

# BLET Revision Project Update and Information Session

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Alex Gazaway, Training Manager

Spring 2024 PILOT Update Session



# BLET Revision Project

- Job Task Analysis (JTA)
- Development Process
- Training Methodology
- Delivery System

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# Job Task Analysis

- 2018-2019
- 224 Initial, Entry-level Tasks
- Criminal Justice/Sheriffs' Commissions
- JTA Advisory Group
  - 4 Municipal Police Departments
  - 5 Sheriff's Offices
  - 1 Campus Law Enforcement Agency
  - 1 State Agency

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# Development Process

- Research and Development
- Field Review
- Revision
- 1st Legal Review
- Revision
- 2nd Legal Review
- Revision
- Quality Control
- Field Executive Level Review
- AV Development
- SME Group review
- Final Legal Review
- Final quality control review



# Topics & Titles – Added

- Sexual Assaults
- Hate Crimes
- Missing Persons
- Deceased Persons
- Communication and De-escalation Skills
- Person Crime Investigations
- Property Crime Investigations
- Crimes Against the Public
- Crisis Intervention: Interacting with Special Needs Populations
- Officer Health and Wellness



# Topics & Titles – Removed

- Elements of Crime
- ABC Laws and Procedures
- Law Enforcement Communication Systems
- Fingerprinting and Photographing Arrestee
- Detention Duties
- Anti-terrorism
- In-custody Transportation

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# Overview

## Current

- 36 topics
- 640 hours
- 16 hours of end of topic testing included
- “Silo delivery”
- Limited practical skill application

## Proposed

- 39 topics
- 868 hours
- 30 hours of end of topic testing
- Holistic and interrelated content



# Topics and Lesson Plan Content

- Job Task Analysis and Knowledge, Skills and Abilities
- Holistic delivery – most lessons are interrelated
- All lesson plans are proposed
- Recommended hours for delivery
- Four (4) hours segments
- Lesson plans are subject to daily changes throughout the pilot process
- Lesson plans will be re-assessed as they are delivered





## What has NOT changed

- ISD Model
- PowerPoint
- Videos
- Handouts
- Forms
- Discussions points
- Practical exercises
- Instructor Notes
- Procedural notes
- Formatted
- Layout
- Versions
- Time limited
- End of topic tests

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## What HAS changed

- Format & Layout
- PowerPoint
- Videos
- Handouts
- Forms
- Discussions points
- Practical exercises
- Instructor Notes
- Procedural notes
- Formatted
- Layout
- Versions
- Time limited
- End of topic tests

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# What HAS changed

- Critical Decision-Making Discussions
- More designed engagement w/discussions
- More practical skills/participation
- Electronic versions - Laptop, tablet, Ipad compatible
- End of block tests

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## Basic Law Enforcement Training



### Testifying in Court

Module II: Criminal Investigations

Version: A2023p

The mission of the North Carolina Justice Academy (NCJA) is to enhance the careers of criminal justice officers through research, education, and training. All areas of training curriculums developed by the NCJA will be Relevant, Innovative, Timely, and Engaging (RITE).

## INSTRUCTOR LESSON

## Basic Law Enforcement Training



### Testifying in Court

Module II: Criminal Investigations

Version: A2023p

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## STUDENT LESSON

Spring

# Hate Crimes

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## Handouts

Version: A2023p  
Hate Crimes  
Module II: Criminal Investigations



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# **Sample PowerPoint Slides**

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# HANDOUT

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# AOC-CVR-12 and AOC-CVR-15

STATE OF NORTH CAROLINA  
County: \_\_\_\_\_  
In the General Court of Justice  
District Court Division

IN THE MATTER OF \_\_\_\_\_  
AFFIDAVIT AND REVOCATION REPORT  
OF LAW ENFORCEMENT OFFICER  
FOR PROFESSIONAL LICENSE REVOCATION

1. I, an enforcement officer, on the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, at \_\_\_\_\_, North Carolina, observed \_\_\_\_\_, a \_\_\_\_\_, operating a \_\_\_\_\_ commercial motor vehicle in the above named county upon the date, time, and place indicated above, while committing a criminal moving violation as defined in G.S. 20-13.3(a)(2), in that you either fail to wear proper seat belt.

2. A law enforcement officer charged the driver with the criminal moving violation of (give reason for offense): \_\_\_\_\_

3. The driver is a professional licensee under age 18 as defined in G.S. 20-13.3(a)(2).

4. The driver is not subject to a civil revocation pursuant to G.S. 20-18.5.

5. If the criminal moving violation is one for which an initial appearance is required, a law enforcement officer verbally notified the driver that the driver's permit or license is subject to revocation pursuant to G.S. 20-13.3, and a law enforcement officer provided the driver with form AOC-CVR-12 containing notice of the charges for revocation and hearing under G.S. 20-13.3.

NOTE TO OFFICER: "If a professional licensee's permit or license is subject to revocation under this section, the law enforcement officer must complete a revocation report. It is the specific duty of the law enforcement officer to make sure that the report is expeditiously filed with a judicial officer as required by the statute." The judicial officer shall enter the revocation order pursuant to Article 17. The judicial officer conducting the initial appearance on the underlying criminal moving violation. [a/c] (C) The clerk of superior court in the county in which the underlying criminal charge has been brought or no initial appearance is required." G.S. 20-13.3(j) (a)(1)

Original - signature only

AOC-CVR-12, Rev. 10/21  
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STATE OF NORTH CAROLINA  
County: \_\_\_\_\_  
NOTICE OF (B) PROCESS FOR  
REVOCATION OF PROFESSIONAL LICENSE  
AND (B) RIGHT TO CHALLENGE REVOCATION

As required by G.S. 20-13.3(a), you are hereby notified of the following:

- You have been charged with a "criminal moving violation" as defined in G.S. 20-13.3(a)(2).
- You are a "professional licensee" as defined in G.S. 20-13.3(a)(1), meaning that you are a person under the age of 18 who holds a limited learner's permit, a limited professional license, or a full professional license issued by the North Carolina Division of Motor Vehicles.
- You are not subject to a permit or revocation for alcohol-impaired driving under G.S. 20-18.5.
- Because of this, I advise you that your limited learner's permit, limited professional license, or full professional license is subject to being revoked for at least thirty (30) calendar days under G.S. 20-13.3.
- A law enforcement officer will submit a revocation report to the Clerk of Superior Court in the county in which you have been charged, which is the county listed at the top of this form.
- If the clerk determines that a revocation is required by G.S. 20-13.3, the clerk will mail to you by first-class United States mail an order revoking your limited learner's permit, limited professional license, or full professional license. This order will appear on form AOC-CVR-14.
- The revocation order will take effect on the fourth day after the clerk places the order in the mail.
- The order will specify the date and time on which the revocation begins (i.e., the date and time on which you may no longer drive), and the date and time on which the revocation ends (i.e., the date and time on which you may drive again). YOU WILL BE PROHIBITED FROM DRIVING AT ANY TIME OR FOR ANY PURPOSE DURING THE PERIOD OF THE REVOCATION.
- Once you receive it, carefully read the entire order, including the information in the NOTICE section of the order. If you have any questions about your rights and responsibilities under the order, you should consult an attorney licensed to practice law in North Carolina.
- You have a right to challenge the revocation order, as explained in the next section of this notice and on the back side of this form.

As further required by G.S. 20-13.3(b), you are hereby notified of the following:

- If you receive a revocation order from the Clerk of Superior Court as described above, you have a right to a hearing to challenge the revocation. You are not required to challenge the revocation, however.
- If you choose not to request a challenge hearing, the revocation simply will remain in effect for the period specified in the order.
- If you choose to request a challenge hearing, you must complete and file a written request form, which is form AOC-CVR-16.
- A copy of form AOC-CVR-16 is available from the Clerk of Superior Court in the county listed at the top of this form. It is also available online by entering "AOC-CVR-16" in the Form Number field at the following web address: <https://www.nccourts.gov/forms/aoc-cvr-16>
- You must file form AOC-CVR-16 no later than ten (10) days after the beginning date of the revocation. This beginning date will be listed on the revocation order that you receive in the mail from the clerk. You must file the form with the Office of the Clerk of Superior Court in the county listed at the top of this form, or with a register designated by the clerk to receive the form.
- You must specify on form AOC-CVR-16 the grounds upon which you are challenging the revocation, and the hearing will be limited to the grounds you specify.
- The hearing will be held by a register or judge you request a hearing before a District Court Judge.
- The revocation will remain in effect during the time leading up to the hearing.
- For more information on this challenge process, please review the text of G.S. 20-13.3(b), which appears on the back side of this form.
- If you have any questions about your rights and responsibilities during the challenge process, you should consult an attorney licensed to practice law in North Carolina.

Signature of Law Enforcement Officer: \_\_\_\_\_  
Title: \_\_\_\_\_  
AOC-CVR-15, Rev. 10/21  
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<https://www.nccourts.gov/assets/documents/forms/cvr12-en.pdf?VersionId=ZbpHzaX3M31OIJj73G5ncbwzaST1Boo>

[https://www.nccourts.gov/assets/documents/forms/cvr15-en.pdf?VersionId=OZgzgpaEte01s49Z5oFFHK14uREu\\_7Fu](https://www.nccourts.gov/assets/documents/forms/cvr15-en.pdf?VersionId=OZgzgpaEte01s49Z5oFFHK14uREu_7Fu)



# Courtroom Security



## Module IV: Patrol Duties

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# Example/Scenario: School Grounds

A 15-year-old student told the principal he purchased a handgun from another student on school grounds and put it inside his locker. The principal seized the 9mm handgun, which was unloaded, and no bullets were found on the student or in his locker.

Can the student be charged with possession of a firearm on school grounds?

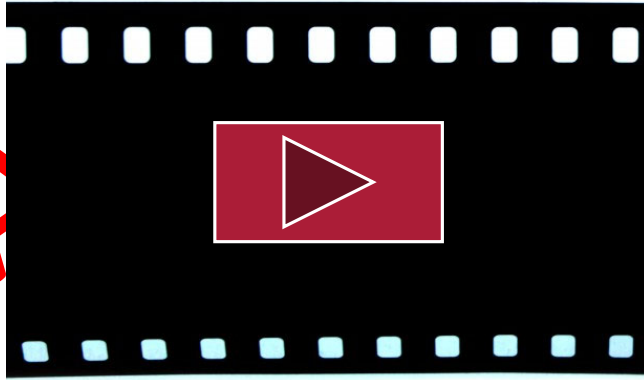


## Scenario 2

A small group of four to five teenagers committed random vandalism attacks at 10 different locations in three different communities. They defaced walls, driveways, and automobiles with slurs against Jewish people, African Americans, and Skinheads. However, no member of any protected class listed lived in the communities targeted.



# Serpentine



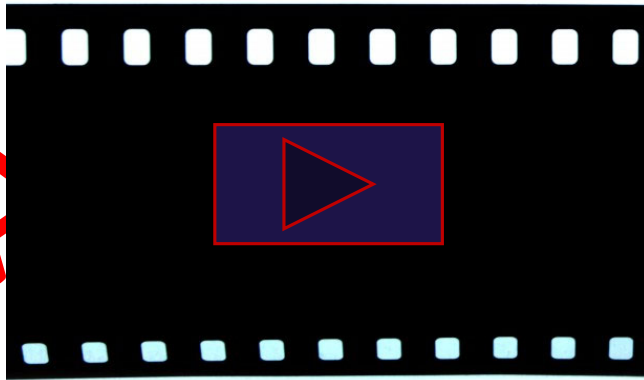
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# De-escalation: Common Sense Tips for all Cops.

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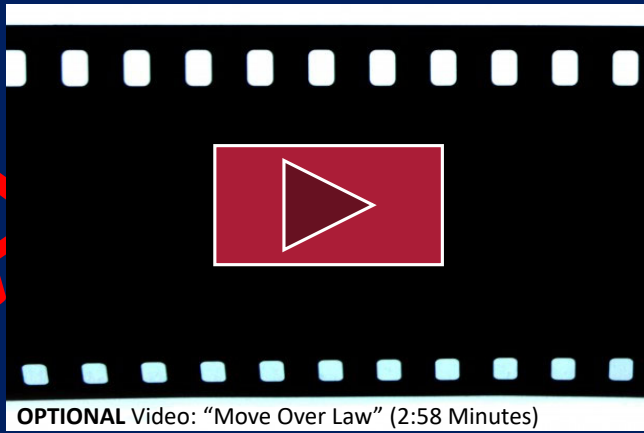
OPTIONAL VIDEO

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<https://www.youtube.com/watch?app=desktop&v=7hLwfH5SpBI>

# Optional VIDEO



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[https://youtu.be/k\\_lVeqKuBxl](https://youtu.be/k_lVeqKuBxl)

# Discussion

Over the last month, you witnessed a fellow officer consistently drive aggressively, speed without justification, and take unnecessary risks.

Today, the officer was involved in a crash because he was following too closely. Three passengers inside the car struck by the officer only sustained minor injuries. The supervisor asked you about the fellow officer's driving style.

What will you do?

Use the C.D.M. model to solve the problem.



# Discussion

You respond to help a person who “*stopped breathing.*” When you arrive, Mrs. Lowe runs out to meet you. She is crying hysterically. You run to the backyard and find her 18-year-old son, Kevin, on the ground. EMTs are on the scene and performing CPR on Kevin. You see a rope with a noose tied to a tree. There is also a stepladder next to the tree. It looks like Kevin has been dead for a little while.

Mrs. Lowe said she thought Kevin “*was out with his girlfriend.*” Mrs. Lowe believes foul play was involved because Kevin “*would never commit suicide.*”

**What will you do?**

**Use C.D.M. and the R.E.S.P.E.C.T. model to solve the problem.**





# Order of Delivery

Module I: Law Enforcement in North Carolina

Module II: Criminal Investigations

Module III: Traffic Investigations

Module IV: Patrol Duties

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	<b>MODULE 1</b>	<b>MODULE 2</b>	<b>MODULE 3</b>	<b>MODULE 4</b>
	Law Enforcement in NC	Criminal Investigations	Traffic Investigations	Patrol Duties
1	Orientation (8)	Criminal Investigations (40)	Motor Vehicle Law (20)	Patrol Techniques (28)
2	Ethical Problem Solving (16)	Responding to Crime Victims (8)	Traffic Law Enforcement (24)	Crowd Management (16)
3	Communication and De-Escalation Skills (24)	Testifying in Court (16)	Traffic Crash Investigations (24)	Transporting and Processing Arrestee (8)
4	Officer Health & Wellness (54)	Person Crime Investigations (16)		Homeland Security (8)
5	Field Notes & Report Writing (16)	Property Crime Investigations (16)		Rapid Deployment to Active Assailant (16)
6	Arrest, Search, Seizure & Constitutional Law (24)	Crimes Against the Public (16)	Standardized Field Sobriety Testing (28)	Explosives and Hazardous Material Emergencies (16)
7	Interviews & Interrogations (24)	Sexual Assaults (16)		Crime Prevention (4)
8	Compliance and Control Tactics (64)	Juvenile Laws & Procedures (12)		Courtroom Security (8)
9	Firearms (96)	Domestic Violence (16)		Civil Process (24)
10	Law Enforcement Driver Training (48)	Human Trafficking (4)		
11	Crisis Intervention: Interacting with Special Needs Populations (24)	Hate Crimes (8)		
12	First Responder (24)	Controlled Substances (16)		
13		Missing Persons (4)		
14		Deceased Persons (4)		68 Objectives = 128 Hours
	101 Objectives = 422 Hours	84 Objectives = 192 Hours	26 Objectives = 96 Hours	

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# Module 1

- Orientation
- Ethical Problem Solving
- Communication and De-escalation Skills
- Officer Health and Wellness
- Field Notetaking and Report Writing
- Arrest, Search, Seizure and Constitutional Law
- Interview and Interrogation
- Firearms
- First Responder
- Law Enforcement Driving
- Compliance and Control Techniques
- Crisis Intervention: Interacting with Special Needs Populations



# Module 1

- Orientation
- Ethical Problem Solving
- Communication and De-escalation Skills
- Officer Health and Wellness
- Field Notetaking and Report Writing
- Arrest, Search, Seizure and Constitutional Law
- Interview and Interrogation



# Module 1

- Firearms
- First Responder
- Law Enforcement Driving
- Compliance and Control Techniques
- Crisis Intervention: Interacting with Special Needs Populations

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# Course Orientation

- Increased from 2 to 8 hours
- Rules and requirements of both Commissions.
- Additional academy requirements
- End of block testing information
- Course Orientation must be the **first** topic delivered.
- It **MUST** be taught by the BLET School Director or his/her qualified assistant.



# Ethical Problem Solving

- Must be the 2<sup>nd</sup> topic taught
- Increased from 4 to 16 hours
- Introduces the Critical Decision-Making model (C.D.M.)
- CDM is based on the National Decision Model



# Critical Decision-Making Model

- Police Executive Research Forum
- Integrating Communications, Assessment, and Tactics (ICAT)
- Fused throughout the entire curriculum
- Appears in 33 of the 39 topics

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# Ethical Problem Solving

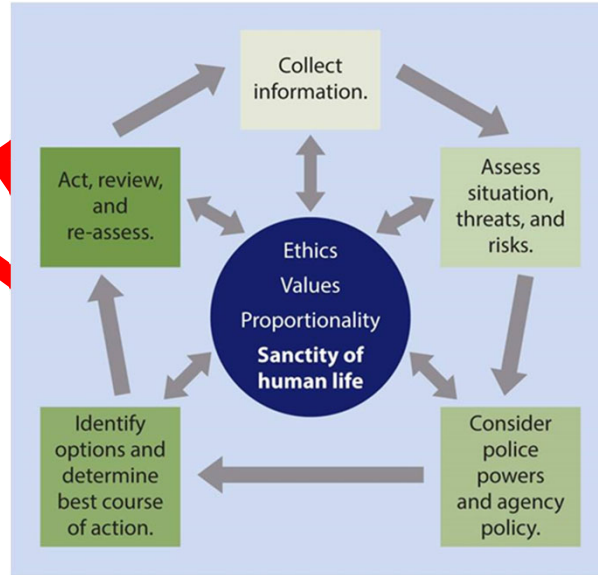
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- Explicit bias
- Implicit bias
- Confirmation bias
- Bias-based policing
- Legitimacy
- Procedural justice
- Duty to Intervene



# Critical Decision-Making Model

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# Step 1 - Collect Information

- What do I know about the people involved in the problem?
- What do I know about the location where the problem is occurring?
- Have there been similar or previous problems at this location in the past?
- What does my training and experience tell me about the problem?
- Is the problem currently being addressed? If yes, what are the strengths and limitations of the current strategy?
- What else do I need to know about the problem?
- Do I need input from others about the problem?



# Step 2 – Assess the Situation

- Do I need to take immediate action?
- Can I handle this situation myself or do I need help from other agency units, resources in the community, or a supervisor?
- What are the consequences if the problem is not solved?
- Is more information needed?
- Are there any risks to consider?



# Step 3 – Consider Powers and Policy

- What legal powers do I have to take action?
- What are the federal, state, and local laws that govern my actions?
- What agency policies govern my actions?

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# Step 4 – Identify Option

- What are the priorities or goals for solving the problem?
- What benefit or harm will each solution produce?
- Which solution is most likely to have the best results?
- Which solution treats everyone the same and does not show favoritism?
- Which solution advances the greater common good?
- What are the potential outcomes? Is there more than one?
- What contingencies must I consider if I choose a particular option?



# Step 5 – Act, Review & Assess

- Did I achieve the desired outcome?
- Did this course of action generate any new information?
- Is there anything more I need to consider?
- What lessons did I learn?
- Are there any changes needed in strategy or action plan the next time?



### C.D.M. Problem-Solving Model

STEP	Questions to ask
1	<b>Collect Information</b> <ul style="list-style-type: none"> <li>What do I know about the people involved in the problem?</li> <li>What do I know about the location where the problem is occurring?</li> <li>Have there been similar or previous problems at this location in the past?</li> <li>What does my training and experience tell me about the problem?</li> <li>Is the problem currently being addressed? If yes, what are the strengths and limitations of the current strategy?</li> <li>What else do I need to know about the problem?</li> <li>Do I need input from others about the problem?</li> </ul>
2	<b>Assess the Situation</b> <ul style="list-style-type: none"> <li>Do I need to take immediate action?</li> <li>Can I handle this situation myself or do I need help from other agency units, resources in the community, or a supervisor?</li> <li>What are the consequences if the problem is not solved?</li> <li>Is more information needed?</li> <li>Are there any risks to consider?</li> </ul>
3	<b>Consider Powers &amp; Policy</b> <ul style="list-style-type: none"> <li>What legal powers do I have to take action?</li> <li>What are the federal, state, and local laws that govern my actions?</li> <li>What agency policies govern my actions?</li> </ul>
4	<b>Identify Options</b> <ul style="list-style-type: none"> <li>What are the priorities or goals for solving the problem?</li> <li>What benefit or harm will each solution produce?</li> <li>Which solution is most likely to have the best results?</li> <li>Which solution treats everyone the same and does not show favoritism?</li> <li>Which solution advances the greater common good?</li> <li>What are the potential outcomes? Is there more than one?</li> <li>What contingencies must I consider if I choose a particular option?</li> </ul>
5	<b>Act, Review &amp; Assess</b> <ul style="list-style-type: none"> <li>Did I achieve the desired outcome?</li> <li>Did this course of action generate any new information?</li> <li>Is there anything more I need to consider?</li> <li>What lessons did I learn?</li> <li>Are there any changes needed in strategy or action plan the next time?</li> </ul>

### Critical Decision Making

Keep multiple copies of this form available for use throughout the academy.

Problem:

1	
2	
3	
4	
5	

Use reverse side as needed.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Version: A2024P  
Ethical Problem-Solving  
Module I: Law Enforcement in North Carolina



Version: A2024P  
Ethical Problem-Solving  
Module I: Law Enforcement in North Carolina





# Communication and De-Escalation

- Increased from 8 to 24 hours
- 8 hours for practical skill development
- Emotional Intelligence, Personality Assessment, Personality Types, Special Populations
- Added content and practical skills for de-escalation
- Should be delivered by the end of the 2<sup>nd</sup> week
- MUST be delivered before the Crisis Intervention



# Communication and De-Escalation

E-LEAP model provides a framework for verbally de-escalating a person in crisis and getting them to collaborate with officers in getting help.

Engage

Listen

Empathize

Agree

Partner

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# Crisis Intervention: Interacting with Special Needs Populations

- NOT C.I.T. training/certification
- Continued emphasis on NAMI best practices
- Problem Identification
- De-escalation concepts and content is reinforced
- Regionally dependent on local resources



# Officer Health and Wellness

- Added content on mental health, PTSD and stress for law enforcement officers
- No change to assessments
- No change to exercise protocols
- No change to POPAT

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# Interviews and Interrogations

- Increased from 16 to 24 hours
- Miranda information should be more recognizable
- Practical application of the case law
- Introduce P.R.I.N.C.I.P.L.E.S. and P.R.I.D.E.S.

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# P.R.I.N.C.I.P.L.E.S.

Plan the interrogation

Rapport building

Interrogation rights

Normalize honesty

Clarify information

Identify contradictions

Push through denials

Listen and look

Evidence gathering

Summarize

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# P.R.I.D.E.S.

Plan the interview

Rapport building

Identify people

Develop information

Evaluation

Summarize

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# Field Notes and Report Writing

- Increased from 12 to 16 hours
- More time for practical skills development
- P.R.I.N.C.I.P.L.E.S. and P.R.I.D.E.S.

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# Field Notes and Report Writing

## Skill Development Exercises:

- Pronoun Usage
- Clarity
- First Person
- Use of Verbs
- Active Voice
- Sentence Patterns
- Rewriting Narrative

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# Arrest, Search, Seizure and Constitutional Law

- Lowered from 28 to 24 hours\*
- Miranda is now also covered in Interviews & Interrogations
- Miranda should be more recognizable
- Practical application of case law
- 67 Cases referenced



# Compliance and Control Techniques

- Increased from 40 to 64 hours
- Adjusted content related to baton and OC spray to be agency specific
- More emphasis on ground defense
- Reinforcement of de-escalation skills
- Graded practical skill scenarios
- Separate Instructor Update



# Firearms

- Increased from 48 to 96 hours
- Spread throughout curriculum delivery
- Divided into six (6) blocks of instruction
- Qualifications Course
- Combat course now becomes Decision-Making
- Separate Instructor Update



# Firearms

Block	Title	Location	Approx. Hours
One	Drawing, Presenting, and Holstering the Duty Pistol	Classroom	2 Hours 5 practice sessions (1 hour each) Total of 7 hours
Two	Deadly Force, Shooting Basics, and Accuracy	Classroom	12
Three	Accuracy, Range Drills and Qualification	Range	36
Four	Tactical Skills Instruction	Classroom	6
Five	Tactical Skills, Range Drills and Qualification	Range	29
Six	Post-Shooting Investigations and Procedures	Classroom	6
	Total Training Time:		96 hours

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# Law Enforcement Driver Training

- Hours increased from 40 to 48 hours
- Lots of sourcing of content
- 18 Endnotes now 192 Endnotes
- Significantly updated content throughout with graphics used for illustrative effects
- No change to times
- No change to distances
- No change to courses



# First Responder

- Decreased from 32 to 24 hours
- Some advanced skills removed
- Focus on basic life saving skills (CPR and AED)
- CPR left to school and instructor discretion

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# Module 2

- Criminal Investigations
- Responding to Crime Victims
- Person Crime Investigations
- Property Crime Investigations
- Crimes Against the Public
- Testifying in Court
- Hate Crimes
- Juvenile Laws and Procedures
- Sexual Assaults
- Human Trafficking
- Deceased Persons
- Missing Persons
- Controlled Substances
- Domestic Violence Response





# Criminal Investigations

- Increased from 34 to 40 hours
- Must be the **first** Module II topic delivered
- Introduces multiple investigative principles
- Practical skill development
- Evidence Collection
- Protecting the Crime Scene
- Field Contact Report and Narrative Supplement
- Show-Up Instructions & Photo Lineup Instructions
- North Carolina State Crime Laboratory



# Criminal Investigations

Instructors must be familiar with and reinforce foundational content covered in the following lessons delivered **prior** to Criminal Investigations:

- Ethical Problem-Solving
- Compliance and Control Tactics
- Field Notes and Report Writing
- Arrest, Search, Seizure, and Constitutional Law
- Interviews and Interrogations

EXAMPLE



# Criminal Investigations

- Skills Building Practical Exercises (**NOT Evaluated**)
  - Protecting and Documenting the Crime Scene
  - Searching Places
  - Searching Persons
  - Searching Vehicles
- Practical Exercises (**Evaluated**)
  - Evidence Collection
  - Crime Scenes

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# Responding to Crime Victims

- Decreased from 10 to 8 hours
- Content moved to individual lessons
- Reinforces De-escalation concepts

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# Responding to Crime Victims

Instructors must be knowledgeable with and reinforce foundational content covered in the following lessons delivered **before** teaching Responding to Crime Victims:

- Criminal Investigations
- Ethical Problem-Solving
- Communication and De-escalation Skills
- Interviews and Interrogations



# Responding to Crime Victims

## Role play exercises:

- Rape victim – initial response.
- Explaining to rape victim the investigative process.
- Interviewing a Latino male that has been assaulted.
- Responding to an elderly victim of a phone scam.
- Responding to a victim that is audibly impaired.
- Responding to a victim that is visually impaired.
- Responding to a victim that is physically impaired.
- Responding to a victim of a purse larceny where the purse was left in an unlocked car.



# Elements of Criminal Law

- Elements of Criminal Law
- ABC Laws and Procedures



- Person Crimes
- Property Crimes
- Crimes Against the Public

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# Person Crime Investigations

## Property Crime Investigations

- NEW topics with NEW learning approach
- Content is typical person crimes that uniform patrol officers with less than five (5) years of on-the-job
- 8 hours of content
- 8 hours of practical skill development
- Inclusion of previous lesson content





# Person Crime Investigations

## Property Crime Investigations

- Eight (8) hours are allocated to administer two (2) performance assessment exercises.
- Need to schedule multiple role players to deliver more than one scenario simultaneously depending on the BLET enrollment numbers to finish within the allotted time.



# Person Crime Investigations

## Property Crime Investigations

- **Performance Evaluation:** Assault Investigation
- Time Needed: 20-30 minutes per student team of two (2).
- **Performance Evaluation:** Larceny
- Time Needed: 30 minutes per student team as divided into the following segments:
  - Instructions: 5 minutes;
  - Exercise: 20 minutes;
  - Feedback: 5 minutes.



# Person Crime Investigations

# Property Crime Investigations

Should be familiar with concepts of

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R.E.S.P.E.C.T.

P.R.I.N.C.I.P.L.E.S.

P.R.I.D.E.S.

Spring 2024 PILOT Update Session



# R.E.S.P.E.C.T.

Respond to the scene and make it safe

Emergency care for injured

Separate and remove people

Protect the crime scene

Evidence collection

Corroborate evidence

Take action

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# Crimes Against the Public

- NEW topic
- 8 hours of content
- 8 hours of practical skill development
- Includes ABC Laws

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# Testifying in Court

- Increased from 12 to 16 hours
- 8 hours of content
- 8 hours of practical skill development
- Mock trial should be delivered after Module II & III and Patrol Techniques

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# Juvenile Laws and Procedures

- Increased from 8 to 12 hours
- Statute and regulatory driven content
- Specific input from UNC SOG and Juvenile Justice
- Encouraged to invite a Child Protective Service Worker and a Juvenile Court Counselor

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# Hate Crimes

- New topic with expanded information
- 8 hours of classroom delivery
- Scenarios with group discussions and class presentations to answer the following questions:
  - Was the act motivated by bias? Is it a hate crime or a hate incident? Are there any bias indicators present?
  - What protected class(es) were involved in the incident?
  - What offender type may be involved?





# Sexual Assaults

- New topic
- 8 hours of content and 8 hours of practical skills
- Additional resources:

United States Department of Justice: Violence Against Women at:

(<https://www.justice.gov/ovw/sexual-assault>)

National Victim Crime Law Institute (NCVLI) at:

[https://law.lclark.edu/centers/national\\_crime\\_victim\\_law\\_institute/](https://law.lclark.edu/centers/national_crime_victim_law_institute/)

National Sexual Assault Hotline / Rape, Abuse & Incest National Network (RAINN) at: <https://www.rainn.org/>



# Sexual Assaults

## Skills Test: R.E.S.P.E.C.T Sexual Assault Response

Time Needed: 20 minutes per student

- Instructions: 5 minutes
- Exercise: 10 minutes
- Feedback: 5 minutes

## Skills Test: Buccal Swab

Time Needed: 10 minutes per student



# Domestic Violence

- Remaining at 16 hours
- NC Victim Assistance Network (NCVAN)
- Telecommunications, officer safety, legal, and investigative issues
- Clear understanding of the methods used to determine the predominant aggressor
- Dual arrests are not a best practice
- Two (2) scenarios graded exercises



# Human Trafficking

- Increased from 2 hours to 4 hours
- Investigative emphasis
- Relates content from Sexual Assault and Domestic Violence lessons
- Instructor should be familiar with the R.E.S.P.E.C.T. concept

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# Deceased Persons

- NEW topic to reinforces investigative models
- 4 hours of classroom instruction
- How to protect crime scenes and gather preliminary evidence.
- Not intended or designed to teach students how to investigate intentional deaths systematically.
- Instructor should be thoroughly familiar with the R.E.S.P.E.C.T. and P.R.I.D.E.S. concepts.



# Missing Persons

- NEW topic to reinforces investigative models
- 4 hours of classroom instruction
- Instructor should be thoroughly familiar with the R.E.S.P.E.C.T. and P.R.I.D.E.S. concepts.
- 4 scenarios of missing persons to determine:
  - The exigency of the missing person
  - Which missing person alert (AMBER Alert, Missing Endangered Alert, etc.) is applicable



# Controlled Substances

- Increased from 12 to 16 hours
- Expanded content on Fentanyl and Heroin
- Advanced content removed
- More application development
- Drug labs updated and moved to HazMat

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# Controlled Substances

- Utilizes the P.R.I.N.C.I.P.L.E.S. method from I&I
- Utilizes E-LEAP from Communication Skills
- Opportunity to package evidence and complete the Request for Examination of Physical Evidence (SBI-5) form.
- Naloxone

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# Module 3

- Motor Vehicle Laws
- Traffic Law Enforcement
- Traffic Crash Investigations
- Standardized Field Sobriety Testing

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# Motor Vehicle Law

- Motor Vehicle Laws MUST be the first Module III topic delivered
- Remaining at 20 hours
- Recommended for students to read the lesson prior to class
- Most DWI and punishment content removed

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# Traffic Law Enforcement

- Remains at 24 hours.
  - 8 hours for classroom instruction
  - 16 hours for practical exercises and skills testing
- DWI detection information removed
- Should be reinforcing foundational content from the Communication and De-escalation Skills lesson.
- Many of the strategies and concepts can be applied during practical exercises



# Traffic Law Enforcement

- North Carolina Uniform Citation Practical Exercise
- Vehicle Stops Practical Exercise
  - Unknown-Risk vehicle stops
  - Known-Risk vehicle stops
- Vehicle Searches
- Tire Change Exercise

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# Traffic Law Enforcement

## Instructor Demonstrations

- Speed measurement
- Traffic direction and control
- Traffic flares

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# Traffic Crash Investigation

- Remains at 24 hours
  - 8 hours for classroom instruction
  - 16 hours for practical exercises and skills testing
- Determining the contributing circumstances using investigative techniques
- Enforcement action to take regarding crashes.

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# Traffic Crash Investigation

- Similar practical skill to current lesson plan
- Must create at least one (1) “staged” crash scene to demonstrate the concept of at-scene crash investigation before evaluating the students
- “Measuring Wheel Demonstration” – shows the potential inaccuracies of utilizing “measuring wheel” devices



# Standardized Field Sobriety Testing

- New topic
- External content from IACP via FTA
- NOT included for end of topic testing via Acadis; testing included in delivery content
- NOT included for state exam





# Module 4

- Patrol Techniques
- Crowd Management
- Transporting and Processing Arrestee
- Courtroom Security
- Crime Prevention
- Homeland Security
- Explosives and Hazardous Material Emergencies
- Civil Process
- Rapid Deployment to Active Attacker



# Crowd Management

- Increased from 12 to 16 hours
- 8 hours for classroom instruction
- 8 hours for skills testing
- Significantly updated and expanded content
  - Field Force Operations Instructor Training
  - Center for Domestic Preparedness
  - United States Department of Homeland Security.
- Application of nationally accepted standards.



# Transporting and Processing Arrestee

- In-custody Transportation
- Detention Duties
- Fingerprinting and Photographing Arrestee



Transporting and Processing Arrestee  
8 Hours

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# Transporting and Processing Arrestee

- 4 hours for classroom instruction
- 4 hours for skills testing
- Practical Exercise #1: Arrestee Transport
  - An arrest, search the arrestee incident to arrest, and properly place the arrestee within the secured patrol vehicle.
  - Focus on officer safety-related tactics.



# Transporting and Processing Arrestee

- Practical Exercise #2: Fingerprint Impressions
  - Collect ink fingerprint impressions that are acceptable for submission to the SBI.
  - Fingerprint cards used for practice and testing must be marked as a 'SAMPLE'
  - All fingerprint cards used for practice and testing should be destroyed.



# Courtroom Security

- Formerly known as Court Duties
- Increased from 6 to 8 hours
- Focus on security and escapes
- Practical Exercise/Scenarios
  - Courthouse Entry Point Screening
  - Courtroom Holding Cell Search
  - Courtroom Search

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# Crime Prevention

- Decreased from 6 to 4 hours
- Compares SARA model with the C.D.M. model
- Crime Prevention Through Environmental Design (CPTED)

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# Homeland Security

- Title changed from Anti-Terrorism
- Increased from 4 to 8 hours
- New content was added on international and domestic terrorism, and violent extremism.
- FBI Terrorism Task Force's latest mobilization indicators for detection in local communities.

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# Explosives and Hazardous Material Emergencies

- Increasing to 16 hours
- 10 hours for classroom instruction and 6 hours for skills testing
- Updated content on responding to clandestine labs



# Civil Process

- Remaining at 24 hours
- Mostly legal content
- Fourteen (14) scenarios are included in this lesson
- Instructor's choice for these exercises
  - Role-playing,
  - Work groups,
  - Homework or class discussion
  - Students should develop as many solutions as possible for each scenario



# Rapid Deployment to Active Attacker

- Title changed from “Rapid Deployment”
- Increased from 8 hours to 16 hours
- 4 hours for classroom instruction and 12 hours for skills testing
- Added solo officer AND two officer response
- DPS state-wide working group



# Patrol Techniques

- Decreased from 32 to 28 hours
- 12 hours for classroom instruction
- 16 hours for practical exercises and skills testing
- Some content moved to other lesson plans

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# Patrol Techniques

Instructors should be knowledgeable with and reinforce foundational skills in following lessons:

- Criminal Investigations
- Traffic Law Enforcement
- Compliance and Control Tactics
- Law Enforcement Driver Training
- Communication and De-escalation Skills
- Arrest, Search, Seizure, and Constitutional Law
- Explosives and Hazardous Materials Emergencies
- Firearms
- Rapid Deployment



# Patrol Techniques

Introduces **P.R.E.P.**

- **PRACTICE** empathy and compassion for yourself and those around you.
- **ROUTINELY** check your equipment to ensure it fits and works properly before and during each shift.
- **ENGAGE** in healthy lifestyle activities that promote physical and mental readiness and wellness.
- **PPROMOTE** positive relationships with agency colleagues and citizens.



# Patrol Techniques

- Encouraged to deliver this as an officer-for-a-day
- Extensive planning and preparation
- Time frames for work during the day and at night
- Report for duty in full uniform
  - Suspicious Person
  - Armed Person Call
  - Civil Matter
  - Armed Robbery
  - Burglar Alarm



# Patrol Techniques

## Decision-Making Scenarios (Not evaluated)

- Ten (10) additional decision-making scenarios to integrate critical decision making (CDM) and ethical problem-solving skills in the law enforcement officer environment.
- Instructors will find ten additional scenarios as a handout titled “Decision-Making Scenario List” in their handouts file.





# Course Management Guide

- Modified and focused
- Input from Criminal Justice Standards Division
- Specific to Instructor Notes
- Currently being reviewed and revised

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# Prerequisites

Module I: Ethical Problem Solving  
Communication and De-escalation Skills\*

Module II: Criminal Investigations  
Responding to Crime Victims

Module III: Motor Vehicle Law

Module IV: Patrol Techniques\*

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# Curriculum Totals

## Current curriculum

- Objectives = 291
- Hours = 640
- Pages = ~~2840~~
- References = 1443
- Endnotes = 3496

## Proposed curriculum

- Objectives = 296
- Hours = 838
- Pages = ~~4492~~
- References = 2079
- Endnotes = 5476



# End of Block Testing

- Topical test are developed by NCJA
- Directly related to the objectives
- Matrix identifies
  - Question
  - Objective
  - Page #
- Three (3) answer choices
- Same for all delivery sites
- Delivered via ACADIS



# 2023 Pilot Delivery

- Fayetteville Technical Community College
- Single site delivery
- NCJA support
- Instruct all proposed content as written
- Subject to adjustment throughout the delivery
- State Exam - January 26, 2024



# 2024 Pilot Delivery

- 15 Delivery sites (Jan/Feb 2024)
- 12 Community Colleges (2 Night programs)
- 3 Law Enforcement Agencies
- Subject to adjustment throughout the delivery

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# 2024 Pilot Delivery Support

## Merrily Cheek

- Wake Tech
- Durham County Sheriffs Office
- North Carolina State Highway Patrol

## Chuck Cochran

- Cape Fear Community College
- Nash Community College
- Johnston Community College
- Wayne Community College



# 2024 Pilot Delivery Support

- Amber Burgess-Cox
- A-B Technical Community College
- Southwestern Community College
- Gaston College
- Western Piedmont Community College

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# 2024 Pilot Delivery Support

- Alex Gazaway
- Carteret Community College
- Charlotte Mecklenburg Police Department
- Forsyth Technical Community College
- South Piedmont Community College

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# DRAFT QUESTIONS

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# Testing and ACADIS

Russell Henderson

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