

**TRAINING AND TESTING  
SPECIFICATIONS FOR LEARNING DOMAIN #23  
CRIMES IN PROGRESS**

~~July 1, 2010~~ August 1, 2015

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X

**I. LEARNING NEED**

Peace officers must recognize that their first responsibility when responding to a crime in progress is to protect their own safety and that of others.

**LEARNING OBJECTIVES**

- A. Explain the importance of wearing soft personal body armor while on patrol
- B. Distinguish between officer safety and officer survival, including:
  - 1. Current patterns related to deaths and assaults on peace officers
  - 2. The concept of “will to survive”
  - 3. Officer actions after being wounded
  - 4. Officer as hostage
  - 5. Officer actions in counter-ambush incidents when on foot
  - 6. Officer actions in counter-ambush incidents when in a patrol vehicle

**II. LEARNING NEED**

To respond effectively and safely to a crime in progress, peace officers need to use appropriate strategies and tactics.

**LEARNING OBJECTIVES**

- A. Discuss the elements of a tactical approach to a crime in progress including:
  - 1. Nature of the crime



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X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X			X	X	X	X
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		

#### IV. LEARNING NEED

To ensure the highest chance of survival and the safest possible outcome for all involved individuals, officers must recognize the dangers associated with high-risk situations and employ effective tactics.

#### LEARNING OBJECTIVES

##### A. Demonstrate effective officer actions for the safe and tactical response involving:

1. Barricaded suspects/hostages
2. Violent suspects
3. Rapid deployment to a deadly encounter (Active Shooter)
4. Officer ambush/sniper attacks
5. Officer-down calls
6. Suspicious Persons

##### B. Discuss factors an officer should consider before becoming involved in any law enforcement action while off-duty

#### V. REQUIRED TESTS

##### A. A scenario test that requires the student to demonstrate proficiency in reacting to a simulated ambush. At a minimum, the test shall evaluate the following competencies:

1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
4. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
5. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely,

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X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		

rational decisions in stressful situations.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

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- B. A scenario test that requires the student to demonstrate proficiency in responding to and investigating a simulated incident involving one or more suspects concealed in a building. At minimum, the test shall evaluate the following competencies:
1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
  2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
  3. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
  4. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
  5. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.
- C. A scenario test that requires the student to demonstrate proficiency in responding to and investigating simulated crime in progress/critical incident. At a minimum, the test shall evaluate the following competencies:
1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
  2. Leadership - The practice of influencing people, while using ethical values and goals to produce an intended change.
  3. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
  4. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.

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	832	III	II	I	SIBC	
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	

5. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
6. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
7. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

D. A scenario test that requires the student to demonstrate proficiency in responding to and investigating simulated suspicious person(s)/circumstances incident. At a minimum, the test shall evaluate the following competencies:

1. Use of Force - The ability to distinguish and apply reasonable force options in given circumstances.
2. Problem Solving/Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Legal Authority/Individual Rights - The identification of laws and constitutional rights governing to consensual encounters, detentions, and arrests.
4. Officer Safety - The demonstration of situational and tactical awareness and appropriate response.
5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
6. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

#### VI. REQUIRED LEARNING ACTIVITIES

A. The student will participate in an learning activity that reinforces an understanding of law enforcement response to a variety of high-risk-situations, including:

1. Person with a gun
2. Shots-fired call
3. Officer down
4. Suspicious circumstances
5. Suicidal person

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	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
20			10	18	20	4

B. The student will participate in a learning activity that presents a series of drawings, sketches, photographs or other visual depictions of locations where a crime is allegedly in progress. The student will indicate, either verbally or in writing:

1. A suggested approach to the location
2. An effective placement of perimeter units
3. An acceptable scene search pattern

C. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding crimes in progress. At a minimum, each activity, or a combination of activities must address the following topics:

1. Characteristics of power and authority and their influence on how an officer responds to and investigates crimes in progress
2. Effective decision making to enhance tactical readiness
3. How modeling positive behavior reflects on the officer and the officer's agency when the behavior is witnessed by members of the community

#### VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on crimes in progress.

#### VIII. ORIGINATION DATE

January 1, 2001

#### IX. REVISION DATE

July 1, 2002                      January 19, 2007  
January 1, 2004                  July 1, 2008  
July 1, 2005                      July 1, 2010  
January 1, 2006                  [August 1, 2015](#)