

September

2017

# Illinois Basic Law Enforcement (BLE) Revised Academy Curriculum Guidance and Support Documentation

Submitted to:



Prepared By:



**Center for Public  
Safety and Justice**

The Center for Public Safety and Justice wishes to thank the staff at the Illinois Law Enforcement Training and Standards Board – particularly Cora Beem and Kelly Griffith – for their assistance with and collaboration on this project. Additionally, the many contributors, subject matter experts, editors and advisors who worked extensively to review, revise and update content for this document and create new content for its use were invaluable. Without the assistance and expertise of many individuals across Illinois this project would not have come to fruition.

## Table of Contents

Introduction to Included Documents and Resources .....	7
ILETSB BLE Curriculum Matrix, revised 2017.....	9
Requirements, Suggestions and Best Practices Regarding the Sequencing of Blocks of Instruction.....	13
ILETSB BLE Individual Curriculum Outlines .....	19
ADMINISTRATIVE .....	21
FOUNDATIONS OF LAW ENFORCEMENT .....	25
Neighborhood / Community Profiles .....	27
Orientation to the Criminal Justice System.....	33
Police Community Relations .....	37
Procedural Justice .....	45
Social Media Relations / Public Relations.....	53
Theories of Crime / Index Crime .....	57
LAW .....	61
Case Preparation and Courtroom Testimony .....	63
Citizen Handgun Ownership: Concealed Carry.....	69
Civil Rights and Civil Liability.....	75
Criminal Offenses in Illinois.....	81
Illinois Vehicle Code and Bail Rule .....	87
Juvenile Law and Processing .....	95
Laws of Admission .....	103
Laws of Arrest, Search, and Seizure .....	109
Rights of the Accused .....	127
Rules of Evidence .....	133
U.S. Constitutional Authority .....	141
Use of Force .....	145
POLICE FUNCTION AND HUMAN BEHAVIOR .....	155
Child Abuse, Neglect and Abduction .....	157
Communication in the Police Environment.....	163
Crime Victims and Their Rights .....	171
Crisis Intervention and Disturbance Calls.....	177
Crowd Behavior and Civil Disorder .....	181
Domestic Violence.....	187
Elder Abuse and Neglect.....	195

Ethics.....	199
Gangs .....	205
Interacting with Persons with Disabilities .....	211
Investigating Animal Abuse.....	217
Mental Illness and Non-Normative Behavior .....	221
The Neurobiology of Trauma and Post-Traumatic Stress Disorder (PTSD) .....	229
PATROL.....	235
Crime Prevention .....	237
Crimes in Progress .....	241
Drug Enforcement.....	247
Emergency Management and Critical Incident Response.....	255
Fundamentals of Report Writing.....	261
Homeland Security Orientation .....	267
Patrol Procedures .....	273
Vehicle Stops and Occupant Control .....	287
PATROL INVESTIGATION .....	295
Custody Arrest, Booking and Detention/ Facility Procedures .....	297
Crime Scene Investigation .....	303
Crimes against Persons .....	311
Crimes against Property .....	319
Fingerprinting – Rolled Impressions.....	325
Fundamentals of Investigation .....	331
Identification Procedures .....	337
Interrogation of Suspects .....	343
Interviewing Victims and Witnesses.....	347
Missing Persons .....	351
Motor Vehicle Theft .....	357
Service Calls .....	367
Sexual Assault Investigation.....	375
TRAFFIC .....	391
Field Sobriety Testing / Drugged Driving .....	393
Hazardous Materials Awareness .....	395
Traffic Crash Investigation .....	397
Traffic Direction .....	405
POLICE PROFICIENCY .....	409

---

Control and Arrest Tactics .....	411
Firearms: Decision Making / Situational Shooting.....	419
Firearms: Night Shooting.....	423
Firearms: Off Duty Considerations.....	425
Firearms: Orientation and Safety .....	431
Firearms: Record Firing.....	435
Firearms: Shotgun.....	437
Firearms: Training .....	439
Firearms: Weapons Care and Maintenance.....	441
Initial Medical Response.....	445
Law Enforcement Driving .....	449
Physical Skill and Personal Fitness.....	455
<b>POLICE OFFICER WELLNESS .....</b>	<b>459</b>
Officer Wellness and Lab .....	461
Stress Management and Lab .....	465
<b>INTEGRATED SCENARIOS .....</b>	<b>471</b>
Catalog of Student Performance Objectives .....	475

**Page Left Blank**

## Introduction to Included Documents and Resources

The information contained in this document is the result of a multi-year effort by the Center for Public Safety and Justice at the University of Illinois at Chicago (CPSJ) working with staff and representatives from the Illinois Law Enforcement Training and Standards Board (ILETSB). ILETSB tasked CPSJ with a comprehensive review of the existing Basic Law Enforcement Academy Curriculum (BLE) and requested several deliverables. To accomplish these tasks, CPSJ conducted a review and comparison of the current curriculum against select state curricula from across the nation. The report focused upon how other states train police recruits, including curriculum content, hours of training per topic, course sequencing and delivery methods. CPSJ recommended an expanded and revised curriculum presented as a matrix of recommendations that including the number of hours to effectively present each topic/course and a strategy to employ when sequencing course content. Upon approval by ILETSB CPSJ moved to deliver course descriptions, course outlines, student performance objectives and reference materials for new and significantly revised courses. Further expansion of the project led to a review and revision of additional course content and blocks of instruction including select topics that did not see a revision of hours or significant changes in content.

The culmination of this effort is represented, in part, in this document. Included within can be found:

- The ILETSB-approved curriculum matrix
- Guidance on sequencing of courses and topics and a discussion of effective adult learning strategies. Sequencing is presented in terms of requirements, best practices and recommendations.
- Course outlines, organized by topic according to the curriculum matrix
- A comprehensive listing of all SPOs across the complete curriculum

Users of this document will have sufficient content submitted by CPSJ to ILETSB for the purposes of conducting the basic police academy based on standards set forth by ILETSB. Questions regarding any of the contents of this documentation should be directed to the appropriate staff at ILETSB who will respond with further information or guidance.

**Page Left Blank**



## ILETSB BLE Curriculum Matrix, revised 2017

Curriculum Units / Course Titles	SPO ID	Hours
<b>Administrative</b>	<b>AU</b>	
Academy Director's Administrative Time	AUAD	2
Course Orientation and Administrative Tasks	AUCO	2
Critiques and Instructional Evaluation	AUCE	5
Examinations	AUEX	10
Graduation	AUGR	2
<b><i>Subtotal</i></b>		<b><i>21</i></b>

<b>Foundations of Law Enforcement</b>	<b>FL</b>	
Neighborhood/Community Profiles	FLNP	4
Orientation to the Criminal Justice System	FLCJ	4
Police Community Relations	FLCR	10
Procedural Justice	FLPJ	6
Social Media Relations/Public Relations	FLSM	4
Theories of Crime/Index Crime	FLTC	2
<b><i>Subtotal</i></b>		<b><i>30</i></b>

<b>Law</b>	<b>LU</b>	
Case Preparation and Courtroom Testimony	LUCP	6
Citizen Handgun Ownership: Concealed Carry	LUHO	2
Civil Rights and Civil Liability	LUCR	5
Criminal Offenses in Illinois	LUCI	14
Illinois Vehicle Code and Bail Rule	LUVC	16
Juvenile Law and Processing	LUJL	8
Laws of Admission	LULA	3
Laws of Arrest, Search and Seizure	LUSS	16
Rights of the Accused	LURA	2
Rules of Evidence	LURE	4
U.S. Constitutional Authority	LUCA	4
Use of Force	LUUF	10
<b><i>Subtotal</i></b>		<b><i>90</i></b>

<b>The Police Function and Human Behavior</b>	<b>PF</b>	
Child Abuse, Neglect and Abduction	PFCA	4
Communication in the Police Environment	PFPE	8

Crime Victims and Their Rights	PFCV	4
Crisis Intervention/Disturbance Calls	PFCI	6
Crowd Behavior/Civil Disorder	PFCB	4
Domestic Violence	PFDV	10
Elder Abuse and Neglect	PFEA	4
Ethics	PFET	7
Gangs	PFGA	4
Interacting with Persons with Disabilities	PFID	4
Investigating Animal Abuse	PFAA	2
Mental Illness and Non-Normative Behavior	PFMI	10
Neurobiology of Trauma and PTSD	PFNB	4
<b><i>Subtotal</i></b>		<b><i>71</i></b>

<b>Patrol</b>	<b>PU</b>	
Crime Prevention	PUCP	4
Crimes in Progress	PUCR	7
Drug Enforcement	PUDE	5
Emergency Management/Critical Incident Response	PUEM	4
Fundamentals of Report Writing	PURW	12
Homeland Security Orientation	PUHS	4
Patrol Procedures	PUPP	14
Vehicle Stops and Occupant Control	PUVS	12
<b><i>Subtotal</i></b>		<b><i>62</i></b>

<b>Patrol Investigation</b>	<b>PI</b>	
Custody Arrest, Booking, and Detention/Facility Procedures	PIBD	4
Crimes Against Persons	PICP	6
Crimes Against Property	PIPC	2
Crime Scene Identification	PICS	12
Fingerprinting--Rolled Impressions	PIFP	2
Fundamentals of Investigation	PIFI	8
Identification Procedures	PIIP	1
Interrogation of Suspects	PIIS	4
Interviewing Victims and Witnesses	PIVW	4
Missing Persons	PIMI	2
Motor Vehicle Theft	PIVT	4
Service Calls	PISC	2
Sexual Assault Investigation	PISA	6
<b><i>Subtotal</i></b>		<b><i>57</i></b>

<b>Traffic</b>	<b>TU</b>	
Field Sobriety Testing	TUFS	28
Traffic Crash Investigation	TUCI	16
Hazardous Materials Awareness	TUHM	8
Traffic Direction	TUTD	1
<b>Subtotal</b>		<b>53</b>

<b>Police Proficiency</b>	<b>PP</b>	
Control and Arrest Tactics	PPAT	32
Firearms: Decision Making/Situational Shooting	PPDM	10
Firearms: Night Shooting	PPNS	4
Firearms: Off Duty Considerations	PPOD	2
Firearms: Orientation and Safety	PPOS	2
Firearms: Record Firing	PPRD	4
Firearms: Shotgun	PPSH	4
Firearms: Training	PPFT	12
Firearms: Weapons Care and Maintenance	PPWC	2
Initial Medical Response (1st Aid/CPR/AED/Narcan)	PPMR	10
Law Enforcement Driving	PPLD	14
Physical Skills and Personal Fitness	PPPS	24
<b>Subtotal</b>		<b>120</b>

<b>Police Officer Wellness</b>	<b>OW</b>	
Officer Wellness and Wellness Lab	OWWL	8
Stress Management and Lab	OWSM	8
<b>Subtotal</b>		<b>16</b>

<b>Course Enrichment/Integrated Scenarios</b>		
Integrated Scenarios		40

<b>TOTAL NUMBERS OF HOURS</b>		<b>560</b>

**Page Left Blank**

## **Requirements, Suggestions and Best Practices Regarding the Sequencing of Blocks of Instruction**

The sequencing of content across the academy curriculum requires careful planning. In some instances, content in certain blocks must precede other blocks so that prerequisite student performance objectives (SPOs) are met and/or recruits are exposed to content that is foundational.

The following is a list of required and suggested conditions with regard to the referenced course topics:

- The Use of Force block of instruction must be taught before recruits can be presented with content from the Control and Arrest Tactics and any of the eight Firearms Blocks of Instruction. Therefore, it is strongly recommended that Use of Force be taught early in the schedule allowing for Control and Arrest Tactics and the Firearms blocks to be interspersed throughout the schedule.
- Physical Skills and Personal Fitness should be scheduled throughout the academy.
- Week 1 should include:
  - Course Orientation
  - Theories of Crime/Index Crime
  - Orientation to the Criminal Justice System
  - Police Community Relations
  - Procedural Justice
  - Communication in the Police Environment
  - Officer Wellness and Stress Management (up to eight hours of course content as it particularly relates to managing life in the academy)
- Ethics is considered a foundational block of instruction. Academies should plan to incorporate instruction related to the SPOs in this block of instruction early in the schedule and revisit this content throughout the schedule.
- Law – The following law blocks must be taught in the following sequence and prior to instruction of any other law blocks. Note that they need not be taught consecutively, but must precede each other in the following order:
  - Constitutional Authority
  - Criminal Offenses
  - Laws of Arrest, Search and Seizure (SPOs covering laws of arrest, at a minimum)
- The following blocks of instruction must be taught in the following sequence. Note that they need not be taught consecutively, but must precede each other in the following order:
  - Crisis Intervention
  - Neurobiology of Trauma and PTSD
  - Interacting with Persons with Disabilities
  - Mental Illness and Non-Normative Behavior
  - Interviewing Victims and Witnesses

- Crime Victims and Their Rights
- The following blocks of instruction must be taught in the following sequence. Note that they need not be taught consecutively, but must precede each other in the following order:
  - Use of Force
  - Civil Rights and Civil Liability
  - Rights of the Accused
  - Laws of Admission
  - Interrogation of Suspects
- Fundamentals of Report Writing is an important block of instruction and academies should plan to incorporate instruction related to the SPOs in this block of instruction early in the schedule and revisit this content throughout the schedule. It is recommended Fundamentals of Report Writing be scheduled near the time of the presentation of Interviewing Victims and Witnesses, Interrogation of Suspects, and Use of Force.
- It is recommended that the following blocks of instruction be taught in the following sequence. Note that they need not be taught consecutively, but that they should precede each other in the following order:
  - Illinois Vehicle Code and Bail Rule
  - Laws of Arrest, Search and Seizure (SPOs pertaining to investigative stops)
  - Vehicle Stops and Occupant Control
  - Citizen Handgun Ownership: Concealed Carry
- Once Illinois Vehicle Code and Bail Rule is presented, the following topics can be presented:
  - Traffic Crash Investigation
  - Traffic Direction
  - Law Enforcement Driving
- Fundamentals of Investigation must be presented prior to instructing on the following topics:
  - Crimes Against Property
  - Crimes Against Persons
  - Crime Prevention
- Once content in Fundamentals of Investigation is presented, Identification Procedures can be taught.
- Crimes against Persons is a foundational block of instruction to the following topics. Crimes against Persons must be taught prior to these topics:
  - Domestic Violence
  - Elder Abuse and Neglect
  - Child Abuse, Neglect and Abduction
  - Missing Persons
  - Sexual Assault Investigation
- Crimes against Property is a foundational block of instruction to the following topics. Crimes against Property must be taught prior to these topics:
  - Investigating Animal Abuse
  - Motor Vehicle Theft
- Patrol Procedures should be taught before Crimes in Progress.

- Laws of Arrest (SPOs pertaining to search warrants) should be presented prior to Crime Scene Identification.
- Field Sobriety Testing must only be scheduled after Illinois Vehicle Code and Bail Rule and Vehicle Stops and Occupant Control.
- Rules of Evidence must be taught prior to instructing Case Preparation and Courtroom Testimony.
- Criminal Offenses in Illinois must be taught prior to instructing Drug Enforcement.

Blocks of instruction not explicitly discussed above can be sequenced as scheduling allows and to fill out remaining portions of an academy's schedule. However, it is encouraged that Academy Directors and schedulers exercise their best judgement using past experience to finalize a schedule that presents content in a cohesive manner that achieves cumulative learning of the many and varied topics presented in the Basic Law Enforcement Academy Curriculum.

Integrated Scenarios should be presented and practiced throughout the academy schedule as they are the primarily vehicle by which recruits practice application of SPOs. As the schedule unfolds, and as recruits build a more complex and sophisticated base of knowledge, the integrated scenarios posed in the academy should reflect that increasing complexity in application.

### **Discussion on Adult Learning Strategies and Problem Based Learning**

Effective adult learning strategies utilize varied modes of instruction, demonstration and practical application and exercise to facilitate mastery. As much as is practical, the following adult learning principles and strategies should be followed to promote content retention and movement of the learners' understanding of concepts from conceptual to application and synthesis. Mastery of the content presented in the Basic Law Enforcement Academy Curriculum will result from a strategy of cumulative learning that integrates concepts across blocks of instruction.

#### **Adult learning principles:**

- Instructional decisions and practice must be focused on the needs and experience of the learner.
- What the learner discovers supports better learning than what the learner is given.
- Learning takes place best in a supportive learning environment.
- The greater the power difference perceived by the learner between the learner and instructor, the lower the acquisition of learning.
- The attention span of adults is 7-20 minutes for passive engagement activities.
- The most retention tends to take place at the beginning and end of the learning session.
- The primary instructional strategies should draw, not dump information.
- Before learners can be expected to think on their feet, they must be provided opportunities to think in their seat.
- Effective instructors are more often "guides on the side" than "sages on the stage."
- The most long-lasting learning takes place during reflection. (Spencer, 2001)

### **Establishing the Context in Which Learning Takes Place**

The content of these instructional outlines, curriculum, and student performance objectives, as well as all materials, concepts, and methods contained herein, are the property of the Illinois Law Enforcement Training & Standards Board and shall not be copied, reproduced, shared, or distributed in any capacity without the Board's written consent.

## 1. What Malcolm S. Knowles (1970) teaches us about The Adult Learner:

- **Adults have a need to know why they should learn something:**

One of the first tasks of the adult educator is to make the case and develop the “need to know” by explaining the value of their learning and its application to their life performance. In addition to identifying the benefits of their new learning, discuss the effects of “not knowing.”

- **Adults have a deep need to be self-directing:**

Adults have a need to be in charge of one’s own life. Adults need to feel responsible for and in control of one’s own destiny, for the decision made and consequences learned.

- **Adults have a greater volume and different quality of experience than youth:**

Each adult learner brings a wealth of positive and negative experiences with them to class. Ensure the nexus between old experience and new learning. When participants share their experiences in class, learning from one another takes place. Experiential learning techniques, such as discussion methods and problem-solving exercises that tap into the accumulated knowledge and skills of the learners, or techniques, such as simulation exercises and field experiences, provide the learners a frame of reference from which they can learn through analysis. Adults have a broader base of experience to which to attach new ideas and skills and give them richer meaning through discussion and reflection. Adults define themselves in terms of their unique experiences.

- **Adults become ready to learn when they experience in their life situation a need to know or be able to do in order to perform more effectively and satisfyingly:**

“Telling” adults infringes on one’s adulthood and the need to be self-directed. Doing so can eliminate any resentment and defensiveness brought with them to class. “Adults learn best when they choose voluntarily to make a commitment to learn. Orchestrate a ‘teachable’ moment.”

- **Adults enter into a learning experience with a task-centered (or problem-centered or life-centered) orientation to learning and are motivated to learn by both extrinsic and intrinsic motivators:**

Adult learners respond to extrinsic motivators—wage raises, promotions, and better working conditions, up to the point that they are reasonably well satisfied. This reward fades away. The more motivators are intrinsic motivators such as the need for self-esteem, broadened responsibilities, power, achievement, and overall job satisfaction.

## 2. Implications for Practice

- **Climate setting is a prerequisite for effective learning to take place:**

Establish a climate that is conducive to learning: one of mutual respect; collaboration rather than competitiveness; supportive rather than judgmental; a climate of trust; fun—and ultimately—human. Establish a climate in which people feel that they are being treated as human beings. Create an environment supportive of learning.



- **When possible, create a mechanism for mutual planning:**

People tend to feel committed to a decision or activity to the extent that they have participated in making the decision or planning the activity.

- **Diagnose the participant's learning needs:**

Participant's learning needs serve as the foundation for the program. A learning need is not a need unless it is perceived by the learner. Activities structured for the needs of the learners such as the use of their experience, teaching to multiple learning styles, and their inclusion defines how they will be taught.

- **Translate learning needs into meaningful, measurable objectives:**

Learners should demonstrate their learning in some observable fashion.

- **Evaluating the extent to which the objectives have been achieved placing increased emphasis on "subjective evaluation" finding out what is really happening inside:**

Learners should be actively involved in the process of evaluating their learning outcomes. Interactive teaching techniques enable a continuous checking for participant learning so that instruction can be modified along the way for optimal learning.

**Adults expect to be treated with respect due to their maturity and individualism in the learning situation.**

- Adults are frequently anxious about their learning abilities and the appearance of competence in the classroom, but are anxious for education success.
- Adults have a strong need for periodic feedback, encouragement and learning in an atmosphere where there is a high degree of safety, mutual commitment and choice.
- Adults need a good balance between tight, well-paced, content-oriented presentations and the time needed for learning integration. (Spencer, 2001)

**Problem Based Learning (PBL)** is an instructional strategy that promotes active learning. Learners assume increasing responsibility for their learning, giving them more motivation and more feelings of accomplishment, setting the pattern for them to become successful life-long learners. PBL demands from the learner acquisition of critical knowledge, problem solving proficiency, self-directed learning strategies and team participation skills. The PBL process replicates the problems or challenges that are encountered in life and career (Barrows & Kelson, 1995). PBL is an instructional method that challenges participants to "learn to learn" working cooperatively in groups to seek solutions to real world problems. Participants involved in problem based learning acquire knowledge and become proficient in problem solving, self-directed learning and team participation.

Through this process, participants adapt to, and participate in:

- Participant-centered learning
- Small groups to solve / provide multiple solutions to problems

- Application of problem solving in new and future situations
- Creative and critical thought
- Adoption of holistic approaches to problems and situations
- Appreciation of diverse viewpoints
- Team collaboration
- Teaching as facilitating
- Flexible environment
- Problems driving the learning

The problem is posed so that the learners discover that they need to learn some new knowledge before they can solve the problem. Learning in the context of knowing why they are learning the new knowledge, and the need-to-solve-a-problem, also tends to store the knowledge in memory patterns that facilitate later recall for solving the problem.

## **ILETSB BLE Individual Curriculum Outlines**

**Page Left Blank**

# **ADMINISTRATIVE**

## **21 hours**

**Page Left blank**

## ADMINISTRATIVE:

### Academy Director's Administrative Time

**Allotted class time:** 2 hours

**Instructional Note:** This time is reserved for discretionary use by the academy director. It is anticipated that this time may be necessary to cover unexpected contingencies.

### Course Orientation

**Allotted class time:** 2 hours

**Instructional Note:** The purpose of this unit of instruction is to orient the students to the educational environment and the expectations that will be demanded of them during their tenure as basic law enforcement students. Additionally, this time will be utilized to complete administrative processing of the students into the training institution, assure that each student understands all rules and regulations regarding attendance and performance expectation, and other related matters.

### Examinations

**Allotted Class Time:** 10 hours

**Instructional Note:** This time is allotted to conduct periodic written examinations to determine the students' knowledge and retention of course materials presented immediately preceding the examination period. Examination questions will test varying levels of knowledge including memorization, application, and analysis.

One (1) hour will be allotted for administering the State Mandatory Firearms examination.

Three hours and thirty minutes (3.5 hours) will be allotted in the class schedule for administering the State Comprehensive Examination.

### Critiques

**Allotted class time:** 5 hours

**Instructional Note:** Time will be set aside immediately following the examination period for critique by the instructional staff to assure student understanding of the correct responses to the examination questions. The purpose of the critique is to provide for additional student learning and reinforcement of presented material.

# Graduation

**Allotted class time:** 2 hours

**Instructional Note:** This period will be utilized to conduct a formal ceremony to honor students who have successfully completed the Basic Law Enforcement Course.

**END**



# **FOUNDATIONS OF LAW ENFORCEMENT**

## **30 hours**

**Page Left Blank**

# FOUNDATIONS OF LAW ENFORCEMENT: Neighborhood / Community Profiles

**Instructional Goal:** Community policing has become a popular crime-fighting strategy, but before there can be a successful community policing effort an officer should know the community or neighborhood in which he/she will serve. One way to do this is by developing a neighborhood/community profile. Because routine law enforcement work often involves multiple visits to a particular location, being familiar with the community resources that exist in your beat or district may help solve repetitive problems. This course will provide examples of innovative law enforcement problem solving and encourage participants to think about crime and disorder problems as puzzles to be solved through detailed geographical, social, and cultural understanding and knowledge of the area where he or she works. The instructor will assign each student a geographic beat and lead them through a neighborhood portfolio exercise.

**Allotted Class Time:** 4 hours

## **Student Performance Objectives:**

- FLNP 1. Identify basic categories of a neighborhood/community profile.
- FLNP 2. Describe a positional community leader.
- FLNP 3. Describe an informal community leader.
- FLNP 4. Describe the problem-solving steps prior to implementation of an action plan to solve a community-based issue.
- FLNP 5. Describe the problem-solving step after the implementation of an action plan to solve a community-based issue.

## **Resources:**

Morrison, T., & Conway, W. A. (2006). *Kiss, Bow or Shake Hands*. Avon, MA: Adams Media.

U.S. Census Bureau. <http://www.census.gov/>

**Page Left Blank**

# Neighborhood / Community Profiles

## Course Outline:

### I. Community policing through a neighborhood/community profile

#### A. Define a neighborhood/community profile

1. Snapshot at a particular time
  - a. Statistical characteristics
  - b. Perceptual characteristics

#### B. How can you define a community or neighborhood

1. Geographic boundaries
2. Demographic boundaries
3. Shared interest
4. A common issue or concern

#### C. Why is there a need to develop a neighborhood/community profile

1. Know the resources
  - a. Capital resources
  - b. Human resources
  - c. Natural resources
2. Know the leaders
  - a. Positional leaders
  - b. Informal or non-positional leaders
3. Know the quality of life indicators
  - a. Security and safety
    - (1) Real
      - (a) Recorded crime data
    - (2) Perceived
      - (a) How an individual feels about his/her safety
  - b. Employment opportunities
    - (1) Minimum wage
    - (2) Living wage
    - (3) Blue collar
    - (4) White collar
    - (5) Home based
    - (6) Seasonal
  - c. Clean environment
  - d. Access to services
    - (1) Transportation
    - (2) Locally availability
  - e. Adequate health care

- f. Viable school system
- g. Efficient and engaged government

## II. Developing a neighbor/community profile

### A. It's a Process

1. Research using current census data
2. Research using local community and business websites
3. Attend community/neighborhood meetings
4. Show up at community events (become involved)
5. Speak with individuals
  - a. Setting appointments with positional leaders
    - (1) Leaders of local business associations
    - (2) Local jurisdictional authorities
      - (a) Park authorities
      - (b) Fire authorities
    - (3) Public and private school administrators
    - (4) Leaders of centers of worship
    - (5) Leaders of neighborhood associations and watch groups
    - (6) Nonprofit or social service director
    - (7) Parent Teacher Association President
  - b. Meet with informal leaders
    - (1) Coffee groups at local restaurants
    - (2) Volunteers groups
      - (a) Schools
      - (b) After school program
      - (c) CERT
      - (d) Boy/Girl Scouts
      - (e) Food pantry
    - (3) Other key community stakeholders

## III. Problem-based learning exercise

### A. Problem-solving steps to follow

1. Develop broad list of initial ideas for solving the problem
2. Consider all the known facts
3. Consider all of the unknown or learning issues (What do I need to know to solve this problem?)
  - a. What are municipal ordinances related to this issue
  - b. Who has jurisdiction/responsibility over this area
  - c. Who else is this issue affecting
  - d. Who else should be involved
4. Consult learning issues cohorts

5. Conduct research
6. Revisit initial ideas for solving the problem to determine which are still applicable
7. Develop an action plan
  - a. May require community-based team
8. Evaluation
  - a. Is anything different?
  - b. Is there a need to re-evaluate the action plan and modify or develop a new one?
    - (1) Missing cohorts
    - (2) Missing facts
    - (3) Un-realized effects of action plan implementation (Did we create another problem because of what we did?)

**END**

**Page Left Blank**



# FOUNDATIONS OF LAW ENFORCEMENT: Orientation to the Criminal Justice System

**Instructional Goal:** Orientation to the Criminal Justice System is an exploration of the historical development, current operation, and future trends of criminal justice. Emphasis will be placed on contemporary problems in the definition of law, the enforcement of law, strategies of policing, judicial systems, sentencing strategies, correctional practices, and emerging forms of justice.

**Allotted Class Time:** 4 hours

## **Student Performance Objectives:**

- FLCJ 1. Describe two ways in which the criminal justice system has changed throughout the history of the U.S.
- FLCJ 2. Outline the process of a misdemeanor case through the criminal justice system.
- FLCJ 3. Outline the process of a felony case through the criminal justice system.
- FLCJ 4. Describe how the juvenile system and the adult system differ.
- FLCJ 5. Describe the role of police in the Reentry and Reintegration processes.

## **Resources:**

Bureau of Justice Statistics, U.S. Department of Justice - Criminal Justice System Flowchart:  
<http://www.bjs.gov/content/justsys.cfm#contents>

**Page Left Blank**

# Orientation to the Criminal Justice System

## Course Outline:

### I. Brief History of American Criminal Justice System

- A. History of American Policing
- B. Founding of the Juvenile Justice System
- C. Brief history of America's Court System

### II. Entry into the System

- A. Reported and observed crime
- B. Unsolved or not arrested
- C. Arrest
- D. Juvenile considerations

### III. Prosecution and Pretrial Services

- A. Filing charges
- B. Diversion or Release
- C. Initial appearance
- D. Preliminary hearing
- E. Felonies v. misdemeanors
- F. Grand juries

### IV. Adjudication

- A. Arraignment
- B. Charges dismissed / Reduction of charges
- C. Guilty Pleas
- D. Trials

E. Acquittal / Release

F. Conviction

V. Sentencing and sanctions

A. Sentencing

B. Disposition

C. Intermediate sanctions

D. Appeal

VI. Corrections

A. Probation / Revocation

B. Prison

C. Capital Punishment

D. Habeas corpus

E. Pardon and clemency

F. Parole / Revocation

G. Reentry services / Reintegration strategies

VII. Future trends in American Criminal Justice

A. Community policing

B. Community corrections

C. Drug Courts / Mental Health Courts / Veterans Courts

D. Community governance

E. Special topics

**END**

# FOUNDATIONS OF LAW ENFORCEMENT

## Police Community Relations

**Instructional Goal:** The need for strengthening the relationships of police with the communities they serve is critical. Police-community relationships have a direct bearing on the character of community life and on the community's capacity to maintain trust and to solve its problems in partnership with police. At the same time, a police department's capacity to address crime depends to a large extent upon its relationship with the residents it serves. This block of instruction will include content that supports further study in other blocks where interactions with the public are the subject. As the title implies, this block is foundational in that the lessons learned here related to strong relationships with communities, businesses and partners in public safety will be the starting point for a variety of positive interactions and partnerships.

In addition, instructors will guide students through topics related to bias, assumptions and stereotypes that exist in society and perhaps within ourselves. The course examines the importance of day-to-day recognizing these notions as they impact encounters and actions with the public through the lenses of community policing. Further discussion of moving beyond police authority to a legitimacy mindset is discussed in the *Procedural Justice* block of instruction.

**Allotted Class Time:** 10 hours

### **Student Performance Objectives:**

- FLCR 1. Explain the importance of the police-community relationship as it relates to officer safety.
- FLCR 2. Define the three pillars of community policing.
- FLCR 3. Define the individual components of the SARA model.
- FLCR 4. Apply the SARA model to a community crime or quality of life issue.
- FLCR 5. Describe the common roles of police in today's diverse society.
- FLCR 6. List the benefits of maintaining strong community police relationships.
- FLCR 7. Describe characteristics of elderly community members and how those conditions might impact interactions with law enforcement.
- FLCR 8. Describe the responsibilities of a law enforcement officer relative to the collection of data for the Illinois Racial Profiling Prevention and Data Oversight Act.
- FLCR 9. Define terms related to bias, including:
  - a. Explicit bias
  - b. Explicit racism
  - c. Discrimination
  - d. Stereotyping
  - e. Implicit bias
  - f. Prejudice

FLCR 10. Explain strategies for recognizing and negotiating one's own personal assumptions, biases and stereotypes.

**Resources:**

Bureau, U. C. (n.d.). Census.gov. Retrieved February 3, 2017, from <http://www.census.gov/>

Center for Problem-Oriented Policing. (n.d.). Retrieved February 03, 2017, from <http://www.popcenter.org/about/?p=sara>

Gokey, C., & Shah S., eds. (2016). *How to Serve Diverse Communities. Police Perspectives: Building Trust in a Diverse Nation, no. 2.* (USA, Department of Justice, Office of Community Oriented Policing Services). Washington, DC.

Gove, T. G. (2011, Oct). Implicit Bias and Law Enforcement. *The Police Chief*. 44-56.

Illinois Traffic Stop Study. (n.d.). Retrieved February 03, 2017, from <http://www.idot.illinois.gov/transportation-system/local-transportation-partners/law-enforcement/illinois-traffic-stop-study>

Morrison, T., & Conway, W. A. (2006). *Kiss, Bow or Shake Hands*. Avon, MA: Adams Media.

National Initiative for Building Community Trust and Justice. (n.d.). Implicit Bias. Retrieved February 03, 2017, from <https://trustandjustice.org/resources/intervention/implicit-bias>

ProjectImplicit. (n.d.). Retrieved February 03, 2017, from <https://implicit.harvard.edu/implicit/>

Rinehart, T. A., Laszlo, A. T., & Briscoe, G. O., Ph.D. (2001). *Collaboration Toolkit: How to Build, Fix, and Sustain Productive Partnerships* (USA, Department of Justice, Office of Community Oriented Policing Services). Washington, DC.

Scott, M. S. (2015). *Identifying and Defining Policing Problems. Problem-Oriented Guides for Police, Problem-Solving Tools No. 13.* (USA, Department of Justice, Office of Community Oriented Policing Services.). Washington, DC.

U.S. Department of Justice, Community Oriented Policing Services. *Community Policing Defined*. <http://www.cops.usdoj.gov/Publications/e030917193-CP-Defined.pdf>

# Police Community Relations

## Course Outline:

I. “The police are the public and the public are the police.” Sir Robert Peel, “Father” of the London Metropolitan Police, 1829.

A. What is meant by this statement?

B. Is this statement still true today?

II. In a democratic society, consent of the governed is a fundamental political principle and civilian oversight of the police is a necessary part

A. What does this mean for a modern police agency?

B. America was once described as a “great melting pot.” Was that an accurate statement and is it now?

1. National demographics: a changing America

2. New millennium demographics: changes from 20th to 21st century

3. Census data: changes from current decade of data to the decade immediately prior

4. Illinois demographics

5. Instructor note: Students will research local demographic data relative to their jurisdiction in “FOUNDATIONS OF LAW ENFORCEMENT - Neighborhood-Community Profiles.”

III. Police departments as representatives of the community

A. Department workforce diversity (recruitment, training, policies)

B. Ethnic, racial, and other differences that do not prevent the enforcement of law should be respected

C. Police officials should maintain lines of communication with leaders of minority communities

D. Law Enforcement agencies should actively recruit throughout their communities

E. Core ethical values that transcend cultural, religious, and socioeconomic differences

1. Honesty

2. Respect

3. Responsibility

4. Fairness

5. Citizenship
6. Caring

F. The importance of strong community police relationships:

1. In everyday law enforcement actions
2. Officer safety
3. Public support and deference to the police
4. During critical incidents

G. Bringing a diverse organization together

1. A common cause
2. A common conflict
3. Cultural diversity represents the probability of either and both, depending on our approach in our department and in our community

IV. The role of police in modern society

A. Major functions of the police

1. Public service
2. Order maintenance
3. Law enforcement
4. Public safety

B. Organizational, political and social influence on the police role

1. Organizational influences
  - a. Agency resources
  - b. Unionization demands
  - c. Departmental policies
  - d. Management philosophy
  - e. Budgets
2. Governmental and political influences and demands
3. Community influences and demands
4. Coping with the demands of policing in the modern era
  - a. Cynicism
  - b. Role dilemmas
  - c. Effects on morale and performance

V. Potential barriers or impediments to strengthening relationships with the community

A. Defining and understanding terms and concepts on bias, race and racism

1. Explicit bias
  - a. Race
  - b. Gender



- c. Age
  - d. Occupation
  - e. Social class
  - f. Sexual orientation
  - 2. Explicit racism
  - 3. Discrimination
  - 4. The process of “stereotyping”
    - a. Definition of stereotyping
    - b. Contributing factors to stereotypes
      - (1) Personal interaction
      - (2) Television
      - (3) Press, online newspapers, social media
    - c. Stereotypes of police and how they affects police-community interactions
    - d. Stereotypes of community members and how they affects police-community interactions
  - 5. Implicit Bias and how it affects police behavior
    - a. Definitions and research from social psychology
    - b. Bias and Prejudice
      - (1) Law enforcement examples of each of the following forms of exclusionary (prejudicial) behavior
        - (a) Withdrawing, criticizing, ignoring, rejecting, withholding
      - (2) Law enforcement examples of each of the following forms of inclusionary (non-prejudicial) behavior
        - (a) Identifying, accepting, listening, approving, sharing
- B. Awareness of personal assumptions, biases and stereotypes
1. What are the common stereotypes associated with the following groups?
    - a. African Americans
    - b. Latinos/Hispanic
    - c. Native Americans
    - d. Muslims
    - e. Asian Americans
    - f. Those of differing social class
    - g. Members of the LGBTQ community
    - h. Others
  2. What are the realities for these same groups?
  3. The “Project Implicit” implicit association test: “The IAT measures the strength of associations between concepts (e.g., black people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy). The main idea is that making a response is easier when closely related items share the same response key.”

- a. <https://implicit.harvard.edu>
- b. Instructors are encouraged to allow class time (if technology is available) for students to take one or more of the IATs. Prior to students participating in an IAT, the instructor should be familiar with the concept behind the IAT process, how responses are interpreted and presented to the test-taker, and anticipate discussion that may result from “interpretations [test-takers] may find objectionable...”
- 4. How can we be aware of personal assumptions, biases and stereotypes?
- 5. What can we understand about our own social identity?
  - a. Personal upbringing
  - b. School/educational attainment
  - c. Friends and associations
  - d. Religiosity
  - e. Other life experiences

## VI. Racial profiling data collection in Illinois

### A. Illinois Public Act 098-0686, the “Illinois Traffic Stop Study”

- 1. Origins
- 2. Requirements for data submission
- 3. Examples of data collection instruments and case study for submission of data
- 4. Example of most recent *Illinois Traffic Stop Study Statewide Annual Report*

## VII. Building relationships with special populations

### A. Considerations when interacting with older persons

- 1. Changes in sensory perception that often accompany aging and techniques to compensate for these changes
  - a. Vision impairments
  - b. Hearing deficiencies
  - c. Touch, taste, smell
  - d. Effectively communicating with an older person using both nonverbal and verbal communication
- 2. Physiological changes that occur as part of the aging process
  - a. Muscular system
  - b. Organ system
  - c. Skeletal system
  - d. Mobility and balance
- 3. Psychological aspects of aging
  - a. Instructor note: additional instruction on Alzheimer’s disease and other forms of dementia is presented in the “PATROL INVESTIGATION - Missing Persons,” “POLICE FUNCTION AND HUMAN BEHAVIOR - Interacting with Persons with Disabilities” and “POLICE FUNCTION

AND HUMAN BEHAVIOR - Crime Victims and Their Rights” outlines. However, a discussion on general psychological and memory issues related to aging is warranted here.

- b. Learning and memory
- c. Brain damage
- d. Reactions to stress and loss
- 4. Situations that may influence an older person’s deviant behavior as related to being a crime offender including
  - a. Loss
  - b. Health problems
  - c. Restraint
  - d. Financial
- 5. Impact crime has on the older person
  - a. Economic
  - b. Health
  - c. Isolation
  - d. Fear

- B. Special considerations when interacting with hearing impaired individuals
  - 1. Effectively communicating nonverbally (ASL signing for distress)
  - 2. Effectively communicating verbally (lip reading)

## VIII. Community Oriented Policing

- A. The three pillars of community policing
  - 1. Community partnerships: Collaborative partnerships between the law enforcement agency and the individuals and organizations they serve, to develop solutions to problems and increase trust in police.
  - 2. Problem solving using the SARA Model: The process of engaging in the proactive and systematic examination of identified problems to develop and rigorously evaluate effective responses.
  - 3. Organizational transformation: The alignment of organizational management, structure, personnel and information systems to support community partnerships and proactive problem solving.
- B. The SARA model
  - 1. Introduction to Problem Oriented Policing and what differentiates it from methods that focus on policing tactics.
  - 2. Scanning: Identify and describe the problem
  - 3. Analysis: Identify conditions that precede and accompany the problem while narrowing the scope of information as specifically as possible

4. Response: Describe potential responses or interventions, research solutions to similar problems from other agencies, outline a specific response plan and carry out that plan.
5. Assessment: Examine if and how the plan was carried out and use data (pre- and post-response) to determine if the objectives were met. Reform strategies and conduct ongoing assessment as needed.
6. SARA exercise: the instructor should prepare and present case studies of community issues and guide students through the SARA process to address those issues.

C. Relating cultural diversity relate to community oriented policing

1. Encounters with minority groups as victims, witnesses, complainants, suspects, offenders
2. Communication and cultural barriers
3. Training to increase familiarity with residents and their cultures
4. Working with the community to build partnerships and solve problems

D. Use of social media to increase community trust and police legitimacy (Twitter, Nextdoor, Nixle, EveryBlock, Facebook, Department websites)

1. Demonstrates transparency and provides opportunity for voice

E. Interactive websites seeking providing information and soliciting public opinions through comment sections or surveys

1. Sources of community information
2. Meeting dates
3. Engagement opportunities
4. Common jurisdictional information
5. Volunteer opportunities
6. As a crime fighting tool
  - a. Pushing information alerts out to the public with the ability for anonymous replies
  - b. Suspect or vehicle descriptions
  - c. Safety information
  - d. Missing persons information

**END**

# FOUNDATIONS OF LAW ENFORCEMENT:

## Procedural Justice

**Instructional Goal:** There is little doubt that America’s communities are facing unprecedented challenges in law enforcement and community relations. With every high profile event comes a louder call for a new kind of policing rooted firmly in justice, impartiality, and collaboration with the community. *The Final Report of the President’s Task Force for 21st Century Policing* responded to this call with a series of recommendations for law enforcement agencies to confront and mitigate today’s challenges. Repeated throughout the Task Force Report was the concept of procedural justice that has strong implications for police-community relations.

This block of instruction on procedural justice introduces officers to the pillars of procedural justice and their external application when interacting with the public. It creates a broader awareness of the pillars and increases understanding of why incorporating procedural justice into everyday interactions with the community can increase voluntary compliance and cooperation by the public; ultimately increasing officer and community safety.

**Allotted Class Time:** 6 hours

**Instructional Note:** Like many of the topics in the Basic Law Enforcement Academy Curriculum, this concept of procedural justice has implications across a range of skills and proficiencies taught throughout. As much as practicable, it should be emphasized by instructors in this block and others that students recall the pillars of procedural justice and their application to identify ways to infuse them into the regular duties of police work.

### Student Performance Objectives:

- FLPJ 1. Explain how police legitimacy can impact officer safety.
- FLPJ 2. Explain how police legitimacy can impact effective policing.
- FLPJ 3. Demonstrate the applicability of procedural justice principles to difficult encounters.
- FLPJ 4. Identify reasons why police may lose community support.
- FLPJ 5. Describe how changing roles of policing in America have, over time, impacted the public perception of police legitimacy.
- FLPJ 6. Explain how utilizing procedural justice principles can mitigate the challenges and stresses of police work and discuss examples.
- FLPJ 7. Define the four pillars of procedural justice.
- FLPJ 8. Contrast between policing authority and police legitimacy.
- FLPJ 9. Synthesize potential outcomes from the application of procedural justice as a community policing strategy in common policing scenarios.
- FLPJ 10. Discuss how policing strategies impact public trust and perceptions of police legitimacy.
- FLPJ 11. Present examples of communication skills that enhance interactions with the public.

### Resources:

Bucoueroux, B. (2007). *History of Policing in the U.S. – Part One*.  
[https://www.youtube.com/watch?v=3vgh-r\\_pP×Q](https://www.youtube.com/watch?v=3vgh-r_pP×Q)

Hinds, L., & Murphy, K. (2007). Public Satisfaction with Police: Using Procedural Justice to Improve Police Legitimacy. *The Australian and New Zealand Journal of Criminology* 40 (1), 27–42.

Kim, W. C., & Mauborgne, R. (2011). *Fair Process: Managing in the Knowledge Economy*.

Langton, L. & Durose, M. (2013). *Police Behavior during Traffic and Street Stops, 2011. Special Report*. NCJ 242937, Washington, D.C.: United States Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.

Mazerolle, L., Bennett, S., Davis, J., Sargeant, E., & Manning, M. (2013). Legitimacy in Policing: A Systematic Review. *Campbell Systematic Reviews*, 9 (1).  
doi: <http://www.campbellcollaboration.org/lib/project/141/>.

National Research Council. (2004). *Fairness and Effectiveness in Policing: The Evidence*. Committee to Review Research on Police Policy and Practices. W. Skogan & K. Frydel (Eds.). Washington, D.C.: The National Academies Press.

Nila, M. (2008). *The Nobility of Policing: Guardians of Democracy*. Franklin Quest.

Police Executive Research Forum (PERF). (2014). *Legitimacy and Procedural Justice: A New Element of Police Leadership*. C. Fischer (Ed.). Retrieved from [http://www.policeforum.org/assets/docs/Free Online Documents/Leadership/legitimacy%20and%20procedural%20justice%20-%20a%20new%20element%20of%20police%20leadership.pdf](http://www.policeforum.org/assets/docs/Free%20Online%20Documents/Leadership/legitimacy%20and%20procedural%20justice%20-%20a%20new%20element%20of%20police%20leadership.pdf).

Reisig, M. & Parks, R. (2002). *Satisfaction with Police: What Matters?* Washington, DC: US Department of Justice, National Institute of Justice, NCJ 194077.

Sunshine, J., & Tyler, T. R. (2003). The Role of Procedural Justice and Legitimacy in Shaping Public Support for Policing. *Law & Society Review*, 37 (3) 513-548.

The CNN Wire Staff. (2010, December 17). Fists Swinging, Ohio Woman Comes to Cop's Rescue. *CNN*. <http://www.cnn.com/2010/CRIME/12/16/ohio.police.vigilante/index.html>.

Tyler, T.R. (1990). *Why People Obey the Law*. New Haven, CT: Yale University Press

Tyler, T. R. with Fagan, J. (2008). “Legitimacy and Cooperation: Why do People Help the Police Fight Crime in their Communities?” *Ohio State Journal of Criminal Law* 6: 231–275.

Tyler, T.R., & Huo, Y.J. (2002). *Trust in the Law: Encouraging Public Cooperation with the Police and Courts*. New York: Russell Sage Foundation.

Tyler, T. R. (2011, September 12). *Police Legitimacy and Cooperation with the Police: New Directions in Community Policing*. Presentation to New York University, New York.

# Procedural Justice

## Course Outline:

### I. The public's perception of police legitimacy

A. Police legitimacy has an impact on effective policing

B. Police legitimacy is also tied to officer safety

C. What are you expecting the profession of police officer to be like?

1. Do you believe your expectations are similar to those who have worked on the job for 5 years? 10? 20? How might they differ?

D. Law enforcement effectiveness

1. Note: be prepared to present crime statistics (i.e. the Uniform Crime Report) to discuss falling rates of criminal activity
2. Consider how law enforcement is more effective in protecting and serving the community:
  - a. Better technology
  - b. Faster response times
  - c. More specialized equipment
  - d. Better basic and continued training
3. There is a paradox in the research: If law enforcement is good at doing its job, why isn't the public more supportive, trusting and/or compliant?

E. Effectiveness in enforcing laws is not a proper indicator in gauging public views of police legitimacy.

F. Police Legitimacy defined:

1. The public's belief that authorities have the right to set and enforce rules governing behavior and is reflected by compliance, support of police, police initiative, programs, and more. It is a subjective and flexible standard that can ebb and flow.
2. An acceptance of the reality that success in policing depends upon the way the community views *and reacts to* the police.
3. A product of how the public view police treatment of people when officers exercise their regulatory authority; are they:
  - a. Morally just
  - b. Honest
  - c. Worthy of trust

G. If legitimacy, then:

1. If the public perceives law enforcement as exercising its authority in fair and just ways, then the public will:
  - a. Defer to police authority

- b. Voluntarily comply (self-regulate)
- c. Cooperate and support crime fighting
- 2. Perceptions of legitimacy are tied to the application of the pillars of procedural justice.

H. Can law enforcement effectively fight crime without community support? What type of support can the community provide?

- 1. Support of crime control efforts
- 2. Pro-policing viewpoints in
  - a. Voting
  - b. Jury service
  - c. Times of community conflict with police (benefit of the doubt)
- 3. Self-policing/ personal ownership of community issues
- 4. Actual assistance in altercations (Note: CNN Wire Staff video appropriate here)
- 5. Other examples?

I. For discussion: why might an individual (or community) form a negative impression of law enforcement? Understand that negative perceptions of law enforcement must be strategically counteracted by law enforcement.

## II. Internal and external procedural justice

A. What is the number one weapon in solving crime and/or fighting terrorism?

- 1. Information from the public
- 2. Recall that legitimacy, a byproduct of procedural justice, increases the community's willingness to comply, assist and defer to law enforcement.

B. The ways in which community members develop opinions about a specific interaction with an officer (their assessment) is based primarily upon two things:

- 1. the outcome of the encounter (whether they received a ticket, for example)
- 2. the process of the encounter (how the officer came to the decision about whether to give a ticket and whether the officer explained their decision making process).
- 3. In short, procedural justice is concerned not exactly with what officers do, but also with the way they do it.

C. Two kinds of procedural justice:

- 1. Internal procedural justice: officers who feel respected by their peers and especially their supervisors are more likely to accept departmental policies, understand decisions, and comply with them voluntarily.
- 2. External procedural justice: the relationships and interactions between law enforcement officers and the community and the community's perception of police legitimacy.
- 3. When procedural justice principles are valued, practiced and modeled by the Chief to Deputy Chiefs, to Lieutenants, to civilian supervisors and ultimately to



front-line personnel, then front-line personnel will be more likely to incorporate these same values in ways they engage and interact with each other and the community.

4. Questions for discussion of the link between internal and external procedural justice:
  - a. What do you think your law enforcement organization – your supervisor, your chief – expects of front-line officers?
  - b. What do front-line officers expect of the law enforcement organization – your supervisor, your chief?
  - c. What does the community expect of law enforcement?
  - d. What does law enforcement expect of the community?

### III. The pillars of procedural justice

#### A. **Fairness** and consistency of rule application

1. Perceptions of fairness are driven not only by outcomes, but also by the fairness and consistency of the processes used to reach those outcomes.
2. In short, the fair and consistent process through which an outcome is arrived at matters.
3. The actions, (fair or unfair, consistent or inconsistent) of an individual officer will have a direct and fundamental impact on:
  - a. how that individual officer is viewed by the public,
  - b. how the local law enforcement is viewed and
  - c. even to an extent how law enforcement in general is viewed, either positively or negatively.
4. When there is fairness and consistency in behavior and action, the result is a demonstration of respect.
5. Respect is critical in shaping community perception of police legitimacy and ultimately impacting officer safety.

#### B. **Voice** and Representation in the Process

1. All people want to be heard.
2. Involving people or groups in the decisions that affect them, affects their assessment of a given situation. Everyone wants to feel as though they have a measure of control over their fate; having voice in situations that may be somewhat out of their control (receiving a moving violations) helps them to feel:
  - a. that their opinions matter and
  - b. that someone is listening to their side of the story, taking them seriously and giving some consideration to their concerns.
3. Providing the community an opportunity for voice, to provide input or just to tell their side of the story demonstrates respect.
4. Having voice affirms others and inspires trust in the decision-making process.

#### C. **Transparency** and Openness of Process

1. Transparency means that the processes by which decisions are made do not rely upon secrecy or deception.

2. Decisions unfold out in the open as much as possible.
3. Individuals like to be able to see how decisions unfold so that they can come to understand the ultimate result of a decision.
4. When officers are as transparent as possible, community members are more likely to accept officers' decisions – even if they are unfavorable to them.

#### D. **Impartiality** and Unbiased Decision Making

1. Impartial decisions are made based on relevant evidence or data rather than on personal opinion, speculation or guesswork.
2. A front-line officer should not base their decision on mere speculation or personal bias.
3. The explanations of the procedures and outcome should be adequately reasoned and sincerely communicated.
4. When people take the extra few minutes to make apparent to others the data utilized to make decisions, understanding and acceptance follows.

E. The pillars of procedural justice do not stand alone or work in a silo. They are accumulative. You cannot provide voice yet be unfair or inconsistent and expect to achieve the same results.

F. When procedural justice is embedded into the very fabric of the policing culture, it will ultimately have an impact on the way front-line officers and civilian personnel interact with the public. This in turn can positively impact officer safety.

G. If officer behavior with the public generates increased voluntary compliance, cooperation, and support, over time there will be a reduced need to resort to force or threats of force. This outcome will result in increased safety for both the officers on the street and the public they encounter.

1. Power of control: Using coercion, threats, force or the perception of power to gain compliance
2. Power of influence: The ability to use professionalism, principles, demeanor and competence to build public trust (and gain compliance)

IV. Eras of policing in the United States: Instructors should be prepared to discuss the changing role of law enforcement throughout the history of the United States. These changing roles include the shifting back and forth of comprehensive community involvement and the provision of non-police services, to the professionalization of policing. Throughout the discussion emphasis should be made as to the different expectations of law enforcement by the community, political pressures, shifting social norms, etc. and how these changing expectations and capabilities impacted the perception of legitimacy of police.

A. For discussion: What major events or national initiatives have significantly affected people living in the United States and their views of the legitimacy of authority/law enforcement during this time?

- B. Recognizing the “Us versus Them” mentality
1. When events compound and call into question the legitimacy of law enforcement by the community (or vice versa), an “Us versus Them” mentality may develop.
    - a. Fellow officers are trustworthy (insiders)
    - b. Police are skeptical of the community or non-police (outsiders)
    - c. When nurtured, these perceptions become self-fulfilling prophecies
  2. What are segments of the communities that may feel this way?
    - a. Those with mental illness
    - b. The homeless
    - c. LGBTQ
    - d. Non-English speaking
    - e. Communities of color
    - f. Youth
  3. For discussion: How can law enforcement agencies begin to chip away at the “Us versus Them” mentality?

V. Why do people obey the law? (Particular emphasis can be placed here on the research of Tyler, T. R. and Fagan, J. (2008). Instructors should familiarize themselves with research paying special attention to the benefits of procedural justice in gaining voluntary compliance or self-regulation.

A. The deterrence mindset:

1. fear of consequences
2. sanctions or
3. threat of sanctions

B. The legitimacy mindset:

1. right thing to do
2. value based or
3. because police have the “right”

C. Tyler, T. R. with Fagan, J. (2008) show that communities place a greater weight on the legitimacy of law than they do the deterrent effect of law enforcement activities.

D. These findings indicate that greater cooperation and compliance can, in general, be achieved not through over policing, but instead through procedurally just practices that promote the legitimacy of law.

1. Every interaction will impact public trust and legitimacy – *either positively or negatively*.
2. The community piggy bank: your community’s overall feelings about your agency over time. How many deposits does it take to make up for a withdrawal?

VI. Practices that enhance encounters with the public

A. Informal social contacts are opportunities to:

1. Narrow social distance and

2. Improve relationships

B. Recognize barriers to communication or practices that create social distance

1. Facial expressions
2. Body posture
3. Equipment
4. Gestures
5. Eye contact
6. Voice and tone of voice
7. Cultural differences

C. Case studies. Examples include:

1. Coffee with a Cop
2. Shop with a Cop
3. Read with a Cop
4. Cops on Top
5. Other local initiatives

**END**

# FOUNDATIONS OF LAW ENFORCEMENT:

## Social Media Relations / Public Relations

**Instructional Goal:** This course focuses students on the realities of policing in the modern world, where social media is ever present and we focus on “breaking news” at all hours of the day and night. Cultivating good relationships with members of the public – including members of the media – is smart policing. This course will review strategies for outreach to the community, working effectively with formal media and harnessing the power of social media to improve public relations.

**Allotted Class Time:** 4 hours

### Student Performance Objectives:

- FLSM 1. Explain the importance of good public relations.
- FLSM 2. Give an example of how social media can build trust.
- FLSM 3. Describe two programs that involve community members.

### Recommended Resources:

U.S. Department of Justice and Police Executive Research Forum. 2011. Social Media and Tactical Considerations for Law Enforcement.

[http://www.policeforum.org/assets/docs/Free\\_Online\\_Documents/Technology/social%20media%20and%20tactical%20considerations%20for%20law%20enforcement%202013.pdf](http://www.policeforum.org/assets/docs/Free_Online_Documents/Technology/social%20media%20and%20tactical%20considerations%20for%20law%20enforcement%202013.pdf)

International Association of Chiefs of Police, Center for Social Media.

<http://www.iacpsocialmedia.org/>

Stevens, Lauri. 2014. Social Media in Policing: Nine Steps for Success. *The Police Chief Magazine*. IACP.

[http://www.policechiefmagazine.org/magazine/index.cfm?fuseaction=display&article\\_id=2018&issue\\_id=22010](http://www.policechiefmagazine.org/magazine/index.cfm?fuseaction=display&article_id=2018&issue_id=22010)

Siner, Emily. (2013, September 22). The Promises and Pitfalls of Social Media – for Police. *All Tech Considered*, National Public Radio. Retrieved from

<http://www.npr.org/blogs/alltechconsidered/2013/09/22/223813152/the-promises-and-pitfalls-of-social-media-for-police>

Philip, Abby. (2014, April 22). Well, the #MyNYPD Hashtag Sure Backfired Quickly. *The Washington Post*. Retrieved from [http://www.washingtonpost.com/news/post-](http://www.washingtonpost.com/news/post-nation/wp/2014/04/22/well-the-mynypd-hashtag-sure-backfired-quickly/)

[nation/wp/2014/04/22/well-the-mynypd-hashtag-sure-backfired-quickly/](http://www.washingtonpost.com/news/post-nation/wp/2014/04/22/well-the-mynypd-hashtag-sure-backfired-quickly/)

**Page Left Blank**

# Social Media Relations / Public Relations

## Course Outline:

### I. Why Police-Community Relationships matter – what research tells us

- A. Public Perceptions and Building Trust
- B. Public Cooperation and Compliance
- C. Informal Contact

### II. Programs that involve community members

- A. Citizen Police Academies
- B. Police Explorers Program
  - 1. Other youth programs, including soccer, midnight basketball
- C. Boards and Commissions
  - 1. Chiefs' Advisory Committees
- D. Police Volunteer Programs

### III. Handling Complaints

- A. Formal departmental policies and procedures
- B. Informal interactions
- C. Media coverage of complaints and complaint processes

### IV. Media Relations

- A. A social media case study: #MyNYPD
- B. Interactive small group scenario: police shoot dog
  - 1. What is a wise social media response
  - 2. What might the community do
  - 3. What might people outside the community do
  - 4. How will it ultimately affect your agency

C. Building Trust in your community using social media, examples:

1. Next Door
2. Everyblock
3. Facebook
4. Twitter
5. Department's website

**END**



# FOUNDATIONS OF LAW ENFORCEMENT:

## Theories of Crime / Index Crime

**Instructional Goal:** This foundational course will assist law enforcement officers to understand why people break the law and engage in criminal behavior. The primary purpose of this unit of instruction is to introduce officers to theories of crime to increase their understanding of the people with whom they will come into contact regularly. With the use of contemporary case examples, the instructor should portray a wide range of type of people engaged in types of crime.

**Allotted Class Time:** 2 hours

### **Student Performance Objectives:**

- FLTC 1. Connect theories of crime to policing.
- FLTC 2. Describe theories of crime and differences between them.
- FLTC 3. Define terms and concepts in theories of crime.
- FLTC 4. Define Part I and Part II index crimes.

### **Resources:**

Akers, R. L., & Sellers, C. S. (2012). *Criminological theories: Introduction, evaluation, and application* (6th ed.). New York, NY: Oxford University Press.

Federal Bureau of Investigations. Uniform Crime Reporting: <https://ucr.fbi.gov/>

**Page Left Blank**

# Theories of Crime / Index Crime

## Course Outline:

I. Introduction to Criminological Theory and Overview of Terms

II. Deterrence and Rational Choice Theories

A. Classical Criminology

B. Routine Activity Theory

C. Deterrence

D. Rational Choice Theory

III. Biological and Biosocial Theories

A. Biological Positivism

B. Determinism / Soft Determinism

IV. Psychological Theories

A. Freudian Concepts

B. Personality Theory

V. Social Learning Theory

A. Behavior Theory

B. Differential Association

C. Social Learning Theory

VI. Control Theory

VII. Labeling Theory

VIII. Social Disorganization Theory

IX. Crime categorization - Index Crimes

A. Definitions

B. UCR v. NIBRS – history, differences, uses

C. Part I index crimes

D. Part II index crimes

**END**

## LAW

### 92 hours

**Instructional Note:**

The 2016 revision to the Basic Law Enforcement Curriculum contains an expansion of the instructional outlines for all but one of the courses in the Law module. The Illinois Criminal Offenses unit was not expanded because the statutes serve as a uniform guide for the instructional content. However, the other Law units now have a more specific content outline similar to instructional units in the remainder of the curriculum. The broader outlines were created to assist the instructors in preparing their lesson plans. Additionally, the outlines will help ensure completeness and consistency of instruction of the topics irrespective of the instructor or the training academy. Now all instructors will be aware of the key elements that should be covered in each module. Instructors are encouraged to cover the basic legal principles highlighted in the outlines through use of illustrative scenarios and their own unique training methods.

**Page Left Blank**

# LAW:

## Case Preparation and Courtroom Testimony

**Instructional Goal:** Four of the basic objectives of the law enforcement function involve the detection of crime, its investigation, preparation of the case for referral to the state's attorney or city attorney for trial, and effective testimony in court. Other units of instruction develop knowledge and skills relating to report writing, legal matters, investigative techniques, warrant procedures and arrests based on probable cause. Such knowledge enables the officer to determine (1) when a crime has been committed, (2) what crime has been committed, and (3) how to proceed within the criminal justice system. This unit will emphasize the essential requirements for responsive and responsible officer testimony in court. Officer demeanor and appearance in the courtroom, courtroom procedures, and use of police reports when testifying will also be covered. Proper response to various forms of courtroom examination should be stressed.

**Allotted Class Time:** 6 hours

### **Student Performance Objectives:**

LUCP 1. Identify the need to confer with state's attorney or city attorney prior to testimony regarding case to note relevant facts.

LUCP 2. Identify need to maintain confidentiality.

LUCP 3. Identify proper procedure when appearing in courtroom.

LUCP 4. Identify proper procedure to present evidence in legal proceedings.

LUCP 5. Identify proper techniques in providing testimony.

LUCP 6. Identify the need to discuss problems regarding a past case that should be corrected in future cases with state's attorney or city attorney.

### **Resources:**

Instructor should be well-versed in the subject and may consult with a county State's Attorney to provide most up-to-date common practices.

**Page Left Blank**



# Case Preparation and Courtroom Testimony

## Course Outline:

### I. Preparing a complaint

- A. Review for accuracy and statutory requirements
- B. State the alleged offense including all elements

### II. Preparing for testimony

- A. Review your police reports
- B. Contact prosecutor or attorney in the case when you receive a subpoena
  - 1. State's attorney in felony, misdemeanor, traffic, and juvenile cases
  - 2. Attorney representing city, county, municipality, or village in ordinance violations
- C. Pre-trial conference with prosecutor or attorney in every case. Topics should include:
  - 1. Content of witness statements
  - 2. Existence of physical evidence
  - 3. Areas of concern and specific judicial restrictions
  - 4. Possible cross-examination questions
  - 5. Any follow-up investigative activity not shown in police reports
  - 6. Order for presenting witnesses
  - 7. Identify possible adverse or hostile witnesses
  - 8. Discuss weak points in case
  - 9. Discuss possible defense strategies
- D. Assist with procuring witnesses
  - 1. The State's Attorney's Office often issues subpoenas for officers and witnesses; however, other attorneys may issue subpoenas
  - 2. Either the State's Attorney Investigator or the local sheriff's office will locate, verify and serve witnesses with subpoenas
  - 3. At time of the trial, if requested by the prosecutor, officer should verify witness' presence
  - 4. Explain courtroom proceedings, if asked
- E. Maintain confidentiality--do not discuss case with judge, defense attorney, bailiff, jurors, witnesses, or media. Only discuss the case with prosecutor
- F. Preparation of evidence
  - 1. Officer or department's responsibility to bring evidence to court
  - 2. Ensuring maintenance of chain of evidence is responsibility of officer

G. Foundation for evidence

1. Photo must fairly and accurately depict item, person, or thing photographed
2. Physical evidence must be in the same or substantially the same condition

H. Verify physical identification of defendant

III. Testifying

A. Answer questions appropriately

1. Listen to entire question; allow for brief pause to allow for objections and to reflect on answer
2. Keep answer brief, to the point, and tell the truth
3. Speak clearly and confidently
4. Proper language – avoid jargon
5. Do not speculate on answer if uncertain about the correct response
6. Anticipate standard objections

B. Demeanor and Appearance

1. Be dignified and respectful to the court and the process
2. Be objective-state the facts
3. Courtroom attire should be neat and conservative. Business attire or uniform
4. Maintain eye contact with questioner and then trier of fact (judge or jury)
5. Be sincere, sit up tall, hands in your lap
6. Control your emotions
  - a. Avoid argumentative or aggressive replies
  - b. Do not interrupt

IV. Post-trial conference with prosecutor or attorney including

A. Problems concerning testimony

B. Level of pre-trial preparation

C. Officer's conduct at trial

D. Chain of evidence issues

E. Legal issues

V. Courtroom demonstration (practical exercise)

A. Mock trial

1. Testimony situations should be drawn from, but not necessarily limited to, other practical exercises in the basic training curriculum
2. A demeanor of realism and seriousness should be maintained

3. Required testimony should as a minimum include description of: personal on-scene observation, interrogation techniques employed, evidence collection, and chain of evidence
4. Rigorous cross examination should be included

B. Critique trainee performance

1. Use non-participating trainees
2. Emphasize errors pertaining to:
  - a. Demeanor
  - b. Speculative testimony
  - c. Adequate (or lack of adequate) preparation

**END**

**Page Left Blank**

# LAW:

## Citizen Handgun Ownership: Concealed Carry

**Instructional Goal:** Firearm Concealed Carry Act became state law (430 ILCS 66) in 2013. This law requires an Illinois Concealed Carry License to carry a concealed firearm in Illinois. This course will review the Firearm Concealed Carry Act and its impact on manner officer behavior and officer safety.

**Allotted Class Time:** 2 hours

### Student Performance Objectives:

LUHO 1. Define “concealed firearm” and “concealed carry license.”

LUHO 2. Identify prohibited locations for the Firearms Concealed Carry Act.

LUHO 3. Identify the requirements and qualifications for a concealed carry license.

LUHO 4. Identify the objection process in which a law enforcement agency may object to a concealed carry license applicant.

LUHO 5. Identify the non-resident license applications.

LUHO 6. Identify the duty of the licensee to possess the concealed carry license.

LUHO 7. Identify violations of the Firearms Concealed Carry Act.

### Resources:

Firearms Concealed Carry Act (430 ILCS 66)

ISP Firearms Services Bureau - <https://www.ispfsb.com/>

**Page Left Blank**

# Citizen Handgun Ownership: Concealed Carry

## Course Outline:

### I. Concealed Carry License

A. “Concealed firearm” means a loaded or unloaded handgun carried on or about a person completely or mostly concealed from view of the public or on or about a person within a vehicle. 430 ILCS 66/5

B. A Concealed Carry license allows the licensee to:

1. For a period of 5 years from date of issuance,
2. Carry a loaded or unloaded concealed firearm, fully concealed or partially concealed, on or about his or her person; and
3. Keep or carry a loaded or unloaded concealed firearm on or about his or her person within a vehicle. 430 ILCS 66/10(c)(1) & (2)

C. The Illinois State Police shall issue a license to carry a concealed firearm under this Act to an applicant who:

1. Meets the qualifications of Section 25 of this Act;
2. Has provided the application and documentation required in Section 30 of this Act;
3. Has submitted the requisite fees; and
4. Does not pose a danger to himself, herself, or others, or a threat to public safety as determined by the...Board in accordance with Section 20. 430 ILCS 66/10(a)

D. Prohibited areas

1. Multiple “public areas” (schools, government buildings, pre-school or daycare facilities, etc.) – continuously changing
2. May carry a concealed firearm within a vehicle into a parking area of prohibited locations and may store the firearm within a locked vehicle or locked container out of plain view within the vehicle. A licensee is also allowed to carry a concealed firearm within a prohibited parking area for purposes of storing or retrieving a firearm within the vehicle’s trunk. 430 ILCS 66/65(a), (a-5), (a-10).
3. Private property owners or business operators may choose to prohibit firearms and it must be marked per statute.

## II. Qualifications for a License

- A. At least 21 years of age;
- B. Has a current FOID (and is not prohibited under FOID or federal law from possessing or receiving a firearm);
- C. Has not been convicted or found guilty in this State or any other State of:
  - 1. A misdemeanor involving use or threat of physical force or violence to any person within 5 years preceding the date of the license application;
  - 2. Two or more violations relating to DUI (alcohol or drugs) within 5 years preceding the date of the license application;
- D. Is not the subject of a pending Arrest Warrant, prosecution, or proceeding for an offense or action that could lead to disqualification to own or possess a firearm
- E. Has not been in residential or court-ordered treatment for alcoholism, alcohol detoxification, or drug treatment within 5 years immediately preceding the date of the license application; and
- F. Has completed the firearms training and any education component required under this Act. 430 ILCS 66/25

## III. Objection Process

- A. Any law enforcement agency may submit an objection to a license application based upon a reasonable suspicion that the applicant is a danger to himself or herself or others, or a threat to public safety. 430 ILCS 66/15
- B. Section 405 ILCS 5/6-103.3 (Mental Health Code) now requires certain action by a law enforcement who determines that a person poses a clear and present danger to himself or others.

## IV. Non-Resident License Applications

- A. Non-resident means a person who has not resided within this State for more than 30 days and resides in another state or territory
- B. Non-resident license applications are allowed from any state or territory of the U.S. with laws related to firearm ownership, possession, and carrying, that are substantially similar to the requirements to obtain a license under this Act
- C. A resident of a state or territory approved by I.S.P. may apply and must meet all of the requirements of the qualifications established in this Act except the Illinois residency requirement.



D. Nothing in this Act shall prohibit a non-resident from transporting a concealed firearm within his or her vehicle in Illinois, if the concealed firearm remains within his or her vehicle and the non-resident:

1. Is not prohibited from owning or possessing a firearm under federal law;
2. Is eligible to carry a firearm in public under the laws of his or her state or territory of residence; and
3. Is not in possession of a license under this Act.

E. If the non-resident leaves his or her vehicle unattended, he or she shall store the firearm within a locked vehicle or locked container within the vehicle in accordance with 430 ILCS 66/65(b). 430 ILCS 66/40

#### V. Duty of Licensee to Possess Concealed Carry License and Display License

A. A licensee shall possess a license at all times the licensee carries a concealed firearm EXCEPT:

1. When the licensee is carrying or possessing a concealed firearm on his or her land or in his or her abode, legal dwelling, or fixed place of business, or on the land or in the legal dwelling of another person as an invitee with that person's permission;
2. When the person is authorized to carry a firearm under Section 24-2 of the Criminal Code of 2012, except subsection (a-5) of that section; or
3. When the handgun is broken down in a non-functioning state, is not immediately accessible, or is unloaded and enclosed in a case. 430 ILCS 66/10(g)

B. Licensee or non-resident carrying a concealed firearm shall disclose possession of a concealed firearm to an officer on an investigative stop, including a traffic stop, when requested. The licensee shall also present the license upon the request of the officer if he or she is a licensee or present upon the request of the officer evidence that he or she is a non-resident qualified to carry. The licensee or non-resident shall also identify the location of the concealed firearm and permit the officer to safely secure the firearm for the duration of the investigative stop. During a traffic stop, any passenger within the vehicle who is a licensee or a non-resident carrying must comply with the requirements of this subsection. 430 ILCS 66/10(h)

C. A licensee has a valid conceal carry license, but does not have it on his/her person, the officer has discretion of reminding the person he or she must carry the license; or could make an arrest (Class B misdemeanor).

D. Violations are described in 430 ILCS 66/70 and are generally Class B misdemeanors.

1. If there is an Order of Protection issued against a person, he or she must surrender the license. 430 ILCS 66/70(b)
2. If under the influence of alcohol or drugs while carrying a concealed firearm, it is a Class A misdemeanor. 430 ILCS 66/70(d).

3. Possession of revoked or suspended CC license is a Class A misdemeanor. 430 ILCS 66/70(g)
4. A licensee convicted or found guilty of a violation of this Act who has a valid license and is otherwise eligible to carry a concealed firearm shall only be subject to the penalties under this section (and not the UUW section). 430 ILCS 66/70(f)

**END**

# LAW:

## Civil Rights and Civil Liability

**Instructional Goal:** Human/civil rights are the foundation of a democratic form of government that is exemplified by the U.S. Constitution and the Bill of Rights. It should be understood that for every right there is a corresponding responsibility. The law enforcement officer has the same rights and assumes the same responsibilities as any other person. However, because of their unique function in our society, law enforcement officers have been granted certain special authority such as the powers of arrest and search and seizure. As a result, they also have special responsibilities. This unit of instruction makes the recruit aware of not only the special authority conferred on a law enforcement officer, but also the potential liability of the law enforcement officer role.

**Allotted class time:** 5 hours

**Prerequisite instructional block:**

U.S. Constitutional Overview

**Student Performance Objectives:**

LUCR 1. Recognize circumstances which give rise to tort liability of a peace officer, his/her superiors, and his/her employing agency in the following situations:

- A. Driving/Pursuits
- B. Use of Force
- C. Negligence
- D. False Arrest/Imprisonment
- E. Assault
- F. Citizen contacts, investigative stops, and arrests.

LUCR 2. Define indemnification.

LUCR 3. Identify situations when a local governmental unit is responsible for torts of a peace officer.

LUCR 4. Identify situations when a local governmental unit is relieved of responsibility for torts of a peace officer.

LUCR 5. Recognize circumstances that are covered by Good Samaritan Act.

LUCR 6. Recognize circumstances involving peace officers that violate federal civil rights laws (18 U.S.C. § 241-242; 42 U.S.C. § 1983).

**Instructional Note:** The instructor should always consult current applicable statutory and case law. Discussion in this unit should include potential criminal and civil liability issues in citizen contacts, investigative stops, arrests, and motor vehicle operation.

**Relevant Cases:**

*Aikens v. Morris*, 145 Ill.2d 273 (1991)

*Coleman v. East Joliet Fire Protection District*, 2016 IL 117952

*City of Sacramento v. Lewis*, 523 U.S. 833 (1998)

*Fitzpatrick v. City of Chicago*, 112 Ill.2d 211 (1986)

*Graham v. Connor*, 490 U.S. 386 (1989)

*Harlow v. Fitzgerald*, 457 U.S. 800 (1982)

*Scott v. Harris*, 550 U.S. 372 (2007)

*Soldal v. Cook County, Illinois*, 506 U.S. 56 (1992)

*Town of Castle Rock v. Gonzalez*, 545 U.S. 748 (2005)

# Civil Rights and Civil Liability

## Course Outline:

### I. Criminal liability of peace officers

#### A. Criminal Discovery process

1. As prosecutor receives reports (police, scientific, etc.), she has to give them to the defense attorney without delay
2. The prosecutor has to provide ALL information, even information that will negatively impact the case (“Brady material” per *Brady v. Maryland*, 373 U.S. 83, (1963))
3. Typically, depositions are not a part of the criminal discovery process

#### B. Officers are subject to state criminal law unless conduct is legally justified

1. Justification provides defense to state criminal charges
  - a. Use force consistent with Criminal Code (720 ILCS 5/7-1 – 5/7-14)

#### C. Certain federal criminal laws are particularly applicable to officers; called federal civil rights violations

1. 18 U.S.C. § 242 - Involves violation of constitutional or federally protected right under color of law
2. 18 U.S.C. § 241 - Involves conspiracy to violate constitutional right
3. Both statutes require “willful” conduct
  - a. Criminal liability attaches when officer knowingly violates rights
    - (1) Example – beating of individual to “teach him a lesson”
  - b. Negligent behavior is not criminal under federal statutes
    - (1) Example – inadvertent failure to take suspect before magistrate within 48 hours
4. Generally, violations involve
  - a. Use of force allegations under Fourth Amendment, or
    - (1) Unjustified shooting
    - (2) Use of excessive force in making arrest
  - b. Cruel and unusual punishment claims under Eighth Amendment
    - (1) Beating of prisoner in custody
5. Officer is subject to criminal prosecution by both federal and state governments
  - a. Rodney King case in California
    - (1) Officers acquitted in state court
    - (2) Officers convicted in federal court
    - (3) Does not violate prohibition against double jeopardy
6. FBI investigates alleged violations
  - a. Initiation of prosecution must be approved by Department of Justice, not local federal attorney

## II. Civil Liability

### A. Civil Discovery Process

1. Different discovery process than a criminal case
2. Depositions are primary means of obtaining discovery material

### B. Tort liability

1. A tort is a civil wrong for which the law provides a remedy, usually money damages
2. Torts can be intentional – e.g., physically assaulting someone or damaging their property
3. Torts can be based on negligence, a duty owed to another – e.g., rear-end collision in motor vehicle
4. Conduct may also be criminal act depending on facts
5. Common situations where tort liability may arise for officer
  - a. False arrest/imprisonment
  - b. Punitive striking of detainee
  - c. Excessive use of force in effecting arrest
  - d. Illegal search and seizure
  - e. Motor vehicle collision
6. Department liability for acts of employees within scope of duties – *respondeat superior* doctrine
7. Indemnification
  - a. Government employer will pay money judgment rendered against officer for tort committed in course of employment
    - (1) Motor vehicle accidents
    - (2) Injury to suspect during an arrest
    - (3) Damage to third party property during law enforcement activity
  - b. Employer will defend or cover cost of defense
  - c. Employer, a unit of local government, will not pay punitive damages
    - (1) Punitive damages are monetary compensation awarded to an injured party that goes beyond that which is necessary to compensate the individual for losses and is intended to punish the wrongdoer
    - (2) The plaintiff may ask for punitive damages, however, he will not be successful unless the officer violated department policy and the law

### C. Tort Liability in Illinois: When you are sued in IL State Court

1. Local Governmental and Governmental Employees Tort Immunity Act (745 ILCS 10/1-101 *et seq.*)
  - a. Immunizes government employer and officers from many tort suits

- (1) No liability for good faith discretionary decision
- (2) No liability for acts or omission in enforcement of law unless willful and wanton misconduct
- (3) No liability for lawful entry on to property
- (4) No liability for initiating prosecution unless s/he acts maliciously and without probable cause
- b. Immunity not available for:
  - (1) Off-duty conduct unrelated to job as peace officer
  - (2) Disobeying supervisor's directions
  - (3) Intentional criminal behavior
  - (4) Willful and wanton misconduct
- c. Immunity not waived on automobile collisions
2. The Public Duty Doctrine, a common law rule, was abolished by the Illinois Supreme Court in 2016
  - a. The 100 year old doctrine protected departments and officers from lawsuits claiming failure to protect citizens from criminal acts
  - b. Abolishing the doctrine will allow departments and officers to be sued
  - c. Liability may also arise under Domestic Violence Act (750 ILCS 60/305) if officer engages in willful or wanton misconduct
3. Good Samaritan Act (745 ILCS 49/70)
  - a. Law enforcement officers not liable for administration of emergency medical care unless willful and wanton misconduct
    - (1) Administering CPR
    - (2) Rescuing drowning person
    - (3) Assisting persons at traffic accidents
    - (4) Assisting victims of violent crime

#### D. Federal civil rights violations (42 U.S.C. § 1983): When you are sued in Federal Court

1. Deprivation of constitutional or federally protected right
  - a. Fourth Amendment violations
    - (1) Arresting without probable cause
    - (2) Searching without warrant when law clearly requires warrant
    - (3) Shooting fleeing suspect
    - (4) Forcible stopping of vehicle with roadblock
  - b. Eighth Amendment violations
    - (1) Beating prisoners
    - (2) Not providing medical care to prisoner
2. Under "color of law"
3. Requires "deliberate indifference" – an "official knows of and disregards an excessive risk to inmate health or safety; the official must both be aware of facts from which the inference could be drawn that a substantial risk of serious harm exists, and he must also draw the inference"

4. Department liability based on unconstitutional law, custom, policy, or practice
  - a. No *respondeat superior* liability
  - b. Policy may be formal or informal
5. Officer is entitled to qualified immunity from liability if “reasonable, good faith” belief that conduct was lawful. Department may still be liable for unconstitutional policy
6. If officer is executing court order (e.g., search warrant, arrest warrant), officer will have quasi-judicial immunity

#### E. Avoiding Liability

1. Obtain warrant prior to arresting or searching, if possible
2. Do not act in willful and wanton manner; punitive damages are assessed against the officer, not the employer
3. Understand and follow department policies
  - a. Following department rules, even if unconstitutional, moves responsibility to employer from officer
4. Seek advice from supervisor if in doubt as to correct course of action
5. Seek advice from department legal counsel/state’s attorney if in doubt as to correct course of action
6. Report the misconduct of other employees to avoid personal liability

**END**



# LAW:

## Criminal Offenses in Illinois

**Instructional Goal:** This unit of instruction provides the student with an overall view of criminal law, and to emphasize the most serious offenses and those offenses most commonly encountered. In order to supplement the instructional effort in this unit, the student should be assigned self-study projects relating to Chapters 20, 235, 625, and 720 Illinois Compiled Statutes, which will be accomplished as homework assignments in advance of class. This will allow more time in the classroom for close examination of serious or frequently encountered offenses. Unless otherwise noted, all citations are 720 ILCS 5.

**Allotted Class Time:** 14 hours

### Student Performance Objectives:

LUCI 1. Recognize circumstances that come within the criminal jurisdiction of the state (5/1-5).

LUCI 2. Identify requirements of place of trial under the criminal code (5/1-6).

LUCI 3. Define the following terms:

- A. Act (5/2-2)
- B. Conduct (5/2-4)
- C. Dwelling (5/2-6)
- D. Felony (5/2-7)
- E. Forcible Felony (5/2-8)
- F. Misdemeanor (5/2-11)
- G. Offense (5/2-12)
- H. Peace Officer (5/2-13)
- I. Penal Institution (5/2-14)
- J. Petty Offense, 730 ILCS 5/5-1-17
- K. Possession as Voluntary Act (5/4-2)
- L. Reasonable Belief (5/2-19)
- M. Voluntary Act (5/4-1).

LUCI 4. Identify the burden of proof required for a criminal conviction (5/3-1).

LUCI 5. Identify the time limitations on prosecution of criminal offenses (5/3-5).

LUCI 6. Identify procedures by which a private citizen may pursue prosecution.

LUCI 7. Identify the mental state ordinarily necessary for criminal responsibility, 5/4-4 through 5/4-7, and absolute liability, 5/4-9:

- A. Intent (5/4-4)
- B. Knowledge (5/4-5)
- C. Recklessness (5/4-6)
- D. Negligence (5/4-7)
- E. Absolute Liability (5/4-9).

LUCI 8. Recognize circumstances when accountability comes into effect (5/5-1; 5/5-2).

LUCI 9. Recognize circumstances which may give rise to the following defenses:

- A. Ignorance or Mistake (5/4-8)
- B. Infancy (5/6-1)

- C. Insanity (5/6-2)
  - D. Intoxicated or Drugged Condition (5/6-3)
  - E. Compulsion (5/7-11)
  - F. Entrapment (5/7-12)
  - G. Necessity (5/7-13).
- LUCI 10. Recognize the elements of the following inchoate offenses:
- A. Solicitation (5/8-1(a))
  - B. Solicitation of Murder (5/8-1(b))
  - C. Solicitation of Murder for Hire (5/8-1.2)
  - D. Conspiracy (5/8-2)
  - E. Attempt (5/8-4).
- LUCI 11. Recognize the elements of the following homicide offenses:
- A. First Degree Murder (5/9-1)
  - B. Second Degree Murder (5/9-2)
  - C. Involuntary Manslaughter and Reckless Homicide (5/9-3)
  - D. Drug-Induced Homicide (5/9-3.3)
  - E. Concealment of Homicidal Death (5/9-3.4).
- LUCI 12. Recognize the elements of the following kidnapping offenses:
- A. Kidnapping (5/10-1)
  - B. Aggravated Kidnapping (5/10-2)
  - C. Unlawful Restraint (5/10-3)
  - D. Aggravated Unlawful Restraint (5/10-3.1)
  - E. Forcible Detention (5/10-4)
  - F. Child Abduction (5/10-5)
  - G. Luring of a Minor (5/10-5.1)
  - H. Unlawful Visitation or Parenting Time Interference (5/10-5.5)
  - I. Harboring a Runaway (5/10-6)
  - J. Trafficking, Involuntary Servitude, and related offenses (5/10-9)
  - K. Failure to Report the Death or Disappearance of a Child under 13 years of age (5/10-10).
- LUCI 13. Recognize the elements of the following sex offenses and definition of terms:
- A. Definitions (5/11-0.1)
  - B. General Provisions Concerning Offenses Described in Sections 11-1.20 through 11-1.60 (5/11-1.10)
  - C. Criminal Sexual Assault (5/11-1.20)
  - D. Aggravated Criminal Sexual Assault (5/11-1.30)
  - E. Predatory Criminal Sexual Assault of a Child (5/11-1.40)
  - F. Criminal Sexual Abuse (5/11-1.50)
  - G. Aggravated Criminal Sexual Abuse (5/11-1.60)
  - H. Defenses (5/11-1.70)
  - I. Indecent Solicitation of a Child (5/11-6)
  - J. Indecent Solicitation of an Adult (5/11-6.5)
  - K. Solicitation to Meet a Child (5/11-6.6)
  - L. Sexual Exploitation of a Child (5/11-9.1)
  - M. Permitting Sexual Abuse of a Child (5/11-9.1A)
  - N. Failure to Report Sexual Abuse of a Child (5/11-9.1B)

- O. Sexual Misconduct with a Person with a Disability (5/11-9.5)
- P. Sexual Relations within Families (5/11-11)
- Q. Prostitution (5/11-14)
- R. Solicitation of a Sexual Act (5/11-14.1)
- S. Promoting Prostitution (5/11-14.3)
- T. Promoting Juvenile Prostitution (5/11-14.4)
- U. Patronizing a Prostitute (5/11-18)
- V. Patronizing a Minor Engaged in Prostitution (5/11-18.1)
- W. Grooming (5/11-25)
- X. Traveling to Meet a Minor (5/11-26)
- Y. Public Indecency (5/11-30)
- Z. Sexual Conduct or Sexual Contact with an Animal (5/12-35).

LUCI 14. Recognize the elements of the following bodily harm offenses and definitions of terms:

- A. Definitions (5/12-0.1)
- B. Assault (5/12-1)
- C. Aggravated Assault (5/12-2)
- D. Battery (5/12-3)
- E. Aggravated Battery (5/12-3.05)
  - 1. Offense Based on Injury (including offense formerly known as Heinous Battery)
  - 2. Offense Based on Injury to a Child or Person with an Intellectual Disability
  - 3. Offense Based on Location of Conduct
  - 4. Offense Based on Status of Victim
  - 5. Offense Based on Use of Firearm
  - 6. Offense Based on Use of a Weapon or Device
  - 7. Offense Based on Certain Conduct
- F. Domestic Battery (5/12-3.2)
- G. Aggravated Domestic Battery (5/12-3.3)
- H. Violation of an Order of Protection (5/12-3.4)
- I. Abuse or Criminal Neglect of a Long Term Care Facility Resident (5/12-4.4a)
- J. Tampering with Food, Drugs or Cosmetics (5/12-4.5)
- K. Reckless Conduct (5/12-5)
- L. Criminal Transmission of HIV (5/12-5.01)
- M. Vehicular Endangerment (5/12-5.02)
- N. Intimidation (5/12-6)
- O. Aggravated Intimidation (5/12-6.2)
- P. Compelling Organization Membership of Persons (5/12-6.5)
- Q. Hate Crime (5/12-7.1)
- R. Stalking (5/12-7.3)
- S. Aggravated Stalking (5/12-7.4)
- T. Cyberstalking (5/12-7.5)
- U. Threatening Public Officials; Human Service Providers (5/12-9)
- V. Endangering the Life or Health of a Child (5/12C-5)
- W. Child Abandonment (5/12C-10).

LUCI 15. Define the following terms as they relate to offenses against property:

- A. Property (5/15-1)
- B. Owner (5/15-2)
- C. Permanent Deprivation (5/15-3)
- D. Deception (5/15-4)
- E. Threat (5/15-5)
- F. Stolen Property (5/15-6)
- G. Obtain (5/15-7)
- H. Obtain Control (5/15-8)
- I. Value (5/15-9)
- J. Governmental Property (5/15-10).

LUCI 16. Recognize the elements of the following theft and theft related offenses and definitions of terms:

- A. Definitions (5/16-0.1)
- B. Theft (5/16-1)
- C. Theft of Lost or Mislaid Property (5/16-2)
- D. Theft of Labor or Services or Use of Property (5/16-3)
- E. Theft from Coin-Operated Machine (5/16-5)
- F. Theft-Related Devices (5/16-6)
- G. Unlawful Use of Recorded Sounds or Images (5/16-7)
- H. Retail Theft (5/16-25)
- I. Detention (5/16-26)
- J. Civil Liability (5/16-27)
- K. Delivery Container Theft (5/16-28)
- L. Identity Theft; Aggravated Identity Theft (5/16-30).

LUCI 17. Recognize the elements of the following offenses concerning deception:

- A. Definitions (5/17-0.5)
- B. Deceptive Practices (5/17-1)
- C. False Personation; Solicitation (5/17-2)
- D. Forgery (5/17-3)
- E. Promotion of Pyramid Sales Schemes (5/17-60).

LUCI 18. Recognize the elements of the following robbery offenses:

- A. Robbery (5/18-1(a))
- B. Aggravated Robbery (5/18-1(b))
- C. Armed Robbery (5/18-2)
- D. Vehicular Hijacking (5/18-3)
- E. Aggravated Vehicular Hijacking (5/18-4)
- F. Vehicular Invasion (5/18-6).

LUCI 19. Recognize the elements of the following burglary offenses:

- A. Burglary (5/19-1)
- B. Possession of Burglary Tools (5/19-2)
- C. Unlawful Sale of Burglary Tools (5/19-2.5)
- D. Residential Burglary (5/19-3)
- E. Criminal Trespass to Residence (5/19-4)
- F. Criminal Fortification of a Residence or Building (5/19-5)
- G. Home Invasion (5/19-6).

LUCI 20. Recognize the elements of the following arson offenses:

- A. Arson (5/20-1(a))
  - B. Residential Arson (5/20-1(b))
  - C. Place of Worship Arson (5/20-1(b-5))
  - D. Aggravated Arson (5/20-1.1).
- LUCI 21. Recognize the elements of the following damage and trespass to property offenses:
- A. Criminal Damage to Property (5/21-1)
  - B. Criminal Damage to Government Supported Property (5/21-1.01)
  - C. Institutional Vandalism (5/21-1.2)
  - D. Criminal Defacement of Property (5/21-1.3)
  - E. Jackrocks Violation (5/21-1.4)
  - F. Criminal Trespass to Vehicles (5/21-2)
  - G. Criminal Trespass to Real Property (5/21-3)
  - H. Causing a Catastrophe (5/29D-15.1)
- LUCI 22. Recognize the elements of the following deadly weapons offenses:
- A. Unlawful Use of Weapons (5/24-1); Exemptions (5/24-2)
  - B. Unlawful Use or Possession of Weapons by Felons or Persons in the Custody of the Department of Corrections (5/24-1.1)
  - C. Aggravated Discharge of a Firearm (5/24-1.2)
  - D. Reckless Discharge of a Firearm (5/24-1.5)
  - E. Aggravated Unlawful Use of a Weapon (5/24-1.6)
  - F. Unlawful Possession of Firearms and Firearm Ammunition (5/24-3.1)
  - G. Failure to Possess Firearm Owner's Identification Card (430 ILCS 65/1.1 & 65/2)
  - H. Armed Violence (5/33A-1, 5/33A-2, & 5/33A-3).
- LUCI 23. Recognize the elements of the following disorderly conduct offense:
- A. Mob Action (5/25-1)
  - B. Disorderly Conduct (5/26-1).
- LUCI 24. Recognize the elements of the following interference with public officials offenses:
- A. Resisting or Obstructing a Peace Officer, Firefighter, or Correctional Institution Employee (5/31-1)
  - B. Disarming a Peace Officer or Correctional Institution Employee (5/31-1a)
  - C. Obstructing Service of Process (5/31-3)
  - D. Obstructing Justice (5/31-4)
  - E. Obstructing Identification (5/31-4.5)
  - F. Concealing or Aiding a Fugitive (5/31-5)
  - G. Escape (5/31-6)
  - H. Compounding a Crime (5/32-1)
  - I. Perjury (5/32-2)
  - J. Communicating with Jurors and Witnesses (5/32-4)
  - K. Harassment of Representatives for the Child, Jurors, Witnesses and others (5/32-4a)
  - L. Tampering with Public Notice (5/32-9)
  - M. Violation of Bail Bond (5/32-10)
  - N. Bribery (5/33-1)
  - O. Failure to Report a Bribe (5/33-2)
  - P. Official Misconduct (5/33-3).
- LUCI 25. Recognize elements of sale of alcoholic beverages to minor, 235 ILCS 5/6-16
- LUCI 26. Recognize elements of possession of alcoholic beverage by minor, 235 ILCS 5/6-20

- LUCI 27. Recognize elements of misrepresentation of age by minor, 235 ILCS 5/6-16  
LUCI 28. Recognize elements of open container in motor vehicle, 625 ILCS 5/11-502  
LUCI 29. Recognize legal authorization for handling public intoxicants, 20 ILCS 301/25-15(b)  
LUCI 30. Identify proper procedure for conducting investigation for compliance with liquor licensing requirements.

**Instructional Note:** Because of constantly changing legal guidelines, and the availability of recognized reference sources, an Outline of Main points is not provided for this unit. The instructor should use the Student Performance Objectives as a guide and consult currently applicable statutory and case law.

**END**

# LAW:

## Illinois Vehicle Code and Bail Rule

**Instructional Goal:** The number of people driving on roadways of the state, coupled with the many types of motor vehicles in use and the many laws applicable to this activity, make this a significant aspect of law enforcement. The primary emphasis during this unit of instruction will be to discuss and explain generally the following: traffic law is “*mala prohibita*” because generally that the element of intent is not a part of a traffic offense; strict construction of the wording of traffic laws; procedures for charging a traffic offense; application of Miranda warning to traffic cases; requirements for registering vehicles, licensing drivers, and required vehicle equipment and passenger restraint requirements, which are the most frequent problems encountered in traffic enforcement.

**Allotted Class Time:** 16 hours

### **Student Performance Objectives.**

LUVC 1. Define moving violations in Vehicle Code.

LUVC 2. Define equipment requirements of Vehicle Code.

LUVC 3. Identify violations concerning status of driver’s license.

LUVC 4. Define legal requirements pertaining to disposition of traffic violations.

LUVC 5. Identify proper procedure to accept bond for traffic violations.

LUVC 6. Identify proper information to complete uniform traffic citation.

LUVC 7. Identify procedures to determine status of driver’s license.

LUVC 8. Identify procedures to check vehicles for proper registration.

LUVC 9. Identify need to explain legal procedures to traffic violators.

LUVC 10. Recognize circumstances when custody arrest is authorized for traffic offense.

LUVC 11. Identify proper procedures for processing an arrested traffic offender.

**Instructional Notes:** This unit relates directly to the unit “Laws of Arrest, Search and Seizure” and provides a foundation for the units “Traffic Crash Investigation” and “Vehicle Stops and Occupant Control.”

### **Resources:**

Illinois Vehicle Code (625 ILCS 5/)

Pedestrians with Disabilities Safety Act (625 ILCS 60)

Child Passenger Protection Act (625 ILCS 25)

Traffic Bail Rule (Supreme Court Rules, Article V)

**Page Left Blank**



# Illinois Vehicle Code and Bail Rule

## Course Outline:

### I. Illinois Vehicle Code (625 ILCS 5/)

#### A. General definitions:

1. Antique vehicle (5/1-102.1)
2. Autocycle (5/104.2)
3. Authorized emergency vehicle (5/1-105)
4. Cancellation of driver's license (5/1-110)
5. Cross walk (5/1-113)
6. Driver (5/1-116)
7. Highway (5/1-126)
8. Intersection (5/1-132)
9. Local authorities (5/1-140)
10. Low speed vehicle (5/1-140.7)
11. Motor driven cycle (5/1-145.001)
12. Motor vehicle (5/1-146)
13. Motorcycle (5/1-147)
14. Official Traffic Control Devices (5/1-154)
15. Operate (5/1-154.1)
16. Operator (5/1-154.2)
17. Owner (5/1-155)
18. Passenger car (5/1-157).
19. Police officer (5/1-162)
20. Probationary license to drive (5/1-164.1)
21. Revocation of driver's license (5/1-176)
22. Right of way (5/1-177)
23. Roadway (5/1-179)
24. Shoulder (5/1-187.1)
25. Sidewalk (5/1-188)
26. Stop (5/1-199)
27. Street (5/1-201)
28. Suspension of driver's license (5/1-204)
29. Vehicle (5/1-217)

#### B. Registration

1. Vehicles required to registered (5/3-401)
2. Vehicles exempt from registration (5/3-402)
3. Registration card to be carried and exhibited on demand (5/3-411)
4. Registration plates and registration stickers to be furnished by the Secretary of State (5/3-412)
5. Display of registration plates, registration stickers, and drive-away permits (5/3-413)
6. Operation of uninsured motor vehicle (5/3-707)

### C. Driver's license requirements

1. Drivers must have licenses or permits (5/6-101)
2. What persons are exempt (5/6-102)
3. Temporary visitor's driver's license (5/6-105.1)
4. License and permits to be carried and exhibited on demand (5/6-112)
  - a. Every vehicle operator must have license or permit
  - b. Secretary of State issues following classes of driver's license based on gross vehicle weight rating (GVWR):
    - (1) Class A – operator of combination of vehicles with GVWR of 26,001 lbs. or more; requires Commercial Driver's License (CDL)
    - (2) Class B – single vehicle with GVWR of 26,001 lbs. or more; requires Commercial Driver's License (CDL)
    - (3) Class C – vehicle with GVWR of 16,000 to 26,000 lbs.; vehicle carrying 16 or more passengers (requires CDL)
    - (4) Class D – basic operator's license
    - (5) Class L – motorcycle with less than 150 cc displacement (e.g., moped)
    - (6) Class M – motorcycle
5. Restricted licenses and permits (5/6-113)
  - a. Corrective lens requirement most common
  - b. Immediate invalidation for commission of certain offenses
    - (1) reckless homicide
    - (2) driving under influence
    - (3) drag racing or street racing
    - (4) leaving the scene of accident involving death or injury
6. Unlawful use of license or permit (5/6-301)
7. Fictitious or unlawfully altered driver's license or permit (5/6-301.1)
8. Driving while driver's license, permit or privilege to operate a motor vehicle is suspended or revoked (5/6-303)
9. Procedures for traffic violations (5/6-308)
10. Commercial Driver's License (CDL) or Commercial Learner's Permit (CLP) required (5/6-507)

### D. Moving Violations

1. Provisions of act refer to vehicles upon the highways--exceptions (5/11-201)
2. Required obedience to traffic laws (5/11-202)
3. Obedience to police officers (5/11-203)
4. Fleeing or attempting to elude a peace officer (5/11-204)
5. Aggravated fleeing or attempting to elude a peace officer (5/11-204.1)
6. Public officers and employees to obey act--exceptions (5/11-205)
7. Obedience to and required traffic control devices (5/11-305)
8. Traffic-control signal legend (5/11-306)
9. Transportation or possession of alcoholic liquor in a motor vehicle (5/11-502)
10. Reckless driving; Aggravated Reckless Driving (5/11-503)
11. Street racing; Aggravated Street Racing (5/11-506)

12. General speed restrictions (5/11-601)
13. Driving 26 miles per hour or more in excess of applicable limit (5/11-601.5)
14. Alteration of limits by department (5/11-602)
15. Alteration of limits by local authorities (5/11-604)
16. Special speed limit while passing schools (5/11-605)
17. Special limit while traveling through a highway construction or maintenance speed zone (5/11-605.1)
18. Driving on right side of roadway; Overtaking and passing (5/11-701 through 5/11-711)
19. Required position and method of turning (5/11-801)
20. Limitations on U turns; Starting parked vehicle; When signal required; Method of signaling (5/11-802 through 5/11-806)
21. Vehicles approaching or entering intersection (5/11-901)
22. Vehicle turning left (5/11-902)
23. Vehicle entering stop or yield intersection (5/11-904)
24. Merging traffic (5/11-905)
25. Vehicle entering highway from private road or driveway (5/11-906)
26. Operation of vehicles and streetcars on approach of authorized emergency vehicles (5/11-907)
27. Vehicle approaching or entering a highway construction or maintenance area or zone (5/11-908)
28. Stop and yield signs (5/11-1204)
29. Emerging from alley, building, private road or driveway (5/11-1205)

#### E. Equipment required

1. Scope and effect of equipment requirements (5/12-101)
2. When lighted lamps are required (5/12-201)
3. Spot lamps and auxiliary driving lamps (5/12-207)
4. Signal lamps and signal devices (5/12-208)
5. Additional lighting equipment (5/12-209)
6. Use of head lamps and auxiliary driving lamps (5/12-210)
7. Number of driving lamps required or permitted (5/12-211)
8. Special restrictions on lamps (5/12-212)
9. Oscillating, rotating or flashing lights on motor vehicles (5/12-215)
10. Operation of oscillating, rotating or flashing lights (5/12-216)
11. Windshields and safety glazing material in motor vehicles (5/12-501)
12. Driver and passenger required to use safety belts, exceptions and penalty (5/12-603.1)
13. Bumpers (5/12-608)
14. Headset receivers (5/12-610)
15. Sound amplification system (5/12-611)
16. Disposal of motor vehicle bearing police markings (5/12-609)
17. Slow-moving vehicle emblem (5/12-709)
18. Rear fender splash guards (5/12-710)
19. Construction equipment to display company name (5/12-712)

- F. Unless otherwise specified in individual statute, violations of Illinois Vehicle Code are:
  - 1. Petty offense (625 ILCS 5/16-104)
    - a. Up to \$1,000 or amount specified in offense, whichever is less
  - 2. Violation becomes Class C misdemeanor if third conviction within one year.

G. Miscellaneous Traffic-related Offenses

- 1. Pedestrians' with Disabilities Safety Act (625 ILCS 60)
- 2. Child Passenger Protection Act (625 ILCS 25)

II. Traffic Bail Rule (Supreme Court Rules, Article V)

- A. Definitions (Rule 501 (a), (b), (c), (e))
- B. Multiple charges under these Rules (Rule 503 (a), (b))
- C. Appearance date (Rule 504)
  - 1. Fourteen day rule for filing with court
- D. Part B - Bail schedules
- E. Bail schedule - traffic (Rule 526 (a), (c), (d), (e), (f))
- F. Methods of posting bail (Rule 553 Posting Bail or Bond)

III. Traffic Citations - Issuing and Completing

- A. Recognize violations of Illinois Vehicle Code
  - 1. On view offense subject to warrantless arrest (725 ILCS 5/107-2)
  - 2. State law authorizes release on notice to appear [citation] (725 ILCS 5/107-12)
    - a. Officer's discretion on when to issue citation instead of arrest
    - b. But, citation normally only issued for petty offenses and minor misdemeanors
  - 3. No Miranda warning required in routine issuance of citation
- B. Information necessary to complete citation:
  - 1. Name, date of birth, address of violator
  - 2. Vehicle make, year, color
  - 3. Offense committed
  - 4. Location of offense
  - 5. Court date, location, time
  - 6. Bond received.
  - 7. Forward copy to circuit court clerk with 48 hours (Rule 552 Uniform Tickets-Processing)
- C. Determining status of driver's license
  - 1. License check using name, sex, race, date of birth, or driver's license number

2. Verifying identification of person with license
  - a. Picture on license
  - b. Other identification
  - c. SOUNDEX

#### D. Need to explain disposition procedure to violator

1. Court appearance
  - a. Rule 551 – Appearance required for all alleged Class A and Class B misdemeanor violations for alleged violations of the following specified offenses
    - (1) Operating without insurance (5/3-707)
    - (2) Operating when registration suspended for noninsurance (5/3-708)
    - (3) No valid driver’s license (5/6-101)
    - (4) Violation of classification (5/6-104)
    - (5) Operating in violation of restricted license or permit (5/6-113)
    - (6) Unlawful use of license or permit (5/6-301)
    - (7) Making false report (5/11-409)
    - (8) Passed school bus – loading or unloading (5/11-1414(a))
  - b. All alleged violations of the Child Passenger Protection Act (25/1)
  - c. Any traffic offense which results in an accident causing the death of any person or injury to any person other than the accused.
  - d. Offenses arising from multiple charges as provided in Rule 503.
2. Plead guilty by mailing in signed guilty plea and appropriate fine if not already posted

#### IV. Vehicle Registration Check

##### A. Computer verification

##### B. Vehicle Identification Number (VIN) and registration verification

1. VIN is most reliable number to verify registration

#### V. Custodial Traffic Arrest

##### A. Custody arrests should be made for:

1. Driving under influence (DUI) (5/11-501)
  - a. Miranda warning not necessary at initial stop but should be given after arrest and before questioning
  - b. Advise suspect of implied consent law (5/11-501.1)
2. Suspended driver’s license (5/6-303)
3. Revoked driver’s license (5/6-303)
4. Any Class A or felony violation

##### B. Processing requirements

1. Fingerprint cards made for all arrested offenders

2. Implied consent--where applicable

C. Bond procedures

VI. Accepting Correct Bond

A. Explaining procedure and alternative (Supreme Court Rule 553 Posting Bail or Bond)

1. Driver's license
2. Cash
3. Bond card
4. I-Bond
5. Notice to appear
6. Promise to comply for members of nonresident violators compact

B. Determining appropriate bond

C. Collecting appropriate bond

D. Receipting bond

**END**

# LAW:

## Juvenile Law and Processing

**Instructional Goal:** The primary purpose of this instruction is to develop understanding of the Illinois Juvenile Court Act, which directly and indirectly affects patrol officer responsibilities. This block is not meant to substitute for the specialty training required for Juvenile Police Officer. Emphasis should be placed on the responsibilities of the patrol officer with stress on the function of anticipating and preventing delinquent acts and building strong juvenile community relations.

**Allotted Class Time:** 8 hours

### **Student Performance Objectives:**

LUJL 1. Recognize the purpose and policy of the Juvenile Court Act (705 ILCS 405/1-2).

LUJL 2. Define the following terms (705 ILCS 405):

- A. Adult (405/1-3(2))
- B. Detention (405/5-401 through 405/5-415)
- C. Emancipated minor (405/1-3(7))
- D. Minor (405/1-3(10))
- E. Parent (405/1-3(11))
- F. Shelter (405/1-3(14))
- G. Delinquent minor (405/5-105(3))
- H. Neglected minor (405/2-3)
- I. Abuse minor (405/2-3)
- J. Dependent minor (405/2-4)
- K. Minor requiring authoritative intervention (405/3-3)
- L. Addicted minor (405/4-3)
- M. Juvenile police officer (405/5-105(9))

LUJL 3. Identify legal restrictions on criminal prosecution of delinquent minors (405/5-120, 5-125, 5/130, 5-805).

LUJL 4. Recognize circumstances when apprehension of a delinquent minor without court order is authorized (405/5-401).

LUJL 5. Identify proper procedures to be followed in apprehending delinquent minor offender (405/5-405).

LUJL 6. Identify methods of determining a minor's age.

LUJL 7. Identify the special procedures in handling delinquent minors, including restrictions on places and conditions of confinement of delinquent minors (405/5-410).

LUJL 8. Identify legal restrictions on fingerprinting, photographing, and record keeping on delinquent minors, and understand when and how to complete the State of Illinois juvenile fingerprint card. (405/1-7)

LUJL 9. Identify factors which influence decision to notify delinquent minor's parents regarding traffic offense.

LUJL 10. Identify proper procedures to investigate disorderly delinquent minor.

LUJL 11. Identify proper procedures to investigate curfew violation.

- LUJL 12. Identify proper procedures to follow when counseling delinquent minors.
- LUJL 13. Identify need to refer certain delinquent minors to juvenile probation officer.
- LUJL 14. Identify proper procedures to investigate child custody, and identify when an officer may take limited custody of a minor requiring authoritative intervention and the duties and restrictions required with each action (405/3-3, 3-4, 3-5 and 3-7).

**Instructional Note:** More detailed instruction on Abused and Neglected children is presented in the Child Abuse, Neglect and Abduction block. Also, more detailed instruction on interviewing delinquent minors is presented in the Laws of Admission block.

**Resources:**

Juvenile Court Act (705 ILCS 405)



# Juvenile Law and Processing

## Course Outline:

### I. Illinois Juvenile Court Act (705 ILCS 405)

#### A. Purpose and policy of Juvenile Court Act

#### B. Definitions

1. Adult (405/1-3(2))
2. Detention (405/5-401 – 415)
3. Emancipated Minor (405/1-3(7))
4. Minor (405/1-3(10))
5. Parent (405/1-3(11))
6. Shelter (405/1-3(14))
7. Delinquent minor (405/5-105(3))
8. Neglected minor (405/2-3)
9. Abused minor (405/2-3)
10. Dependent minor (405/2-4)
11. Minor requiring authoritative intervention (405/3-3)
12. Addicted minor (405/4-3)
13. Juvenile police officer (405/5-105(9))

#### C. Criminal prosecution of delinquent minors

1. Circuit Court assigned to juvenile cases has exclusive jurisdiction over criminal acts of individuals under 18 years of age EXCEPT (405/5-120):
  - a. Concurrent jurisdiction with adult courts over traffic, boating, fish, and game violations (405/5-125)
    - (1) Generally will be subject to fine only in these cases
    - (2) Detention still needs to be in compliance with the Juvenile Court Act
    - (3) The confidentiality of records applies to any law enforcement records and court records related to the prosecution of a minor under 18 for municipal/county ordinance violations, and some sections of the Cannabis Control Act and the Drug Paraphernalia Control Act
    - (4) “Traffic violation” includes the offenses of reckless homicide and DUI
  - b. Excluded jurisdiction for delinquent minors at least 16 years of age in following cases (405/5-130):
    - (1) First degree murder
    - (2) Aggravated criminal sexual assault
    - (3) Aggravated battery with firearm where the minor personally discharges the firearm (720 ILCS 5/12-3.05(e)(1) - (e)(4))
  - c. Presumptive transfer on forcible felonies by gang members 15 or older with prior felony conviction (405/5-805)

- d. Discretionary transfer of any juvenile 13 or older for any offense (405/5-805)

## II. Apprehending delinquent minors

### A. Legal requirements for arrest of delinquent minor/taking into custody (405/5-401)

1. Probable cause to believe individual is delinquent minor
2. Minor has escaped from court-ordered commitment
3. Reasonably believe minor has violated terms of probation

### B. Duty of officer (405/5-405)

1. Arrest with warrant
  - a. Notify parent or guardian of arrest and place being held
  - b. Deliver to court or location designated by court
    - (1) Time limitations on lock-ups (see III.B.2 below)
    - (2) Do not lock-up for under age possession of alcohol (405/5-401(3))
2. Arrest without warrant
  - a. Notify parent or guardian of arrest and place being held
  - b. Surrender minor to juvenile police officer without unnecessary delay
  - c. If arrest is for misdemeanor:
    - (1) Determine true identity of minor
    - (2) Officer may release minor to parent or guardian
    - (3) If so released, notify juvenile police officer

## III. Issues in handling delinquent minors

### A. Determining age of offender

1. Easiest way is to ask juvenile
2. Conferring with parents
3. Checking records

### B. Special procedures (405/5-410)

1. Avoid restraining devices unless circumstances warrant
2. Transporting to detention area or home
  - a. Restrictions on places/conditions of confinement
    - (1) A delinquent minor must be at least 10 years of age to be securely detained
    - (2) A delinquent minor under 13 years of age must not be securely detained unless a local youth service provider has been contacted and has not been able to accept the minor
    - (3) A delinquent minor under 12 years of age must not be detained in a county jail or municipal lockup for more than six hours
    - (4) No delinquent minor shall be detained for more than 12 hours in lock-up unless the offense is a crime of violence, then the minor may be detained for up to 24 hours

- (5) The period of detention is deemed to start once the minor is placed in a locked room or cell, or handcuffed to a stationary object. Time spent transporting a minor is not considered to be time in detention or secure custody
  3. Generally delinquent minor records, photographs, and fingerprints are kept separate from adult records, photographs, and fingerprints
  4. As a general rule, delinquent minors must be sight and sound separate from adults
    - a. An exception to this rule is a “live lineup”. A minor may be included in a lineup with adults under the direct and constant supervision of a juvenile police officer
    - b. Also, for purposes of processing the minor, and while supervised by a law enforcement officer or correctional officer the sight and sound separation provision shall not apply
  5. When a delinquent minor is at least 15 years of age, the court may enter an order directing that the minor be confined at the county jail. However, the delinquent minor must be separated from adults confined at the jail
  6. Keep a log which documents the offense which is the basis for the detention, the reasons and circumstances for the decision to detain, and the length of time the minor was in detention
  7. Fingerprinting and photographing delinquent minor
    - a. Legal restrictions (405/1-7)
    - b. Completion of Illinois juvenile fingerprint card
- C. Traffic offenders
1. When to contact parents
    - a. Frequency of offense
    - b. Severity of offense
    - c. Time of day of offense
  2. Advising parents
- D. Investigating disorderly delinquent minors
- E. Investigating curfew violations
- IV. Counseling delinquent minors
- A. Demeanor and approach
1. Establishing rapport
  2. Listening carefully
  3. Maintaining objectivity
- B. Disposition
1. Juvenile probation officer
  2. Referral agencies
  3. Counseling with parents

## V. Minors requiring authoritative intervention (405/3-3)

### A. Definition of MRAIs

1. Minors under 18 years old who are:
  - a. Absent from home without consent of parent, or
  - b. Beyond control of parent and in circumstances where minor is in danger of physical harm; AND,
  - c. Who after being taken into limited custody and offered interim crisis intervention services, refuses to return home (minor and his parent, guardian or custodian cannot agree to an arrangement for alternative voluntary residential placement)
2. Officer may take minor into limited custody (405/3-4 and 3-7):
  - a. Advise minor of reason for custody
  - b. Make reasonable attempt to contact parent/guardian
  - c. If minor consents, take them home
  - d. If parent cannot be contacted, minor refuses consent to be taken home, or residence is unreasonable distance away, make minor to appropriate social service agency or juvenile probation
  - e. Limited custody shall not be for more than six hours, therefore do not hold the minor more than six hours from initial contact
  - f. No minor taken into limited custody shall be placed in a jail or other lock-up facility
3. Any minor who is taken into a limited custody, or who independently requests or is referred for assistance, may be provided crisis intervention services when certain conditions are met (405/3-5)

## VI. Abused and neglected children

### A. Definitions

1. Neglected minor (405/2-3)
2. Abused minor (405/2-3)
3. Dependent minor (405/2-4)
4. Temporary custody (405/2-7)

### B. Taking into custody (405/2-5)

1. Without warrant
  - a. Reasonable cause to believe is neglected, abused, or dependent
  - b. Escaped after being committed by court
  - c. Found in public place in need of medical care
2. With warrant
  - a. Upon petition, court may issue warrant to take into custody endangered minor
3. Taking into custody is NOT considered an arrest and does not constitute a police record

- C. Duty of officer upon taking abused/neglected/dependent minor into custody (405/2-6)
  - 1. Immediately make reasonable attempt to contact parent or guardian
    - a. Advise where minor is being held
  - 2. If custody is based on warrant, take minor to nearest juvenile police officer designated for such purposes without unnecessary delay
  - 3. If custody is warrantless, place minor in temporary custody and notify Department of Children and Family Services (DCFS)
  - 4. If reasonable belief that minor died as result of abuse, notify appropriate medical examiner or coroner
  
- D. Investigation; release (405/2-8)
  - 1. Probation officer, or other such officer as assigned by the court, will conduct follow-up investigation after minor is placed in temporary custody
  - 2. The minor shall be immediately released to the custody of his or her parent, guardian, legal custodian or responsible relative, unless the probation officer or such other public officer designated by the court finds that further temporary protective custody is necessary.

**END**

**Page Left Blank**

## LAW: Laws of Admission

**Instructional Goal:** Many criminal cases, even when investigated by the most skilled police officer, may be solved only by means of an admission or confession from the questioning of criminal suspects. The danger to a free society posed by extracting admissions and confessions from suspected persons by involuntary means is great. When confessions, statements, or admissions are obtained by coercion a violation of the law occurs. In its well-known decision in *Miranda v. Arizona*, the United States Supreme Court mandated that officers who wish to interrogate a person who is under arrest, or in custody to a degree associated with formal arrest, must first warn that person of certain rights regarding silence and counsel and the person must waive those rights before any interrogation may occur. The purpose of this unit of instruction is to acquaint the recruit with judicial guidelines that have been established in the area of admissions and confessions. Special emphasis will be given to assure student understanding of the manner in which admissions and confessions are to be obtained and the consequences for failure to comply with judicial guidelines. This unit reinforces the judicial guidelines relating to this topic covered during the instruction on “Rights of the Accused.” A direct application of this instruction will be an integral part of the unit “Interview and Interrogation.” See also the units “Civil Rights and Civil Liability” and “Rules of Evidence.”

**Allotted Class Time:** 3 hours

### **Student Performance Objectives:**

- LULA 1. Identify proper procedures for explaining nature of complaint to offender.
- LULA 2. Recognize special considerations apply in obtaining confessions, statements or admissions from minor offenders.
- LULA 3. Recognize circumstances where persons must be advised of constitutional rights, including *Miranda* rights.
- LULA 4. Identify proper procedures for advising persons of constitutional rights, including *Miranda* rights.
- LULA 5. Identify content of *Miranda* warning to be given to suspects.
- LULA 6. Identify proper procedures for instructing a suspect on the process of obtaining an attorney.
- LULA 7. Identify legal requirements pertaining to obtaining admissions and confessions.
  - A. Identify the requirements for recording a statement, confession, or admission by electronic means in a homicide case and other specific offenses.
  - B. Identify the requirements for compliance with the Sixth Amendment right to counsel in conducting questioning.

### **Instructional Note:**

The instructor should consult currently applicable statutory and case law.

**Relevant cases:**

*Miranda v. Arizona*, 384 U.S. 436 (1966)  
*Brown v. Illinois*, 422 U.S. 590 (1975)  
*Oregon v. Mathiason*, 429 U.S. 492 (1977)  
*Edwards v. Arizona*, 451 U.S. 477 (1981)  
*New York v. Quarles*, 467 U.S. 649 (1984)  
*Berkemer v. McCarty*, 468 U.S. 420 (1984)  
*Smith v. Illinois*, 469 U.S. 91 (1984)  
*Arizona v. Roberson*, 486 U.S. 675 (1988)  
*Duckworth v. Eagan*, 492 U.S. 195 (1989)  
*Pennsylvania v. Muniz*, 496 U.S. 582 (1990)  
*Minnick v. Mississippi*, 498 U.S. 146 (1990)  
*Dickerson v. United States*, 530 U.S. 428 (2000)  
*Missouri v. Siebert*, 542 U.S. 600 (2004)  
*United States v. Patane*, 542 U.S. 630 (2004)  
*Montejo v. Louisiana*, 556 U.S. 778 (2009)  
*Berghuis v. Thompkins*, 560 U.S. 370 (2010)  
*Florida v. Powell*, 559 U.S. 50 (2010)  
*Maryland v. Shatzer*, 559 U.S. 98 (2010)  
*J.D.B. v. North Carolina*, 564 U.S. 261 (2011)  
*Salinas v. Texas*, 570 U.S. \_\_\_\_ (2013)  
*People v. McCauley*, 163 Ill.2d 414 (1994)  
*In re G.O.*, 191 Ill.2d 37 (2000)  
*People v. Lopez*, 229 Ill.2d 322 (2008)



# Laws of Admission

## Course Outline:

### I. Explanation of Complaint to Offender

- A Advise offender of type of offense being investigated and whether felony or misdemeanor
- B Advise offender if formal charges have been filed

### II. Definitions

- A Statement – A recounting of a suspect’s or witness’ knowledge of a criminal matter. A statement is usually taken in written form or otherwise recorded. The contents of the statement may amount to admission or confession.
- B Admission – A statement made by a criminal suspect, usually prior to trial, that certain facts are true. An admission is not to be confused with a confession of blame or guilt, because suspect admits only some facts but not all of the elements of the offense.
- C Confession – The statement by which a suspect acknowledges his or her guilt in the commission of a crime. The suspect admits each element of the offense.

### III. Voluntariness of Confessions, Statements or Admissions

- A. Only confessions, admissions, or other statements that are voluntarily given are admissible in court
- B. Factors Determining Voluntariness
  1. Must be the suspect’s free and unconstrained choice
  2. Must be obtained neither by compulsion (e.g., threats, physical abuse) nor inducements (e.g., promises of benefit to the suspect for a confession, statement, or admission)
  3. Court will also examine suspect’s age, intelligence, background, experience, education, mental capacity, and physical condition at the time of questioning, as well as duration and legality of the detention
  4. No single factor controls voluntariness – totality of the circumstances
- C. Special considerations apply in obtaining confessions, statements or admissions from minor offenders

1. Court will consider whether minor had opportunity to consult with a “concerned adult” during the interrogation (*In re G.O.*, 191 Ill.2d 37 (2000))
  - a. Parents and certain others responsible for the minor’s welfare are “concerned adults”
  - b. The juvenile officer may be considered a “concerned adult” in certain circumstances
2. Minors under 15 years at the time of certain homicide and sex offenses cannot waive the right to counsel under the Juvenile Court Act 705 ILCS 405/5-170. He or she must be represented by counsel throughout the entire interrogation process
3. Read and follow the statutory Miranda process outlined in 705 ILCS 405/5-401.5 (a-5) for minors (those who were under 18 at the time of the commission of the offense). Note, 725 ILCS 5/103-2.1 outlines the same statutory Miranda process for minors

#### IV. Recording of Confessions, Statements or Admissions

A. Custodial confessions, statements or admissions of adult offenders in certain homicide cases and other specific offenses must ordinarily be electronically recorded to be admissible as evidence. 725 ILCS 5/103-2.1

1. After June 1, 2014, custodial interrogations for any criminal proceeding for Predatory Criminal Sexual Assault of a Child and Aggravated Arson must be recorded
2. After June 1, 2015, custodial interrogations for any criminal proceeding for Aggravated Kidnapping, Aggravated Vehicular Hijacking, and Home Invasion must be recorded
3. After June 1, 2016, custodial interrogations for any criminal proceeding for Aggravated Criminal Sexual Assault, Aggravated Battery (firearms), and Armed Robbery must be recorded

B. Confessions, statements or admissions of minor offenders for misdemeanor offenses under Article 11 of the Criminal Code of 2012 (sex offenses) and any felony offense must ordinarily be electronically recorded to be admissible as evidence in any criminal proceeding or juvenile proceedings. 705 ILCS 405/5-401.5

#### V. Consequences of Obtaining an Involuntary Statement, Confession or Admission

A. May not be used for any purpose at trial

#### VI. Admissibility rules established by *Miranda v. Arizona*

A. When *Miranda* is applicable

1. “The prosecution may not use statements, whether exculpatory or inculpatory, stemming from custodial interrogation of the defendant unless it demonstrates

the use of procedural safeguards effective to secure the privilege against self-incrimination”

- a. Meaning of “custody” for *Miranda* purposes – person has been taken into custody or otherwise deprived of his freedom of action in any significant way
  - (1) A formal arrest is “custody”
  - (2) Being incarcerated for an offense other than the one being investigated is “custody”
  - (3) Ordinary traffic stops do NOT constitute “custody” for *Miranda* purposes
  - (4) Ordinary *Terry* stops do NOT constitute “custody” for *Miranda* purposes
  - (5) The U.S. Supreme Court in *J.D.B. v. North Carolina*, 564 U.S. 261 (2011), set out new factors in determining if a minor is in “custody” for purposes of *Miranda*
- b. Meaning of “interrogation” for *Miranda* purposes – questioning initiated by law enforcement officers
  - (1) Volunteered statements that are NOT the product of questioning are NOT interrogation for *Miranda* purposes
  - (2) General on-the-scene questioning does NOT require *Miranda* warning

## B. Complying with *Miranda*

1. Adequate Warning
  - a. Required content of warning
    - (1) Right to remain silent
    - (2) Anything said can be used against suspect
    - (3) Right to stop answering at anytime
    - (4) Right to attorney and have attorney present during questioning
    - (5) If indigent, attorney will be provided
2. Considerations in warning the youthful, developmentally disabled, those persons otherwise impaired and persons who do not speak English
3. Remember, read and follow the *Miranda* process outlined in 705 ILCS 405/5-401.5 (a-5) for minors (those who were under 18 at the time of the commission of the offense). Note, 725 ILCS 5/103-2.1 outlines the same statutory *Miranda* process for minors
4. Reading warnings, advantages and disadvantages
  - a. Reading from pre-printed card ensures exact wording of warning
5. No legal requirement to advise arrested suspect of rights if officer is not going to question him
  - a. Department policy may require a warning for every arrest

## C. Adequate Waiver

1. The State has the burden of showing suspect understood his right
2. The State has the burden of showing a knowing, voluntary, and intelligent waiver
3. The waiver may be taken in various forms; written is preferred, but not required
4. Illinois' special rule for attorney's attempt to contact suspect (*People v. McCauley*) – Can't refuse access by attorney

#### D. Effect of Invoking Rights

1. Invocation of right to counsel requires immediate termination of questioning
  - a. No further interrogation may take place unless
    - (1) Counsel is provided or
    - (2) The suspect himself later initiates contact with police for purposes of interrogation
  - b. This is a very strict rule. If a suspect asks for an attorney, the interview MUST cease. This is referred to as the “*Edwards*” rule
2. Invocation of right to silence requires immediate termination of questioning
  - a. Invoking the right to remain silent requires the interrogation to cease, but is not as stringent as the rule regarding invocation of right of counsel
  - b. Invoking the right to remain silent may not forbid subsequent efforts to obtain a statement from the suspect

#### E. Suspect's Request for Appointed Attorney

1. Court is responsible for determining indigence and appointing an attorney
2. Questioning must cease if suspect requests appointed attorney

### VII. Sixth Amendment Right to Counsel

#### A. Applies at or after initiation of formal criminal proceedings

1. What constitutes initiation of formal criminal proceedings
2. Applies only to offenses with which defendant is formally charged
3. Right to warning applies though suspect is not in custody

#### B. Once suspect invokes right to counsel no questioning concerning the offense charged is permitted whether suspect is in custody or at liberty

#### C. Suspect may initiate questioning with police regarding the offense charged

**END**

# LAW:

## Laws of Arrest, Search, and Seizure

**Instructional Goal:** In fulfilling the responsibilities of the law enforcement role a police officer has three very important tools: (1) the power of arrest; (2) the authority, both with a search warrant and without, to search for and seize evidence that may be used in a criminal prosecution; and (3) stopping suspicious persons for questioning, to include a limited search for weapons under certain circumstances (“stop and frisk”). The power of arrest, search and seizure, if unchecked, is of such threat to the well-being of the people and counter to the principles of liberty that the framers of both the United States and Illinois Constitutions included specific safeguards. The primary purpose of this unit of instruction is to provide the student with a basic understanding of the legal requirements (constitutional, statutory, and case law) attendant to the proper exercise of the authority vested in him/her to arrest, search, seize, stop and frisk. Unless otherwise noted, all citations are to Chapter 725 Illinois Compiled Statutes.

**Allotted Class Time:** 16 hours

### **Student Performance Objectives:**

- LUSS 1. Recognize the scope of the Fourth Amendment protection.
- LUSS 2. Define Exclusionary Rule and identify the Rule’s effect on the law enforcement function.
- LUSS 3. Define probable cause.
- LUSS 4. Define reasonable suspicion.
- LUSS 5. Define warrant of arrest (arrest warrant) (5/107-1).
- LUSS 6. Define summons (5/107-1).
- LUSS 7. Define notice to appear (5/107-1).
- LUSS 8. Define *Terry* frisk or pat down.
- LUSS 9. Define search warrant.
- LUSS 10. Define contraband.
- LUSS 11. Identify elements giving rise to probable cause.
- LUSS 12. Recognize the legal test for determining if the officer had probable cause or reasonable suspicion.
- LUSS 13. Recognize circumstances when arrest without warrant is authorized (5/107-2).
- LUSS 14. Recognize circumstances when a citizen may make an arrest (5/107-3).
- LUSS 15. Identify proper procedures for taking into custody persons detained by a citizen.
- LUSS 16. Recognize circumstances where peace officer may release arrestee (5/107-6).
- LUSS 17. Identify requisites of an arrest warrant (5/107-9).
- LUSS 18. Identify procedures for obtaining an arrest warrant (5/107-9).
- LUSS 19. Identify procedures for executing an arrest warrant (5/107-9).
- LUSS 20. Recognize the method of arrest authorized in Illinois (5/107-5).
- LUSS 21. Recognize arrest by peace officer from other jurisdiction (5/107-4).
- LUSS 22. Recognize circumstances when officer may make a nonconsensual entry into a person’s home to affect his/her arrest (“hot pursuit” or “fresh pursuit”)
- LUSS 23. Identify legal procedures to follow upon arrest of suspect (5/109-1, 5/109-2,

- 5/103-2, 5/103-3, 5/103-4, 5/103-8).
- LUSS 24. Recognize a court may issue a summons instead of an arrest warrant (5/107-11).
- LUSS 25. Recognize circumstances when issuance of a notice to appear is authorized in non-traffic cases (5/107-12).
- LUSS 26. Identify requisites of a notice to appear (5/107-12).
- LUSS 27. Identify proper procedures for issuance of notice to appear in non-traffic cases.
- LUSS 28. Identify elements giving rise to reasonable suspicion.
- LUSS 29. Recognize circumstances when a *Terry* stop is authorized (5/107-14).
- LUSS 30. Recognize circumstances when a *Terry* frisk is authorized (5/108-1.01).
- LUSS 31. Recognize circumstances constituting “Plain Feel” Doctrine.
- LUSS 32. Recognize circumstances that require a search warrant prior to searching.
- LUSS 33. Identify grounds for which a search warrant will issue (5/108-3).
- LUSS 34. Identify elements of a complaint for a search warrant (5/108-3).
- LUSS 35. Identify procedures for obtaining a search warrant (5/108-4).
- LUSS 36. Identify persons authorized to execute search warrants (5/108-5).
- LUSS 37. Identify procedures for executing a search warrant (5/108-6).
- LUSS 38. Identify the command of a search warrant (5/108-7).
- LUSS 39. Identify procedures for searching premises with a search warrant.
- LUSS 40. Recognize use of force allowed in execution of search warrant (5/108-8).
- LUSS 41. Recognize detention and search of person on premises during execution of search (5/108-9).
- LUSS 42. Recognize the requirement to return to court of things seized in execution of search warrant (5/108-10).
- LUSS 43. Recognize when a search warrant may be executed (5/108-13).
- LUSS 44. Recognize plain and open view doctrines.
- LUSS 45. Recognize when a search incident to arrest is authorized (5/108-1).
- LUSS 46. Identify procedures for conducting search incident to arrest.
- LUSS 47. Recognize when a consent search is authorized.
- LUSS 48. Identify procedures for conducting consent search.
- LUSS 49. Recognize when a search of a motor vehicle without a warrant is authorized.
- LUSS 50. Identify procedures for searching motor vehicle without a warrant.
- LUSS 51. Recognize when impoundment/inventory of property is authorized.
- LUSS 52. Identify procedures for inventorying of property.
- LUSS 53. Recognize “exigent circumstances” and when an emergency entry or search is authorized.
- LUSS 54. Identify procedure for conducting an emergency entry or search.
- LUSS 55. Identify the role of state’s attorney or city attorney regarding warrant authorization.

**Instructional Note:** The instructor should consult current applicable statutory and case law.

**Relevant cases:**

**U.S. Supreme Court**

*Alabama v. White*, 496 U.S. 325 (1990)

*Arizona v. Evans*, 514 U.S. 1 (1995)

*Arizona v. Gant*, 556 U.S. 332 (2009)

*Arizona v. Hicks*, 480 U.S. 321 (1987)

*Brendlin v. California*, 551 U.S. 249 (2007)  
*Brigham City, Utah v. Stuart*, 547 U.S. 398 (2006)  
*Cady v. Dombrowski*, 413 U.S. 433 (1973)  
*California v. Acevedo*, 500 U.S. 565 (1991) (overruling *United States v. Chadwick*)  
*California v. Carney*, 471 U.S. 386 (1985)  
*California v. Greenwood*, 486 U.S. 35 (1988)  
*California v. Hodari D.*, 499 U.S. 621 (1991)  
*Carroll v. United States*, 267 U.S. 132 (1925)  
*Chimel v. California*, 395 U.S. 752 (1969)  
*Colorado v. Bertine*, 479 U.S. 367 (1987)  
*Devenpeck v. Alford*, 543 U.S. 146 (2004)  
*Fernandez v. California*, 571 U.S. \_\_\_\_ (2014)  
*Florida v. Bostick*, 501 U.S. 429 (1991)  
*Florida v. Harris*, 568 U.S. \_\_\_\_ (2013)  
*Florida v. Jardines*, 569 U.S. 1 (2013)  
*Florida v. Jimeno*, 500 U.S. 248 (1991)  
*Florida v. Riley*, 488 U.S. 445 (1989)  
*Florida v. Wells*, 495 U.S. 1 (1990)  
*Georgia v. Randolph*, 547 U.S. 103 (2006)  
*Hudson v. Michigan*, 547 U.S. 586 (2006)  
*Illinois v. Caballes*, 543 U.S. 405 (2005)  
*Illinois v. Gates*, 462 U.S. 213 (1983)  
*Illinois v. Lafayette*, 462 U.S. 640 (1983)  
*Illinois v. McArthur*, 531 U.S. 326 (2001)  
*Illinois v. Rodriguez*, 497 U.S. 177 (1990)  
*Illinois v. Wardlow*, 528 U.S. 119 (2000)  
*Katz v. United States*, 389 U.S. 347 (1967)  
*Kentucky v. King*, 563 U.S. \_\_\_\_ (2011)  
*Knowles v. Iowa*, 525 U.S. 113 (1998)  
*Maryland v. Buie*, 494 U.S. 325 (1990)  
*Maryland v. Pringle*, 540 U.S. 366 (2003)  
*Maryland v. Wilson*, 519 U.S. 408 (1997)  
*McCray v. Illinois*, 386 U.S. 300 (1967)  
*Michigan v. Long*, 463 U.S. 1032 (1983)  
*Michigan v. Summers*, 452 U.S. 692 (1981)  
*Michigan v. Tyler*, 436 U.S. 499 (1978)  
*Mincey v. Arizona*, 437 U.S. 385 (1978)  
*Minnesota v. Dickerson*, 508 U.S. 366 (1993)  
*Minnesota v. Olsen*, 495 U.S. 91 (1990)  
*Navarette v. California*, 572 U.S. \_\_\_\_ (2014)  
*New York v. Belton*, 453 U.S. 454 (1981)  
*New York v. Class*, 475 U.S. 106 (1986)  
*Nix v. Williams*, 467 U.S. 431 (1984)  
*Payton v. New York*, 445 U.S. 573 (1980)  
*Pennsylvania v. Mimms*, 434 U.S. 106 (1978)  
*Richards v. Wisconsin*, 520 U.S. 385 (1997)

*Riley v. California*, 573 U.S. \_\_\_\_ (2014)  
*Rodriguez v. United States*, 575 U.S. \_\_\_\_ (2015)  
*Schneckloth v. Bustamonte*, 412 U.S. 218 (1973)  
*South Dakota v. Opperman*, 428 U.S. 364 (1976)  
*Steagald v. United States*, 451 U.S. 204 (1981)  
*Terry v. Ohio*, 392 U.S. 1 (1968)  
*Thornton v. United States*, 541 U.S. 615 (2004)  
*United States v. Arvizu*, 534 U.S. 266 (2002)  
*United States v. Banks*, 540 U.S. 31 (2003)  
*United States v. Chadwick*, 433 U.S. 1 (1977) (overruled by *California v. Acevedo*)  
*United States v. Cortez*, 449 U.S. 411 (1981)  
*United States v. Crews*, 445 U.S. 463 (1980)  
*United States v. Drayton*, 536 U.S. 194 (2002)  
*United States v. Hensley*, 469 U.S. 221 (1985)  
*United States v. Jones*, 565 U.S. \_\_\_\_ (2012)  
*United States v. Leon*, 468 U.S. 897 (1984)  
*United States v. Mendenhall*, 446 U.S. 544 (1980)  
*United States v. Ramsey*, 431 U.S. 606 (1977)  
*United States v. Robinson*, 414 U.S. 218 (1973)  
*United States v. Ross*, 456 U.S. 798 (1982)  
*United States v. Sokolow*, 490 U.S. 1 (1989)  
*United States v. Watson*, 423 U.S. 411 (1976)  
*Utah v. Strieff*, 579 U.S. \_\_\_\_ (2016)  
*Welsh v. Wisconsin*, 466 U.S. 740 (1984)  
*Whren v. United States*, 517 U.S. 806 (1996)  
*Ybarra v. Illinois*, 444 U.S. 85 (1979)

### **Illinois Courts**

*People v. Absher*, 242 Ill.2d 77 (2011)  
*People v. Bew*, 228 Ill.2d 122 (2008) (overruling *People v. Cox*)  
*People v. Boyd*, 298 Ill. App.3d 1118 (1998)  
*People v. Bridgewater*, 235 Ill.2d 85 (2009)  
*People v. Brownlee*, 186 Ill.2d 501 (1999)  
*People v. Bunch*, 207 Ill.2d 7 (2003)  
*People v. Colyer*, 2013 IL 111835 (2013)  
*People v. Cosby*, 231 Ill.2d 262 (2008)  
*People v. Cox*, 202 Ill.2d 462 (2002) (overruled by *People v. Bew*)  
*People v. Cregan*, 2014 IL 113600 (2014)  
*People v. Driggers*, 222 Ill.2d 65 (2006)  
*People v. Fondia*, 317 Ill. App.3d 966 (2000)  
*People v. Gherna*, 203 Ill.2d 165 (2003)  
*People v. Gipson*, 203 Ill. 2d 298 (2003)  
*People v. Gonzalez*, 204 Ill. 2d 220 (2003) (overruled by *People v. Harris*)  
*People v. Harris*, 228 Ill.2d 222 (2008) (overruling *People v. Gonzalez*)  
*People v. Holliday*, 318 Ill. App.3d 106 (2001)  
*People v. Jones*, 215 Ill.2d 261 (2005)



*People v. Luedemann*, 222 Ill.2d 530 (2006)  
*People v. McDonough*, 239 Ill.2d 260 (2010)  
*People v. McNeal*, 175 Ill.2d 335 (1997)  
*People v. Morales*, 343 Ill. App.3d 987 (2003)  
*People v. Morris*, 209 Ill.2d 137 (2004) (overruled by *People v. Pitman*)  
*People v. Moss*, 217 Ill.2d 511 (2005)  
*People v. Murray*, 137 Ill.2d 382 (1990)  
*People v. Neuberger*, 2011 IL App (2d) 100379  
*People v. Oliver*, 236 Ill.2d 448 (2010)  
*People v. Pitman*, 211 Ill.2d 502 (2004) (overruling *People v. Morris*)  
*People v. Sorenson*, 196 Ill.2d 425 (2001)  
*People v. Staley*, 334 Ill. App.3d 358 (2002)  
*People v. Stehman*, 203 Ill.2d 26 (2002)  
*People v. Wear*, 229 Ill.2d 545 (2008)  
*People v. White*, 117 Ill.2d 194 (1987)  
*People v. Wilson*, 228 Ill.2d 35 (2008)  
*People v. Wither*, 321 Ill. App. 3d 382 (2001)

**Page Left Blank**

# Laws of Arrest, Search, and Seizure

## Course Outline:

### I. Scope of Fourth Amendment protection

- A. Fourth Amendment bars unreasonable searches and seizures by the government
- B. Applies to all government officials, e.g., peace officers, fire investigators, health inspectors, public school officials, agents of the police
- C. Fourth Amendment requirements strike a balance between the rights of innocent citizens to privacy and the interests of the government in prosecuting crime
- D. Fourth Amendment is applicable whenever a citizen has a reasonable expectation of privacy from governmental intrusion

### II. “Exclusionary Rule” and its effect on the prosecution of a criminal case

- A. The exclusionary rule is a legal principle created by the U.S. Supreme Court in which evidence seized in violation of the defendant’s constitutional rights, namely the Fourth Amendment, is excluded (inadmissible) in a criminal prosecution.
- B. The rule is intended to deter law enforcement from committing illegal searches and seizures. It also provides a remedy of suppressing evidence if a violation does occur.
- C. A similar suppression doctrine may apply to confessions, witness identifications, or any other evidence obtained in violation of a suspect’s constitutional rights.
- D. Illinois also applies the exclusionary rule to violations of the state constitution.
- E. In some limited circumstances exceptions to the exclusionary rule might apply. “Good faith” exception might prevent the evidence from being excluded.

### III. Levels of suspicion relevant to searches and seizures

- A. Probable cause is the Fourth Amendment legal standard of information necessary to justify an arrest, obtain a search warrant, or conduct an emergency warrantless search for evidence
  - 1. Probable cause is particularized facts and circumstances that would lead a common sense person of reasonable caution, with the knowledge, training, and experience of a police officer, to believe that there is a fair probability of criminal activity
  - 2. The substance of all of the definitions of probable cause is a reasonable ground for belief of guilt, and that the belief of guilt must be particularized with respect to the person to be searched or seized

3. In Illinois, probable cause is sometimes called “reasonable grounds to believe,” “reasonable grounds,” or “reasonable belief”

B. Reasonable suspicion is the legal standard of information necessary to conduct temporary detention (i.e., *Terry* stop; stop and frisk)

1. Based on the totality of the circumstances the officer must have a particularized and objective basis for suspecting that the person stopped has been, is, or is about to be engaged in criminal activity
2. Requires more than “mere suspicion” or a hunch
3. Standard is similar to but requires less information than probable cause; Some consider it “possible cause” as opposed to “probable cause”
4. Reasonable suspicion is based on reasonable inferences

C. Both standards are based on facts and circumstances known to the officer at the time (legal test of “totality of circumstances”)

1. Personal observation
2. Behavior of suspect
  - a. Flight
  - b. Furtive movements
  - c. Demeanor
  - d. Location
3. Hearsay (e.g., information from other officers, witnesses, informants)
4. Officer’s training
5. Officer’s experience
6. Special knowledge officer may possess

D. Use of race of suspect in building probable cause

IV. Elements of a Fourth Amendment “seizure” of the person

- A. A “seizure” is the exercise of dominion or control over the individual
- B. An arrest is a form of seizure but a person can be seized without being arrested
- C. Circumstances in which a contact with a citizen will be considered a “voluntary contact” or “consensual encounter,” rather than a seizure

V. Circumstances in which officers may make a lawful warrantless arrest (5/107-2)

- A. Reasonable grounds to believe outstanding Illinois or out of state warrant
- B. Reasonable grounds to believe person is committing or has committed an offense
  1. Must have reasonable grounds to believe (probable cause)
  2. No distinction between felony and misdemeanor
  3. No distinction on whether officer viewed offense or not

C. Arrest may be made on any day and any time of day (5/107-5)

D. Arrest may be made anywhere within jurisdiction of state (5/107-5)

1. Jurisdiction of Illinois peace officers (5/107-4)

VI. Circumstances in which an officer may release an arrested person (5/107-6)

A. Citizens may arrest for any offense other than ordinance violation (5/107-3)

B. If officer determines grounds exist for criminal complaint, officer should take custody of suspect.

C. If officer determines lack of grounds for criminal complaint exist, officer should release suspect (5/107-3)

VII. Arrest with a warrant

A. Warrant of Arrest (Arrest warrant): a written order from a court directed to a peace officer, or to some other person specifically named, commanding him to arrest a person (5/107-1)

1. May be executed anywhere in state (within the geographic limitation placed on the warrant) (5/107-9)

B. Circumstances in which an officer must have a warrant in order to make a lawful arrest

1. Generally there is no strong preference in law to obtain an arrest warrant as long as officer has probable cause to believe a person committed a crime

2. Arrest warrant is necessary if officer is going to make a nonconsensual entry into the person's home to arrest him/her

a. Officer may make a nonconsensual entry if the officer has an arrest warrant and has probable cause to believe the suspect is in his/her home

b. Exception is when an officer is in "hot pursuit" or "fresh pursuit" as outlined in VIII below

3. A search warrant and an arrest warrant are needed to make a nonconsensual entry into the residence of a third party to affect an arrest

C. Requirements to obtain an arrest warrant in Illinois (5/107-9)

1. In some counties a state's attorney must authorize a warrant application before it can be presented to a judge

2. Elements of written complaint (document charging defendant with criminal offense)

3. Elements of arrest warrant

4. Electronic and facsimile transmission of warrant

D. Requirement to ordinarily knock, announce authority and purpose and wait a reasonable time before forcing entry to execute an arrest warrant

1. Circumstances which determine how long an officer must wait after knocking and announcing before forcing entry to execute an arrest warrant
2. Circumstances in which an officer may make forced entry to execute an arrest warrant without knocking and announcing

VIII. Circumstances in which an officer may enter in “Hot Pursuit” in order to effect an arrest

- A. The police may make a warrantless nonconsensual entry into someone’s home if exigent circumstances exist, such as chasing fleeing felony suspect (“hot pursuit” or “fresh pursuit”)
- B. Officer must have probable cause to arrest
- C. Suspect must know he is being pursued
- D. Prior to entry officer should consider:
  1. Whether the offense under investigation was recently committed
  2. Whether or not there was any deliberate or unjustifiable delay by the officers during which time a warrant could be obtained
  3. Whether a grave offense is involved, particularly one of violence
  4. Whether the suspect is reasonably believed to be armed
  5. Whether the officer has a clear showing of probable cause
  6. Whether there is a likelihood that the suspect will escape if not swiftly apprehended
  7. Whether there is a strong reason to believe that the suspect is on the premises
  8. Whether the police entry, although nonconsensual, was made peaceably
- E. Search in places a person could be located (although plain view may apply)

IX. Post-arrest obligations of an officer as set forth in 5/109-1; 5/109-2; 5/103-2; 5/103-3; 5/103-4; 5/103-8

- A. Take suspect before judge without unnecessary delay in county of arrest
- B. If out of county warrant, take before judge in county of arrest
- C. File charges
- D. Ensure statutory rights of accused are protected

X. Summons

- A. Summons: a written order issued by a court which commands a person to appear before a court at a stated time and place (5/107-1)

B. The Court may issue a summons when authorized to issue a warrant of arrest (5/107-11)

C. Elements of a summons

XI. Notice to appear

A. Notice to Appear: a written request issued by a peace officer that a person appear before a court at a stated time and place (5/107-1)

B. Requirements of notice to appear (5/107-12)

C. May be issued anytime officer could arrest

1. Normally used in minor offenses

D. Require reliable identification before issuing

1. Can suspect be identified and located if he fails to show up?

2. Suspect need not sign notice to appear

XII. Requirements for “Temporary Questioning without Arrest” (aka *Terry* stop) (5/107-14)

A. Reasonable suspicion suspect has committed, is committing, or is about to commit an offense

B. Identify self as police officer

C. Stop suspect in public place

D. Officer may demand:

1. Name

2. Address

3. Explanation of actions

E. Provide person with stop receipt upon completion of any stop and frisk

XIII. Requirements for a “Search During Temporary Questioning” (a lawful warrantless *Terry* pat down or Frisk) (5/108-1.01)

A. Make lawful stop under 5/107-14

B. Officer reasonably suspects danger of attack to self or others

C. Pat down or frisk for weapons

1. Frisk is patting down of outer clothing for weapon

a. Discovery of evidence other than weapons

(1) “Plain Feel” or “Plain touch” doctrine: Identity of object must be immediately apparent (e.g., “rock” cocaine can be seized but not envelope, plastic bag, matchbox)

2. Retain weapon during questioning

D. Upon completion of questioning:

1. Release suspect and return weapon, if lawfully possessed, or
2. Arrest suspect
3. If a pat down was conducted, provide the person with a stop receipt

#### XIV. Elements of a Fourth Amendment “search”

A. A “search” is a conscious questing for evidence

B. “Non-searches” and the requirements for each to be lawful:

1. Open view and Plain view doctrine
  - a. What a person knowingly exposes to the public is not protected by Fourth Amendment (Open view doctrine)
  - b. Plain view seizure requires:
    - (1) Officer is lawfully in position from which to view the object (e.g., in public place, executing search warrant)
    - (2) Incriminating character of object is immediately apparent
    - (3) Officer has lawful right of access to the object
2. Use of flashlights to illuminate vehicle interiors during vehicle stops
3. Dog sniffs in places open to the public
4. Examination of trash containers at curbside
5. Examination of abandoned property

#### XV. Elements of a Fourth Amendment “seizure” of property

A. A “seizure” is the exercise of dominion or control over property

1. Seizure normally involves personal property (i.e., automobile, firearms, briefcase)
2. Seizure can also be of real estate (i.e., officer prevents owner from entering home while it is being searched)

#### XVI. Search Warrants

A. A “search warrant” is a court order issued by any judge commanding the person directed to execute the same to search the place or person particularly described in the warrant and to seize the instruments, articles or things particularly described in the warrant. (5/108-7)

B. Circumstances in which a search warrant is required in order to search

1. Subject to well-recognized exceptions the government must obtain a warrant prior to searching



- a. Always obtain a search warrant if time and circumstances permit
- b. In warrantless search cases, burden of proof is on state to show why warrant was not obtained
- 2. Categories of evidence
  - a. Fruits of a crime – objects obtained as result of criminal act.
    - (1) Stolen property
  - b. Contraband – any object that a private citizen may not lawfully possess or may not lawfully possess without meeting certain criteria set by law.
    - (1) Illicit drugs, e.g., heroin, cocaine, marijuana
    - (2) Prohibited weapons, e.g., sawed-off shotgun, automatic weapons
    - (3) Gambling devices, e.g., slot machines, craps table
    - (4) Obscene matter for commercial distribution
    - (5) Counterfeit money
  - c. Instrumentalities of a crime – tools used to commit crime
    - (1) Murder weapon
    - (2) Burglar tools
    - (3) Automobile used as getaway car
  - d. “Mere evidence” – articles which are evidence of crime
    - (1) Clothing worn by robber
    - (2) Blood, hair, fingernail scrapings
    - (3) Photographs and writings

C. Warrant requirement is excused when:

- 1. Officer has probable cause and an emergency/exigent circumstance
- 2. Valid consent
- 3. Community caretaking responsibility (e.g. welfare check)

D. Crime scene search presents special problem

- 1. Officer should have valid consent or search warrant

E. Grounds for search warrant and for issuance of a search warrant in Illinois (5/108-3; 5/108-4)

- 1. Meaning of the probable cause and particularity requirements for the issuance of a search warrant
- 2. Facts and circumstances should relate to establishing:
  - a. A crime has been committed
  - b. Particularly described evidence
  - c. Is at particularly described place now
- 3. Requirement that probable cause be set forth “in writing” in the complaint for search warrant (5/108-3)
  - a. Complaint must be in writing and under oath
- 4. Advantages of acting under the authority of a warrant in conducting a search
  - a. Places burden of proof on defendant to show search was invalid
  - b. Clothes executing officer with immunity from civil liability

c. May be able to benefit from “good faith” exception to Exclusionary Rule

5. Meaning of “anticipatory warrant”

a. An anticipatory search warrant is a warrant based upon an affidavit showing probable cause that at a future time certain evidence of a crime will be located at a specific place

6. Depending on local custom and policy, state’s attorney may wish to review complaint, particularly in major cases

a. If state’s attorney denies request, officer should accept the decision

F. Execution of search warrant

1. Search warrant may be executed by all peace officers of the State (5/108-5)

2. Search warrant may be executed any time of day or night (5/108-13)

3. Search warrant is valid for 96 hours after issuance (96 hours after warrant signed by the judge (5/108-6)

4. Circumstances which will determine the scope of a search under a search warrant

a. Where officer can search is determined by:

(1) Locations listed in search warrant

(2) The physical size and shape of items being sought

b. Search must terminate when objects sought are found

5. Requirement to ordinarily knock, announce authority and purpose and wait a reasonable time before forcing entry to execute a search warrant. (5/108-8)

a. Circumstances which determine how long an officer must wait after knocking and announcing before forcing entry to execute a search warrant

b. Under certain conditions court can issue “no-knock” warrant (5/108-8(b))

c. Circumstances in which an officer may make forced entry to execute a warrant without knocking and announcing (5/108-8)

6. Necessary and reasonable may be used to effect entry into any building or property to execute search warrant (5/108-8)

7. Provide person in control of premises a copy of search warrant (5/108-6)

8. Authority of officers executing a search warrant to control, detain, search or question persons present on the premises during warrant execution (5/108-9)

9. Post-search obligations of executing officer:

a. Enter exact time of execution on warrant

b. Leave duplicate copy of warrant at scene if no one was present

c. Return original warrant to court

d. Provide court with inventory of items seized without delay

(1) Inventory signed under oath (5/108-10)

XVII. Use of informant information

A. Confidential informant information can be used in arrest or search warrant complaint.

1. Informant’s identity should be protected

2. Complaint should show enough information for judge to determine reliability of informant
  - a. Informant's track record in previous cases
  - b. Informant's lack of criminal record
  - c. Informant's unique opportunity to know information
  - d. Other supporting grounds

B. Informant's identity may subsequently be disclosed if he is material witness to crime

#### XVIII. Open View and Plain View Doctrine

A. What a person knowingly exposes to the public is not protected by the Fourth Amendment

- B. Four requirements for plain view doctrine to apply:
1. Officer is in a lawful position to view object
  2. Incriminating character of object is immediately apparent
  3. Officer has lawful right of access to the object
  4. Officer must inadvertently discover evidence or contraband

#### XIX. Requirements for lawful warrantless searches:

A. Requirements for a lawful warrantless search under the doctrine of Search Incident to Arrest under case law and as codified in Illinois (5/108-1)

1. Valid full custody arrest
  - a. Detention for traffic violation is not sufficient
2. Contemporaneous with arrest
3. Search of suspect
4. Search of area within immediate control of arrestee
  - a. "Wingspan" or "lunging and plunging" distance
  - b. If suspect arrested while operating or close to his motor vehicle
    - (1) Search may be made of interior passenger compartment only if:
      - (a) suspect has access to interior of vehicle and officer reasonably believes his or her safety is in danger, or
      - (b) reasonable grounds exist to believe passenger compartment contains evidence of offense for which arrest was made.
        - i. No search after arrest for driving without a license
        - ii. Search permissible after arrest for driving under the influence
    - (2) Suspect may be removed from vehicle before search
    - (3) Statute prohibits search for seat belt violation (5/108-1(3))
5. Purpose of search is to:
  - a. Protect officer from attack
  - b. Prevent suspect from escaping
  - c. Discover fruits of crime

- d. Discover other evidence of crime
  - 6. Officer may search clothing arrested suspect will be putting on
  - 7. Search may be conducted even if suspect objects
- B. Requirements for a lawful warrantless search under the doctrine of Protective Sweep
- 1. When making arrest or executing a search warrant in house, officers may make quick visual sweep of adjacent area for protection
  - 2. Evidence observed in open view may be seized
- C. Requirements for a lawful warrantless search under the doctrine of Consent
- 1. Determine who can give consent
    - a. Obtain consent from person with reasonable expectation of privacy
    - b. May not necessarily be the owner of property
      - (1) Obtain tenant's permission to search, not landlord's
      - (2) Obtain guest's permission to search, not hotel manager's
    - c. Do not search if roommate or spouse is present and objects
  - 2. Scope of consent
  - 3. Use written consent form, if possible, to establish voluntariness
  - 4. Stop search if consent is revoked
- D. Requirements for a lawful warrantless search under the doctrine of the Mobile Conveyance Exception (also known as the *Carroll* Doctrine, or Automobile Exception)
- 1. Vehicle must be mobile
    - a. Lawfulness of search of wrecked vehicle unclear
    - b. Concept applies to automobiles, trailers, boats, airplanes, packages in transit (not U.S. mail)
  - 2. Arrest of driver not required before searching
  - 3. Must have probable cause to believe vehicle contains evidence
    - a. Driving under influence offender
    - b. Vehicle used in robbery
    - c. Stolen vehicle
  - 4. Search vehicle at location stopped, if safe and otherwise reasonable
  - 5. Entire vehicle may be searched including trunk and under hood
- E. Requirements for a lawful warrantless Inventory search or procedure of a vehicle and its contents.
- 1. Impound must be lawful
    - a. Driver arrested and no one to take possession of vehicle
      - (1) Driving under influence
      - (2) Arrest on outstanding warrant
    - b. Vehicle towed for illegal parking
    - c. Do not impound if vehicle at suspect's residence
  - 2. Purpose of inventory
    - a. Protect owner's property from vandalism and theft
    - b. Discover dangerous items
    - c. Protect department from claims of loss or theft

3. Scope is more limited than probable cause based search
4. Must follow standardized department policy
  - a. Policy need not be in writing

F. Requirements for a lawful warrantless Inventory search or procedure of the property of persons being incarcerated (booking search or inventory)

1. At time of booking into jail:
  - a. Arrested suspect can be searched and property inventoried
    - (1) Limitations on body cavity search for minor offenses
  - b. Suspect's personal property can be examined as part of inventory (5/108-2)

G. Requirements for a lawful warrantless entry or search under the theory of "exigent circumstance"

1. Warrantless, and sometimes nonconsensual, entry into a house may be lawful if a substantial risk to the public safety exists (a person's life or safety is threatened). Exigent circumstances that are "totally divorced from the detection, investigation, or acquisition of evidence relating to the violation of a criminal statute" fall under the community caretaking function. These circumstances do not necessarily involve the commission of a crime. Some examples of community caretaking functions include:
  - a. Person inside house crying for help
  - b. Entry to rescue an individual when house is on fire
  - c. Entry to rescue abandoned children
  - d. Some domestic violence calls
  - e. Entry to check on the welfare of an unconscious person
2. Exigent circumstances involving the commission of a crime:
  - a. "Hot pursuit" or "fresh pursuit" of a fleeing felon
  - b. Imminent destruction of evidence
  - c. Risk of danger to the police or others

XX. Authority of officers to enter vehicles to read "VIN" numbers

XXI. Requirements for a lawful warrantless search of a fire scene

- A. Initial determination of cause and origin of fire permissible
- B. Subsequent searching for evidence of arson should be done via authority of a search warrant

XXII. Requirements for a lawful warrantless search of students under the doctrine of Searches of Students by School officials and by statute under the Illinois School Code (105 ILCS 5/1022.10a)

XXIII. Authority of officers to control vehicle occupants during the course of a traffic stop, to include ordering occupants out, into, or to return

XXIV. Circumstances in which an officer may seize a container to expose it to a narcotics detection dog

XXV. Circumstances in which an officer may seize a conveyance in order to expose it to a narcotics detection dog

**END**

# LAW:

## Rights of the Accused

**Instructional Goal:** The concept in a criminal trial that a person is innocent until proven guilty is basic to our common law system of justice. The purpose of holding an accused in jail prior to trial is primarily to insure that s/he will appear to answer the charge and disposition of the court. This pre-adjudication period is deemed a very critical period in the criminal justice process, and the legislature has afforded certain rights and protections to the accused while so held. These rights are found in Chapter 725 ILCS 5/103, 5/109, 5/110, 5/111, 5/112, 5/113, and include “Rights of Accused,” “Proceedings after Arrest,” “Proceedings to Commence Prosecution,” and “Proceedings Prior to Trial.” The purpose of this unit of instruction is to familiarize the student with the statutory provisions of Chapter 725 relating to custody situations, the meaning thereof, and recent and significant cases that address the issue.

**Allotted Class Time:** 2 hours

### Student Performance Objectives:

LURA 1. Identify the following rights of accused protected by state law (in Article 103):

- A. Rights on arrest (5/103-1)
- B. Treatment While in Custody (5/103-2)
- C. Right to Communicate with Attorney and Family, Transfers (5/103-3)
- D. Right to Consult with Attorney (5/103-4)
- E. Speedy trial (5/103-5)
- F. Mandatory duty of officers (5/103-8)

LURA 2. Identify the following preliminary examination rights of accused protected by state law (in Article 109):

- A. Person arrested (5/109-1)
- B. Children of person arrested (5/109-1.1)
- C. Person arrested in another county (5/109-2)
- D. Preliminary examination (5/109-3)
- E. Persons Charged with Felonies (5/109-3.1)

LURA 3. Identify the following bail rights of accused protected by state law (in Article 110):

- A. Release on own recognizance (5/110-2)
- B. Issuance of warrant (5/110-3)
- C. Bailable Offenses (5/110-4)
- D. Determining the amount of bail and conditions of release (5/110-5)
- E. Conditions of bail bond (5/110-10)

LURA 4. Identify the methods of charging an offense (in Article 111):

- A. Methods of prosecution (5/111-1)
- B. Commencement in prosecution (5/111-2)
- C. Form of charge (5/111-3)

LURA 5. Identify the Grand Jury rights of accused protected by state law (in Article 112):

- A. Selection and Qualification (5/112-1)
- B. Impaneling the Grand Jury (5/112-2)
- C. Duties of Grand Jury and State’s Attorney (5/112-4)

- D. Right to counsel (5/112-4.1)
  - E. Secrecy of proceedings (5/112-6)
- LURA 6. Identify the arraignment rights of accused protected by state law (in Article 113):
- A. Procedure on Arraignment (5/113-1)
  - B. Counsel and expert witnesses (5/113-3)
  - C. Plea and Waiver of Jury by Person under 18 (5/113-5)
  - D. Advisement concerning status as an alien (5/113-8)

**Instructional Note:** The instructor should always consult currently applicable statutory and case law. The instructor also may wish to overview the Illinois court structure and the procedure in a typical criminal case.

**Relevant cases:**

*Gideon v. Wainwright*, 372 U.S. 335 (1963) (Indigent right to appointed counsel in felony cases)

*Argersinger v. Hamlin*, 407 U.S. 25 (1972) (Indigent right to appointed counsel in misdemeanor cases where jail time is possible)

*County of Riverside v. McLaughlin*, 500 U.S. 44 (1991) (Arrestee must be taken before magistrate within 48 hours).



# Rights of the Accused

## Course outline:

### I. Rights of Accused (Article 103)

#### A. Rights on arrest, 725 ILCS 5/103-1

1. Arrest with warrant
  - a. Advise of existence of warrant
  - b. Advise nature of offense
2. Arrest without warrant
  - a. Advise nature of offense
3. Consular Rights
  - a. Foreign nationals must be advised of their right to have consular officials notified
  - b. If the foreign national chooses to exercise the right to have consular officials notified, a law enforcement official is required to notify the consulate.
4. Misdemeanor arrest
  - a. Search incident to arrest
  - b. No strip search for traffic, regulatory, or misdemeanor arrest
    - (1) Exception for cases involving weapons
    - (2) Exception for cases involving controlled substances
5. Definition of strip search – removal/alteration of clothing to permit visual inspection of genitals, buttocks, anus, female breasts, or undergarments
6. Strip search procedures
  - a. Written permission from commander
  - b. Conducted by member of same sex out of view of others
  - c. Written report of search
  - d. Search warrant needed for body cavity search

#### B. Treatment while in custody, 725 ILCS 5/103-2

1. Right to silence
2. Do not use unlawful means to obtain confession
3. Right to be treated humanely
4. Right to food
5. Right to shelter
6. Right to medical treatment, if required

#### C. Right to communicate with attorney and family, 725 ILCS 5/103-3

1. Prisoner has right to communicate with his/her attorney and family members
  - a. Right to make reasonable number of phone calls
  - b. Right to communicate within reasonable time after arrest
  - c. If prisoner transferred to new place of custody, right to communicate is renewed

D. Right to consult with attorney, 725 ILCS 5/103-4

1. Prisoner has right to consult with his/her attorney
  - a. Right can be denied if imminent danger of escape exists
  - b. Number of consultations is unlimited
  - c. Consultation may last a “reasonable” time period

E. Speedy Trial, 725 ILCS 5/103-5

1. Defendants in jail have a right to a trial within 120 days of being taken into custody
2. Defendants out on bail have a right to a trial within 160 days after s/he demands a trial
3. Various exceptions may cause trial date to be postponed
  - a. Pre-trial fitness hearings
  - b. Court-granted continuances

F. Mandatory Duty of Officers, 725 ILCS 5/103-8

1. A peace officer who intentionally prevents the exercise by an accused of any of these rights (except those related to consular notification rights) shall be guilty of Official Misconduct (720 ILCS 5/33-3)

II. Proceedings After Arrest: Preliminary Examination and Bail (Articles 109/110)

A. Upon being arrested, accused must be taken before a judge, 725 ILCS 5/109-1

1. Judge must be within county where arrest was made
2. Appearance must be without unnecessary delay
  - a. Normally this means within 48 hours
3. Judge will inform accused of rights
  - a. Notice and copy of charges
  - b. Right to counsel
    - (1) Right to appointed counsel if indigent
  - c. Preliminary hearing will be scheduled
  - d. Bail will be set
  - e. Right to have notice of the arrest or detention given to his country’s consular representative and the right to communicate with his consular representative

B. Children of person arrested, 725 ILCS 5/109-1.1

1. Whenever a person arrested is taken before a judge, the judge shall ask whether the arrestee has any children under 18 years old living with him or her who may be neglected as a result of the arrest or incarceration

C. Out-of-county arrest warrant, 725 ILCS 5/109-2

1. Take before judge as with in-county arrest
2. Accused can waive right to appear before judge in county of arrest and be surrendered to agency in county where warrant was issued

D. Preliminary examination, 725 ILCS 5/109-3

1. A hearing to determine if there is probable cause to believe the defendant committed a felony offense
2. A defendant may waive his right to a preliminary hearing

E. Persons Charged with Felonies, 725 ILCS 5/109-3.1

1. If charged with a felony offense and in custody, the defendant shall receive either a preliminary hearing examination or an indictment by a Grand Jury within 30 days from the date the person was taken into custody
2. If charged with a felony offense and on bail or recognizance, the defendant shall receive either a preliminary hearing examination or an indictment by a Grand Jury within 60 days from the date the person was arrested

F. Bail, 725 ILCS 5/110

1. A defendant may be released on his own recognize when the court is of the opinion the defendant will appear as required, will not pose any danger to any person, and the defendant will comply with all conditions of bond, 725 ILCS 5/110-2
2. If the defendant does not comply with any condition of bail bond, the judge may issue a warrant, 725 ILCS 5/110-3
3. Most offenses are bailable, 725 ILCS 5/110-4
4. There are a number of factors the judge considers in setting the amount of bail and the conditions of bail, 725 ILCS 5/110-5
5. Conditions of bail bond include appearing in court, following court orders, not departing from the State without court permission, not violating any criminal statute, and other conditions the court deems appropriate, 725 ILCS 5/110-10

III. Proceedings to Commence Prosecution: Charging an Offense and Grand Jury (Articles 111 and 112)

A. Methods of prosecution, 725 ILCS 5/111-1

1. Prosecution may be commenced by a complaint, an information, or an indictment

B. Commencement of prosecutions, 725 ILCS 5/111-2

1. Prosecution of felonies must be charged by information or indictment
2. All other prosecutions may be by indictment, information, or complaint

C. Form of charge, 725 ILCS 5/111-3

1. The charge shall be in writing and allege the commission of an offense
2. The charge shall state the name of the offense, cite the statutory provision, set forth the nature of the elements charge, state the date and county of the offense as definitely as can be done, and state the name of the accused by name or a description by which he can be identified with reasonable certainty
3. A victim of an illegal sexual act shall state the identity of the victim by name, initials, or description

- D. The Grand Jury must be summoned, drawn, qualified and certified. It must consist of 16 persons, 12 of whom are necessary to constitute a quorum, 725 ILCS 5/112-1, 5/112-2
- E. The Grand Jury has the right to subpoena and question any person against whom the State's Attorney is seeking a Bill of Indictment, or any other person, and to obtain and examine any documents or transcripts relevant to the matter being prosecuted by the State's Attorney, 725 ILCS 5/112-4
- F. Any person appearing before the Grand Jury has the right to be accompanied by counsel who shall advise him of his rights but not participate in any other way, 725 ILCS 5/112-4.1
- G. Grand Jury proceedings are secret and only the grand jurors shall be present during deliberations, 725 ILCS 5/112-6

#### IV. Proceedings Prior to Trial: Arraignment (Article 113)

- A. The defendant must be informed of the charge against him, 725 ILCS 5/113-1
- B. Every accused has the right to counsel before pleading to a charge, 725 ILCS 5/113-3
  - 1. Court will appoint counsel for indigent defendant
    - a. Public defender will usually be appointed
    - b. Right to appointed counsel does not apply in fine only cases
- C. Persons under 18 may not plead guilty unless represented by counsel, 725 ILCS 5/113-5
  - 1. Above rule does not apply in fine only offenses
- D. The court must advise a defendant before accepting his plea that upon conviction, his status as an alien could result in his deportation, 725 ILCS 5/113-8

**END**

# LAW:

## Rules of Evidence

**Instructional Goal:** The admissibility of evidence into a competent court is determined by various rules of evidence that have been established over the years as a result of court decisions. Because the function of the police officer includes gathering and preserving evidence it is imperative that police officers have a basic understanding of these rules. The objective of this unit of instruction is to establish a foundation for the student in understanding the meaning of evidence, the types of evidence, and the legal restrictions imposed on the introduction of evidence in court.

**Allotted Class Time:** 4 hours

### Student Performance Objectives:

LURE 1. Define the following terms

- A. Evidence
- B. Direct evidence
- C. Circumstantial evidence
- D. Opinion evidence
- E. Best evidence rule
- F. Impeachment of witnesses
- G. *Corpus delicti*
- H. Permissive inferences

LURE 2. Define the term “hearsay” and identify its effect on evidence admissibility.

LURE 3. Recognize circumstances that constitute an exception to the rule against hearsay

- A. Dying declaration
- B. *Res gestae* statements
- C. Public records
- D. Business records
- E. Past recollection recorded
- F. Present recollection refreshed
- G. Admissions and confessions

LURE 4. Identify the tests of admissibility of evidence

- A. Relevancy
- B. Materiality
- C. Foundation

LURE 5. Recognize circumstances that fall within the scope of evidentiary privileges

- A. Husband and wife privilege
- B. Attorney and client privilege
- C. Physician and patient privilege
- D. Clergy and confessor privilege
- E. Rape crisis personnel and sexual assault/abuse victim
- F. Counselor and victim of violent crime

### Relevant cases:

*Frye v. United States*, 293 F. 1013 (D.C. Cir. 1923)

*Daubert v. Merrell Dow Pharmaceuticals*, 509 U.S. 579 (1993)

*People v. Foggy*, 121 Ill.2d 337 (1988)

# Rules of Evidence

## Course Outline:

### I. Definitions

- A. Evidence - Every type of proof legally presented at trial (allowed by the judge) which is intended to convince the judge and/or jury of alleged facts material to the case
- B. Direct evidence - Clear evidence of a fact, happening, or thing that requires no thinking or consideration to prove its existence
1. Eyewitness testimony, videotape, audio/video from cell phones and confessions are types of direct evidence.
- C. Circumstantial evidence – Evidence in a trial which is not directly from an eye witness or participant and requires some reasoning to prove a fact
1. There is a public perception that such evidence is weak (“all they have is circumstantial evidence”), but the probable conclusion from the circumstances may be so strong that there can be little doubt as to a vital fact
- D. Opinion evidence – Testimony in which the witness states a conclusion based on the witness’ personal knowledge and other information
1. A lay witness is permitted to give his or her opinion in matters of common knowledge and personal observation. For example, a lay person could estimate the speed of a vehicle, or give an estimate on the temperature outside
  2. Expert witnesses are allowed to testify where testimony would assist the judge or jury in understanding or deciding an issue in the case
    - a. In Illinois, the admission of expert testimony is still governed by the *Frye* standard: whether the methodology or scientific principle upon which the opinion is based is sufficiently established to have gained general acceptance in the particular field in which it belongs. Both the science of DNA and the science of HGN had to pass muster under the *Frye* standard (*Frye v. U.S.*, 293 F. 1013 (D.C. Cir 1923)). Most states no longer follow the *Frye* standard, but rather the *Daubert* standard (*Daubert v. Merrell Dow Pharmaceuticals*, 509 U.S. 579 (1993)).
  3. Police officers, as skilled witnesses, are normally permitted to testify as lay witnesses based on their personal observations and experience in areas where expert testimony might otherwise be deemed necessary
- E. Best evidence rule – The legal doctrine that an original piece of evidence, particularly a document, is superior to a copy
1. If the original document is available, it must be produced and a copy will not be allowed as evidence in a trial
  2. This is not just applicable to documents. Physical evidence can also be judged under this same rule. For example, the defendant’s shirt with blood on it would

be admissible under the “best evidence rule” and the photo of the shirt would not be the best evidence

F. Impeachment of witnesses – Discrediting a witness by showing that s/he is not telling the truth or does not have the knowledge to testify as s/he did

1. Impeachment of a witness is one goal of cross-examination
2. A witness may be impeached by establishing
  - a. Prior criminal convictions (Felony convictions and misdemeanor crimes of deception within the last 10 years) EXCEPTION: The judge will have to balance the probative value and the prejudicial impact when considering the defendant’s criminal convictions
  - b. Physical disability that would have prevented seeing, hearing, etc.
  - c. Prior inconsistent statements
  - d. Bias toward/against either party

G. *Corpus delicti* – Latin for the substantial fact that a crime has been committed

1. Every crime has a *corpus delicti*, not just criminal homicides
2. The *corpus delicti* rule requires the state to prove the existence of the crime independent of the defendant’s confession
3. The state must establish the essential elements of the crime
4. In a homicide case, the corpse of the victim often serves to establish the *corpus delicti*

H. Permissive inference (also referred to as presumptions)

1. A rule of law which permits a court to assume a fact is true until such time as there is a preponderance (greater weight) of evidence which disproves or outweighs (rebutts) the permissive inference. Each permissive inference is based upon a particular set of apparent facts paired with established laws, logic, reasoning or individual rights
2. A permissive inference is rebuttable if it can be refuted by factual evidence. One can present facts to persuade the judge that the permissive inference is not true
  - a. Permissive inference in retail theft
  - b. An accused person is presumed innocent until proven guilty
  - c. A person who has disappeared and not been heard from for seven years is presumed to be dead, but the presumption could be rebutted if s/he is found alive

## II. The rule against hearsay

A. Hearsay defined – An out of court statement offered in court as proof of the matter asserted. The testimony is second-hand evidence in which the witness is not telling what s/he knows personally, but what others have said to him/her

B. Subject to a variety of exceptions, hearsay evidence is not admissible in court because the person who supposedly knew the facts is not in court to state his/her exact words; the



trier of fact cannot judge the demeanor and credibility of the alleged first-hand witness, and the opposing party cannot cross-examine the individual

C. Exceptions to the rule against hearsay arise when a probability of trustworthiness exists

D. Common exceptions to rule against hearsay

1. Dying declaration
  - a. Statement of victim of homicide relating to cause or circumstances of death (e.g., identity of killer)
  - b. Victim must believe death is imminent
  - c. Victim must have first-hand knowledge of cause or circumstances
  - d. Victim must die or otherwise be unavailable
2. *Res gestae* statements (victim and witness statements)
  - a. Statement relating to a startling event or condition made while the declarant was under the stress of excitement, also known as an excited utterance
3. Public records
  - a. Records, reports, or data compilations of public agencies without producing official who compiled record (725 ILCS 5/115-5(b))
  - b. However, police reports fall within exception only if officer who wrote report is available as a witness (725 ILCS 5/115-5(c)(2))
4. Business records (725 ILCS 5/115-5)
  - a. Records regularly kept in the ordinary course of business are presumptively reliable (e.g., telephone call records, sales records, credit card records)
5. Past recollection recorded
  - a. Witness's previously written memorandum is admissible if
    - (1) Witness personally observed event referred to in the writing
    - (2) Writing was made when event was fresh in witness' mind
    - (3) Witness must testify that writing was true and accurate when made
    - (4) Witness must have no current recollection of event
  - b. Examples include crime scene diagrams and photos, VIN and serial numbers
  - c. Actual recorded memorandum is admitted into evidence
6. Present recollection refreshed
  - a. Witness is permitted to refresh memory from previously taken notes
  - b. Witness' testimony, not the notes, is admitted into evidence
7. Statements, admissions and confessions of defendant
  - a. Traditional exception as statement against interest
  - b. Must meet statutory and constitutional requirements
  - c. 725 ILCS 5/103-2.1 is applicable to homicide section of the criminal statutes

### III. Tests of evidence admissibility

- A. For evidence to be admitted in court it must meet the three-part test of
1. Relevancy – Evidence is relevant when it has some value or tendency to prove a matter of fact significant to the case
  2. Materiality – Evidence is material when it is important and significant in proving a fact in controversy in a case
  3. Foundation – A foundation must be laid for evidence which, on its face, appears not to be relevant. Foundation is shown by establishing relationship between offered evidence and contested issue in the case

#### IV. Evidentiary privileges

A. The law seeks to preserve and foster certain personal relationships which would be placed in jeopardy if confidential communications were disclosed to others

#### B. Forms of evidentiary privilege

1. Husband and wife
  - a. Established by 725 ILCS 5/115-16; 735 ILCS 5/8-801
  - b. An accused has privilege to prevent spouse from testifying as to confidential communications between them during marriage
  - c. Privilege is limited to confidential communications between spouses, not acts
  - d. Spouse can otherwise testify for or against other spouse
  - e. Privilege normally does not apply in cases where other spouse or a minor child is victim, such as domestic violence cases
2. Attorney and client
  - a. Client can prevent disclosure of confidential communication with attorney
  - b. Communication must relate to legal matter or legal advice, not matters of business, friendship, sporting events, etc.
  - c. Privilege does not apply if client is seeking advice on how to commit a crime or commit a fraud
3. Physician and patient (Healthcare practitioner and patient)
  - a. Established by 735 ILCS 5/8-802
  - b. Patient can prevent disclosure of confidential information to physician, surgeon, psychologist, nurse, mental health worker, therapist, or other healing art practitioner
  - c. Not applicable to circumstances of homicide, report of blood-alcohol tests, medical malpractice, or if there is consent by the patient
4. Clergy and confessor
  - a. Established by 735 ILCS 5/8-803
  - b. Clergyman cannot be compelled to disclose any confession or admission made to him or her
5. Rape crisis personnel and sexual assault/abuse victim
  - a. Established by 735 ILCS 5/8-802.1

- b. Confidential communications made by a sexual assault/abuse victim to rape crisis personnel are protected. This is an absolute privilege per the Illinois Supreme Court case, *People v. Foggy*
- 6. Counselor and victim of violent crimes
  - a. Established by 735 ILCS 5/8-802.2
  - b. Confidential communications made by a victim of a violent crime during the course of therapy or consultation to a counselor are protected

**END**

**Page Left Blank**

# LAW:

## U.S. Constitutional Authority

**Instructional Goal:** This block of instruction provides a brief introduction to the U.S. Constitution and highlights its relevance to the criminal justice system and to the profession of policing. The block will introduce law enforcement officer recruits to key cases that reveal how the Constitution has been interpreted by the U.S. Supreme Court in criminal matters, such as *Miranda v. Arizona* (1966).

**Allotted Class Time:** 4 hours

### Student Performance Objectives:

LUCA 1. Explain the U.S. Constitution's relevance to policing in today's society.

LUCA 2. Recognize the amendments impacting criminal procedure.

LUCA 3. Identify key Supreme Court cases that guide police policy, procedure and behavior.

### Resources:

The Constitution of the United States

Amendments to the Constitution

*Mapp v. Ohio*, 367 U.S. 643 (1961)

*Miranda v. Arizona*, 384 U.S. 436 (1966)

*Gideon v. Wainwright*, 372 U.S. 335 (1963)

*Terry v. Ohio*, 392 U.S. 1 (1968)

**Page Left Blank**

# U.S. Constitutional Authority

## Course Outline:

### I. Origin of the U.S. Constitution

- A. The U. S. Constitution is the supreme law of the land and established the framework for our national government
- B. The Preamble serves as an introductory statement which sets out the origin, scope and purpose of the Constitution
- C. The first three articles outline the separation of powers, dividing the federal government into three branches of government
  - 1. Legislative branch consisting of the bicameral Congress (the Senate and the House of Representatives)
  - 2. Executive branch consisting of the President
  - 3. Judicial branch consisting of the Supreme court (and other federal courts)
- D. The Fourth, Fifth, and Sixth articles establish federalism, describing the rights and responsibilities of state governments and their relationship with the federal government
- E. The Amendments
  - 1. There are 27 amendments to the Constitution
  - 2. The Bill of Rights (Amendments 1 – 10) offer protection of individual liberty and justice and place limits on powers of government
  - 3. The 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Amendments: Protecting Liberty
    - a. The 1<sup>st</sup> Amendment - prohibits Congress from obstructing the exercise of certain freedoms: the freedom of religion, speech, press, assembly and the right to petition
    - b. The 2<sup>nd</sup> Amendment - protects the rights of individuals to keep and bear arms
    - c. The 3<sup>rd</sup> Amendment - prohibits the federal government from forcing individuals to provide lodging to soldiers in their homes during peacetime without their consent
  - 4. The 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Amendments: Protecting justice-criminal procedure
    - a. The 4<sup>th</sup> Amendment - protects people against unreasonable searches and seizures of either self or property by government officials
    - b. The 5<sup>th</sup> Amendment - right to trial for major crime only after indictment; prevents double jeopardy; right to remain silent
    - c. The 6<sup>th</sup> Amendment - right to fair and speedy trial by jury; right to counsel

- d. The 7<sup>th</sup> Amendment - prevent overturning of a jury's finding of fact
- e. The 8<sup>th</sup> Amendment – protects people from excessive bail or fines; protects people from cruel and unusual punishment
- 5. The remaining 17 amendments expand individual civil rights, address federal authority, or modify government processes and procedures
  - a. The 14<sup>th</sup> Amendment limited state power in three ways by stating:
    - (1) a state shall not violate a citizen's privileges or immunities
    - (2) a state shall not deprive any person of life, liberty or property without due process of law
    - (3) a state must guarantee all persons equal protection of law

F. Interpreting the Constitution: Courts via case law interpret, supplement and implement constitutional law issues

## II. Supreme Court Cases

- A. *Mapp v. Ohio*, 367 U.S. 643 (1961)
- B. *Miranda v. Arizona*, 384 U.S. 436 (1966)
- C. *Gideon v. Wainwright*, 372 U.S. 335 (1963)
- D. *Terry v. Ohio*, 392 U.S. 1 (1968)

**END**



# LAW:

## Use of Force

**Instructional Goal:** Because of potential harm to citizens and serious civil and criminal consequences to officers arising out of an excessive use of force, use of force is treated separately from other aspects of arrest, search, and seizure. Practical exercises regarding use of deadly force are provided in the unit “Firearms: Decision Making and Situational Shooting.” This course focuses on officer behavior and decision making.

**Allotted Class Time:** 10 hours

### **Student Performance Objectives:**

- LUUF 1. Define “forcible felony.” 720 ILCS 5/2-8
- LUUF 2. Recognize circumstances that justify use of force in defense of person. 720 ILCS 5/7-1
- LUUF 3. Recognize circumstances that justify use of force in defense of dwelling. 720 ILCS 5/7-2
- LUUF 4. Recognize circumstances that justify use of force in defense of other property. 720 ILCS 5/7-3
- LUUF 5. Recognize when the justified use of force described in 720 ILCS 5/7-1, 7-2, and 7-3 is not available. 720 ILCS 5/7-4
- LUUF 6. Recognize circumstances that justify a peace officer’s use of force in making an arrest or in defending self or others. 720 ILCS 5/7-5
- LUUF 7. Recognize prohibited use of force by a peace officer. 720 ILCS 5/7-5.5
- LUUF 8. Recognize circumstances that justify a private person’s use of force in making arrest. 720 ILCS 5/7-6
- LUUF 9. Recognize private person is not authorized in using force to resist arrest. 720 ILCS 5/7-7
- LUUF 10. Define “force likely to cause death or great bodily harm.” 720 ILCS 5/7-8
- LUUF 11. Recognize circumstances that justify use of force to prevent escape. 720 ILCS 5/7-9
- LUUF 12. Recognize extra-legal circumstances to be considered when discharging a firearm at a person.
- LUUF 13. Demonstrate the ability to articulate specific facts that justify the amount of force used.

### **Resources:**

- Illinois Criminal Code, 720 ILCS 5/
- Tennessee v. Garner*, 471 U.S. 1 (1985)
- Graham v. Connor*, 490 U.S. 386 (1989)

**Page Left Blank**

# Use of Force

## Course Outline:

### I. Legal requirements and restrictions on use of force

#### A. U.S. Constitution

1. Fourth Amendment prohibition on unreasonable seizure
  - a. Use of excessive force on arrestee can be Fourth Amendment violation
    - (1) Potential civil liability
    - (2) Potential criminal liability under state and federal law
  - b. Use of deadly force on non-dangerous fleeing felon violates Fourth Amendment
    - (1) *Tennessee v. Garner*
2. Eighth Amendment prohibition on cruel and unusual punishment
  - a. Use of excessive force on prisoner can be Eighth Amendment and 14th Amendment due process violation
    - (1) Potential civil liability
    - (2) Potential criminal liability under state and federal law

#### B. Illinois Constitution and statutes

1. Illinois Constitution – Article I, Section 6
2. Justifiable Use of Force statutes 720 ILCS 5/7-1 through 5/7-9

### II. Definitions and Illinois Statutes “Justifiable Use of Force”

#### A. Definition of “force”

1. Strength or energy brought to bear; cause of motion or change; active power

#### B. Definition of “use of force”

1. Act of physical coercion, normally involves contact between persons
2. Presence of officer is normally not viewed as use of force
  - a. Pointing of firearm is not in itself use of excessive force
  - b. Displaying weapon in threatening manner might be viewed by courts as use of force

#### C. Types of Force

1. Deadly force
2. Non-Deadly Force

#### D. Non-Deadly Force

1. Fists
2. Feet
3. Impact weapons
4. Chemical weapons
5. Restraint devices

6. Canines
7. Ammunition designed to disable or control 720 ILCS 5/7-8(b)

E. Definition of deadly force is “force likely to cause death or great bodily harm.” 720 ILCS 5/7-8

1. Firing firearm in direction of person
2. Firing firearm at a vehicle
3. Other examples of force likely to cause death or great bodily harm
  - a. Striking suspect’s head with baton
  - b. Firing warning shot at suspect
  - c. Manually strangling suspect to point of unconsciousness
  - d. Striking suspect’s head on pavement

F. Definition of “forcible felony” 720 ILCS 5/2-8

1. Treason
2. First degree murder
3. Second degree murder
4. Predatory criminal sexual assault of a child
5. Aggravated criminal sexual assault
6. Criminal sexual assault
7. Robbery
8. Burglary
9. Residential burglary
10. Aggravated arson
11. Arson
12. Aggravated kidnapping
13. Kidnapping
14. Aggravated battery resulting in great bodily harm or permanent disability or disfigurement
15. Any other felony which involves the use or threat of physical force or violence against any individual

G. Use of Force in Defense of Person 720 ILCS 5/7-1

1. One is justified in the use of force against another when and to the extent that he reasonably believes that such conduct is necessary to defend himself or another against such other’s imminent use of unlawful force
2. One is justified in using deadly force only if he reasonably believes that such force
  - a. is necessary to prevent imminent death or great bodily harm to himself or another; or
  - b. is necessary to prevent commission of a forcible felony

#### H. Use of Force in Defense of Dwelling 720 ILCS 5/7-2

1. One is justified in use of force against another when and to the extent that he reasonably believes that such conduct is necessary to prevent or terminate such other's unlawful entry into or attack upon a dwelling
2. One is justified in using deadly force only if
  - a. entry is made or attempted in violent, riotous, or tumultuous manner and necessary to prevent assault; or
  - b. to prevent the commission of a felony

#### I. Use of Force in Defense of Other Property 720 ILCS 5/7-3

1. One is justified in use of force against another when and to the extent that he reasonably believes that such conduct is necessary to prevent or terminate such other's trespass
2. One is justified in using deadly force only if necessary to prevent the commission of a forcible felony

#### J. Use of Force by Aggressor 720 ILCS 5/7-4

1. The justifications set forth in 720 ILCS 5/7-1, 7-2, and 7-3 are not available to a person who:
  - a. is attempting to commit, committing, or escaping after the commission of a forcible felony; or
  - b. initially provokes the use of force against himself, with the intent to use such force as an excuse to inflict bodily harm upon the assailant; or
  - c. otherwise initially provokes the use of force against himself, unless an exception as outlined in the statute exist

#### K. Peace Officer's Use of Force in Making Arrest 720 ILCS 5/7-5

1. Case law recognizes that authority to make an arrest carries with it right to use physical coercion to affect the arrest
2. Officer may use any force he reasonably believes is necessary
3. Authorization to use force applies to both felonies and misdemeanors
  - a. Reasonable force may be used to eject trespassers
  - b. Reasonable force may be used to arrest misdemeanor shoplifters
4. Officer need not retreat or desist from effort to make arrest
5. Use of force likely to cause death or great bodily harm is limited
  - a. Officer reasonably believes such force is necessary to prevent death or great bodily harm to himself or such other person; or
  - b. Officer reasonable believes both that
    - (1) such force is necessary to prevent the arrest from being defeated by resistance or escape; AND
      - (a) the person to be arrested has committed or attempted a forcible felony which involves the infliction or threatened infliction of great bodily harm, or
      - (b) the person to be arrested is attempting to escape by use of deadly weapon, or

(c) the person to be arrested has indicated he will endanger human life or inflict great bodily harm unless arrested without delay

6. Officer may use reasonable force to defend himself/herself or others

L. Reasonable force

1. The minimum amount of force used that is sufficient to achieve a legitimate law enforcement objective
2. Legitimate law enforcement objectives are defined as
  - a. To defend against the conduct of another
  - b. To control the conduct of another
3. *Graham v. Connor* is a significant case for reviewing claims of excessive use of force by law enforcement. The US Supreme Court ruled the Fourth Amendment "reasonableness" inquiry is whether the officers' actions are "objectively reasonable" in light of the facts and circumstances confronting them, without regard to their underlying intent or motivation. The "reasonableness" of a particular use of force must be judged from the perspective of a reasonable officer on the scene, and its calculus must embody an allowance for the fact that police officers are often forced to make split-second decisions about the amount of force necessary in a particular situation.

M. Prohibited Use of Force by a Peace officer 720 ILCS 5/7-5.5

1. A peace officer shall not use a chokehold in the performance of his or her duties, unless deadly force is justified
2. A peace officer shall not use a chokehold, or any lesser contact with the throat or neck area of another in order to prevent the destruction of evidence by ingestion
3. "Chokehold" means applying any direct pressure to the throat, windpipe, or airway of another with the intent to reduce or prevent the intake of air; it does not include any holding involving contact with the neck that is not intended to reduce the intake of air

N. Private Person's Use of Force in making arrest 720 ILCS 5/7-6

1. A private person may use any force which would be justified if he were summoned or directed by a peace officer
2. Use of deadly force only when he reasonably believes that such force is necessary to prevent death or great bodily harm to himself or another

O. Private Person's Use of Force in resisting arrest 720 ILCS 5/7-7

1. A person is not authorized to use force to resist arrest which he knows is being made either by a peace officer or by a private person summoned and directed by a peace officer to make the arrest, even if he believes the arrest is unlawful and the arrest is in fact unlawful

P. Use of Force to Prevent escape 720 ILCS 5/7-9

1. An officer may use same level of force as would be justified in arresting individual
2. An officer may use force, including force likely to cause death or great bodily harm, to prevent prisoner from escaping from penal institution
- 3.

III. Extra-legal issues to be considered in deciding to use force

A. Age of offender

B. Alternative means to apprehend offender

1. Will verbal command to stop behavior be sufficient
2. Can offender be located later without posing danger to community

C. Continuing danger posed

1. Prior experience with suspect
2. Weapon(s) present and in proximity to subject
3. Police resources immediately available
4. Likelihood of danger involved in foot or vehicle pursuit

D. Proximity of bystanders

E. Cover and concealment available

F. Drugs or alcohol onboard subject

G. Officer injured or disabled

H. Subject has special knowledge – Mixed Marshal Arts, etc.

I. Officer exhaustion – after 15-30 seconds of fighting

J. Environmental factors – night, day, cold, ice, heat, terrain

K. Pre-assault indicators

L. Escalation/de-escalation

IV. Levels of force

A. General principles in use of force

1. Force must be reasonable under the circumstances
2. Control tactics should correspond to risk potential and level of resistance met
3. Use least level of force necessary to stop behavior or control situation
  - a. Always consider use of verbal control first, if no risk of injury is posed

- B. Control tactics/officer response
  - 1. Cooperative person
    - a. Officer presence
    - b. Verbal control
    - c. Restraint devices
  - 2. Passive resister
    - a. Joint manipulations
    - b. Pressure sensitive area techniques
    - c. Possible use of chemical agents
  - 3. Active resister
    - a. Stunning techniques
      - (1) With control instruments
      - (2) Without control instruments
    - b. Take-downs
    - c. Chemical agents
    - d. Control instrument techniques
    - e. Canine deployment
  - 4. Aggressive assailant
    - a. Punches, kicks, other striking techniques
    - b. Impact tools
    - c. Take-downs directed at the skeletal structure of the body
    - d. Non-lethal weapons
  - 5. Deadly force assailant
    - a. Firearms
    - b. Other measures that could result in death or great bodily harm

**END**



# **POLICE FUNCTION AND HUMAN BEHAVIOR**

**71 hours**

**Page Left Blank**

# **POLICE FUNCTION AND HUMAN BEHAVIOR**

## **71 Hours**

**Page Left Blank**

# POLICE FUNCTION AND HUMAN BEHAVIOR:

## Child Abuse, Neglect and Abduction

**Instructional Goal:** The problem of child abuse is frequently encountered by law enforcement officers. It is a complex social issue demanding medical, social, legal, and educational services. The emphasis of this unit is on recognition of possible physical abuse, sexual abuse, and neglect cases. It is important that recruits understand the need for intervention when a problem is apparent through proper reporting and referral procedures.

**Allotted Class Time:** 4 hours

### Student Performance Objectives:

PFCA 1. Define the following terms from the Abused and Neglected Child Reporting Act (ANCRA) 325 ILCS 5/:

- A. Child
- B. Abused child
- C. Neglected child
- D. Abandoned child

PFCA 2. Identify proper procedures for conducting preliminary investigation for:

- A. Child abuse
- B. Child neglect
- C. Child Endangerment
- D. Contributing to the Dependency and Neglect of a Child
- E. Child Abandonment
- F. Child Abduction

PFCA 3. Recognize the elements of the following criminal offenses under 720 ILCS 5/10 and 12C:

- A. Kidnapping
- B. Unlawful Restraint
- C. Child Abduction
- D. Luring a Minor
- E. Endangering the life or health of a child
- F. Child Abandonment
- G. Contributing to the dependency and neglect of a minor
- H. Contributing to the delinquency or criminal delinquency of a minor

PFCA 4. Recognize circumstances which warrant placing a child in protective custody.

PFCA 5. Identify proper procedures to follow in placing a child in protective custody.

PFCA 6. Recognize professionals who are mandated reporters under the Abused and Neglected Child Reporting Act.

PFCA 7. Recognize the four (4) criteria necessary for submitting an Amber Alert.

**Resources:**

Abused and Neglected Child Reporting Act (ANCRA), 325 ILCS 5

Juvenile Court Act of 1987, 705 ILCS 405/2

Endangerment and Neglect Offense, 720 ILCS 5/12C

Kidnapping and Related Offenses, 720 ILCS 5/10

Illinois Department of Children and Family Services. May 2015. *Manual for Mandated Reporters*.

Illinois AMBER Alert. *The Illinois AMBER Alert Program*. Retrieved from [www.amberillinois.org](http://www.amberillinois.org)

Abandoned Newborn Infant Protection Act, 325 ILCS 2

Baby Safe Haven. *About the Illinois Safe Haven Law*. Retrieved from <http://safehaven.tv/states/illinois/>

# Child Abuse, Neglect and Abduction

## Course Outline:

### I. Definitions under the Abused and Neglected Child Reporting Act (ANCRA) 325 ILCS 5/

- A. Child
- B. Abused child
- C. Neglected child
- D. Abandoned child (included in the definition of Neglected child)

### II. Criteria needed for a child abuse or neglect investigation

- A. The alleged victim is a child under the age of 18.
- B. The alleged perpetrator is a parent, guardian, foster parent, relative caregiver, paramour, any individual residing in the same home, any person responsible for the child's welfare at the time of the alleged abuse or neglect, or any person who came to know the child through an official capacity or position of trust (for example: health care professionals, educational personnel, recreational supervisors, members of the clergy, volunteers or support personnel) in settings where children may be subject to abuse and neglect.
- C. There is a specific incident of abuse or neglect or a specific set of circumstances involving suspected abuse or neglect.
- D. There is demonstrated harm to the child or a substantial risk of physical or sexual injury to the child.

### III. Investigative techniques related to Child Abuse and Neglect

- A. Child Abuse
  - 1. Indications of physical abuse
    - a. Typical abuse situations
    - b. Distinction between corporal punishment and abuse
    - c. Short-term physical and psychological effects of long-term abuse
  - 2. Indicators of sexual abuse
    - a. Typical assault situations
    - b. Short-term physical and psychological effects of assault
  - 3. Police role in cases of child sexual assault

- a. Protection of child
- b. Role of the Child Advocacy Center
- c. Collection and preservation of evidence
- d. Medical examination

#### B. Child Neglect

1. Distinction between environmental neglect and unattended children
2. Adequacy of a baby-sitter
3. Abandoned Newborn Infant Protection Act, 325 ILCS 2/

#### C. Endangering the life or health of a child

#### D. Child Abandonment

#### E. Contributing to the dependence and neglect of a minor

#### F. Contributing to the delinquency or criminal delinquency of a minor

### IV. Abused, Neglected, and Dependent Minors - the Juvenile Court Act (705 ILCS 5/2)

#### A. Definitions

1. Neglected or abused minor
2. Dependent minor

#### B. Taking into custody

1. Law Enforcement officer may, without a warrant, take into temporary custody a minor whom the officer reasonable believes to be a person described as abused or neglected in the Juvenile Court Act.
2. Protective custody is not an arrest

#### C. Duties of officer

1. Notification of parent or other person legally responsible for minor
2. Notification of DCFS

### V. Notification of Department of Children and Family Services

#### A. Mandated reporters

B. Notify DCFS when there is a specific incident of abuse or neglect or a specific set of circumstances involving suspected abuse or neglect with a victim under 18 years of age and a qualified suspect.

#### C. Illinois Child Abuse Hotline



1. **24/7 operations**
2. **1-800-25-ABUSE (1-800-252-2873)**

D. What information is necessary to report

1. **Names, birth dates (or approximate ages), races, genders, relationships, etc. for all adult and child subjects.**
2. **Addresses for all victims and perpetrators, including current location.**
3. **Information about the siblings or other family members, if available.**
4. **Specific information about the abusive incident or the circumstances contributing to risk of harm—for example, when the incident occurred, the extent of the injuries, how the child says it happened, and any other pertinent information.**
5. **If this information is not readily available, the reporter should not delay a call to the hotline.**

VI. Abduction and AMBER Alert

A. AMBER Alert is a voluntary partnership to activate an immediate bulletin in the most serious child abduction cases.

1. Introduced in Illinois January 2002: [www.amberillinois.org](http://www.amberillinois.org)

B. The following criteria must be met to activate an AMBER Alert:

1. Law enforcement must confirm a child has been abducted
2. Child must be under 16 or have a proven mental or physical disability
3. Law enforcement must believe that child is in danger of serious bodily harm or death.
4. Enough descriptive information about the child, abductor, or suspect vehicle to believe an immediate alert will help

C. Steps to be taken by law enforcement to initiate an AMBER Alert

1. Confirm that an abduction has taken place and the criteria have been met
2. Call ISP Springfield Communication Center (SCC), and complete the pre-established two page facsimile packet available here or in the forms section of LEADS. The facsimile message must include detailed information which could be helpful to the public in identifying the child,
3. Designate a department contact for ISP SCC (include a name and telephone number on the standardized facsimile form),
4. Designate a secondary number to list for media contacts,
5. Obtain a photo for posting and forward to ISP
6. Local law enforcement agencies must follow intra-departmental policy regarding the actual investigation process involving any abducted/kidnaped child incident which takes place within their jurisdiction. The jurisdiction shall maintain contact with the Illinois AMBER Alert Coordinator.
7. Disseminate necessary abduction information via a LEADS/NLETS message (sent LUUU). ISPERN messages shall be coordinated through the ISP district of occurrence,

8. The portrait of the child should be forwarded electronically along with a copy of all abduction details/summaries to the ISP Clearinghouse for Missing and Exploited Children Manager (missing@isp.state.il.us), Telephone #: 800/843-5763, Facsimile #: 217/558-7152
9. Notify ISP SCC of the ISP Clearinghouse for Missing Children Manager to cancel the alert

VII. Applicable criminal offenses related to abduction

- A. Kidnapping (720 ILCS 5/10-1)
- B. Unlawful Restraint (720 ILCS 5/10-3)
- C. Child Abduction (720 ILCS 5/10-5)
- D. Luring of a Minor (720 ILSC 5/10-5.1)

**END**

# POLICE FUNCTION AND HUMAN BEHAVIOR:

## Communication in the Police Environment

**Instructional Goal:** The primary purpose of this unit of instruction is to develop understanding by the recruit of the ways s/he and others consciously and unconsciously express themselves. Communication, verbal and non-verbal, is important to the job all the time. How the officer looks, acts, and speaks as well as perceptions of how others look, act, and speak is a vital aspect of officer effectiveness.

The instructor should emphasize the continuous nature of interpersonal communication in law enforcement. Recruits should be encouraged to recognize the credible impact of body language in a wide range of typical enforcement situations in terms of community relations and enforcement effectiveness. Throughout the instruction, common barriers to interpersonal communication should be highlighted.

Through student participation in communication exercises, the instructor should probe for the student to identify communication techniques that can maximize the potential for positive communication in an officer's day-to-day contacts. Generalizable skills are more important in this unit than specific "how to do it" approaches for an enumerated list of communication situations. This unit of instruction provides a framework upon which subsequent skills units should build.

**Allotted Class Time:** 8 hours

### **Student Performance Objectives:**

- PFPE 1. Demonstrate active listening skills, including need to listen to questions from the public in a patient, courteous manner.
- PFPE 2. Identify proper procedures to comfort emotionally upset persons.
- PFPE 3. Identify proper procedures to deliver emergency messages.
- PFPE 4. Identify alternatives to respond to questions from the public.
- PFPE 5. Identify the need in response to general information requests from the public to provide only that information known to be accurate.
- PFPE 6. Identify the need to follow department rules and regulations regarding giving out information in response to requests from the public.
- PFPE 7. Identify procedures for responding to inquiries regarding progress of a case.
- PFPE 8. Identify proper procedures for explaining arrest action to onlookers.

### **Resources:**

Hulse & McDermott. (2012). *Focus of Training: Interpersonal Skills Training in Police Academy Curriculum*. FBI Bulletin, February 2012. Retrieved from <https://leb.fbi.gov/2012/february/focus-on-training-interpersonal-skills-in-police-academy-curriculum>

Thompson, G. *Verbal Judo – The Gentle Art of Persuasion*. FBI LAW Enforcement Bulletin 2012. Retrieved from <https://leb.fbi.gov/2012/february/focus-on-training-interpersonal-skills-in-police-academy-curriculum>

# Communication in the Police Environment

## Course Outline:

### I. Active listening

- A. Requires conscious concentration
- B. Skillful listening will allow us to overcome any communication gap
- C. Message composition for face to face communication
  - 1. Words (oral)
  - 2. Paralanguage
  - 3. Body language/physical presence
- D. Goal of communication
  - 1. To create a meaning between the sender and receiver to complete the communications loop
  - 2. The sender is responsible for the quality of communications

### II. Listening under pressure

- A. Address the fear
- B. Calm the subject
- C. Channel anger towards you
- D. Focus each question on the main point.
- E. Keep questions non-threatening/ intimidating

### III. What listening is not:

- A. Planning your reply
- B. The “silent treatment”

### IV. What listening is:

- A. Putting your agenda aside
- B. Remaining non-defensive
- C. Seeking to understand their point of view

D. Pacing yourself while talking & listening

V. Convert attitude into a behavior

A. Demonstrate patience

B. Active concentration

C. Suspend judgment

D. After you have gathered your information, decipher what the truth is.

VI. Identify proper procedures to comfort emotionally upset persons

A. Take your time and allow victim to tell his/her story in their own words

B. Allow the victim to regain control by making decisions; ask where he or she would be more comfortable

C. Appropriate physical contact

1. Limit to non-invasive and non-intimate

D. Make contact light and brief

E. Match with supportive reinforcing verbal messages

F. Enable support

G. Reinforce prosecution option

1. Victim did the right thing by reporting the incident

H. Make referrals for counseling

I. Avoid confrontational interviewing techniques

VII. Specific police communication situations

A. Emotionally upset persons

1. Avoiding interruptions

2. Allowing persons to vent feelings

3. Recommends suitable course of action

a. Counseling

b. Relatives

c. Legal aid

d. Social services

e. Religious help

VIII. Ability to define, discriminate and appropriately display basic interviewing skills which minimally include:

- A. Three types of effective questions
  - 1. Open-ended questions
  - 2. Clarifying questions
  - 3. Follow-up questions- move on to, “What do you think about?”
  
- B. Three strategies to enhance active listening
  - 1. Paraphrase
  - 2. Reflections
  - 3. Echoes
  
- C. When asking questions of a witness, an officer should be able to ask questions without inadvertently supplying answers.

IX. Ability to list and recognize major interview flaws. List of such flaws would minimally include:

- A. Excessive talking by interviewer
  
- B. Excessive use of questions
  
- C. Excessive use of closed-ended questions
  
- D. Ignoring emotions of interviewee
  
- E. Excessive judgmental behavior
  
- F. Other interview flaws

X. Ability to recognize, correctly interpret, and display gestures and other nonverbal behavior that commonly precede violence, affect rapport or generate community problems. Minimal performance here requires the ability to correctly recognize and display at least five major gesture patterns involving:

- A. Gestures associated with authority and social dominance
  
- B. Gestures associated with positive or negative evaluation
  
- C. Gestures associated with high or low rapport
  
- D. Gestures which result in violence or increased rapport as a result of invasions of personal space

E. Systems for analyzing nonverbal behavior

XI. Ability to recognize and display responses associated with assertiveness. Minimal skills include:

- A. Ability to distinguish correctly assertiveness from aggressive responses
- B. Ability to generate three-part verbal assertiveness messages
- C. Ability to recognize and display common assertiveness techniques, including silence, fogging, broken record, etc.

XII. Emergency messages (injury, death)

- A. Seek assistance from other concerned parties if possible
- B. Making death notifications
  - 1. Give in small doses, coming to a point
  - 2. Most important part of making death notification is safety
- C. When delivering message
  - 1. Be sure of information
  - 2. Make sure you are providing information to correct person
  - 3. Exercise safety
    - a. Have second officer present
  - 4. Be compassionate
  - 5. Provide contact names & telephone numbers if more information is in another jurisdiction
  - 6. Person is never prepared for the information
  - 7. Never by telephone
  - 8. Tell only what they need to know
  - 9. Wear uniform and drive a marked squad car
  - 10. Encourage the recipient to contact family or friends and remain with the person until their arrival
- D. Inquiries regarding progress of a case
  - 1. Certainty that information is accurate
  - 2. Courteous and concerned manner
  - 3. Families of adult offenders
    - a. Informing of charge
    - b. Explaining legal proceedings
    - c. Providing only necessary information
- E. Proper procedures for explaining arrest action to concerned onlookers—state only the reason for the arrest and where the suspect is being taken



XIII. Identify the need to follow department rules and regulations regarding giving out information in response to requests from the public

**END**

**Page Left Blank**

# POLICE FUNCTION AND HUMAN BEHAVIOR:

## Crime Victims and Their Rights

**Instructional Goal:** During the time that they are involved with law enforcement, victims of crimes are – by nature of their circumstances – vulnerable. It has been observed that targets of criminal activity can feel doubly victimized by those responding and investigating the unlawful behavior. Law enforcement officers must learn to support victims of crime not only to prevent such unintended additional harm and to protect the most vulnerable, but also because an effective response to victims increases conviction rates and decreases the rate of crime in the community. This course focuses on the critical needs of victims that officers must address, and how the elements of a successful law enforcement response support positive relationships between officers and victims. An introduction to the Americans with Disability Act follows, with a discussion centered on effective communication with individuals with specific disabilities. The victims of hate crimes are addressed specifically due to the target, complicated, and vicious nature of the assault.

**Allotted Class Time:** 4 hours

### Student Performance Objectives:

- PFCV 1. Identify the rights of crime victims provided by the Illinois Constitution.
- PFCV 2. Identify enforcement of the rights provided by the Rights of Crime Victims and Witnesses Act, 725 ILCS 120/1 et. seq.
- PFCV 3. Identify availability of compensation for victims provided by the Crime Victims Compensation Act, 740 ILCS 45/1 et. seq.
- PFCV 4. Describe the critical needs of crime victims.
- PFCV 5. Recognize the key elements of a successful response to a victim.
- PFCV 6. Understand implications of the Americans with Disabilities Act with respect to crime victims.
- PFCV 7. Describe strategies for effective communication with crime victims with disabilities.
- PFCV 8. Understand the context and special needs of victims of hate crimes.
- PFCV 9. Recognize the context and special needs of immigrant victims of crime.

### Resources:

Crime Victim Services Division, Office of the Illinois Attorney General. (2015). *Notice of Victim's Assertion of Rights*. Retrieved from <http://www.illinoisattorneygeneral.gov/victims/Notice%20of%20Victims%20Assertion%20of%20Rights.pdf>

Crime Victim Services Division, Office of the Illinois Attorney General. (2015). *Statement of Marsy's Rights*. Retrieved from <http://www.illinoisattorneygeneral.gov/victims/Marsys%20Rights.pdf>

Office for the Victims of Crime, U.S. Department of Justice & the International Association of Chiefs of Police. (2009). *Enhancing Law Enforcement Response to Victims; a 21<sup>st</sup> Century Strategy*. Retrieved from [http://www.theiacp.org/portals/0/pdfs/responsetovictims/pdf/pdf/iacp\\_strategy\\_rev\\_09\\_layout\\_1.pdf](http://www.theiacp.org/portals/0/pdfs/responsetovictims/pdf/pdf/iacp_strategy_rev_09_layout_1.pdf)

Federal Bureau of Investigation. (2011). *Hate Crime Statistics for Illinois*. Retrieved from <http://www.fbi.gov/about-us/cjis/ucr/hate-crime/2011/tables/table-13-1/table-13-illinois>

Office for the Victims of Crime, U.S. Department of Justice & the National Sheriffs Association. (2008). *First Response to Victims of Crime*. Retrieved from <http://ojp.gov/ovc/publications/infores/pdftxt/FirstResponseGuidebook.pdf>

# Crime Victims and Their Rights

## Course Outline:

### I. Crime Victims' rights in the Illinois Constitution and Illinois statutes

#### A. Illinois Constitution, Article 1, Section 8.1, as amended by voters on November 4, 2014

1. Also known as "Marsy's Law"
2. Rights related to criminal justice system process
3. In November 1992, Illinois voters adopted an amendment to the Illinois Constitution guaranteeing victims 10 specific rights
  - a. These were not enforceable rights for victims
4. The November 2014 constitutional amendment strengthened existing rights, added some new rights, and provided enforcement of victim rights

#### B. Rights of Crime Victims and Witnesses Act, 725 ILCS 120/1 et. seq.

1. Right to be treated with fairness and respect for their dignity and privacy and to be free of harassment, intimidation, and abuse throughout the criminal justice process
2. Expanded rights to notice and hearing
3. Consideration of victim safety

#### C. Illinois Crime Victims Compensation Act, 740 ILCS 45/1 et. seq.

1. Victim eligibility
2. Eligible expenses (total compensation  $\leq$  \$27,000)
3. Law enforcement shall inform the victim or dependents of the availability of an award of compensation and advise victim that information about filing a claim may be obtained from the office of the Attorney General, 740 ILCS 45/5.1(b)

### II. The seven critical needs of crime victims

A. Safety

B. Support

C. Information

D. Access

E. Continuity

F. Voice

G. Justice

III. Key elements for successfully responding to victims

- A. Effective communication
- B. Responsiveness
- C. Empathy
- D. Professionalism and integrity
- E. Honesty and confidentiality
- F. Knowledge of available resources and services

IV. Rights of victims with disabilities

- A. Disabled individuals at enhanced risk for victimization
- B. Americans with Disability Act
  1. Individuals may not be excluded from nor denied the benefit of law enforcement services
  2. Liability for wrongful arrest or for failure to adequately train

V. Strategies for effective communication with victims with disabilities

- A. Deaf and hearing impaired
- B. Autism
- C. Traumatic brain injury
- D. Mental illness
- E. Elderly, Dementia, Alzheimer's Disease

VI. Victims of hate crimes

- A. Illinois law 720 ILCS 5/12-7.1
- B. Particular psychological and emotional impact of targeting

C. Strategies for responding effectively

VII. Context and special needs of immigrants and undocumented residents

A. Title VI of the Civil Rights Act

B. Cultural considerations in how victims might interpret events and respond

C. Victim-perpetrator may have a legal status tie; refer to immigration specialists

D. Language barriers

E. Strategies for responding effectively

**END**

**Page Left Blank**



# **POLICE FUNCTION AND HUMAN BEHAVIOR: Crisis Intervention and Disturbance Calls**

**Instructional Goal:** Today's police officers are being increasingly called upon to perform emergency intervention services for their community. Particularly in response to family disturbance calls, the officer is confronted with high risk of serious violence and injury. All officers should be prepared to analyze and effectively deal with these crisis intervention situations.

The first objective of this instructional unit is to introduce the officer to the broad range of activities termed "crisis intervention;" provide a variety of such situations; explain the underlying causes of crisis situations, particularly personality and emotional development which contribute to agitated differences; inform the student of some of the dangers in crisis situations, particularly in family disputes; and to emphasize effective crisis intervention techniques. All of the aforementioned should be discussed in terms of the police officer's contemporary role in crisis intervention -- to prevent and deter, as contrasted with the police officer's traditional role to merely restore calm.

The second objective of this instructional unit is to provide a demonstration of crisis intervention techniques through the use of various media and/or role playing situations. Demonstration should aid the student in bringing previously obtained knowledge to the application level.

**Allotted Class Time:** 6 hours

### **Student Performance Objectives:**

- PFCI 1. Identify proper mediation and safety procedures in responding to civil disputes.
- PFCI 2. Identify psychological/social problems that should be referred to social service agencies.
- PFCI 3. Identify commonly available social service agencies in Illinois.

**Page Left Blank**

# Crisis Intervention and Disturbance Calls

## Course Outline:

### I. Characteristics of crisis situations

- A. Crisis as turning point
- B. Patterns in crisis reaction
- C. Acute vs. chronic situations
- D. Goals of mediation
- E. Characteristics indicating referral is needed (i.e., an abandoned wife with small children who are in need of shelter and food or a person who feels helpless and seems confused about the situation)

### II. Civil dispute response techniques

- A. Evaluating information received about dispute to determine potential dangers in situations
  - 1. Dispatch information from witnesses
  - 2. Obtain information from other officers
  - 3. When approaching the scene of a reported domestic dispute, use emergency lights and/or siren only if there is an indication of ongoing or imminent violence.
- B. Approaching site of dispute in a cautious manner, driving quickly but quietly
  - 1. Does not stand in front of door or windows
  - 2. Looks for means of escape, leaves door ajar
  - 3. Observes and listens for unusual conditions upon arrival
  - 4. Enters site of dispute cautiously, announcing presence only after reaching the door
    - a. Introduces himself/herself
    - b. Observes for all possible weapons
    - c. Waits at the door if invited in until someone comes to the door and looks inside before entering
    - d. When there is no response to knocking at the door, but a disturbance can be heard inside, an officer should enter immediately but cautiously
    - e. If a voice is heard requesting help but officers are refused entry by another party, officers should enter immediately using force, if necessary
  - 5. If back-up assistance indicated or requested, wait for back-up before entering

### C. Mediation

1. Separates disputants, if appropriate
  - a. Depends on circumstances such as location, degree of hostility, nature of dispute
  - b. Never advisable if disputants cannot be monitored
2. Listens to both sides of dispute without taking sides, to determine source of dispute; officer may pretend to misunderstand in order to get disputants talking constructively
3. Attempts to reconcile disputants
  - a. Have one party leave
  - b. Settle differences
  - c. The use of humor in mediating a dispute is very risky and generally to be avoided
4. Advises disputants of alternative courses of actions
  - a. Civil remedies
  - b. Prosecution
  - c. Filing a suit in small claims court
5. Arrests disputant in volatile ongoing dispute when necessary to maintain public peace
6. Records action taken in handling dispute
7. If one officer is handling the call alone, keep both disputants in sight even if separated
8. Important to break eye contact between the disputants
9. Have them sit down if officer deems appropriate for the situation
10. The appropriate distance to maintain between the officer and the disputants is best described by the term “conversational.”

### III. Special considerations

- A. Husband-wife dispute (attempt mediation unless violence has occurred)
- B. Neighborhood dispute
- C. Bar fights
- D. Barricaded persons
- E. Attempted suicide

**END**

# **POLICE FUNCTION AND HUMAN BEHAVIOR:**

## **Crowd Behavior and Civil Disorder**

**Instructional Goal:** Necessary caution because of the volatility of crowds is the focus of this unit of instruction. Background information regarding crowd psychology is necessary to understand the rationale for crowd control tactics. Riot formations should be discussed, although specific practical exercises are a local agency responsibility because of variation in techniques and policies.

**Allotted Class Time:** 4 hours

### **Student Performance Objectives:**

- PFCB 1. Identify the need to assess both the size and nature of a crowd.
- PFCB 2. Identify work force, equipment and tactical alternatives usable in crowd control.
- PFCB 3. Identify need to determine leaders and agitators of hostile groups.
- PFCB 4. Identify proper procedures for effecting arrests in crowd conditions.
- PFCB 5. Identify proper application of the mob action statute in regard to crowd behavior enforcement.

**Page Left Blank**

# Crowd Behavior and Civil Disorder

## Course Outline:

I. The primary role of the police in both crowd control and crisis intervention situations is control of the incident, and the neutralization of aggressive crowd and individual behavior. Frequently, the police contribute to an escalation of deviant behavior when we should work to de-escalate the situation.

II. The constitution of the United States grants citizens the right to assemble, communicate ideas, and share problems and desires. It is important to recognize these rights and react to crowd situation accordingly. Any unjust denial of these basic rights can give rise to feelings of frustration and desperation that can:

- A. Be exploited by elements of a community prone to violence and/or
- B. Serve for the foundation on which additional grievance can build. Both of these can lead to possible violent protest or action

III. People gather for a variety of reasons. They gather in small, spontaneous groups out of curiosity and in large formal groups out of common interest. The groups may be passive or aggressive, or a combination of both. Officers who encounter these groups must appraise the situation carefully and keep in mind that their primary responsibility is control of the situation. Factors to consider in a crowd situation are:

- A. The legal rights of assembly
- B. The right of the public to carry on business
- C. Your ability to handle the situation
- D. Emotional complexion of the crowd

## IV. Nature of crowds

A. Crowds come in variety of sizes and assemble for a variety of reasons. Police officers are most interested in what the members of the group are going to do and why. The following types of crowds have been identified:

1. Casual Crowd (Example: people at a shopping center)
2. Cohesive Crowd (Examples: sporting events, concerts, attention gathering scenes such as a fire or a fight)
3. Expressive Crowd (Examples: crowds at a political rally, picket lines, and religious protests)

4. Aggressive Crowd: Ordinarily these people have come together because of strong feelings about some issue and show a unity of purpose. This type of crowd is the most difficult for a police officer to handle.

B. Casual crowds (can become)

Cohesive crowds (can become)

Expressive crowds (can become)

Aggressive crowds (can become)

A mob

V. When a crowd becomes a mob, all restraint is lost. The presence of some identifiable leadership or the arrival of some hated figure can transform belligerence into a frenzy in an instant. Various types of mobs are as follows:

A. Aggressive: Lynch mobs, strikebreakers, etc.

B. Escape: Generally, a group of individuals who are driven by an overwhelming fear and the need to escape some danger.

C. Acquisitive: A riot that turns to looting.

D. Expressive: Rivalry between the members of a Crowd (example: political rally, concert, etc.)

VI. Mob action (720ILCS 5/25-1)

VII. There are a variety of behaviors or personalities usually found in a crowd or mob. Among those identified are the:

A. Impulsive & Lawless

B. Suggestible

C. Cautious

D. Yielders

E. Those people do not participate

F. Resisters

VIII. The effects of crowd behavior on individuals:

A. Anonymity



## B. Conformity

### IX. Police response to crowds:

A. Officers must be able to identify the type and size of the crowd they are dealing with. The most effective response to a growing crowd, if they become aggressive, is an impressive show of strength. That is not always possible.

B. First arriving officers need to:

1. Take an immediate leadership role or call for supervision. It is important to remember that the police should not attempt to take any action until they have a sufficient number of officers present that are likely to insure success.
2. Remove Anonymity: Police can use a number of tactics to neutralize the feeling of anonymity. This is accomplished through positive identification.
3. Identify leaders: If the leaders of a group can be identified and reasoned with, the situation can be neutralized.

C. In order for arrests to be effective they should be:

1. Swift
2. Discreet: particularly for the leaders as the conflict that can arise from an arrest can polarize or energize a crowd.

X. Police officers must remember that any attempt to forcibly disperse a crowd must not be undertaken until there are a sufficient number of officers present. If this is to occur, the police commander should announce the intention of the police in clear and understandable terms, without conditions.

A. A general rule of thumb is that 1/3 of the officers present should directly engage the crowd, 1/3 should be present to directly support the forward the group and 1/3 in reserve

B. If an attempt is going to be undertaken to divide or disperse the crowd they must be provided with an avenue of escape.

C. Force should be considered a last resort

XI. Isolated officers in crowd situations: When lone officers (or an easily overwhelmed number of officers) encounter a hostile crowd they should:

A. Move to a safe position and call for back-up

B. Monitor the growth and actions of the crowd and notify Communications

C. Move to and maintain a position that eliminates the possibility of attack from behind (Example, back to a wall, move away in a side-step fashion, keeping your back to that of other officers present)

- D. Notify the crowd that back-up is on the way (You may want to wait until it is nearby)
- E. Direct your attention to the loudest one present or the obvious leader
- F. Use a loud and firm voice (choose your words carefully) as it is always easier to talk your way out of a dangerous situation than it is to fight your way out.
- G. Regardless of the number of officers present, the police must always control their behavior and emotions.
- H. If encountered in your vehicle
  1. Attempt to drive out of the situation
  2. Use the P/A system
  3. Try to stay in the car if significantly outnumbered

XII. There are a variety of effective formations that the police can use in crowd or riot situations. They include:

- A. Skirmish line
- B. Wedge
- C. Diagonal

XIII. Equipment:

- A. Baton or Riot Stick
- B. Shotgun
- C. Helmet w/ Visor
- D. Radio
- E. Gloves
- F. Boots
- G. Shin Guards
- H. Shields

**END**

# **POLICE FUNCTION AND HUMAN BEHAVIOR:**

## **Domestic Violence**

**Instructional Goal:** The goal of this unit is to familiarize recruits with characteristics of crimes that encompass domestic violence, the psychological dynamics involved in abusive relationships, and how law enforcement officers can protect the safety of victims. Recruits will be expected to understand the mechanics of the Illinois Domestic Violence Act (750 ILCS 60), including the order of protection process and what remedies are available to victims. The material in this unit also includes how orders of protection are enforced and distinguishes orders of protection from stalking no contact orders and civil no contact orders.

**Allotted Class Time:** 10 hours

### **Student Performance Objective:**

- PFDV 1. Understand what legally constitutes domestic violence under Illinois law.
- PFDV 2. Recognize and identify the elements of domestic battery and other Illinois crimes commonly associated with domestic violence.
- PFDV 3. Recognize signs of domestic violence that includes physical abuse.
- PFDV 4. Understand the psychological considerations when dealing with domestic violence victims, immediate and long-term.
- PFDV 5. Identify the elements of an order of protection.
- PFDV 6. Understand the enforcement of orders of protection.
- PFDV 7. Understand law enforcement responsibilities in domestic violence cases.

### **Legal Resources:**

Domestic Violence Act - 750 ILCS, 60/

Domestic Battery 720 ILCS, 5/12-3.2

Aggravated Domestic Battery 720 ILCS, 5/12-3.3

Violation of an Order of Protection 720 ILCS, 5/12-3.4

Interfering with the Reporting of Domestic Violence 720 ILCS, 5/12-3.5

Disclosing Location of Domestic Violence Victim 720 ILCS, 5/12-3.6

Intimidation and aggravated intimidation 720 ILCS, 5/12-6 and 12-6.2

Harassment (phone, electronic means or in person) 720 ILCS, 5/26.5-2 and 26.5-3

Stalking and aggravated stalking 720 ILCS, 5/12-7.3 and 7.4

Cyberstalking 720 ILCS, 5/12-7.5

Kidnapping and aggravated kidnapping 720 ILCS, 5/10-1 and 10-2

Unlawful restraint/aggravated unlawful restraint, 720 ILCS 5/10-3, and 10-3.1

Violation of bail bond 720 ILCS, 5/32-10

**Informational Resources:**

Illinois Coalition against Domestic Violence. Retrieved from <https://www.ilcadv.org/>

Illinois Attorney General. *Advocating for Women*. Retrieved from <http://www.illinoisattorneygeneral.gov/women/>

- IDVA Rights sheet
- Crime Victim Compensation
- Automated Victim Notification

**Additional Resources:**

*No More Tears: A Documentary on Domestic Violence*. Retrieved from <http://vimeo.com/85265420>

[Domestic Violence Documentary]. (2009, December 16). *Jacquelyn Campbell, John Hopkins*. Retrieved from <https://www.youtube.com/watch?v=0V1UKHU4DUQ&index=10&list=UUBiZ07Uqo7qD-nRSanrl4Bg>

International Association of Chiefs of Police. *Protecting Victims of Domestic Violence: A Law Enforcement Officer's Guide to Enforcing Orders of Protection Nationwide*. Retrieved from <http://www.theiacp.org/portals/0/pdfs/ProtectingVictimsOfDV.pdf>

Cheney, J., Preston, C. Reuland, M., & Schaeffer Morabito, M. *Police-Community Partnerships to Address Domestic Violence*. U.S. Department of Justice, Community Oriented Policing Services and Police Executive Research Forum. Retrieved from <http://ric-zai-inc.com/Publications/cops-p091-pub.pdf>

# Domestic Violence

## Course Outline:

### I. Basics of Domestic Violence

#### A. What is Domestic Violence?

1. Attempting to cause, or causing, abuse of a family or household member or high-risk adult with disabilities, or attempting to cause, or causing, neglect or exploitation of a high-risk adult with disabilities which threatens the adult's health and safety.
2. Domestic Violence – like sexual assault – is about POWER and CONTROL.

#### B. Why do victims stay?

1. Victims stay for cultural, religious, financial, or family reasons.
2. The abuser often threatens the children, demean the victim, or isolate them away from family and friends.

C. Domestic Violence is NOT a criminal offense – it provides court ordered protection against a number of different acts, regardless of whether the act is a separately listed crime under Illinois law. An officer may make an arrest for any criminal offense; however, for it to be classified as a domestic violence case, it must meet the elements of the Illinois Domestic Violence Act.

### II. Elements of the domestic violence (definitions) 750 ILCS 60/103

#### A. Family and Household Members (Victims) 750 ILCS 60/103(6)

1. Spouses
2. Former spouses
3. Parents, children, step children and other persons related by blood or marriage
4. Persons who share or formerly shared a common dwelling
5. Persons who have (or allegedly have) a child in common
6. Persons who share (or allegedly share) a blood relationship through a child
7. Persons who have (or have had) a dating or engagement relationship
8. Persons with disabilities and their personal assistants

Note: Neither a causal relationship nor ordinary fraternization between two people shall be deemed to constitute a dating relationship.

#### B. Domestic Violence - The term abuse includes:

1. Physical Abuse 750 ILCS 60/103(14)
2. Harassment 750 ILCS 60/103(7)
3. Intimidation of a dependent 750 ILCS 60/103(10)
4. Interfering with personal liberty 750 ILCS 60/103(9)
5. Willful deprivation 750 ILCS 60/103(15)

Note: “**Abuse**” does not include “reasonable direction of a minor child by a parent of person “*in loco parentis*”

- C. When does the Illinois Domestic Violence Act (IDVA) apply?
1. Answer these questions:
    - a. What is the relationship?
    - b. What was the behavior?
  2. Family or household member + Abuse = IDVA
  3. Legal considerations when DV occurs in the presence of a child or the victim is Elderly

D. KNOW THE LAW **AND** YOUR DEPARTMENT POLICY AND PROCEDURE – then follow it.

### III. Handling the Domestic Violence Call

- A. The time of greatest danger is arrival
1. Think about approach
  2. Think about environment
  3. Think about back-up
- B. Be alert
1. No call is routine, regardless of how many times you have been there
  2. Think about your approach
    - a. where to stop
    - b. on approach, stop/look/listen – what do you hear?
    - c. gain entry
- C. Establish control
1. Always remember that the abuser's greatest threat is power and control.
  2. That advantage should be lost when the police arrive.
  3. Identify the aggressor keeping in mind the psychology of domestic violence situations
  4. Consider the dynamics of the aggressor/victim relationship along with any physical evidence
- D. Separate the parties
1. Use caution on locations (bedrooms, kitchens)
  2. Ask if anyone else present, any dogs, any weapons
  3. Look for signs of physical injuries and ask how the injuries occurred
- E. Maintain visual contact with cover officers
1. Doorways
  2. Involved parties back-to-back
- F. Get basic information from each involved party and witnesses (to include children present)
- G. If not married, establish residence

#### H. Watch for attempts at manipulation by the abuser

1. The batterer may acknowledge “family problems” and use excuses for any injury to explain what happened
  - a. She bruises easily
  - b. She was hysterical
  - c. She has mental problems/she’s not taking her medication
  - d. She provoked me
  - e. I was just defending myself
  - f. She was out of control

#### I. Considerations when there is physical abuse

1. Observable physical signs, injuries or symptoms common in physical abuse.
2. Give examples and discuss
3. Characteristic specific injuries
4. DV with physical abuse, the injuries are often (but not always) distributed in a recognizable pattern with centrally located injuries.
5. Defensive injuries
6. Injuries are not consistent with explanations
7. Injuries in various stages of healing
8. Understanding reluctance to talk to officers in detail about injuries or delay getting medical attention

#### J. Psychological considerations when dealing with domestic violence victims. Variation in presenting responses when an officer responds to a call

1. Withdrawal
2. Denial
3. Emotional
4. Aggressive

### II. Officer Responsibility

#### A. Officer’s Responsibility under IDVA

1. Prevent further abuse by arresting the abuser where appropriate
2. Arranging for or transporting the victim to a medical facility or shelter or place of safety and/or accompanying the victim back to the residence to get belongings.
3. Advising the victim of his or her right to an order of protection and the importance of preserving evidence, such as damaged clothing and property as well as photographing injuries and/or damage.
4. Providing the victim with information, in his or her primary language, with at least one referral to a local service agency and providing the officer's name, badge number, department, and phone number. (IDVA Rights Sheets)

5. Seizing weapons used and ask if a weapon was used in the past so the victim can seek a court order requiring the weapons seizure.
  - a. Was the weapon used or threatened to commit the abuse?
  - b. What if the “offender” is a police officer? There is no state exception to 18 U.S. Code § 922
6. Allowing minors or dependents to remain with the victim or person
  - a. designated by the victim
7. Write a detailed report on all domestic violence calls.

#### B. Required elements of the report

1. Observations of both suspect and victim’s condition
2. Statements by the suspect, victim, and others present including information about the frequency and severity of prior incidents
3. Visible injuries on any party (how injury received)
4. Presence of weapons (used or threatened)
5. Presence of minors (ages, location during incident, statements)
6. Medical attention (given or refused)
7. Arrest made (or locations at the conclusion of the call)
8. Assistance given by officer (transportation, shelter, IDVA rights sheet)

### III. Order of Protection

#### A. Common Terms

1. Petitioner – victim or complainant
2. Respondent – offender or suspect
3. Remedies – rules or requirements

#### B. Types and durations

1. Emergency (14-21 days – sets a hearing)
2. Interim (30 days)
3. Plenary (up to 2 years – after a hearing)

#### C. Remedies

1. Forbid any further abuse, neglect or exploitation. **(POLICE ENFORCED)**
2. Order the Abuser not to enter the shared home for a period of time. This is often called a vacate order or an exclusive possession order. **(POLICE ENFORCED)**
3. Order the Abuser to stay away from person or persons protected by the order or prohibit the Abuser from entering or remaining in a specified place. **(POLICE ENFORCED)**
4. Require or recommend counseling for the Abuser.
5. Award physical care and possession of minor child. **(POLICE ENFORCED)**
6. Award temporary legal custody.
7. Determine visitation.
8. Prohibit the Abuser from removing the child from the state or concealing the child within the state. **(POLICE ENFORCED)**



9. Order the Abuser to appear in court alone, or with the child.
10. Grant possession of personal property to the Victim and arrange for transfer of property. **(POLICE ESCORT)**
11. Forbid the Abuser from taking, transferring or destroying the Victim's property.
12. Order the Abuser to pay temporary support to the Victim and/or children.
13. Order the Abuser to pay the Victim for losses suffered as a direct result of the abuse (medical and dental expenses, repair/replace damaged property, attorney's fees, court costs)
14. Prohibit the Abuser from entering or remaining in the residence or household while the Abuser is under the influence of alcohol or drugs. **(POLICE ENFORCED)**
15. Prohibit the Abuser from any illegal possession of firearms. **(POLICE ENFORCED)**
16. Prohibit the Abuser access to school records if the Abuser is prohibited contact with a minor child.
17. Order the Abuser to reimburse a DV Program providing temporary shelter and counseling to Petitioner.
18. Order injunctive relief as necessary or appropriate to prevent further abuse.

#### D. Authorized use of arrest in domestic violence cases

1. Purpose of arrest even when victim is reluctant to prosecute
2. Need to arrest when probable cause exists
3. Arrests without warrant in domestic violence cases
  - a. Where a criminal offense is occurring or has occurred between family or household members, whether or not in the presence of the officer
  - b. Where a violation of an order of protection is occurring or has occurred
4. Civil immunity for good faith enforcement of the Act
5. Procedures for obtaining an order of protection
  - a. Civil court (usually as part of a divorce)
  - b. Criminal courts (usually after an arrest is made)
  - c. Check with States Attorney's Office to learn process
6. Serving an order of protection
  - a. The respondent can be served (given knowledge of) the O.P. by:
    - (1) Service in court
    - (2) Service by sheriff
    - (3) Service by police officer (short form notice)
    - (4) Service through actual knowledge
  - b. An Order of Protection must be served on the respondent **BEFORE** he/she can be arrested for violation
  - c. Petitioner/victim **CANNOT** be arrested for violation of the Order of Protection as it is a court order against the Respondent/offender.
7. Verifying an order of protection
  - a. Before enforcing the order, it must be verified as active and served

- b. An officer can verify the validity and service on an Order of Protection
      - (1) stamped and filed copy given to the petitioner by the court
      - (2) Via LEADS using either petitioner or respondent name and DOB
- 8. Violation of the Order of Protection 720 ILCS 5/12-3.4
  - a. Only respondent can violate
  - b. Does not need to be present when police arrive
  - c. Penalty for violation - Class A misdemeanor
  - d. Within Illinois and nationally
- 9. Bail Bond (725 ILCS 5/110-10d)
  - a. Victim is “a family or household member”, as defined by IDVA
  - b. Offender is not allowed to post bond at the station or jail.
  - c. Must appear before the judge
  - d. When released, conditions shall be imposed on bond that restrict access to the victim
  - e. Restrictions shall include:
    - (1) refrain from contact or communication for a minimum of 72 hours after release
    - (2) refrain from entering or remaining at the victim's residence for a minimum of 72 hours after release.
    - (3) commonly referred to as “72-HOUR STAY-AWAY”
    - (4) violation of this bond is a Class A Misdemeanor and bond is set by the judge. Violation of Bail Bond 720 ILCS 5/32-10
- 10. Where no arrest is made:
  - a. Must still write a detailed police report of the investigation and disposition of the case
  - b. Informing victims of abuse of the manner in which criminal proceedings may be initiated
  - c. Informing victims of abuse of the importance of preserving evidence

#### IV. Other forms of Orders

- A. Civil No Contact Order (740 ILCS 22/)
- B. Stalking No Contact Order (740 ILCS 21/)

#### V. State Assistance programs

- A. Crime Victim Compensation Act
- B. Automated Victim Notification Act

**END**

# POLICE FUNCTION AND HUMAN BEHAVIOR:

## Elder Abuse and Neglect

**Instructional Goal:** Like other forms of family violence, elder abuse has traditionally been conceptualized as a family problem. Similar to the domestic violence unit, the goal of this section is to assist future officers in understanding how to better address elder abuse and neglect as a criminal issue. Unlike domestic violence, law enforcement officers who suspect elder abuse are mandated to report it to the state hotline. To effectively meet this responsibility, officers need to understand how to identify the indicators of elder abuse and how to sensitively investigate the different forms of abuse. Law enforcement has a critical role in assisting individuals and preventing further abuse and deaths, as well as in strengthening cases for prosecution.

**Allotted Class Time:** 4 hours

### Student Performance Objectives:

- PFEA 1. Identify crimes against the elderly in Illinois.
- PFEA 2. Recognize Elder Abuse under the Adult Protective Services Act (320 ILCS 20/).
- PFEA 3. Identify the dynamics of elder abuse: Who, indicators, and cultural issues.
- PFEA 4. Understand strategies for working with elder abuse victims in various types of investigations.
- PFEA 5. Understand how elder abuse can be prevented.

### Resources:

Illinois Department on Aging. (2014). *What Professionals Need to Know: Understanding Your New Responsibilities as a Mandated Reporter Under the Recently Instituted Adult Protective Services Act*. Retrieved from [https://www.illinois.gov/aging/Resources/NewsAndPublications/Publications/Documents/Report%20Abuse\\_ProKnow2014.pdf](https://www.illinois.gov/aging/Resources/NewsAndPublications/Publications/Documents/Report%20Abuse_ProKnow2014.pdf)

Illinois Council on Aging and the Illinois Family Violence Coordinating Councils. (2011). *Protocol for Law Enforcement: Responding to Victims of Elder Abuse, Neglect and Exploitation*. Retrieved from [https://www.illinois.gov/aging/ProtectionAdvocacy/Documents/ea\\_lawenforcement.pdf](https://www.illinois.gov/aging/ProtectionAdvocacy/Documents/ea_lawenforcement.pdf)

## **Page Left Blank**

# Elder Abuse and Neglect

## Course Outline:

### I. Crimes against the elderly in Illinois

- A. Abuse or Criminal Neglect of a Long Term Care Facility Resident; Criminal Abuse or Neglect of an Elderly Person or Person with Disability, 720 ILCS 5/12-4.4a
- B. Aggravated Battery (A person 60 years of age or older), 720 ILCS 5/12-3.05(d)(1)
- C. Other Potential criminal behavior against the elderly
  - 1. Fraud
  - 2. Exploitation (Financial Exploitation of an Elderly Person, 720 ILCS 5/17-56)
  - 3. Related maltreatments especially durable power of attorney abuse
  - 4. Domestic violence (Domestic Battery, 720 ILCS 5/12-3.2 and Aggravated Domestic Battery, 720 ILCS 5/12-3.3)

### II. Characteristics of elder abuse under the Adult Protective Services Act (320 ILCS 20/)

- A. Elements of Elder Abuse: Specific definitions, including
  - 1. Abuse
  - 2. Neglect
  - 3. Eligible adult
  - 4. Domestic Living Situation
  - 5. Caregiver (in distinction to a long-term care facility/staff or a health care provider)
- B. Status of good faith effort
- C. Mandated reporting
- D. Orders of protection

### III. Common dynamics of elder abuse

- A. Abusers
  - 1. Common characteristics
  - 2. Common behavior
- B. Victims
  - 1. Common characteristics

C. Indicators of physical abuse

1. Physical considerations

- a. Consider that elders and some disabled individuals are prone to injuries. Discuss behavioral signs that distinguish legitimate accidents from physical abuse
- b. Specific indicators that should arouse suspicion (type, shape, positioning)

2. Behavioral considerations

- a. Consider the range of behavior and emotions that characterize normal aging. Discuss how to distinguish from indicators of abuse
- b. Specific indicators that should arouse suspicion

D. Indicators of sexual abuse

1. Physical considerations in victim
2. Behavioral considerations in victim

E. Indicators of emotional abuse. Distinguish normative characteristics of aging from signs of possible abuse

F. Indicators of neglect

G. Cultural issues

IV. Strategies for working with elder abuse victims

A. Physical abuse investigations

B. Sexual abuse investigations

C. Financial exploitation investigations: consider capacity, consent and undue influence

V. Elder abuse prevention measures

A. Role of law enforcement in elder abuse prevention

B. Participation on multidisciplinary teams, community coalitions, specialized trainings

**END**

# POLICE FUNCTION AND HUMAN BEHAVIOR: Ethics

**Instructional Goal:** The essential foundation for police professionalism is positive and ethical behavior, both privately and publicly. The primary purpose of this unit of instruction is to formulate an understanding and adherence to ethical and moral behavior expected of police officers in both their personal and professional lives. With the use of contemporary case studies, the instructor should portray the consequences of unethical and immoral conduct and initiate student discussion of alternative, preventive, or corrective measures. Additional topics to be covered should include, but not be limited to: non-enforcement of law, abuse of authority, and gratuities. The officer must also be encouraged to understand rights and responsibility to critique and improve the moral climate of his/her working environment.

Fundamental to police ethical behavior is the manner in which crimes are investigated, the way victims of crime are treated, reports are prepared, and testimony is presented in court. With a basic understanding of the needs of victims, the forms of trauma that victims experience and the importance of empathy when dealing with these victims, officers will be able provide a level of service that results in an increased positive perception by the community which they serve. Additionally, crime victims and other citizens will be more likely to trust the police and show a willingness to report future incidents when they occur.

**Allotted Class Time:** 7 hours

**Instructional Note:** Time allotted for this block of instruction includes time for classroom instruction as well as case studies. These case studies can be presented as classroom exercises or can be woven throughout academy training in other blocks of instructions as opportunities to enhance ethics training. Instructors are directed to prepare real-world situations for the case studies listed in the course outline. Students can discuss and present on these case studies with a focus on the ethical considerations they encounter.

## **Student Performance Objectives:**

PFET 1. Understand ethical behavior when investigating crimes, dealing with citizens, writing reports, and testifying in court.

PFET 2. Understand the need for police to develop a reputation for ethical behavior within their communities.

PFET 3. Recognize the value of building individual credibility through ethical behavior and duty performance.

**Resources:**

International Association of Chiefs of Police. *Canons of Police Ethics*. Retrieved from <http://ethics.iit.edu/ecodes/node/3352>

Guthrie, S. D. (2008, June 3). *Police Ethics - Part I*. Retrieved December 7, 2016, from [http://www.in.gov/ilea/files/Police\\_Ethics\\_I.pdf](http://www.in.gov/ilea/files/Police_Ethics_I.pdf)

Guthrie, S. D. (2008, June 3). *Police Ethics - Part II*. Retrieved December 7, 2016, from [http://www.in.gov/ilea/files/Police\\_Ethics\\_II.pdf](http://www.in.gov/ilea/files/Police_Ethics_II.pdf)

Perjury 720 ILCS, 5/32-2

Bribery 720 ILCS, 5/33-1

Failure to Report a Bribe 720 ILCS, 5/33-2

Official Misconduct 720 ILCS, 5/33-3

International Association of Chiefs of Police. *Ethics Toolkit*. Retrieved from <http://www.iacp.org/ethics>

Pollock, J. M. (2017). *Ethical dilemmas and decisions in criminal justice*. Boston, MA: Cengage Learning.

Tully, E. J. (1998, May). *Misconduct, Corruption, Abuse of Power: PART II: What can the officer do?* Retrieved December 7, 2016, from <http://www.neiassociates.org/misconduct-corruption-abuse/>



# Ethics

## Course Outline:

### I. Introduction to Ethics

#### A. Definitions:

1. Good Character: usually defined as a person who is trustworthy, compassionate, tolerant temperate, and courageous
2. Values: beliefs that are important, cherished or held in high esteem
3. Morals: a highly held personal code of conduct that establishes a clear distinction between right and wrong
4. Integrity: maintaining personal values at all times, regardless of the situation or no matter whoever else is present
5. Ethics: established principles of right behavior that serve as guides for individual and group actions

#### B. WIFM (What's in it for me?)

1. Improved personal/departmental reputation within the community; a core component of Community Policing
2. Improved credibility with citizens, victims and the courts
3. Increased professional performance
4. Improved job satisfaction

#### C. Institutional and Standards of professionalism

1. Canons of Ethics
2. Law Enforcement Oath of Honor
3. Law Enforcement Code of Ethics

### II. Criminal Offenses

A. Perjury 720 ILCS 5/32-2

B. Bribery 720 ILCS 5/33-1

C. Failure to Report a Bribe 720 ILCS 5/33-2

D. Official Misconduct 720 ILCS 5/33-3

### III. Ethics and Victims of Crime

A. Crime victims' trust & confidence in the police begins with the community's confidence in the police

- B. Police as stabilizing influence
- C. Victims expect honesty and confidentiality
- D. Professional standing and victim's needs

#### IV. "Noble cause" corruption

#### V. Case Studies

- A. A Police Officer getting a free cup of coffee
- B. A Police Officer accepting a free or subsidized meal
- C. A Police Officer putting on a uniform and pretending to be on duty to
  - 1. receive a free or subsidized meal
- D. Doing work for an off-duty job while on duty
- E. Making an arrest just before quitting time to ensure overtime
- F. Using police computers to check someone's records for personal reasons
- G. Stopping a vehicle to "get a better look" at its attractive driver
- H. Sleeping on duty
- I. Calling in a sick day, when you are not sick
- J. Driving slowly to a back-up call because you dislike the officer
- K. Making a personal call on the departmental cell phone
- L. Intentionally misrepresenting facts during court testimony
- M. Deliberately adding or omitting pertinent information in a report
- N. Writing a ticket just because of the motorist's attitude
- O. Searching someone without legal justification
- P. Not writing an officer a traffic citation because of "professional courtesy"
- Q. Remaining out of service longer than is necessary
- R. Using the department's copy machine for personal business

- S. Selling your kid's school fundraising products on duty
- T. Reporting to work too soon after consuming alcoholic beverages
- U. Failing to intervene when excessive force is used during an arrest

**END**

**Page Left Blank**

# POLICE FUNCTION AND HUMAN BEHAVIOR:

## Gangs

**Course Description:** This block of instruction is intended as an orientation of the new officer to the existence and dynamics of gangs of all kinds. Gangs are prevalent throughout American society, from urban centers to rural areas. In order for officers to effectively patrol his or her beat, a basic understanding of gang behavior and criminal activity is necessary. This understanding includes types of gangs, gang structure and organization, gang recruitment, gang symbols, indicators of gang activity, current representative gangs and intelligence gathering. Programs and strategies designed specifically to combat gang problems are highlighted along with recent research findings about what works.

**Allotted Class Time:** 4 hours

### Student Performance Objectives:

- PFGA 1. Understand and articulate the definition of a “gang.”
- PFGA 2. Identify sources and review information on gang criminal activity in the officer’s area.
- PFGA 3. Identify processes and procedures for apprehending and processing juvenile offenders/gang members.
- PFGA 4. Demonstrate familiarity with effective strategies, programs and partnerships to combat gang activity.

### Recommended Resources:

Hubbard, J. D., & Wyman, K. (2012). *The Chicago Crime Commission gang book: A detailed overview of street gangs in the Chicago metropolitan area*. Chicago, IL: Chicago Crime Commission.

Papachristos, A. (2013). “How Social Networks Explain Violence in Chicago,” *Atlantic Monthly*: Retrieved from <http://www.theatlantic.com/national/archive/2013/10/how-social-networks-explain-violence-in-chicago/280159/>

The National Network for Safe Communities at John Jay College of Criminal Justice. Retrieved from <http://www.nnscommunities.org/>

U.S. Department of Justice, Bureau of Justice Assistance, Office of Justice Programs. *Project Safe Neighborhoods Overview*. Retrieved from [https://www.bja.gov/programdetails.aspx?program\\_id=74](https://www.bja.gov/programdetails.aspx?program_id=74)

U.S. Department of Justice, Bureau of Justice Assistance. *Project Safe Neighborhoods Case Studies*. Retrieved from [https://www.bja.gov/programdetails.aspx?program\\_id=74#horizontalTab6](https://www.bja.gov/programdetails.aspx?program_id=74#horizontalTab6)

**Page Left Blank**

# Gangs

## Course Outline:

### I. Definitions

A. Gang

B. Graffiti

C. Representing: gangs often identify themselves in specific tangible ways which are immediately understood by members and rival gangs; a traditional means of communicating gang affiliation by one gang to another gang.

D. Street gang

E. Turf

F. Youth gang

### II. Myths about gangs

A. Gang dynamics

B. Why youth join gangs: one reason is a sense of personal recognition

C. How gangs developed

D. Types of gangs, including involvement in human trafficking, drugs trafficking, prostitution, nexus with organized crime and terrorism)

E. Gang structure and organizational roles

F. Gang symbols

G. Indicators of gang activity

1. Graffiti
2. Drive-by shootings
3. Assaults
4. Drugs

H. Popular misconceptions about gangs

### III. Representative gangs in Illinois

- A. Types (major Illinois gang alliances, including People and Folks)
- B. Locations
- C. Characteristics

### IV. Strategies for dealing with a gang problem

- A. Suppression
- B. Social intervention
- C. Social opportunities
- D. Community mobilization
- E. Organizational development or change
- F. Social Network Analysis and recent research
- G. Case Study: Project Safe Neighborhoods, a combined strategy and related research findings

### V. The officer and gangs

- A. Apprehending and processing the juvenile offender/gang member
- B. Identifying criminal gang activity in one's area of responsibility
- C. Personal strategy for dealing with gangs and individual gang members: in order for the officer to control the streets on his or her beat, a basic understanding of gang behavior and criminal activity is necessary
- D. Personal safety considerations

### VI. Identify criminal offenses related to gangs

- A. Criminal Street Gang Recruitment on School Grounds or Public Property Adjacent to School Grounds and Criminal Street Gang Recruitment of a Minor, 720 ILCS 5/12-6.4
- B. Unlawful Possession of a Firearm by a Street Gang Member, 720 ILCS 5/24-1.8
- C. Unlawful Contact with Street gang Members, 720 ILCS 5/25-5



D. Peace Officer or Correctional Officer; Gang Related Activity Prohibited, 720 ILCS 5/33-4

E. Illinois Street Gang and Racketeer Influenced and Corrupt Organizations Law—  
Prohibited Activities, 720 ILCS 5/33G-4

**END**

**Page Left Blank**

# POLICE FUNCTION AND HUMAN BEHAVIOR: Interacting with Persons with Disabilities

**Instructional Goal:** Anyone can be victimized by crime, but people with a disability are more vulnerable to crime than others in society. Persons with disabilities who become victims of crimes or abuse have the right to access and to be protected by the criminal justice system. The goal of this unit is to familiarize recruits with various forms of disabilities and how to interact with persons with disabilities in a manner that effectively deals with the situation but treats the citizen with respect.

**Allotted Class Time:** 4 hours

**Instructional Note:** Other blocks of instruction within the curriculum also contain educational materials on interacting with specific persons with disabilities. This block is to provide a wide range of training on persons with disability and is not meant to replace the presentation of information in the other instructional blocks.

## **Student Performance Objectives:**

PFID 1. Explain why law enforcement personnel needs to recognize when a person may have a disability.

PFID 2. Explain the problems that a person with a developmental disability may have during law enforcement interactions.

PFID 3. Discuss ways that law enforcement officers can work with individuals with disabilities within the community.

## **Resources:**

Department of Justice, Office for Victims of Crime. *Victims with Disabilities: Collaborative, Multidisciplinary First Response*. Retrieved from [https://www.ovc.gov/publications/infores/pdf/txt/VwD\\_FirstResponse.pdf](https://www.ovc.gov/publications/infores/pdf/txt/VwD_FirstResponse.pdf)

Americans with Disabilities Act. *Police Response to Persons with Disabilities* [DVD] (video series). Retrieved from <https://www.ada.gov/policevideo/policebroadbandgallery.htm>

Department of Justice, Office of Victims of Crime. *First Response of Victims of Crime*. Retrieved from <https://www.ovc.gov/publications/infores/pdf/txt/2010FirstResponseGuidebook.pdf>

## **Page Left Blank**

# Interacting with Persons with Disabilities

## Course Outline:

### I. Definition of Disability – Americans with Disabilities Act (42 U.S.C. § 12101)

A. A physical or mental impairment that substantially limits one or more of the major life activities of such individual (either historically or regarded as impaired).

1. Self-care
2. Receptive and expressive language
3. Learning
4. Mobility
5. Self-direction
6. Independent living
7. Economic self-sufficiency
8. Need for special services and support that are life long

B. Persons with disabilities come into contact with law enforcement almost seven (7) times more often than those without disabilities.

C. Persons with disabilities are entitled to the same rights and protections afforded to all citizens.

### II. Types of disability – provide detailed presentation of various forms of disabilities

#### A. Physical disabilities

1. Includes physiological, functional and/or mobility impairments
2. Can be fluctuating or intermittent, chronic, progressive or stable, visible or invisible
3. Some involve extreme pain, some less, some none at all
4. Examples: Spinal Cord Injury, Visual (Blind), and Hearing (Deaf)

#### B. Developmental/Intellectual disabilities

1. Limits to the person's ability to learn at an expected level and function in daily life (milestones in development).
2. Typically presents early in life (early motor skills and learning) and can be caused by injury, damage, or genetics.
3. Can impact on the way the person interacts with law enforcement in varying degrees (difficulty in understanding social context/interactions)
4. Examples: Down's Syndrome, Cerebral Palsy, and Autism

#### C. Neurological disabilities

1. Disorders/diseases related to the brain, affecting language, memory and movement.
2. Can present at any time in life and can be genetic or injury based.

3. Impacts on the person's ability to move and/or communicate
4. Examples: Alzheimer's Disease, Parkinson's Disease, Tourette's Syndrome,
5. Traumatic Brain Injury

### III. Keys to Interaction

- A. Avoid labelling or defining a person by their disability.
- B. Where an officer may come into contact with a person who has disability.
  1. Family home
  2. Group living home
  3. Living independently
  4. Workplaces, schools, transportation
  5. Anywhere
- C. Situations the police could come into contact with persons with disabilities.
  1. Medical emergency involving
    - a. Individual
    - b. Family/caregiver
  2. Service call where either the individual, family member, or caregiver needs assistance
    - a. Lost or disoriented
    - b. Mobility issue
  3. Complaint of unusual or unpredicted behavior involving the individual.
    - a. "Meltdown"
    - b. Wandering away from care
    - c. Erratic driving
- D. Identifying a person with disability
  1. Information provided by caller, dispatch, or prior knowledge
  2. Appearance upon arrival
    - a. Based on type and level of disability
    - b. Some have a "normal" appearance
  3. Communication skills
    - a. limited vocal/non-verbal communications
    - b. difficulty understanding verbal or body
    - c. short attention span
  4. Overall behavior
    - a. acting inappropriately for the situation
    - b. easily influenced by others
    - c. easily frustrated
    - d. difficulty doing "basic" skills
  5. When in contact with police
    - a. may attempt to "hide" their disability
    - b. not be able to fully understand/comply
    - c. may lack "mental status"

#### IV. Police interaction with Persons with the Developmental/Intellectual Disabilities

##### A. Law enforcement respond to individuals with disabilities

1. Physical modifications
  - a. Approach in a calm, non-threatening manner
  - b. Minimize outside “stimulation”
    - (1) Turn off lights and sirens
    - (2) Limit physical contact
      - (a) Physical contact for comfort may not be appropriate
      - (b) Ask before assisting physical disabled to move
2. Verbal modifications
  - a. Speak in short, simple sentences, using concrete concepts
  - b. Speak directly to the person, may not have eye contact
  - c. If limited or non-verbal or deaf, look for alternate means of communication

##### B. Behavior checks

1. Developmental/Intellectual Disability vs. “Bad guy”
  - a. Developmental/Intellectual Disability - anxious, too close or too far, disconnected responses, ask out of context questions, unaware of date/time/location, body language out of place, covers ears and face
  - b. Bad Guy - Nervous/anxious, normal distance, responses relevant to situation
2. Watch for a transition
  - a. Developmental/Intellectual Disability - panics, looks confused, refuses to go with strangers, odd walk or hand gestures
  - b. Bad Guy – processes commands, complies or actively resists, walks with normal gait

##### C. Possible legal issues for persons with developmental/intellectual disability

1. May lack accountability for actions – lack of mental status
2. May be “unknowing” accomplice
3. Targets of opportunity for offenders

##### D. Missing Endangered Advisory

1. Refer to Missing Persons block of instruction
2. Reporting instructions

#### V. Other assistance sources available to law enforcement

##### A. Identification

1. Private ID cards
2. “Medic Alert”-type bracelets
3. GPS locators

4. Secretary of State Disabled Person ID card
5. Department databases

B. Caregivers

1. Family members
2. Teachers/Supervisors
3. Assisted living personnel

C. Community/state resources

1. County Mental Health organizations
2. Illinois Department of Healthcare and Family Services
3. Autism Speaks
4. Alzheimer's Association
5. What are resources within your community?

**END**



# POLICE FUNCTION AND HUMAN BEHAVIOR: Investigating Animal Abuse

**Instructional Goal:** Animal abuse is statistically related to both crimes against persons and domestic violence. Illinois state law provides for felony penalties for animal cruelty and animal fighting, and because Orders of Protection can include animals as protected property. In this course, recruits will familiarize themselves with the elements of both Illinois criminal law that covers animal abuse/neglect and the procedures for investigating animal abuse cases.

**Instructor Note:** This block of instruction does not cover the Animal Control Act (510 ILCS 5); however, the instructor should be familiar with both the Animal Control Act and the Humane Care for Animals Act (510 ILCS 70).

**Allotted Class Time:** 2 hours

## **Student Performance Objectives:**

PFAA 1. Identify elements of animal abuse crimes under the Humane Care for Animals Act.

PFAA 2. Understand Law Enforcement Procedures and Responsibilities under Human Care for Animals Act

PFAA 3. Demonstrate understanding of the forms of animal abuse including

- A. Dogfighting
- B. Cockfighting
- C. Hog-Dog fighting

## **Resources:**

Humane Care for Animals Act, 510 ILCS 70

American Society for the Prevention to Cruelty to Animals. Retrieved from [www.aspc.org](http://www.aspc.org)

Humane Society of the United States. Retrieved from [http://www.humanesociety.org/?credit=web\\_id92404957](http://www.humanesociety.org/?credit=web_id92404957)

Best Friends. Retrieved from <http://bestfriends.org>

Animal Fighting Facts. Retrieved from <http://aldf.org/resources/laws-cases/animal-fighting-facts/>

Animal Cruelty and Human Violence. Retrieved from [http://www.humanesociety.org/issues/abuse\\_neglect/qa/cruelty\\_violence\\_connection\\_faq.html](http://www.humanesociety.org/issues/abuse_neglect/qa/cruelty_violence_connection_faq.html)

Dedel, K. (2012). *Animal Cruelty*. COPS Problem-Oriented Guides for Police. Retrieved from <http://ric-zai-inc.com/Publications/cops-p245-pub.pdf>

**Page Left Blank**

# Investigating Animal Abuse

## Course Outline:

### I. Why is animal cruelty different from other crimes?

- A. Victims cannot speak
- B. The animal is evidence and that evidence changes over time
- C. Descriptions of the animals are critical (dog example: coat, color, muzzle, tail, ears, unique identifiers, size and weight)

### II. Common Definitions

- A. Companion animal (510 ILCS 70/2.01(a))
- B. Service animal (510 ILCS 70/2.01(c))
- C. Owner (510 ILCS 70/2.06)
- D. Police animal (510 ILCS 70/2.08)
- E. Companion animal hoarder (510 ILCS 70/2.10)

### III. Animal Neglect and Abuse

- A. Animal owner's duties (510 ILCS 70/3)
- B. Cruel Treatment (510 ILCS 70/3.01 and 3.02)
- C. Torture (510 ILCS 70/3.03)
- D. Poisoning (510 ILCS 70/6)
- E. Confinement in motor vehicle (510 ILCS 70/7.1)
- F. Animals in Entertainment (510 ILCS 70/4.01)
  - 1. Exhibition/fighting (cock-fighting/hog-dog fighting)
  - 2. This section does not apply to dog fighting (see 720 ILCS 5/48-1)
- G. Sexual contact with an animal (720 ILCS 5/12-35)

#### IV. Defense (510 ILCS 70/16.1)

#### V. Abuse of special service animals

- A. Teasing, striking or tapering with police animals, service animals, accelerant detection dogs, or search and rescue dogs (510 ILCS 70/4.03)
- B. Injuring or killing police animals, service animals, accelerant detection dogs, or search and rescue dogs (510 ILCS 70/4.04)
- C. Guide, hearing, and support dogs (510 ILCS 70/7.15)

#### VI. The Violence Connection

- A. Animal abuse/cruelty is interconnected with other forms of violence; child abuse, elder abuse, and domestic violence. Animal neglect may also be associated with family neglect.
- B. Research supports the violence connection

#### VII. Investigating complaints of animal abuse/neglect

- A. Partnerships
  - 1. Local/County animal control officers
  - 2. Illinois Department of Agriculture investigators
  - 3. Humane Society/ASPCA investigators
  - 4. States Attorney's investigators
- B. Recognizing evidence of dogfighting, cockfighting and cruelty
  - 1. Physical signs
  - 2. Environmental signs
- C. Interviews, warrants evidence collection, and arrest (510 ILCS 70/4.02)
- D. Animal seizures, animal care in custody, transportation, involvement of veterinarians and shelters (510 ILCS 70/3.04)

**END**

# POLICE FUNCTION AND HUMAN BEHAVIOR:

## Mental Illness and Non-Normative Behavior

**Instructional Goal:** Individuals with mental illness or otherwise exhibiting variant behavior due to an emotional crisis can be a serious challenge for law enforcement officers when maintaining peace and public safety. As the first responder, the law enforcement officer must understand mental illness and how to communicate with people with mental illness to avoid an escalation that can lead to injury or death. This training module will also discuss the legal requirements for detaining a person with mental illness, proper procedures for investigations of a person with mental illness or suicide attempts, and proper procedures to transport patients and serve mental health commitment orders. Recruits are also expected to learn the broad principles for handling people with mental illness, as well as epidemiological information about the main categories of mental illness and suicidal behavior. This course briefly covers the Americans with Disabilities Act, which states: The American with Disabilities Act requires that “All law enforcement officers give people with disabilities, including mental illness, the same service and protections as anyone else. In addition, it prohibits officers from arresting someone who is acting out due to mental illness when those actions are not criminal in nature.”

**Allotted Class Time:** 10 hours

### Student Performance Objectives:

- PFMI 1. Recognize legal requirements regarding emergency detention of a person with mental illness.
- PFMI 2. Identify proper procedures to conduct investigation regarding a reported person with mental illness.
- PFMI 3. Identify proper procedures for conducting preliminary investigation for suicide attempt.
- PFMI 4. Understand the precipitating events, risk factors and protective factors for suicide.
- PFMI 5. Identify proper procedure for intervening with a subject actively considering or attempting suicide.
- PFMI 6. Identify proper procedures to serve mental health commitment orders.
- PFMI 7. Identify proper procedures to transport mental patients.
- PFMI 8. Recognize the broad principles for communicating with people with mental illness.
- PFMI 9. Define the major categories of mental illness and identify the causes, symptoms, and treatments.

### Resources:

Draper, L. Reuland, M., & Schwartzfeld, M. (2009). *Law Enforcement*

*Responses to People with Mental Illness: a guide to research-informed policy and practice.*

Council on State Governments, Justice Center & MacArthur Foundation. Retrieved from <http://csgjusticecenter.org/wp-content/uploads/2012/12/le-research.pdf>

Draper, L., Norton, B. & Reuland, M. (2010). *Improving Responses to People with Mental Illness: Tailoring Law Enforcement Initiatives to Individual Jurisdictions*. Council on State Governments, Justice Center & Bureau of Justice Assistance, U.S. Department of Justice. Retrieved from [https://www.bja.gov/Publications/CSG\\_LE\\_Tailoring.pdf](https://www.bja.gov/Publications/CSG_LE_Tailoring.pdf)

National Institute of Mental Health. *Suicide Handout*. Retrieved from: <http://www.nimh.nih.gov/health/publications/post-traumatic-stress-disorder-research-factsheet/index.shtml>

National Institute of Mental Health. *Depression Handout*. Retrieved from: [http://www.nimh.nih.gov/health/publications/depression-easy-toread/nimh\\_depression\\_trifold\\_t\\_In\\_2.pdf](http://www.nimh.nih.gov/health/publications/depression-easy-toread/nimh_depression_trifold_t_In_2.pdf)

National Institute of Mental Health. *Generalized Anxiety Disorder Handout*. Retrieved from: <http://www.nimh.nih.gov/health/publications/generalized-anxiety-disorder-gad/index.shtml>

Panic Disorder handout: <http://www.nimh.nih.gov/health/publications/panic-disorder-when-fear-overwhelms/index.shtml>

National Institute of Mental Health. *PTSD Handout*. Retrieved from: <http://www.nimh.nih.gov/health/publications/post-traumatic-stress-disorder-research-factsheet/index.shtml>

[Knowledge Boost Chronicles]. (2010, September 5). *Antisocial Personality Disorder-The Low-Level Psychopath (Impulsive & Less Manipulative)*. [Video File]. Retrieved from <http://www.youtube.com/watch?v=0qyCR9tPDgM>

[Sly Vani Nalovoc]. (2012, May 23). *Serial Killers – Bundy, Ramirez, Dahmer and Manson*. [Video File]. Retrieved from <http://www.youtube.com/watch?v=-yN2ltb4TD4>

[Stevietrixta] (2009, May 8). *Paranoid Personality Disorder*. [Video File]. Retrieved from <http://www.youtube.com/watch?v=wPw7iDnsIhI>

[NewsBreaker] (2013, May 7). *Graphic Video: suicide by Cop: Man with Ak-47 Opens Fire on Police* | NewsBreaker | Ora TV. [Video File]. Retrieved from <http://www.youtube.com/watch?v=8MvaUw0Y74I>

[Surechoice] (2010, March 24). *Suicide by Cop*. [Video File]. Retrieved from <http://www.youtube.com/watch?v=USED8ENo100>

# Mental Illness and Non-Normative Behavior

## Course Outline:

### I. Introduction

#### A. General definitions

1. Variant/abnormal behavior
2. Mental illness can be one cause of variant behavior
  - a. Definition (including biological basis as a medical condition and temporal variation)
  - b. Distinguish from developmental disability, dementia alone
  - c. Mental illness is not a crime
  - d. Those with mental illness are at higher risk of being victims of crimes

#### B. General types of variant behavior

1. Improper behavior
2. Immoral behavior
3. Anti-social behavior
4. Self-destructive behavior

#### C. General prevalence figures

D. Law enforcement and mental illness: realities related to the shortage of adequate mental health treatment options and what this means for law enforcement

E. Americans with Disabilities Act covers many people with mental illness and requires that law enforcement agencies serve them without discrimination, making reasonable accommodations as needed

F. Officers must recognize, understand and be able engage people with mental illness

G. Immunity provision of the Mental Health Code (405 ILCS 5/6-103)

### II. Legal requirements necessary for the emergency detention of a person with mental illness

A. Section 1-119 of the Mental Health Code (405 ILCS 5) addresses “persons subject to involuntary admission:”

#### 1. Definitions

B. A petition is required. It must include:

1. Statement of fact with detailed account of observations that support 405 ILCS 5/1-119.
2. Detailed statement of the reasons for the assertion that the person is subject to involuntary admission.
3. Include description of acts or threats supporting the assertion and the time and place of their occurrence

III. Procedures for investigating a reported person with mental illness. Do not try to make a diagnosis; leave that to mental health professionals.

- A. Assess situation to assure officer safety and always confirm backup
- B. Overall scene, e.g., any injuries
- C. Subject – look for weapons and obvious signs of mental illness (see below)
- D. Assure proper transportation if needed
- E. Speak with family, bystanders, victims
- F. Speak with the subject (see below)
- G. Seek information relevant to potential mental illness, e.g., doctor, any medications, mental status (questions to assess orientation such as name, date, birthday, etc.)

IV. Suicide in context

- A. Introduction and prevalence
- B. Myths about suicide
- C. The nature of suicidal behavior and the suicidal individual
- D. Common precipitating events and risk factors
- E. Preventing suicide
- F. Suicidal behavior in custody
- G. “Suicide by cop”



#### V. Procedures for conducting preliminary investigation for suicide attempt

- A. Assess current condition of victim and note method of attempt
- B. Assure that an ambulance is on the way
- C. Note location of victim and any bystanders
- D. Protect any onlookers

#### VI. Intervening with a subject actively considering or attempting suicide

- A. Don't make sudden movements or rush the person.
- B. Ask if they want to talk to somebody, and try to talk to them but anticipate hostility.
- C. Talk openly and matter of factly about suicide and acknowledge that suicidal thoughts are a normal part of depression.
- D. Try to stimulate the desire to live, maybe referring to how family or pets will feel. (Approach this carefully because some family members might be the trigger for the situation.)
- E. Convey the impression you are concerned and interested (be responsive and paraphrase): do not attempt to use reverse psychology. Don't debate if suicide is the right way to solve their problems.
- F. Don't diminish the seriousness of their problem, but offer hope/alternatives, and show respect for them as individuals.
- G. Do not lie or make promises that you can't keep.
- H. If successful in intervention, follow procedures for transport of people with mental illness.

#### VII. Identify proper procedures to serve mental health commitment orders (order of detention, examination, and evaluation)

- A. Use good communication skills (see below) and treat safety as any other "arrest" situation.

B. Transport suspect to hospital, mental health facility, or other location as directed by the order.

#### VIII. Proper procedures for transporting people with suspected or diagnosed mental illness

A. Subjects may be transported by ambulance with an officer following the ambulance or riding in the ambulance.

B. A Squad car is an appropriate and safe means of transportation unless there is a medical situation necessitating care by ambulance medical technicians.

#### IX. Communicating with people with mental illness

A. Adopt a calm/friendly attitude, emphasizing good listening and strong empathy. Building trust is important.

B. Do not abuse or threaten or rush (if practical).

C. Do not support the hallucination/delusion nor patronize the person.

D. Remain alert to assure officer safety.

E. Begin conversation using calm/non-threatening tone and dialog.

F. Do not become personally involved.

G. De-escalation techniques are important.

1. Examples

H. See specifics with each disorder below.

#### X. Mental illness and Law Enforcement: Major categories, causes, symptoms, and treatments

A. Affective Disorders: Depression and mood disorders

1. General description and causes
2. Treatment(s) and prognosis
3. Symptoms and potential presentation in engagement with law enforcement

B. Anxiety Disorders: Including those related to trauma such as PTSD

1. General description of the variations and causes
2. Treatment(s) and prognosis
3. Symptoms and potential presentation in engagement with law enforcement

C. Psychotic disorders: Including schizophrenia

1. General description and causes
2. Treatment(s) and prognosis
3. Symptoms and potential presentation in engagement with law enforcement

D. Personality Disorders: Including Antisocial and Paranoid personalities

1. General description and causes
2. Treatment(s) and prognosis
3. Symptoms and potential presentation in engagement with law enforcement

E. Substance Abuse: Including co-morbidity with mental illness

1. General description and causes
2. Treatment(s) and prognosis
3. Symptoms and potential presentation in engagement with law enforcement

F. Excited delirium: Not recognized as a diagnosis by medical/psychiatric professionals. It may be used to describe a set of behavioral and physical symptoms that may be related to a variety of other conditions.

1. Symptoms
2. Response- treat as an emergency medical condition and seek care

**END**

**Page Left Blank**

# POLICE FUNCTION AND HUMAN BEHAVIOR: The Neurobiology of Trauma and Post-Traumatic Stress Disorder (PTSD)

**Instructional Goal:** Police officers routinely come into contact with people who have experienced a traumatic event (victims and witnesses). This trauma can lead to an individual developing Post-Traumatic Stress Disorder (PTSD). It is vital for an officer to understand how a traumatic event (over a day or a lifetime) can impact on the individual's behavior and their ability to process information and provide assistance to an officer. This block of instruction will provide recruit officers with a basic understanding of what is trauma, what is PTSD, and how to use this knowledge to conduct a thoughtful investigation and provide assistance to the community.

**Allotted Class Time:** 4 hours

**Instructional Note:** Information presented in this block should be reviewed during the instructional blocks on Interviewing Victims and Witnesses, Interrogation of Suspects, Domestic Violence, Child Abuse, Elder Abuse, and Sexual Assault Investigation.

### Student Performance Objectives:

PFNB 1. Define trauma.

PFNB 2. Identify the types of events that could cause trauma.

PFNB 3. Identify signs and symptoms of PTSD in adults.

PFNB 4. Explain why a victim may act "inappropriately" after a traumatic event.

### Resources:

Laub, J.H. (2012, December 3). *The Neurobiology of Sexual Assault*. [Webinar] Retrieved from <http://nij.gov/multimedia/presenter/presenter-campbell/Pages/welcome.aspx>

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)*. American Psychiatric Publishing, Incorporated.

U.S. Department of Veterans Affairs. *PTSD: National Center for PTSD*. Retrieved from [www.ptsd.va.gov](http://www.ptsd.va.gov)

PTSD Foundation of America. Retrieved from [www.ptsdforum.org](http://www.ptsdforum.org)

[Dr. Rebecca Campbell]. *The Neurobiology of Trauma*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=mTOZE90-fCY>

International Association of Chiefs of Police. *Trauma Informed Sexual Assault Investigation*. Retrieved from <http://www.iacp.org/Trauma-Informed-Sexual-Assault-Investigation-Training>

**Page Left Blank**

# The Neurobiology of Trauma and Post-Traumatic Stress Disorder (PTSD)

## Course Outline:

### I. A day in the life – what is considered a:

- A. Normal day
- B. Stressful day
- C. Traumatic day

### II. What is trauma?

- A. A disordered psychic or behavioral state resulting from severe mental or emotional stress or physical injury (Merriam-Webster)
- B. An emotional response to a terrible event like an accident, rape or natural disaster (American Psychological Association)

### III. What types of events could be seen as traumatic events?

- A. Domestic violence
- B. School violence
- C. Natural disasters
- D. Shootings
- E. Terrorist acts
- F. Major motor vehicle crash
- G. Divorce/custody issues
- H. Sexual abuse or assault
- I. Random violence or criminal acts
- J. War (military or domestic)
- K. Witnessing any of the above

IV. What are some indicators of a person who has been a victim or witness to a traumatic event?

- A. Everyday life can be overwhelming
- B. Strong psychological or physical reaction to everyday issues
- C. “Fight, Flight, or Freeze”
- D. Shame or self-blaming
- E. Inappropriate response
  - 1. Laughing or smiling during an event or interview
  - 2. Detached, little or no emotion

V. How does a traumatic event impact on the recollection and behavior of victims and witnesses?

- A. Studies have revealed that the brain’s key structures play a major role in how a person reacts to trauma – neurobiology of trauma
  - 1. Pre-frontal cortex - responsible for complex cognition
    - a. What is happening now
    - b. Based on prior experience, what are my options
    - c. Weigh options and make a decision
    - d. Carry out decision
    - e. **VERY IMPACTED BY TRAUMATIC EVENT** because, typically, the individual has little control over the event
  - 2. Limbic system - 4 structures of the “old” brain responsible for survival
    - a. Amygdala - **MOST ACTIVE IN A TRAUMATIC EVENT**
      - (1) Consistently scans environment for “threats”
      - (2) Processes emotional reactions and memories
      - (3) Two functions
        - (a) Get individual under control (manages emotion)
        - (b) Lay down memory of trauma (remembers danger)
    - b. Hypothalamus
      - (1) Information switching station (think Tweeter)
      - (2) Signaled by Amygdala of incoming trauma
      - (3) Signals for help from Pituitary Gland
    - c. Pituitary Gland
      - (1) Master gland
      - (2) Signals for help from Adrenal Gland for release of –
        - (a) Catecholamine – adrenaline (flight, fight, or freeze)
        - (b) Cortisol – energy for survival
        - (c) Opioids – prevent pain (blocks emotion)
        - (d) Oxytocin – positive feeling (smiling, laughing)
      - (3) Changes in hormones lead to “cycling” responses



d. Hippocampus

- (1) Makes memories
- (2) Constantly receiving feedback from five senses
- (3) Consolidates feedback into a memory and stores it
- (4) Hormones impact on memory creation, confuses consolidation, and scatters feedback in different parts of the brain

B. What law enforcement can learn from the neurobiology of trauma as it pertains to interviewing victims and/or witnesses of crime?

1. Recall becomes difficult and takes place over time, sometimes years, if the victim cannot process the trauma.
2. Over time, the brain's reaction to traumatic event can morph into post-traumatic stress disorder.

VI. What is Post-Traumatic Stress Disorder (PTSD)

A. DSM-5 (Diagnostic and Statistical Manual of Mental Disorders, 5th Edition)

1. A trauma and stressor-related disorder
2. Exposure to actual or threatened death, serious injury or sexual violation. The exposure must result from one or more of the following scenarios, in which the individual:
  - a. directly experiences the traumatic event;
  - b. witnesses the traumatic event in person;
  - c. learns that the traumatic event occurred to a close family member or close friend (with the actual or threatened death being either violent or accidental); or
  - d. experiences first-hand repeated or extreme exposure to aversive details of the traumatic event (not through media, pictures, television or movies unless work-related).
3. Causes clinically significant distress or impairment in the individual's social interactions, capacity to work or other important areas of functioning. It is not the physiological result of another medical condition, medication, drugs or alcohol.
4. Most people who go through a traumatic event have some symptoms at the beginning. Only some will develop PTSD over time. It isn't clear why some people develop PTSD and others don't.
5. Whether or not you get PTSD depends on many things:
  - a. How intense the trauma was or how long it lasted
  - b. If you were injured or lost someone important to you
  - c. How close you were to the event
  - d. How strong your reaction was
  - e. How much you felt in control of events
  - f. How much help and support you got after the event
6. PTSD can develop in children, teens, and adults – responses to PTSD can differ based upon age, gender, culture.

**B. Generalized signs or symptoms of PTSD****1. In adults**

- a. Reliving the event (also called re-experiencing or flashbacks)
- b. Avoiding situations that remind you of the event
- c. Negative changes in beliefs and feelings (fear, shame, or guilt)
- d. Feeling keyed up (also called hyper-arousal)

**2. In children**

- a. Birth to 6 YOA – “regressive” behavior (sleep, toilet use, needy)
- b. 7 to 11 YOA – “acting out” at home, school, or with friends
- c. 12 to 18 YOA – similar to adults (anxiety, depression, withdrawal) or reckless behavior (drugs, running away)

**C. What are some appropriate resources for persons (victims or witnesses) who have been in a traumatic event or who may have PTSD?****1. Learn and network with your community resources**

- a. County Mental Health organizations
- b. Hospital/Urgent Care resources
- c. School Counselors
- d. Victim Advocates

**2. Military – check for resources through Illinois Department of Veterans Affairs, the U.S. Department of Veterans Affairs, or veterans associations**

- a. National Center for PTSD
- b. Wounded Warrior Project
- c. Combat Veteran Call Center (1-877-WAR-VETS)
- d. Veteran Crisis Line (1-800-273-8255)

**END**

# **PATROL**

## **62 Hours**

**Page Left Blank**

# PATROL: Crime Prevention

**Instructional Goal:** In an effort to reduce crime and apprehend criminals, the patrol officer plays a key role in informing and persuading community members to undertake crime prevention measures. The primary purpose of this unit of instruction is to acquaint the patrol officer with the multi-faceted aspects of crime prevention that are an integral part of police operations. An overview of crime prevention as it relates to public information, personal safety precautions of citizens, and security precautions against property crimes will be provided. In addition, trainees should understand how day-to-day citizen contacts by the police officer can have significant impact in the prevention of crime. The student must comprehend that citizens will join with the police in crime prevention to the extent that they understand and share the goals of the police.

**Allocated Class Time:** 4 hours

### **Student Performance Objectives:**

- PUCP 1. Identify basic crime prevention techniques which should be used by citizens.
- PUCP 2. Identify the factors which determine if a crime victim could benefit from a formal crime prevention program.
- PUCP 3. Give a brief explanation of “what works” for crime prevention.
- PUCP 4. Define CTPED.
- PUCP 5. Describe one opportunity for police to engage residents around crime prevention tips.

### **Resources:**

National Crime Prevention Research Council: <http://www.ncpc.org/>

Crime Prevention through Environmental Design (CPTED):  
<https://www.bja.gov/evaluation/program-crime-prevention/cpted1.htm>

Office of Justice Programs, Bureau of Justice Assistance, Center for Program Evaluation and Performance Measurement: <https://www.bja.gov/evaluation/index.htm>

Kelling, G. L. & Wilson, J. Q. (1982). Broken Windows: The Police and Neighborhood Safety. *The Atlantic Monthly*. [http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/?single\\_page=true](http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/?single_page=true)

**Page Left Blank**

# Crime Prevention

## Course Outline:

### I. What works in crime prevention

- A. A brief overview of research
  - 1. Community cohesion
  - 2. Collective efficacy
  - 3. Broken Windows

- B. Best practices

### II. Opportunities for officers to engage in crime prevention conversations with residents

- A. Improper or no lighting, or lights turned off at night

- B. View of building interior obstructed

- 1. Crime Prevention through Environmental Design (CPTED)
- 2. Linking CPTED to community-based crime prevention strategies (example: community clean-ups)
- 3. Shrubbery

- C. Home owners should stop deliveries

- D. Ladders, boxes, or vehicle parked against building allowing access to roof

- E. Inadequate door and/or window protection

- F. Identity theft

- G. Victimization

### III. Engaging with community members about crime prevention programming

- A. Identifying programs available to citizens, i.e., Operation Identification and Neighborhood Watch to discourage burglaries

- B. Encouraging neighbors to work together to participate in Block Watches, community policing meetings, community picnics and BBQs

IV. Working with community members to solve crime and disorder problems

A. Taking advantage of opportunities during response and investigation to connect with community members and educate about best practices

**END**



# PATROL:

## Crimes in Progress

**Instructional Goal:** A successful response to a crime in progress call depends to a large degree on the skills and knowledge of the officer responding to such a call. The primary purpose of this unit of instruction is to provide the student with an understanding of responsibilities and duties related to crimes in progress incidents. The instructor will emphasize: responsive and responsible driving; approach and deployment, arrival and duties at the scene; and effective techniques in search of the area in question. Particular emphasis will be given to entry and search techniques associated with incidents when the perpetrator is believed to be concealed at the scene of the crime. Special attention will be given to the handling of robbery-in-progress and burglary-in-progress calls. Practical exercises are integrated in this unit.

**Allotted Class Time:** 7 hours

**Instructional Note:** Instructors are encouraged to utilize “Below 100” resources and tenets in discussions of safety as it relates to this and other blocks of instruction in the Patrol section of the BLE. Information and resources can be found at <http://below100.org/>.

### **Student Performance Objectives:**

- PUCR 1. Identify methods to arrive at crime in progress scene cautiously.
- PUCR 2. Identify need to coordinate approach to scene with other officers to ensure that possible suspect(s) escape routes are covered.
- PUCR 3. Identify proper procedures while approaching the scene of a crime in progress call.
- PUCR 4. Identify need to search perimeter of crime in progress scene before entering a building or protected area.
- PUCR 5. Identify techniques to systematically enter and search interior of crime in progress scene for suspect(s) and evidence of a crime.
- PUCR 6. Identify desirable information to determine identification and location of suspect(s) if none are located at crime in progress scene.
- PUCR 7. Identify need to quickly advise dispatcher.
- PUCR 8. Identify procedures to protect crime scene until specialized or back-up assistance arrives.
- PUCR 9. Identify proper procedures for tracking a person from a crime scene.

**Page Left Blank**

# Crimes in Progress

## Course Outline:

### I. Approaching the Scene

- A. Ascertain if you are the only officer(s) assigned
  1. Other officers from your agency and estimated time of arrival (ETA)
  2. Officers from other agencies and ETA
  
- B. Safety in driving (speed, traffic congestion, etc.)
  1. Normally not a code 3 response
  2. If you don't arrive; you can't handle the call and you create another problem.
  3. Allows better observation of vehicles leaving the area.
  4. Difference in arrival time minimal
  
- C. Do not use emergency equipment near scene

### II. Coordinated Approach to Scene

- A. Weapon should be accessible before arrival
  
- B. Single car assigned: Inform dispatcher where you will park
  
- C. Multiple units
  1. Cover all sides and exits from observation point(s), at opposite corners of the building if the scene is inside a building
  2. Maintain safe distance from scene
    - a. Allows better observation
    - b. Allows better reaction time
    - c. Closer is not always better, for example, the correct position to park a patrol vehicle when responding to a robbery-in-progress at a commercial establishment is on the same side of the street and approximately 100 feet from being in line with the front of the store.

### III. Assess perimeter of scene from a distance—wait for back-up in a covered position

- A. Suspicious vehicles at scene
  1. Unusual vehicles in the area
  2. Conveniently parked vehicle in area
  3. Vehicle(s) leaving scene

- B. Suspicious persons at, or leaving, the scene
  - 1. Everyone at or leaving the scene
    - a. Lookouts
    - b. Employees
  - 2. Observe indicators of subjects on scene
    - a. Bushes trampled upon
    - b. Broken glass
    - c. Mud tracks on usually clean area
- C. Locate areas of cover or concealment

#### IV. Interior Search

- A. Determine the need for a canine unit if available
- B. Determine the appropriateness of deploying a weapon while searching—proper position is weapon at side, with arm cocked at a 45-degree angle.
- C. Observe cautiously and pause after entry
  - 1. Should search be conducted? Adequate resources?
  - 2. Listen
  - 3. Let eyes adjust
  - 4. Check overhead and behind open doors
  - 5. Avoid silhouette
  - 6. Observe exits
  - 7. Maintain security on unsecured areas
- D. Appropriateness of lighting
  - 1. Flashlight and positioning—at shoulder level with arm extended away from the body
  - 2. Lighting at location – use to advantage
- E. If suspect apprehended – secure the suspect but do not stop search; look for accomplice
- F. Ascertain owner or person to notify in emergency
- G. Await owner/manager response
- H. Again search premises
- I. Ascertain loss, if any

#### V. Notify dispatcher of disposition quickly

- A. To make other responding units aware of your presence
- B. To avoid duplication of search

C. To provide for your safety

D. To request assistance

#### VI. Determining identification of suspect(s) if none are located at scene

A. Checking for evidence

1. Fingerprints
2. Tool marks
3. Tire tracks
4. Foot prints
5. Possible tools left behind

B. Ascertain if security guard saw anyone

1. Videotapes of exterior/interior

C. Interview persons in area or identify witness by canvass

D. Ascertain if description of offender (if obtained) matched similar incidents

E. Tracking person from crime scene

1. In mud or snow
  - a. Protecting track -- use single lead officer
  - b. Need for caution
2. Availability/use of canine units

#### VII. Protecting Crime Scene

A. Avoid disturbing physical evidence

B. Protect the scene from other officers and citizens

C. Request assistance

D. Allow only police personnel to enter

1. Use of a log

E. Advise responding units what you want done

F. Provide security to premises until responsible person arrives

#### VIII. Use of mock scenes, suggestions:

A. Burglary

1. Incorporate several common means of entry
2. Leave physical evidence
3. Vary approaches to scene in terms of:

- a. Primary unit
- b. First back-up
- c. Second back-up
4. Occasionally hidden suspect(s) at scene both externally and internally
5. Use nighttime exercise if possible

#### B. Robbery

1. Persons who may be present at scene
  - a. Victims
  - b. Witnesses
  - c. Suspects (include “layoff man”)
  - d. Citizens who saw nothing (or “plants” with conflicting info)
2. Require interviews and immediate description broadcasts
3. Vary approaches to scene in terms of:
  - a. Primary unit
  - b. First back-up
  - c. Second back-up
4. Scenario of owner/manager present with weapon

**END**

# Patrol: Drug Enforcement

**Instructional Goal:** 5 Hours. The primary purpose of this unit of instruction is to develop student knowledge and skills necessary to conduct effective drug investigations at the patrol level. In order for the student to utilize effective enforcement practices in the investigation of drug violations, instruction will include: an understanding of the classification of drugs; an awareness of the outward manifestations of drug use/abuse; and knowledge of the procedures for initiating and investigating drug cases. The major emphasis in this segment of instruction will be: (a) recognition of the outward manifestations of drug abuse; (b) recognition and presumptive identification of those drugs most commonly abused; (c) recognition of paraphernalia; and (d) understanding and application of investigative techniques relating to drug violations, including a brief overview of a typical narcotics network starting with the manufacturing or growing of the raw materials, to the processing, packaging, transportation, distribution, marketing, and sale of the contraband to the street level consumer. The student will also learn to recognize how problem solving tactics and procedures can be used to effectively interdict the flow of contraband at any stage, including street level operations, and how their participation fits into the overall picture of drug enforcement investigations.

**Allotted Class Time:** 5 hours

## **Student Performance Objectives:**

PUDE 1. Identify proper procedures for conducting investigation for

- A. Drug overdose
- B. Cannabis and controlled substance violations

PUDE 2. Identify proper procedures for conducting investigations for drug intoxication, under the influence and overdose.

PUDE 3. Identify proper procedures for conducting investigation for cannabis and controlled substance violations.

PUDE 4. Identify physical and behavioral indications of intoxication.

PUDE 5. Recognize the elements of the following terms contained in the Cannabis Control Act (CCA) and Controlled Substances Act (CSA)

- A. Possession (CCA and CSA)
- B. Delivery (CCA and CSA)
- C. Casual delivery (CCA)
- D. Manufacture (CCA)
- E. Production (CCA)
- F. Delivery of controlled, counterfeit, or look-alike substances (CSA)

PUDE 6. Recognize the elements of the Hypodermic Syringes and Needles Act (720 ILCS 635/1).

PUDE 7. Identify by schedule in the Controlled Substances Act

- A. Heroin

- B. Morphine
- C. Codeine
- D. Amphetamines
- E. Methamphetamines
- F. Barbiturates
- G. Methaqualone
- H. Tranquilizers
- I. Cocaine
- J. PCP
- K. LSD
- L. Peyote
- M. Mescaline
- N. Psilocybin
- O. Exempt narcotics

PUDE 8. Identify the elements of first offender probation under the Cannabis Control Act and Controlled Substances Act.

PUDE 9. Identify who can possess and use medical marijuana.

PUDE 10. Identify the process for a patient to get a “registration ID card”

PUDE 11. Identify the statutory debilitating medical conditions for medical marijuana

PUDE 12. Identify where medical marijuana cannot be used or possessed.

**Instructional Note:** Because of frequently changing legal guidelines and the availability of recognized reference sources, an outline of main points is not provided for the law-related portion of this unit. The instructor should consult applicable statutory and case law.



# Drug Enforcement

## Course Outline:

### I. Procedures for first responder at drug overdose scene

- A. Administer first aid as appropriate
- B. Summon emergency medical services
- C. Attempt to identify type of drug taken
- D. May need a search warrant if criminal prosecution anticipated
- E. Role of the coroner in case of drug-related death

### II. Procedures for handling intoxicated individuals

- A. Unlike many states, Illinois has no statute criminalizing public intoxication.
- B. Illinois law bars counties and cities from criminalizing public intoxication (20 ILCS 301/55-15).
- C. Unless intoxicated individual is violating some other law (e.g., disorderly conduct), officer may only take the individual into protective custody.
- D. To qualify for protective custody under state law (20 ILCS 301/25-15), the individual must:
  - 1. Appear to be intoxicated
  - 2. Be in a public place
  - 3. Be a danger to self or others
    - a. Unconscious person should receive medical treatment
    - b. Incapacitated person should be taken to detoxification facility, if available
- E. Protective custody is not considered an arrest

### III. Structure of Cannabis Control Act (CCA)

- A. Directs law enforcement efforts toward commercial traffickers
- B. Penalties vary depending on amount of cannabis

### IV. Structure of Controlled Substances Act (CSA)

- A. Controlled substances are classified in a five-part “schedule” based on
  - 1. Potential for abuse

2. Pharmacological effects
3. History of abuse
4. Risk to public health
5. Potential for dependence

B. Criminal penalties vary depending on schedule level of drug with Schedule I being most serious

C. CSA is modeled after federal law and similar laws exist in other states

D. Schedule classification of common drugs

1. Heroin – I
2. Morphine – II
3. Codeine – II
  - a. Found in prescription cough syrups such as Cherical® and Robitussin A-C®
  - b. Codeine in cough syrups is normally Schedule V
4. Amphetamine – II
5. Methamphetamine – II
6. Barbiturate – II
7. Methaqualone (Quaaludes®) – I
8. Tranquilizers – IV
9. Cocaine – II
10. Phencyclidine (PCP) – II
11. LSD – I
12. Peyote – I
13. Mescaline – I
14. Psilocybin - I

V. Recognition of cannabis and controlled substances violations

A. Possession (720 ILCS 550/4; 570/402)

1. Possession must be “knowing”

B. Delivery (720 ILCS 550/5; 550/7; 570/401; 570/407)

1. Possession must be “knowing”
2. Example: UPS driver does not violate statute by transporting drugs if unaware of contents of package

C. Casual delivery (720 ILCS 550/6)

D. Manufacture (720 ILCS 550/5; 570/401)

E. Production (720 ILCS 550/8)

F. Look-Alike Substances; Manufacture, Distribution, Advertisement or Possession, 720 ILCS 570/404

G. Possession of drug paraphernalia (720 ILCS 600/3.5; 600/4; 635/1)

H. First offender probation (720 ILCS 550/10; 570/410)

VI. Medical Marijuana (410 ILCS 130/10 et seq.)

A. Possession and use of medical marijuana

B. Process for a patient to get a "registration ID card"

C. The statutory debilitating medical conditions for medical marijuana

D. Locations medical marijuana cannot be used or possessed

VII. Outward signs of a person under the influence of drugs

A. General signs of drug/alcohol intoxication

1. Inappropriate speech volume
2. Motor control deteriorates; lack of balance
3. Pace of speech changes from slow to fast back to slow
4. Alertness decrease
5. Inappropriate sweating
6. Dilated pupils; red eyes
7. Slurring of words
8. Noticeably shallow breathing
9. Tiredness

B. Stimulants

1. Cocaine
  - a. Powder
  - b. Crack
2. Methamphetamine
3. Club Drugs (MDMA, GHB, Ketamine, PMA)
4. Amphetamines

C. Depressants

D. Hallucinogens

1. LSD
2. PCP
3. Others (mescaline, psilocybin, analogs, etc.)

- E. Opiates and synthetic opiates
  - 1. Often injected – “track marks”

F. Marijuana

G. Inhalants

## VIII. Identifying by sight drugs most commonly abused and related paraphernalia

A. Cocaine

- 1. Identifying characteristics
  - a. Powder
  - b. "Rock" – compact, white, irregular granules
- 2. Slang terms
- 3. Prices

B. Methamphetamine

- 1. Identifying characteristics
- 2. Slang terms
- 3. Prices
- 4. Danger of labs

C. Marijuana

- 1. Identifying characteristics
- 2. Slang terms
- 3. Prices
- 4. Felony/misdemeanor distinction
  - a. Five or more plants is felony
  - b. More than 100 grams is felony

D. Heroin

- 1. Identifying characteristics
- 2. Slang terms
- 3. Prices

E. Club Drugs

- 1. Identifying characteristics
- 2. Slang terms
- 3. Prices

## IX. First responder recognition of clandestine labs

A. Identification of chemicals, apparatus, paraphernalia

B. Officer Safety

## X. Investigation Procedures

- A. Dangers associated with Controlled Substance Investigations
- B. Characteristics of street use
- C. Terminology and street slang
- D. Intelligence gathering
- E. Outside agency resources
- F. Need for cooperation and de-confliction among agencies/resources
- G. Surveillance and counter-surveillance
- H. Legal aspects

## XI. Drug Interdiction

- A. Drug origins, methods of manufacture, transport, and delivery routes
- B. Mobile conveyance
- C. Common carriers
  - 1. On person
  - 2. Concealed compartments
    - a. Officer safety
    - b. Seizure statutes
- D. Common behaviors of drug carriers

## XII. Field testing of suspected drugs

## XIII. Seizure of drug evidence

- A. Proper packaging
- B. Maintenance of chain of evidence
- C. Place in secure storage/evidence locker pursuant to department policy

## XIV. Management of Ethical Pitfalls in Drug Investigations

- A. Undercover operations
  - 1. Drugs, money and guns pose physical and psychological threats
  - 2. Balance the need to develop experience and proficiency with potential personal adjustment issues of being “undercover too long”
- B. Necessity for accurate control of evidence
- C. Necessity for accurate control of seized property
- D. Necessity for planning, control, and oversight accountability processes
- E. Potential for enticement to accept bribes, payoffs, sexual favors, or protection money

**END**

# PATROL:

## Emergency Management and Critical Incident Response

**Instructional Goal:** Critical incidents may include threats or acts of violence, major demonstrations or riots, floods, major fires, tornadoes, airplane crashes or train derailments, major chemical spills, hostage situations, sniper activity, building collapse or explosion, bomb threats, deadly disease and food contamination occurring within the community. Critical incidents often include first responders other than law enforcement and require standard operating rules for all organization involved. Incidents typically begin and end locally, and are managed on a daily basis at the lowest possible geographical, organizational, and jurisdictional level. In the study of emergency management, the term all hazards is often used in place of critical incidents.

This foundational course and its prerequisites will assist law enforcement with understanding the possible roles they will play in preparing for, protecting against, responding to, recovering from, and mitigating all hazards and critical incidents in their communities and states.

All critical incidents and hazards have an effect on first responders, personally and professionally. How officers are prepared to deal with the stress involved is an essential part of the job. Physical, psychological and emotional health prior to an incident can help officers handle the job better.

**Allotted Class Time:** 4 hours

**Instructional Note:** NIMS programs IS 100, IS 200, and IS 700 are prerequisite courses for this block of instruction. Students are required to complete these courses online at <https://training.fema.gov/nims/>.

### Student Performance Objectives:

- PUEM 1. Define and give examples of possible hazards or incident.
- PUEM 2. Recognize the basics of personal preparedness as a first responder.
- PUEM 3. Describe possible law enforcements/ first responder roles in a disaster or incident.
- PUEM 4. Recognize possible law enforcement roles after an incident or disaster.
- PUEM 5. Recognize what are Critical Incidents.
- PUEM 6. Identify the differences between critical vs. traumatic incidents.
- PUEM 7. Identify possible perceptual distortions during an incident.
- PUEM 8. Identify possible personal responses following a critical incident.
- PUEM 9. Recognize the components of incident debriefing.
- PUEM 10. Identify signs of excessive stress.
- PUEM 11. Recognize the various police department protocols associated with returning to duty.

The content of these instructional outlines, curriculum, and student performance objectives, as well as all materials, concepts, and methods contained herein, are the property of the Illinois Law Enforcement Training & Standards Board and shall not be copied, reproduced, shared, or distributed in any capacity without the Board's written consent.

PUEM 12. Identify suggestions for positive physical, psychological and emotional health of the officer.

**Resources:**

Critical Incidents. (n.d.). Retrieved from <http://www.police.iastate.edu/services/critical-incidents>

Digliana, J. A. (2012). Law Enforcement, Critical Incident Handbook: Information for

Law Enforcement Officers Involved in Critical Incidents. Retrieved from

<http://post.nv.gov/uploadedFiles/postnvgov/content/Training/Critical%20Incident%20Handbook.pdf>

Docobo, J. (2005, December). Community Policing as the Primary Prevention Strategy for Homeland Security at the Local Law Enforcement Level – Homeland Security Affairs. Retrieved from

<https://www.hsaj.org/articles/183>

Fugate, C. W. (2013, August). Law Enforcement's Role in Responding to Disasters. *The Police Chief*, 80, 100-101.

If You See Something, Say Something™. (n.d.). Retrieved from <https://www.dhs.gov/see-something-say-something>

Malcolm, A. S., Seaton, J., Perera, A., Sheehan, D. C., & Hasselt, V. B. (2005). Critical Incident Stress Debriefing and Law Enforcement: An Evaluative Review. *Brief Treatment and Crisis Intervention*, 5(3), 261-278. doi:10.1093/brief-treatment/mhi019

Ready.gov. (n.d.). Retrieved from <https://www.ready.gov/>



# Emergency Management and Critical Incident Response

## Course Outline:

### I. Categories of hazards and critical incidents

- A. Natural, (Hurricanes, Tornados, Floods, Winter storms, Earthquakes, Severe Heat, Severe Cold, Drought, Severe Weather)
- B. Technological (Haz-Mat- chemical or radiological, Dam failure, power outage)
- C. Human-Caused (Terrorism, Civil Disobedience, Cyber Attack, Agricultural epidemic, Public Health Epidemic, active shooter, etc)

### II. What are possible hazard consequences?

- A. Power Outages: traffic, entrapment, UPS, generator fuel.
- B. Communications Disruptions: infrastructure and overload.
- C. Structural Failure: On or off site, transport infrastructure.
- D. Equipment Failure: On or off site.
- E. Access Restrictions: not just after mandatory evacuations.
- F. Transportation Disruption: can be caused by all 5 above, plus more.
- G. Casualties: event predictability reduces numbers.
- H. Personnel Shortages: Casualties, absentees, emergency workers.
- I. Supply Chain Disruption: Could impact security operations.
- J. Health Issues: Water, disease, respiratory, healthcare.
- K. Criminal Activity: Looting, organized crime, terrorism

### III. Incident Command Scenarios

- A. Brainstorm through different hazard situations of various sizes and scope
- B. What is law enforcement's role in various situations?

### IV. Typical Activities of first responders

- A. Before an incident

B. During

C. After

## V. Before an Incident

### A. Community Oriented Policing

1. Parallels between preventing incidents terrorism and community policing strategies
  - a. Creation and reliance on effective partnerships with the community and other public/private sector resources
  - b. Applications of problem-solving strategies
  - c. The philosophical shift to law enforcement and the community joining together to identify and address issues of crime and social disorder

B. If you see Something, Say Something campaign - Learn about indicators of terrorism and violent crime, and about the importance of reporting suspicious activity to the proper state and local law enforcement authorities.

### C. Personal Preparedness

1. Preparing families so first responders can respond
  - a. Plans- evacuation, shelter in place
  - b. Kits
    - (1) Children
    - (2) pets
    - (3) Communications Plan

### D. Communication Plans for Law Enforcement

1. Daily Operations
  - a. Daily plan
  - b. Backup plans
2. Interoperability
  - a. Coordinated Communication plans
  - b. The State has SCIP plan
  - c. All counties have TICP

## VI. During an incident or disaster

A. Officers often know their communities best since they interact with residents on a daily basis

B. Provide valuable situational awareness to response and recovery groups

1. Makeup of the population
2. Infrastructure in area
  - a. Roads
  - b. Businesses
  - c. Hazards
  - d. Critical Infrastructure

C. Other possible law enforcements/ first responder roles:

1. Search and rescue (people and animals)
2. Evacuations (people and animals)
3. Door to door checks
4. Force Security and Protection

D. Role of Mutual Aid

1. What is it?
2. Primary Objective is to facilitate rapid, short-term deployment of emergency support prior to, during, and after an incident.
3. Mutual Aid groups

VII. After an incident or disaster

A. Officers have to secure the area (Force Security and Protection)

B. Investigations

C. Perform Health and Welfare checks on resident

D. Direct survivors or those impacted to assistance

E. Search and Rescue

F. Communicate with own family concerning the status of their health and welfare

VIII. Critical Incidents

A. Critical Incidents: Critical incidents may include threats or acts of violence, major demonstrations or riots, floods, major fires, tornadoes, airplane crashes or train derailments, major chemical spills, hostage situations, sniper activity, building collapse or explosion, bomb threats, deadly disease and food contamination occurring within the community.

B. Critical Incident Response Team (CIRT): The CIRT is an incident specific team which is formed at the time a critical incident occurs and lasts until no longer required. 2The CIRT team can be comprised of members of various groups, agencies and organization depending upon what skills are needed.

IX. Critical Incidents and Stress

A. Critical vs. Traumatic

B. Personal perceptions

1. Perceptual Distortions
2. Possible Responses following critical incidents
  - a. PTSD & Acute Stress Disorder
3. Critical Incident considerations

C. Incident Debriefing information

1. Critical Incident Stress Management (CISM) system

2. Critical Incident Stress Debriefing (CISD)

D. Stress and Stress Management

1. The Concept of Stress
2. Signs of excessive stress

X. Police Department Protocol

- A. Return to Duty Protocol
- B. Trauma Intervention Program
- C. Fitness for Duty Evaluation
- D. Officer-Involved Incident Protocol

XI. Police Officer and Family Wellness

- A. Recovering from Traumatic Stress
- B. Officers and Spouses
- C. Keeping yourself healthy
  1. Positive physical health
  2. Positive psychological and emotional health

**END**

# PATROL:

## Fundamentals of Report Writing

**Instructional Goal:** The record system is the nerve center and memory bank of law enforcement agencies. Virtually all law enforcement functions involve maintaining records, constantly referring to them, and at times, totally depending upon them. Reports prepared by police officers in the field constitute the majority of the records retained in the police record system.

The primary purpose of this unit of instruction is to provide the recruit with an understanding of the fundamental principles of good writing and effective police reporting. Since virtually every action a police officer takes is ultimately committed to a report in one form or another, the recruit must develop the ability to translate actions and observations into written reports. In this unit of instruction, emphasis will be placed upon the purpose of police reports, the uses of reports, basic report components, and guidelines for good report writing.

**Allotted Class Time:** 12 hours

### **Student Performance Objectives:**

PURW 1. Identify factors which make it necessary to record personal notes based on nature of complaint or situation.

PURW 2. Identify proper methods for recording field notes.

PURW 3. Identify the need to write concise and factual account of witness and complainant interviews by including all pertinent information.

PURW 4. Identify proper method to record location of physical evidence at crime scene.

PURW 5. Identify sources of information for written reports.

PURW 6. Identify proper content and sequence of information for police report.

PURW 7. Identify desirable elements of an acceptable narrative report.

PURW 8. Identify need to proofread written report and, if necessary, make corrections.

PURW 9. Identify necessary content of criminal case summary sheet for state's attorney.

PURW 10. Demonstrate ability to identify and prepare the appropriate case report following each practical exercise administered throughout the curriculum.

### **Resources:**

Frazer, B. & Davis, J. (2009). *Painless Police Report Writing: An English Guide for Criminal Justice Professionals* (3<sup>rd</sup> ed).

**Page Left Blank**

# Fundamentals of Report Writing

## Course Outline:

### I. Recording personal notes

#### A. Need

1. Seriousness of complaint or situation (remember, it is always serious to the victim)
2. Unusual circumstances
3. Circumstances involving officer liability
4. Incriminating statements made at the scene
5. Do not rely on memory

#### B. Method

1. Making notes concise but complete
2. Maintaining notes in notebook only pertinent to cases
  - a. Personal comments can jeopardize case and cause embarrassment
3. Maintaining notes and reports on major cases separately by case
4. Retain notes and reports until case has been resolved

### II. Recording field notes

#### A. Methods of recording notes in notebook

1. Keep notes organized.
2. Do not erase. Line through and initial.
3. Number all pages
4. If shorthand is used officer must be able to explain all abbreviations
5. Always include date

#### B. Recording all statements taken, including:

1. Elements of crime
2. Probable cause
3. Concise and factual accounts of all evidence received

### III. Writing narrative reports

#### A. Sources of information for written reports

1. Complainant
2. Witnesses
3. Motor vehicle registration
4. County, city, and state records
5. Informants
6. Victim (may be the same as complainant but not always)

#### B. Proper content and sequence of information for police reports

1. Reports should contain all needed information
  - a. Factual
  - b. Unbiased
  - c. Concise
  - d. Legible
  - e. Clear in meaning
  - f. Thorough
2. Reports should generally be written in the order in which the crime was committed
3. Elements of a complete report
  - a. Who—includes victim, complainant, suspect, witnesses (but not the officer)
  - b. What
  - c. Where
  - d. When
  - e. Why—possible motive(s)
  - f. How
4. A crime scene is graphically depicted in a narrative report to aid in understanding the scene and situation surrounding it. It does not replace the need for narrative description.
5. The well-written report makes generous use of subtitles, to help the reader identify areas of the report which may be of special interest to the reader.

#### C. Need to proofread written reports

1. Make necessary corrections
  - a. Content
  - b. Spelling
  - c. Punctuation
  - d. Grammar
2. Remember that the report will end up in court
3. Often a good idea to have another officer review the report
4. The officer's signature on the offense is always required
5. The use of abbreviations in a report is considered acceptable for standard terms

#### D. The final entry in a narrative offense report should be the disposition of the investigation

### IV. Preparing case summary sheet for state's attorney

#### A. Include copy of complete report

#### B. Record on sheet:

1. Defendant's name
2. Charge
3. Date, time, location of offense



C. Inform state's attorney of witness account(s)

D. Case folder should contain, where applicable, offense reports, supplemental reports, evidence receipts, lab reports, witness statements, and disposition information.

**END**

**Page Left Blank**

# PATROL:

## Homeland Security Orientation

**Course Description:** This foundational course will assist law enforcement with understanding the broad topic of Homeland Security in the United States. The primary purpose of this course is to give officers a background, evolution and overview of Homeland Security and the possible roles they will play in preparing for, protecting against, responding to, recovering from, and mitigating all hazards in their communities and states. Officers will also have a general background of the enabling authorities and documents which guide Homeland Security efforts.

**Allotted Class Time:** 4 hours

### Student Performance Objectives:

- PUHS 1. Recognize the enabling authorities and documents guiding Homeland Security efforts.
- PUHS 2. Identify the core Missions of Homeland Security.
- PUHS 3. Recognize the history the Department of Homeland Security.
- PUHS 4. Identify community partners in Homeland Security.
- PUHS 5. Identify state and federal partners and roles in Homeland Security.
- PUHS 6. Recognize programs supporting roles for officers and citizens in Homeland Security.

**Instructional Note:** Several resources specific to sections in the course outline below are included in-line to aid in the identification and presentation of course content. Additional, general resources are provided as well.

### Resources:

Ready.gov: <https://www.ready.gov/>

Department of Homeland Security, Selected pages:

Mission Statement: <http://www.dhs.gov/our-mission>

Proposal to Create the Department of Homeland Security: <http://www.dhs.gov/proposal-create-department-homeland-security>

Homeland Security Act of 2002 <http://www.dhs.gov/homeland-security-act-2002>

Who Joined DHS?: <http://www.dhs.gov/who-joined-dhs>

## **Page Left Blank**

# Homeland Security Orientation

## Course Outline:

### I. History and evolution of Homeland Security

- A. Examples of Major Disasters and Terrorism – pre 9/11
- B. Origin and purpose of U.S. Office of Homeland Security (first director Tom Ridge)
  - 1. Proposal to Create the Department of Homeland Security June 2002
  - 2. Homeland Security Act of 2002 – (Public Law-296), November 25, 2002
  - 3. Reorganization of agencies: or who became part of the DHS –Jan 2003

### II. Overview of Homeland Security

- A. The vision of homeland security
- B. Three key concepts form the foundation of our national homeland security strategy designed to achieve the vision: Security, Resilience, and Customs and Exchange

#### C. Core Missions of Homeland Security

- 1. Prevent Terrorism and enhancing security
- 2. Secure and Manage our borders
- 3. Enforce and administer our immigration laws
- 4. Safeguard and secure cyberspace
- 5. Ensure resilience to disasters

#### D. Guiding principle of homeland security: All events begin and end locally

#### E. DHS Rulemaking: The six operational components with regulatory responsibilities

- 1. U.S. Citizenship and Immigration Services (USCIS) <http://www.uscis.gov/>
- 2. U.S. Coast Guard (USCG) <http://www.uscg.mil/>
- 3. U.S. Customs and Border Protection (CBP) <http://www.cbp.gov/>
- 4. Federal Emergency Management Agency (FEMA) <http://www.fema.gov/>
- 5. U.S. Immigration and Customs Enforcement (ICE) <http://www.ice.gov/>
- 6. Transportation Security Administration (TSA) <http://www.tsa.gov/>

#### F. Key DHS Laws

- 1. General DHS Laws
  - a. [Homeland Security Act of 2002](#) This Act established the Department of Homeland Security and set forth the primary mission of the Department
  - b. [Intelligence Reform and Terrorism Prevention Act of 2004 \(Public Law 108-458\)](#)

Among other things, this Act addresses transportation security, border surveillance, alien detention, visa requirements, and alien smuggling

c. [Implementing Recommendations of the 9-11 Commission Act of 2007 \(Public Law 110-53\)](#) This Act addresses a wide range of the

Department's missions, including cargo security, critical infrastructure protection, grant administration, intelligence and information sharing, privacy, and transportation security

## 2. Emergency Management

a. [Robert T. Stafford Disaster Relief and Emergency Assistance Act and Related Authorities](#) The Stafford Act prescribes circumstances for declaring disasters and emergencies and the types of assistance to be provided in such situations, among other things

b. [Post-Katrina Emergency Management Reform Act of 2006 \(Public Law 109-295\)](#)

This Act revised a number of provisions in the Stafford Act and the Homeland Security Act to strengthen the nation's response to disasters and emergencies

## 3. Immigration and Border Security

a. [Immigration and Nationality Act](#) The Immigration and Nationality Act includes many provisions relating to the admission of aliens, the removal of aliens, grants of asylum, and the investigation of human trafficking

## 4. Transportation Security

a. [Aviation and Transportation Security Act \(Public Law 107-71\)](#) This Act established the Transportation Security Administration (TSA) and vested security functions previously performed by the Federal Aviation Administration in TSA, among other things

# III. Homeland Security Roles

## A. Knowing your partners in Homeland Security

### 1. Federal entities and agencies

- a. Federal Law enforcement partners
- b. Federal Investigative partners
- c. Federal Response partners

### 2. State entities

### 3. Local groups and agencies- public and private

- a. Community partnerships
- b. Neighborhood/Community Profiles

### 4. Programs supporting roles for officers and citizens in Homeland Security

### 5. Readiness and personal preparedness

- a. Ready is a national public service campaign designed to empower Americans to prepare for and respond to emergencies, including natural disasters and potential terrorist attacks

- b. <http://www.dhs.gov/ready> has sites for citizens and first responders to be personally prepared
- 6. End Human Trafficking- The Blue Campaign is the unified voice for DHS' efforts to combat human trafficking. <http://www.dhs.gov/end-human-trafficking>
- 7. Cybersecurity for officers and citizens
  - a. The Stop.Think.Connect. Campaign is a national public awareness effort to guide the nation to a higher level of Internet safety by challenging the American public to be more vigilant about practicing safer online habits.
  - b. Officers need to be careful about their own online habits and reputation to protect themselves
    - (1) Professionally
      - (a) Protecting sensitive data
      - (b) Protecting professional reputation
    - (2) Personally
      - (a) Protecting your personal data
      - (b) Avoid being a target

**END**

**Page Left Blank**



# PATROL:

## Patrol Procedures

**Instructional Goal:** The typical police officer spends the majority of the working day in the widely defined activity referred to as “patrol.” To be effective in patrol activities, officers must: understand the functions of patrol; know a variety of methods for conducting patrol; know how to properly prepare for patrol; discern how to respond to calls under a variety of circumstances; be able to conduct successful field interviews; perceive how to interview victims of a crime; know how to properly use communication equipment; and know how to deal with various emergency situations.

**Allotted Class Time:** 14 hours

**Instructional Note:** Instructional emphasis in this unit will be on the functions of patrol. Performance objectives are grouped into specific areas related to patrol. It is permissible to separate these groups into separate instructional blocks at the discretion of the academy. As part of the Police Communications section, recruits are required to provide proof of current LEADS certification during the BLE course. The level of certification is at the discretion of the agency.

### **Student Performance Objectives: Field Patrol**

- PUPP 1. Identify need and method to search patrol vehicle interior for weapons or contraband.
- PUPP 2. Identify procedures for patrolling locations which are potentially hazardous to citizens.
- PUPP 3. Identify proper procedures for patrolling on foot.
- PUPP 4. Identify signs of illegal entry to businesses and dwellings.
- PUPP 5. Identify factors indicating suspicious persons.
- PUPP 6. Identify procedures for investigating suspicious vehicle.
- PUPP 7. Identify circumstances typically requiring back-up assistance.

### **Student Performance Objectives: Police Communications**

- PUPP 8. Identify proper procedures to receive and evaluate telephone requests for police assistance.
- PUPP 9. Identify proper procedures to operate console/portable radio.
- PUPP 10. Identify techniques employed to operate LEADS terminal.
- PUPP 11. Identify proper LEADS procedures to check persons and property.
- PUPP 12. Identify information necessary to check for wanted individual through LEADS.
- PUPP 13. Identify information necessary to check for stolen property through LEADS.

### **Student Performance Objectives: Information Sources**

- PUPP 14. Identify techniques to talk to citizens on the beat.
- PUPP 15. Identify sources of information on criminal activity in the area.
- PUPP 16. Recognize circumstances in which other agencies have an interest in being informed.
- PUPP 17. Identify methods of communication with other law enforcement officials.
- PUPP 18. Identify procedural alternatives available for gathering intelligence information.

PUPP 19. Recognize circumstances where conducting intelligence activities is legally permissible.

**Student Performance Objectives: Traffic Law Enforcement**

PUPP 20. Identify proper position of patrol vehicle while monitoring for traffic violations.

PUPP 21. Identify factors to be considered when estimating the speed of a vehicle.

PUPP 22. Identify procedures to issue verbal warnings to traffic violators.

PUPP 23. Identify circumstances (e.g., weather conditions, light conditions, marked or unmarked unit, statements of driver/passengers.) to be recorded regarding traffic citations for purposes of court presentation.

PUPP 24. Define legal requirements pertaining to assessment of driver's capability to operate vehicle.

PUPP 25. Identify procedure to inspect driver's license.

PUPP 26. Identify need to request immediate repair to roadway if damage is extensive.

PUPP 27. Identify procedures to remove vehicles obstructing traffic.

PUPP 28. Identify procedures to impound vehicle.

PUPP 29. Identify procedures to assist stranded motorists.

# PATROL PROCEDURES

## Course Outline:

### I. Field Patrol

- A. Basic objectives
  - 1. Public service
  - 2. Protection of life and property
  - 3. Law enforcement
  - 4. Crime prevention
  - 5. Detention and apprehension of offenders
  - 6. Order maintenance
  
- B. Knowledge necessary to meet basic objectives of field patrol
  - 1. Geographic area of community
    - a. Shortest routes each time of day
    - b. Dead-end streets
    - c. Construction
    - d. Street numbering system
    - e. Street names
  - 2. Persons in the community
    - a. Persons with mental illness
    - b. Persons with disabilities/special needs
    - c. Known criminals
    - d. Parolees
    - e. Sex offenders
    - f. Concerned citizens'/community organizations
  - 3. Nature of previous criminal activities
    - a. Typical crime activity
    - b. Activity from previous shifts
  - 4. Commonly seen vehicles and public transportation
  - 5. Physical facilities and operation of local businesses
    - a. Hours of operation
    - b. Employees of late night businesses
    - c. Location of eateries and rest rooms
  
- C. Types of Field Patrol
  - 1. Marked vehicles
    - a. Use of uniformed officers and marked vehicles
    - b. Visibility and Deterrence
  - 2. Unmarked vehicles
    - a. Use of plainclothes officers and unmarked vehicles
    - b. Drawbacks
  
- D. Personal equipment check before each shift

1. Weapons
  - a. Firearm(s)
  - b. O.C. spray
  - c. Impact weapon
  - d. Other
    - (1) Additional equipment (mirrors, rope, etc.)
    - (2) Non-perishable food/water meal
2. Flashlight, ticket book, pens
3. Various types of agency forms
4. Portable radio
5. Other electronic equipment, as applicable
6. Personal protection equipment
  - a. Safety vests (bullet-resistant vests)
  - b. Rubber gloves
  - c. Traffic vests
7. Map
  - a. Landmarks
  - b. Hospitals
  - c. Schools and playgrounds, etc.
8. Personal eyewear (self-protection, lenses, sunglasses)

#### E. Vehicle Inspection

1. Mechanical status (at beginning shift)
  - a. Lights
  - b. Siren
  - c. Brakes
  - d. Horn
  - e. Fuel and oil
  - f. Damage inspection
  - g. Cleanliness
2. Auxiliary equipment checks (varies by department)
  - a. Shotgun/rifle
  - b. First aid equipment (gloves, AED, CPR tools, Narcan, Epi-Pens)
  - c. Flares
  - d. Fire extinguisher
  - e. Blanket
3. Security check
  - a. Search for concealed weapons/contraband
  - b. Check areas when material could be hidden
  - c. At beginning and end of shift
  - d. After transporting anyone other than officers
4. Reporting deficiencies or discoveries
  - a. Before beginning patrol or when issue arises
  - b. Reporting procedures vary by jurisdiction

#### F. Preparing list of locally stolen vehicles and wanted persons

1. Stolen cars
2. Subjects wanted on warrant
3. Subjects wanted for investigation
4. Problem subjects that may frequent your area of patrol
5. Areas where vehicles have been known to be abandoned

#### G. Identifying potentially hazardous areas

1. Dark streets
2. Known drug dealing locations
3. Liquor/gambling establishments
4. Locations frequented by vulnerable persons
  - a. Homeless
  - b. Children
  - c. Prostitutes
  - d. Drug addicts
5. Road construction

## II. Proper Procedure for Patrol

### A. Definition of proactive patrol

1. Self-initiated activities
  - a. Traffic stops
  - b. Parking violations
  - c. Code violations
  - d. Talking with citizens (business owners, government officials, etc.)
2. Crime reduction efforts
3. Identifying public hazards
4. Active community service
5. Detailed knowledge of street and business locations
6. Avoiding constant use of thoroughfares
7. Awareness of traffic patterns and locations of areas experiencing high crash rates
8. Awareness of crime patterns by location and time

### B. Proactive patrol tactics

1. Identify and stop suspicious persons
  - a. Awareness of “Terry stop” requirements
  - b. Record information in field notes
  - c. Mandated documentation
2. Stopping suspicious vehicles
3. Checking abandoned vehicles
4. Check building security both commercial and residential
5. Identify and report road hazards
6. Check public places
7. Patrol parks, alleys and streets
8. Checking problem spots

9. Checking certain areas at problem times (bar closing, etc.)
10. Systematically unsystematic patrol
  - a. Avoid establishment of routine patrol patterns
  - b. Meals and coffee at different times and places when possible
  - c. No fixed route of travel
11. Potential problems within parks, school grounds, parking lots
  - a. Robbery
  - b. Vehicle burglary
  - c. Vehicle theft
  - d. Abandoned vehicles
  - e. Sexual assault
  - f. Drug sales and gang activity
12. Property checks
  - a. Use of inconspicuous and quiet approach
  - b. Areas checked
    - (1) Doors
    - (2) Windows
    - (3) Roofs
  - c. Alarm systems commonly utilized by businesses
  - d. Indications of break-ins
    - (1) Lights out that are usually on
    - (2) Broken glass at window latch
    - (3) Pry marks
    - (4) Ladders or other means of roof access
    - (5) Vehicle parked on a residential street adjoining businesses
13. Establishing communication with citizens in area of assignment
  - a. Talking to various people on beat
  - b. Receptive listening to people on beat
    - (1) Avoid interrupting
    - (2) Allow them to give their opinions
    - (3) Show an interest in their concerns
  - c. Explain how the citizen can help the police

### III. Identifying wanted vehicles or persons

- A. Check for unusual activities
  1. Vehicles:
    - a. Presence of contraband or weapons
    - b. Out of place for time and area
- B. Compare identity of vehicles and/or persons to wanted lists
- C. Verify identification of vehicles and individuals
- D. Factors indicating suspicious vehicles
  1. Vehicle in improper condition
  2. Vehicle properly licensed (plates and city sticker)
  3. Erratic driving

4. Unusual activities – inconsistent with normal behavior pattern in the circumstance
5. Vehicle and/or persons fit description

E. Procedures for investigating vehicles containing suspicious persons

1. Check for illegal activity
2. Follow at a reasonable distance
3. Attempt to verify suspicion through radio check for wanted
  - a. Notify dispatcher of registration, location, and direction of travel
  - b. Approach vehicle cautiously
  - c. Investigate vehicle occupants
  - d. Hold vehicle if found to be wanted
  - e. Request back-up at any step if officer deems it necessary

F. Procedures for interviewing suspicious persons (review of “Terry stop”)

1. Determine if actions are suspicious
  - a. Person in area at improper times
  - b. Actions of persons
    - (1) Evasiveness
    - (2) Nervous behavior
    - (3) Clothing
2. Request assistance, if necessary
3. Approach suspect(s) cautiously
4. Conduct pat down if appropriate
5. Interview suspect
  - a. Advise person of reason for interview
  - b. Ask for reason for being in area
  - c. Request identification
  - d. Verify identification
6. Potential obstacles to field interviews
  - a. Suspect will not speak or ignores you
  - b. Suspect claims his/her “rights” under the Fifth Amendment
  - c. Suspect flees or becomes abusive
  - d. Suspect is “overly” cooperative
  - e. Third party interference
  - f. Suspect is lying
  - g. Language barriers
  - h. A crowd is gathering
7. Check person against wanted or known criminal list
8. Follow agency policy regarding completion of field interrogation card or entry

#### IV. Police communications

A. Basic Telephone/Dispatch Procedures

1. Non-emergency telephone procedures
  - a. Identify yourself and agency

- b. Speak clearly, concisely and calmly
- c. Listen closely and ask follow up questions
- d. Refer call to appropriate personnel/section
- e. Advise caller:
  - (1) If being placed on hold, for how long
  - (2) If being transferred, to whom
- 2. Requests for police response
  - a. Determining seriousness (priority)
    - (1) Urgency
    - (2) In progress
    - (3) Old crime newly discovered
    - (4) Crime against person vs. property
  - b. Obtaining accurate information
    - (1) Being courteous
    - (2) Listen carefully (e.g., obtain accurate information)
    - (3) Where possible, obtain caller's information
    - (4) Obtain and record all pertinent information about the request for service (who, what, when, where, why, and how)
    - (5) Keep caller on the phone for additional information, if needed, on serious calls
- 3. Radio/dispatch console
  - a. Speaking clearly, concisely and calmly
  - b. Record complete, accurate information
  - c. Using proper radio techniques minimizes radio congestion
  - d. Use of the phonetic alphabet to provide more complete understanding of spoken messages in radio transmissions.

## B. LEADS terminal operation

- 1. Information available through LEADS/NCIC
- 2. Wanted check for person
  - a. Name, date of birth, race, sex
  - b. If there is an indication that subject is wanted on warrant, confirm with dispatch and secure individual
  - c. Have dispatch confirm the warrant with the originating agency
- 3. Wanted check for stolen property
- 4. Vehicle registration information via Secretary of State
- 5. Interpreting coded LEADS message

## C. Patrol officer radio procedure

- 1. Speak clearly, concisely, and calmly
- 2. Keep transmissions to a minimum
- 3. Keep dispatch informed of your status
  - a. Type of call (traffic stop, citizen contact, etc.)
  - b. Situation update



- c. Out of service (break, gas, etc.)
- 4. Performing a wanted persons/property check
  - a. Elements of complete description of persons
    - (1) Name
    - (2) Sex
    - (3) Race
    - (4) Age
    - (5) Height
    - (6) Weight
    - (7) Color of hair
    - (8) Color of eyes
    - (9) Any distinguishing features (e.g., marks, scars, limp)
    - (10) Clothing description from head to foot
    - (11) Unusual behavioral characteristics
    - (12) Reason person is wanted (including any reasons for using additional caution)
    - (13) Direction of travel or area last seen
  - b. Description of property
    - (1) Descriptions of property: size, shape, color, markings
    - (2) Common elements: make, model, type, serial number
  - c. Description of vehicles
    - (1) Color
    - (2) Year
    - (3) Make/model
    - (4) Body
    - (5) License
- 5. Proper procedures for calling in a pursuit
  - a. KNOW AND FOLLOW YOUR AGENCY'S PURSUIT POLICY
  - b. Identify yourself/unit
  - c. Current location
  - d. Direction of travel
  - e. Description of offender
  - f. Reason for pursuit

## V. Information Sources

- A. Sources of information relevant to criminal activity in the area.
  - 1. Crime/activity reports from previous shifts
    - a. Briefing/Roll Call
    - b. Sharing information with incoming/outgoing officers
    - c. Investigators
  - 2. Information from citizens
  - 3. Informants
- B. Establishing citizen contacts
  - 1. "Meet and greets"

- a. Local Business owners, managers, and employees
  - b. Various business/fraternal organizations
  - c. School functions and meetings
  2. Casual contacts while on patrol
  3. Initial contact while taking reports
  4. Follow-up contacts regarding prior reports
- C. Establishing informants
1. Type of persons who may prove to be valuable informants
  2. Types of information commonly available from informants
  3. Methods of recruiting informants
  4. Difference between the “true” and “apparent” motives of an informant
    - a. Civic-minded
    - b. Gratitude
    - c. Revenge
    - d. Money
    - e. Vanity
    - f. Avoidance of punishment
  5. Various methods for establishing the credibility and reliability of an informant
    - a. Past performance
    - b. Corroboration
    - c. Reputation
    - d. Legal requirements for protecting a confidential informant.
- D. Circumstances in which other law enforcement agencies have an interest in being informed.
1. Crimes utilizing similar *modus operandi*
  2. Information on crimes that may be new to the area
  3. Information on crimes committed in other jurisdictions
- E. Methods of communicating with other law enforcement agencies
1. Radio broadcasts
  2. Teletype message
  3. Organizational meetings (Task Force, Association meetings, etc.)
  4. Phone calls, in person meetings, emails
- F. Procedural alternatives available for gathering intelligence information
1. Law Enforcement records
  2. Municipal and County government records
  3. Public records
- G. Circumstances where conducting intelligence activities are legally permissible
1. Official investigations only

2. Private information that must be protected

## VI. Traffic law enforcement

### A. Purpose of traffic law enforcement

1. Part of multifaceted traffic safety approach
  - a. Education
  - b. Engineering
  - c. Enforcement
2. Selective traffic enforcement concept – concentrated patrol of high-risk areas during the day(s) and time(s) when traffic crashes are likely to occur.

### B. Monitoring for traffic violations

1. Allow normal flow of traffic
2. Provide clear view of violations
3. Safe access to violators
4. Low visibility of patrol vehicle

### C. Speed enforcement techniques

1. Visual estimate of speed
  - a. Speed in relation to other vehicles
  - b. Engine noise
  - c. Tire squeal
  - d. Apply experience from pacing vehicles
2. Pacing speed using speedometer
  - a. Verify accuracy of patrol car speedometer using agency procedures
  - b. Maintain equal distance from violator
  - c. Note distance traveled
3. Determining speed using radar
  - a. Select desirable position
    - (1) Allow normal flow of traffic
    - (2) Allow safe access to violators
    - (3) Avoid cross traffic patterns which interferes with radar unit reading
  - b. Test radar unit, using designated procedure for agency equipment
  - c. Accurate radar reading
    - (1) Isolating vehicle registering
    - (2) Closest vehicle characteristic
    - (3) Vehicle size characteristic
    - (4) Importance of certainty before taking enforcement action

### D. Enforcement actions

1. Verbal warnings
  - a. Evaluate seriousness
  - b. Consider mitigating circumstances

- c. Record incident per state law (e.g., Traffic Stop Statistical Study)
- d. Age and/or sex of the violator are not important factors in a decision to issue a verbal warning
- 2. Issuing citations
  - a. Identify:
    - (1) Location
    - (2) Weather conditions
    - (3) *Res gestae* (“excited utterance”) from passengers/witnesses
    - (4) Unusual actions or statements by violator
  - b. Record bond receipt
  - c. Explain disposition to offender
  - d. Assess driver’s capability to continue to operate vehicle
    - (1) Observe actions and behaviors such as coordination, speech, manual dexterity
    - (2) Relevant Illinois law
    - (3) If an officer encounters a driver who possesses a valid operator’s license, but whose present driving ability is in question (i.e., elderly or physically handicapped), the officer should notify the Secretary of State through existing procedures.
- 3. Inspecting driver’s license
  - a. Expiration
  - b. Restrictions (e.g., corrective lenses)
  - c. Match photo to driver
  - d. Secretary of State check
    - (1) Revoked, suspended, or no valid I.D.
    - (2) Restrictions
  - e. Driver should possess only one license
  - f. Have violator remove license from wallet/purse and hand it to the officer for inspection
- 4. Municipal vehicle tax sticker, if applicable
  - a. Proper display
  - b. Expiration

#### E. Handling roadway obstructions

- 1. Damage
  - a. Request immediate repair for extensive damage
  - b. Direct traffic around extensive damage
- 2. Removing vehicles obstructing traffic
  - a. Check LEADS for possible stolen
  - b. Request tow truck per agency policy
  - c. Direct traffic until vehicle is moved
  - d. Transmit vehicle description per agency policy
  - e. Advise owner, and/or driver, if possible
- 3. Abandoned vehicles
  - a. Identify owner through vehicle registration
  - b. Locate and advise per agency policy

- c. An abandoned vehicle, that is not an immediate traffic hazard, cannot legally be towed by the police unless there is reasonable cause to believe that the vehicle has been abandoned by the registered owner.
4. Vehicle impoundment
  - a. Legal requirements
    - (1) Driving under influence
    - (2) Hit-and-run
    - (3) Abandoned
    - (4) Traffic hazard
  - b. Procedures
    - (1) Check status through LEADS
    - (2) Advise towing company if police hold exists and determine if tow bill paid
    - (3) Submit report per agency policy
    - (4) Complete inventory sheet
5. Stranded motorists
  - a. Protect with patrol vehicle
  - b. Provide assistance (e.g., summon a wrecker)
  - c. Need to remain with vehicle until moved

**END**

**Page Left Blank**

# PATROL:

## Vehicle Stops and Occupant Control

**Instructional Goal:** On a daily basis, the law enforcement officer is called upon to make stops of vehicles. The manner in which these stops are made can be a positive public relation tool as well as ensure the safety of the motorist and the law enforcement officer. Almost one out of every five officers killed in the line of duty is killed while performing “traffic pursuits and stops.” Current information regarding these data is contained in the annual report by the F.B.I. on law enforcement officers killed. Police hazards associated with vehicle stops will be emphasized during the instruction to impress upon the student that there is no “routine” stop. This unit of instruction is intended to develop student ability to perform safe, effective vehicle stops, and to control or arrest the occupants of the vehicles. Practical exercises will be included in this unit to allow application of the principles and techniques learned. Practical application of searching, cuffing, and transporting techniques will be taught in the unit “Control and Arrest Tactics.”

**Allotted Class Time:** 12 hours

**Student Performance Objectives:**

PUVS 1. Identify proper procedures to stop vehicles to investigate, cite, or arrest occupants.

**Page Left Blank**



# Vehicle Stops and Occupant Control

## Course Outline:

### I. Vehicle stops: basic

#### A. Observe violation

1. Note surrounding circumstances
2. Assess probability of violation being associated with criminal conduct
3. There are no “routine” traffic stops

#### B. Select location for stop (first safe site)

1. Familiar to officer if possible
2. Well lighted if possible
  - a. Unless able to use darkness to advantage by controlling lighting
3. Outside flow of traffic
4. Avoid high risk area
  - a. Low visibility
  - b. On curve/corner
  - c. On hill
  - d. High crime areas

#### C. Call in stop information (before stopping, if possible)

1. Plate information and vehicle description
2. Location of stop
3. Reason for stop (traffic, suspicious vehicle)
  - a. Discussion of detention (more than consensual, less than arrest)
  - b. Discussion of traffic citation
  - c. Request for consent search (covered in detail elsewhere)
4. Number of occupants

#### D. Notifying violator -- getting attention

1. Activate emergency lights
2. Use Siren (last resort)

#### E. Positioning vehicles

1. Offset patrol vehicle at least three feet to left and 10-15 feet to the rear
2. Leave appropriate distance between vehicles
3. Purpose: safety zone for officers and violator

- F. Approaching vehicle—prime concern is safety
    - 1. Observe big picture, check for unusual while walking
      - a. Trunk area
      - b. Rear window
      - c. Subjects in vehicle
        - (1) Note unusual behavior
    - 2. Stay out of flow of traffic
    - 3. Utilize spot light -- shine into vehicle and vehicle mirrors
  
  - G. Position at vehicle
    - 1. Standing to rear of driver door
      - a. Driver must turn to officer
      - b. Stand with weapon away from driver
      - c. Provides protection from aggressive actions of driver
    - 2. Other positions
  
  - H. Conversation with violator
    - 1. Inform of violation
    - 2. Inform enforcement action to be taken
      - a. Verbal warning
      - b. Written warning
      - c. Written citation
    - 3. Inform bonding options -- whichever applicable
      - a. Driver's license
      - b. Bond card -- valid and acceptable
      - c. Cash -- correct amount
  
  - I. Accepting documents: Always take with non-weapon hand
  
  - J. Checking on violator (outside hearing of violator)
    - 1. Ask for driver's license check
    - 2. Ask for warrants check
  
  - K. Taking enforcement action
    - 1. Explain disposition procedures
    - 2. Maintain caution
    - 3. Answer questions completely and politely
  
  - L. Assist violator back into traffic flow if necessary
- II. Vehicle stops: perceived high risk
- A. Verification of vehicle/suspect

- B. Notify dispatch
  - 1. Direction of travel
  - 2. Description of vehicle/suspect
  - 3. Speed
- C. Select location for stop
  - 1. Same as in low risk
  - 2. Not conducive to escape
- D. Stopping vehicle/suspect
  - 1. Method of notifying: emergency light and siren
  - 2. Position of patrol vehicle
    - a. Forty-five degree offset vs. behind suspect vehicle
    - b. Exiting quickly from vehicle
- E. Identify yourself
- F. Remove from vehicle
  - 1. Voice commands: loud and clear
  - 2. All out driver's side vs. all out passenger's side
- G. Place into cuff and search position
- H. Restrain, search, transport

### III. Racial Profiling (also known as Traffic Stop Statistical Study)

- A. What is racial profiling and how does it work?
- B. Legal profiling
- C. Illegal/improper profiling
- D. Public's view of police
  - 1. Student experiences
  - 2. Family/friends experience
  - 3. Public opinions
- E. Definition of "Racial Profiling"
  - 1. Department policy
  - 2. Federal definition
  - 3. State definition

#### F. History of Racial Profiling in Policing - Background

1. In 1986, a racially biased drug courier profile was introduced to highway patrols by the DEA.
2. Drug courier profile
3. Race/skin color one criteria
4. Traffic Stop Statistical Study (625 ILCS 5/11-212)
  - a. Length of study
  - b. Department requirements
  - c. Mandatory participation
  - d. Exceptions
  - e. Methods of data submission

#### G. Incidence

1. Some people think that such stops are rare inconveniences.
2. Data from a 1999 Gallup Survey suggests that more than four out of ten African Americans reported such experiences, and nearly seven out of ten of those stopped reported being detained three or more times.

#### H. Impact

1. One of the core principles of the Fourth Amendment to the U.S. Constitution is that the police cannot stop and detain people without some probable cause or reasonable suspicion that those people are involved in criminal activity.
2. When the police use traffic stops against people of color as a pretext to search for evidence of wrongdoing, they violate the spirit of the Fourth Amendment.

#### I. Legal requirements of law enforcement officers (625 ILCS 5/11-212)

1. Illinois Public Act 93-0209, 93rd General Assembly, Enacted July 17, 2003; Effective July 17, 2003; all jurisdictions required to collect data. The relevant section of the statute is 625 ILCS 5/11-212.
2. Requires every State and local law enforcement officer to collect information each time the officer issues a citation or stops a driver.
  - a. For stops without a citation, the information is recorded on a uniform stop card.
  - b. Each law enforcement agency will compile the data and send it to the Secretary of State in an annual report.
  - c. The Illinois Department of Transportation shall analyze the annual reports and submit a report of the findings to the Governor, the General Assembly, and each law enforcement agency no later than July 1 in the years 2005, 2006, 2007, and 2008.
3. Requirements on the Officer
  - a. New Uniform Traffic Citations
    - (1) When to use

- (2) Procedure to complete
  - b. Data sheets or Stop cards
    - (1) When to use
    - (2) Procedure to complete
  - c. Review bonding information for a citation
4. Data collected
- a. Name, race, gender, reason for stop / alleged violation, date, time, location, officer ID, warning given, citation given, personal search conducted, search of vehicle conducted, type of search
5. Scope of collection: citations only
- J. Prohibitions against racial profiling by law enforcement officers

**END**

**Page Left Blank**

# **PATROL INVESTIGATION**

## **57 hours**

**Page Left Blank**



# PATROL INVESTIGATION:

## Custody Arrest, Booking and Detention/ Facility Procedures

**Instructional Goal:** Although booking desk policies vary among law enforcement agencies in Illinois, basic principles will be conveyed in this unit of instruction. Improper procedures during custody arrest are a threat to the safety of both the officer and arrestee. Further, use of improper procedures can generate considerable public controversy and litigation. Specific techniques regarding proper searching of a prisoner are taught in “Control and Arrest Tactics.” This unit focuses upon the processes of arrest, booking, and detention. Measures to ensure prisoner safety and minimize deaths in custody are also discussed.

**Allotted Class Time:** 4 hours

### Student Performance Objectives:

- PIBD 1. Identify need to seize evidence discovered during a custodial search including weapons, contraband, and fruits of a crime.
- PIBD 2. Identify proper procedures to document the articles seized during a custodial search to preserve the chain of evidence.
- PIBD 3. Identify means to verify prisoner’s identification by examining prisoner’s personal effects.
- PIBD 4. Identify information necessary to complete arrest forms, including brief medical history and present physical condition.
- PIBD 5. Describe proper procedure to inventory prisoner’s personal property in his/her presence.
- PIBD 6. Identify need to record information concerning a prisoner’s injury.
- PIBD 7. Identify proper terminology to inform prisoner of rights to bond under Illinois and federal statutes.
- PIBD 8. Describe proper procedures to place a hold on a prisoner for an outstanding warrant.
- PIBD 9. Identify need to make positive identification of person making inquiry concerning prisoner.
- PIBD 10. Define legal requirements concerning release of information concerning a prisoner.
- PIBD 11. Explain proper procedures to transport prisoners.

### Recommended Resources:

Bureau of Justice Statistics, U.S. Department of Justice. (2011). *Arrest-related deaths*. Retrieved from <http://www.bjs.gov/index.cfm?ty=tp&tid=82>

20 Ill. Adm. Code 720

**Page Left Blank**

# Custody Arrest, Booking and Detention/ Facility Procedures

## Course Outline:

### I. Making a custodial search

- A. Search the prisoner systematically, regardless of how thorough the field search may have been.
- B. Remove all property
  - 1. Personal effects
    - a. Inventory in prisoner's presence
    - b. Provide receipt
    - c. Secure in agency designated area
  - 2. Seize contraband
    - a. Treat as evidence
    - b. Document chain of custody
- C. File additional charges, if appropriate, based on contraband found.

### II. Booking procedures

- A. Verify prisoner's identification by examining personal effects
- B. Record personal property in presence of prisoner
- C. Complete arrest (booking) forms
  - 1. Should include any medical alert
  - 2. Should include physical condition
  - 3. Fingerprinting
  - 4. Photographing
- D. Record information regarding injuries/illnesses
  - 1. Description of injury
  - 2. Whether treatment obtained or refused
  - 3. Notify supervisor per agency policy
  - 4. Whether subject has communicable diseases

- E. Prisoner safety issues
  - 1. Suicide risk
  - 2. Mental illness
  - 3. Segregation issues (threats/endangerment)

### III. Strip searches

- A. Dependent upon agency policy
- B. Recommended procedures
  - 1. Dependent upon agency policy
  - 2. Extra personnel in room during search
  - 3. Customary with persons charged with drug offenses
- C. Legal issues, 725 ILCS 5/103-1(c)-(h)
- D. Body cavity searches, 725 ILCS 5/103-1(g)
  - 1. Medical personnel only
  - 2. Necessity of search warrant

### IV. Prisoner Safety

- A. “In your care and custody” – what does this mean?
- B. Informing prisoner of right to bail under Illinois law
- C. Placing hold on prisoner for outstanding warrant
- D. Deaths in custody

### V. Notify department holding warrant to:

- A. Verify
- B. Indicate if warrant is bondable
- C. Arrange pick-up of prisoner
  - 1. Recording hold
  - 2. Notify prisoner
  - 3. Record status of pick-up arrangement

VI. Inquiries regarding prisoners

- A. Follow agency policy
- B. Caution regarding release of information
  - 1. Identity of person making inquiry
  - 2. Normally release only information regarding custodial status

VII. Transporting prisoners to other appropriate lock up

- A. Conduct pat down search
- B. Use restraint devices
- C. Search vehicle before placing prisoner inside
- D. Advise dispatch
  - 1. Destination
  - 2. Mileage
  - 3. Time
- E. Search vehicle for contraband after removing

**END**

**Page Left Blank**

# PATROL INVESTIGATION: Crime Scene Investigation

**Instructional Goal:** The clues that lead to the solution of an offense, almost without exception, are found at the scene of the crime, either in the form of physical evidence or key witnesses. Failure to find evidence at a crime scene does not mean that it does not exist, but may be due to the fact that the first officer arriving at the scene failed to fulfill his/her responsibilities. The purpose of this unit of instruction is to inform the student of these responsibilities, emphasizing: (1) the need and techniques for protecting the scene, (2) identifying witnesses and assuring their availability for interview or testimony at a later date, (3) initial actions to identify the perpetrator, if possible, (4) effective techniques for searching the crime scene and collecting, preserving, and handling evidence. This unit will also familiarize the student with methods and techniques for developing latent fingerprints. Classroom instruction is followed by practical exercises.

**Allotted Class Time:** 12 hours

## **Student Performance Objectives:**

- PICS 1. Recognize circumstances when specialized assistance should be summoned to a crime scene.
- PICS 2. Identify methods of conducting crime scene searches.
- PICS 3. Recognize circumstances where particular methods of searching crime scene are appropriate.
- PICS 4. Identify factors that aid in recognition of evidence during a crime scene search.
- PICS 5. Identify proper techniques for collection of various forms of physical evidence at crime scene.
- PICS 6. Identify biohazards associated with evidence collection.
- PICS 7. Identify proper procedures for inventorying recovered property.
- PICS 8. Identify proper methods of marking and tagging evidence and confiscated property.
- PICS 9. Identify proper procedures for packaging and preservation of various forms of physical evidence from a crime scene.
- PICS 10. Define chain of custody.
- PICS 11. Identify articles of evidence that are subject to rules concerning chain of custody.
- PICS 12. Identify proper procedures for establishing chain of custody of evidence.
- PICS 13. Identify methods of preparing a crime scene diagram.
- PICS 14. Identify methods of measuring a crime scene.
- PICS 15. Define scale as it relates to crime scene diagrams.
- PICS 16. Define legend as it relates to crime scene diagrams.
- PICS 17. Define rough sketch as it relates to crime scene diagrams.
- PICS 18. Identify methods to photograph a crime scene.
- PICS 19. Identify uses of a crime lab report.

## **Page Left Blank**



# Crime Scene Investigation

## Course Outline:

### I. The objectives of a crime scene search

- A. Determine the corpus delicti
- B. Attempt to establish the modus operandi
- C. Identify the perpetrator

### II. Importance of protecting the crime scene

### III. Duties of the first officer at the scene of the crime

- A. Apprehend the perpetrator(s)
- B. Aid the injured, if any – call for medical help
- C. Protect the scene from:
  - 1. Himself-herself
  - 2. Victim(s) relatives/family
  - 3. Citizens
  - 4. Witnesses
  - 5. Unauthorized persons (including police officials)
  - 6. News personnel
- D. Close off the immediate area
- E. Allow nothing to be moved except the injured (accurately mark the exact location if the injured is moved)
- F. Keep the witnesses separated until interviewed
- G. Record names and other identifying information of all those at the scene when the officer arrived
- H. Ask for and temporarily keep I.D. cards
- I. Notify agency of the situation and request assistance, depending upon:
  - 1. Seriousness of the crime
  - 2. Difficulty of searching scene
  - 3. Type of assistance available
    - a. Arson/bomb investigators
    - b. Crime scene investigators

- c. Narcotics squad
- d. Canine unit
- e. Investigators/detectives/specialists
- f. Supervisor
- g. Air operations
- h. Auxiliary lighting

#### IV. Methods of searching the crime scene for evidence, including:

- A. Strip
- B. Grid (most thorough) or double strip
- C. Spiral (from outside to the center or center to outside)
- D. Zone or Quadrant (suitable for large crime scenes)
- E. Wheel (from center to the circumference)

#### V. Aids in recognition of evidence

- A. Photography provides a permanent record of the scene and objects at the scene
  1. Complements sketch and report, but does not replace
  2. Limitations of photography:
    - a. Lack of depth in the pictures
    - b. Pictures fail to provide an accurate representation of the distances between important items and objects
    - c. Clear identification
  3. The object pictured must be believed to be material or relevant to the point in issue
  4. Photographs may not be unduly prejudicial to the defendant
  5. A photograph must be free from distortion and not misrepresent the scene or the object it purports to reproduce
  6. Assess need to take crime scene photos
    - a. Photographing overall area from two points
    - b. Photographing individual items in evidence
    - c. Measuring overall room size
    - d. Measuring to locate individual items of evidence
      - (1) Coordinate diagrams with photos
      - (2) Triangulation diagrams
  7. Photography should be accomplished before evidence is moved, marked, or collected
- B. Means of locating microscopic evidence
  1. Microscopic evidence is usually available but requires careful searching

2. The flashlight, held at an oblique angle to the floor, will reveal footwear impressions, as the light provides more contrast between the footprint and the background
3. Dusting powder will disclose latent fingerprints
4. Tools will leave markings such as impressions and striations
5. Wood, metal, and steel surfaces may chip and provide evidence
6. Plant material, soil and other natural substances can sometimes link a suspect to a scene

## VI. General considerations in handling evidence

### A. Health and safety concerns

1. Personal protective equipment
2. Decontamination

B. Preserve its value as evidence (e.g., marking inside of shell casing to preserve fingerprints)

C. Preserve value to owner

D. Mark on evidence or container, if possible

1. Report/case number
2. Initials
3. Date

E. If a document, place the document, fully opened, into a clear plastic folder or envelope

F. If a firearm, pick up the firearm by inserting a small diameter rod through the trigger guard behind the trigger and lifting

G. If a dry stain (blood or other body fluid), package by placing the stained material in a folded paper packet

H. If a hair or fiber, use a small strip of adhesive tape to “catch” the hair or fiber, or use metal forceps

## VII. Specific recommended procedures for collecting, marking, tagging, packaging, and preserving:

### A. Fingerprints

1. Fuming
2. Dusting
3. Chemical dyes
4. Photographing
5. Lifting (conditions affecting the quality of latent fingerprints)

- a. Surface on which print is deposited (rough surfaces are unlikely to produce prints)
- b. Nature of the material contaminating the fingerprint
- c. Any physical or occupational defects of the person making the print
- d. How the object on which the prints appear was handled
- e. The amount of the contamination

B. Footwear impressions

C. Tire impressions

D. Tool mark impressions (photograph and remove section for transport to lab)

E. Spent projectiles

F. Cartridge cases

G. Stains

H. Strip or piece of cloth

I. Fibers

J. Hair (trace evidence)

K. Blood (DNA)

L. Body fluids other than blood (DNA)

M. Glass

N. Handwriting

O. Typewriting exemplar

P. Fingernail scrapings (DNA)

Q. Soil

R. Paint

S. Metal objects

## VIII. Chain of custody

A. All physical evidence is subject to the rules pertaining to chain of custody

- B. Limit the number of persons handling the evidence
- C. Have a record indicating who located it, who handled it, and why they possessed it until presented in court, including dates, time, and reasons
- D. Testimony in court will have to establish that the evidence was:
  - 1. Found at the scene
  - 2. In possession or control of the suspect
  - 3. Related to the crime in some manner
  - 4. Has not been altered
  - 5. Has been positively identified
  - 6. Taken from whom and given to whom and for what purpose

## IX. Crime scene diagrams

### A. Definitions

- 1. Sketch -- rough drawing at scene
- 2. Diagram -- finished drawing to scale

### B. Some recommended procedures for the rough sketch:

- 1. Start the sketch after the preliminary search for evidence, but before evidence is moved
- 2. Decide what is to be sketched
- 3. State the following information:
  - a. Date
  - b. Time
  - c. Location
  - d. Type of incident
  - e. Victim
  - f. Persons present
  - g. Weather and light conditions
  - h. Case number
  - i. Person creating the sketch
- 4. Make accurate measurements and record them (accuracy is critical)
- 5. Make measurements with a steel tape
- 6. Make measurements from a reference point (non-movable type) utilizing the following methods:
  - a. Baseline coordinates (right angles)
  - b. Triangulation (intersections of lines from two fixed objects)
- 7. Objects and evidence are properly coded by a legend
- 8. Use a set of symbols, but be consistent (i.e., use letters for objects and numbers for evidence)
- 9. Make a separate sheet listing all measurements
- 10. Measurements for bodies will be made from the head and the feet
- 11. Have another officer verify the measurements

12. Preserve the rough sketch

X. Uses of crime lab report

- A. Establishing a suspect
- B. Eliminating a suspect
- C. Strengthening the case
- D. Linkage with other cases
- E. May discuss class characteristics, unique characteristics, and questioned evidence, depending on what evidence is submitted

XI. Practical exercises

- A. Mock crime scene
  - 1. Evidence locations
  - 2. Measuring and plotting
  - 3. Creating a rough sketch

**END**

# PATROL INVESTIGATION:

## Crimes against Persons

**Instructional Goal:** Police officers must deal effectively in investigating crimes against persons and they must be capable of anticipating and recognizing the characteristic of such offenses. This unit of instruction includes a discussion of investigative techniques and procedures that are the most likely to assist the officer in establishing the elements of each offense as well as instruction on how to effectively and compassionately communicate with victims.

**Allotted Class Time:** 6 hours

### Student Performance Objectives:

PICP 1. Identify proper procedures to conduct investigation for

- A. Battery
- B. Assault
- C. Robbery
- D. Human Trafficking
- E. Weapons violations
- F. Death investigation

PICP 2. Define the elements of a hate crimes

PICP 3. Identify rights of a crime victim or witness

**Instructor Note:** Instructors should review the elements of the offenses as they teach the investigations for that offense. Death investigations (now statutorily handled by Lead Homicide Investigators) contains only the basic skills for the first responding officer. Civilian Concealed Carry is addressed in a block entitled “Civilian Concealed Carry.”

### Resources:

Illinois Attorney General. (2010). *Helping Crime Victims*. Retrieved from <http://www.illinoisattorneygeneral.gov/victims/index.html>

Rights of Crime Victims and Witnesses Act of 2015, 725 ILCS 120

Crime Victims Compensation Act of 1973, 740 ILCS 45

Illinois Compiled Statutes Offenses Directed Against the Person of 2012, 720 ILCS 5/9 through 5/12. Retrieved from <http://www.ilga.gov/legislation/ilcs/ilcs4.asp?ActID=1876&ChapterID=53&SeqStart=11000000&SeqEnd=12000000>

Illinois Department of Human Services. *Public Act 099-0099 an Act Concerning Human Trafficking*. Retrieved from <http://www.dhs.state.il.us/page.aspx?item=82023>

National Human Trafficking Hotline. *Illinois*. Retrieved from <http://humantraffickinghotline.org/state/illinois>

Office on Violence against Women. *The Crime of Human Trafficking: A Law Enforcement Guide to Identification and Investigation*. Retrieved from: <http://www.theiacp.org/portals/0/pdfs/CompleteHTGuide.pdf>

Office of Justice Programs, U.S. Department of Justice. (2011). *OJP Fact Sheet: Hate Crimes*. Retrieved from [http://ojp.gov/newsroom/factsheets/ojpfs\\_hatecrimes.html](http://ojp.gov/newsroom/factsheets/ojpfs_hatecrimes.html)

FBI. *Hate Crimes*. Retrieved from [https://www.fbi.gov/about-us/investigate/civilrights/hate\\_crimes/overview](https://www.fbi.gov/about-us/investigate/civilrights/hate_crimes/overview)



# Crimes against Persons

## Course Outline:

### I. Responsibilities of first officer at scene of crime against person:

- A. Aid the injured.
- B. Apprehend the perpetrator.
- C. Protect the scene.
- D. Identify and interview witnesses/victims.
- E. Collect and secure evidence.
- F. Document through detailed reports.
- G. Initial photographs of the scene
- H. Crowd control
- I. Traffic management to protect scene

### II. Assault investigation

- A. Was victim in fear of personal injury?
- B. What did assailant do to cause fear?
- C. Did victim have any past experience with assailant?
- D. Where is perpetrator now?
- E. What was the cause of the assault?
- F. Will victim sign complaint?

### III. Battery investigation

- A. Determining if crime is actually battery.
- B. Investigative information:

1. Was weapon used?
2. Was victim injured?
3. Extent of injury
4. Does victim know his/her assailant?
5. Where is assailant now?
6. Photograph injuries and describe in report.
7. Identify and interview witnesses.
8. Record formal statements.

#### IV. Human Trafficking

A. Commonly referred to as “modern day slavery” – obtaining or maintaining the labor or services of another through the use of force, fraud, or coercion.

B. Types of services possibly involving human trafficking:

1. Sexual exploitation
2. Labor exploitation
3. Servile Marriage (‘mail order brides’)

C. Examples of crimes that may lead to discovery of human trafficking:

1. Labor disputes
2. Prostitution/pimping offenses
3. Domestic violence
4. Landlord/tenant disputes

D. Possible indicators of human trafficking:

1. Locks on doors/windows to keep people in
2. Living and working at the same location
3. Employers having possession of employees documents
4. Individuals appear withdrawn/afraid to talk
5. Signs of trauma, injuries or other evidence of poor care

E. Assistance for victims

1. Immigration issues
  - a. T Visa: for victims of human trafficking
  - b. U Visa: for victims with substantial physical or mental abuse
2. State and federal partnerships
  - a. FBI and ICE
  - b. Human Trafficking Resource Center Notice Act (775 ILCS 50/1-20)
  - c. National Human Trafficking Resource Center - 888-373-7888

#### V. Robbery

A. Identify victim and witnesses

B. Importance of immediate description broadcast

- C. Determine if any relationship exists between victim and assailant.
- D. Ascertain weapon(s) used
- E. Collect evidence.
- F. Record statements.
- G. Arrange photographic line-up, if appropriate

#### VI. Deadly Weapons

- A. Secure the weapon appropriately.
- B. Determine if anyone is injured and call for needed medical assistance.
- C. Identify offender, victims, witnesses
- D. Determine status of individual possessing weapon
  - 1. Exemptions
  - 2. Civilian Concealed Carry
  - 3. Felon/Gang member
- E. Where and when did the alleged violation occur?

#### VII. Death Investigation

- A. Categories:
  - 1. Murder
  - 2. Suicide
  - 3. Accident
  - 4. Natural causes
- B. Murder or undetermined death
  - 1. Patrol officer's primary responsibilities
    - a. Secure the crime scene
    - b. Protect the evidence
    - c. Notify agency – request Lead Homicide Investigator
    - d. Notify coroner/medical examiner

#### VIII. Hate Crimes (720 ILCS 5/12-7.1)

- A. What is a hate crime?
- B. Persons protected by the law:

1. Actual or perception
2. Regardless of motivation
3. Race
4. Sexual orientation
5. Religion
6. National origin
7. Disability, including mental illness

C. Protected locations:

1. Religious worship or purposed
2. Cemetery or mortuary
3. School or educational facility
4. Park or recreational center
5. Real property
6. Public way

D. Crimes which could be “hate-based”:

1. Battery
2. Assault
3. Criminal Trespass
4. Criminal Damage
5. Telephone or Electronic Harassment
6. Disorderly Conduct
7. Mob Action

E. Understanding hate crimes

1. Characteristics of hate crimes
2. Most likely victims/targets of hate crimes
3. Trigger incidents
4. External influences
5. Who commits hate crimes
6. Hate groups
7. Factors influencing reporting

F. Determining if a particular act or incident is hate-based:

1. What is the motivation of the alleged offender?
2. Was the offense motivated by racial, religious, ethnic, or sexual orientation bias?
3. Does the victim perceive the offender’s action to have been motivated by bias?
4. Is there any other clear motivation for the incident?
5. Were any remarks reflecting racial, religious, ethnic, or sexual orientation bias made by the offender?
6. Were there any offensive symbols, words, or acts that are known to represent a hate group or other evidence of bias against the victim’s group?
7. Did the incident occur on a holiday or other day of significance to either the victim’s or the offender’s group?

G. Hate Crime Statistics Act (28 USC 534) and the Illinois Uniform Crime Report (UCR) reporting requirements

IX. Rights of Crime Victims and Witnesses

A. Rights of Crime Victims and Witnesses Act (725 ILCS 120)

B. Crime Victims Compensation Act (740 ILCS 45)

**END**

**Page Left Blank**

# PATROL INVESTIGATION:

## Crimes against Property

**Instructional Goal:** The extremely high incidence of crimes against property and wide variety in types and characteristics of individual occurrences make it imperative that police officers be thoroughly prepared to deal with such offenses. This instruction is intended to give students a knowledge of various crimes against property and the techniques necessary to effectively investigate these offenses. The primary purpose of this unit is to discuss special techniques that have proven to be effective in burglary, theft, deceptive practices, and arson investigations, and to transfer these techniques and investigative principles, when applicable, to other crimes against property. Special emphasis in this unit will be placed on burglary and theft offenses because of the scope of the problem posed to the police by their widespread impact and frequency of occurrence.

**Allotted Class Time:** 2 hours

### Student Performance Objectives:

- PIPC 1. Identify proper methods of describing missing/recovered property.
- PIPC 2. Identify methods of establishing value of stolen and recovered property.
- PIPC 3. Identify proper procedure for tracing stolen goods.
- PIPC 4. Identify means to locate owner of lost property.
- PIPC 5. Identify proper procedures to conduct investigation for:
  - A. Arson
  - B. Deceptive practices
  - C. Burglary
  - D. Credit card theft or misuse
  - E. Criminal damage to property
  - F. Receiving stolen property
  - G. Felony theft
  - H. Misdemeanor theft
  - I. Trespassing

**Page Left Blank**



# Crimes against Property

## Course Outline:

### I. Methods of describing missing/recovered property

- A. Record serial numbers
- B. Note other distinguishing features
- C. Treat recovered property as evidence
- D. Inscribed driver's license number of the owner with state prefix on valuable property most helpful

### II. Felony/misdemeanor theft investigation

- A. Ascertain method of operation
- B. Ascertain value of property
- C. Attempt to identify suspect by:
  - 1. Interviewing victims/witnesses
  - 2. Using informants
  - 3. Tracing property

### III. Establishing value of stolen and recovered property

- A. Rationale
- B. Ask owner
- C. Obtain original price
- D. Determine age and condition of property
- E. Make own judgment based on above

### IV. Procedures for tracing stolen goods

- A. Locate identifiers on property
- B. Check stolen property file

C. Check property through LEADS and NCIC

D. Check pawn shops, second hand stores, and junkyards

V. Means to locate owner of stolen property

A. Interview person found with stolen property

B. Check LEADS, NCIC, and stolen property file

VI. Arson investigation

A. Determining if fire is of suspicious origin

1. Interview witnesses/property owner
2. Consultation with fire chief
3. Obvious evidence: gas can, trailer, accelerants
4. Determine point of origin of fire

B. Notifying appropriate investigator

1. Arson investigator
2. State Fire marshal

C. Protecting scene and crowd control

VII. Deceptive Practices “Bad checks” investigation

A. Ascertain agency policy regarding check cases

B. Ascertain method of operation

C. Attempt to identify suspect by:

1. Interviewing victim/witnesses
2. Using informants
3. Physical evidence
  - a. Retain original check
  - b. Handwriting identification
  - c. Latent prints on check
4. Tracing through bank

VIII. Burglary investigation

- A. Variation in motives of burglars, for example, a residential burglary wherein only cash is taken and jewelry and consumer goods are ignored is indicative of a burglar who is probably also a drug addict.
- B. Ascertain method of operation
  - 1. Entry and exit
  - 2. Items stolen
  - 3. Apparent behavior while in building (e.g., destructive vs. meticulous)
- C. Collect physical evidence
  - 1. Tool marks
  - 2. Footprints
  - 3. Fingerprints
- D. Ensure stolen property description is entered in stolen property file
- E. Attempt to identify suspects by:
  - 1. Interviewing victim/witnesses
  - 2. Using informants
  - 3. Tracing stolen goods (pawnshops, resale shops)
  - 4. Physical evidence—officers should obtain complete descriptions of articles of value which were stolen, and also list relatively valueless stolen articles; articles of little value may provide the only evidence connecting the suspect to the crime
  - 5. Identify patterns -- linking modus operandi with similar cases and combining evidence

#### IX. Credit card theft or misuse investigation

- A. Ascertain method of operation
- B. Attempt to identify suspect by:
  - 1. Interviewing victim/witnesses
  - 2. Using informants
  - 3. Identifying patterns through information from credit card company

#### X. Criminal damage to property investigation

- A. Ascertain method of operation
- B. Attempt to identify suspect by:
  - 1. Interviewing victim/witnesses
  - 2. Using informants
  - 3. Physical evidence

XI. Receiving stolen property investigation

- A. Ascertain method of operation
- B. Arrange, if possible, sale by informant or undercover officer of marked goods represented as stolen
- C. Obtain search warrant
- D. Seize property as evidence
  - 1. Marked goods
  - 2. Trace other seized goods

XII. Criminal trespassing investigation

- A. Interview complainant
- B. Ascertain whether enforcement is necessary
- C. Identify suspect by:
  - 1. Information from complainant
  - 2. On-scene apprehension

**END**

## **PATROL INVESTIGATION: Fingerprinting – Rolled Impressions**

**Instructional Goal:** One of the most frequent tasks of law enforcement officers is taking good rolled fingerprint impressions. Nevertheless, vast numbers of fingerprint cards are regularly returned to departments and agencies because they are of such poor quality they cannot be classified or are not suitable for comparison. To improve on this fundamental skill, this unit of instruction will emphasize the properties of fingerprints which allow their use as a positive means of identification, the necessity for clear and complete recording of friction ridge detail, common errors of fingerprinting and how to correct them, the use of rolled impressions in law enforcement activity, and the techniques and procedures for taking quality rolled impressions. The instruction will include proper procedures for palmprinting a person and the ability to obtain clear, legible prints suitable for comparison. A portion of this unit should be devoted to practical exercises in making rolled impressions, as the probationary officer must be proficient in this skill immediately upon completion of the course.

**Allotted Class Time:** 2 hours

**Instructional Note:**

Based upon availability, academies have the discretion to demonstrate the use of digital fingerprinting equipment in this block. However, instruction on the proper completion of the fingerprint card as well as ink and rolled fingerprinting is still required during this block.

**Student Performance Objectives:**

- PIFP 1. Articulate need before fingerprinting to check condition of the prisoner's hands for scars and amputations and to ensure they are clean and dry.
- PIFP 2. Explain need to explain fingerprinting procedure to the prisoner.
- PIFP 3. Describe appropriate thickness of ink on inking plate for inked printing.
- PIFP 4. Demonstrate the proper technique to roll fingerprints onto the proper space of the card.
- PIFP 5. Identify elements of a properly completed fingerprint card.

## **Page Left Blank**

# Fingerprinting – Rolled Impressions

## Course Outline:

### I. Importance of printing

- A. Permanent arrest record
- B. Verification of identification
- C. Input to other agencies for:
  - 1. Past criminal history
  - 2. Outstanding warrants
- D. Automated Fingerprint Identification Systems (AFIS)
- E. Live scan instrument
- F. Comparison with latents from crime scenes

### II. Requirements for legible prints -- finger

- A. Fingerprint identification process/requirements
- B. Pattern types -- need for complete roll for pattern differentiation
- C. Complete upper digit past joint
- D. Clear high contrast print
- E. Prints placed on correct card

### III. Requirements for legible prints -- palm

- A. Area included in palm
- B. Clear high contrast print

### IV. Materials used for inked printing

- A. Porlon pad
- B. Printers ink
- C. Glass or polished metal plate

- D. Roller
- E. Card holder
- F. Cylinder for palm printing

#### V. Process of inked fingerprinting

- A. Examine, clean, and dry subject's hands
- B. Explain process to subject to facilitate cooperation
- C. Placement of subject and officer: the correct position for a subject about to be fingerprinted is standing at an angle off to the right side of the inking place, 2 to 3 feet from the print table
- D. Use of verbal commands to facilitate printing
- E. Officer control of subject's hand for printing: too little pressure results in light prints on card
- F. Prepare ink on plate: use sparingly
- G. Roll digits on plate, sequence
- H. Roll digits on card, sequence -- individual
- I. Placement of fingers for plain impression printing: with your right hand, grasp the subject's right hand across the top, having him extend and join together all four fingers. Press the fingers down on the inking plate without rolling. Lift the four inked fingers and press all four fingers simultaneously onto the card.

#### VI. Process of inked palm printing

- A. Examine, clean, and dry subject's hands
- B. Placement of subject and officer
- C. Use of commands to facilitate printing
- D. Control of hand for inking and printing
- E. Prepare ink on roller
- F. Placement of ink evenly on palm



G. Rolling palm with aid of cylinder

H. Other means of rolling palm prints

VII. Completing the card

A. Information codes in use

B. Signatures needed

C. Routing of copies

VIII. Difficulties encountered in printing

A. Hand condition

B. Defects and deformities: the procedure for completing the print card when fingerprinting an individual with an amputated finger is to attach a second fingerprint card containing only prints for the hand that has an amputated finger and make a notation in the empty print box.

C. Impediments to printing

D. Practical exercises

**END**

**Page Left Blank**

# PATROL INVESTIGATION: Fundamentals of Investigation

**Instructional Goal:** This unit of instruction provides a foundation for the specific investigative techniques taught in “Crimes against Persons” and “Crimes against Property”. It is important that the instructor provide numerous illustrations of application of the specific techniques covered (i.e. use of records, intelligence information, informants, surveillance, and witness testimony).

**Allotted Class Time:** 8 hours

## **Student Performance Objectives (SPOs):**

- PIFI 1. Identify types of records maintained by law enforcement agency.
- PIFI 2. Define modus operandi.
- PIFI 3. Identify types of intelligence information that can be gathered on suspected offenders.
- PIFI 4. Identify proper procedures for administrative control of informants.
- PIFI 5. Identify proper procedure to follow in conducting a surveillance.
- PIFI 6. Identify methods of locating witnesses to a crime.

**Instructional Note:** There is time allotted within this block of instruction to allow for either tabletop exercises or an integrated scenario to check officer’s knowledge and ability to conduct a basic investigation.

## **Suggested Resources:**

O'Hara, C. E., & O'Hara, G. L. (2004). *Fundamentals of Criminal Investigation* (7th ed.). Springfield, IL, U.S.A.: C.C. Thomas.

**Page Left Blank**

# Fundamentals of Investigation

## Course Outline:

I. Definition of investigation: An investigation is a systematic inquiry for the facts related to a crime with the goal of locating and arresting the offender.

## II. Four parts of an investigation

- A. Determine what crime has been committed
- B. Determine who committed the crime
- C. Obtain sufficient information for arrest and prosecution
- D. Locate and arrest the suspect

## III. Four ways to identify a suspect

- A. Eyewitness accounts
- B. Records
- C. Modus Operandi
- D. Informants

## IV. Eyewitnesses

- A. Locate all witnesses
  - 1. Canvas the area, use media if appropriate
  - 2. Use discretion at the scene
- B. Obtain witness information
  - 1. Sex, age, descriptors
  - 2. Physical & emotional state
  - 3. Unique abilities
- C. Obtain information about the circumstances of the identification

## V. Records

- A. Identify types of records available
  - 1. Police records
  - 2. Government records
    - a. Marriage/Divorce records

- b. Property records
- c. Utility records

#### B. Criminal history records

1. Obtaining criminal history record
2. Who may obtain criminal history records (Privacy Act)

#### C. Local police records

1. Fingerprints
2. Mug shots
3. Departmental investigative records
4. Modus operandi and other crime analysis files
5. Hot sheets
6. Pawn sheets

#### D. Governmental records

1. Liquor licenses
2. Vehicle and driver registration
3. Birth, death, and marriage records

#### E. Other records

1. Insurance policies
2. Medical reports

### VI. Modus Operandi

A. Definition of Modus Operandi: A distinct pattern or method of operation that indicates or suggests the work of a single criminal in more than one crime.

#### B. Elements of M.O.

1. Time of day
2. Day of week
3. Location of crime
4. Type of crime
5. Type of entry
6. Weapon used
7. What the criminal did or said while in the commission of the crime
8. Method used to get away from scene

#### C. Use of M.O.

1. Recording and distributing to other officers/agencies
2. Matching to similar crimes
  - a. Identifying patterns
  - b. Combining evidence from several cases to narrow investigation

### VII. Intelligence information

A. When appropriate to conduct intelligence activities

B. Compile profile on target of intelligence gathering

1. Residence
2. Hobbies
3. Job
4. Vehicle
5. Habits
6. Associates

C. Intelligence resources

1. Crime analysis
2. Other police units
3. Other agencies

## VIII. Informants

A. Follow your agency's policy/practice prior to "developing" informants

B. Procedures for recruitment of informants

1. Any person may become an informant
2. Determine if the individual would be reliable
  - a. Past experience
  - b. Corroborating information
  - c. Motive

C. Is informant capable of supplying desired information

1. Interviews
2. Known associates

D. Administrative control

1. Offer incentive for individual to become informant
  - a. Money
  - b. Reduced charges
2. Establish regular means of future contacts
3. Use code names or identification numbers
4. Keep informant file to establish reliability
5. Record all money transactions

## IX. Identify basic methods of conducting a surveillance

A. Surveillance techniques

1. Identify objects of surveillance (building, person, vehicle)
2. Determine best type of surveillance
3. Have a set plan and brief members of team

4. Keep supervisor/dispatch informed
5. Maintain proper profile
6. Maintain communications

B. On foot

1. Dress to fit area
2. Use of “colors of the day”

C. Vehicle use

1. Use unobtrusive vehicle
2. Use multiple vehicles, if possible

D. Observe, record, and report observations

X. Locating witnesses to a crime

A. Canvassing area

B. Use of media in special circumstances

C. Need for discretion at scene where anti-police feelings exist

1. Only attempt to get names, addresses
2. Return to person’s address at better time for complete interview
3. Separate witnesses when possible

**END**



## PATROL INVESTIGATION: Identification Procedures

**Instructional Goal:** This block of instruction describes proper procedures for conducting the three principal types of witness identification procedures: live lineups, on the scene identifications (commonly called “showups”), and photo lineups. This block will review the statutory requirements set out in 725 ILCS 5/107A-0.1 and 725 ILCS 5/107A-2. This instruction will demonstrate how conducting each procedure properly minimizes the possibility of misidentification and documents identifications to provide compelling evidence in court. While some psychological factors that could lead to misidentification are beyond the control of courts, courts do regulate the process by which identification procedures are conducted to minimize suggestive influences. The courts enforce their rules by excluding identification evidence when those rules are violated, sometimes with devastating results for the State’s case. This block examines the rules regulating the identification process and explores ways in which officers may conduct an identification procedure to ensure that the identification will survive a motion to suppress.

This unit of instruction discusses three common means of suspect identification and describes the legal challenges that may be made to these identification procedures. Identification through interview procedures will be discussed separately under the unit of instruction captioned, “Interview and Interrogation.” See also “Rights of the Accused,” “Interview and Interrogation,” “Laws of Arrest, Search, and Seizure,” and “Civil Rights and Civil Liability.”

**Allotted Class Time:** 1 hour

**Instructional Note:** Current applicable statutory and case law should be consulted. Relevant case decisions provided above for historical reference may be affected by subsequent judicial decisions and should be updated before citing during this unit of instruction.

### **Student Performance Objectives:**

- PIIP 1. Identify the definitions for lineup and photo spread procedure. (see 725 ILCS 5/107A-0.1)
- PIIP 2. Identify proper procedures and legal requirements for conducting on the scene suspect identifications (“showup”).
- PIIP 3. Identify proper procedures and legal requirements for conducting photo lineups (including sequential and simultaneous lineups). (see 725 ILCS 5/107A-2)
- PIIP 4. Identify proper procedures for conducting live lineups (including sequential and simultaneous lineups). (see 725 ILCS 5/107A-2)

### **Resources:**

Code of Criminal Procedure 1963, 725 ILCS 5/107A-0.1- 725 ILCS 5/107A-2

*Kirby v. Illinois*, 406 U.S. 682 (1972)

*Manson v. Brathwaite*, 432 U.S. 98 (1977)

*Moore v. Illinois*, 434 U.S. 220 (1977)

*Simmons v. United States*, 390 U.S. 377 (1968)

*Stovall v. Denno*, 388 U.S. 293 (1967)

*United States v. Wade*, 388 U.S. 218 (1967)

# Identification Procedures

## Course Outline:

### I. Identify the following terms, 725 ILCS 5/107A-0.1:

- A. Eyewitness
- B. Filler
- C. Independent administrator
- D. Lineup
- E. Lineup administrator
- F. Live lineup
- G. Photo lineup
- H. Sequential lineup
- I. Showup
- J. Simultaneous lineup

### II. On the scene Identification or Showup

- A. Difference between showup, live lineup, photo lineup, simultaneous lineup, and sequential lineup
- B. Legal guidelines (the suspect must be lawfully detained)
- C. Documentation requirements
- D. Should only be conducted at, or near, a crime scene for the purpose of obtaining an immediate identification

### III. Before a Lineup is conducted

- A. Instruct the eyewitness:
  - 1. Lineup will be recorded if practical, unless the eyewitness refuses;
  - 2. The perpetrator may or may not be presented in the lineup;
  - 3. The independent administrator does not know the suspect perpetrator's identity, or if there is not an independent administrator, the eyewitness should note assume the lineup administrator knows which person in the lineup is the suspect;

4. The eyewitness should not feel compelled to make an identification;
5. It is as important to exclude innocent persons as it is to identify the perpetrator;  
and
6. The investigation will continue whether or not an identification is made

B. The eyewitness shall acknowledge in writing the receipt of the instructions. If applicable, the eyewitness will acknowledge in writing the refusal to be recorded. If the eyewitness refuses to sign the acknowledgement, the lineup administrator shall not the refusal of the eyewitness to sign, and the lineup administrator shall sign the acknowledgement

#### IV. Photo Lineups

##### A. Legal guidelines

1. Use one of the following methods:
  - a. an independent administrator, unless it is not practical
  - b. an automated computer program that can automatically display a photo lineup to the eyewitness that prevents the lineup administrator from seeing which photograph or photographs the eyewitness is viewing until after the completion of the lineup
  - c. a procedure in which photographs are placed in folders, randomly numbered, and shuffled and then presented to an eyewitness such that the lineup administrator cannot see or know which photo or photographs are being presented to the eyewitness until after the completion of the lineup
  - d. any other procedure that prevents the lineup administrator from knowing the identity of the suspected perpetrator or seeing or knowing the photographs being presented to the eyewitness until after the completion of the lineup
2. Use photos with similar physical characteristics
3. Use similar photo types (photo of the suspected perpetrator shall be contemporary in relation to the photos of the fillers, and to the extent practicable, shall resemble the suspected perpetrator's appearance at the time of the offense)
4. Only one suspected perpetrator
5. Use at least five fillers
6. Present to one eyewitness at a time
7. Allow no contact among eyewitnesses
8. Avoid leading the eyewitness, communicating with the eyewitness regarding the suspected perpetrator's position in the lineup, and making visible any writings concerning any previous arrests, indictments, or convictions of the suspected perpetrator
9. If multiple eyewitnesses, suspected perpetrator shall be placed in a different position in the lineup for each witness
10. If the eyewitness has previously viewed a photo lineup in connection with the identification of another person suspected of involvement, the fillers in the lineup shall be different than prior lineups
11. Preserve photographs like evidence

12. If a sequential lineup is conducted, the following applies:
  - a. At the request of the eyewitness, s/he may view photo an additional time, but only after s/he has viewed all of the photos one time;
  - b. If an eyewitness identifies a person as the perpetrator, the lineup administrator shall continue to present the remaining photos so all are viewed.

#### B. Documentation requirements

1. The eyewitness shall acknowledge in writing the receipt of the instructions
2. The lineup administrator shall make an official report and document the following:
  - a. All identification and non-identification results signed by the eyewitness;
  - b. Any statements made by the eyewitness during the lineup;
  - c. Names of all persons who viewed the lineup;
  - d. Names of all law enforcement officers and lawyers present;
  - e. Date, time, and location of the lineup;
  - f. Whether it was a photo lineup and how many photos were presented;
  - g. The sources of all photos used as fillers;
  - h. The actual photos shown to the eyewitness;
  - i. If applicable, the eyewitness's refusal to be recorded;
  - j. If applicable, the reason for impracticability in strict compliance with 725 ILCS 5/107A-2.
3. Requirement to preserve a photographic spread so that the spread may be rendered to the defendant in discovery (725 ILCS 5/107A-2)

### V. Live Lineups

#### A. Legal guidelines

1. Suspected perpetrator should not unduly stand out from the fillers
2. Persons of similar physical characteristics
3. Only one suspected perpetrator
4. Use at least five fillers, but in no event less than 3 fillers
5. Present to one eyewitness at a time
6. Allow no contact among eyewitnesses
7. Avoid leading the eyewitness, communicating with the eyewitness regarding the suspected perpetrator's position in the lineup, and making visible any writings concerning any previous arrests, indictments, or convictions of the suspected perpetrator
8. If multiple eyewitnesses, suspected perpetrator shall be placed in a different position in the lineup for each witness
9. All lineup participants must be out of the view of the eyewitness prior to the lineup
10. If the eyewitness has previously viewed a live lineup in connection with the identification of another person suspected of involvement, the fillers in the lineup shall be different than prior lineups

11. Any identifying actions (speech, gestures, etc) shall be performed by all in the live lineup
12. If a sequential lineup is conducted, the following applies:
  - a. At the request of the eyewitness, s/he may view a person an additional time, but only after s/he has viewed all of the persons one time;
  - b. If an eyewitness identifies a person as the perpetrator, the lineup administrator shall continue to present the remaining persons so all are viewed.

**B. Documentation requirements**

1. The eyewitness shall acknowledge in writing the receipt of the instructions
2. The lineup administrator shall make an official report and document the following:
  - a. All identification and non-identification results signed by the eyewitness;
  - b. Any statements made by the eyewitness during the lineup;
  - c. Names of all persons who viewed the lineup;
  - d. Names of all law enforcement officers and lawyers present;
  - e. Date, time, and location of the lineup;
  - f. Whether it was a live lineup and how many persons were presented;
  - g. The sources of all persons used as fillers;
  - h. A photo or other visual recording of the lineup that includes all persons who participated in the lineup;
  - i. If applicable, the eyewitness's refusal to be recorded;
  - j. If applicable, the reason for impracticability in strict compliance with 725 ILCS 5/107A-2.

**VI. Possible consequences for non-compliance**

- A. Any non-compliance will be a factor to be considered by the court in adjudicating a motion to suppress an eyewitness identification
- B. When appropriate, a jury would be instructed that it may consider all of the facts and circumstances including compliance and non-compliance with 725 ILCS 5/107A-2 to assist in its weighing of the identification testimony of an eyewitness

**END**

# PATROL INVESTIGATION:

## Interrogation of Suspects

**Instructional Goal:** The effectiveness of a law enforcement officer, whether in plainclothes or in uniform, is heavily dependent upon the ability to obtain complete and accurate information. People are one source of information, and interviewing skills are necessary to elicit information from witnesses and victims/complainants. This unit focuses upon interrogation techniques -- an interview made after an investigation has focused upon the subject. The block touches upon the social psychology that applies to interviews and interrogations.

**Allotted Class Time:** 4 hours

**Instructional Note:** The instructor should be clear that this block covers interrogation of suspects. The approach and techniques in interrogation of suspects will differ from interviewing victims/complainants and witnesses.

### Student Performance Objectives:

- PIIS 1. Identify locations best suited to interrogation.
- PIIS 2. Describe proper procedures for interrogating a suspect.
- PIIS 3. Identify proper procedures for recording a confession in writing.
- PIIS 4. Identify techniques that may be used to effectively conduct an interrogation.
- PIIS 5. Explain the ramifications of false confessions on our criminal justice system as a whole.
- PIIS 6. Identify Active Listening Skills and demonstrate proficiency in their use.

### Recommended Resources:

Wicklander-Zulawski & Associates, Second Edition. (1999). *Practical Aspects of Interview and Interrogation*.

Reid, John E., (2008). *The Reid Technique of Interviewing and Interrogation*.

Leo, Richard A. (2009). False Confessions; Causes, Consequences, and Implications. *Journal of the American Academy of Psychiatry and the Law*. 37 (3), 332-343. Retrieved from <http://jaapl.org/content/jappl/37/3/332.full.pdf>

Blau, M., Hritz, A., & Tomezsko, S. *False Confessions*. Retrieved from [https://courses2.cit.cornell.edu/sociallaw/student\\_projects/FalseConfessions.html](https://courses2.cit.cornell.edu/sociallaw/student_projects/FalseConfessions.html)

**Page Left Blank**



# Interrogation of Suspects

## Course Outline:

### I. Interrogation of Suspects

#### A. Location of interrogation

1. Private area – no foot traffic
2. No distractions
3. Secure area
4. Area unfamiliar to suspect
5. No obstacles between suspect and interviewer
6. Ability to record sound and/or video of the interview

#### B. Interrogation procedures

1. Advise of *Miranda* rights before interrogation, logging
  - a. Date and time
  - b. Witnesses
2. Obtain signed waivers, if able
3. Do not coerce or force physically
4. Written confessions
  - a. Have subject relate the events which occurred: specific names, dates, time, etc.
  - b. Have subject sign statement
  - c. Have subject initial each page
  - d. Have witness sign statement
  - e. Treat statements as evidence
  - f. Write report regarding circumstances of confession
  - g. Retain subject's handwritten statement even if a typewritten statement is prepared

#### C. Interrogation techniques

1. Get acquainted with the individual
2. Develop rapport
3. Motivate the individual
4. Keep the individual talking
5. Listen to what is said and how it is said
6. Avoid specific questions and yes/no questions
7. Avoid leading questions
8. Avoid rapid-fire questions
9. Use open-ended questions
10. Use non-directive approach
11. Show sympathy

12. Minimize severity of crime
13. Be patient; do not expect a confession after five minutes of interviewing

D. Special considerations for custodial interrogations

1. Statutory recording (725 ILCS 5/103-2.1)
2. Seek assistance from trained investigators

E. Special considerations when interviewing and interrogating juveniles

1. Restrictions on places/conditions of confinement (705 ILCS 405/5-410)
2. Statutory rules related to right to counsel in some circumstances, specific Miranda language for minors, and electronic recording for minors (705 ILCS 405/5-170; 705 ILCS 405/5-401.5)

F. False confessions

1. What is a false confession
2. Types of false confessions
3. Causes of false confessions
4. Consequences of false confessions

II. Practical exercises

**END**

## **PATROL INVESTIGATION: Interviewing Victims and Witnesses**

**Instructional Goal:** The effectiveness of a law enforcement officer, whether in plainclothes or in uniform, is heavily dependent upon the ability to obtain complete and accurate information. People are one source of information, and interviewing skills are necessary to elicit information from witnesses and victims/complainants. Further information about trauma informed interviewing techniques of victims can be found in the Neurobiology of Trauma and PTSD and the Sexual Assault Investigations blocks.

**Allotted Class Time:** 4 hours

**Instructional Note:** The instructor should be clear that this block covers interviewing victims/complainants and witnesses. A separate block will cover interrogation of suspects. The approach and techniques in interviewing victims/complainants and witnesses will differ from interrogation of suspects.

### **Student Performance Objectives:**

PIIS 7. Describe proper procedures for interviewing witnesses and victims/complainants.

PIIS 8. Identify factors that affect credibility and reliability of witnesses.

PIIS 9. Identify background information to be obtained for witnesses and victims/complainants.

PIIS 10. Describe proper procedures for obtaining written statements from witnesses and some victims/complainants.

### **Recommended Resources:**

Wicklander-Zulawski & Associates, Second Edition. (1999). *Practical Aspects of Interview and Interrogation*.

Reid, John E., (2008). *The Reid Technique of Interviewing and Interrogation*.

Strand, Russell W. *FETI – Forensic Experiential Trauma Interview video*. Retrieved from <https://www.youtube.com/watch?v=ILnkrxZEhtQ>

**Page Left Blank**

# Interviewing Victims and Witnesses

## Course Outline:

### III. Interview of witnesses and victims/complainants

- A. Separating witnesses
- B. Obtaining identification information
  1. Name
  2. Date of birth
  3. Address
  4. Phone number
  5. Availability
- C. Letting witness tell his/her story without interruption first
- D. Considerations for victims experiencing trauma and/or PTSD, including trauma-informed interviewing techniques
- E. Asking follow-up questions
  1. Direct
  2. What witness saw and heard
  3. Asking questions without supplying answers
  4. Refraining from allowing witness to discuss unrelated topics
  5. Refraining witness from giving hearsay statements
- F. Cognitive interview technique
  1. Recall surrounding environment
  2. Recall everything about event
  3. Recall event in different order
  4. Change perspective
- G. Verify the reliability and credibility of witnesses by considering
  1. Witness background
    - a. Criminal records
    - b. Financial records
    - c. Medical history
  2. Witness experience as it relates to the circumstances of the case
  3. The accuracy of information the witness has provided in previous testimonies

#### H. Employ Active Listening Skills

1. Encouraging/Reassuring
2. Paraphrasing
3. Emotion Labeling
4. Mirroring
5. Summarizing

#### IV. Practical exercises

**END**

# PATROL INVESTIGATION: Missing Persons

**Instructional Goal:** People go missing for a wide variety of reasons and often law enforcement is called to assist with finding missing persons. This course provides a broad overview of missing persons and the Missing Persons Identification Act (50 ILCS 722), Endangered Missing Persons Advisory (20 ILCS 2605/2605-485), Amber Alert, and Silver Search.

**Allotted Class Time:** 2 hours

## **Student Performance Objectives:**

PIMI 1. Define the missing persons' categories.

PIMI 2. Name one of the criteria for issuing an AMBER Alert.

PIMI 3. Name one of the criteria for an Endangered Missing Person Advisory.

## **Resources:**

Missing Persons Identification Act of 1996, 50 ILCS 722

Endangered Missing Person Advisory of 2016, 20 ILCS 2605/2605-485

Alzheimer's Association. *Safe Return: Alzheimer's disease Guide for Law Enforcement*. Retrieved from [http://www.alz.org/national/documents/SafeReturn\\_lawenforcement.pdf](http://www.alz.org/national/documents/SafeReturn_lawenforcement.pdf)

Autism Speaks. Retrieved from [www.autismspeaks.org](http://www.autismspeaks.org)

Illinois AMBER Alert. *The Illinois AMBER Alert Program*. Retrieved from [www.amberillinois.org](http://www.amberillinois.org)

Illinois AMBER Alert. *Endangered Missing Person Advisory*. Retrieved from [www.amberillinois.org](http://www.amberillinois.org)

Quinet, K. (2012). Missing Persons. *Problem-Oriented Policing Center and COPS*. Retrieved from [http://www.popcenter.org/problems/pdfs/missing\\_persons.pdf](http://www.popcenter.org/problems/pdfs/missing_persons.pdf)

National Center for Missing & Exploited Children. *AMBER Alert Program*. Retrieved from <http://www.missingkids.com/amber>

U.S. Department of Justice, Office of Justice Programs. *National Missing and Unidentified Persons System*. Retrieved from <http://www.namus.gov/>

**Page Left Blank**



# Missing Persons

## Course Outline:

### I. Missing Persons Categories

- A. Catastrophic Missing (Ex: fire, flood, tornado, terrorist act)
- B. Dependent Adult (Ex: physical or mental limitations, Alzheimer's, Autism)
- C. Lost (Ex: hikers in a wooded area)
- D. Parent/Family Abduction (Ex: child enticed away by family member)
- E. Runaway (Ex: child under 18 years old)
- F. Stranger Abduction (Ex: child or adult taken against their will)
- G. Suspicious Circumstances (Rx: foul play, domestic violence)
- H. Unknown (insufficient facts)
- I. Voluntary Missing Adult (reported missing, but left of own free will)

### II. Statutory requirements of Missing Person Identification Act (50 ILCS 722)

- A. Acceptance of the initial report (50 ILCS 722/5(a))
- B. Manner of reporting (50 ILCS 722/5(b))
- C. Notification by law enforcement on investigative efforts and resource referrals (50 ILCS 722/5(d)(1))

### III. Investigative procedures

- A. Be knowledgeable of department policy and procedures.
- B. Seek out assistance from agency investigators and other agencies as needed.
- C. Important considerations
  1. A missing person can be reported by ANYONE
  2. There is NO 24-hour waiting period
  3. Consider the risks associated with various missing persons

4. Gather as much information/personal descriptors as possible but do not postpone local radio broadcast, BOLO, or entry into LEADS to complete the investigation.

D. Interview the reporting person, gather information on circumstances of disappearance.

E. Check common locations (work, school, home, friends) and “last seen” locations for the missing person.

F. Consider alternate search patterns for missing persons with special needs, such as Alzheimer’s/Dementia or Autism

G. Risk assessment for missing child

1. The missing child is 13 years old or younger.
2. The missing child is believed to be out of the zone of safety for his or her age and developmental stage.
3. The missing child is mentally incapacitated.
4. The missing child is drug dependent, having prescribed medication and/or illegal substances, and the dependency is potentially life threatening.
5. The missing child has been absent from home for more than 24 hours before being reported to law enforcement.
6. On the basis of available information, it is determined the missing child is in a life-threatening situation.
7. On the basis of available information, it is believed the missing child is in the company of an individual who could endanger his or her welfare.
8. The absence is inconsistent with his or her established patterns of behavior, and deviation cannot be readily explained.
9. Other circumstances are involved in the disappearance, causing a reasonable person to conclude the child should be considered “at-risk.”

H. Criteria for an Amber Alert ([www.amberillinois.org](http://www.amberillinois.org))

I. Prompt determination of high-risk missing person (50 ILCS 722/10(a)(1)(G))

J. Risk assessment for an autistic person

1. Nearly half of autistic people will wander towards something of interest or away from loud sounds or environment.
2. Due to limited social/communication skills, an autistic person may wander into dangerous situation (roadways, bodies of water, predatory strangers).
3. 30% of autistic wanders cannot communicate their name, address, or phone number.
4. Ask if the person has a tracking device or ID bracelet

K. Risk assessment for missing person with Alzheimer’s/Dementia

1. Six out of 10 people with Alzheimer’s/Dementia will wander

2. If not found in 24 hours, 50% face serious injury or death
3. Most are found within 2 miles of where they disappeared.
4. Search nearby landscape areas with such as tree lines and ponds
5. Ask if person had any identifying bracelet/pendant, wallet card, or clothing label

L. Criteria for Endangered Missing Person Advisory  
(<http://www.amberillinois.org/Law%20Enforcement>)

#### IV. Reporting Responsibilities

A. Enter missing person into LEADS/NCIC as quickly as possible and seek distribution via specialized arenas, as appropriate.

1. Local radio broadcast/BOLO (city, county, ISP)
2. Amber Alerts
3. Endangered Missing Persons Advisory
4. High-risk Missing Adults
5. Missing Adults

B. Other resources

1. National Center for Missing & Exploited Children  
([www.missingkids.com/amber](http://www.missingkids.com/amber))
2. National Missing and Unidentified Persons System ([www.namus.gov](http://www.namus.gov))

#### V. Follow-up action (50 ILCS 722/5(d)(2))

#### VI. Addressing missing person's family/friends with trauma-informed skills

A. Clear, open communications

B. Empathic

C. Community Support

#### VII. Closure of a Missing Person Investigation

**END**

**Page Left Blank**

# PATROL INVESTIGATION: Motor Vehicle Theft

**Instructional Goal:** Theft of motor vehicle has long been a major law enforcement problem, as well as one of the significant indicators of the crime problem in the United States. If law enforcement officers are to increase their effectiveness in dealing with the vehicle theft problem, then they must be familiar with the techniques for identifying the stolen motor vehicle and conducting an effective investigative process.

**Allotted Class Time:** 4 hours

**Instructional Note:** Cite current statistics, including short and long term trend data, available from Illinois State Police Auto Theft Intelligence Unit. Graphical illustration of data should be employed. This unit should include both classroom instruction and practical exercises.

### **Student Performance Objectives:**

- PIVT 1. Identify procedures to verify vehicle title information.
- PIVT 2. Identify proper procedures to inventory impounded vehicles.
- PIVT 3. Identify methods to determine where to locate vehicle identification number.
- PIVT 4. Identify methods to determine if the Vehicle Identification Number (VIN) is a valid number.
- PIVT 5. Identify proper procedures for conducting investigation of motor vehicle theft.
- PIVT 6. Identify indicators of stolen vehicles.

**Page Left Blank**

# Motor Vehicle Theft

## Course Outline:

### I. Overview of the theft problem

#### A. Theft rate

1. Comparative theft rates for specific vehicles
2. Theft of special vehicle types:
  - a. Construction equipment
  - b. Farm implements
  - c. Collector vehicles
  - d. Motorcycles
  - e. Trucks and trailers

#### B. Type of thefts

1. Insurance fraud
  - a. Owner consent
  - b. Disposed of before reported stolen
  - c. Difficult to detect
  - d. Motives:
    - (1) One or two years old and worth more for insurance.
    - (2) Financial difficulties because of unemployment, debts, and divorce; behind on the payments.
  - e. Questions a patrol officer should ask
2. Theft to order
  - a. Rebuilders, repairers, dealers, automotive parts recyclers, and thieves for retagging
  - b. High priority parts (crash parts)
    - (1) Front end assemblies
    - (2) Fenders, hoods, doors, and trunk lids
    - (3) Interiors, radios, wheels, and any other accessories
  - c. Low priority parts
    - (1) Engines and transmissions
    - (2) Rear end assemblies
    - (3) Cows
3. Retagged vehicle
  - a. Simple retag
    - (1) Replace only the original VIN
    - (2) Federal sticker replaced or removed
    - (3) Secondary identifiers remain unaltered
  - b. Complete retag
    - (1) Replace or alter all identifiers
    - (2) Includes restamping
4. Transportation
  - a. Carjackings

- b. Other crimes
- c. Joy riding—check the immediate vicinity of the theft to attempt to locate the vehicle

## II. Vehicle Theft Techniques

### A. The auto thief

1. Non-descriptive by choice
2. Blends into normal daily activities
3. Does not want to attract attention to himself

### B. Scouting and locating the vehicles

1. Work parking lots of hospitals, shopping centers, commuter lots, apartment complexes, airports, motels and restaurants, or any place there is a large concentration of parked vehicles
2. Generally operate in pairs
3. The team will check the area before attempting to steal the vehicle
4. Once stolen, the other thief will cover or block the stolen vehicle with the vehicle they came in

### C. Method of entry (Instructional Note: Actual tools should be brought to class)

1. Slim Jim
2. Slam Puller
3. Channel Locks
4. Special Socket
5. Ice Pick
6. Screwdriver and coat hanger
7. Lock-out kit
8. Others

### D. By-passing the Alarm System

1. Manufacturer distributes detailed information of their product to dealers and representatives for installation and repair
2. Thieves develop tools and techniques to defeat the systems
3. Many thieves specialize in stealing vehicles of a specific type and/or manufacture

### E. Starting the vehicle

1. Breaking the collar on the left side of the steering column exposing the ignition activating rod (GM vehicles)
2. Pull or punch the ignition lock and activate with a screwdriver or needle nose pliers
3. Special socket type ignition tool and ratchet to strip the tumblers in the lock

### F. Carjacking



1. Vehicular hijacking (720 ILCS 5/18-3)
  - a. A person commits vehicular hijacking when s/he takes a motor vehicle from a person or the immediate presence of another by the use of force or by threatening the imminent use of force
  - b. For the purposes of this Article, the term “motor vehicle” shall have the meaning ascribed to it in the Illinois Vehicle Code
2. Aggravated vehicular hijacking (720 ILCS 5/18-4)
  - a. A person commits aggravated vehicular hijacking when s/he violates Section 18-3; and
    - (1) The person from whose immediate presence the motor vehicle is taken is a person with a physical disability or a person 60 years of age or over; or
    - (2) A person under 16 years of age is a passenger in the motor vehicle at the time of the offense; or
    - (3) S/he carries on or about his or her person, or is otherwise armed with a dangerous weapon; or
    - (4) S/he carries on or about his or her person or is otherwise armed with a firearm; or
    - (5) S/he, during the commission of the offense, personally discharges a firearm; or
    - (6) S/he, during the commission of the offense, personally discharges a firearm that proximately causes great bodily harm, permanent disability, permanent disfigurement, or death to another person.
3. Vehicular invasion (720 ILCS 5/18-6)
  - a. A person commits vehicular invasion when s/he knowingly, by force and lawful justification, enters or reaches into the interior of a motor vehicle while the motor vehicle is occupied by another person or persons, with the intent to commit therein a theft or felony.

### III. Detection of Individual Vehicle Theft

#### A. Officer safety

1. Immobilize the vehicle
2. Have the suspect turn off the ignition.

#### B. Check the VIN tag

1. Is it damaged? Does it look like it has been removed or replaced?
2. Has VIN tag been painted? (If shiny, could be dynotape)
3. Is it rusty? Indicative of being exposed to the elements which could have been a salvage piece
4. What type of rivets are used? (refer to National Insurance Crime Bureau Manual)
5. Are all the characters on the VIN tag uniform and do not appear to be altered?
6. Is it securely affixed or covered with matter?

C. Check the federal sticker

1. Is it missing?
2. Does the VIN on the label match the VIN on the tag?
3. Is the VIN on the Federal Label?
4. Is the Federal label genuine or counterfeit?

D. Run 10-28 (registration check), have the dispatcher give the last three numbers of the VIN and check them with the tag

E. Driver/Passenger

1. Does the driver/passenger appear nervous?
2. The driver is not familiar with its operation

F. Registration Plate

1. One plate - Plate attached with wire or one bolt
2. Dirty plate on a clean vehicle or bugs on the rear plate

G. Locks missing--Doors, trunk, ignition

H. Tow truck towing a vehicle

1. No plates on the tow truck or vehicle being towed
2. No name on the tow truck
3. Late at night

IV. Investigation of the Vehicle Theft Complaint

A. Assure that the vehicle is stolen

1. Financing--repossession is possible
2. Other persons having access to the vehicle
3. Indications of insurance fraud
4. Upon receipt of telephone report, dispatch a car and have an officer confirm the vehicle is stolen

B. Complete description of the vehicle

1. Title information
2. Distinguishing characteristics (marks, burns, modifications, post purchase options, etc.)

C. Desirability of checking the immediate vicinity

D. Entry into LEADS and NCIC

E. A most likely location where an officer would find a stolen car that had been stripped and abandoned is on a side street having no houses facing it.

## V. Vehicle Recovery

### A. Inventory of the impounded vehicle

1. Follow your agency policy
2. Search the vehicle for property and contraband
3. Record property and contraband using inventory sheet
4. Record any damage or defects noted
  - a. Protection of the officer, department and tow company
  - b. Used in other crimes (hit and run)
5. Secure valuable property and contraband

### B. For a suspicious vehicle or if stolen

1. Apparent method of the steal
2. Method of entry and ignition condition
3. Any physical evidence present

## VI. Vehicle Identification Numbers (VIN)

A. The primary law enforcement reason for the use of a VIN is identification and registration

### B. Public VIN location

1. Since 1954, the American automobile manufacturers have used a Vehicle Identification Number to describe the vehicle
2. From 1954 through 1980, the American automobile manufacturers used a variety of characters to make up the VIN
  - a. General Motors and Chrysler used a 13 character VIN
  - b. Ford used an 11 character VIN with a script F before and after the VIN
3. Beginning with the 1981 model year the NHTSA required manufacturers selling vehicles in the United States to produce the vehicle with a 17 character Vehicle Identification Number
4. This standard established a fixed VIN format including a check digit and applies to all passenger cars, multi-purpose passenger vehicles, trucks, buses, trailers, and motorcycles with a gross vehicle weight of 10,000 pounds or less
5. With a few exceptions, most motorcycles should display a frame VIN on the headstock. This is the area where the fork assembly attaches to the frame.

### C. VIN format

1. The first three characters of the VIN are designated the World Manufacturers Identification (WMI). The WMI identifies the nation of origin, manufacturer, and make.
2. The second section has five characters and designates the Vehicle Description Section. The VDS uniquely identifies the attributes of the vehicle, such as model, body style, etc.
3. The check digit is the ninth character

4. The fourth section of the VIN is located after the check digit. It is eight characters in length and is called the Vehicle Identification Section.
  - a. First character represents the vehicle model year (tenth character)
  - b. Second character represents plant of manufacture
  - c. Last six characters represent the sequential production numbers

#### D. Replacement VINs

1. Installed by Illinois State Police (see 625 ILCS 5/4-107(h))
2. Recovered thefts or repairs where portion being repaired has the VIN located

#### E. Secretary of State assigned VIN

1. Specially Constructed Vehicles (see 625 ILCS 5/1-192)
2. Riveted or stamped by the inspector
3. Photos taken and the location is noted

#### F. Federal Certification Label

1. Since 1970 the US Government has required motor vehicle manufacturers to display a safety certification label. Among the data required is the date of assembly and the VIN.
2. Most common is a paper label
3. The label is bonded to the vehicle with a mastic compound.
4. The VIN displayed on the certification label should serve as supporting identification evidence only.

### VII. Vehicle Theft Operations

#### A. Simple retag

1. Simple retag incorporates the replacement of the original vehicle identification number (VIN)
2. The Federal Safety Certification Label is either replaced or removed
3. Secondary derivative numbers on the frame and body remain unchanged

#### B. Complete retag

1. Replacement or altering all identifiers on the vehicle
2. Replacement of the Public VIN
3. Restamping of engine and transmission derivative numbers
4. Restamping or removal of the derivative numbers on the frame or mylar stickers on the body parts
5. Replacement of the Federal Safety Certification Label
6. The main component in the Retagged vehicle is replacement of the original VIN tag (dynotape, stamped metal replicas, or legitimate VIN tags from a salvage vehicle may be used)

#### C. Identification of retagged vehicles

1. Check the secondary numbers that have not been changed. The National Insurance Crime Bureau manual provides information on locations.
2. Acid/heat restoration of secondary numbers which have been removed or altered
3. Manufacturer's production sheet (Tel-slips). The National Insurance Crime Bureau will provide assistance in tracing and building VINs.
4. Dealer decals or stickers can provide information on owner/vehicle from sale transaction documentation
5. Owner identification
6. Computer lists of statewide thefts

#### D. Salvage switches

1. Body swing--Purchases a salvage vehicle, steals a similar vehicle and switches the complete body
2. Partial switch--Purchases a salvage vehicle, steals a similar vehicle and uses the unnumbered parts from the steal to build the salvage vehicle
3. The main components in both switches are the salvage vehicle. The thief purchases a salvage vehicle from the insurance pool, auto auction or private owner.

### VIII. Illinois Title System

#### A. Secretary of State

1. Registration and Title number
2. Description of vehicle

#### B. Security features

#### C. Categories

1. Certificate of Title (see 625 ILCS 5/3-101)
2. Salvage Certificate (see 625 ILCS 5/3-117.1)
3. Junking Certificate (see 625 ILCS 5/3-117.1)

#### D. Types

#### E. Original

#### F. Duplicate

#### G. Corrected

**END**

**Page Left Blank**

## **PATROL INVESTIGATION: Service Calls**

**Instructional Goal:** A significant part of service calls responded to by the police are calls involve situations which may not initially include criminal acts or violations. Often, the situation is seen as a concern to citizens and provide officers with opportunities to work within the community in a non-enforcement role. Officers will be provided with some common methods and techniques used to handle such calls in an appropriate manner.

While it should be emphasized that responses to service calls vary by department and their response should be within their department guidelines, instructors should still review each type of service call to ensure that recruit officers understand the basic techniques involved.

**Allotted Class Time:** 2 hours

**Resources:** None

### **Student Performance Objectives:**

PISC 1. Define a “service call.”

PISC 2. Describe the benefits of properly handling a service call to both the officer, the agency and the community.

**Page Left Blank**



# Service Calls

## Course Outline:

### I. Introduction to Service Calls

A. Definition - a “service call” is a request for police assistance involving what initially appears to be a “non-criminal” act – more of a community service need. Agency policy and procedure often dictate specific responses to some calls for service. Officers should always remain vigilant because many “service calls” can lead to situations that could result in an increase of threat to an officer’s safety.

#### B. WIFM (What’s in it for me?)

1. Improved personal/departmental reputation within the community, a
2. core component of Community Policing
3. A system which will assist officers in addressing citizen problems by providing referrals to local, state and federal resources
4. Improved officer safety
5. Improved job satisfaction

#### C. An integrated approach to “Service Calls”

1. Citizen/Victim assistance
2. Immediate accessibility/availability of service for the public
3. Service delivery focused to meet community needs and demands
4. Prompt response and early intervention
5. Cultural responsiveness
6. Flexible and creative solutions
7. Responses compatible and coordinated with other service providers

### II. Common types of service calls

#### A. Animal Control violation/complaint

1. If possible, meet with the caller to determine problem.
2. Is the any person in imminent danger of death or great bodily harm?
3. Is the animal in danger of death or injury?
4. If appropriate, notify animal control agency.

#### B. Business/peddler violation

1. Inform complainant of city/departmental policy.
2. Respond by referencing local jurisdiction ordinances.
3. If located, check the peddler’s license.
4. Cite the peddler, if appropriate.

### C. Check on welfare of citizen

1. Not a call where suicide or other crimes are suspected
2. Upon arrival, check for signs of inactivity:
  - a. Newspapers or mail still there
  - b. Lawn needs cutting/snow needs to be removed
3. Check with dispatch about prior calls, other agencies responses
4. Speak with caller and neighbors
5. Ring bell or knock on door (both front and back) – wait to allow for response; listen for sounds of activity/movement
6. Look in windows – loudly announce your presence
7. If no response, attempt to contact relatives, friends, employer
8. If you have reason to believe the citizen is inside but unable to respond, contact supervisor and only make forced entry in accordance with departmental policy – if you force entry, ensure that location is secured when clearing the call.
9. Upon making entry, announce your presence and department in a loud, clear voice.
10. Close out call with needed referrals

### D. Citizen locked out (vehicle/residence)

1. Attempt to assist if entry is possible
2. If entry is not possible, offer locksmith information (per department policy)

### E. Complaints about government services

1. Listen to the complainant – it may be something that an officer can explain (misunderstanding about legal requirements, etc).
2. In a courteous manner, inform the complainant of departmental procedures for filing complaints against officers.
3. In a courteous manner, explain that complaints about other agencies do not fall within the scope of a police officer's duties.
4. Direct and assist complainant in contacting the appropriate agency.

### F. Disorderly public conduct

1. Identify elements of disorderly conduct
2. Many times, there will be no complainant so the officer should use his/her discretion wisely – attempt to determine if individual is under the influence of alcohol or other drug, mentally ill, disabled, or otherwise in some type of crisis.
3. Provide needed assistance.
4. Initiate arrest procedures, if appropriate.

### G. Downed wires

1. Keep citizens away from downed wires.
2. Learn the differences between various types of wires (cable, electric, etc).
3. Do not touch or attempt to move an unknown or live down wire.
4. Notify fire department, if appropriate

5. Notify agency, business or company whose wires are down
6. Do not leave until the site is secured.

#### H. Fireworks violations

1. Know elements of laws pertaining to fireworks
  - a. Basically, exploding fireworks are illegal in Illinois without a permit
  - b. Many local jurisdictions ban any form of fireworks (bottle rockets, smoke grenades, sparklers, etc)
2. Respond in accordance with departmental policy (warn, cite, arrest)

#### I. Illegal burnings

1. Respond in terms of local ordinances
2. Inform “violator” of the ordinance and request they put out the fire immediately and clean up the area
3. Notify fire department as needed.

#### J. Non-mobile or elderly person needing assistance

1. Upon locating, identify the exact nature of the problem
2. Ask them if they need assistance.
3. Observe for “hidden” injuries or medical conditions that could be worsened by moving.
4. Be alert for circumstances indicating a need to notify relatives, friends, or social service agencies (Elder Hotline).

#### K. Vacation checks

1. If agency provides this service, be familiar with agency procedures.
2. Check vacation list at beginning of shift
3. Check addresses on vacation list for signs of trespass, forced entry and/or property damage
4. Investigate suspicious activity and contact homeowner or responsible person listed by owner

#### L. Escorts (Banks, businesses, funerals, etc)

1. Check departmental policy and any special codes
2. Give dispatch the following information:
  - a. Type of escort to be performed
  - b. Location of pick-up and destination
  - c. Arrival and departure times, as well as beginning and ending mileage
3. Use caution when performing escorts involving money and/or “Persons of Interest”

#### M. Motorist Assists

1. Check department policy on pushing vehicles or changing tires
2. If vehicle is disabled and blocking traffic, tow within department policy
3. If permitted by department, transport people to safe location to call for help

#### N. Directions

1. Be prepared to help citizens by carrying state maps (free from SOS) and county or city maps (where available)
2. When giving directions, avoid local “nicknames” (e.g. Jones’ barn or Mary’s corner)
3. Whenever possible, write down directions in clear and legible handwriting
4. If you do not know the location being sought, ask dispatch or other officers for assistance

#### O. Unusual odors or sounds

1. Patrol with windows open – even just a crack – and with radios turned down to an audible but not loud level
2. If appropriate, notify utility company or other agency
3. Secure area if environmental hazard exists
4. Institute hazardous materials procedure, if appropriate

### III. “Loitering” complaints

A. Almost all “loitering” ordinances are now illegal, however, that does not stop an officer from responding

B. A citizen’s complaint of “loitering” may involve suspicious activity and upon arriving in the area, the officer should pay attention to any illegal activity that may be taking place

C. Address the complaint within department policy and procedures

D. If possible, after clearing the call, speak to the complainant to explain how the call was handled

### IV. Handling service calls is part of policing

A. Part of our job is to provide “service” to the community

B. The community can be defined as not just residents and businesses but also anyone passing through your jurisdiction

C. A citizen's impression of the police is often formed when the officer is handling a service call

D. Service calls give law enforcement an opportunity to introduce Crime Prevention to the community

**END**

**Page Left Blank**

# PATROL INVESTIGATION: Sexual Assault Investigation

**Instructional Goal:** The goal of this unit is to familiarize recruits with the complexities of sexual assault investigations, including the misperceptions about sexual assault victims and offenders which may make victims reluctant to report the crime; how trauma impacts the manner in which victims are able to report; how best to support sexual assault victims during their encounter with law enforcement and the criminal justice system; and how to focus on offender behaviors and hold offenders accountable.

**Allotted Class Time:** 6 hours

**Instructional Note:** Instructors must have experience investigating Sexual Assault/Abuse cases and successfully completed specialized sexual assault instructor training. Recruits should review previously presented blocks of instruction on Neurobiology of Trauma and PTSD.

### **Student Performance Objectives:**

- PISA 1. Recognize special issues in sexual assault investigations.
- PISA 2. Recognize common myths and facts about sexual assault.
- PISA 3. Recognize the impact of trauma on sexual assault victims.
- PISA 4. Identify trauma-informed interview techniques.
- PISA 5. Identify sex offender behavior and the prevalence of the “undetected rapist.”
- PISA 6. Identify appropriate suspect interrogation techniques.
- PISA 7. Identify report-writing requirements set forth in the Sexual Assault Incident Procedure Act.

### **Resources:**

Illinois Statutes:

Definitions 720 ILCS, 5/11-0.1

General Provisions Concerning Offenses Described in Sections 11-1.20 through 11-1.60,  
720 ILCS, 5/11-1.10

Criminal Sexual Assault 720 ILCS, 5/11-1.20

Aggravated Criminal Sexual Assault 720 ILCS 5/11-1.30

Predatory Criminal Sexual Assault of a Child 720 ILCS 5/11-1.40

Criminal Sexual Abuse 720 ILCS, 5/11-1.50

Aggravated Criminal Sexual Abuse 720 ILCS, 5/11-1.60

Sexual Assault Incident Procedure Act 725 ILCS, 203

Sexual Assault Survivors Emergency Treatment Act 410 ILCS, 70

Sexual Assault Evidence Submission Act 725 ILCS, 202

Campbell, R. *The Neurobiology of Trauma*. Retrieved from <https://www.youtube.com/watch?v=gtWD1XJrhNo>

End Violence against Women International. Retrieved from <http://www.evawintl.org/>

Illinois Coalition against Sexual Assault. Retrieved from <http://www.icasa.org>

International Association of Chiefs of Police. *Trauma-Informed Sexual Assault Investigation*. Retrieved from <http://www.iacp.org/Trauma-Informed-Sexual-Assault-Investigation-Training>

Lisak, D. *Sexual Offending*. Retrieved from <https://youtu.be/UrA7zLYpyak>

Lisak, D., Gardinier, L., Nicksa, S. C., & Cote, A. M. (2010). False Allegations of Sexual Assault: An Analysis of Ten Years of Reported Cases. *Violence against Women, 16*(12), 1318-1334.

Lonsway, K. A., & Archambault, J. (2012). The “Justice Gap” for Sexual Assault Cases. *Violence against Women, 18*(2), 145-168.

Lonsway, K. A., Archambault, L., & Lisak, D. (2009). False Reports: Moving Beyond the Issue to Successfully Investigate and Prosecute Non-Stranger Sexual Assault. *The Voice, 3*, 1-11.

National Sexual Violence Resource Center. *Tools for Trauma-Informed Practice*. Retrieved from <http://www.nsvrc.org/projects/lifespan/tools-trauma-informed-practice>

Office of the Illinois Attorney General. *Improving Response to Sexual Assault Crimes in Illinois*. Retrieved from [http://illinoisattorneygeneral.gov/victims/improvingresponsetosa\\_il.html](http://illinoisattorneygeneral.gov/victims/improvingresponsetosa_il.html)

Strand, R. W. *FETI – Forensic Experiential Trauma Interview video*. Retrieved from <https://www.youtube.com/watch?v=ILnkrxZEHtQ>



# Sexual Assault Investigation

## Course Outline:

### I. Brief review of Sexual Abuse and Sexual Assault laws

- A. Definitions 720 ILCS 5/11-0.1
- B. General Provisions 720 ILCS 5/11-1.10
- C. Criminal Sexual Assault and Aggravated Criminal Sexual Assault 720 ILCS 5/11-1.20 and 5/11-1.30
- D. Predatory Criminal Sexual Assault of a Child 720 ILCS 5/11-1.40
- E. Criminal Sexual Abuse and Aggravated Criminal Sexual Abuse 720 ILCS 5/11-1.50 and 5/11-1.60

### II. Special issues in sexual assault investigations

- A. Sexual assault is the most heinous crime against another short of murder. Sexual assault inflicts humiliation, degradation, and terror on victims. 740 ILCS 22/102
- B. The motivation for sexual violence - Sexual assault IS about POWER, CONTROL, and ANGER. It is a crime of violence against a person's body and will. It is NOT about SEX or sexual preference. Sex is the weapon.
- C. Statistics on the prevalence of sexual violence and the issue of under reporting
  1. According to the CDC 2010 National Intimate Partner and Sexual Violence Survey, 1 in 5 women and 1 in 71 men have been raped in their lifetime.
  2. Sexual assault offenders are often repeat offenders because a vast percentage of sexual assaults go unreported.
    - a. Nationally, 65-68% of sexual assaults go unreported.
    - b. Males make up about 10% of all victims, but are the least likely to report.
  3. The majority of sexual assaults (75-80%) are committed by someone known to the victim.
  4. Sexual violence is under reported because victims often either delay reporting or never report for several reasons. Reasons may include:
    - a. fear that they will not be believed or taken seriously;
    - b. shame, embarrassment, stigma;
    - c. how they believe they will be treated in their own culture (or how sexual assault is viewed in their culture);
    - d. male victims feel like "less than a man" and question their sexual orientation;
    - e. they know the offender (related or closely acquainted);

- f. they are intimidated by the offender’s position, power, or social status;
- g. they engaged in drug or alcohol use;
- h. they are located a great distance from law enforcement agencies, social services, and medical care facilities;
- i. they know law enforcement officers in their community;
- j. they have an arrest record or outstanding warrant;
- k. They are engaged in illegal activity.

#### D. Importance of proper response to victims

1. Importance of assuring victims they will be believed and treated with respect and sensitivity in order to reduce further traumatization, promote healing, ensure reporting and encourage cooperation with the system.
2. The response of law enforcement influences the manner in which a victim recovers from the trauma of the sex assault.
3. Special considerations when working with vulnerable populations.
  - a. Predators prey upon the vulnerabilities of others; therefore, victimization is often higher among certain populations. Be aware of particular issues that may face certain populations (i.e. age, culture, disabilities, gender, language) and how this might affect the way a victim makes decisions and responds to law enforcement.
  - b. Examples of vulnerable populations include: American Indians, immigrants, individuals in prostitution and human trafficking, individuals with disabilities, individuals with substance addictions, individuals with limited English proficiency, individuals with mental illnesses, individuals who have previously been sexually assaulted, lesbian, gay, bisexual, transgender individuals, minors, senior citizens, and incarcerated individuals
  - c. Remember mandatory reporting requirements under the Abused and Neglected Child Reporting Act (ANCRA), Adult Protective Services Act and the Abused and Neglected Long Term Care Facility Residents Reporting Act.

#### E. Consent

1. “Consent” means a freely given agreement to the act of sexual penetration or sexual conduct in question. Lack of verbal or physical resistance or submission by the victim resulting from the use of force or threat of force by the accused shall not constitute consent. The manner of dress of the victim at the time of the offense shall not constitute consent. 720 ILCS 5/11-1.70(a)
2. A person who initially consents to sexual penetration or sexual conduct is not deemed to have consented to any sexual penetration or sexual conduct that occurs after he or she withdraws consent during the course of that sexual penetration or sexual conduct. 720 ILCS 5/11-1.70(c)
3. Factors impacting the issue of consent include, but are not limited to:
  - a. Age of victim, and/or suspect
  - b. Intellectual disability, or other cognitive impairment of victim
  - c. Unconscious or incapacitation

- d. Alcohol
  - e. Drugs.
4. In Illinois, the legal age to consent to sexual penetration or sexual conduct is 17 years of age, with the following exceptions: When a person holds a position of trust, authority, or supervision in relation to the victim, or is a family member of the victim, the following rules apply:
    - a. The age of consent is 18 years of age when a person holds a position of trust, authority, or supervision in relation to the victim.
    - b. Note, even once someone is 18 years of age, s/he cannot legally consent to commit an act of sexual penetration with someone known to her/him standing in the relationship of brother, sister, father, mother, stepfather, stepmother, aunt, uncle, great aunt, great uncle, grandparent, or step grandparent. (see Sexual Relations within Families, 720 ILCS 5/11-11)
    - c. A person is also deemed incapable of consenting to sexual conduct or sexual penetration with an employee of a penal system, treatment and detention facility, or conditional release program when s/he is a probationer, parolee, release, or inmate in custody of a penal system or person detained or civilly committed under the Sexually Violent Persons Commitment Act. (see Custodial Sexual Misconduct, 720 ILCS 11-9.2)
  5. It shall be a defense under subsection (b) and subsection (c) of Section 720 ILCS 5/11-1.50 and subsection (d) of Section 720 ILCS 5/11-1.60 that the accused reasonably believed the person to be 17 years of age or over. 725 ILCS 5/11-1.70(b)
  6. Silence by the victim does not necessarily mean the victim gave consent. Just because the victim is not saying no, does not mean the victim is saying yes.
  7. Anticipating the consent defense
    - a. Is there evidence of physical or verbal resistance on the part of the victim?
    - b. What is the suspect's size and strength in comparison to the victim's size and strength?
    - c. What were the words, statements of the suspect to the victim before, during or after the assault?
    - d. Did the suspect use any weapons or threaten the use of weapons?
    - e. Did the suspect use coercive or manipulative behavior (implied threats, tone of voice, gestures, looks given, actual threats, or force employed)?
    - f. Are there any words or actions prior to or during the assault that indicates the victim's lack of consent (pushing the suspect away, victim turning head away, victim crying, holding legs together)?
    - g. What feelings or reactions did the victim experience (pain, sadness, worry, fear)?
    - h. Is there evidence of any factors that heightened the victim's vulnerability?
    - i. Is there evidence of injuries (genital or nongenital injuries)?

### III. Societal Perceptions of Sexual Assault/Abuse

## A. Rape Culture

1. The term “rape culture” was coined in the 1970s designed to show the ways in which society blamed victims of sexual assault/abuse and normalized male sexual violence.
2. It is a complex set of beliefs that encourage male sexual aggression and supports violence against women. It is a society where violence is seen as sexy and sexuality as violent. In a rape culture, women perceive a continuum of threatened violence that ranges from sexual remarks to sexual touching to rape itself. A rape culture condones physical and emotional terrorism against women as the norm. A rape culture promotes sexual violence as normal - a fact of life, that it is inevitable.
3. Examples
4. How does a rape culture affect victims?
  - a. Cause victims to believe violence is to be expected
  - b. Encourage a passive victim response to violence
  - c. Influence victims to believe violent sexual behavior is not criminal
  - d. Create a tendency toward “self-blame” in the minds of victims
5. What messages does a rape culture send to offenders?
  - a. Encourage them to believe violence is an option
  - b. Encourage them to believe victim is to blame, and to reject their own responsibility
  - c. Foster a sense of entitlement in the minds of offenders

## B. Myths vs. Facts about sexual assault

Myth -- A perpetrator of sexual assault is sexually driven.

**FACT: SEXUAL ASSAULT IS ABOUT POWER AND CONTROL, NOT SEX DRIVE.**

Myth – Only strangers commit rapes at night in dark alleys.

**FACT: RAPIST MOST COMMONLY RAPE SOMEONE THEY KNOW, IN THE VICTIM’S OWN HOME. APPROXIMATELY 3 OUT OF 4 RAPES ARE COMMITTED BY A PARAMOUR (HUSBAND, BOYFRIEND, PARTNER), FAMILY MEMBER, FRIEND, OR ACQUAINTANCE.**

Myth -- How can a smaller person sexually assault a stronger, bigger person?

**FACT: IT IS NOT ABOUT SIZE BECAUSE IT IS NOT ABOUT SEX. DRUGS, ALCOHOL, WEAPONS, FEAR, INTIMIDATION, COERCION, OR ABUSE OF AUTHORITY MAKE IT POSSIBLE.**

Myth -- Sexual assault victims must have done something to deserve to be assaulted.

**FACT: NO ONE DESERVES TO BE A VICTIM OF A CRIME, REGARDLESS OF A PERCEIVED BAD CHOICE, DRINKING, OR BEHAVIOR.**

Myth -- If there is no physical evidence of violence, there could not have been a sexual

assault.

**FACT: OFTEN THERE IS NO PHYSICAL EVIDENCE, ESPECIALLY IF THERE IS DELAYED DISCLOSURE.**

Myth -- Why is it that women are not held responsible for the sexual assault if they were drinking too? It's not his fault she got so drunk she couldn't consent. She didn't fight back.

**FACT: THE PERSON COMMITTING THE CRIME IS AT FAULT.**

Myth -- If an individual is not hysterical after being sexually assaulted, he/she is probably lying.

**FACT: EACH PERSON RESPONDS DIFFERENTLY TO TRAUMA; THERE IS NO RIGHT OR WRONG WAY FOR A VICTIM TO ACT.**

Myth -- The false report rate for sexual assault is around 25-50% higher than other crimes.

**FACT: THE FALSE REPORT RATE FOR SEXUAL ASSAULT IS ONLY 2-8%, NO DIFFERENT THAN MOST OTHER MAJOR CRIMES.**

Myth – Real victims report right away.

**FACT: IT IS COMMON FOR VICTIMS TO DELAY REPORTING DUE TO MANY REASONS THAT MAY INCLUDE THE FOLLOWING: TRAUMA, FEAR, SHOCK, DENIAL, SELF-BLAME, THREATS OR COERCION FROM THE OFFENDER.**

Myth -- Victims who recant the sexual assault do so because it did not really happen.

**FACT: VICTIMS MAY RECALL THE REPORT OF SEXUAL ASSAULT DUE TO LITTLE OR NO SUPPORT FROM FAMILY, FRIENDS, OR THE COMMUNITY. THEY MAY ALSO RECALL BECAUSE NEGOTIATING THE CRIMINAL JUSTICE SYSTEM CAN BE DIFFICULT, TRAUMATIC, AND OVERWHELMING, OR IF THEY PERCEIVE LAW ENFORCEMENT DOES NOT BELIEVE THEM.**

#### IV. Neurobiology of Trauma and Trauma-Informed Interview Techniques

##### A. Review of the neurobiology of trauma and PTSD

##### B. Effect of the limbic system on trauma

###### 1. Physical reaction

Examples may include: nausea, vomiting, soreness, bruising, infection, headaches, fatigue, sleep disturbances, startle response, discomfort at site of attack, pregnancy, menstrual cycle disruptions, genitourinary difficulties, gastrointestinal problems

###### 2. Psychological reaction

Examples may include: fear, anxiety, self-blame, moodiness, nightmares, confusion, powerlessness, concentration problems, guilt, obsessions, anger, desire for revenge, shame, embarrassment, fear of pregnancy/STIs

#### C. Understanding sexual assault and victim response to trauma

1. Individuals respond to trauma in a variety of ways. Victims may display a range of demeanor and emotions from crying and distress, to extremely angry, calm, and/or seemingly cheerful. They may show no emotion at all. There is no “normal” response to sexual assault.
2. Rape Trauma Response (also referred to as Rape Trauma Syndrome)
  - a. No two victims are the same, and there are many ways a victim can react and behave following a sexual assault.
  - b. A pattern of symptoms or responses usually experienced by victims of sexual assault
  - c. The common reactions which victims of sexual assault suffer (physically and emotionally) before, during, and immediately following the rape and over a considerable period of time after the rape.
3. Trauma may affect a victim’s ability to give a detailed or chronological statement. A person experiencing trauma often will recall and/or disclose information over a period of time as memories are triggered and as trust is established with responders.
4. Do not make credibility judgments based on a victim’s demeanor or inability to articulate a chronological narrative.
5. Be aware that offenders typically choose victims based on a perceived lack of credibility or perceived vulnerability knowing this will make others doubt the victim’s report of the assault.

#### D. What should law enforcement learn from the neurobiology of trauma as it pertains to interviewing victims and/or witnesses of crime?

1. Recall becomes difficult and takes place over time, sometimes years, if the victim cannot process the trauma.
2. Content of the memory is accurate; it just takes time and patience for the memories to come together.
3. Over time, the brain’s reaction to traumatic event can morph into post-traumatic stress disorder.

#### E. Role of police officer in sexual assault cases

1. Responsive behaviors and skills particular to sexual assault cases
  - a. Restore victim’s dignity and sense of control
  - b. Decrease victim’s anxiety
2. Attention to victim’s responses (both physical and psychological)
3. Need to make victim feel “safe”
4. How to apply verbal “first-aid”

#### F. Interview techniques

1. Trauma-informed, victim centered interview techniques

2. Communication skills
3. Empathetic listening
4. Verbal and non-verbal reassurance
5. Body language and how to “read” victim reactions
6. Mirroring the core emotions of the victim
7. How to structure interview; establish trust and lines of feedback

## V. Initial Officer Response

### A. Police response will include:

1. Respond immediately to the location of the victim
2. Ensure scene safety – if it is not safe, make it safe
3. Summon emergency medical assistance when necessary
4. Determine if a crime is being reported and document basic information.
5. Evaluate the scene for people, vehicles, or objects involved, as well as possible threats. Secure the crime scene to ensure evidence is not lost, changed or contaminated.
6. Request assistance from investigators, evidence technicians, and/or prosecutors, as applicable in your jurisdiction.
7. Begin the search for the offender when appropriate.

### B. Assist the victim

1. Work to ensure the sense of safety and comfort for the victim.
2. Ask if there is anyone s/he would like to contact.
3. Make reasonable efforts to allow the victim to determine the location, time and date where the initial report will be made to law enforcement.
4. Express understanding, display patience, and provide respect for the victim to establish trust and rapport.
5. Contact community resources (i.e., rape crisis advocate) when available.
6. If sexual assault occurred within the past 7 days, encourage the victim to have a sexual assault medical forensic examination. Explain to the victim the purpose of the exam and its importance to her health as well as to the investigation. Inform the victim that the emergency services and forensic services to sexual assault survivors cannot be charged for the cost of the exam. It is the victim’s decision about whether or not to submit to a sexual assault medical forensic examination. Offer or arrange transportation for a sexual assault medical forensic examination. Encourage a victim who has declined to undergo a medical forensic examination to seek medical attention, including medicine to prevent pregnancy and sexually transmitted infections.
  - a. The sexual assault medical forensic examination is commonly done by a nurse; if available, the exam is conducted by a sexual assault nurse examiner (SANE).
  - b. The Sexual Assault Evidence Collection Kit is a prepackaged set of materials and forms to be used for the collection of evidence relating to a sexual assault. The standardized evidence collection kit for the State of Illinois shall be the Illinois State Police Sexual Assault Evidence

Collection Kit. It is used to preserve any evidence found on the victim's person.

- c. If a drug facilitated sexual assault is suspected, obtaining the first urine after the assault occurred is critical. However, urine collection should be offered up to 120 hours (5 days) after the assault. Obtaining a blood sample may also provide important information. It is the victim's decision to decide about whether or not she wants to provide urine or blood samples for toxicology.
- d. It is the victim's decision about whether or not to release the sexual assault evidence collection kit to the crime lab to be processed. The victim has 5 years from the completion of the medical forensic exam or 5 years from the victim's 18<sup>th</sup> birthday, whichever is longer, to decide if she wants the kit released for testing. 725 ILCS 203/30(d). The victim has the right to notification of the expiration of the storage period as long as the victim keeps law enforcement informed of their contact information. 725 ILCS 203/30(f)
- e. If the victim releases the sexual assault evidence collection kit at the hospital, it must be properly sealed, labeled, and the chain of custody preserved. Law enforcement must take possession of the kit (and other evidence) from the hospital within 5 days; evidence must be submitted to the crime lab for testing within 10 days of receipt of the victim consent. 725 ILCS 203/30(a) and 725 ILCS 202/10.
- f. The victim has the right to request information regarding the testing of forensic evidence, and the following information must be provided to the victim in writing:
  - (1) The date the evidence was sent to the lab;
  - (2) Test results provided to the law enforcement agency by the laboratory. 725 ILCS 203/35(a)

### C. Initial victim interview

1. The initial interview is intended to be a minimal fact interview to establish location and elements of the crime(s). The victim may be reluctant or refuse an initial interview. The victim has the right of refusing an interview.
2. Sexual assault investigations typically include an initial victim interview which occurs during the initial response to the call and a subsequent in-depth interview in the investigative phase. It is best practices to conduct a second investigative interview after the victim has completed two full sleep cycles, even when the first responding officer and the investigator are the same person.
3. Secure a private location and make sure the victim is comfortable being interviewed in this location.
4. Assess any special needs of the victim and accommodate when possible, such as a need for an interpreter (not a friend or family member). If the interview is conducted at a hospital, you may request interpretive services from the hospital.
5. When possible, accommodate the victim's wish to include a support person.
  - a. If a rape crisis advocate is available, the victim should be given the opportunity to make their own decisions about advocate involvement.



- b. Due to the confidentiality privilege between a victim and a rape crisis advocate, the victim may wish to preserve the confidentiality by asking the rape crisis advocate to wait outside of the interview room while the interview is being conducted.
6. Clearly explain the reporting process including the roles of the first responder, investigator, and anyone else whom the victim will likely interact.
7. Obtain victim contact information
8. Minimal fact interview technique—Ask the victim open-ended questions:
  - a. “Tell me what happened” or “help me understand what you are able to remember about your experience”
  - b. Allow the victim to describe what occurred without interruption
9. Gather information from the victim’s narrative. Ask follow-up questions, such as “tell me more about \_\_\_\_\_” to gather the following information:
  - a. The elements of the crime(s)
  - b. The identity of the offender, if known; or any physical descriptors and remarkable identifying characteristics (i.e., scars, tattoos, birth marks, unusual or distinctive physical features)
  - c. Details about the offender’s behavior, including any behavior changes throughout the encounter
  - d. The offender’s size and strength compared to the victim
  - e. Time, date, and location of the crime
  - f. Information regarding any weapons used
  - g. Ways in which the victim said “no”, both verbally and non-verbally (i.e., crying, pushing the offender away, or turning away from the offender)
  - h. Any injuries to the victim
  - i. Any injuries to the offender, specifically any injuries inflicted by the victim
  - j. If indicated by the victim, document whether any drugs or alcohol were involved (including how the offender may have used or provided drugs or alcohol to facilitate the crime)
  - k. Determine existence/location of additional evidence such as:
    - (1) Physical evidence related to the assault (i.e., clothing, bedding, condoms, objects, tampons)
    - (2) Text messages, electronic postings, photographs or videos that may have been taken that reveal the assault, or pre/post-assault conduct of the suspect
10. Concluding the initial, preliminary interview includes:
  - a. Inform the victim about the next steps of the investigation
  - b. Encourage the victim to contact you or the appropriate investigator if s/he remember any additional information or evidence prior to the investigative interview. Assure the victim that it is normal to remember additional information with the passage of time.
  - c. Inform the victim what to do if they feel unsafe or if they are contacted directly or indirectly by the suspect, or by friends and family of the suspect.

- d. Assist in securing immediate safety after the interview, including arranging transportation to a safe place.
- e. Offer or arrange accessible transportation to the nearest available judge for a protective order after the close of court business hours, if a judge is available.
- f. Provide the victim with the Mandatory Notice for Survivors of Sexual Assault per 725 ILCS 203/25(a)(1).
- g. Provide a written Statement of Explanation of Crime Victim Rights-Statement of Marsy's Rights within 48 hours per 725 ILCS 120/4(b).

#### D. Other considerations

1. Remember, do not broadcast victim's name over the radio or any other open access media
  - a. Show compassion and tact in communications with victim and conversations dealing with sensitive information.
2. A law enforcement officer, State's Attorney, or other official shall not ask or require a sexual assault victim to submit to a polygraph examination or any form of a mechanical or electrical lie detector test. 725 ILCS 200/1
3. Do not ask the victim if s/he wants to pursue prosecution, press charges, or sign a complaint. It is neither reasonable nor realistic to expect the victim to be able to make an informed decision about future involvement in the criminal justice process at this point.
4. A sexual assault investigator who has completed the requisite specialized training will do a comprehensive follow-up interview of the victim - preferably, after the victim has completed two full sleep cycles. Remember, disclosure is a process, not an event.
5. When appropriate, officer should interview any witnesses who might have seen or spoken with the victim and/or offender before, during, and/or after the assault.
6. Keep in mind the interconnected and co-occurring nature of violent crimes (domestic battery, stalking, home invasion, armed robbery, kidnapping, unlawful restraint, human trafficking)
7. Focus on offender behavior before, during and after the assault.

#### E. Other Illinois laws regarding victim treatment

1. Rights of Crime Victims and Witnesses Act, 725 ILCS 120/1 *et seq.*
2. Crime Victims Compensation Act, 740 ILCS 45
3. Illinois Rape Shield Law, 725 ILCS 5/115-7(a)
4. Civil No Contact Orders, 740 ILCS 22

#### F. Interactions with other professionals

1. Hospital personnel, including Sexual Assault Nurse Examiners (SANEs)
2. Other police personnel (dispatchers, records clerks, evidence room clerks, corrections, etc.)
3. State's attorney
4. Social workers/social services, including Mental Health
5. Victim advocates

6. Schools
7. Colleges, Universities
8. Child Advocacy Centers

## VI. Suspect Investigation and Interrogation

A. While interrogations of sexual assault/abuse suspects are conducted by officers who have attended specialized sexual assault investigator training, it is still important for the initial responding officer to understand the process. If the initial responding officer comes into contact with the suspect, it is critical to document any statements made by the suspect.

### B. Focus on suspect behavior

1. Conduct background/criminal history check
2. Timeline development
  - a. Investigate and document suspects' conduct immediately prior to the sexual assault or sexual abuse
  - b. Investigate and document suspects' conduct during the sexual assault or sexual abuse
  - c. Investigate and document suspects' conduct after the sexual assault or sexual abuse
3. Interview/interrogation questions and techniques
4. Defensive strategies
5. Consent issues
6. Pretext communications
7. Investigate the suspect, not just the offense
  - a. Identify the modus operandi (M.O.)
  - b. Identify any previous unreported victims
  - c. Do not forget about possible evidence from social media or cell phones

### C. Offenders M.O.

1. Offenders identify vulnerability
2. They manipulate their victims
3. They isolate their victims
4. After manipulating and isolating the victim, an offender can then assault the victim
5. Alcohol and/or drugs might be used as a weapon and a shield. As a weapon against victims, and as a shield to prevent offender apprehension and prosecution.

### D. Serial nature of offenders

1. "When a victim reports a sexual assault to you there is a 91-95% likelihood that the perpetrator is a serial offender." Dr. David Lisak
2. Propensity evidence
  - a. Does the offender have a history of sexual violence?

- b. Are there other victims?
- c. Are there similarities with other previous offenses?

E. Suspect Forensic Exam - 725 ILCS 203/15(b)(11)

- 1. Protocol for examination
- 2. Role of the forensic examiner
- 3. Evidence collection

VII. Report Writing

A. A well written report documenting important details may assist those investigating to overcome consent challenges and help move the case towards prosecution.

- 1. No law enforcement agency may refuse to complete a written report on any ground. 725 ILCS 203/20(f)
- 2. No law enforcement officer shall require a victim of sexual assault or sexual abuse to submit to an interview. 725 ILCS 203/20(e)

B. A report is required if:

- 1. an officer receives any report of sexual assault or sexual abuse by one of the people listed in section C. below;
- 2. an officer collects sexual assault evidence from a hospital;
- 3. an officer submits sexual assault evidence to a crime lab for testing.

C. A report must be completed about a sexual assault or abuse, regardless of where the incident occurred, when receiving the following information:

- 1. An allegation by a person that the person was sexually assaulted or abused; or
- 2. Information from hospital or medical personnel; or
- 3. A person who witnessed the sexual assault or abuse; or
- 4. A third party reporter who has the consent of the victim. 725 ILCS 203/20(a) and 725 ILCS 203/22

D. The report shall include the following, if known:

- 1. The victim's name or other identifiers;
- 2. The victim's contact information;
- 3. Time, date, and location of offense;
- 4. Information provided by the victim;
- 5. The suspect's description and name, if known;
- 6. Names of person with information relevant to the time before, during, or after the sexual assault or sexual abuse, and their contact information;
- 7. Names of medical professionals who provided a medical forensic examination of the victim and any information they provided about the sexual assault or sexual abuse;
- 8. Whether an ISP Sexual Assault Evidence Collection Kit was completed, the name and contact information for the hospital, and whether the victim consented to testing of the Sexual Assault Evidence Collection Kit by law enforcement;

9. Whether a urine or blood sample was collected and whether the victim consented to testing of a toxicology screen by law enforcement;
10. Information the victim related to medical professionals during a medical forensic examination which the victim consented to disclosure to law enforcement;
11. Other relevant information. 725 ILCS 203/20(b)

E. Per 725 ILCS 203/20(c) and (d), officer must write a report, even if the sexual assault or sexual abuse did not happen in your jurisdiction:

1. If the sexual assault or sexual abuse occurred in another jurisdiction, the officer must take the report and submit the report to the law enforcement agency having jurisdiction in person or via fax or email within 24 hours of receiving information about the sexual assault or sexual abuse.
2. Within 24 hours of receiving a report from an officer in another jurisdiction, the law enforcement agency having jurisdiction shall submit a written confirmation to the law enforcement agency that wrote the report. The written confirmation shall contain the name and identifier of the person and confirming receipt of the report and a name and contact phone number that will be given to the victim. The written confirmation shall be delivered in person or via fax or email.
3. What is the rationale for taking a report for a crime that occurred in another jurisdiction?
  - a. The victim will report where s/he feels the least afraid to report.
  - b. Once a victim chooses to report, they may take a refusal to accept a report as a judgment on the validity of the assault.
  - c. A victim may need medical or other support, so time is critical.
  - d. Most importantly, a victim who already feels vulnerable will likely not report at a secondary location.

F. Third party reports, 725 ILCS 203/22

1. A victim of sexual assault or sexual abuse may give a person consent to provide information about the sexual assault or sexual abuse to a law enforcement officer, and the officer shall complete a written report.
2. The only exceptions would be if:
  - a. The person contacting law enforcement fails to provide the person's name and contact information; or
  - b. The person contacting law enforcement fails to affirm that the person has the consent of the victim of the sexual assault or sexual abuse.

### VIII. Special Considerations in Writing Sexual Assault/Abuse reports

- A. Document the victim's condition as observed by the officer. Avoid the use of vague words; instead use accurate descriptors.
- B. As accurately as possible, use the victim, witness, and/or suspect's own words in written reports. Do not sanitize or clean-up the language used by the victim.

- C. Document the details of the crime by asking the victim what they thought, felt, and feared at the time of the assault; what they experienced before, during, and after the sexual assault; how the experience changed throughout the event (consensual to non-consensual); and what they saw, smelled, tasted, heard and touched during the incident.
- D. Capture details necessary to establish any premeditation/grooming behavior by the perpetrator, coercion, threats and/or force, and traumatic reaction during and after the incident (e.g. victim demeanor, emotional response, changes in routines or habits), and/or any attempts to intimidate or discourage the victim from reporting the assault.
- E. Document all fear, fight, flight, freeze, or submit reactions the victim expressed or exhibited before, during, and after the assault. Victims may freeze (not be able to resist physically); this may be an indicator of fear and trauma. Detail and describe what fear felt like for the victim in his or her own words.
- F. Silence should not be construed as consent. Resistance can be communicated through more than words. Detail and describe what “no” looked like by documenting the victim’s subtle and overt actions.
- G. If a consensual encounter turned non-consensual, clearly document the details of how and when the suspect’s behavior changed and how the victim expressed or demonstrated non-consent to the continued acts.
- H. Create a timeline to show the effects of the traumatic event on post-assault behavior and actions of the victim as compared to previous behavior (i.e. in a non-stranger case, the victim no longer goes to the gym that the suspect belongs to, will not be in the same room as the suspect, or the victim drops out of school, etc.)
- I. Exclude officer opinion and judgment from the written report.
- J. Include any observations or witness statements that corroborate the victim’s or suspect’s account of the events that occurred.

**END**

# **TRAFFIC**

## **53 hours**

**Page Left Blank**



## **TRAFFIC: Field Sobriety Testing / Drugged Driving**

**Instructional Goal:** Each year more than 30,000 people die in motor vehicle collisions in the United States with almost one third of those fatalities being alcohol related. The responsibility for detecting and apprehending the impaired driver rests on the law enforcement officer. The purpose of this unit of instruction is to provide the student with knowledge and skills related to techniques for identifying the impaired driver, including driving behavior and physical behavior, and procedures for administering field tests to determine driver sobriety. This course will develop officer knowledge and skills necessary to correctly administer and score the National Highway Safety Administration's (NHTSA) Standardized Field Sobriety Tests.

**Allotted Class Time:** 28 hours

**Instructional Note:**

Instructors are encouraged to work with their academy administration to conduct the live alcohol workshops of the practical exercises utilizing volunteer drinkers for these workshops. Academies and instructors can substitute NHTSA/IACP approved videos of "dosed" subjects for both live alcohol workshops as an acceptable, but not preferable, substitute.

In order to successfully complete this course of instruction, participants must pass the written examination and demonstrate proficiency in administering and interpreting the Standardized Field Sobriety Tests. This written knowledge examination (post-test) is in the NHTSA/IACP lesson plan. This test focuses on the administrative and interpretation procedures for the Standardized Field Sobriety Tests. Participants must achieve a grade of 80% to successfully complete this training.

Instructors must decide whether individual participants are proficient with the Standardized Field Sobriety Tests. This is accomplished by student participants successfully administering the complete Standardized Field Sobriety Test battery at least once, in an instructor's presence, without deleting or erroneously performing any of the critical administrative elements of the tests.

**Course Outline:**

In lieu of a static outline for this block of instruction, course instructors are to utilize the most recent update to the NHTSA DWI Detection and Standardized Field Sobriety Testing (SFST) Training Program. Updates to this program are maintained by NHTSA and represent the current, best practices for field sobriety testing. Furthermore, the written knowledge exam that accompanies the NHTSA program is concurrently updated.

The full, 28 hour NHTSA program is to be utilized including the session titled “Introduction to Drugged Driving.” Portions of this session must be developed locally according to relevant Illinois and local laws. Instructors, as a condition of their certification as NHTSA instructors for this curriculum, are required to have knowledge of changes to relevant law and update the curriculum accordingly and where applicable.

**END**

# TRAFFIC:

## Hazardous Materials Awareness

**Instructional Goal:** This course of instruction is designed to introduce police officers to the problem of hazardous material emergencies and discuss basic safeguards in responding to these emergencies. It is important that police officers recognize circumstances where dangerous discharge or explosion may be involved. Emphasis is therefore placed on skills necessary for the detection of hazardous materials and implementation of the proper notification process. Instruction should address classification systems and terminology for chemicals, first-on-the-scene emergency responder rights and responsibilities, identification and characteristics of hazardous materials, basic scene decisions, and the emergency response to terrorism.

**Allocated Class Time:** 8 hours

**Instructional Note:** Instructors in this block of instruction must have attended and successfully completed the two day (16 hour) Illinois Emergency Management Agency (IEMA) Hazardous Material Awareness Train the Trainer course. This course is designed to certify instructors who will be teaching the IEMA Hazardous Material Awareness Training. Instructors must maintain their certification by routinely participating in a Hazardous Materials Awareness Refresher Training every four years

### Course Outline:

In lieu of a static outline for this block of instruction, course instructors are to utilize the most recent update to the Illinois Emergency Management Agency (IEMA) Hazardous Material Awareness Training. Updates to this program are maintained by IEMA and represent the current, best practices for first responders meeting OSHA 29 CFR 1910.120 Standards, NFPA 472. The course provides participants with the knowledge and skills to:

- Understand what hazardous substances are and the risk associated with them in an incident;
- Recognize the presence of hazardous substances in an emergency;
- Understand the role of the emergency responder at the awareness level, including site security and control;
- Have an understanding of the U.S. Department of Transportation Emergency Response Guidebook;
- Realize the need for additional resources, and to make appropriate notifications to the community.

# END

**Page Left Blank**

# TRAFFIC:

## Traffic Crash Investigation

**Instructional Goal:** This unit of instruction is intended to develop those areas of skill and knowledge essential to a successful traffic crash investigation. Emphasis should be placed on the importance of proper investigation of traffic crashes so that traffic safety efforts succeed. In addition, the role played by the law enforcement officer in traffic crash investigations should be directly related to corollary efforts in engineering, education, and enforcement. This unit of instruction also affords the student an opportunity to practically demonstrate application of knowledge and skills that are essential in the investigation of traffic crashes. Instruction will provide a test of complex student performance in a mock traffic crash situation.

**Allotted Class Time:** 16 hours

### Student Performance Objectives:

- TUCI 1. Identify proper sequence of an officer's action at crash scene based on severity and type of crash.
- TUCI 2. Identify factors determining need for assistance at motor vehicle crash scene.
- TUCI 3. Identify procedures to protect traffic crash scene and prevent secondary crashes.
- TUCI 4. Identify need to check surrounding area for persons who may have been injured in traffic crash.
- TUCI 5. Identify legal requirements pertaining to proper completion of the Illinois traffic crash report.
- TUCI 6. Identify procedures to locate witnesses to traffic crashes.
- TUCI 7. Identify proper procedures in recording statements of witnesses to traffic crashes.
- TUCI 8. Identify items of evidentiary value that may be present at vehicle crash scene.
- TUCI 9. Identify proper search technique for physical evidence at crash scene.
- TUCI 10. Identify priority that should be given to protecting a particular item of traffic crash evidence.
- TUCI 11. Identify proper procedure to ensure the collection of physical evidence from crash scenes.
- TUCI 12. Identify proper method for measuring tire marks based on type and extent of mark.
- TUCI 13. Identify proper procedures to diagram crash scene.
- TUCI 14. Identify proper procedure to interview persons involved in traffic crash.
- TUCI 15. Identify procedures to confirm ownership of vehicles involved in crash.
- TUCI 16. Identify proper recording of information from crash investigation on Illinois traffic crash report form.
- TUCI 17. Identify when the parties involved in traffic crash should exchange necessary personal information.
- TUCI 18. Identify need to inform owner of vehicle involved in traffic crash of vehicle's location, if towed.
- TUCI 19. Identify proper procedures to inventory personal property of incapacitated crash victims.

- TUCI 20. Identify proper procedure in following up serious personal injuries resulting from traffic crash.
- TUCI 21. Identify need to remove crash scene debris from roadway and place it in safe location, or notify appropriate agency.
- TUCI 22. Identify procedures to be used for off-road vehicle crashes.
- TUCI 23. Identify proper procedures for conducting investigation of hit-and-run traffic crashes.
- TUCI 24. Demonstrate ability to determine area of impact at traffic crash scene by employing physical evidence and interview information.
- TUCI 25. Demonstrate ability to identify factors that are primary contributing causes of traffic crash based upon:
- A. observations
  - B. physical evidence
  - C. statements of witnesses/drivers.
- TUCI 26. Demonstrate ability to determine fault in a traffic crash.
- TUCI 27. Demonstrate ability to recognize if a violation of the law has occurred in traffic crash.

# Traffic Crash Investigation

## Course Outline:

I. Laws governing accidents and traffic crash reporting (see the Illinois Vehicle Code 625 ILCS 5/11-401 through 5/11-416)

## II. Arrival at scene

### A. Position patrol vehicle to protect scene

1. Stop a safe distance from accident
2. Do not block fire vehicles or ambulances
3. Turn off wig-wags
4. Use caution around fluids (gasoline, oil, etc.)

### B. Care for injured first

1. Report number injured and extent of injury if appropriate
2. Check surrounding area for other possible injured persons

### C. Determine need for assistance by considering:

1. Number of vehicles involved
2. Extent of injuries
3. Utility damage
4. Traffic hazard created

### D. Reestablish traffic flow

1. Concern for secondary crashes
2. Use of flares or other markers or traffic control devices
3. Back-up officer(s) providing traffic direction
4. Request necessary wreckers

### E. Requirements to complete state traffic crash report

1. Over \$500 estimated damage
2. Personal injury or death
3. When reasonable cause exists to believe a violation has been committed
4. On the Illinois standard traffic crash report form, the name of the driver should be entered exactly as typed on the driver's license

## III. Witness statements

### A. Locating witnesses

1. Ask drivers and bystanders if they can identify witnesses to traffic collisions
2. Record license plate number or other identifying information that can be used to trace possible witnesses to traffic crashes
3. If appropriate, canvass neighborhood to determine identity of possible witness to traffic crashes

4. If appropriate, request media to assist with locating witnesses to traffic crashes

B. Recording statements

1. Separate witnesses to preserve original accounts unchanged
2. Obtain identification
3. Interview at the earliest possible time

IV. Items of evidentiary value

A. Glass, debris, paint, damage, tire prints, scuff marks, scratches/gouges (debris can indicate the direction of travel of a vehicle involved)

B. Tire marks (associating the crash vehicle with the skid marks; considering vehicle speed, pavement surface, vehicle weight, and the grade/slope of road, which is least important)

C. If appropriate, check operation of traffic control devices

D. Evidence collection technique

1. Search from area of impact out
2. Protecting broken glass should receive priority
3. Measuring tire skid marks to determine the vehicle's minimum rate of speed when the braking action caused the tires to skid
4. Record location of evidence
  - a. Photographing/video (taken from opposite corners of the vehicle, showing damaged and undamaged parts)
  - b. Sketching
    - (1) Measuring from area of impact to final resting places of vehicles
    - (2) Measuring road width
    - (3) Using the triangulation method to make measurements
5. Collect evidence properly and in proper order
  - a. Use proper container
  - b. Photograph/video
  - c. Keep evidence from two vehicles separated
  - d. First photograph, then measure, package evidence, and document chain of custody
6. Document chain of custody of evidence by recording appropriate information about evidence which includes:
  - a. Description
  - b. Dates
  - c. Times
  - d. Location
  - e. Name of recovering officer
7. Recover evidence to proper location for safekeeping and preservation (e.g., property room)



8. Determine area of impact
  - a. Witness statements
  - b. Physical evidence indicating where vehicle collided.

#### V. Taking measurements

- A. Sketch traffic crash scene, noting position of vehicles and important details
- B. Coordinate/triangulation methods (best)
  1. Locate a permanent landmark as a point of reference for measurements, if possible
  2. Principles of reconstruction
  3. When performing a triangulation measurement at a traffic crash scene, two fixed points are necessary
- C. Take measurements of traffic crash scene with assistance of other officer(s), from point of reference (fixed object, e.g., street sign or utility pole) to a specific point being measured (e.g., location of vehicles, gouge marks)
- D. Record measurements concerning traffic crash on legend or sketch

#### VI. Diagramming crash scenes

- A. Take measurements at crash scene including:
  1. Length and reference points of tire marks
  2. Area of impact
  3. Resting place of vehicles
  4. Road width
  5. A graphic line should be used on the standard traffic crash report form to indicate the probable path of the vehicle after impact
- B. Record measurement information from crash scene on field sketch
- C. Draw finished diagram of crash scene, using a legend to identify objects and items
- D. Handle field sketch as evidence

#### VII. Interviewing persons involved in traffic crash

- A. Separate persons involved in traffic crash
- B. Advise person of Miranda rights, if necessary
- C. Arrange for appropriate place to interview persons involved in traffic crashes (e.g., interview out of traffic, staying mindful of officer safety concerns)

D. Interview persons involved in traffic crash to obtain relevant information

1. Person's location in vehicle
2. Person's account of incident
3. What person was doing at time of crash
4. What person's relationship is to driver

E. Obtain written statement from persons involved in traffic crash by recording statement or requesting persons to write statement

VIII. Testing operating condition of crash vehicle equipment

A. Interview drivers and witnesses about the possibility of equipment failing on the crash vehicle

B. Check crash vehicle equipment for suspected failure, including:

1. Brakes
2. Tires
3. Tie rods

C. Arrange for protection of crash vehicle suspected of equipment failure when equipment cannot be tested at scene

D. Arrange for experts to test crash vehicle equipment that cannot be checked at the scene:

1. Light filaments
2. Brake components
3. Steering

E. Record findings about condition of crash vehicle equipment on notes and/or appropriate report forms

IX. Confirming owners of vehicles involved in crash

A. Interview person who claims to be registered owner to determine current ownership (least reliable source)

B. Check appropriate documents to establish vehicle ownership, if available

1. Registration
2. Title
3. Vehicle insurance card

C. Request vehicle registration information from Secretary of State using VIN or license plate number

X. Complete Illinois Traffic Crash Report

A. Illinois Traffic Crash Report Instruction Manual

B. Include all information pertinent to the crash, including traffic crash diagram (always) and be sure to include driver's operator license number, name/age of witnesses, and injuries damage sustained

XI. Supplemental responsibilities at scene

A. Need to ascertain that parties involved exchange personal identification information

B. Need to inform owner of towed vehicle's location

C. Procedure to inventory personal property of incapacitated crash victims

1. Make search of vehicle and area
2. Complete inventory form
3. Advise owner of property disposition

D. Following-up extent of personal injuries resulting from traffic crash

1. Determine whether it is necessary to follow up on injuries resulting from a traffic crash, including:
  - a. When there is serious injury
  - b. Possible cervical injury
  - c. Possibility of a fatality
2. Consult with medical personnel by phone or in person to determine extent of injuries resulting from traffic crash
3. Obtain appropriate medical reports to determine extent of injuries, if necessary and available
4. Write supplemental report of findings from follow-up investigation of traffic crash injuries

E. Removal of debris from roadway is generally the job of the responding wrecker company

1. Responsibility of wrecker service, if called
2. Responsibility of officer, if no wrecker called

XII. Late report crashes

XIII. Hit-and-run investigation

A. Importance of physical evidence

1. Debris
2. Paint
3. Tire marks

B. Vehicle registration tracing

1. Use of partial license, description

2. Assistance by Secretary of State

C. Repair/body shop alert

D. Officer's first step is to radio dispatch with the car description, if obtained

E. An element of the offense that must be established to successfully prosecute in a hit and run case is knowledge of the crash by the suspect driver.

**END**

# TRAFFIC: Traffic Direction

**Instructional Goal:** This unit of instruction develops the physical skills involved in the manual direction of traffic. Emphasis should be placed on identifying the conditions under which such activity should be undertaken; the necessity for using standard traffic direction signals and gestures; the effective use of aids in traffic direction during the day, at night, and in adverse weather conditions; and the need to be able to communicate with drivers without verbal instructions. A practical exercise or demonstration should be included.

**Allotted Class Time:** 1 hour

## **Student Performance Objectives:**

- TUTD 1. Identify proper procedures to direct traffic using flashlight, illuminated baton, and hand signals.
- TUTD 2. Identify proper procedures to direct traffic using flare pattern, traffic cone patterns, and barriers.

**Page Left Blank**

# Traffic Direction

## Course Outline:

### I. Directing traffic

#### A. Methods

1. Hand signals
  - a. Stop
  - b. Go
  - c. Left turn (permit left turns before starting traffic)
  - d. Right turn
  - e. Speed up
2. Flashlight
3. Illuminated baton—the main purpose of its use is to supplement hand signals while manually directing traffic in low light situations
4. Chemical flare
5. Illuminated flasher

#### B. Location of officer - standing

1. Safety considerations (of greatest importance)
2. Visibility
3. Ability to observe all traffic and other officers
4. Variation in terms of:
  - a. 4-way intersection
  - b. T-intersection
  - c. Intersecting divided highways
  - d. Intersecting one-way and two-way streets

#### C. Communication to ensure safe traffic flow

1. Other officers
2. Traffic

#### D. Special considerations

1. Available detours
2. Traffic volume
3. Type of roadway/shoulders
4. Location of side streets
5. Assistance needed for traffic control
  - a. Seriousness of incident
  - b. Length of pattern
  - c. Area to be detoured

## II. Use of flares, traffic cones, barriers

### A. Considerations

1. Safety problem exists?
2. Time of day?
3. Visibility?
4. How long will problem last?
5. How many flares, cones, barriers will be needed?

B. Place flares, cones, barriers in pattern safely (behind, alongside, and, for a short distance in front of the damaged vehicles)

### C. Proper use of flares

1. Replace flares before they burn out
2. Avoid burns or igniting fires
3. Dispose of partially burned flare

## III. Practical exercises



# **POLICE PROFICIENCY**

## **120 hours**

**Page Left Blank**

# POLICE PROFICIENCY:

## Control and Arrest Tactics

**Instructional Goal:** This unit will be divided into two phases for development, each of which will run concurrently. The first phase of each day's activity will begin with an exercise and warm up period. This period may be integrated with the "Physical Skills and Personal Fitness" unit, or it may be independent.

The second phase of each instruction period will concentrate upon the development of personal defense skills associated with law enforcement functions, including techniques for searching suspects, use of temporary restraint devices, self-protection of the officer and others through personal weapons, physical means, etc.

**Allotted Class Time:** 32 hours

**Instructional Note:** Two hours of training in Taser/EMDT issues are to be integrated over existing learning modules, including: Use of Force; Mental Illness and Non-normative Behavior; Crisis Intervention/Disturbance Calls; Arrest, Booking, and Detention/Facility Procedures; Control and Arrest Tactics; and Initial Medical Response. The instructor should always consult currently applicable statutory and case law.

### Student Performance Objectives:

PPAT 1. Identify proper procedure to conduct field search of arrested persons.

PPAT 2. Identify proper procedure to conduct frisk or pat down.

PPAT 3. Recognize circumstances which influence strategy in effecting an arrest.

PPAT 4. Identify proper procedure to handcuff suspects or prisoners.

PPAT 5. Demonstrate proficiency in the following areas regarding subject control:

A. Subject control tactics (cooperative, resistant, and assailant)

1. Verbal control
2. Relative positioning
3. Searches
4. Joint manipulations
5. Pressure points/pressure sensitive areas
6. Blocking, striking and stunning techniques
7. Intermediate weapons (batons, cap stun, etc.)
8. Falls and ground defense

B. Officer survival

1. Weapon retention techniques
2. Firearm disarming techniques
3. Edge weapon defense
4. Impact weapon defense
5. Escapes

PPAT 6. Identify proper procedures to employ when using chemical agents (e.g., OC spray).



**Resources:**

Illinois Law Enforcement Training and Standards Board. (2007). *Task Force Report Issued Pursuant to Senate Resolution 0051 95th General Assembly: A Study of Electro-Muscular Disruption Technology (EMDT) Employed by Illinois Law Enforcement and Correctional Officers: Standards, Policy and Training: Task Force Deliberations and Recommendations.*

# Control and Arrest Tactics

## Course Outline:

### I. Overview: Use of Force Continuum

- A. Mental preparation in a “safety awareness mindset”
  - 1. Awareness
  - 2. Fear management
  - 3. Trauma
  
- B. Verbal tactical directions and officer presence
  - 1. Verbalization skills (necessary at all levels of control)
  - 2. Relative positioning
  - 3. Team tactics (two or more officers)
  - 4. Multiple subjects
  
- C. Cooperative subject control tactics
  - 1. Stop and frisk
    - a. Terry Stop
    - b. Search incident to arrest
  - 2. Arrest
    - a. Handcuff – speed cuffing
    - b. Search
  - 3. Physical contact control tactics
    - a. Handcuffed subject
    - b. Un-handcuffed subject
  
- D. Resistive subject control tactics (not listed in order of application)
  - 1. Verbalization skills
  - 2. Holding techniques / escort
  - 3. Pressure control tactics
  - 4. Distraction techniques
  - 5. Chemical agents

### II. Assailant control and arrest techniques

- A. Unarmed assailant
  - 1. Control and arrest techniques
  - 2. Options up to and including that force likely to cause death or great bodily harm based on the officer’s reasonable assessment of the threat level
  - 3. A need for back-up assistance when effecting an arrest is most likely when there are bystanders supportive of the subject.
  
- B. Armed assailant
  - 1. Control and arrest techniques

2. Options up to and including that force likely to cause death or great bodily harm based on the officer's reasonable assessment of the threat level
  - a. Weapon
  - b. Weapon delivery system
  - c. Intent (subject's mental state)
  - d. Preclusion (exhausted other options or non-available)

### III. Prisoner control and transportation

- A. Foot transport techniques
  1. Cooperative techniques
  2. Resistive subject
  3. Assailant
  
- B. Vehicle transport techniques / one and two officer scenarios
  1. Non-cage car
    - a. Cooperative subject
    - b. Resistive subject
    - c. Assailant
  2. Cage car (in accordance with department policy)
    - a. Cooperative subject
    - b. Resistive subject
    - c. Assailant
  3. Transport van
    - a. Cooperative subject
    - b. Resistive subject
    - c. Assailant
  4. Station/lock-up control techniques
    - a. Cooperative subject
    - b. Resistive subject
    - c. Assailant

### IV. Frisk/Pat Down

- A. Cause for stop
  1. Suspect believed armed and dangerous
  2. Officer believes crime about to be committed
  
- B. Inform suspect of reason for stop
  
- C. Order suspect into position
  1. Hands high above head or inter-locked behind head
  2. Legs spread
  3. Keep officer's gun side away from suspect

- D. Conduct frisk/pat down for weapons and contraband
  - 1. Start at head
  - 2. Side to side overlapping
  - 3. Special attention
    - a. Armpits
    - b. Waistband
    - c. Groin (gender awareness)
    - d. Middle of back
    - e. Hats
    - f. Mouth
  - 4. A “grasp and squeeze” search has the advantage of revealing flat objects, while a pat-down does not.
- E. Identify suspect before releasing
- F. Same procedure regardless of age, sex, race

#### V. Field search

- A. Evaluate situation
  - 1. Number of suspects
  - 2. Number of officers
- B. Order suspects into proper position/control
  - 1. Spread eagle
  - 2. Prone
  - 3. Kneeling
- C. Restrain suspect
- D. Conduct systematic search
  - 1. Start at head working down
  - 2. Specific attention
    - a. Groin
    - b. Armpits
    - c. Waistband
    - d. Middle of back
    - e. Hats
    - f. Shoes
    - g. Belts
    - h. Hidden compartments
    - i. Mouth
  - 3. Tactile search
- E. Seize:
  - 1. Weapons / disguised weapons



2. Contraband
3. Evidence
4. Fruits of crime

F. Same procedure regardless of age, sex, race

## VI. Restraining -- temporary

### A. Control of subject

1. Voice commands
2. Physical force

### B. Place subject into handcuffing position

1. Prone
2. Kneeling
3. Spread eagle
4. Standing

### C. Apply handcuffs (while maintaining control of subject)

1. Hands behind back
2. Palms out when possible
3. Lock securely below wrist bone
  - a. Loose enough to avoid injury to subject
  - b. Always double lock to prevent injury
  - c. Proper control and removal of handcuffs
    - (1) Positioning
    - (2) Control of cuffs
      - (a) Verbal commands
      - (b) First cuff on, last cuff off (total control of subject/environment)
    - (3) Create distance

## VII. Use of baton

### A. Striking areas: Large muscle groups

### B. Non-striking areas:

1. Head
2. Kidneys
3. Groin

### C. Purpose of baton

1. Self-defense
2. Controlled escorts
  - a. Short distance only
  - b. Arm bar come along
  - c. Military Police move along

3. Take-downs to cuffing position

VIII. Role of chemical agents

A. Agents commonly employed (e.g., oleoresin capsicum spray)

B. Physiological effects

C. Situations in which chemical agents are typically employed

D. Need to maintain observation of persons affected by agents

E. Post exposure recovery

IX. Taser (Electro-Muscular Disruption Technology (EMDT))

X. Practical exercises

**END**

# POLICE PROFICIENCY

## Firearms: Decision Making / Situational Shooting

**Instructional Goal:** The police officer’s ability to make rapid, sound decisions is important in every aspect of the role. However, the ability to make these decisions, “under circumstances that are tense, uncertain, and rapidly evolving,” is critical in situations that involve use of weapons (Graham v. Connor, 490 U.S. 386 (1989)). The primary purpose of this instruction is to provide the trainee with opportunities to make critical decisions and react in stress situations where the use of firearms may be required and to evaluate the student’s ability to utilize previously acquired knowledge and skills under stressful circumstances. A secondary purpose of this unit will be to develop skills in safe handling of a handgun under varying degrees of psychological pressure. The instruction will challenge trainees with numerous situations that will require evaluation of existing circumstances and making a decision on the necessity of using a weapon. The trainee should understand that the decision to shoot or not to shoot depends upon: personal safety, danger to others if immediate action is not taken, danger to others if immediate action is taken, escape of the suspect if immediate action is not taken, and the necessity of using deadly force under the given circumstances. In addition, the need for positive identification and accurate evaluation of the circumstances will be discussed. Through hands-on practice in simulated training exercises, each trainee will be required to apply all previously acquired firearms training in a realistic, safe manner. In addition, trainees will be challenged to make decisions relating to the use of deadly force when justified and warranted. Related instructional units include “Use of Force” and all other aspects of firearms training.

**Allotted Course Time:** 10 hours

### **Student Performance Objectives:**

PPDM 1. Recognize circumstances when it is appropriate to draw weapon.

PPDM 2. Identify factors relevant to selection of appropriate firearm to be discharged, if there is an alternative firearm, by considering type of call and geographical location of person.

PPDM 3. Identify the need to use verbal commands, when possible, to instruct and/or warn the person that the firearm is going to be discharged.

PPDM 4. Identify the need to consider whether or not bystanders will be endangered before discharging firearm.

PPDM 5. Identify the desirability of using protective cover when discharging firearm at a person.

PPDM 6. Apply de-escalation techniques if the situation allows.

### **Relevant cases:**

*Graham v. Connor*, 490 U.S. 386 (1989)

## **Page Left Blank**

# Firearms: Decision Making / Situational Shooting

## Course Outline:

### I. Decision making

#### A. Risk Factors

1. Conditions for:
  - a. Circumstances proving probable cause to believe a felony, or a dangerous felony, has been or is being committed, and making a proper assessment of the severity of the crime.
  - b. Threatening situation creating an immediate threat to officer's or other person(s) well-being
  - c. Determining if / how the subject was actively resisting arrest
  - d. Determining if / how the subject was attempting to evade arrest by flight
2. Caution regarding mistaken identity
  - a. Victims/witnesses
  - b. Fleeing hostages

#### B. Factors relating to officer's ability to

1. Find cover
2. Obtain assistance
3. Pursue
4. Identify pre-assault indicators
5. Recognize differences in size, age, and physical condition of the officer and suspect
6. Know or perceive any physical abilities or fighting skills of the subject
7. Know about any previous violent or mental history, known to the officer at the time
8. Observe the use of drugs or alcohol by the suspect
9. Evaluate the availability and proximity to weapons
10. Judge the impact of environmental factors (night, day, snow, ice, heat, terrain, etc.)
11. Resist or fight through injury or exhaustion
12. Neutralize the negative impact of being on the ground or other unfavorable position
13. Perceive the characteristics of the subject being armed (i.e. bulges, adjustment of clothing, or to observe "security touches")

### C. Situational dynamics

1. Nature of offense
2. Nature of offender
3. Continuing threat if apprehension delayed
4. Probability of later apprehension
5. Danger to others in vicinity

## II. Practical exercises

A. Instructor will use available simulation training equipment and create scenarios that will test the student's ability to

1. Evaluate the threat
2. Take actions appropriate to the given circumstances
3. Give proper verbal commands that include proper identification, uses appropriate words, and uses proper tone, volume, and inflection
4. Demonstrate proper weapon control
5. Uses proper tactics – cover/concealment, etc.
6. Applies de-escalation techniques if able
7. Demonstrates proper command presence
8. Debrief the scenarios and evaluate the student's response in a manner that will determine the level of learning and/or behavior change as a result of the training

**END**

# POLICE PROFICIENCY:

## Firearms: Night Shooting

**Instructional Goal:** From a number of studies on the characteristics of combat situations, it was determined that approximately ninety percent of shootings involving law enforcement personnel occur under low level light conditions. The primary purpose of this unit is to acquaint the student with problems inherent in firing in varying conditions of low level light and to have the student develop necessary shooting skills. Emphasis will be on techniques for firing accurately with the aid of night sights, ambient back light, ambient front light, flashlight illumination, and other supplemental light sources such as spotlights, headlights, or similar devices.

**Allotted Course Time:** 4 hours

### **Student Performance Objectives:**

PPNS 1. Identify proper procedure when discharging a firearm in low-level light or conditions.

### **Course Outline:**

1. Tactics for night shooting
  - A Use of point shooting techniques at very close distance
  - B Use of various light sources
    1. Flashing red lights
    2. Passing automobiles
    3. Ambient light
    4. Back/front lighting
    5. Night sights
  - C Flashlight in weak hand
    1. Light is only on intermittently
    2. Flashlight techniques
    3. Light level
  - D Moving to different location after firing
2. Difference in skill level at night
  - A Loss of accuracy
  - B Tendency to shoot high
3. Practical exercises

**END**

**Page Left Blank**



# POLICE PROFICIENCY:

## Firearms: Off Duty Considerations

**Instructional Goal:** The majority of recruit training academy experiences focuses upon the capacity to act within the powers, duties, and scope of a peace officer while on-duty. However, consideration must be focused on police actions an officer can take while off-duty. The nature of police-work today may demand that the recruit respond to an act of terrorism, an active shooter situation, or other incident while off duty to protect themselves, family, or others. The agency may authorize or require the recruit to be available in an on-call status 24/7 and be equipped and prepared to return to on-duty status. If so, what are the additional factors that the recruit should consider while off-duty? This module will provide information to the recruit to make effective, practical, and safe tactical decisions under a variety of off-duty circumstances.

**Allotted Class Time:** 2 hours

### Student Performance Objectives:

PPOD 1. Identify and explain two best practices with regard to firearms off duty.

PPOD 2. Explain *Young v. City of Providence* and its applications to firearms off duty.

PPOD 3. Identify Federal Law regarding firearms carry for law enforcement officers in airports.

PPOD 4. Identify consequences of taking police action off-duty after consuming alcohol.

PPOD 5. Articulate possible responses to off-duty situations given the totality of the circumstances in a given situation.

PPOD 6. Identify laws which allow for law enforcement officers to carry firearms throughout the country.

### Resources:

*Young v. City of Providence*, 404 F.3d 4 (1<sup>st</sup> Cir. 2005)

Transportation Safety Administration. *Law Enforcement Flying Armed*. Retrieved from <https://www.tsa.gov/travel/law-enforcement>

Transportation Safety Administration. *Transporting Firearms and Ammunition*. Retrieved from <https://www.tsa.gov/travel/transporting-firearms-and-ammunition>

**Page Left Blank**

# Firearms: Off Duty Considerations

## Course Outline:

### I. Powers, duties and responsibilities of your position – On-Duty, Off-Duty

#### A. State statutes will determine the powers and duties of a police officer while

1. On-duty within your jurisdiction
2. Off-duty within your jurisdiction
3. On-duty outside your jurisdiction
4. Off-duty outside your jurisdiction

#### B. Relevant Case Law: *Young v. City of Providence*, 404 F.3d 4 (1<sup>st</sup> Cir. 2005)

#### C. What are the legal ramifications of getting into a shooting off-duty

#### D. The balance between readiness and safety

1. Resources available versus a duty to respond
2. Misdemeanor versus dangerous felony
3. Are you alone or are you with your family
4. Have you consumed an alcoholic beverage
5. Need to act versus the need to provide accurate witness information

### II. Resources available when on duty

#### A. Uniform /car for identification (Shotgun/rifle)

#### B. Full duty belt – Handcuffs/baton/aerosol/Taser/soft body armor/radio

#### C. Availability of backup officers

### III. Resources available off duty

#### A. Handgun/badge or ID

#### B. No uniform, no radio, no body armor, no flashlight, no handcuffs, no baton, no Taser or other less lethal, no chemical aerosol spray, few or no spare magazines or reloads

### IV. What weapon should you chose for off duty

#### A. Usually smaller caliber, fewer rounds, no extra rounds

B. Should operate in similar fashion to your primary duty weapon for maximum transfer of training and muscle memory responses

C. Consider comfort and ability for the weapon to be concealed as to not bring unnecessary attention to the firearm when off-duty

#### V. How to carry off duty

A. Non-standard holster carry (ankle holster, shoulder holster, pocket holster, small of back)

B. Off-body carry

C. Consideration for weapon security

D. Should you carry while off-duty? Why or why not?

#### VI. Storage of firearms while at home

A. Lockable box

B. Trigger lock

C. Firearms vault

D. Legal obligations

#### VII. Travel Considerations

A. Firearms and Airports and Airplanes (Ensure compliance with Federal Law)

B. Safety of firearms in luggage

C. Airline requirements for travelling with firearms

#### VIII. Carrying while far out of your jurisdiction (i.e. Out-of-State)

A. Requirements and limitations of HR 218

B. Requirements and limitations of agency policy

## IX. Psychological Readiness

- A. Mentally rehearse how you as an individual officer may act given an off-duty scenario
  - 1. You are in your car with your family and approached by a dangerous individual
  - 2. You are in your car alone and approached by a dangerous individual
  - 3. Consider the consequences of shooting off-duty, the presence of video surveillance and an officer's ability/capability/willingness to act while off-duty
  
- B. Prepare your family and friends on how to act during an off-duty scenario
  - 1. Stay down and call 911
  - 2. Be prepared to follow commands/directions
  
- C. What is the best/safest option given the totality of the circumstances of any given situation especially off-duty?
  
- D. Acting in a police capacity consistent with training after you announce your office
  
- E. Calling 911
  - 1. Is there a chance to call 911 before taking action?
  - 2. Detailed description of unfolding events
  - 3. Identify as an off-duty officer
  - 4. Provide exact location
  - 5. Provide description of your clothing
  
- F. Being a good witness
  
- G. Be respectfully of arriving officers and follow their commands – they may not know who you are.

**END**

**Page Left Blank**

## **POLICE PROFICIENCY: Firearms: Orientation and Safety**

**Instructional Goal:** The thrust of this unit will be to provide an introduction to the overall firearms training requirements of the basic course and prepare the student for the actual firing of weapons. Instruction will emphasize safe practices in caring for and using firearms on and off duty. The importance of firearms safety should be clearly illustrated.

The principal purpose of this unit of instruction is to develop proper habits in firearms safety. Instruction will include proper techniques for handling, loading, and unloading firearms, emphasizing that safety comes through learning and practice. Discussion will also include appropriate equipment to be utilized which will better assure safety, such as proper holsters, the built-in safety of various types of weapons, and safety securing devices which can be used to assure weapon safety while it is being carried, when it is being handled, or when it is being stored.

**Allotted Class Time:** 2 hours

**Student Performance Objectives:**

PPOS 1. Define nomenclature of firearms.

PPOS 2. Identify proper firearm safety procedures.

**Page Left Blank**



# Firearms: Orientation and Safety

## Course Outline:

I. Nomenclature of weapons – to include various weapons i.e. semi-automatics, revolvers and shotguns, determining functionality (example: a slide group belongs to an automatic pistol)

II. Nomenclature and functions of ammunition

A. Components of a round (an unfired unit consisting of four components: cartridge case, primer, powder, and bullet)

B. Different calibers (of a firearm is the diameter of the bore; of the bullet is the diameter of the bullet at its widest point)

C. Types of rounds

III. Proper use of firearms

A. Basic fundamentals of shooting

1. Grip
2. Sight alignment
3. Trigger control
4. Fundamentals of the draw
5. Malfunctions

B. Loading and unloading properly

1. Emergency reload
2. Tactical
3. Combat (feet spread comfortably apart)

C. Proficient use of firearm to meet acceptable standard

1. Nature of instruction
2. Qualification requirements – course of fire/distance

D. Proficient use of firearm while under physical stress

1. Shooting accurately and maintaining control during timed shootings
2. Simulations
3. After a period of exertion

E. For safety and deployment purposes, shotguns, and all shoulder mounted weapons in general are considered to be perimeter weapons.

IV. Firearm safety procedures

A. Home safety: handling and storing the weapon properly

B. Proper procedures for handling malfunctions (clear the expended bullet and keep the muzzle pointed downrange)

C. Lead safety

D. Off-duty safety: Officers will often carry a handgun when off-duty. It is essential that the officer is as proficient with the off-duty weapon as with the on-duty weapon. In order for the officer to react instinctively to a threat while off-duty, it is recommended that the off-duty weapon be carried in the same body location as the on-duty weapon.

E. Range safety: If a weapon must be moved, it will be done unloaded, action open, and held in a safe manner.

**END**

# POLICE PROFICIENCY:

## Firearms: Record Firing

**Instructional Goal:** The purpose of this unit is to provide firearms qualification testing through the use of the Board's specified combat shooting examination.

**Allotted Class Time:** 4 hours

**Instructional Note:** Separately published Board specifications will apply.

**Student Performance Objectives:**

PPRD 1. Demonstrate proper and safe procedures for loading and unloading a handgun.

PPRD 2. Demonstrate the following for combat shooting:

- A. proper grip (strong hand/ weak hand)
- B. proper stance
- C. trigger finger position
- D. sighting
- E. trigger press
- F. firing under time constraints

PPRD 3. Shoot a 50-round course of fire (per P.A. 70-652 Mandatory Firearms Training Act) scoring at least a 70 percent.

**END**

**Page Left Blank**

# POLICE PROFICIENCY:

## Firearms: Shotgun

**Instructional Goal:** This unit will focus on shotgun familiarization. Instructional emphasis will be on safe handling, care and cleaning, loading and unloading, proper techniques for holding and carrying, and shooting skills attendant to the 12 gauge shotgun. Shotgun night shooting skills will be addressed, with concentration on techniques for firing accurately.

**Allotted Class Time:** 4 hours

**Student Performance Objectives:**

PPSH 1. Demonstrate proper use of shotgun.

**Course Outline:**

I. Nomenclature

- A. Names and functions of various parts
- B. Common malfunctions and their causes

II. Ammunition

- A. Various types of shotgun ammunition
- B. Distance
- C. Spread of shot
- D. Penetration and shock potential

III. Selection of weapons

- A. Situations when shotgun is most appropriate weapon
- B. Situations when it is inappropriate

IV. Techniques of use

- A. Retrieval from vehicle trunk or rack
- B. Use at various positions
- C. Safety
- D. Practical exercises

**END**

# POLICE Proficiency: Firearms: Training

**Instructional Goal:** This and other skill development units will employ a minimum amount of class time for instruction and demonstration to permit a maximum amount of range time for hands-on development of shooting skills. The primary purpose of this period is to develop firing skills and to develop student proficiency in combat shooting. Classroom instruction and tactical demonstration will include range safety, proper grip, stance, sighting, trigger finger position, trigger manipulation, weapon loading, unloading, and clearing malfunctions. This unit will also further develop students' ability to handle handguns safely.

**Allotted Class Time:** 12 hours

## **Student Performance Objectives:**

PPFT 1. Demonstrate proper use of firearms.

PPFT 2. Demonstrate ability to efficiently remove weapon from holster.

PPFT 3. Demonstrate proper safety procedures in drawing and replacing weapon.

PPFT 4. Demonstrate proper procedures for rendering safe commonly seized firearms.

PPFT 5. Demonstrate proper performance skills for firing of a handgun from the:

A. standing barricade position.

B. kneeling barricade position.

C. prone barricade position – strong hand / weak hand.

D. bench rest position.

PPFT 6. Demonstrate proper procedures for approaching and controlling a potential assailant in close quarters (3' - 10', conditions permitting).

PPFT 7. Demonstrate procedures for handling and clearing malfunctions.

## **Course Outline:**

### I. Range review of shooting techniques

A. Stance – Isosceles / Weaver

B. Grip

C. Trigger control

D. Sight alignment and sight picture

E. Loading/unloading

F. Clearing malfunctions

### II. Removing weapons from holsters

A. Muzzle in proper direction

B. Rendering weapon safe before replacing

III. Barricade positions

A. Standing

B. Kneeling

C. Prone

IV. Close quarters shooting (conditions permitting)

V. Rendering safe seized firearms

A. Long guns

B. Hand guns

VI. Range safety rules

VII. Practical exercises, expectations

A. To analyze shooting deficiencies

B. Teach recruits to identify deficiencies

C. Teach recruits to correct deficiencies

**END**



## **POLICE PROFICIENCY: Firearms: Weapons Care and Maintenance**

**Instructional Goal:** This unit of instruction will emphasize the importance of proper care and cleaning of personal and duty weapons (i.e., handgun and shotgun). Special emphasis will be placed on the fact that most malfunctions of weapons can be directly attributed to improper care, with the majority of semiautomatic malfunctions being caused by the magazine. In addition, a discussion of other common malfunction problems will be included along with various types of cleaning equipment and supplies that are available on the market, their effects on performance of the weapon, and general maintenance objectives. The instructor will emphasize the danger of “home fixing” and the necessity of relying on a competent, qualified gunsmith to repair weapons.

**Allotted Class Time:** 2 hours

**Student Performance Objectives:**

- PPWC 1. Identify proper procedures to clean and inspect firearms.
- PPWC 2. Identify proper safety procedures when cleaning a firearm.
- PPWC 3. Demonstrate technique to determine that a firearm is functional.

**Instructional Note:** Students should be familiar with the contents of Illinois Firearms Training, **A Student Guide to Mandatory Firearms Training for Illinois Peace Officers**, chapters addressing weapons cleaning, inspection, and maintenance.

**Page Left Blank**

# Firearms: Weapons Care and Maintenance

## Course Outline:

### I. Common problems

#### A. Simple problems (should be handled by owner)

1. Dry rails and oiling maintenance
2. Dirt
3. Loose screws
4. Dirty magazine
5. Rust

#### B. Serious problems (to be repaired by competent armorer)

1. Stripped threads
2. Damaged sights
3. Cracked or broken stocks
4. Magazine feeding
5. Magazine release
6. Slide stop lever
7. Worn parts
8. Improper tolerances

### II. Common tools for cleaning

#### A. Wire brush

1. Copper
2. Stainless

#### B. Cloth patches

#### C. Cleaning solvents

#### D. Patch rod

#### E. Screwdrivers ground to fit screws on gun

F. Toothbrush

G. Pen knife

H. Cotton swabs

I. Cleaning jag

### III. Practical exercises

#### A. Cleaning

1. Proper location (no ammunition in cleaning area)
2. Empties and checks weapon, cleans/magazine out, press check, cleans 3
3. Opens/removes slide and field strips
4. Uses cleaning rod, solvent
5. Racks slide to lubricate weapon

#### B. Determining if firearm is functional

1. Dry fires on range or authorized area
2. Racks slide
3. Racks shotgun
4. Field strips weapon

**END**

# POLICE PROFICIENCY:

## Initial Medical Response

**Instructional Goal:** A law enforcement officer is frequently the first person to arrive at the scene of a medical emergency. As first on the scene, the officer must be prepared to deal effectively with medical emergencies and other trauma situations in order to fulfill the officer's obligation to protect the lives of others. Therefore, instruction in the following areas is essential: restoration of breathing and circulation, control of serious bleeding and treatment of basic medical emergencies. Recent promotion of, and legal requirements to carry, opioid antagonists as effect in treating opioid overdoses has prompted a need for instruction on their administration.

**Allotted Class Time:** 10 hours

**Instructional Note:** American Heart Association and/or American Red Cross First Aid/CPR/AED instructional content, format, and guidelines shall be employed. Any training course should include the use of the Epinephrine auto-injector (aka "EpiPen"). As such, an outline is not provided for these topics. The relevant training and informational materials from these organizations shall be consulted. Certified trainers for the specific organization or with medical certifications (EMTs, Paramedic, etc.) are to be used for this block. Instructors should consult with their local/regional EMS coordinator for training guidelines on administration of opioid antagonist. The course outline for the opioid overdose portion of this block of instruction is provided below.

### Student Performance Objectives:

PPMR 1. Describe proper procedures to administer basic 1<sup>st</sup> Aid, cardiopulmonary resuscitation, use of an AED and the administration of an opioid antagonist.

PPMR 2. Demonstrate proper procedures to administer basic 1<sup>st</sup> Aid, cardiopulmonary resuscitation, use of an AED, administration of an "EpiPen" and the administration of an opioid antagonist.

PPMR 3. Explain the officer's civil liability under Illinois' "Good Samaritan Act" (745 ILCS 49/70)

### Resources:

American Red Cross. *Adult and Pediatric First Aid/CPR/AED training*. Retrieved from <http://www.redcross.org/>

American Heart Association. *Heartsaver First Aid CPR AED training*. Retrieved from <http://www.heart.org/HEARTORG/>

Drug Overdose Prevention Program, 20 ILCS 301/5-23e

## **Page Left Blank**

# Initial Medical Response

**Course outline** (opioid overdose section only):

## I. Administration of an opioid antagonist

- A. Commonly referred to a Narcan or Naloxone hydrochloride
- B. Agencies must possess an opioid antagonist and must have a written policy to cover training and deployment of the opioid antagonist
- C. Used only for a suspected or confirmed overdose of an Opioid
  - 1. Notify dispatch of a possible overdose
  - 2. Notify dispatch of administration of the opioid antagonist
- D. Opioids include, but are not limited to:
  - 1. Heroin
  - 2. Codeine
  - 3. Hydrocodone
  - 4. Oxycodone
  - 5. Fentanyl
- E. Administration of opioid antagonist – follow guidelines from EMS
- F. Immunity from prosecution regarding overdoses

## II. “Good Samaritan Law” (745 ILCS 49/70)

**END**

**Page Left Blank**



# POLICE PROFICIENCY: Law Enforcement Driving

**Instructional Goal:** The driving training mandated in this curriculum includes only classroom instruction. The issues addressed pertain to psychology of the driver, defensive driving techniques, vehicle dynamics, driving hazards, emergency driving, and civil liability of law enforcement drivers. If facilities are available, it is strongly recommended that practical driving exercises be conducted.

**Allotted Class Time:** 14 hours

## **Student Performance Objectives:**

- PPLD 1. Identify the proper procedures to drive in a defensive manner, anticipating unusual or unexpected occurrences.
- PPLD 2. Identify proper procedures for operating vehicle in adverse conditions.
- PPLD 3. Identify the factors determining appropriateness of engaging in emergency driving.
- PPLD 4. Identify the proper procedures to operate vehicle in conformance with statutes for public safety vehicle operator.
- PPLD 5. Identify proper procedures to escort a vehicle in an emergency situation.
- PPLD 6. Identify strategies to prevent distracted driving.

## **Resources:**

Illinois Law Enforcement Training and Standards Board. (2004). *Police Pursuit Guidelines*. Retrieved from <https://www.iletsbei.com/docs/publications/PURGUIDE.pdf>

**Page Left Blank**

# Law Enforcement Driving

## Course Outline:

### I. Driving procedure -- any condition

#### A. Defensive driving (anticipate unexpected occurrences and avoid preventable accidents)

1. Pedestrians or objects in roadway
2. Sudden stops
3. Sudden turns
4. Kinetic energy
5. Centrifugal force
6. Inertia
7. Coefficient of friction
8. Have an escape route to the front, left, or right

#### B. Physical limitation of vehicle

1. Ability to stop
  - a. ABS brakes
  - b. Conventional brakes
2. Ability to turn
  - a. Front wheel drive
  - b. Rear wheel drive
3. Acceleration
  - a. Kinetic energy =  $\frac{1}{2}$  mass x velocity
  - b. Centrifugal force = mass x velocity/radius of turn

#### C. Performance driving - S.E.T. Concept

1. S – Smoothness
2. E – Expand field of view
3. T – Think

### II. Driving in adverse conditions

#### A. Rain

1. Considering visibility
2. Proper procedures
  - a. Pumping brakes when stopping vs. ABS
  - b. Turn wheel in direction where you want to go
3. Types of skids (when a vehicle's tires lose traction with the roadway surface)
  - a. Braking skid
  - b. Cornering skid

- c. Power skid
- d. Turn in the direction of the skid and reduce speed.
4. Accelerate slowly
5. Apply brakes lightly to stop/ABS
6. Generally drive more slowly than usual

#### B. Winter months driving -- snow/ice

1. Visibility
2. Proper procedures
  - a. Braking
  - b. Turning
  - c. Stopping
  - d. Accelerating

#### C. Dirt roads

1. Visibility
2. Proper procedures
  - a. Braking
  - b. Turning
  - c. Stopping
  - d. Accelerating

### III. Emergency/pursuit driving

#### A. Legal issues

1. Color of Law, 18 U.S.C. § 242
2. Legal liability issues
3. Public Officer and employee to obey act
4. Under state law, the driver of an emergency vehicle is exempt from compliance with certain traffic laws except when returning to the police station from an accident scene

#### B. When appropriate

1. Driving at more than normal speed to respond to a service request should be done dependent on the nature of complaint and hazards presented.
2. A fleeing vehicle should be pursued based on department policy and dependent upon both probable reason for flight and hazard of pursuit
3. Need to review department policy
4. Need to consider supervisor approval
5. Off-road recovery
6. Population density of the surrounding area
7. Availability of alternate means to apprehend offender
8. Weather conditions

9. Familiarity with the area

C. Use of lights and siren

1. Responding to call
2. Proceeding through red light
3. Exceeding speed limit can increase the hazard of travel
4. Lane usage -- pass on left
5. Relevant statutes

D. Terminating pursuits

1. Pursuit decisions involve
  - a. officer and third party
  - b. fleeing suspect and third party
  - c. liability on decision to pursue
2. Constitutional definition of “vehicle seizure”
3. Use of deadly force with respect to motor vehicles
4. Post incident mandated reporting
5. Post pursuit arrest procedures (applicable use of force)

IV. Safety rules

A. Secure or remove all items in passenger compartment

B. Adjust seat

C. Adjust mirrors

D. Adjust steering wheel

E. Put seat belt on and adjust

F. Lock doors

G. Windows up

H. Turn off all radios

I. If you do not understand maneuvers or instructions, ask

J. Proceed only on the instructor’s command

K. Distracted driving

V. Practical exercises

A. Precision driving

B. Pursuit turns

C. Backing

D. Evasive steering

E. Parallel parking

F. Skid pan

**END**

# POLICE PROFICIENCY:

## Physical Skill and Personal Fitness

**Instructional Goal:** Law enforcement officers should maintain a high degree of physical fitness. However, without personal desire and a realization of the need for physical fitness, any program is doomed to failure. The purpose of this unit of instruction is twofold: (1) to develop an awareness in the student of the need for physical fitness, dynamics of personal health, and demonstrate that physical fitness can be accomplished without undue exertion or discomfort, and with minimal effort on the part of those involved, and (2) to develop increased fitness through participation in a structured exercise program. The emphasis should be on exercise, jogging, and recreational activities that will have carry-over value in the development of cardiovascular capabilities, balance, agility, and general endurance. The limits of participation should be gauged by the capabilities of each individual. This program should be progressive and monitored to demonstrate an increase in proficiency.

**Allotted Class Time:** 24 hours

### **Student Performance Objectives:**

Demonstrate physical strength, agility, and skill sufficient to successfully perform the following physical tasks (Note: The tasks themselves are not necessarily performed, simply the physical agility necessary to perform the tasks).

- PPPS 1. Break through door using force (e.g., physical strength, ram, sledge).
- PPPS 2. Climb through openings (e.g., windows).
- PPPS 3. Climb over obstacles.
- PPPS 4. Crawl in confined areas (e.g., attics).
- PPPS 5. Drag or pull heavy object or persons.
- PPPS 6. Jump across obstacles.
- PPPS 7. Jump down from elevated surfaces.
- PPPS 8. Jump over obstacles.
- PPPS 9. Lift heavy objects or persons.
- PPPS 10. Perform duties while wearing heavy equipment (other than gun belt).
- PPPS 11. Physically push movable objects (including vehicles).
- PPPS 12. Physically restrain crowds.
- PPPS 13. Pick up and carry heavy object or persons.
- PPPS 14. Pull self through openings.
- PPPS 15. Pull self up over obstacles.
- PPPS 16. Run after fleeing suspects.
- PPPS 17. Run up stairs.
- PPPS 18. Stand continuously for more than one-half of the work shift (e.g., guard duty or point control).
- PPPS 19. Walk continuously for more than one-half of the work shift.
- PPPS 20. Subdue attacking person.
- PPPS 21. Subdue subject resisting arrest.
- PPPS 22. Walk on narrow elevated surfaces.

**Page Left Blank**



# Physical Skill and Personal Fitness

## Course Outline:

### I. Definition of Stress

- A. Major types of stress
- B. Relationships between individual personality perception, stress level and performance efficiency
- C. Typical, undesirable reactions to stress
  - 1. Behavioral
  - 2. Psychological and physical

### II. Major types of stress in police work

- A. Danger factors leading to stress
- B. Social factors leading to stress
- C. Agency and career demands
- D. Personal and family factors

### III. Techniques for controlling stress

- A. Psychological techniques
- B. Physical techniques
- C. Stress management
- D. Stress situations where professional assistance is needed

### IV. Practical exercises

- A. Physical conditioning
- B. Defense skills

**END**

**Page Left Blank**

# **POLICE OFFICER WELLNESS**

## **16 hours**

**Page Left Blank**

# POLICE OFFICER WELLNESS:

## Officer Wellness and Lab

**Instructional Goal:** This unit focuses on ways that law enforcement officers can maintain optimal wellness (physical and emotional) throughout their careers. This is in the interest of job performance but also on introducing recruits to strategies for preserving their personal well-being during and beyond the course of their jobs. The block addresses shiftwork, sedentary habits and eating on the run as serious threats to officer wellbeing and considers tactics for optimizing health in these areas. Social support, inside and outside the work environment, is presented as a necessary investment for overall wellbeing. Recruits use lab time for hands-on learning and planning for the future.

**Allotted Class Time:** 8 hours

### Student Performance Objectives:

- OWWL 1. Outline the multidimensional nature of health and the importance of multidimensional strategies for lifetime wellness.
- OWWL 2. Describe threats to officer health and Learn basic predictors of healthy behavior maintenance.
- OWWL 3. Analyze basic research-based information about sleep and strategies for maximizing sleep and surviving shift work.
- OWWL 4. Explain the importance of physical fitness and learn strategies for integrating enjoyable physical activity into a busy lifestyle.
- OWWL 5. Examine basic strategies for healthy eating, with an emphasis on variety, moderation, and making good choices in the context of a fast-paced lifestyle.
- OWWL 6. Discuss the importance of different types of social support for overall wellness and learn strategies for accessing support systems.
- OWWL 7. Identify personal goals with respect to wellness and create a personal plan for achieving goals.

### Resources:

- Corbin, C. B. (2013). *Concepts of fitness and wellness: A comprehensive lifestyle approach*. New York, NY: McGraw-Hill.
- Csiernik, R. (2014). *Workplace wellness: Issues and responses*. Toronto, CA: Canadian Scholar's Press.
- Miller, G., & Foster, L. T. (2010). *Critical Synthesis of Wellness Literature*. University of Victoria. Retrieved from [http://www.geog.uvic.ca/wellness/Critical\\_Synthesis%20of%20Wellness%20Update.pdf](http://www.geog.uvic.ca/wellness/Critical_Synthesis%20of%20Wellness%20Update.pdf)
- U. S. Department of Agriculture. *ChooseMyPlate.gov*. Retrieved from <https://www.choosemyplate.gov/snapshot-2015-2020-dietary-guidelines-americans>
- U.S. Department of Health and Human Services. (2008). *Physical Activity Guidelines for Americans*. Retrieved from <https://health.gov/paguidelines/>
- U.S. Department of Health and Human Services. (2011). *Your Guide to Healthy Sleep*. Retrieved from [https://www.nhlbi.nih.gov/files/docs/public/sleep/healthy\\_sleep.pdf](https://www.nhlbi.nih.gov/files/docs/public/sleep/healthy_sleep.pdf)
- World Health Organization. *Global Recommendations on Physical Activity for Health*. Retrieved from <http://www.who.int/dietphysicalactivity/publications/9789241599979/en/>

**Page Left Blank**

# Officer Wellness and Lab

## Course Outline:

### I. Dimensions and Predictors of Health and Wellness

- A. World Health Organization definition
- B. Health dimensions model
- C. Predictors of and introduction to general strategies for lifetime healthy behavior

### II. Sleep and shift work

- A. Symptoms of sleep deprivation especially as these relate to LEO job performance
- B. Challenges of shift work (i.e., living off-cycle)
- C. Strategies for surviving shift work
- D. Techniques for optimizing sleep
- E. Have recruits make a personalized plan for surviving/improving responses to shift work (LAB)

### III. Explore the importance of physical fitness and learn strategies for integrating enjoyable physical activity into a busy lifestyle

- A. Identify the elements of physical fitness
- B. Learn the basics of body composition and body fat as indicators of fitness as opposed to weight or BMI
- C. Review healthy methods of altering body composition
- D. Identify the benefits of different types of physical activities
- E. Participate in and practice different types of physical activities (LAB)
- F. Have recruits make a personalized plan and contract for healthy and enjoyable physical activity (LAB)

### IV. Healthy eating

- A. There is a relationship between eating patterns and perceived stress, health, and job performance

- B. Present USDA My Plate Guidelines for healthy eating
- C. Focus on 4 basic take-home messages about moderation, lower fat, whole grains, and the addition of fruits and vegetables
- D. Concrete strategies for healthy eating while working
- E. Have recruits make a personal plan and contract for integrating healthy eating patterns as part of an overall commitment to wellness (LAB)

## V. Social Support

- A. Social relationships have a number of important benefits including offering support, improving overall health, and fortifying for future challenges
- B. Types of social support
  - 1. Concrete
  - 2. Presence
  - 3. Listening
  - 4. Advising
- C. The challenges of relationships
- D. Consideration of the special roles and challenges of law enforcement family members
- E. Strategies for building and maintaining support within and outside of the work context

**END**



# **POLICE OFFICER WELLNESS:**

## **Stress Management and Lab**

**Instructional Goal:** This unit addresses the stress that recruits can expect during the course of their law enforcement career and prepares them to manage it in proactive ways that benefit their job performance as well as their personal and family well-being. They learn about the biological systems that underpin stress and are introduced to sources of stress common to most people as well as stressors and challenges that are unique to law enforcement and sister professions. Instruction covers critical incident stress and post-traumatic stress disorder as well as strategies for avoiding or managing these. Special consideration is given to the challenges of dealing with death and grief and the cycle of healing. Recruits learn to identify their personal stress triggers and approach then develop an individualized approach to coping with stress (in Lab).

**Allotted Class Time:** 8 hours

### **Student Performance Objectives:**

- OWSM 1. Describe the basic biological stress response.
- OWSM 2. Identify common sources of stress.
- OWSM 3. Explain special stressors that uniquely impact law enforcement officers as a normal course of their work.
- OWSM 4. Recognize indicators of critical incident stress and post-traumatic stress disorder.
- OWSM 5. Describe strategies for avoiding or recovering from incidences of critical incident stress and post-traumatic stress disorder.
- OWSM 6. Identify common negative coping methods and poor outcomes of unmanaged stress for law enforcement officers.
- OWSM 7. Identify personal stress triggers and approach to coping with stress (in Lab).
- OWSM 8. Apply constructive strategies for managing stress through practice exercises conducted in the lab portion of the curriculum.
- OWSM 9. Recognize the challenges of dealing with death and grief and learn about the cycle of healing.

## **Page Left Blank**

# Stress Management and Lab

## Course Outline:

### I. Define stress and introduce the biological stress-response system

#### A. Introduce common sources of stress

1. Role overload
2. Role conflict
3. Spillover
4. Life stage/family issues

### II. Focus on Special Stressors and Issues for Law Enforcement

#### A. Special Stressors. Examples include

1. Interactions with the public- constant contact with bad behavior can lead to cynicism
2. A hierarchical supervision structure and problematic co-worker interactions
3. The judicial system
4. Exposure to the extremes of violence and death (especially among the most vulnerable)
5. Officer-involved shootings
6. Possibility of own line-of-duty injury or death
7. Managing family worries about work

### III. Confronting a Culture of Silence- expectations for law enforcement officers; reluctance to reach out for help

### IV. Critical incidence stress

#### A. Definition, examples, symptoms and prognosis (including vicarious trauma and compassion fatigue)

#### B. Debriefing and the stages of the Mitchell model; EAP as a resource (including discussion of HIPPA and confidentiality)

#### C. Resilience factors and strategies

### V. Post-Traumatic Stress Disorder

#### A. Definition, examples, symptoms and prognosis

#### B. Factors that increase risk/precursors

- C. Resilience factors, strategies, and resources (including professional counselors with specific expertise)

VI. Identify negative coping methods and poor outcomes of unmanaged stress for law enforcement officers

- A. Depression and suicide
- B. Alcoholism and other substance misuse
- C. Health problems
- D. Relationship disruption and domestic violence
- E. Overspending and risk-taking

VII. Identify personal stress triggers and approach to coping with stress. (LAB)

- A. Identify constructive strategies for managing stress
  1. General problem-focused versus internal-focused stress management
  2. Introduction to Bio-based stress management
    - a. Breath control (<http://doasone.com/BreathingRooms.aspx?RoomID=1>)
    - b. Time out (meditation and quiet for re-setting)
    - c. Physical release
    - d. Practice these during LAB
  3. Social support in time of stress
  4. Time management and planning
    - a. Introduce simple tools
    - b. Practice these during LAB

VIII. Special focus on Dealing with Death and Grief

- A. Who/what do we mourn, including physiology of grief
- B. Common reactions to death of another
- C. Stages of grief (caveats- not always linear; time varies)
  1. Initial shock and denial
  2. Feeling impact and suffering
  3. Some adjustment and recovery to varying degree
- D. Special considerations for law enforcement
  1. Survivor guilt

2. Operational guilt (second-guessing performance of duty)
3. Pile-up of stressors
4. Expectations of law enforcement reactions (real or perceived)

**END**

**Page Left Blank**

# **INTEGRATED SCENARIOS**

## **40 hours**

## INTEGRATED SCENARIOS

**Instructional Goal:** Simulation exercises can serve as a means to reinforce knowledge, skills, and abilities previously presented to the recruit. Practical exercises serve to integrate materials. Ideally, scenarios would be presented periodically throughout the course, where appropriate, to ensure recruit officers' understanding of the materials presented in instructional blocks.

**Allotted Class Time:** 40 hours

**Instructional Note:** An instructor developing a hypothetical circumstance for recruits should use the student performance objectives within the instructional unit as the shell around which to develop the scenarios. Likewise, the instructor should devise a standard of performance expected from each recruit for each selective objective. Ideally, feedback to the recruit should occur as to his/her level of performance. For administrative purposes, the instructor should include a list of the chosen instructional blocks and student performance objectives in the lesson plan. Additionally, outside of this block, specific scenarios could be developed within blocks of instruction such as Courtroom Testimony, Initial Medical Response, DUI, Traffic Crash and Traffic Stops.

### **Suggested scenarios:**

- Basic citizen complaint/report writing (example: theft of property, loud music complaint)
- Escalating Domestic Violence (example: verbal argument to domestic battery)
- Sexual Assault (example: responsibilities as first responding officer)
- Missing Person (special needs – Alzheimer's, autistic, mentally ill, developmentally disabled)
- Terry Stop (example: "loitering" around school property or outside business at closing)

While the actual number of student performance objectives chosen for coverage in a scenario may vary, each scenario should touch upon the following generic elements, as appropriate:

- Tactical response emphasizing officer safety
- Proper and appropriate use of force to include de-escalation
- Interaction of the officer with a variety of individuals
- Interview of a complainant, victim, witness, and suspect
- Summon appropriate back-up, supervisor, specialized officer, or other agency
- Recognition of the elements of a criminal offense
- Provide emergency medical aid to victim
- Recognition of persons with disabilities to include Autism, Alzheimer's, and both physical disability, and mental illness
- Recognition of the rights of crime victims
- Recognize situation where an Amber Alert or Silver Search would be appropriate
- Preservation of a crime scene



- Identification, collection, and preservation of physical evidence
- Arrest of suspect or other resolution of matter
- Search of suspect, vehicle, or scene
- Writing of reports and other supportive documents

**END**

**Page Left Blank**

# BASIC LAW ENFORCEMENT ACADEMY CURRICULUM

## Catalog of Student Performance Objectives

KEY
Existing block; No additional hours, reviewed and updated
Existing block; change in hours, reviewed and updated
New block; new training, SPOs and outline

<b>FL Foundations of Law Enforcement (NEW)</b>
<b>FLNP Neighborhood/Community Profiles</b>
FLNP 1. Identify basic categories of a neighborhood/community profile.
FLNP 2. Describe a positional community leader.
FLNP 3. Describe an informal community leader.
FLNP 4. Describe the problem-solving steps prior to implementation of an action plan to solve a community-based issue.
FLNP 5. Describe the problem-solving step after the implementation of an action plan to solve a community-based issue.
<b>FLCJ Orientation to the Criminal Justice System</b>
FLCJ 1. Describe two ways in which the criminal justice system has changed throughout the history of the U.S.
FLCJ 2. Outline the process of a misdemeanor case through the criminal justice system.
FLCJ 3. Outline the process of a felony case through the criminal justice system.
FLCJ 4. Describe how the juvenile system and the adult system differ.
FLCJ 5. Describe the role of police in the Reentry and Reintegration processes.
<b>FLCR Police Community Relations</b>
FLCR 1. Explain the importance of the police-community relationship as it relates to officer safety.
FLCR 2. Define the three pillars of community policing.
FLCR 3. Define the individual components of the SARA model.
FLCR 4. Apply the SARA model to a community crime or quality of life issue.
FLCR 5. Describe the common roles of police in today's diverse society.
FLCR 6. List the benefits of maintaining strong community police relationships.
FLCR 7. Describe characteristics of elderly community members and how those conditions might impact interactions with law enforcement.

FLCR 8. Describe the responsibilities of a law enforcement officer relative to the collection of data for the Illinois Racial Profiling Prevention and Data Oversight Act.
FLCR 9. Define terms related to bias, including:
A. Explicit bias
B. Explicit racism
C. Discrimination
D. Stereotyping
E. Implicit bias
F. Prejudice
FLCR 10. Explain strategies for recognizing and negotiating one's own personal assumptions, biases and stereotypes.
<b>FLPJ Procedural Justice</b>
FLPJ 1. Explain how police legitimacy can impact officer safety.
FLPJ 2. Explain how police legitimacy can impact effective policing.
FLPJ 3. Demonstrate the applicability of procedural justice principles to difficult encounters.
FLPJ 4. Identify reasons why police may lose community support.
FLPJ 5. Describe how changing roles of policing in America have, over time, impacted the public perception of police legitimacy.
FLPJ 6. Explain how utilizing procedural justice principles can mitigate the challenges and stresses of police work and discuss examples.
FLPJ 7. Define the four pillars of procedural justice.
FLPJ 8. Contrast between policing authority and police legitimacy.
FLPJ 9. Synthesize potential outcomes from the application of procedural justice as a community policing strategy in common policing scenarios.
FLPJ 10. Discuss how policing strategies impact public trust and perceptions of police legitimacy.
FLPJ 11. Present examples of communication skills that enhance interactions with the public.
<b>FLSM Social Media Relations/Public Relations</b>
FLSM 1. Explain the importance of good public relations.
FLSM 2. Give an example of how social media can build trust.
FLSM 3. Describe two programs that involve community members.
<b>FLTC Theories of Crime/Index Crime</b>
FLTC 1. Connect theories of crime to policing.
FLTC 2. Describe theories of crime and differences between them.
FLTC 3. Define terms and concepts in theories of crime.
FLTC 4. Define Part I and Part II index crimes.

<b>LU Law</b>	
<b>LUCP Case Preparation and Courtroom Testimony</b>	
LUCP 1.	Identify the need to confer with state’s attorney or city attorney prior to testimony regarding case to note relevant facts.
LUCP 2.	Identify need to maintain confidentiality.
LUCP 3.	Identify proper procedure when appearing in courtroom.
LUCP 4.	Identify proper procedure to present evidence in legal proceedings.
LUCP 5.	Identify proper techniques in providing testimony.
LUCP 6.	Identify the need to discuss problems regarding a past case that should be corrected in future cases with state’s attorney or city attorney.
<b>LUHO Citizen Handgun Ownership: Concealed Carry</b>	
LUHO 1.	Define “concealed firearm” and “concealed carry license.”
LUHO 2.	Identify prohibited locations for the Firearms Concealed Carry Act.
LUHO 3.	Identify the requirements and qualifications for a concealed carry license.
LUHO 4.	Identify the objection process in which a law enforcement agency may object to a concealed carry license applicant.
LUHO 5.	Identify the non-resident license applications.
LUHO 6.	Identify the duty of the licensee to possess the concealed carry license.
LUHO 7.	Identify violations of the Firearms Concealed Carry Act.
<b>LUCR Civil Rights and Civil Liability</b>	
LUCR 1.	Recognize circumstances which give rise to tort liability of a peace officer, his/her superiors, and his/her employing agency in the following situations:
	A. Driving/Pursuits
	B. Use of Force
	C. Negligence
	D. False Arrest/Imprisonment
	E. Assault
	F. Citizen contacts, investigative stops, and arrests.
LUCR 2.	Define indemnification.
LUCR 3.	Identify situations when a local governmental unit is responsible for torts of a peace officer.
LUCR 4.	Identify situations when a local governmental unit is relieved of responsibility for torts of a peace officer.
LUCR 5.	Recognize circumstances that are covered by Good Samaritan Act.
LUCR 6.	Recognize circumstances involving peace officers that violate federal civil rights laws (18 U.S.C. § 241-242; 42 U.S.C. § 1983).
<b>LUCI Criminal Offenses in Illinois</b>	

LUCI 1. Recognize circumstances that come within the criminal jurisdiction of the state (5/1-5).
LUCI 2. Identify requirements of place of trial under the criminal code (5/1-6).
LUCI 3. Define the following terms:
A. Act (5/2-2)
B. Conduct (5/2-4)
C. Dwelling (5/2-6)
D. Felony (5/2-7)
E. Forcible Felony (5/2-8)
F. Misdemeanor (5/2-11)
G. Offense (5/2-12)
H. Peace Officer (5/2-13)
I. Penal Institution (5/2-14)
J. Petty Offense, 730 ILCS 5/5-1-17
K. Possession as Voluntary Act (5/4-2)
L. Reasonable Belief (5/2-19)
M. Voluntary Act (5/4-1).
LUCI 4. Identify the burden of proof required for a criminal conviction (5/3-1).
LUCI 5. Identify the time limitations on prosecution of criminal offenses (5/3-5).
LUCI 6. Identify procedures by which a private citizen may pursue prosecution.
LUCI 7. Identify the mental state ordinarily necessary for criminal responsibility, 5/4-4 through 5/4-7, and absolute liability, 5/4-9:
A. Intent (5/4-4)
B. Knowledge (5/4-5)
C. Recklessness (5/4-6)
D. Negligence (5/4-7)
E. Absolute Liability (5/4-9).
LUCI 8. Recognize circumstances when accountability comes into effect (5/5-1; 5/5-2).
LUCI 9. Recognize circumstances which may give rise to the following defenses:
A. Ignorance or Mistake (5/4-8)
B. Infancy (5/6-1)
C. Insanity (5/6-2)
D. Intoxicated or Drugged Condition (5/6-3)

E. Compulsion (5/7-11)
F. Entrapment (5/7-12)
G. Necessity (5/7-13).
LUCI 10. Recognize the elements of the following inchoate offenses:
A. Solicitation (5/8-1(a))
B. Solicitation of Murder (5/8-1(b))
C. Solicitation of Murder for Hire (5/8-1.2)
D. Conspiracy (5/8-2)
E. Attempt (5/8-4).
LUCI 11. Recognize the elements of the following homicide offenses:
A. First Degree Murder (5/9-1)
B. Second Degree Murder (5/9-2)
C. Involuntary Manslaughter and Reckless Homicide (5/9-3)
D. Drug-Induced Homicide (5/9-3.3)
E. Concealment of Homicidal Death (5/9-3.4).
LUCI 12. Recognize the elements of the following kidnapping offenses:
A. Kidnapping (5/10-1)
B. Aggravated Kidnapping (5/10-2)
C. Unlawful Restraint (5/10-3)
D. Aggravated Unlawful Restraint (5/10-3.1)
E. Forcible Detention (5/10-4)
F. Child Abduction (5/10-5)
G. Luring of a Minor (5/10-5.1)
H. Unlawful Visitation or Parenting Time Interference (5/10-5.5)
I. Harboring a Runaway (5/10-6)
J. Trafficking, Involuntary Servitude, and related offenses (5/10-9)
K. Failure to Report the Death or Disappearance of a Child under 13 years of age (5/10-10).
LUCI 13. Recognize the elements of the following sex offenses and definition of terms:
A. Definitions (5/11-0.1)
B. General Provisions Concerning Offenses Described in Sections 11-1.20 through 11-1.60 (5/11-1.10)
C. Criminal Sexual Assault (5/11-1.20)

D. Aggravated Criminal Sexual Assault (5/11-1.30)
E. Predatory Criminal Sexual Assault of a Child (5/11-1.40)
F. Criminal Sexual Abuse (5/11-1.50)
G. Aggravated Criminal Sexual Abuse (5/11-1.60)
H. Defenses (5/11-1.70)
I. Indecent Solicitation of a Child (5/11-6)
J. Indecent Solicitation of an Adult (5/11-6.5)
K. Solicitation to Meet a Child (5/11-6.6)
L. Sexual Exploitation of a Child (5/11-9.1)
M. Permitting Sexual Abuse of a Child (5/11-9.1A)
N. Failure to Report Sexual Abuse of a Child (5/11-9.1B)
O. Sexual Misconduct with a Person with a Disability (5/11-9.5)
P. Sexual Relations within Families (5/11-11)
Q. Prostitution (5/11-14)
R. Solicitation of a Sexual Act (5/11-14.1)
S. Promoting Prostitution (5/11-14.3)
T. Promoting Juvenile Prostitution (5/11-14.4)
U. Patronizing a Prostitute (5/11-18)
V. Patronizing a Minor Engaged in Prostitution (5/11-18.1)
W. Grooming (5/11-25)
X. Traveling to Meet a Minor (5/11-26)
Y. Public Indecency (5/11-30)
Z. Sexual Conduct or Sexual Contact with an Animal (5/12-35).
LUCI 14. Recognize the elements of the following bodily harm offenses and definitions of terms:
A. Definitions (5/12-0.1)
B. Assault (5/12-1)
C. Aggravated Assault (5/12-2)
D. Battery (5/12-3)
E. Aggravated Battery (5/12-3.05)
1. Offense Based on Injury (including offense formerly known as Heinous Battery)
2. Offense Based on Injury to a Child or Person with an Intellectual Disability



3. Offense Based on Location of Conduct
4. Offense Based on Status of Victim
5. Offense Based on Use of Firearm
6. Offense Based on Use of a Weapon or Device
7. Offense Based on Certain Conduct
F. Domestic Battery (5/12-3.2)
G. Aggravated Domestic Battery (5/12-3.3)
H. Violation of an Order of Protection (5/12-3.4)
I. Abuse or Criminal Neglect of a Long Term Care Facility Resident (5/12-4.4a)
J. Tampering with Food, Drugs or Cosmetics (5/12-4.5)
K. Reckless Conduct (5/12-5)
L. Criminal Transmission of HIV (5/12-5.01)
M. Vehicular Endangerment (5/12-5.02)
N. Intimidation (5/12-6)
O. Aggravated Intimidation (5/12-6.2)
P. Compelling Organization Membership of Persons (5/12-6.5)
Q. Hate Crime (/12-7.1)
R. Stalking (5/12-7.3)
S. Aggravated Stalking (5/12-7.4)
T. Cyberstalking (5/12-7.5)
U. Threatening Public Officials; Human Service Providers (5/12-9)
V. Endangering the Life or Health of a Child (5/12C-5)
W. Child Abandonment (5/12C-10).
LUCI 15. Define the following terms as they relate to offenses against property:
A. Property (5/15-1)
B. Owner (5/15-2)
C. Permanent Deprivation (5/15-3)
D. Deception (5/15-4)
E. Threat (5/15-5)
F. Stolen Property (5/15-6)
G. Obtain (5/15-7)

H. Obtain Control (5/15-8)
I. Value (5/15-9)
J. Governmental Property (5/15-10).
LUCI 16. Recognize the elements of the following theft and theft related offenses and definitions of terms:
A. Definitions (5/16-0.1)
B. Theft (5/16-1)
C. Theft of Lost or Mislaid Property (5/16-2)
D. Theft of Labor or Services or Use of Property (5/16-3)
E. Theft from Coin-Operated Machine (5/16-5)
F. Theft-Related Devices (5/16-6)
G. Unlawful Use of Recorded Sounds or Images (5/16-7)
H. Retail Theft (5/16-25)
I. Detention (5/16-26)
J. Civil Liability (5/16-27)
K. Delivery Container Theft (5/16-28)
L. Identity Theft; Aggravated Identity Theft (5/16-30).
LUCI 17. Recognize the elements of the following offenses concerning deception:
A. Definitions (5/17-0.5)
B. Deceptive Practices (5/17-1)
C. False Personation; Solicitation (5/17-2)
D. Forgery (5/17-3)
E. Promotion of Pyramid Sales Schemes (5/17-60).
LUCI 18. Recognize the elements of the following robbery offenses:
A. Robbery (5/18-1(a))
B. Aggravated Robbery (5/18-1(b))
C. Armed Robbery (5/18-2)
D. Vehicular Hijacking (5/18-3)
E. Aggravated Vehicular Hijacking (5/18-4)
F. Vehicular Invasion (5/18-6).
LUCI 19. Recognize the elements of the following burglary offenses:
A. Burglary (5/19-1)

B. Possession of Burglary Tools (5/19-2)
C. Unlawful Sale of Burglary Tools (5/19-2.5)
D. Residential Burglary (5/19-3)
E. Criminal Trespass to Residence (5/19-4)
F. Criminal Fortification of a Residence or Building (5/19-5)
G. Home Invasion (5/19-6).
LUCI 20. Recognize the elements of the following arson offenses:
A. Arson (5/20-1(a))
B. Residential Arson (5/20-1(b))
C. Place of Worship Arson (5/20-1(b-5))
D. Aggravated Arson (5/20-1.1).
LUCI 21. Recognize the elements of the following damage and trespass to property offenses:
A. Criminal Damage to Property (5/21-1)
B. Criminal Damage to Government Supported Property (5/21-1.01)
C. Institutional Vandalism (5/21-1.2)
D. Criminal Defacement of Property (5/21-1.3)
E. Jackrocks Violation (5/21-1.4)
F. Criminal Trespass to Vehicles (5/21-2)
G. Criminal Trespass to Real Property (5/21-3)
H. Causing a Catastrophe (5/29D-15.1)
LUCI 22. Recognize the elements of the following deadly weapons offenses:
A. Unlawful Use of Weapons (5/24-1); Exemptions (5/24-2)
B. Unlawful Use or Possession of Weapons by Felons or Persons in the Custody of the Department of Corrections (5/24-1.1)
C. Aggravated Discharge of a Firearm (5/24-1.2)
D. Reckless Discharge of a Firearm (5/24-1.5)
E. Aggravated Unlawful Use of a Weapon (5/24-1.6)
F. Unlawful Possession of Firearms and Firearm Ammunition (5/24-3.1)
G. Failure to Possess Firearm Owner's Identification Card (430 ILCS 65/1.1 & 65/2)
H. Armed Violence (5/33A-1, 5/33A-2, & 5/33A-3).
LUCI 23. Recognize the elements of the following disorderly conduct offense:
A. Mob Action (5/25-1)

B. Disorderly Conduct (5/26-1).
LUCI 24. Recognize the elements of the following interference with public officials offenses:
A. Resisting or Obstructing a Peace Officer, Firefighter, or Correctional Institution Employee (5/31-1)
B. Disarming a Peace Officer or Correctional Institution Employee (5/31-1a)
C. Obstructing Service of Process (5/31-3)
D. Obstructing Justice (5/31-4)
E. Obstructing Identification (5/31-4.5)
F. Concealing or Aiding a Fugitive (5/31-5)
G. Escape (5/31-6)
H. Compounding a Crime (5/32-1)
I. Perjury (5/32-2)
J. Communicating with Jurors and Witnesses (5/32-4)
K. Harassment of Representatives for the Child, Jurors, Witnesses and others (5/32-4a)
L. Tampering with Public Notice (5/32-9)
M. Violation of Bail Bond (5/32-10)
N. Bribery (5/33-1)
O. Failure to Report a Bribe (5/33-2)
P. Official Misconduct (5/33-3).
LUCI 25. Recognize elements of sale of alcoholic beverages to minor, 235 ILCS 5/6-16
LUCI 26. Recognize elements of possession of alcoholic beverage by minor, 235 ILCS 5/6-20
LUCI 27. Recognize elements of misrepresentation of age by minor, 235 ILCS 5/6-16
LUCI 28. Recognize elements of open container in motor vehicle, 625 ILCS 5/11-502
LUCI 29. Recognize legal authorization for handling public intoxicants, 20 ILCS 301/25-15(b)
LUCI 30. Identify proper procedure for conducting investigation for compliance with liquor licensing requirements.

LUVVC Illinois Vehicle Code and Bail Rule
LUVVC 1. Define moving violations in Vehicle Code.
LUVVC 2. Define equipment requirements of Vehicle Code.
LUVVC 3. Identify violations concerning status of driver's license.
LUVVC 4. Define legal requirements pertaining to disposition of traffic violations.
LUVVC 5. Identify proper procedure to accept bond for traffic violations.
LUVVC 6. Identify proper information to complete uniform traffic citation.
LUVVC 7. Identify procedures to determine status of driver's license.
LUVVC 8. Identify procedures to check vehicles for proper registration.
LUVVC 9. Identify need to explain legal procedures to traffic violators.
LUVVC 10. Recognize circumstances when custody arrest is authorized for traffic offense.
LUVVC 11. Identify proper procedures for processing an arrested traffic offender.
LUJL Juvenile Law and Processing
LUJL 1. Recognize the purpose and policy of the Juvenile Court Act (705 ILCS 405/1-2).
LUJL 2. Define the following terms (705 ILCS 405):
A. Adult (405/1-3(2))
B. Detention (405/5-401 through 405/5-415)
C. Emancipated minor (405/1-3(7))
D. Minor (405/1-3(10))
E. Parent (405/1-3(11))
F. Shelter (405/1-3(14))
G. Delinquent minor (405/5-105(3))
H. Neglected minor (405/2-3)
I. Abuse minor (405/2-3)
J. Dependent minor (405/2-4)
K. Minor requiring authoritative intervention (405/3-3)
L. Addicted minor (405/4-3)
M. Juvenile police officer (405/5-105(9))
LUJL 3. Identify legal restrictions on criminal prosecution of delinquent minors (405/5-120, 5-125, 5/130, 5-805).
LUJL 4. Recognize circumstances when apprehension of a delinquent minor without court order is authorized (405/5-401).

LUIJL 5. Identify proper procedures to be followed in apprehending delinquent minor offender (405/5-405).
LUIJL 6. Identify methods of determining a minor's age.
LUIJL 7. Identify the special procedures in handling delinquent minors, including restrictions on places and conditions of confinement of delinquent minors (405/5-410).
LUIJL 8. Identify legal restrictions on fingerprinting, photographing, and record keeping on delinquent minors, and understand when and how to complete the State of Illinois juvenile fingerprint card. (405/1-7)
LUIJL 9. Identify factors which influence decision to notify delinquent minor's parents regarding traffic offense.
LUIJL 10. Identify proper procedures to investigate disorderly delinquent minor.
LUIJL 11. Identify proper procedures to investigate curfew violation.
LUIJL 12. Identify proper procedures to follow when counseling delinquent minors.
LUIJL 13. Identify need to refer certain delinquent minors to juvenile probation officer.
LUIJL 14. Identify proper procedures to investigate child custody, and identify when an officer may take limited custody of a minor requiring authoritative intervention and the duties and restrictions required with each action (405/3-3, 3-4, 3-5 and 3-7).
<b>LULA Laws of Admission</b>
LULA 1. Identify proper procedures for explaining nature of complaint to offender.
LULA 2. Recognize special considerations apply in obtaining confessions, statements or admissions from minor offenders.
LULA 3. Recognize circumstances where persons must be advised of constitutional rights, including Miranda rights.
LULA 4. Identify proper procedures for advising persons of constitutional rights, including Miranda rights.
LULA 5. Identify content of Miranda warning to be given to suspects.
LULA 6. Identify proper procedures for instructing a suspect on the process of obtaining an attorney.
LULA 7. Identify legal requirements pertaining to obtaining admissions and confessions.
A. Identify the requirements for recording a statement, confession, or admission by electronic means in a homicide case and other specific offenses.
B. Identify the requirements for compliance with the Sixth Amendment right to counsel in conducting questioning.
<b>LUSS Laws of Arrest, Search and Seizure</b>
LUSS 1. Recognize the scope of the Fourth Amendment protection.
LUSS 2. Define Exclusionary Rule and identify the Rule's effect on the law enforcement function.
LUSS 3. Define probable cause.
LUSS 4. Define reasonable suspicion.
LUSS 5. Define warrant of arrest (arrest warrant) (5/107-1).
LUSS 6. Define summons (5/107-1).

LUSS 7. Define notice to appear (5/107-1).
LUSS 8. Define Terry frisk or pat down.
LUSS 9. Define search warrant.
LUSS 10. Define contraband.
LUSS 11. Identify elements giving rise to probable cause.
LUSS 12. Recognize the legal test for determining if the officer had probable cause or reasonable suspicion.
LUSS 13. Recognize circumstances when arrest without warrant is authorized (5/107-2).
LUSS 14. Recognize circumstances when a citizen may make an arrest (5/107-3).
LUSS 15. Identify proper procedures for taking into custody persons detained by a citizen.
LUSS 16. Recognize circumstances where peace officer may release arrestee (5/107-6).
LUSS 17. Identify requisites of an arrest warrant (5/107-9).
LUSS 18. Identify procedures for obtaining an arrest warrant (5/107-9).
LUSS 19. Identify procedures for executing an arrest warrant (5/107-9).
LUSS 20. Recognize the method of arrest authorized in Illinois (5/107-5).
LUSS 21. Recognize arrest by peace officer from other jurisdiction (5/107-4).
LUSS 22. Recognize circumstances when officer may make a nonconsensual entry into a person's home to affect his/her arrest ("hot pursuit" or "fresh pursuit")
LUSS 23. Identify legal procedures to follow upon arrest of suspect (5/109-1, 5/109-2, 5/103-2, 5/103-3, 5/103-4, 5/103-8).
LUSS 24. Recognize a court may issue a summons instead of an arrest warrant (5/107-11).
LUSS 25. Recognize circumstances when issuance of a notice to appear is authorized in non-traffic cases (5/107-12).
LUSS 26. Identify requisites of a notice to appear (5/107-12).
LUSS 27. Identify proper procedures for issuance of notice to appear in non-traffic cases.
LUSS 28. Identify elements giving rise to reasonable suspicion.
LUSS 29. Recognize circumstances when a Terry stop is authorized (5/107-14).
LUSS 30. Recognize circumstances when a Terry frisk is authorized (5/108-1.01).
LUSS 31. Recognize circumstances constituting "Plain Feel" Doctrine.
LUSS 32. Recognize circumstances that require a search warrant prior to searching.
LUSS 33. Identify grounds for which a search warrant will issue (5/108-3).
LUSS 34. Identify elements of a complaint for a search warrant (5/108-3).
LUSS 35. Identify procedures for obtaining a search warrant (5/108-4).
LUSS 36. Identify persons authorized to execute search warrants (5/108-5).

LUSS 37. Identify procedures for executing a search warrant (5/108-6).
LUSS 38. Identify the command of a search warrant (5/108-7).
LUSS 39. Identify procedures for searching premises with a search warrant.
LUSS 40. Recognize use of force allowed in execution of search warrant (5/108-8).
LUSS 41. Recognize detention and search of person on premises during execution of search (5/108-9).
LUSS 42. Recognize the requirement to return to court of things seized in execution of search warrant (5/108-10).
LUSS 43. Recognize when a search warrant may be executed (5/108-13).
LUSS 44. Recognize plain and open view doctrines.
LUSS 45. Recognize when a search incident to arrest is authorized (5/108-1).
LUSS 46. Identify procedures for conducting search incident to arrest.
LUSS 47. Recognize when a consent search is authorized.
LUSS 48. Identify procedures for conducting consent search.
LUSS 49. Recognize when a search of a motor vehicle without a warrant is authorized.
LUSS 50. Identify procedures for searching motor vehicle without a warrant.
LUSS 51. Recognize when impoundment/inventory of property is authorized.
LUSS 52. Identify procedures for inventorying of property.
LUSS 53. Recognize “exigent circumstances” and when an emergency entry or search is authorized.
LUSS 54. Identify procedure for conducting an emergency entry or search.
LUSS 55. Identify the role of state’s attorney or city attorney regarding warrant authorization.
<b>LURA Rights of the Accused</b>
LURA 1. Identify the following rights of accused protected by state law (in Article 103):
A. Rights on arrest (5/103-1)
B. Treatment While in Custody (5/103-2)
C. Right to Communicate with Attorney and Family, Transfers (5/103-3)
D. Right to Consult with Attorney (5/103-4)
E. Speedy trial (5/103-5)
F. Mandatory duty of officers (5/103-8)
LURA 2. Identify the following preliminary examination rights of accused protected by state law (in Article 109):
A. Person arrested (5/109-1)
B. Children of person arrested (5/109-1.1)
C. Person arrested in another county (5/109-2)



D. Preliminary examination (5/109-3)
E. Persons Charged with Felonies (5/109-3.1)
LURA 3. Identify the following bail rights of accused protected by state law (in Article 110):
A. Release on own recognizance (5/110-2)
B. Issuance of warrant (5/110-3)
C. Bailable Offenses (5/110-4)
D. Determining the amount of bail and conditions of release (5/110-5)
E. Conditions of bail bond (5/110-10)
LURA 4. Identify the methods of charging an offense (in Article 111):
A. Methods of prosecution (5/111-1)
B. Commencement in prosecution (5/111-2)
C. Form of charge (5/111-3)
LURA 5. Identify the Grand Jury rights of accused protected by state law (in Article 112):
A. Selection and Qualification (5/112-1)
B. Impaneling the Grand Jury (5/112-2)
C. Duties of Grand Jury and State's Attorney (5/112-4)
D. Right to counsel (5/112-4.1)
E. Secrecy of proceedings (5/112-6)
LURA 6. Identify the arraignment rights of accused protected by state law (in Article 113):
A. Procedure on Arraignment (5/113-1)
B. Counsel and expert witnesses (5/113-3)
C. Plea and Waiver of Jury by Person under 18 (5/113-5)
D. Advisement concerning status as an alien (5/113-8)
<b>LURE Rules of Evidence</b>
LURE 1. Define the following terms
A. Evidence
B. Direct evidence
C. Circumstantial evidence
D. Opinion evidence
E. Best evidence rule
F. Impeachment of witnesses

G. Corpus delicti
H. Permissive inferences
LURE 2. Define the term “hearsay” and identify its effect on evidence admissibility.
LURE 3. Recognize circumstances that constitute an exception to the rule against hearsay:
A. Dying declaration
B. Res gestae statements
C. Public records
D. Business records
E. Past recollection recorded
F. Present recollection refreshed
G. Admissions and confessions
LURE 4. Identify the tests of admissibility of evidence:
A. Relevancy
B. Materiality
C. Foundation
LURE 5. Recognize circumstances that fall within the scope of evidentiary privileges:
A. Husband and wife privilege
B. Attorney and client privilege
C. Physician and patient privilege
D. Clergy and confessor privilege
E. Rape crisis personnel and sexual assault/abuse victim
F. Counselor and victim of violent crime
<b>LUCA U.S. Constitutional Authority</b>
LUCA 1. Explain the U.S. Constitution’s relevance to policing in today’s society.
LUCA 2. Recognize the amendments impacting criminal procedure.
LUCA 3. Identify key Supreme Court cases that guide police policy, procedure and behavior.

LUUF Use of Force	
LUUF 1. Define “forcible felony.” 720 ILCS 5/2-8	
LUUF 2. Recognize circumstances that justify use of force in defense of person. 720 ILCS 5/7-1	
LUUF 3. Recognize circumstances that justify use of force in defense of dwelling. 720 ILCS 5/7-2	
LUUF 4. Recognize circumstances that justify use of force in defense of other property. 720 ILCS 5/7-3	
LUUF 5. Recognize when the justified use of force described in 720 ILCS 5/7-1, 7-2, and 7-3 is not available. 720 ILCS 5/7-4	
LUUF 6. Recognize circumstances that justify a peace officer’s use of force in making an arrest or in defending self or others. 720 ILCS 5/7-5	
LUUF 7. Recognize prohibited use of force by a peace officer. 720 ILCS 5/7-5.5	
LUUF 8. Recognize circumstances that justify a private person’s use of force in making arrest. 720 ILCS 5/7-6	
LUUF 9. Recognize private person is not authorized in using force to resist arrest. 720 ILCS 5/7-7	
LUUF 10. Define “force likely to cause death or great bodily harm.” 720 ILCS 5/7-8	
LUUF 11. Recognize circumstances that justify use of force to prevent escape. 720 ILCS 5/7-9	
LUUF 12. Recognize extra-legal circumstances to be considered when discharging a firearm at a person.	
LUUF 13. Demonstrate the ability to articulate specific facts that justify the amount of force used.	
PF The Police Function and Human Behavior	
PFCA Child Abuse, Neglect and Abduction	
PFCA 1. Define the following terms from the Abused and Neglected Child Reporting Act (ANCRA) 325 ILCS 5/:	
A. Child	
B. Abused child	
C. Neglected child	
D. Abandoned child	
PFCA 2. Identify proper procedures for conducting preliminary investigation for:	
A. Child abuse	
B. Child neglect	
C. Child Endangerment	
D. Contributing to the Dependency and Neglect of a Child	
E. Child Abandonment	
F. Child Abduction	
PFCA 3. Recognize the elements of the following criminal offenses under 720 ILCS 5/10 and 12C:	
A. Kidnapping	

B. Unlawful Restraint
C. Child Abduction
D. Luring a Minor
E. Endangering the life or health of a child
F. Child Abandonment
G. Contributing to the dependency and neglect of a minor
H. Contributing to the delinquency or criminal delinquency of a minor
PFCA 4. Recognize circumstances which warrant placing a child in protective custody.
PFCA 5. Identify proper procedures to follow in placing a child in protective custody.
PFCA 6. Recognize professionals who are mandated reporters under the Abused and Neglected Child Reporting Act.
PFCA 7. Recognize the four (4) criteria necessary for submitting an Amber Alert.
<b>PFPE Communication in the Police Environment</b>
PFPE 1. Demonstrate active listening skills, including need to listen to questions from the public in a patient, courteous manner.
PFPE 2. Identify proper procedures to comfort emotionally upset persons.
PFPE 3. Identify proper procedures to deliver emergency messages.
PFPE 4. Identify alternatives to respond to questions from the public.
PFPE 5. Identify the need in response to general information requests from the public to provide only that information known to be accurate.
PFPE 6. Identify the need to follow department rules and regulations regarding giving out information in response to requests from the public.
PFPE 7. Identify procedures for responding to inquiries regarding progress of a case.
PFPE 8. Identify proper procedures for explaining arrest action to onlookers.
<b>PFCV Crime Victims and Their Rights</b>
PFCV 1. Identify the rights of crime victims provided by the Illinois Constitution.
PFCV 2. Identify enforcement of the rights provided by the Rights of Crime Victims and Witnesses Act, 725 ILCS 120/1 et. seq.
PFCV 3. Identify availability of compensation for victims provided by the Crime Victims Compensation Act, 740 ILCS 45/1 et. seq.
PFCV 4. Describe the critical needs of crime victims.
PFCV 5. Recognize the key elements of a successful response to a victim.
PFCV 6. Understand implications of the Americans with Disabilities Act with respect to crime victims.
PFCV 7. Describe strategies for effective communication with crime victims with disabilities.
PFCV 8. Understand the context and special needs of victims of hate crimes.
PFCV 9. Recognize the context and special needs of immigrant victims of crime.

<b>PFCI Crisis Intervention/Disturbance Calls</b>
PFCI 1. Identify proper mediation and safety procedures in responding to civil disputes.
PFCI 2. Identify psychological/social problems that should be referred to social service agencies
PFCI 4. Identify commonly available social service agencies in Illinois.
<b>PFCB Crowd Behavior/Civil Disorder</b>
PFCB 1. Identify the need to assess both the size and nature of a crowd.
PFCB 2. Identify work force, equipment and tactical alternatives usable in crowd control.
PFCB 3. Identify need to determine leaders and agitators of hostile groups.
PFCB 4. Identify proper procedures for effecting arrests in crowd conditions.
PFCB 5. Identify proper application of the mob action statute in regard to crowd behavior enforcement.
<b>PFDV Domestic Violence</b>
PFDV 1. Understand what legally constitutes domestic violence under Illinois law.
PFDV 2. Recognize and identify the elements of domestic battery and other Illinois crimes commonly associated with domestic violence.
PFDV 3. Recognize signs of domestic violence that includes physical abuse.
PFDV 4. Understand the psychological considerations when dealing with domestic violence victims, immediate and long-term.
PFDV 5. Identify the elements of an order of protection.
PFDV 6. Understand the enforcement of orders of protection.
PFDV 7. Understand law enforcement responsibilities in domestic violence cases.
<b>PFEA Elder Abuse and Neglect</b>
PFEA 1. Identify crimes against the elderly in Illinois.
PFEA 2. Recognize Elder Abuse under the Adult Protective Services Act (320 ILCS 20/).
PFEA 3. Identify the dynamics of elder abuse: Who, indicators, and cultural issues.
PFEA 4. Understand strategies for working with elder abuse victims in various types of investigations.
PFEA 5. Understand how elder abuse can be prevented.

PFET Ethics
PFET 1. Understand ethical behavior when investigating crimes, dealing with citizens, writing reports, and testifying in court.
PFET 2. Understand the need for police to develop a reputation for ethical behavior within their communities.
PFET 3. Recognize the value of building individual credibility through ethical behavior and duty performance.
PFGA Gangs
PFGA 1. Understand and articulate the definition of a “gang.”
PFGA 2. Identify sources and review information on gang criminal activity in the officer’s area.
PFGA 3. Identify processes and procedures for apprehending and processing juvenile offenders/gang members.
PFGA 4. Demonstrate familiarity with effective strategies, programs and partnerships to combat gang activity.
PFID Interacting with Persons with Disabilities
PFID 1. Explain why law enforcement personnel needs to recognize when a person may have a disability
PFID 2. Explain the problems that a person with a developmental disability may have during law enforcement interactions.
PFID 3. Discuss ways that law enforcement officers can work with individuals with disabilities within the community.
PFAA Investigating Animal Abuse
PFAA 1. Identify elements of animal abuse crimes under the Humane Care for Animals Act.
PFAA 2. Understand Law Enforcement Procedures and Responsibilities under Human Care for Animals Act
PFAA 3. Demonstrate understanding of the forms of animal abuse including
A. Dogfighting
B. Cockfighting
C. Hog-Dog fighting
PFMI Mental Illness and Non-Normative Behavior
PFMI 1. Recognize legal requirements regarding emergency detention of a person with mental illness.
PFMI 2. Identify proper procedures to conduct investigation regarding a reported person with mental illness.
PFMI 3. Identify proper procedures for conducting preliminary investigation for suicide attempt.
PFMI 4. Understand the precipitating events, risk factors and protective factors for suicide.
PFMI 5. Identify proper procedure for intervening with a subject actively considering or attempting suicide.
PFMI 6. Identify proper procedures to serve mental health commitment orders.
PFMI 7. Identify proper procedures to transport mental patients.

PFMI 8. Recognize the broad principles for communicating with people with mental illness.
PFMI 9. Define the major categories of mental illness and identify the causes, symptoms, and treatments.
<b>PFNB Neurobiology of Trauma and PTSD</b>
PFNB 1. Define trauma.
PFNB 2. Identify the types of events that could cause trauma.
PFNB 3. Identify signs and symptoms of PTSD in adults.
PFNB 4. Explain why a victim may act “inappropriately” after a traumatic event.
<b>PU Patrol</b>
<b>PUCP Crime Prevention</b>
PUCP 1. Identify basic crime prevention techniques which should be used by citizens.
PUCP 2. Identify the factors which determine if a crime victim could benefit from a formal crime prevention program.
PUCP 3. Give a brief explanation of “what works” for crime prevention.
PUCP 4. Define CTPED.
PUCP 5. Describe one opportunity for police to engage residents around crime prevention tips.
<b>PUCR Crimes in Progress</b>
PUCR 1. Identify methods to arrive at crime in progress scene cautiously.
PUCR 2. Identify need to coordinate approach to scene with other officers to ensure that possible suspect(s) escape routes are covered.
PUCR 3. Identify proper procedures while approaching the scene of a crime in progress call.
PUCR 4. Identify need to search perimeter of crime in progress scene before entering a building or protected area.
PUCR 5. Identify techniques to systematically enter and search interior of crime in progress scene for suspect(s) and evidence of a crime.
PUCR 6. Identify desirable information to determine identification and location of suspect(s) if none are located at crime in progress scene.
PUCR 7. Identify need to quickly advise dispatcher.
PUCR 8. Identify procedures to protect crime scene until specialized or back-up assistance arrives.
PUCR 9. Identify proper procedures for tracking a person from a crime scene.

PUDE Drug Enforcement
PUDE 1. Identify proper procedures for conducting investigation for
A. Drug overdose
B. Cannabis and controlled substance violations
PUDE 2. Identify proper procedures for conducting investigations for drug intoxication, under the influence and overdose.
PUDE 3. Identify proper procedures for conducting investigation for cannabis and controlled substance violations.
PUDE 4. Identify physical and behavioral indications of intoxication.
PUDE 5. Recognize the elements of the following terms contained in the Cannabis Control Act (CCA) and Controlled Substances Act (CSA)
A. Possession (CCA and CSA)
B. Delivery (CCA and CSA)
C. Casual delivery (CCA)
D. Manufacture (CCA)
E. Production (CCA)
F. Delivery of controlled, counterfeit, or look-alike substances (CSA)
PUDE 6. Recognize the elements of the Hypodermic Syringes and Needles Act (720 ILCS 635/1).
PUDE 7. Identify by schedule in the Controlled Substances Act
A. Heroin
B. Morphine
C. Codeine
D. Amphetamines
E. Methamphetamines
F. Barbiturates
G. Methaqualone
H. Tranquilizers
I. Cocaine
J. PCP
K. LSD
L. Peyote
M. Mescaline
N. Psilocybin



O. Exempt narcotics
PUDE 8. Identify the elements of first offender probation under the Cannabis Control Act and Controlled Substances Act.
PUDE 9. Identify who can possess and use medical marijuana.
PUDE 10. Identify the process for a patient to get a “registration ID card”
PUDE 11. Identify the statutory debilitating medical conditions for medical marijuana
PUDE 12. Identify where medical marijuana cannot be used or possessed.
<b>PUEM Emergency Management/Critical Incident Response</b>
PUEM 1. Define and give examples of possible hazards or incident.
PUEM 2. Recognize the basics of personal preparedness as a first responder.
PUEM 3. Describe possible law enforcements/ first responder roles in a disaster or incident.
PUEM 4. Recognize possible law enforcement roles after an incident or disaster.
PUEM 5. Recognize what are Critical Incidents.
PUEM 6. Identify the differences between critical vs. traumatic incidents.
PUEM 7. Identify possible perceptual distortions during an incident.
PUEM 8. Identify possible personal responses following a critical incident.
PUEM 9. Recognize the components of incident debriefing.
PUEM 10. Identify signs of excessive stress.
PUEM 11. Recognize the various police department protocols associated with returning to duty.
PUEM 12. Identify suggestions for positive physical, psychological and emotional health of the officer.
<b>PURW Fundamentals of Report Writing</b>
PURW 1. Identify factors which make it necessary to record personal notes based on nature of complaint or situation.
PURW 2. Identify proper methods for recording field notes.
PURW 3. Identify the need to write concise and factual account of witness and complainant interviews by including all pertinent information.
PURW 4. Identify proper method to record location of physical evidence at crime scene.
PURW 5. Identify sources of information for written reports.
PURW 6. Identify proper content and sequence of information for police report.
PURW 7. Identify desirable elements of an acceptable narrative report.
PURW 8. Identify need to proofread written report and, if necessary, make corrections.
PURW 9. Identify necessary content of criminal case summary sheet for state’s attorney.
PURW 10. Demonstrate ability to identify and prepare the appropriate case report following each practical exercise administered throughout the curriculum.

PUHS Homeland Security Orientation
PUHS 1. Recognize the enabling authorities and documents guiding Homeland Security efforts.
PUHS 2. Identify the core Missions of Homeland Security.
PUHS 3. Recognize the history the Department of Homeland Security.
PUHS 4. Identify community partners in Homeland Security.
PUHS 5. Identify state and federal partners and roles in Homeland Security.
PUHS 6. Recognize programs supporting roles for officers and citizens in Homeland Security.
PUPP Patrol Procedures
PUPP 1. Identify need and method to search patrol vehicle interior for weapons or contraband.
PUPP 2. Identify procedures for patrolling locations which are potentially hazardous to citizens.
PUPP 3. Identify proper procedures for patrolling on foot.
PUPP 4. Identify signs of illegal entry to businesses and dwellings.
PUPP 5. Identify factors indicating suspicious persons.
PUPP 6. Identify procedures for investigating suspicious vehicle.
PUPP 7. Identify circumstances typically requiring back-up assistance.
PUPP 8. Identify proper procedures to receive and evaluate telephone requests for police assistance.
PUPP 9. Identify proper procedures to operate console/portable radio.
PUPP 10. Identify techniques employed to operate LEADS terminal.
PUPP 11. Identify proper LEADS procedures to check persons and property.
PUPP 12. Identify information necessary to check for wanted individual through LEADS.
PUPP 13. Identify information necessary to check for stolen property through LEADS.
PUPP 14. Identify techniques to talk to citizens on the beat.
PUPP 15. Identify sources of information on criminal activity in the area.
PUPP 16. Recognize circumstances in which other agencies have an interest in being informed.
PUPP 17. Identify methods of communication with other law enforcement officials.
PUPP 18. Identify procedural alternatives available for gathering intelligence information.
PUPP 19. Recognize circumstances where conducting intelligence activities is legally permissible.
PUPP 20. Identify proper position of patrol vehicle while monitoring for traffic violations.
PUPP 21. Identify factors to be considered when estimating the speed of a vehicle.
PUPP 22. Identify procedures to issue verbal warnings to traffic violators.

PUPP 23. Identify circumstances (e.g., weather conditions, light conditions, marked or unmarked unit, statements of driver/passengers.) to be recorded regarding traffic citations for purposes of court presentation.
PUPP 24. Define legal requirements pertaining to assessment of driver's capability to operate vehicle.
PUPP 25. Identify procedure to inspect driver's license.
PUPP 26. Identify need to request immediate repair to roadway if damage is extensive.
PUPP 27. Identify procedures to remove vehicles obstructing traffic.
PUPP 28. Identify procedures to impound vehicle.
PUPP 29. Identify procedures to assist stranded motorists.
<b>PUVS Vehicle Stops and Occupant Control</b>
PUVS 1. Identify proper procedures to stop vehicles to investigate, cite, or arrest occupants.
<b>PI Patrol Investigation</b>
<b>PICP Crimes Against Persons</b>
PICP 1. Identify proper procedures to conduct investigation for:
A. Battery
B. Assault
C. Robbery
D. Human Trafficking
E. Weapons violations
F. Death investigation
PICP 2. Define the elements of a hate crime.
PICP 3. Identify rights of a crime victim or witness.
<b>PIPC Crimes Against Property</b>
PIPC 1. Identify proper methods of describing missing/recovered property.
PIPC 2. Identify methods of establishing value of stolen and recovered property.
PIPC 3. Identify proper procedure for tracing stolen goods.
PIPC 4. Identify means to locate owner of lost property.
PIPC 5. Identify proper procedures to conduct investigation for:
A. Arson
B. Deceptive practices
C. Burglary
D. Credit card theft or misuse

E. Criminal damage to property
F. Receiving stolen property
G. Felony theft
H. Misdemeanor theft
I. Trespassing
<b>PICS Crime Scene Identification</b>
PICS 1. Recognize circumstances when specialized assistance should be summoned to a crime scene.
PICS 2. Identify methods of conducting crime scene searches.
PICS 3. Recognize circumstances where particular methods of searching crime scene are appropriate.
PICS 4. Identify factors that aid in recognition of evidence during a crime scene search.
PICS 5. Identify proper techniques for collection of various forms of physical evidence at crime scene.
PICS 6. Identify biohazards associated with evidence collection.
PICS 7. Identify proper procedures for inventorying recovered property.
PICS 8. Identify proper methods of marking and tagging evidence and confiscated property.
PICS 9. Identify proper procedures for packaging and preservation of various forms of physical evidence from a crime scene.
PICS 10. Define chain of custody.
PICS 11. Identify articles of evidence that are subject to rules concerning chain of custody.
PICS 12. Identify proper procedures for establishing chain of custody of evidence.
PICS 13. Identify methods of preparing a crime scene diagram.
PICS 14. Identify methods of measuring a crime scene.
PICS 15. Define scale as it relates to crime scene diagrams.
PICS 16. Define legend as it relates to crime scene diagrams.
PICS 17. Define rough sketch as it relates to crime scene diagrams.
PICS 18. Identify methods to photograph a crime scene.
PICS 19. Identify uses of a crime lab report.

PIBD Custody Arrest, Booking and Detention/Facility Procedures
PIBD 1. Identify need to seize evidence discovered during a custodial search including weapons, contraband, and fruits of a crime.
PIBD 2. Identify proper procedures to document the articles seized during a custodial search to preserve the chain of evidence.
PIBD 3. Identify means to verify prisoner's identification by examining prisoner's personal effects.
PIBD 4. Identify information necessary to complete arrest forms, including brief medical history and present physical condition.
PIBD 5. Describe proper procedure to inventory prisoner's personal property in his/her presence.
PIBD 6. Identify need to record information concerning a prisoner's injury.
PIBD 7. Identify proper terminology to inform prisoner of rights to bond under Illinois and federal statutes.
PIBD 8. Describe proper procedures to place a hold on a prisoner for an outstanding warrant.
PIBD 9. Identify need to make positive identification of person making inquiry concerning prisoner.
PIBD 10. Define legal requirements concerning release of information concerning a prisoner.
PIBD 11. Explain proper procedures to transport prisoners.
PIFP Fingerprinting- Rolled Impressions
PIFP 1. Articulate need before fingerprinting to check condition of the prisoner's hands for scars and amputations and to ensure they are clean and dry.
PIFP 2. Explain need to explain fingerprinting procedure to the prisoner.
PIFP 3. Describe appropriate thickness of ink on inking plate for inked printing.
PIFP 4. Demonstrate the proper technique to roll fingerprints onto the proper space of the card.
PIFP 5. Identify elements of a properly completed fingerprint card.
PIFI Fundamentals of Investigation
PIFI 1. Identify types of records maintained by law enforcement agency.
PIFI 2. Define modus operandi.
PIFI 3. Identify types of intelligence information that can be gathered on suspected offenders.
PIFI 4. Identify proper procedures for administrative control of informants.
PIFI 5. Identify proper procedure to follow in conducting a surveillance.
PIFI 6. Identify methods of locating witnesses to a crime.
PIIP Identification Procedures
PIIP 1. Identify the definitions for lineup and photo spread procedure. (see 725 ILCS 5/107A-0.1)
PIIP 2. Identify proper procedures and legal requirements for conducting on the scene suspect identifications ("showup").
PIIP 3. Identify proper procedures and legal requirements for conducting photo lineups (including sequential and simultaneous lineups). (see 725 ILCS 5/107A-2)

PIIP 4. Identify proper procedures for conducting live lineups (including sequential and simultaneous lineups). (see 725 ILCS 5/107A-2)
<b>PIIS Interrogation of Suspects</b>
PIIS 1. Identify locations best suited to interrogation.
PIIS 2. Describe proper procedures for interrogating a suspect.
PIIS 3. Identify proper procedures for recording a confession in writing.
PIIS 4. Identify techniques that may be used to effectively conduct an interrogation.
PIIS 5. Explain the ramifications of false confessions on our criminal justice system as a whole.
PIIS 6. Identify Active Listening Skills and demonstrate proficiency in their use.
<b>PIVW Interviewing Victims and Witnesses</b>
PIVW 1. Describe proper procedures for interviewing witnesses and victims/complainants.
PIVW 2. Identify factors that affect credibility and reliability of witnesses.
PIVW 3. Identify background information to be obtained for witnesses and victims/complainants.
PIVW 4. Describe proper procedures for obtaining written statements from witnesses and some victims/complainants.
<b>PIMI Missing Persons</b>
PIMI 1. Define the missing persons' categories.
PIMI 2. Name one of the criteria for issuing an AMBER Alert.
PIMI 3. Name one of the criteria for an Endangered Missing Person Advisory.
<b>PIVT Motor Vehicle Theft</b>
PIVT 1. Identify procedures to verify vehicle title information.
PIVT 2. Identify proper procedures to inventory impounded vehicles.
PIVT 3. Identify methods to determine where to locate vehicle identification number.
PIVT 4. Identify methods to determine if the Vehicle Identification Number (VIN) is a valid number.
PIVT 5. Identify proper procedures for conducting investigation of motor vehicle theft.
PIVT 6. Identify indicators of stolen vehicles.
<b>PISC Service Calls</b>
PISC 1. Define a "service call."
PISC 2. Describe the benefits of properly handling a service call to both the officer, the agency and the community.

PISA Sexual Assault Investigation
PISA 1. Recognize special issues in sexual assault investigations.
PISA 2. Recognize common myths and facts about sexual assault.
PISA 3. Recognize the impact of trauma on sexual assault victims.
PISA 4. Identify trauma-informed interview techniques.
PISA 5. Identify sex offender behavior and the prevalence of the “undetected rapist.”
PISA 6. Identify appropriate suspect interrogation techniques.
PISA 7. Identify report-writing requirements set forth in the Sexual Assault Incident Procedure Act.
TU Traffic
TUFS Field Sobriety Testing
NO SPOs for this block of instruction. See course outline for more information.
TUCI Traffic Crash Investigation
TUCI 1. Identify proper sequence of an officer’s action at crash scene based on severity and type of crash.
TUCI 2. Identify factors determining need for assistance at motor vehicle crash scene.
TUCI 3. Identify procedures to protect traffic crash scene and prevent secondary crashes.
TUCI 4. Identify need to check surrounding area for persons who may have been injured in traffic crash.
TUCI 5. Identify legal requirements pertaining to proper completion of the Illinois traffic crash report.
TUCI 6. Identify procedures to locate witnesses to traffic crashes.
TUCI 7. Identify proper procedures in recording statements of witnesses to traffic crashes.
TUCI 8. Identify items of evidentiary value that may be present at vehicle crash scene.
TUCI 9. Identify proper search technique for physical evidence at crash scene.
TUCI 10. Identify priority that should be given to protecting a particular item of traffic crash evidence.
TUCI 11. Identify proper procedure to ensure the collection of physical evidence from crash scenes.
TUCI 12. Identify proper method for measuring tire marks based on type and extent of mark.
TUCI 13. Identify proper procedures to diagram crash scene.
TUCI 14. Identify proper procedure to interview persons involved in traffic crash.
TUCI 15. Identify procedures to confirm ownership of vehicles involved in crash.
TUCI 16. Identify proper recording of information from crash investigation on Illinois traffic crash report form.
TUCI 17. Identify when the parties involved in traffic crash should exchange necessary personal information.
TUCI 18. Identify need to inform owner of vehicle involved in traffic crash of vehicle’s location, if towed.

TUCI 19. Identify proper procedures to inventory personal property of incapacitated crash victims.
TUCI 20. Identify proper procedure in following up serious personal injuries resulting from traffic crash.
TUCI 21. Identify need to remove crash scene debris from roadway and place it in safe location, or notify appropriate agency.
TUCI 22. Identify procedures to be used for off-road vehicle crashes.
TUCI 23. Identify proper procedures for conducting investigation of hit-and-run traffic crashes.
TUCI 24. Demonstrate ability to determine area of impact at traffic crash scene by employing physical evidence and interview information.
TUCI 25. Demonstrate ability to identify factors that are primary contributing causes of traffic crash based upon:
A. observations
B. physical evidence
C. statements of witnesses/drivers.
TUCI 26. Demonstrate ability to determine fault in a traffic crash.
TUCI 27. Demonstrate ability to recognize if a violation of the law has occurred in traffic crash.
<b>TUHM Hazardous Materials Awareness</b>
NO SPOs for this block of instruction. See course outline for more information.
<b>TUTD Traffic Direction</b>
TUTD 1. Identify proper procedures to direct traffic using flashlight, illuminated baton, and hand signals.
TUTD 2. Identify proper procedures to direct traffic using flare pattern, traffic cone patterns, and barriers.
<b>PP Police Proficiency</b>
<b>PPAT Control and Arrest Tactics</b>
PPAT 1. Identify proper procedure to conduct field search of arrested persons.
PPAT 2. Identify proper procedure to conduct frisk or pat down.
PPAT 3. Recognize circumstances which influence strategy in effecting an arrest.
PPAT 4. Identify proper procedure to handcuff suspects or prisoners.
PPAT 5. Demonstrate proficiency in the following areas regarding subject control:
A. Subject control tactics (cooperative, resistant, and assailant)
1. Verbal control
2. Relative positioning
3. Searches
4. Joint manipulations
5. Pressure points/pressure sensitive areas



6. Blocking, striking and stunning techniques
7. Intermediate weapons (batons, cap stun, etc.)
8. Falls and ground defense
B. Officer survival
1. Weapon retention techniques
2. Firearm disarming techniques
3. Edge weapon defense
4. Impact weapon defense
5. Escapes
PPAT 6. Identify proper procedures to employ when using chemical agents (e.g., OC spray).
<b>PPDM Firearms: Decision Making/Situational Shooting</b>
PPDM 1. Recognize circumstances when it is appropriate to draw weapon.
PPDM 2. Identify factors relevant to selection of appropriate firearm to be discharged, if there is an alternative firearm, by considering type of call and geographical location of person.
PPDM 3. Identify the need to use verbal commands, when possible, to instruct and/or warn the person that the firearm is going to be discharged.
PPDM 4. Identify the need to consider whether or not bystanders will be endangered before discharging firearm.
PPDM 5. Identify the desirability of using protective cover when discharging firearm at a person.
PPDM 6. Apply de-escalation techniques if the situation allows.
<b>PPNS Firearms: Night Shooting</b>
PPNS 1. Identify proper procedure when discharging a firearm in low-level light or conditions.
<b>PPOD Firearms: Off Duty Considerations</b>
PPOD 1. Identify and explain two best practices with regard to firearms off duty.
PPOD 2. Explain <i>Young v. City of Providence</i> and its applications to firearms off duty.
PPOD 3. Identify Federal Law regarding firearms carry for law enforcement officers in airports.
PPOD 4. Identify consequences of taking police action off-duty after consuming alcohol.
PPOD 5. Articulate possible responses to off-duty situations given the totality of the circumstances in a given situation.
PPOD 6. Identify laws which allow for law enforcement officers to carry firearms throughout the country.
<b>PPOS Firearms: Orientation and Safety</b>
PPOS 1. Define nomenclature of firearms.
PPOS 2. Identify proper firearm safety procedures.
<b>PPRD Firearms: Record Firing</b>

PPRD 1. Demonstrate proper and safe procedures for loading and unloading a handgun.
PPRD 2. Demonstrate the following for combat shooting:
A. proper grip (strong hand/ weak hand)
B. proper stance
C. trigger finger position
D. sighting
E. trigger press
F. firing under time constraints
PPRD 3. Shoot a 50-round course of fire (per P.A. 70-652 Mandatory Firearms Training Act) scoring at least a 70 percent.
<b>PPSH Firearms: Shotgun</b>
PPSH 1. Demonstrate proper use of shotgun.
<b>PPFT Firearms: Training</b>
PPFT 1. Demonstrate proper use of firearms.
PPFT 2. Demonstrate ability to efficiently remove weapon from holster.
PPFT 3. Demonstrate proper safety procedures in drawing and replacing weapon.
PPFT 4. Demonstrate proper procedures for rendering safe commonly seized firearms.
PPFT 5. Demonstrate proper performance skills for firing of a handgun from the:
A. standing barricade position.
B. kneeling barricade position.
C. prone barricade position – strong hand / weak hand.
D. bench rest position.
PPFT 6. Demonstrate proper procedures for approaching and controlling a potential assailant in close quarters (3' - 10', conditions permitting).
PPFT 7. Demonstrate procedures for handling and clearing malfunctions.
<b>PPWC Firearms: Weapons Care and Maintenance</b>
PPWC 1. Identify proper procedures to clean and inspect firearms.
PPWC 2. Identify proper safety procedures when cleaning a firearm.
PPWC 3. Demonstrate technique to determine that a firearm is functional.
<b>PPMR Initial Medical Response (1st Aid/CPR/AED/Narcan)</b>
PPMR 1. Describe proper procedures to administer basic 1 <sup>st</sup> Aid, cardiopulmonary resuscitation, use of an AED and the administration of an opioid antagonist.
PPMR 2. Demonstrate proper procedures to administer basic 1 <sup>st</sup> Aid, cardiopulmonary resuscitation, use of an AED, administration of an “EpiPen” and the administration of an opioid antagonist.

PPMR 3. Explain the officer's civil liability under Illinois' "Good Samaritan Act" (745 ILCS 49/70)
<b>PPLD Law Enforcement Driving</b>
PPLD 1. Identify the proper procedures to drive in a defensive manner, anticipating unusual or unexpected occurrences.
PPLD 2. Identify proper procedures for operating vehicle in adverse conditions.
PPLD 3. Identify the factors determining appropriateness of engaging in emergency driving.
PPLD 4. Identify the proper procedures to operate vehicle in conformance with statutes for public safety vehicle operator.
PPLD 5. Identify proper procedures to escort a vehicle in an emergency situation.
PPLD 6. Identify strategies to prevent distracted driving.
<b>PPPS Physical Skills and Personal Fitness</b>
PPPS 1. Break through door using force (e.g., physical strength, ram, sledge).
PPPS 2. Climb through openings (e.g., windows).
PPPS 3. Climb over obstacles.
PPPS 4. Crawl in confined areas (e.g., attics).
PPPS 5. Drag or pull heavy object or persons.
PPPS 6. Jump across obstacles.
PPPS 7. Jump down from elevated surfaces.
PPPS 8. Jump over obstacles.
PPPS 9. Lift heavy objects or persons.
PPPS 10. Perform duties while wearing heavy equipment (other than gun belt).
PPPS 11. Physically push movable objects (including vehicles).
PPPS 12. Physically restrain crowds.
PPPS 13. Pick up and carry heavy object or persons.
PPPS 14. Pull self through openings.
PPPS 15. Pull self up over obstacles.
PPPS 16. Run after fleeing suspects.
PPPS 17. Run up stairs.
PPPS 18. Stand continuously for more than one-half of the work shift (e.g., guard duty or point control).
PPPS 19. Walk continuously for more than one-half of the work shift.
PPPS 20. Subdue attacking person.
PPPS 21. Subdue subject resisting arrest.

PPPS 22. Walk on narrow elevated surfaces.
<b>OW Police Officer Wellness (NEW)</b>
<b>OWWL Officer Wellness and Wellness Lab</b>
OWWL 1. Outline the multidimensional nature of health and the importance of multidimensional strategies for lifetime wellness.
OWWL 2. Describe threats to officer health and Learn basic predictors of healthy behavior maintenance.
OWWL 3. Analyze basic research-based information about sleep and strategies for maximizing sleep and surviving shift work.
OWWL 4. Explain the importance of physical fitness and learn strategies for integrating enjoyable physical activity into a busy lifestyle.
OWWL 5. Examine basic strategies for healthy eating, with an emphasis on variety, moderation, and making good choices in the context of a fast-paced lifestyle.
OWWL 6. Discuss the importance of different types of social support for overall wellness and learn strategies for accessing support systems.
OWWL 7. Identify personal goals with respect to wellness and create a personal plan for achieving goals.
<b>OWSM Stress Management and Lab</b>
OWSM 1. Describe the basic biological stress response.
OWSM 2. Identify common sources of stress.
OWSM 3. Explain special stressors that uniquely impact law enforcement officers as a normal course of their work.
OWSM 4. Recognize indicators of critical incident stress and post-traumatic stress disorder.
OWSM 5. Describe strategies for avoiding or recovering from incidences of critical incident stress and post-traumatic stress disorder.
OWSM 6. Identify common negative coping methods and poor outcomes of unmanaged
OWSM 7. Identify personal stress triggers and approach to coping with stress (in Lab).
OWSM 8. Apply constructive strategies for managing stress through practice exercises conducted in the lab portion of the curriculum.
OWSM 9. Recognize the challenges of dealing with death and grief and learn about the cycle of healing.