

**Please return the completed questionnaire to:**

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1) What courses or training/education modules do you have for police officers on guard duty?

	Is <b>exclusively</b> content of a course  (length in hours)	Is <b>one of the focal points</b> of a course  (length in hours)	Is an <b>essential part</b> of a course, which also has other focal points  (length in hours)	Is rather a <b>secondary part</b> of a course that has a different focus	Is <b>not included</b> in any course
Shooting	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes	<input type="radio"/> yes
Physical force /unarmed self-defense	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes	<input type="radio"/> yes
Taser	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes	<input type="radio"/> yes
Pepper spray/OC spray	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes	<input type="radio"/> yes
De-escalation	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes	<input type="radio"/> yes
Baton, expandable baton, Tonfa	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes	<input type="radio"/> yes
Arrests	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes	<input type="radio"/> yes
Traffic control/vehicle control	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes	<input type="radio"/> yes
Building searches	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes	<input type="radio"/> yes
Amok	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes	<input type="radio"/> yes
Life-threatening operations (terrorist attacks)	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes	<input type="radio"/> yes
Other, namely	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes, with ___ hours	<input type="radio"/> yes	<input type="radio"/> yes

1b) Training only: approx. percentage of police officers in the country's target group who have participated in the following courses in the last 3 years.

	No courses	0%	1-30%	31-60%	61-90%	>90%	N/A
Shooting	0	0	0	0	0	0	0
Physical force /unarmed self-defense	0	0	0	0	0	0	0
Taser	0	0	0	0	0	0	0
Pepper spray/OC spray	0	0	0	0	0	0	0
De-escalation	0	0	0	0	0	0	0
Baton, expandable baton, Tonfa	0	0	0	0	0	0	0
Arrests	0	0	0	0	0	0	0
Traffic control/vehicle control	0	0	0	0	0	0	0
Building searches	0	0	0	0	0	0	0
Amok	0	0	0	0	0	0	0
Life-threatening operations (terrorist attacks)	0	0	0	0	0	0	0
Other, namely	0	0	0	0	0	0	0

1c) Training only: How mandatory is the participation in the following courses

	No courses	optional	Must be done once	Must be done regularly (e.g., every 3 <sup>rd</sup> year)	Must be done once a year	Must be done several times a year	N/A
Shooting	0	0	0	0	0	0	0
Physical force /unarmed self-defense	0	0	0	0	0	0	0
Taser	0	0	0	0	0	0	0
Pepper spray/OC spray	0	0	0	0	0	0	0
De-escalation	0	0	0	0	0	0	0
Baton, expandable baton, Tonfa	0	0	0	0	0	0	0
Arrests	0	0	0	0	0	0	0
Traffic control/vehicle control	0	0	0	0	0	0	0
Building searches	0	0	0	0	0	0	0
Amok	0	0	0	0	0	0	0
Life-threatening operations (terrorist attacks)	0	0	0	0	0	0	0
Other, namely	0	0	0	0	0	0	0



3) How important are the following strategies for de-escalation in your training? (part 1)

Strategy	De-escalating behaviour	N/A	Is intensively trained	Is trained to some extent	Only mentioned	Not trained
Act purposefully	Consciously planning one's own actions; concentrating on essential things; pursuing the actual goal; professional handling of provocations; mental preparation; consulting with colleagues; setting oneself goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress-management	Being (relatively) calm in a tense, stressful situation; exuding calm; speaking calmly to the other person; giving others space and time for emotional relief (e.g., letting them cry it out); to take time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathy	Understanding the counterpart's emotion; showing compassion or comforting the other person; adopting the other person's perspective; showing understanding for the counterpart or their situation; showing one's own concern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interest	Signaling interest in the other person's situation; nonverbally signaling openness; consciously deciding for communicative solution; preferring a non-violent solution; asking questions; letting others explain themselves; responding to the counterpart's questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transparency	Explaining and giving reasons for the behaviour expected from the other person; explaining own behaviour; pointing out consequences/measures (not threatening!); responding to the other person's questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seriousness	Signaling interest to the other person's situation; give the other person the opportunity to explain themselves; exuding self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-protection	Paying attention to self-protection; maintaining eye contact; exuding self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create acceptance	Creating acceptance by offering solutions; creating acceptance for solutions by asking the counterpart for proposed solutions; selection of alternative solutions; responding to the counterpart's questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nonverbal communication	Conscious use of nonverbal communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relational work	Building a relation (small talk, commonalities, etc.); building a communicative relation by pointing out commonalities/similarities of the counterpart; maintaining eye contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humour	Showing humour (not sarcasm or irony!)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect	Being polite and showing respect; responding to the other person's questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Face-saving	Allowing the counterpart the opportunity to "save face"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patience	Being patient with the other person; taking time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How important are the following strategies for de-escalation in your training? (part 2)

Strategy	De-escalating behaviour	N/A	Is intensively trained	Is trained to some extent	Only mentioned	Not trained
Listening	(actively) listening to the counterpart; asking questions; repeating what has been said in one's words; signaling attentiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meta-communication	Metacommunication; talking about own communication; clarifying situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Objectivity	Non-judgmental expression; avoidance of accusations; professional handling of provocations, no blaming; solution-oriented behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tactical measures	Swapping interaction partners when communication is deadlocked; optimize communications channels; buy time; using the group structure of the counterpart; establish cooperation or self-regulate and de-escalate conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication adequate to the target group	Choosing language level accordingly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, namely:		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4) How important are the following aspects in the context of de-escalation training?

	Not target of the training	Very important	Rather important	Rather not important	Completely unimportant
Knowledge of the operating principle and theoretical background of different strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of specific groups of people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Position towards communication as an operational tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Position towards the counterpart of the police	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expanding the repertoire of measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certainty of action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfillment of political requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, namely:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5) What percentage of de-escalation training is provided by which form of instruction (approx. %)?

Theoretical background	approx. _____%
Legal aspects	approx. _____%
Self-study	approx. _____%
E-learning	approx. _____%
Case studies	approx. _____%
Group discussions	approx. _____%
Reflection of own experience	approx. _____%
Role play/simulation/scenario	approx. _____%
Other, namely:	approx. _____%
Total	100%

The following two questions refer to courses that focus on de-escalation and to courses that include de-escalation as one of several aspects:

6a) How many scenarios does each trainee with a **focus on de-escalation** go through during the training?

<input type="radio"/> unknown	<input type="radio"/> scenarios/role plays are not part of the training	<input type="radio"/> depending on the individual performance shown, on average:	<input type="radio"/> approx. 1-5	<input type="radio"/> approx. 6-10	<input type="radio"/> approx. 10-15	<input type="radio"/> approx. more than 15
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6b) How many scenarios does each trainee have to go through during the training that **include de-escalation as a sub aspect**?

<input type="radio"/> unknown	<input type="radio"/> scenarios/role plays are not part of the training	<input type="radio"/> depending on the individual performance shown, on average:	<input type="radio"/> approx. 1-5	<input type="radio"/> approx. 6-10	<input type="radio"/> approx. 10-15	<input type="radio"/> approx. more than 15
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**7 What evaluations of de-escalation training have been or are being conducted at your facility?**

		Has never been done and is not planned	Is done after every training	Is done regularly	Is planned	N/A
Participants' statement on...	gaining knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	motivation to apply what has been learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	acquired certainty of action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Other, namely:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Objective tests	Reviewing knowledge of theoretical background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Practical knowledge control within the framework of a scenario	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Checking whether what has been learned can be applied on everyday work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Other, namely:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Control of statistical development at service/agency level	On complaints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Number of resistances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	On-duty accident due to violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Number of cases with use of (non-lethal) force (physical, OC spray, taser, expandable baton)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Other, namely:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8) What guidelines, recommendations, decrees exist in the target group's department that mention or regulate de-escalation?

9) Are you able to send a description of the de-escalation training?

10) Are you able to provide teaching material of the de-escalation training?

11) Is there a contact person for the topic of de-escalation at your institution to whom we can possibly direct questions about de-escalation (training)?

12) Are there any comments about de-escalation or de-escalation training you would like to make?

13) Are you interested in an exchange on the topic of de-escalation or de-escalation training?