

**Texas Commission on Law Enforcement  
Officer Standards and Education**

**Lesson Plan**

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| <b>Course:</b>             | <b>TCOLE Course #3304 Critical Incident Training</b> |
| <b>Unit:</b>               | <b>Incident Command</b>                              |
| <b>Instructors:</b>        | <b>C. James #524</b>                                 |
| <b>Time Allotted:</b>      | <b>4</b>   |
| <b>Prepared By:</b>        | <b>C. James #524</b>                                 |
| <b>Preparation Date:</b>   | <b>July 30, 2021</b>                                 |
| <b>Revised By:</b>         |  |
| <b>Revised Date:</b>       |  |
| <b>Instructional Aids:</b> | <b>PowerPoint, OIS Videos</b>                        |
| <b>Entry Level:</b>        | <b>Active member of SAPD</b>                         |

**I. Goal: (Purpose of Course)**

The goal of this course is to increase and develop the officers' knowledge and ability to assume a command role at incidents

**II. Preparation:**

The training will be delivered through lecture.

**III. Lesson Objectives (Specific points of information to complete the goal statement):**

- 3.1** The student in a classroom environment will identify a simple definition of leadership. This will be done on a written examination with a minimum passing score of 70%.
- 3.2** The student in a classroom environment will identify French and Raven's organizational Power. This will be done on a written examination with a minimum passing score of 70%.
- 3.3** The student in a classroom environment will the Hick's/Hyman Law. This will be done on a written examination with a minimum passing score of 70%.

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- 3.4 The student in a classroom environment will identify the causes of auditory exclusion, tunnel vision and loss of fine motor skills. This will be done on a written examination with a minimum passing score of 70%.
- 3.5 The student in a classroom environment will identify a simple definition of actionable intelligence. This will be done on a written examination with a minimum passing score of 70%.
- 3.6 The student in a classroom environment will identify the importance factors provided by distance. This will be done on a written examination with a minimum passing score of 70%.
- 3.7 The student in a classroom environment will identify an After-Action Report. This will be done on a written examination with a minimum passing score of 70%.
- 3.8 The student in a classroom environment will identify the goals of leadership. This will be done on a written examination with a minimum passing score of 70%.

**IV. Presentation: (Implementation of Instruction)**

| Key Topic Points        | Elaboration on Key Points  |
|-------------------------|--|
| <b>Incident Command</b> | The management system used to direct all operations at the incident scene. The Incident Commander is the officer with the most active intelligence at the scene.   |
| <b>Leadership</b>       | A simple definition is that leadership is <b>the art of motivating a group of people to act towards achieving a common goal.</b>   |
| <b>Common Goals</b>     | Specific, measurable, achievable, relevant and time bound.   |
| <b>Sources of Power</b> | <p><b>Legitimate power</b><br/>Legitimate power is that which is invested in a role. Supervisory ranks have legitimate power. A common trap that people in such roles can fall into is to forget that people are obeying the position, not them.</p> <p><b>Referent power</b><br/>This is the power from another person liking you or wanting to be like you. It is the power of charisma and is wielded by shifts informal leaders.</p> |

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|                                       | <p><b>Expert power</b><br/>When I have knowledge and skill that someone else requires, then I have Expert power. This is a very common form of power and is the basis for a very large proportion of human collaboration.</p>   |
| <p><b>Stress Effects</b></p>          | <p>The actions suggested are not the opinions of SOU personnel. They are based upon empirical data, peer reviewed by subject matter experts, accounting for the physics and dynamics between humans in violent confrontations; sympathetic squeeze, tunnel vision, auditory exclusion, Boyd's Cycle, Hick's Law, etc.</p>   |
| <p><b>Hick's Law</b></p>              | <p>Hick's law, or the Hick–Hyman law, named after British and American psychologists William Edmund Hick and Ray Hyman, describes the time it takes for a person to make a decision as a result of the possible choices: increasing the number of choices will increase the decision time logarithmically. The Hick–Hyman law assesses cognitive information capacity in choice reaction experiments. The amount of time taken to process a certain amount of bits in the Hick–Hyman law is known as the rate of gain of information.</p> |
| <p><b>Tactical Considerations</b></p> | <p>Do we need to see the suspect to talk to him/her<br/>Officer specialty<br/>Tac-Med<br/>Negotiator<br/>Rifleman<br/>K-9<br/>Contact/Cover concept is always utilized<br/>Type of call dispatched to<br/>Single Officer -<br/>Two Officer call<br/>Multi-Officer call</p>  |

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| <p><b>After Action Review</b></p> | <p>Is the right officer being dispatched for the call?<br/>Mental Health<br/>Decision gaming otw to the call (What if's)<br/>Entry Points<br/>Obstacles<br/>Tactical L/V<br/>Officers should never separate past 90°<br/>Priority of fire and back drop should be considered<br/><b>Suspects</b><br/>Number<br/>Capabilities<br/>Weapons<br/>Motivation</p> <p>An after-action review (AAR) is a professional discussion of an event, focused on performance standards, that enables officers to discover for themselves what happened, why it happened, and how to sustain strengths and improve on weaknesses. It is a tool leaders and units can use to get maximum benefit from every mission or task. Key is the spirit in which AARs are given. The environment and climate surrounding an AAR must be one in which the officers and leaders openly and honestly discuss what actually transpired in sufficient detail and clarity that not only will everyone understand what did and did not occur and why, but most importantly will have a strong desire to seek the opportunity to practice the task again.</p> <p>.</p> |
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**V. Application:** Planning for student to practice or apply new knowledge (where applicable)

The students will apply their knowledge on Incident Command through participation in class discussion.

**VI. Evaluation:** Final check of student's comprehension of material presented.

Each student will successfully complete a written exam with a minimum passing score of 70%.

**VII. References:**

Leadership, [www.thebalancesmb.com/leadership-definition-2948275](http://www.thebalancesmb.com/leadership-definition-2948275), accessed on July 30, 2021

French and Raven's Five Forms of Power, [https://www.mindtools.com/pages/article/newLDR\\_56.htm](https://www.mindtools.com/pages/article/newLDR_56.htm), accessed on July 30, 2021

hick's law reaction time, <http://eurodatapark.com/blog/supreme-fire-oofexse/hick%27s-law-reaction-time-5fcd2e>, accessed on July 30, 2021