

# **Principled Policing Implicit Bias *Instructor Guide***

**September 2021**



**Division of Criminal  
Justice Services**

New York State Division of Criminal Justice Services  
80 South Swan Street, Albany, New York 12110

[www.criminaljustice.ny.gov](http://www.criminaljustice.ny.gov)



**Division of Criminal  
Justice Services**

**Principled Policing  
Implicit Bias  
Instructor Guide**



**Division of Criminal  
Justice Services**

# **Principled Policing Implicit Bias Instructor Guide**

STATE OF NEW YORK  
Division of Criminal Justice Services  
Office of Public Safety

## **Copyright Notice**

© September 2021 by the New York State Division of Criminal Justice Services. You are hereby granted a non-exclusive license to use the enclosed materials for non-commercial use, and to reproduce, copy and/or distribute these materials for educational purposes. The materials contained in this publication may be included in a non-commercial derivative work with proper attribution to the New York State Division of Criminal Justice Services. These materials may not be posted on a commercial or non-commercial Internet site without the prior written permission of the Division. This non-exclusive license will be governed and construed in accordance with the laws of the State of New York.

THE EDITION IS PUBLISHED BY THE:

New York State Division of Criminal Justice Services  
Office of Public Safety  
80 South Swan Street  
Albany, New York 12210

<http://criminaljustice.ny.gov>

VERSION: SEPTEMBER 2021

PRINTED IN THE UNITED STATES OF AMERICA



## Preface

Since the establishment of the first formal, full-time police force in the United States, the police have endured numerous challenges to their legitimacy as an institution of social control. Throughout their history, the relationship between the police and the public has been tumultuous. Instances of police misconduct, with recent examples being the police use of force on George Floyd in Minneapolis, and the shooting of Breonna Taylor in Louisville have long sparked reactions ranging from full-scale riots to public indictments of police practices and public mistrust of the police.

Policing based on the process judgment of procedural justice rests on the assumption that people form assessments of legitimacy based more on how the police exercise their authority than on their effectiveness or on how equally police provide assistance to the various communities where they work.

Implicit Bias, reflects a new way of thinking about the issue of biased policing. It is based on the science of bias, which tells us that biased policing is not, as some contend, due to widespread racism in policing. In fact, the science tells that even well-intentioned humans (and thus, officers) manifest biases that can impact their perceptions and behavior. These biases can manifest below consciousness.

The focus of this training session is to engage police officers in critical thought and discussion about contemporary mechanisms of bias regarding race, gender, sexuality, and other identities within the context of law enforcement, centering on identity traps and drawing on the scholarship of implicit bias and self-threats. Identity traps allow us to foreground the importance of the situation in predicting outcomes, and to move away from the framing of the problem of race in policing as one of prejudice. We will also pay attention to the underlying historical elements of identity traps and the implications they have for officers lived realities.

As law enforcement trainers your goal is to:

- Model procedural justice to increase the power of your teaching. What you are will be as powerful in the eyes of your participants as what you say.
- Share your own experiences and viewpoint to increase the impact of your teaching. Use powerful, personal stories to illustrate the concepts from your own experience.
- Attempt to draw on the experience of the officers for examples. Engage the class to provide personal stories as examples of the concepts. If the class is non-responsive, then provide your own example.
- Make the learning as interactive as possible and avoid lecturing too much.

## **Acknowledgments**

The Principled Policing: Implicit Bias Course was developed by the New York State Division of Criminal Justice Services. Office of Public Safety. Contributions from subject matter experts of local and state law enforcement agencies, along with hours of research, have resulted in the completion of the Principled Policing: Implicit Bias Course.

### **Individual Acknowledgements**

National Initiative for Building Community Trust and Justice (National Initiative)

Professor Tom Tyler  
Yale Law School

Lieutenant John Zeltman  
Poughkeepsie Police Department

Professor Tracey Meares  
Yale Law School

Chief Anthony Geraci  
Newburgh Police Department

Sergeant Angel Novalez  
Chicago Police Department

Lieutenant Thomas Kelly  
Schenectady Police Department

Police Officer Alfred Ferreira  
Chicago Police Department

Sergeant James Laurey  
Utica Police Department

Captain Scott Meadors (ret.)  
Stockton (CA) Police Department

Lieutenant Sean McCarthy  
Poughkeepsie Police Department

Lieutenant Paul Antonovich  
Schenectady Police Department

Assistant Chief Ryan Perlongo  
Dutchess Community College – Public  
Safety

## Table of Contents

Biases .....	Section 1
Priming .....	Section 2
Stereotypes .....	Section 3
Implicit Bias .....	Section 4
Perception .....	Section 5
Officer Safety .....	Section 6



Section 1

## **Biases - Module 1**



**Division of Criminal  
Justice Services**

## Principled Policing: Implicit Bias

1.1

Lesson Title:

**Biases**

Section:

**1**

Prepared by:

**Raymond Neves, Associate Training Technician (Police)  
NYS DCJS Office of Public Safety**

Approved by:

**NYS Municipal Police Training Council**

Instructor:

Method of Presentation:

**Lecture**

Date Prepared:

**09/2021**

Duration:

**1 hour**

Instructional Objectives:

**Upon completion of this section, the student will be able to:**

- 1. Describe how we as humans all have some implicit biases.**
- 2. Describe how implicit biases affect perceptions.**
- 3. Describe how these perceptions can affect your behavior.**

Instructor References

**Implicit Association Test - <https://implicit.harvard.edu/implicit/>  
Center for Policing Equity - <https://policingequity.org/>**

Training Aids/Supplies/Equipment:

**Class Roster  
Computer with PowerPoint capability.  
Poster Paper  
Four Principles of Procedural Justice Poster  
Index Cards (2 colors)  
Videos**

## I Introduction

- A. Welcoming remarks by school director or lead instructor
  - 1. Welcome students
  - 2. Course goal later
  
- B. Introduction of instructional staff
  - 1. School director and lead instructor introduces self and staff
  - 2. Include years on the jobs, types of assignments, and specialized subject matter
  
- C. Introduction of students
  - 1. Ask the students to introduce themselves
  - 2. Include:
    - a. Name, title, and agency, time on the job, experience in training
    - b. What they hope to gain from the course
    - c. Any experience they have with procedural justice training

It may be helpful to write down what student's expectations are. You'll probably find that they are similar.

How do these align with the course goals?

D. The primary goal of this course is:

The goal of this course is to engage police officers in critical thought and discussion about contemporary mechanisms of bias regarding race, gender, sexuality, and other identities within the context of law enforcement, centering on identity traps and drawing on the scholarship of implicit bias and self-threats. Identity traps allow us to foreground the importance of the situation in predicting outcomes, and to move away from the framing of the problem of race in policing as one of prejudice. We will also pay attention to the underlying historical elements of identity traps and the implications, they have for officers lived realities.

E. Overview of content and schedule

1. Biases (1 hour)
2. Priming (1 hours)
3. Stereotypes (1 hour)
4. Implicit Bias (1 hour)
5. Perception (1 hour)
6. Officer Safety (1hour)

## **II Performance Criteria for the Course**

- A. Attendance is required
- B. Keeping an open mind

## **III Administrative Matters**

- A. Registration
  - 1. DCJS Office of Public Safety Class Roster
  - 2. Name Tents
- B. Local academy records (if necessary)
- C. Facility
  - 1. Rules
  - 2. Location layout and facilities

## **IV Questions?**

## V Biases

A. Module One introduces participants biases. All people, even well-intentioned people have biases. Biases and research including Implicit Bias will be covered.

1. Implicit Biases are unconscious biases.
2. Recognizing these biases can help bring about bias-free behavior.
3. Implicit biases are not EXPLICIT BIASES.
4. A person with explicit biases has conscious hostility towards groups, is unconcerned and will tell you about it. Examples are: Racist, Anti-Semite and Homophobic.

B. Implicit Association Test

C. Objectives:

1. Recognize your own possible biases
2. Understand how implicit biases affect your perceptions



VIDEO

Dr. Phillip Goff

Debrief video at its conclusion

Example:  
Yankees vs. Red Sox  
Discuss Issues with studies. Explain the students may feel the studies within this presentation have methodical issues and that they are in this presentation as food for thought.

3. Understand how these perceptions can affect your behavior
  4. Understand how biased policing can affect your community and the department
  5. Understand how this training supports procedural justice and police legitimacy
  6. Understand how implicit bias can affect our own safety
  7. Develop skills and tactics to reduce the influence of bias on police practice and allow you to be safe, effective, and just police professionals
- D. What's In It For Me?
- E. Procedural Justice Review
1. Legitimacy: The public view the police as entitled to exercise authority in order to maintain social control, manage conflicts, and solve problems in the community.
  2. Procedural Justice: The procedures used by police officers where citizens are treated fairly

Procedural Justice is essential for maintaining our legitimacy and living up to the values of the profession!  
Officer Safety – less Use of Force

#### Four Principles

- Voice (listen)
- Neutrality (fair)
- Respect (respectful treatment)
- Trustworthiness (explain the process-transparency)

with proper respect as human beings.

F. Assessment of an Experience with the Police: Outcome + Process = Assessment

G. Pre-conceived Biases

1. What were people's initial reaction to Susan Boyle?
2. Was there a change when she began to sing?
3. Why?

H. Implicit Bias Defined

The thoughts or feelings about people that we are unaware of and can influence our own and other's actions. How these can become a barrier to Procedural Justice?

I. Implicit Biases

1. Everyone has biases, even the most well-intentioned people who reject prejudice and stereotyping.
2. Biases are often unconscious or "implicit."

We judge ourselves by our intentions, people judge us by our actions. People judge us by the process.



VIDEO

Susan Boyle

Class discussion:

- Did you prejudge Susan Boyle?
- Did you label Susan Boyle?
- Which characteristics of Susan Boyle led you to these conclusions?? Were you right??



3. Implicit biases can influence our actions.
4. Understanding how implicit bias can affect our perceptions and behavior is the first step to recognizing how they may affect our safety and our community.

#### J. What Leads To Our Implicit Bias?

1. Priming
2. Experiences
3. Training
4. To understand/explore implicit bias:
  - a. Whom do we prejudge?
  - b. What determines the characteristics we attribute to them?
  - c. Do we know when we are doing this?

Priming is influenced by outside factors such as childhood experiences, family, culture, communities, and media.

Training: who do we use as role players (reality-based training)? That's what we look for on a call.

#### K. Definitions

1. Stereotypes – ideas or associations/overgeneralizations that connect group membership and traits about that group.

Read the definitions. Return to these definitions throughout the class. In the end it's not about prejudice.

2. Prejudice – the belief that a stereotype or overgeneralization is true and/or you have a strong feeling about a particular group.
  3. Discrimination – the behavior, acting in line with the stereotype or prejudice; differential treatment based on group membership that is objectionable.
- L. Bases on Which People May Be Stereotyped and Treated Differentially
1. Income
  2. Country of Origin
  3. Gender
  4. Race
  5. Age
  6. Religion
  7. Profession
  8. Sexual orientation, identity
  9. For any other reason

## VI Questions?

Section 2

## Priming Module 2



**Division of Criminal  
Justice Services**

## Principled Policing: Implicit Bias

2.1

Lesson Title:

**Priming**

Section:

**2**

Prepared by:

**Raymond Neves, Associate Training Technician (Police)  
NYS DCJS Office of Public Safety**

Approved by:

**NYS Municipal Police Training Council**

Instructor:

Method of Presentation:

**Lecture**

Date Prepared:

**09/2021**

Duration:

**1 hour**

Instructional Objectives:

**Upon completion of this section, the student will be able to:**

- 1. Describe how priming can affect actions.**
- 2. Describe traps and what can be done to overcome them.**

Instructor References

**Implicit Association Test - <https://implicit.harvard.edu/implicit/>  
Blink: The Power of Thinking without Thinking by Malcolm Gladwell  
(Diallo Chapter <https://www.youtube.com/watch?v=AGBVqvisbl8>)**

Training Aids/Supplies/Equipment:

**Class Roster  
Computer with PowerPoint capability.  
Poster Paper  
Four Principles of Procedural Justice Poster  
Index Cards (2 colors)  
Videos**

## I Priming

- A. Definition: in cognitive psychology, the effect in which recent experience of a stimulus facilitates or inhibits later processing of the same or a similar stimulus. In repetition priming, presentation of a particular sensory stimulus increases the likelihood that participants will identify the same or a similar stimulus later in the test. In semantic priming, presentation of a word or sign influences the way in which participants interpret a subsequent word or sign.  
<https://dictionary.apa.org/priming>
- B. Examples
1. Cambridge University text
  2. Implicit Associations
    - a. Six question slide
    - b. Shortcuts
  3. Malcolm Gladwell – Blink
- C. Traps
1. Traps are situations that are triggered by a blink response which

Priming is when we expose someone to something that influences their behavior later on — without that individual being aware that the first thing guided their behavior.

Read more at:  
<https://www.scienceofpeople.com/priming-psychology/>

Cambridge Slide  
Choose someone from the class to read the slide.  
Discuss the process.

Typically, you can get people to say yolk several times before they realize what's happening. This is not because they believe in their hearts that the white part of an egg is called a yolk. (If anyone asks, the white part of an egg is actually called an albumen.)  
Our brains make these shortcuts, known as implicit associations, because it is often beneficial. But sometimes, these implicit associations can interfere with rational thinking or decision-making and may have unintended or negative consequences.

BLINK:  
<https://www.litcharts.com/lit/blink/chapter-6-seven-seconds-in-the-bronx>

influences behaviors. (Identity Trap)

2. Unrelated to the nature of one's character or conscious intentions

a. Possible Bias Traps

(i) Race

(ii) Gender

(iii) Job

(iv) Disability

(v) Age

(vi) Body size

3. Money Train

4. Blink Response Leading to Traps

a. How we interpret behavior

b. What we see

c. What we do

d. Where we look

e. How we interact with others



Video  
Money Train

Did Woody Harrelson's character prejudice anyone in the clip?

What characteristics did he assign to those he prejudged?

Was Woody's character aware that he was making these judgments?

How can this affect officer safety?

## 5. Not Just a Police Issue

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

Example: a doctor will focus on a heart issue for a patient who is overweight but perhaps not on a patient that is skinny.

## 6. Group Discussion

- a. What are values you believe police officers should have?
- b. What types of situations can cause police officers to act contrary to those values?

Example: Suspect who spits in your face can make you act out of character.

- c. Knowing the situations, WHAT can you do to change those influences?
7. Officers should continue to:
- a. Use their instincts
  - b. Use their experiences
  - c. Use their knowledge
  - d. Not put themselves at risk to spare someone's feelings
8. What can we do?
- a. Engage in self-reflection when appropriate and prepare for the trap-SLOW THINGS DOWN
  - b. Ask yourself
    - (i) What are the factors that lead me to think of someone as a suspect?
    - (ii) Are there any factors that could be influencing that decision?
9. Situations Matter

Engage the class in discussion, elicit examples



- a. Situations matter more than character
- b. They matter so much that they can make you behave in ways that are inconsistent with who you think you are

## **II Questions?**

Section 3

## **Stereotypes - Module 3**



**Division of Criminal  
Justice Services**

## Principled Policing: Implicit Bias

3.1

Lesson Title:  
**Stereotypes**

Section:  
**3**

Prepared by:  
**Raymond Neves, Associate Training Technician (Police)**  
**NYS DCJS Office of Public Safety**

Approved by:  
**NYS Municipal Police Training Council**

Instructor:

Method of Presentation:  
**Lecture**

Date Prepared:  
**09/2021**

Duration:  
**1 hour**

Instructional Objectives:

**Upon completion of this section, the student will be able to:**

- 1. Describe how we develop stereotypes.**
- 2. Describe how stereotypes can be a barrier to police/community relations.**
- 3. Describe how to overcome stereotypes to increase police/community relations.**

Instructor References

- 1. Stanford SPARQ <https://sparq.stanford.edu/our-work/criminal-justice>**

Training Aids/Supplies/Equipment:

**Class Roster**  
**Computer with PowerPoint capability.**  
**Poster Paper**  
**Four Principles of Procedural Justice Poster**  
**Index Cards (2 colors)**  
**Videos**

## I Stereotypes

- A. Definition: a set of cognitive generalizations (e.g., beliefs, expectations) about the qualities and characteristics of the members of a group or social category. Stereotypes, like schemas, simplify and expedite perceptions and judgments, but they are often exaggerated, negative rather than positive, and resistant to revision even when perceivers encounter individuals with qualities that are not congruent with the stereotype.

<https://dictionary.apa.org/stereotype>

- B. Crash Video

- C. Stereotype Exercise

1. White
2. Black
3. Hispanic
4. Asian
5. Police

- D. Brain

1. Stimuli received in the brain from childhood.



Video

Crash

Fast traps/slow traps

Was Sandra's character correct?

Is your "Blink Response" always right?

Is it completely reliable?

Should you police based solely on your blink responses or your biases?

Stereotype Exercise:

Break the class up into 5 teams. Put poster paper on the wall and provide markers to the groups.

Each team will have one group (white, black, Hispanic, Asian and police). They will list several stereotypes for these groups. The instructor will read from the lists.

Do we know people who fit the description?

Do we know people who do not?

Do we know people who do not?

Do we know people who do not?

Brain slides:

Refer to the stereotype exercise when explaining brain functions.

2. The brain puts things into categories and groups.
  - a. Characteristics of people are created and packaged
  - b. Groups are then labeled in the brain

### E. NFL Combine Video

## II Questions?



Video

Video from NFL combine where Deon Sanders was broadcasting. A white male athlete ran an extremely fast 40-yard dash. Sanders was so taken aback by what he saw that he made a comment "that the white guy can run." When his fellow broadcasters asked what he meant, he said "well you know I can't say it on TV". The stereotype that white males cannot run fast. That stereotype was strong for Sanders and he fell into shock when he saw it. Another example of how stereotypes can play out in different situations occurred in March 5<sup>th</sup>, 2018, USA article as well.

Section 4

## **Implicit Bias - Module 4**



**Division of Criminal  
Justice Services**

## **Principled Policing: Implicit Bias**

**4.1**

Lesson Title:  
**Implicit Bias**

Section:  
**4**

Prepared by:  
**Raymond Neves, Associate Training Technician (Police)  
NYS DCJS Office of Public Safety**

Approved by:  
**NYS Municipal Police Training Council**

Instructor:

Method of Presentation:  
**Lecture**

Date Prepared:  
**09/2021**

Duration:  
**1 hour**

Instructional Objectives:

**Upon completion of this section, the student will be able to:**

- 1. Describe how implicit biases are developed.**
- 2. Describe how implicit associations are developed.**
- 3. Describe how one can recognize these biases and mitigate them.**

Instructor References

**Clark, Kenneth B., & Clark, Mamie P. (1947). Racial identification and preference in Negro children. In T. M. Newcomb & E. L. Hartley (Eds.), Readings in social psychology (pp. 602– 611). New York, NY: Holt, Rinehart & Winston.**

Training Aids/Supplies/Equipment:

**Class Roster  
Computer with PowerPoint capability.  
Poster Paper  
Four Principles of Procedural Justice Poster  
Index Cards (2 colors)  
Videos**

## I Implicit Bias

- A. Definition: Implicit racial biases are usually automatic associations between groups and traits (e.g., Southerners and friendly, artists and passionate, and Philadelphia and classy, etc.) Importantly, implicit racial biases are usually not consciously accessible. If we find out that we have them, we may indeed reject them as inappropriate. <https://trustandjustice.org/resources/guide/tactical-perception-using-the-science-of-justice-pj3-facilitator-guide>
- B. Clark Doll Study
- C. Branding Exercise – Subconscious Conclusions
1. Think of branding: Can you name these brands?
  2. How did you learn what these brands mean?
  3. You've been primed throughout your life!
- D. Implicit Associations
1. Everyone develops implicit associations about others based on characteristics like race, skin tone,



### Video

#### Clark Doll Study

This study was conducted numerous times since the 1940s. Feel the drama of the show, music. How was the viewer primed? Kids not given choices. How hard is it to find a doll of color?

This is referred to as the "Branding Exercise." Ask participants to shout out the names of each of the brands as they appear on the screen. It's fine to substitute different logos especially if there is one that is regionally significant. Additionally, this exercise works if you begin to hum/sing a jingle and ask the class to finish the jingle.

The point of this is to show that the brain made instant connections without conscious thought. Equally important is that most people will not remember the exact moment when they learned what these symbols represent. The repeated exposure to these brands, through experience and environment, created associations in the brain in unconscious ways.



income, sex and other physical attributes

2. Biases are learned; we start learning them from the time we are born.
3. Observation Game
  - a. Pilot
  - b. Nurse
  - c. CEO
  - d. Teacher
  - e. Flight Attendant
  - f. Doctor
  - g. Librarian
  - h. Lawyer

Ask the class to look at the slide and describe the people. Note: the older male will be identified later in the class. Woman with red scarf: Temple Grandin - Grandin is the author or co-author of more than 60 peer-reviewed scientific papers on a variety of other animal behavior subjects.

**Observation Game:**  
The goal of this exercise is to explore the role of media and exposure in conditioning and reinforcing stereotypes about gender. Every single person knows logically that women and men are equally able to do any of these professions, but under the time pressure and constraints of exercise, participants were likely led to the wrong conclusion. If an outside observer walked in after the instructions had been given and just watched a room full of people shout out professions, they may have judged the folks who got it wrong as sexist. However, when we understand the nature of the game, the context provides explanations for wrong answers that don't rely on prejudice. In the absence of sexism, or explicit prejudice, responses may still be influenced by stereotypes that exist in the world. Automatic associations form and are reinforced by images and ideas around us. All of the things we hear and see inform these associations, frequently outside of our awareness.

## II Questions?

Section 5

**Perception – Module 5**



**Division of Criminal  
Justice Services**

## Principled Policing: Implicit Bias

5.1

Lesson Title:  
**Perceptions**

Section:  
**5**

Prepared by:  
**Raymond Neves, Associate Training Technician (Police)  
NYS DCJS Office of Public Safety**

Approved by:  
**NYS Municipal Police Training Council**

Instructor:

Method of Presentation:  
**Lecture**

Date Prepared:  
**09/2021**

Duration:  
**1 hour**

Instructional Objectives:

**Upon completion of this section, the student will be able to:**

- 1. Describe how perceptions can influence how our brain reacts to situations.**
- 2. Describe how perceptions can affect police/community interactions.**

Instructor References

**NYS Division of Criminal Justice Services Statistics**  
<https://www.criminaljustice.ny.gov/crimnet/ojsa/stats.htm>

**Eberhardt, J. L., Goff, P. A., Purdie, V.J., & Davies, P. G. (2004). Seeing black: race, crime, and visual processing. Journal of Personality and Social Psychology, 87(6), 876.**

**Correll Study (Shoot / Don't Shoot)** <http://psych.colorado.edu/~jclab/FPST.html>

**The Muslim-Headwear Effect Study (Unkelbach, Forgas & Denson)**  
<https://www.sciencedirect.com/science/article/abs/pii/S0022103108000681?via%3DIhub>

Training Aids/Supplies/Equipment:

**Class Roster**  
**Computer with PowerPoint capability.**  
**Poster Paper**  
**Four Principles of Procedural Justice Poster**  
**Index Cards (2 colors)**  
**Videos**

## I Perceptions

- A. Definition: the process or result of becoming aware of objects, relationships, and events by means of the senses, which includes such activities as recognizing, observing, and discriminating. These activities enable organisms to organize and interpret the stimuli received into meaningful knowledge and to act in a coordinated manner.

<https://dictionary.apa.org/perception>

- B. Reasons for Associating Crime with People of Color

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

a. A = Lower income people are disproportionately represented among people who commit street crimes

b. B = People of color are disproportionately represented in lower income levels

c. A + B = C People of color are disproportionately

Class discussion  
What has created the black crime perception?

Media, history, stats, reality. Westerns (black hat vs. white hat)

Data comparing arrests and sentences to prison by race/ethnicity as compared to the race/ethnicity of the total population in New York State, New York City, Non-New York City, and each county. These data are presented to provide context to the race/ethnicity of adults involved in the criminal justice system.

[Arrests and Prison Sentences by Race/Ethnicity vs. Population \(9/2020\)](#)

represented among people who commit street crimes

## 2. Rates of Imprisonment

a. The fact this stereotype is based in part on fact

(i) Are you justified in making decisions based on those stereotypes?

(ii) Can these decisions be unsafe, ineffective, and unjust?

## 3. American Red Cross Pool Poster

## 4. Media Perception

a. Does the media provide information that supports the association of black with crime?

## 5. Law enforcement messaging

a. Who is being primed and how? Cops? Gang members? Citizens?

b. How safe would you feel as a 16- to 25-year-old black male

Example: The "[Beer Summit](#)"

Did Sgt. Crowley need to make the arrest? Once in the house there were photos of the Professor visible.

**Red Cross** - Look at the poster and what do you notice. Who is "Not Cool"? This was hung in every pool in America.

What year do you think this was? 2014  
The Red Cross fired the ad company.

**Media perceptions.**  
Review the two news reports (both written by the same reporter on the same day). Review the language and photos. Which suspects do you think fought the police? The wrestlers!

walking through a neighborhood after this aired?

### C. Black Crime Perception Studies

1. [Correll Study \(Shoot / Don't Shoot\)](#)
2. [Implicit Association Test](#)
3. Visual Perception Study
  - a. Subjects were “primed” with Black male faces, White male faces, or no faces
  - b. Completed object recognition task
    - (i) Levels of Degradation
    - (ii) Crime Relevant Object
    - (iii) Crime Neutral/Irrelevant Objects
4. Background science
  - a. When two concepts are linked in our minds, when one is brought to the front of our thoughts, the other is still close behind.



Video

Former Capt. now Senator Clay Higgins. Listen to the language used, attire he changes into. Community members. What could be the outcome of this?



Video

What would you do? This is dramatized for TV. What can we take from this? What priming does the show use?

5. Hypotheses: If the Black-crime perception impacts our visual perception, then:
  - a. Participants primed with Black male faces should be faster to identify crime-relevant objects than those primed with White male faces.
  - b. There should be no effect of prime for crime-irrelevant objects.
  - c. Results: Affirmed a Black-Crime Implicit Bias
    - (i) Exposure to Black male faces facilitated the identification of crime-relevant objects.
    - (ii) Exposure to White male faces inhibited the identification of crime-relevant objects.

## 6. Research Exercise

Slides:  
We will see slides of backgrounds and then a person will appear—very quickly—with something in his hands.

Shout “Threat” if you see a threat

[Silent if no threat]

This is a clip from Morgan Freeman’s show **Through the Wormhole** featuring Josh Correll. It walks through the shoot/don’t shoot scenario and discusses the implications of the study particularly that an anti-black bias exists across races reflecting an awareness of a cultural stereotype. It describes the pervasiveness of the stereotype of black and violent.

## 7. Josh Correll Study - Through the Worm Hole

Points for discussion: Just like with the IAT, black participants in Correll's study shared an anti-black bias. What do people think about that? What about the assertion that stereotypes, as communicated through news, music, movies, foster implicit biases regardless of whether or not we hold those beliefs as truths?

Explain that the exercise was meant to simulate a shoot/don't shoot study.

Correll's studies have shown that officers make fewer mistakes based on stereotypes when compared to ordinary citizens in shoot/don't shoot scenarios. Police officers were compared with community members in terms of the speed and accuracy with which they made simulated decisions to shoot (or not shoot) black and white targets. Both samples exhibited robust racial bias in response speed. Officers outperformed community members on a number of measures, including overall speed and accuracy.

Moreover, although community respondents set the decision criterion lower for Black targets than for White targets (indicating bias), police officers did not. One officer stated that the findings "make sense" because police are trained to hold their fire if they are uncertain – to wait for greater clarity."

"Police officers face situations; (a) in which behaviors and objects are unclear [e.g., it may be dark, the object in question may be hidden from plain sight], and (b) they must make sense of that ambiguity quickly in order to protect themselves and those around them. Because of this lack of clarity and time pressure, they may rely on salient secondary cues (e.g., the suspect's race or gender, the context provided by the neighborhood) to interpret the situation." Clearly, these situations create room for stereotypes or implicit biases to guide behavior and perhaps lead to the wrong decision.

Shoot or don't shoot, stop or don't stop, ticket or don't ticket? How can awareness of potential associations or stereotypes lead to better behavior?



8. Implicit Association Test
9. Research has documented implicit biases (“blink responses”) linked to:
  - a. Ethnicity and race (e.g., Nosek, Banaji and Greenwald, 2002)
  - b. Gender (e.g., Banaji and Hardin, 1996)
  - c. Sexual orientation (e.g., Dasgupta and Rivera, 2008)
  - d. Body shape (e.g., Bessenoff and Sherman, 2000)
  - e. Age (e.g., Perdue and Gurtman, 1990)
10. [The Muslim-Headwear Effect Study \(Unkelbach, Forgas & Denson\)](#)
  - a. Research volunteers played a computer game that showed apartment balconies on which different figures appeared, some wearing Muslim-style headwear or hijabs and others bare-headed.



Video

IAT: There is an entire segment of psychology that studies implicit associations, especially as they relate to particular identities like race, gender, age, weight, etc. Show this clip that discusses the IAT test and Project Implicit.

Debrief: For anyone who was able to have class take the IAT, this is the point to discuss it. Either add a slide to show the class results or discuss them. Contextualize them using statistics from national IAT results like the graph featured in this article:

<https://www.washingtonpost.com/news/wonk/wp/2014/12/08/across-america-whites-are-biased-and-they-dont-even-know-it/>

- b. They were told to shoot at the targets carrying guns and spare those who were unarmed.
- c. Results: People were much more likely to shoot Muslim-looking characters even if they were carrying an “innocent item” instead of a weapon.

## 11. Gender and Crime Implicit Bias

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

## 12. #WhatADoctorLooksLike

## 13. Cops get it right more than your average person.

## II Questions?

[#WhatADoctorLooksLike](#)



Video  
This is a clip of the anti-police activist from Maricopa County who participates in a shooter simulation. The activist fails miserably at the simulation and concedes that is much more difficult than he anticipated. This is further evidence that training works; tactics don't just apply to shooter accuracy, tactics can apply to perceptions.

Debrief: Does this seem like a helpful experience for community members to have? How could this impact police/community relations?

Section 6

## **Officer Safety – Module 6**



**Division of Criminal  
Justice Services**

## Principled Policing: Implicit Bias

6.1

Lesson Title:  
**Officer Safety**

Section:  
**6**

Prepared by:  
**Raymond Neves, Associate Training Technician (Police)**  
**NYS DCJS Office of Public Safety**

Approved by:  
**NYS Municipal Police Training Council**

Instructor:

Method of Presentation:  
**Lecture**

Date Prepared:  
**09/2021**

Duration:  
**1 hour**

Instructional Objectives:

**Upon completion of this section, the student will be able to:**

- 1. Describe how implicit bias can be an inhibitor to officer safety.**
- 2. Describe how tunnel vision can affect the safety of the officer and the public.**
- 3. Describe how slowing things down when time permits leads to increased officer safety**

Instructor References

**Fair and impartial policing Recruit academy and patrol officers' training. (2013). In (Comp.), Fair and impartial policing recruit academy and patrol officers' training FIP**  
**Tactical perception PJ3 The science of Justice. (2019). In S. Meadors (Comp.),**

Training Aids/Supplies/Equipment:

**Class Roster**  
**Computer with PowerPoint capability.**  
**Poster Paper**  
**Four Principles of Procedural Justice Poster**  
**Index Cards (2 colors)**  
**Videos**

# I Officer Safety – Stay safe and go home at the end of the shift.

- A. Fast Traps
- B. Officer Involved Shooting Incident
  - 1. Priming
  - 2. Perceptions
  - 3. Traps
  - 4. Slow things down
  - 5. Create distance



Video

The Monkey Business video is meant to illustrate two key points important traps: that we are missing a lot of what goes on around us, and that we have no idea what we are missing.

Before the video plays: ask if anyone has seen it. If they have, ask them to play along and not ruin it for the other participants

After the video plays: ask how many people in the room saw the man in the monkey suit? Saw the player leave the court? Saw the curtains change color? Highlight that our attention is easily oversaturated. Humans can only pay attention to 7 things plus or minus 3. This is actually why phone numbers are 7 digits long. On any given street corner on any given time there are many more than 7 things going on. Our brains take shortcuts because there will always be too much going on for us to take in everything, so our brains develop patterns and ways to focus on select attributes. It's rare that a gorilla interrupts a street ball game.



Video

Officer Involved Shooting  
Break down the actions of the officer. Was he primed? What were his perceptions?  
Note: He was involved in a justified shooting earlier, could this have factored in?

## C. Walmart Video

1. Gut instincts are often a product of training
2. This training is intended to enhance your gut - not undermine it.



Video:  
Walmart

Debrief: The officer validates the idea that in that Cici's pizzeria, it was likely that the suspect would be black or Latino based on the neighborhood demographics. He goes on to describe how the situation changed and his assumption about the shooter changed with it. Through retrospection and introspection, the officer reflects that his moment's hesitation, when he fell into the fast trap, almost cost him his life. If he hadn't gone in with the assumption that the shooter was male, he may have immediately read the situation accurately and taken down the female shooter faster. This is a situation where going in without assumptions would have been a benefit.

The officer illustrates how pre-conceived ideas can actually cloud clarity of the present situation and present a safety risk.

Police officers rely on their "gut" instinct to make split second lifesaving decisions. It is important that officers understand this training is not about making them doubt their gut instinct. The reality of a gut instinct or hunch is that it's not some other-worldly spidey sense, it's a result of our brains learning to read clues around us.

Studying situations and human behavior long enough can hone your gut instinct which is why cops seem to have exceptional "intuition"- they've trained their gut to be hyper aware of situations and of people.

## D. Texas Department of Public Safety Trooper Fatality

1. What we are NOT asking:
  - a. Stop using your instincts
  - b. Stop using your experience
  - c. Stop using your knowledge
  - d. Put yourself at risk to spare someone's feelings
  
2. What we are asking:
  - a. Challenge what you think you see
  - b. Recognize your own biases
  - c. Recognize others' biases
  - d. Consider bias-free options
  - e. Consider the viewpoint of people with whom you are interacting
  - f. Minimize negative impacts (including potential perceptions of biased-policing) with strong communication skills



Video

TEXAS DPS

August 3, 2000 Trooper Vetter fatally shot and killed by Melvin Hale, 72. Hale upset regarding law requiring seatbelts to be worn. Was stopped in his local jurisdiction stated that he would kill next law enforcement officer he had an encounter with. Information was never relayed, pre-field intelligence information sharing. Trooper Vetter survived by his wife and 8-month-old child.

Why was he allowed to walk around with a rifle and not challenged or even shot? Old white male in Texas. Would the reactions of police be the same in NYS?

Hale was convicted and sentenced to life in prison. Does he look familiar?

### 3. The Bottom Line

- a. This training is not about trusting or distrusting.
- b. It is about using your knowledge about Implicit Bias and your skills to assess each situation without preconceived judgement when time permits.

## II Reducing Implicit Bias

### A. Contact Theory

1. Go from certainty to curiosity
2. Positive contact with other groups reduces both conscious and implicit biases

### B. Biases are learned early – but can be changed.

### C. Exposure to counter-stereotypes

1. Biases against Muslims are weaker in people who have had positive personal contacts with Muslims
2. Native Americans
3. Poor people

Refer to PJ-1 97% of the public are law abiding. Educate yourself on others' beliefs/ideals. Interact with other groups not just cops.

Slide: Flint, MI  
Kids would assume this position when police drove by. Officer stopped and interacted with kids. Show your human side.

At this point, participants should be able to identify traps and understand how traps interfere with professional and personal goals. For them to be able to defuse traps, they should brainstorm interventions themselves, and will do so in a small group exercise shortly. For that reason, the "Interventions" slides should be a group dialogue. Based on the bullet points in the "Reducing the Influence of Identity Traps" slide, ask them what types of interventions would defuse traps.



**D. Interventions**

1. Attend Trainings-Awareness
2. Stereotype Replacement
3. Be mindful of stereotypes
4. Actively locate counter-stereotypes
5. See the individual
6. Increase opportunities for positive interactions
7. Different races-groups-people
8. Community Bank Account
9. Slow things down (when practical)
10. Practice Procedural Justice
11. Look for chances to de-escalate
12. Fight cynicism
13. Don't take it personal
14. Intervene
15. Accountability – hold each other accountable

After group discussion, go through each intervention point and either tie it back into to what was discussed or highlight it as a missed intervention strategy.

Which of these would work for you? In what scenarios would these be most helpful?

### III Review

- A. Implicit Biases are unconscious biases
- B. Recognizing these biases can help bring about bias-free behavior
- C. Implicit biases are not EXPLICIT BIASES
- D. A person with explicit biases has conscious hostility towards groups, is unconcerned, will tell you about it. Examples are Racist, Anti-Semite, Homophobic
- E. Implicit Bias Defined
- F. The thoughts or feelings about people that we are unaware of and can influence our own and other's actions
- G. Everyone has biases, even the most well-intentioned people who reject prejudice and stereotyping
- H. Biases are often unconscious or "implicit"
- I. Implicit biases can influence our actions
- J. Understanding how implicit bias can affect our perceptions and behavior is the first step to recognizing how they

Probe: Which of these would work for you? In what scenarios would these be most helpful?

Discussion points for each intervention:  
 Awareness- trainings like this, resources like Project Implicit, Ted Talks  
 Stereotype replacement- listening to people talk about their experiences of race, gender, sexuality, etc. and taking it to heart rather than finding reasons to dispute their experiences/feelings. See the individual-humanize people on an individual-level rather than taking shortcuts to understand people as part of a group (e.g., Republicans do this, Democrats do that- provide individual-level exceptions)

Increase opportunities for interactions with other races that are meaningful- don't just go to an event and observe but not interact with people, find out if there are volunteer opportunities, can you get time-approved to participate in certain community events.

may affect our safety and our community

- K. Officers who understand implicit bias and practice procedural justice are more likely to:
  - 1. Stay Safe
  - 2. Go Home
  - 3. Be Mentally Healthy
  - 4. Stay out of the jackpot
- L. Gain the cooperation of the community which will help in solving crimes and handling disorder problems
- M. Improve the ability to review facts/evidence to assess danger
- N. Stereotypes and Behavior
  - 1. “Blink”: About our snap judgments about people and things
  - 2. “Thinking without thinking”
  - 3. Recognize the “blink” response
  - 4. Replace it with objective (bias free) judgments

Procedural Justice is essential for maintaining our legitimacy and living up to the values of the profession!

Now that there is an understanding of stereotypes, prejudice, and behavior, explain how fast traps operate among them. Acknowledge that it is difficult to talk about bias without feeling personally attacked. Most people would like to think that they are in complete control of their behavior and are impervious to any kind of bias. But as we have illustrated, everyone is vulnerable, everyone is vulnerable to traps because of how the brain works. This diagram illustrates how fast traps cause the brain to skip right from idea to behavior.

In a fast trap, your explicit attitudes don't play a role no matter how much you lack prejudice.

5. Traps are situations that are triggered by a blink response which influences behaviors (Identity Trap)
  6. Unrelated to the nature of one's character or conscious intentions
- O. Strategies to reduce implicit biases
1. Contact theory
  2. Exposure to counter-stereotypes
- P. Reducing the Influence of Identity Traps

#### IV Questions?



Video

This closing video summarizes the importance and relevance of identity traps in policing with the social scientist who developed this training, Dr. Phillip Atiba Goff.

One objection to a training that deals with implicit bias is simply that there is no way to change your unconscious cognitive functions. Fortunately, that is incorrect! Simply being aware that biases exist and are likely hiding in your brain can help reduce their impact on your behavior. A study done by the Brookings Institute examined racial bias and NBA referees, specifically the decisions made about calling fouls. Over time, with increased awareness about racial bias via increased media coverage, referees' decision-making had a reduction in racially disparate outcomes.