



CRIMINAL INTELLIGENCE SERVICE ONTARIO

MOBILE SURVEILLANCE TRAINING PROGRAM

Lesson Plan

TACTICAL COMMUNICATION SKILLS



February 2003

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TOPIC: TACTICAL COMMUNICATION SKILLS**OBJECTIVE:**

At the conclusion of this presentation and the training course, the student will be able to:

- (1) Identify the necessary pieces of equipment for a surveillance team;
 - (2) Identify the necessary security for communications equipment;
 - (3) Describe the appropriate demeanor while using various communication equipment;
 - (4) State the appropriate method of orally describing observations;
 - (5) Discuss use of code issues;
 - (6) Discuss the impact of available air time;
 - (7) State the issues of analogue versus digital communication;
 - (8) State the levels of priority for air time of the eye - vehicular and pedestrian;
 - (9) State issues to avoid when communicating;
 - (10) State the level or responsibility for communications acknowledgement;
- through the use of question & answer technique, guided discussion, individual/syndicate and practical exercises, as assessed by Course Staff.

STUDENT LEVEL: Experienced Law Enforcement Investigator

METHODOLOGY: Lecture/Developmental, Guided Discussion and Debriefing
Individual and Syndicate Assignments

TIME ALLOWED: Classroom Session: 1.5 hours.

VENUES: Classroom, external environment as selected.

REQUIREMENTS: Student Notes/binder, Operational Notebook & related forms
As determined by Course Staff

STAFFING: Course Staff as assigned.
Experienced Mobile Surveillance Officer

EQUIPMENT: _____
Classroom: OHP, flip charts, markers, VCR & TV
External: radios, cell phones

HANDOUTS: Classroom: Point Form - Student Notes.

REFERENCES:

C.I.S.O. Surveillance Video

Radio Communication Act (R.S.C.)

Criminal Code of Canada (R.S.C.)

Canada Evidence Act (R.S.C.)

Police Services Act (R.S.O.)

DIRECTIONS TO INSTRUCTOR:

Pre-session: Secure a variety of digital photographs of MSO's in different mobile platforms depicting the right and wrong ways of using a variety of devices, (i.e., radio, cell phone), communication devices while occupying that platform or while on foot.

Secure a variety of pre-recorded communication exercises, both with and without code.

Session: This training session should use a practical (in-classroom) approach, utilizing the students themselves and course staff to engage in applying the desired approach. Be prepared to inject a scenario into the session at those times which present the best opportunity to enhance student activity and discussion. The students must provide the answers through their own creativity and ingenuity, both individually and in syndicate format. This will provide the necessary motivation to use that same creativity and ingenuity when engaged in a mobile surveillance operation. You will demonstrate your motivation through your enthusiasm and commitment in mentoring the students both in the classroom and in the practical exercise sessions.

INTRODUCTION:

A surveillance operation is mobile ballet on an ever-changing stage under diverse and sometimes hostile conditions. For this ballet to play out successfully, coordination and control of the activities while avoiding detection is mandatory. The only way this coordination will take place is if the communication of information is clear, concise and accurate. Communication is the pivot point. Concentration is the foundation.

PRESENTATION:

Q.T.C.: What are the necessary pieces of communications equipment for a surveillance team?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)

A.R.:

- digital cell phone
- pager
- in car encrypted radio
- portable encrypted radio
- RIM™ or BLACKBERRY™ pager

Q.T.C.: What is physical security of equipment if vehicle is in for servicing or left unattended?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)

A.R.:

- secure equipment
- hide equipment
- lock up equipment

Q.T.C.: What is the appropriate demeanour in a vehicle using various communications equipment?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)

A.R.:

- position the microphone below the sight line available to the target
- push the voice out while controlling lip movement
- practice speaking in clear, low tones
- conceal antennae
- pause for 1 second pre and post TX once the microphone has been keyed or released (cutting out)
- break between TX
- stay calm and in control of yourself - keep your focus on the job

Q.T.C.: What is the appropriate demeanour while on foot using various communications equipment?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)

A.R.:

- conceal the radio in a newspaper or in a similar fashion out of sight
- use of wireless communication equipment
- mic cord up sleeve or inside coat or shirt
- when appropriate, position body away from target when transmitting
- use hands-free devices inside ear when using cell phone
- stay calm and in control of yourself - keep your focus on the job

Q.T.C.: What is the appropriate method of orally describing observations?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)

A.R.:

- use plain language (➡ course only or inexperienced officers)
- keep it straight up - "say it as you see it"
- clear, concise and to the point
- stay calm and in control of yourself - keep your focus on the job

INSTRUCTOR: At this point use a fully encoded description of a target's movements, speaking as quickly as practical. Display this descriptor on the screen when you have completed saying it. Then ask the students to decode what you have said. After your point is made, display on the screen the plain language version of what you had previously said in code.

Q.T.C.: What is the impact of using code?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)

A.R.:

- can be confusing
- takes time to learn - what about a new member to the team?
- different jurisdictions use different code - creates confusion for multi-jurisdictional teams
- consider the difficulties when you get in the stand and try to tell the court how you communicated accurately
- code words can get mixed up under stressful situations

INSTRUCTOR: ➡ should be stressed that this only applies to course or when a team or team member is not familiar with code
➡ code should and will be used by an experienced team

Q.T.C.: What is the impact of available air time on a surveillance operation?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)

A.R.:

- target may make several moves and all units must be alerted and respond or the target may be lost and/or the surveillance defeated
- scanners can lock almost instantly and the longer the channel is open, the greater the potential of disclosing the presence of a surveillance operation
- information may need to be exchanged on a changing environment around the surveillance

Q.T.C.: What are the digital verses analogue communication issues?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)

A.R.:

- digital is safer - analogue is potentially unsafe
- no signal is safe!
- although a scanner will lock on to any R.F. transmission, no intelligibility can be deciphered from a digital transmission.

Q.T.C.: What are the levels of priority for air time for “the eye”?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)

A.R.:

- the eye has first priority
- foot has second priority - only if on the eye
- team leader has second priority to the eye

Q.T.C.: Who is responsible for acknowledging a communication?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)

A.R.:

- team leader is to acknowledge communications
- assistant team leader to acknowledge in absence of the team leader

Q.T.C.: What are the issues to avoid when communicating?

(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)

A.R.:

- avoid talk-over - break between short TX
- lengthy commentary
- lazy talk
- buzz words, profanity, slang expressions (all will catch up with you come court time)
- any communication not relevant to the operation
- cutting out - pause 1 second when keying up or down

PRACTICAL SCENARIO OPPORTUNITY:

INSTRUCTOR: Insert selected scenario. Present scenario to students. Use pictures and oral or written instructions. Can be used for syndicates, if required. Suggest limiting to individual activity given lesson content and time allotted. Ensure sufficient time for student responses to exercise requirements.

MANDATORY - all students must be participating. Carefully evaluate the individual and the response.

SUMMARY/CONCLUSION:

Clear, concise communications will ensure all units know what is happening and are responding appropriately throughout the surveillance operation. When everyone knows what is happening stress is reduced and confidence is increased for the operators. All members are responsible for positive communication.