

**REPORT OF THE**  
**GOVERNOR'S ADVISORY PANEL**  
**ON BIASED-BASED POLICING**



**July 2003**

**Report to the Governor  
Governor's Advisory Panel on Bias-based Policing  
July 2003**

**Purpose of the Advisory Panel**

This special advisory panel was convened to proactively address issues related to bias in policing practices in Virginia. The panel, chaired by Secretary of Public Safety John W. Marshall, was directed to guide and assist the Department of Criminal Justice Services (DCJS) in implementing provisions of HB 1053, approved by the 2002 Session of the General Assembly. Delegate Kenneth R. Melvin sponsored the legislation on behalf of Governor Mark R. Warner. It directs DCJS to take action to assure that law enforcement officers are sensitive to diversity and aware of the potential for biased policing. Specifically, DCJS must address biased policing in its basic and in-service training standards for law enforcement officers, and publish and disseminate a model policy on biased policing for use by law enforcement agencies in Virginia.

The Governor's Advisory Panel on Bias-based Policing (BBP Panel) included elected officials, law enforcement leaders and representatives, and invited representatives of nearly every minority community in the Commonwealth, with particular emphasis on participation by African-Americans. Among this group were clergy, business people, government officials and other criminal justice system representatives. The BBP Panel was staffed by the Office of the Secretary of Public Safety (SPS) and the Department of Criminal Justice Services (DCJS)..

**Background**

Recent years have seen rising demand nationally that government officials and law enforcement leaders address the perception among both minority citizens and the general public that bias is evident in police practices and decision-making. In some states and cities lawsuits have been brought by those alleging that such practices, often called racial profiling, have violated the civil rights of members of minority groups and communities. In Virginia, some members of the legislature have expressed concern over the potential for biased policing in the state and have introduced legislation in each of the last three General Assembly Sessions to address the issue. Prior to that a study by a special Joint Subcommittee Studying the Status and Needs of African-American Males in Virginia had identified bias in policing practices as a serious problem affecting the African-American community.

Studies of the presence of bias in policing practices carried out by the Virginia State Police, the Virginia Association of Chiefs of Police and the Virginia Sheriffs' Association concluded that racial bias in policing was not widespread or pervasive in Virginia law enforcement. They all acknowledged that even the perception of such bias was a serious problem for law enforcement, and they all made strong recommendations to their memberships concerning the elimination, reduction and prevention of biased practices among law enforcement officers through appropriate training, clear policy and diligent supervision. Ultimately, these three groups endorsed HB 1053 as the best means of proactively addressing the issue in the Commonwealth. Each of these three organizations, as well as other law enforcement leaders, were represented on the Advisory Panel, and actively participated in the panel's work.

## **Synopsis of Advisory Panel Activities**

The Advisory Panel first met on October 31, 2002 at the Richmond Police Academy to identify issues and concerns related to the charges set forth in HB 1053. The meeting was facilitated by Mr. William H. Matthews, Executive Director of The Community Policing Consortium. At that meeting they agreed to form two work groups. The first group focused on revision of the minimum training standards and supporting lesson plans, while the second group worked to develop a model policy for law enforcement agencies. Each group worked with the professional staff in subsequent sessions from December 2002 through April 2003 to complete its mission.

On April 29, 2003, the BBP Panel met at DCJS' Community Partnerships Conference in Williamsburg and gave final approval to the draft training standards and lesson plans and, with some changes, the draft model policy. Both the training standards and the model policy will be subject to continuing scrutiny during subsequent implementation phases. DCJS is required to periodically review the documents and recommend appropriate updates and changes.

While the work of the BBP Panel was underway, DCJS was proceeding along a parallel track to satisfy legal requirements for amending its law enforcement training standards in accord with the process required by the Administrative Process Act. This includes obtaining the approval of the Department's board, the Criminal Justice Services Board. Although not required to by law, DCJS follows a similar process in the development of the Manual of Sample Directives for Law Enforcement (model policies). The Bias-based Policing Model Policy will be incorporated into the Manual of Sample Directives. In this manner, important revised training standards and the model policy were developed with normal broad-based law enforcement and criminal justice community oversight and input, as well as the input of the Advisory Panel.

## **Revised Training Standards, Sample Lesson Plans, and Model Policy**

These are attached to this report, and are submitted by the Governor's Advisory Panel on Bias-based Policing to Governor Mark R. Warner, as set forth in the mission of the panel. The new and revised training standards and accompanying lesson plans will be distributed to Virginia's law enforcement training academy network. The model policy will be provided to all sheriffs, police chiefs and state law enforcement administrators in the Commonwealth to assist them in the review, development and implementation of effective anti-bias policies and practices.

## **Chairman's Statement**

As Chairperson of the Governor's Advisory Panel on Bias-based Policing, I am pleased and proud to present the work of this panel. It is our feeling that Governor Warner and the Commonwealth of Virginia have taken a significant leadership role in the critical effort to assure that law enforcement officers are highly trained during both their basic training and throughout their careers in the potential for bias to enter into decision-making. These new and revised standards will ensure sensitivity to and awareness of cultural diversity. This in turn will enable law enforcement officers to be more effective service providers in minority and ethnic communities. .

The chiefs and sheriffs who lead Virginia's law enforcement agencies now have a significant model policy tool to assist them in drafting comprehensive, reasoned and effective policies to guide their own officers and deputies in their interactions with minority groups of any kind.

Finally, we hope that the leaders and citizens in our many and varied minority communities will welcome the progress and intentions reflected in the work of this Advisory Panel. We encourage them to work in a spirit of mutual cooperation and respect with the law enforcement officers who serve those communities to assure that this – democracy's first home in America – will remain a light of freedom and equality to all America.

<b>POLICE/SHERIFF'S DEPARTMENT</b>	<b>GENERAL ORDERS</b>
<b>SUBJECT: Bias Reduction</b>	<b>NUMBER: 2-1A</b>
<b>EFFECTIVE DATE: July 1, 2003</b>	<b>REVIEW DATE: <i>annually</i></b>
<b>AMENDS/SUPERSEDES:</b>	<b>APPROVED: _____ Chief of Police/Sheriff</b>
<b>VLEPSC STANDARDS: ADM.02.07</b>	

**NOTE:**

This directive is for internal use only, and does not enlarge an officer's civil or criminal liability in any way. It should not be construed as the creation of a higher standard of safety or care in an evidentiary sense, with respect to third party claims. Violations of this directive, if proven, can only form the basis of a complaint by this department, and then only in a non-judicial administrative setting.

**INDEX WORDS**

bias  
 constitutional rights  
 discrimination  
 harassment  
 probable cause  
 profile  
 reasonable suspicion  
 traffic stop; pretextual

**I. POLICY**

We are committed to a respect for constitutional rights in the performance of our duties. Our success is based on the respect we give to our communities, and the respect citizens observe toward law enforcement. To this end, we shall exercise our sworn duties, responsibilities, and obligations in a manner that does not discriminate on the basis of race, sex, gender, national origin, ethnicity, age, or religion. All people carry biases: in law enforcement, however, the failure to control our biases can lead to illegal arrests, searches, and detentions, thus thwarting the mission of our department. Most importantly, actions guided by bias destroy the trust and respect essential for our mission to succeed. We live and work in communities very diverse in population: respect for diversity and equitable enforcement of the law are essential to our mission.

D. Gender

Unlike sex, a psychological classification based on cultural characteristics or traits.

E. Pretextual

Refers to the officer's pretext or reason for making a stop.

F. Probable cause

Facts or apparent facts and circumstances within an officer's knowledge and of which the officer had reasonable, trustworthy information to lead a reasonable person to believe that an offense has been or is being committed, and that the suspect has committed it.

G. Profile

A legitimate profile, sanctioned by the department, is a very specific attribute, or cluster of attributes or characteristics, that form the basis for reasonable suspicion of criminality. A profile is only valid for a limited time and under limited circumstances, most often for drug trafficking. These attributes or characteristics are established in writing based on considerable training and experience. A legitimate profile will not be based solely on a person's race, sex, sexual orientation, gender, national origin, ethnicity, age, or religion.

H. Race

A category of people based on common physical or genetic traits or characteristics. As distinct from ethnicity, race only refers to physical characteristics sufficiently distinctive to group people under a classification.

I. Racial profiling

The unlawful detention, interdiction, or other disparate treatment of any person on the basis of their racial or ethnic status or characteristics. "Racial profiling" refers to practices prohibited by this department.

J. Reasonable suspicion

Articulate, objective facts which lead an experienced officer to suspect that a person stopped has committed, is committing, or may be about to commit a crime. A well-founded suspicion is based on the totality of the circumstances and does not exist unless it can be articulated. Reasonable suspicion supports a stop of a

B. General responsibilities

1. Officers are prohibited from stopping, detaining, searching or arresting anyone **solely** because of the person's race, sex, sexual orientation, gender, national origin, ethnicity, age, or religion. These characteristics, however, may form part of reasonable suspicion or probable cause when officers are seeking a suspect with one or more of these attributes. See GO #2-1 for further discussion.
2. Reasonable suspicion or probable cause shall form the basis for any enforcement actions or decisions. Citizens shall only be subjected to stops, seizures, or detention upon reasonable suspicion that they have committed, are committing, or are about to commit an offense. Officers shall document the elements of reasonable suspicion and probable cause in appropriate reports.
3. Officers shall observe all constitutional safeguards and shall respect the constitutional rights of all citizens.
  - a. As traffic stops furnish a primary source of bias-related complaints, officers shall have a firm understanding of the warrantless searches allowed by law, particularly the use of consent. See GOs #2-1, -5, and -19 for further guidance. How the officer disengages from a traffic stop may be crucial to a citizen's perception of fairness or discrimination.
  - b. Officers shall not use the refusal or lack of cooperation to justify a search of the citizen's person or vehicle or a prolonged detention once reasonable suspicion has been dispelled.
4. All personnel shall treat citizens with the same courtesy and respect that they would have citizens observe to department personnel. To this end, personnel are reminded that the exercise of courtesy and respect engenders a future willingness to cooperate with law enforcement.
  - a. Personnel shall facilitate citizens' access to other governmental services whenever possible, and shall actively provide referrals to other appropriate agencies.
  - b. All personnel shall courteously accept, document, and forward to the sheriff/chief of police any complaints made by citizens against the department. Further, officers shall provide information on the

trust in law enforcement. Supervisors shall continually reinforce the ethic of impartial enforcement of the laws, and shall ensure that personnel, by their actions, maintain the community's trust in law enforcement.

4. Supervisors are reminded that biased enforcement of the laws engenders not only mistrust of law enforcement, but increases safety risks to personnel. Lack of control over bias also exposes the department to liability consequences. Supervisors shall be held accountable for repeated instances of biased enforcement of their subordinates.
5. Any criminal profiling requires supervisory participation and oversight. Any criminal profiles used in enforcement shall be authorized by the sheriff/chief of police per a detailed, written analysis. All criminal profiles shall be authorized in writing and shall be self-cancelling after a specified date. Upon cancellation, supervisors shall prepare a report on the utility and results of the profile and submit it to the sheriff/chief of police via the chain of command. For further information on profiling in narcotics cases, see GO #2-12 (discussion under "indicators").
6. Supervisors shall ensure that all enforcement actions are duly documented per departmental policy. Supervisors shall ensure that all reports show adequate documentation of reasonable suspicion and probable cause, if applicable.

*[Note: Each agency has different documentation requirements. Required documentation may include arrest and investigative reports, summonses, field interview cards, or field notes.]*

7. Supervisors shall facilitate the filing of any citizens' complaints about law enforcement service.

*[Note: In larger agencies, supervisors may not have a role in the investigation of complaints against personnel. In smaller agencies, supervisors may conduct the internal investigation. Suggested additional wording for smaller agencies in which supervisors perform this function: "Supervisors shall ensure that all complaints are recorded, investigated, and that complainants shall be kept informed of the progress and results of their complaints."]*

D. Pretextual traffic stops

1. Pretextual traffic stops, or those in which the explanation to the citizen of the reason for the stop may not reflect all of the officer's actual reasons, are legal and in some circumstances are necessary.

**Performance Outcome 4. 40.**

Conduct a traffic stop resulting in an enforcement action.

**Training Objective Related to 4. 40.**

A. Given a practical exercise, conduct a traffic stop resulting in an enforcement action.

**Criteria:** The trainee shall be tested on the following:

- 4.40.1. Follow suspect vehicle to observe traffic violations conforming to constitutional requirements and accepted motor vehicle safety rules
  - 4.40.1.1. Identify traffic offenses that would support a stop
    - a. Identify location and traffic flow requirements
    - b. Select position that provides best observation and access point
    - c. Identify possible violations in a traffic flow
    - d. Identify time of day
    - e. Identify actions to take
    - f. Identify any hazards that would hinder or prevent any officer from enforcing traffic laws
    - g. Definition of a pretext stop
  - 4.40.1.2. Identify situations in which there is no basis for a stop
    - a. **Bias based stop**
    - b. **Inappropriately stopping a motorist because of:**
      - (1). **Race**
      - (2). **Color**
      - (3). **Religion**
      - (4). **Sex**
      - (5). **National origin**
      - (6). **Disability**
    - c. **Inappropriate uses of a pretext stop**
- 4.40.2. Identify procedures for initiating a traffic stop and execute a stop
  - a. Communications
  - b. Location
  - c. Traffic hazards
  - d. Patrol car position and use of equipment
  - e. Safe approach to stopped vehicle observing for suspicious actions by occupants
    - (1). Officer/public safety concerns
    - (2). Criminal activity signs
      - (a). location
      - (b). actions

- (c). odors
    - (d). time of day
    - (e). plain view
  - (3). Evaluate activity and determine if and what type of additional law enforcement response is needed
  - (4). Identify if any probable cause would allow the officer to conduct a search of any part or all of the vehicle
- 4.40.3. Identify the steps of initial officer/violator contact
  - a. Professional demeanor
  - b. Ask for driver's license and vehicle registration/explain reason for the stop
  - c. Provide instructions to driver and occupants to remain until you return
- 4.40.4. Identify the steps of determining appropriate enforcement action
  - a. Observe a license for defects that suggest tampering
  - b. Verify the validity of the license with communications to determine if it is currently valid, suspended, or revoked
  - c. Check VCIN, NCIC, DMV
  - d. Evaluate facts of the situation to determine if verbal warning or summons is appropriate
    - (1). Nature of Offense
    - (2). Explanation for action
    - (3). Traffic conditions
    - (4). Roadway conditions
    - (5). Weather
    - (6). Time of day
    - (7). Based on actions, not attitude
    - (8). Unusual circumstances
      - (a). Diplomat
      - (b). Legislator
- 4.40.5. Safely approach vehicle to return license and registration and give warning
  - a. Articulate possible dangers/consequences of violation
  - b. Articulate police concern for safety of motorists
- 4.40.6. Complete and safely approach vehicle to deliver a Virginia Uniform Traffic Summons
  - a. Complete all information prompts on summons
  - b. Select correct Virginia Code section
  - c. Fully explain the summons to the violator
    - (1). Reason for the summons (charge) according to state motor vehicle code
    - (2). Signature is a promise to appear or pay fine before the court date
    - (3). Signature is not an admission of guilt
    - (4). Procedure for pleading guilty and paying fine
    - (5). Procedure for court appearance
  - d. Obtain signature/explain consequences of failure to sign
  - e. Issue the appropriate copy to the violator
- 4.40.7. Identify items to document in field notes pertaining to a traffic stop

- a. Description of the violation
- b. Conditions related to the violation
- c. Violator actions
- d. Enforcement action
- e. Description of any equipment or procedures used in the action.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Follow suspect vehicle to observe traffic violations conforming to constitutional requirements and accepted motor vehicle safety rules
  - a. Identify traffic offenses that would support a stop
    - (1). Identify location and traffic flow requirements
    - (2). Select position that provides best observation and access point
    - (3). Identify possible violations in a traffic flow
    - (4). Identify time of day
    - (5). Identify actions to take
    - (6). Identify any hazards that would hinder or prevent any officer from enforcing traffic laws
    - (7). **Definition of a pretext stop: Use of any violation of law, no matter how trivial, as a basis for stopping a motorist for the purpose of further some other legitimate law enforcement function.**

**Example: Law enforcement receives a tip that a certain vehicle is transporting three kilos of cocaine. Because the information is unsubstantiated, an officer cannot make a stop based on it, but the officer can stop the vehicle for going 26 MPH in a 25 MPH zone.**
  - b. Identify situations in which there is no basis for a stop
    - a. Bias based stop
    - b. Inappropriately stopping a motorist because of:
      - (1). Race
      - (2). Color
      - (3). Religion
      - (4). Sex
      - (5). National origin
      - (6). Disability
    - c. **Inappropriate uses of a pretext stop – Stopping a vehicle using a 26 MPH in a 25 MPH zone not to engage in further a legitimate law enforcement function or having a purpose such as provoking someone or to provide cover for bias based policing.**
2. Identify procedures for initiating a traffic stop and execute a stop
  - a. Communications
  - b. Location
  - c. Traffic hazards
  - d. Patrol car position and use of equipment
  - e. Safe approach to stopped vehicle observing for suspicious actions by occupants
    - (1). Officer/public safety concerns
    - (2). Criminal activity signs

- (a). location
  - (b). actions
  - (c). odors
  - (d). time of day
  - (e). plain view
  - (3). Evaluate activity and determine if and what type of additional law enforcement response is needed
  - (4). Identify if any probable cause would allow the officer to conduct a search of any part or all of the vehicle
3. Identify the steps of initial officer/violator contact
- a. Professional demeanor/courteous communication skills
  - b. Ask for driver's license and vehicle registration/explain reason for the stop.
  - c. Provide instructions to driver and occupants to remain until you return
4. Identify the steps of determining appropriate enforcement action
- a. Observe a license for defects that suggest tampering
  - b. Verify the validity of the license with communications to determine if it is currently valid, suspended, or revoked
  - c. Check VCIN, NCIC, DMV
  - d. Evaluate facts of the situation to determine if verbal warning or summons is appropriate
    - (1). Nature of Offense
    - (2). Explanation for action
    - (3). Traffic conditions
    - (4). Roadway conditions
    - (5). Weather
    - (6). Time of day
    - (7). Based on actions, not attitude
    - (8). Unusual circumstances
      - (a). Diplomat
      - (b). Legislator
5. Safely approach vehicle to return license and registration and give warning
- a. Articulate possible dangers/consequences of violation
  - b. Articulate police concern for safety of motorists
  - c. Courteously disengage from the stop if no further action is needed.
6. Complete and safely approach vehicle to deliver a Virginia Uniform Traffic Summons
- a. Complete all information prompts on summons
  - b. Select correct Virginia Code section
  - c. Fully explain the summons to the violator
    - (1). Reason for the summons (charge) according to state motor vehicle code
    - (2). Signature is a promise to appear or pay fine before the court date

- (3). Signature is not an admission of guilt
  - (4). Procedure for pleading guilty and paying fine
  - (5). Procedure for court appearance
  - d. Obtain signature/explain consequences of failure to sign
    - a. Issue the appropriate copy to the violator
    - b. Courteously disengage from the stop.
7. Identify items to document in field notes pertaining to a traffic stop
- a. Description of the violation
  - b. Conditions related to the violation
  - c. Violator actions
  - d. Enforcement action
  - e. Description of any equipment or procedures used in the action.

## **Performance Outcome 1.5.**

Behave in a fair and positive manner to develop and maintain a trust relationship with the citizenry.

## **Training Objectives Related to 1.5.**

Given a written exercise:

- A. Identify the requirements for professionalism in law enforcement that impact the officer's knowledge, skill, and ability to behave in a fair and positive manner.
- B. Identify the requirements that will assist in developing and maintaining a trust relationship with the citizenry.

**Criteria:** The trainee shall be tested on the following:

- 1.5.1. Principles that define a profession
- 1.5.2. Historical evolution of law enforcement in the United States
- 1.5.3. Three elements of the criminal justice system
- 1.5.4. The place of law enforcement and criminal justice in the structure of government
- 1.5.5. The role of ethics in law enforcement
  - a. General principles of ethics
  - b. Law Enforcement Code of Ethics
    - (1). Officer behavior
    - (2). Officer dedication
    - (3). Career development
- 1.5.6. Methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow officers
- 1.5.7. Positive and negative aspects of discretionary enforcement of laws
- 1.5.8. Positive and negative influences of a law enforcement career on an officer's personal life

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify principles that define a profession
2. Identify the historical evolution of law enforcement in the United States
  - a. Establishment of police force
  - b. Oath of office
  - c. Constitution and Bill of Rights
3. Identify the three elements of the criminal justice system
  - a. Courts
    - (1). Federal system
      - (a). U. S. District Court
      - (b). U. S. Court of Appeals for the # Circuit (example: U. S. Court of Appeals for the 4<sup>th</sup> Circuit – Virginia is in this circuit)
      - (c). U.S. Supreme Court
    - (2). State system
      - (a). Magistrates
      - (b). General District Courts
      - (c). Circuit Courts
      - (d). Virginia Court of Appeals
      - (e). Virginia Supreme Court
  - b. Law Enforcement
    - (1). Federal officers (in general)
    - (2). Sheriffs
    - (3). Police (local and state)
    - (4). Other law enforcement agents
  - c. Corrections
    - (1). Local corrections (jails, detention facilities)
    - (2). State corrections
4. Identify the place of law enforcement and criminal justice in the structure of government
5. Define the role of ethics in law enforcement
  - a. Identify two general principles of ethics that may assist an officer in making ethical judgments
  - b. Review the Law Enforcement Code of Ethics and its impact on the following:
    - (1). Officer behavior on duty
      - (a). Reverence for the law
      - (b). Crime prevention
      - (c). Respect for the public
      - (d). Impartial law enforcement
      - (e). Attempt to use minimum force necessary to effect an arrest
      - (f). Report only the truth
      - (g). Testify only the truth
      - (h). Never use public office for private gain
      - (i). Strive to perform at maximum efficiency

- (j). Never misuse police resources or confidential information
- (2). Officer behavior off-duty
  - (a). Practice good citizenship, i.e., youth volunteer work, assist neighbors, be active in schools, etc.
  - (b). Maintain self-control, fair play and discipline in such areas as avoiding disputes, excessive use of alcohol, prejudicial conduct or interaction with people of different ethnic, religious, sexual and similar preferences, illegal gambling and others that may be identified
- (3). Officer dedication
  - (a). Self (taking care of you will help you care for others)
  - (b). Family
  - (c). Office
  - (d). Community
  - (e). State
  - (f). Country
- (4). Career development
  - (a). In-service training
  - (b). Resources for individual efforts
    - (1). Reading
    - (2). Seeking out other law enforcement training
    - (3). Using educational resources such as college courses
    - (4). Others that may be identified
- 6. Identify methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow officers
- 7. Identify the positive and negative aspects of discretionary enforcement of laws
  - a. Positive aspect: Give consideration to the violation and the violator, i.e., an elderly citizen on a fixed income may inadvertently run a red light and will benefit from a verbal warning rather than a ticket
  - b. Negative aspect: Citizens watching an officer may conceive his enforcement of traffic laws is unfair when the officer allows a prominent citizen driving under the influence to simply park his vehicle and take a cab rather than arresting the violator
- 8. Identify positive and negative influences of a law enforcement career on an officer's personal life
  - a. Positive influences include, but are not limited to,
    - (1). Providing a role model to citizens, especially children
    - (2). Saving lives
    - (3). Preventing crime
    - (4). Safeguarding the principles of our nation as noted in the Constitution and the Bill of Rights
    - (5). Others as may be identified
  - b. Negative influences include, but are not limited to
    - (1). Constantly facing the possibility of death or serious injury
    - (2). Divorce or strains on family relationships

- (3). Alcoholism
- (4). Mental health problems ranging from chronic stress to depression with the possibility of suicide
- (5). Others as may be identified

**c. Bias**

- (1). Define bias**
- (2). Define discrimination**
- (3). Identify consequences of bias based policing**
- (4). Identify consequences of impartial law enforcement**
- (5). Identify methods that an officer may use to prevent bias from determining a law enforcement intervention.**

**Performance Outcome 3.10.**

Verbally communicate with people with awareness of different levels of understanding.

**Training Objectives Relating to 3.10.**

- A. Given a practical exercise, verbally communicate with people with awareness of different levels of understanding

**Criteria:** The trainee shall be tested on the following:

3.10.1. Identify audiences that may need the officer to adjust manner of communication

3.10.2. Identify adjustments that may be needed when communicating with various audiences.

3.10.2.1. Culturally diverse people

3.10.2.2. Person's suffering from dementia including Alzheimer's Disease

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identify reasons to consistently use professional language
2. Identify audiences that may need the officer to adjust manner of communication
  - a. Juveniles of various ages
    - (1). Reasons that law enforcement officers are role models
    - (2). Ways to make children feel important
      - (a). Pay attention when they speak
      - (b). Physically move down to eye contact with juvenile if possible
      - (c). Give praise for asking questions
      - (d). Compliment the good things you know about the children
      - (e). Treat older juveniles in a more adult manner
    - (3). Ways to respond to questions with age appropriate answers
      - (a). Be honest but use language the juvenile is most likely to comprehend
      - (b). Emphasize the positive in whatever the juvenile is discussing, if possible
  - b. Older people
  - c. Culturally diverse people
    - (1). Determine language person speaks, if not English (if possible)
    - (2). Choose a quiet environment or setting to speak, if possible
    - (3). Use a variety of terms to determine what the recipient may understand, then choose the terms most easily understood
    - (4). Choose a rate of speech helpful to the recipient
    - (5). Use body language or gestures that enhance verbal communication
    - (6). Pronounce words clearly and accurately
    - (7). Encourage recipient to ask questions for clarification
    - (8). For less serious offenses, utilize appropriate gestures and tools (cuffs, etc.)
    - (9). For serious offenses, obtain services of an interpreter after taking control of suspect
  - d. Educated people
  - e. Uneducated people
  - f. Mentally disabled people
  - g. Emotionally upset people
  - h. Physically disabled or elderly person with mobility problem
    - (1). Ask if you may be of assistance
    - (2). Ask the person the best way to assist them (if appropriate)
    - (3). Be aware of hearing impairments
  - i. Homeless people
3. Identify adjustments that may be needed when communicating with various audiences.
  - a. voice tone
  - b. language use/simplification

- c. body stances/gestures
- d. cultural awareness
  - (1). identify the variety of cultures living in jurisdiction
  - (2). identify particular considerations of these cultures with which to be familiar that may be helpful in conducting an interview of a victim or suspect
  - (3). identify resources to assist with language translation for the variety of cultures in the jurisdiction
- e. facial expressions
- f. eye contact
- g. local customs
- 4. Identify conversation that helps to promote the positive services of law enforcement.
- 5. Specific audiences that may require an officer to adjust manner of communication.
  - (1). Persons with mental retardation
  - (2). Persons with mental illness
  - (3). Persons suffering from dementia including Alzheimer's Disease (AD).
    - (a). Identify physical, mental, behavioral symptoms and consequences of AD
    - (b). Identify situations where a person with AD may be encountered.
    - (c). Identify specific intervention techniques for managing the person with AD.
    - (d). Identify potential resources that assist in responding to persons with AD or dementia: Alzheimer's Association, Safe Return Program, Project Lifesaver.
- 6. **Cultural awareness knowledge that may assist in adjusting communication with audiences.**
  - (1). Define culture and cultural groupings.**
  - (2). Define ethnicity and ethnic groups.**
  - (3). Identify the variety of cultures living in jurisdiction.**
  - (4). Identify the variety of cultures whose members may visit or travel through the jurisdiction.**
  - (5). Define ethnocentrism.**
  - (6). Define stereotype.**
  - (7). Identify the particular considerations of the cultures with which it will help a law enforcement officer to be familiar in order to conduct an interview of a victim or suspect.**
  - (8). Identify resources to assist with language translation for the variety of cultures in the jurisdiction.**