# *Facilitator Guide*

# Tactical Perception: Using the Science of Justice (PJ3)

# Credits

*Tactical Perception: The Science of Justice*

# Facilitator Guide

*Prepared by the*

## Center for Policing Equity

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# Overview

## Course Details

### Duration of Instruction

Total time: 8 hours

### Materials and Equipment

- Multi-media projector and media presenter
- Handouts with instructions for each small group activity
  - Suggested handouts included as Appendices
- Media slide presentation, lesson plan
- Two XL white tees
- Computer lab where possible
- Suggested room set-up:
  - Tables should be set up in pods with 4-6 participants at each table to allow for classroom discussion and facilitate small group exercises
  - Table tents with participants' names

### Required Learners' Materials

There are no required learners' materials for this course.

### Instructional Goal

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.

### Learning Objectives

- Participants should be able to define identity traps, fast traps, and slow traps
- Participants should be able to generate their own examples of fast and slow traps

- Participants should review historically significant events that have impacted fast and slow traps
- Participants should be able to define stereotype, prejudice, discrimination, and racism
- Participants should be able to explain how identity traps can interfere with procedural justice

### How to Facilitate This Course Successfully

#### Provide a Safe Learning Environment

- Set a positive tone and create an atmosphere where it's safe to share ideas.
- Guide group discussions in order to avoid inappropriate personal comments, unproductive criticism, or hurtful remarks.
- Don't let a few people monopolize discussions.
- Make sure everyone is involved in the exercises and discussions.
- Don't ask a question and then call on an individual to answer it. Ask your question and then ask if anyone has a suggestion or an answer. If your group is quiet, they may prefer opportunities to address questions at their individual table groups and share highlights with the large group.

#### Timing and Pace

- Provide breaks every 1-1.5 hours to maintain participants' energy and interest.
  - There are designated "Break" slides in the Modules- adjust to fit teaching style and pace
- Keep the pace of the program energetic and interesting.

#### Modeling and Personalizing

- 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. (PJ1, Principle 1, Voice)
- Make the learning as interactive as possible and avoid lecturing too much.

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- Vary the activities. Let participants work as individuals, in pairs, in table groups, or with randomly selected teams, as room size and the number of participants allow.

- Remember to set up and debrief videos appropriately and do not just show them. To debrief a video, seek insights from participants on what they observed.

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*OVERVIEW*

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# Module 1

## Introduction

behavior and the situations that influence those behaviors. This training focuses on the tactics that can improve officers' perceptions and reduce potential blind spots created by societal constructs and ideas.

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*Instructor's Note:*

In order for an instructor to teach and facilitate this class on fast and slow traps, the instructor should first possess a working knowledge of the science behind these concepts. Accordingly, one must first have an understanding of stereotypes, stereotype threat, prejudice, discrimination, and bias.

The instructor may find additional resources by referring to the Traps Academy lesson plans that are intended to teach these concepts to instructors.

All lessons can be accessed at: https://drive.google.com/file/d/0B5BZcgWikSLoYS0tMjdKMGpwX1k/view?usp=sharing

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*Instructor's Note:*

Trainers should tailor language to fit their departments and regions e.g. (e.g., police vs. cops vs. coppers or precincts vs. districts vs. zones).

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## Housekeeping

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*Instructor's Note:*

Slide 2 — Housekeeping

Be sure to add in specific house-keeping information that is relevant to your department and venue (e.g. parking, lunch provided or not, etc).

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## Getting Started

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*Instructor's Note:*

Slide 1 — Tactical Perception: The Science of Justice

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**Purpose:** To orient trainees to the training.

**Delivery of Content:** The instructor should introduce themselves to the class. Then, the instructor should read:

- The official title of PJ3 is "Tactical Perception- Science of Justice." This came out of the pilot training in NYC. PJ3: Tactical Perception covers the full suite of mind sciences that help us understand that disparities often stem from context, not character. This training focuses on the tactics that can improve officers' perceptions and reduce the potential blind spots created by societal constructs/ideas.

- We selected the title "Tactical Perception" in order to emphasize that this is not about changing your hearts and minds, and it is not about your character; it is about your

**Purpose:** To create a learning environment for the training that promotes respect, trust, and honesty for all participants.

**Delivery of Content:** In order to maintain a learning environment conducive to these goals, review the following "housekeeping" rules with the class:

- Remind officers to silence their phones: "Please silence cell phones....there will be plenty of time to check your messages!"

- Remind participants of the restroom locations.

- Inform the participants of break times, length of breaks (10 minutes), and time and length for lunch (one hour).

- Remind participants to: "Have an open mind!"

- Remind participants that everyone has something to offer - so be respectful of the opinions of others.

- Remind everyone that conversations during the training should not leave the room.

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## Objectives

> **Instructor's Note:**
>
> Slide 3 — Objectives

Review the course objectives with the class.

- Learn how to define identity traps in your own words
- Develop and workshop examples and exercises for fast and slow traps
- Explore historically significant events that impact fast and slow traps
- Understand definitions of stereotype, prejudice, discrimination, and racism
- Understand how identity traps interfere with procedural justice

## IAT

> **Instructor's Note:**
>
> Slide 4 — IAT (Implicit Association Test)

**Purpose:** Serves as an indication for the instructor to begin administering the IAT to participants.

**Delivery of Content:** Have officers take the Race IAT where technically possible: https://implicit.harvard.edu/implicit/selectatest.html. Should take 25-30 minutes.

Let officers' know that we will cover the science behind the IAT in Module 2 and reflecting on the process of taking the IAT in Module 4. They will have the chance to talk about how it felt to take the test, how they felt about their results, and the implications of that for this training. Since they will have that space later in the day, table all conversations about the IAT until it comes up in Modules 2 & 4.

Ideally, before instruction begins,  log onto enough computers to accommodate all participants. Navigate to the Project Implicit- Race test (listed above.) Inform officers the first task of the day is a timed computer test that is completely anonymous. Trainers should not be in the room while participants are taking the test. Participants should be able to complete the test in 15-20 minutes. Ask them to leave the results screen on the page and head back to the training room when they are done. Have a list ready with a column for each of the results categories (strong preference for European Americans, slight preference for European Americans, no preference, strong preference for

African Americans, slight preference for African Americans) so that you can quickly tally responses once everyone has left the room. You can use these as a point of discussion in Module 2.

## Introduction to Tactical Perceptions

> **Instructor's Note:**
>
> Slide 5 — Module 1 Introduction

**Purpose:** This slide provides an icebreaker to get people talking and thinking about the brain science behind the exercise.  This is the hook. People will have heard this is an implicit bias training and will be expecting a standard diversity training.

The intention of this first slide is to differentiate this training, engage attendees right out of the gate, and get them to acknowledge that there are things that happen in the brain that we don't understand.

**Delivery of Content:** The instructor should first point out that the text on the slide looks indecipherable.  Then the instructor should  ask for a volunteer to read the content of the brainteaser. The instructor should read the first line to get the volunteer started, then have him or her read the remainder of the text out loud.

> **Instructor's Note:**
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> Slide 6 — Why are we here today?

**Purpose:** To allow participants to share their preconceived notions of why they think they are being asked to attend this training. In the current climate in policing, fear of, or resistance to, an implicit bias training is natural. In order for this training to be successful, instructors will have to allow participants the opportunity to express their concerns (voice) and then overcome them. You may remember from Traps Academy Lesson 2 (linked here: https://drive.google.com/open?id=0B5BZcgWikSLobmtQVDBxRXMwQkE) , that one technique for overcoming even the most staunch objections is making participants engage in the "Objection Cycle" process.

**Delivery of Content:** The instructor should be ready with the intended goals of the training and know that this class was a part of a three phase program developed over many years with the cooperation of researchers and law enforcement in an effort to apply research to law enforcement (evidence based policing). The intended result is to make law enforcement work safer and

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more productive. Moreover, if followed through on, the PJ Training series will increase legitimacy within law enforcement and public communities.

Trainers should understand and believe in those objectives in order to engage participants:

1. Ask participants: "Why are we here today?" "Why are you attending this training?"
2. This class is designed to give officers the knowledge to be aware of some of the natural processes that may affect our "neutrality", our decision making, and actions. It is also a way to understand how others may see our action and respond to those actions.
3. This is a way to better equip the officer to handle the day to day police-community interactions.
4. As participants begin to air their concerns, carefully listen and allow them to share.
5. Trainers may find the Objection Cycle a helpful way to counter misconceptions about the course.  The 4 steps of the Objection Cycle are:
   - Restate the objection/concern
   - Validate the objection/concern
   - Provide an example of when you or someone you know shared an objection/concern
   - Describe how you or that person overcame the objection/concern.

## Example

**Participant: "**This training is a waste of money created to pander to communities who think all cops are racist."

**Instructor:** "I hear you saying that this is just giving in to community pressure and that this money would have been better used elsewhere. The truth is I thought that, too, and still think more money should be allocated to our salaries. But once I actually went through the training materials I realized this training can actually make us safer out on the streets, will help us achieve our personal and professional goals, and increase legitimacy in the communities that need us the most making our jobs easier and more productive."

> ### Instructor's Note:
>
> Slide 7 — So what?

**Purpose:** To help participants understand why information about how the brain operates matters for the way they police.

**Delivery of Content:**
It's important to make apparent the link to policing right away to keep the class engaged.  An effective way to do that is to emphasize the role of officer safety. When our brains rely on shortcuts they can be healthy and adaptive, like the Cambridge Reading Test or fire=hot=don't touch. Sometimes, however, those shortcuts lead us to the wrong conclusion like domestic violence call=female victim= non=threatening female.

Participants may question why learning about a topic such as implicit bias matters if it is something everyone does. You can respond by saying:

It matters because what is at stake is greater for us when we fall victim to these mind traps. Think about responding to a domestic violence call. Who do you assume is the aggressor? Most people would assume the aggressor is male.

Has anyone responded to a DV call assuming the assailant was male and been caught off guard by a female aggressor? Or assumed the couple was heterosexual to be thrown off by same sex partners? What safety risks were presented? What stereotypes may have been at play? For anyone who's been in that situation, did it feel like a trap? Did your assumptions cloud your ability to take in the entirety of the situation?

> ### Instructor's Note:
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> Slide 8 — How does this relate to PJ 1 & 2?

**Purpose:** To help learners understand the link between procedural justice trainings 1 & 2, and how implicit bias can interfere with procedurally just policing.

**Delivery of Content:** Explain to participants that by the time the time they are ready to train PJ3, they should be familiar with the concepts of procedural justice and its importance in shaping positive interactions. For officers' who've engaged PJ and seen positive results it will be easy to value the principles of voice, neutrality, respect, and transparency.

If you are aware of any positive examples of officers employing PJ with improved outcomes- highlight those here.

Otherwise, use an example from the media like the LA Sheriff's County traffic cop, Elton Simmons,  that had 0 complaints (https://www.youtube.com/watch?v=ErASUGL00gQ).

The link between PJ1&2 and PJ3 is this: identity traps can lead people to behave inconsistently with attitudes that they value. In other words, identity traps can interfere with or prevent

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procedurally just policing, especially neutrality. Identity traps jeopardize officer and public safety; they have nothing to do with an officer's character and everything to do with the situation in which the officer is making a decision.

**The idea that situations matter more than character in predicting behavior is a central theme to this training. We will go through several social science examples that illustrate this idea.**

> **Instructor's Note:**
>
> Slide 9 — Brain Games

**Purpose:** To provide a fun and non-threatening way to get everyone to accept right out of the gate that there are things going on in the brain that we don't understand and can impact our behavior. This is a primer for understanding how implicit bias works.

This slide will illustrate that traps can lead to unwanted behavior (saying yolk instead of white part of an egg), incorrect decision-making (driving home instead of stopping for milk), and negative outcomes (disappointed/frustrated significant other in need of milk)

**Delivery of Content:**

The Mantra: *Situations matter. This trick helps illustrate that in a fun and interactive way.*

The Set Up: *I'm going to ask you 6 questions. I want you to answer as quickly as possible. Don't think, just respond. Ready?*

Q: What kind of music do Peter, Paul and Mary sing? A: folk (provide this answer if they don't guess)
Q: Comedians tell_____. A: joke
Q: If you have no money, you are _____ A: broke
Q: The wire in a wheel is a _____ A: spoke
Q: What comes out of a lit cigarette? A: smoke
Q: The white part of the egg is the _____.  A: yolk

Typically, you can get people to say yolk several times before they realize what's happening. Is that because they believe in their hearts that the white part of an egg is called a yolk? Unlikely! It is because you put them in a time pressured situation and activated shortcuts in their brain that led them to wrong conclusion.

**Note: The white part of an egg is called an albumen.**

Our brains make these implicit associations (think of these as short-cuts for your brain), because it often evolutionarily beneficial. But sometimes, these implicit associations can interfere with rational thinking or decision-making, and can sometimes have unintended or negative consequences.

Let's think of another example. Your significant other asks you to stop by the store for some milk on your way home from work. You leave work with every intention to stop by the store to get the milk, but somehow find yourself at home, no milk in hand. What happened? This is likely because your brain was relying on automatic associations (again- think of these as mental shortcuts) based on the context of the situation - you driving home from work. It would be super taxing on your brain if, everyday, your brain had to think of every single turn you had to make to get home. That's why when you're first learning to drive, it's hard and it gets easier the older you get and the more you practice. So you get in the car, your brain goes into auto-pilot mode deciding which turns to make almost automatically based on the situational context, and you end up with an unintended negative outcome - a lecture from your spouse about not stopping by the store for milk. Or think about a time you're driving home from work and there was a road closure. How did that feel? You're tired, you want to get home, and now you have to exert more mental energy to calculate a new route home.

These examples and our brain game trick illustrates a fast trap in a fun and non-threatening way. But think about the anxiety or frustration you felt when you had to recalculate your route? Or the fact that we got you to say something that you don't actually believe- yolk instead of white part of the egg. Traps lead to incorrect decision-making, unwanted behavior, and negative outcomes generally.

> **Instructor's Note:**
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> Slide 10 — This training is about...

**Purpose:** Provides the main training objective: to encourage officers to be aware of the factors that go into human decision making, so that they can make better choices by being more conscious of our biases and stereotypes that exist in the world.

**Delivery of Content:** That's what this training is about the traps that can interfere with our explicit attitudes and beliefs and cause unwanted stress and behaviors. Awareness of the factors that go into human decision making, and how we can make better choices when we are conscious of our biases and stereotypes that exist in the world.

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**Instructor's Note:**

Slide 11 — This training is NOT about YOUR character

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**Purpose:** To dismiss the notion that this training is in anyway targeting the character of officers.

**Delivery of Content:** This training is in no way an attack on the character of participants or a training about racism. To best understand the purpose of this training, we first must recognize that:
• Each and every person has biases that affect their perception
• Many are subconscious
• Some may be contrary to our self image
• This is the fact of the human brain

In PJ1 and PJ2 we talk about communities' calls for unbiased and neutral policing. Those conversations directly relate to what we are covering today. Because we know our brains make mistakes and this training will help you understand the reasons behind and the situations that lead to those mistakes. We will learn about the ones that cause the greatest risks- physically, professionally, financially, and personally. These are the traps that could hurt reputations and impede abilities to do well on the job.

We will be talking about a number of concepts today but the first thing we have to understand is that situations matter. This means that in order to retrain the brain it is important to understand the role that situations play in predicting behavior and producing particular outcomes.

Officers are better at taking in the entirety of a situation before acting, but there are certain situations that create blind spots and can increase the risk of getting it wrong (e.g. the joke/yolk game and the driving home example.)

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**Instructor's Note:**

Slide 12 — Situations Matter

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**Purpose:** To further show how big of an impact situations have on people's behaviors and the decisions they make.

**Delivery of Content:** Read through the slide. *You're late for work. Why?*

*Reality:* your alarm went off and you hit snooze 5 times, you went through the Starbucks and the line was long, you forgot your gym bag and had to go back home to grab it.

*What you tell your supervisor:* Car trouble.

WHY? The reality is people lie when...
• They have motivation
• The consequences will be slight
• They believe they'll get away with it

Who does this? EVERYONE.

The goal of this slide is to provide further evidence that situations a better predictors of behavior than character.

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**Instructor's Note:**

Lying, like all behavior, is less about character and more about the situational vulnerabilities. Whatever your personally held values are, the situations we find ourselves in are powerful, and will affect our behavior, even when it is inconsistent with our self-image.

Flesh out the example for participants: If you woke up and tomorrow was New Year's Eve. Your resolution was to not be late. The fact is, you would be more likely to adhere to your resolution if you can identity the situations in which you've been showing up late and avoid or change those specific situations. This would be much more effective than just mentally committing to changing your behavior.

Be mindful that this example is meant to be rather lighthearted but may be tense for officers who have received disciplinary action for tardiness. Be prepared with an example that is not job-related to reel them back into the conversation if necessary e.g. telling new parents that their newborn is "so cute" even when you don't feel that way. The same rules apply: you have motivation, the consequences will be slight, you believe you'll get away with it.

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**Instructor's Note:**

Slide 13 — Values

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**Purpose:** To highlight how people may act in a way that is against their values based on the situations they are in.

**Delivery of Content:** Read through the slide.

1. What are your values?
2. What if something happened that made you act inconsistently with your values? Would you want to change that?
3. Situations matter more than character. They matter so much that they can make you behave in ways that are inconsistent with who you think you are- e.g. the liar scenario
4. How can behavioral science help? As police especially, lying goes against our deepest held values. But I've just shown you situations in which all humans will justify their lies based on the situation.

Ask participants: Have you ever been in a situation where you went along with the actions of a group, but felt uncomfortable with the results? Ask a volunteer to give an example. Instructors should be ready with personal examples to share in case there are no volunteers. The example should illustrate the power of situations- peer pressure, fear of reputation damage, etc. These *situational vulnerabilities* are called Traps.

**Suggested reading:** Kahneman, D. (2011). Thinking, fast and slow. New York, NY: Macmillan.

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> **Instructor's Note:**
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> Slide 14 — Traps Defined

**Purpose:** Provides definitions of fast and slow traps.

**Delivery of Content:** Get into the definitions. What are traps?

Traps are situations that trigger mental reactions which influence behaviors. These behaviors are unrelated to the nature of one's character or conscious intentions. We will get into the definition of fast traps when we return from break.

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> **Instructor's Note:**
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> Slide 15 — Break
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> The color bar on the slide is a timer. When it is filled to capacity, time is up.

**Purpose:** To indicate that it is time to take a break.

***Myth Busted*** slides are provided for each break. The content on the slide is information that participants can consume on their own time during the break. Instructors should make themselves available to participants who may have questions about the information or would like to discuss it.

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# Module 2

## Fast Traps

> **Instructor's Note:**
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> Slide 16 — Module 2 Fast Traps: Shortcuts in the Brain

**Purpose:** To introduce the concept of fast traps.

**Delivery of Content:** Some of the things we have been talking about- the joke, yolk example, the auto-pilot drive home- those are called fast traps. They are energy-saving shortcuts that develop in our brain. The definition of a fast trap is an over-reliance on implicit biases. Fast Traps roughly correspond to implicit bias, but allows for situational differences. For example, a person is more likely to show implicit bias when faced with time or cognitive resource constraints, thus falling into a "trap" set by the situation. They are fast because the cognitive process occurs quickly (fractions of a second), and outside of conscious awareness or control (by the time you realize you're in a trap, you have already fallen into it).

> **Instructor's Note:**
>
> Slide 17 — Subconscious Conclusions

**Purpose:** To show how the brain can make connections without conscious effort.

**Delivery of Content:** As an example, use this branding exercise.

Fade in each picture and ask participants what they're seeing. If you feel comfortable, start a jingle like the Folger's theme song, and have the class finish the song.

*Design Note: Fade in each of the symbols/logos: enlarge all the logos and make them appear one on top of the other*

You probably did not have to think about these symbols at all. Your brain instantly gave you the answer. It made the connection before you asked it to. What is more, you probably don't remember when you "learned" what these symbols represented. You picked it up from exposure, experience and your environment.

This way of learning and understanding the world is universal. Everyone does it. Advertising companies understand this universal truth very well and that is why they bombard us with images of their product, discrete product placement in movies and music videos - because even if we're not aware of the placement our brain is paying attention to it and becomes imprinted with this information. In other words, we saw an image, and our brains took a shortcut to the answer- McDonald's.

That's why it's easy to remember fast traps as shortcuts in the brain.

> **Instructor's Note:**
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> Slide 18 — Implicit Associations

**Purpose:** To introduce the concept of implicit associations.

**Delivery of Content:** The brain games and branding exercise are fun because there are no negative consequences for getting it wrong or taking these shortcuts; these are benign fast traps. These are examples of implicit associations: automatic associations between mental representations of objects (concepts) in memory.

Review slide:
- Implicit associations are cognitive links between two concepts that are automatic.
- When one concept is primed (made salient), the other becomes more accessible, without conscious deliberation.
- For example, if I say "bread" to you, you probably automatically think of "butter."

> **Instructor's Note:**
>
> Slide 19 — Implicit Association Test

**Purpose:** To teach participants that implicit biases are common and harbored by the majority of human beings no matter their racial group membership.

**Delivery of Content:**

1. 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.

2. 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/

3. Remind participants that everyone develops implicit associations about others based on characteristics like race, skin tone, income, sex and other physical attributes. Biases are learned; we start learning them from the time we are born. All of the things we see and hear contribute to these biases. We probably aren't aware of most of what we are absorbing.

implicit bias. If the only element that you interact with in that area is a criminal (you're not sitting down to lunch with church leaders or boy scout leaders everyday), then your brain makes the association between people living in that neighborhood and crime. And what do you assume about about people in low-crime areas? That they are not criminals.

Now, honestly ask yourself what you pictured when we said high crime area? Did you associate a race with that area? If so, what race? Now ask the same for the low-crime area.

Has there ever been an officer that has been hurt or killed in what is believed to be a low-crime area?

What we know is that implicit biases don't always guide our behavior. There are certain situations that can trigger over-reliance on implicit biases and impact our behavior. We are calling those situations fast traps.

Suggested reading: Kang, J., Bennett, M., Carbado, D., & Casey, P. (2011). Implicit bias in the courtroom. UCLA L. Rev., 59, 1124.

**Purpose:** To introduce participants to the concept of implicit bias.

**Delivery of Content:** Our brains also make these implicit associations in relationship to race, gender, sexuality, and other identities- we call those implicit biases. Implicit Biases are attitudes and stereotypes that are not consciously accessible through introspection. If we find out that we have them, we may indeed reject them as inappropriate.

For example, if we are policing a high crime area, and we assume that anyone we interact with is criminal- that is an

**Purpose:** The purpose of these slides are to highlight how media, conditioning, exposure, and reinforcement of stereotypes about groups of people, in this case gender, can lead to incorrect assumptions. Even though people know logically that a woman can become a pilot- the time pressure and constraints of this exercise will likely lead the participants to the wrong conclusion.

**Delivery of Content:**

1. Have the class read the list of professions:
   - Pilot
   - Nurse

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- Judge
- CEO
- Flight Attendant
- Doctor
- Librarian
- Lawyer

2. Tell the class that this is a test of observational skills

3. Explain that they are to look at the following slides and assign the correct profession to the image as fast as they can (have them call out the answers out loud)

4. Move through slides 22-29 relatively quickly, having them call out the professions out loud

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**Instructor's Note:**

Slide 30 — Evaluation

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**Purpose:** The purpose of this slide is to debrief from the Observation game above. Explain how the time pressure and restrictions of this exercise lead them to the wrong conclusions. Highlight that from an outside perspective these responses would look a lot like prejudice. Also, that these associations are constructed and reinforced whether we are aware or not. Explain how this illustrates that outcomes can be biased in the absence of explicit prejudice.

**Delivery of Content:**

1. Let them read the actual professions of each picture

2. Ask which ones did they get wrong? Ask why they think this happened?

3. Go over explanation of why this happened: Media, conditioning, exposure, reinforcement. Even though all of you know logically that a woman can become a pilot- the time pressure and constraints of this exercise led you to the wrong conclusion often. From an outside perspective- your responses would look a lot like prejudice. This exercise illustrates how outcomes can be biased in the absence of explicit prejudice. It also illustrates that these associations are constructed and reinforced whether we are aware or not.

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**Instructor's Note:**

Slide 31 — Evaluation (cont'd)

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**Purpose:** The purpose of this slide is to further highlight how assumptions about gender can be formed whether we are aware or not.

**Delivery of Content:**

1. Fade in each screenshot.

2. Ask the class what it says about how society views these professions

   - After group conversation, debrief: Where do these assumptions come from? The top ten images on Google are the ones that are most frequently searched. So look at what people are searching. What does it say about how society views these professions? Even though we don't personally think women can't be pilots or doctors, our brains can still be impacted by societal influences or environmental cues.

3. Transition the conversation here by asking the following questions:

   - Some of you may have made assumptions based on gender stereotypes, but SO WHAT?

   - How does that affect the way we do our job?

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**Instructor's Note:**

Slide 32 — Black Crime and Association

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**Purpose:** The purpose of this slide is to help participants understand that stereotypical associations may be more common than one might think, especially the stereotype that purports that Blacks are more prone to commit crimes than other groups.

**Delivery of Content:** The Observation Game reveals biases about gender. These same types of biases exist for race.

1. For example, people are likely to show patterns of anti-Black and/or pro-White bias when they implicitly associate Black with negative evaluations, feelings, or beliefs, and/or White with positive evaluations, feelings, or beliefs, as discussed in the IAT video.

2. The stereotype of Black Americans as violent and criminal has been documented by social psychologists for almost 60 years. Not only is the association between Blacks and crime strong it also appears to be automatic. This was illustrated this in a 2004 study of police officers and college students.

3. In the first study, Drs. Jennifer Eberhardt, Phillip Atiba Goff, et. al. showed that people who were subliminally exposed

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to black faces were then more quickly able to identify a blurry image as a gun than those who were exposed to white faces or no faces. The figure above is pulled from that work.

4. Eberhardt goes on to discuss her finding that among defendants convicted of murdering a white victim, defendants whose appearance was more stereotypically black (e.g. darker skinned, with a broader nose and thicker lips) were sentenced more harshly and, in particular, were more likely to be sentenced to death than if their features were less stereotypically black. This finding held even after the researchers controlled for the many non-racial factors (e.g. the severity of the crime, aggregators, mitigators, the defendant's attractiveness, etc.) that might account for the results.

5. Biases influence how our brains process objects, body movements and other behaviors beyond our awareness. The effects are real and sometimes a matter of life or death.

> **Instructor's Note:**
>
> Suggested reading: Eberhardt, J. L., Goff, P. A., Purdie, V. J., & Davies, P. G. (2004).

> **Instructor's Note:**
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> Slide 33 — Jennifer Eberhardt Oakland PD video

**Purpose:** Provides video of Dr. Jennifer Eberhardt and Oakland PD discussing research on implicit bias in policing. This video shows that law enforcement is working hand in hand to improve officer performance and gain legitimacy. Oakland PD has been on the leading edge of putting PJ and implicit bias into practice.

**Delivery of Content:** After the video is played, ask participants if they have any questions and be prepared to answer them.  If time permits, allow participants to share their thoughts and reactions to the video.

**Debrief:** Is anyone surprised by the association of black/crime? Could you think of examples that have fostered this association? This will be covered in depth shortly during the "Historical Context for Fast Traps Slides"

> **Instructor's Note:**
>
> Slide 34 — I'm a minority so none of this applies to me.

**Purpose:** To teach participants that all people, regardless of social group membership, are susceptible to harboring implicit biases.

**Delivery of Content:** Instructors should be sure to emphasize that biases are learned, and that things that we hear and say from childhood to the present contribute to biases.

Review the slide: Everyone develops implicit associations about others based on characteristics like race, skin tone, income, sex and other physical attributes. This is also a good time to visit the results of the IAT if they took it or the results that Harvard has compiled over the years. Look at the percentage of blacks that have a pro white biases. How does that happen?

- Biases are learned; we start learning them from the time we are born
  - All of the things we see and hear contribute to these biases
  - We probably are not aware of most of what we are absorbing

The idea that because an individual is a minority, they are not susceptible to harboring implicit biases is an often misunderstood notion about implicit bias: that somehow if you are a member of a marginalized or stereotyped group that you must not be susceptible to those implicit biases. Wrong. As we've seen with stereotype threat, we are all impacted by stereotypes and associations of certain identities.

> **Instructor's Note:**
>
> Slide 35 — Break
>
> The color bar on the slide is a timer. When it is filled to capacity, time is up.

**Purpose:** To indicate to that it is time for a break

**Delivery of Content:** The content on the slide is information that participants can consume on their own time during the break. Instructors should be available to participants who may have questions about the information or would like to discuss it.

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- **Myth:** Implicit Bias is nothing more than beliefs people choose not to tell others. They hide their real beliefs.
- **Busted:** Implicit biases are activated involuntarily and beyond our awareness or control. Implicit bias is an unconscious cognition that influences understanding, actions, and decisions.

> *Instructor's Note:*
>
> Slide 36 — Historical Context for Fast Traps

**Purpose:** The purpose of this slide is to understand how stereotypes are constructed using a real-world example.

**Delivery of Content:** Before you begin, remind participants of the facts that prove that the stereotype about Asians being smarter than other racial groups is not true. In this slide, you will point out to participants that the stereotypes about Blacks being more prone to engaging in criminal activity is also not true.

1. Give context about the "Black Codes" and the US "War on Drugs" that helped to shape the idea that Black people were inherently prone to commit crimes than other groups (e.g., In 1980s the image of the "drug dealer" became a black man selling crack cocaine).

2. Have participants think about Black representations in the media (e.g., news reports on crime, the roles Black characters play, etc). Ask them to reflect on when they have seen Black portrayed as criminals. Ask them to consider how these images play into the stereotype of Black criminality.
   - Can anyone think of a relevant non-black drug dealer? (anticipating silence from the class, or a *Breaking Bad* reference)

3. Review stats on disparate drug enforcement laws like crack vs powder cocaine to disprove black criminality.

4. Next, expand the conversation to stereotypes of police in the media.
   - "What representations do we see of police in the mass media?"
   - Follow up by asking, "How could these media representations create implicit biases?"

> *Instructor's Note:*
>
> During this slide, a participant may point to "gangsta rap" and argue that Blacks themselves glorify crime and represent themselves as criminals. This is an opportunity to use the objection cycle and remind participants that
>
> 1. Rap began in the 1970s and 1980s with political messages about Civil Rights and Black pride
> 2. What is known as "gangsta rap" began as a strand of rap music and is not representative of the whole genre
> 3. Record companies decided that the shock value of gangsta rap was more lucrative and began to invest almost solely in those artists (the same occurred with radio)
> 4. A large number of rappers who rapped about cultural pride and Civil Rights were forced to go underground, and "gangsta artists" were those preferred for mainstream record deals.
>
> The mainstream rap music today cannot be judged as representative of the genre. Many artists with other messages are just not being promoted. Additionally, it would be incorrect to make a group of artists be the representatives of a whole race (they are not elected spokespersons, they represent themselves and their collective experiences...not the Black experience).

> *Instructor's Note:*
>
> Suggested reading: *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander.

> *Instructor's Note:*
>
> Slide 37 — Definitions
>
> These are easy words to mix up. You can use these in an interactive way to keep people engaged by asking them to try to catch you using a phrase inaccurately. It helps participants better understand the definitions and helps to keep you on your toes as a facilitator.

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**Purpose:** Many people believe that stereotypes are true, but it is not politically correct to admit so. The purpose of this slide is to communicate to participants that stereotypes are indeed untrue, and are nothing more than gross exaggerations that are unfounded.

**Delivery of Content:** Read the definitions and accompanying examples below. Feel free to come up with some of your own examples for these definitions.

- **Stereotypes** are *ideas* or associations/overgeneralizations that connect group membership and traits about that group. Instructor's Note:  Think of examples that work for you or might be relevant for your department (e.g. women are bad drivers; Asian people are great at math).

- **Prejudice** is the *belief* that a stereotype or overgeneralization is true and/or you have a strong feeling about a particular group.
  - Think of examples that work for you or might be relevant for your department (e.g., I believe that all women are bad drivers, I believe that all Asian people are great at math)

- **Discrimination** is the *behavior* influenced by a stereotype or prejudice. This includes differential treatment based on group membership that is objectionable.

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*Instructor's Notes:*

- For an additional resource watch the MTV decoded Youtube clip on stereotypes https://www.youtube.com/watch?v=D1-aSIUP4wM (stop it at 3:36)

- If someone is insistent that some stereotypes are just true, don't let them derail the class. Just try to get some constructive dialogue from it.

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*Instructor's Note:*

Slide 38 — Stereotypes are just true

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**Purpose:** The purpose of this slide is to reiterate the fact that stereotypes are not true, and to do this by using a real-world example.

**Delivery of Content:**

1. Have participants reflect on the stereotype that Asian students are just smarter than students from other racial groups.

2. Ask participants to think about why many people subscribe to this stereotype. What information makes many of us think it is truth and not a mere stereotype?

3. Highlight for participants that Asians were not always held as the smartest citizens in society. In fact, in the 1800s, Chinese men were stereotyped as immigrants who were gamblers and drug dealers.  The stereotype that Asians as a collective are smart and resilient was constructed in the 1966 US News & World Report article by William Peterson in response to the Civil Rights Movement and its push for equal rights and opportunities for Black and poor Americans.

4. Highlight that this myth is reinforced by selective immigration, the offering of visas mainly to wealthy and highly educated persons from Asian societies (poor and lower educated Asian are often not given the same opportunities to immigrate). But this fact adds to the illusion that the stereotype is real.

5. Highlight that the Asian group is large and does not just include persons of Korean, Chinese, and Japanese descent.

6. Highlight that data, show that Asian groups are actually not out performing other racial groups (see NCES data highlighted in the notes of the slide deck)

7. Ask participants to share their thoughts and insights about the information shared in this slide. Allow for questions and discussion.

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*Instructor's Note:*

Slide 39 — Stereotype

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**Delivery of Content:** Read quote.

"Stereotyping is normal human cognition. Police are normal humans. So police stereotype. Policing is not a normal job — it's a particularly taxing position so they cannot make the same errors the rest of us can."

-Jack Glaser

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*Instructor's Note:*

Slide 40 — Can prejudice ever be a good thing?

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**Purpose:** In the slide is a Paul Bloom TED Talk where he discusses the origin of stereotypes, and when they can be beneficial, and when they can be hazardous.

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**Delivery of Content:** Show video and allow time for participant discussion.

**Debrief:** What Paul is explaining here is that the things that tend to be universal in the human mind are adaptive and good for you most of the time. We will discuss that throughout the day. That does not mean they are always good or that nothing can be done to change them or that they are okay. Tie this idea back into the IAT results/conversation: whatever your IAT score are reflect normative, human, adaptation. They can still present problems. We have to understand the dual-reality of traps as both adaptive and potentially dangerous.

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*Instructor's Note:*

Slide 41 — Stereotypes ➤ Behavior

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**Purpose:** The purpose of this slide is to illustrate how fast traps occur.

**Delivery of Content:** Play the animation on this slide to showcase how a fast trap works. Narrate each part of the trap as the animation plays using the working definitions below.

The following animation explains how a fast trap can play out. It begins with:

1. **Stereotypes** are ideas or associations/overgeneralizations that connect group membership and traits about that group.
2. **Prejudice** is the belief that a stereotype or overgeneralization is true and/or you have a strong feeling about a particular group.
3. Which can lead to **Discrimination**, or the behavior of acting in line with a stereotype or prejudice. This includes differential treatment based on group membership that is objectionable.

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*Instructor's Note:*

Slide 42 — Ultimate Attribution Error

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**Purpose:** The purpose of this slide is to learn about attribution error, specifically Ultimate Attribution Error (UAE). At the end of the slide the class should have an understanding of UAE, that it is a universally seen effect, and the role this can play in policing specific situations.

The Paul Bloom Ted Talk highlighted the importance of in-group and out-group membership when he says "we break the world up into "us versus them", into in-group versus out-group, and sometimes when we do this, we know we're doing something wrong, and we're kind of ashamed of it. But other times we're proud of it."

Think about the national framing of the problem with race and policing in the US right now. Different groups of people frame that problem in different ways. One of the dominant narratives, at least in the media, is that the problem is bigotry-- there are a whole lot of prejudiced cops discriminating against black and brown people. That attribution or explanation boils down to the character of police officers; it relies on the idea that cops are prejudiced.

On the flip side, if you talk to most police officers about the problems in race and policing right now- they can list off a whole gamut of external factors that are contributing to disparate outcomes that don't have anything to do with the hearts/minds of police officers- bad policies, lack of resources, problems in society, understaffing, and the list goes on.

As it turns out- this divide where you have the public blaming bad police and police focusing on external factors is not unique to the civilian/police divide. It happens across all in-group/out-groups or us/them divides.

Social scientists have found that humans are wired to blame other people's bad behavior on their character or values; and blame their own bad behavior on external or situational factors. In other words- I see you do something I perceive as negative- I'm very likely to reduce it down to your character- you are a bad person doing bad things. If I do something negative, I'm more likely to give you a list of outside factors that contributed to this particular bad behavior- I'm a good person- I was just having a bad day.

Review the example provided in the slide regarding the lack of greeting from a member of management. If you are a member of patrol or a front line officer, there likely exists the in-group (front line officers) and out-group (white shirts) divide. If a white shirt does not give you a greeting, you may be more like to attribute it to some negative idea about upper management generally. Whereas, if another patrol officer did not greet you, you may be more likely to excuse it based on situational factors. The opposite is true for positive behaviors.

_One reason Identity traps are such hard concepts to make stick_ is that they go against our human tendency to find personal blame for other people's bad behavior. It is really difficult to retrain our brains to emphasize the role that situations play. The traps training literally goes against what most of us are naturally inclined to do when observing bad outcomes. It's generally easier to blame the person, harder to take into account the situation. Which is one of the reasons the

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discourse around race and policing hinges solely on bigotry with little to no attention paid to the situational factors that may contribute to negative outcomes.

**Delivery of Content:** Go over UAE definition and other names with the test example.

1. Tendency to place undue emphasis on internal characteristics to explain out group member's bad behavior rather than the situational factor
   - Example: "I'm patrol, management does not greet me in the hall because they are evil pencil pushers"
2. We are more likely to give situational causes for in-group members' negative behavior
   - Example: I'm patrol and fellow patrol officer does not greet me  in the hall because they had a long hard day, preoccupied with personal stuff
3. The opposite is true for positive behavior
   - Example: I'm patrol, fellow patrol greets me because they are good and honorable and respectful humans

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*Instructor's Note:*

Slide 43 — What is racism?

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**Purpose:** The purpose of the slide is to introduce participants to the definition of racism.

**Delivery of Content:** Walk through through the definition with participants:

**Racism** is a *system* of distributing power that privileges one/some racial groupings over others.

Then, begin a dialogue emphasizing that racism is more about situations than personal character using the following guiding questions:

What happens when there is a pattern of discriminatory behavior, prejudice, or stereotypes? When the ultimate attribution error is part of long historical pattern, and those beliefs have impacted access to resources and privilege, that is racism. Acknowledge that other academic disciplines and different dictionaries will provide a variety of definitions but this is the definition that is  useful in the context of this training. This definition brings together the concepts of in-group/out-group, ultimate attribution error, and creates a clear distinction between racism (which focuses on the individual) and  identity traps (which focus on the situation.) The questions listed can be

rhetorical food for thought or they can be used to facilitate discussion and ensure understanding of definitions.

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*Instructor's Note:*

Slide 44 — Situations? Where are they?

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**Purpose:** The purpose of this slide is to help identify why it can be hard to see the impact the situation is having, to explain it is important to people to realize the causal role of the situation, and learn to avoid attribution errors.

**Delivery of Content:**

1. Acknowledge that you have already emphasized the power of the situation, but that attribution errors can explain why it's easy for our brains to focus on situations rather than character.

2. Identify other reasons why else would this be so difficult?
   - Situations are often invisible
   - Someone might be acting under time constraints or outside pressures
   - Some situations that are just not obvious

3. Go over Alex Trebek example:

A 1977 study known as the Alek Trebek Effect illustrated this idea. Scientists used a gameshow situation to examine what attributions students would make of the intelligence of the contestants and the game show moderator. They measured the intelligence rating given to the game show contestants and the moderator by the observers. They set up the experiment so that people were randomly assigned to be either the game show host or the contestants. People who were selected to host the game show were allowed to come up with their own questions. The results: Observers (and contestants) rated the intelligence of the game show host as higher than that of the contestants. In other words, because of the invisible situational factors (i.e. who was selected to create the questions) the attribution or explanation for behavior was seen as internal and personal.

4. Have the class come up with their own lists of situations that may not be visible to an   outside observer- like a death in the family, car broke down, etc.

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**Purpose:** To go more into depth about the situations that create fast traps.

**Delivery of Content:** The defining characteristic of a fast trap is that it allows for situational differences. For example, a person is more likely to show implicit bias when faced with time or cognitive resource constraints, thus falling into a "trap" set by the situation. We call this a fast trap because the cognitive process occurs quickly (fractions of a second), and outside of conscious awareness or control (by the time you realize you're in a trap, you have already fallen into it).

We understand that it's hard to talk about traps without feeling personally attacked. Even when we discuss the importance of situations, it's still a tricky conversation. People want to think that they are in complete control of their behavior and are impervious to any kind of bias. But that's the thing about Traps- everyone is susceptible to them, it's just because that's how the brain works. Fast traps cause the brain to skip right from idea to behavior, so we are more susceptible to them when we are mentally taxed, in a bad mood, feeling threatened, are a novice or a rookie, need to make a quick decision, and/or multitasking. These situations can cause our brain to hop from implicit bias, the idea based on stereotype, right to behavior, which is discrimination. **In a fast trap, your explicit attitudes don't play a role whether you have prejudice or not.**

When it comes to fast traps, there are particular situations that make us MORE vulnerable to relying on implicit biases. Recall that these situations lead to an over-reliance on implicit biases, including: being mentally taxed, being in a bad mood, threatened, a novice or a rookie, needing to make a quick decision, or multitasking (Blair, 2002; Devine, 1989; Ghumman & Barnes, 2013; Greenwald, McGhee, & Schwartz, 1998; Fiske & Taylor, 2013; Sim, Correll, & Sadler, 2013). Highlight for participants that these are chronic situations for officers, especially those assigned to certain units and shifts.

Researchers found that, for novices, mere exposure to negative stereotypes about Black people exacerbated the likelihood of "shooting" unarmed Black targets in a first-person shooter simulation (Sim, Correll, & Sadler, 2013). However, those who were trained not to associate race with criminality (through repeated exposures) were not as easily influenced by exposure to stereotypes. Awareness is a major key to success.

**Purpose:** The purpose of this slide is to encourage active participation in the training, and to position participants to be able to identify fast traps on their own that are healthy/positive either universal or police.

**Delivery of Content:** At this point in the training, everyone should have a clear understanding of fast traps. Now that you have covered the specific situations that lead to fast traps, break the room into small groups and have participants come up with their own example of healthy/positive outcome from a trap. Provide an example that has not yet been discussed to get everyone started. Give everyone about 7-10 minutes to discuss then go around and ask them to share out loud their example, what situations made it a fast trap, and implicit associations provided cognitive shortcuts.

Goal: identity a fast trap. Discuss the process for how they successfully generated the fast trap- if they didn't get it, try to lead them to a process that will generate fast traps.

1. Explain to participants that they will be participating in a group exercise. Have them break into groups based on whatever method is deemed appropriate for the classroom space and number of participants.
2. Read the slide, and explain the activity.
3. Ask participants to reflect on the Paul Bloom video previously shown and to remember the discussion about how stereotypes can be beneficial in some cases. Ask participants to come up with examples of stereotypes that have beneficial outcomes, and to explore the fast traps or conditions that elicit them. Pass out Fast Trap Exercise Handout and instruct them to complete question #1.
4. Give participants time to complete the activity (approximately 15 minutes)
5. Ask each group to choose a member of the group to be their spokesperson and share at least one example they came up with. Allow time for participants to comment and react on each group example shared.

**Purpose:** To indicate to that it is time for a break.

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**Delivery of Content:** The content on the slide is information that participants can consume on their own time during the break. Instructor's should be available to participants who may have questions about the information or would like to discuss it.

- **Myth:** I am black; I can't have bias against black people.

- **Busted:** Researchers have discovered that many Americans, regardless of race, display a pro-White/anti-Black bias on the IAT. This occurs because implicit biases are robust and pervasive affecting all individuals

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*Instructor's Note:*

Slide 48 — Fast Trap Games

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**Purpose:** To demonstrate to participants what a fast trap can look like.

**Delivery of Content:**

1. Ask if any of the participants have seen the video before. If so, ask them to play along anyway.

2. After the video plays, ask participants if they saw the man in the video 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.

3. This highlights how tunnel vision keeps us from seeing things that could be important.

4. Highlight that this is what happens when we don't pay attention. We can't pay attention to everything, and when we are focusing on one thing, our mind sometimes makes choices for us.

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*Instructor's Note:*

Slide 49 — Small Group Exercise: Example of Fast Traps

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**Purpose:** The purpose of this slide is to encourage active participation in the training, and to position participants to be able to identify fast traps on their own that are negative/funny-universal.

**Delivery of Content:** Explain to participants that they will be participating in a group exercise. Have them break into groups based on whatever method is deemed appropriate for the classroom space and number of participants. Instruct them to complete question #2 on the Fast Traps Exercise handout.

Read the slide, and explain the activity. This time have participants come up with a negative fast trap with a funny outcome like the joke-yolk game. This example should be non-policing, it should illustrate an over-reliance on implicit associations, and it should result in the wrong conclusion. Provide an example that has not yet been discussed to get everyone started. Give everyone about 7-10 minutes to discuss then go around and ask them to share out loud their example, what situations made it a fast trap, and implicit associations provided cognitive shortcuts. They can stay in groups at this point as there is one more break out session in this module.

Model the activity for participants by giving examples of fast traps, such as the following:

- **Chinese food delivery:** Chinese guy goes downstairs to his office building to pick up his Chinese delivery. Looks all around for delivery guy, calls restaurant to see where his food is. Completely missed the white guy holding bag of Chinese food.

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*Instructor's Note:*

Hit on the implicit associations, highlight that even though he himself is Chinese, he fell into a trap- illustrate how the trap clouded the guys' ability to pick up on the better clues available to him- e.g. smell of food, person holding bag. What was the negative outcome- took him longer to get his food.

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- White woman/Asian baby: White lady gives birth to her mixed race asian/white baby. Nurse brings baby from the nursery and thinks the hospital wristbands must have gotten mixed up when she sees the white woman in bed. The mom had to convince the nurse that it was her baby, showed her pictures on the phone of her Asian husband before the nurse would hand over the baby.

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Give participants time to complete the activity (about 15 minutes).

Ask each group to choose a member of the group to be their spokesperson and share at least one example they came up with. Allow time for participants to comment and react on each group example shared.

**Purpose:** This is a clip from a British talent show- Britain's Got Talent. It demonstrates how fast traps can work and affect our behaviors and interactions with others. It will also provide the opportunity for participants to identify the stereotypes that were at play in the video clip.

**Delivery of Content:** Watch the clip from 1:11-2:45 then 5:03-6:11.

Pay close attention to the reactions of the judges and audience members.

What stereotypes or associations were at play here? Why were the judges so surprised that Susan Boyle had a beautiful voice? Why is it funny when Simon Cowell says: I knew it all along.

I'm sure if you asked each of the judges and people in the audience if they actually felt that unattractive people could not sing or that older people are not talented, they would likely say no. Well they may not endorse those stereotypes or hold those prejudices but at the end of the day, they still reacted with shock. Why might that be? One factor might be the format of the talent show. People are forced to make quick decisions with little information. Contestants walk out on the stage and are instantly being judged by their physical appearance.

As it turns out, physical appearance is not a great predictor of vocal ability. That's why this is a great example of a fast trap.

The judges and audience members were in a situation that led to an over-reliance on implicit associations. That information was the easiest but not the best.

This is a negative kind of serious example in a universal context. Now let's hear a negative policing-specific example that illustrates how traps are relevant to officer/public safety.

**Purpose:** To emphasize how this training can enhance participant's work performance.

**Delivery of Content:** Emphasize the points on the slide:

- Gut instincts or hunches are often a product of training
- This is intended to enhance your gut -not undermine it
- Play the audio link in the slide that provides an officer-related example of how stereotyping and fast traps can have real-life implications for police.
- Allow time for participants to comment and react on the audio clip.
- Police officers rely on their "gut" instinct to make split second life saving 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.
- Unfortunately, good police training and instincts can get muddied up with the noise from society- ideas about black men as violent, experiences with transwomen as sex workers, women as victims. Somewhere in between conscious thoughts and values, implicit biases can sneak in and mess with your gut which is where fast traps come into play.
- This training is meant to create awareness of the situations that can lead to a trap and the existence of biases that could make you vulnerable to a negative outcome. This training can be thought of as a way to "enhance your instincts" so that you are not solely reliant on implicit biases when you're in a fast trap.

**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 caused 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.

> **Instructor's Note:**
>
> Slide 52 — More Examples of Fast Traps

**Purpose:** To provide more examples of police-related fast traps

**Delivery of Content:** Fast traps:
1. Image of cops- Officers walk into this type of training with a negative impact of pre-conceived notion- you might be resistant to a training that is meant to help make you safer
   - like wearing seat belts, carrying tourniquets on belt, think of a specific departmental change that was initially met with resistance but ended up being good)
2. Actual image of female shooter from Cici's example
   - Talk about DC sniper example too- add the details of this case in the instructor's notes
3. White guy in black neighborhood
   - Example from Traps Academy from Birmingham: "What I realized was that I would most likely fall into a fast trap when dealing with white people in a predominately black area. Based on previous experiences sometimes I would assume this individual was buying narcotics only to find out they were going to work or visiting someone at the local hospital." How might that have led to a negative interaction that reduces community trust- reference community bank account from PJ1 and 2.

> **Instructor's Note:**
>
> Slide 53 — Small Group Exercise: Examples of Fast Traps

**Purpose:** The purpose of this slide is to encourage active participation in the training, and to position participants to be able to identify fast traps on their own that are negative/serious-policing.

**Delivery of Content:** Explain to participants that they will be engaging in a group exercise. Have them break into groups based on whatever method is deemed appropriate for the classroom space and number of participants. Instruct them to complete question #3 on the Fast Traps Exercise handout.

Read the slide, and explain the activity. Give participants time to complete the activity (approximately 15 minutes).

Ask each group to choose a member of the group to be their spokesperson and share at least one example they came up with. Allow time for participants to comment and react on each group example shared.

> **Instructor's Note:**
>
> Slide 54 — Avoiding a Fast Trap

**Purpose:** The purpose of this slide is to highlight that mental shortcuts do have utility, however, when they are driven by stereotypes, they can be harmful and lead us to assess people and situations incorrectly. Officers in the course sometimes object to the Traps Training because they have found mental shortcuts to serve them in their law enforcement capacities. This slide is the opportunity to push officers to utilize context and evidence beyond race that might contribute to their abilities to investigate persons and situations that they feel are suspicious.

**Delivery of Content:** Explain to course participants how fast traps can affect decision-making and lead to wrong conclusions (like in the previous exercise).

> **Instructor's Note:**
>
> Slide 55 — Small Group Exercise: Examples of Fast Traps

**Purpose:** This is a scene from the movie *Men In Black*. Play this clip of Will Smith and other recruits in a shooter simulation scenario.

**Delivery of Content:** Introduce and play the video embedded in the slide. Then ask participants to discuss their thoughts about the video.

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MODULE 2

**Purpose:** The purpose of this slide to go through the Correll study with the group.

**Delivery of Content:** Each image is going to flash very briefly on the scene. The slides change at 1 sec. intervals.

Have the crowd shout out "GUN" when they see one. Listen to see if everyone shouts out gun at the same time or if everyone sees gun. This will give them a slight experience of how Correll conducted his study.

**Instructor's Note:**

Slide 57 — Josh Correll Study

**Purpose:** This slide should clarify that this training is NOT intended to train officers to ignore their previous training or instincts in an ambiguous of dangerous situation and that in fact everybody has implicit associations, but officers trainings may in fact reduce errors in these situations as compared to community members.

**Delivery of Content:** Let the participants know that we are not saying you cannot trust your gut or past experience. At the end of the day, implicit associations exist whether we like it or not, but we are assuming that no one likes it and want to avoid situations where it can impact behavior.

Review Social Psychologist Joshua Correll materials:

"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 (b), and 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.

That being said, 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. Anecdotally, this explanation matches officers' intuitions about the process. In a conversation about the effects reported here, 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."- Correll et al, 2007

Reiterate to participants that in other words, police training teaches control and discipline, making officers' mistakes rarer. But that reducing errors is "as good as it gets," says Joshua Correll, "unless we can change all the cultural stereotypes in the country."

Now open a discussion about all of this. 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?

**Instructor's Note:**

Slide 58 — Through the Worm Hole

**Purpose:** The purpose of this slide is to explore racial stereotypes in police shootings using a clip of Morgan Freeman's Through The Wormhole, "Are We All Bigots?" In this clip, one scientist is studying people's split-second reactions when faced with images of either black or white men holding either a gun or a cell phone. If it's a gun, you shoot, or you die. If it's not a gun, you hold fire, or else kill an innocent person. Does the race of the man in the image make a difference?"

**Delivery of Content:** Play the clip.

*Note: Add debriefing notes.*

**Instructor's Note:**

Slide 59 — Why We Train

**Delivery of Content:** Go over the content of the slide:

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- Automaticity allows our brain to work on more important things than dwell on routine/mundane things.
- This is why we train
- We want you to react automatically in a certain way given certain conditions for we want "Certain behaviors to become automatic"

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*Instructor's Note:*

Slide 60 — Cops Get it Right More Than Your Average Person

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**Purpose:** The purpose of this clip is to further show an ordinary citizen and how they did in a shoot/no shoot scenario.

**Delivery of Content:** Show the clip of the Maricopa County Activist who does terribly at the shoot/don't shoot training.

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

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*Instructor's Note:*

Slide 61 — What We Are Asking

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**Purpose:** This slide provides the expectations of when and how officers should try to avoid falling into traps.

**Delivery of Content:** What we are asking you to do is engage in self reflection when when there is time to do so. When appropriate, try to be aware of:

1. What are the factors that lead me to think of someone as a suspect, offender?
2. Are there any stereotypes that could influence that decision?
3. How might those stereotypes interfere with your ability to do your job or endanger officer and public safety?

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*Instructor's Note:*

Slide 62 — Break

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**Purpose:** To indicate to that it is time for a break.

**Delivery of Content:** The content on the slide is information that participants can consume on their own time during the break. Instructor's should be available to participants who may have questions about the information or would like to discuss it.

- **Myth**: I'm careful so I don't make these types of mistakes.
- **Busted**: The problem is that we don't get feedback on the errors, because we don't do these kinds of "tests" on ourselves!! So we don't KNOW when we're doing it.

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# Module 3

## Slow Traps

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**Instructor's Note:**

Slide 63 — Module 3: Slow Traps: When Identities Matter

This is an introductory slide only. Begin with this slide as participants start returning from break, then move to the next slide once everyone is settled and focused.

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**Instructor's Note:**

Slide 64-66 — Slow Traps

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**Purpose:** To introduce the concept of slow traps.

**Delivery of Content:**

1. Go over definition of slow traps: slow traps refer to situations that puts someone at risk of being perceived negatively in a domain they care about. For example, in interracial interactions, racial minorities tend to try to avoid being the targets of prejudice, while whites tend to try to avoid appearing prejudiced. We call these slow traps because the cognitive process occurs more slowly (e.g. over the course of minutes, hours, extended interactions, etc) and within conscious awareness and control (you realize you're in the trap during the event, and you can at least try to steer clear of it - though sometimes these attempts can fail or backfire).

2. Go over three factors that lead to slow traps:
   - Our Identity is salient or important in a particular situation. Example: As the lead instructor on this training, it's really important that you think I am knowledgeable on this subject and generally an intelligent person.
   - Our abilities to manage other people's perceptions of ourselves  are low. Example- I am aware that there is a stereotype about cops being dumb so as a cop training on science  there is very little I can do to control your perception of me as an expert on social science especially in this format.

- Failure to validate our identity could lead to negative consequences. Example- If I cannot gain your validation as a reliable and intelligent trainer and the science behind the training, you might report back to other officers that this is a dumb training, my reputation is at stake and the training won't be a success.

3. **Move to next slide (slide 65)** and go over when we're more likely to fall into a slow trap. Just like fast traps, we are more susceptible to falling into slow traps when we are:
   - Mentally taxed
   - In a bad mood
   - Feel threatened
   - A novice
   - Making quick decisions
   - Multitasking

4. **Move to next slide (slide 66)** and provide example of how slow traps can be adaptive, too:
   - If someone is mouthing off to you, what happens to your ability to control a small group?
   - If you demonstrate that there will be consequences for disrespect, you are often safer in your immediate environment.

Suggested reading: Bergsieker, H. B., Shelton, J. N., & Richeson, J. A. (2010).

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**Instructor's Note:**

Slide 67 — Slow Traps: White Men Can't Dance

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**Purpose:** The purpose of this slide is to introduce the idea and definition of stereotype threat, using a clip about the stereotype that White Men Can't Dance.

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**Delivery of Content:** Play Dennis Miller clip: 5:50-7:30

Consider the stereotype that white people can't dance. First, there's the fact that we can probably all think of individual white people that can dance e.g. Channing Tatum in Magic Mike. More importantly, the video  highlights the historical construction of this stereotype- Eddie Murphy's stand-up routine from the early 90s. As discussed, stereotypes have a historical context, there are situations, politics, and power dynamics that contribute to their existence. These stereotypes shift and change with time.

Moreover, the Miller clip highlights the idea that awareness about a negative stereotype about your group can influence your behavior leading to decision-making or outcomes that are inconsistent with your actual character. Perhaps Dennis Miller is an okay dance but if he's surrounded by black people and he's so self conscious about fulfilling the stereotype that his movements become kind of stiff and awkward because he's overthinking it.

This is what we call stereotype threat.

Go over a study that clearly shows the impact of stereotype threat on student performance.

For instance, there's a 2001 study (Ambady, Shih, Kim, & Pittinsky) that found when lower elementary school and middle school Asian girls were primed with positive stereotypes about Asians being great at math they performed well on a standardized math test, when they were primed with negative stereotypes about girls being bad at math, they performed poorly. This is why stereotypes are particularly insidious- their mere existence can lead to behavior that can, on the surface, appear to confirm that stereotype.

Ask the room for a policing-specific stereotype threat.

**Suggested readings:**

Ambady, N., Shih, M., Kim, A., & Pittinsky, T. L. (2001).

Nix, J., Wolfe, S. E., Rojek, J., & Kaminski, R. J. (2015)

**Purpose:**  The purpose of this slide is to discuss impact of stereotype threat on behavior.

**Delivery of Content:** Play the embedded clip.

Discuss after the clip should go over the following: "One only has to turn on the television to view a plethora of stereotypes about people based on gender, race, religion, physical appearance, intelligence—the list goes on.

Claude Steele, Dean for the School of Education at Stanford University, and his colleagues discovered that even when stereotypes are not uttered aloud, the phenomenon of stereotype threat, or the fear of confirming a negative stereotype, can be a stigma that affects attitudes and behaviors. These ideas are very important to Not In Our School because our core principles focus on creating safe, inclusive and accepting environments, free from stereotypes, bullying, and intolerance. In this interview Dr. Steele explains the concept of stereotype threat and its antidote "identity safety."

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**Purpose:** To give a deeper understanding of Stereotype Threat

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*Instructor's Note:*

Instructors should be familiar with concept of masculinity threat:

A specific example of a slow trap/self threat, in which men are more likely to affirm their masculinity after it has been threatened, for example acting aggressively after someone calls them a feminine name. Glick et al. (2007) showed that men discriminated more against effeminate gay men after threats to their masculinity. Goff, DiLeone, and Kahn (2012) showed that experiencing discrimination strengthens the effects of masculinity threat in Black men.

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**Delivery of Content:** Define Stereotype Threat: Stereotype threat is the sense of threat that can arise when one knows that he or she can possibly be judged or treated negatively on the basis of a negative stereotype about one's group.

Go over what is required for stereotype threat to happen:
- An individual feels strongly identified w/ a group
- The individual believes they are being evaluated
- Self-concept is connected to that evaluation

Discuss how stereotype threat might lead to behavior that appears suspicious or agitated, but may in fact be nervous or stressed- tie into the attribution error i.e. more likely to   give negative attributions to outgroup members especially when it conforms to a stereotype about that group. Example: Black men are often perceived as 'hyper-masculine.' This often triggers stereotype threat and aggression from both the officer and noncompliant individual.

**Suggested readings:**
Glick, P., Gangl, C., Gibb, S., Klumpner, S., & Weinberg, E. (2007).

Goff, P. A., Di Leone, B. A. L., & Kahn, K. B. (2012).

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*Instructor's Note:*

Slide 70 — Racial Distancing

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**Delivery of Content:** Go over this diagram, which is pulled from a study by Dr. Goff that illustrates white participants distanced themselves more from Black partners under conditions of threat e.g. conversations of racial profiling, and this distance

correlated with the activation of a "White racist" stereotype. Highlights that stereotype threat impacts behavior and context matters.

Give the participants a couple of minutes to read it.

*Suggested Reading: Goff, P. A., Steele, C. M., & Davies, P. G. (2008).*

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*Instructor's Note:*

Slide 71 — Small Group Exercise - Examples of Slow Traps

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**Purpose:** The purpose of this slide is to give the class some concrete examples of slow traps.

**Delivery of Content:** Explain to participants that they will be participating in a group exercise. Have them break into groups based on whatever method is deemed appropriate for the classroom space and number of participants. Pass out the handout for the Slow Trap Exercise.

Read the slide, and explain the activity.

Model the activity for participants by giving examples of slow traps, such as the following suggested example:

- Female officer responding to noise complaint call, loud frat party. Young man opens the door- what does he say to her? (try to get the class to guess) Answer: Who ordered the stripper?? Now imagine that's the 5th time that officer has heard that joke that day. Now imagine she's lost count of how many times she's heard that joke since joining the force. Now imagine that she's been working for 12 hours, she's hungry, tired.  How do you think she'll react? What kind of threats are at play here? (Be sure to hit the stereotypes about gender and authority threat) Can you see how this female officer might react poorly?

Give participants time to complete the activity (approximately 15 minutes).

Ask each group to choose a member of the group to be their spokesperson and share at least one example they came up with. Allow time for participants to comment and react on each group example shared.

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**Instructor's Note:**

Slide 72 — Authority Threat - Contempt of Cop

**Purpose:** The purpose of this slide is to introduce the idea and definition of Authority Threat.

**Instructor's Note:**

Be prepared with specific examples or media stories about when a cops' legitimate authority is threatened. Note- there are probably a lot of examples from media to use here- be sure to know the details behind any specific examples you use rather than speculate on what you're seeing in a video.

**Delivery of Content:** Start by going through a Q & A about officer identity:

Q: What aspect of a cop's identity matter in many interactions with citizens?

A: Their sense of power or authority.

Q: Why does that identity matter?

A: Officer safety and public safety.

Q: Why might a challenge to an officer's authority end badly?

A: ................. *Return to this after next steps*

Now take a moment to define the 5 types of power social scientists have identified:

- **Legitimate**: a person has been given formal authority to make demands and expects obedience from others. The CEO of your company, for example, has legitimate power.
- **Reward**: a person is able to compensate another – financially or otherwise – for complying with his her demands. A parent has reward power over his children.
- **Expert**: a person has the knowledge and skills to outperform others; their good judgment is respected and relied upon. A specialist physician has expert power.
- **Referent**: a person is strongly liked and admired by others and often exerts a charming influence. A celebrity has referent power. Senior officer, well liked officer.
- **Coercive**: a person achieves compliance from others through the threat of punishment. A military dictator has coercive power.

PJ1 and PJ2 established that respect builds trust and legitimacy and both create the backbone of a successful law enforcement system. Well, in many communities there is little trust of police so their legitimate authority goes out the window; if there's no respect then referent authority is out too.

What other types of authority could an officer rely on? Reward is not an option because police can't pay people to comply. Expert authority might work. If an officer is transparent in their intentions and reveals their expertise in managing a particular situation. For example, a cop asks a young black man to get off a particularly dangerous corner late at night. The young black guy may resist with- it's not illegal to stand on the corner. Maybe the officer responds by saying: Young man, there have been x amount of drug bust on this corner, x amount of shootings resulting in x number of deaths. If you don't want to get stopped by every officer patrolling this area or worse, caught in drug sale shoot out you should get off this corner.

What if that doesn't work. Coercive authority is the only remaining option. Coercive power which can look a lot like excessive or unnecessary force from an outside perspective even though it may still look like ensuring safety from a copper's point of view.

**Group discussion:** Think you would never fall into this trap? Well that's why it's a trap right- because we're not prepared and we're not ready for it. Try to tie in an example from the last exercise. Did anyone bring up this up in the small group exercise. How does contempt of cop lead to contempt of citizen and manifest in the use of coercive power?

Now return to the last question:

Q: Why might a challenge to an officer's authority end badly?

A: When legitimate power is taken away, if police don't have referent power to rely on because of the ways in which police are perceived by some, then they are often left with coercive power, which can look a lot like excessive or unnecessary force from an outside perspective- even though it may still look like ensuring safety from a copper's point of view.

Q: What happens when a cops' legitimate authority is threatened? What are the possible outcomes? -Use your prepared example here.

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*MODULE 3*

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**Purpose:** To show how authority threat can make officers vulnerable to slow traps.

**Delivery of Content:** Emotions will be high and people could become triggered, you may see a strong desire to express those feelings when the video ends (i.e. defend, ask questions, shut down, etc). Instead of trying to stop those conversations, lean into them- but with structure. Example below.

"I know this video has stirred up a lot of thoughts, feelings, and concerns. Understandably so. The reason we showed this video is to identify moments of authority threat and we'll get to that in a moment but lets be honest, we need some time to process this video. Let's get back into our small groups and you all will have 10 minutes to discuss your reactions." (add whatever other personal touch deemed appropriate)

Give them 10 minutes (or whatever designated time you decide), then bring everyone back together.

Address the elephant in the room:

"So we've had a chance to say some of the things, not all, but some. And now let me ask Was what happened in this video legal? Possibly. Did it improve legitimacy within the community? (wait for their response- which should be no).

"So regardless of our views on the lawfulness of this interaction, can we agree that the legitimacy within the community was damaged?" (wait for a response. Curb any comments that might re-engage a conversation about the details of the video by re-iterating what we can all agree on- diminishing legitimacy. Possibly move to the center of the room or closer to them to reset the power dynamic)

"Now that we can agree on that point, lets walk through this video again and identify the different types of authority being used. Call them out when you see them."

Play video again. (Note: consider not playing the video in it's entirety, but rather just long enough for people to identify all types of authority and discuss when it escalates from a routine traffic stop to a "contempt of cop" moment.

**Group Discussion:** What happened to escalate the situation? What slow traps may have been at play here? For the officer? For Sandra? Might it have been different if it was a Black man? What about a White man? What about a White woman? Female White officer, Male black officer?

**Purpose:** The purpose of this slide is to show stereotype threat from a community member's perspective.

**Delivery of Content:** Show the Dave Chapelle clip. Ask participants to discuss their thoughts about the video.

**Debrief:** What might be Chappelle's Slow Traps? How does the situation impact his behavior? How might that be interpreted from a cop's perspective? Has anyone had an experience like this? Tell us about it? Draw on the historical realities of race and policing from PJ1 and PJ2 to address the misconception that if "you aren't guilty you shouldn't be nervous/scared." Studies have demonstrated that Blacks might expect to be judged and treated unfairly by police because of the negative stereotype of Black criminality and that anticipated threat ironically translated into racial differences in anticipated anxiety, self-regulatory efforts, and behavior that is commonly perceived as suspicious by police officers.

Suggested reading: Najdowski, C. J., Bottoms, B. L., & Goff, P. A. (2015).

**Purpose:** To indicate that it is time for a break.

**Delivery of Content:** The content on the slide is information that participants can consume on their own time during the break. Instructor's should be available to participants who may have questions about the information or would like to discuss it.

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- **Myth**: I am not biased! I have diverse friends and I believe in equal treatment.

- **Busted**: Actually we all have implicit bias.

Research shows that all individuals are susceptible to harnessing implicit associations about others based on characteristics like race, skin tone, income, sex and even attributes like weight.

They can affect our behavior toward others, even if we want to treat all people equally.

# Module 4

## Defusing Traps

**Purpose:**  To begin the conversation with trainees of tactics where they can defuse, or overcome traps, while on duty. But first, you must provide clear expectations of what we do NOT mean by defusing traps.

**Delivery of Content:** This final module will provide some concrete tactics that you can employ while on duty to make sure you're not falling into slow or fast traps when interacting with the community. Before we get started, I want to reiterate that that we are not asking you to:

- Stop using your instincts
- Stop using your experienced
- Stop using your knowledge
- Put yourself at risk to spare someone's feeling

**Purpose:**  To remind participants of the expectations of when and how officers should try to avoid falling into traps.

**Delivery of Content:** What we are asking you to do is engage in self reflection when appropriate. When appropriate, try to be aware of:

- What factors in a given situation are leading you to think of someone as a suspect?
- Are there any stereotypes that are informing that decision?

**Purpose:**  This slide provides evidence that simply being aware of implicit bias can actually reduce the impact of implicit bias on behavior.

**Delivery of Content:** 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.

They found that at baseline, there were racial disparities in how referees were making decisions about fouls. Therefore, they adjusted their referee training, and over time, with increased awareness about racial bias, referees' decision-making had a reduction in racially disparate outcomes.

This provides real-life evidence that:

- Being aware of how implicit bias operates can actually reduce the impact of implicit bias on behaviors and decision-making.
- By slowing down and taking the time to reduce the situational factors, you can reduce implicit bias.

**Purpose:**  This slides serves to remind learners what their professional goals as a police officer are. This exercise facilitates group discussion around how to meet the afore-mentioned professional goals, even in difficult situations where one might be vulnerable to traps.

**Delivery of Content:** As a reminder, our goals as a police officer are to:

- Maintain social order.
- Prevent and stop crime in a fair and impartial way.
- Ensure that constitutional rights are protected.
- Secure safety, effectiveness, and support.

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- Serve and protect the public.
- Generate and hold public trust.

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**Instructor's Note:**

In order to facilitate a group discussion on how you can manage difficult situations while on duty while maintaining professional goals, first choose an example.

Recommended situation to use as an example for the exercise:
https://www.washingtonpost.com/news/post-nation/wp/2016/04/30/florida-officer-fired-and-arrested-after-video-shows-him-beating-handcuffed-woman/?tid=hybrid_collaborative_1_na

Discussion of example: This example can be used for the authority threat. Her kicks at the officer were pretty pathetic and a reasonable officer would have just put her on the ground to avoid the kicking.  The level of violence used by the officer is extreme and may have come from an authority threat or even a masculinity threat.

There are a variety of policing examples you could use. If you choose not to use the Stockton example, be sure to NOT use specific examples from inside the department if they are controversial. It is probably okay to use funny/benign/personal examples because you are: 1) eliminating the fact that some internal officers may have been friends with that officer 2) you make yourself the subject matter expert and avoid other people having more facts than you and anything that's high profile.

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Choose an example situation based on the instructor's notes above and present it to the training group.

Walk through tactics in this situation that will allow officers to:

- Avoid falling vulnerable to traps
- Meet the following professional goals listed below

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**Instructor's Note:**

Slide 80 — Personal Goals in Policing

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**Purpose:**  To remind learners what their personal goals as a police officer are.

**Delivery of Content:** In addition to our professional goals, we also have personal goals as officers to:

- Go home safe!
- Limit or get no complaints
- Don't get sued
- Have fun every day at work
- Get promoted
- Don't get fired
- Retire
- Live long and prosper

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**Instructor's Note:**

Slide 81 — How Do Traps Interfere With All of These Goals?

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**Purpose:**  To remind learners how traps can jeopardize officers' personal goals.

**Delivery of Content:**
Goals:

- Go home safe!
- Errors in identifying danger
- Limit or no complaints
- Increased Complaints
- Don't get sued
- Have fun every day at work
- Get promoted
- Don't get fired

Remind the training group that avoiding traps is in their best interest because traps:

- Incite community anger
- Reduce officer satisfaction

It's important to try to avoid falling into these traps because falling into them could reduce both trust and safety within the communities you police.

"Imagine a neighborhood where everybody feels like if they call the police, they're going to get treated badly. That's the kind of neighborhood that criminals like, because they know that the people there are going to be scared to call the police. Similarly, if you're being attacked or your home is being attacked, you'd better hope that the person next door feels comfortable calling the cops. And racial profiling makes that less likely."

Therefore, it's important to understand how your own implicit biases might be operating in policing and to try to defuse traps in your everyday policing, to not only protect the communities you serve, but also to protect yourself.

As Michael Schlosser of the Policing Training Institute said, "A high level of colorblind racial attitudes tells me that police don't understand the racism that exists in society today. It also tells me that they are less likely to be aware of their own assumptions, biases and stereotypes involving race, which could affect their behavior and decision-making."

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*Instructor's Note:*

Slide 82 — Reducing the Influence of Identity Traps

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**Purpose:**  This slide provides some tactical suggestions in reducing the influence of identity traps.

**Delivery of Content:** In order to reduce the influence of identity traps, try to do the following when encountering difficult situations while on duty:

- Change the situation: figure out what chronic situations you can positively change e.g. mood, energy level, time pressure, multitasking

- Slow down: on a midnight patrol, think twice about stopping the white man in the black neighborhood, engage in self-reflection

- Get help from outside the situation: call for back-up in a situation where you feel you might be susceptible to authority threat to prevent falling into a slow trap

- Actively seek out counter-stereotypes: make a point of getting to know the local leaders/clergy in high crime neighborhoods you patrol

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*Instructor's Note:*

Slide 83-84 — Interventions

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**Purpose:**  To introduce intervention strategies to combat traps.

**Delivery of Content:** 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.

Review intervention strategies:
- 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.
- 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

**Go to next slide (slide 83)**

Continue to go through each intervention point like the last slide and either tie it back into to what was discussed or highlight it as a missed intervention strategy.

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

Discussion points for each intervention:
- Slow down- if you are on patrol in the middle of a slow day, do you have time to identify and prepare for traps that may be waiting?
- Practice procedural justice- how could this help disarm traps for you and the person with whom you're interacting?
- De-escalate- can you proactively seek out situations in need of de-escalation? How could you help your partner defuse traps?
- Fight cynicism- Police mostly deal with the worst elements of society- how does that taint ideas of humanity? How do you maintain hope and process all of the terrible things we see everyday that may appear to be part of a hopeless cycle?
- Intervene and accountability- this has to become part of departmental culture which requires everyone's participation

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and buy in. How can you help shift and/or contribute to this culture?

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**Instructor's Note:**

Slide 85 — Quality of Decision-Making: Neutrality

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**Purpose:** The purpose of this slide is to flesh out the link to procedural justice tenet: neutrality. What does it mean to say "be neutral?" Ask officers for their idea of neutral policing then go through each point.

**Delivery of Content:**

Discussion points for each item:

- Decision-making that is neutral- How can you practice this in challenging situations like anti-police protests?
- Unbiased decision- What types of questions could you ask yourself to check whether your decisions are biased or not.
- Consistency- Would it be helpful to do a audit of your decisions? Look at your stops over a week and look for patterns.
- Transparency- Did you take the time to explain yourself even when you feel you didn't have to? How are those interactions different?

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**Instructor's Note:**

Slide 86 — Role Play Exercise

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**Purpose:** To provide an interactive exercise to solidify the training concepts.

**Materials:** For this exercise, you will need: 2 XL white t-shirts and a small piece of paper that can be folded to resemble a dime bag.

**Delivery of Content:**

1. Choose two people to play actors: one black, one white. Take them out of the room, ask them to wear the shirts over their uniform, and give them the following directions: One at a time they will see a couple cops, once you make eye contact, hurriedly take the "dime bag" out of their pocket and throwing it aside. When/if the officers engage, they should interact with the cops. Bring both actors back in the room.

2. Next choose two pairs of cops, the groupings don't matter. Take them both out of the room and instruct them that they will both be responding to a scenario. They should engage as if they were on patrol in a high drug activity area.

3. Bring in first of cops: have them watch the black actor walk by them, sees them and tosses something to the ground. Ask cops to respond to that scenario.

4. Then, bring in 2nd group of cops: have them watch white actor do the same thing and have 2nd groups respond to the scenario.

5. Group discussion: Open dialogue for this activity using the following guiding questions:
   - How did the groups respond differently?
   - What traps could they have fallen into?
   - What situations could have made this worse?
   - Did it not happen because of this training?
   - Did both partners follow protocol?
   - What was going through the cops minds when they watched the scenario?
   - What aspects of this training are relevant to that scenario?

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**Instructor's Note:**

Slide 87 — Group Exercise

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**Purpose:** This group exercise serves to allow learners to engage with the afore-mentioned tactics to defuse traps.

**Delivery of Content:**

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**Instructor's Note:**

Before breaking the trainees into the smaller group for the exercise, first walk through a couple of examples as a group first.

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**Suggested examples:**

Non-policing: Black woman shopping in a store and a store clerk begins following her assuming she's going to steal. How do you defuse that trap?

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Policing: There are 5 cops in a dog-pile with no room/real estate on the perpetrator, and a female officer decides whether or not to join in or to clear the area to keep civilians and officers safer. Her slow trap: concerns about getting called shaky or cowardly by the other officers. Does she risk her reputation, which is so significant in policing, or jump in and potentially get hurt and/or hurt someone unnecessarily? What do we do to disarm that trap?

> **Instructor's Note:**
>
> Resist the urge to tell people to just be a better person i.e. "just don't care about what other people think" because that is not realistic. Explanations could work, but sometimes the explanations actually lead you further into the traps

Possible solutions: Give a pat on the back of the officers, make a plan as a team so that on the next call you can still make the right decision, how do you walk the line between being seen as a team player and doing the right thing tactically.

**Now have officers complete the following exercises in groups of 3-4 officers:**

1. Provide three non-policing scenarios where there are fast and slow traps
   - Have class identify traps, state how they would defuse them for someone else
2. Provide three different non-policing scenarios where there are fast and slow traps
   - Have class identify traps, state how they would defuse them for themselves this time
3. Last, provide three policing-specific scenarios with fast and slow traps
   - Have class identify traps and how they would defuse them for a partner and how they would disarm them for themselves

> **Instructor's Note:**
>
> Slide 88 — When can you defuse?

**Purpose:** To engage participants in a discussion about defusing traps.

**Delivery of Content:** Lead a discussion based on the following questions.

- Where are there opportunities to defuse traps in Law Enforcement?
- Where does it fit in your day?

Facilitate the discussion about where it fits. You just want people in the room to generate the conversation.

> **Instructor's Note:**
>
> Slide 89 — King of the Hill video clip

**Purpose:** The purpose of this clip to see a situation where both fast and slow traps are in play and come up with some strategies to avoid falling into them.

**Delivery of Content:** Play King of the Hill Clip and then ask the following questions:
- How do we help Hank avoid falling into traps?
- If Hank is an officer, and someone calls him a racist right after this, how can we help him avoid a viral video?

> **Instructor's Note:**
>
> Slide 90 — The Daily Show Video: Reducing the Influence of Identity Traps

**Purpose:** This closing video summarizes the importance and relevance of identity traps in policing.

**Delivery of Content:**
- Thanks to training attendees
- Ask whether there are any questions about the training
- Play the video as a closing statement about the importance of identity traps in policing.

> **Instructor's Note:**
>
> Slide 91 — Thank you

**Delivery of Content:** Thank you to partners and contributors: John Jay, Department of Justice, Yale Law, Urban Institute, National Network for Safe Communities, Chicago PD and NYPD.

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# Appendix

## Glossary

**Identity traps:** situations that make one more vulnerable to behave in a biased manner. These behaviors are unrelated to the nature of one's character or conscious intentions and have negative outcomes. Two types of Identity traps: fast and slow.

**Fast traps:** lead to an over-reliance on implicit/automatic associations/biases

> **Implicit association:** an automatic association between two concepts (e.g., doctors and nurses, politicians and lies, Mets and failure, etc.)

> **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

> **Situations that lead to fast traps:**
> Being mentally taxed
> Being in a bad mood
> Feeling threatened
> Being a novice
> Making quick decisions
> Multitasking

**Slow traps:** threats to one's identity that can lead to changed behavior

> **Three factors of a slow trap:**
> 1) Our Identity is salient or important in a particular situation
> 2) Our abilities to manage other people's perceptions of ourselves are low
> 3) Failure to validate our identity could lead to negative consequences.

> **Situations that lead to Slow Traps:**
> Being mentally taxed
> In a bad mood
> Feeling threatened
> Being a novice
> Making quick decisions
> Multitasking

**Stereotypes**: ideas or associations/overgeneralizations that connect group membership and traits about that group

**Prejudice**: the belief that a stereotype or overgeneralization is true and/or you have a strong feeling about a particular group

**Discrimination**: the behavior, acting in line with the stereotype or prejudice; differential treatment based on group membership that is objectionable

**Racism:** is a system of distributing power that privileges one/some racial groupings over others

**Bias**: the catch-all; an idea can be biased; a belief/feeling can be biased; a behavior can be biased

**5 Types of Authority**

**Legitimate:** a person has been given formal authority to make demands of and expert obedience from others.  The CEO of your company, for example, has legitimate power.

**Referent:** a person is strongly liked and admired by others and often exerts a charming influence.  A celebrity has referent power. Senior officer, well liked officer.

**Reward:** a person is able to compensate another – financially or otherwise – for complying with his her demands.  A parent has reward power over his children.

**Expert:**  a person has the knowledge and skills to outperform others; her good judgment is respected and relied upon.  A specialist physician has expert power.

**Coercive:** a person achieves compliance from others through the threat of punishment.  A military dictator has coercive power.

*French, J. R., Raven, B., & Cartwright, D. (1959). The bases of social power. Classics of organization theory, 311-320.*
[http://quickbase.intuit.com/blog/the-5-types-of-power-revisited](http://quickbase.intuit.com/blog/the-5-types-of-power-revisited)

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# Appendix

## Suggested Handouts

**Fast Traps Small Group Exercises 1-3**

*Fast traps: lead to an over-reliance on implicit/automatic associations/biases*

*Implicit 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*

*Situations that lead to fast traps:*
*Being mentally taxed*
*Being in a bad mood*
*Feeling threatened*
*Being a novice*
*Making quick decisions*
*Multitasking*

2. Come up with an example of your own of a fast trap that is: <u>negative/funny- universal</u>
       a. What situations make these traps?
       b. What implicit associations are at play?
       c. How could you avoid this?

1. Come up with an example of your own of a fast trap that is: <u>healthy/positive either universal or police-specific</u>
       a. What situations make these traps?
       b. What implicit associations are at play?
       c. How could you avoid this?

3. Come up with 3 examples of fast traps: <u>negative/ serious- policing</u>
       a. What situations make these traps?
       b. What implicit associations are at play?
       c. How could you avoid this?

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**Slow Traps Small Group Exercise**

*Slow traps: threats to one's identity that can lead to changed behavior*

*Three factors of a slow trap:*
*1) Our Identity is salient or important in a particular situation*
*2) Our abilities to manage other people's perceptions of ourselves are low*
*3) Failure to validate our identity could lead to negative consequences.*

*Situations that lead to Slow Traps:*
*Being mentally taxed*
*In a bad mood*
*Feeling threatened*
*Being a novice*
*Making quick decisions*
*Multitasking*

2. In which situations might those identities be threatened?

1. List your identities that are most important to you.

3. How could that impact your behavior in each situation?

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# Appendix

## Recommended Readings

**Books:**
Kahneman, D. (2011). Thinking, fast and slow. New York, NY: Macmillan.

Alexander, M. (2012). The new Jim Crow: Mass incarceration in the age of colorblindness. The New Press.

**Articles & Abstracts:**
Greenwald, A. G., Nosek, B. A., & Banaji, M. R. (2003). Understanding and using the implicit association test: I. An improved scoring algorithm. Journal of personality and social psychology, 85(2), 197.

In reporting Implicit Association Test (IAT) results, researchers have most often used scoring conventions described in the first publication of the IAT (A. G. Greenwald, D. E. McGhee, & J. L. K. Schwartz, 1998). Demonstration IATs available on the Internet have produced large data sets that were used in the current article to evaluate alternative scoring procedures. Candidate new algorithms were examined in terms of their (a) correlations with parallel self-report measures, (b) resistance to an artifact associated with speed of responding, (c) internal consistency, (d) sensitivity to known influences on IAT measures, and (e) resistance to known procedural influences. The best-performing measure incorporates data from the IAT's practice trials, uses a metric that is calibrated by each respondent's latency variability, and includes a latency penalty for errors. This new algorithm strongly outperforms the earlier (conventional) procedure. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

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.

Using police officers and undergraduates as participants, the authors investigated the influence of stereotypic associations on visual processing in 5 studies. Study 1 demonstrates that Black faces influence participants' ability to spontaneously detect degraded images of crime-relevant objects. Conversely, Studies 2-4 demonstrate that activating abstract concepts (i.e., crime and basketball) induces attentional biases toward Black male faces. Moreover, these processing biases may be related to the degree to which a social group member is physically representative of the social group (Studies 4-5). These studies, taken together, suggest that some associations between social groups and concepts are bidirectional and operate as visual tuning devices--producing shifts in perception and attention of a

sort likely to influence decision making and behavior. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

Bergsieker, H. B., Shelton, J. N., & Richeson, J. A. (2010). To be liked versus respected: Divergent goals in interracial interactions. Journal of personality and social psychology, 99(2), 248.

Pervasive representations of Blacks and Latinos as unintelligent and of Whites as racist may give rise to divergent impression management goals in interracial interactions. We present studies showing that in interracial interactions racial minorities seek to be respected and seen as competent more than Whites do, whereas Whites seek to be liked and seen as moral more than racial minorities do. These divergent impression management goals are reflected in Whites' and racial minorities' self-report responses (Studies 1a, 1b, 2, and 4) and behaviors (Studies 3a and 3b). Divergent goals are observed in pre-existing relationships (Study 2), as well as in live interactions (Studies 3a, 3b, and 4), and are associated with higher levels of negative other-directed affect (Study 4). Implications of these goals for interracial communication and misunderstandings are discussed. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

Ambady, N., Shih, M., Kim, A., & Pittinsky, T. L. (2001). Stereotype susceptibility in children: Effects of identity activation on quantitative performance. Psychological science, 12(5), 385-390.

A growing body of research indicates that the activation of negative stereotypes can impede cognitive performance in adults, whereas positive stereotypes can facilitate cognitive performance. In two studies, we examined the effects of positive and negative stereotypes on the cognitive performance of children in three age groups: lower elementary school, upper elementary school, and middle school. Very young children in the lower elementary grades (kindergarten-grade 2) and older children in the middle school grades (grades 6–8) showed shifts in performance associated with the activation of positive and negative stereotypes; these shifts were consistent with patterns previously reported for adults. The subtle activation of negative stereotypes significantly impeded performance, whereas the subtle activation of positive stereotypes significantly facilitated performance. Markedly different effects were found for children in the upper elementary grades (grades 3–5). These results suggest that the development of stereotype susceptibility is a critical domain for understanding the connection between stereotypes and individual behavior.

Nix, J., Wolfe, S. E., Rojek, J., & Kaminski, R. J. (2015). Trust in the police the influence of procedural justice and perceived collective efficacy. Crime & delinquency, 61(4), 610-640.

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Tyler's process-based model of policing suggests that the police can enhance their perceived legitimacy and trustworthiness in the eyes of the public when they exercise their authority in a procedurally fair manner. To date, most process-based research has focused on the sources of legitimacy while largely overlooking trust in the police. The present study extends this line of literature by examining the sources of trust in the police. In particular, emerging research has revealed that neighborhood context influences attitudes toward the police but much less attention has been given to exploring the role individuals' perceptions of their neighborhood play in shaping such evaluations. Therefore, the present study considers whether individuals' perceptions of collective efficacy serve as a social-psychological cognitive orientation that influences levels of trust in the police. Using data from a recently conducted mail survey of a random sample of 1,681 residents from a metropolitan city, we find that procedural justice evaluations are a primary source of trust in the police. At the same time, however, level of perceived collective efficacy is positively associated with trust even after accounting for procedural justice. The findings suggest that police procedural fairness is vitally important to establishing trust from the public but peoples' cognitive orientation toward their neighborhood context partially shapes the level of trustworthiness they afford to the police.

Glick, P., Gangl, C., Gibb, S., Klumpner, S., & Weinberg, E. (2007). Defensive reactions to masculinity threat: More negative affect toward effeminate (but not masculine) gay men. Sex Roles, 57(1-2), 55-59.

We examined whether, due to men's desire to reject stereotypically feminine traits in themselves, a masculinity threat would elicit negative affect toward effeminate, but not masculine gay men. Fifty-three male undergraduates from the United States received bogus feedback that they had either a "masculine" or "feminine" personality before rating affect toward two "types" of gay men: effeminate and masculine. Results were consistent with the notion that defensive reactions target groups stereotyped as having the specific traits perceivers wish to deny in themselves: masculinity threat selectively increased negative affect toward effeminate, but not masculine, gay men. Thus, gay men who exhibit feminine traits may be at particular risk from men whose masculinity is threatened.

Goff, P. A., Di Leone, B. A. L., & Kahn, K. B. (2012). Racism leads to pushups: How racial discrimination threatens subordinate men's masculinity. Journal of Experimental Social Psychology, 48(5), 1111-1116.

Two studies explored the gendered nature of racial discrimination for Black men, focusing on the relationship between race, discrimination, and masculinity threat. Specifically, we hypothesized that racial discrimination may also represent a threat to Black, but not White, men's masculinity. Both studies examined the target's perspective (i.e. Black and White men's perspectives) on the experience of racism and threat. Black men who experienced discrimination reported greater endorsement of male gender norms and were more vigilant to masculinity threat cues than were those who did not experience discrimination. Additionally, Black men engaged in masculine-typed behaviors–for our purposes, completing more pushups–in proportion to their experience of masculinity threat. Conversely, White men disengaged from the pushup task after experiencing discrimination. Study 2 suggests that White men's disengagement is mediated by affirming their social status. Our data suggest the importance of considering the gendered consequences of racial discrimination toward subordinate-group men.

Goff, P. A., Steele, C. M., & Davies, P. G. (2008). The space between us: stereotype threat and distance in interracial contexts. Journal of personality and social psychology, 94(1), 91.

Four studies investigate the role that stereotype threat plays in producing racial distancing behavior in an anticipated conversation paradigm. It was hypothesized that the threat of appearing racist may have the ironic effect of causing Whites to distance themselves from Black conversation partners. In Study 1, participants distanced themselves more from Black partners under conditions of threat, and this distance correlated with the activation of a "White racist" stereotype. In Study 2, it was demonstrated that Whites' interracial distancing behavior was not predicted by explicit or implicit prejudice. Study 3 provides evidence that conceiving of interracial interactions as opportunities to learn may attenuate the negative consequences of threat for Whites. Study 4 found that Whites have conscious access to their experience of stereotype threat and that this awareness may mediate the relationship between threat and distance. These results are discussed within a broader discourse of racial distancing and the possibility that certain identity threats may be as important as prejudice in determining the outcomes of interracial interactions. (PsycINFO Database Record (c) 2014 APA, all rights reserved)

Najdowski, C. J., Bottoms, B. L., & Goff, P. A. (2015). Stereotype threat and racial differences in citizens' experiences of police encounters. Law and human behavior, 39(5), 463.

We conducted 2 studies to investigate how cultural stereotypes that depict Blacks as criminals affect the way Blacks experience encounters with police officers, expecting that such encounters induce Blacks to feel stereotype threat (i.e., concern about being judged and treated unfairly by police because of the stereotype). In Study 1, we asked Black and White participants to report how they feel when interacting with police officers in general. As predicted, Blacks, but not Whites, reported concern that police officers stereotype them as criminals simply because

of their race. In addition, this effect was found for Black men but not Black women. In Study 2, we asked Black and White men to imagine a specific police encounter and assessed potential downstream consequences of stereotype threat. Consistent with Study 1, Black but not White men anticipated feeling stereotype threat in the hypothetical police encounter. Further, racial differences in anticipated threat translated into racial differences in anticipated anxiety, self-regulatory efforts, and behavior that is commonly perceived as suspicious by police officers. By demonstrating that Blacks might expect to be judged and treated unfairly by police because of the negative stereotype of Black criminality, this research extends stereotype threat theory to the new domain of criminal justice encounters. It also has practical implications for understanding how the stereotype could ironically contribute to bias-based policing and racial disparities in the justice system. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Kang, J., Bennett, M., Carbado, D., & Casey, P. (2011). Implicit bias in the courtroom. UCLA L. Rev., 59, 1124.

Given the substantial and growing scientific literature on implicit bias, the time has now come to confront a critical question: What, if anything, should we do about implicit bias in the courtroom? The author team comprises legal academics, scientists, researchers, and even a sitting federal judge who seek to answer this question in accordance with behavioral realism. The Article first provides a succinct scientific introduction to implicit bias, with some important theoretical clarifications that distinguish between explicit, implicit, and structural forms of bias. Next, the Article applies the science to two trajectories of bias relevant to the courtroom. One story follows a criminal defendant path; the other story follows a civil employment discrimination path. This application involves not only a focused scientific review but also a step-by-step examination of how criminal and civil trials proceed. Finally, the Article examines various concrete intervention strategies to counter implicit biases for key players in the justice system, such as the judge and jury.