



ABLE
Active Bystandership
for Law Enforcement

ACTIVE BYSTANDERSHIP FOR LAW ENFORCEMENT



Preventing Harm



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To our officers

and



To individuals and the
community



RICE PERFORMANCE



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Bonds Forged by Profession

- When you get a call that an officer needs back-up in the field, what do you do?
- What if you don't know that officer? Or like him / her?
- What if that officer is new? Experienced?
- Does the rank of the officer matter? Race? Gender? Ethnicity?
- What do you do when a fallen officer's family needs assistance?



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LARGE GROUP DISCUSSION

Loyalty to your Colleagues



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- The **integrity** to tell someone what they need to hear instead of what they want to hear.
- The **courage** to say and do things that are hard or scary.
- The **dependability** to always do the right thing and to have others' best interests at heart.
- The **ability** to have difficult conversations with a colleague, when necessary.





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The Best Person to Help an Officer...

Is another officer with awareness, skills, and courage.

Officers help each other no matter what, and this should include stopping harmful behavior.



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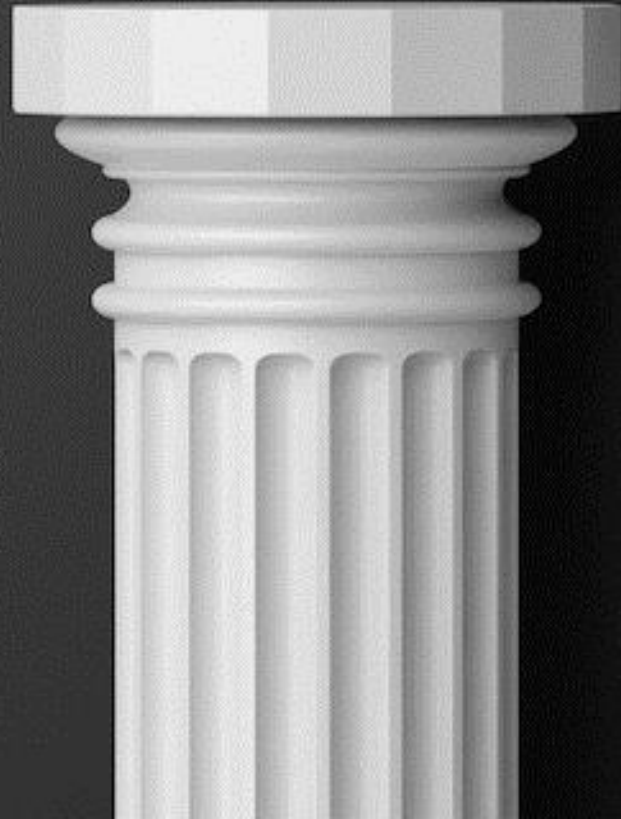
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WHAT IS IT?

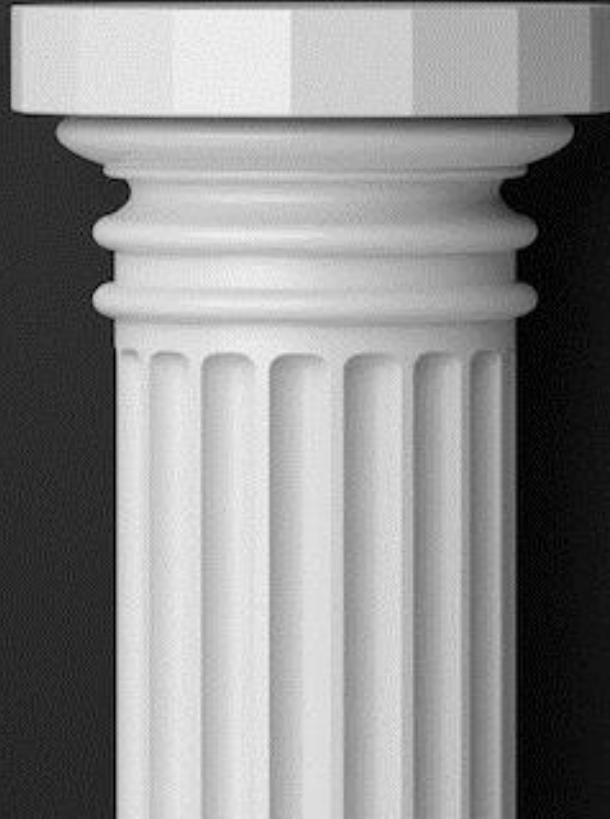


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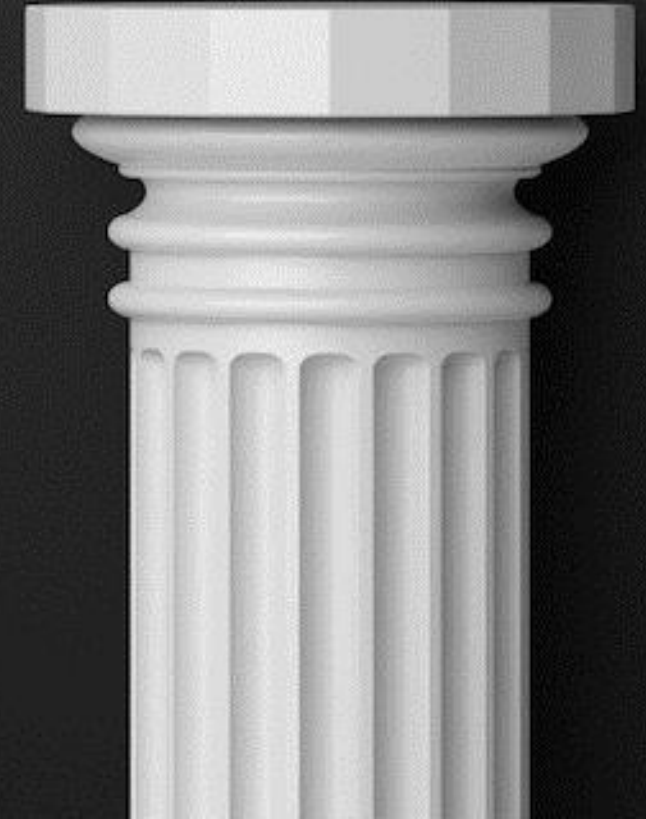
Reduce Mistakes



Prevent Misconduct



Promote Health & Wellness



The Three Pillars of ABLE



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ABLE Training Prepares Officers to:

- Strategically intervene to prevent actions that:
 - Cause harm to community members.
 - Cause harm to law enforcement officers.
 - Would damage public trust.
 - Might damage the profession of policing.
- Receive intervention.
- Protect their own and their colleagues' mental and physical wellbeing.





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What is a Bystander?

A witness who is in a position to know that there is a need for positive action and is in a position to take some form of action.

Dr. Ervin Staub





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ABLE is about...

- Authorizing and empowering officers to intervene in each other's actions that may create unnecessary harm, regardless of their rank;
- Teaching how to intervene and accept intervention successfully;
- Protecting those who do intervene; and
- Creating a culture that expects and supports intervention.



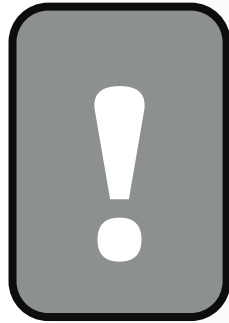
ABLE Is NOT About



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INTERNAL
AFFAIRS



DISCIPLINE



MEDIATION



REPORTING





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What was one of the country's first successful peer intervention programs?



Other Successful Bystander Programs



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LARGE GROUP DISCUSSION



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WHAT'S IN IT FOR ME?



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Risks of Policing

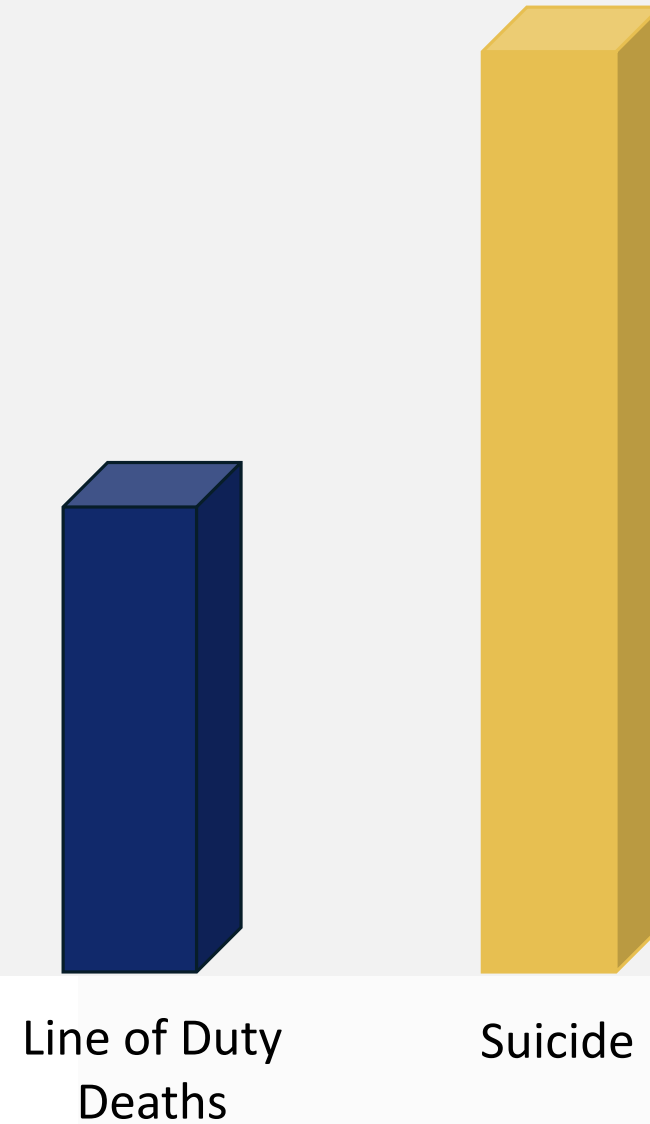
We train for the physical risks of the job, as we should, but what are the risks we don't train for?

- We will all face mental and emotional stress on the job.
- Too many of us will experience serious mental and/or physical health issues.
- We will all encounter ethical dilemmas.

ABLE makes sure we are prepared to deal with ALL of the risks facing us.



2016-2020: Line of Duty Deaths and Suicide



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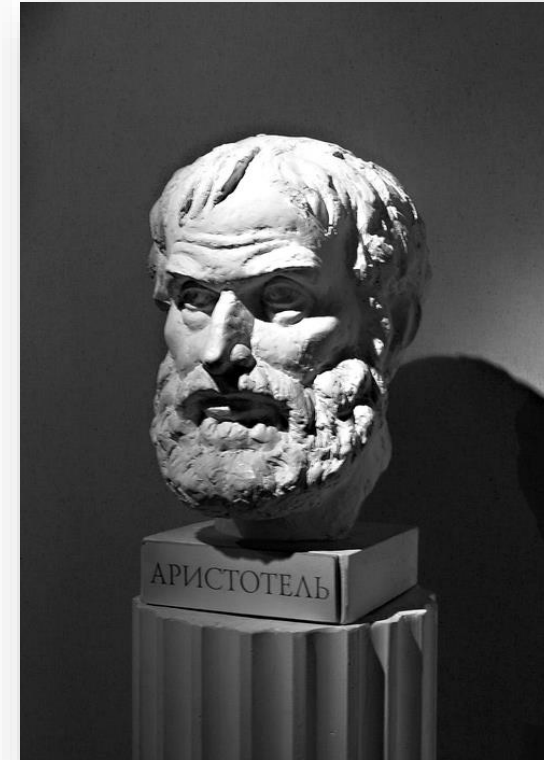




Primary and Secondary Trauma

Primary trauma is caused by firsthand experiences, on the job and/or in your personal history.

Secondary trauma is caused by exposure to the traumatic experiences of others, including crime victims, your colleagues, and anyone else whose traumatic experiences you are exposed to.



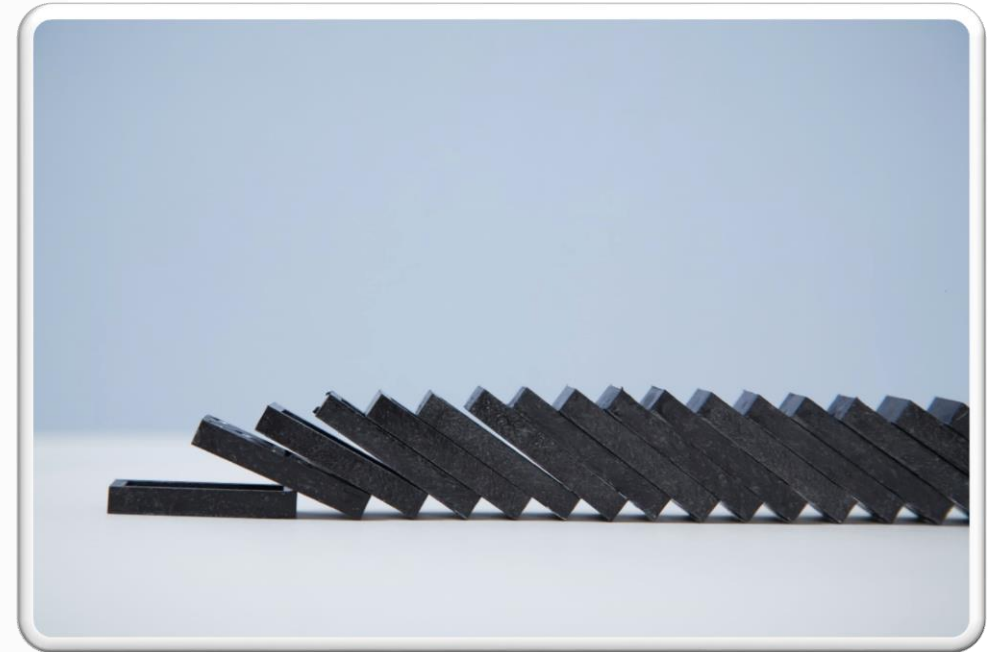
“Knowing yourself is the beginning of all wisdom.”
- Aristotle



Effects of Primary and Secondary Trauma in Policing

What can it look like?

- Chronic stress
- Hypervigilance – constantly on high alert
- Intense reaction to mild stimuli
- Aggression – interpret behaviors that others see as neutral as potentially dangerous



Bystandership can help counter the risks of policing...



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DEPRESSION



According to HHS, the risk of depression in officers is double that of the general population.

SUICIDE



The suicide risk for law enforcement is 54% greater than the American public in general.

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Reduce Mistakes

Death or injury
in line of duty

Discipline

Investigations

Harm to family

Prevent Misconduct

Criminal
prosecutions

Lawsuits

Careers
derailed

Harm to family

Promote Health & Wellness

Stress-related
health issues

Suicide

Harm to family

What's In It for Me?



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LARGE GROUP DISCUSSION



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WHY DOES IT WORK?



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Two Types of Bystandership

PASSIVE

Passive bystanders fail to intervene or discourage intervention by modeling passivity.

A failure to act can communicate acceptance or even support for the misconduct, thus turning passive bystanders into complicit bystanders.

VS

ACTIVE

Active bystanders step forward, speak up, and take action.

Through their actions, active bystanders can encourage others to intervene.

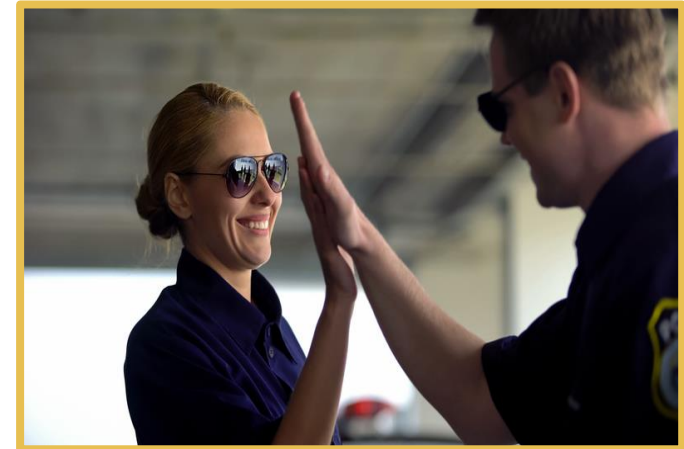




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The Power of the Bystander

- Without intervention, there is repeated and increased harmdoing by people who committed the harm, *and* by those who were passive bystanders.
- Active bystanders can interrupt the harmdoing by intervening to stop the behavior and signaling it is not acceptable.
- Active bystanders can engage others by focusing responsibility on them to intervene.
- Positive evolution occurs with just one small act.
- Decades of social science demonstrate the power of the bystander.





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**Understanding
the science
underlying
active
bystandership**

4

Experiments



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Experiment 1 Darley and Latané

- Subject discussing university life with other “students” via intercom system.
- During discussion, one “student” (an actor) pretends to have a seizure.
 1. There are 2 “students” - the subject and the actor pretending to have a seizure.
 2. There are 3 “students” - the subject, the actor pretending to have a seizure, and another actor playing the role of student.
 3. There are 6 “students” – the subject, the actor pretending to have a seizure, and 4 other actors playing the role of students.



What Do You Think?

Subject thinks:

- Nobody else could hear seizure: 85%
- 1 other person could hear seizure: 62%
- 4 other people could hear seizure: 31%



What Does This Help Us Understand?

- Key terms
 - Diffusion of Responsibility – someone else will do it.
 - Pluralistic Ignorance - no one else seems to think anything is wrong, so all must be okay.

- Bystanders are far less likely to take action when they know or think others are in a position to do so.



Experiment 2 Darley and Batson

- Subject is asked to record a brief talk in a building across the seminary campus.
- Variable: “You’re late!”
- Subject passes person in distress en route.



- Low Hurry: 63%
- High Hurry: 10%

What Do You Think?



What Does This Help Us Understand?

- Being in a hurry makes you less likely to stop and help.
- Being in a hurry makes you less likely to recognize help is needed.
- “Sensory exclusion” can cause a bystander to miss or ignore signs that action is needed.



Experiment 3 Stanley Milgram



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- Subject believes they are randomly assigned “Teacher” role rather than “Learner” role.
- Subject sees Learner get hooked up to equipment in another room.
- Experimenter directs Teacher (subject) to ask a series of questions and to apply shocks for each wrong answer or non-answer from Learner.
- Shocks range from 15 volts to 450 volts.





What Do You Think?

What percentage of subjects continue past...

- 150 volts - Learner asks to be let out of experiment: 85%
- 300 volts - Learner screams in pain and refuses to provide answers: 75%
- 450 volts - Learner falls silent: 62.5%



What Does This Help Us Understand?

- Authority figures have significant power over the actions of people who are – or think they are – under their command.
- In policing, the issue is typically NOT the use of authority to direct an officer to harm someone, but rather how authority can unwittingly inhibit active bystandership.



Experiment 4 Ervin Staub

Two Scenarios:

1. Person says, “That sounds bad. Maybe we should do something,” but remains seated.
2. Person says, “That sounds bad. Maybe we should do something. I’ll to try to find the experimenter. You go in and see what happened,” and the person leaves through another door.



What Do You Think?

- Person says “that sounds bad, maybe we should do something” but takes no action: 67%
- Person says “that sounds bad,” then takes action and directs subject to take action: 100%



What Does This Help Us Understand?

- There is no such thing as neutral. Bystanders have significant power over the actions of other bystanders by defining the situation and by defining the expected action or response.
- Action breeds action; inaction breeds inaction.
- As an active bystander, you can use social pressure to your advantage by engaging allies in your intervention.

We commit to intervene when we see...

- Unsafe behavior and/or bad tactics.
- Signs/symptoms of poorly managed or excessive stress at work or at home.
- Violations of policy/law, including excessive use of force.
- Violations of ethical standards in law enforcement.
- Potential embarrassment to colleagues, the department, and/or the profession.
- Citizen encounters that are likely to end badly.
- Cutting corners that could jeopardize an investigation, safety, or public confidence.



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What Do You Think?

What might motivate someone
to intervene to stop harm?



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And the experts say...

- Empathy / caring for everyone's welfare.
- Responsibility or duty to protect welfare of others.
- Shifting loyalty from supporting a fellow officer no matter what they do, to working together for a good outcome.
- Moral courage – doing the right thing in the face of potential opposition.
- Feeling confident in how to intervene.
- Culture and leaders that encourage, expect, and protect active bystandership.



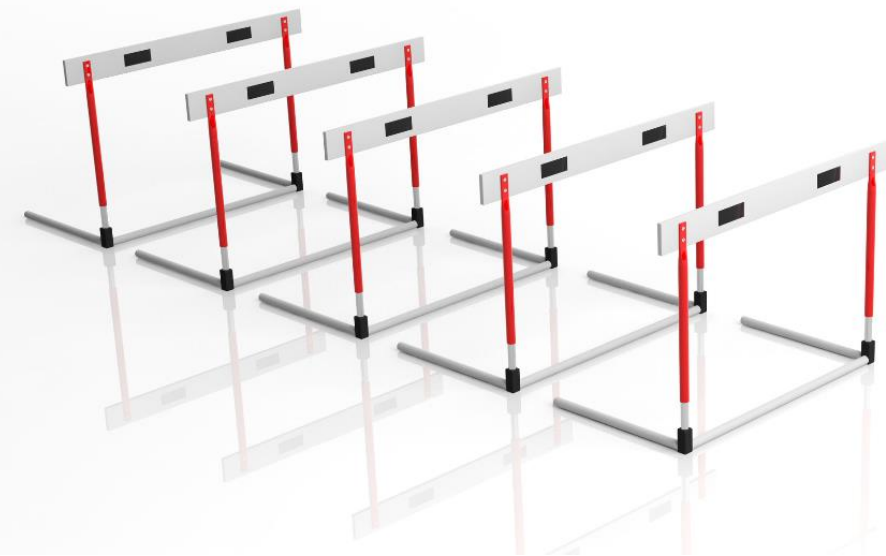


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What Are the Inhibitors?

The truth is, many of us don't intervene as consistently as we think we do. Why is that?

Compile a list of things that could **inhibit** a law enforcement officer from intervening in a colleague's conduct.



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TABLE TEAM ACTIVITY

And the experts say...

- Fear of retaliation / discipline
- Fear of exclusion by fellow officers
- Fear of being wrong
- Lack of knowledge/skill
- “Not my job”
- Fear of crossing boundaries (e.g., rank / assignment, race and gender)
- Fear your intervention will not be accepted
- Prior failed intervention
- Diffusion of responsibility (“There are other people here; someone else will do it.”)
- Pluralistic ignorance (“No one else looks worried, so everything must be fine.”)



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STARS, STRIPES, AND STRESS

Who is harmed when we fail to intervene?

- Community members
- Individual officers
- Law enforcement departments / agencies
- Communities
- Family members of law enforcement officers
- Family members of community members
- Profession of law enforcement
- Law enforcement officers everywhere
- The relationship between law enforcement and communities
- Local economy



What kinds of harm do we see?

- Disciplines, suspensions, terminations
- Legal exposure / liability and possible criminal charges
- Physical and/or emotional harm
- Degraded relationship with community; less likely to help police
- Systemic damage to the profession
- Widespread reduction in public trust



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WHEN & HOW DO I INTERVENE?

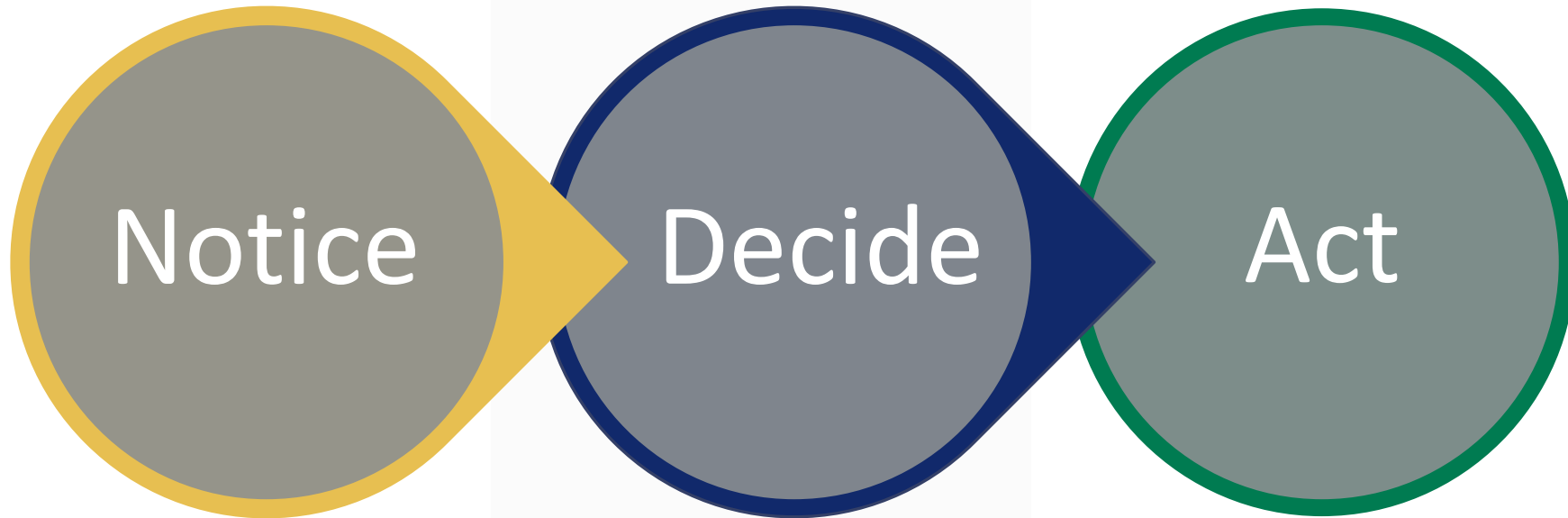


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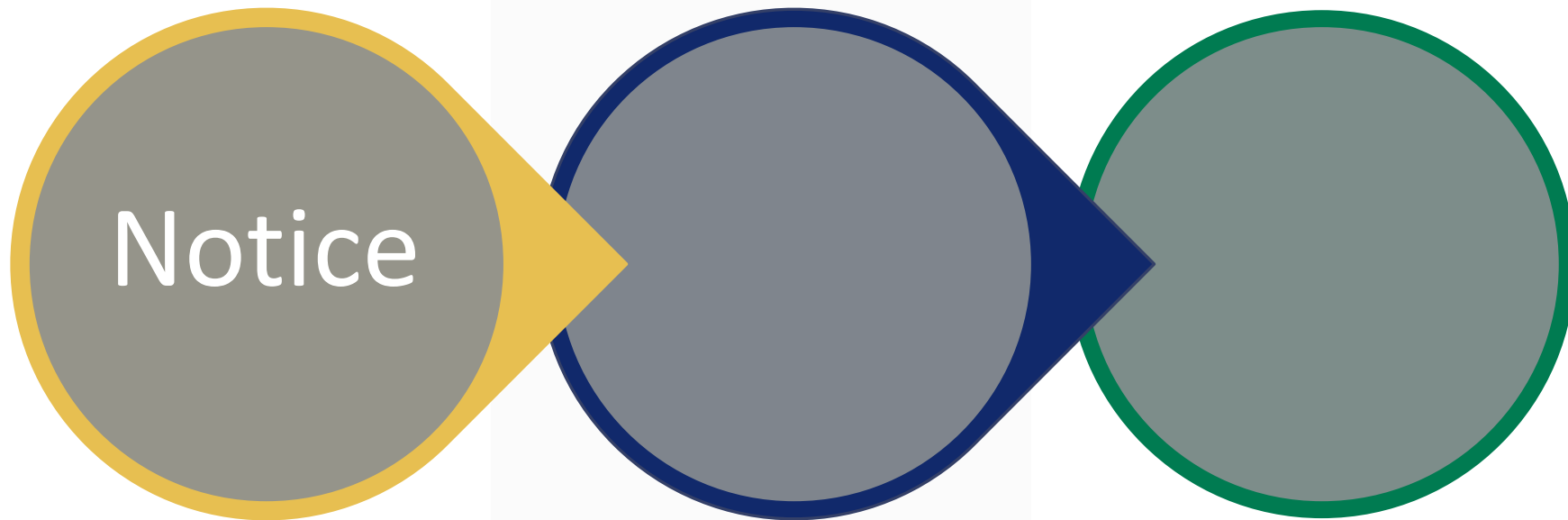
Three Steps of ABLE





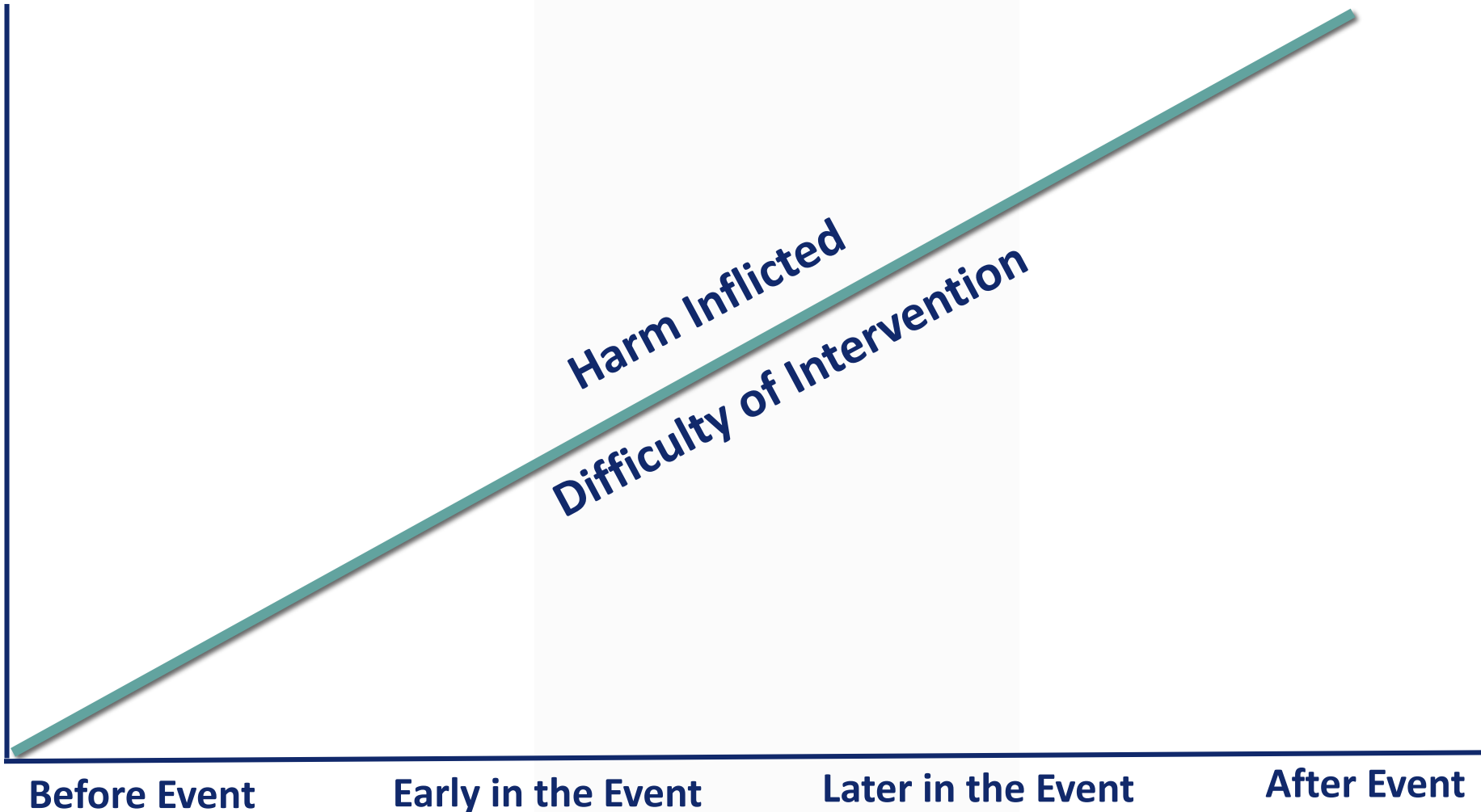
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Step 1





Early is best, but better late than never



Behavior is Shaped By Two Aspects of Awareness

PEOPLE
AND
SITUATION

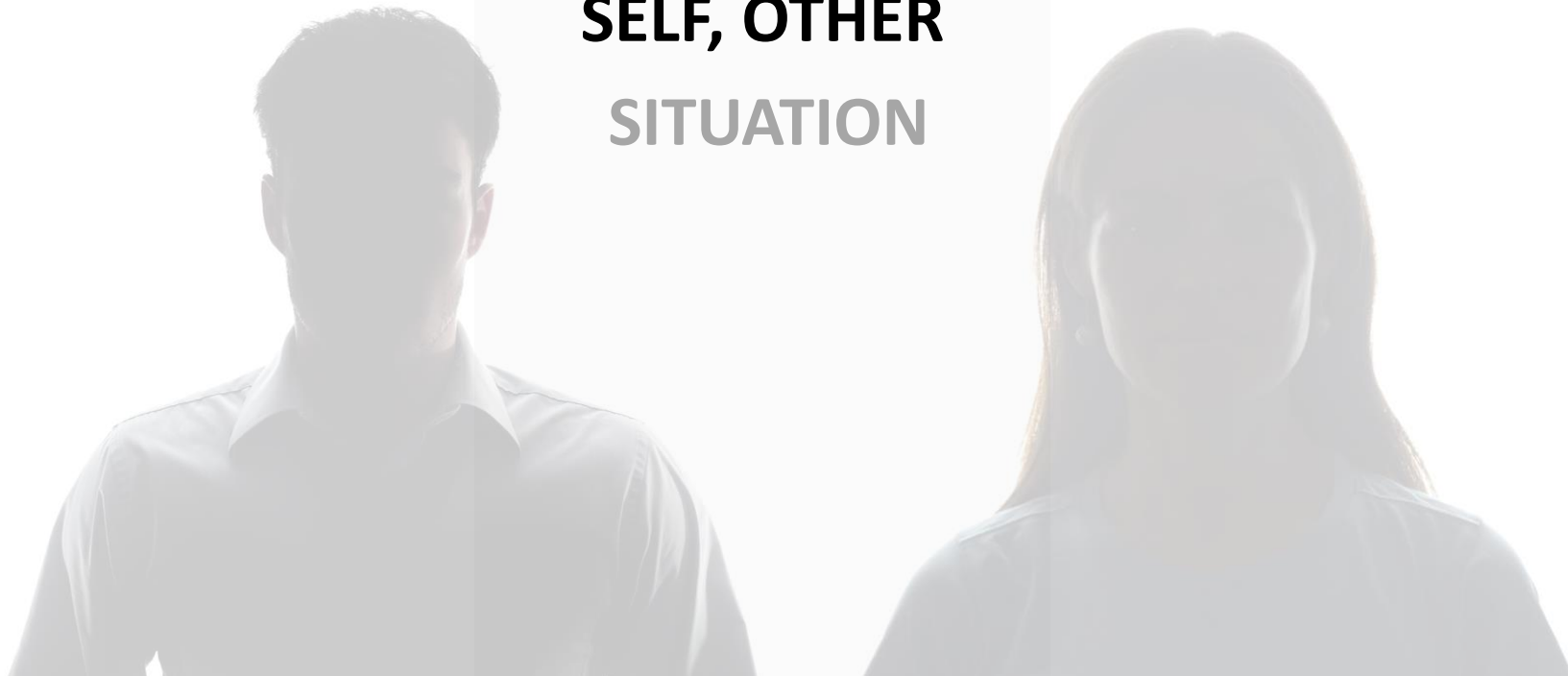




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Let's Focus on the People

SELF, OTHER
SITUATION

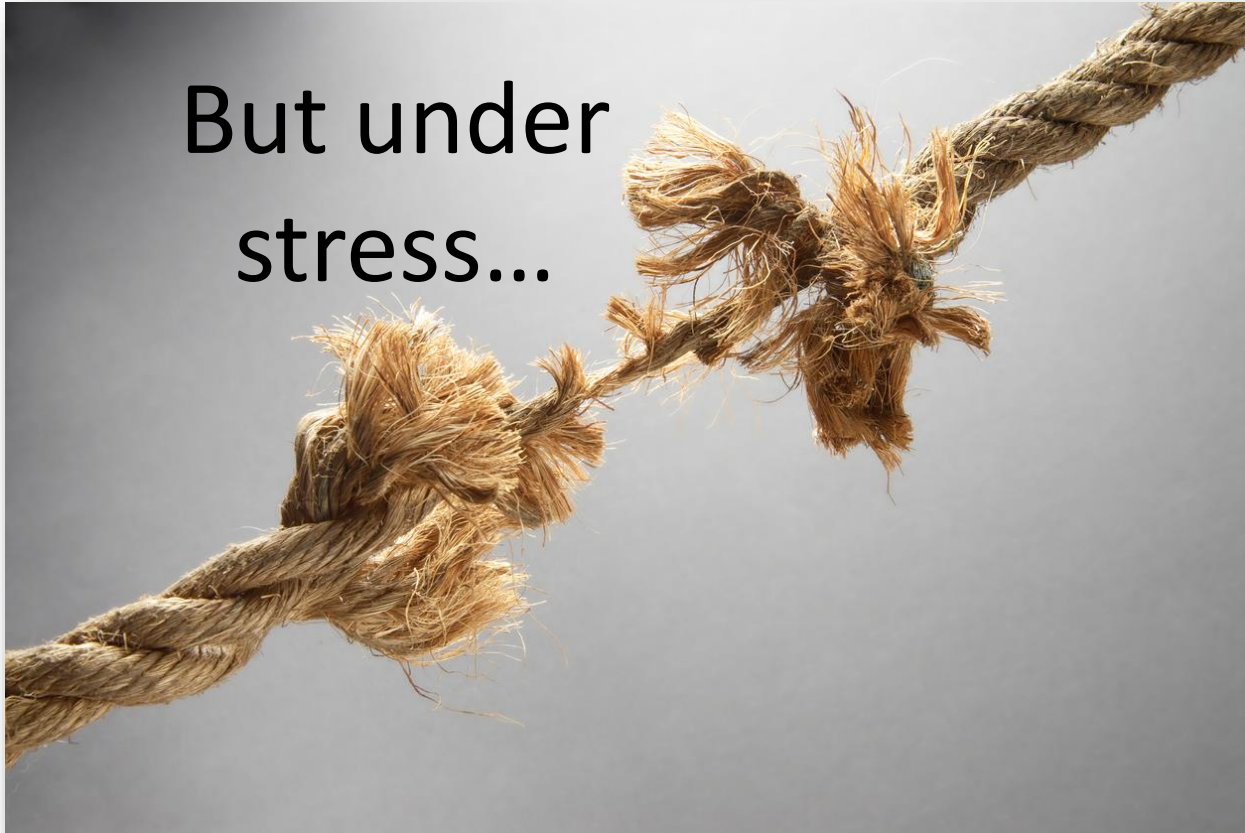




Self & Other

We bring positive aspects of ourselves to everything we do, including our:

- Skills
- Experiences
- Beliefs
- Values
- Responsibilities
- Loyalties
 - To the community
 - To justice



But under stress...





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The Emotional Brain



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What Am I Feeling in an Amygdala Hijack?



- Adrenaline rush
- Rapid heart rate and breathing
- Auditory exclusion
- Time distortion
- Perceptual narrowing

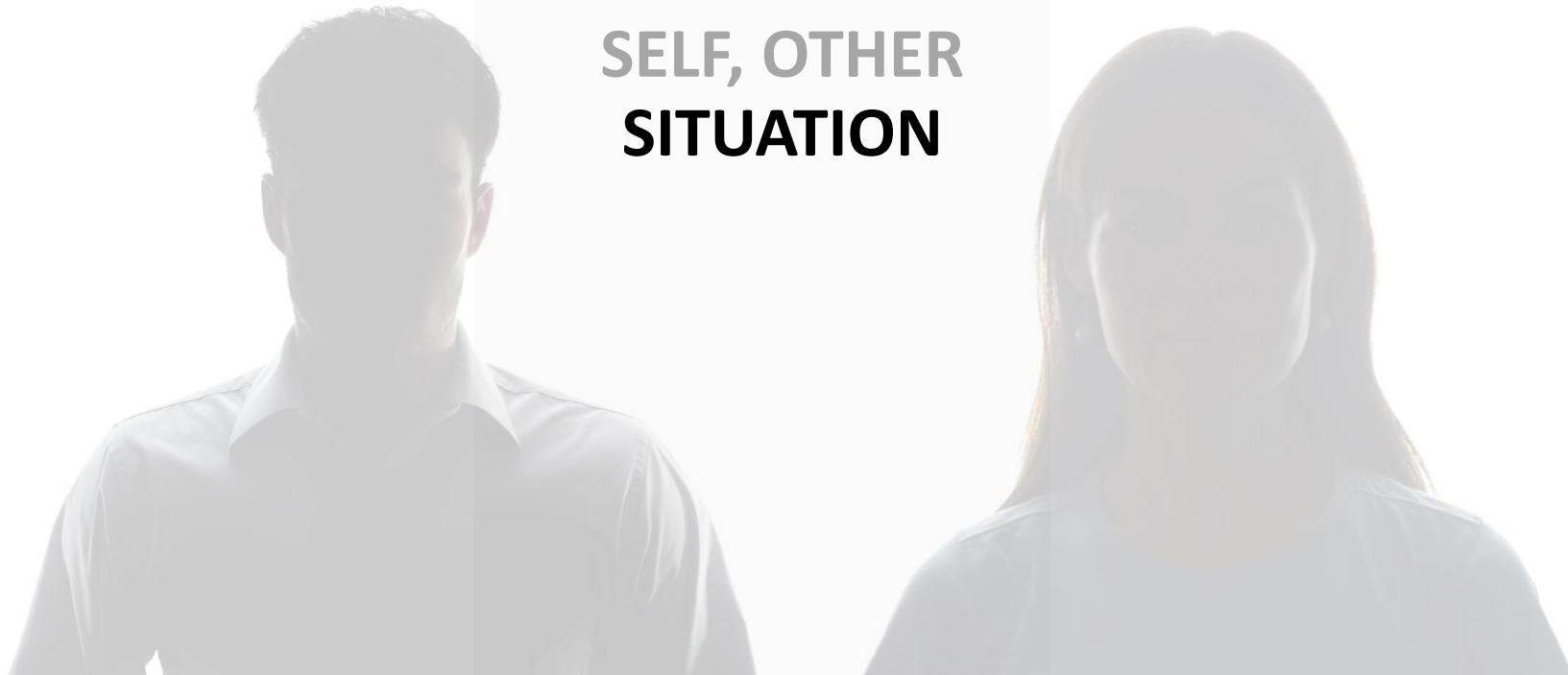




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Let's Focus on Situation

SELF, OTHER
SITUATION





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Situational Triggers

- Foot and vehicle pursuits
- A member of the community challenging your authority
- Heightened periods of job or personal stress
- Hostile groups and/or crowds
- Emotional response to type of call that may trigger you
 - Examples: domestic violence, harm to children, harm to animals, emergency tone, or officer down



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LARGE GROUP DISCUSSION

Three Steps of ABLE: “Notice” Recap

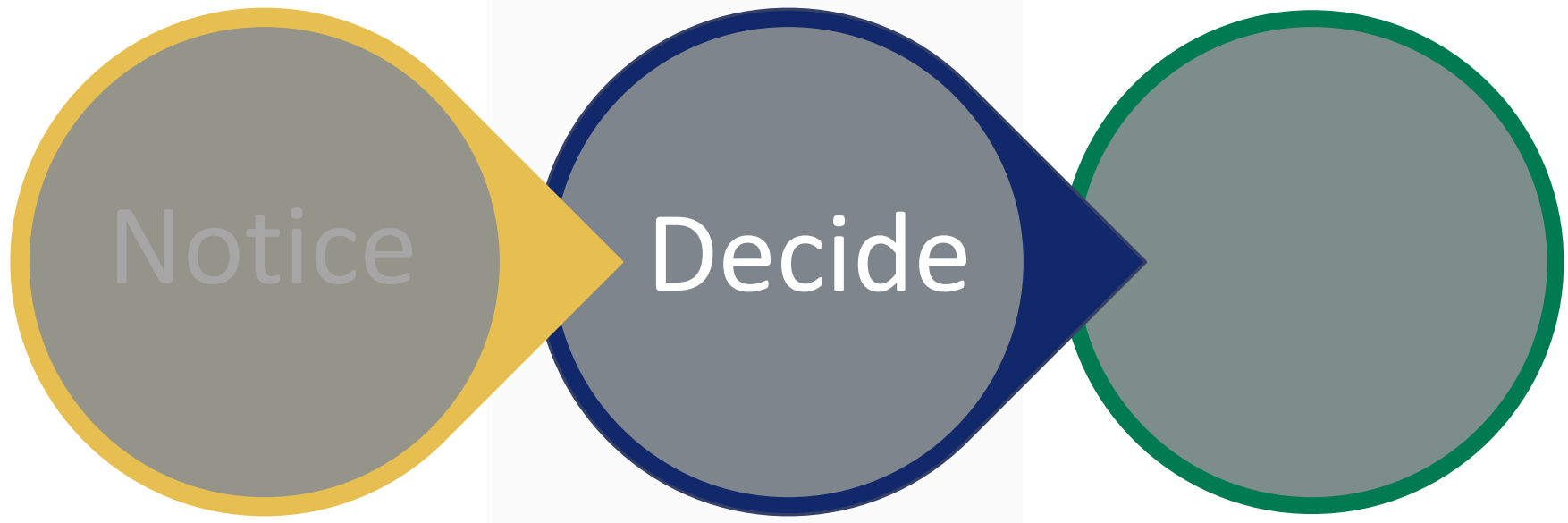


- Dial UP your awareness of self and situation (including fellow officers).
- Notice emotional responses in yourself and others.
- Always be ready and willing to intervene and look for earliest indicators.



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Step 2



It Doesn't Take Long

Ask yourself:

- Should I intervene?
- What's inhibiting me?
- How will I intervene?
- What kind of action should I take?
- What's inhibiting other bystanders?





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Quick Decision-making

- Very little time for decision-making.
- Intervening officer's first responsibility is to ensure the safety of everyone present.
- What makes immediate decision-making possible?
 - **Training**, which provides skills.
 - **Culture** that makes intervention fully acceptable and expected within an agency.

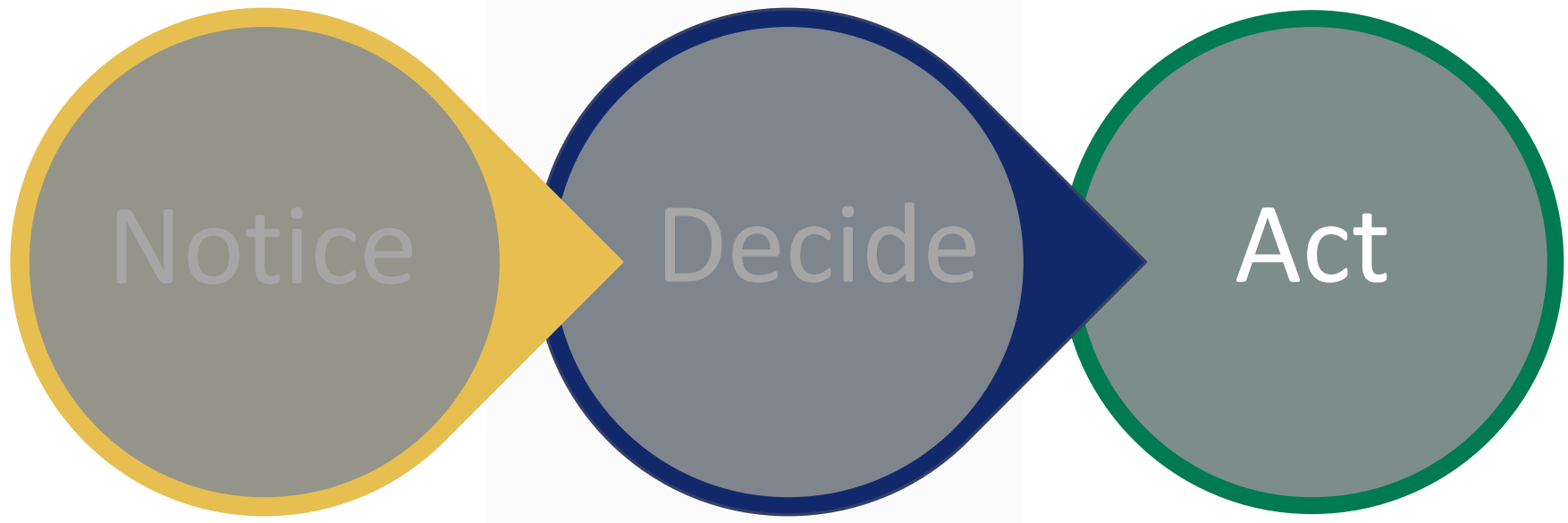


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Step 3



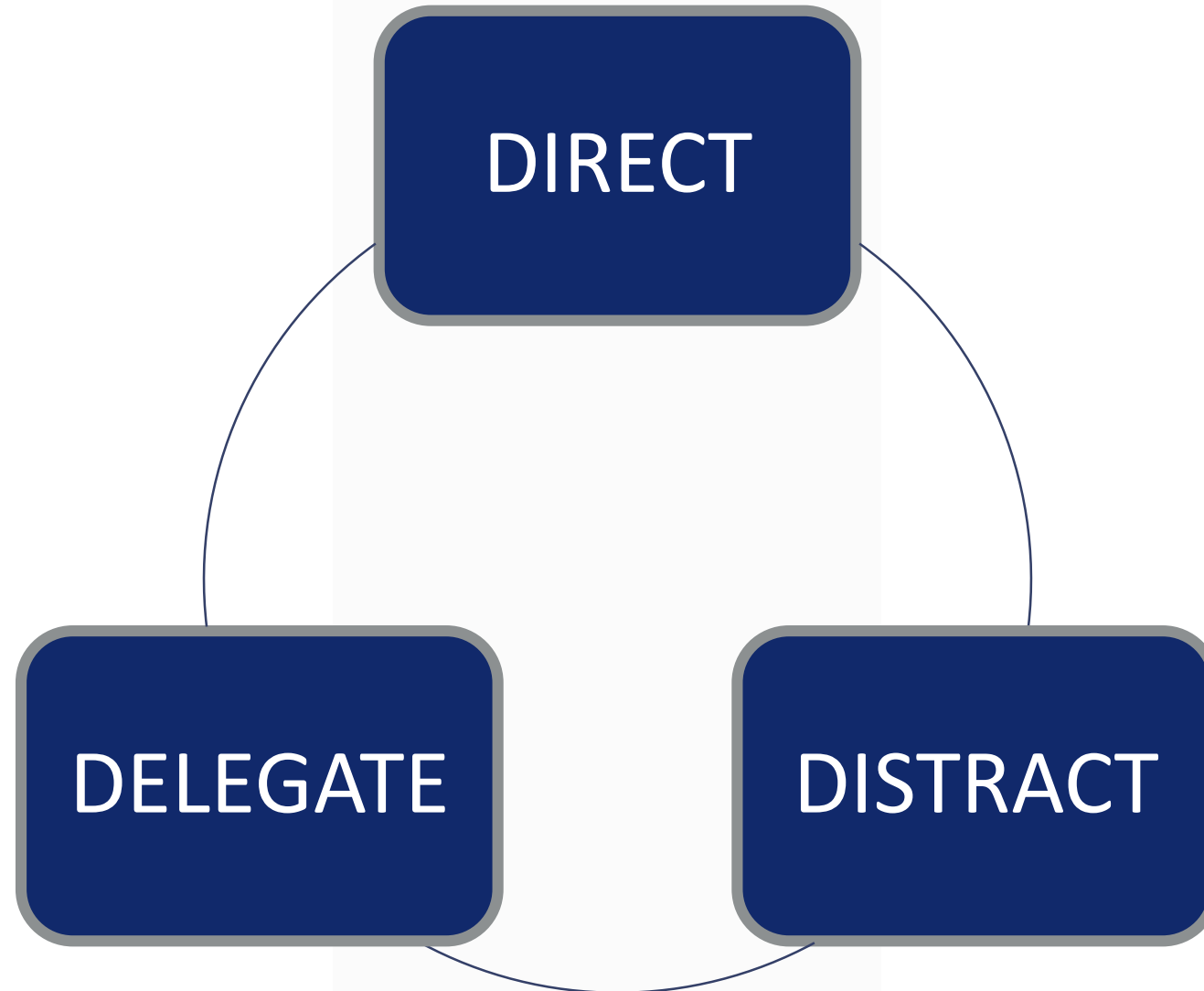
Act – At the Earliest Signs of Stress

Step 1: Prepare

- Prepare for the conversation
 - Your job is not to “fix” or “solve” – it’s to listen
- Prepare for the discomfort of listening to the pain of another
 - Short term pain is long term gain
- Select the right time and place
 - Private and when the other person is available



3 Tactical Options



Distract the Person Needing an Intervention

DISTRACT

- “Hey, would you call Sarge and tell them we need them here?”
- “I need some help; can you come over here so I can ask you about...”
- “Could you do me a favor and take care of [another task] for me?”



Delegate the Intervention to an Ally

- Involve others – invite allies. “This is a developing problem. We should do x or y.”
- Delegate the intervention to someone who might be in a better position to successfully deliver the message.
- Whenever possible, give specific tasks. Remember, others are likely experiencing inhibitors.



Directly Address or Interrupt the Behavior

DIRECT

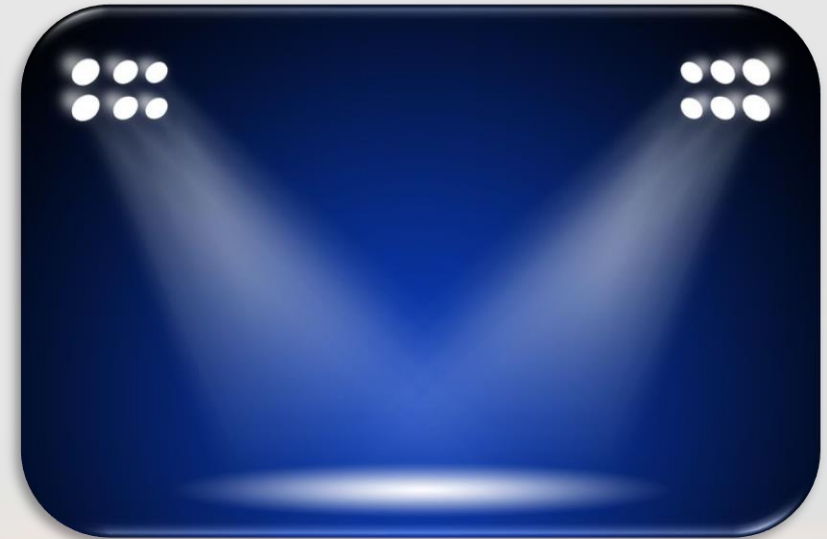
- Voice your concern.
- If possible, point out the behavior as though you're sure it's just a mistake and you're helping the officer get back on track.
- Tell the officer to take a step back.
- Put your hand on their shoulder.



First Role Play

What are we practicing?

- Noticing the need for an intervention.
- Deciding when and how to intervene.
- Intervening effectively
 - This may include trying multiple tactics





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Intervention Escalation Model

- Airline pilots are subject to a rank structure similar to police and operate under similar pressure conditions.
- Over the years, a number of fatal aircraft accidents involved risky senior pilot behavior that was identified, but not adequately addressed, by subordinate crew members.



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PACT

**Take
Action**

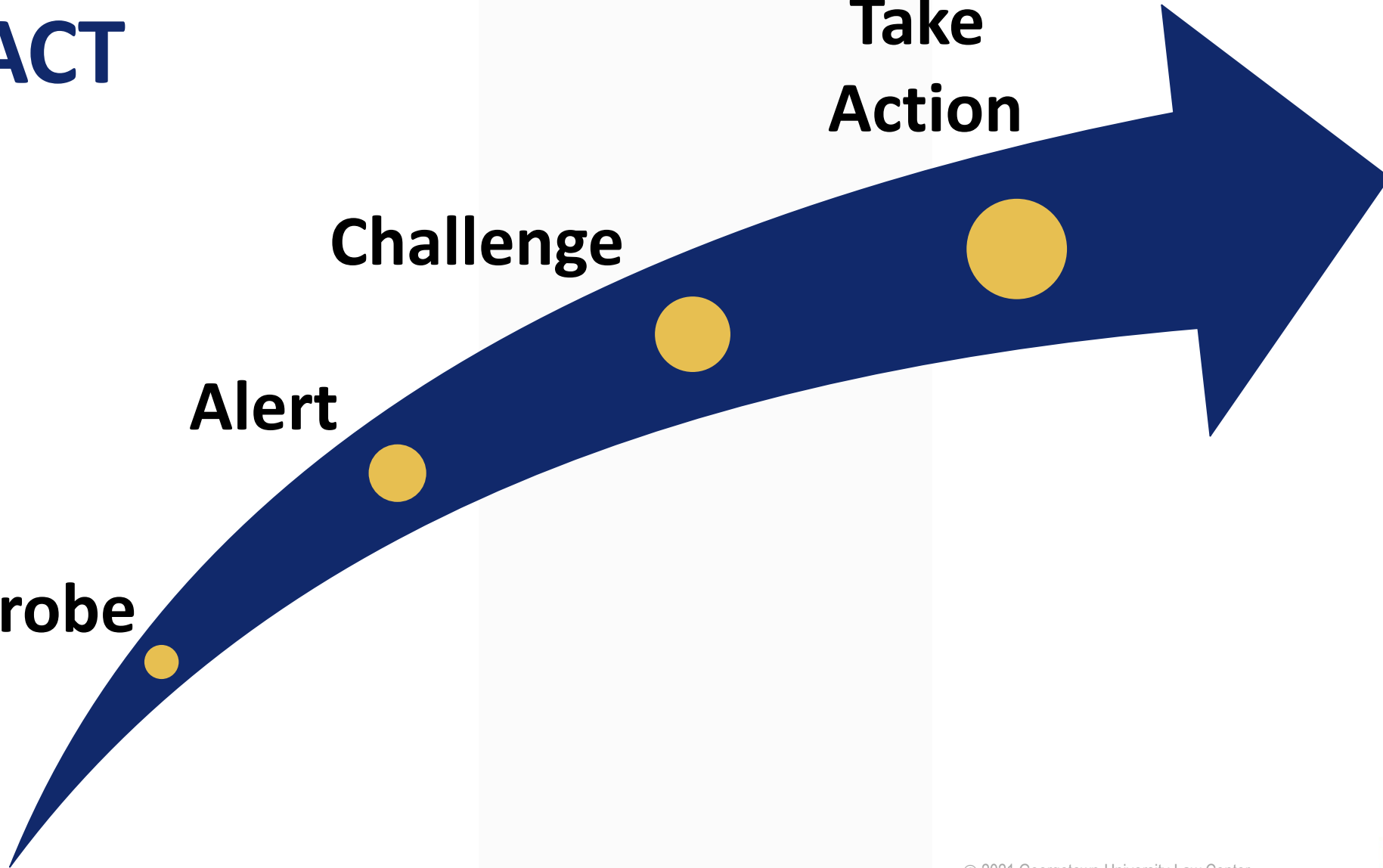


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Challenge

Alert

Probe



LARGE GROUP ACTIVITY





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PACT

PROBE: “I believe these storms are colliding – why are we attempting to fly between them?”

ALERT: “Captain, there is no longer room between these storms – I believe it is unsafe to attempt this approach.”

CHALLENGE: “Captain, making this approach is dangerous and unnecessary – you must reevaluate your approach decision.”

TAKE ACTION: “Tom, this approach puts us all at risk of an accident – if you do not change course immediately, I will take control of the aircraft!”



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*Adapted from Dr Robert O Besco, Captain,
American Airlines (ret.)*



Acting – After the Event

If you intervened...

- Consider recognizing your colleague accepting the intervention.
- Do you need to offer additional support or resources?
- Did anything happen that you need to report?
- How did you overcome inhibitors?
- What can you do to prevent this from happening again?

If you received an intervention...

- Consider recognizing your colleague's intervention (not necessarily publicly).
- Let them know that you recognize they acted for your benefit.
- Reflect on your lessons learned.
 - What led to the need for the intervention?
 - Do you need more support?
- What can you do to prevent this from happening again?



Acting – After the Event

If you didn't intervene but you should have...

- Did anything happen that you need to report?
- Tell the person how their behavior was unacceptable.
- Consider whether you need to engage allies and/or delegate the intervention to someone better positioned to deliver it.
- Were any of your colleagues potentially harmed, e.g., by an inappropriate joke or comment? If so, you may want to approach them and offer your support.
- Reflect on the inhibitors that prevented you, and possibly others, from intervening. How will you overcome them in the future?
- What can you do to prevent this from happening again?



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WHAT'S NEXT?

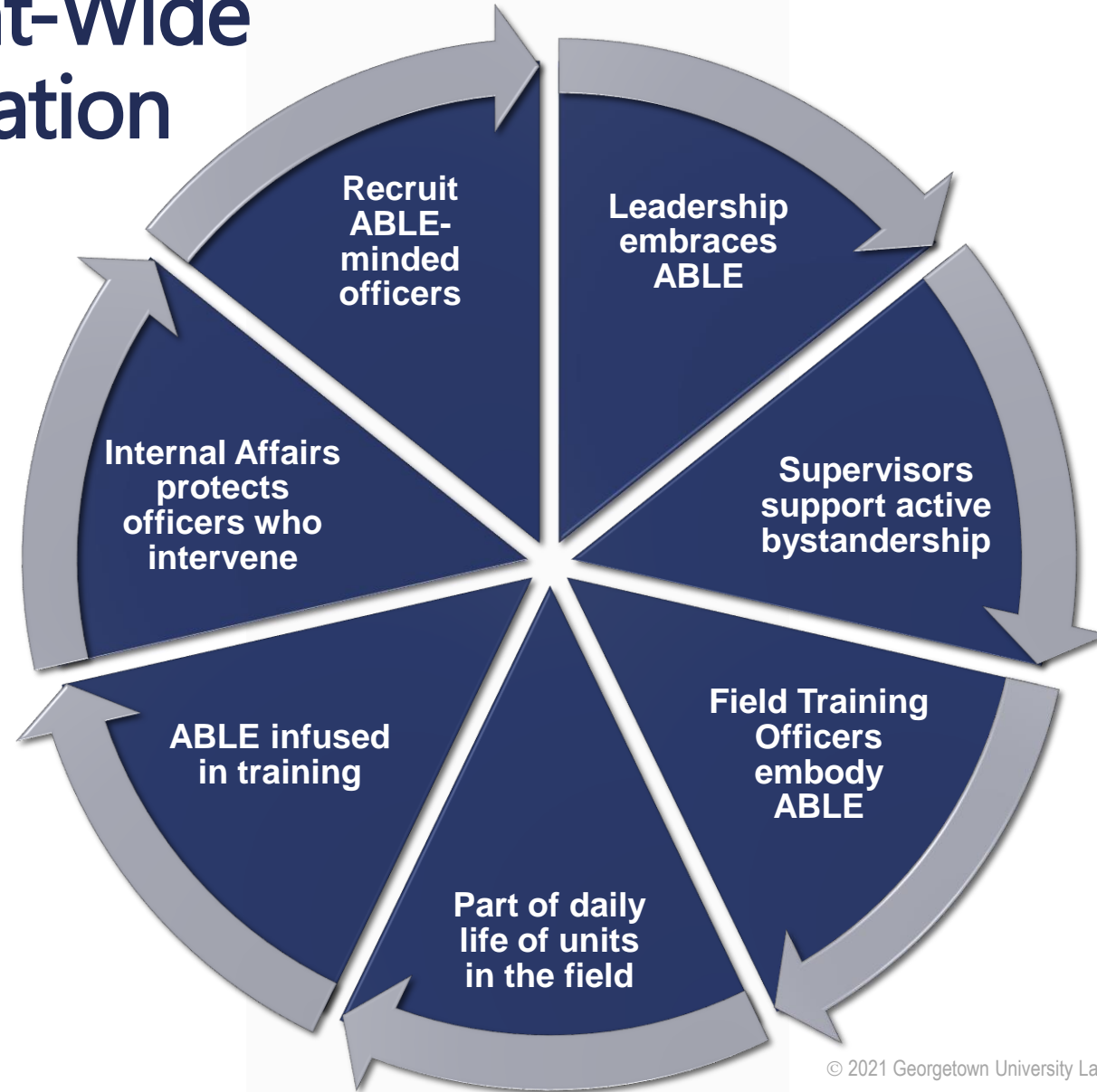


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Department-Wide Implementation



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“The world is in greater peril
from those who tolerate or
encourage evil than from those
who actually commit it.”

Albert Einstein



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