



Peer to Peer Intervention

Version: [Accreditation # NM260004]

INSTRUCTOR LESSON

Version:

[NM260004]

Lesson Purpose:	The student will learn how to recognize behavioral issues and effectively intervene with public safety telecommunicators and fellow officers, or ideally, learn how to step in and help before misconduct occurs.
Learning Objectives:	<p>During this lesson, students will receive information and instruction on how to do the following:</p> <ol style="list-style-type: none">1. Identify the career-saving benefits of intervention and the huge risks (including the growing legal risks) of non-intervention2. Identify the signs that an intervention is necessary3. Identify two different types of interventions4. Identify the “inhibitors” to intervention5. Define what it means to be an “Active Bystander”6. Actively promote intervention and discourage passivity7. Identify how and why to respectfully intervene, and to accept intervention
Hours:	1
Instructional Methods:	Online In-Service Learning
Required Materials, Aids & Equipment:	Internet access, Log-in through Acadis
Handouts:	N/A
Testing Requirements:	End-of-topic test
References:	“Active Bystandership for Law Enforcement (ABLE) Project.” Center for Innovations in Community Safety Georgetown Law. https://www.law.georgetown.edu/cics/able/ .

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O’Donnell, Brian N. “Four Stages of Duty to Intervene Police Officers Should Follow.” Police1. Last modified October 6, 2021. <https://www.police1.com/police-training/articles/building-an-agency-culture-that-embraces-a-duty-to-intervene-T8qCy98U59629UIJ/>.

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Video:

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FOX 11 Los Angeles. "Police Officers Stop Fellow Officer Punching Handcuffed Woman During Arrest." Video. YouTube, April 22, 2021.

<https://www.youtube.com/watch?v=vOKhqabg-Ys>.

WPLG Local 10. "Sunrise Police Relieves Sergeant of Duty After He Grabbed an Officer by the Throat." Video. YouTube, January 16, 2022.

<https://www.youtube.com/watch?v=N907XuA18sA>.

WPLG Local 10. "Video Shows Officer Upset Over Colleagues Actions During Arrest" Video. YouTube, March 14, 2022. <https://www.youtube.com/watch?v=JvcVCjlwu3s>

[Authored / Revised / Reviewed] By:

[A scrolling list that archives **all** subject matter experts, legal reviewers, and other personnel who authored, reviewed, or revised the lesson by month and year.]

[Name]

[Title]

[Agency]

[Month Year]

Instructor Notes

[List specific content designed exclusively for instructors to help them prepare for and deliver the lesson. This includes but is not limited to instructor credential requirements, skills testing protocols, and delivery strategies. The amount of content covered in this section will vary by lesson.]

1. Be familiar with the Goerge Floyd case
2. Be familiar with the Sgt. Christopher Pullease case

I. Introduction



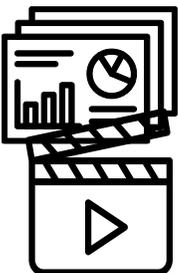
SLIDE: “Legal Duty to Intervene”

Cases like George Floyd and Sergeant Christopher Pullease have brought this issue to the forefront, where training is becoming mandated. This is not a bad thing but rather a chance for telecommunicators and law enforcement to improve their service to the community. What this really comes down to is just doing good work, knowing the laws, and keeping yourself in check.



SLIDE: “Career saving benefits of Intervention”

- i. Intervening protects careers by preventing misconduct and upholding public trust.
- ii. Real-life cases demonstrate that early intervention stops minor issues from escalating, safeguarding reputations and careers.



SLIDE: Click to play the icon to show a 2:43 video, “Former Aurora Officer Found Guilty for Failure to Intervene”

<https://www.youtube.com/watch?v=0DLA4OeAt5E&t=22s>

Video: [“Former Aurora Officer Found Guilty for Failure to Intervene”](https://www.youtube.com/watch?v=0DLA4OeAt5E&t=22s) (2:43)

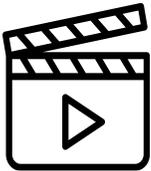
Body

A. Peer to Peer Intervention



SLIDE: Peer to Peer Intervention

1. Law enforcement peer-to-peer (P2P) intervention refers to systems and training that empower officers to intervene when they witness a fellow officer engaging in misconduct, unsafe practices, or behaviors that compromise their well-being.



Utilizing programs like Ethical Policing Is Courageous (EPIC), and Active Bystandership Law Enforcement (ABLE), these programs aim to foster a culture of accountability and mutual support by providing officers with the tools and strategies to have difficult conversations with colleagues and to step in to prevent problems before they escalate, thereby enhancing both professional conduct and officer welfare.

Video: "[Warren Police Officer Charged with Assaulting Inmate.](#)" (2:30)



SLIDE: Click to play the icon to show a 2:30 minute video, "Warren Police Officer Charged with Assaulting Inmate."

<https://www.youtube.com/watch?v=tjy3TIXvJI&t=1s>



Video: "Warren, Officer Sued for \$50M Over Jail Assault." (2:54)

SLIDE: Click to play the icon to show a 2:54 minute video, "Warren, Officer Sued for \$50M Over Jail Assault"

<https://www.youtube.com/watch?v=dRpvzAoLd1k>

**B. EPIC**

Slide: What is EPIC?

1. What is EPIC?
 - a) Ethical Policing Is Courageous (EPIC) is a peer intervention program developed by the New Orleans Police Department (NOPD), in collaboration with community partners, to promote a culture of high-quality and ethical policing. EPIC educates, empowers, and supports the officers on the streets to play a meaningful role in "policing" one another.

EPIC is a peer intervention program that teaches officers how to intervene to stop a wrongful action before it occurs.

- b) At its core, EPIC is an officer survival program, a community safety program, and a job satisfaction program. EPIC represents a cultural change in policing that equips, encourages, and supports officers to intervene to prevent misconduct and ensure high-quality policing. Everyone benefits when potential misconduct is not perpetrated or when a potential mistake is not made.



Video: [What is EPIC?](#) (2:14)

Slide: Click to play the icon to show a 2:14 minute video, “What is EPIC?”

<https://epic.nola.gov/home/>

2. How does EPIC work?

- a) EPIC seeks to incorporate active bystandership into everything an officer does, and to provide officers with the tools and resources needed to do it well. EPIC strives to redefine police culture so that intervention to prevent or stop harmful action is not an exception to good teamwork; it is the very definition of good teamwork. To do this, EPIC reaches throughout the NOPD and touches everything the Department does.



Slide: How does EPIC work, continued

- b) Redefines critical loyalty
- c) Changes (or at least adds to) what we look for in the officers we hire
- d) Trains officers and supervisors to identify danger signs
- e) Equips officers with the skills they need to intervene before problems occur/escalate, and to do so safely
- f) Supports and protects officers who do the right thing; and
- g) Provides officers with resources to help them make ethical decisions

C. What is ABLE?

**Slide: What is ABLE?**

1. Georgetown University Law Center's Innovative Policing Program, in collaboration with global law firm Sheppard Mullin LLP, created the Active Bystandership for Law Enforcement (ABLE) Project to serve as a national hub for active bystander scholarship, training, and technical assistance.
2. ABLE teaches a practical skill. ABLE training provides practical active bystandership strategies and tactics to prevent misconduct, reduce officer mistakes, and promote health and wellness. ABLE gives officers the tools they need to overcome the powerful inhibitors to intervene in one another's actions.

**Slide: What is ABLE? continued.**

3. ABLE requires agency commitment. ABLE training is provided primarily through a Train-The-Trainer (TTT) program. To be considered for the TTT program, law enforcement agencies must commit to 10 ABLE Standards and submit four letters of support – one from the agency head (e.g., Chief/Sheriff), one from the locality head (e.g., Mayor/County Executive), and two from community groups vouching for the agency's commitment to ABLE. These Standards are meant to ensure that ABLE training is effective at preventing harm and changing culture.

**Slide: What is ABLE? continued.**

4. As of 1/15/2026 the following New Mexico agencies participate in ABLE training:
 - Albuquerque PD, 7/15/2021
 - Colfax County Sheriff's Office, 6/4/2021
 - Farmington PD, 1/28/2023
 - NM State Police 6/3/2022
 - Santa Fe County Sheriff's office 10/15/2021

D. Peer Bystander Intervention in Law Enforcement

**Slide: Peer Bystander Intervention in Law Enforcement**

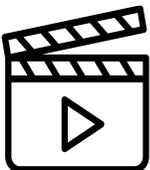
- Bystander intervention promotes a culture where telecommunicators and officers support each other to prevent misconduct, enhancing public trust.
- Key strategies include understanding the legal duty to intervene and addressing barriers like fear of retaliation.
- Successful intervention policies empower telecommunicators and officers to act early and appropriately, focusing on techniques like redirecting attention, direct confrontation, and delegating action.
- Emphasizing “Duty to Intervene” policies helps departments protect telecommunicators, officers, and the community by preventing misconduct.

**Slide: What does it mean to be an active bystander?**

It means to act upon, rather than watching.

Intervene when we see:

- An employee doing something or about to do something that would discredit themselves, the department, or the profession.
- An employee engaging in behaviors that are harmful and/or of concern for wellbeing, mental health, physical health, etc.
- An encounter that is likely to end badly (hostile or escalating behavior, unprofessional conduct, etc.).
- Unsafe behavior or tactics by an employee.
- Cutting corners that could jeopardize an investigation, safety, or public confidence.



Video: [Video shows officer upset over colleagues' actions during arrest](https://www.youtube.com/watch?v=JvcVCjIwu3s)
(2:31)



Slide: Click to play the icon to show a 2:31 minute video, “Video shows officer upset over colleagues’ actions during arrest.”
<https://www.youtube.com/watch?v=JvcVCjIwu3s>



Slide: Peer Bystander Intervention in Law Enforcement Agencies

1. Benefits
 - a) Peer bystander intervention policies and practices can benefit police organizations by supporting their mission, vision and professionalism, and enhance their relationship with the communities they serve. As peer bystander intervention becomes an ingrained part of a department's culture, benefits may include fewer citizen complaints, fewer instances of misconduct, a decrease in the use of excessive force, an increase in officer safety and wellness, fewer disciplinary issues, increased retention of employees, and increased trust from the community.
 - b) There are many reasons officers do not intervene when they see or are aware of misconduct, some of these reasons include belief that loyalty means supporting a colleague's actions regardless of whether they are right or wrong, a fear of retaliation and backlash from peers, detriment to one's career, or the desire to not get involved. Peer bystander intervention encourages officers to recognize that stepping into a situation when a peer is about to make a mistake benefits them and everyone involved.



Slide: Peer Intervention Policies and Organizational Culture

2. Peer Intervention Policies and Organizational Culture
 - a) Implementing a standalone "Duty to Intervene" policy separate from an agency's use-of-force policy communicates that this is a priority for an agency's leadership. An effective policy states that officers must intervene if witnessing a fellow officer engaging in any act that is unethical, violates law or policy, or when force is being inappropriately applied or applied when it is no longer required. The "Duty to Intervene" policy should also include a clause prohibiting retaliation or at least be associated with the agency's Duty to Report Misconduct/ Whistleblower Protection policy.

- b) However, policy alone cannot be effective unless it is backed by an organizational culture where peer intervention is actively encouraged and rewarded. The foundation of peer bystander intervention for police is that officers can have a powerful and positive impact on the actions of their fellow officers. An agency culture that supports peer intervention means that officers are empowered to speak up, regardless of rank, to let a colleague know that they are about to make a mistake that could impact the officer, their family, their career, the agency's relationship with the community, and the community itself. It is important that agency leadership clearly communicates this message and that it is enforced throughout all ranks.



Slide: Training

3. Training

- a) Law enforcement is not the only field in which peer bystander intervention is encouraged. Hospitals, airlines, and corporations also have peer intervention training and policies in place to reduce misconduct. Additionally, peer bystander intervention strategies are used to reduce drunk driving, sexual misconduct, and bullying.
- b) Training should focus on reducing the inhibitors that individuals have to intervening, which includes bolstering their confidence in their skills and ability to do so. Training should include role-play scenarios that enable officers to practice how they would intervene in a wide range of situations. The New Orleans, LA, Police Department's Ethical Policing is Courageous (EPIC) training program materials are available for use by any law enforcement agency.



Slide: The Five Stages of Intervention

4. The Five Stages of Intervention

- a) Stage One – See the Problem
While some situations are obvious, others might be

more subtle. It is important to know that even the most subtle of behaviors require early intervention to mitigate escalation.

- b) **Stage Two – Determine Whether Action Is Required**
Some problematic situations might simply require acknowledgement, but many will necessitate intervention. Determining that action is needed is often based on the situation and should be clearly delineated by the agency.
- c) **Stage Three – Decide to Take Personal Responsibility to Act**
As someone sworn to protect the community, taking on personal responsibility to act is not only expected, it is one of the many duties of the role. Departmental Duty to Intervene policies should also be considered when deciding to act.



Slide: The Five Stages of Intervention, continued

- d) **Stage Four – Determine How to Intervene**
Although intervention actions depend on the specific situation, officers can actively intervene when a colleague is engaging in misconduct by using one or more of the “3 D’s”:
 - (1) **Distract – Redirect the individual’s attention.**
 - Example(s): redirecting the conversation; using tactics to de-escalate the situation.
 - (2) **Direct – Address the misconduct directly and step in to intervene; depending on the relative rank of the officer engaging in misconduct, this may include giving them direct commands to cease the behavior.**
 - Example(s): Professionally confront peers, physically step in to stop use-of-force or misconduct, call out problematic statements, request a supervisor of greater rank than the officer involved respond to the scene,

give orders to cease behavior (when appropriate).



Slide: The Five Stages of Intervention, continued

(3) Delegate – Appoint someone else to take an action.

- Example(s): Tell another officer present to help the officer hold the suspect in a better way; tell another officer present to call for medical back-up if the suspect appears to need medical assistance, instruct another officer to request that a supervisor of greater rank than the officer involved respond to the scene.



Slide: The Five Stages of Intervention, continued

e) How to intervene with a superior:

- Present solutions, not problems: Suggest an alternative way of succeeding.
- Support the department's mission, vision and professionalism: Connect your concerns back to supporting the department's success. It shows a commitment to the profession and to the community.
- Have their back: Let them know when something might reflect poorly on them and demonstrate that you are interested in supporting their career as well as your own.

f) Stage Five – Take Action

- Sometimes a situation clearly requires action, and it is your obligation to do so.



Slide: Legal Duty to Intervene

5. Legal Duty to Intervene
 - a) Law enforcement officials have a legal duty to intervene on behalf of a citizen whose rights are being violated.
 - b) In cases where law enforcement officials do not intercede with their fellow officers to ensure citizens' rights are being protected, they are liable under Section 1983 of the Civil Rights Act of 1871. According to "Section 1983 Litigation", Section 1983 applies to situations such as unjustifiable arrests, excessive force by a fellow officer, and any constitutional violation by a law enforcement official.
 - c) If an officer does not act to intervene in a situation where a fellow law enforcement official is engaging in misconduct, they can face serious consequences for themselves and their career.
 - d) Finally, encourage, support, and equip officers to intervene. This will help prevent potential misconduct and ensure high-quality policing in your department. The officer, department, and community all benefit when potential misconduct is stopped.



Slide: Signs an Intervention is Needed

- E. Signs an Intervention is Needed
 1. Behavioral cues can indicate the need for intervention. They include:
 - a) Frustration
 - b) Aggression
 - c) Poor decision making
 2. Recognizing these signs can prevent situations from escalating into misconduct.



Video: [Assault on a fellow officer](#) (3:04)



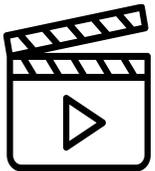
Slide: Click to play the icon to show a 3:04 minute video, “Assault on a fellow officer.” <https://www.youtube.com/watch?v=LVT-IIVsN8Y&t=20s>

F. Types of Intervention



Slide: Types of Intervention

1. Two types of intervention
 - a) Non-emergency
 - (1) Proactive
 - (2) Respectful
 - (3) Private conversations aimed at prevention
 - b) Emergency
 - (1) Assertive
 - (2) Sometimes physical
 - (3) Immediate actions to prevent harm or misconduct



Video: [DYK? Duty to Intercede](#) (4:30)



Slide: Click to play the icon to show a 3:04 minute video, “DYK? Duty to Intercede.” <https://www.youtube.com/watch?v=vvHEJecCTsg>



Slide: Non-Emergency Interventions

G. Non-Emergency Interventions

1. It may be best to speak with a coworker privately. Be discreet, if possible.
2. Approach with courtesy and respect, to identify the issue and offer assistance.
3. Make the intervention obvious. It may take time to “sink in”, and follow-up may be necessary.

4. Recognize how you would want to be approached. It is a requirement for a professional to learn to accept an appropriate intervention.
5. If the coworker dismisses your effort, it may be necessary to “escalate” to a higher rank, or another officer, to make sure you’ve done enough.



Slide: Emergency Interventions

H. Emergency Interventions

1. Improper behavior needs to be stopped immediately.
 - You sense a fellow officer might be on the verge of doing something wrong - such as excessive force.
 - You sense a fellow telecommunicator getting frustrated with a caller.
2. React the way you need to react.
3. Could be verbal – “I am taking over,” or “I’ll handle this”, “I’ve got this.”
4. Physical – you may have to physically insert yourself into the situation.
5. Some situations will require immediate escalation such as major policy violations.
6. The ultimate goal of the intervention is to PREVENT an incident that could require reporting and discipline.



Slide: Emergency Interventions

In the next video take note of how the officer with the notepad intervenes. Pay attention to his body positioning and how he is able to control the scene.



Video: [Police officers stop fellow officer punching handcuffed woman during arrest](#) (0:31)



Slide: Click to play the icon to show a 0:31 second video, “Police officers stop fellow officer punching handcuffed woman during arrest” <https://www.youtube.com/watch?v=vOKhqabg-Ys>

I. Legal Duty to Intervene

**Slide: Legal Duty to Intervene**

1. An officer may be held liable by a court under 42 U.S.C. § 1983, on the theory of bystander liability, if:
 - a) The officer knows that a fellow officer is violating an individual's constitutional rights;
 - b) The officer has a reasonable opportunity to prevent the harm; and
 - c) The officer chooses not to act.

J. New Mexico Law

**Slide: New Mexico Law**

1. Under NM Stat § 29-7D-5, officers must intervene and report excessive force.
 - a) A law enforcement officer who observes another officer using physical force, including deadly physical force, that the law enforcement officer has probable cause to believe is excessive based on the totality of the circumstances **shall report the incident to the officer's direct supervisor as soon as reasonably possible but no later than the end of the officer's shift.**
 - b) A law enforcement officer who had a duty to intervene and failed to do so shall be disciplined and depending on the seriousness of the violation, may be suspended, decertified, decommissioned, or terminated from the officer's position.

K. Barriers to Intervention

**Slide: Barriers to Intervention**

1. Fear of Hierarchy: Telecommunicators and officers may hesitate to intervene with superiors, fearing repercussions.
2. Peer Pressure: Concerns about loyalty and judgment may discourage intervention.
3. Misplaced Loyalty: A strong sense of solidarity may lead telecommunicators and officers to avoid addressing misconduct.

4. Damaging Relationships: Fears of straining professional ties often prevent telecommunicators and officers from stepping in.



Video: ["Did You Know? - "Conversations" \(2:37\)](#)



Slide: Click to play the icon to show a 2:37 minute video, "Did You Know? - "Conversations" (2:37)

<https://www.youtube.com/watch?v=jQPf3r-Y5JU>

III. Conclusion

A. Summary



SLIDE: "Conclusion"

Early, respectful intervention builds accountability, protects careers, and maintains public trust. Apply these skills to foster a proactive and supportive environment within your department.



Active Bystandership for Law Enforcement (ABLE) Project FACT SHEET

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Executive Summary

Georgetown University Law Center's Innovative Policing Program, in collaboration with global law firm Sheppard Mullin LLP, created the Active Bystandership for Law Enforcement (ABLE) Project to serve as a national hub for active bystander scholarship, training, and technical assistance.

- **ABLE teaches a practical skill.** ABLE training provides practical active bystandership strategies and tactics to prevent misconduct, reduce officer mistakes, and promote health and wellness. ABLE gives officers the tools they need to overcome the powerful inhibitors to intervene in one another's actions.
- **ABLE requires agency commitment.** ABLE training is provided primarily through a Train-The-Trainer (TTT) program. To be considered for the TTT program, law enforcement agencies must commit to 10 ABLE Standards and submit four letters of support - one from the agency head (e.g., Chief/Sheriff), one from the locality head (e.g., Mayor/County Executive), and two from community groups vouching for the agency's commitment to ABLE. These Standards are meant to ensure that ABLE training is effective at preventing harm and changing culture.
- **ABLE is evidence-based.** The ABLE Project is unique in how carefully the training is built upon decades of research, field studies, and on-the-ground experience. When based on sound research, active bystandership works and can be taught.
- **ABLE is widely supported.** Officers, departments, civil rights/social justice groups, and members of the community embrace ABLE. More than 100 law enforcement agencies have made public commitments to ABLE, including The New York City Police Department, the New Orleans Police Department, the Philadelphia Police Department, the Dallas Police Department, the Seattle Police Department, the Washington State Criminal Justice Training Commission, the Northern Virginia Criminal Justice Training Academy, the New Hampshire Police Standards and Training Council, the Clemson University Police Department, the Wilmington North Carolina Police Department, and many others.
- **ABLE is not a reporting program.** ABLE is not a disciplinary program or a reporting program. If an action is reportable before the



implementation of ABLE, it remains reportable after the implementation of ABLE. ABLE simply teaches officers a new skill - a better way to do something many want to do anyway - and seeks to promote a departmental culture where the use of that skill is encouraged, accepted, and even rewarded.

- **ABLE is tested.** The ABLE Project is founded upon the scholarship and research of Dr. Ervin Staub, professor emeritus, U. Mass. Amherst. Dr. Staub worked hand in hand with other experts and the men and women of the New Orleans Police Department to develop the country's first department-wide peer intervention program, called EPIC (Ethical Policing Is Courageous). EPIC has been in use successfully in New Orleans since 2015.
- **ABLE is adaptable.** No matter what police departments or public safety look like tomorrow, we still will need active bystandership training.

The ABLE Project Mission

The mission of the ABLE Project is simple and straightforward.

- Ensure every police officer in the United States has the opportunity to receive meaningful, effective active bystandership training.
- Produce and serve as a clearinghouse for thoughtful and sound training materials, including curricula, lesson plans, presentation materials, and teacher's aides.
- Provide guidance to police agencies and communities that want to develop meaningful active bystandership programs and build the cultures that sustain them.
- Establish standards and benchmarks for effective active bystandership programs.
- Serve as a hub to connect ABLE partners agencies, community groups, and other organizations across the U.S.

ABLE Project Programs

The ABLE Project offers different active bystandership programs for law enforcement agencies of all sizes.

- **ABLE Train-The-Trainer Events.** ABLE Train-The-Trainer events are offered free of charge to agencies willing to commit to the 10 ABLE Standards available [on the ABLE website](http://www.law.georgetown.edu/ABLE). Interested agencies must

submit FOUR letters of support in conjunction with their applications: One letter from the agency head (chief/sheriff/director), one letter from the locality head (mayor/county executive/governor), and two letters from community groups vouching for the agency's sincerity in implementing ABLE.

- **ABLE Academy/POST-Focused Train-The-Trainer Events.** The ABLE Project is working with a number of statewide and regional academies and standards-setting agencies to offer dedicated Train-The-Trainer events for those organizations.
- **ABLE Overview Programs.** The ABLE Project from time to time holds "virtual open houses" to provide more information about active bystandership generally and the ABLE Project in particular. The first Open House was held in July 2020, and is available for [free viewing on YouTube](#).
- **Exclusive Learning Sessions.** ABLE participants are invited to participate in free, dedicated online workshops. These workshops provide implementation support and ongoing training and networking opportunities for agencies accepted into the ABLE Project.
- **Command Staff "Lunch & Learns."** Upon request and subject to availability, the ABLE Project offers free virtual overview programs to law enforcement agencies looking to participate in the ABLE Project.
- **Complementary Programs.** The New Orleans Police Department, in partnership with Loyola University New Orleans Law School, holds an annual Executive Leadership Conference focusing on peer intervention. More information about the conference can be found [on the EPIC website](#). The ABLE Project is proud to support this conference.

How We Know Active Bystandership Training Works

While it is hard to quantify the success of active bystandership training because, in most cases, when it works, nothing happens, we have strong evidence it is effective.

- Dr. Ervin Staub and other scholars have studied active bystandership for decades. Their research confirms the skills necessary to intervene successfully can be taught and learned.



- Dr. Staub and others have conducted extensive field experiments that show the inhibitors to an intervention can be overcome even in hierarchical environments.
- Other national problems have been successfully mitigated using active bystandership techniques, including drunk driving, mistakes in surgery, pilot errors, and sexual assaults on campus.
- The on-the-ground experience of the New Orleans Police Department evidences the success of the ABLE principles. The NOPD developed and implemented a successful bystandership program called EPIC (Ethical Policing Is Courageous) in New Orleans in 2015, much of which served as the foundation for the ABLE Project.
- A survey of police officers in New Orleans showed officers who have gone through EPIC training perceive themselves as being more likely to intervene in another officer's actions.
- The ABLE Project's Research Advisory Board, composed of leading researchers from across the country, has assisted our team in the development of pre- and post-implementation surveys that are administered to officers of all ABLE agencies before and after receiving the training. The survey is designed to measure changes in attitudes, perceptions of culture, and self-reported behaviors related to intervention. The ABLE team continues to work with the Research Advisory Board and with external partners to develop additional metrics for program evaluation.

ABLE History

The ABLE Project was launched in June 2020, but is built upon decades of research, field studies, and on-the-ground experience.

- Dr. Ervin Staub, Professor Emeritus at the University of Massachusetts and the founder of the Psychology of Peace and Violence Program, has studied active and passive bystandership for decades. Following the Rodney King beating, Dr. Staub was engaged by the LAPD to create active bystander training for law enforcement officers.
- The 2012 New Orleans Consent Decree incorporated a requirement that NOPD teach peer intervention to its officers.
- In 2014, civil rights lawyer Mary Howell, social activist Ted Quant, psychologist Dr. Joel Dvoskin and others proposed incorporating an active bystandership training recommendation in the President's Task Force on 21st Century Policing Report.



- In 2014 and 2015, the New Orleans Police Department worked with Dr. Staub, Dr. Dvoskin, community members, and other experts to develop the country's first department-wide active bystandership program, called EPIC (Ethical Policing Is Courageous).
- The push to develop EPIC came from NOPD rank and file officers, working closely with Department leadership and community members, looking for a way to protect the public and save careers at the same time.
- In June 2020, following the tragic killing of George Floyd, Georgetown University Law Center's Innovative Policing Program, in collaboration with global law firm Sheppard Mullin LLP, created the Active Bystandership for Law Enforcement (ABLE) Project to serve as a national hub for active bystander scholarship, training, and technical assistance. The ABLE Project is housed within Georgetown's existing Innovative Policing Program, led by Professors Christy Lopez and Rosa Brooks. The creators of the New Orleans EPIC program remain significantly involved in the ABLE Project. The New Orleans Police Department has committed to the ABLE Standards and has had several instructors certified as ABLE instructors via the Train-the-Trainer program.
- In September 2020, the ABLE Project began working with the FBI National Academy (NA), the country's premier education program for law enforcement executives, to bring the ABLE Project to even more agencies and communities across the country. Among other things, the FBI NA will incorporate active bystandership training taught by ABLE-certified professional NA instructors for all NA attendees and will give NA participants the option of taking a two-day ABLE certification program while at the NA to become an ABLE-certified instructor.

ABLE Resources

The ABLE Project is always evolving. We continue to expand our training offerings and expand the resources available on our website. Here is a look at the resources that are or soon will be available via the ABLE Project web site:

- **Caselaw Digests.** Federal and state law regarding the civil and criminal liability of bystander officers continues to evolve. The ABLE Project website will provide a digest of relevant federal and state bystander caselaw.



- **Statutory Digests.** Legislatures across the country are actively seeking to impose requirements for officers to intervene to prevent wrongdoing. The ABLE Project website will track these legislative efforts.
- **Policy Best Practices.** To participate in the ABLE Project, law enforcement agencies must adopt certain policies designed to create a culture in which active bystandership will thrive. The ABLE Project website will provide a collection of model policies to assist agencies in adopting best practices in these areas.
- **Online “ABLE Shorts” Video Series.** To give agencies and communities a deeper understanding of what active bystandership is and how it works in the context of policing, the ABLE Project will host a series of brief Zoom interviews with thought-leaders in the areas of policing, social justice, civil rights, teaching, psychology, and related fields.
- **Implementation Technical Assistance.** The ABLE Project provides law enforcement agencies accepted in the program with a wide variety of free implementation support. For agencies that require additional assistance, the ABLE Project website will offer a list of individuals and agencies offering free support.

For more information regarding the ABLE Project, please visit <https://www.law.georgetown.edu/ABLE> or email ABLE@georgetown.edu.