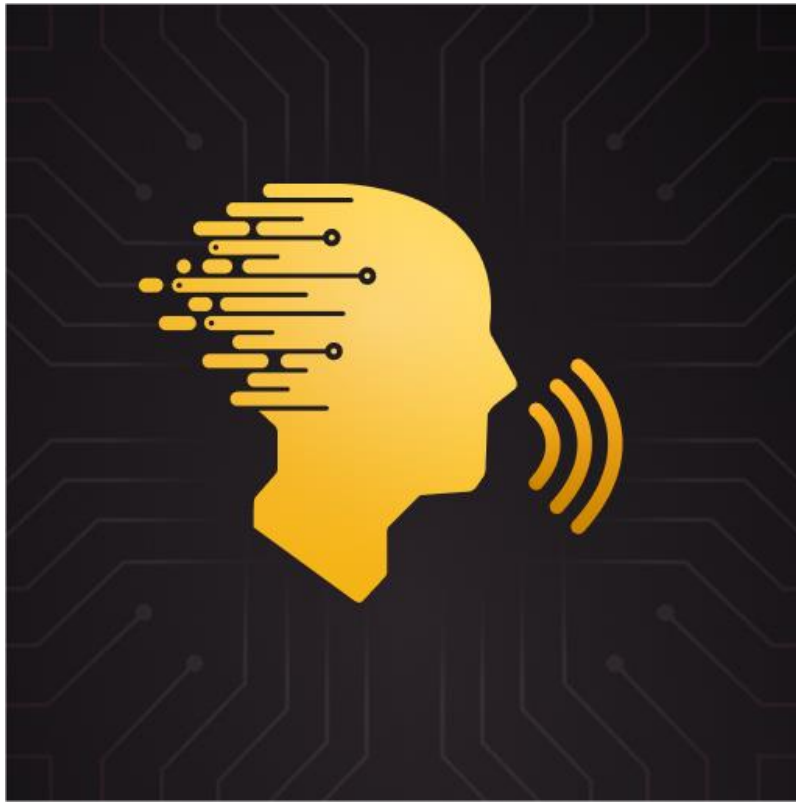


# **Axon VR**

## **VERBAL SKILLS TRAINING**



**Facilitator's Guide**

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## FACILITATOR'S GUIDE OVERVIEW & USAGE TIPS

This Facilitator's Guide is customizable, enabling you to adapt it to your specific needs for tracking trainee progress, preparing for and conducting facilitated training sessions, and debriefing and assessing trainees after they complete Verbal Skills Training scenarios.

### TRAINING SESSION PREPARATION

**NOTE:** Trainers should complete each of the scenarios in-headset at least once prior to facilitating Verbal Skills Training sessions with trainees.

<a href="#"><u>Lesson Plan</u></a>	Overview of the Verbal Skills Training application, including learning objectives, trainer preparation guidance, and links to additional resources
<a href="#"><u>Verbal Skills Training Workflow</u></a>	High-level workflow of a trainer conducting a facilitator-led Verbal Skills Training session with a trainee
<a href="#"><u>Scenario Endings</u></a>	Overview of the various ways that scenarios can end, including manually, based on an external event, or various behaviors
<a href="#"><u>Subject Overview</u></a>	Overview of subject types and how their behaviors may affect victims, witnesses, and other subjects in a scenario, how dialogue elements and animations are determined, and the various characters available
<a href="#"><u>Scenarios</u></a>	Overview of the scenarios (including descriptions of the subjects and scene) and the scenario's enabling learning objectives
<a href="#"><u>After-Action Report (AAR)</u></a>	Overview of the After-Action Report (AAR) upon a scenario completion

## TRAINEE EVALUATION

Use the [Trainee Evaluation form](#) to track trainee completion and document notes. Conduct a debriefing with the trainee by asking debriefing questions and questions in the [Evaluation Procedure](#). Print copies for each trainee and add the trainee's name, ID, and position at the top of each evaluation form to use as a training record.

**NOTE:** If facilitating with multiple trainees at once, Axon recommends [screen casting](#) the in-headset experience for the group to observe.

<a href="#">Agency Resources</a>	Add agency-specific notes, including local and state resources, best practices, and pertinent guidelines tailored to your agency and community.
<a href="#">Debriefing Questions</a>	After the trainee completes the scenarios in-headset, conduct a debriefing with them to provide feedback, discuss their experience, and the scenario outcomes. Use the provided debriefing questions for guidance and incorporate any agency-specific debriefing questions.
<a href="#">Scenario Assessment Rubric</a>	Conduct an assessment with the trainee based on each scenario's learning objectives. Your assessment should also include a discussion about agency policy and a review of any pertinent local and state resources.

## LESSON PLAN

<b>Verbal Skills Training Overview</b>	<p>Verbal Skills Training provides trainees with immersive, repeatable practice in effective communication across a wide range of real-world encounters. From routine conversations to high-stakes moments, trainees learn to build rapport, demonstrate empathy, and maintain control.</p> <p>The training is powered by generative AI, enabling open-ended scenarios that adapt based on what trainees say. Trainees engage in natural, unscripted dialogue with virtual characters. This creates unlimited content variation and adaptive responses.</p> <p>The experience reinforces essential skills such as active listening, respectful commands, and clear verbal direction. These skills help trainees gain cooperation, reduce tension, and make better decisions in the moment.</p>
<b>Learning Objectives</b>	<p>Upon completion of a scenario, trainees will be able to do the following:</p> <ul style="list-style-type: none"><li>• Demonstrate rapport building when responding to situations involving low-risk subjects.</li><li>• Apply communication techniques aligned with agency policy.</li><li>• Gather information from the subject in adherence to legal and agency procedures.</li></ul>
<b>Key Features</b>	<ul style="list-style-type: none"><li>• <b>AI-powered training:</b> Verbal Skills Training introduces Axon's first use of generative AI in VR, enabling dynamic, voice-driven interactions that evolve based on what trainees say and how they say it. Officers engage in unscripted conversations with virtual characters who respond in real time, creating a natural dialogue flow that mirrors the unpredictability of real-world encounters</li><li>• <b>Characters:</b> Non-player characters (NPCs) are the subjects who may be cooperative, aggressive, or upset.</li><li>• <b>Customization:</b> Trainees can select a scenario and character disposition to interact with, and AI will create the scenarios.</li><li>• <b>Real-time feedback:</b> An After-Action Report (AAR) is generated immediately after each training session, allowing trainers and trainees to view the scenario outcomes and key points.</li></ul>

## Scenarios

The application offers the following training scenarios:

1. **Investigative Stop**: An officer encounters someone matching the description of a theft suspect
2. **Mental Health Crisis**: An individual showing signs of a mental health crisis is seen causing a disturbance outside a warehouse
3. **Motorist Assist**: Conduct a roadside vehicle assist
4. **Noise Complaint**: An individual reports noisy neighbor at a motel
5. **Sexual Assault**: An individual reports a sexual assault that occurred at a party two nights ago
6. **Stolen Vehicle**: An individual reports their vehicle stolen from an apartment parking garage
7. **Trespassing**: An individual is reported trespassing in a private parking garage
8. **Witness Report**: An individual provides information about a recent theft from their store

Each scenario includes varied interactions based on the subject's mood, ranging from calm and cooperative to aggressive and distressed. Each scenario requires the trainee to assess the situation, gather information, and attempt de-escalation.

## Basic Operations

- Trainees interact with subjects through speech input, and the subject responds with speech, tone, and physical actions that are appropriate to the scenario and conversation.
- The conversation dynamics are designed to be realistic, enabling trainees to pick up on cues from the subject's state and adjust their approach. Subjects react differently based on their personalities and moods. For example, a generally calm subject may quickly de-escalate when angry, while a rude character may stay unfriendly even after the situation is resolved.
- Key conversational features such as turn-taking, interruptions, and acknowledgements (including "okay" and "sure") are integrated to enhance realism.
- During scenarios, when trainees interact with Dispatch, they must use a standardized phrase format. Their message must begin with "[their call sign] to radio." The system is programmed to detect the "to radio" portion of the statement and will automatically route the statement to Dispatch for a response.

<b>Equipment</b>	<ul style="list-style-type: none"> <li>• VIVE Focus 3 or VIVE Focus Vision VR headset with the Verbal Skills Training application installed</li> <li>• Samsung VR tablet (<i>optional, but recommended for trainer observation through Miracast <a href="#">screen casting</a></i>)</li> </ul>
<b>Network Performance</b>	<p>The application requires an active, strong internet connection (recommended download bandwidth: ~50Mbps).</p> <p>Before a scenario begins, Verbal Skills Training automatically tests bandwidth and latency. If the connection fails to meet minimum thresholds, a message displays giving the trainee the option to troubleshoot the issue or continue with reduced quality.</p> <p>For more information, see <a href="#">Minimum network requirements</a>.</p>
<b>Recommended Setup</b>	<p>Use no more than two headsets on the same network when running training sessions. If more than two headsets are needed, place them on separate networks to avoid performance issues.</p>
<b>Safety Guidelines</b>	<p><b>Trainers should follow these safety guidelines:</b></p> <ul style="list-style-type: none"> <li>• Make sure the training room is free of any live weapons, objects, and other people that may interfere with the training.</li> </ul> <p><b>NOTE:</b> For more information, see the <a href="#">Virtual Reality (VR) Training Safety and Health Warnings</a>.</p> <ul style="list-style-type: none"> <li>• The recommended minimum size for the Training Space is 10' x 10'.</li> <li>• If you are using multiple headsets at the same time, the recommended space between each trainee is a minimum of ten feet.</li> </ul>
<b>Target Group</b>	Public safety and law enforcement officers
<b>Prerequisites</b>	None
<b>Instructors</b>	Any agency-identified VR trainer
<b>Date Released</b>	October 2025

<b>Training Length</b>	<ul style="list-style-type: none"> <li>• <b>Scenarios:</b> Allow at least 5–10 minutes per scenario in the headset, although the <b>Sexual Assault</b> and <b>Mental Health Crisis</b> scenarios may run up to 25 minutes to allow for more in-depth dialogue and follow-up.</li> <li>• <b>Trainee debriefing:</b> Allow at least 10–15 additional minutes for trainer debriefing after the trainee completes a scenario.</li> </ul>
<b>Group Ratio</b>	<p>Verbal Skills Training scenarios can be completed as self-service; however, for in-depth observation of conversations, a trainer-to-trainee ratio of 1:2 or 1:3 is recommended.</p>
<b>Facilitator Materials</b>	<p>Facilitator’s Guide (this guide; available on <a href="#">MyAxon</a>)</p>
<b>Trainer Pre-work</b>	<ol style="list-style-type: none"> <li>1. Create a VR Training Space that follows the <a href="#">safety guidelines</a>.</li> </ol> <p><b>NOTE:</b> When engaging in Verbal Skills Training, the trainee must stand.</p> <ol style="list-style-type: none"> <li>2. Complete the scenarios with various in-headset variations at least once before facilitating Verbal Skills Training with trainees.</li> </ol>
<b>Application Constraint</b>	<p><b>Use of force restriction:</b> As trainees will not have access to any use of force actions (TASER energy weapon, handgun, or hand-to-hand) through this training, remind trainees that their only option to de-escalate in these situations is <i>verbally</i>.</p>
<b>Additional Resources</b>	<ul style="list-style-type: none"> <li>• For any issues with the Verbal Skills Training application, refer to the <a href="#">Verbal Skills Training troubleshooting</a> article</li> <li>• For any issues with VR equipment, refer to the <a href="#">articles</a> that provide guidance on troubleshooting VR setup issues</li> <li>• For assistance screen casting the Samsung VR tablet, refer to the <a href="#">Screen cast options</a> article</li> <li>• For assistance managing IP addresses, refer to the <a href="#">Manage Axon VR IP addresses in network allowed lists - VR</a> article</li> <li>• To review FAQs about the Verbal Skills Training application, refer to the <a href="#">Verbal Skills Training FAQs</a> article</li> </ul>

## Data Usage Disclosure

The following explains how the application works and what information Axon collects during the training experience:

- To enable effective responses and to help improve the system, Axon stores data about the behavior of the virtual character but does not store the words the trainee uses. No voice or audio recordings are created, captured, or stored.
- Trainee interactions in the VR scenario are logged on the VR headset and uploaded to the cloud.
- Axon receives metadata about these interactions along with transcripts. Axon reviews and uses them to improve the experience, but data is never associated with a particular trainee and is always anonymized and aggregated before review.

The application has been pre-trained, allowing it to respond to trainee's questions and to provide input. To maintain this experience and the associated AI models, words spoken by characters are stored and enhance the ability of the tool to respond effectively. No trainee speech, voice recordings, or audio are captured in this process.

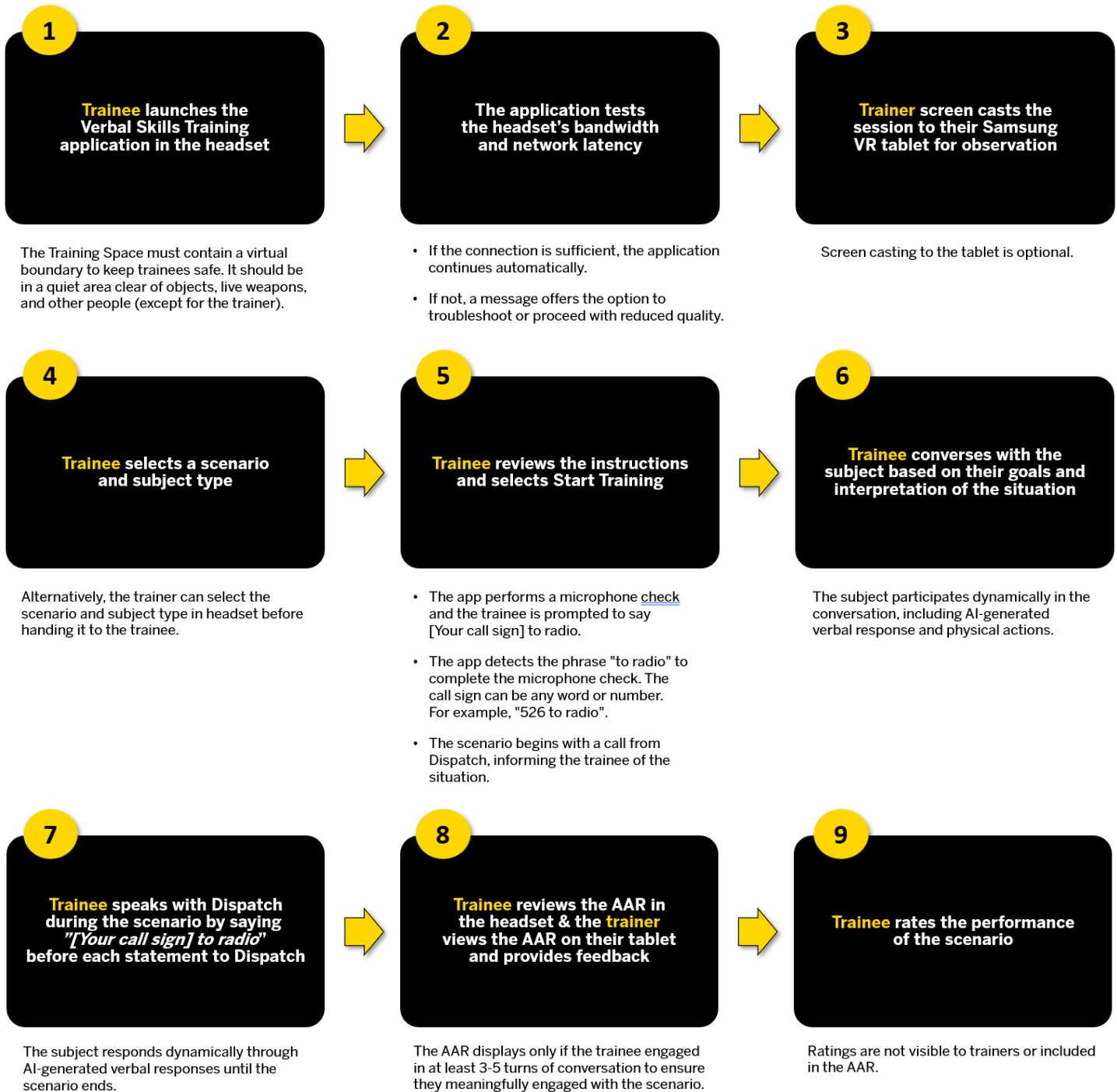
The virtual character's response data will be logged in files on the VR headset, which are sent to Azure cloud before being sent as events and metadata to Mixpanel. Mixpanel provides visualizations which, along with raw text of words spoken, are manually reviewed and used to update the model training.

For information on how Axon processes personal information, see our privacy policy [here](#).

## VERBAL SKILLS TRAINING WORKFLOW

Verbal Skills Training is run in **Solo mode**, meaning that the trainee launches and completes the scenario independently. However, trainers can observe the session in real time by [screen casting](#) the session to a tablet.

This is the high-level workflow of a trainer conducting a facilitator-led Verbal Skills Training session with a trainee:



**NOTE:** If the app doesn't detect the "to radio" phrase or gets stuck on the prompt, on the headset, go to **Settings > General > Audio** and make sure **Reduce microphone** noise is toggled on. Have the trainee move to a quieter space and speak more clearly. Have them repeat the phrase "[Your call sign] to radio" as prompted.

## SCENARIO ENDINGS

Scenarios can end various ways, including the following:

<p><b>Manually</b></p>	<p>The trainee can exit the scenario by using gaze selection to select <b>End Scenario</b> located at their feet.</p>
<p><b>External Event</b></p>	<p>If the trainee remains in the scenario for approximately <i>five minutes</i> without reaching a natural conclusion, Dispatch will call with an urgent matter. The scenario ends once the trainee acknowledges the call and says goodbye to the subject.</p> <p><b>NOTE:</b> Due to the nature of the scenario and possible conversations, the <b>Mental Health Crisis</b> and <b>Sexual Assault</b> scenarios will continue for up to 25 minutes before Dispatch will interrupt.</p>
<p><b>Concluding Behaviors</b></p>	<p>Each scenario includes naturalistic cues that signal when the experience should end. These involve both trainee actions and subject responses. To make sure the scenario is truly resolved, and that the subject doesn't want to re-engage, some actions may need to be repeated. The following behaviors can end a scenario:</p> <ul style="list-style-type: none"> <li>• <b>Dispatch:</b> The trainee informs Dispatch that the situation is resolved.</li> <li>• <b>Farewell:</b> The trainee says they're leaving, says goodbye, or tells the subject they are free to leave.</li> <li>• <b>Use of force:</b> The trainee issues a use-of-force command, like "TASER, TASER, TASER" or "going hands-on".</li> <li>• <b>Enforcement notification:</b> The trainee tells the subject that they're under arrest.             <ul style="list-style-type: none"> <li>○ If the subject complies, such as by raising their hands or surrendering, the scenario ends.</li> <li>○ If they resist, the scenario continues until they comply.</li> </ul> </li> <li>• <b>Subject departure:</b> The subject independently leaves the scene.</li> <li>• <b>Agreed next steps:</b> The trainee and subject agree on a plan of action or next steps that conclude the interaction. This may include the officer stating they need to leave or will follow up later.</li> </ul>
<p><b>Use of Force Action</b></p>	<p>Use of force arrest actions will end the scenario but will also impact the trainee's performance in the AAR.</p>

## SUBJECT OVERVIEW

### SUBJECT TYPES (PERSONAS)

Each scenario can be configured to include a different subject type which vary the subject's tone, responsiveness, and behavior.

<b>Cooperative</b>	The subject is calm and helpful, displaying subdued emotions while focusing on explaining the facts. They are determined to provide the necessary information to resolve the issue. The subject calmly explains the situation, clearly recounting all relevant details and providing information when asked.
<b>Aggressive</b>	The subject is angry with the officer, feeling that the officer is not doing enough to help or treating the situation with the urgency it deserves. The subject may yell, accusing the officer of not caring, and be resistant to answering questions. However, if rapport is established, they may calm down and eventually provide the relevant information.
<b>Upset</b>	The subject is shaken and upset due to the incident, making it difficult for them to answer questions or recall details clearly due to their emotional state. Initially, it will be challenging to get clear answers or any information about the situation, including a description of what happened. However, if the trainee reassures them that they are there to help, the subject may calm down after some conversation and provide clearer responses to questions.

Select **Surprise Me** for the application to assign one of the available subject types at random.

This option is useful for scenario variety and reducing predictability during repeat sessions.

The screenshot shows a 'SET UP TRAINING' interface with three steps: 1. Witness Report (checked), 2. Select Subject Type, and 3. What to Expect?. Under 'SUBJECT TYPES', four options are displayed: 'Surprise Me' (Randomly choose a subject type, selected with a blue dot), 'Cooperative' (Calm, compliant, and willing to provide information), 'Upset' (Shaken, upset, and showing strong emotions), and 'Aggressive' (Hostile, confrontational, and resistant to questions). A yellow callout box points to the 'Surprise Me' option. At the bottom, there are 'Back' and 'Next' buttons.

## SUBJECT BEHAVIORS

The table below provides examples of how each subject type's behavior may affect victims, witnesses, and other subjects.

SUBJECT TYPE	VICTIM OR WITNESS BEHAVIOR	SUBJECT BEHAVIOR
<b>Cooperative</b>	<ul style="list-style-type: none"><li>• Answers questions clearly and calmly</li><li>• Explains what they witnessed in detail</li></ul>	<ul style="list-style-type: none"><li>• Answers questions clearly and calmly</li><li>• Insists they didn't do anything wrong</li></ul>
<b>Aggressive</b>	<ul style="list-style-type: none"><li>• Answers questions clearly</li><li>• Expresses frustration or anger toward the officer</li><li>• Accuses the officer of not treating the situation with more urgency</li></ul>	<ul style="list-style-type: none"><li>• Refuses to answer questions</li><li>• Refuses to hand over their ID</li><li>• Argues about their rights</li></ul>
<b>Upset</b>	<ul style="list-style-type: none"><li>• Struggles to provide details clearly</li><li>• May be shaken, upset, or visibly distressed</li></ul>	<ul style="list-style-type: none"><li>• Answers questions</li><li>• Frightened to be approached by an officer</li><li>• May be inconsistent or irrational</li><li>• Insists they didn't do anything wrong</li></ul>

## SUBJECT DIALOGUE

Verbal Skills Training uses a non-deterministic system where AI dynamically generates the subject's and Dispatch's responses and behaviors based on the trainee's verbal inputs.

As a result, there are no predetermined paths through the experience. However, each scenario is governed by a set of rules to provide structure and guide the scenario forward.


## SUBJECT ANIMATIONS


Animations, including facial expressions and body movements, are selected based on the progression of the conversation and the subject's speech content.


Depending on what the trainee says and how the subject responds, an appropriate animation is selected from a predefined set.


## SUBJECT CHARACTERS

Subject characters will be determined randomly by the app once the trainer or trainee has selected a scenario and subject type.

<b>Name</b>	Damian	
<b>Gender</b>	Male	
<b>Age</b>	53	
<b>Description</b>	White male with long grey hair and beard	
<b>Clothing</b>	Light-colored button down shirt, blue jeans, sneakers	

<b>Name</b>	Adrian	
<b>Gender</b>	Male	
<b>Age</b>	30	
<b>Description</b>	Asian male with short dark hair	
<b>Clothing</b>	Beige plaid jacket, white T-shirt, blue jeans, sneakers	


<b>Name</b>	Miranda	
<b>Gender</b>	Female	
<b>Age</b>	38	
<b>Description</b>	Hispanic female with short brown hair	
<b>Clothing</b>	Blue vest, blue jeans, sneakers	

<b>Name</b>	Natalie	
<b>Gender</b>	Female	
<b>Age</b>	38	
<b>Description</b>	Asian female with dark hair and glasses	
<b>Clothing</b>	Red flannel shirt, blue jeans	

## SCENARIOS

The following scenarios are available in the Verbal Skills Training application:

### INVESTIGATIVE STOP

<b>Scenario Description</b>	<p>An individual matching the description of a petty theft suspect is seen by an officer on patrol.</p> <p>The scenario takes place on a well-lit college campus at night. There is no one else around. The officer spots an individual walking who matched a description of the petty theft suspect from Dispatch and stops to speak with them.</p>
<b>Subject Facts</b>	<p>The subject matches the Dispatch description.</p> <p>The subject insists they are just walking home and taking the route through campus. They admit to being in the campus courtyard near the theft. However, they insist they did not steal anything.</p> <p>They only have one phone on them and there is no visible bulge in their clothing to indicate that they are hiding stolen goods.</p>
<b>Environment</b>	

## Learning Objectives

- **Demonstrate rapport building when responding to situations involving low-risk subjects.**
  - Identify the subject's behavior, including potential triggers or emotional responses.
  - Demonstrate active listening techniques to build trust and rapport with the reporting party.
  - Use verbal and nonverbal communication skills to demonstrate empathy and reduce tension.
  - Maintain composure and professionalism in high-stress situations.
- **Apply communication techniques according to agency policy.**
  - Begin by announcing yourself to establish communication.
  - Clearly and concisely communicate information regarding the process and next steps.
  - Attempt to de-escalate the situation by calmly speaking to the subject and encouraging them to comply with instructions (when appropriate).
- **Gather information from the subject in adherence to legal and procedural requirements.**
  - Adhere to agency policy regarding theft suspects.
  - Describe the legal requirements for interacting with a theft suspect.
  - Use effective questioning techniques to elicit clear and concise information.
  - Collect all relevant details about the situation.

## MENTAL HEALTH CRISIS

### Scenario Description

An individual with a mental health condition is causing a disturbance at a local campus.

The scenario takes place on a campus at night.

A janitor reported seeing the individual. The janitor was familiar with them but said they never appear this late and when they spoke with the janitor they were talking about wanting to share the secrets of eternal life.

The janitor left and called 911. The subject is pacing around near the green on campus waiting for people to arrive so they can tell them the secrets he has learned.

### Subject Facts

The subject is experiencing a bipolar manic episode and is pacing and yelling erratically.

They believe they have the secret to eternal youth.

If asked, they will admit that they stopped taking their medication three weeks ago, but that they believe they are doing fine.

### Environment



## Learning Objectives

- **Demonstrate rapport building when responding to situations involving low-risk subjects.**
  - Identify the subject's behavior, including potential triggers or emotional responses.
  - Demonstrate active listening techniques to build trust and rapport.
  - Use verbal and nonverbal communication skills to demonstrate empathy and reduce tension.
  - Maintain composure and professionalism in high-stress situations.
- **Apply communication techniques according to agency policy.**
  - Begin by announcing yourself to establish communication.
  - Clearly and concisely communicate information regarding the process and next steps.
  - Attempt to de-escalate the situation by calmly speaking to the subject and encouraging them to comply with instructions (when appropriate).
  - Recognize the impact of trauma and apply a trauma-informed approach to respond with empathy and understanding to trauma-related behaviors.
- **Gather information from the subject in adherence to legal and procedural requirements.**
  - Adhere to agency policy regarding citizen interaction.
  - Describe the legal requirements when handling a call for service.
  - Use effective questioning techniques to elicit clear and concise information.
  - Collect all relevant details about the situation and the surrounding circumstances.

## MOTORIST ASSIST

### Scenario Description

An individual is pulled over in need of assistance. Later, the officer receives a call from Dispatch that the vehicle ran a red light. However, the truck was borrowed, and this subject did not run the red light.

The scenario takes place on the side of a highway at sunset near an overpass. There are other cars passing by on the road, but traffic is light.

The subject is outside their truck, checking for a possible malfunction.

### Subject Facts

The subject exited their vehicle immediately to investigate any sources of a problem.

They have a prior speeding ticket but no other criminal record and do not have any outstanding warrants. They do not know about the vehicle and the red light incident.

The vehicle belongs to their friend, and they have permission to drive the vehicle. However, they do not have registration or proof of insurance in the vehicle.

### Environment



## Learning Objectives

- **Demonstrate rapport building when responding to situations involving low-risk subjects.**
  - Identify the subject's behavior, including potential triggers or emotional responses.
  - Demonstrate active listening techniques to build trust and rapport.
  - Use verbal and nonverbal communication skills to demonstrate empathy and reduce tension.
  - Maintain composure and professionalism in high-stress situations.
  - Identify and appropriately respond to varying emotional and behavioral states of drivers.
- **Apply communication techniques according to agency policy.**
  - Begin by announcing yourself to establish communication.
  - Clearly and concisely communicate information regarding the process and next steps.
  - Attempt to de-escalate the situation by calmly speaking to the subject and encouraging them to comply with instructions (when appropriate).
  - Demonstrate effective verbal communication to achieve voluntary compliance and clearly explain traffic stop protocols.
  - Apply de-escalation and conflict-management techniques consistent with departmental policies and best practices for roadside safety.
- **Gather information from the subject in adherence to legal and procedural requirements.**
  - Adhere to agency policy regarding citizen interaction.
  - Describe the legal requirements when handling a traffic stop.
  - Use effective questioning techniques to elicit clear and concise information.
  - Collect all relevant details about the situation and the surrounding circumstances.

## NOISE COMPLAINT

### Scenario Description

An individual reports a noisy neighbor at a motel.

The scenario is set at a dimly lit motel in the early morning hours. No one else is around, as motel management is not on site.

The noisy neighbor left immediately after the police were called. The subject is standing downstairs near their motel room, which they can easily point out.

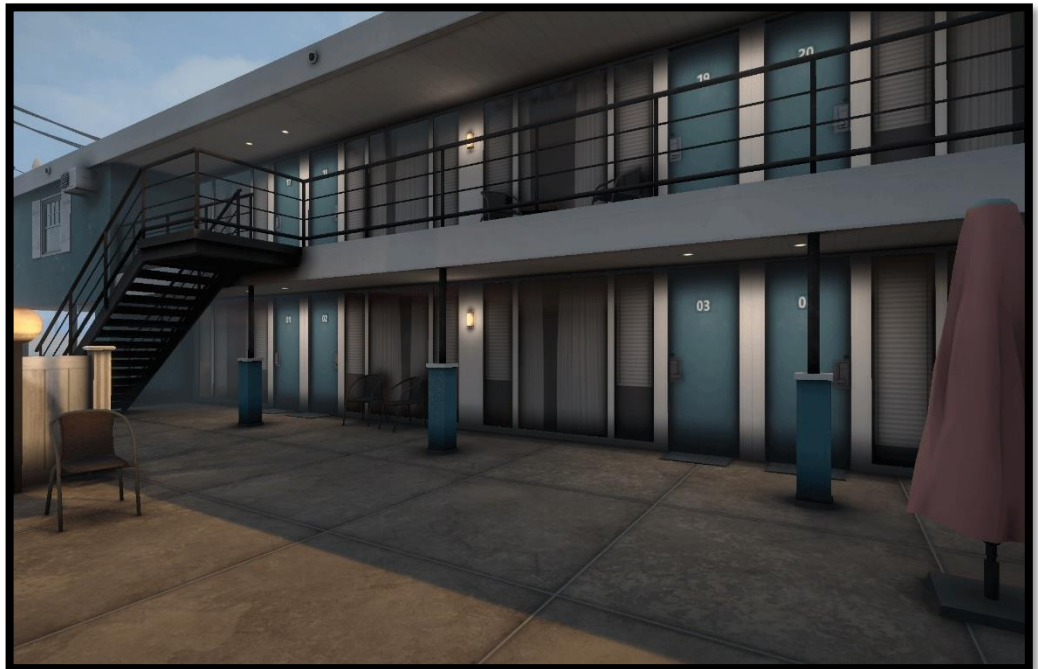
### Subject Facts

The subject has been staying in the motel for a week and complains that their neighbor has been yelling and playing loud music every night from midnight until 4 AM.

They tried to discuss with their neighbor but it turned into a heated argument. They also spoke to motel management but no action has been taken.

They know only the neighbor's first name, Anthony, and no one else appears to be staying in the room.

### Environment



## Learning Objectives

- **Demonstrate rapport building when responding to situations involving low-risk subjects.**
  - Identify the subject's behavior, including potential triggers or emotional responses.
  - Demonstrate active listening techniques to build trust and rapport with the reporting party.
  - Use verbal and nonverbal communication skills to demonstrate empathy and reduce tension.
  - Maintain composure and professionalism in high-stress situations.
- **Apply communication techniques according to agency policy.**
  - Begin by announcing yourself to establish communication.
  - Clearly and concisely communicate information regarding the process and next steps.
  - Attempt to de-escalate the situation by calmly speaking to the subject and encouraging them to comply with instructions (when appropriate).
- **Gather information from the subject in adherence to legal and procedural requirements.**
  - Adhere to agency policy regarding noise complaints.
  - Describe the legal requirements when handling noise complaints.
  - Use effective questioning techniques to elicit clear and concise information.
  - Collect all relevant details about the situation and the neighbor involved.

## SEXUAL ASSAULT

### Scenario Description

An individual reports a sexual assault.

The scenario takes place in a motel in the early morning hours. There is no one else around.

The subject meets the officer outside their motel room and insists on talking outside. No one else is in the room.

### Subject Facts

The subject is reporting a sexual assault that occurred at a party two nights ago.

They are staying in the motel, but the assault did not occur there.

They met the individual who assaulted them that night and have mutual friends. They were intoxicated and do not recall all details of the assault.

### Environment



## Learning Objectives

- **Demonstrate rapport building when responding to situations involving low-risk subjects.**
  - Identify the subject's behavior and recognize indicators of trauma or emotional distress.
  - Demonstrate active listening techniques to build trust and demonstrate understanding.
  - Use verbal and nonverbal communication skills to demonstrate empathy and reduce tension.
  - Maintain composure and professionalism in high-stress situations.
- **Apply communication techniques according to agency policy.**
  - Begin by announcing yourself to establish communication.
  - Clearly and concisely communicate information regarding the process and next steps.
  - Attempt to de-escalate the situation by calmly speaking to the subject and encouraging them to comply with instructions (when appropriate).
  - Use empathetic verbal and nonverbal communication to reduce emotional tension.
  - Maintain a calm, composed presence throughout the interaction to encourage victim openness.
- **Gather information from the subject in adherence to legal and procedural requirements.**
  - Adhere to agency policy for sexual assault reporting and investigations.
  - Describe the legal requirements for sexual assault reporting and investigations.
  - Use effective questioning techniques to elicit clear and concise information while respecting victim sensitivity.
  - Collect all relevant details about the situation and accurately document all provided testimonies, evidence, and relevant details for investigative purposes.

## STOLEN VEHICLE

### Scenario Description

An individual reports their vehicle was stolen from an apartment parking garage.

The scenario takes place on the fourth floor of a dimly lit, indoor parking garage early in the morning. There are a couple of other vehicles present, but there are no security cameras or signage for security or a tow company.

The subject is standing at the spot where their car was parked, and there is no glass on the ground or other obvious signs of a break-in.

### Subject Facts

The subject lives in the apartment building and last saw their vehicle at 10 PM last night.

They have the only set of keys to the vehicle in their pocket.

They can look up the VIN number or other details on their phone, which is also in their pocket, but they do not have their wallet or ID on them.

### Environment



## Learning Objectives

- **Demonstrate rapport building when responding to situations involving low-risk subjects.**
  - Identify the subject's behavior, including potential triggers or emotional responses.
  - Demonstrate active listening techniques to build trust and rapport with the reporting party.
  - Use verbal and nonverbal communication skills to demonstrate empathy and reduce tension.
  - Maintain composure and professionalism in high-stress situations.
- **Apply communication techniques according to agency policy.**
  - Begin by announcing yourself to establish communication.
  - Clearly and concisely communicate information regarding the process and next steps.
  - Effectively communicate with Dispatch regarding the incident.
  - Attempt to de-escalate the situation by calmly speaking to the subject and encouraging them to comply with instructions (when appropriate).
- **Gather information from the subject in adherence to legal and procedural requirements.**
  - Adhere to agency policies regarding stolen vehicle reports.
  - Describe the legal requirements for reporting a stolen vehicle.
  - Use effective questioning techniques to elicit clear and concise information.
  - Collect all relevant details about the vehicle and the circumstances of the theft.

## TRESSPASSING

### Scenario Description

Report of an individual trespassing in a private parking garage.

The scenario takes place on the fourth floor of a dimly lit, indoor parking garage late at night. There are a few vehicles present, but no security cameras or signage.

The call for service was received from security staff that patrol the garage regularly, but they are not on site at the time the officer arrives.

The garage has had a recent string of vehicle break-ins, so security is on edge. There are stairs with an ATM, a trash can, and a parking ticket issuing machine.

The subject is standing next to a construction site inside the parking lot.

### Subject Facts

The subject does not live in the apartment building associated with the garage.

Security reports that they have been wandering around the garage suspiciously. They have been asked to leave by building security two different times this evening.

They are on break from work at a convenience store down the street. Surveillance has seen them hiding near a construction zone.


### Environment



## Learning Objectives

- **Demonstrate rapport building when responding to situations involving unknown risk.**
  - Identify the subject's behavior to assess threat, including potential triggers or emotional responses.
  - Demonstrate active listening techniques to build trust and rapport with the subject.
  - Use verbal and nonverbal communication skills to demonstrate empathy and reduce tension.
  - Maintain composure and professionalism in high-stress situations.
- **Apply communication techniques according to agency policy.**
  - Begin by announcing yourself to establish communication.
  - Clearly and concisely communicate information regarding the process and next steps.
  - Effectively communicate with Dispatch regarding the incident.
  - Attempt to de-escalate the situation by calmly speaking to the subject and encouraging them to comply with instructions (when applicable).
- **Gather information from the subject in adherence to legal and procedural requirements.**
  - Adhere to agency policies regarding trespassing.
  - Describe the legal requirements for criminal trespassing.
  - Use effective questioning techniques to elicit clear and concise information.

## WITNESS REPORT

<b>Scenario Description</b>	<p>An individual witnessed a theft incident at a college campus.</p> <p>The scenario takes place on a college campus at night. The subject is outside waiting for the officer to arrive.</p> <p>There are no security cameras in the courtyard.</p>
<b>Subject Facts</b>	<p>The subject is a cashier at the convenience store who witnessed someone shoving items in their pants and walking out of the store.</p> <p>Per their store policy, cashiers do not engage individuals suspected of shoplifting and instead call the police.</p> <p>The subject has since closed the store. They can provide a description of the suspect but do not know what specific items were stolen.</p>
<b>Environment</b>	

## Learning Objectives

- **Demonstrate rapport building when responding to situations involving unknown risk.**
  - Demonstrate active listening techniques to build trust and rapport with the subject.
  - Use verbal and nonverbal communication skills to demonstrate empathy and reduce tension.
  - Maintain composure and professionalism in high-stress situations.
- **Apply communication techniques according to agency policy.**
  - Begin by announcing yourself to establish communication.
  - Clearly and concisely communicate information regarding the process and next steps.
  - Effectively communicate with Dispatch regarding the incident.
  - Attempt to de-escalate the situation by calmly speaking to the subject and encouraging them to comply with instructions (when applicable).
- **Gather information from the subject in adherence to legal and procedural requirements.**
  - Adhere to agency policies regarding taking witness reports.
  - Describe the legal requirements for witness reports.
  - Use effective questioning techniques to elicit clear and concise information.
  - Collected all relevant details about the situation and circumstances.

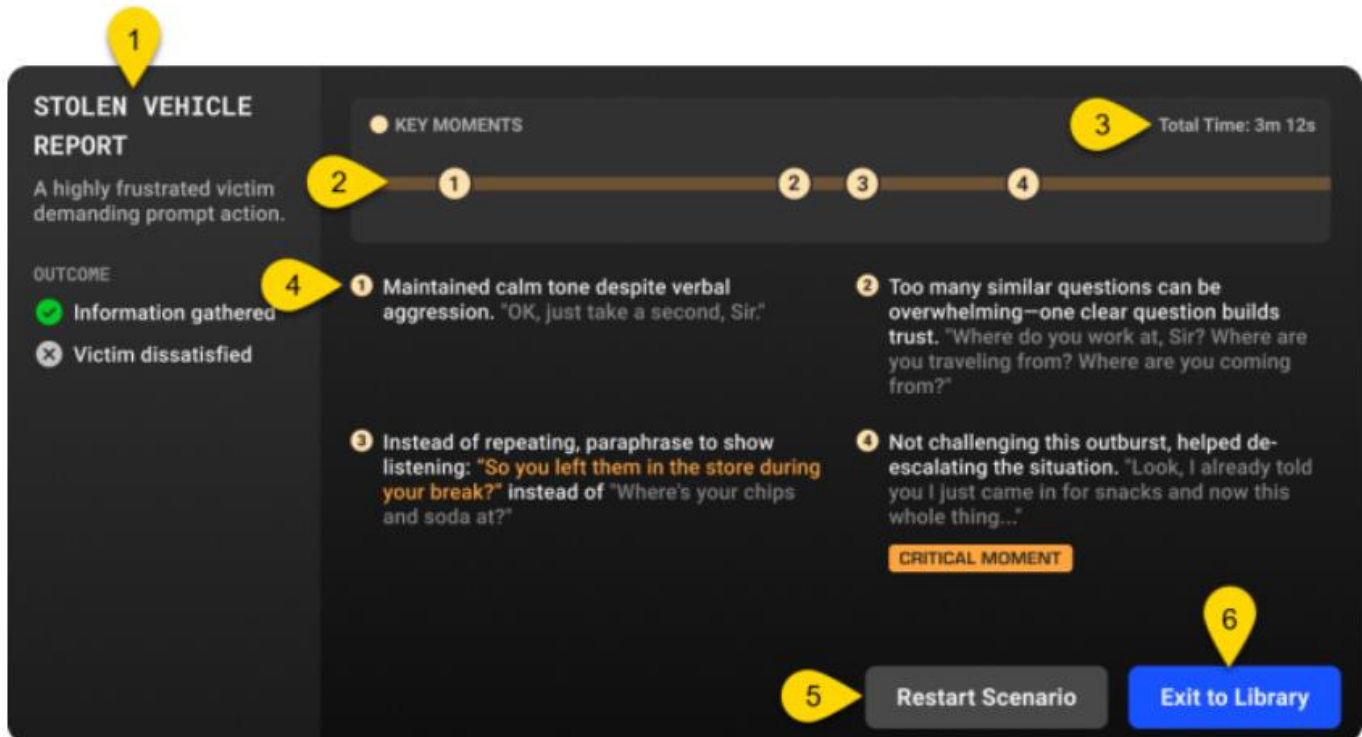
## AFTER-ACTION REPORT (AAR) OVERVIEW

After a trainee completes a Verbal Skills Training exercise in the headset, an After-Action Report (AAR) displays. The AAR includes key conversation moments and summarizes how the interaction aligned with scenario objectives.

**NOTE:** It may take a moment for the AAR to load, as it is AI-generated based on the scenario. The AAR is not uploaded to VR web app or saved locally, and it cannot be accessed again once the trainee exits the screen.

## AAR COMPONENTS

The AAR includes the following visual indicators and buttons:



- 1. Outcome summary:** This section includes:
  - The scenario title and description
  - Up to two outcomes: one positive and one negative, or just one depending on how well the trainee met the scenario's learning objectives
- 2. Timeline summary:** The timeline shows the flow of the scenario and highlights key moments using numbered feedback points.

These points represent moments where the trainee's actions influenced the direction or tone of the interaction—such as communication choices, response timing, or decision-making under pressure.

Feedback points give the trainee a quick visual on their overall performance.

3. **Scenario duration:** This shows the total time the trainee spent in the scenario, from the start of the scenario to scenario resolution.

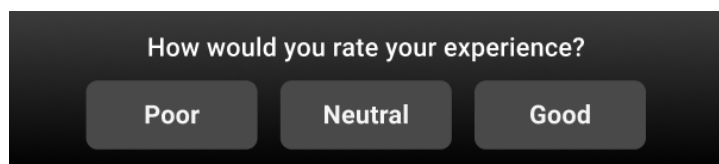
Scenarios are open-ended and vary based on how the conversation unfolds. A scenario can end at any time if the trainee performs a recognized closing action, such as informing Dispatch that the situation is resolved.

If no closing action is taken, most scenarios will end after five minutes when Dispatch calls with an urgent matter. However, some scenarios, such as Sexual Assault, may run longer to allow for more in-depth dialogue and follow-up.

4. **Feedback points:** Below the timeline is a short summary for each numbered feedback point. Each feedback point can include the following:
  - Markers to help identify whether the trainee demonstrated escalation or de-escalation
  - Either positive reinforcement or a suggestion for improvement
  - A quote or paraphrase spoken by the trainee
  - A Critical Moment tag to call out an impactful decision
5. **Restart Scenario:** Select this button to replay the same scenario with the same subject type and subject mood. This is useful when repeating a session after feedback.
6. **Exit to Library:** Select this button to return to the Verbal Skills Training Library, where the trainee can choose a new scenario and subject mood.

## RATE YOUR EXPERIENCE

After reviewing the AAR, trainees are prompted to rate their interaction with the subject by selecting **Poor**, **Neutral**, or **Good**.



How would you rate your experience?

Poor Neutral Good

Ratings are not visible to trainers or included in the AAR. They're collected anonymously to help Axon improve the Verbal Skills Training experience over time.

## EVALUATION PROCEDURE

After the trainee completes a scenario in the headset, trainers should debrief with them to discuss their results and provide tips for improving their performance. Additionally, trainers should supplement this experience with agency resources, policies, best practices, and guidelines.

You can use the [Trainee Evaluation form](#) with the debriefing questions and [scenario assessment rubric](#) as a training record to record performance notes and track individual trainee evaluations. Simply print copies for each trainee.

### TRAINER OBSERVATION & FEEDBACK GUIDANCE

- It's recommended that trainers observe the training sessions and view the AAR on the tablet through screen casting via Miracast. This setup allows trainers to monitor both the visuals and the subject's audio.
- It's important for the trainers to be in the same room to listen in real-time and provide feedback and debrief shortly after the training session.
- Trainers should pay close attention to the appropriateness of the *demeanor* and *behavior* of the trainee towards the subject.
- Use the AAR and application of your agency policy to debrief with the trainee and discuss their results. Review accuracies and trainee decisions. [Debriefing questions](#) are available in this guide to assist you with this discussion.
- Use the [scenario assessment rubric](#) to assess trainee performance against the learning objectives.
- Consider the opportunity for the trainee to practice writing a report based on a scenario.

## AGENCY RESOURCES

This training is best augmented with agency-specific resources. Axon does not make any recommendations on agency policies.

In alignment with agency policy, consider creating a supplemental guide (or use the space below to add agency-specific notes) to share with trainees that includes the local and state resources available that are specific to your agency and community, best practices, and agency-specific guidelines.

## AGENCY-SPECIFIC NOTES



## DEBRIEFING QUESTIONS

Ask any of the following debriefing questions to help evaluate trainee performance:

- How would you evaluate your verbal engagement with the subject? Are there ways you could have improved what you said?
- What factors influenced your on-scene actions/decisions?
- What choices seemed the least effective in de-escalating the situation? Which were most effective?
- Did any of the consequences of certain choices come as a surprise? If so, which one(s)? Why?
- Did you encounter resistance or gaps in information? How did you attempt to work through those moments?
- When did the subject's behavior shift?
- What verbal or nonverbal cues did you notice that signaled a change in the subject's comfort or willingness to engage?
- What strategies guided the types of questions you asked the subject?
- Which approaches felt most effective in building trust? Which seemed to create distance or tension?
- Looking back, would you adjust how you introduced yourself or framed your questions to improve rapport?
- Did your actions conform to the law and policy? Articulate why.
- Would you change any of your choices after viewing the outcome of the scenario? What actions would you take?

## AGENCY-SPECIFIC DEBRIEFING QUESTIONS

Add debriefing questions specific to your agency:

- .
- .
- .

## SCENARIO ASSESSMENT RUBRIC

Use the scenario assessment rubric to help assess trainee performance against the **learning objectives** for each scenario:

SCENARIO NAME	SCENARIO DESCRIPTION
<a href="#"><u>Investigative Stop</u></a>	An officer encounters someone matching the description of a theft suspect
<a href="#"><u>Mental Health Crisis</u></a>	An individual showing signs of a mental health crisis is seen causing a disturbance outside a warehouse
<a href="#"><u>Motorist Assist</u></a>	Conduct a roadside vehicle assist
<a href="#"><u>Noise Complaint</u></a>	An individual reports noisy neighbor at a motel
<a href="#"><u>Sexual Assault</u></a>	An individual reports a sexual assault that occurred at a party two nights ago
<a href="#"><u>Stolen Vehicle</u></a>	An individual reports their vehicle stolen from an apartment parking garage
<a href="#"><u>Trespassing</u></a>	An individual is reported trespassing in a private parking garage
<a href="#"><u>Witness Report</u></a>	An individual provides information about a recent theft from their store

## INVESTIGATIVE STOP

### Observe the following passing trainee behaviors for each learning objective:

<p><input type="checkbox"/> <b>Rapport building</b></p>	<p>The trainee demonstrated rapport building when responding to situations involving low-risk subjects by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Identified the subject's behavior, including potential triggers or emotional responses.</li><li><input type="checkbox"/> Demonstrated active listening techniques to build trust and rapport with the reporting party.</li><li><input type="checkbox"/> Used verbal and nonverbal communication skills to demonstrate empathy and reduce tension.</li><li><input type="checkbox"/> Maintained composure and professionalism in high-stress situations.</li></ul>
<p><input type="checkbox"/> <b>Communication techniques (according to agency policy)</b></p>	<p>The trainee applied communication techniques according to agency policy by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Began by announcing themselves to establish communication.</li><li><input type="checkbox"/> Clearly and concisely communicated information regarding the process and next steps.</li><li><input type="checkbox"/> Attempted to de-escalate the situation by calmly speaking to the subject and encouraging them to comply with instructions (when appropriate).</li></ul>
<p><input type="checkbox"/> <b>Legal and procedural requirements</b></p>	<p>The trainee gathered information from the subject in adherence to legal and procedural requirements by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Adhered to agency policy regarding noise complaints.</li><li><input type="checkbox"/> Adhered to the legal requirements for interacting with a theft suspect.</li><li><input type="checkbox"/> Used effective questioning techniques to elicit clear and concise information.</li><li><input type="checkbox"/> Collected all relevant details about the situation.</li></ul>

### TRAINER NOTES

## MENTAL HEALTH CRISIS

### Observe the following passing trainee behaviors for each learning objective:

<input type="checkbox"/> <b>Rapport building</b>	<p>The trainee demonstrated rapport building when responding to situations involving low-risk subjects by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Identified the subject's behavior, including potential triggers or emotional responses.</li><li><input type="checkbox"/> Demonstrated active listening techniques to build trust and rapport with the subject.</li><li><input type="checkbox"/> Used verbal and nonverbal communication skills to demonstrate empathy and reduce tension.</li><li><input type="checkbox"/> Maintained composure and professionalism in high-stress situations.</li></ul>
<input type="checkbox"/> <b>Communication techniques (according to agency policy)</b>	<p>The trainee applied communication techniques according to agency policy by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Began by announcing themselves to establish communication.</li><li><input type="checkbox"/> Clearly and concisely communicated information regarding the process and next steps.</li><li><input type="checkbox"/> Attempted to de-escalate the situation by calmly speaking to the subject and encouraging them to comply with instructions.</li><li><input type="checkbox"/> Recognized the impact of trauma and apply a trauma-informed approach to respond with empathy and understanding to trauma-related behaviors.</li></ul>
<input type="checkbox"/> <b>Legal and procedural requirements</b>	<p>The trainee gathered information from the subject in adherence to legal and procedural requirements by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Adhered to agency policy regarding citizen interaction.</li><li><input type="checkbox"/> Adhered to the legal requirements when handling a call for service.</li><li><input type="checkbox"/> Used effective questioning techniques to elicit clear and concise information.</li><li><input type="checkbox"/> Collected all relevant details about the situation and the surrounding circumstances.</li></ul>

### TRAINER NOTES

## MOTORIST ASSIST

### Observe the following passing trainee behaviors for each learning objective:

<p><input type="checkbox"/> <b>Rapport building</b></p>	<p>The trainee demonstrated rapport building when responding to situations involving low-risk subjects by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Identified the subject's behavior, including potential triggers or emotional responses.</li><li><input type="checkbox"/> Demonstrated active listening techniques to build trust and rapport.</li><li><input type="checkbox"/> Used verbal and nonverbal communication skills to demonstrate empathy and reduce tension.</li><li><input type="checkbox"/> Maintained composure and professionalism in high-stress situations.</li><li><input type="checkbox"/> Identified and appropriately responded to varying emotional and behavioral states of the driver.</li></ul>
<p><input type="checkbox"/> <b>Communication techniques (according to agency policy)</b></p>	<p>The trainee applied communication techniques according to agency policy by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Began by announcing themselves to establish communication.</li><li><input type="checkbox"/> Clearly and concisely communicated information regarding the process and next steps.</li><li><input type="checkbox"/> Attempted to de-escalate the situation by calmly speaking to the subject and encouraging them to comply with instructions. (when appropriate).</li><li><input type="checkbox"/> Demonstrated effective verbal communication to achieve voluntary compliance and clearly explained traffic stop protocols.</li><li><input type="checkbox"/> Applied de-escalation and conflict-management techniques consistent with departmental policies and best practices for roadside safety.</li></ul>
<p><input type="checkbox"/> <b>Legal and procedural requirements</b></p>	<p>The trainee gathered information from the subject in adherence to legal and procedural requirements by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Adhered to agency policy regarding citizen interaction.</li><li><input type="checkbox"/> Adhered to the legal requirements when handling a traffic stop</li><li><input type="checkbox"/> Used effective questioning techniques to elicit clear and concise information.</li><li><input type="checkbox"/> Collected all relevant details about the situation and the surrounding circumstances.</li></ul>

### TRAINER NOTES

## NOISE COMPLAINT

### Observe the following passing trainee behaviors for each learning objective:

<p><input type="checkbox"/> <b>Rapport building</b></p>	<p>The trainee demonstrated rapport building when responding to situations involving low-risk subjects by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Identified the subject's behavior, including potential triggers or emotional responses.</li><li><input type="checkbox"/> Demonstrated active listening techniques to build trust and rapport with the reporting party.</li><li><input type="checkbox"/> Used verbal and nonverbal communication skills to demonstrate empathy and reduce tension.</li><li><input type="checkbox"/> Maintained composure and professionalism in high-stress situations.</li></ul>
<p><input type="checkbox"/> <b>Communication techniques (according to agency policy)</b></p>	<p>The trainee applied communication techniques according to agency policy by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Began by announcing themselves to establish communication.</li><li><input type="checkbox"/> Clearly and concisely communicated information regarding the process and next steps.</li><li><input type="checkbox"/> Attempted to de-escalate the situation by calmly speaking to the subject and encouraging them to comply with instructions (when appropriate).</li></ul>
<p><input type="checkbox"/> <b>Legal and procedural requirements</b></p>	<p>The trainee gathered information from the subject in adherence to legal and procedural requirements by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Adhered to agency policy regarding noise complaints.</li><li><input type="checkbox"/> Adhered to the legal requirements when handling noise complaints.</li><li><input type="checkbox"/> Used effective questioning techniques to elicit clear and concise information.</li><li><input type="checkbox"/> Collected all relevant details about the situation and the neighbor involved.</li></ul>

### TRAINER NOTES

## SEXUAL ASSAULT

### Observe the following passing trainee behaviors for each learning objective:

<p><input type="checkbox"/> <b>Rapport building</b></p>	<p>The trainee demonstrated rapport building when responding to situations involving low-risk subjects by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Identified the subject's behavior and recognize indicators of trauma or emotional distress.</li><li><input type="checkbox"/> Demonstrated active listening techniques to build trust and demonstrate understanding.</li><li><input type="checkbox"/> Used verbal and nonverbal communication skills to demonstrate empathy and reduce tension.</li><li><input type="checkbox"/> Maintained composure and professionalism in high-stress situations.</li></ul>
<p><input type="checkbox"/> <b>Communication techniques (according to agency policy)</b></p>	<p>The trainee applied communication techniques according to agency policy by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Began by announcing themselves to establish communication.</li><li><input type="checkbox"/> Clearly and concisely communicated information regarding the process and next steps.</li><li><input type="checkbox"/> Attempted to de-escalate the situation by calmly speaking to the subject and encouraging them to comply with instructions.</li><li><input type="checkbox"/> Used empathetic verbal and nonverbal communication to reduce emotional tension.</li><li><input type="checkbox"/> Maintained a calm, composed presence throughout the interaction to encourage victim openness.</li></ul>
<p><input type="checkbox"/> <b>Legal and procedural requirements</b></p>	<p>The trainee gathered information from the subject in adherence to legal and procedural requirements by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Adhered to agency policy for sexual assault reporting and investigations.</li><li><input type="checkbox"/> Adhered to the legal requirements for sexual assault reporting and investigations.</li><li><input type="checkbox"/> Used effective questioning techniques to elicit clear and concise information while respecting victim sensitivity.</li><li><input type="checkbox"/> Collected all relevant details about the situation and accurately document all provided testimonies, evidence, and relevant details for investigative purposes.</li></ul>

### TRAINER NOTES

## STOLEN VEHICLE

### Observe the following passing trainee behaviors for each learning objective:

<p><input type="checkbox"/> <b>Rapport building</b></p>	<p>The trainee demonstrated rapport building when responding to situations involving low-risk subjects by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Identified the subject's behavior, including potential triggers or emotional responses.</li><li><input type="checkbox"/> Demonstrated active listening techniques to build trust and rapport with the reporting party.</li><li><input type="checkbox"/> Used verbal and nonverbal communication skills to demonstrate empathy and reduce tension.</li><li><input type="checkbox"/> Maintained composure and professionalism in high-stress situations.</li></ul>
<p><input type="checkbox"/> <b>Communication techniques (according to agency policy)</b></p>	<p>The trainee applied communication techniques according to agency policy by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Began by announcing themselves to establish communication.</li><li><input type="checkbox"/> Clearly and concisely communicated information regarding the process and next steps.</li><li><input type="checkbox"/> Effectively communicated with Dispatch regarding the incident.</li><li><input type="checkbox"/> Attempted to de-escalate the situation by calmly speaking to the subject and encouraging them to comply with instructions (when appropriate).</li></ul>
<p><input type="checkbox"/> <b>Legal and procedural requirements</b></p>	<p>The trainee gathered information from the subject in adherence to legal and procedural requirements by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Adhered to agency policy regarding stolen vehicle reports.</li><li><input type="checkbox"/> Adhered to the legal requirements for reporting a stolen vehicle.</li><li><input type="checkbox"/> Used effective questioning techniques to elicit clear and concise information.</li><li><input type="checkbox"/> Collected all relevant details about the vehicle and the circumstances of the theft.</li></ul>

## TRAINER NOTES

## TRESPASSING

### Observe the following passing trainee behaviors for each learning objective:

#### **Rapport building**

The trainee demonstrated rapport building when responding to situations involving unknown risk by doing the following:

- Identified the subject's behavior, including potential triggers or emotional responses.
- Demonstrated active listening techniques to build trust and rapport with the subject.
- Used verbal and nonverbal communication skills to demonstrate empathy and reduce tension.
- Maintained composure and professionalism in high-stress situations.

#### **Communication techniques (according to agency policy)**

The trainee applied communication techniques according to agency policy by doing the following:

- Began by announcing themselves to establish communication.
- Clearly and concisely communicated information regarding the process and next steps.
- Effectively communicate with Dispatch regarding the incident.
- Attempted to de-escalate the situation by calmly speaking to the subject and encouraging them to comply with instructions (when appropriate).

#### **Legal and procedural requirements**

The trainee gathered information from the subject in adherence to legal and procedural requirements by doing the following:

- Adhered to agency policy regarding trespassing.
- Adhered to the legal requirements criminal trespassing.
- Used effective questioning techniques to elicit clear and concise information.

### TRAINER NOTES

## WITNESS REPORT

### Observe the following passing trainee behaviors for each learning objective:

<p><input type="checkbox"/> <b>Rapport building</b></p>	<p>The trainee demonstrated rapport building when responding to situations involving low-risk subjects by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Demonstrated active listening techniques to build trust and rapport with the subject.</li><li><input type="checkbox"/> Used verbal and nonverbal communication skills to demonstrate empathy and reduce tension.</li><li><input type="checkbox"/> Maintained composure and professionalism in high-stress situations.</li></ul>
<p><input type="checkbox"/> <b>Communication techniques (according to agency policy)</b></p>	<p>The trainee applied communication techniques according to agency policy by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Began by announcing themselves to establish communication.</li><li><input type="checkbox"/> Clearly and concisely communicated information regarding the process and next steps.</li><li><input type="checkbox"/> Effectively communicated with Dispatch regarding the incident.</li><li><input type="checkbox"/> Attempted to de-escalate the situation by calmly speaking to the subject and encouraging them to comply with instructions (when appropriate).</li></ul>
<p><input type="checkbox"/> <b>Legal and procedural requirements</b></p>	<p>The trainee gathered information from the subject in adherence to legal and procedural requirements by doing the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Adhered to agency policy regarding taking witness reports.</li><li><input type="checkbox"/> Adhered to the legal requirements for taking witness reports.</li><li><input type="checkbox"/> Used effective questioning techniques to elicit clear and concise information.</li><li><input type="checkbox"/> Collected all relevant details about the situation and circumstances.</li></ul>

## TRAINER NOTES