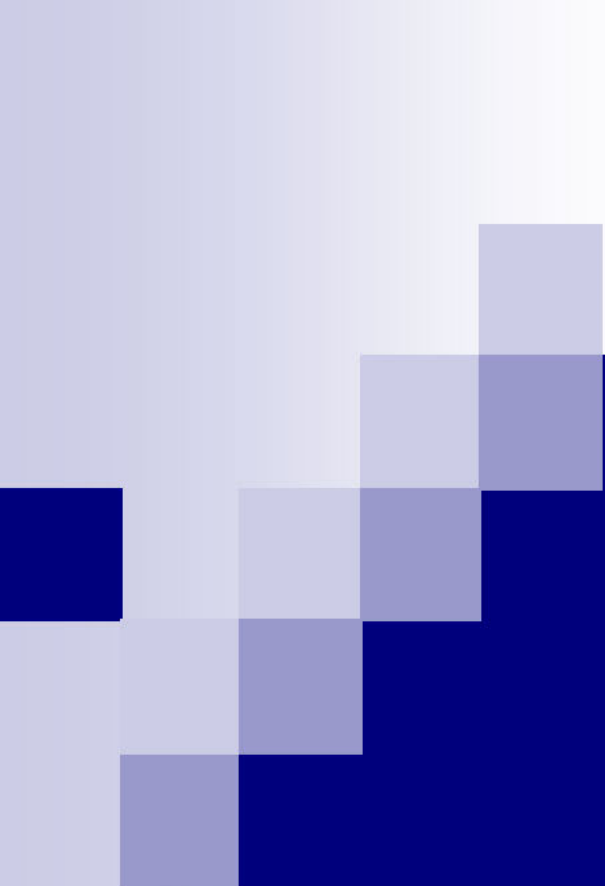
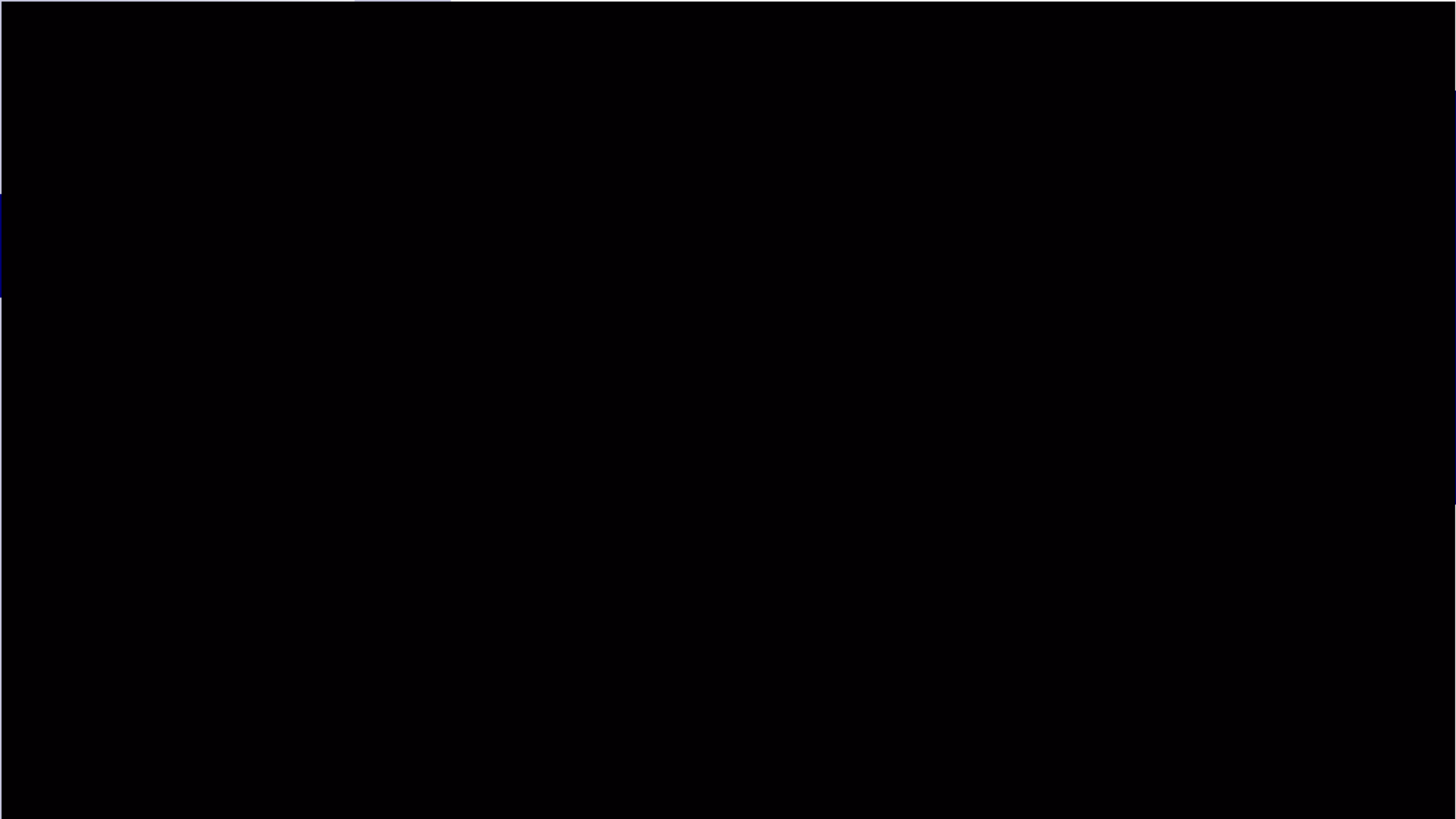




Fair and Impartial Policing

Officer Training





Intro

- All people, even well-intentioned people have biases.
- We'll discuss various biases.
- We'll explore what social-psychology has taught us. (Impedes our ability.)...

Differences between Explicit vs Implicit

- Need to recognize our unconscious biases—called “**IMPLICIT BIASES**”—so we can implement bias-free behavior
- Implicit biases are not **EXPLICIT BIASES**
 - A person with explicit biases (e.g., racist) has conscious animus towards groups, is unconcerned, will tell you about it.



Fair and Impartial Police



- Be effective at solving crimes and handling disorder problems
 - Review facts and evidence impartially to solve crimes and handle disorder
- Stay safe and go home at the end of the shift
 - Review facts/evidence to assess danger



Fair and Impartial Police



- Enhance/promote trust on the part of the people they serve and enhance the legitimacy of the police.
 - When we do our jobs well...
 - F/I are essential for maintaining our legitimacy and living up to the values of the profession.



Goals of the Training

- Recognize your own human biases
- Understand how implicit biases can affect your perceptions and behavior
- Understand how biased policing impacts community members and the department
- Understand how FIP supports procedural justice and thus police legitimacy
- Develop skills and tactics to reduce the influence of bias on police practice and allow you to be safe, effective and just police professionals



Any discussion focusing on bias and policing

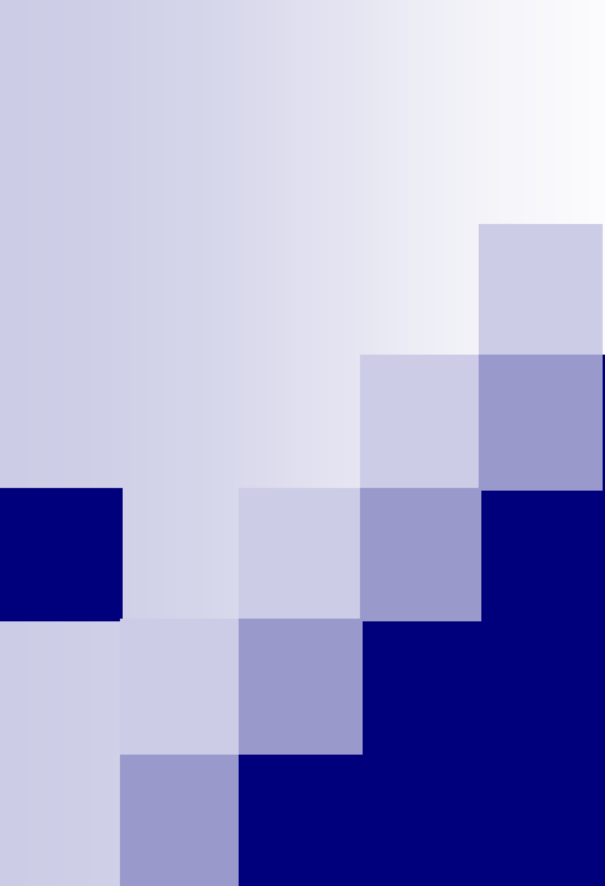
- ❑ Is difficult, raising sensitive yet critically important issues
- ❑ This program was designed to examine these issues
- ❑ As we explore the science of human bias



During this training:

- Leave your preconceived notions about “bias” training at the door.
- Think and reflect about what it means to be an effective police officer.
- Recognize the life experiences and expertise that you bring to this room.
- Participate.

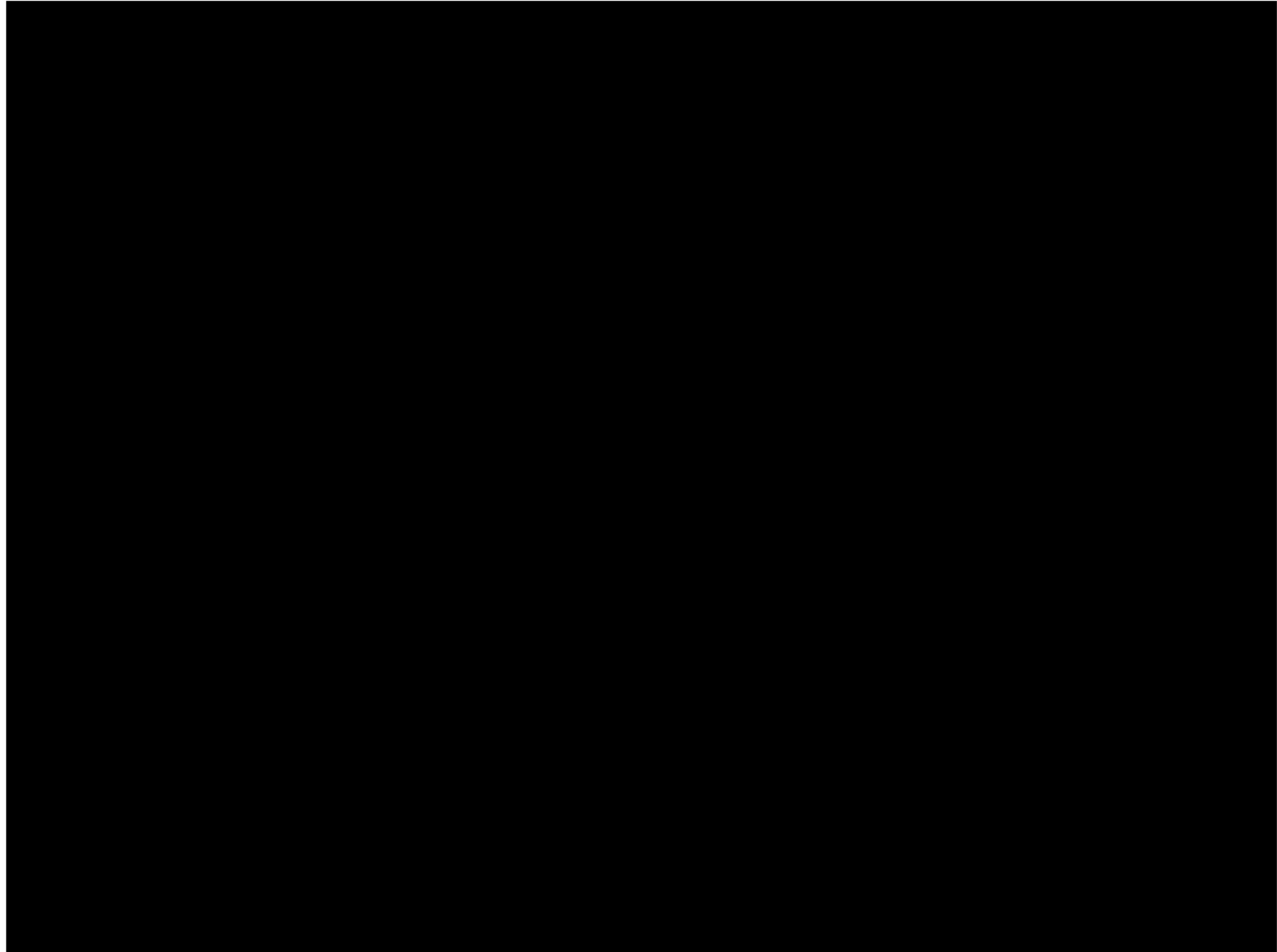


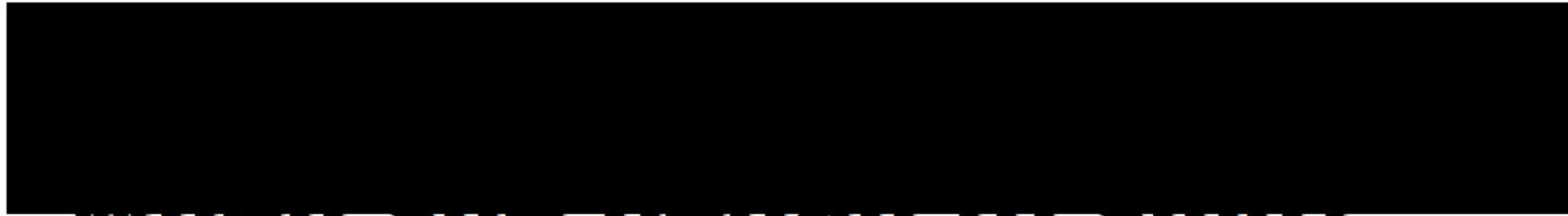


Understanding Human Bias



Susan Boyle – Britain's Got Talent



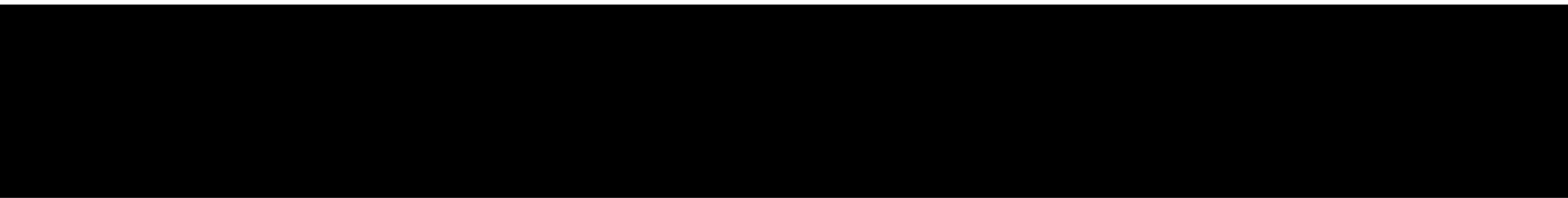


when she began to sing:



Fundamental Concepts of Human Bias

- Bias is a normal human attribute—even *well-intentioned* people have biases
- Biases are often unconscious or “implicit”
- Implicit biases manifest even in individuals who, at the conscious level, reject prejudices and stereotyping
- Implicit biases can influence our actions
- Understanding how implicit bias can affect our perceptions and behavior is the first step to “override” implicit bias

- 
- 
- All humans prejudge others
 - We attribute characteristics to them
 - We prejudged SB and drew conclusions about whether she could sing....
 - To understand/explore implicit bias: Three questions



Understanding Implicit Bias: Question #1

- Whom do we pre judge?
 - We prejudice people we don't know; we “fill in” what we don't know about the person.



Understanding Implicit Bias:

Question #2

- What determines the characteristics we attribute to them?
 - ☐ Group stereotypes/biases
 - ☐ Stereotypes are generalizations based at least in part on facts.



**What stereotypes might
people attribute to these
individuals?**

How would you size them up?









Understanding Implicit Bias: Question #3

- Do we know when we are doing this?
 - Not always.



Bases on Which People May Be Stereotyped and Treated Differentially

- Income
- English language abilities
- Gender
- Age
- Religious affiliation
- Profession
- Sexual orientation, identity
- etc.



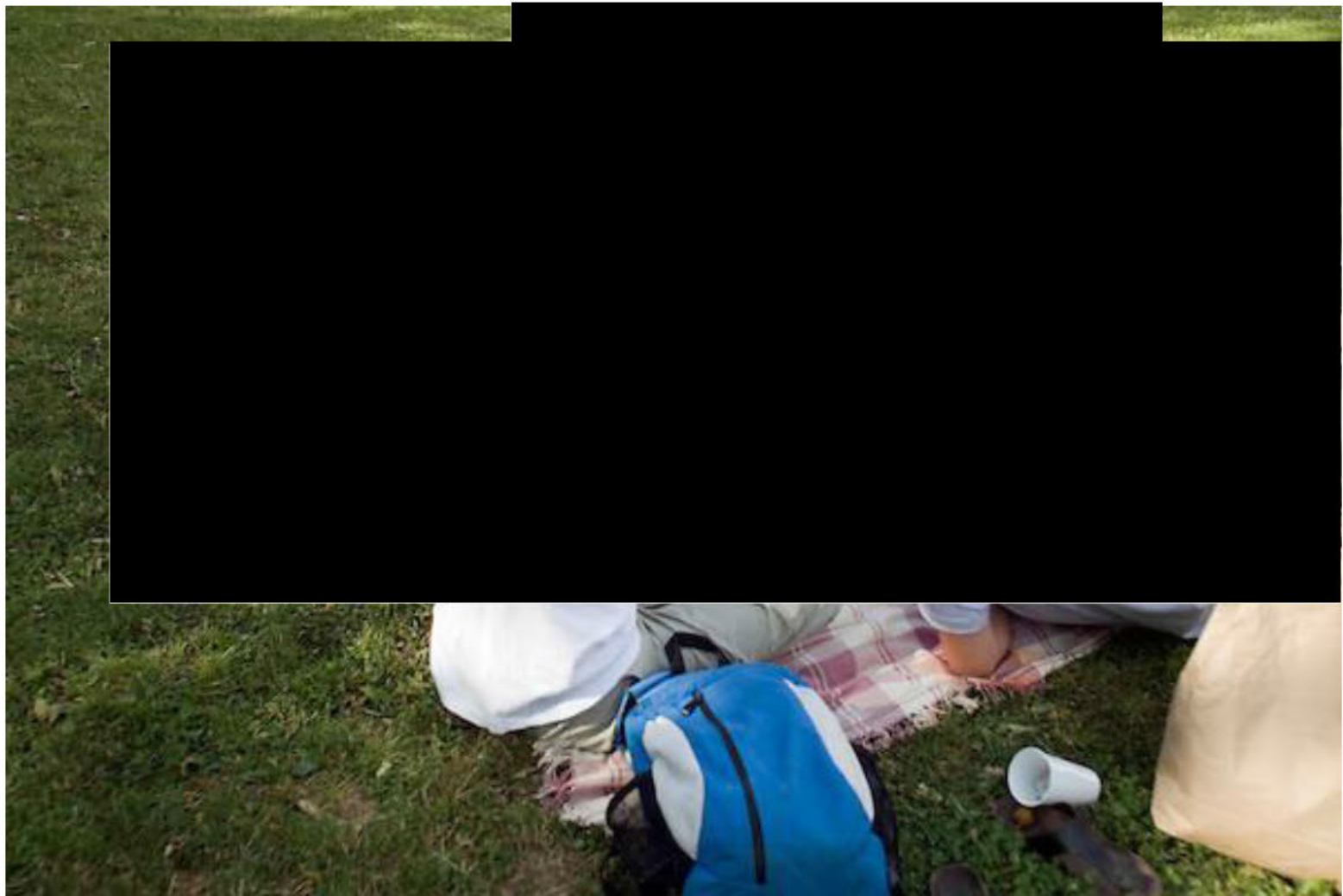
415 in the park

- Citizens who live in the area of Gatsby park call to report a disturbance in the park.
- A group of people who appear to be drinking, playing loud music, shoving each other and harassing other people as they walk by.
- Several calls coming in from other neighbors in area.
- One caller reported one of the subjects seen with a gun.



In your groups...

- How will you respond to this call and interact with the group?
- What actions will you take when you first contact the group?
- What conclusion will you try to obtain?



Disturbance in the park



Disturbance in the park



Disturbance in the park



Disturbance in the park



Debrief

- What was your initial response to the group?
- Were the groups treated differently?
How?
- What biases might be reflected here?



Key Point of Role Play

Policing based on stereotypes is
unsafe.



Blink Response – Malcolm Gladwell

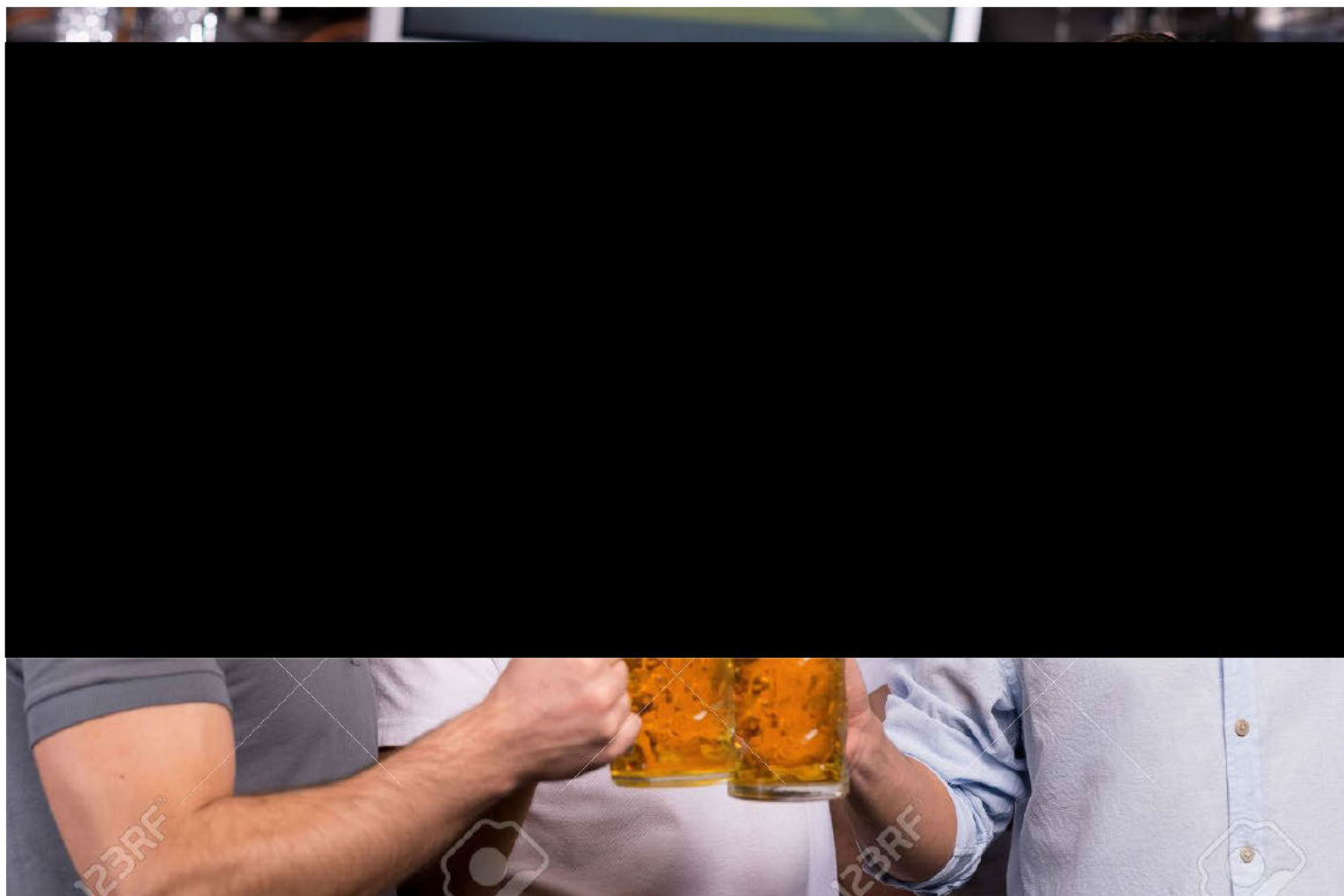
- “Blink”: About our snap judgments about people and things
- “Thinking without thinking” is not a reliable source of information to guide policing decisions.



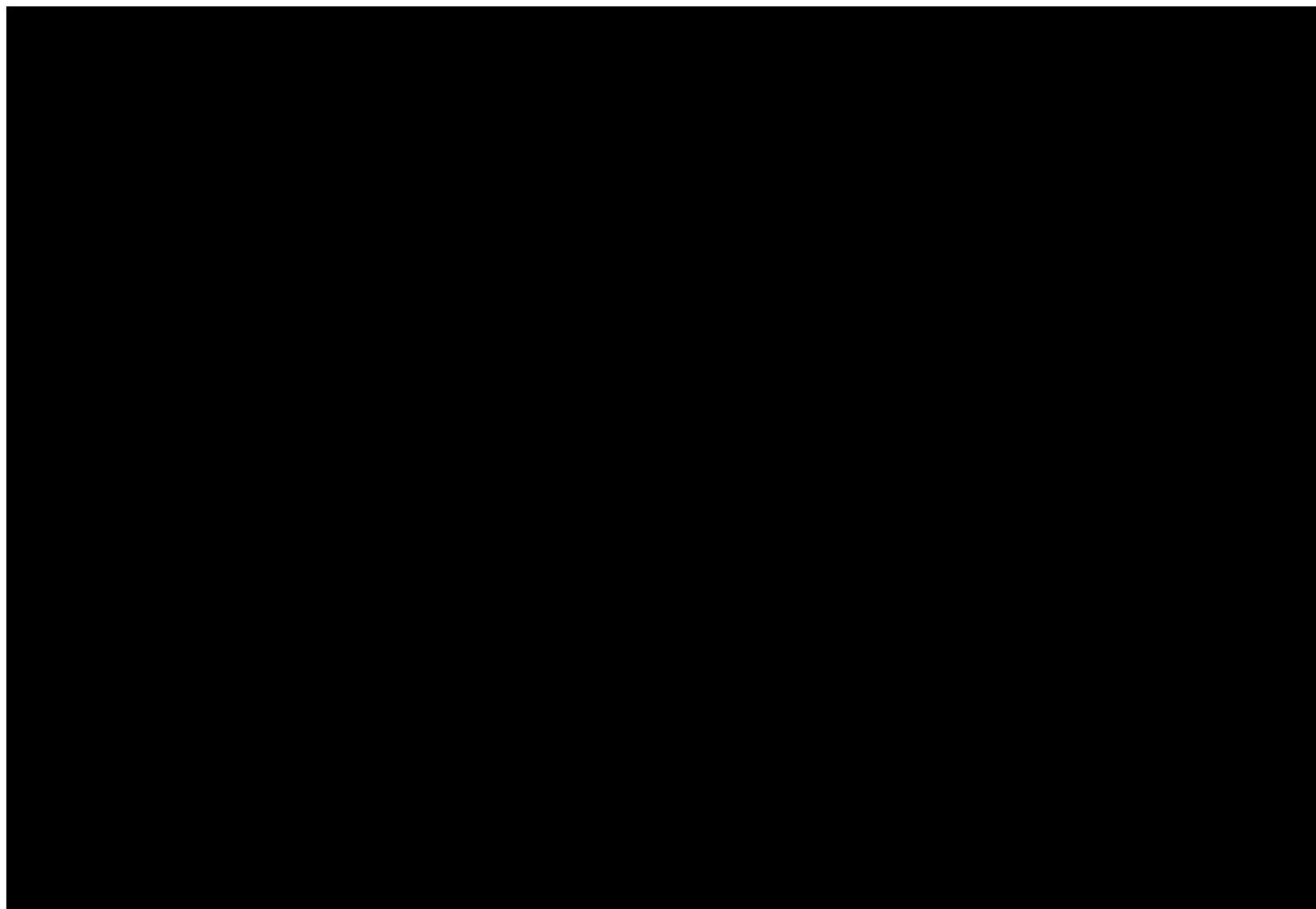
Key Points of the “Blink” Response

- Recognize the “blink” response”
- Replace it with objective (bias free) judgments

- 
- As police officers, we have to “size people up” on a regular basis. Do we attribute characteristics based on:
 - Preconceived bias?
 - Officer Safety cues?







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Dreamstime.com

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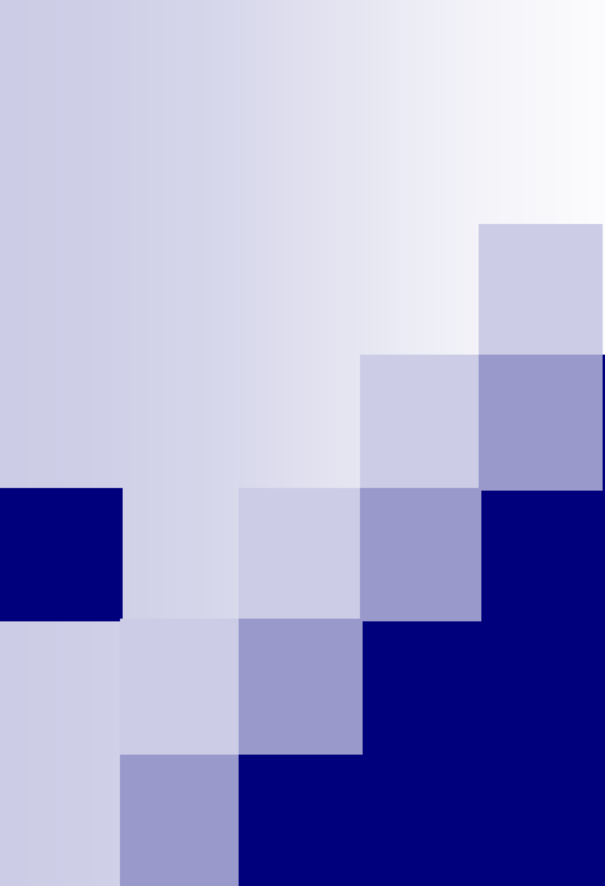
Americanspirit | Dreamstime.com





NOTHING in this training is intended to compromise your officer safety.

It can actually help your officer safety.



“Money Train”



Stereotyping and Human Bias

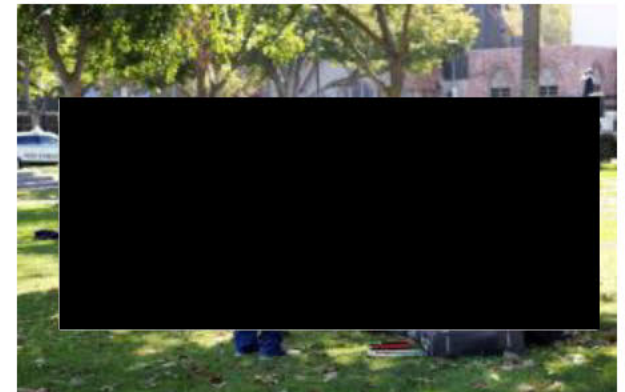
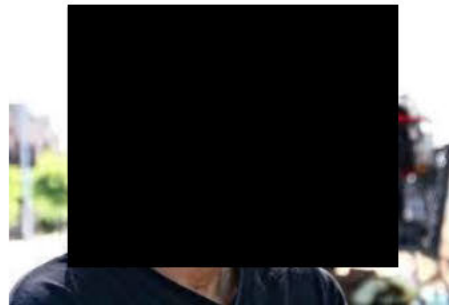
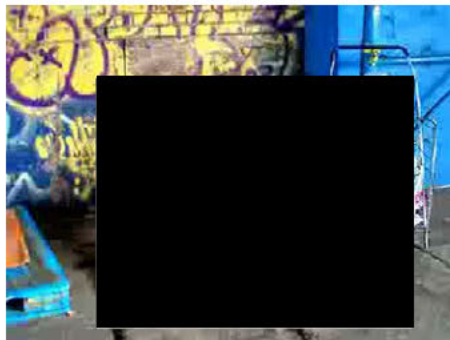
- We prejudge people we don't know
 - Did not know the lady
- We assign a group characteristic to them.
 - She's not a criminal, not a risk
- We do not always know when this is happening.
 - Outside of Woody's conscious awareness.



Key Point

Policing based on stereotypes is ineffective.

- 
- Law enforcement officers deal with a variety of community members....





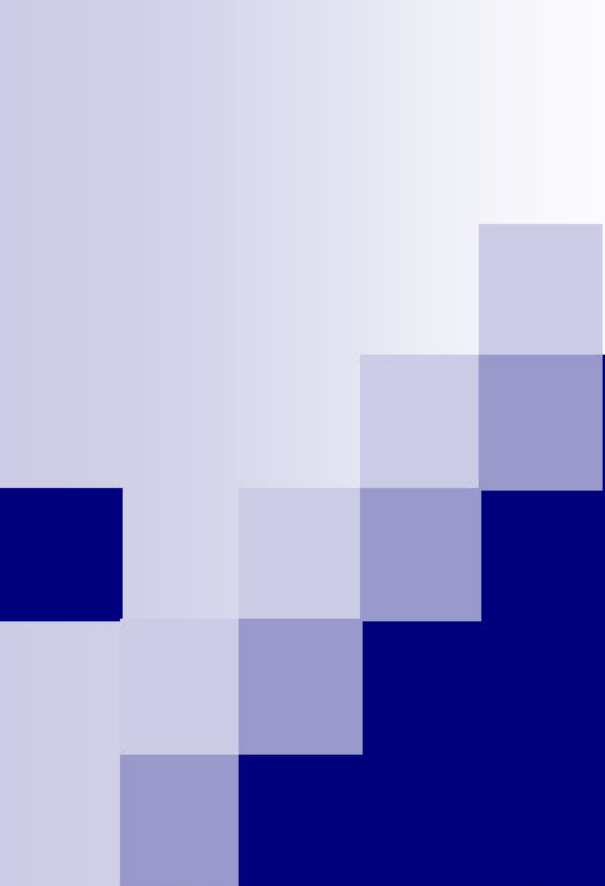
Susan Fiske

- How do people in our society react to the homeless?
- How might some officers treat the homeless versus persons of means?



Key Point:

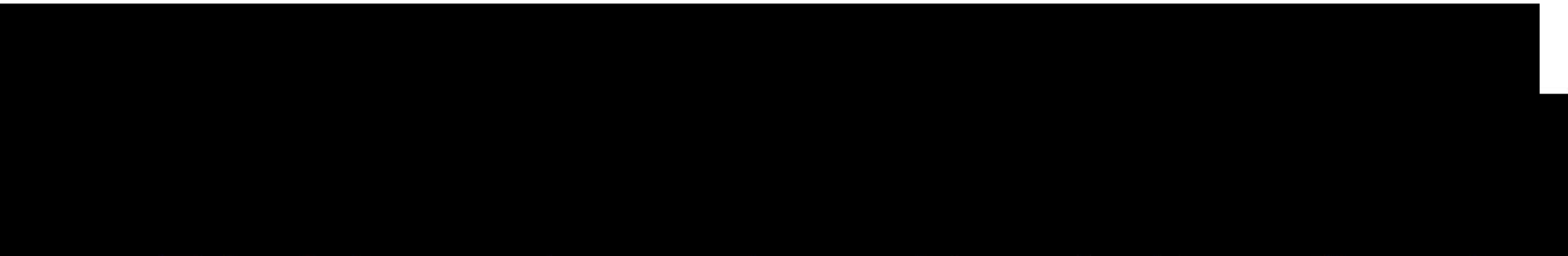
Policing based on stereotypes
(biases) is unjust.



THE RACE-CRIME ASSOCIATION STUDIES



Hurry Up & Buy

- 
- 
- **Ethnicity and race** (e.g., Nosek, Banaji and Greenwald, 2002)
 - **Gender** (e.g., Banaji and Hardin, 1996)
 - **Sexual orientation** (e.g., Dasgupta and Rivera, 2008)
 - **Body shape** (e.g., Bessenoff and Sherman, 2000)
 - **Age** (e.g., Perdue and Gurtman, 1990),
etc. etc.

Relevant to Humans in all professions

- Current studies focusing on
 - Doctors, nurses (e.g., Van Ryn & Saha, 2011)
 - Biases on the basis of race, class, weight
 - Lawyers, prosecutors and judges
 - Gender (e.g., Levinson & Young, 2010)
 - Race/ethnicity (e.g., Smith & Levinson, 2012)
 - School teachers (e.g., Van den Bergh et al, 2010)
 - Law Enforcement (e.g., Correll et al., 2007; Peruche & Plant, 2005)
 - *Etc. etc.*



**Turn now to research on
an implicit bias with
particular relevance to
policing.**

Black-Crime Implicit Bias
(or “Implicit Association”)



The “Shove” Study

- **Study:** How did people interpret the shove by the Black versus the shove by the White?
- **Result:** The “shove” was perceived as more threatening when performed by the Black person
- **Replicated** and showed this was true for both White and Black subjects.



The Visual Perception Study

- Subjects were “primed” with Black male faces, White male faces, or no faces
- Completed object recognition task

(Eberhardt, Goff, Purdie, & Davies, 2004).

Levels of Degradation



Frame 251

Crime Relevant Object



Crime Relevant Object



Crime Neutral/Irrelevant Objects





Background science

- When two concepts are linked in our minds, when one is brought to the fore, the other one is close behind.

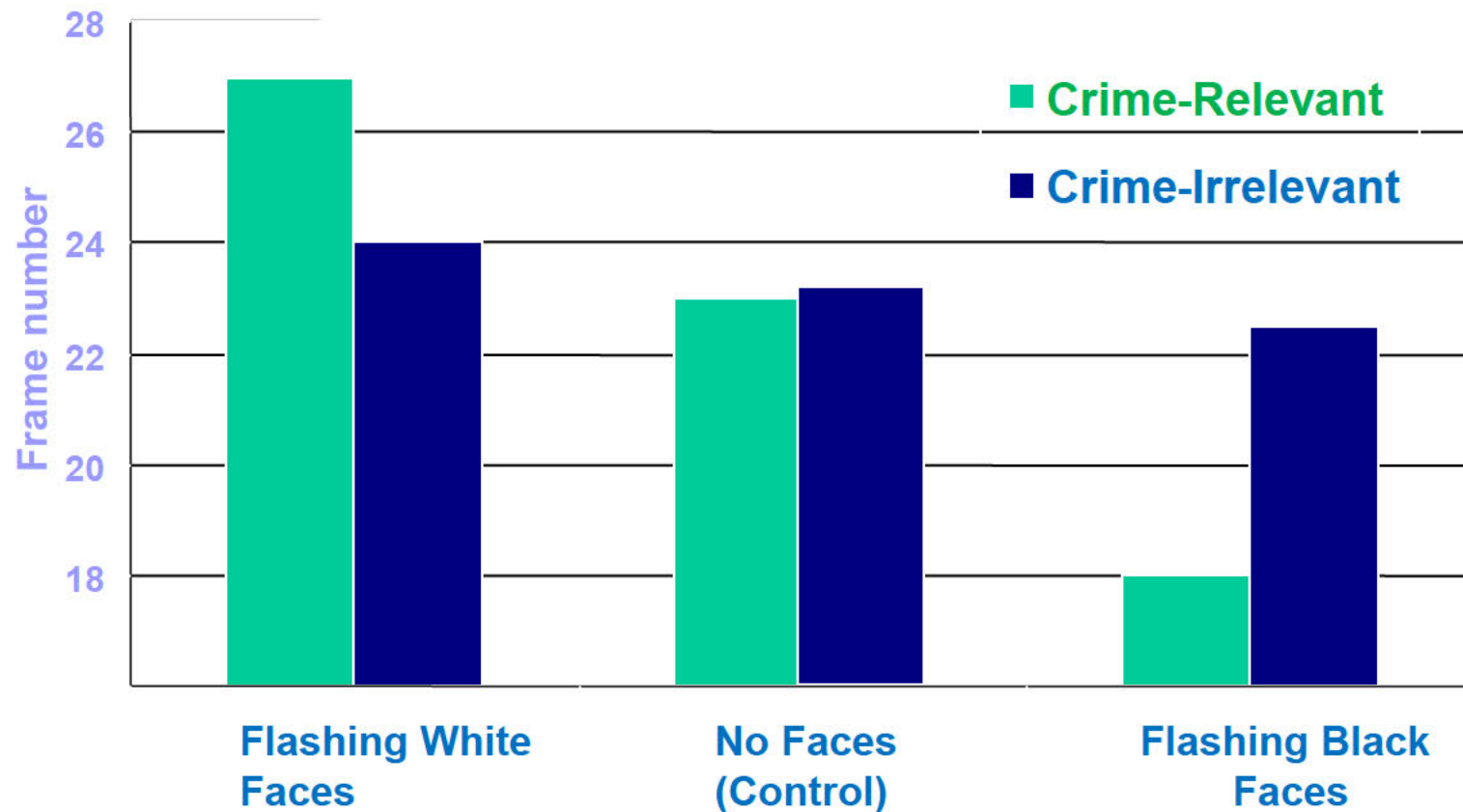


Hypotheses

If the Black-crime association impacts our visual perception, then:

- ☐ Participants primed with Black male faces should be faster to identify crime-relevant objects than those primed with White male faces.
- ☐ There should be no effect of prime for crime-irrelevant objects.

Object Identification





Results: Affirmed a Black-Crime Implicit Bias

- Exposure to **Black male faces** facilitated the identification of crime-relevant objects.
- Exposure to **White male faces** inhibited the identification of crime-relevant objects.



Be a Research Participant!

- We will see slides of backgrounds and then a person will appear—very quickly—with something in his hands.
- Shout “Threat” if you see a threat
- [Silent if no threat]



















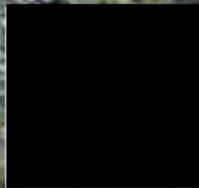
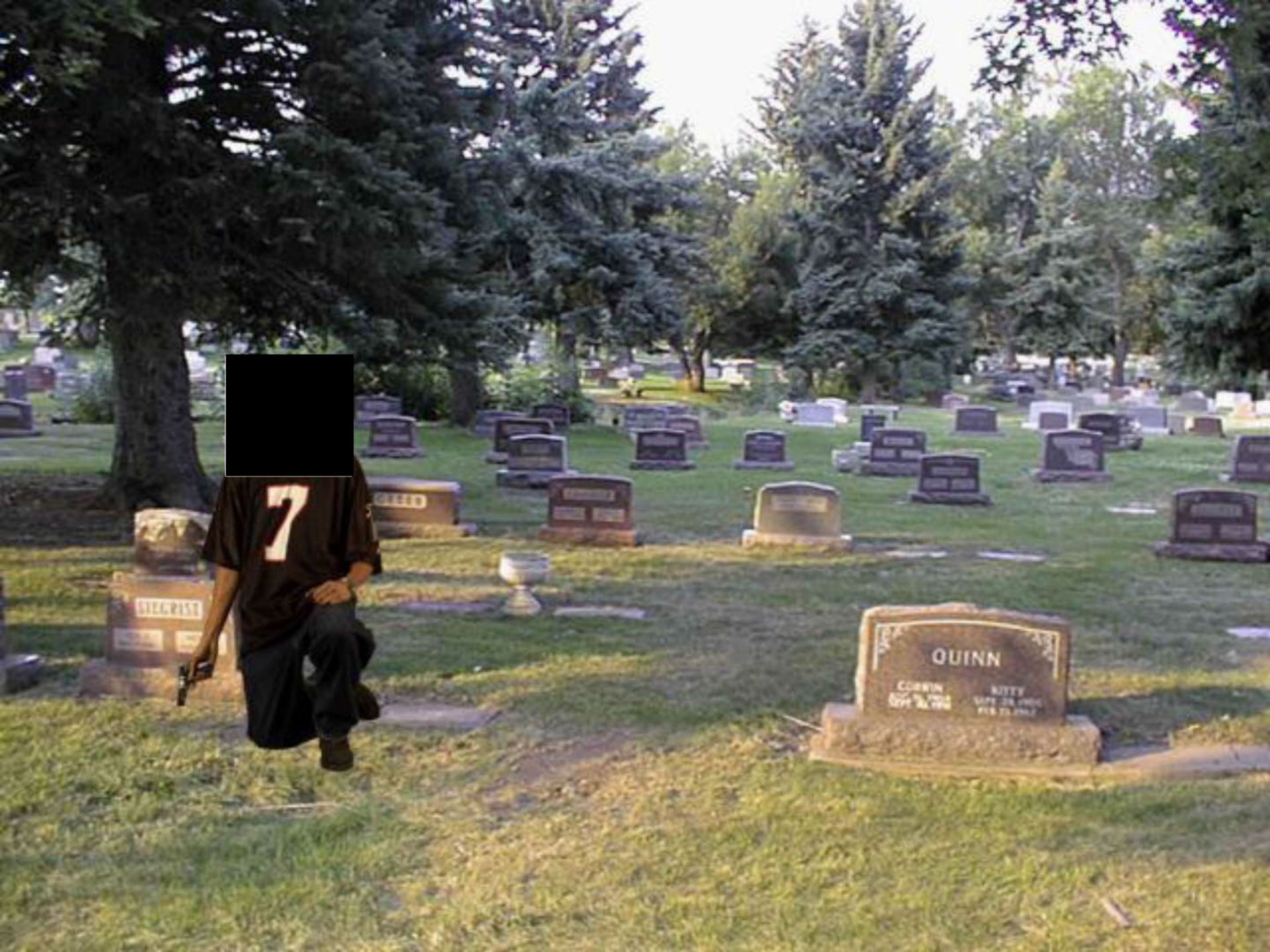




QUINN

CORWIN
BORN 1904
DIED 1974

BETTY
BORN 1906
DIED 1972



7

STEELE

QUINN

CORIN
BORN 1944
DIED 1994

NETTY
BORN 1944
DIED 1994



















Correll Results: Race Made a Difference

Speed: Participants shot a White armed man slower than a Black armed man.

Errors: Participants were more likely to shoot an ***unarmed*** Black man than an unarmed White man.

(Correll, 2002)



**Another Correll study
coming up**



The Muslim-Headwear Effect Study

- Research volunteers played a computer game that showed apartment balconies on which different figures appeared, some wearing Muslim-style headwear or hijabs and others bare-headed.
- They were told to shoot at the targets carrying guns and spare those who were unarmed.



The Muslim-Headwear Effect Results

- People were much more likely to shoot Muslim-looking characters even if they were carrying an “innocent item” instead of a weapon.

(Unkelbach, Forgas & Denson, 2008)



Gender and Crime Implicit Bias

- In this same study, they also varied the “targets” by gender
- They found the expected gender effect: Subjects were more likely to shoot men than women even when the men were harmless.



Blink responses linked to crime

- The studies above show link between Blacks, Muslims and men to crime.
- Which other groups does society link to crime?
 - What groups do we link to NON-crime?
- The science shows that mere knowledge of a stereotype produces an implicit bias



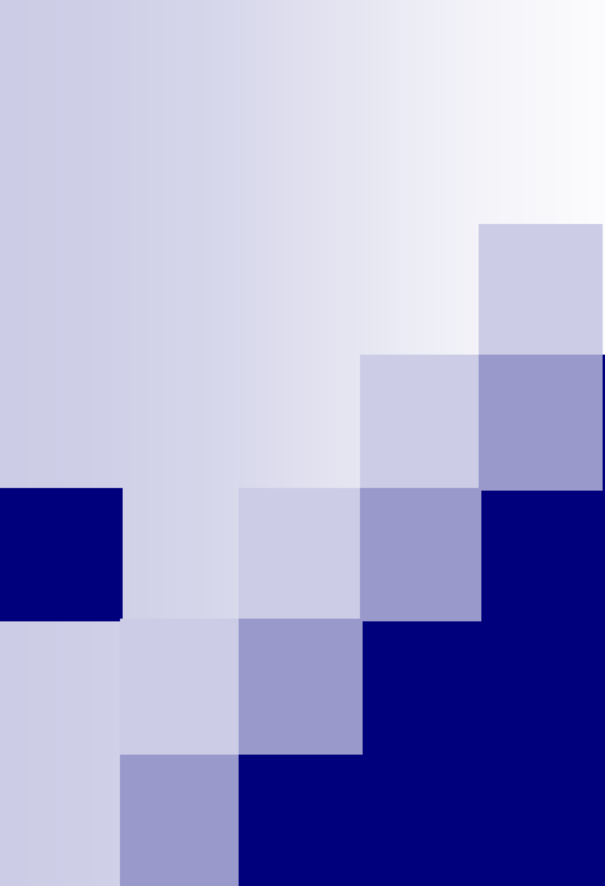
Implications for LE

- Officers may see danger when one is not there (over-vigilant)
- May overlook danger (under-vigilant)
 - Money Train



The Race-Crime Implicit Bias Linked to Officer Safety and Effectiveness

- Officers may:
 - Increase their scrutiny of people of color
 - Interpret ambiguous behavior on the part of people of color as more threatening
 - Respond to people of color more aggressively, as criminals
 - Under-respond to Whites, Asians, etc.
 - etc.



**Stereotypes are
Based, at Least in
Part, on Fact**



One example pertains to race and crime

Criminologists have shown that
people of color are
disproportionately involved in
street crime

Economic Status, Race and Crime

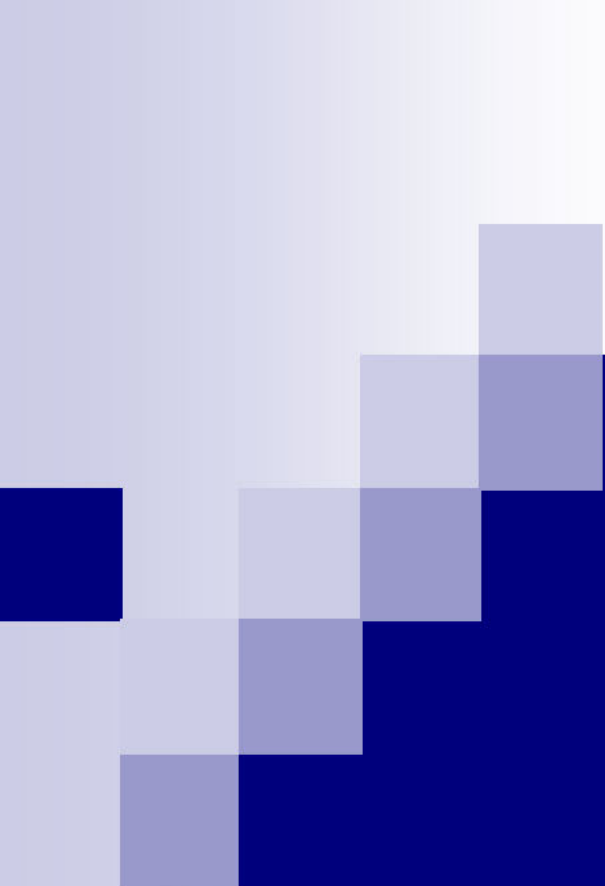
- A = Lower income people are disproportionately represented among people who commit street crimes
- B = People of color are disproportionately represented in lower income levels
- A+B=C People of color are disproportionately represented among people who commit street crimes



But, that stereotypes are based in part on fact

- Does not justify your making decisions based on those stereotypes
- Such decisions can be unsafe, ineffective and unjust.





Crash Scene: The Streets of Los Angeles

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intended copyright violation.**



CRASH

- Sandra's character was right! Her stereotype held true.
- Sometimes your “blink response” is right.
 - But sometimes it is wrong.
 - It is unreliable.
- Because it is unreliable, you should not police based on your blink responses, your biases.....



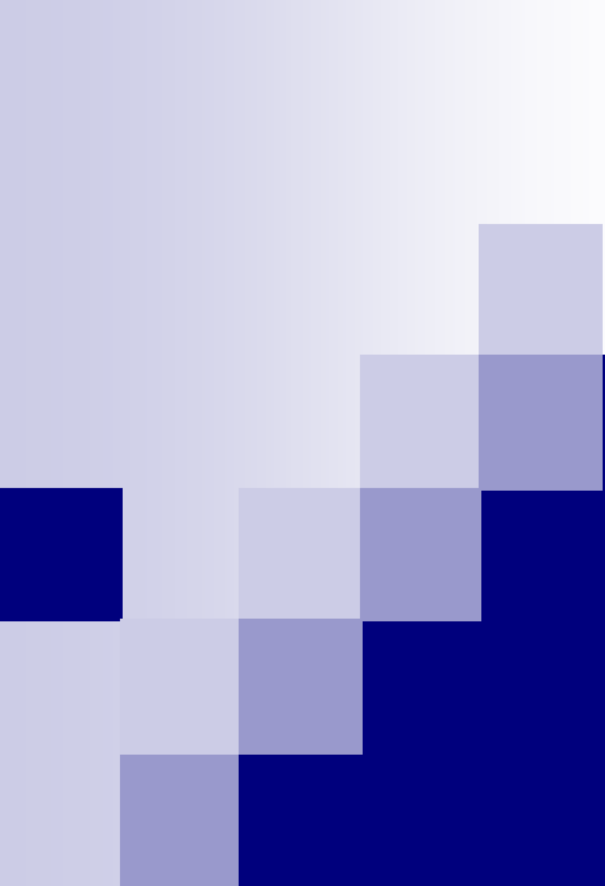
Key Point

Policing based on biases is
unsafe, ineffective, and unjust

Sometimes it can be deadly!







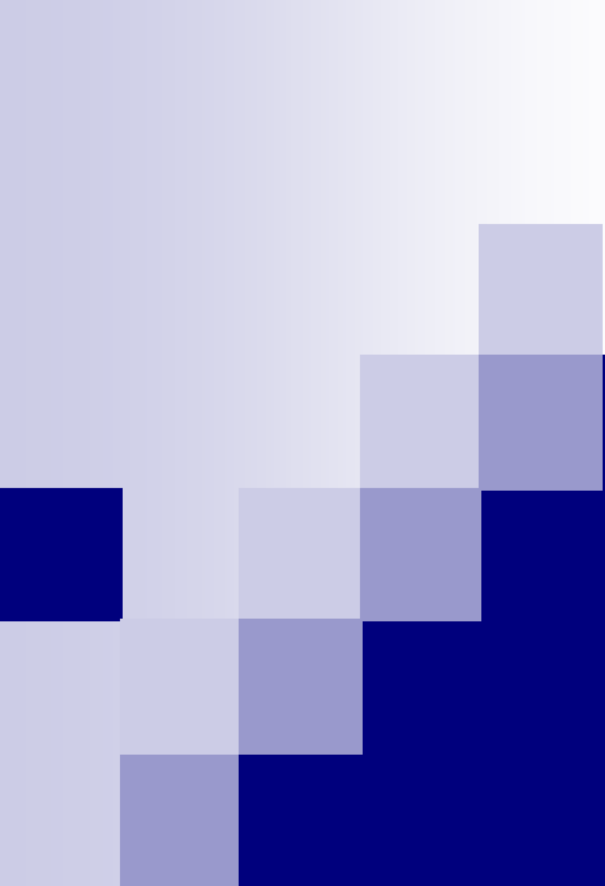
Implicit Bias Manifests in Non- Prejudiced People

- 
- Implicit bias manifests even in non-prejudiced people
 - Exists even in individuals who consciously hold non-prejudice ideals/attitudes
 - EX: Many minorities have a race-crime/danger implicit bias (Shove Study)....



■ **Some think: Biased policing is “someone else’s issue”**

- Often think that because of their progressive attitudes towards other groups, they must be bias free
- Quite likely: They are wrong.



Addressing Our Implicit Biases



Two remedies for our implicit bias “affliction”

- #1. Reducing our implicit biases
- #2. Recognizing our biases and thwart their impact on behavior.



#1. Reducing implicit bias

- (a) Contact theory
- (b) Exposure to counter-stereotypes



Contact Theory: Reducing Implicit Bias

Positive contact with other groups reduces both conscious and implicit biases.



Personal Contacts and Implicit Biases in Officers

- Peruche and Plant (2006) Measured implicit bias on the part of officers
 - Shoot/don't shoot simulator to measure implicit bias.
 - Police, too, manifest implicit racial bias
 - But implicit racial/ethnic bias is weaker in officers who report positive interpersonal contacts with racial/ethnic minorities



**Very normal human
interactions can help us
reduce our biases.**

- Contact theory works two ways





Counter-Stereotypes and Use-of-force training

- High quality UOF training exposes officers to counter-stereotypes
 - Trains them that demographics are not a clue to threat
- Picture video training scenarios where
 - Threat is just as likely to be a woman as a man.....



Counter Stereotypes: Correll Study #2 (2007)

- **Speed:** Both police and civilians exhibited robust racial bias
- **Errors:** Bias was less likely to manifest itself in the decisions by police
- **Bottom Line:** Police made the correct decisions.
- **Implication:** High quality, role play use-of-force training helps police unlearn stereotypes for split-second use-of-force decisions.



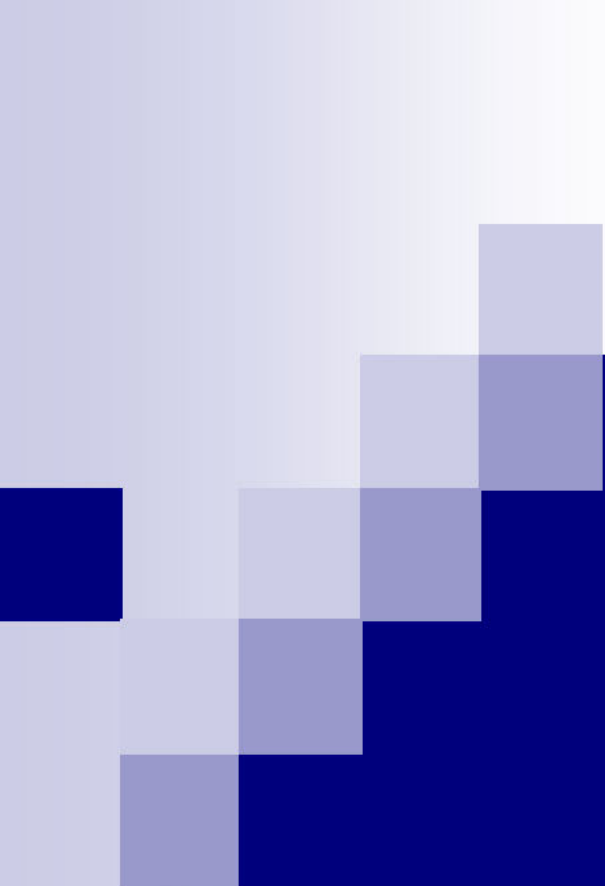
Implementing “Controlled (unbiased) Behavior”

- *If we recognize our biases*
- We can implement “controlled behaviors” that override our (natural) implicit biases.



Fundamental Concepts of Human Bias

- Bias is a normal human attribute—even *well-intentioned* people have biases
- Biases are often unconscious or “implicit”
- Implicit biases manifest even in individuals who, at the conscious level, reject prejudices and stereotyping
- Implicit biases can influence our actions
- Understanding how implicit bias can affect our perceptions and behavior is the first step to “override” implicit bias



The Impact of Biased Policing on Community Members and the Department

MODULE 2



Previous Module

- Science of implicit bias – perceptions and behaviors
- Forms of implicit bias with policing relevance (including race-crime)
- Biased policing is ineffective, unsafe and unjust



Biased Actions Can Negatively Impact:

- Community members
- Your law enforcement agency



The Impact of Biased Policing on Community Members

- How many of you have been stopped by the police? How was your interaction with the officer?



The Impact of Biased Policing on the Department

- Explore this through.....
 - Police Legitimacy = The public view that the police are entitled to exercise authority.

- Reflects trust and confidence in police
 - If people see the police as legitimate...



Legitimacy Promotes

- Acceptance of police decisions (OIS, Crowd Control)
- Cooperation with the police (Witnesses, Informants, Community Outreach)
- Compliance with the law (Crime Reduction)



What specific things might people do if they have trust and confidence in the police, that is, if they see your PD as a legitimate authority?



Community Members Who See Police as Legitimate Authorities....

- Assist with crime prevention efforts
- Call the police when a crime occurs
- Provide information about criminal activity
- Serve as a witness
- Believe an officer who is testifying
- Etc.

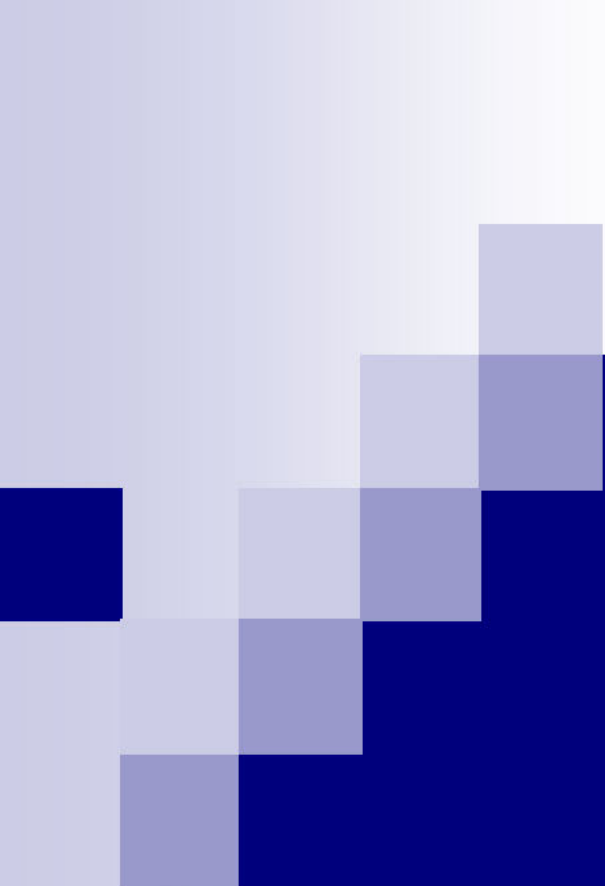


**The police cannot be effective
without the support and
cooperation of the community.**



Threats to Police Legitimacy

- History of police in the US
- Views of police that immigrants bring with them to the US
- Disrespectful, abusive and/or biased interactions with community members



Policing History and Our Communities

- 
- Long term history and recent history
 - Police misconduct
 - Includes tumultuous relationships with particular groups





Understanding our History

- You personally did not create our history
- But you police within the context of it
- With certain individuals, it is even harder to produce police legitimacy.



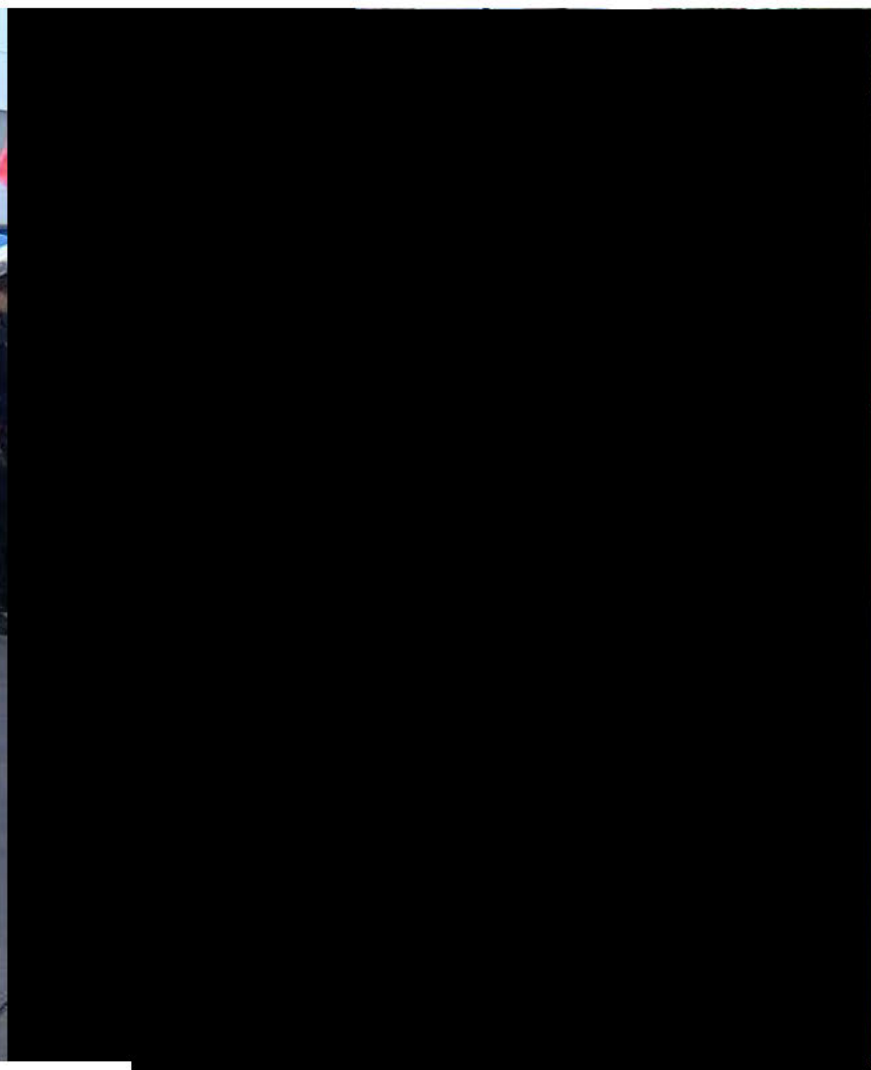
Policing Our Immigrant Communities

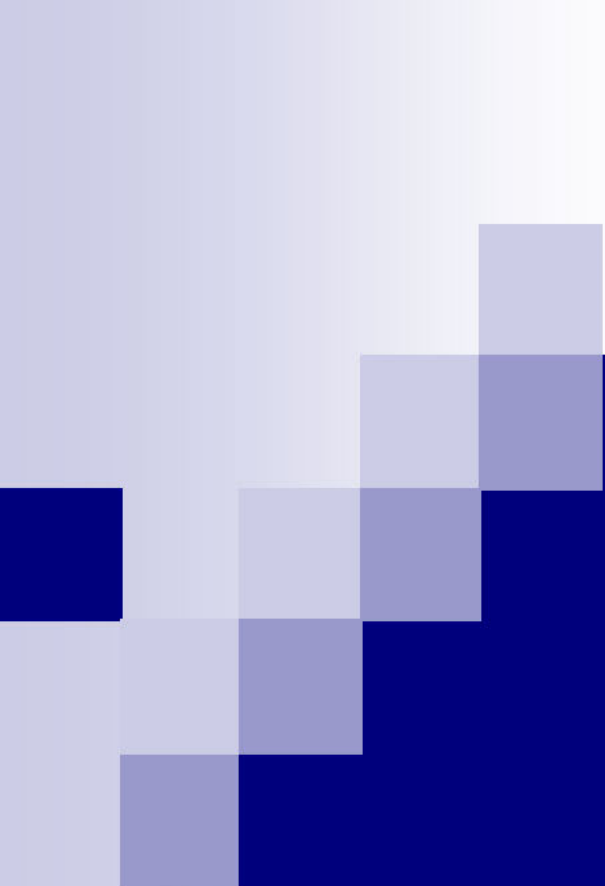
- Immigrants from nations in which the police are tyrannical and abusive
- Immigrants may be hesitant to trust American police officers—based on their experiences in their home countries
- May be difficult to build trust in such communities



A threat you CAN impact directly

- Disrespectful, abusive and/or biased behavior.
- Will harm the trust/confidence that you need to do your jobs.





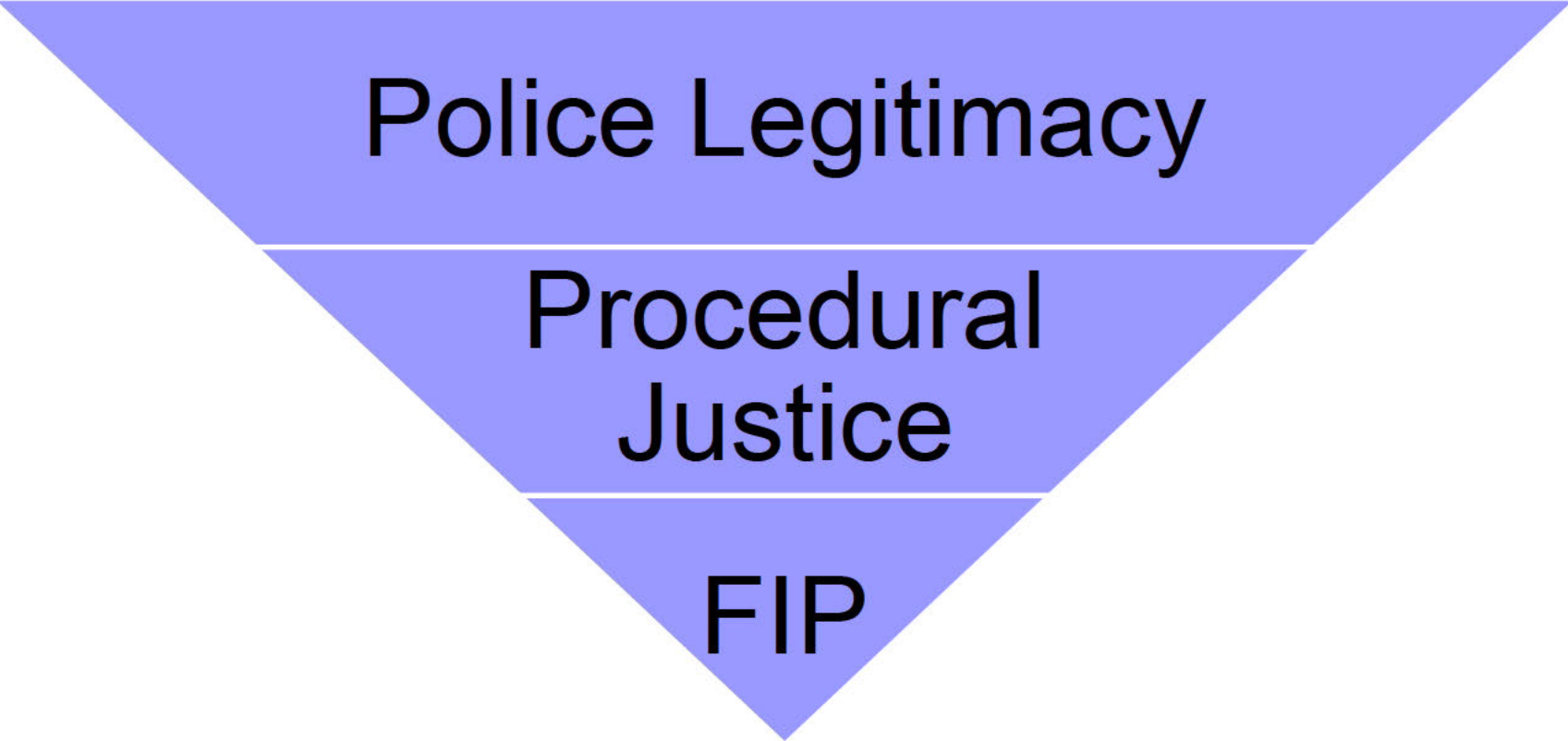
Strengthening Police Legitimacy through Procedural Justice



Procedural Justice

The procedures used by police officers where community members are treated with respect, dignity and fairness.

Achieving Police Legitimacy



Police Legitimacy

Procedural
Justice

FIP



Gaining legitimacy through fair and impartial policing

“When people believe that profiling is widespread and/or that they have been profiled, their support for police fades”

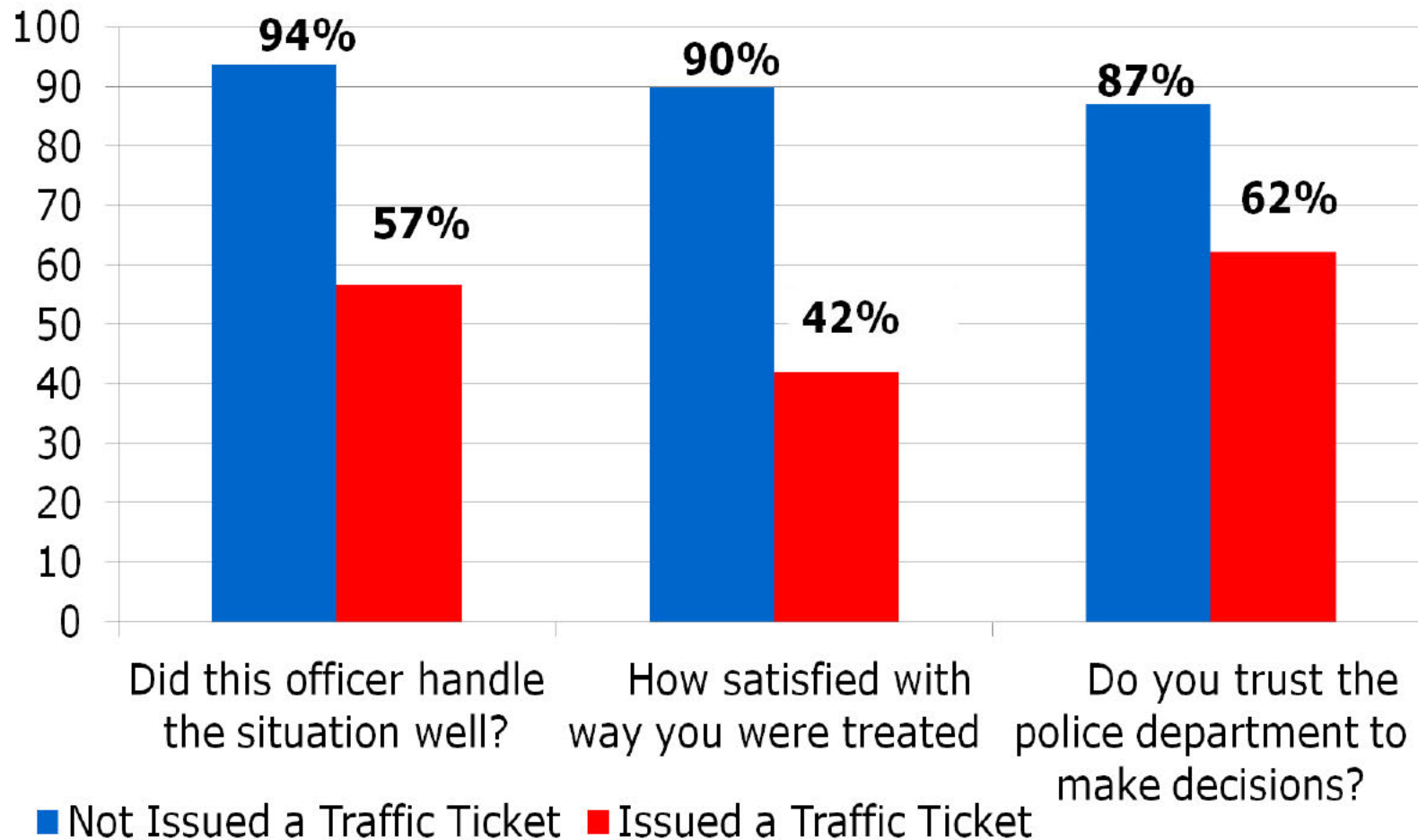
(Tyler and Wakslak, 2004, p. 255; see also Weitzer and Tuch, 2002).

Citizen Assessment Formula

Citizen's assessment of an experience with the police:

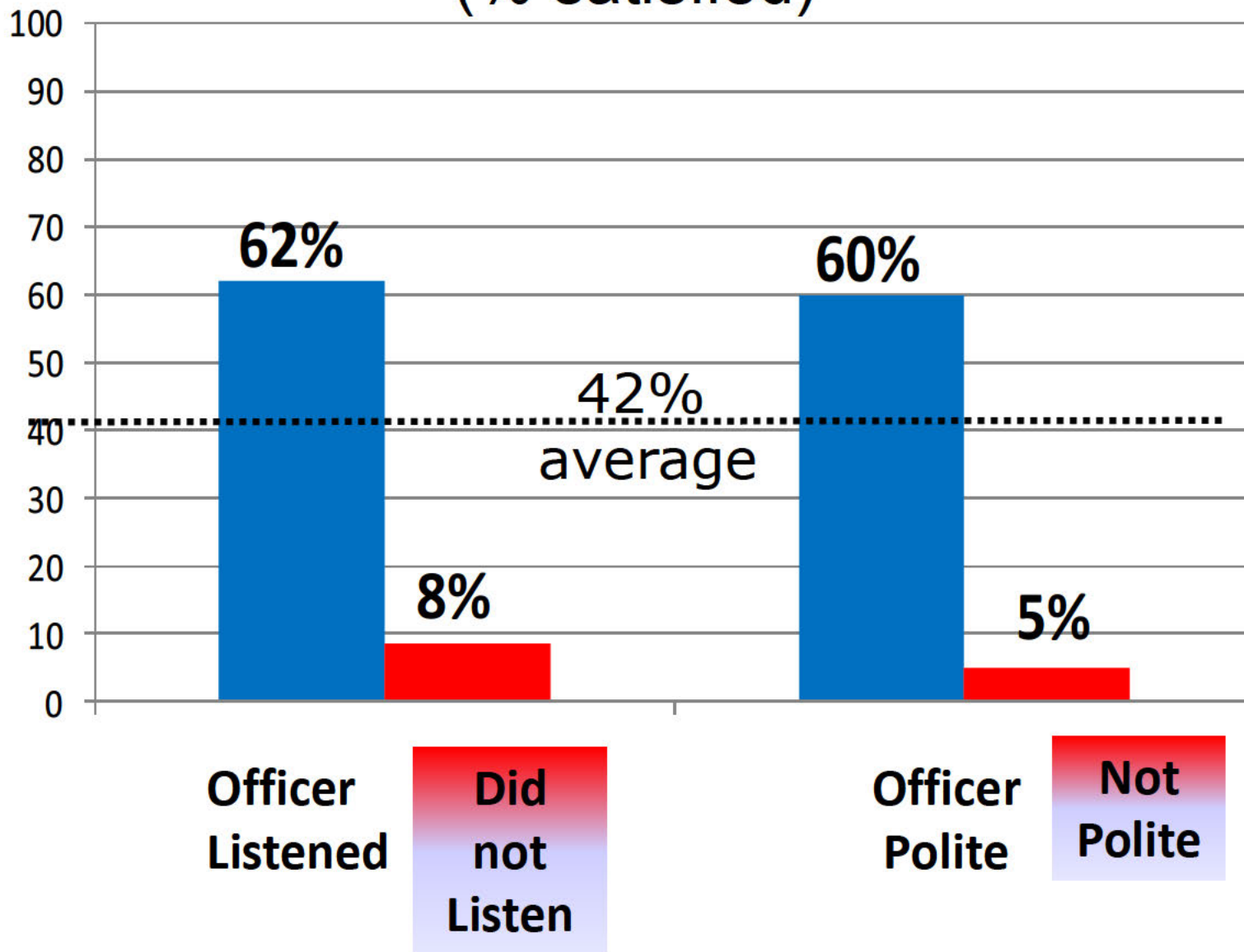


Outcome Matters: Getting a Ticket



Process Matters When Getting a Ticket

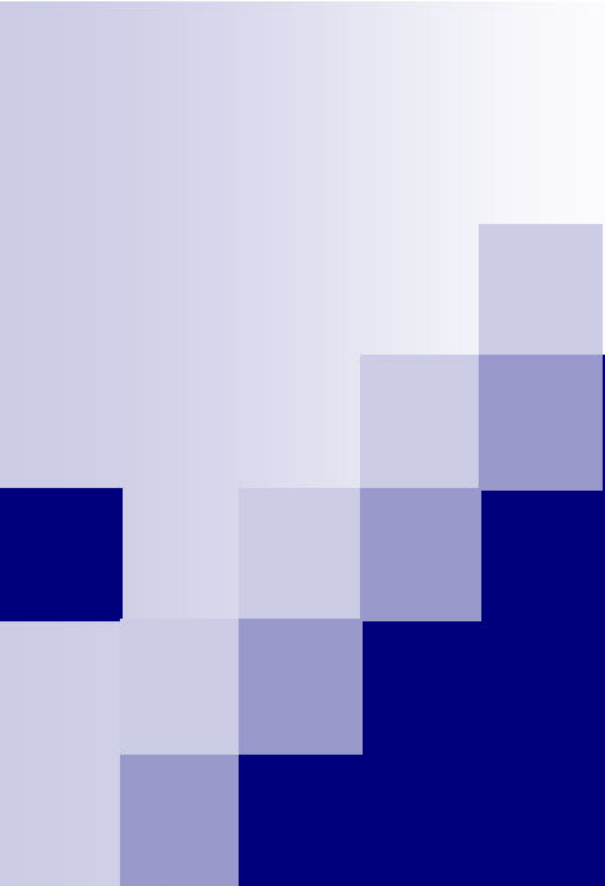
(% satisfied)





Research: Community Member Acceptance of Officer's Decisions

- When there is a **bad outcome** with **poor** treatment 3% of the time.
- When there is a **bad outcome** with **good** treatment 73% of the time.
- When there is a **good outcome** with **poor** treatment 15% of the time.
- When there is a **good outcome** with **good** treatment 87% of the time.



Procedural Justice in Action

How Do You Do This?



The Four Components of Procedural Justice:

- Respect: Treating people with dignity
- Voice: Allowing people to tell their side of the story
- Neutrality: Decision-making based on facts, not personal biases
- Trustworthiness: Transparent process



Take a Closer Look...Respect

- **Action:** Officers treat ALL individuals—regardless of status—with dignity and respect
- **Skill:** Checking cynicism; Developing respectful communication and relationships
- **Result:** Validates the individual as a human being



Taking a Closer Look: Voice

- **Action:** Allow community members to voice their point of view
- **Skill:** Active listening
- **Result:** Having a voice makes people feel that they are a part of the process and that they are being respected.

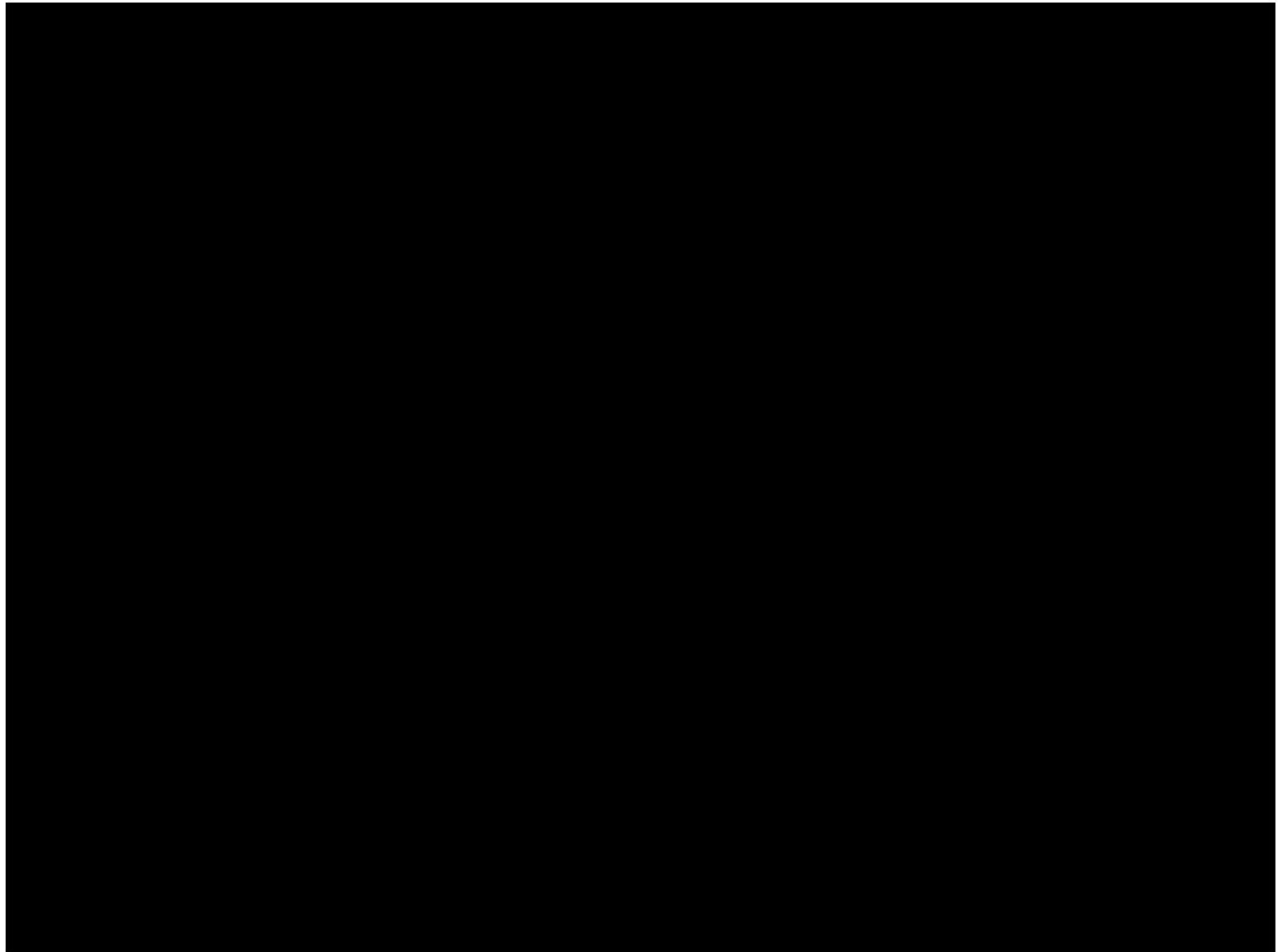


Take a Closer Look...Neutrality

- **Action:** Exhibit a fair and impartial approach to community members
- **Skill:** Officer recognizes his/her biases and chooses to override biases in actions
- **Result:** Fair and impartial policing AND the perceptions of it



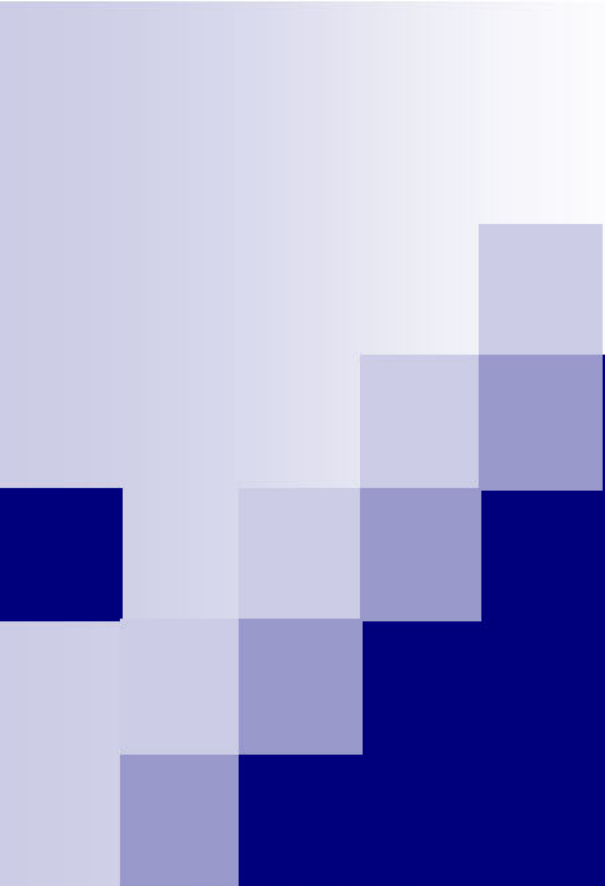
Cop With No Complaints





Module 2: Key Points

- Biased policing can have negative impacts on both community members and the department
- You and your colleagues cannot be effective without legitimacy
- Procedural justice can produce legitimacy
- Fair and impartial policing is central to police legitimacy.



Skills for Producing Fair, Impartial and Effective Policing

MODULE 3



RECALL: Goals of the Training

- Recognize your own human biases
- Understand how implicit biases can affect your perceptions and behavior
- Understand how biased policing impacts community members and the department
- Develop skills and tactics to reduce the influence of bias on police practice and allow you to be safe, effective, and just police professionals



From Module 1: Fundamental Concepts of Human Bias

- Bias is a normal human attribute—even *well-intentioned* people have biases
- Biases are often unconscious or “implicit”
- Implicit biases manifest even in individuals who, at the conscious level, reject prejudices and stereotyping
- Implicit biases can influence our actions
- Understanding how implicit bias can affect our perceptions and behavior is the first step to “override” implicit bias



We also learned:

Two ways we can impact our biases:

- Reduce our biases
- Recognize biases and choose bias-free behavior



This module

- Learn and apply skills/tactics that will help you be fair and impartial police professionals. ...



Fair and Impartial Police



- Be effective at solving crimes and handling disorder problems
- Stay safe and go home at the end of the shift
- Enhance/promote trust on the part of the people they serve and enhance the legitimacy of the police.

What is happening?





Debrief

- What did you see?
- Point: People can interpret same ambiguous stimuli differently
- Challenge what you THINK you see.



Domestic Violence Call

- Female caller at approximately 0017 hrs. crying, screaming and very excited.
- Stating she is injured and is requesting an ambulance to take her to the hospital.
- Refusing to answer any further questions and hung up on the call taker.
- You and another officer are dispatched to a 415 unknown.

When you arrive...





Debrief

- Who did you initially think was the abuser?
- On what did you base your assumption?
- What are the risks of assuming one person, not the other, is the perpetrator?



These exercises related to our first skill

Skill #1: Recognize your implicit biases and implement “controlled (unbiased) responses.”



Struggling Victim – Challenge what you think
you see

Domestic Violence reminds us to recognize
how we might be impacted by our own biases

- 
- Difficult to rid ourselves of biases
 - We can make sure our biases don't impact behavior
 - Recognize
 - Override

- 
- Let's discuss how behavior might be impacted by a recognition that biases may be at work



Scenario #1

- **Officer Taylor:** Runs the license plates tags only on young Hispanic males (and not on other vehicles).
- What is wrong with this narrow focus?

Meehan and Ponder (2002)

- Found that police were *more likely* to run warrant checks on African Americans than Whites in white neighborhoods....
- but *less likely* to find warrants on the African Americans compared to the Whites.



How might Officer Taylor
change his behavior?



Scenario #2:

- **Officer Becker:** At crash scenes, he always approaches driver with the newer model car and wearing business attire first to get the story.
 - What is wrong with this?
 - How might he change his behavior?

Lessons from role plays and Taylor & Becker:

- Recognize your implicit biases, *challenge what you think you see*
- Implement controlled responses
- Test yourself: *“Would I be proceeding this way, but for the fact that this person is.....”*



**Beware: “Gut reactions”
might be based on your
biases.**



Don't over-rely on gut reactions

- Rely on facts, intelligence, other valid information
- Focus on facts at hand
- Gather additional information
- Use critical judgment
- Do not let gender, race, age, etc. inappropriately impact assumptions
 - Don't be "Susan Boyle"



Skill #1: Recognize your implicit biases and implement “controlled (unbiased) responses.”



Other Skills to Produce Fair, Impartial and Effective Policing

- Avoid “profiling by proxy”
- Analyze options with a fair and impartial policing lens
- Reduce ambiguity: slow it down
- Reduce ambiguity: engage with the community.



Skill #2: Avoid “Profiling by Proxy”

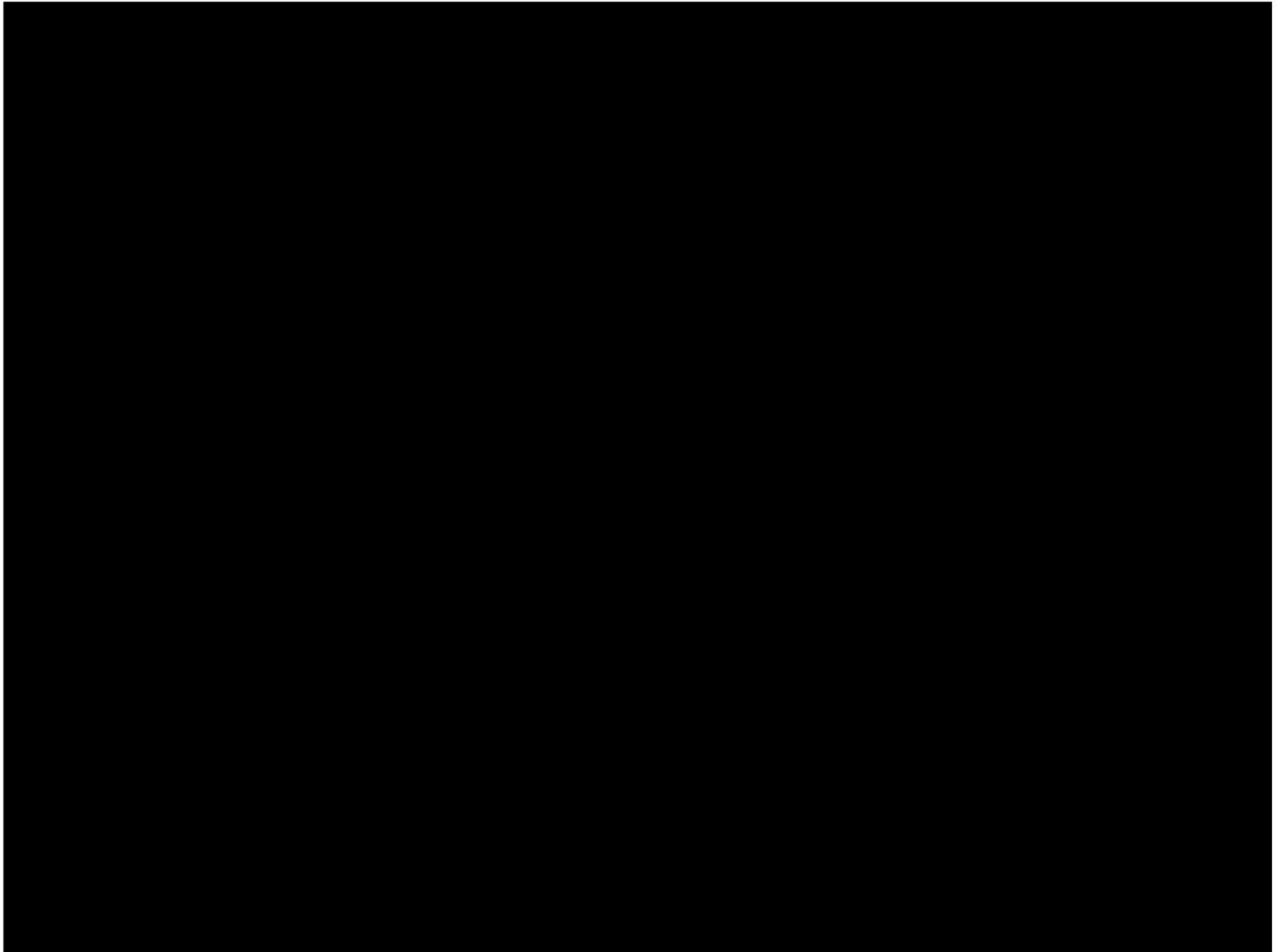
- 
- Our message has been: “Recognize your OWN biases”
 - This skill (Profiling by Proxy): Beware other people’s implicit biases
 - Don’t let THEIR biases impact YOUR behavior

Scenario #3

- A white woman in an all-White neighborhood calls 9-1-1 to report a “suspicious man walking down the street” out in front of her house. It appears that the only thing that is “suspicious” is that the man is Black; she is unable to articulate or identify any behaviors that indicate criminal activity.
- In groups: Identify three possible options and the pros/cons of each?



Scenario #3





Point of discussion

- Not one right answer
- Think about options analytically ... weighing consequences
 - Including: Think about the perspective of the person in the car...
 - Have empathy for him as well as woman.
 - Many men of color...

Revised Scenario #3

- Same circumstance, but this time the man fits the description of a person in a vehicle who committed a home burglary in the area.
 - You approach and question.
 - He convinces you he is not the burglar
 - He is angry and accuses you of biased policing
- How might you respond?

Responses

- Key = Reduce frustration/anger
- Provide specific info on recent burglary
 - How he matched BOLO
- Demonstrate empathy
- Apologize for inconvenience
- Tell him how to follow up
- For instance

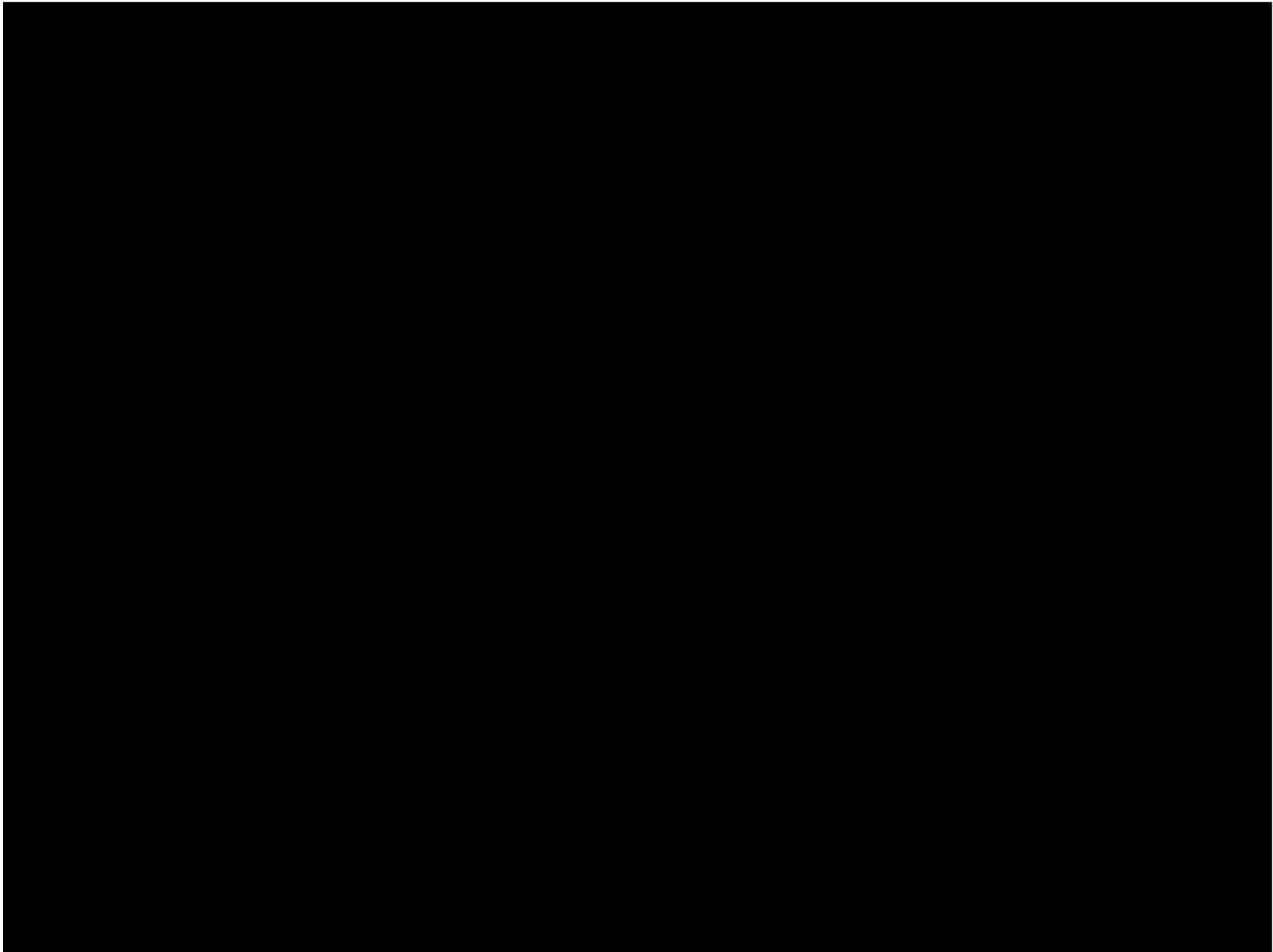


For instance,

- “I understand why you might be angry, frustrated.”
- I approached you because [info]
- “I am sorry for the inconvenience.”
- “Here is my card. Feel free to call me if you want to follow up later.”
- Key: Reduce frustration, return to business. (No argument.)



Another possible conclusion...



Skill #3: Analyze Your
Options with a “Fair and
Impartial Policing” (FIP) Lens



Case scenarios

- Get into groups
- Handout
 - Answer the questions.
 - Take notes, designate spokesperson.



With Your FIP Lens...

- Challenge what you think you see
- Recognize your own biases
- Recognize others' biases
- Consider bias-free options
- Consider the viewpoint of people with whom you are interacting
- Minimize negative impacts (including potential perceptions of biased-policing) with strong communication skills



Skills #4 and #5: **Reduce Ambiguity**

- #4: When feasible, “slow it down”
- #5: Engage with community members



Why reduce ambiguity?

- In discussion of Susan Boyle:
 - We prejudge people who are “ambiguous stimuli”
 - Attribute group stereotypes to them
 - Do not always know this is happening



#4: Reduce ambiguity, slow it down

- Man on a Porch exercise
- Respond to complex, ambiguous circumstances



Key Points

- Real life case: Diallo in NYC
- Lasted 7 seconds!
- Officers acted quickly and a tragic outcome was produced
 - They misread cues.....

Slow it down

- When you can, slow it down.
- Your groups worked deliberatively
came up with very different decisions.
- Gathering more information before you act
(reducing the ambiguity of a situation):
 - Can produce better decisions
 - Can reduce the possibility that you act on your biases.
 - Two conditions that facilitate Implicit bias: lack of time and ambiguity. (Bertrand et al., 2005)



**Also related to
reducing ambiguity.....**

Contact Theory: Revisited

Positive contact with other groups reduces both conscious and implicit biases.



What are three very specific things you could do in a week's time to engage with members of a community.

Think of youths, parents, other adults, business owners.



Summary: Skills #4 and #5: Reduce Ambiguity

- #4: When feasible, “slow it down”
- #5: Engage with community members



Summary of Key Points: Module 1

- All people, even well-intentioned people have biases
 - They can be “implicit” (unconscious)
- Policing based on biases can be unsafe, ineffective and unjust



Summary of Key Points: Module 2

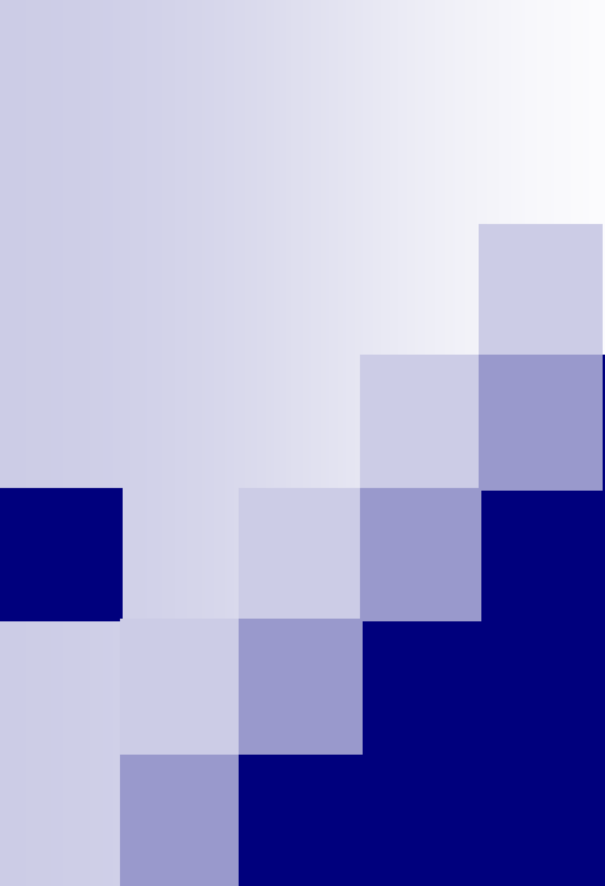
- Biased policing has negative consequences for community members and the department
 - Biased policing erodes community trust
 - Community trust is essential for cooperation and support of officers and the department
 - Fair and impartial policing is essential for police legitimacy



Summary of Key Points: Module 3

To be a fair and impartial officer, you need to:

- Recognize your implicit biases and implement “controlled (unbiased) responses”
- Avoid “profiling by proxy”
- Analyze options with a fair and impartial policing lens
- Reduce ambiguity: (a) slow it down, and (b) engage with the community.



THANK YOU!

