

# 2023 NCLEAN Conference: De-escalation

| De-escalation Defined  | Source  |
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| <p>An inter-related combination of training tactics, methods, techniques, weapons, communication, knowledge, confidence, maturity, experience, and wisdom. Resolution of a situation without having to escalate depends upon the cooperation of the subject of the law enforcement encounter. Utilizing de-escalation techniques, even when physical enforcement action becomes necessary, is still critical to success.</p>   | <p>Strategies to improve law enforcement interactions and relationships with minority youth. (2018). NCJA In-Service LE Training.</p> |
| <p>A process to decrease the scope of intensity in order to reduce the level of force necessary to stop the threat. The goal is to develop a deliberate plan of action and get adequate resources in place. De-escalation strategies enable law enforcement personnel to access the tools, skills, and options they need to successfully and safely defuse a range of critical incidents.</p>  | <p>The Process of De-escalation: Listening, Talking, Defensive Tactics. (2022). NCJA In-Service LE Training.</p>                      |
| <p>Taking action or communicating verbally or non-verbally 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.</p> | <p>National Consensus Policy on the Use of Force. (2020). IACP.</p>   |
| <p>The concept of proportionality, crisis recognition, effective communication, using distance and cover to create time, contact and cover responsibilities, tactical repositioning, and "slowing down" situations that do not pose an immediate threat.</p>   | <p>Use of Reasonable Force. (2023). CALEA Standard 4.1.1.</p>   |
| <p>An attempt to stabilize a situation where possible force would be used by communicating, verbally or non-verbally, in order to reduce threat so that more resources can be used to resolve the situation and reduce or eliminate the amount of force required.</p>  | <p>Definitions. (2023). NCLEA Standards. Appendix A.</p>  |

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| <p style="text-align: center;"><b>NTOA Safety Priorities Model (Figure A-1)</b></p> <p><b>NTOA Safety Priorities:</b></p> <ol style="list-style-type: none"> <li>1. Hostages/Victims</li> <li>2. Innocent Bystanders/The Public</li> <li>3. Public Safety Personnel/SWAT/EMS</li> <li>4. Hostage Taker/Suspect</li> </ol> <p>The National Tactical Officers Association (NTOA) created the Safety Priorities to provide decision-makers with a model based on sound doctrine, law, policy, ethics, and tactical principles. Entities within the model are categorized based on an individual's potential jeopardy and ability to control the overall outcome of the situation. The greater the potential danger or lesser the ability to control the outcome, the higher that entity rests in the Safety Priorities.</p> <p>The objective of a situation is the overarching reason for law enforcement involvement and the basis for planning and decision-making. In the chaos of tense, uncertain, and rapidly evolving situations, command and line-level personnel must clearly understand and apply risk mitigation principles in congruence with this principle.</p>  | <p style="text-align: center;"><b>Source</b></p> <p>Tactical Response and Operations Standard for Law Enforcement Agencies. (2023). NTOA.</p>  |
| <p style="text-align: center;"><b>Dominating &amp; Accommodating Force</b></p> <p><i>Dominating</i> force occurs when an officer uses force greater than the level of suspect resistance. Dominant force occurs in situations in which officers' selected responses include levels of force that exceed reasonably the suspects' levels of resistance. Dominating force is an important tactic when officers sense a heightened level of threat from a suspect and believe that an attempt to de-escalate the encounter would be futile. In these situations, officers try to gain control of the situation by dominance. The concept of dominant force is operationally defined as relative force greater than the suspect's resistance.</p> <p><i>Accommodating</i> force occurs when an officer utilizes force lower than the level of suspect resistance in an attempt to de-escalate a situation. The purpose for using accommodating force is to de-escalate the encounter and is a proper tactic when the officer believes less force can reduce the tension between the actors and thereby gain control of the situation. Accommodating force is operationally defined as a level of force equal to or less than the level of suspects' resistance.</p> | <p style="text-align: center;"><b>Source</b></p> <p>Alpert, Geoffrey &amp; Dunham, Roger &amp; MacDonald, John. (2004). Interactive Police-Citizen Encounters that Result in Force. <i>Police Quarterly</i>. 7. 475-488. 10.1177/1098611103260507.</p> |

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| Speed of Attack   |                                |                 |                  |      |      |      | Source  |
|---|--------------------------------|-----------------|------------------|------|------|------|---|
| Physical Charge   | .37 in 3 feet or .73 in 6 feet |                 |                  |      |      |      | Speed of The Assault. (2020). Force Science Certification Course.   |
| Punch or Kick   | .20 - .25                      |                 |                  |      |      |      |   |
| Bat or Club   | .18 - .25                      |                 |                  |      |      |      |   |
| Edged Weapon  | .14 - .20                      |                 |                  |      |      |      |   |
| Handgun   | .25 - .50                      |                 |                  |      |      |      |   |
| Moving Forward  | 1st                            | 2nd             | 3rd              | 4th  | 5th  | 6th  | <a href="#">The influence of start position, initial step type, and usage of a focal point on sprinting performance.</a><br><a href="#">International Journal of Exercise Science.</a> 6(4): 320-327.     |
| Each Step Distance (ft.)                                | 3.3                            | 3.7             | 4.0              | 4.4  | 4.8  | 5.2  |   |
| Total Step Distance (ft.)                               | 3.3                            | 7.0             | 11.2             | 15.6 | 20.5 | 25.7 |   |
| Each Step Time (sec.)                                   | .34                            | .31             | .26              | .26  | .25  | .25  |   |
| Total Step Time (sec)                                   | .34                            | .65             | .91              | 1.1  | 1.4  | 1.6  |   |
| MPH   | 7                              | 10              | 11               | 12   | 13   | 13   |   |
|   |                                |                 |                  |      |      |      |   |
| Traffic Stop Study                                      | Average in Seconds             |                 | Range in Seconds |      |      |      | <a href="#">The influence of officer positioning on movement during a threatening traffic stop scenario.</a> Law Enforcement Executive Forum. Vol. 13(1).   |
| Officer Reaction Time                                   | .37                            |                 | .24 – .5         |      |      |      |   |
| Disengage & Return Fire                                 | 2.17                           |                 | 1.3 – 3.0        |      |      |      |   |
| Officer Movement  | Level 1 Holster                | Level 2 Holster | Level 3 Holster  |      |      |      | <a href="#">Ambushes leading cause of officer fatalities – When every second counts: Analysis of officer movement from trained ready tactical positions.</a> Law Enforcement Executive Forum. Vol. 15(1). |
| Draw & fire 1 rd. (sec.)                                | 1.8                            | 1.9             | 2.0              |      |      |      |   |
| Combat tuck position & fire 1 rd. (sec.)                | 1.5                            | 1.5             | 1.7              |      |      |      |   |
|   |                                |                 |                  |      |      |      |   |
| Shotgun from port to point & fire. (sec.)               | 1.3                            |                 |                  |      |      |      |   |
| Shotgun from low-ready to point & fire. (sec.)          | 1.0                            |                 |                  |      |      |      |   |
|   |                                |                 |                  |      |      |      |   |
| Finger on the trigger with sight picture & fire. (sec.) | .38                            |                 |                  |      |      |      |   |
| Finger on the frame at low ready & fire. (sec.)         | .83                            |                 |                  |      |      |      |   |

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| <p style="text-align: center;"><b>Use of Force for NON-Criminal Reasons</b></p> <p>Person in question has not committed a crime, is not committing, and is not a direct threat to others, the court should ask:</p> <p>(1) Was the person experiencing a medical emergency that rendered him incapable of making a rational decision under circumstances that posed an immediate threat of serious harm to himself or others?</p> <p>(2) Was some degree of force reasonably necessary to ameliorate the immediate threat? (The force used was reasonably less injurious had force not been used?)</p> <p>(3) Was the force used more than reasonably necessary under the circumstances? (Was it excessive force?)</p> <p><a href="#">6th Circuit Outlines New Guidelines for Police Use of Force During Medical Emergencies</a></p>  | <p style="text-align: center;"><b>Source</b></p> <p>Estate of Corey Hill v. Miracle, 2017 WL 1228553 (6th Cir. 2017)</p>   |
| <p style="text-align: center;"><b>Say This, NOT That</b></p> <p>When we begin a sentence with “why”, the person may feel attacked and react accordingly. Replace why with “how” or “what.” For example, instead of asking, “Why are you doing this?” rephrase the question as “What is causing you to do this?” or “What is causing you to feel this way?” Some other useful examples include “How did this happen to you?”, “How might we work through this?”, or “What happened here?”</p> <p>Another method to generate conversation is to use the words “share,” “what,” and “how” when asking questions. Avoid starting sentences with “why.” Nicole Florisi, a nationally recognized de-escalation instructor, recommends replacing questions beginning with “tell me...” with “share with me...”: “Share with me what happened” or “Share with me why you feel this way.” Share invites the person to recount the “why” and explain the situation, whereas “tell” can foster defensiveness and a need to justify their feelings. When a person feels as if they must justify their actions or emotions, verbal escalation is more likely. Asking these questions can also help you discover the person’s goal for the interaction. You can ask, “Share with me what you want to accomplish” or “Where do you see this ending?”</p> | <p style="text-align: center;"><b>Source</b></p> <p>Crews, D. (2021). De-escalation &amp; Documenting Use of Force. Training Manual. IADLEST Certified Training.</p> |
| <p style="text-align: center;"><b>The Power of Why</b></p> <p>Explain why you are there or why you are talking to them. Use a rule, policy, law, or human kindness as the reason. When we explain why we have approached a person, they are more likely to comply. Citing a specific reason for interaction is likely to decrease defensiveness, which may otherwise lead to conflict.</p> <p>When the explanation for your approach and interaction is to ultimately benefit the person, cooperation is even more likely. Concern for their well-being is a kind approach and often encourages compliance. People are more receptive to someone who is concerned with their experience.</p>  | <p style="text-align: center;"><b>Source</b></p> <p>Crews, D. (2021). De-escalation &amp; Documenting Use of Force. Training Manual. IADLEST Certified Training.</p> |

# 2023 NCLEAN Conference: De-escalation

Non-Compliance Cheat Sheet



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- [Surviving the Street: Fatigue Threshold Training for Law Enforcement](#). American Police Beat Magazine. April 2023.
- [Pre-Assaultive Indicators: Predicting Violence with Research](#). Gracie Survival Tactics Insider. February 2023.
- [Fight Drill Duration: How long is a reasonable time?](#) (2023). International Association of Directors of Law Enforcement Standards and Training newsletter. Vol. 35 (1).
- [De-escalation Tactics Integrating the Emotional Perspective into a Use of Force Program](#). (2022). American Police Beat Magazine. August.
- [Time Machine? The Distortion of Time, and Its Impact on Use of Force Reviews](#). (2021). International Association of Directors of Law Enforcement Standards and Training newsletter. Vol. 33 (3).
- [The De-escalation Process: Giving options, are we teaching it correctly?](#) (2021). International Association of Directors of Law Enforcement Standards and Training newsletter. Vol. 33 (1).
- Sample [Training Lesson Plan for De-escalation](#) with [Grading Matrix](#).

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