

## CRM LESSON PLAN REPORT

### IMPLEMENT RESPONSIBILITIES REGARDING CRIMINAL ACTIVITIES WITHIN THE UNIT 191-9999 / 18.0 ©

Approved  
14 Feb 2018

Effective Date: 14 Feb 2018

**SCOPE:**

None

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**Foreign Disclosure: FD3** - This training product has been reviewed by the developers in coordination with the MSCoE/Fort Leonard Wood, MO foreign disclosure officer. This training product cannot be used to instruct international military students.

**SECTION I. ADMINISTRATIVE DATA**

**All Course Masters/POIs Including This Lesson**

<b>Courses</b>				
<u>Course Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
None				

<b>POIs</b>				
<u>POI Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
None				

**Task(s) Taught(\*) or Supported**

<u>Task Number</u>	<u>Task Title</u>	<u>Status</u>

**Reinforced Task(s)**

<u>Task Number</u>	<u>Task Title</u>	<u>Status</u>

**Knowledge**

<u>Knowledge Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
191-AFI-0005	Establish a Crime Prevention Program	No	Yes
K7887	Identify reporting procedures	Yes	Yes

**Skill**

<u>Skill Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
805C-S-0822	Ability to apply effective communication skills	No	Yes

**Administrative/ Academic Hours**

The administrative/academic (50 min) hours required to teach this lesson are as follows:

<u>Academic</u>	<u>Resident Hours / Methods</u>		
Yes	0 hrs	35 mins	ELM - Generalize New Information
Yes	0 hrs	15 mins	ELM - Concrete Experience
Yes	0 hrs	20 mins	ELM - Apply
Yes	0 hrs	10 mins	Discussion (Small or Large Group)
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Total Hours(50 min):	1 hr	30 mins	

**Instructor Action Hours**

The instructor action (60 min) hours required to teach this lesson are as follows:

<u>Hours/Actions</u>			
0 hrs	5 mins	Classroom Breakdown	
0 hrs	5 mins	Classroom Setup	
0 hrs	30 mins	Grade Paper	
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Total Hours (60 min):	0 hrs	40 mins	

**Test Lesson(s)**

<u>Hours</u>	<u>Lesson Number Version</u>	<u>Lesson Title</u>
None		

**Prerequisite Lesson(s)**

<u>Hours</u>	<u>Lesson Number Version</u>	<u>Lesson Title</u>
None		

**Training Material Classification**

Security Level: This course/lesson will present information that has a Security Classification of: U - Unclassified.

**Foreign Disclosure Restrictions**

FD3. This training product has been reviewed by the developers in coordination with the MSCoE/Fort Leonard Wood, MO foreign disclosure officer. This training product cannot be used to instruct international military students.

**References**

<u>Number</u>	<u>Title</u>	<u>Date</u>
AR 15-6	PROCEDURES FOR INVESTIGATING OFFICERS AND BOARDS OF OFFICERS	01 Apr 2016
AR 190-30	MILITARY POLICE INVESTIGATIONS	01 Nov 2005
AR 190-45	LAW ENFORCEMENT REPORTING	27 Sep 2016
AR 195-2	Criminal Investigation Activities (*RAR 001, 07/08/2010) (*RAR 002, 09/06/2011)	09 Jun 2014
AR 600-20	Army Command Policy	06 Nov 2014
AR 600-85	THE ARMY SUBSTANCE ABUSE PROGRAM	28 Nov 2016
Army Health Promotion, Risk Reduction, Suicide Prevention Report 2010	HP/RR/SP Report 2010 (Red Book) <a href="http://www.armyg1.army.mil/hr/suicide/docs/Commanders%20Tool%20Kit/HPRRSP_Report_2010_v00.pdf">http://www.armyg1.army.mil/hr/suicide/docs/Commanders%20Tool%20Kit/HPRRSP_Report_2010_v00.pdf</a>	28 Jul 2010
DODI 7730.47	Defense Incident-Based Reporting System (DIBRS)	23 Jan 2014
UCMJ	Uniform Code of Military Justice.	

**Student Study Assignment**

AR 190-30 Military Police Investigations, 1 November 2005, Chapter 4  
 AR 190-45 Law Enforcement Reporting, 27 September 2016, Chapter 4  
 AR 195-2 Criminal Investigation Activities, 09 June 2014, Chapter 1 and Appendix B  
 Army HP/RR/SP Report 2010, pages 36 through 87

**Instructor Requirements**

As stated in each learning step/activity (LSA).

**Support Personnel Requirements**

None

**Additional Support Personnel Requirements**

<u>Name</u>	<u>Student Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

**Equipment Required for Instruction**

<u>ID - Name</u>	<u>Student Ratio</u>	<u>Instructor Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
6730-00-224-9819 - Screen, Projection, Portable, Ceiling Mounted Remarks:	1:32	1:1	No	0	No
7000-21-000-0051 - Overhead Projector w/Computer Interface Remarks:	1:32	1:1	No	0	No
<i>(Note: Asterisk before ID indicates a TADSS.)</i>					

**Materials Required**

*Instructor Materials:*  
 Lesson Plan  
 PowerPoint Presentation  
 Army HP/RR/SP Report 2010, pages 36 through 87  
 Student Handouts- to include scenario with partially filled out DA Form 4833  
 FY2016 Army Crime Report  
 AR 600-85  
 AR 600-20

*Student Materials:*

AR 190-30 Military Police Investigations, 1 November 2005, Chapter 4  
AR 190-45 Law Enforcement Reporting, 30 March 2007 27 September 2016, Chapter 4  
AR 195-2 Criminal Investigation Activities, 09 June 2014, Chapter 1 and Appendix B  
Army HP/RR/SP Report 2010, pages 36 through 87  
AR 600-85 The Army Substance Abuse Program, 28 November 2016  
AR 600-20 Army Command Policy, 06 November 2014

**Classroom,  
Training Area,  
and Range  
Requirements**

<u>ID - Name</u>	<u>Quantity</u>	<u>Student Ratio</u>	<u>Setup Mins</u>	<u>Cleanup Mins</u>
17120-M-1600-40 Classroom, Multipurpose, 1600 Square Feet, 40 Students Remarks:		1:32	5	5

**Ammunition  
Requirements**

<u>DODIC - Name</u>	<u>Exp</u>	<u>Student Ratio</u>	<u>Instruct Ratio</u>	<u>Spt Qty</u>
None				

**Instructional Guidance/  
Conduct of Lesson**

**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

The instructor will relate the lesson to the operating environmental (OE) using personal experiences or information obtained from the Center for Army Lessons Learned (CALL).  
Instructor Note: As of 16 Jan 15 the risk assessment for 191-9999 has been deemed low by Fort Leonard Wood. Because this unit of instruction is being taught in various schools, centers and proponents each facility must insure an updated risk assessment is in place for their location.

**Proponent Lesson  
Plan Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Lynn Richardson	Not available	Approver	14 Feb 2018

## SECTION II. INTRODUCTION

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Method of Instruction: Discussion (Small or Large Group)  
Mode of Delivery: Resident Instruction  
Instr Type (I:S Ratio): Military - ICH (1:32)  
Time of Instruction: 5 mins

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### Motivator

**NOTE:** Show Slide #1 (Title Slide)

Good morning/afternoon, I'm \_\_\_\_\_ and I will be your instructor/facilitator for this lesson entitled "Implement Responsibilities Regarding Criminal Activity within the Unit".

**Instructor Note:** Use the following motivator, paraphrase it, or use one of your own. Ensure you emphasize upon the students why executing good command responsibilities regarding criminal activity within the unit is so important.

**NOTE:** Show Slide #2 (Readiness of the Force...)

Readiness of the Force is the Army's #1 priority. Readiness provides the foundation of America's capability to deploy, fight, and win the Nation's wars. **Our Army must remain capable to accomplish any mission, anytime, anywhere. Criminals on installations and Soldiers committing crimes erode the readiness we are trying to achieve.** Whether it is violent crime against people, crimes against property, or seemingly harmless misdemeanors, all crime eventually impacts our ability to be that capable and ready Force the Nation deserves. It takes engaged law enforcement, Commanders, and leaders at all levels to combat this crime within the ranks and on our installations.

Crime is transmittable both vertically and horizontally. It is transmittable vertically in the individual through the escalation from one crime to subsequent crimes and from minor infractions to increasingly more serious acts. This is most notable among drug offenses where habits feed dependence or addiction, eventually culminating in other crimes such as theft or robbery to satisfy its demand. This is equally true of high-risk behavior, with each act resulting in desensitization to policy, regulations and laws. In other words, once the line is crossed it becomes easier to cross the next time. Of greater concern to the Army is the horizontal transmission of crime to others, which is ironically facilitated by the same team cohesion that it erodes. Again, illicit drug use, but also sex crimes and larcenies are notable examples where a single individual will often transmit their acts of high-risk behavior and crime to others. These crimes will often have multiple offenders as part of a single crime event.

**As commander's it is your responsibility to react and report criminal activity within the unit as well as recognized crime prevention resources you have available to assist you.**

**NOTE:** Show Slide #3 (Terminal Learning Objective)

**Terminal Learning Objective**

**NOTE.** Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Implement responsibilities regarding criminal activities within the unit.
Conditions:	Given reference material, a scenario, and personal notes in a classroom environment.
Standards:	Implement responsibilities regarding criminal activity within the unit, with assistance from Staff Judge Advocate (SJA), by: <ol style="list-style-type: none"> <li>1. Reacting to suspected and known criminal activity within the unit.</li> <li>2. Reporting the action taken as a response to the criminal activity.</li> <li>3. Recognizing crime prevention resources available to assist in maintaining good order and discipline within the unit.</li> </ol>
Learning Domain - Level:	Cognitive - Analyzing
No JPME Learning Areas Supported:	None

**Safety Requirements**

**Instructor Note:** Because this unit of instruction is being taught in various schools, centers, and proponents each facility must insure an updated risk assessment is in place for their location adhering to local policies and procedures.

In a training environment, leaders must perform a risk assessment in accordance with ATP 5-19, Risk Management C1; Deliberate Risk Assessment Worksheet DD Form 2977. This process should take place during the planning and completion phase of the block of instruction by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC).

**Instructor Note:**

Recommended Safety Instructions-

1. There are no special safety considerations for this lesson. Instructors will use the facility SOP to provide a safety brief as part of the introduction. Solders will react to any emergency situation IAW the facility SOP.
2. In the event of a fire, Soldiers will exit the classroom in an orderly manner (last one out closes the door); meet at the location the Primary Instructor has designated; class leader will hold an accountability formation and report his findings to Primary Instructor.
3. In the event of severe weather or tornado, Soldiers will exit the classroom in an orderly manner; move to the location the Primary Instructor has designated (basement or center of building); class leader will hold an accountability formation and report his findings to Primary Instructor.

**Risk Assessment Level**

**Low - Classroom attendance. Electrical shock, water spills, tripping hazards, fires, severe weather and active shooter. No Hazardous equipment or material presented in the classrooms or involved in this training.**

Assessment: Determine hazards. Check for exposed electrical wires. Keep fluids away from computer and electrical equipment. Remove any cords or items that pose a possible tripping hazard. Verify all smoke detectors are in proper working order. Be cognizant of severe weather issues. Have a weather radio available. Maintain awareness of possible active shooter.

Controls: Replace old electrical wires. Remove fluids from computer and electrical equipment. Make sure all walkways are free of debris. Be aware of all fire exits. Have weather radio on during severe weather conditions. Confirm active shooter training attendance.

Leader Actions: Verify all hazards have been identified and properly cared for.

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**Environmental Considerations**

**NOTE:** Instructor should conduct a risk assessment to include environmental considerations IAW the current environmental considerations publication, and ensure students are briefed on hazards and control measures.

No additional environmental considerations.

**Instructional Lead-in**

Commanding officers exercise broad disciplinary powers in furtherance of their command responsibilities. Discretion, fairness, and sound judgment are the essential ingredients of military justice and are essential to the maintenance of good order and discipline.

Understanding the reporting requirements will ensure the possible misconduct is handled at the appropriate level, as well as ensure the safety of all persons involved and your entire formation.

## SECTION III. PRESENTATION

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TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Scenario- "How would you respond"

Method of Instruction: ELM - Concrete Experience

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:32)\*

Time of Instruction: 15 mins

Media Type: Conference

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (\*) is derived from the parent learning object

**NOTE:** Show slide # 4 "How would you respond?"

**Instructor Note:** Display slide four and explain the scenario outlined on the slide to the students. Give the students a few minutes to formulate how they would respond to the scenario. Divide the class in groups of four and allow them 5 minutes to collaborate. Instruct the students to come up with a consensus on their response to the scenario and be prepared to present their decision. Allow the students freedom to make certain assumptions about the scenario. This will allow them to use their own knowledge and experiences in handling the incident.

1. Scenario: You have received a Law Enforcement Report (LER) from the installation PMO regarding a Soldier who was apprehended for DUI on the installation. You read the report which indicated he was stopped for speeding in the housing area, failed sobriety tests and had a blood alcohol content of .1% (.08% is legal). The Soldier was polite, cooperative and when interviewed admitted he drank alcohol at a bar for several hours because his wife had taken the children and left him while he was at work.

Questions for Discussion:

- a. Should a commander's inquiry be initiated?
- b. What type of punishment, if any, would you give this Soldier?
- c. Are there additional reporting requirements?

**NOTE:** Show slide # 5 "What is your response?"

**Instructor Note:** Display slide five and solicit responses to the scenario. Ask them the questions listed below. Make note to see if the students mention the DA Form 4833 and if they do discuss it, did they follow the proper procedures for completing the DA Form 4833? If the students demonstrate uncertainty, you can respond with: "This lesson will answer these questions and give you a better understanding of reporting criminal activity".

2. Questions- Ask the following questions or formulate your own as the discussion progresses:

- a. What action would you take in the adjudication process?



- b. What procedures did you follow in the reporting of your adjudication?
- c. How would you view this incident from a health promotion aspect?

**INSTRUCTOR NOTE:** There are multiple indicators identified within the scenario. Alcohol use/abuse, pending legal action (both unit and magistrate court), pending divorce.

Check on Learning:

**Instructor Note:** In this check on learning the students will Publish and Process as defined by the Experiential Learning Model (ELM). Publishing may include determining the sequence of activities as well as the actors in the concrete experience. After the facts of the concrete experience have been established, students are then asked to process the concrete experience using personal and peer past experiences, reflecting on what happened, and the implications of the concrete experience. Allow students a few moments to reflect then ask students one or more of the following question:

**Question:** Why are there so many variations with the student's decisions?

**Answer:** Different people + different views = different COA.

Review Summary:

**Instructor Note:** Conduct a summary review. Use the following statement, paraphrase it, or use one of your own. In this block of instruction we discussed several possible ways to handle a real life scenario that you might have to handle as a commander.

TLO - LSA 2.

Learning Step / Activity TLO - LSA 2. The student will be able to react to suspected criminal activity within the unit.

Method of Instruction: ELM - Generalize New Information

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:32)\*

Time of Instruction: 10 mins

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (\*) is derived from the parent learning object

**NOTE:** Show Slide #6 (React)

**Instructor Note:** The following information is a summary of the Army Health Promotion/Risk Reduction/Suicide Prevention Report 2010 regarding reacting to investigating and reporting criminal activity within the unit.

1. High-risk behavior often includes some level of criminality; in this sense, it is a violation of law or Army policy. Violations of law and policy are defined under the

Uniform Code of Military Justice (UCMJ), which also assimilates violations of all punitive policy under Article 92 as Failure to Obey Order or Regulation. However, there is often a blurred line of appropriate response when adjudicating Soldiers who engage in high-risk behaviors. This complexity is recognized in the Army's Risk Reduction Program (AR 600-85) which lists 21 risk factors that commanders and program managers need to monitor. Of these, 11 are criminal in nature (e.g., drug and alcohol offenses, AWOLs, traffic violations, family abuse, crimes against persons, etc.), 5 are related to safety, disciplinary and administrative actions (e.g., courts martial, non-judicial punishment, administrative separations, etc.), and 5 are related to personal conduct (accidents, injuries, financial problems, etc). Whether criminal or non-criminal in nature, high-risk behavior can result in increasingly more severe outcomes. This is true when excessive drinking becomes drunk and disorderly conduct, when failure to wear a motorcycle helmet results in a severe head injury or when non-compliance of prescription medication ends in a drug overdose. These examples demonstrate how at-risk behavior may escalate into high-risk behavior which can result in adverse health and disciplinary consequences. These are interdependent problems that must be addressed via interdependent solutions. When Army surveillance and detection systems converge in the identification of both at-risk and high-risk behavior, these behaviors must be addressed appropriately through both referrals to program enrollment and treatment (health), and by leader disciplinary and administrative actions (discipline).

a. Commanders must remain impartial throughout this process. If a commander gets involved in the investigation by any means, that commander is now a part of the investigation and can no longer be neutral and/or impartial; therefore the commander cannot adjudicate any UCMJ due to bias information and involvement.

b. If the offense meets the thresholds for criminal activity, the commander **MUST** report the crime to either the Provost Marshal (PM) or Criminal Investigation Division (CID). The provost marshal in coordination with CID will determine which agency has purview over the case in accordance with the AR 195-2.

c. If the offense falls below law enforcement's investigative purview as specified in AR 195-2, the commander may appoint a 15-6 investigating officer. A full list of offenses can be found in Appendix B of AR 195-2. If the commander is unsure if the offense is criminal misconduct they should seek legal advice from their local Staff Judge Advocate's office or CID office.

As an example, unit commanders will take appropriate action on these incidents: barracks larcenies of property of a value of less than \$1,500; simple assaults occurring in unit areas and not resulting in hospitalization; and bigamy when there is no fraud of entitlements involved; however, these offenses will be reported to LE for statistical and crime reporting purposes, but a formal LE investigation is not required.

**NOTE:** CID can provide support to the 15-6 investigating officer by: reviewing the 15-6 investigation and providing guidance; providing polygraph support; providing guidance/access to evidence recovery methods and procedures (to include digital); and in certain instances, laboratory examination support.

d. Following the review of the AR 15-6 investigation the commander will decide the appropriate action(s) taken regarding the incident. This could include no action taken, an official reprimand, UCMJ action and/or administrative separation.

2. Data analysis demonstrates that there is an uneven application in adjudicating some high-risk behaviors throughout the Force. Adjudication of marijuana offenses from FY2006-11 presents a case in point. Of a random sample of 227 cases of marijuana use (first time offenders) referred to commanders by law enforcement, DA Form 4833 (Commander's Report of Disciplinary or Administrative Action) data shows that: 81 Soldiers received Article 15s (at varying levels) with 18 separated from the Army; 63 received administrative actions (e.g., written admonishment); 47 were returned with no action taken by the commander and 36 had no record of adjudication (DA Form 4833 was never returned). Perhaps more concerning: of the 47 cases returned with no action taken (i.e., administrative or disciplinary), 19 Soldiers went on to offend again.

Check on Learning:

**Instructor Note:** In this check on learning you will use the Develop phase as defined by the Experiential Learning Model. The students are challenged to go from abstract theory to application of the theory. This step is characterized by a simple question to the student of how they will use the new information from the GNI step. Determine if the students have learned the material presented by: A) Soliciting general question, getting answers from the students, and correcting any misunderstandings, or B) Asking the following question:

Question: Should a commander be involved in the investigation. Why or Why not?

Answer: No the commander should not be involved in the investigation because they need to remain impartial.

Review Summary:

**Instructor Note:** Conduct a summary review. Use the following statement, paraphrase it, or use one of your own. In this block of instruction we discussed high risk behavior, why commander's should remain impartial, who will be contacted at what threshold and why completing the DA Form 4833 is so important.

TLO - LSA 3.

Learning Step / Activity TLO - LSA 3. The student will be able to report the action taken as a response to the criminal activity.

Method of Instruction: ELM - Generalize New Information

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:32)\*

Time of Instruction: 10 mins  
Media Type: PowerPoint Presentation  
Other Media: Unassigned  
Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.  
Note: Marked as (\*) is derived from the parent learning object

**NOTE:** Show slide #7 (Reporting)

**Instructor Note:** Explain that so far we have examined who is responsible for reacting and investigating criminal offenses. Now we will discuss who is responsible for reporting which type of offenses and what the process is for reporting the response to the adjudication.

DA Form 4833

1. Commanders must continue to prioritize DA Form 4833 compliance.
2. The 4833's will be forwarded to the appropriate action commander (MP/MPI=Company, CID=BN/BDE) via an email web link generated by the Army Law Enforcement Reporting Database (ALERTS).
3. Commanders have 60 days (vice 45 days previously) to log into ALERTS, complete and return the DA Form 4833 with supporting documentation to law enforcement.
4. Supporting documentation include copies of investigation under Article 15, UCMJ; court orders; and reprimands. If the commander is unable to complete the action within 60 days they must contact the sender and request an extension.
5. If the offender holds a security clearance, ensure the security manager sends the completed and signed DA Form 4833 to the DOD Consolidated Adjudication Facility via the Joint Personnel Adjudication System (JPAS).

**NOTE:** When the disciplinary action results in a field grade Article 15 or above, the offense data FBI National Crime Information Center (NCIC) database and displayed on the Soldiers criminal history. Unless the commander returns the DA Form 4833 within 60 days, there is no record of any disciplinary action taken as a result of the offense. Therefore, the offense goes undetected and risky behaviors continue to go unnoticed.

Check on Learning:

**Instructor Note:** In this check on learning you will use the Develop phase as defined by the Experiential Learning Model. The students are challenged to go from abstract theory to application of the theory. This step is characterized by a simple question to the student of how they will use the new information from the GNI step. Determine if the students have learned the material presented by: A) Soliciting general question, getting answers from the students, and correcting any misunderstandings, or B) Asking the following question:

Question: How many days does the commander have to fill out and return the DA Form 4833?

Answer: 60 days.

Review Summary:

**Instructor Note:** Conduct a summary review. Use the following statement, paraphrase it, or use one of your own.

In this block of instruction we discussed the DA Form 4833, the 60 day time frame and supporting documentations to include Article 15, UCMJ, court orders and reprimands.

TLO - LSA 4.

Learning Step / Activity TLO - LSA 4. The student will be able to identify additional reporting requirements.

Method of Instruction: ELM - Generalize New Information

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:32)\*

Time of Instruction: 5 mins

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (\*) is derived from the parent learning object

**NOTE:** Show slide #8 (Additional Reporting Requirements)

1. Military Protective Orders (MPOs) are now placed in National Crime Information Center (NCIC) Protective Order File (POF): Upon issuance of a Military Protective Order (DD Form 2873), Commanders will furnish a copy of the MPO to their installation Provost Marshal Office. The only effective means of making MPO information available to civilian law enforcement is electronically, through the POF of the NCIC. This allows civilian law enforcement to advise the PMO of violations of the order. This capability assists commanders in their efforts to combat domestic abuse and sexual assault.

**NOTE:** All reports of domestic violence should also be reported to Family Advocacy Program (FAP).

2. AWOL/Deserters:

a. Notify the PMO within 48 hours of a Soldier being AWOL. Immediately notify the PMO when the Soldier returns.

**b. Soldiers do not have to be AWOL for 30 consecutive days before being classified/reported as a deserter. Complete DD Form 553, Deserter/Absentee Wanted by Armed Forces, if their Soldier is a highrisk deserter (e.g., pending investigation or has serious offense allegations).**

c. Immediately classify a Soldier as a deserter without regard to the length of absence if:

- (1) The Soldier intends to remain permanently absent;
  - (2) The Commander believes there is a risk that the Soldier may commit violent acts, or harm themselves or others; or
  - (3) The absent Soldier is assigned to a special mission unit or had access to Top Secret, Sensitive Compartmented Information, or Special Access Program information during the 12 months preceding the absence.
- d. Complete DD Form 553, Deserter/Absentee Wanted by Armed Forces, if their Soldier is a high-risk deserter (e.g., pending investigation or has serious offense allegations).

Check on Learning:

**Instructor Note:** In this check on learning you will use the Develop phase as defined by the Experiential Learning Model. The students are challenged to go from abstract theory to application of the theory. This step is characterized by a simple question to the student of how they will use the new information from the GNI step. Determine if the students have learned the material presented by: A) Soliciting general question, getting answers from the students, and correcting any misunderstandings, or B) Asking the following question:

Question: Do you have to wait 30 consecutive days before being classified/reported as a deserter?

Answer: No.

Review Summary:

**Instructor Note:** Conduct a summary review. Use the following statement, paraphrase it, or use one of your own. In this block of instruction we discussed Military Protective Orders and AWOL/Deserts reporting.

TLO - LSA 5.

Learning Step / Activity TLO - LSA 5. The student will be able to recognize crime prevention resources available to assist in maintaining good order and discipline.

Method of Instruction: ELM - Generalize New Information

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:32)\*

Time of Instruction: 10 mins

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (\*) is derived from the parent learning object

**Instructor Note:** Before you show slide #9 divide the students into teams of four. Allow the students to brainstorm prevention resources they have available to them.

Have them write them on whiteboards or butcher block paper. Let the each team present at least one resource they have written down.

**NOTE:** Show slide #9 (Crime Prevention Resources)

**Instructor Note:** These are a few crime prevention resources available to company commander/first sergeants. Please fill free to add additional resources from within your installations.

1. Crime prevention surveys. Examples for this are:
  - a. Physical Security Inspection conducted by CID.
  - b. The surveys will identify vulnerable areas within the unit.
2. Family Advocacy Program (FAP). Examples for this are:
  - a. Provides counseling to Soldier and family members.
  - b. Liaison for medical care.
3. Sexual Harassment/Assault Response and Prevention (SHARP). Examples for this are:
  - a. Unit victim advocates assist members of unit.
  - b. Assist in clearly defining acceptable and unacceptable behavior.
4. Unit and Installation Policy Letters. Examples for this are:
  - a. Making sure CIF items are not visible in vehicles.
  - b. Inventory and labeling of all CIF items.
5. Courtesy Patrols. Examples for this are:
  - a. Act as a deterrent for misconduct on/off the installation.
  - b. Enable a Soldier with an immediate issuer to receive assistance.
6. Alcohol Substance Abuse Program (ASAP). Examples for this are:
  - a. Provides troubled Soldiers with care, counseling and rehabilitation.
  - b. Ability to detect illegal drug use within the unit.
7. Unit Risk Inventories conducted by the Army Substance Abuse Program (ASAP). Examples for this are:
  - a. Identifies Soldiers with previous alcohol or substance abuse problems.
  - b. Identifies Soldiers with previous suicidal ideation.
  - c. Identifies Soldiers with previous sexual assault issues.
8. Coordination with:
  - a. Local Law Enforcement
  - b. Military Police
  - c. Criminal Investigation Division (CID)

Check on Learning:

**Instructor Note:** In this check on learning you will use the Develop phase as defined by the Experiential Learning Model. The students are challenged to go from abstract theory to application of the theory. This step is characterized by a simple question to the student of how they will use the new information from the GNI step. Determine if the students have learned the material

presented by: A) Soliciting general question, getting answers from the students, and correcting any misunderstandings, or B) Asking the following question:

Question: Identify at least two crime prevention resources available to you as a commander.

Answer: Crime prevention surveys, FAP, SHARP, policy letters, courtesy patrols, ASAP, Unit Risk Inventories and coordination with law enforcement agencies.

Review Summary:

**Instructor Note:** Conduct a summary review. Use the following statement, paraphrase it, or use one of your own. In this block of instruction we discussed the various crime prevention resources available to you as a commander.

TLO - LSA 6. Learning Step / Activity TLO - LSA 6. The student will be able to apply the material presented in a Practical Exercise using a scenario.

Method of Instruction: ELM - Apply

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:32)\*

Time of Instruction: 20 mins

Media Type: Practical Exercise

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (\*) is derived from the parent learning object

**Instructor Note:** Conduct a practical exercise in accordance with Appendix C Final Scenario.

Final Scenario facts:

On 2 February 2018, you arrive at your company area before first formation to find a window in your office broken out and your office in a shambles. You then arrive and notify the MP's who respond and initiate an investigation. MPI investigates the incident and determined SPC Joe Jones (age 20) got drunk and was mad, because he just started his 10 days extra duty for having alcohol in his barracks room, so he broke the window out of your office and broke items in your office. When you receive the blotter you see that SPC Jones was titled for the offenses of Housebreaking, Damage to Government Property and Damage to Private Property. MPI forwards you a copy of their Final LER with a DA Form 4833 for Commander Action.

Upon receiving the LER, what actions do you take as Commander?

After you complete your form answer the following questions on the back of page 6. Turn in your completed form into the instructor.

QUESTIONS:



1) What is the process after you complete your portion of the form?

- Attach copies of substantiating records to 4833

2) What time frame do you have to complete the form?

- 60 days

3) What can you do if you believe you will exceed the time frame?

- Contact the sender and request an extension.

4) Why is completing the DA Form 4833 so important?

- Because the completed 4833 allows for the offenses to be added to the subjects NCIC criminal history

Check on Learning:

**Instructor Note:** During this check on learning the student should be able to answer questions that force them to relate information to current and future problems they are likely to face.

Determine if the students have learned the material presented by: A) Soliciting general question, getting answers from the students, and correcting any misunderstandings, or B) Asking the following question:

Review Summary:

**Instructor Note:** Conduct a summary review. Use the following statement, paraphrase it, or use one of your own. In this block of instruction we discussed application of a real life scenario that you might have during your command.

## SECTION IV. SUMMARY

Method of Instruction:	Discussion (Small or Large Group)
Mode of Delivery:	Resident Instruction
Instr Type(I:S Ratio):	Military - ICH (1:32)
Time of Instruction:	5 mins

### Check on Learning

**Instructor Note:** During this check on learning the student should be able to answer questions that force them to relate information to current and future problems they are likely to face. Determine if the students have learned the material presented by: A) Soliciting general question, getting answers from the students, and correcting any misunderstandings, or B) Asking the following question:

Question: What form do you use to record actions taken against identified offenders?

Answer: DA Form 4833.

Question: What AR(s) will you access to determine your responsibility and the required actions to take in an investigation?

Answer: Army Regulation (AR) 190-45. AR 195-2, and AR 15-6.

Question: What is an example of an additional reporting requirement?

Answer: Disciplinary infractions.

Question: What are some of the prevention resources you have available to you and your unit?

Answer: Crime prevention surveys; Family Advocacy Program; Sexual Harassment/Assault Response and Prevention (SHARP); and Unit and Installation Policy Letters.

### Review/ Summary

**NOTE:** Show Slide #10 (Summary)

**Instructor Note:** Cover each of the summary points on the slide. Be prepared to go back through the lesson to cover any points the students may not understand.

1. React and Investigate

- a. High Risk Behaviors
- b. Data Analysis

2. Reporting- DA Form 4833

3. Additional Reporting

- a. Military Protective Order
- b. AWOL/Deserter

4. Crime Prevention Resources

- a. Army wide
- b. Installation

## SECTION V. STUDENT EVALUATION

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### Testing Requirements

NOTE: Describe how the student must demonstrate the accomplishment of the TLO. Refer student to the Individual Student Assessment Plan.

Scenario driven practical exercise (PE).

### Feedback Requirements

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the scenario driven practical exercise and any information to help answer student's questions about the PE. Provide remedial training as needed.

**Appendix A - Viewgraph Masters**

**Implement Responsibilities Regarding Criminal Activities within the Unit  
191-9999 / Version 18.0 ©**

<b>Sequence</b>	<b>Media Name</b>	<b>Media Type</b>
None		

## Appendix B - Assessment Statement and Assessment Plan

**Assessment Statement: None.**

**Assessment Plan: None.**

**Appendix C - Practical Exercises and Solutions**

**PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 191-9999 Version 18.0 ©**

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**Appendix D - Student Handouts**

**Implement Responsibilities Regarding Criminal Activities within the Unit  
191-9999 / Version 18.0 ©**

<b>Sequence</b>	<b>Media Name</b>	<b>Media Type</b>
0	Rubric for Final Scenario	XLS
0	DA Form 4833	PDF
0	Final Scenario	DOCX