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The Design, Delivery, and Evaluation of Police De-escalation Training
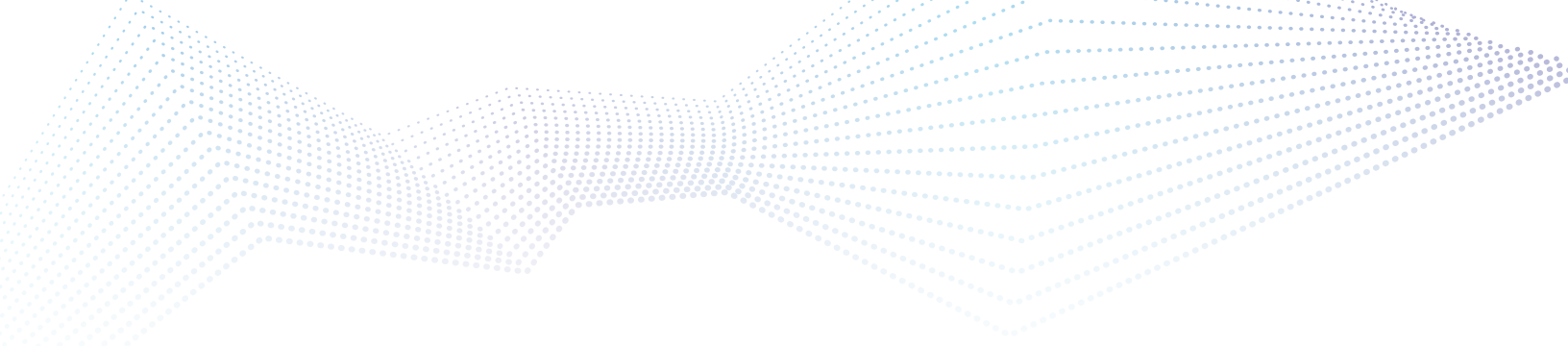
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Tempe, Arizona Smart Policing Initiative
The Design, Delivery, and Evaluation of Police De-escalation Training

By

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Bureau of Justice Assistance
Smart Policing Initiative
Site Spotlight Report

PROJECT SNAPSHOT

De-escalation training has emerged as a strategy that many believe can reduce the use of unlawful and unnecessary force by police officers. Despite de-escalation's rapid adoption in policing, its evidence base is both limited and mixed. As a result, key questions about its impact remain unanswered. In 2017, the Tempe, Arizona Police Department (TPD) and researchers from Arizona State University (ASU) received funding through the Bureau of Justice Assistance (BJA) Smart Policing Initiative (SPI) to design, deliver, and evaluate a de-escalation training program.

DESIGN
The Tempe SPI team customized its own training. The Tempe team devoted 18 months to curriculum development, centered on three activities:
- Sending officers to attend two dozen different de-escalation trainings to hand-pick what would work for Tempe.
- Identifying and learning from "top de-escalators" in TPD.
- Conducting a departmentwide survey to gather perspectives about de-escalation from all officers.

The SPI team collated information from these activities and worked with curriculum developers to create the training content.

CURRICULUM
The training is grounded in officer safety and wellness and has four guiding pillars:
- Officer pre-care (work/life balance, sleep, coping mechanisms, etc.).
- Officer self-management (emotional intelligence, managing your emotions, etc.).
- Managing resources (relieving a colleague when needed, awareness of resources, etc.).
- Resiliency (post-incident debriefs, time to decompress, peer support, etc.).

DELIVERY
The Tempe team delivered the 10-hour training to randomly selected patrol and specialty units in a series of one-day sessions in February and March 2020. The training also includes five refresher virtual trainings delivered at pre-shift roll calls in the months after the initial session.

EVALUATION
The Tempe SPI team carried out a randomized controlled trial (RCT) comparing outcomes among officers in squads randomly assigned to receive (treatment, n=109) or not receive (control, n=107) the training. ASU researchers used a range of data and methods to measure the impact of training, including analysis of use of force data and review of body-worn camera footage, and community member surveys. The evaluation tells a compelling story.
- Trained officers were more likely to use procedural justice, emotional regulation, and de-escalation.
- Trained officers were more likely to leave community members satisfied with how they were treated, and with how their encounter was resolved.
- Trained officers decreased their use of certain force types likely to produce injury (e.g., strikes, takedowns).
- Trained officers spent significantly more time on scene for use of force encounters.
- Trained officers were 58 percent less likely to injure community members when using force.
- All these changes occurred with no increased risk of injury to officers who received the de-escalation training.

THE DE-ESCALATION CHECKLIST
The Tempe SPI experience provides the foundation for a de-escalation training checklist. The checklist provides more than a dozen specific and actionable recommendations for agencies engaged in the planning, delivery, and evaluation of de-escalation training.

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I. THE PROBLEM

Over the past decade, de-escalation training has emerged as a strategy that many believe can reduce the use of unlawful and unnecessary force by police officers. The final report of the President's Task Force on 21st Century Policing (2015) states, "Law enforcement agency policies for training on use of force should emphasize de-escalation and alternatives to arrest or summons in situations where appropriate" (p. 20). Law enforcement leadership organizations have similarly emphasized the importance of de-escalation training (IACP, 2017; Police Executive Research Forum, 2016). In response to these calls, police departments throughout the country moved quickly to provide de-escalation training to their officers (Council of State Governments, 2017). Support has been equally strong at the federal level. In December 2022, Congress passed the Law Enforcement De-escalation Training Act, which requires the Office of Community Oriented Policing Services to identify and develop de-escalation training curricula and allocates $124 million in funding for agencies to deliver such training (U.S. DOJ, 2022).

Despite de-escalation's rapid adoption, its evidence base is limited. A 40-year systematic review of de-escalation training between 1976 and 2016 identified no evaluations in criminal justice or policing (Engel et al., 2020). A few studies have been published since then (Engel et al., 2022; Goh, 2021; McLean et al., 2020), but the findings are mixed and key questions remain unanswered. Most notably, whether de-escalation training can reduce use of force and injuries to community members (Engel et al. 2022), without increasing the risk of injury to officers is unclear (Blake, 2017; Landers, 2017).

II. THE TEMPE, ARIZONA SMART POLICING INITIATIVE

In 2017, the Tempe, Arizona Police Department (TPD) and researchers from Arizona State University (ASU) received funding through the Bureau of Justice Assistance Smart Policing Initiative (SPI) to design, deliver, and evaluate a de-escalation training program. The Tempe SPI team believed that an "off-the-shelf" training would not be sufficient for their needs, or the needs of their community. As a result, the team developed their own training.

The Tempe SPI had two goals:

- **Develop a customized de-escalation training** — grounded in officer safety and wellness – that would give officers additional skills to effectively manage encounters with community members, especially those encounters with a potential for violence.

- **Rigorously evaluate the training** to assess its impact on officer behavior and community member encounters.

The project included three phases: design (building the curriculum), delivery (providing the training to the officers), and evaluation (assessing the impact of the training). This Spotlight describes these three phases in greater detail.[1]

III. THE DESIGN PHASE

The TPD leadership decided early on that they wanted to design a training that was customized for their officers and community. The Tempe SPI team created a curriculum committee including TPD training staff, field operations personnel at various ranks, several peer-nominated top de-escalators (see below), a representative from the Tempe Officers Association, the ASU researchers, and curriculum instructional designers from ASU. This committee oversaw the curriculum building process. Over an 18-month period, the Tempe team engaged in three activities to gather information that would serve as a foundation for the curriculum: sending officers to other trainings, learning from peer-nominated experts in TPD to "harness local expertise," and asking all sworn officers to complete a de-escalation perception survey.

> *"We wanted to create the best de-escalation training for our employees. Something that we could build on and something that would be impactful to each of our officers that went through the training."*
>
> — Chief Michael Pooley, Apache Junction (AZ) Police Department (former TPD Commander)

OFFICERS ATTEND OTHER DE-ESCALATION TRAININGS

The Tempe SPI team recognized they did not have to start from scratch. Rather, TPD sent officers to 22 different de-escalation trainings. Some were online (n=5), some were local (n=4), and many involved out-of-state travel (n=13). Officers attended some of the most popular trainings, such as T3, Force Science, and the Police Executive Research Forum's (PERF) Integrating, Communications, Assessment, and Tactics (ICAT), as well as trainings of specific departments (e.g., Los Angeles Police Department, LAPD). TPD independently selected these trainings based on the relevance to de-escalation and logistical considerations such as timing, cost, or location.[2] Officers completed an evaluation form, and for each training, the SPI team discussed the most relevant components that should be incorporated into the Tempe curriculum. Several common themes emerged from the different trainings, including an emphasis on officer safety (e.g., tactical considerations) as well as the central importance of communication, patience, emotional intelligence, and respect.

IDENTIFY AND LEARN FROM TPD'S "TOP DE-ESCALATORS"

To harness the local expertise in TPD, all sworn personnel were asked to anonymously nominate three co-workers who they considered to be highly skilled at de-escalation. ASU researchers attended pre-shift roll call briefings and provided the following instructions to officers:

> *We would like to identify a group of Tempe police officers who are especially skilled at de-escalation, and who have consistently demonstrated an ability to defuse potentially violent encounters. Please write the first and last names of three of your colleagues who you consider the most highly skilled at de-escalating difficult, potentially violent citizen encounters.*

This process resulted in a list of 136 officers who were nominated at least once. All sergeants in field operations (n=20) reviewed the list of 136 officers, and each provided their own top 10 list. This two-level process resulted in the identification of 14 top de-escalators. The ASU researchers then spent an intensive five-month period with those officers to observe and capture their expertise. Researchers participated in 44 ride-alongs and documented

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2   Reference to these trainings are for illustrative purposes only and should not be considered endorsement by the authors or BJA.

166 interactions between top de-escalators and Tempe community members. For each interaction, the ASU "rider" completed a data collection instrument that captured more than 100 variables related to the call, what the citizen said and did, and what the officer said and did.

> **Variables captured during ride-alongs with TPD top de-escalators:**
> 1. Pre-arrival (e.g., how interaction was initiated; call type; mention of a weapon)
> 2. Incident characteristics (e.g., location, number of people on scene, supervisor presence, how incident was resolved)
> 3. Officer characteristics (e.g., demographics, use of specific de-escalation tactics, use of force)
> 4. Community member characteristics (e.g., demographics, drug and alcohol use, mental illness, individual in crisis, resistance level)

Next, the ASU researchers conducted one-on-one interviews with each top de-escalator. The objective was to capture experts' attitudes about and use of specific de-escalation tactics, as well as the barriers to effective de-escalation. Finally, the researchers held two focus groups with top de-escalators. The goal was to engage a group of the top de-escalators (6-8) in a dialogue about de-escalation. The focus groups began with open-ended questions and included review of body-worn camera (BWC) footage to facilitate open discussion among the expert de-escalators. Overall, the time spent with top de-escalators greatly informed the curriculum development process. Top de-escalators also became "internal champions" for the SPI project.

"By including internal (sworn) champions who were not only well respected by field operations but possessed field experience across several tactical and investigative assignments, officers began to trust the process and felt as though they had a voice through these representatives."

– Dr. Carlena Orosco, California State University, Los Angeles
(former Research and Planning Supervisor, TPD)

SURVEY OF ALL SWORN TPD OFFICERS

Over a period of several months, the ASU research team attended each patrol roll call briefing to administer a survey focused on de-escalation. The survey included 106 questions that asked about the tactics that officers use to de-escalate encounters, the importance of specific tactics, how often they use those tactics, and perceptions about de-escalation training. Approximately half of patrol officers completed the survey (101 out of 200). Overall, officers indicated that they view de-escalation through a lens defined by their authority and officer safety. Officers valued de-escalation, reported using certain tactics multiple times each shift, and identified specific barriers to effective de-escalation. Officers also expressed a willingness to participate in de-escalation training, but they were skeptical about its impact on community member behavior. See White, Mora, & Orosco (2021) for more detail on the survey findings.

THE CURRICULUM

The ASU research team compiled the data collected during the Design Phase, and based on analysis of those data, they wrote a "Lessons Learned" document that served as a foundation for curriculum development. TPD hired curriculum designers from ASU to build the training materials, including Power Point slides, and group exercises. The curriculum designers also led a half-day seminar on "how to be an instructor" for those who were teaching the class, as well as a "practice training day" with veteran officers who were not part of the project. The curriculum was streamlined and modified based on feedback from the practice session.

The Tempe de-escalation curriculum is grounded in several important principles. First, the curriculum emphasizes officer safety. The Tempe training begins by defining de-escalation as:

> **de-escalation:** Techniques used to gain compliance with the goal of reducing violence or aggression. This can be accomplished through application of the PATROL model, communication, the use of appropriate force, and/or other reasonable techniques.
> ***Note: Officers should not compromise their safety or increase the risk of physical harm to the public when applying de-escalation techniques.***

Second, the curriculum is grounded in the LAPD's PATROL model: Planning, Assessment, Time, Redeploy, Other Resources, Lines of Communication. The PATROL model emphasizes constant re-evaluation of circumstances, adaptability, slowing down the encounter, and using time and distance to the officer's favor.
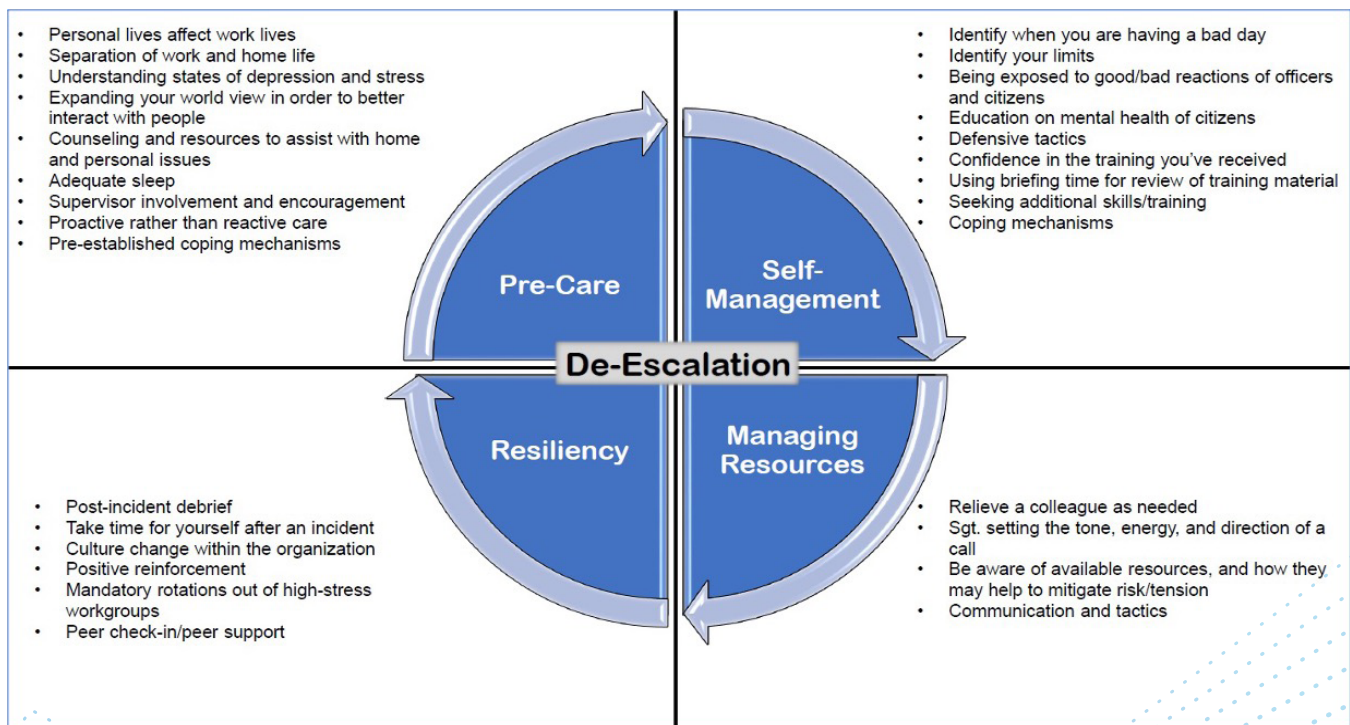
"We did not tell our officers not to use force. Sometimes force is necessary, but the training emphasized slowing down to look at all the tools, training, tactics and assistance available to de-escalate all situations."

– Chief Michael Pooley, Apache Junction (AZ) Police Department
(former TPD Commander)

Third, the curriculum is comprehensive with strong elements of officer health and wellness. It is not just about citizen (and officer) behavior during an encounter. The curriculum has four guiding pillars (see Figure 1):

- **Officer pre-care** (work-life balance, sleep, coping mechanisms, etc.).
- **Officer self-management** (knowing when you are having a bad day, emotional intelligence, awareness of your own triggers, etc.).
- **Managing resources** (relieving a colleague when needed, awareness of resources, clear communication, etc.).
- **Resiliency** (post-incident debriefs, time to decompress, peer support, etc.).

Figure 1: The Four Training Pillars

Pre-Care
- Personal lives affect work lives
- Separation of work and home life
- Understanding states of depression and stress
- Expanding your world view in order to better interact with people
- Counseling and resources to assist with home and personal issues
- Adequate sleep
- Supervisor involvement and encouragement
- Proactive rather than reactive care
- Pre-established coping mechanisms

Self-Management
- Identify when you are having a bad day
- Identify your limits
- Being exposed to good/bad reactions of officers and citizens
- Education on mental health of citizens
- Defensive tactics
- Confidence in the training you've received
- Using briefing time for review of training material
- Seeking additional skills/training
- Coping mechanisms

Resiliency
- Post-incident debrief
- Take time for yourself after an incident
- Culture change within the organization
- Positive reinforcement
- Mandatory rotations out of high-stress workgroups
- Peer check-in/peer support

Managing Resources
- Relieve a colleague as needed
- Sgt. setting the tone, energy, and direction of a call
- Be aware of available resources, and how they may help to mitigate risk/tension
- Communication and tactics

Source: White et al., (2024)

"A large part of the TPD training was devoted to pre-care, which included officer health and wellness, positive coping mechanisms, and stress management before the work shift begins. This section of the curriculum emphasized the importance of separating work and home, practicing effective stress management techniques, nurturing a support system, and prioritizing wellness across multiple levels."
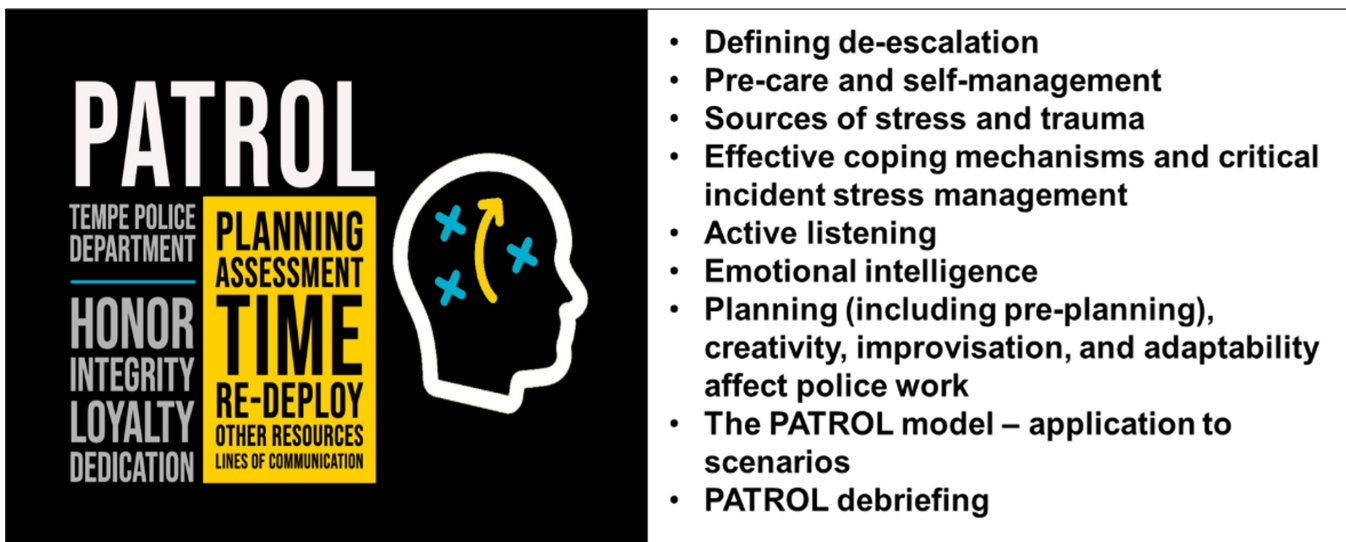
– Dr. Carlena Orosco, California State University, Los Angeles
(former Research and Planning Supervisor, TPD)

IV. THE DELIVERY PHASE

TRAINING DELIVERY

The primary training is delivered in a 10-hour classroom-based session that incorporates a range of instructional modalities, including lecture, small-group exercises, review of BWC footage and discussion, and participation in scenarios. The training begins with opening comments from the chief, followed by a presentation and discussion of the definition of de-escalation. Second, there is a three-hour block on issues related to officer wellness (taking care of oneself, managing emotions, how to deal with stress, etc.). Third is a three-hour block on active listening, communication, and emotional intelligence. The final part of the curriculum focuses on tactics and employs scenario-based training to apply the lessons from classroom instruction into the field. The PATROL model is emphasized throughout the day (see Figure 2). BWC footage is also used throughout the day as a training tool.

Figure 2: The Tempe De-escalation Training

Source: White et al., (2024)

The Tempe team delivered the de-escalation training during a series of one-day sessions from January to March 2020. Altogether, there were 10 training sessions each with approximately 10 to 20 officers. The lieutenant and sergeant in the TPD Training Unit led the training, but several top de-escalators also served as instructors. Two experts from ASU taught the blocks on active listening and emotional intelligence.

RANDOMIZATION

The ASU research team randomly assigned half of the field operations personnel to receive the training (treatment group) and the other half to serve as the control group. Random assignment occurred at the squad level. To order to reduce contamination in the field (e.g., treatment and control officers responding to the same calls), the 20 patrol squads were stratified based on their district (North and South), zone (1, 2, 3, 4, 5, and 6), and shift schedule (early morning (0500), morning (0800), afternoon (1300), early evening (1700), and night (2030/2100)). The researchers identified squad pairings based on the smallest potential for contamination.

After the squad pairings were identified, the researchers used simple randomization within each patrol squad block to select treatment and control squads. Twelve specialty units also received the training (e.g., Gangs, K9, bicycle, traffic). Since these units have city-wide responsibilities and varying shifts, the units were randomly

assigned without stratification. In total, 109 officers were assigned to the treatment group and 107 were assigned to the control group.

REFRESHER TRAININGS

To reinforce key de-escalation principles, TPD's Training Unit created five online refresher trainings. The treatment group officers viewed these during pre-shift roll calls in the months following the initial training. The refresher trainings relied heavily on BWC footage and included both narration and visual cues to reinforce key aspects of the curriculum.

"The Tempe SPI allowed Tempe PD to partner with Arizona State University to evaluate national/regional/local training, develop Tempe-specific training utilizing the teaching professionals from ASU, and assess the statistically significant outcomes of the training. This holistic approach to the SPI grant allowed for meaningful training and long-lasting partnerships with ASU and Tempe PD."

– Assistant Chief Dane Sorensen, TPD

V. THE EVALUATION PHASE

The evaluation centers on a comparison of outcomes between the two study groups: the group that received the de-escalation training (treatment) and the group that did not (control). The ASU researchers used a range of methods, data, and analyses to compare the two groups on: use of force, officer and community member injuries, use of de-escalation tactics, and community member perceptions and satisfaction. The primary findings are highlighted below based on responses from officer surveys, interviews with community members, examination of use of force data, and review of BWC footage.[3]

OFFICER SELF-REPORT SURVEYS

The ASU researchers administered surveys to officers pre- and post-training to capture their perceptions of the importance of specific de-escalation tactics, how often they use those tactics, and their sentiments regarding de-escalation training. Treatment and control officers reported positive perceptions of de-escalation tactics, frequent use of those tactics, and favorable attitudes toward de-escalation before and after the training. After receiving the training, trained officers placed greater importance on compromise, and they reported more frequent use of several important tactics including compromise, knowing when to walk away, and maintaining officer safety. For more detail on these findings, see: White, Mora, Orosco, & Hedberg (2021).

PHONE INTERVIEWS OF COMMUNITY MEMBERS

The ASU researchers conducted phone interviews with 282 Tempe community members who had a recent encounter with a TPD police officer, both those who were trained (n=151) and those who were not (n=131). Community members were asked about their encounter, what the officer said and did, what they said and did, their satisfaction with how they were treated and how the encounter was resolved. Of the 28 outcome measures captured during the interviews, the researchers reported 16 statistically significant differences between treatment and control officers, all favoring a positive training impact.[4] Community members were **significantly more likely to agree that treatment officers used procedural justice and de-escalation, including the following:**

Procedural Justice
- The officer treated them fairly.
- The officer was honest with them.
- The officer listened carefully.
- The officer acted professionally.

De-escalation
- The officer had a calm tone.
- The officer used appropriate language.
- The officer encouraged them that a positive outcome could be reached.
- The officer remained neutral throughout the encounter.
- The officer actively listened.
- The officer was patient with them.
- The officer showed empathy.
- The officer compromised with them.
- The officer did or said things to calm them down.[5]

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3 The delivery of de-escalation training and study period coincided with the COVID-19 global pandemic and worldwide protests against police brutality following George Floyd's death. All findings from the current study must be considered against the backdrop of these unprecedented events.

4 The variables in the survey were measured on a Likert scale (0 = strongly disagree, 1 = disagree, 2 = agree, 3 = strongly agree). The researchers employed independent sample t-tests to compare mean responses of respondents across officer group, with additional one-way ANOVAs as a sensitivity test.

5 Citizens who interacted with trained officers were also less likely to agree that they were upset/angry at the officer.

Community members who interacted with trained officers also were **significantly more likely to agree that they were satisfied with how they were treated and with the resolution to their situation.** For more detail on these findings, see: White et al. (2023).

ADMINISTRATIVE USE OF FORCE DATA

ASU researchers examined use of force data from August 1, 2019, to August 31, 2020. This 13-month period represents six months before training delivery (August 2019 to January 2020) and six months after (March to August 2020), with February 2020 as the intervention month. All treatment and control squads experienced large declines in use of force (between 68 percent to 53 percent declines) in the post-training period (likely a result of reduced activity during the global pandemic). Results from a sophisticated multivariate regression show no significant difference in overall use of force between the treatment and control groups.[6] The researchers identified several notable differences in certain types of force for Treatment squads pre-post training. **Treatment specialty squads' use of strikes and takedowns declined by 95.7 percent (23 to 1) and 62.5 percent (72 to 27),** respectively. These declines involved four squads: Bicycles (assigned to patrol a high volume area of bars and restaurants), Gangs (proactive officers focused on gang activity), Parks (officers assigned to patrol in community parks), and Mounted (officers on horseback). **Treatment patrol squads' use of the TASER declined by 46.7 percent (15 to 8).** These reductions were unique to the treatment group. For more detail on these findings, see: White et al. (2024).

BODY-WORN CAMERA REVIEW

ASU researchers examined randomly selected BWC footage of community member encounters with both treatment (n=150) and control officers (n=96) post-training.[7] They recorded approximately 50 variables capturing incident and demographic details, officers' use of procedural justice and de-escalation, officers' emotional regulation, citizen drug and alcohol use, citizen mental illness; and encounter resolution. Post-training, the researchers identified statistically significant differences between treatment and control officers in the use of certain de-escalation tactics:

- Trained officers were significantly **more likely to attempt to build rapport, transfer control to another officer** (if necessary), and **resolve the encounter informally**.
- Trained officers were **less likely to use a condescending or patronizing tone and charged or imposing body language.**

ASU researchers also examined BWC footage of all use of force incidents six months before (n=658) and after (n=320) the training.[8] Three important findings emerged. First, **trained officers spent significantly more time on scene** at use of force encounters than control officers. The time on scene at use of force encounters involving treatment officers increased by 15.2 minutes after training (26.2 percent increase), whereas time on scene at these encounters involving control officers declined by 15.0 minutes (19.7 percent decrease).[9] Second, **officer injuries were uncommon and did not differ between study groups after training** (6.7 percent for treatment, 4.8 percent for control). Third, **community members were 58 percent less likely to be injured** during use of force encounters with treatment officers. For more detail on these findings, see White et al. (2023; 2024).

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6   The ASU researchers employed fixed effects negative binomial regression with difference-in-differences estimate.

7   For each week of the study, researchers randomly selected 10 officers: 5 treatment and 5 control. For each officer, they then randomly selected a BWC video uploaded by the officer to the TPD's cloud-based storage solution within the prior seven days.

8   Use of force incidents declined by more than 50 percent during the post-training period because of the global pandemic and its impact on the number and types of contacts between police and citizens.

9   In the pre-training period, use of force encounters with control officers were significantly longer than those involving treatment officers (76.1 minutes for control vs. 57.7 for treatment). This finding reversed post-training (72.8 minutes for treatment versus 61.1 for control). Notably, the de-escalation curriculum emphasizes slowing down the encounter, using patience and listening, employing procedural justice, and continually re-assessing circumstances—all of which would increase encounter length.

SUMMARY

The Tempe de-escalation training appears to have fundamentally altered -for the better- the ways in which officers handle encounters with community members. The key findings highlighted in Table 1 summarize the statistically significant differences between treatment and control officers on a range of critically important outcomes that are central to the police mission.

Table 1: Key Findings from the Evaluation Indicating a Significant Training Effect

Increased use of procedural justice, emotional regulation, and de-escalation.
Greater satisfaction among community members with how they were treated, and with how their encounter was resolved.
Decreased use of certain force types likely to produce injury (e.g., strikes, takedowns).
More time on scene for use of force encounters.
Fewer community member injuries when using force.
No increased risk of officer injury.

Moreover, TPD has formally integrated the SPI's foundational de-escalation principles into all aspects of the organization. Training, use of force review, and promotional processes are all grounded in the core values of the Tempe SPI.

"By incorporating it into the department's DNA, we have sustained the impact on our department beyond the Tempe SPI grant period. Tempe PD intentionally ensured the SPI grant and the de-escalation principles were incorporated into almost every facet of our department."

– Assistant Chief Dane Sorensen, TPD

VI. DE-ESCALATION TRAINING CHECKLIST

The Tempe SPI team developed their own customized de-escalation training, but the project provides several insights and lessons learned about de-escalation. This information serves as the foundation for a De-escalation Training Checklist. This Checklist provides a series of guidelines for agencies to follow when starting a de-escalation training program. The guidelines are organized around three general areas: (1) planning the training; (2) delivering the training; and (3) evaluating the impact of the training.

THE DE-ESCALATION TRAINING CHECKLIST

PLANNING

☐ **Create a committee to guide the project.**
- o Include representatives from all relevant internal units (leadership, supervisors, training, union, etc.).
- o Consider whether external stakeholders should be involved (community groups, advocacy groups, researchers, subject matter experts on particular topics, etc.).

☐ **Articulate the goals you are seeking to achieve.**
- o Have an open discussion about what goals you would like to accomplish with the de-escalation training.
- o Make a connection between the goals of the training and the larger mission of your organization.

☐ **Identify a short list of de-escalation trainings that align with your goals.**
- o Review the literature on available training (research articles, government reports, media sources, etc.).
- o Reach out to colleagues and peer agencies for their experiences and knowledge on specific training.
- o Interview the vendors, assess cost, and explore "train the trainer" options.

☐ **Select the training that best meets your goals, resources, and needs.**
- o Consider whether the curriculum can be customized for your agency, officers, and community and how.

☐ **Develop an internal messaging plan.**
- o Communicate the goals of the training internally.
- o Consider an emphasis on officer safety and wellness to garner officer buy-in.
- o Identify internal champions to assist in delivering the messaging plan.

DELIVERY

☐ **Determine who will receive the training.**
- o Which assignments and ranks will receive it (e.g., patrol, specialized units, investigations)?
- o Develop a plan to train new officers as they are hired.

☐ **Finalize training logistics.**
- o When will it be delivered?
- o Where will it be delivered?
- o How long will it last (one-day, multiple days, etc.)?
- o What instructional methods/modalities will be used (in-class or online; body-worn camera footage used; scenarios, etc.)
- o How many officers will be in each training class?
- o Will all officers be trained at once, or will it be a phased rollout?

☐ **Determine who will deliver the training.**
- o Will your agency use outside instructors only (e.g., from the vendor, external subject matter experts)?
- o What role will your training unit play?
- o Is there a "train the trainer" opportunity?

☐ **Determine whether there will be refresher training to reinforce the key principles.**
- o Who should develop the refresher training?
- o What should be covered in the refresher training?
- o When and how should it be delivered?

EVALUATION

☐ **Identify the key outcomes that should be affected by the training.**
- o The outcomes should be tied to your program goals (e.g., use of force, use of de-escalation tactics, procedural justice).
- o Change in these outcomes pre-to-post training will demonstrate the impact of the training.
- o Include a wide range of evaluation outcomes, data, and methods – not just one.
- o Certain outcomes commonly measured in de-escalation evaluations, such as use of force and injuries, are rare. It is difficult to "move the needle" on rare outcomes. Consider including other, more nuanced outcomes (e.g., use of specific de-escalation tactics, procedural justice).

☐ **Explore whether you can partner with an external researcher to evaluate the effectiveness of the training.**
- o Reach out to local universities for subject matter experts.
- o Reach out to colleagues and peer agencies to identify potential evaluators.
- o Explore grant opportunities to fund an evaluation (local, state, federal).

☐ **If an external evaluation is not possible, explore how you can evaluate the effectiveness of the training internally.**
- o Identify staff in your organization who could lead the evaluation (e.g., research and planning; crime analysis).
- o Consider administering an officer survey before and after the training to gauge receptivity, and attitudes.
- o Consider the value of BWC footage to assess training impact.

☐ **Communicate the results of the evaluation internally to officers and externally to the community.**

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