

Along with the instructional staff, we have discussed possible job tasks to be covered in the appointment of a noncertified conditional officer as set by LB 51. The discussion included a review of the job tasks assigned to each course to be covered prior to the conditional officer conducting law enforcement duties. A review of job tasks necessary to complete the training was conducted.

Proposed Hours:

1. Twenty-four hours of use of force training, including defensive tactics, arrest control, handcuffing, pat down, and complete searches.
2. Sixteen hours of firearms training and passing the minimum requirements for the handgun qualification course provided in section 81-1412.01.
3. Twelve hours of arrest and search and seizure training with Fourth Amendment and Fifth Amendment training.
4. Eight hours of de-escalation training.
5. Eight hours of mental health crisis training.
6. Eight hours of anti-bias and implicit bias training.
7. Four hours of substance abuse training.

The following are the job tasks identified by the NLETC staff instructors as mandatory to be met by the required training hours.

Use of Force

- D-15 Conduct full search of arrested person.
 - D-58 Escort (walk) inmate/detainees to various destinations.
 - D-73 Use force as necessary and appropriate in apprehension of criminal suspects.
 - G-26 Use appropriate verbal commands/communication in use of force situations.
 - H-14 Maintain personal calm to prevent making the situation worse
 - H-4 Use of voice and words to calm a situation, project intention, etc.
 - M-19 Handcuffs.
 - N-1 Use control hold to control/restrain a subject.
 - N-2 Use standing handcuffing technique to handcuff a subject.
 - N-3 Use kneeling or prone handcuffing to handcuff a high-risk subject.
 - N-4 Conduct a pat down/frisk.
 - N-5 Physically struggle to maintain control of one's arm.
 - N-7 Handcuff resisting person.
 - N-8 Handcuff non-resisting person.
 - N-15 Escort resisting person while maintaining physical control, negotiating, stairs, ramps, doorways, obstacles, and other features.
 - N-16 Escort non-resisting person while maintaining physical control, negotiating, stairs, ramps, doorways, obstacles, and other features.
 - N-24 Subdue physically attacking person.
 - N-26 Grip person tightly to prevent escape/control movement.
 - N-27 Disarm armed suspect using hands on physical techniques.
 - N-28 Disarm armed suspect using threat of force.
 - N-30 Using controlling technique to gain compliance.
 - N-35 Defend oneself from position on ground.
 - N-36 Use fists to defend oneself.
 - N-38 Bring up to standing a nonresisting or resisting person.
 - N-41 Continue to function in a physical confrontation after being struck/injured.
 - Q-19 Grip and hold a person to maintain physical control.
 - Q-23 Takedown and subdue resisting person.
 - H-16 Observe persons body language to assess attitude, intentions, etc.
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- 301.51 - Conduct a Search Incident to Arrest
 - 301.52 - Conduct a Frisk or pat down
 - 301.13 - Locate the Levels of Relative Positioning
 - 301.17 - List the two most common types of resistance encountered from the Escort position
 - 301.18 - Identify the most appropriate technique to control each type of resistance mentioned in the previous objective.
 - 301.19 - Describe the steps in the application of a joint lock
 - 301.36 - Demonstrate Iron Wristlock Takedown from kneeling position

- 301.37 - Demonstrate Straight Armbar Takedown
- 301.38 - Demonstrate Transport Wristlock
- 102.3 - The student will provide the definition of force.
- 102.6 - The student will provide the definition of reasonable force and recognize examples of force that is either reasonable or unreasonable.
- 102.7 - The student will identify the rules pertaining to Self-defense and recognize examples of the defense.
- 102.15 - The student will state the impact of Graham v. Connor and identify the rules the case has placed on a law enforcement officer's use of force.
- 102.16 - The student will identify the statutory rules pertaining to an officer's use of force in the performance his/her duties.
- 102.18 - The student will identify the rules pertaining to an officer's use of force to prevent an escape.
- 301.8 - List, in order of least amount of control to greatest amount of control, the levels of control.
- 301.6 - List, in order of least amount of resistance to greatest, the Levels of Resistance offered by the offender.
- 301.8 - List, in order of least amount of control to greatest amount of control, the levels of control.
- 301.16 - Explain the steps in the tactical handcuffing procedure
- 301.34 - Demonstrate Standing Tactical handcuffing
- 301.22 - Locate the various pressure points used in the HFRG subject control system, and the most appropriate method of application for each.
- 301.23 - Identify the purpose of the straight punch and palm-heel strike.
- 301.24 - Explain what technique the Brachial Plexus Stun is designed to replace
- 301.25 - List the justification for the use of the impact weapon.
- 301.26 - List the concepts for impact use.
- 301.27 - List the three striking and three blocking techniques.
- 301.28 - Identify which strike is the most powerful in the impact weapon system.
- 301.29 - In order of target selection, list the targets used in the impact weapon system
- 301.39 - Demonstrate Brachial Stuns
- 301.40 - Demonstrate Straight Punch
- 301.41 - Demonstrate Palm Heel Strike
- 301.42 - Demonstrate Front kick
- 301.43 - Demonstrate Angle Kick
- 302.44 - Demonstrate Knee strike
- 301.45 - Demonstrate Interview Stance
- 301.46 - Demonstrate Ready Stance
- 301.47 - Demonstrate Forward Fluid Shockwave Strike
- 301.48 - Demonstrate Forward Cutting Strike
- 301.49 - Demonstrate Backhand Cutting Strike
- 301.50 - Demonstrate Inside Strip

- 301.53 - Identify the elements of reporting force
- 301.54 - Demonstrate the "split step"
- 301.30 - List the four Survival Strategies.
- 301.31 - List the four Principles in Weapon Retention.
- 301.32 - Identify the four issues that help an officer prepare for a disarming encounter.
- 301.33 - List the three steps in a disarming technique
- 301.50 - Demonstrate Inside Strip
- 301.12- List the five steps in the application of a pain compliance technique.
- 301.20 - Define the Fluid Shock wave Principle
- 301.21 - Identify the two methods of application used in the HFRG system and what control principle each method will most likely create.
- 301.31 - List the four Principles in Weapon Retention
- 301.33 - List the three steps in a disarming technique
- 301.35 - Demonstrate Pressure Points: Hypoglossal, Infra-orbital, mandibular
- 301.55 - Identify the four most common ground positions.
- 301.56 - Identify the different types of escape.
- 301.61 - Demonstrate tackling a fleeing subject

Firearms

- G1 Participate in firearms training.
 - G10 Draw weapon to protect self or third party.
 - G14 Unload various firearms (including seized firearms) safely.
 - G15 Clear malfunctions of various firearms.
 - G16 Reload firearms under combat conditions.
 - G17 Fire weapon in dark environment while using flashlight.
 - G24 Use dominant hand to fire police weapon.
 - G25 Use support hand to fire police weapon.
 - G9 Discharge firearms from a protective cover position.
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- 302.6 – Describe and demonstrate the proper draw and recovery of the weapon to the holster (G10)
 - 302.21 – Properly demonstrate loading, re-loading, unloading, and clearing procedures for a duty handgun, patrol rifle, and shotgun. (G14 & G16 & G15)
 - 302.22 – Demonstrate use of dominant hand to fire a handgun (G24)
 - 302.23 – Demonstrate use of support hand to fire a handgun (G25)
 - 302.25 – Demonstrate proper use of cover while using a handgun and a long gun (G9)
 - 302.30 – Pass a State of Nebraska qualification course (70%) on the handgun. If the first qualification is failed, the student must pass the second attempt (G1)
 - 302.26 – Demonstrate proper reduced light shooting techniques (G17)
 - 302.2 – Explain the range safety rules and the four universal gun handling safety rules (G1)

Fourth Amendment/Fifth Amendment

- A-102 Hold person under investigative detention.
- D-13 Arrest persons with a warrant.
- D-14 Arrest persons without a warrant.
- D-15 Conduct full search of arrested persons.
- D-20 Search automobile under independent probable cause.
- D-21 Search automobile incident to arrest.
- D-22 Conduct warrantless search of premises or property in fresh or hot pursuit, with or without consent, incident to arrest, etc.
- D-23 Seize contraband, weapons, and stolen property.
- D-73 Use force necessary and appropriate in apprehension of criminal suspects.
- D-11 Advise persons of constitutional (Miranda) rights.
- D-10 Read/Review warrants and affidavits to ensure completeness and accuracy.

- 106.24 - Define voluntary contact, & care-taking contacts and state the legal evidentiary requirement, the scope and identify limitations of each.
- 106.25 - Define and explain the difference between reasonable suspicion and probable cause.
- 106.27 - Define, explain the scope and recognize examples of the following exceptions to the search warrant requirement: a. Search Incident to Arrest b. Terry Stop/Frisk c. Plain Feel Seizures d. Probation Searches e. Consent f. Plain View g. Inventory h. Carroll Doctrine / Automobile
- 106.35 - The student will demonstrate the knowledge acquired through the lecture during specific performance scenarios throughout the remaining course of basic study. The student will be expected to apply search and seizure laws to various citizen contacts, including voluntary contacts, Terry stops and arrests.
- 106.3 - Define search, seizure, and arrest.
- 106.4 - Identify the two types of arrests and differentiate between the two.
- 106.15 - Define probable cause in the context of search warrants and arrest warrants.
- 106.22 - Recognize the authority that is associated with an arrest warrant and explain where arrests can be made
- 106.33 - Define the necessary requirements to search a person, the justifications for said searches and various restrictions on such searches.
- 106.34 - Define the legal requirements for seizing physical evidence from a person's body.
- 301.14 - Identify the three types of subjects an officer will handcuff.
- 106.26 - Identify when a warrantless arrest may be made in Nebraska.
- 106.28 - Exigent Circumstances (emergency, fire scene, evanescent evidence, & hot/fresh pursuit).
- 106.29 - Define legal requirements and procedures regarding the impoundment of vehicles.
- 102.3 - The student will provide the definition of force.

- 102.6 - The student will provide the definition of reasonable force and recognize examples of force that is either reasonable or unreasonable.
- 102.7 - The student will identify the rules pertaining to Self-defense and recognize examples of the defense.
- 102.15 - The student will state the impact of Graham v. Connor and identify the rules the case has placed on a law enforcement officer's use of force.
- 105.16 - The student will identify the statutory rules pertaining to an officer's use of force in the performance his/her duties.
- 102.18 - The student will identify the rules pertaining to an officer's use of force to prevent an escape.
- 107.4 - State the decision from the case of Miranda v. Arizona and explain how it affects a law enforcement officer's actions when attempting to question a suspect.
- 107.5 - Identify a person's Miranda Rights.
- 107.6 - Identify situations where Miranda would and would not apply.
- 107.7 - Define what is meant by custody for the purposes of the Miranda doctrine and identify examples.
- 107.8 - Define the reasonable man test and apply the test to various situations to determine whether a person is in custody or not.
- 107.9 - Define interrogation and identify examples of it.
- 107.10 - State examples of questions that are not considered interrogation.
- 107.11 - Explain the Functional Equivalent Test and describe how it affects law enforcement efforts to gain a statement from the suspect.
- 107.12 - State what the courts consider as effective Miranda warnings.
- 107.13 - State the two legal requirements for a suspect to effectively waive his/her Miranda rights.
- 107.14 - Identify and explain the legal requirements that must be met in order for either a juvenile or an intoxicated person to waive Miranda rights.
- 107.15 - Describe what constitutes an assertion of the right to remain silent and state the general rule that must be followed once a suspect invokes this right.
- 107.16 - Describe the exceptions that apply for re-interrogation once a suspect has invoked his/her right to remain silent.
- 107.17 - Describes what constitutes an assertion of the right to counsel and state the general rule that must be followed once a suspect invokes this right.
- 107.18 - Describe the exception that applies for re-interrogation once a suspect has invoked his/her right to counsel.
- 107.19 - Define the Public Safety Exception to the Miranda Rule and recognize situations in which it would apply.
- 107.21- In a training scenario, the student will demonstrate the proper procedure for commencing a custodial interrogation by explaining the nature of the interview to the suspect and asking if he/she is willing to talk to the student about the offense.
- 107.22 - In a training scenario, the student will properly administer Miranda rights to a suspect by utilizing a Miranda rights card as provided by the Training Center.

- 107.23 - In a training scenario, the student will ensure that the suspect understands his/her rights and obtain a valid waiver from the suspect by utilizing a written Miranda form or obtaining an oral waiver.
- 107.24 - In a training scenario, the student will demonstrate when to terminate questioning after a suspect invokes one of the Miranda rights.
- 107.25 - In a training scenario, the student will properly document the questioning of a suspect during a custodial interrogation by completing an offense and supplemental report.
- 112.1 - State the purpose behind Garrity Warnings/Rights.
- 112.2 - Define testimonial immunity.
- 112.3 - Identify the Garrity Warnings/Rights which are provided to an officer at an internal affairs investigation.
- 112.4 - Given a written factual scenario, identify the nature of the interview and describe an officer's best course of action to follow that complies with either the Miranda Doctrine or the Garrity/Broderick decisions.
- 112.5 - Differentiate between the rights an officer has during a criminal interrogation and the rights that an officer has during an internal affairs interrogation.

De-escalation

- A-75 Talk with people on beat, patrol area, district, etc. to establish positive relationship.
 - A-85 Respond to general information questions from the public.
 - H-1 Use verbal de-escalation techniques to communicate with person.
 - H-11 Use & adjust language appropriate to listeners.
 - H-15 Use body language to project control & influence situation.
 - H-21 Recognize a person's culture and adjust manner of communication accordingly to ensure understanding.
 - G-26 Uses appropriate verbal commands/communication in use of force situations.
 - H-4 Use voice and words to calm a situation, project intention, etc.
 - H-7 Speak confidently to project control, self-assurance, etc.
 - H-9 Speak plainly/clearly to encourage understanding
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- 501.1 - Define Community Relations
 - 501.2 - List two interrelated goals accomplished by using community policing.
 - 501.8 - Define values of good community policing.
 - 501.15 - Define Implicit Bias
 - 501.16 - Define Culture and identify its characteristics
 - 501.17 - Identify what is a "Blink Response" and how it affects officers.
 - 501.18 - Define "Contact Theory"
 - 501.19 - Define Procedural Justice
 - 501.20 - Identify what is "Profiling by proxy"
 - 501.21 - Identify how officers can improve community relations within their jurisdictions.
 - 505.1 - List the four truths of communication
 - 505.13 - List the steps in making verbal contact with a person.
 - 505.19 - Relate the extension of respect in the tactical communication process
 - 505.6 - Identify methods of de-escalating and re-directing a verbal confrontation
 - 505.7 - Describe the five elements of the tactical communications model 505.19 Relate the extension of respect in the tactical communication process
 - 505.20 - Define the art of active listening
 - 505.17 - Contrast the methods and modes of tactical communication
 - 501.9 - Identify the characteristics of a police culture
 - 505.18 - Summarize how implicit biases can affect the tactical communication process

Mental Health

- H-25 Take an apparently mentally ill person into protective custody for an involuntary mental health evaluation, i.e. DPC.
 - H-24 Contact Mental Health resource (e.g., program, facility, etc.) to obtain assistance for mentally ill or emotionally unstable person.
 - G-22 Remove weapon from home/residence of suicidal person, scene of domestic violence, etc.
 - A-90 Recognize need for and initiate emergency protective custody detention (EPC).
 - H-22 Talk with person threatening suicide to persuade them not to attempt.
 - F-35 Recognize the signs of suicide risk in inmate/detainee or arrested person.
 - A-86 Take control of publicly intoxicated/disruptive persons.
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- 507.1 - Recognize Nebraska's commitment statutes. A. 83-1009 Mentally ill and dangerous person defined B. 83-1020 Custody prior to Mental Health Board proceedings C. 83-1021 Execution of a written certificate
 - 507.2 - Recognize signs of mental disorders. A. Mental disorders B. Alcoholic or drug-addicted C. This training will focus on identifying mental disorders D. Type and severity E. Definitions F. Descriptions and documentation
 - 507.3 - Communication A. Components B. Paralinguistic exercise
 - 507.5 - EPC Documentation
 - 507.4 - Identify the presence of dangerous behaviors. A. Suicide B. Components of Risk Assessment 1. protective factors 2. risk factors 3. warning signs

Anti-bias/Implicit bias

- A-22 Use social media to promote positive information exchanges between law enforcement and the community.
 - A-75 Talk with people on beat, patrol area. District, etc. to establish positive relationship.
 - A-78 Conduct community relations programs (e.g., safety programs, crime prevention, tours, etc.).
 - A-80 Give talks on law enforcement, etc., to community organizations, businesses and/or schools.
 - H-18 Identify specific religious norms and adjust interactions accordingly.
 - H-21 Recognize a person's culture and adjust manner of communication accordingly to ensure understanding.
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Substance Abuse

- A-28 Recognize and handle/investigate effects of job related stress on yourself or others.
 - H-24 Contact Mental Health resource (e.g., program, facility, etc.) to obtain assistance for mentally ill or emotionally unstable person.
 - N-43 Cope with the physical effects of chronic emotional stress (e.g., fear, anger, anxiety, etc.).
 - N-44 Cope with the physical effects of chronic mental stress (e.g., concentration).
 - N-45 Cope with physical effects of shift-work.
 - V-52 Conduct on-going/beyond basic response investigation of controlled substances.
 - D-23 Seize contraband, weapons and stolen property from suspects.
 - F-22 Apply basic first aid to treat for drug overdose.
 - F-37 Dispose of contaminated clothing, sharps, etc. according to standard practice.
 - F-36 Use personal protective equipment (e.g., gloves, masks, glasses, etc.) to prevent contact with communicable diseases or blood-borne pathogens, etc.
 - F-41 Observe person in custody to determine whether person is intoxicated or in medical distress (i.e., diabetic reaction).
 - A-31 Recognize standard and improvised laboratory equipment used in the productions of methamphetamines and other illegal drugs.
 - J-7 Recognize and properly handle illegal materials (e.g., drugs, chemicals, etc.).
 - A-86 Take control of publicly intoxicated/disruptive person.
 - M-10 Evidence processing kit (e.g., fingerprint, impressions)
 - N-13 Endure exposure to hazardous material (e.g., drug, chemicals, infectious diseases, etc.).
 - A-115 Recognize commonly used drug paraphernalia.
 - A-117 Recognize and handle suspected powdery substances (e.g. fentanyl) according to safe practices.
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- 319.1 - Identify common causes of job-related stress and its effect on you and other law enforcement personnel.
 - 319.2 - Students will identify the benefits to stress management for the officer and the agency.
 - 319.3 – Identify basic techniques one can use to relieve or eliminate the effects of stress on work performance and personal health and well-being.
 - 319.4 – Students will identify productive ways to relieve stress.
 - 417.1 - Define psychoactive substances
 - 417.2 – Define controlled substance.
 - 417.3 – Recognize commonly used drug paraphernalia.
 - 417.4 – Identify enforcement action as it pertain to drug paraphernalia.
 - 417.8 – Identify the physical effects produced by the cannabis drug category.
 - 417.9 – Identify three types of inhalants.
 - 417.14 – Identify the Nebraska Revised Statutes that define drug paraphernalia.

- 417.16 - Identify commonly available products that may be used in the production of methamphetamine and other illegal drugs in Nebraska.
- 417.17 - Identify safety hazards associated with handling any of the products that are used in the production of methamphetamine and other illegal drugs.
- 417.18 - Identify standard and improvised laboratory equipment that may suggest illegal drug production.
- 417.20 - Identify basic actions that should and should not be performed should such illegal drug production be discovered by a patrol officer.
- 420.14 – List equipment needed to collect evidence.
- 603.21 – List the observational clues of intoxication.