

Bias-Free Policing

Title: Bias-Free Policing

Recommended Time: 12 Hours

Primary Audience: Patrol Officers, Detectives, Supervisors

Module Goal: Bias-Free policing understanding and application

Required Materials: Procedural Justice and Police Legitimacy

Facilitator Guides 1, and 3, GPO Bias-Free Policing

Learning Objectives: At the completion of this module, students will be able to:

- Have a working knowledge of the Division of Police Bias-Free Policing Policy
- Understand and employ bias-free policing and providing officers tools to combat implicit bias.

Recommended Time Allocation		
	Unit	Recommended Time (hours)
PJ1	Concepts from Modules 1,2, 3, and 4	4
PJ3	All Modules	8
Total		12 hours

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Instructor Notes

I. Course Topics

A. (PJ1) MODULE 1

1. The Interactive Nature between Procedural Justice, Legitimacy, and Goals in Policing
2. Definitions-Procedural Justice, Police Legitimacy
3. Procedural Justice affects legitimacy
4. Goals in policing

B. (PJ1) MODULE 2

1. Cynicism
2. "US" VS. "Them" Mentality
3. Legitimacy
4. Lawfulness vs. Legitimacy

C. (PJ1) MODULE 3

1. Neutrality
2. Voice
3. Respect
4. Trustworthiness

D. (PJ1) MODULE 4

1. Historical Effects of Policing
2. How Did We Get Here?
3. Community Bank Account

H. (PJ3) MODULE 1

1. Why are we here today?

I. (PJ3) MODULE 2

1. Fast Traps
2. Implicit Bias
2. Definitions: Stereotypes, Prejudice, Discrimination
3. What is racism?

J. (PJ3) MODULE 3

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1. Slow Traps

K. (PJ3) MODULE 4

1. Defusing Traps

2. Identity Traps

II. Purpose

- A. The purpose of this course is for law enforcement officers to understand and employ bias-free policing and providing officers tools to combat implicit bias.
- B. To provide officers with a basic understanding of the new Bias-Free Policing policy.

III. Introduction

IV. Procedural Justice and police Legitimacy (PJ1)

A. Module 1

- 1. Introduces participants to the concepts of procedural justice and police legitimacy. Subsequent modules go into further detail about these concepts. When teaching Module One, be careful not to teach material covered in future modules. Throughout all modules, use consistent terminology when referencing the four principles of procedural justice.
- 2. Explain that we are first going to address concepts of procedural justice and police legitimacy, and why those concepts are vital to police work. Then explain that later in the training, we are going to focus specifically on bias-based policing, and how there are situations where you can be vulnerable to automatically making decisions that hurt CDP's legitimacy and procedural justice.
- 3. Define Legitimacy
 - i. Legitimacy: The public view the police as entitled to exercise their authority in order to maintain social order, manage conflicts, and solve problems in the community.
- 4. Define Procedural Justice

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- i. Procedural Justice: The procedures used by police officers in which citizens are treated fairly and with proper respect as human beings.
- 5. Procedural Justice affects Legitimacy
 - i. Policing based on the process judgment of procedural justice rests on the assumption that people form assessments of legitimacy based on how the police exercise their authority. When officers give citizens a voice (listen) and are objective and respectful, police officers gain the trust of the citizenry. The procedural justice process of fairness and respect leads citizens to view the police as legitimate and trustworthy. When Utilizing Procedural Justice and Gaining Legitimacy
 - ii. Police Officers Benefit Because:
 - 1. Safety increases (i.e. Not having to fight as often)
 - 2. Stress levels lower (i.e. When everyone treats people with decency, we can be happier and more pleasant at work and at home)
 - 3. There are fewer complainants (i.e. By talking to others professionally, we can receive fewer complaints)
 - 4. There is greater cooperation from citizens (i.e. When we build rapport with the community by utilizing procedural justice, we are more likely to gain information about crime that is occurring in the community)
 - 5. Voluntary compliance is gained from citizens (i.e. When we treat others how we want to be treated, the police are more likely to walk offenders into a pair of handcuffs)
 - 6. Crime is reduced (i.e. When talking to others in the proper manner, there is greater likelihood that there will be less aggravated batteries on police officers)

6. Cynicism

- i. Background information: The purpose of this module it to help officers understand the parts of law enforcement that lead to cynicism and their effect on professional performance and personal life. Additionally, this class discusses behavioral signs associated with cynicism and suggests solutions for defeating cynical behavior and attitude
- ii. Sobol (2010) found that “Officers become cynical when they encounter citizens who do not cooperate and when they see the criminal justice system fail to remedy deviance” (p. 482). This addresses that fact that officers become cynical when they perceive systemic functions in

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the criminal justice system that tend to invalidate their hard work, and when offenders do not receive the punishment or rehabilitation that the judiciary was set up to administer.

- iii. Cynicism starts to set in when the officer begins to feel that they have little to no control in policing. They use terms and phrases such as "We are handcuffed", "We can't be the police anymore," and "No one listens to us anymore."
- iv. Effects of Cynicism on our Work Performance:
 - 1. Decreased work performance is a sign that an officer or group of officers have lost the emotional battle that comes with being a police officer. Management should take actions to improve the member's emotional well-being as well as minimize the effects it has on the organization's mission. Departments should be developing a type of officer who can remain highly productive throughout his or her career and effective as a "cop." Cynicism directly impacts the idealism and core values of the officer, which in turn does not allow him or her to focus on the core values and policies of the department, service and protection of citizens and overall crime reduction.

7. GOALS IN POLICING

- i. Interactive exercise: ask "what are our goals in policing?"
 - ii. These goals can be department or personal goals. Be careful not to tell the participants what to say or provide an example. Let the participants come up with the answers on their own. Many of the answers will be the following:
 - 1. Maintain social order
 - 2. Prevent crime, stop crime
 - 3. To be fair and impartial
 - 4. Ensure constitutional rights
 - 5. Secure safety, effectiveness, and support
 - 6. Serve and protect the public
 - 7. Generate and hold public trust
 - iii. Instructor should conclude by affirming answers and emphasizing that the protection of civil rights is fundamental and core to police work
8. Cleveland Division of Police Mission Statement
- i. Transition to a discussion of CDP's mission statement:
"The mission of the Cleveland Division of Police is to

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serve as guardians of the Cleveland community. Guided by the Constitution, we shall enforce the law, maintain order, and protect lives, property, and rights of all people. We shall carry out our duties with a reverence for human life and in partnership with members of the community through professionalism, respect, integrity, dedication, and excellence in policing”

- ii. Point out to class how all the policing goals they laid out before are contained in this mission statement (or if they forgot some, use the mission statement to point it out)
- iii. Emphasize that bias-based policing hurts procedural justice and legitimacy, which in turn makes it harder to accomplish individual officers’ goals and hurts the mission of the Division

V. PJ1

A. Module 2

1. “Us” vs. “Them”

a. Kevin Gilmartin (2002) states that the police deal with 3-6 percent of the population daily. The 3-6 percent of the population that the police deal with are the people who normally commit crimes. The police rarely deal with the 94-97 percent of the population who do not commit crimes and are law abiding citizens. The percentages are based on the U.S. prison population vs. the U.S. population. Police officers, over time, see the people and world they work in as the “Real World”, in contrast to the world that everyone else lives in. This leads to an “us vs. them” mentality.

An “us vs. them” mentality is counter to the mission of the Cleveland Division of Police, it contributes to bad outcomes like biased policing, and it hurts our legitimacy in the community

2. Expectations Exercise

- i. Do the expectations exercise. Split the learners into two groups and ask:
 - a. What does the community EXPECT from police officers? (Group 1)

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- b. What do police officers EXPECT from the community?
(Group 2)
 - ii. The learners should create their own list in order to answer the above questions. A facilitation of the commonalities should be discussed. Additionally, instructors should address whether or not the expectations are being met by both parties.
 - iii. You will receive answers from group 1 similar to the following. The community expects:
 - a. Service
 - b. Protection
 - c. Peace keeper
 - d. Lawfulness
 - e. Enforce laws
 - f. Exemplary behavior
 - g. Fairness
 - h. Impartial process
 - i. Unbiased policing
 - j. Partnership
 - k. Respect
 - l. To solve problems
 - m. Trust
 - iv. You will receive answers from group 2, similar to the following. The police expect:
 - a. Acceptance of our authority
 - b. Compliance
 - c. With the laws
 - d. Orders
 - e. Cooperation
 - f. Information
 - g. Informant acquisition
 - h. Responsibility
 - i. Respect
 - j. Trust
 - v. Point out that trust and respect commonly show up on both lists, both of which are principles of procedural justice.
- 3. How Can the Community and Police Work Together to Fight Crime?
 - a. ASK: Can the police fight crime without the community?

Follow up question: “how do the police rely on the community to fight crime?”

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b. Procedural justice and legitimacy lead to the community helping the police, build an “us-with-them” mentality rather than an “us-vs-them” mentality

c. Discussion points: We need the community to solve and prevent crime. How do we build that relationship? We build that relationship through police legitimacy.

d. DISCUSS: What will increase the department’s legitimacy? Affirm various answers but guide them towards understanding that POLICE ENCOUNTERS (actual interactions between police and the community) are critical

4. Why do people obey the law?

- a. Start with posing the question: “Why do people stop at a stop light at 2 am?”
- b. Deterrence: Many people believe that people obey the law because they fear the consequences of failing to do so. The theory is simple and lies in deterrence theory. Deterrence theorists believe that people rationally maximize their utility and shape their behavior in response to incentives and penalties in the criminal code. If the cost of breaking the law becomes high enough because sentences are long, or because the likelihood of getting caught increases, then people will choose to obey rather than break the law (Meares, 2009). Deterrence can be expensive because of the court and incarceration costs. Also, for deterrence to be effective, the state must follow through with the penalties/punishment. Lastly, it has been shown that harsher penalties do not always change behavior and make people obey the law.
- c. Some people obey the law and lawful authorities because it is the right thing to do. They believe that the police have the right to tell them what to do. This stems from public trust and legitimacy. **Research shows overwhelmingly that most people obey the law and legal authorities because it is the right thing to do and they feel that the authorities are legitimate.**
- d. **Legitimacy is the community’s view and perception of the police. Procedural justice is a way to increase legitimacy. This concept probably isn’t new to you, and it is being addressed in the CPOP training. The gains and benefits of procedural justice and legitimacy are greater officer safety, a lower level of resistance, acceptance of police decisions and less use of “threats of force” for control.**

5. Legitimacy

a. The police gain legitimacy through procedural justice. The four principles of procedural justice and legitimacy are:

1. Give people a voice (listen)
2. Neutrality (be fair)

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3. Respectful treatment (be respectful)
4. Trustworthiness comes from a fair and transparent process

a. Explain the reason for the decision(s) or action(s)

b. The public view the police as entitled to exercise their authority in order to maintain social order, manage conflicts, and solve problems in the community.

c. Legitimacy reflects trust and confidence in the police, acceptance of police authority (less confrontation), and views police actions as morally correct and appropriate (fairness).

d. Legitimacy is beneficial to the police because it promotes decision acceptance, desirable public behaviors (self-regulation), compliance with the law, and cooperation with the police.

All of the above promote officer safety and public TRUST.

6. Lawfulness vs. Legitimacy: Are Police Actions Lawful and Legitimate?

a. The below is a summation of how Meares (2010) explains the diagram depicting the relation between lawfulness and legitimacy.

b. Lawfulness: What is it?

1. Citizens want police to be as lawful as possible. Citizens want the police to abide by the rules that authorize their behavior. That is, if a police officer is going to arrest someone, they can't unless there's a criminal law that says that whatever conduct the person is engaged in is prohibited. Citizens expect the police to conform to the regulatory rules of the agency or the administrative rules such as the standard operating procedures and general orders of the agency. Citizens also expect policing agencies to conform to constitutional laws, including the Fourth Amendment, the Fifth Amendment, the Sixth Amendment, and so on.

2. It's important to understand that stops can be costly, even when they are lawful and constitutional. People don't automatically approve of a stop just because a police officer

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is legally entitled to make it. People typically care much more about how they're treated by police officers than they care about the particular outcome of the contact; that is, whether they are arrested or not. This may sound a little bit counterintuitive, but it's not. Research shows that people care about being treated with dignity and respect. When encountering police officers, they typically look for behavioral signals that allow them to assess whether the officer's decision to arrest them was made accurately and without bias.

3. So what do people care about? Legitimacy is the belief that police are trustworthy, honest, and concerned about the well-being of the people who they deal with, and when this is true, that police authority ought to be accepted. People should voluntarily accept police decisions, follow police directives, comply with the law, and cooperate with the police when they view the police as legitimate. If these things are true, if you have lawfulness on the one hand and legitimacy on the other, then what the police should want is to be as lawful and legitimate as possible (Meares, 2010).

B. Module 3

1. Voice

- a. By giving others a VOICE, the police allow the people to voice their points of view or offer explanations. Active listening should be practiced by officers, and they should allow others to talk. Having a voice makes people feel that they are a part of the process and that they have input in the process, even if it does not impact the decision
- b. Voice Contributes to Officer Safety
 - i. People want to be heard and understood.
 - ii. Non-verbal communication is just as important as verbal.
 - iii. The subject's perception is what counts; don't argue.
 - iv. It's not about you; it's more about values, feelings, and experiences.
 - v. Emotions are universal, experiences are not. You may not share the same experiences but you can emphasize with the emotions.
 - vi. With every story, there is an emotion.
- c. Voice Breakdown

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- i. According to Mehrabian and Wiener (1967) non-verbal communication becomes dominant under stress:
- ii. Verbal communication accounts for seven percent of information communicated.
- iii. Tone and volume account for 38 percent of information communicated.
- iv. Body language accounts for 55 percent of information communicated.

2. Neutrality

- a. Decision-making that is neutral leads to good results like increased legitimacy and community trust. An officer needs to exhibit neutral feelings and objectivity toward all people. REMEMBER non-verbal cues and what type of message that they send.
- b. Unbiased decision-making is not based on personal bias; it is consistent and transparent. The decision is applied equally to all, and allows people to see that the decision has been neutral. For example, when police officers explain why a person has been stopped, they are explaining the process and displaying transparency.

3. Respect

- a. Police officers should treat others with equality, respect, and dignity. Respect for the person shows that the police respect one's rights. Treating a person with dignity validates him or her as a human being.
- b. Also, showing sensitivity to the importance that others place on an issue displays respect.

4. Trustworthiness

- a. The quality of treatment leads to Trustworthiness
- b. Listening to people
- c. Considering their side of an argument
- d. Taking their needs and concerns into account (i.e. benevolence)
- e. Explaining the decision/action
- f. Demonstrates that the officer has listened to them and considered their needs and concerns
- g. Gains legitimacy for the officer and the Department, which leads to compliance
- h. Doing what is right!

2. Labeling Exercise

- a. This exercise shows the importance of police remaining neutral, unbiased, and objective in order to function effectively. Let the participants think of their own words and write them down on a board.

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This is a two-part exercise. Start with part I, collect answers and then move to part II

b. Part I

1. Write one word that the police use to describe the people in the areas they work.

c. Part II

1. Write one word that area residents use to describe the police.
2. Keep a tally of good vs. bad words. Many negative words may be given during the exercise. This reminds the police that they need to stay neutral and moves the class into the next topic of “respect.”

3. This exercise is an example of the Stephen Covey's See-Do-Get model. Covey stated that how you SEE things affects how you act (DO), which in turn creates the result you GET back. Explain to the class that how we see the people we come in contact with affects how we treat them (do), which then creates the results we get from that person. One example is when an offender requests to go to the bathroom.

4. Ask the class what happens when an officers says no to the offender. If we see people as animals or savages, then we treat them as animals and savages. How then do the people respond to that treatment? How WE See Things Affect How WE Act. Draw the diagram on the board, then place ME in the middle to reflect that I am the one who is in the center of the principle.

5. Now explain that if I don't like the result then I have to change the way I SEE a person, group, community etc...

6. **Insert Stephen Covey's See-Do-Get model.**

5. SCENARIO #2 – Suspicion Person Scenario (taken from PJ2 module 3)

a. Recap the principles of procedural justice:

1. Give people a voice (listen)
2. Neutrality (be fair)
3. Respectful treatment (be respectful)
4. Trustworthiness comes from a fair and transparent process

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- b. this means that policing encounters should be evaluated by:
 - i. Gauging transparency about the reasons for the police encounter;
 - ii. Explaining in advance what will happen during the police encounter;
 - iii. Giving the citizen a voice during the encounter - even if it has no bearing on the result of the encounter; and
 - iv. Providing high quality, interpersonal treatment that raises the possibility that a citizen will conclude that the officers' decisions are fact-based and neutral, as opposed to arbitrary.

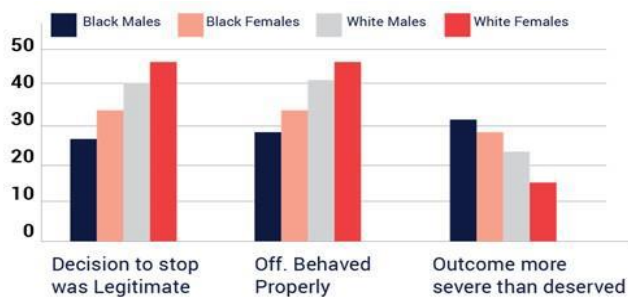
- c. This scenario will be an exercise to put those principles into action
- d. Summary of Scenario 2: The start of this scenario will be a video showing the following: From the perspective of a citizen, an officer will witness a 911 call for service detailing that a suspicious person is peering into car windows on the street. The video will then show RP 1 peering into car windows and/or looking under cars. From the perspective of the police officer, 5B13 will be assigned to a call of a suspicious person in a voiceover while continuing to show the actions of the suspicious person. The video will then show Subject #1, while facing the screen, moving from peering into a car window parked on the street to a position where he/she is startled at the presence of a police officer. An instructor will subsequently assume the role of Subject #1 in the classroom and the class participant will assume the role of the CDP Unit dispatched to an assignment of "Suspicious Person."

B. Module 4-HISTORICAL AND GENERATIONAL EFFECTS OF POLICING

- 1. Introduction
 - a. There are nuances to this section. No department in the nation has a great relationship with every segment of the community. Facilitator should give background of where they come from. Type of neighborhood, what races are represented. This is an important context so audiences know where they are coming from. Give a personal story. It is important for the facilitator to understand the history and the context for each of the slides.
- 2. Historical Effects of Policing
 - a. Show the Brief History of Policing in the United States **video** by Bonnie Bucqueroux

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- b. Set up the video and debrief. The video is a short history of policing up to the civil rights era. This is a lengthy video but it gives some basis for the discussion of how history has played a role in policing. This is a good lead in to the next discussions. The instructor should watch the video several times to determine talking points relative to their own department.
- c. ASK: What role does the history of policing play in how the community views police legitimacy? How do you, as individual officers, need to interact with members of communities who have historically had fraught relationships with the police?
- d. HISTORICAL EFFECT GRAPH (Insert here)



- i. Analyze the differences between African-American females, African-American males, white females, and white males in how each group perceives a stop by the police as legitimate, the officers' behavior as proper, and the outcome as more severe than deserved (Tyler and Fagan, 2008). Discuss the differences in perception and the possible historical effects
3. How Did We Get Here?
 - a. Throughout the world and even in modern times, police are sometimes seen as the enemy of the people who are not to be trusted, part of the establishment, power hungry, or worse.
 - b. Discuss the treatment of minorities by the police in the United States throughout history. Include here discussion of slides 53-61 from PJ1:
 - i. Fugitive Slave Act
 1. The Fugitive Slave Act of 1793 was a federal law that was written with the intention of enforcing Article 4, Section 2 of the United States Constitution.

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2. It declared that all runaway slaves were, upon capture, to be returned to their masters, even if they were captured in free states.
 3. The act was a part of the Compromise of 1850 between the South and the North.
 4. It declared that all runaway slaves were, upon capture, to be returned to their owners.
 5. It is nicknamed it the “Bloodhound Law” because of the dogs that were used by police and bounty hunters to track down runaway slaves.
- ii. Convict Lease Program
 1. In the Reconstruction Era after the Civil War, prisoners in the South were provided as laborers to private parties, such as plantation owners and corporations.
 - iii. Jim Crow
 1. Jim Crow laws were laws that enforced racial segregation in the US. They mandated racial segregation in public facilities in the South.
 2. Police were called to enforce Jim Crow laws, which led to incidents of racially-motivated police brutality
 - iv. Civil Rights Movement
 1. During the Civil Rights Era, protests and marchers often were met by violence by police, sometimes leading to citywide riots and unrest
 2. One of the deadliest riots occurred in Newark New Jersey in 1967 after police officers severely [beat](#) black cab driver John Smith during a traffic stop. Four days of civil unrest resulted, with twenty-six people dying and many others injured
- c. Of course, everyone sitting here, as individual officers of the CDP in 2018, has no direct relationship to what I’ve just described. Still, history matters, and historical consequences are still present today. Minority communities have historically had an uneasy relationship with the criminal justice system, including with law enforcement and the police. Emphasize again that the mission of policing includes the protection of civil rights
4. Community Bank Account
 - a. We make deposits into a financial bank account and build up a reserve from which we can make withdrawals, if needed. A community bank account is a metaphor that describes the

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amount of trust that has been built up by the police with the community.

- b. If the police make deposits into the community bank account through courtesy, kindness, and honesty, then they build up a reserve. The community trust towards the police becomes higher with a built up reserve, and even if the police make a mistake, the reserve will compensate for the mistake.
- c. But if the police have a habit of showing the community discourtesy, disrespect, over reacting, ignoring people, and betraying trust, then eventually the community bank account will be overdrawn. If a large reserve of trust is not sustained by continuing deposits, the relationship will deteriorate. Building and repairing relationships are long-term investments (Covey, 2004).
- d. **ASK: How often do the citizens see the “withdrawals”?**
QUESTIONS to ask the learners and consider:
 - i. Are we making deposits or withdrawals while working with the citizens?
 - ii. What is the impact of a withdrawal to YOU, the Division, and the community?
 - iii. What impact does our policing have on future generations?
- e. **REMEMBER:** Procedural Justice is a deposit in the community bank account.
- f. Every encounter is either a deposit or a withdrawal. In other words, every contact is an opportunity to increase our legitimacy. (Are you making a deposit or withdrawal with the way you police?).
- g. How many deposits does it take to make up for one withdrawal? Does one encounter affect how future generations look at the police?
- h. **Traffic Stop Videos**
 - i. Show deposit or withdrawal videos "Traffic stop part 1 and 2."
 - ii. Set up both videos and debrief.
 - iii. Discuss the effects of the traffic stops in the videos?
 - iv. What can police officers do to make deposits in the community bank account?

VI. Data Collection

- A. This portion will be delivered by Rania Issa who is the Data Collection and Analysis Coordinator for CDP (If she is unavailable the instructor will relay this information)

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- a. She began working for CDP in September of 2017.
 - b. Her job is to make sure that CDP is collecting the data outlined in the settlement agreement in numerous areas, including but not limited to:
 - i. Analyzing data
 - ii. Writing reports
 - iii. Routine meetings with CDP, monitoring team and DOJ
- B. What is being collected?
- a. Use of force data
 - b. Crisis Intervention Team (CIT)
 - c. Community and Problem Oriented Policing (CPOP) (upcoming)
 - d. Investigatory Stops (2019)
 - e. Injury Investigations
 - f. Search and Seizure (upcoming)
- C. Purpose of data collection
- a. Where do people usually get information on crime?
 - i. Media
 - ii. Family
 - iii. Friends
 - b. How accurate is this information
 - i. Why is this information accurate or inaccurate?
 1. Based on individual perception (for family member or friend)
 2. Most of the stories that are covered reflect the most serious offenses
 3. Not having all the information (media-ongoing and updating stories)
- D. How do we improve the public perception of crime? Data collection
- a. By collecting data on various topics e.g. use of force, community engagement and CIT we have the necessary information to accurately portray YOUR experiences as officers and as a department.
 - b. We want to move beyond focusing on rare events and identify the patterns.
 - c. Identify norms and exceptions.
 - d. Bias-free policing is one piece of data collection, as previously mentioned data will be collected across several topics.
 - e. The goal is to capture context.
 - f. I understand that officers are being asked to do more and more work, however in order to accurately portray what you all go through day in and day out, providing your account is the only way to tell your story.
- E. Advantages of police data collection
- a. Gain a better understanding of situations as a whole and can tease out specific pieces of information
 - b. Information on what started incident, details of incident, outcome of incident

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- c. Example: Use of force-Call for service-subject resistance types and level-officer force type and levels
 - d. Allows for examination of trends and patterns, moving beyond anomaly
 - e. Really see (in)consistent pattern and trends
 - f. This allows for learning from the (un)usual case
 - g. By collecting detailed information, CDP can in turn use the information to identify and highlight best practices.
 - h. Utilize real cases to focus on ways to improve
- F. Section IV-Use of Force Example (Illustration of data use)
- a. How many use of force incidents did the CDP have last year? A use of force incident is defined as a single occurrence irrespective of the number of involved officers
 - b. In 2017, there were 237 use of force incidents involving 516 officers.
 - i. CDP responded 314,963 calls last year.
 - ii. There were 18,086 arrests.
 - iii. There were 6 deadly force incidents.
 - iv. Arrests/CFS $18,086/314,963 = 5.7\%$
 - v. Use of Force/Arrests $237/18,086 = 1.3\%$
 - vi. Use of force incidents compared to CFS ($237/314,963 = 0.08\%$)
 - vii. Use of deadly force incidents 6 ($6/237 = 2.5\%$ of all use of force incidents)
 - viii. Use of deadly force incidents compared to Arrests ($6/18,086 = 0.03317\%$)
 - ix. Use of deadly force incidents compared to CFS ($6/314,963 = 0.0019\%$)
 - c. *Use of force is an extremely rare event and makes up a very small percentage of officer-citizen interaction.
- G. Concluding Thoughts
- a. Officers wear a lot of hats beyond policing, you all act as counselors, mediators, etc. data collection will portray the areas of your job that receive little attention.
 - b. In order to accurately tell your stories, you need to provide the CONTEXT, or else it will be written by someone else.
- H. ULTIMATE GOAL IS TO USE YOUR EXPERIENCES (DATA) TO HIGHLIGHT BEST PRACTICES AND IDENTIFY AREAS FOR IMPROVEMENT.
- I. I would like to thank you for your time, and if you have any questions (now or later) my email is Rissa@city.cleveland.oh.us and my office phone number is 623-4532.

VII. (PJ3)-MODULE 1

- A. INTRODUCTION-
- 1. Purpose: To orient trainees to the training

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2. Delivery of Content: The instructor should introduce him/herself to the class. Then, the instructor should read:
 - a. This training has been referred to as the “implicit bias training.” While this training does incorporate the science of implicit bias, it is more broad than that.
 - b. We selected the title “Tactical Perception” in order to emphasize that this is less about changing your hearts and minds, and it is not about your character; it is about your behavior and the situations that influence those behaviors. This training focuses on the tactics that can improve officers’ perceptions and reduce potential blind spots created by societal constructs and ideas.
 3. Instructor's Note:
 - a. Trainers should tailor language to fit their departments and regions e.g. (e.g., police vs. cops vs. coppers or precincts vs. districts vs. zones).
- B. Housekeeping-Slide 2
1. Purpose: To create a learning environment for the training that promotes respect, trust, and honesty for all participants.
 2. Delivery of Content: In order to maintain a learning environment conducive to these goals, review the following “housekeeping” rules with the class:
 - a. Remind participants to: “Have an open mind!”
 - b. Remind participants that everyone has something to offer so be respectful of the opinions of others.
 - c. Remind everyone that conversations during the training should not leave the room.
- C. Objectives-Slide 3
1. We are going to connect everything we’ve learned so far—procedural justice and legitimacy—and talk about how it can be difficult to be neutral because it is so easy to fall into different kinds of traps. These traps can lead to biased policing and hurt CDP’s mission
 2. Review the course objectives with the class.
 - a. Learn how to define identity traps in your own words
 - b. Develop and workshop examples and exercises for fast and slow traps
 - c. Explore historically significant events that impact fast and slow traps
 - d. Understand definitions of stereotype, prejudice, discrimination, and racism
 - e. Understand how identity traps interfere with procedural justice
 - f. Learn how to manage and defuse these traps
- D. IAT (Implicit Association Test)-Slide 4
1. Purpose: Serves as an indication for the instructor to begin administering the IAT to participants.

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2. Delivery of Content: Have officers take the Race IAT where technically possible: <https://implicit.harvard.edu/implicit/selectatest.html>. The test should take 20-25 minutes.
 3. Let officers know that we will cover the science behind the IAT in Module 2 and reflect on the process of taking the IAT in Module 4. They will have the chance to talk about how it felt to take the test, how they felt about their results, and the implications of that for this training. Since they will have that space later in the day, table all conversations about the IAT until it comes up in Module 4.
- E. Introduction to Tactical Perceptions-Slide 5
1. Purpose: This slide provides an icebreaker to get people talking and thinking about the brain science behind the exercise. This is the hook. People will have heard this is an implicit bias training and will be expecting a standard diversity training.
 2. The intention of this first slide is to differentiate this training, engage attendees right out of the gate, and get them to acknowledge that there are things that happen in the brain that we don't understand.
 3. Delivery of Content: The instructor should first point out that the text on the slide looks indecipherable. Then the instructor should ask for a volunteer to read the content of the brainteaser. The instructor should read the first line to get the volunteer started, then have him or her read the remainder of the text out loud.
- F. Why are we here today?-Slide 6
1. Purpose: To allow participants to share their preconceived notions of why they think they are being asked to attend this training. In the current climate in policing, fear of, or resistance to, an implicit bias training is natural. In order for this training to be successful, instructors will have to allow participants the opportunity to express their concerns and then overcome them.
 2. Delivery of Content: To engage participants, follow the steps below:
 - a. Ask participants: "Why are we here today?" "Why are you attending this training?"
 - b. As participants begin to air their concerns, carefully listen and allow them to share. Then engage in the Objection Cycle using your own initial objections or concerns about the course.
 - c. Use the Objection Cycle to counter your objection.
 - d. 4 steps of the Objection Cycle are:
 1. Restate the objection/concern
 2. Validate the objection/concern
 3. Provide an example of when you or someone you know shared an objection/concern
 4. Describe how you or that person overcame the objection/concern.
 - e. Ask for other objections from learners, and repeat the objection cycle for their objections.

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3. Example

- a. Trainee: "This training is a waste of money created to pander to communities who think all cops are racist."
- b. Instructor: "I hear you saying that this is just giving in to community pressure and that this money would have been better used elsewhere. The truth is I thought that, too, and still think more money should be allocated to our salaries. But once I actually went through the training materials I realized the importance of talking about these issues, especially issues of race, because there are a lot of things we don't understand about how and why racial disparities occur."

G. So what?-Slide 7

1. Purpose: To help participants understand why information about how the brain operates matters for the way they police.
2. Delivery of Content: Participants may question why learning about a topic such as implicit bias matters if it is something everyone does. You can respond by saying:
 - a. It matters because what is at stake is greater for us when we fall victim to these mind traps. Think about responding to a domestic violence call. Who do you assume is the aggressor? Most people would assume the aggressor is male.
 - b. Has anyone responded to a DV call assuming the assailant was male and been caught off guard by a female aggressor? Or assumed the couple was heterosexual to be thrown off by same sex partners? What safety risks were presented? What stereotypes may have been at play? For anyone who's been in that situation, did it feel like a trap? Did your assumptions cloud your ability to take in the entirety of the situation?
 - c. What's at stake is not just your reputation as an individual officer, but also the public legitimacy and trust that residents have in CDP. Actions driven by implicit bias are a withdrawal from the community bank account, they make it difficult for CDP to accomplish its mission

H. How does this relate to what we've learned so far? Slide 8

1. Identity traps can lead people to behave inconsistently with attitudes that they value. In other words, identity traps can interfere with or prevent procedurally just policing, especially neutrality. Identity traps jeopardize officer and public safety; they have nothing to do with an officer's character and everything to do with the situation in which the officer is making a decision.
2. The idea that situations matter more than character in predicting behavior is a central theme to this training. We will go through several social science examples that illustrate this idea.

I. Brain Games- Slide 9

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1. Purpose: To provide a fun and non-threatening way to get everyone to accept right out of the gate that there are things going on in the brain that we don't understand and can impact our behavior. This is a primer for understanding how implicit bias works.
2. This slide will illustrate that traps can lead to unwanted behavior (saying yolk instead of white part of an egg), incorrect decision making (driving home instead of stopping for milk), and negative outcomes (disappointed/frustrated significant other in need of milk)
3. The Mantra: Situations matter. This trick helps illustrate that in a fun and interactive way.
4. The Set Up: I'm going to ask you 5 questions. I want you to answer as quickly as possible. Don't think, just respond. Ready?
 - a. What does a comedian tell to make you laugh?
 - b. What do you call it when you have no money?
 - c. What do you call the wire in a bicycle wheel?
 - d. What substance comes from the end of a cigarette?
 - e. What do you call the white part of the egg?
5. Typically, you can get people to say yolk several times before they realize what's happening. Is that because they believe in their hearts that the white part of an egg is called a yolk?
6. Unlikely! It is because you put them in a time pressured situation and activated shortcuts in their brain that led them to wrong conclusion.

Note: The white part of an egg is called an albumen.
7. Our brains make these implicit associations (think of these as short-cuts for your brain), because it is evolutionarily beneficial. When you look at an apple, you instinctively recognize it. Rather than each time thinking "hard, red spherical object" your brain makes the shortcut and understands that it's sweet, it's crunchy, etc. But sometimes, these implicit associations can interfere with rational thinking or decision-making, and can sometimes have unintended or negative consequences.
8. Let's think of another example. Your significant other asks you to stop by the store for some milk on your way home from work. You leave work with every intention to stop by the store to get the milk, but somehow find yourself at home, no milk in hand. What happened? This is likely because your brain was relying on automatic associations (again- think of these as mental shortcuts) based on the context of the situation - you driving home from work. It would be super taxing on your brain if, everyday, your brain had to think of every single turn you had to make to get home. That's why when you're first learning to drive, it's hard and it gets easier the older you get and the more you practice. So you get in the car, your brain goes into autopilot

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mode deciding which turns to make almost automatically based on the situational context, and you end up with an unintended negative outcome - a lecture from your spouse about not stopping by the store for milk. Or think about a time you're driving home from work and there was a road closure. How did that feel? You're tired, you want to get home, and now you have to exert more mental energy to calculate a new route home.

9. These examples and our brain game trick illustrates a fast trap in a fun and non-threatening way. But think about the anxiety or frustration you felt when you had to recalculate your route? Or the fact that we got you to say something that you don't actually believe- yolk instead of white part of the egg. Traps lead to incorrect decision-making, unwanted behavior, and negative outcomes generally.
- J. This training is about... -Slide 10
 1. Purpose: Provide the main training objective: to train officers to be aware of the factors that go into human decision making, so that they can make better choices by being more conscious of our biases and stereotypes that exist in the world.
 2. Delivery of Content: That's what this training is about: we may have the right attitudes and beliefs that we want to treat all people neutrally and with respect, but the truth is that everyone (not just police) is vulnerable to automatic associations that affect our behavior. Those associations lead to behavior that you otherwise probably wouldn't do in a stress-free environment that's not time sensitive. We are going to make you aware of the factors that go into human decision making, and teach you how we can make better choices when we are conscious of our biases and stereotypes that exist in the world.
- K. This training is NOT about character -Slide 11
 1. Purpose: To dismiss the notion that this training is in anyway targeting the character of officers.
 2. Delivery of Content: This training is in no way an attack on the character of participants or a training about racism. To best understand the purpose of this training, we first must recognize that:
 - a. Each and every person has biases that affect their perception
 - b. Many are subconscious
 - c. Some may be contrary to our self-image
 - d. This is the fact of the human brain
 3. Previously we talked about the importance of legitimacy and procedural justice in policing. Those conversations directly relate to what we're covering today. Because we know our brains make mistakes and this training will help you understand the reasons

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behind and the situations that lead to those mistakes. We will learn about the ones that cause the greatest risks- physically, professionally, financially, and personally. These are the traps that could hurt reputations and impede abilities to do well on the job. It also hurts the Division's legitimacy in the community and makes our jobs harder. Residents are less likely to trust us, and less likely to follow what we say because of the lack of legitimacy

4. We will be talking about a number of concepts today but the first thing we have to understand is that situations matter. This means that in order to retrain the brain it is important to understand the role that situations play in predicting behavior and producing particular outcomes.
- L. Situations Matter -Slide 12
1. Purpose: To further show how big of an impact situations have on people's behaviors and the decisions they make.
 2. Delivery of Content: Read through the slide. You're late for work. Why?
 3. Reality: your alarm went off and you hit snooze 5 times, you went through the Starbucks and the line was long, you forgot your gym bag and had to go back home to grab it.
 4. What you tell your supervisor: Car trouble.
 5. WHY? The reality is people lie when...
 - a. They have motivation
 - b. The consequences will be slight
 - c. They believe they'll get away with it
 6. Who does this? EVERYONE.
 7. Instructor's Note: Lying, like all behavior, is less about character and more about the situational vulnerabilities. Whatever your personally held values are, the situations we find ourselves in are powerful, and will affect our behavior, even when it is inconsistent with our self-image. For us as police officers, our law enforcement actions may not always be consistent with our character. We may find ourselves in situations where our initial instinct is to act in a certain way, even if we deep down know we shouldn't act that way
- M. Values- Slide 13
1. Purpose: To highlight how people may act in a way that is against their values based on the situations they are in.
 2. Delivery of Content: Read through the slide.
 - a. What are your values?
 - b. What if something happened that made you act inconsistently with your values? Would you want to change that?
 - c. Situations matter more than character. They matter so much that they can make you behave in ways that are inconsistent with who you think you are- e.g. the liar scenario

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- d. How can behavioral science help? As police especially, lying goes against our deepest held values. But I've just shown you situations in which all humans will justify their lies based on the situation.
 3. Ask participants if they, have ever been in a situation where they went along with the actions of a group, but felt uncomfortable with the results? Ask a volunteer to give an example. Instructors should be ready with personal examples to share in case there are no volunteers. The example should illustrate the power of situations- peer pressure, fear of reputation damage, etc. These are called Situational Vulnerabilities Traps.
 4. Note: Add some suggested readings or brief summaries for trainers on in-group out-group literature so they can have that information in their back pocket when discussing peer pressure and reputation concerns for police
- N. Traps Defined- Slide 14
1. Purpose: Provides definitions of fast and slow traps.
 2. Delivery of Content: From slide deck notes:
So let's get right into some definitions. What are traps?
Traps are situations that trigger mental reactions which influence behaviors. These behaviors are unrelated to the nature of one's character or conscious intentions. We will get into the definition of fast traps when we return from break.
- O. Break- Slide 15
1. Purpose: To indicate that it is time to take a break.
 2. Myth Busted slides are provided for each break. The content on the slide is information that participants can consume on their own time during the break. Instructors should make themselves available to participants who may have questions about the information or would like to discuss it.

VIII. MODULE 2 Fast Traps:

- A. Fast Traps: Shortcuts in the Brain- Slide 16
1. Purpose: To introduce the concept of fast traps.
 2. Delivery of Content: Some of the things we've been talking about- the joke, yolk example, the auto-pilot drive home- those are called fast traps. They are energy-saving shortcuts that develop in our brain. The definition of a fast trap is an overreliance on implicit biases. Fast Traps roughly correspond to implicit bias, but allows for situational differences. For example, a person is more likely to show implicit bias when faced with time or cognitive resource constraints, thus falling into a "trap"

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set by the situation. They are fast because the cognitive process occurs quickly (fractions of a second), and outside of conscious awareness or control (by the time you realize you're in a trap, you have already fallen into it).

B. Subconscious Conclusions- Slide 17

1. Purpose: To show how the brain can make connections without conscious effort.
2. Delivery of Content: As an example, use this branding exercise. Fade in each picture and ask participants what they're seeing. If you feel comfortable, start a jingle like the Folger's theme song, and have the class finish the song.
3. Design Note: Fade in each of the symbols/logos: enlarge all the logos and make them appear one on top of the other
4. You probably didn't have to think about these symbols at all. Your brain instantly gave you the answer. It made the connection before you asked it to. What is more, you probably don't remember when you "learned" what these symbols represented. You picked it up from exposure, experience and your environment.
5. This way of learning and understanding the world is universal. Everyone does it. Advertising companies understand this universal truth very well and that is why they bombard us with images of their product, discrete product placement in movies and music videos - because even if we're not aware of the placement our brain is paying attention to it and becomes imprinted with this information. In other words, we saw an image, and our brains took a shortcut to the answer- McDonald's.
6. That's why it's easy to remember fast traps as shortcuts in the brain.

C. Subconscious Conclusions- Slide 18

1. Purpose: To introduce the concept of implicit associations.
2. Delivery of Content: The brain games and branding exercise are fun because there are no negative consequences for getting it wrong or taking these shortcuts; these are benign fast traps. That is because these branding exercises are simply examples of implicit associations: automatic associations between mental representations of objects (concepts) in memory. As we later review these implicit associations and their effect on policing, we'll see that they can have major consequences.
3. Review slide:
 - i. Implicit associations are cognitive links between two concepts that are automatic.
 - ii. When one concept is primed (made salient), the other becomes more accessible, without conscious deliberation.

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- iii. For example, if I say “bread” to you, you probably automatically think of “butter.”

D. Implicit Association Test- Slide 19

1. Purpose: To teach participants that implicit biases are common and harbored by the majority of human beings no matter their racial group membership.
2. Instructor's Note:Familiarize yourself with the Implicit Association Test before presenting this slide. Please review the reading by Greenwald, A. G., Nosek, B. A., & Banaji, M. R. (2003) . There are also useful definitions and FAQs at Project Implicit:<https://implicit.harvard.edu/implicit/faqs.html>
We will provide copies of this reading
3. Delivery of Content:
 - i. There is an entire segment of psychology that studies implicit associations, especially as they relate to particular identities like race, gender, age, weight, etc. Show this clip that discusses the IAT test and Project Implicit.
 - ii. For anyone who was able to have class take the IAT, this is the point to discuss it. Either add a slide to show the class results or discuss them. Contextualize them using statistics from national IAT results like the graph featured in this article: <https://www.washingtonpost.com/news/wonk/wp/2014/12/08/across-america-whites-are-biased-andtheydont-even-know-it/>
 - iii. Remind participants that everyone develops implicit associations about others based on characteristics like race, skin tone, income, sex and other physical attributes. Biases are learned; we start learning them from the time we are born. All of the things we see and hear contribute to these biases. We probably aren't aware of most of what we are absorbing

E. Implicit Bias- Slide 20

1. Purpose: To introduce participants to the concept of implicit bias.
2. Delivery of Content: Our brains also make these implicit associations in relationship to race, gender, sexuality, and other identities- we call those implicit biases. Implicit Biases are attitudes and stereotypes that are not consciously accessible through introspection. If we find out that we have them, we may indeed reject them as inappropriate.
3. For example, if we are policing a high crime area, and we assume that anyone we interact with is criminal- that is an implicit bias. If the only element that you interact with in that area is a criminal (you're not sitting down to lunch with church leaders or boy scout leaders everyday), then your brain makes the association between people living in that neighborhood and

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crime. And what do you assume about people in low crime areas? That they are not criminals.

4. Now, honestly ask yourself what you pictured when we said high crime area? Did you associate a race with that area? If so, what race? Now ask the same for the low-crime area.
 5. Another example: let's say you are on patrol driving around at night, and you observe a group of transgender women standing by a corner. You might, without even thinking about it, assume that they are sex workers – that also would be an implicit bias. For all we know, the women could just be waiting for an uber on the sidewalk.
 6. There are certain situations that can trigger overreliance on implicit biases and impact our behavior. Those situations include time-sensitive situations where we have to act quickly. We are calling those situations fast traps.
- F. Observation Game- Slides 21-29
1. Purpose: The purpose of these slides are to highlight how media, conditioning, exposure, and reinforcement of stereotypes about groups of people, in this case gender, can lead to incorrect assumptions. Even though people know logically that a woman can become a pilot- the time pressure and constraints of this exercise will likely lead the participants to the wrong conclusion.
 2. Delivery of Content:
 3. Have the class read the list of professions:
 - i. • Pilot
 - ii. • Nurse
 - iii. • Judge
 - iv. • CEO
 - v. • Flight Attendant
 - vi. • Doctor
 - vii. • Librarian
 - viii. • Lawyer
 4. Tell the class that this is a test of observational skills
 5. Explain that they are to look at the following slides and assign the correct profession to the image as fast as they can (have them call out the answers out loud)
 6. Move through slides 30-37 relatively quickly, having them call out the professions out loud
- G. Evaluation- Slide 30
1. Purpose: The purpose of this slide is to debrief from the Observation game above. Explain how the time pressure and restrictions of this exercise lead them to the wrong conclusions. Highlight that from an outside perspective these responses would look a lot like prejudice. Also, that these associations are constructed and reinforced whether we are aware or not.

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Explain how this illustrates that outcomes can be biased in the absence of explicit prejudice.

2. Delivery of Content:
 - i. Let them read the actual professions of each picture
 - ii. Ask which ones did they get wrong? Ask why they think this happened?
 - iii. Go over explanation of why this happened: Media, conditioning, exposure, reinforcement. Even though all of you know logically that a woman can become a pilot- the time pressure and constraints of this exercise led you to the wrong conclusion often. From an outside perspective- your responses would look a lot like prejudice. This exercise illustrates how outcomes can be biased in the absence of explicit prejudice. It also illustrates that these associations are constructed and reinforced whether we are aware or not.
- H. Evaluation (cont'd)- Slide 31
 1. Purpose: The purpose of this slide is to further highlight how assumptions about gender can be formed whether we are aware or not.
 2. Delivery of Content:
 - i. Fade in each screenshot.
 - ii. Ask the class what it says about how society views these professions
 - iii. After group conversation, debrief: Where do these assumptions come from? The top ten images on Google are the ones that are most frequently searched. So look at what people are searching. What does it say about how society views these professions? Even though we don't personally think women can't be pilots or doctors, our brains can still be impacted by societal influences or environmental cues.
 - iv. Transition the conversation here by asking the following questions:
 1. Some of you may have made assumptions based on gender stereotypes, but SO WHAT?
 2. How does that affect the way we do our job?
- I. Black Crime and Association- Slide 32
 1. Purpose: The purpose of this slide is to help participants understand that stereotypical associations may be more common than one might think, especially the stereotype that purports that Blacks are more prone to commit crimes than other groups.
 2. Delivery of Content: The Observation Game reveals biases about gender. These same types of biases exist for race.

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- i. Explain that stereotypes are not myths but actually exist and guide the way people think and behave.
 - ii. Explain that social psychologists have documented the existence of stereotypes and the harm that they cause. The stereotype of Black Americans as violent and criminal has been documented by social psychologists for almost 60 years. Not only is the mental association between Blacks and crime strong it also appears to be automatic.
 - iii. Introduce participants to the study by Drs. Jennifer Eberhardt, Phillip Atiba Goff, Valerie Purdies, and Paul Davies, of which the results of the study are illustrated on the slide.
 - iv. Explain that in the study, people who were subliminally exposed to black faces were then more quickly able to identify a blurry image as a gun than those who were exposed to white faces or no faces. Police officers were asked: Who looks more criminal? The graph reflects the responses from 166 police officers from the same department. When officers were given no information other than a face, and were explicitly directed to make judgments of criminality, race played a significant role in how those judgments were made. Black faces looked more criminal to police officers
 - v. Eberhardt goes on to discuss her finding that among defendants convicted of murdering a white victim, defendants whose appearance was more stereotypically black (e.g. darker skinned, with a broader nose and thicker lips) were sentenced more harshly and, in particular, were more likely to be sentenced to death than if their features were less stereotypically black. This finding held even after the researchers controlled for the many non-racial factors (e.g. the severity of the crime, aggregators, mitigators, the defendant's attractiveness, etc.) that might account for the results.
 - vi. Conclude by reminding participants that biases influence how our brains process objects, body movements, and other behaviors beyond our awareness. The effects are real and sometimes a matter of life or death.
- J. Instructor's Note: Jennifer Eberhardt video- Slide 33
1. Purpose: Provides video of Dr. Jennifer Eberhardt and Oakland PD discussing research on implicit bias in policing.
 2. Delivery of Content: After the video is played, ask participants if they have any questions and be prepared to answer them. If time permits, allow participants to share their thoughts and reactions to the video.
- K. I'm a minority so none of this applies to me- Slide 34

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1. Purpose: To teach participants that all people, regardless of social group membership, are susceptible to harboring implicit biases.
2. Delivery of Content: Instructors should be sure to emphasize that biases are learned, and that things that we hear and say from childhood to the present contribute to biases.
3. Review the slide: Everyone develops implicit associations about others based on characteristics like race, skin tone, income, sex and other physical attributes.
 - i. Biases are learned; we start learning them from the time we are born
 - ii. All of the things we see and hear contribute to these biases
 - iii. We probably aren't aware of most of what we are absorbing
4. The idea that because an individual is a minority, they are not susceptible to harboring implicit biases is an often misunderstood notion about implicit bias: that somehow if you are a member of a marginalized or stereotyped group that you must not be susceptible to those implicit biases. Wrong. As we've seen with stereotype threat, we are all impacted by stereotypes and associations of certain identities.

In policing, this means that even if you are an officer of color, you can still make the same automatic assumptions that contribute to biased policing of communities of color. The same goes for gender, sexual orientation, gender identity, national origin, disability, and age.

L. Break- Slide 35

1. Myth: Implicit Bias is nothing more than beliefs people choose not to tell others. They hide their real beliefs.
2. Busted: Implicit biases are activated involuntarily and beyond our awareness or control. Implicit bias is unconscious cognition that influences understanding, actions, and decisions.

M. Definitions- Slide 37

1. These are easy words to mix up. You can use these in an interactive way to keep people engaged by asking them to try to catch you using a phrase inaccurately. It helps participants better understand the definitions and helps to keep you on your toes as a facilitator.
2. Purpose: Many people believe that stereotypes are true, but it is not politically correct to admit so. The purpose of this slide is to communicate to participants that stereotypes are indeed untrue, and are nothing more than gross exaggerations that are unfounded
3. Delivery of Content: Read the definitions and accompanying examples below. Feel free to come up with some of your own examples for these definitions.
4. **Stereotypes** are ideas or associations/overgeneralizations

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that connect group membership and traits about that group.

Instructor's Note: Think of examples that work for you or might be relevant for your department (e.g. women are bad drivers; Asian people are great at math).

5. **Prejudice** is the belief that a stereotype or overgeneralization is true and/or you have a strong feeling about a particular group.
 - i. Think of examples that work for you or might be relevant for your department (e.g., I believe that all women are bad drivers, I believe that all Asian people are great at math)
2. **Discrimination** is the behavior influenced by a stereotype or prejudice. This includes differential treatment based on group membership that is objectionable.

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- A. What is bias-based policing?
 1. Bias-based policing is the taking of law enforcement action, or the provision or denial of police services, that is motivated by discrimination based on a person's race, ethnicity, national origin, age, gender, gender expression or identity, sexual orientation, disability, religion, or limited English proficiency. Bias-based policing includes racial profiling, gender bias in policing practices, and other types of discriminatory policing. It also encompasses law enforcement action, or inaction, that has a discriminatory effect as well as a discriminatory intent.
 2. Bias-based policing ultimately is what we want to eliminate from CDP. It can result from explicit bias or outright prejudice that has no place whatsoever in CDP. But as we are going to talk about further, bias-based policing can also result from implicit bias or assumptions that can be difficult to identify and manage.
- B. Bias-based policing violates the Fourteenth Amendment of the United States Constitution.
 1. The Equal Protection Clause of the Fourteenth Amendment states that "No state . . . shall deny to any person within its jurisdiction the equal protection of the laws."
 2. Using protected characteristics such as race, ethnicity, national origin, or sex to selectively enforce, or fail to enforce, the law is unconstitutional. Such characteristics can be used as a factor in determining reasonable suspicion or probable cause only if the officer is using a credible and specific suspect description where one of the specific characteristics is present, but there are other identifying factors as well.
- C. Bias-based policing also violates federal law.
 1. 42 U.S.C. § 1983 prohibits officers "under color of any statute, ordinance, regulation, custom, or usage, of any State or Territory" from

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- depriving individuals of “any rights, privileges, or immunities secured by the Constitution and laws.”
2. 42 U.S.C. § 3789(d) (the Omnibus Crime Control and Safe Streets Act of 1968) prohibits agencies receiving federal funds from discriminating against individuals based upon their race, color, religion, national origin, or sex.
- D. Bias-based policing is unprofessional and bad policing.
 1. If you act upon stereotypes, intentionally or unintentionally, you are likely to make two kinds of mistakes: First, you might fail to catch someone who had committed a crime because they do not fit your stereotype. Second, you might detain or arrest someone who is innocent because they do not fit your stereotype.
 - E. It impacts public safety by eroding trust with minority communities. It diminishes public legitimacy in the Division of Police.
 - F. Furthermore, it is explicitly prohibited by CDP policy (see GPO 1.07.08).
- N. Stereotypes are just true- Slide 38
1. Purpose: The purpose of this slide is to reiterate the fact that stereotypes are not true, and to do this by using a real-world example.
 2. Delivery of Content:
 - i. Have participants reflect on the stereotype that Asian students are just smarter than students from other racial groups.
 - ii. Ask participants to think about why many people subscribe to this stereotype. What information makes many of us think it is truth and not a mere stereotype?
 - iii. Highlight for participants that Asians were not always held as the smartest citizens in society. In fact, in the 1800s, Chinese men were stereotyped as immigrants who were gamblers and drug dealers. The stereotype that Asians as a collective are smart and resilient was constructed in the 1966 US News & World Report article by William Peterson in response to the Civil Rights Movement and its push for equal rights and opportunities for Black and poor Americans.
 - iv. Highlight that this myth is reinforced by selective immigration, the offering of visas mainly to wealthy and highly educated persons from Asian societies (poor and lower educated Asian are often not given the same opportunities to immigrate). But this fact adds to the illusion that the stereotype is real.
 - v. Highlight that the Asian group is large and does not just include persons of Korean, Chinese, and Japanese descent.

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- vi. Highlight that data, show that Asian groups are actually not out performing other racial groups (see NCES data highlighted in the notes of the slide deck)
 - vii. Ask participants to share their thoughts and insights about the information shared in this slide. Allow for questions and discussion.
3. Next example to discuss with class: stereotype that Black people use drugs more than other racial groups.
- i. In fact, there is data that black people are 3.7 times more likely to be arrested for marijuana possession than white people. **Should the assumption be: black people are using drugs almost 4x more than white people?** If we just take into account arrest rates, that wouldn't be a bad assumption to let guide your policing efforts, right?
 - ii. Yet that same study said white people report comparable rates of drug usage to black people. What does that tell us?
 - iii. That black people are being targeted for drug enforcement at disparate rates even though reported drug usage between black and white people is the same.
 1. This example illustrates that the assumption that appears to be based on fact is actually a stereotype that is reinforced due to discriminatory enforcement efforts. It can produce less efficient policing than if a cop relied on individual and situational cues than baseline assumptions.
 2. Plus, procedural justice has shown us that when there is the appearance of injustice or unfair policing, both the officer and the public are less safe.
 - iv. If someone is insistent that some stereotypes are just true don't let them derail the class. Just try to get some constructive dialogue from it.
- O. Stereotypes ► Behavior- Slide 41
1. Purpose: The purpose of this slide is to illustrate how fast traps occur.
 2. Delivery of Content: Play the animation on this slide to showcase how a fast trap works. Narrate each part of the trap as the animation plays using the working definitions below.
 3. The following animation explains how a fast trap can play out. It begins with:
 - i. **Stereotypes** are ideas or associations/overgeneralizations that connect group membership and traits about that group.
 - ii. **Prejudice** is the belief that a stereotype or overgeneralization is true and/or you have a strong feeling about a particular group.
 - iii. Which can lead to **Discrimination**, or the behavior of acting

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in line with a stereotype or prejudice. This includes differential treatment based on group membership that is objectionable.

P. Ultimate Attribution Error- Slide 42

1. Purpose: The purpose of this slide is to learn about attribution error, specifically Ultimate Attribution Errors (UAE). At the end of the slide the class should have an understanding of UAE, that it is a universally seen effect, and the role this can play in policing specific situations.
2. Delivery of Content: Go over UAE definition and other names with the test example.
 - i. Tendency to place undue emphasis on internal characteristics to explain out group member's bad behavior rather than the situational factor
 - Example: "I'm patrol, management does not greet me in the hall because they are evil pencil pushers"
 - ii. We are more likely to give situational causes for ingroup members' negative behavior
 - Example: I'm patrol and fellow patrol officer does not greet me in the hall because they had a long hard day, preoccupied with personal stuff
 - iii. The opposite is true for positive behavior
 - Example: I'm patrol, fellow patrol greets me because they are good and honorable and respectful humans

Q. What is racism?- Slide 43 —

1. Purpose: The purpose of the slide is to introduce participants to the definition of racism.
2. Delivery of Content: Walk through the definition with participants:
3. **Racism** is a system of distributing power that privileges one/ some racial groupings over others.
Distinguish between racism (a systemic distribution of power in society) and identity traps (which focus on the individual situations). Explain to class that this training alone is not meant to "fix" or "solve" racism, but it is meant to address identity traps that can make it difficult to be neutral in policing, which in turn hurts the CDP's legitimacy in the eyes of the public

R. Situations that Create Fast Traps- Slide 45

1. Purpose: To go more into depth about the situations that create fast traps.
2. Delivery of Content: The defining characteristic of a fast trap is that it allows for situational differences. For example, a person is more likely to show implicit bias when faced with time or cognitive resource constraints, thus falling into a "trap" set by the situation. We call this a fast trap because the cognitive process occurs quickly (fractions of a second), and outside of

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conscious awareness or control (by the time you realize you're in a trap, you have already fallen into it).

3. We understand that it's hard to talk about traps without feeling personally attacked. Even when we discuss the importance of situations, it's still a tricky conversation. People want to think that they are in complete control of their behavior and are impervious to any kind of bias. But that's the thing about Traps- everyone is susceptible to them, it's just because that's how the brain works. Fast traps cause the brain to skip right from idea to behavior, so we are more susceptible to them when we are mentally taxed, in a bad mood, feeling threatened, are a novice or a rookie, need to make a quick decision, and/or multitasking. These situations can cause our brain to hop from implicit bias, the idea based on stereotype, right to behavior, which is discrimination. In a fast trap, your explicit attitudes don't play a role whether you have prejudice or not.
- S. Break- Slide 47
1. Myth: I am black; I can't have bias against black people.
 2. Busted: Researchers have discovered that many Americans, regardless of race, display a pro-White/anti-Black bias on the IAT. This occurs because implicit biases are robust and pervasive affecting all individuals
- T. Fast Trap Games- Slide 48
1. Purpose: To demonstrate to participants what a fast trap can look like.
 2. Delivery of Content:
 - i. Ask if any of the participants have seen the video before. If so, ask them to play along anyway.
 - ii. After the video plays, ask participants if they saw the man in the video in the monkey suit. This highlights how tunnel vision keeps us from seeing things that could be important.
 - iii. Highlight that this is what happens when we don't pay attention. We can't pay attention to everything, and when we are focusing on one thing, our mind sometimes makes choices for us.
- U. Small Group Exercise: Example of Fast Traps- Slide XX
1. Purpose: The purpose of this slide is to encourage active participation in the training, and to position participants to be able to identify fast traps on their own that are negative and NOT related to policing. Ask participants to come up with examples of automatic associations/stereotypes, and to explore the fast traps or conditions that elicit them. Ask them to consider WHY they are making these implicit associations
 2. Delivery of Content: Explain to participants that they will be participating in a group exercise. Have them break into groups based on whatever method is deemed appropriate for the

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classroom space and number of participants.

Read the slide, and explain the activity.

Model the activity for participants by giving examples of fast traps, such as the following:

3. Chinese food delivery: Chinese guy goes downstairs to his office building to pick up his Chinese delivery. Looks all around for delivery guy, calls restaurant to see where his food is. Completely missed the white guy holding bag of Chinese food.
 4. Instructor's Note: Hit on the implicit associations, highlight that even though he himself is Chinese, he fell into a trap- illustrate how the trap clouded the guys' ability to pick up on the better clues available to him- e.g. smell of food, person holding bag. What was the negative outcome- took him longer to get his food.
 5. White woman/Asian baby: White lady gives birth to her mixed race asian/white baby. Nurse brings baby from the nursery and thinks the hospital wristbands must have gotten mixed up when she sees the white woman in bed. The mom had to convince the nurse that it was her baby, showed her pictures on the phone of her Asian husband before the nurse would hand over the baby.
 6. Instructor's Note: Ask participants to identify what implicit associations were at play (Assumed white woman would be married to white man? Assumed baby was not mixed?) Ask participants to consider what the negative outcomes were as a result of the implicit associations (e.g., new mom couldn't get her baby right away, mom thinks less of this hospital, doesn't recommend the hospital to her friends).
 7. Give participants time to complete the activity (about 15 minutes).
 8. Ask each group to choose a member of the group to be their spokesperson and share at least one example they came up with. Allow time for participants to comment and react on each group example shared.
- V. Small Group Exercise: Examples of Fast Traps- Slide XX
1. Purpose: The purpose of this slide is to encourage active participation in the training, and to position participants to be able to identify fast traps on their own specific to policing.
 2. Delivery of Content:
 - i. Explain to participants that they will be participating in a group exercise. Have them break into groups based on whatever method is deemed appropriate for the classroom space and number of participants.
 - ii. Read the slide, and explain the activity.

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Ask participants to come up with 3 examples of automatic associations/stereotypes that they encounter **in everyday police work**, and to explore the fast traps or conditions that elicit them. Ask them to consider WHY they are making these implicit associations

- iii. Give participants time to complete the activity (approximately 15 minutes)
 - iv. Ask each group to choose a member of the group to be their spokesperson and share at least one example they came up with. Allow time for participants to comment and react on each group example shared.
3. Instructor's Note: Debrief- make sure they hit on DV female aggressor and DV same sex/LGBTQ partners

W. Instructor's Note: My first priority is to go home safely, and this training jeopardizes that-Slide 51

1. Purpose: To emphasize how this training can enhance participant's work performance.
2. Police officers rely on their "gut" instinct to make split second lifesaving decisions. It is important that officers understand this training is not about making them doubt their gut instinct. The reality of a gut instinct or hunch is that it's not some otherworldly spidey sense, it's a result of our brains learning to read clues around us. Studying situations and human behavior long enough can hone your gut instinct which is why cops seem to have exceptional "intuition"- they've trained their gut to be hyper aware of situations and of people.
3. Unfortunately, good police training and instincts can get muddled up with the noise from society-ideas about black men as violent, experiences with transwomen as sex workers, women as victims. Somewhere in between conscious thoughts and values, implicit biases can sneak in and mess with your gut which is where fast traps come into play.
4. This training is meant to create awareness of the situations that can lead to a trap and the existence of biases that could make you vulnerable to a negative outcome. This training can be thought of as a way to "enhance your instincts" so that you are not solely reliant on implicit biases when you're in a fast trap.
5. Delivery of Content: Emphasize the points on the slide:
 - i. Gut instincts or hunches are often a product of training
 - ii. This is intended to enhance your gut -not undermine it
 - iii. Play the audio link in the slide that provides an officer-related example of how stereotyping and fast traps can have real-life implications for police.
 - iv. Allow time for participants to comment and react on the

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audio clip.

X. Avoiding a Fast Trap -Slide 54

1. Purpose: The purpose of this slide is to highlight that mental shortcuts do have utility, however, when they are driven by stereotypes, they can be harmful and lead us to assess people and situations incorrectly. Officers in the course sometimes object to the Traps Training because they have found mental shortcuts to serve them in their law enforcement capacities. This slide is the opportunity to push officers to utilize context and specific evidence beyond race, religion, ethnicity, gender, gender identity, class, sexual orientation that might contribute to their abilities to investigate persons and situations that they feel are suspicious.
2. Delivery of Content: Explain to course participants how fast traps can affect decision-making and lead to wrong conclusions (like in the previous exercise).
Photo: white guy in predominantly black neighborhood
3. Then walk through the policing scenario: I'm on patrol and I see a white male in a predominantly black neighborhood in the middle of the night. I stop him because he is probably buying drugs.
4. Group discussion: Is that officer wrong to use race as a deciding factor? Is there any other information besides race that might be a better predictor of criminality? How could the officer ensure this was a positive interaction with the male subject? What traps might be waiting here?
5. The point is to walk through the potential fast traps that would get in the way of procedurally just policing and/or create situations that could endanger officer and public safety. Focus on getting participants to train their gut to not rely on the easiest information available but, rather the best information available. Officer should be aware when their decisions are relying on stereotypes or are potentially vulnerable to implicit bias. In the above scenario, did they think about alternative explanations for their presence in that neighborhood e.g. they live there, they have friends there? Even if the decision is still to stop this person, just the awareness that you may be relying on a shortcut will likely lead to a better interaction and improved outcome.

Y. Small Group Exercise: Examples of Fast Traps- Slide 55

1. Purpose: This is a scene from the movie Men In Black. Play this clip of Will Smith and other recruits in a shooter simulation scenario.
2. Delivery of Content: Introduce and play the video embedded in the slide. Then ask participants to discuss their thoughts about

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the video

3. The other officers in the simulation see aliens and shoot. They likely have an association between aliens and violence. However, in this movie, there do exist completely benign aliens on Earth who contribute to human society and live in peace among us. The officers are reacting based on a stereotype about aliens (aliens=bad) that is not true. Will Smith's character, a cop, resists those stereotypes and hones in on the details of each subject that pops up. He perceives the young girl to be most threatening after taking in all of the context of the situation and decides to shoot her, while finding benign explanations for each of the alien figures.
4. Groups Discussion: While this is a funny and nonsensical example, are there any elements here relevant to police training? Think again about the white man in a mostly black neighborhood at night. Is there other information besides race that can be used to assess this situation? Cops are incredibly perceptive already, are there any tactics through which we can improve that perception?

Z. Who Do You See?- Slide 56

1. Purpose: The purpose of this slide to go through the Correll study with the group.
2. Delivery of Content: Each image is going to flash very briefly on the scene. The slides change at 1 sec. intervals.
3. Have the crowd shout out "GUN" when they see one. Listen to see if everyone shouts out gun at the same time or if everyone sees gun. This will give them a slight experience of how Correll conducted his study.
4. Instructor's Note: Slide 57 – Josh Correll Study
5. Correll's studies have shown that officers make fewer mistakes based on stereotypes when compared to ordinary citizens in shoot/don't shoot scenarios. Police officers were compared with community members in terms of the speed and accuracy with which they made simulated decisions to shoot (or not shoot) Black and White targets. Both samples exhibited robust racial bias in response speed. Officers outperformed community members on a number of measures, including overall speed and accuracy. Moreover, although community respondents set the decision criterion lower for Black targets than for White targets (indicating bias), police officers did not. Anecdotally, this explanation matches officers' intuitions about the process. In a conversation about the effects reported here, one officer stated that the findings "make sense" because police are trained to hold their fire if they are uncertain – to wait for greater clarity."L Correll et al, 2007
6. Correll put it this way: "police officers face situations; (a) in which behaviors and objects are unclear (e.g., it may be dark, the object in question may be hidden from plain sight (b), and they must make sense of that ambiguity quickly in order to protect themselves and

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those around them. Because of this lack of clarity and time pressure, they may rely on salient secondary cues (e.g., the suspect's race or gender, the context provided by the neighborhood) to interpret the situation." Clearly, these situations create room for stereotypes or implicit biases to guide behavior and perhaps lead to the wrong decision.

7. Shoot or don't shoot, stop or don't stop, ticket or don't ticket? How can awareness of potential associations or stereotypes lead to better behavior?

AA. Through the Worm Hole- Slide 58 —

1. Purpose: The purpose of this slide is to explore racial stereotypes in police shootings using a clip of Morgan Freeman's Through The Wormhole, "Are We All Bigots?" In this clip, one scientist is studying people's split-second reactions when faced with images of either black or white men holding either a gun or a cell phone. If it's a gun, you shoot, or you die. If it's not a gun, you hold fire, or else kill an innocent person. Does the race of the man in the image make a difference?"
2. Delivery of Content: Play the clip.
3. Note: Add debriefing notes

BB. What We Are Asking- Slide 61

1. Purpose: This slide provides the expectations of when and how officers should try to avoid falling into traps.
2. Delivery of Content: What we are asking you to do is engage in self reflection when there is time to do so. When appropriate, try to be aware of:
 - i. What are the factors that lead me to think of someone as a suspect, offender?
 - ii. Are there any stereotypes that could influence that decision?
 - iii. How might those stereotypes interfere with your ability to do your job or endanger officer and public safety?

ASK THE CLASS: what are the factors in determining whether someone has "reasonable suspicion" to stop them or "probable cause" to arrest them? Engage in self reflection and ask yourself, what kinds of stereotypes play a part in that decision? How can we avoid a negative outcome?

CC. Break-Slide 62

1. Myth: I'm careful so I don't make these types of mistakes.
2. Busted: The problem is that we don't get feedback on the errors, because we don't do these kinds of "tests" on ourselves!! So we don't KNOW when we're doing it.

IX. (PJ3) MODULE 3-SLOW TRAPS

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- A. Module 3: Slow Traps: When Identities Matter- Slide 63 —
 - 1. This is an introductory slide only. Begin with this slide as participants start returning from break, then move to the next slide once everyone is settled and focused.
- B. Slide 64-66 — Slow Traps
 - 1. Purpose: To introduce the concept of slow traps.
 - 2. Delivery of Content:
 - i. Go over definition of slow traps: slow traps refer to situations that puts someone at risk of being perceived negatively in a domain they care about. For example, in interracial interactions, racial minorities tend to try to avoid being the targets of prejudice, while whites tend to try to avoid appearing prejudiced (e.g., Bergsieker, Richeson, & Shelton, 2003).

We call these slow traps because the cognitive process occurs more slowly (e.g. over the course of minutes, hours, extended interactions, etc) and within conscious awareness and control (you realize you're in the trap during the event, and you can at least try to steer clear of it - though sometimes these attempts can fail or backfire).
 - ii. Go over three factors that lead to slow traps:
 - 1. Our Identity is salient or important in a particular situation. Example: As the lead instructor on this training, it's really important that you think I am knowledgeable on this subject and generally an intelligent person.
 - 2. Our abilities to manage other people's perceptions of ourselves are low. Example- I am aware that there is a stereotype about cops being dumb so as a cop training on science there is very little I can do to control your perception of me as an expert on social science especially in this format.
 - 3. Failure to validate our identity could lead to negative consequences. Example- If I cannot gain your validation as a reliable and intelligent trainer and the science behind the training, you might report back to other officers that this is a dumb training, my reputation is at stake and the training won't be a success.
 - iii. Move to next slide (slide 65) and go over when we're more likely to fall into a slow trap. Just like fast traps, we are more susceptible to falling into slow traps when we are:
 - 1. Mentally taxed
 - 2. In a bad mood
 - 3. Feel threatened
 - 4. A novice

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5. Making quick decisions
6. Multitasking
- iv. Move to next slide (slide 66) and provide example of how slow traps can be adaptive, too:
 1. If someone is mouthing off to you, what happens to your ability to control a small group?
 2. If you demonstrate that there will be consequences for disrespect, you are often safer in your immediate environment.
- C. Slow Traps: White Men Can't Dance- Slide 67
 1. Purpose: The purpose of this slide is to introduce the idea and definition of stereotype threat, using a clip about the stereotype that White Men Can't Dance
 2. Instructor's Note: As an instructor you can watch this clip, which is fairly useful for explaining stereotypes and breaking down how stereotypes originate and how they can impact behavior, in preparation of this slide <https://www.youtube.com/watch?v=D1-aSIUP4wM>
 3. Be wary of the phrasing "self-fulfilling prophecy" as it can lead to victim blaming- i.e. if people didn't believe in the stereotypes about their group then it wouldn't negatively affect them- otherwise it's a good clip and provides the historical context for the stereotype that white people can't dance- Eddie Murphy's stand up routine.
 4. Delivery of Content: Play Dennis Miller clip: 5:50-7:30
Consider the stereotype that white people can't dance. First, there's the fact that we can probably all think of individual white people that can dance e.g. Channing Tatum in Magic Mike. More importantly, the video highlights the historical construction of this stereotype- Eddie Murphy's stand-up routine from the early 90s. As discussed, stereotypes have a historical context, there are situations, politics, and power dynamics that contribute to their existence. These stereotypes shift and change with time.
 5. Moreover, the Miller clip highlights the idea that awareness about a negative stereotype about your group can influence your behavior leading to decision-making or outcomes that are inconsistent with your actual character. Perhaps Dennis Miller is an okay dancer but if he's surrounded by black people and he's so self conscious about fulfilling the stereotype that his movements become kind of stiff and awkward because he's overthinking it.
 6. This is what we call stereotype threat.
 7. Go over a study that clearly shows the impact of stereotype threat on student performance.
 8. For instance, there's a 2001 study (Ambady, Shih, Kim, & Pittinsky) that found when lower elementary school and middle

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school Asian girls were primed with positive stereotypes about Asians being great at math they performed well on a standardized math test, when they were primed with negative stereotypes about girls being bad at math, they performed poorly. This is why stereotypes are particularly insidious- their mere existence can lead to behavior that can, on the surface, appear to confirm that stereotype.

9. Ask the room for 2-3 policing-specific stereotype threat.
10. Instructor's Note: Be prepared to discuss the "Ferguson Effect" and depolicing in the form of decreased willingness to engage in community partnership.

If someone offers the "Ferguson effect," use the 4 instructor steps used earlier to acknowledge the comment, but also push back. It is critical to not validate the "Ferguson effect," which has weak to no evidence proving its existence.

D. Stereotype Threat Video - Claude Steele Slide 68

1. Purpose: The purpose of this slide is to discuss impact of stereotype threat on behavior.
2. Delivery of Content: Play the embedded clip.
3. Claude Steele, Dean for the School of Education at Stanford University, and his colleagues discovered that even when stereotypes are not uttered aloud, the phenomenon of stereotype threat, or the fear of confirming a negative stereotype, can be a stigma that affects attitudes and behaviors.
4. These ideas are very important to our work because CDP must make policing decisions that are free of biased decision-making, and we must all deliver police services fairly, neutrally, and objectively. This video shows that it can be difficult to fulfill those goals when we are under stereotype threat.

E. Stereotype Threat- Slide 69

1. Purpose: To give a deeper understanding of Stereotype Threat
2. Delivery of Content: Define Stereotype Threat: Stereotype threat is the sense of threat that can arise when one knows that he or she can possibly be judged or treated negatively on the basis of a negative stereotype about one's group.
3. Go over what is required for stereotype threat to happen:
 - i. An individual feels strongly identified w/ a group
 - ii. The individual believes they are being evaluated
 - iii. Self-concept is connected to that evaluation
4. One example of a stereotype threat: masculinity threat, in which men are more likely to act aggressively after their masculinity has been threatened. ASK CLASS for everyday, non-policing examples of this kind of masculinity threat. Be prepared to offer the example of a man acting aggressively after someone calls them a feminine name.
 - i. Emphasize that this masculinity threat can also occur when interacting with gay men who have an effeminate personality.

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Studies show that men discriminated more against effeminate gay men after threats to their masculinity. ASK CLASS: how might this situation come up in policing?

Group discussion: Discuss how stereotype threat might lead to behavior that

appears suspicious or agitated, but may in fact be nervous or stressed- tie into the attribution error i.e. more likely to give negative attributions to outgroup members especially when it conforms to a stereotype about that group. In other words, if someone is behaving in ways that are actually due to the stress of a stereotype threat, we may attribute that behavior to a negative characteristics, e.g. criminality or suspicion.

ASK class: what are policing examples of this?

If class does not identify it, offer the example: Black men are often perceived as 'hyper-masculine.' This often triggers stereotype threat and aggression from both the officer and noncompliant individual. If, during a police encounter, black men act strangely or suspiciously, it could be because they are under stereotype threat and are stressed/nervous. It does not necessarily mean that they are hiding something criminal

- F. Small Group Exercise - Examples of Slow Traps- Slide 71
1. Purpose: The purpose of this slide is to give the class some more concrete examples of slow traps.
 2. Delivery of Content: Explain to participants that they will be participating in a group exercise. Have them break into groups based on whatever method is deemed appropriate for the classroom space and number of participants.
 3. Read the slide, and explain the activity.
 4. Model the activity for participants by giving examples of slow traps, such as the following suggested example:
 - i. Female officer responding to noise complaint call, loud frat party. Young man opens the door- what does he say to her? (try to get the class to guess) Answer: Who ordered the stripper?? Now imagine that's the 5th time that officer has heard that joke that day. Now imagine she's lost count of how many times she's heard that joke since joining the force. Now imagine that she's been working for 12 hours, she's hungry, tired. How do you think she'll react? What kind of threats are at play here? (Be sure to hit the stereotypes about gender and authority threat) Can you see how this female officer might react poorly?
 5. Give participants time to complete the activity (approximately 15 minutes).
 6. Ask each group to choose a member of the group to be their spokesperson and share at least one example they came up

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with. Allow time for participants to comment and react on each group example shared.

G. Authority Threat - Contempt of Cop- Slide 72

1. Purpose: The purpose of this slide is to introduce the idea and definition of Authority Threat
2. Instructor's Note: Be prepared with specific examples or media stories about when a cops' legitimate authority is threatened.
Note- there are probably a lot of examples from media to use here- be sure to know the details behind any specific examples you use rather than speculate on what you're seeing in a video
3. Delivery of Content: Start by going through a Q & A about officer identity:
Q: What aspect of a cop's identity matter in many interactions with citizens?
A: Their sense of power or authority.
Q: Why does that identity matter?
A: Officer safety and public safety.
Q: Why might a challenge to an officer's authority end badly?
A: Return to this after next steps
4. Now take a moment to define the 5 types of power social scientists have identified:
 - i. Legitimate: a person has been given formal authority to make demands and expects obedience from others. The CEO of your company, for example, has legitimate power.
 - ii. Reward: a person is able to compensate another – financially or otherwise – for complying with his her demands. A parent has reward power over his children.
 - iii. Expert: a person has the knowledge and skills to outperform others; their good judgment is respected and relied upon. A specialist physician has expert power.
 - iv. Referent: a person is strongly liked and admired by others and often exerts a charming influence. A celebrity has referent power. Senior officer, well liked officer.
 - v. Coercive: a person achieves compliance from others through the threat of punishment. A military dictator has coercive power.
5. Now return to the last question:
Q: Why might a challenge to an officer's authority end badly?
A: When legitimate power is taken away, if police don't have referent power to rely on because of the ways in which police are perceived by some, then they are often left with coercive power, which can look a lot like excessive or unnecessary force from an outside perspective- even though it may still look like ensuring safety from a copper's point of view.
Q: What happens when a cops' legitimate authority is

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threatened? What are the possible outcomes? -Use your prepared example here.

H. Sandra Bland video clip- Slide 73

1. Purpose: To show how authority threat can make officers vulnerable to slow traps.
2. Delivery of Content: Show the Sandra Bland clip. Acknowledge that we cannot know what the officer or Sandra was truly thinking/experiencing; this is merely a thought exercise. Discuss how what began as a routine traffic stop escalated to the officer removing the subject from her vehicle. Ask participants to discuss their thoughts about the video using the following guiding questions:
 - i. • What happened to build to the point the officer is grabbing her and throwing her on the ground (e.g., did authority threat play a role? Or any other threats?)
 - ii. • Would this scenario have played out the same way if the suspect were different (e.g., if the suspect was a Black man? Or White man? Or White woman?) What are other approaches the officer could have taken?
3. Instructor's Note: Be careful to only let discussion go to point of officer asking her to get out the car. Any conversation after that is peripheral to the point, so remind participants that it is not relevant

I. Dave Chapelle video clip- Slide 74

1. Purpose: The prior Sandra Bland footage was meant to show authority threat and slow traps from a law enforcement perspective. This clip shows a slow trap from a community member's perspective.
2. Delivery of Content: Show the Dave Chapelle clip. Ask participants to discuss their thoughts about the video

Group Discussion: What might be Chappelle's Slow Traps? How does the situation impact his behavior? How might that be interpreted from a cop's perspective? Has anyone had an experience like this? Tell us about it? Draw on the historical realities of race and policing from PJ1 and PJ2 to address the misconception that if "you aren't guilty you shouldn't be nervous/scared."

J. Break- Slide 75

1. Myth: I am not biased! I have diverse friends and I believe in equal treatment.
2. Busted: Actually we all have implicit bias
3. Research shows that all individuals are susceptible to harnessing implicit associations about others based on characteristics like race, skin tone, income, sex and even attributes like weight.

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4. They can affect our behavior toward others, even if we want to treat all people equally.

X.MODULE 4-DEFUSING TRAPS

3. Defusing Traps - What We Are Not Asking- Slide 76
 - a. Purpose: To begin the conversation with trainees of tactics where they can defuse, or overcome traps, while on duty. But first, you must provide clear expectations of what we do NOT mean by defusing traps.
 - b. Delivery of Content: This final module will provide some concrete tactics that you can employ while on duty to make sure you're not falling into slow or fast traps when interacting with the community. Before we get started, I want to reiterate that that we are not asking you to:
 - i. Stop using your instincts
 - ii. Stop using your experienced
 - iii. Stop using your knowledge
 - iv. Put yourself at risk to spare someone's feeling
 - c. Reemphasize that traps are not rare, but are constantly around us and influencing us. The goal is to limit their influence, especially because we are in positions of authority and force (police)
4. What We Are Asking- Slide 77
 - a. Purpose: To remind participants of the expectations of when and how officers should try to avoid falling into traps.
 - b. Delivery of Content: What we are asking you to do is engage in self reflection when appropriate. When appropriate, try to be aware of:
 - i. What factors in a given situation are leading you to think of someone as a suspect?
 - ii. Are there any stereotypes that are informing that decision?
5. If Implicit Biases Are Unconscious, Then There's Nothing I Can Do About Them- Slide 78
 - a. Purpose: This slide provides evidence that simply being aware of implicit bias can actually reduce the impact of implicit bias on behavior.
 - b. Delivery of Content: One objection to a training that deals with implicit bias is simply that there is no way to change your unconscious cognitive functions. Fortunately, that is incorrect!
 - c. Simply being aware that biases exist and are likely hiding in your brain can help reduce their impact on your behavior. A study

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done by the Brookings Institute examined racial bias and NBA referees, specifically the decisions made about calling fouls.

d. They found that at baseline, there were racial disparities in how

referees were making decisions about fouls. Therefore, they adjusted their referee training, and over time, with increased awareness about racial bias, referees' decision-making had a reduction in racially disparate outcomes

e. This provides real-life evidence that:

- i. Being aware of how implicit bias operates can actually reduce the impact of implicit bias on behaviors and decisionmaking.
- ii. By slowing down and taking the time to reduce the situational factors, you can reduce implicit bias.

6. What Are Our Professional Goals in Policing?- Slide 79

a. Purpose: This slides serves to remind learners what their professional goals as a police officer are. This exercise facilitates group around how to meet the aforementioned professional goals, even in difficult situations where one might be vulnerable to traps.

b. Delivery of Content: As a reminder, our goals as a police officer are to:

- i. Maintain social order.
- ii. Prevent and stop crime in a fair and impartial way.
- iii. Ensure that civil and constitutional rights are protected.
- iv. Secure safety, effectiveness, and support
- v. Serve and protect the public.
- vi. Generate and hold public trust

c. Instructor's Note:In order to facilitate a group discussion on how you can manage difficult situations while on duty while maintaining professional goals, first choose an example.

d. Recommended situation to use as an example for the exercise: https://www.washingtonpost.com/news/post-nation/wp/2016/04/30/florida-officer-fired-and-arrested-after-video-shows-him-beating-handcuffed-woman/?tid=hybrid_collaborative_1_na

e. Discussion of example: This example can be used for the authority threat. Her kicks at the officer were pretty pathetic and a reasonable officer would have just put her on the ground to avoid the kicking. The level of violence used by the officer is extreme and may have come from an authority threat or even a masculinity threat. Because he was under the influence of a slow trap, the officer needlessly injured the woman and has diminished public trust in the agency

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- f. Ask officers to put themselves in that situation above. What could they have done to avoid making the same mistakes?
7. Personal Goals in Policing- Slide 80
 - a. Purpose: To remind learners what their personal goals as a police officer are.
 - b. Delivery of Content: In addition to our professional goals, we also have personal goals as officers to:
 - i. Go home safe!
 - ii. Limit or get no complaints
 - iii. Don't get sued
 - iv. Have fun every day at work
 - v. Get promoted
 - vi. Don't get fired
 - vii. Retire
 - viii. Live long and prosper
8. How Do Traps Interfere With All of These Goals?- Slide 81
 - a. Purpose: To remind learners how traps can jeopardize officers' personal goals.
 - b. Delivery of Content:
 - c. Goals:
 - i. Go home safe!
 - ii. Errors in identifying danger
 - iii. Limit or no complaints
 - iv. Increased Complaints
 - v. Don't get sued
 - vi. Have fun every day at work
 - vii. Get promoted
 - viii. Don't get fired
 - d. Remind the training group that avoiding traps is in their best interest because traps:
 - i. Incite community anger
 - ii. Reduce officer satisfaction
 - iii. Can lead officers to misidentify criminal behavior or threat of violence/danger
 - e. It's important to try to avoid falling into these traps because falling into them could reduce both trust and safety within the communities you police.
 - f. "Imagine a neighborhood where everybody feels like if they call the police, they're going to get treated badly. That's the kind of neighborhood that criminals like, because they know that the people there are going to be scared to call the police. Similarly, if you're being attacked or your home is being attacked, you'd better hope that the person next door feels comfortable calling

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the cops. Falling into traps, which leads to biased policing, makes that less likely.”

g. Therefore, it’s important to understand how your own implicit biases might be operating in policing and to try to defuse traps in your everyday policing, to not only protect the communities you serve, but also to protect yourself.

9. Reducing the Influence of Identity Traps- Slide 82

a. Purpose: This slide provides some tactical suggestions in reducing the influence of identity traps.

b. Delivery of Content: In order to reduce the influence of identity traps, try to do the following when encountering difficult situations while on duty:

- i. • Change the situation: consider what parts of the situation you can positively change, e.g. mood, energy level, time pressure, multi-tasking
- ii. • Slow down: take time to assess how implicit bias and stereotypes might be influencing your behaviors on the force.
- iii. • Get help from outside the situation: call for back-up in a situation where you feel you might be susceptible to authority threat to prevent falling into a slow trap
- iv. • Actively seek out counter stereotypes: make a point of getting to know local leaders/clergy in high-crime neighborhoods you patrol

10. Interventions- Slide 83-84

a. Purpose: To introduce intervention strategies to combat traps.

b. Delivery of Content: Review intervention strategies.

Instructors should go SLOWLY through this page, clearly addressing examples of each intervention.

- i. Awareness of implicit bias and traps (only a start)
- ii. Stereotype Replacement
 1. Be mindful of your stereotype
 - a. Black men are dangerous, are they?
 2. How?
- iii. Individualism-See the individual, and allow them to have a voice (remember procedural justice means giving them a voice)
- iv. Increasing opportunity for meaningful interactions with other races, cultures, ethnicity

All CDP officers will be expected to do this as part of community and problem-oriented policing
- v. Go to next slide (slide 84)
- vi. Slow Things Down (when practical) – unless you are in imminent danger, you should always take the opportunity to slow things down

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- vii. Practice Procedural Justice
 - 1. Listen
 - 2. Neutrality, Be Fair
 - 3. Be Respectful
 - 4. Be Transparent, develop trust
 - viii. Look for Chances to De-escalate
 - ix. Intervene – if you see a fellow officer making a biased decision, or falling victim to a fast or slow trap, intervene and remind them to slow down, take a breath, etc.
 - x. Accountability-Hold each other accountable – if you observed a fellow officer making a poor decision based on a trap, call him/her out on it. Talk to them. These decisions affect all of us and our ability to build trust in the community; they impede the mission of CDP
11. Quality of Decision-Making: Neutrality- Slide 85
- a. Purpose: To emphasize the importance of neutrality in officers' decision-making.
 - b. Delivery of Content: Tie this back into the first lessons we learned in this training. These are the principles of procedural justice that build police legitimacy in the eyes of the public.
 - i. Decision-making that is: Neutral
 - 1. The officer exhibits neutral feelings toward the person
 - ii. Unbiased decision
 - 1. The decision is not based on personal bias; e.g. Race, gender, income, community, sexual orientation.....
 - iii. Consistent
 - 1. The decision is applied equally to all
 - iv. Transparency
 - 1. Allows people to see the decision has been neutral
 - 2. Explaining why a person is stopped. (explaining the process)
12. Role Play Exercise- Slide 86
- a. Purpose: To provide an interactive exercise to solidify the training concepts.
 - b. Delivery of Content:
 - c. Choose two groups of cops (both would have to leave the room), then have 2 actors: one black wearing uniform (gang type apparel), one white dude in polo and jeans.
 - d. Bring in first group of cops: have them watch the black

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actor walk by them, sees them and tosses something to the ground. Ask cops to respond to that scenario.

e. Then, bring in 2nd group of cops: have them watch white actor do the same thing and have 2nd groups respond to the scenario.

f. Open dialogue for this activity using the following guiding questions:

- i. How did the groups respond differently?
- ii. What was going through groups' minds when they watched the scenario?
- iii. What traps could they have fallen into?
- iv. What situations could have made this worse?
- v. What aspects of this training did you/could you have applied to this scenario?

13. Group Exercise- Slide 87

a. Purpose: This group exercise serves to allow learners to engage with the afore-mentioned tactics to defuse traps.

b. Delivery of Content: Before breaking the trainees into the smaller group for the exercise, first walk through a couple of examples as a

group first:

c. Suggested examples:

- i. Non-policing: Black woman shopping in a store and a store clerk begins following her assuming she's going to steal. How do you defuse that trap?
- ii. Policing: There are 5 cops in a dog-pile with no room/real estate on the perpetrator, and a female officer decides whether or not to join in or to clear the area to keep civilians and officers safer.
 1. Her slow trap: concerns about getting called shaky or cowardly by the other officers. Does she risk her reputation, which is so significant in policing, or jump in and potentially get hurt and/or hurt someone unnecessarily? What do we do to disarm that trap?

d. **Instructor's Note:** Resist the urge to tell people to just be a better person i.e.

“just don't care about what other people think” because that is not realistic. Explanations could work, but sometimes the explanations actually lead you further into the traps

e. Possible solutions: Give a pat on the back of the officers, make a

plan as a team so that on the next call you can still make the right decision, how do you walk the line between being seen as a team player and doing the right thing tactically.

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f. Now have officers complete the following exercises in groups of 3-4 officers:

- i. Provide three different non-policing scenarios where there are fast and slow traps
 1. Have class identify traps, state how they would defuse them for themselves
- ii. Last, provide three policing-specific scenarios with fast and slow traps
 1. Have class identify traps and how they would defuse them for a partner and how they would disarm them for themselves

Ask one officer from each group to share the scenarios that they generated to the entire class. Spend time here, asking the room for additional ways to address each scenario and offering guidance around:

- Awareness of implicit bias and traps (only a start)
 - Stereotype Replacement
 - Individualism-
 - Increasing opportunity for meaningful interactions with other races, cultures, ethnicity
 - Slow Things Down
 - Practice Procedural Justice
 - Listen
 - Neutrality, Be Fair
 - Be Respectful
 - Be Transparent, develop trust
 - Look for Chances to De-escalate
 - Intervene
 - Accountability-Hold each other accountable
14. When can you defuse?- Slide 88
- a. Purpose: To engage participants in a discussion about defusing traps.
 - b. Delivery of Content: Lead a discussion based on the following questions.
 - c. Where are there opportunities to defuse traps in Law Enforcement?
 - d. Where does it fit in your day?
 - e. Facilitate the discussion about where it fits. You just want people in the room to generate the conversation, but instructors should guide them towards understanding that the majority of the

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time, when they are not in clear and immediate danger, they should be looking for traps (for themselves and for their partners) and thinking of interventions to defuse those traps. Doing so makes them better officers and makes the CDP more legitimate in the eyes of the Cleveland community

15. King of the Hill video clip- Slide 89

- a. Purpose: The purpose of this clip to see a situation where both

fast and slow traps are in play and come up with some strategies to avoid falling into them.

- b. Delivery of Content: Play King of the Hill Clip and then ask the following questions:

- i. How do we help Hank avoid falling into traps?
- ii. If Hank is an officer, and someone calls him a racist right after this, how can we help him avoid a viral video?

16. The Daily Show Video: Reducing the Influence of Identity Traps -Slide 90

- a. Purpose: This closing video summarizes the importance and relevance of identity traps in policing.

- b. Delivery of Content:

- i. Thanks to training attendees
- ii. Ask whether there are any questions about the training
- iii. Play the video as a closing statement about the importance

of identity traps in policing

17. Thank you- Slide 91

- a. Delivery of Content: Thank you to instructors and attendees

XI. Bias-Free Policing GPO #1.07.08

- A. Bias- Free policing GPO will be presented on the LMS system along with a test.
- B. Tell participants to look for the LMS policy and test via email

XII. CONCLUSION

- A. The Topics covered were :

1. (PJ1) MODULE 1

- a. The Interactive Nature between Procedural Justice, Legitimacy, and Goals in Policing
- b. Definitions-Procedural Justice, Police Legitimacy

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- c. Procedural Justice affects legitimacy
- d. Goals in policing
- 2. (PJ1) MODULE 2
 - a. Cynicism
 - b. "US" VS. "Them" Mentality
 - c. Legitimacy
 - d. Lawfulness vs. Legitimacy
- 3. (PJ1) MODULE 3
 - a. Neutrality
 - b. Voice
 - c. Respect
 - d. Trustworthiness
- 4. (PJ1) MODULE 4
 - a. Historical Effects of Policing
 - b. How did we get here?
 - c. Community Bank Account
- 5. (PJ3) MODULE 1
 - a. Why are we here today?
- 6. (PJ3) MODULE 2
 - a. Fast Traps
 - b. Implicit Bias
 - c. Definitions: Stereotypes, Prejudice, Discrimination
 - d. What is racism?
- 7. (PJ3) MODULE 3
 - a. Slow Traps
- 8. (PJ3) MODULE 4
 - a. Defusing Traps
 - b. Identity Traps

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Participant Guide developed by P.O. Raymond Fierro and P.O. Al Ferreira
Contributions by Lt. Bruce Lipman and Sgt. Mark Sedevic
2. A Tactical Mindset: Procedural Justice and Police Legitimacy (PJ2) Facilitator Guide; Prepared by the Instructional Design and Quality Control Section, Education and Training Division
Chicago Police Department, Written by:
Chicago P.O. J. Esquivel, P.O. A. Ferreira, P.O. M. Hayes,
P.O.T. Henderson, Lt. B. Lipman, P.O. D. Patterson

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3. Tactical Perception: Using the Science of Justice (PJ3) Facilitator Guide
Prepared by the Center for Policing Equity

4. Ohio Peace Officer Basic Training, Community Diversity & Procedural Justice, Unit
1 – Topic 4, Page 21

5. Cleveland Police GPO #1.07.08