Researchers took brief notes during the training courses and supplemented them with additional qualitative assessments after the courses concluded. These observations are summarized in the Qualitative assessment section of the next chapter.

In addition, two surveys were administered in person to those attending the training: a pre-training survey immediately preceding curriculum delivery and a post-training survey immediately following curriculum delivery. These surveys were administered at each of the three sessions of the LEIC training in April, June, and September 2021. The surveys were collected directly by the UC researcher. Participants were asked to provide a random four-digit code to link the pre- and post-training responses, allowing for pre- and post-training comparisons. Survey responses were later entered into a digital database by the research team.

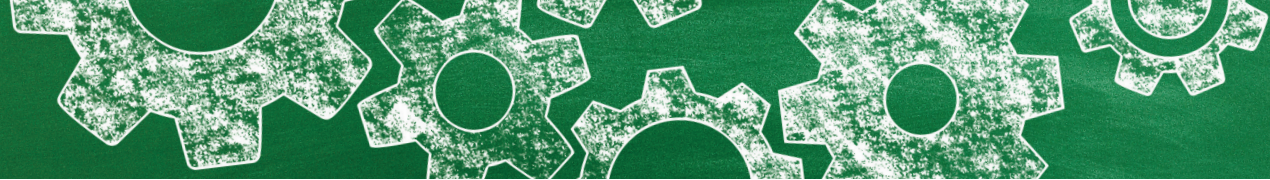
Officer training surveys grouped questions into 11 conceptual areas. Most survey items were designed to measure officer attitudes and perceptions that might be affected by their participation in the training. Additional survey items were designed to measure receptivity to the train-the-trainer curriculum and officers' reported confidence in their ability to train the material successfully. Finally, some items were designed to capture the characteristics of the survey participants, such as officer demographic information. While most questions appeared on both the pre- and post-training surveys, some questions were asked only on one of the two surveys (e.g., officer demographics, reported confidence in training the material). Except for a few open-ended questions and the Demographics section, officers were asked to indicate their agreement with survey items using a five-point Likert scale. Scales were reverse-coded so that in general, higher scores represented greater alignment to the tenets of the training.

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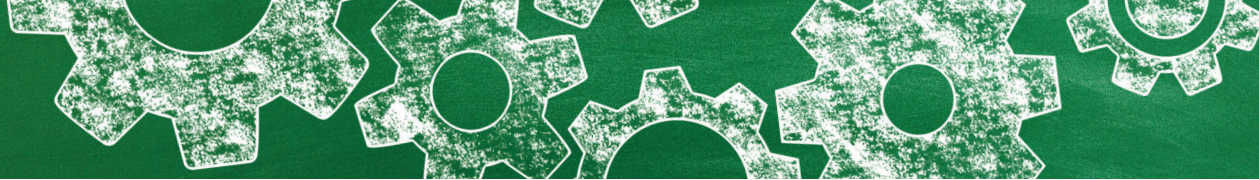


The following sections were included in one or both of the surveys:

1. *Views on Interactions with the Public.* Included in both pre- and post-training surveys. Officers' general views on community interactions, including issues of officer safety and de-escalation, were measured using seven survey items. It was expected that most items (with the exception of item 4) would increase in score following the *Applied De-escalation Tactics* training, demonstrating greater alignment to the training tenets.
2. *Attitudes Toward Persons in Crisis.* Included in both pre- and post-training surveys. This section used 14 survey items to measure officers' attitudes toward interactions with persons in crisis. In the *Applied De-escalation Tactics* curriculum, 'person in crisis' refers to an individual who may behave erratically because of factors such as mental health concerns, substance use, situational stress, or intellectual or developmental disabilities. Higher scores indicated greater agreement with training tenets on 10 of the survey items (the exceptions were items 2, 3, 13, and 14).
3. *Attitudes Toward Use of Force.* Included in both pre- and post-training surveys. This section used 11 items to measure officers' attitudes toward using force, including their preference for using various force and communication skills. De-escalation training is expected to teach officers that the use of force should be a last resort, and therefore the scores on these items (except items 8, 9, and 10) should *decrease* after training.
4. *Officer Confidence in Interactions with Persons in Crisis.* Included in both pre- and post-training surveys. Officers were asked to indicate how confident they are when interacting with a person in crisis. This section used 14 survey items to measure respondents' confidence in engaging in different actions.
5. *Openness to Training.* Included in only the pre-training survey. Survey respondents were asked to indicate their level of agreement with seven statements related to training in law enforcement. These items were adapted from a study on employees' openness toward change conducted by Miller et al. (1994).
6. *Perceptions of Knowledge Gained.* Included in only the post-training survey. Eight survey items were used to assess officers' perceptions of the knowledge they gained on topics related to de-escalation.



7. *Perceptions of Ability to Teach Skills.* Included in only the post-training survey. Eight survey items were used to assess officers' perceptions that the training increased their ability to teach specific skills related to the use of force and de-escalation.
8. *Perceptions on Training De-escalation.* Included in only the post-training survey. Three survey items were used to assess officers' perceived confidence in training de-escalation, satisfaction with skills gained, and how likely it is they will use this curriculum to train others on de-escalation.
9. *Perceptions of the Applied De-escalation Tactics Training Program.* Included in only the post-training survey. Seven survey items were used to assess officers' perceptions of the content, delivery, and perceived outcomes. In addition, two more open-ended response questions were posed to respondents, allowing them to provide direct feedback on the strengths and weaknesses of this training.
10. *Perceptions on Implementing De-escalation Training.* Included in only the post-training survey. Seven items were used to assess officers' perceptions of the likelihood of support for, implementation of, and potential customization of de-escalation training and tactics in their home agency.
11. *Demographics.* Included in only the pre-training survey. This section used 14 survey items to collect information about respondents' demographics, previous experiences with persons in crisis, and participation in specific trainings during the last three years.



Officer training survey data were primarily analyzed using *Stata*, a general-purpose statistical software. The statistical approach to assessing these data included (1) descriptive analyses of survey items presented in a single wave of measurement (e.g., reactions to training measured in the post-training survey only) and (2) paired sample *t*-test and Wilcoxon signed-rank test comparisons of survey items presented across two waves of measurement.² Statistical comparisons of pre-training to post-training survey responses were intended to examine changes in officers' attitudes resulting from the *Applied De-escalation Tactics* training program. In this report, the research team considers tests with *p*-values lower than the conventional 0.05 level to be statistically meaningful, indicating 95 percent confidence there is a difference in the item across two waves. These differences are denoted in all tables with an asterisk (*) for paired sample *t*-tests and a dagger (†) for Wilcoxon signed-rank test.

Statistical tests are conducted for single item responses and scale measures. It is difficult to reliably measure complex variables such as attitudes using only a single item. Therefore, scales—a combination of multiple correlated items—are typically used to better capture these broad constructs. Scales are superior to single items because they generate more sample variability, increase content validity, allow measurement of the reliability of the scale, and are assumed to average out measurement error when individual scores are summed. To create a scale, the numerical value for each participant's responses to a set of single items within each domain are added together. The resulting sum represents an individual's total score for that construct (e.g., attitudes toward persons in crisis, attitudes toward use of force). A total of four scales measuring officer attitudes are presented in this report; these scales have been validated using previous evaluations of de-escalation training (Engel, Corsaro, et al. 2020; Isaza 2020). When scales are used, a reliability co-efficient (" α ") is provided in a footnote to measure internal consistency among the survey items.

2. A paired sample *t*-test—also known as a dependent samples *t*-test—determines whether the mean (average) difference of two sets of observations from the same group at different times is zero. If the resulting *t*-test statistic rejects the null hypotheses of zero mean difference, then there is a statistically meaningful difference between the two observations. Yet, the *t*-test is a parametric method that assumes the underlying population distribution is normal and the response variable is quantitative. Because our individual items are ordinal (not quantitative), both assumptions are violated. We continue to show the results from the *t* tests, however, because the *t*-test is robust (i.e., works well even when assumptions are violated) (Agresti et al. 2017). As a way to replicate the findings of the *t*-tests, we also present results using the Wilcoxon signed-rank test (Wilcoxon 1945). This test is the nonparametric equivalent to the paired samples *t*-test and is better suited for ordinal data. While nonparametric methods have less statistical power, statisticians have shown that nonparametric tests are nearly as good as their parametric counterparts even when parametric assumptions are met (Agresti et al. 2017).



Study Results

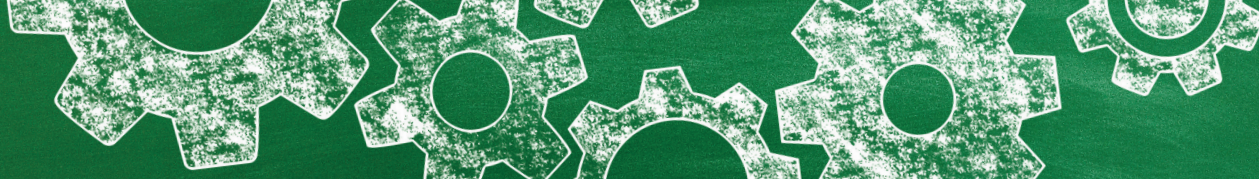
Qualitative assessment

Researchers took brief notes during the training and supplemented them with additional qualitative assessment after the course concluded. Three separate observations of this training lend credibility to our assessment that this train-the-trainer model is consistent across sessions with varying groups of officers—there were very few divergences across training sessions. The two instructors for this training appeared well qualified to teach this course, knowledgeable on the training topics, and able to establish a good rapport with the officers in the classroom. This training was attended by engaged groups of officers who actively participated in group discussions, with few prompts needed from the instructors. For example, the participants would often engage in group discussion on the importance of de-escalation reinforcement and how this training is beneficial to the policing field more broadly, given the current climate. The classes discussed the importance of supervisor buy-in for the training and creating accountability to set up de-escalation training for success. In addition, the instructors offered key summarizing remarks throughout the training.

This training was attended by engaged groups of officers who actively participated in group discussions, with few prompts needed from the instructors.

The curriculum and modalities of this training course were aligned with many other law enforcement de-escalation trainings, which emphasize the use of effective communications and rapport building to enact behavioral change for a person experiencing an emotional or situational crisis. The in-class skill practice and simulator or roleplay training helped reinforce the various tenets of the training to class participants.

Our assessment of the training observation did identify one small portion of the curriculum that could be enhanced. In module 4, the instructors presented the class with a list of the basic characteristics of law enforcement officers, followed by the characteristics of people who are good at de-escalation. However, these materials are based on a book published in 1994 (Mitchell and Everly), which describes teaching or researching stress in the emergency services. A direct comparison of these two lists of characteristics was absent from the observed training, which was seen as a missed opportunity. Further, this point in the curriculum has some potential for concern, as there may be potential backfire effects if officers disagree with or are offended by this list of law enforcement characteristics—which would be difficult to defend, as the research supporting these ideas is outdated. Its accuracy to the study population is questionable. This was the only area in the curriculum identified as potentially concerning.



Finally, as previously described, two training sessions used a simulator for skill practice, whereas the third session used roleplay scenario training for skill practice. In comparison to the simulator practice, roleplay practice allows for enhanced and dynamic dialogue between the officers and the subjects. The officers could more realistically practice the verbal de-escalation skills they had learned. In addition, if designed well, officers can use natural barriers to their advantage during roleplay, which they cannot do during simulator practice. Using natural barriers to create space and safety is a key learning point of de-escalation training. However, it should be noted that the quality of the roleplay practice is largely contingent on the ability of the roleplay actors. Actors who do not fully understand and appropriately react to officer cues to escalate and de-escalate can make roleplay training less effective. The actors used in this training, provided by a local law enforcement department, did well, maintaining character and appropriately reacting to officer cues. There were only a few instances during the 20 roleplays where the actors broke character—in all cases, likely because of the familiarity between the actors and some of the officers. Overall, both forms of skill practice were useful. Agencies may prefer to use roleplay training for enhanced dialogue practice to supplement simulator skill practice.

Survey sample

This section contains analyses of the officer training surveys from the combined 41 participants who attended the three LEIC train-the-trainer sessions.³ Table 1 on page 13 contains the demographics for this sample. As shown, the training participants were largely male (75.6 percent, $n=31$), White (75.6 percent, $n=31$), of the patrol rank (51.2 percent, $n=21$), with a bachelor's degree or higher (61.0 percent, $n=25$). About 31.7 percent ($n=13$) had attended a de-escalation training in the past 24 months, and 14.6 percent ($n=6$) had attended a train-the-trainer de-escalation course in that time. Additionally, 29.3 percent ($n=12$) have previously taught de-escalation skills. Not demonstrated in the table below, our analyses of the responding participants found approximately 15.4 percent ($n=6$) represented agencies with 0 sworn officers (e.g., non-sworn safety departments), 15.4 percent ($n=6$) represented agencies with fewer than 20 sworn officers, 46.2 percent ($n=18$) represented agencies with 21 to 50 sworn officers, 12.8 percent ($n=5$) represented agencies with 50 to 100 sworn officers, and 10.3 percent ($n=4$) represented agencies with more than 100 sworn officers.

Further details regarding participant demographics are shown below. Importantly, the three samples included in this study did not meaningfully differ from one another—the officer demographics were broadly consistent across the three groups.

3. Although 41 officers attended the three sessions and filled out the pre-training survey, one officer was not present as the post-training survey was administered, thus only 40 post-training surveys were collected.

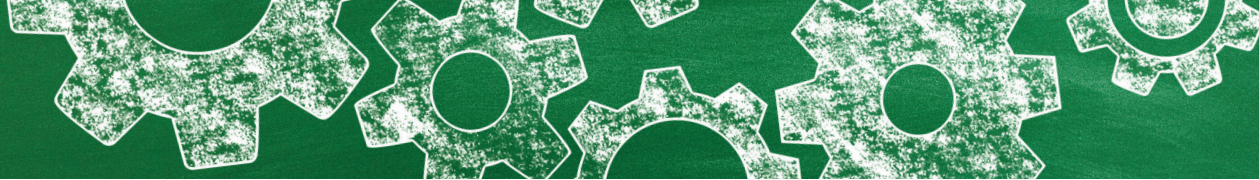
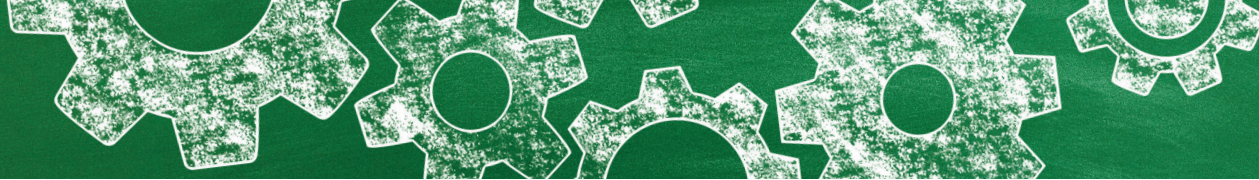


Table 1. Pre-training sample demographics (n=41)

	% (n)
Gender	
Male	75.6 (31)
Female	22.0 (9)
Missing	2.4 (1)
Age	
25–29 years old	7.3 (3)
30–34 years old	17.1 (7)
35–39 years old	7.3 (3)
40–44 years old	29.3 (12)
45–49 years old	17.1 (7)
50+ years old	19.5 (8)
Missing	2.4 (1)
Race	
Caucasian/White	75.6 (31)
African American / Black	14.6 (6)
Hispanic/Latino	2.4 (1)
Missing	7.3 (3)
Rank	
Patrol officer	51.2 (21)
Sergeant	14.6 (6)
Lieutenant	9.8 (4)
Captain and above	7.3 (3)
Other	14.6 (6)
Missing	2.4 (1)
LE Experience	
1–4 years	19.5 (8)
5–9 years	12.2 (5)
10–14 years	9.8 (4)
15–19 years	24.4 (10)
20 or more years	29.3 (12)
Missing	4.9 (2)

	% (n)
Instructor Experience	
Less than 1 year	12.2 (5)
1–4 years	19.5 (8)
5–9 years	14.6 (6)
10–14 years	17.1 (7)
15–19 years	19.5 (8)
20 or more years	7.3 (3)
Missing	9.8 (4)
Education	
High school	4.9 (2)
Less than 2 years college	22.0 (9)
Associate’s degree	9.8 (4)
Bachelor’s degree	41.5 (17)
Graduate degree	19.5 (8)
Missing	2.4 (1)
Skills previously taught*	
Use of force	48.9 (20)
De-escalation	29.3 (12)
Risk assessment	24.4 (10)
Communication skills	36.6 (15)
Crisis intervention	22.0 (9)
Officer trainings attended (last 24 months)*	
Use of force	46.3 (19)
Mental health crisis	48.9 (20)
De-escalation	31.7 (13)
TTT trainings attended (last 24 months)*	
Use of force	19.5 (8)
Mental health crisis	14.6 (6)
De-escalation	14.6 (6)

* Combined percentages exceed 100% because officers could select multiple responses for one question

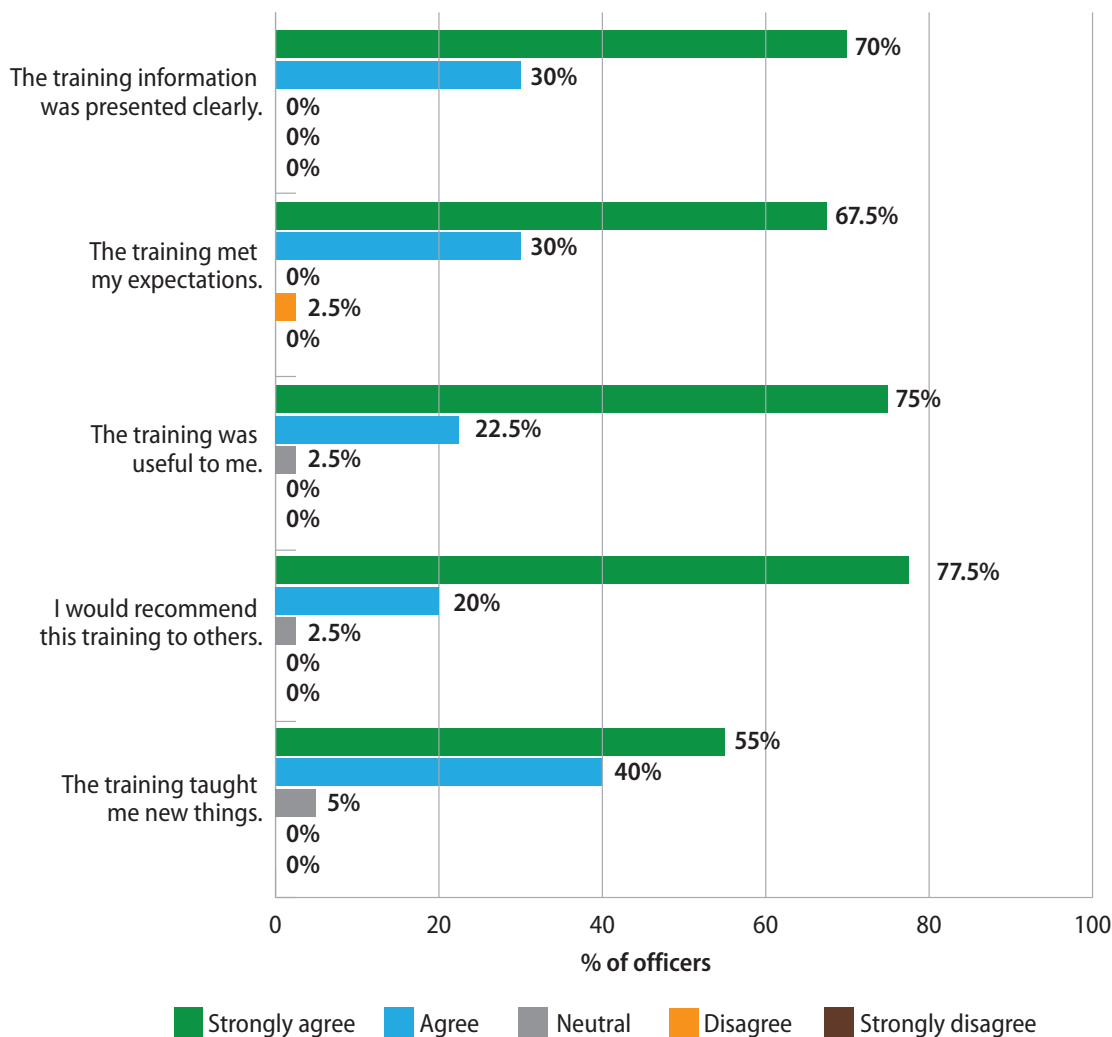


Training Receptivity

Guided by observations of the importance of documenting officers' assessment of the quality and utility of training (see Kirkpatrick 1998), this portion of the report details officer reactions to and perceptions of the *Applied De-escalation Tactics* curriculum. Five survey sections were designed to measure different varieties of training receptivity, including sections specifically assessing a train-the-trainer model:

1. The training overall
2. Knowledge gained
3. Ability to teach
4. Training others on de-escalation
5. Implementing de-escalation in officers' home agencies

Figure 1. Perceptions of the *Applied De-Escalation Tactics* train-the-trainer (n=40)



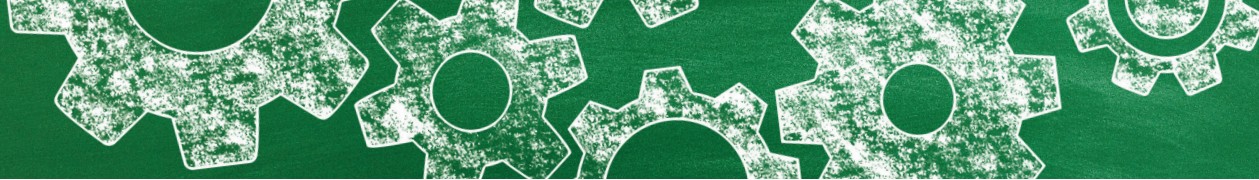
Survey results indicate that the *Applied De-Escalation Tactics* train-the-trainer session was well received by the officers in attendance. Specifically, the average summed score across six items⁴ was 28.08 out of a maximum of 30—or an item-by-item average of 4.68 on a 5-point scale—indicating agreement that the training was received favorably. Figure 1 on page 14 displays some of the individual survey item responses regarding perceptions of the training.

Table 2 displays specific officer skills addressed by the training, along with respondents’ assessments of their increase in knowledge. These skills were identified by the UC research team after reviewing eight different de-escalation training programs. While some programs emphasize certain skills more than other programs, each of these topics is at least briefly mentioned during all of the reviewed de-escalation training. The vast majority of officers agreed that this training increased their knowledge across all eight skills identified in the survey instrument. Importantly, 100 percent of the officers agreed or strongly agreed that the training increased their knowledge of de-escalation principles, skills, and tactics. Notably, a minority of officers felt neutral regarding how the training increased their knowledge of risk assessment (15.0 percent, $n=6$), conducting post-incident reviews (10.0 percent, $n=4$), skills to communicate with fellow officers (7.5 percent, $n=3$), signs of crisis or conflict (7.5 percent, $n=3$), skills to communicate with community members (5.0 percent, $n=2$), and decision-making in crisis incidents (2.5 percent, $n=1$).

Table 2. Distributions of post-training perceptions of knowledge gained ($n=40$)

<i>This training increased my knowledge about . . .</i>	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	% (n)	% (n)	% (n)	% (n)	% (n)
1. . . risk assessment.	0 (0)	0 (0)	15.0 (6)	55.0 (22)	30.0 (12)
2. . . decision-making in crisis incidents.	0 (0)	0 (0)	2.5 (1)	60.0 (24)	37.5 (15)
3. . . de-escalation principles.	0 (0)	0 (0)	0 (0)	50.0 (20)	50.0 (20)
4. . . de-escalation skills/tactics.	0 (0)	0 (0)	0 (0)	40.0 (16)	60.0 (24)
5. . . skills to communicate with citizens.	0 (0)	0 (0)	5.0 (2)	50.0 (20)	45.0 (18)
6. . . signs of crisis and/or conflict.	0 (0)	2.5 (1)	7.5 (3)	52.5 (21)	37.5 (15)
7. . . skills to communicate with my fellow responding officers.	0 (0)	2.5 (1)	7.5 (3)	50.0 (20)	40.0 (16)
8. . . conducting post-incident reviews.	0 (0)	2.5 (1)	10.0 (4)	60.0 (24)	27.5 (11)

4. The six items making up the summed scale include “Was the information at the training presented clearly?,” “Was there enough time provided for each section of the training curriculum?,” “This training course met my expectations,” “The training was useful to me,” “I would recommend this training to others,” and “This training taught me new things.” The six items were highly correlated, with a scale reliability coefficient of $\alpha = 0.92$.



Respondents were also asked about their perceived ability to teach other officers a series of de-escalation-related skills after the *Applied De-escalation Tactics* train-the-trainer course. Table 3 displays each of these skills and the reported percentages of respondent agreement. As demonstrated, most officers felt this training enhanced their ability to teach all the skills identified in the survey instrument. Notably, a small group of officers felt neutral or disagreed about whether the training increased their ability to teach six of the eight skills listed in table 3.

Table 3. Distributions for post-training perceptions of ability to teach (n=40)

<i>This training increased my ability to teach the following skills to officers . . .</i>	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	% (n)	% (n)	% (n)	% (n)	% (n)
1. . . risk assessment.	2.5 (1)	0 (0)	10.0 (4)	57.5 (23)	30.0 (12)
2. . . decision-making in crisis incidents.	0 (0)	0 (0)	5.0 (2)	62.5 (25)	32.5 (13)
3. . . de-escalation principles.	0 (0)	0 (0)	0 (0)	52.5 (21)	47.5 (19)
4. . . de-escalation skills/tactics.	0 (0)	0 (0)	0 (0)	42.5 (17)	57.5 (23)
5. . . skills to communicate with citizens.	0 (0)	0 (0)	2.5 (1)	42.5 (17)	55.0 (22)
6. . . signs of crisis and/or conflict.	0 (0)	0 (0)	2.5 (1)	62.5 (25)	35.0 (14)
7. . . skills to communicate with my fellow responding officers.	0 (0)	0 (0)	2.5 (1)	57.5 (23)	40.0 (16)
8. . . conducting post-incident reviews.	0 (0)	2.5 (1)	7.5 (3)	57.5 (23)	32.5 (13)

Table 4. Distributions for post-training perceptions related to training de-escalation (n=40)

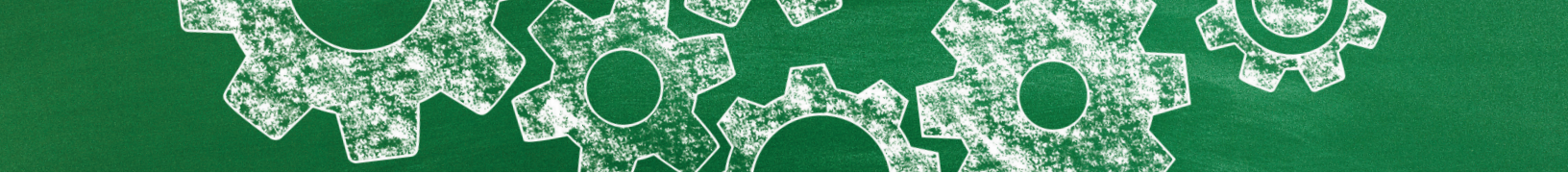
Survey questions	Not at all	Slightly	Neutral	Moderately	Very
	% (n)	% (n)	% (n)	% (n)	% (n)
1. How confident are you that you have the information needed to train others on de-escalation?	0 (0)	0 (0)	0 (0)	52.5 (21)	47.5 (19)
2. How satisfied are you with the skills you gained from this training?	0 (0)	0 (0)	2.5 (1)	35.0 (14)	62.5 (25)
3. How likely is it that you will use this curriculum to train others on de-escalation?	0 (0)	0 (0)	7.5 (3)	22.5 (9)	70.0 (28)

When asked about how they might use this training, the vast majority (92.5 percent) of respondents said they were likely or very likely to use the *Applied De-Escalation Tactics* train-the-trainer curriculum to train de-escalation, with 70 percent reporting that they were very likely. In addition, all officers felt confident that the program provided them with the information they need to train de-escalation to others, though only 47.5 percent felt they were very confident. Nearly all officers who attended the training (97.5 percent) were satisfied with the skills gained, with 62.5 percent of those officers reporting being very satisfied with the skills gained. These results are shown in table 4.

Respondents were asked about their perceptions related to implementing de-escalation training based on the train-the-trainer course in their own agencies. Seven items were posed regarding their perceived likelihood of leadership support and agency adoption. While nearly all respondents (89.5 percent) felt that command staff would very likely support de-escalation, fewer reported that mid-level or first-line supervisors would very likely support it (66.7 percent and 48.7 percent, respectively). However, only one respondent felt that it was unlikely that mid-level supervisors would support the use of de-escalation tactics, and none felt it was unlikely that command staff or first-line officers would. Approximately half of the responding officers (56.7 percent) reported that their agency’s use of force policy would likely or very likely need to be modified to support the principles of de-escalation. Overall, it appears that nearly all officers (97.4 percent) in this course felt it was likely or very likely that their agency would implement the *Applied De-Escalation Tactics* curriculum. Most officers, however, perceived that this training might require some customization to better fit their agency—which is encouraged by the LEIC training staff.

Table 5. Distributions for post-training perceptions on de-escalation implementation (n=40)

Survey questions	Very unlikely % (n)	Unlikely % (n)	Somewhat likely % (n)	Likely % (n)	Very likely % (n)
1. What is the likelihood your command staff will support the use of de-escalation tactics? (n=38)	0 (0)	0 (0)	0 (0)	10.5 (4)	89.5 (34)
2. What is the likelihood that your mid-level supervisors will support the use of de-escalation tactics? (n=39)	0 (0)	2.6 (1)	5.1 (2)	25.6 (10)	66.7 (26)
3. What is the likelihood that your first-line officers will support the use of de-escalation tactics? (n=39)	0 (0)	0 (0)	7.7 (3)	43.6 (17)	48.7 (19)
4. For previous new trainings, how likely was your command staff to adopt and support the trainings in your agency? (n=39)	0 (0)	2.6 (1)	30.8 (12)	64.1 (25)	2.6 (1)
5. What is the likelihood that your agency will implement the <i>Applied De-escalation Tactics</i> training department-wide? (n=39)	0 (0)	0 (0)	2.6 (1)	25.6 (10)	71.8 (28)
6. How likely is it that your agency's use of force policy will be modified to support the principles of this training? (n=37)	0 (0)	8.1 (3)	35.1 (13)	32.4 (12)	24.3 (9)
7. What is the likelihood that your agency will need to alter or customize this de-escalation training to better fit your agency? (n=39)	5.1 (2)	23.1 (9)	30.8 (12)	25.6 (10)	15.4 (6)

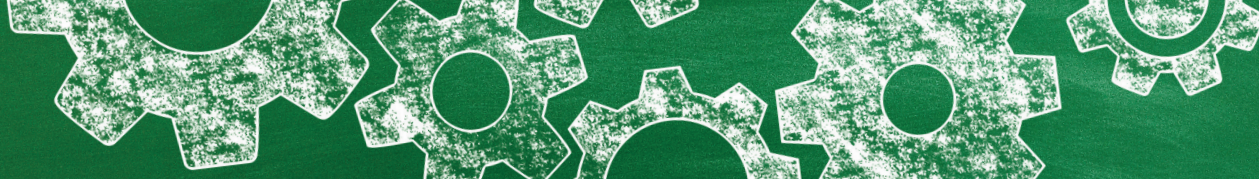


Finally, officers were asked to provide qualitative feedback on the strengths and weaknesses of the training. The majority of the 40 officer respondents provided free response comments. Three major themes emerged from officers' feedback on the training's *strengths*: (1) Officers overwhelmingly liked the instructors and felt they were very knowledgeable; (2) they enjoyed the skill practice and classroom discussion; and (3) many officers felt that the training was clear and well organized. In addition, three major themes emerged on the training's *weaknesses*: (1) Several officers commented that the training would benefit from the use of roleplay scenarios rather than virtual training; (2) officers would have preferred more time to practice skills; and (3) officers would have liked to see more videos and other examples of officers demonstrating effective de-escalation.

Attitudinal changes

Officers were surveyed across four topic areas that have previously been found to demonstrate changes as a result of participation in de-escalation training (e.g., see Engel, Corsaro, et al., 2020): (1) *Views on Interactions with the Public*, (2) *Attitudes toward Persons in Crisis*, (3) *Attitudes toward Use of Force*, and (4) *Confidence in Situations Involving Persons in Crisis*. Attitudes were measured using a five-point Likert scale (1 = strongly disagree; 5 = strongly agree) to assess officers' level of agreement with each statement. Immediate training impacts were considered by comparing pre-training to post-training scores. Change was measured using *t*-test and Wilcoxon signed-rank comparisons to assess statistical differences in responses to survey items asked across two waves of data. For each survey item and scale, the tables in the following section display the average or mean score (\bar{X}), the standard deviation (SD), the number of respondents (*N*), and the *t*-statistic, with an asterisk (*) demonstrating a statistically significant change in officers' responses from time 1 (pre-training) to time 2 (post-training) at a *p*-value below 0.05. Given that some of the assumptions of the *t*-test are violated with these data, the Wilcoxon signed-rank test is used as a sensitivity analysis for the *t*-test. Statistically significant differences using this technique are noted with a dagger (†).

Most officers . . . perceived that this training might require some customization to better fit their agency—which is encouraged by the LEIC training staff.



Views on interactions with the public

Seven survey items were presented related to officers' general views of encounters with the public—including issues of officer safety and de-escalation. If de-escalation training has been effective, it is expected that some items will show an increase in the level of agreement (e.g., "I have considerable ability to control the nature of citizen interactions to create positive outcomes"), while other items will show a decrease in the level of agreement (e.g., "In tense citizen encounters, the most important thing is that I get home safely"). Table 6 displays the average response (\bar{X}) for each survey item. Two survey items (items 1 and 3) demonstrated significant changes in the expected direction, while the other five remained non-significant in their score change from pre-training to post-training. In addition, the summed *Interactions with the Public* scale⁵ demonstrated a significant increase in score after officers were trained in de-escalation.

Table 6. Pre- to post-training changes in views on interactions with the public

Survey statements	Pre-training			Post-training			t
	\bar{X}	SD	N	\bar{X}	SD	N	
1. I have considerable ability to control the nature of citizen interactions to create positive outcomes.	4.08	0.73	40	4.40	0.59	40	3.13**
2. I am good at identifying officer safety risks in citizen encounters.	4.28	0.45	40	4.45	0.60	40	1.86
3. I am good at de-escalating encounters with citizens.	4.03	0.53	40	4.40	0.50	40	4.39**
4. In tense citizen encounters, the most important thing is that I get home safely.	4.38	0.67	39	4.51	0.64	39	1.40
5. Officers can be trained to increase the likelihood of positive encounters with citizens.	4.62	0.49	40	4.78	0.48	40	1.43
6. Officers can be trained to improve their ability to identify officer safety risks in citizen encounters.	4.65	0.48	40	4.75	0.44	40	1.07
7. Officers can be trained to improve their ability to de-escalate citizen encounters.	4.59	0.50	39	4.74	0.44	39	1.53
<i>Interactions with the public</i> scale	27.87	2.18	39	29.05	2.08	39	3.11**

* Statistically significant at $p < .05$ using paired sample *t*-test.

† Statistically significant at $p < .05$ using non-parametric Wilcoxon signed-rank test.

5. The additive scale was created by taking the sum of all 7 items. Item 4 was reverse-coded to reflect greater agreement with the tenets of the training (pre-training $\alpha = 0.61$; post-training $\alpha = 0.66$).



Attitudes toward persons in crisis

De-escalation training should teach officers to view persons in crisis in a more understanding manner, with the goal of making encounters with these individuals safer. Scores range from 1 to 5, with higher scores reflecting attitudes towards persons in crisis that are in greater agreement with the tenets taught during the de-escalation training program, with the exception of items 2, 3, 13, and 14. Of the 14 survey items in this topic area, shown in table 7 on page 22, six (items 6, 8, 9, 10, 11, and 12) demonstrated statistically significant changes from pre-training to post-training, all in the expected directions. For example, the average score to the response, “I know how to slow down an encounter with a person in crisis,” moved from *neutral* ($\bar{X}=3.80$) in the pre-training period to *agree* ($\bar{X}=4.22$) in the post-training period.

The sum of all 14 items is used to generate a single measure that captures officer attitudes towards persons in crisis. Analysis of this summed *Attitudes Towards Persons in Crisis* scale⁶ demonstrates a statistically significant increase in score, indicating positive attitudinal impacts from participation in the *Applied De-escalation Tactics* training.

Attitudes toward using force

Officers’ attitudes and perceptions regarding the use of force were measured by 11 survey items. De-escalation training is expected to teach officers that use of force should be a last resort, and therefore scores for most of these items (with the exception of items 8, 9, and 10) should *decrease* after training. As shown in table 8 on page 23, two survey items demonstrated statistically significant changes (items 5 and 10). Notably, item 10 moves in the expected direction, but item 5 does not. Further, item 5 is statistically significant only based on the *t*-test result and not with the non-parametric test, indicating this is not a strong change in attitude because it is not replicated in both tests. The summed *Use of Force* scale⁷ demonstrated a non-significant decrease in score, counter to the expected impacts from this training. Note that the *Use of Force* scale includes survey items that have been re-coded to make score increases represent changes aligned with the goals of de-escalation training.

6. The additive scale was created by taking the sum of items 1 and 3–13. Items 3 and 13 were reverse-coded to reflect greater agreement with the tenets of the training (pre-training $\alpha = 0.62$; post-training $\alpha = 0.79$).

7. The additive scale was created by taking the sum of questions 1–7 and 11; all items were reverse-coded to create this scale except for item 1 (pre-training $\alpha = 0.53$; post-training $\alpha = 0.45$).

Table 7. Pre- to post-training changes in attitudes towards persons in crisis

Survey statements	Pre-training			Post-training			t
	\bar{X}	SD	N	\bar{X}	SD	N	
1. Recognizing the signs that a person is in crisis can improve the outcome of an interaction with that individual.	4.42	0.55	40	4.60	0.50	40	1.86
2. There is no explaining why a person in crisis acts the way they do.	2.45	0.93	40	2.48	0.96	40	0.17
3. Noncompliance should be viewed as a threat.	2.60	0.71	40	2.55	0.78	40	-0.40
4. Unnecessary risks should be avoided in encounters.	3.95	0.88	40	4.15	0.83	40	1.39
5. The most important role of an officer responding to a crisis is to stabilize the situation.	4.10	0.63	40	4.25	0.54	40	1.64
6. In crisis situations, it is beneficial to keep a subject talking.	3.88	0.76	40	4.22	0.62	40	2.88*†
7. In many cases, the use of force against a person in crisis can be avoided.	3.95	0.55	40	4.00	0.72	40	0.57
8. As a person's emotions rise, their rational thinking declines.	4.30	0.61	40	4.72	0.45	40	3.60*†
9. When responding as a team, it's important to designate roles in the crisis intervention.	4.23	0.74	39	4.56	0.55	39	2.70*†
10. The majority of time spent communicating with a subject should be spent listening.	4.17	0.51	39	4.64	0.49	39	4.80*†
11. An officer's nonverbal communication, such as body language, influences how a subject reacts.	4.40	0.50	40	4.65	0.53	40	2.69*†
12. I know how to slow down an encounter with a person in crisis.	3.80	0.52	40	4.22	0.48	40	4.89*†
13. Situational stress is no excuse for a person to act irrational.	2.50	0.96	40	2.23	0.80	40	-1.54
14. Responding to persons in crisis should not be a role of the police.	2.15	0.77	40	2.10	0.78	40	-0.36
<i>Attitudes Toward Persons in Crisis scale</i>	48.05	3.69	38	51.26	4.23	38	5.33*†

* Statistically significant at $p < .05$ using paired sample *t*-test.

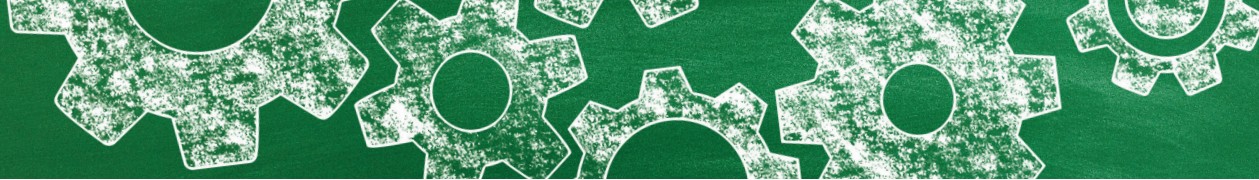
† Statistically significant at $p < .05$ using non-parametric Wilcoxon signed-rank test.

Table 8. Pre- to post-training changes in attitudes towards using force

Survey statements	Pre-training			Post-training			t
	\bar{X}	SD	N	\bar{X}	SD	N	
1. Officers are <i>NOT</i> allowed to use as much force as is necessary to make suspects comply.	2.40	0.78	40	2.55	0.88	40	1.18
2. It is sometimes necessary to use more force than is technically allowable.	2.12	0.88	40	2.08	0.97	40	-0.44
3. Verbally disrespectful suspects sometimes deserve physical force.	1.45	0.71	40	1.45	0.60	40	0.00
4. Refraining from using force when you are legally able to puts yourself and other officers at risk.	2.51	0.94	39	2.60	1.03	40	0.68
5. It is important to have a reputation that you are an officer willing to use force.	1.82	0.77	38	2.18	1.04	38	2.11*
6. Not using force when you could have makes suspects more likely to resist in future interactions.	1.90	0.50	40	1.90	0.59	40	0.00
7. It is important that my fellow officers trust me to handle myself in a fight.	3.90	0.88	39	3.83	1.01	40	-0.35
8. Trying to talk my way out of a situation is always safer than using force.	3.97	1.04	39	4.10	0.94	39	0.82
9. It is important that my fellow officers trust my communication skills.	4.47	0.51	40	4.62	0.49	40	1.78
10. I respect officers' ability to talk suspects down rather than using force to make them comply.	4.53	0.55	40	4.70	0.46	40	2.48 [†]
11. Generally speaking, if force has to be used, it is better to do so earlier in an interaction with a suspect, as opposed to later.	2.33	0.80	40	2.38	1.00	40	0.50
<i>Use of Force scale</i>	28.32	2.97	38	28.08	3.36	38	-0.60

* Statistically significant at $p < .05$ using paired sample *t*-test.

[†] Statistically significant at $p < .05$ using non-parametric Wilcoxon signed-rank test.



Confidence in situations involving persons in crisis

In addition to reported changes in officers' attitudes, the UC research team measured officers' reported confidence in interacting with persons in crisis. This section of the survey contained 14 items related to a respondent's self-efficacy, or confidence, in handling the described actions. Confidence in handling each of the listed items is expected to increase as a result of de-escalation training. As demonstrated in table 9 on page 25, all 14 items demonstrate a statistically significant increase in score, indicating improvements in confidence immediately after training. Moreover, the summed *Officer Confidence Scale*⁸ demonstrated a statistically significant increase in score from pre-training to post-training, aligned with the goals of de-escalation training. This indicates that as a result of the training, officers reported significantly more confidence in their handling of situations involving persons in crisis.

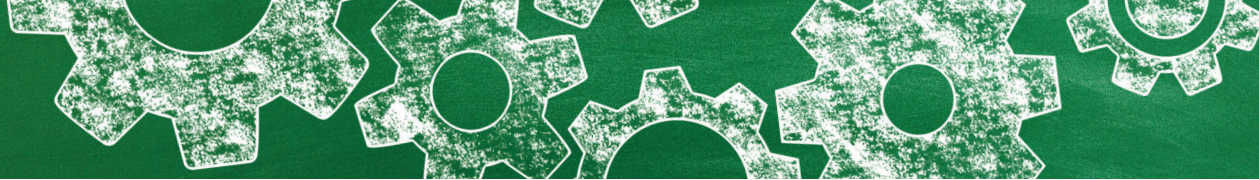
8. The additive scale was created by taking the sum of all 14 items (pre-training $\alpha = 0.94$; post-training $\alpha = 0.97$).

Table 9. Pre- to post-training changes in confidence in situations involving persons in crisis

<i>I am confident in my ability to . . .</i>	Pre-training			Post-training			<i>t</i>
	\bar{X}	SD	<i>N</i>	\bar{X}	SD	<i>N</i>	
1. . . interact with a person in crisis.	4.10	0.50	40	4.40	0.55	40	3.36 ^{††}
2. . . effectively communicate with someone in crisis.	4.00	0.60	40	4.38	0.54	40	4.05 ^{††}
3. . . assess risks during crisis incidents.	4.03	0.48	40	4.42	0.55	40	4.00 ^{††}
4. . . ask someone in crisis open-ended questions to gather information about what is going on.	4.08	0.57	40	4.58	0.55	40	4.94 ^{††}
5. . . interact with family members of a person in crisis.	4.10	0.44	40	4.45	0.60	40	4.58 ^{††}
6. . . summarize/paraphrase statements made by a person in crisis in your own words.	4.00	0.55	40	4.50	0.55	40	5.28 ^{††}
7. . . calm down someone in crisis.	3.88	0.61	40	4.35	0.58	40	4.69 ^{††}
8. . . make sound decisions during citizen encounters.	4.03	0.42	40	4.50	0.60	40	5.42 ^{††}
9. . . de-escalate a situation involving a person in crisis.	3.98	0.48	40	4.38	0.59	40	4.64 ^{††}
10. . . talk to a person in crisis about his/her medications.	3.85	0.66	40	4.33	0.66	40	4.69 ^{††}
11. . . express understanding towards a person in crisis.	4.12	0.46	40	4.55	0.55	40	4.52 ^{††}
12. . . get someone in crisis to talk to you rather than acting out.	3.90	0.59	40	4.33	0.57	40	4.89 ^{††}
13. . . participate in a post-incident review.	4.00	0.51	40	4.50	0.60	40	4.94 ^{††}
14. . . talk to someone in crisis about whether or not he/she uses alcohol or drugs.	4.15	0.48	40	4.50	0.60	40	3.82 ^{††}
<i>Confidence scale</i>	56.20	5.48	40	62.15	6.74	40	6.80 ^{††}

* Statistically significant at $p < .05$ using paired sample *t* test.

† Statistically significant at $p < .05$ using non-parametric Wilcoxon signed-rank test.



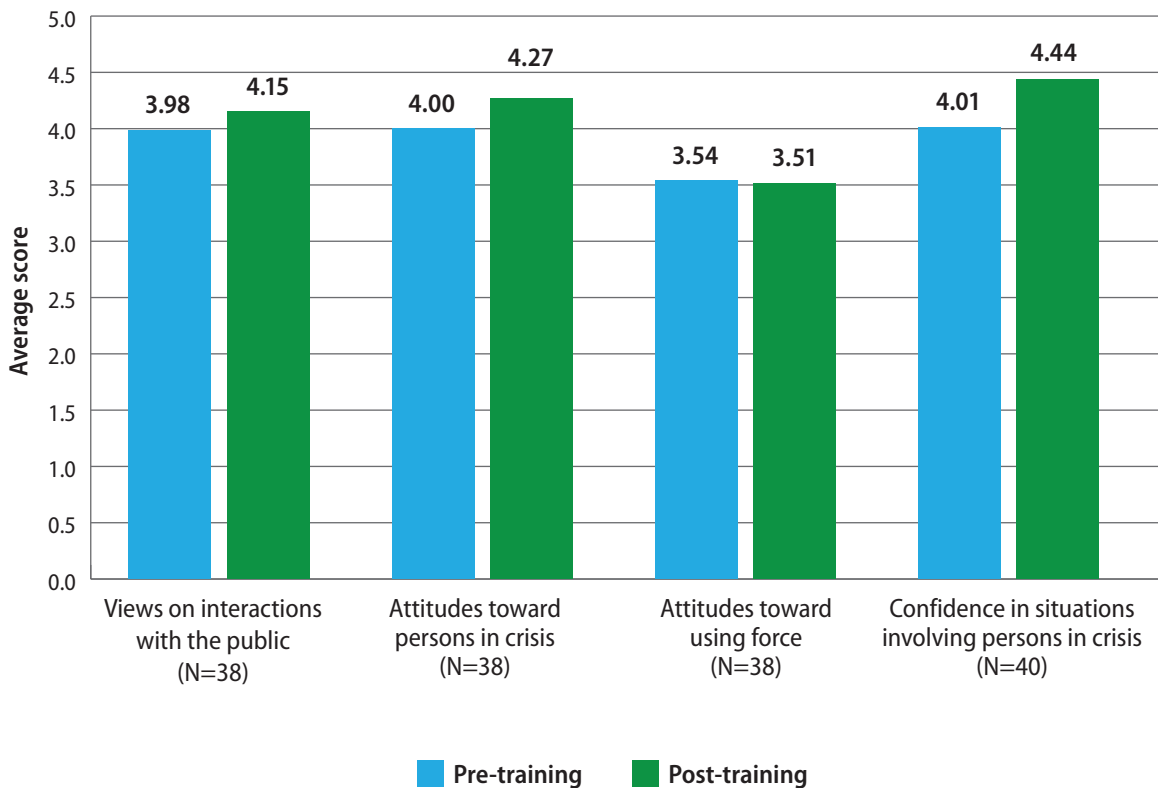
Conclusion

The 41 officers, representing 19 agencies, who attended the *Applied De-escalation Tactics* train-the-trainer course filled out training surveys used to measure training receptivity and attitudinal changes attributed to the training. Survey results indicate that the *Applied De-escalation Tactics* train-the-trainer session was well received by the officers in attendance. All officers felt confident that the program provided them with the information they needed to train in de-escalation, and all officers were satisfied with the skills that they gained. Furthermore, the vast majority said they were likely to use the *Applied De-escalation Tactics* curriculum to train others on de-escalation. While nearly all respondents (89.5 percent) believed their command staff would support de-escalation training, fewer believed that their mid-level or first-line supervisors were very likely to support de-escalation (66.7 percent and 48.7 percent, respectively). Thus, agencies that implement this training should ensure that the use of de-escalation training is encouraged and supported by command staff at all levels of the agency.

Regarding attitudinal changes attributed to the *Applied De-escalation Tactics* train-the-trainer course, we examined individual survey items and scale measures across four attitudes: (1) *Views on Interactions with the Public*, (2) *Attitudes toward Persons in Crisis*, (3) *Attitudes toward the Use of Force*, and (4) *Confidence in Situations Involving Persons in Crisis*. These scale measures have been validated in prior evaluations of de-escalation training and provide a more holistic review of attitudinal changes than individual item-by-item analysis. Results demonstrated that confidence in handling situations involving persons in crisis exhibited the largest statistically significant change, indicating improvements in confidence immediately after training. Attitudes toward persons in crisis and views on interactions with the public also demonstrated significant changes in the expected directions, consistent with the principles of de-escalation. However, officer attitudes toward the use of force did not demonstrate measurable, significant changes as a result of the training; of the individual items measuring attitudes toward the use of force, one demonstrated a significant change in the expected direction while another significantly changed in the opposite direction. The remaining nine item-by-item analyses for attitudes towards the use of force demonstrated non-significant changes. This overall lack of movement on attitudes toward use of force may be due to the nature of the *Applied De-escalation Tactics* curriculum, which focuses more on communicating with community members effectively and less on operational or defensive tactics around the use of force.

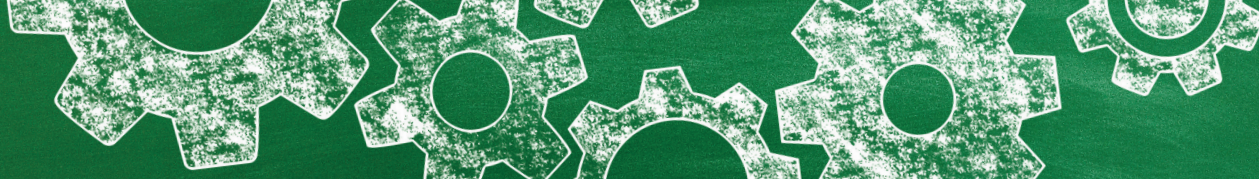
Figure 2 on page 27 is a summary chart displaying the average item score (on a scale from 1–5) across each attitudinal area, pre- and post-training, where a higher score indicates greater alignment with the tenets of de-escalation training. This figure demonstrates that most measured areas in the survey demonstrated changes in the hypothesized directions after officers participated in the training. Aside from their views on using force, officers' average views align with de-escalation both before and after training and demonstrate a slight increase after training. Overall, the *Applied De-escalation Tactics* train-the-trainer course appears to have had a positive impact on officer perceptions related to de-escalation training.

Figure 2. Summary chart for change in attitudes before and after training



Limitations

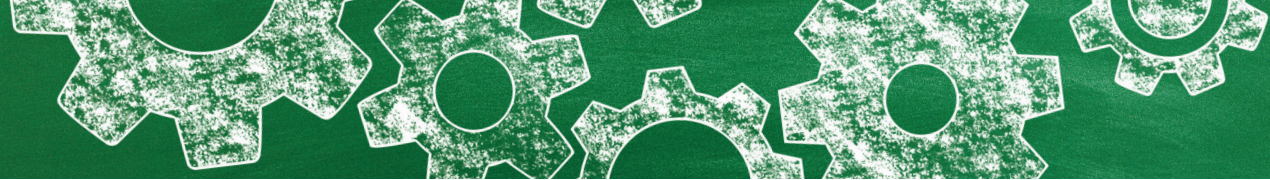
There are a few limitations that should be addressed as part of this evaluation. First and foremost, the sample size of 41 officers is relatively small. Our confidence in the direct impacts that can be drawn from this small sample is somewhat limited. We also note that most of the officers in attendance were from relatively small law enforcement agencies—only four of the 41 officers were from agencies with more than 100 sworn officers—limiting generalization to instructors from larger agencies. However, this sample may accurately represent a large proportion of law enforcement agencies that are smaller in size. Approximately 30 percent of the sample ($n=12$) reported that they had previously taught de-escalation skills using other curricula, indicating that this sample may represent instructors with greater than average experience and previous knowledge of the skills related to de-escalation. Finally, this study addressed only attitudinal shifts and was unable to test behavior change in the field; direct impacts of this training on officer behavior cannot be determined.



Recommendations

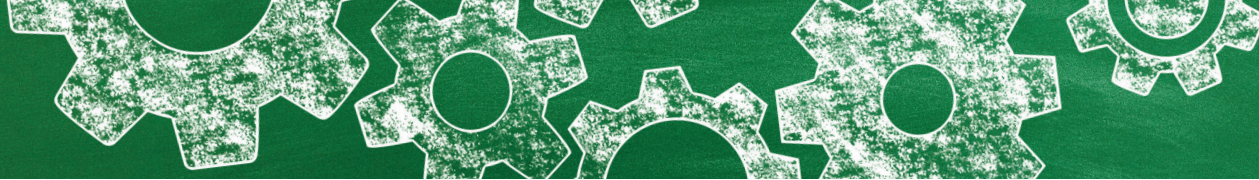
Based on the survey findings presented here, there are no specific areas of the *Applied De-escalation Tactics* train-the-trainer course that appear to require significant change. Results indicated that training participants were very receptive to the course and that officers demonstrated statistically significant shifts in attitudes expected to change as a result of the training (with the exception of attitudes toward the use of force). Nevertheless, the following four recommendations are provided based on the findings presented.

1. **Enhance discussion on characteristics of effective law enforcement de-escalators.** Based on our qualitative (observational) assessment, the current discussion of officer personality characteristics in this course fails to accurately reflect the current research on effective de-escalators. As it stands, it has the potential to be perceived negatively by training participants. We recommend that this content be reframed to address how officer characteristics reflect (or not) characteristics of good de-escalators, noting that these characteristics have likely changed in the twenty-first century. The course instructors may consider updating this section with more recent research on the characteristics of effective law enforcement de-escalators (see discussion in Todak 2017; Todak and White 2019) and also ensuring that these two lists of characteristics are compared.
2. **Include more scenario-based practice.** Based on training participants' feedback, the training would benefit from integrating role play and scenario-based training to enhance skill practice across all sessions of the train-the-trainer classes. This skill practice has some benefits simulator practice lacks and could be more accessible for many agencies without a simulator. Agencies may consider using roleplay actors from outside of law enforcement, allowing members of the community to engage with law enforcement and build trust directly. In addition, including additional illustrations of effective uses of de-escalation skills by law enforcement may further reinforce and demonstrate the importance of these skills on officer and community safety.
3. **Measure long-term training impacts.** We recommend that the CRI-TAC staff, participating agencies, or researchers follow up with training participants after the course to measure knowledge retention, attitudinal changes, and behavior changes over extended amounts of time (e.g., six months, one year). This assessment would provide feedback on training decay and help determine appropriate levels of training dosage to maintain training effects.



4. **Follow-up with training delivery in home agencies.** We recommend that CRI-TAC staff follow up with training participants regarding their plans to implement this training within their home agencies, across all training deliveries. For example, while most attendees reported that the *Applied De-Escalation Tactics* curriculum would be implemented in their home agencies, 56.7 percent indicated it would require customization to better fit into their training regimen. To further enhance the training, it is necessary to understand the type of customizations law enforcement departments are planning to implement. In addition, while all officers reported some level of confidence that the program provided them with the information needed to teach de-escalation to others, fewer than half (47.5 percent) reported they were “very” confident to train based on this TTT curriculum. This discrepancy suggests there are opportunities for modifications and improvements. It is possible that examining the customization of the training by individual agencies will provide additional insights in this regard. Further, it is important to determine the degree of fidelity to the original training model if significant alterations to the content, delivery, or length of the training are made.

5. Some follow-up interviews with attendees from the 2021 *Applied De-Escalation Tactics* courses are detailed in a separate report, *Agency Implementation: Applied De-escalation Tactics Train-the-Trainer Program Final Report*. This report, available on the COPS Office and CRI-TAC websites, describes some of the home agencies’ training plans, modifications either made or planned to implement this de-escalation training course, reasons for these changes, and overall impressions of the training program.



Summary

Our mixed-methods evaluation documented results from the *Applied De-escalation Tactics* train-the-trainer course, a new law enforcement de-escalation training delivered through the CRI-TAC. Based on the three sessions held during 2021 ($n=41$ officers), we found that the effects of this train-the-trainer model were consistent across different groups of officers. Analyses of the pre- and post-training surveys administered to officers demonstrated that officers felt confident that the program provided them with the information they needed to teach de-escalation, and all officers were satisfied with the skills they gained. Most measured attitudes in the survey demonstrated changes in the hypothesized directions after officers participated in the training. Only officer attitudes toward the use of force did not demonstrate measurable, significant changes due to the training. This finding may be due to the nature of this curriculum, which focuses more on communicating with community members effectively and spends less time on operational or defensive tactics around the use of force. Overall, the *Applied De-escalation Tactics* train-the-trainer course appears to positively impact officer perceptions related to de-escalation training, and only a few recommendations are provided to enhance this training program.

Appendix. Applied De-escalation Tactics T-T-T Survey Items

Section 1. Views on interactions with the public

We would like to ask you about your views on citizen interactions. Please indicate how strongly you agree with each of the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. I have considerable ability to control the nature of citizen interactions to create positive outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am good at identifying officer safety risks in citizen encounters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am good at de-escalating encounters with citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. In tense citizen encounters, the most important thing is that officers get home safely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Officers can be trained to increase the likelihood of positive encounters with citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Officers can be trained to improve their ability to identify officer safety risks in citizen encounters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Officers can be trained to improve their ability to de-escalate citizen encounters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2. Attitudes toward persons in crisis

Next, we would like to learn your views on police interactions with persons in crisis (i.e., individuals that may be behaving erratically due to things such as mental disorders, substance abuse, situational stress, and/or intellectual/developmental disabilities). Please indicate how strongly you agree with each of the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Recognizing the signs that a person is in crisis (e.g., person with mental disorder, problems with substance abuse or situational stress) can improve the outcome of an interaction with that individual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There is no explaining why a person in crisis acts the way they do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Noncompliance should be viewed as a threat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Unnecessary risks should be avoided in encounters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The most important role of an officer responding to a crisis is to stabilize the situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. In crisis situations, it is beneficial to keep a subject talking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. In many cases, the use of force against a person in crisis can be avoided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. As a person's emotions rise, their rational thinking declines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. When responding as a team, it's important to designate roles in the crisis intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The majority of time spent communicating with a subject should be spent listening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. An officer's nonverbal communication, such as body language, influences how a subject reacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I know how to slow down an encounter with a person in crisis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Situational stress is no excuse for a person to act irrational.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Responding to persons in crisis should not be a role of the police.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3. Attitudes toward use of force

Next, we would like to gather some information on your attitudes toward using force. Please indicate how strongly you agree with each of the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Officers are not allowed to use as much force as is necessary to make suspects comply.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. It is sometimes necessary to use more force than is technically allowable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Verbally disrespectful suspects sometimes deserve physical force.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Refraining from using force when you are legally able to puts yourself and other officers at risk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. It is important to have a reputation that you are an officer willing to use force.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Not using force when you could have makes suspects more likely to resist in future interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. It is important that my fellow officers trust me to handle myself in a fight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Trying to talk my way out of a situation is always safer than using force.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. It is important that my fellow officers trust my communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I respect officers' ability to talk suspects down rather than using force to make them comply.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Generally speaking, if force has to be used, it is better to do so earlier in an interaction with a suspect, as opposed to later.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 4. Officer confidence in interactions with persons in crisis

Next we would like to understand your level of confidence in situations involving a person in crisis. Please indicate how confident you agree that you would feel completing the following actions.

<i>I am confident in my ability to ...</i>	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. ... interact with a person in crisis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ... effectively communicate with someone in crisis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ... assess risks during crisis incidents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. ... ask someone in crisis open-ended questions to gather information about what is going on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ... interact with family members of a person in crisis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. ... summarize/paraphrase statements made by a person in crisis in your own words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. ... calm down someone in crisis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. ... make sound decisions during citizen encounters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. ... de-escalate a situation involving a person in crisis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. ... talk to a person in crisis about his/her medications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. ... express understanding towards a person in crisis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. ... get someone in crisis to talk to you rather than acting out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. ... participate in a post-incident review.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. ... talk to someone in crisis about whether or not he/she uses alcohol or drugs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 5. Openness to training

Next, we would like to gather some information on your perceptions of training. Please indicate how strongly you agree with each of the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. I would consider myself "open" to using new training in my everyday work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am reluctant to change the way I do my work now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I look forward to new training opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Police officers are over-trained in areas that are unhelpful to their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. It is important for police agencies to continually add innovative training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Training makes me more effective in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. New training may reduce officer safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 6. Perceptions of knowledge gained

Next, we would like to ask about your perceptions of knowledge gained during this training.

<i>This training increased my knowledge about . . .</i>	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. . . risk assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. . . decision-making in crisis incidents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. . . de-escalation principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. . . de-escalation skills/tactics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. . . skills to communicate with citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. . . signs of crisis and/or conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. . . skills to communicate with my fellow responding officers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. . . conducting post-incident reviews.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 7. Perceptions of ability to teach skills

Next, we would like to ask about your perceptions of your ability to teach other officers the skills presented in this training.

<i>This training increased my ability to teach the following skills to officers . . .</i>	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. . . risk assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. . . decision-making in crisis incidents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. . . de-escalation principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. . . de-escalation skills/tactics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. . . skills to communicate with citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. . . signs of crisis and/or conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. . . skills to communicate with my fellow responding officers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. . . conducting post-incident reviews.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 8. Perceptions on training de-escalation

Next, we would like to ask about your perceptions related to training de-escalation based on this Applied De-escalation Tactics T-T-T course.

	Not at all	Slightly	Neutral	Moderately	Very
1. How confident are you that you have the information needed to train others on de-escalation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. How satisfied are you with the skills you gained from this training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. How likely is it that you will use this curriculum to train others on de-escalation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 9. Perceptions of the *Applied De-escalation Tactics* Training program

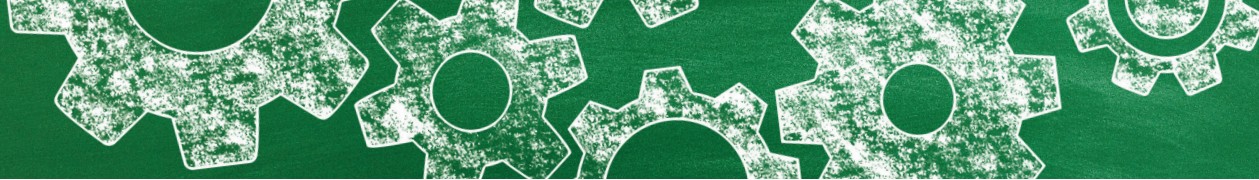
Next, we would like to ask about your perceptions regarding this Applied De-escalation Tactics T-T-T course.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Was the information at the training presented clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Was there enough time provided for each section of the training curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. This training course met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. This training was useful to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I would recommend this training to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. This training taught me new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The training duration should be lengthened.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 10. Perceptions on implementing de-escalation training

Finally, we would like to ask about your perceptions about implementing de-escalation training based on this *Applied De-escalation Tactics T-T-T* course.

	Very unlikely	Unlikely	Somewhat	Likely	Very likely
1. What is the likelihood your command staff will support the use of de-escalation tactics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. What is the likelihood that your mid-level supervisors will support the use of de-escalation tactics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. What is the likelihood that your first-line officers will support the use of de-escalation tactics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. For previous new trainings, how likely was your command staff to adopt and support the trainings in your agency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. What is the likelihood that your agency will implement the <i>Applied De-escalation Tactics</i> training department-wide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. How likely is it that your agency's use of force policy will be modified to support the principles of this training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. What is the likelihood that your agency will need to alter or customize this de-escalation training to better fit your agency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Section 11. Demographics

Finally, we would like to gather some demographic information regarding survey participants.

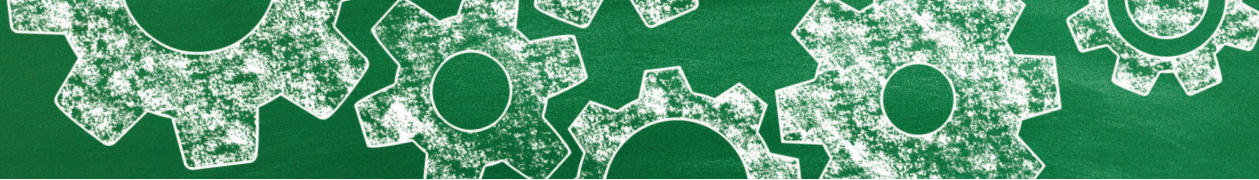
1. What is the size of your law enforcement agency (# of sworn officers)?
 - a. Less than 20
 - b. 21–50
 - c. 50–100
 - d. More than 100

2. Does your agency currently have a use of force policy that specifically requires the use of de-escalation tactics when feasible?
 - a. Yes
 - b. No

3. How many years have you worked in law enforcement?
 - a. _____ years

4. How many years have you been an instructor for police training?
 - a. _____ years

5. What is your current rank?
 - a. Patrol Officer
 - b. Sergeant
 - c. Lieutenant
 - d. Captain and Above
 - e. Other: _____



6. What is your age?

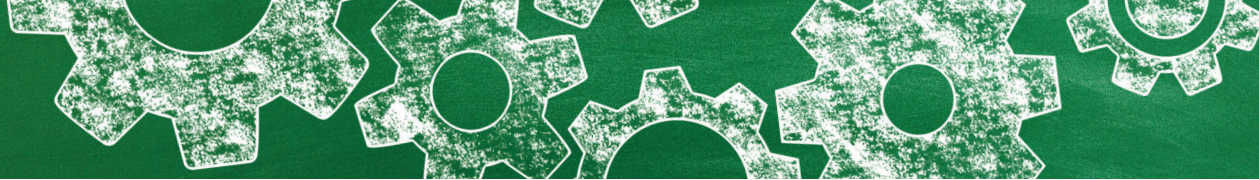
- a. 18–20
- b. 21–24
- c. 25–29
- d. 30–34
- e. 35–39
- f. 40–44
- g. 45–49
- h. 50 and older

7. What gender group do you most identify with?

- a. Male
- b. Female
- c. Other

8. What racial or ethnic group do you most identify with?

- a. White/Caucasian
- b. Hispanic/Latino
- c. Black / African American
- d. Native American
- e. Asian / Pacific Islander
- f. Other



9. What is your highest level of education?

- a. High school
- b. Less than two years of college
- c. Associate's degree
- d. Bachelor's degree
- e. Graduate degree

10. During your law enforcement career, have you encountered a person armed with a knife, baseball bat, or other weapon(s) besides a firearm?

- a. Yes
- b. No

11. If yes, approximately how many times?

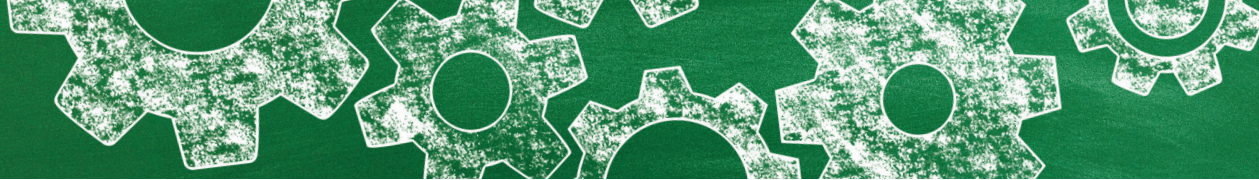
- a. _____
- b. If yes, did any situation result in deadly force?
 - i. Yes
 - ii. No

12. During your law enforcement career, have you encountered a person armed with a firearm?

- a. Yes
- b. No

13. If yes, approximately how many times?

- a. _____
- b. If yes, did any situation result in deadly force?
 - i. Yes
 - ii. No



<i>Have you previously taught the following skills in any police courses?</i>	Yes
1. Use of force	<input type="checkbox"/>
2. De-escalation	<input type="checkbox"/>
3. Risk assessment	<input type="checkbox"/>
4. Communication skills	<input type="checkbox"/>
5. Crisis intervention	<input type="checkbox"/>

<i>In the last 24 months, have you attended trainings on the following topics?</i>	No	Yes, officer training	Yes, train-the-trainer
1. Use of force	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Situations involving persons in mental health crisis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. De-escalation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

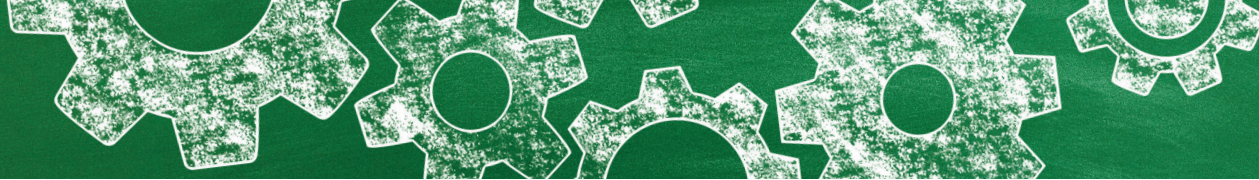
Please list other trainings specifically on de-escalation that you have attended:

END OF SURVEY

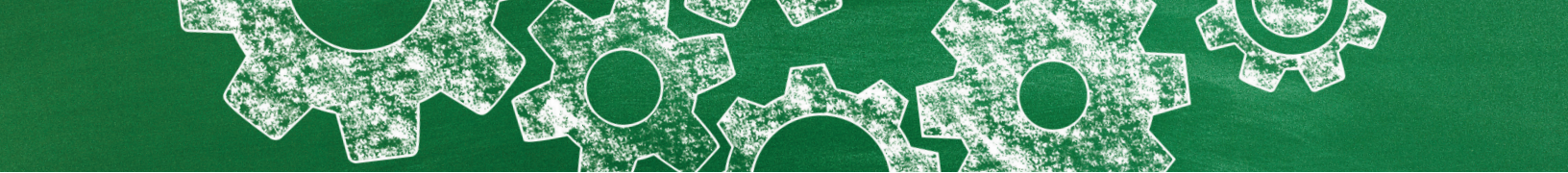


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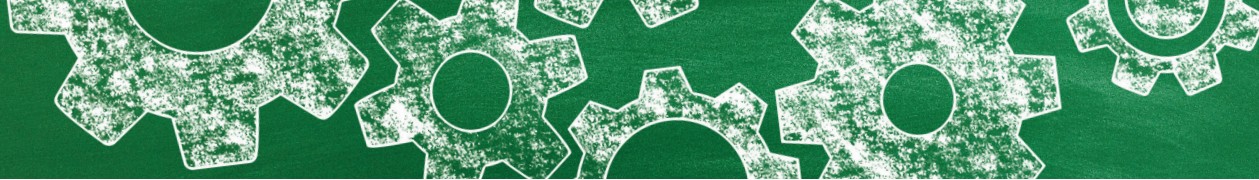
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About the National Policing Institute

The **National Policing Institute** is a national, nonpartisan, nonprofit organization dedicated to pursuing excellence through science and innovation in policing. As the country's oldest police research organization, the National Policing Institute has learned that police practices should be based on scientific evidence about what works best, the paradigm of evidence-based policing.

Established in 1970, the National Policing Institute has conducted seminal research in police behavior, policy, and procedure and works to transfer to local agencies the best new information about practices for dealing effectively with a range of important police operational and administrative concerns. Motivating all the National Policing Institute's efforts is the goal of efficient, humane policing that operates within the framework of democratic principles and the highest ideals of the nation.

To learn more, visit the National Policing Institute at www.policinginstitute.org.



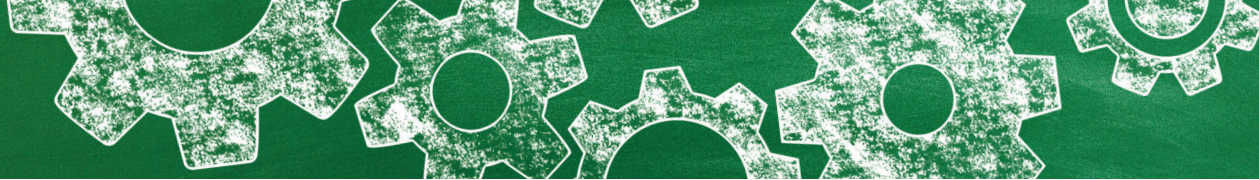
About the IACP

The **International Association of Chiefs of Police (IACP)** is the world's largest and most influential professional association for police leaders. With more than 30,000 members in more than 165 countries, the IACP is a recognized leader in global policing. Since 1893, the association has been speaking out on behalf of law enforcement and advancing leadership and professionalism in policing worldwide.

The IACP is known for its commitment to shaping the future of the police profession. Through timely research, programming, and unparalleled training opportunities, the IACP is preparing current and emerging police leaders—and the agencies and communities they serve—to succeed in addressing the most pressing issues, threats, and challenges of the day.

The IACP is a not-for-profit 501(c)(3) organization headquartered in Alexandria, Virginia. The IACP is the publisher of *The Police Chief* magazine, the leading periodical for law enforcement executives, and the host of the IACP Annual Conference, the largest police educational and technology exposition in the world. IACP membership is open to law enforcement professionals of all ranks, as well as non-sworn leaders across the criminal justice system.

Learn more about the IACP at www.theIACP.org.



About the COPS Office

The **Office of Community Oriented Policing Services (COPS Office)** is the component of the U.S. Department of Justice responsible for advancing the practice of community policing by the nation's state, local, territorial, and tribal law enforcement agencies through information and grant resources.

Community policing begins with a commitment to building trust and mutual respect between police and communities. It supports public safety by encouraging all stakeholders to work together to address our nation's crime challenges. When police and communities collaborate, they more effectively address underlying issues, change negative behavioral patterns, and allocate resources.

Rather than simply responding to crime, community policing focuses on preventing it through strategic problem-solving approaches based on collaboration. The COPS Office awards grants to hire community policing officers and support the development and testing of innovative policing strategies. COPS Office funding also provides training and technical assistance to community members and local government leaders, as well as all levels of law enforcement.

Since 1994, the COPS Office has been appropriated more than \$20 billion to add community policing officers to the nation's streets, enhance crime fighting technology, support crime prevention initiatives, and provide training and technical assistance to help advance community policing. Other achievements include the following:

- To date, the COPS Office has funded the hiring of approximately 136,000 additional officers by more than 13,000 of the nation's 18,000 law enforcement agencies in both small and large jurisdictions.
- More than 800,000 law enforcement personnel, community members, and government leaders have been trained through COPS Office-funded training organizations and the COPS Training Portal.
- More than 1,000 agencies have received customized advice and peer-led technical assistance through the COPS Office Collaborative Reform Initiative Technical Assistance Center.
- To date, the COPS Office has distributed more than nine million topic-specific publications, training curricula, white papers, and resource CDs and flash drives.

The COPS Office also sponsors conferences, roundtables, and other forums focused on issues critical to law enforcement. COPS Office information resources, covering a wide range of community policing topics such as school and campus safety, violent crime, and officer safety and wellness, can be downloaded via the COPS Office's home page, <https://cops.usdoj.gov>.

This publication is a mixed-methods evaluation of the *Applied De-escalation Tactics* train-the-trainer course delivered through the Collaborative Reform Initiative Technical Assistance Center (CRI-TAC). Three 2021 sessions of this law enforcement de-escalation training were studied and their effects of this train-the-trainer model were found to be consistent across different groups of officers. Training surveys demonstrate that officers were satisfied with the skills they gained and felt confident that the program provided the information they needed to teach de-escalation. All of the effects measured, with the exception of officer attitudes toward the use of force, demonstrated measurable, significant changes due to the training. Four recommendations are provided for the improvement of the training course.



COPS
Community Oriented Policing Services
U.S. Department of Justice

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