



Defensive Tactics Instructor Material

March 27, 2017

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Municipal Police Training Committee
Defensive Tactics Program
Verification Form

Course Title: _____ Location: _____

Dates: _____ Times: _____

Lead Instructor: _____ Asst. Instructor: _____

Name	Department	DOB	Written	Proficiency	Participate	
			Test	Test(P/F)	(Y/N)	
1)						
2)						
3)						
4)						
5)						
6)						
7)						
8)						
9)						
10)						
11)						
12)						
13)						
14)						
15)						
16)						
17)						
18)						
19)						
20)						
21)						
22)						
23)						
24)						
25)						
26)						
27)						
28)						

I, _____, verify that the above named students have successfully completed and passed any and all tests (if applicable) to be certified in the above named course. I have also attached a copy of the course outline with this document.

(Instructor Signature)

(Date)

Send this document and course outline to: State Coordinator Shawn Barbale,

Boylston Regional Police Academy 221 Main Street, Boylston, MA 01505 Fax: 508.869.3187

Shawn.Barbale@massmail.state.ma.us

Municipal Police Training Committee

() Defensive Tactics () OC () Baton () Use of Force Instructors Course
Location: _____ Date: _____

<u>Name</u>	<u>Department</u>	<u>DOB</u>
(1.) _____	_____	_____
(2.) _____	_____	_____
(3.) _____	_____	_____
(4.) _____	_____	_____
(5.) _____	_____	_____
(6.) _____	_____	_____
(7.) _____	_____	_____
(8.) _____	_____	_____
(9.) _____	_____	_____
(10.) _____	_____	_____
(11.) _____	_____	_____
(12.) _____	_____	_____
(13.) _____	_____	_____
(14.) _____	_____	_____
(15.) _____	_____	_____
(16.) _____	_____	_____
(17.) _____	_____	_____
(18.) _____	_____	_____
(19.) _____	_____	_____
(20.) _____	_____	_____

Municipal Police Training Committee

() Defensive Tactics () OC () Baton () Use of Force Instructors Course
Location: _____ Date: _____

<u>Name</u>	<u>Department</u>	<u>SSN</u>
(21.) _____	_____	_____
(22.) _____	_____	_____
(23.) _____	_____	_____
(24.) _____	_____	_____
(25.) _____	_____	_____
(26.) _____	_____	_____
(27.) _____	_____	_____
(28.) _____	_____	_____
(29.) _____	_____	_____
(30.) _____	_____	_____
(31.) _____	_____	_____
(32.) _____	_____	_____
(33.) _____	_____	_____
(34.) _____	_____	_____
(35.) _____	_____	_____
(36.) _____	_____	_____
(37.) _____	_____	_____
(38.) _____	_____	_____
(39.) _____	_____	_____
(40.) _____	_____	_____

Municipal Police Training Committee

() Defensive Tactics () OC () Baton () Use of Force Instructors Course
Location: _____ Date: _____

<u>Name</u>	<u>Department</u>	<u>SSN</u>
(41.) _____	_____	_____
(42.) _____	_____	_____
(43.) _____	_____	_____
(44.) _____	_____	_____
(45.) _____	_____	_____
(46.) _____	_____	_____
(47.) _____	_____	_____
(48.) _____	_____	_____
(49.) _____	_____	_____
(50.) _____	_____	_____
(51.) _____	_____	_____
(52.) _____	_____	_____
(53.) _____	_____	_____
(54.) _____	_____	_____
(55.) _____	_____	_____
(56.) _____	_____	_____
(57.) _____	_____	_____
(58.) _____	_____	_____
(59.) _____	_____	_____
(60.) _____	_____	_____

MPTC Defensive Tactics

Injury Report Form

Instructors Name: _____ Academy: _____

Assisting Instructors: _____

Injured Officers Name: _____

Injured Officers Department: _____

Date of Injury: _____ Time of Injury: _____

Type of Activity Student Officer was engaged in when Injury occurred: _____

What were the circumstances surrounding the injury? _____

List any witnesses or who was working with the injured Student Officer: _____

List any safety precautions taken prior to the injury: _____

List any first aid techniques that were rendered and by whom: _____

Was an ambulance necessary? Yes () No ()

Was the Student Officer sent to the Hospital or Doctor Office? Yes () No ()

Was Student Officer advised to seek further medical treatment? Yes () No ()

Was Student Officer allowed to continue with the training? Yes () No ()

If the Student Officer was allowed to continue, list any safety accommodations that were made.

Signature of Instructor

Municipal Police Training Committee
Physical Skills Training Program
Student Rules, Regulations and Safety Precautions

Learning Defensive Tactics:

Proficiency in Defensive Tactics is attained in the same manner as proficiency in any other physical skill. First, there must be a clear understanding of the principles of fundamentals governing that particular skill. That is, you must know the how's, the what's and the when's. Secondly, you must practice these basic skills and put into practical application the fundamentals in a repetitive manner. It is only through continual repetition that these techniques will become part of your usable force options on the street.

Safety Precautions

A cautious approach must be taken when learning and practicing defensive tactics. The following is a list of rules that must be adhered to when performing any of the defensive tactics techniques:

1. All techniques must be practiced slowly and speeded up only after the mechanics have been thoroughly learned. The instructor will determine when the techniques may be performed at a faster speed. Practice for preciseness, not speed. _____
initials
2. The person playing the subject should only offer passive resistance. He or she will allow his or her partner to execute the technique and should always be ready to "give" with the pressure. Active resistance not only leads to injuries, but also impedes with the learning process. _____.
initials
3. The person performing the technique (officer) will always apply the pressure slowly and be extremely careful to simulate the striking of all blows. The slow application of pressure allows the partner to give with the pressure and thus avoid being injured. _____.
initials
4. Each technique will be divided into two phases. By practicing these two phases separately and then in sequence, the technique can be mastered in comparative safety.
 - a. The first phase consists of the positioning and the preparation for the application of pressure; or delivery of a strike; or the execution of a technique.
 - b. The second phase consists of the actual application of pressure; striking technique; or the execution of a technique.

The first step is the most critical and requires the greatest amount of careful practice. After the mechanics of the first phase have been mastered, completion of the technique will be easier, safer and more effective.

After demonstration, instruction and practice, students may perform the first phase of a technique at "full speed" as directed by the instructor. The second phase will not be

Municipal Police Training Committee
Physical Skills Training Program
Student Rules, Regulations and Safety Precautions

performed forcefully in training. The completion of any technique during training must be performed with extreme caution to avoid injury to student officers. _____

Initials

5. There will be no "horse playing" during this training. _____
initials
6. Students will be responsible for their own working area and will not leave any equipment on the floor that may be stepped on or tripped over. _____
initials
7. If the instructor calls for the class' attention, yells "stop", or blows a whistle all activity will stop immediately and will only re-start through the direction of the instructor. _____
initials
8. Each student will understand both the "pat out" and "call out" rule. They will understand that they may stop any application of pressure by patting his or her hand on any surface or by calling out the pre-determined safety word. _____
initials
9. The student must notify the instructor of any pre-existing injury or any injury that they sustain during the training. They must notify the instructor of any physical or psychological condition that may restrict his or her participation in this training. _____
initials
10. The student must notify the instructor of any unsafe condition that may exist or arise during any phase of this training. _____
initials

The following is a list of any physical conditions or injuries that may have an affect on my participation in the Defensive Tactics Training:

I have read and agree to adhere to the "Student Rules, Regulations and Safety Precautions." I understand that it is my responsibility to inform the instructor of any injuries or changes in my physical condition, that occur prior to, during or after any Defensive Tactics Training.

(Name)

(Department)

(Signature)

(Date)

MUNICIPAL POLICE TRAINING COMMITTEE Instructor Evaluation

Name of Course:

Date:

Name of Lead Instructor:

Name(s) of Asst. Instructor :

Instructor Qualities

Rate: Poor to Excellent
(1=Poor, 5=Excellent)

1.) <i>Attitude toward participants / students</i>	1	2	3	4	5
2.) <i>Knowledge of subject</i>	1	2	3	4	5
3.) <i>Holds participants interest</i>	1	2	3	4	5
4.) <i>Presents material in an organized manner</i>	1	2	3	4	5
5.) <i>Relates the material to a practical application</i>	1	2	3	4	5
6.) <i>Relates material to the handouts, overheads, videos</i>	1	2	3	4	5
7.) <i>What was your overall assessment of the instructor</i>	1	2	3	4	5

8.) *What was the best quality that this instructor brought to this class ?* _____

9.) *What quality does the instructor need to improve on ?* _____

Course Evaluation

1.) *What were the greatest benefits derived from this block of instruction ?* _____

2.) *What knowledge or skills did you learn that you did not have prior to this instruction ?*

3.) *Was the material presented: () too basic () too complex () on target*

**MUNICIPAL POLICE
TRAINING COMMITTEE**
Instructor Evaluation

Course Evaluation (continued)

4.) *Did the session cover the topic adequately ? ()no () not enough ()yes*

Explain: _____

5.) *What material was of the least value to you ?* _____

6.) *List any suggestions that you have that would improve this block of instruction.*

7.) *Describe your overall reaction to this block of instruction .*

8.) *List any comments for the Coordinator to assist in planning for the future training in this area ?* _____

OPTIONAL INFORMATION

NAME _____

Would you be willing to give more impute into the further development of this block of instruction ? () Yes () No

INSTRUCTOR COURSE NOTEBOOK

CHAPTER ONE

INSTRUCTIONAL METHODS

INSTRUCTIONAL METHODS

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INSTRUCTIONAL METHODS

INTRODUCTION

This chapter will discuss those principles, which underlie the teaching process. Teaching is a learned behavior in and of itself. Consequently if one wishes to teach effectively, one must learn the skills of which teaching is comprised. Once those skills are learned, they must be practiced.

This presentation will examine the learning process and the elements which comprise its being. Various methods of teaching will be presented. The advantages and disadvantages of each will be discussed to enable the Instructor¹ to pick the method which best suits the given teaching task to be done. Since teaching the police baton² involves a physical skill, it is necessary to specifically address the area of psychomotor skill teaching. Thus, various methods of teaching psychomotor skills are discussed. Since visual aids are extremely important to enhancing the learning process, a section on their use has been included. An instructor must not only teach, but must also manage a program. Consequently course management has been included. This area covers the entire gamut from planning and scheduling to controlling a defiant student.

Once the teaching has occurred, the instructor must then have a means of determining how well he/she has taught and how well the students have learned. This is done through a very formal method of feedback known as testing and evaluation. In this section, we will discuss various types of testing formats and the steps utilized in test construction. The last section will be a compilation of general suggestions for instructors. This section will enable the instructor to fine-tune his/her skills and to avoid the many pitfalls, which await the unskilled instructor. Once equipped with the proper techniques of instructing, the instructor can then go forth and teach effectively. It is to this end that this module is written.

¹ The term "Instructor" or "instructor" shall include all teacher levels in the Monadnock Expandable baton (MEB), Monadnock Defensive Tactics System (MDTS) and PR-24 side-handle baton certification programs, unless otherwise stated therein. The term "Instructor" shall signify that an officer has passed, according to minimum acceptable performance standards, three tests in the areas of proficiency, knowledge and teaching ability. The term "Instructor" shall not represent or mean agent or employee status with the Monadnock Police Training Council, Inc. (hereafter "Council").

² The term "baton" shall include straight or side-handle models manufactured by Monadnock Lifetime Products, Inc. or by other manufacturers. The term "baton" shall also include models that expand or collapse by function or mechanism, or are of a rigid or solid design.

THE LEARNING PROCESS

Learning has been defined in many ways. One researcher has said that learning is an intelligent adaptation to changing conditions. Another has said that it is the process of acquiring knowledge. These definitions are technically correct. However one of the most meaningful definitions for learning has been put forth by John C. Klotter. In his text, Techniques for Police Instructors, he defines learning as "the process of acquiring new knowledge, skills, techniques, and appreciations which will enable the individual to do something that he could not do before." Thus with this definition, the person must be able to do something afterwards which previously he/she could not do or learning has not occurred.

Mr. Klotter defines instruction in much the same manner as learning that is they are both active processes and not passive processes. He defines instruction as "all the instructor activities that contribute toward leading, guiding, directing, and controlling the thoughts and actions of the students as they learn". Thus, this process includes all that the instructor says, all that he/she physically does, all training aids that he/she uses, and all other activities, which help the student to learn. It is of the utmost importance that the instructor realizes this if he/she is to be effective.

For learning to occur, there must be an active interaction between the environment, the student, and the instructor. This interaction must take the form of effective communication between the instructor and the student. The environment is the medium in which this communication occurs. Consequently, the environment must promote and enhance the communication and not serve to act as a barrier to effective communication.

The learning environment must be carefully selected. This includes the time of the day; the physical location; comfort factors such as lighting, temperature, color, and clutter; interruptions; acoustics; and distractions such as noise, weather, movement of people and objects. For learning to be most effective, people must be comfortable and in no way inhibited or distracted from the instructional process. Thus the instructor must insist on the proper environment in which to teach if he or she is to be most effective.

An instructor must have an understanding of his/her students and how they learn. The instructor must set the tone for learning by creating an aura of enthusiasm. The instructor should accept the students with a full appreciation for their needs. Students have a need to know of the results of their progress through prompt and accurate feedback. If a student does something that is successful, it will result in a sense of satisfaction. They will thus have a tendency to repeat those activities, which are pleasing to them. Capitalize on this by praising good performance and encourage repetitions. Adult learners are pragmatic in that they learn best those activities or concepts, which will have a practical benefit to them. Therefore allow them to see the value of what they are learning. It will be much more easily learned in this manner. When students are actively involved in the learning process, learning is greatly enhanced. Involve them quickly in discussions, questioning, and practice sessions.

Man's five physical senses are the channels by which all stimuli reach the mind. Ideas reach the mind through sight, hearing, touch, taste, and smell. Seventy-five (75%) of all learning occurs through sight while only 13% occurs through hearing. Smell, taste, and touch account for the remaining 12%. Thus it is most evident that lecturing alone is less than optimal. Combine a lecture with visual aids and you can readily see that learning is greatly enhanced by the addition of sight. Another sense, which is

less commonly known, is called kinesthetic³ sense. This sensory input involves one's understanding of how and where one's body is moving. It is important to understand that this sense will be highly developed in some individuals and much less so in others. **Kinesthetic sense is a very important facet of learning psychomotor skills.**

When teaching police officers you should note that there are many characteristics, which are common to that group. Most officers are mentally, emotionally, and physically mature. Most are there for a serious purpose and; hence, are anxious to learn. As previously mentioned, they are adults and are seeking a practical application for the knowledge and skills they learn. They are quick and accurate judges of the instructor. **They will respect quickly a good instructor and just as quickly detect the incompetent instructor.** Also being adults, many have been away from schools or learning environments for some time. Thus, good learning skills may be lacking for some. This is overcome if the instructor realizes this and compensates for this when structuring his/her presentation.

Other student characteristics, which should be considered, are the fatigue or illness factors. Instructors should be alert for this and make adjustments quickly in the program to counter these problems. Perhaps an unscheduled break would assist with fatigue. It may be necessary to excuse from class someone who is ill. Instructors must realize that today's police officers are no longer the physical giants of the past. Today's officers are on the average of smaller stature and of lesser average body strength. Consequently, some officers will realize some inability to perform some skills. The instructor must accept this and work with these individuals to develop other skills to compensate for those, which they are physically unable to perform. Finally, the instructor should realize and accept the fact that students are all going to possess differences in their personalities, motivational levels, emotional states, attention spans, and attitudes. All of these affect learning. **Accept the students for who they are and do not reject them because they differ from you.** Acceptance and respect are mutual. Accept them and you will be respected as an instructor.

As previously mentioned there must be an interaction between the student and the instructor. Thus far we have considered the environment and the student. Let us now turn our attention to the instructor. The instructor above all must communicate effectively. The instructor must use communication skills, which are befitting of his/her unique and individual personality. It is fine to learn from other instructors. Learn from their materials, their methods, and their ideas. However, don't try to emulate their style. Teach in your own inimitable style. To do otherwise will show as it will be unnatural and will detract from your delivery. An instructor's success is measured by the amount of beneficial change they can effect in the students. That change is brought about through the communications process. Therefore, the communications, which occur, must be clear and understandable.

Much as the student has special needs, so does the instructor. An instructor has a need to affiliate or belong. Along with this need is the desire to be accepted both by the students and by his/her peers. An instructor has a need to be appreciated by those whom he/she teaches. It acknowledges that what he/she is teaching is perceived as being worthwhile. Finally, the instructor must realize a sense of accomplishment. The instructor must feel that he/she has done a difficult task and has done it well. As the instructor grows professionally and these needs are fulfilled, his/her teaching effectiveness will likewise grow.

³ The term "kinesthetic" comes from the word "kinesthesia, which means "the sensation of position, movement, tension, etc. of parts of the body, perceived through nerve-end organs in muscles, tendons and joints."

An instructor must also possess certain attributes, which, when combined, will lead to teaching effectiveness. **The instructor must have thorough knowledge of the subject matter to be taught.** Thorough knowledge comes from experience and self-discipline. **It is often said that you don't really know a subject until you have taught that subject.** Naturally an instructor who is teaching psychomotor skills must himself be proficient in performing those skills so as to provide an accurate demonstration to the students.

An instructor must exude enthusiasm to his/her students. The instructor's attitude will affect the students in a like manner. Thus, it must be a positive attitude. An instructor should teach with confidence and be patient with those whose learning abilities are not on the par with the majority of the class. Another attribute which is extremely important is that of being receptive to new ideas or ideas which differ from your own. **Every teaching assignment should result in the instructor having learned something new as well.** To stop learning is to become stagnant. It is then the time to stop teaching.

The instructor should understand that his/her students would emulate or imitate his/her behavior. Accordingly, the instructor should display a leadership role. Thus, the students will follow this example and the program will be propagated in a favorable manner. The leadership role covers at least the following areas:

- Safety of the students
- Accuracy of all information presented
- Course management
- Attitude changes which occur in the students
- Proper use and care of equipment facilities
- Adherence to the lesson plans, handbooks or training manuals and policies set forth by the Monadnock Police Training Council, Inc.
- Fair and impartial treatment of students throughout the entire teaching process.

The instructor should bear in mind that to lead is to direct and to guide, and leading is best done by example.

An instructor, who is tired, fatigued, or ill cannot teach effectively. Teaching for extended periods is tiring. Thus the instructor must get adequate rest. Also the instructor must stay healthy and fit so as to be able to meet the physical demands of the program. If an instructor is experiencing emotional difficulties, they will likely detract from his/her teaching effectiveness. Consequently, an instructor must remain in control of his/her emotional state so as to be able to communicate effectively and, hence, to teach.

We have mentioned the phrase "to communicate effectively" numerous times thus far. We have said that to teach one must communicate effectively. To communicate means to transfer meaning or feeling from one person to another. Communication, to be effective, must be interactive. In other words it must allow for feedback or, said another way, it must occur on a two-way street. A communication consists of a source, a message, and a receiver. The message itself is sent over one or more channels.

Those channels are primarily light and sound. Words are transmitted over sound waves while facial expressions, gestures, movement, and the written words are transmitted by light waves. These are the primary channels, although a fragrance and a firm handshake are also forms of communication. Viewed in this fashion the communications process seems very simple and should work without fail. Why then doesn't the process always work? The answer is noise.

Noise includes just as one would expect in the sense of sights, sounds, and other stimuli that cause us to be attentive to them instead of the communication we should be receiving. We refer to this type of noise as external noise. It could be a lawn mower outside the window or the air conditioner in the back of the room. A flickering room light can also be regarded as noise although it doesn't make a sound. Generally, external noise is obvious and to some degree controllable. One thing is certain; the more noise present, the more the channels of communication is clogged. Thus, it is extremely important to inspect your classroom prior to a class in an effort to alleviate any noise problems. Anything that is likely to compete for your attention could be a barrier to communication.

We have discussed external noise. As one might have deduced, it has a counterpart. Internal noise or semantic noise grows from perceptions and experiences. It may cause you to misunderstand or misinterpret totally without your knowledge. For example I might tell three people to meet me down the road at the green house. A local person who knows where Mr. Green lives may await me at Mr. Green's house. A stranger to the area who is colorblind may be awaiting my arrival at a glass house wherein plants are grown. The third person who is not color blind and yet who does not know of Mr. Green will likely be awaiting my arrival at the first green colored house he finds along the road. All three have different experiences and perceptions and interpreted what was said differently. Were any of them really wrong?

Obviously they were all correct in their minds that they had done as they were asked. Who was wrong and why? The sender was wrong in that he/she did not look for, or solicit for, feedback. Feedback tells the source whether the message was seen, heard, or understood. If it indicates that it was not received or was received incorrectly or otherwise misinterpreted or unclear, it is a signal to the source to repeat the message or to send it another way. In this fashion communication is effective and is occurring interactively. Feedback can take many forms. It can be verbal in the form of a question from the receiver or it can be a facial expression in the form of a puzzled look. Sometimes it is necessary for the source to solicit feedback by asking the receiver if he/she understands. Feedback is critical in the teaching and learning environment. The instructor must look for, and solicit for, feedback.

To assure that feedback occurs, the instructor must maintain eye contact with the students. If the instructor reads from his/her notes and does not maintain eye contact, he/she will not know when the students are tired and need a break. The instructor will not know if understanding is occurring. The instructor will not know that two students are asleep in the class, etc. **In fact, if eye contact is maintained students will be much less likely to be inattentive.** At first, looking into the eyes of a group can be very uncomfortable for the new instructor. You must make a conscious effort to do so. Once you have practiced that skill and realize its value in the feedback process, your effectiveness as an instructor will increase tenfold.

In making oral presentations the following guidelines should enhance your overall presentation. First of all, remember that you are not making a speech. You are talking with, and not at your students. **Never begin a presentation until you have the attention of the group.** Instead of starting with the first line of your presentation, first say, "May I have your attention please". Begin when all is quiet, and not before. Speak in a pleasant and natural conversational tone. Avoid sounding impersonal or indifferent.

Professional does not mean impersonal. Avoid the use of "I". Instead use "We" and "Us". This will impart to the students the group or togetherness concept and will promote interaction. Use a vocabulary that is understood by the group you are instructing. It is much better to use a vocabulary that is below the level of the group than one that is above. In the former situation at least you would be understood, while in the latter you would not be understood. Remember that you are trying to convey meaning in a clear and concise manner. You are not trying to confuse or impress anyone.

Along the same lines as using a simple vocabulary, you will find it beneficial to use short simple sentences. Complex sentence structures will confuse instead of making clear the material you are trying to convey. Instructors must learn to think while they are on their feet. If you place a heavy dependence on reading from notes or try to memorize an entire presentation, you are heading for trouble. Feedback is eliminated and interaction ceases. There is nothing wrong with pausing for a moment to group or formulate words into phrases or sentences. In fact it is desirable unless it is excessive. If you have difficulty expressing yourself before a group, try writing the key points into short phrases or sentences. The only way to overcome this difficulty is through experience. Don't give up.

Another facet of the oral presentation is the voice quality itself. If you have a voice that is particularly raspy or monotone, you must work at trying to make your voice more pleasant. Again this takes concentration and practice. Use a tape recorder to analyze your presentation. Try to achieve a pitch level that is both easy for you to speak for extended periods and which has good clarity for the listener. You must speak loudly enough to be heard by all in your class. You will have to adjust the volume depending on the acoustical qualities, which differ in all classrooms. One must select a rate of delivery, which suits the learning level of the class. Talking too fast will confuse while talking too slowly will irritate. Don't link your sentences with "er r r" and 'uh h h'. Make your pauses between sentences clear and concise. A period means a pause between sentences. It does not mean to make a nervous utterance. This can be most annoying to the listener and creates a distraction, which is a barrier to communication. This is precisely what the professional instructor wants to avoid. Speak clearly, enunciate each word, and be understood. To do so is to begin communicating.

It would be difficult to discuss the communication process without considering non-verbal communication, better known as body language. Our body often conveys messages without our knowledge. If our body's message agrees with our verbal message, communication is enhanced. If on the other hand, our body's message is different from our verbal message, communication is diminished. Be aware of body language and how it affects the communications process. Use it to your advantage and you will communicate much more effectively.

Before we end our discussion on communications, let's consider one final aspect of the relationship between the sender and the receiver. That relationship is influenced by the organizational rules of the brain. The brain seeks to organize sensory input by association, patterns, proximity, and good form. Thus the brain will process more efficiently that input which is well organized and in good form for learning. For example if one were asked to repeat the following number, 2-3-3-8-7-9-4-2-5, one may have some difficulty merely because it takes on no specific format and exceeds seven bits of information. If one were asked to repeat the following social security number, 23-3879-425, they would have extreme difficulty because the brain expected to receive those digits in the format of three digits, two digits, and then four digits. Since it wasn't organized in the form the brain expected to receive it, learning was severely inhibited. Finally if asked to repeat the following social security number, 233-87-9425, one could likely do so because the digits were in the form expected by the brain and thus were organized in a form which is easy to learn. Keep similar groups of thoughts together and avoid skipping around between various topics. To aid the receiver's brain in organizing input, the source (instructor)

can use a formatting technique. To do this, the instructor can prepare a skeletal outline of the material to be covered and give this to the students prior to the class and ask that they take a moment to read the outline prior to beginning the class. The outline will let the brain know what material will be presented and in what form. It can then more readily process the information when the class starts, and learning can be greatly enhanced. When one has a firm grasp of the principles of learning he can then appreciate, evaluate, and apply the various methods of teaching.

METHODS OF TEACHING

There are many methods of teaching. The method chosen will depend upon the type of material to be taught, the age group of the students, their ability to learn, and perhaps on the instructor's personal style or preference. We will consider two types of teaching material. The first type will be that of knowledge, concepts, and theory. The second type of material will consist of teaching of psychomotor skills. Typically knowledge, concepts, and skills will be taught in a classroom type setting while psychomotor skill teaching could occur in a classroom, gym, or outdoors. Let us first turn our attention to various methods of teaching knowledge, concepts, and theory.

The first method is known as the **lecture method**. It is as the name implies; the instructor merely presenting material to the students with little or no active involvement or feedback on their behalf. **It is good for getting a lot of material to large groups.** Because the primary sensory input is hearing, we have a relatively low efficiency factor for learning. To offset this problem it is necessary to augment the lecture with visual aids. Also it is wise to allow time for note taking and periods for questions and answers. You should encourage questions from the students. Finally, **the lecture method should be augmented with other teaching methods.**

One of those methods could be the **discussion method**. The discussion method is an interactive communication process. **The instructor presents material and the students are encouraged to immediately question or comment on the material.** It is intended for small groups and is excellent for reviewing material already presented. It is not suited to large groups nor does it afford good control of the class. Moreover, it is most time consuming. If it is to be done, it could be used in conjunction with the lecture method to the extent that time permits. To be effective the students should be seated so as to have eye contact with one another. The instructor should seat himself as part of the group. The instructor can initiate the discussions with thought provoking questions. **The instructor has the responsibility to bring the discussion back to center if it drifts too far from the subject being discussed.** Finally, the instructor should conclude a discussion session by summarizing on the key points discussed.

A special form of the discussion method is the **leading-question technique**. It uses a series of questions to guide students through processes that lead to greater understanding and retention of knowledge. **It is especially effective following a study of text material or following a lecture. Again it is time consuming and requires a high level of skill to prepare the questions.** To properly prepare the questions, one should phrase the questions such that the answer forces the recall of previously learned material.

Another special form of the discussion technique is the **problem solving technique**. This is very similar to the leading question technique except that immediate feedback does not occur. **Students are given a problem to solve in small groups.** After a work period the groups are reassembled and the solutions to the problems are discussed. It is again intended for smaller groups and is excellent in that the students are forced to apply knowledge, concepts, and theory to practical applications. Again the method is time consuming and does not afford good control. To be most effective the instructor should

assure that the students understand the task and that the question or problem is in written form. Finally, sufficient time must be allotted to solve the problem and the students should be made aware of the time allotted for the problem. In this technique the students are more responsible for their own learning.

The final method of teaching knowledge, concepts, and theory is the [programmed learning method](#). The best-known example of this form is in the area of computer-based instruction. In this form students are presented with carefully ordered information. They must complete the information and display their knowledge of the material presented before going on to the next module. **The major advantage is that the individual can learn at his/her own pace.** The instructor is more of a facilitator in that the materials carry out the teaching function. This method is often expensive to start in both money and time. However, for those who have those resources available it is an option.

We will now turn our attention to the teaching methods for psychomotor skills. According to Dr. Stephen Yelon a **"complex psychomotor skill is a physical skill which involves the use of perception and muscles in the execution of a smooth, precise, well-timed performance. The skill is organized to relate to the space around the individual, and the skill is timed so that each muscle's performance comes into play at a certain moment."** Thus learning psychomotor skills involves the student's thought processes and it also involves some physical action on their part as well. To teach psychomotor skills requires the knowledge of specialized teaching skills. A typical teaching pattern would involve a discussion followed by a demonstration followed by a practice session. Viewed in a simplistic form that is all there is to it. However, to be an effective instructor we need to more thoroughly study and understand the process. There are various teaching techniques, which will adapt to a variety of teaching needs. Before we consider those different techniques, it is appropriate at this point to reiterate a point previously discussed. We noted earlier that all individuals would not be adept at performing physical skills. Individuals will have varying levels of development of their kinesthetic sense or an awareness of their body movements. You must adjust your teaching methods to accommodate the least adept in this area. You will always have those individuals in the class who learn quickly and easily. These persons make the instructor look good. **The measure of a good instructor is to be able to effectively teach those persons who are least adept. To do so the instructor must teach the techniques in a logical and progressive manner and according to the principles set forth in the following paragraphs.**

The first method to be considered is known as the [Part-Whole Method](#). In this method the students practice and learn all of the parts of the whole technique separately and independently of each other. Once the component parts are all being performed satisfactorily, the parts are then combined in the proper sequence until the whole skill or technique is performed. **This method is good for teaching complex techniques since the students can concentrate and practice on the component parts.** For inexperienced instructors, it enables them to control the class, to see errors, and to make corrections. However, this technique does not allow persons to learn at their own rate. Slower learners can hold the majority of the class back. Also there is no pressure on the slower learners to pick up the pace and to try to keep up with the faster learners. **This technique like most will have areas where it will be most suited but shouldn't be relied upon as the sole method for teaching.**

Another method is the [Whole Method](#). In this method the student learns the whole or entire technique at one time. **All of the parts of the entire technique are practiced together.** If a problem develops with a portion, corrections are made to that portion. The student still practices the whole technique however, and places more concentration on the problem portion. **This method is useful for learning simple skills and is also good for individuals who are fast learners to learn complex skills.** It does facilitate individual learning rates. Since different learning rates will be occurring, the instructor

will have to be more skilled at watching for problems. Also some who have a lesser-developed kinesthetic sense will have difficulty learning by this method.

Another method is somewhat of a hybrid of the two previously discussed. It is known as the [Progressive-Part Method](#). In this method the first part of the technique is shown and practiced. Once that part is performed to satisfactory levels, the next sequential part of technique is shown and practiced in combination with the previous part. This process continues until the whole technique is performed. **This approach is a very good system for teaching complex techniques and for teaching those whose kinesthetic senses are less developed.** It does permit some provision for individual learning rates. Again because individual learning rates occur, control and correcting become problems for the instructor. The instructor will have to develop skill in this area to accommodate this technique.

Another technique, which is somewhat of a hybrid, is the [Whole-Part-Whole Method](#). This is similar to the Whole Method in the initial approach. It differs at the point where a problem occurs in the technique. **The problem portion is separated, corrected, and practiced independently of the whole skill. Once the part is being performed in a satisfactory manner, it is recombined with the whole skill and the whole skill is then practiced again.** This method allows the student to concentrate on a problem part independently of the whole skill but, in so doing, the practice of the whole skill is suspended.

The use of the above-described techniques will be at the discretion of the instructor based on the teaching task to be done. The instructor will have to consider the complexity of the skill to be taught, the learning ability of the class, the size of the class, and the ability of the individual instructor. Once those factors are considered, the instructor can then select the best technique for the job. **Regardless of the particular technique chosen, a method of presentation must be incorporated into that technique to enable learning to occur in the most efficient manner.**

We will refer to this method of presentation as the three phases of teaching psychomotor skills. There is the adage, "Tell them what you are going to tell them, tell them, and tell them what you have told them". This is the time honored traditional approach. The three phases of psychomotor skill teaching concept is a modern and refined version of this approach, which is tailored to suit the special needs of teaching physical skills. The three phases, which comprise this concept, are the [Introductory Phase](#), the [Practice Phase](#), and the [Perfecting Phase](#).

During the [Introductory Phase](#), the student is first exposed to the skill being taught. **They are shown the whole skill and what will be expected of them in terms of objective performance. This is an ideal time also to mention any safety considerations or cautions.** They are to be afforded the opportunity for feedback so that the instructor knows the student has a clear idea of what is to be performed in the Practice Phase.

During the [Practice Phase](#) the student will practice the technique or portion of the technique as directed by the instructor. **They will perform for correctness of technique and not for speed.** The students should practice the technique several times at the onset of practice while the technique is still fresh in their minds. Encourage feedback throughout the process. Correct errors at once and do not allow the technique to be practiced incorrectly. The whole skill should be performed in its entirety and correctly before advancing to the Perfection Phase.

During the [Perfection Phase](#) emphasis is placed on the fine details, which will smooth out the technique and enable it to be performed with speed. **In this phase it is important to require practice well beyond adequate performance.** It is useful to have the students merely stand with their eyes closed and

perform the technique mentally and not physically at all. Finally practice should occur under stress. Stress may be induced in many ways. The person may be required to sprint for 50 yards and then perform the skill. The person could be asked to stand in front of the class and perform the skill alone. The first example was of course physical stress while the latter example was psychological stress. Both types of stress are important. We have thus far selected the proper teaching method and presented it in proper sequence as indicated in our discussion of the three phases of psychomotor skill development. Our final consideration in the area of psychomotor skill teaching will be to examine the three levels of intensity in which this type of training can occur.

Physical skills can be taught on three levels of intensity. The first level or beginning level is called **static training**. At this level the student performs the basic skill from a stationary position. Unfortunately too much of police training begins and ends at this level. One could conceivably end in the perfection phase and never have had the student leave his/her tracks so to speak. The second level is called **fluid training**. This is dynamic training or techniques in motion. The student has to move to perform the techniques. The student refines his sense of balance to accommodate the movement. Once the student is comfortable with performing the techniques with movement, he/she is then ready for the third phase of training, which is called **"Street Simulation" training**. This is sometimes called tactical simulation training and stress training. In this phase we utilize role-playing situations or other methods to create realistic yet reasonable training scenarios. It is only by taking the level of training to the third level that we can say as instructors that we have done a complete job. To do anything less, we have not adequately prepared the officer for what he/she may have to encounter in a real life situation.

Our final area of discussion in the segment Methods of Teaching will be the use of visual aids. A visual aid is defined as anything visible, which illustrates any principle, fact, meaning, or theory, which the instructor is trying to convey. It is intended to supplement or augment other teaching methods. Good visual aids are invaluable and greatly enhance learning. They also promote the class's attention and interest. The choice of which type of visual aid to use will be predicated upon the instructor's experience and abilities, the resources available, the room size, the class size, and the subject material being taught. Typically visual aids are classified as being of a board type, a projection system, or other special display.

Under the category of boards we find the chalkboards and flipcharts. Chalkboards can be used to present prepared materials. This is best done prior to the class beginning. The chalkboard can also be used to write material, which spontaneously arises during discussions, etc. In using the chalkboard you should write neatly and large enough to be seen by all. If students are trying to copy your prepared material, make sure they have adequate time to copy before you erase. Write in an orderly progression. Don't bounce all over the board. Remember the brain's organizational rules. Have extra chalk and erasers on hand. Remember to clean the board after class. Make sure also that you stand off to the side and therefore are not blocking the view for the students. Flipcharts are another form of board type aids. They enable you to prepare large amounts of material prior to class. Merely by flipping the pages you can make creative buildups, diagrams, charts, etc. They are very versatile and can serve in place of a chalkboard if one is not available. They need some type of supporting stand, which should be positioned so that all can see. The major disadvantage is that any mistake is permanent and requires you to cross it out or to go to another page. This can be distracting and time consuming to some degree.

Under the class of projection systems we find many different devices. Motion picture projectors slide projectors, opaque projectors, overhead projectors, LCD projectors (used with computer generated,

multi-media presentations⁴) and video cassette recorders are all types of projection systems. It would be well beyond the scope of this presentation to attempt to explain their individual operating procedures. However, we will present some guidelines that will be applicable to all projection system devices. Inspect your equipment prior to class to insure its proper functioning. Practice with it also so that you both appear to be knowledgeable and don't waste valuable class time. Make sure the room size is adequate. Prior to class check to see that the screen or monitor is visible from all locations and that the sound if any can be heard from all locations. Handle the A/V equipment with care. Even with proper care bulbs will still burn out, so it is advisable to always have a spare bulb on hand and to have the ability to change it quickly. Finally, use quality material. If the picture is distorted, produced poorly, has poor sound quality, or otherwise is less than par, it will create a distraction within itself or noise as we previously discussed. Hence, it will lose its effectiveness.

The third category of visual aids dealt with other special displays. This could include posters, equipment demonstrations, or models. If you are discussing a piece of equipment, it would be more meaningful if you actually had the piece of equipment for display or a model of it. This is very simple but nonetheless easily overlooked. Visual aids are extremely valuable to the instructor and properly utilized can enhance learning by a considerable degree.

COURSE MANAGEMENT

Not only must instructors be effective teachers, they must also be effective and organized managers. They must manage matters ranging from planning and scheduling to dealing with a defiant student in the classroom. The instructor in his/her planning and scheduling function must secure a proper facility for the teaching assignment. Provisions will have to be made for a proper classroom environment for the knowledge and concepts material and also a proper room in which to teach the skills portion of the program. For MEB or PR-24 baton training, the room in which the skills will be taught should allow at least a 10 foot by 9 foot block of space for each student. In addition, the instructor will need a section somewhat larger. Usually 15 feet by 12 feet will suffice. Also needed is a space in which to hang training bags so that the students may strike them during the course of training. This space will vary with the number of bags and the mechanism used to support them. Nonetheless space for them should be considered and provided.

Another planning consideration will be the number of students to be admitted into the class. If at all possible schedule all classes for an even number. To have an odd number in any class where the students will have to practice in pairs is most inefficient. What happens is that the odd numbered person and the pair with whom he/she has to work gets less actual practice time and the balance of the class has their time wasted while the odd group practices the additional time. Avoid this situation if at all possible. The second consideration for the number to be admitted will be the student to instructor ratio. Instructors should maintain a recommended ration of 10 students to one instructor. Some states, jurisdictions, POST commissions, etc. have set limits on student to instructor ratios in the high liability physical skill areas of which baton training is included. You should check your local requirements as they may differ. For International Instructors or Instructor-Trainers teaching the MEB, MDTS or PR-24 Instructor Course, the ratio should not exceed 20 students to one International Instructor or Instructor-Trainer. If you exceed these ratios, you should consider having another instructor to assist you with the program.

⁴ The Council has created several presentations for use on a LCD projector, which can be found in the "Presentation" folder within this CD. These presentations use Microsoft® PowerPoint® software, which are registered trademarks of the Microsoft Corporation.

Should you utilize another instructor, the instructors should get together before the program and work out the details of the program. In this fashion neither redundancies nor omissions will occur. It is important that the instructors can work together as a team for if they do not, conflicts will be visible to the students and the program will suffer. Once the above concerns are addressed, team teaching is an excellent way to present material to a class. It enables the class to draw upon two sets of teaching experiences and skills. The instructors can learn from one another and share the load of teaching as well. One added benefit of team teaching is that one instructor can serve to backup the other instructor in the event of illness or injury so that the class would continue.

When planning or scheduling a class, you must determine what the time requirements are for the type of class you are presenting. You should schedule the period of instruction such that classes are held on consecutive days versus one day this week, another day next week, etc. Learning is better facilitated when the classes are close together time wise. However, instructors often have to schedule classes around other agency concerns and priorities, which can be done using a modular learning scheme⁵.

USER LEVELS

Curriculums	MEB	MDTS	PR-24
<i>Pre-Basic Course</i>	None	None	At Least 6 Hours for a First-Time Student
<i>Basic Course</i>	At Least 4 Hours for a First-Time Student	At Least 8 Hours for a First-Time Student	At Least 8 Hours for a First-Time Student
<i>Advanced Course</i>	At Least 8 Hours for a First-Time Student	None	None

TEACHER LEVELS

Program	Basic Instructor	Instructor/ Advanced Instructor (MEB only)	Instructor- Trainer ⁶
MEB	At Least One Day	At Least Two Days	At Least One Day
MDTS	None	At Least Two Days	At Least One Day
PR-24	None	At Least Two Days	At Least One Day

When preparing your schedule for your classes keep in mind that the above minimums do not include lunch or break times. They mean the minimum hours of instruction required.

⁵ The Council has recommended schedules for teaching the MEB, MDTS and PR-24 certification programs at both user and teacher levels, which may be applied in modular learning scheme for each program.

⁶ Prerequisites apply to this teacher certification level. They are: (1) being an Instructor for at least one year, (2) having taught at least 3 user courses and (3) certified at least 20 students in the program to which a candidate is seeking advancement.

When teaching a MEB, MDTs or PR-24 Basic Course⁷ (or Instructor Course), you must use the appropriate lesson plan, which is approved and distributed by the Council. The Council will provide these lesson plans to you. You are encouraged to stay current by frequently visiting the Council's main page, which can be entered at www.police-batons.com. Important news regarding lesson plan updates, policy statements, and other notifications will be posted on the Council's main page. IT IS NECESSARY TO TEACH FROM THE BASIC COURSE LESSON PLAN TO RECEIVE THE SUPPORT FROM THE COUNCIL. Also with all instructors using these lesson plans, the program becomes standardized. The U.S. Supreme Court has held in *Whiteley v. Warden* (401 U.S. 560), that if it is not documented, it did not happen. Thus, if you do not teach from a lesson plan, then you will lack documentation of what you taught. Consequently, without the documentation, the ruling would be that the training did not occur. Hence, it is extremely important to physically use the lesson plan in presenting the course.

Because of the nature of the subject being taught, and because of court rulings such as *Whiteley v. Warden*, meticulous record keeping is required on behalf of the instructor to document properly the training being presented. The instructor should develop a registration form so that each student can be registered in a class. The instructor should enter each student in a role book. Role should be taken at the beginning of each day and again after each break. In this fashion you can document that each student was physically present. Also in the Basic Course lesson plan there is a page on which you should enter each class for which you used that outline to teach. In that fashion that document is linked to a particular class. If you give out handout material to a class, you should keep a copy of each handout and keep a file copy for each class. Also you should show any supplemental videotapes presentations, films, etc. You should note the date, time, and name of the presentation in your records to document the fact that it was shown. When you give tests (written or proficiency), you should keep those tests on file with the program. When the students have completed the course and passed all the requirements, you may issue them a certification card provided free of charge by the Council. On this card you will place their name, a certification number (if desired), and your signature. You will need to develop a system for these certification numbers. You should include this number somewhere on your class roster or on your role book as a means to link the card with the person in your class. In the very beginning of your class, you should go over the safety rules for the class and make a notation that it was done. In short, you should document everything about the program in an effort to fully document the course of instruction.

You should give attention to the physical setup of the classroom. The physical arrangement of the chairs, desks, and the instructor will have to be adjusted to fit the method of instruction. If you were going to use the lecture method, then the typical auditorium arrangement would suffice. In this arrangement the podium and screen are up front and all the seats are looking to the front. This could be modified somewhat to allow lecture and discussion methods combined. The podium and screen would remain in the same position while the chairs and desks could be arranged in a semicircle or horseshoe with the open end towards the podium. This allows all to look to the front for lectures and for all to be able to have eye contact with each other without having to turn around. If we were to elect to have pure discussion then a circle or square arrangement would be in order with the instructor taking a seat along the circle or square so as to be one of the class. When presenting or demonstrating skills, you will find that a semicircle arrangement works rather well. The instructor places himself at the open end of the semicircle and performs the skill. A circle will work equally as well for viewing purposes but the instructor will have difficulty projecting his voice well over 360 degrees. Therefore, a semicircle usually is best for this purpose.

⁷ The term "Basic Course" shall include all certification curriculums in the MEB, MDTs and PR-24 certification programs supported by the Council.

Occasionally when conducting a class, you will find a student who is challenging the instructor or who is defiant. The instructor should avoid any confrontation with the student. The instructor should at the next break make an effort to talk to the individual to determine what the problem is or where the differences lie. Usually a one-on-one interpersonal communication will correct the difficulty. If this does not succeed, and the individual is disrupting the class, it is time to speak with his supervisor. If the supervisor cannot correct the problem, it is time to bar the individual from the class. Experience has shown that if the instructor does not talk down to the class, accepts the class, and shows respect for the class by treating them all on an equal basis; that such situations are very unlikely to occur.

To aid in the class management function it is extremely beneficial to develop a checklist. That list could include as much or as little as the individual instructor finds necessary. The list should be updated from time to time. Seldom does a course go by that you don't find a way to do something better or find something that you overlooked. In that fashion your list becomes very unique to your style and very thorough. It eventually will grow to be your primary planning tool.

TESTING AND EVALUATION

The evaluation process enables the instructor to find out how well he taught and also how well the students are learning. It is an objective form of feedback. The purposes of the evaluation process are many. One purpose is to find out if the student has achieved the course objectives. The objectives of the course will be utilized in forming the questions on the test. This purpose may at some point be extremely crucial in the event of a suit, which claims negligent training. The test may well be the evidence that establishes that the student comprehended the course material. Another purpose is to improve the instruction. If it is determined that the majority of the class did not get the correct answer on a test question, it may be indicative of a problem in the instructional process. With this knowledge, the program can be corrected to avoid the problem in future classes. Testing can serve to motivate students. Although it is negative motivation to some extent, it is a fact that students will learn more when they know they are going to be responsible for their learning in the form of a test. Testing provides a basis for assigning grades. Most agencies or training commissions require a course of instruction receives a grade. Testing can form a basis for selection. In the case of the MEB, MDTs or PR-24 program, it may be that the four students with the highest grades are selected to receive additional training for instructor certification. Finally, testing can serve as a final means of correcting any errors or misinterpretations.

Generally, there are two basic categories of written examinations. Written examinations may be subjective or objective. The subjective form is more commonly called the essay form of testing. It is relatively easy to prepare the test since generating a few general discussion type questions will suffice for the examination. The difficulty is in grading. The instructor will have a difficult time in assigning a grade with a high degree of objectivity. The objective form of testing eliminates the problem of objectivity in grading. The questions take on the form of short answer questions, multiple choice questions, matching, fill-in the blanks, and true or false statements. Grading can be done much more rapidly and with a high degree of objectivity. Naturally such a test takes more time for the instructor to prepare. The major difficulty lies in making questions that test a course objective, which are meaningful, and which are intrinsically good. It pays to take the time to prepare a good test.

In preparing a test, bear in mind that a good test has a variety of different types of questions. It will use a good mix of true or false statements, multiple choice questions, matching, fill-in the blank statements, and short answer questions. The test should above all determine if the course objectives have been learned. Therefore, the test should cover the full range of the material presented. To

construct a test, first determine the subject areas to be tested based on the course objectives. Select the key points from these areas. Decide on which type of questions you are going to use, then group questions of the same type together. Decide on the correct answers, develop an answer key, and establish a point system. Grading is simplified if the total point value for all questions totals 100. In that fashion when scoring one need simply add the points for the questions that are incorrect and subtract the total from 100. This will give a percentage score directly without any further calculations. Also by establishing a point value for questions, the students can determine which questions are worth the greatest value and spend their time in those areas if they are having difficulty. In preparing questions, they should be clear and concise. Check each question against these two criteria. If they don't meet both, make revisions until they do. You should avoid questions in which the answer depends on a correct answer to a previous question. Before giving an exam to a class, you should give the test a trial run by giving it to some other persons of your choosing. This will assist you in weeding out any problems prior to using the test in class. Finally, the actual time required to take the test should not exceed the amount budgeted in the course schedule of the lesson plan.

When administering a test certain guidelines should be observed. Prior to administering a test, a thorough review should be conducted. In this fashion any final questions or misinterpretations can be handled. The testing environment for the written test should be very much the same as the criteria for the classroom. The students should be comfortable, have adequate lighting and ventilation, and have adequate desk space upon which to take the test. The room should be quiet and free from distractions. Spare pens or pencils should be available in the event they are needed. When the test is handed out the students should be asked to look over the entire test quickly for basic understanding. At that point go over the instructions and answer any questions. Be sure to advise the class if there is any part of the test on the back of a page or pages. Sometimes a student will turn in a test and fail to see a portion of a test on the reverse side of a page. When the test begins, announce the time allotted for the test and during the test advise them of the time remaining at appropriate times. You should remain in the class to quietly answer any questions. If several students are having difficulty with the same question, a general announcement of clarification to the entire class may be in order. When the test is completed, go over the test with the class and make the test reinforce the learning experience. This can again serve to clarify any lingering problems or questions. Actual grading of the tests can be done several ways. Members of the class can grade the test during the review of the test by having students exchange tests with each other. This provides immediate feedback and is an effective time saver for the instructor. The instructor can grade the test later himself or can have another instructor or disinterested person grade the test later. The latter method would completely remove any biases on behalf of the instructor although this is usually not a problem with an objective examination. To receive a passing score on the examination, the student should receive a percentage grade of at least 70%. This holds true for MEB, MDTs and PR-24 user level and teacher level examinations or written tests.

When testing to determine the students' ability to perform physical skills, certain special criteria need to be considered. When conducting the proficiency skills for the MEB, MDTs or PR-24 program, you may elect to use one of two test forms. In the Basic Course lesson plan, a proficiency test sheet is provided, which is the first test form example. Using this test form, the student performs each technique listed in the presence of the instructor. The instructor then makes a subjective judgment as to whether or not the technique was performed in an acceptable manner. It is a simple acceptable/unacceptable (or pass/fail) system of evaluation and is all that is required by the Council. The student must perform all the techniques listed in an acceptable or passing manner to become certified.

If your agency or training commission requires a percentage score, an optional test for the Basic Course can be requested from the Council, which is the second test example. It utilizes a more objective

scoring system, which is based on a points system, which is converted to a percentage score. The instructions are included with the test. Regardless of which testing format you choose, you must establish standards of achievement for the students so that they know what is expected of them for purposes of testing and also for the evaluator so that he/she may make the determination as to how well the skill was performed based on the standard established. Standards of achievement consist of three component parts. The first is the final skill objective or terminal performance objective. That is what the student is expected to do in performing the skill. The second is under what conditions will the skill be performed. The last part is the standard of performance or how the skill is performed. An example of a standard of achievement for a high block is as follows:

Final Skill Objective: High Block (PR-24 Basic Position)

Conditions: With the student standing in the tuck position, the student's partner will strike an overhead downward blow toward the student's head. The strike will be with a plastic flexible tube and at half speed. The student will block in response to this strike.

Minimum Acceptable Performance Standard: Uses good balance and stance. Maintains long extended portion along, and in contact with, the forearm. Maintains a position such that the short handle extends beyond the head. The blocking or chopping surface is exposed to the direction of the attack. Maintains space between the forearm and the top of the head, etc. **Note that these Standards of Performance are merely each technique's component parts as described in the lesson plan.**

With standards of achievement established, the evaluator may then make a judgment of the skill performed based on a standard versus a mere subjective opinion.

Of final note in the area of evaluation is that of instructor evaluation. That is how well did the instructor do at teaching the subject matter. This should be done as the final act of the class and after any and all testing of the students has occurred. There are many instructor evaluation forms available. Most academies or training commissions use them. You should obtain one from them if you do not have one. Use them at the conclusion of every class. The best way is the anonymous form that does not ask for the student's name. In analyzing the completed evaluations, look for general trends. One person giving an instructor a poor rating means little, half the class giving the instructor a poor rating is significant. Try to use a form that involves more than checkmarks and numbers. Use one that solicits specific comments as well. If you've done poorly, you want to know why, and how you can improve. This brings us to the very purpose of the instructor evaluation. Use the evaluation to improve. Try to make every class better than the previous one. With that attitude, you will grow in your effectiveness as an instructor and your classes will progressively be better and better.

GENERAL GUIDELINES FOR INSTRUCTORS

This final section on teaching techniques contains a series of reflections on teaching, helpful hints, or general guidelines for teaching. They perhaps could have been included under the previously covered topics; however, their inclusion as a group and placement at the end provides them with an emphasis they would not otherwise have achieved. Perhaps the place to begin is with some special safety considerations. **YOUR CLASSES SHOULD EMPHASIZE SAFETY FROM START TO FINISH.** If you injure students in your class, not only could you be held liable, but your reputation as an instructor will suffer. Do not interpret tactical simulation training, stress training, or realistic training as a license to disregard safety. In all that you do you must consider the safety aspects. At the beginning

of each class day, you should query the class to ascertain if there are any injuries that the other class members should be aware of and if there are any, you should have a system such that injured individuals are identified if they are to participate in practice to any degree. A useful system is to have red wristbands that can be worn by persons with an injury. The entire class must be made aware of the significance of the red bands. By injuries here we are referring to sore joints, or similar ailments that would not prevent the student/officer from performing police duties, but merely some condition that warrants some extra care.

When teaching the MEB or PR-24 baton, it is beneficial to place the use of the instrument in the proper perspective. That is it should be presented in an integrated systems approach. **The students should be versed in the concept of escalation and de-escalation through the levels of force.** It must not be presented as a "cure-all". It has its place in an overall system of use of force management, but there will be times when its use is inappropriate by virtue of its being either ineffective or excessive depending on the situation.

As an instructor you should be aware of the following syndrome. The instructor is attracted to an attractive member of the opposite sex and gives extra attention to that person at the expense of other students. This situation will result in a loss of credibility and have a negative impact on the instructor's reputation. **Treat all students on an equal basis and maintain a professional bearing.** This does not mean that you shouldn't give extra help to those who need it, but rather the additional help should be given based on need and not physical attractiveness.

From time to time, you should review your entire program. You should do this by thoroughly examining all of your course materials. Also if possible you should review a video recording of your presentation. Be critical and look for areas in which to improve. Make sure the material you are presenting is the best available or the best it can be, given the available resources. This self-evaluation process is extremely valuable and the feedback you receive in the form of instructor evaluations from your students. This combination can only lead to overall program and instructor improvement.

You must maintain an inflow of new information, techniques, and ideas. You should keep abreast of the current trends relating to or affecting the field of police use of force management. To do this you need to attend seminars, maintain affiliations with professional associations, read current texts and periodicals, and stay in touch with other instructors. **As an Instructor, you have the obligation to maintain your certification⁸. You should strive to continually build your credentials and professional status.**

While teaching always remember that what you do automatically without conscious thought, your students will have to be taught. It took a lot of time and practice for you to reach your proficiency

⁸ Authority for establishing re-certification policy rests with senior law enforcement management in the public or private sector, not with the Council. Maintaining certification as the Instructor level is viewed by the Council as a procedure rather than policy. This authority also extends to the user programs levels as well. Procedures for maintaining certification are available and fully supported by the Council. They include: (1) obtaining an acceptable rating on techniques listed on a proficiency test sheet, (2) passing a written test with a minimum of 35 questions and (3) passing an instructor presentation assessment. A brief review of appropriate information and techniques may precede the above re-certification procedures. An Instructor has the following two options for maintaining his or her certification. Option #1 – An Instructor is tested by an Instructor Trainer or International Instructor. This may happen at any time. A brief review of appropriate information and techniques may precede this activity. All minimum competency standards must be satisfied for certification. Option #2 – An Instructor may submit his or her Basic Course teaching activity report to the Council, which accounts for teaching activity he or she has done. This may happen at any time. Upon careful examination, the Council may issue an Instructor certificate. The role of the Council is to provide the procedures and options that allow an Instructor to maintain his or her certification. It is the responsibility of the Instructor to maintain his or her certification.

level. You probably did not take notice of the teaching methods, which were utilized, in your training process. This is very common not to notice the teaching method since your concentration is on learning the skill. Remember the principles of teaching presented herein. Apply them and you will become an effective and well-respected instructor.

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ENROLLMENT FORM

MONADNOCK EXPANDABLE BATON (MEB) CERTIFICATION PROGRAMS

Check Appropriate Curriculum Box

- ☐ Basic Course - 4 hrs.
☐ Advanced Course - 8 hrs.
☐ Basic Instructor - 8 hrs.
☐ Advanced Instructor - 16 hrs.
☐ Instructor-Trainer Course

PR-24 SIDE-HANDLE BATONS CERTIFICATION PROGRAMS

Check Appropriate Curriculum Box

- ☐ Pre-Basic Course - 6 hrs.
☐ Basic Course - 8 hrs.
☐ Instructor Course - 24 hrs.
☐ Instructor-Trainer Course

MONADNOCK DEFENSIVE TACTICS SYSTEM (MDTS) CERTIFICATION PROGRAMS

Check Appropriate Curriculum Box

- ☐ Basic Course - 8 hrs.
☐ Instructor Course - 16 hrs.
☐ Instructor-Trainer Course

ENROLLMENT AND PARTICIPATION CONDITIONS

Due to the physical nature of the courses indicated above, you are hereby advised of the following: If you are pregnant; suffer from a chronic/acute problem of the neck, back, wrist, knee, heart, or muscular system; or other medical conditions such as a stress disorder, hypertension (high blood pressure), hip bursitis and so forth, YOU **SHOULD NOT PLAN TO PARTICIPATE IN THE PROGRAM** WITHOUT FIRST CONSULTING WITH YOUR PHYSICIAN.

INSTRUCTION DOES INVOLVE PERIODS OF PHYSICAL CONTACT AND SOME RISK OF INJURY, AS WELL AS ENDURING SOME DEGREE OF DISCOMFORT OR PAIN DURING THE APPLICATION OF CERTAIN TECHNIQUES AND/OR DURING CERTAIN PRACTICE SESSIONS.

Although the instructor(s)* will attempt at all times to maintain a high degree of care for safety of all persons attending the course, it must be understood that neither (s)he, the organization sponsoring this instruction or the Monadnock Police Training Council will assume financial or other responsibility for injuries or illnesses suffered from, or relating to any training received, nor can it be responsible for any loss to attendees as a result of damage of their property through fire, theft, or other causes. You, the attendee, must understand that you are participating in this training at your own risk. Therefore, prior to permission being granted for your attendance, you must agree, by signature, to the conditions set forth below.

I, _____, accept all risk that may be associated with this training having read and understood the above statements. I agree to indemnify and hold harmless the instructor(s)* who is/are:

the Monadnock Police Training Council and the sponsoring organization(s) which is/are:

I acknowledge that the training involves a degree of physical exercise and physical contact and therefore does involve a risk of injury to me. I also acknowledge that I will have to endure some degree of discomfort or pain during the application of certain techniques and/or during certain practice sessions. I further acknowledge that I do not have any of the above described or other injuries, illnesses, disabilities, or conditions (i.e., pregnancy) which could be made worse by my participation or otherwise cause me harm during this training. I am in good physical and mental health. I agree to abide by the course safety rules and instructions given by the instructor(s)*. I agree that my being certified is based on my passing all applicable tests. I have read and fully understand the terms and conditions of this agreement.

Signature: _____

Date: _____ Course Number: _____

* Not an employee or agent of the Council.

Please Print:

Last Name: _____

First Name: _____ M.I.: _____

Home Address: _____

City/Town: _____

State/Province: _____

Zip/Postal Code: _____

Country: _____

Home Area/Country Code: _____

Calling Number: _____

Employing Agency: _____

Address: _____

City/Town: _____

State/Province: _____

Zip/Postal Code: _____

Agency Area/Country Code: _____

Calling Number: _____

FAX Number: _____

Person To Be Notified In Case of Emergency:

Area/Country Code: _____

Calling Number: _____

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CLASS INFORMATION SUMMARY & DOCUMENTATION

NAME OF PROGRAM: _____

INSTRUCTOR NAME: _____

DATE OF CLASS: _____

PROGRAM SPONSOR: _____

LOCATION OF CLASS: _____

NUMBER IN CLASS: _____

NUMBER OF
ASSISTANTS PRESENT: _____

NAMES OF ASSISTANTS: _____

OUTLINE NAMES
& DATE: _____

A/V - HANDOUT
LIST DATE: _____

WRITTEN TEST
EFFECTIVE DATE: _____

WRITTEN TEST
ADMINISTERED BY: _____

INSTRUCTOR
SIGNATURE: _____

MEB TRAINING & EQUIPMENT CHECK SHEET

Training Date: _____

Course Number: _____

Training Location: _____

Class Size: Min. 10 students; Max. 20 students
Student to Instructor Ratio: 10:1
Number of Evaluators: 10 students = 2; 20 students = 4

Student Handout: **Monadnock Expandable Baton (MEB) Curriculum Handbook**
Monadnock Baton Chart, Letter Size (optional)

Reference Lesson Plan: ***Monadnock Expandable Baton Basic Course and Advance Course Certification Curriculums, December 1995 (MEB-LP)***

Lesson Plan Prepared By: _____

Reviewed By: _____ Date: _____

Date Revised: _____ By: _____

Number of Copies: _____ Needed By: _____

Instructional Topic: **MEB Basic Course Certification Curriculum**

Minimum Training Time: One-Half Training Days; 4 hrs. - First Time Student

Test Requirements:

- 1) MEB Basic Course Student Proficiency Test Check Sheet - MEB-LP, pages 3 - 4
- 2) MEB Basic Course Written Test - MEB-LP, pages 5 - 6
Min. 15 Questions; Min. Passing Score = 70%

Course Documents:

- A - Enrollment Form (optional)
- B - MEB Basic Course Proficiency Test Check Sheet
- C - MEB Basic Course 15 Question Written Test

Name of Instructor: _____
Certified MEB Basic Instructor or Advanced Instructor

Names of Evaluators: _____
Certified MEB Basic Instructor or Advanced Instructor

Certified MEB Basic Instructor or Advanced Instructor

Course Materials and Equipment: (Class of 10 Students)

1 - Overhead Projector	5 - UTB	5 - Mats (4' x 6')
1 - Easel with Pad	5 - SB-WT	
1 - Blackboard with Chalk	5 - Nerf Balls - Large	
2 - Monadnock Baton Chart, Poster Size	5 - Nerf Bails - Medium	
5 - FTB (taped)	8 - Traffic Cones - Small	
5 - YTB	5 - Contact Pads: Opponent	
5 - YTB (padded & taped)		
10 - Monadnock or Other Straight Batons with Holder/Ring		

PR-24 TRAINING & EQUIPMENT CHEST SHEET

Training Date: _____

Course Number: _____

Training Location: _____

Class Size: Min. 10 students; Max. 20 students
Student to Instructor Ratio: 10:1
Number of Evaluators: 10 students = 2; 20 students = 4

Student Handout: PR-TM2 Training Manual

Reference Lesson Plan: *Basic Course Lesson Plan: Control Device, PR-24 Batons and Other Side Handle Police Batons, December 1999 (BC-LP)*

Lesson Plan Prepared By: _____

Reviewed By: _____ Date: _____

Date Revised: _____ By: _____

Number of Copies: _____ Needed By: _____

Instructional Topic: PR-24 Basic Course Certification Curriculum
Monadnock Baton Chart, Letter Size (optional)

Minimum Training Time: 8 hours - First Time Student

Test Requirements:

- 1) PR-24 Basic Course Student Proficiency Test Check Sheet - BC-LP, page 30
- 2) PR-24 Basic Course Written Test - BC-LP, pages 32 - 33
Min. 25 Questions; Min. Passing Score = 70%

Course Documents:

- A - Enrollment Form (optional)
- B - PR-24 Basic Course Proficiency Test Check Sheet
- C - PR-24 Basic Course 25 Question Written Test

Name of Instructor: _____
Certified PR-24 Instructor

Names of Evaluators: _____
Certified PR-24 Instructor

Certified PR-24 Instructor

Course Materials and Equipment: (Class of 10 Students)

1 - Overhead Projector	5 - UTB	5 - Mats (4' x 6')
1 - Easel with Pad	5 - PR-24WT	
1 - Blackboard with Chalk	5 - Nerf Balls - Large	
2 - Monadnock Baton Chart, Poster Size	5 - Nerf Bails - Medium	
5 - FTB (taped)	8 - Traffic Cones - Small	
5 - YTB	5 - Contact Pads	
5 - YTB (padded & taped)		
10 - PR-24 Side-Handle Batons with Holder/Ring		

TRAINING INJURY REPORT

Name of Injured Person: _____

Address: _____

City/Town _____ State/Province _____ Zip/Postal Code _____

Home Phone (____) _____ Agency Phone (____) _____

Agency: _____

DOB _____ SEX: Male [] Female []

DATE OF INJURY _____ TIME OF INJURY _____

Where did the injury occur? _____

Describe the injury _____

Was FIRST AID administered? YES [] NO []

By whom? _____

Did the injury require medical treatment? YES [] NO []

If so, where: _____

Transportation Method: _____

ATTENDING PHYSICIAN _____

DISPOSITION _____

Describe how the injury occurred: _____

Was the injured person made aware of the safety rules associated with the training activity prior to the injury?

YES []

NO []

If so, how and by whom? _____

What mechanical, physical, or environmental conditions contributed to the injury?

What act(s) by the injured and/or others contributed to the injury?

What personal factors contributed to the injury? (Examples: improper attitude, fatigue, inattention, substance abuse, etc.)

Was the injury caused by failure to wear or use any sort of protective equipment? (if so, explain in detail.)

What was the primary cause of this training injury?

What action has been taken to prevent recurrence of this type of injury?

Was this a new injury or an old injury?

OLD []

NEW []

Was a proper warm-up and stretching period given?

YES []

NO []

Type of floor surface: _____

Type of shoes _____

Does the person participate in regular exercise?

YES []

NO []

Name of Instructor: _____

Name of Witness:

(1) _____

(2) _____

COURSE CRITIQUE

1. What aspect of this course did you enjoy the most?

Why?

2. What aspect of the course did you least enjoy?

Why?

3. What suggestions would you offer to make this course better the next time it is presented?

4. How would you rate the quality of the training material, notebook, and handouts? (Circle the appropriate quality value below.)

Poor (1) Fair Good (5) Above Average Excellent (10)

5. Did the course satisfy most of your expectations?

YES [] NO []

Why?

6. How would you rate this course in comparison to other courses you have participated in? (Circle the appropriate quality value below.)

Poor (1) Fair Good (5) Above Average Excellent (10)

7. Please rate the academy facilities? (Circle the appropriate quality value below.)

Poor (1) Fair Good (5) Above Average Excellent (10)

8. Would you recommend this courser to another officer? YES [] NO []

Why? _____

10. What subject(s) or activity(s) did you find the most interesting?

Why? _____

11. Use the following space below to make any general comments that you have regarding this seminar?

Name: _____
(Please print)

Date: _____

Thank you for taking time to complete this very important form. Your thoughts and comments are critical to the future growth and success of this course.

Course Instructor

Municipal Police Training Committee

Defensive Tactics Program

Module #1

**Straight (Expandable and Rigid) Baton
Techniques
Instructor Lesson Plan**

Written and adopted: 1996

**Reviewed and Revised: 1999, 2001, 2002, 2003,
2004, 2005, 2006, 2007, 2008, 2010,2012**

Municipal Police Training Committee
BATON Instructor Lesson Plan

PART 1: EXPANDABLE/STRAIGHT BATON MODULE OF THE MPTC DEFENSIVE TACTICS PROGRAM

**Expandable/Straight Baton Module of the Defensive Tactics Program as prepared by:
David A. Standen – (2012 Revision by: Cameron Deane and Steve R. Wohlgemuth)**

PART 2: CONTENT SUMMARY:

Included in this module are the following sections: Introduction; Baton Nomenclature; Various types of batons covered in this module; Where each baton technique fits within the Use of Force Model; The Escalation of Trauma Chart; Basic Principles, i.e. Balance, Stance, Movement, Distance, Positioning and Use of Verbal Direction; How the Baton Techniques fit with the other Use of Force Options; Techniques: Draws, Grips and Carry Positions; Baton Blocking Techniques; One Hand Grip Counter Strikes; Two Hand Grip Counter Strikes; Baton Retention Techniques for One Hand and Two Hand Grips; Baton Control and Restrain Techniques; Practical Exercises; Proficiency Test; Written Test; Connector Skills, References

PART 3: JUSTIFICATION:

The use of the police baton is an important tool for today's law enforcement officer. Unfortunately, the use of the baton as a force option has been a very visible example of misuse and lack of training. This block of training has been developed so that once officers have decided that a baton technique is a justifiable force option, he/she is provided with appropriate and effective techniques with which to carry out his/her duty.

Most Americans have a preconceived picture in their mind about how the police use their batons. Those that grew up in the 1960's can still recall the images provided to us by the evening news, of officers with their "RIOT BATONS". We can still see those officers running down Main Street, USA swinging their batons wildly at the heads of those in their path. Through the 1970's and 1980's there were more incidents of police misuse involving batons.

In the 1990's, we again watched several very high profile cases involving the use of the police baton. These incidents, which were shown over and over again, shaped the opinions of a new audience, while reinforcing the stereotypes of many others concerning how the police handle (or mishandle) the baton.

One of the first goals of this block of instruction is to understand where each baton technique "fits" within the Use of Force Model. It is very important that each officer understand when the baton is a reasonable and justifiable option when attempting to control an individual.

The techniques in this program are designed to make the police baton not only a **reasonable** Use of Force Option, but also an **effective** one. This officer will show officers

Municipal Police Training Committee

BATON Instructor Lesson Plan

how to defend themselves from an attack with **five simple blocks**. These 5 blocks are designed to give officers the **ability** that they need to defend themselves, and the **confidence** to remain in control.

When an officer is forced to strike a subject with the police baton, the technique **must work**. Many of the problems associated with the police baton are the use of ineffective baton strikes, which in turn lead to **multiple strikes**. These multiple strikes lend to the belief that the force used was excessive. Striking Techniques in this program, whether they are Inside or Outside Strikes, are taught in a manner that will make them **more effective**.

Another important aspect of using the police baton as an "Impact Tool" is having knowledge of where the **primary, secondary, and potentially lethal** striking areas are located. Officers will learn about several areas of the body, including those that are most vulnerable to serious injury, and how to properly identify an appropriate and effective target area based upon the Monadnock Baton Striking Chart© and the Use of Force Model to reasonably ensure the safety of the officer.

The remaining goal of this module is to provide officers with the ability to **control** a subject with the baton. They will be instructed in how these Controlling Techniques can be used either prior to, or after the use of a Striking Technique. These Controlling Techniques allow an officer greater leverage and control over a subject. With more leverage and a greater ability to control a subject, an officer also gains confidence in his/her ability to achieve **control superiority**. This additional confidence will translate into officers being less likely to move to a higher level of force.

All of these techniques are taught in such a manner as to reinforce an officer's ability to talk to, and reason with a subject. Officers will be instructed in the importance of communication skills, and the role they play in every level of Use of Force. The situational segment of the training will allow officers to enlist all of these skills in order to control an Assaultive Person.

This program is designed to train officers in both the Straight Baton and the Expandable Straight Baton. The Expandable Batons, Positive Lock, Friction Lock and the Auto-Lock Batons are designed to allow an officer to carry the baton on his/her belt at all times. This allows for greater availability for the use of the baton when necessary. This affords the officer greater safety as well as providing an option which, if not present, may cause an officer to escalate to a higher level of force.

The purpose of this module is to train our officers more completely in the use of the baton. The officers will know under what circumstances they are allowed to use the baton, and then provide them option in controlling a subject. These options are taught in such a manner so that the officer will have confidence in his/her ability to stop or control whatever level of resistance is encountered, while still maintaining his/her ability to talk to and reason with a resistive subject.

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Through proper training and attitude we hope to reshape the community's perception of the police. When an officer is trained properly, and has the confidence to perform the techniques necessary, he/she is less likely to panic, over react, or otherwise misuse his/her authority. With proper use of force and tactics, the community can have confidence in the police. This confidence will equate to a better police/community understanding.

PART 4: LEARNING OUTCOMES

GOALS: The goal of this module is to introduce officers to the police baton, and to situations when it becomes an appropriate option according to the Use of Force Model. This block will give officers various options that may be applied within more than one level, under the Use of Force Model. The techniques learned are practical and functional, and give the officer the ability to stop and/or control a subject.

OBJECTIVES: Officers will demonstrate mastery of this module of instruction when they can:

1. Identify verbally, or in writing where each of the baton techniques fit within the Use of Force Model.
2. Identify verbally, or in writing each body part, and what striking area each body part is classified as; according to the Escalation of Trauma Chart.
3. Identify and/or perform the basic principles of Balance, Stance, Positioning, Movement and the Use of Voice as they relate to the use of Baton.
4. Identify verbally, or in writing the Nomenclature of the baton, and the different types of baton used by an officer.
5. Identify and perform the Baton Grips.
6. Identify and perform the three (3) Basic Methods of Carrying a Baton.
7. Identify and perform the two (2) Baton Draws.
8. Identify and perform the ability to protect themselves from various attacks using one of the five (5) Baton Blocking Techniques.
9. Identify and perform several baton counter strikes from both the One Hand Grip and/or the Two Hand, Long Grip.
10. Identify and perform techniques that will allow the officer to maintain possession of the baton if grabbed by a subject from the One Hand Grip, the Two Handed Grip, or the Long Grip.

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11. Identify and perform the ability to control an individual using one of the Baton Controlling Techniques.
12. Identify and perform a Takedown Technique to a Handcuffing Position from one of the Baton Controlling Techniques.

PART 5: DETAILED CONTENT OUTLINE

Advanced Expandable and/or Straight Baton

INTRODUCTION

A. Instructor introduces self.

B. This module is designed to certify officers in the use of the Police Baton. We will be looking at the baton as just one force option. Officers will learn how important it is to know when to use the baton in accordance with the Use of Force Model.

C. Officers will learn several Baton Techniques. These techniques will include various draws, positions, blocks and strikes which may be used. Officers will also learn how a baton can be used to control an individual in varying circumstances. All of these techniques will be learned in such a manner as to make them effective and reliable. Officers will also learn where each of these techniques fit within the Use of Force Model, and how these techniques work with other force options.

This program is designed as both a Straight and Expandable Baton Course.

D. The goal of this module is to give officers the awareness of when each baton technique can be used. Then, when it has been determined that a baton technique is justified, an officer needs the ability to make the force option which he/she has chosen WORK.

E. History and Types. Throughout Modern Law Enforcement, Police have utilized some type of an impact tool as a force option. Many of these options, although useful in some situations, were not learned in a proper manner so as to make them acceptable and effective.

Nightstick - a baton 18-26 inches in length. The name itself conjures images of a high level of force. This basic baton is an appropriate tool, but generally the training associated with it is poor or nonexistent. Often it is not even carried by the patrol officers to whom it was issued, and is almost never carried by "plain clothes" or "undercover" officers.

Sap - Black Jack. An in close impact tool, generally associated with one target area, the head. It is convenient to carry because it is small and easily concealed. No defensive or controlling skills are associated with the use of this tool.

Municipal Police Training Committee

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Riot Baton - Baton 36 inches or more in length. Appropriate under some conditions. It is generally locked in a cabinet somewhere within the Police Department. Officers need special training, separate from any other baton.

Billy - A short baton. It is similar to the *Sap*, in as much as it is easily concealed. Very few tactics beyond in close strikes are associated with it.

Expandable - This baton is conveniently worn on the belt or in the *Billy* pocket of pants. It can be easily carried by plain clothes officers, it is low profile, yet officers have the availability of all the options associated with a full size baton.

Friction Lock - A three-section baton, smaller and more easily concealed. It has opening and closing issues to be addressed.

Positive Lock - A two section baton, slightly longer in the closed position than the *Friction Lock Baton*. It can be opened and closed manually.

Auto Lock - A three section baton, that is opens and closes smoothly with the use of cams and ball bearings. It addresses many of the negatives of the friction and positive lock batons.

PR-24 - A baton that offers the officer the maximum ability to defend him/herself, as well as the ability to control and restrain a subject. It can be used in a number of tactical situations.

Standard PR-24

Expandable PR-24

F. Nomenclature. There are four basic parts of a baton. It is important for an officer to know each part of the baton both for training and report writing purposes following the use of the baton.

Grip Portion - This is the section of the baton that an officer holds onto with a One Hand Grip. The location of the strong hand on this Grip Portion will depend on Baton size, style, weight, as well as size of hand and grip strength of the officer.

Grip End - The end of the baton at the Grip Portion of the baton. This will be the striking area for both the Rear Jab, and the Strong Side Horizontal Strike.

Long Portion - The section of the baton from the Grip Portion to the Long End of the baton. This section includes the area where an officer will position his/her hand for the Two Hand, Long Grip as well as the Blocking and Striking Surface.

Long End - The end of the baton at the then of the Long Portion of the baton. This will be the striking area for the Front Jab and the Support Side Horizontal Strike.

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- G. Use of Force.** Officers must understand where each baton technique falls within the Use of Force Model. Whether it is a baton draw to a carry position, or a baton strike, each officer must know which technique is justified for whatever subject action, either real or perceived, is encountered.

The baton blocks are designed to be used to defend against an Assaultive (Bodily Harm) Subject. These blocks are used versus a number of grabs, strikes, and kicks as part of the Defensive Tactics Level.

The Striking Techniques from the Two Hand, Long Grip Position are used from the Inside Position and may be utilized to stop an Assaultive (Bodily Harm) Subject. These techniques are used within the Defensive Tactics level to stop, create a Defensive Gap, or as a setup for a Control Technique.

The Striking Techniques from the One Hand Grip Position are used from an Outside Position and may be utilized to stop an Assaultive (Bodily Harm) Subject. These techniques are used within the Defensive Tactics level to stop an individual.

The Baton Retention Techniques from either the One Hand Grip or the Two Hand Grip are used when a person grabs onto an officer's baton. Although an officer has justification for a Striking Technique, the techniques which are performed are that of a Compliance Technique in order to clear the subject's hands from the baton.

All the basics, such as proper Stance, Balance, Movement and Positioning are part of all 5 Levels, and are first encountered during Cooperative Controls.

The baton Draws, Grips, and Carry Position are necessary at lower levels of the Use of Force Model. These allow officers to get into positions where the baton can be used as a tool for controlling a subject, as well as a blocking and/or striking tool.

The Controlling Techniques are designed to be used at the same level as other empty hand Compliance Techniques. The baton, under these circumstances, allows the officer better control and more leverage in order to control and restrain an individual.

- H. Baton Striking Areas.** Once an officer has determined that he/she has justification to use the baton as an impact tool, he/she must then choose the appropriate striking area.

These areas are broken into three levels and each are given a color designation. According to the Monadnock Escalation of Trauma Chart, these three color designations are GREEN, YELLOW, and RED. Each and every part of the human body is placed into a specific color area. Where each part of the anatomy is placed is determined by the potential level of trauma associated with striking a person in that body part.

While the traffic light was the inspiration for the color-coding used in the Monadnock Baton Chart, the chart colors provide officers with guidance when they apply a baton skill against the human body. Green in the chart means, "Go". Yellow means, "Go, but with

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Caution" while Red means, "Go, but with the Highest Degree of Caution". Strikes with a baton to red target areas should be avoided in most situations as they pose a greater risk of injury. Therefore, an intentional strike to these areas may constitute a use of deadly force in some situations, and may be reasonable if the subject's actions create a risk of serious bodily injury or death to the officer or others.

Green Striking Areas - The green striking areas are the primary or first striking areas. Under normal conditions an officer, when justified to use the baton as an impact tool, should attempt to strike an individual in a green area.

Level of Trauma - The level of trauma in the green striking area is minimal. That means that a strike with a baton to a green target area should, under normal circumstances cause minimum damage to the area and to the person. Any injury tends to be temporary rather than permanent, although exceptions can occur.

Degree of Force - The degree of force within the green area is non-lethal. That is, the force employed to this area is force which is not likely or intended to cause serious bodily harm and/or death.

Green Striking Areas -

- Upper Arm
- Forearm
- Inside of Wrist
- Back of Hand
- Lower Abdomen - from belly button to top of groin area
- Thigh
- Shin
- Instep
- Achilles Tendon
- Buttocks
- Calf
- Shoulder Blades

Yellow Striking Areas - The yellow striking areas are designed as Secondary Target Areas. The officer may strike the Yellow Area when a strike to the Green Area proves ineffective *or* a Green Target Area is not available. A strike to this area may also be used if threat perceived by the officer is higher than the amount of force justified.

Level of Trauma - The level of trauma in the Yellow Striking Area is moderate. That means that a strike with a baton to a Yellow Target Area may cause a more significant injury than those found in the Green Target Area. The injury tends to be more permanent than those found in the Green Target Area, but less severe than those found in the Red Target Area.

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Degree of Force - The degree of force within the Yellow Target Area is non-lethal, but at the upper limits of non-lethal force. Since the injury is more significant than those found in the Green Areas, and can be of a permanent nature, a Strike to a Yellow Area must have additional justification than does a strike to a green area.

Yellow Striking Areas

- Collarbone
- Rib Cage (except for solar plexus)
- Upper Abdomen
- Groin
- Elbow
- Knee Joint

Red Striking Areas - The Red Target Areas are the final striking areas. An officer may strike a Red Target Area when lethal force is justified. It may also be a target area when a strike to a Primary (Green) or Secondary (Yellow) Area fails, or the threat has increased to a higher level.

Level of Trauma - The level of trauma in the Red Target Area is the highest. That means that a strike with a baton to a Red Target Area will generally cause a significant injury. Any injury tends to be permanent rather than temporary and may include loss of consciousness, serious bodily injury, shock and/or death.

Degree of Force - The degree of force within the Red Area is considered lethal. That is force which is likely or intended to cause serious bodily injury and/or death.

Red Striking Areas

- Temple
- Eyes
- Ears
- Bridge of Nose
- Upper Lip
- Jaw
- Throat
- Hollow Behind Ear
- Back of Neck
- Solar Plexus
- Spine
- Tail Bone (Coccyx)
- Kidney

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Basic Principles - In order to perform the baton techniques properly and effectively, some basic principles need to be established. These principles include:

- Proper Positioning
- Distance
- Stance
- Balance
- Movement
- Use of Proper Communication Skills

For complete information on these principles, see Module #1, BASIC PRINCIPLES, of the Defensive Tactics Program.

I. Baton Techniques Explained:

ONE HAND GRIP

- ❑ Officer assumes proper stance
- ❑ Strong hand grabs the grip portion of the baton in a position comfortable for the officer
- ❑ Fingers wrap around grip portion
- ❑ Thumb wraps around other side of grip portion so that thumb and index finger make contact.

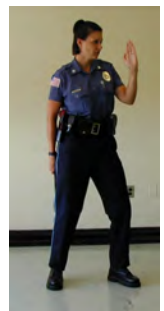
TWO HAND GRIP

- ❑ Officer assumes proper stance and positions the baton in the one handed grip
- ❑ Baton is placed horizontal to the ground with the long end pointed away from the officer with the grip end just off of the officer's strong side
- ❑ The Support hand then reaches out and grabs on to the long portion of the baton (palm down).
- ❑ There is approximately one fist distance left between the long end of the baton and the blade side of the Support hand
- ❑ Fingers wrap around the long portion of the baton
- ❑ Thumb wraps around the other side of the baton so that the thumb and index finger make contact.

CARRY POSITIONS

Vertical Carry Position:

- ❑ Officer assumes good stance
- ❑ Baton is placed in One Hand Grip
- ❑ Support hand is up above the waist
- ❑ Strong Arm is placed along side the Strong Side
- ❑ Long End of the Baton is pointing to the ground
- ❑ Long portion of the baton is placed behind the Strong Leg behind the calf.



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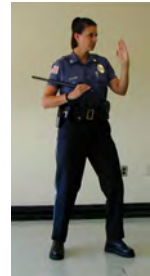
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Two Hand Carry Position:

- ❑ Officer assumes a proper stance
- ❑ Baton is placed in the Two Hand Grip

Outside Of Arm Carry:

- ❑ Officer assumes a proper stance
- ❑ Baton is placed in the One Hand Grip
- ❑ Fingers of Strong Hand open slightly to allow baton to be positioned
- ❑ Baton is positioned alongside Strong Forearm
- ❑ Long End is placed on the outside of biceps and triceps
- ❑ Support Hand is positioned somewhere above the waist



J. Baton Draws Explained:

Cross Draw- Straight Baton

- ❑ Baton is placed on the Support side in baton holster/holder
- ❑ (optional) Support hand reaches down and grabs onto long portion of baton and lifts baton up in holster
- ❑ Strong Hand reaches across body and places a One-Hand Grip onto grip portion of baton
- ❑ Strong hand then pulls the baton from the holster/holder and brings the baton to the strong side
- ❑ baton is placed in one of the Three Carry Positions

Cross Draw - Expandable Baton

- ❑ Baton is placed on Support side in baton holster/holder
- ❑ Strong hand reaches across body and places a One Hand-Grip onto the grip portion of the baton
- ❑ Baton is lifted from the holster/holder
- ❑ Strong Arm is swept from the Support side to Strong side in a downward swinging motion * must be done with enough force to lock expandable baton in its fully extended position
- ❑ Baton is placed in one of the Three Carry Positions

SAME SIDE DRAW - Expandable Baton

- ❑ Baton is placed on the Strong side in Baton holster/holder or other method of carrying Expandable Baton on Strong side
- ❑ Strong hand reaches across body and places a One Hand-Grip on grip portion of baton
- ❑ Lift strong arm until baton comes clear of holster/holder
- ❑ With a sharp snap, extend arm fully so that long end is pointing directly at ground
 - must be done with enough force to lock expandable baton in its fully extended position
- ❑ Baton is placed in one of Three Carry Positions

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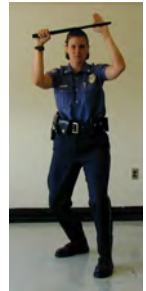
REAR DRAW - Straight Baton

- ❑ Baton is placed on Support side in Baton holster/holder
- ❑ Support hand reaches down and grabs onto long portion of baton
- ❑ Long end is lifted forward so that the grip end is pointing to officer's back
- ❑ Using Support Hand, slide baton back through holster/holder, so that grip portion is at officer's small of back
- ❑ Strong hand reaches around with back of hand against the small of back
- ❑ Strong hand grabs onto grip portion of baton and pulls the baton clear from the holster/holder
- ❑ Baton is brought to the strong side and placed in one of the Three Carry Positions

K. Two Hand Blocks:

High Block - This block can be used against a downward vertical attack to the head or upper body such as chopping type strike or a downward strike

- ❑ Baton is placed in the Two Hand Position
- ❑ Support hand is brought to the Support side so that the baton is positioned across officer's body
- ❑ Both arms are then brought up in front of body
- ❑ Support hand opens so that long portion of baton is placed across the support palm
- ❑ Arms continue up until baton is about one fist distance from hairline on forehead
- ❑ Baton is kept horizontal
- ❑ Elbows are bent - shock absorbers
- ❑ Elbows are in
- ❑ Once strike has been blocked - officer will move, and conduct a follow-up technique



Low Block - This block can be used against an upward vertical attack to the groin or lower body such as a front kick or upper cut punch

- ❑ Baton is placed in the Two Hand Position
- ❑ Support hand is brought to the Support side so that the baton is positioned across officer's body
- ❑ Officer then starts to bend down with the knees and hips
- ❑ Arms are brought down so that the baton crosses the groin area
- ❑ Support hand opens so that long portion of the baton is placed across the Support palm
- ❑ Baton continues down horizontal to the ground until it is below the groin
- ❑ Baton is off the hips approximately 6 inches
- ❑ Elbows are left slightly bent
- ❑ Elbows are in
- ❑ Once strike has been blocked, officer will move and conduct a follow-up technique



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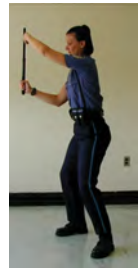
Strong Side Block - This block can be used against a horizontal attack to an officer's strong side such as a round house kick or punch

- ❑ Baton is placed in the Two Hand Position
- ❑ Support hand begins to pull long end in an upward circular motion across the chest
- ❑ Strong hand stays on the strong side and follows the circular motion of the long end only in a much smaller circle
- ❑ Support hand opens so that the baton is vertically across the palm and fingers
- ❑ Baton continues until it is just across the strong side
- ❑ Baton is vertical to the ground
- ❑ Once strike has been blocked, officer will move and conduct a follow-up technique



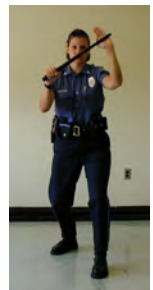
Support Side Block - This block can be used against a horizontal attack to an officer's Support side such as a round house kick or punch

- ❑ Baton is placed in the Two Hand Position
- ❑ Support hand opens so that the baton is vertically across Support palm and fingers
- ❑ Long end is brought up using the strong hand (Support hand there to guide) so that the baton is vertical with the grip end pointing down
- ❑ Baton is moved across the body to the Support side to a position just off of the Support side of the officer's body
- ❑ A slight rotation of the upper body from the strong side to the Support side should be used for additional power
- ❑ Once strike has been blocked, officer will move and conduct a follow-up technique



Middle Block - This block can be used against a straight on attack to the front of the officer such as a straight punch or for a subject attempting to tackle an officer

- ❑ Baton is placed in the Two Hand Position
- ❑ Long end is brought up using the strong hand until the long end is approximately at officer's eye level
- ❑ Support hand opens so that the long portion is across the palm just below the fingers
- ❑ Support elbow is in
- ❑ Forearm of Support hand and long portion of baton form an upside down V
 1. Support elbow
 2. Support hand on long end of baton
 3. Strong hand
- ❑ Once strike has been blocked, officer will move and conduct a follow-up technique.



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L. Baton Strikes Explained: One Hand Strikes

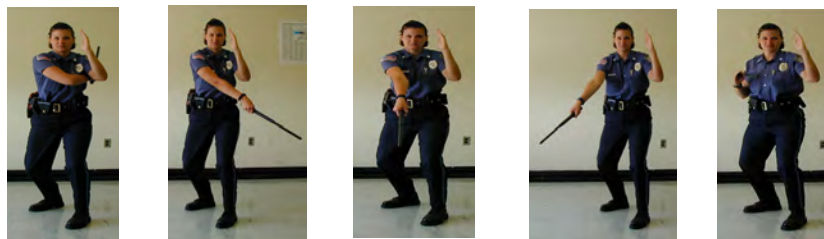
Forward Strike

- ❑ Officer is positioned in the Outside of Arm Carry Position
- ❑ Support hand is up
- ❑ Baton is swept from the outside of arm in a circular motion toward the Support side of body
- ❑ Strong hand is completely re-gripped around grip portion of baton
- ❑ As baton continues to Support side, strong arm is extended
- ❑ Sweeping motion is done at a somewhat downward angle



Reverse Strike

- ❑ Officer positions strong arm across chest with strong hand positioned under Support armpit
- ❑ Support hand is up
- ❑ Long end of the baton is pointing away from the body
 - *The Reverse Strike can also be initiated from the conclusion of the Forward Strike*
- ❑ Arm is then straightened as the Strong hand moves the baton from the Support side to the strong side
- ❑ The use of the shoulders, hips, knees and pivoting will add more power to this strike
- ❑ This movement of the baton from the Support side to the strong side is a sweeping motion performed at a somewhat downward angle
- ❑ Baton is then returned to one of the Three carry Positions



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Two Hand Strikes

Front Jab

- ❑ Assume the Two Hand Carry Position
- ❑ Baton is thrust forward with both arms, on a slight downward angle
- ❑ Striking area is the long end of the baton

Rear Jab

- ❑ Assume the Two Hand, Long Grip Carry Position
- ❑ Officer looks to the rear over the Strong Side Shoulder
- ❑ Baton is thrust to the rear with both arms, on a slight downward angle
- ❑ Striking area is the grip end of the baton

Strong Side Horizontal Strike

- ❑ Assume the Two Hand Carry Position
- ❑ Support hand pulls the long end in toward the Officer's midsection
- ❑ At the same time strong hand pushes forward
- ❑ Baton is kept horizontal to the ground
- ❑ Striking area is grip end of the baton

Support Side Horizontal Strike

- ❑ Assume the Two Hand Carry Position
- ❑ Support hand pulls the long end toward Support side so that baton is across officer's midsection
- ❑ Support hand then pushes out the long end of the baton
- ❑ Baton is kept horizontal to the ground
- ❑ Striking area is the long end of the baton

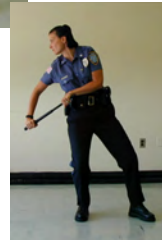
Middle Strike

- ❑ Assume the Two Hand Carry Position
- ❑ Support hand pulls long end toward Support side so that baton is across officer's Midsection
- ❑ Both arms thrust forward away from officer's body
- ❑ Baton is kept horizontal to the ground
- ❑ Striking area is the long portion of the baton

M. Baton Retention Techniques:

From Officer's One Hand Grip

- ❑ Officer assumes One Hand Grip
- ❑ Subject grabs onto long portion of baton
- ❑ Officer reaches out with Support hand (palm facing up) and grabs onto long end of baton
- ❑ In a clockwise circular motion long end is brought to a position of 12 o'clock
- ❑ Long end is then brought straight down to 6 o'clock forcefully
- ❑ Once baton is free of subject's hand(s), officer will move up and prepare for a follow-up technique



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From Officer's Two Hand Position

- ❑ Officer assumes the Two Hand Position
- ❑ Subject grabs onto long portion of baton
- ❑ In a clockwise circular motion long end is brought to a position of 12 o'clock
- ❑ Long end is then brought straight down to 6 o'clock forcefully
- ❑ Once baton is free of subject's hand(s), officer will move and prepare for a follow-up technique

N. Baton Control Techniques

Strong Side Arm Lock for Escort

- ❑ Officer assumes the Two Hand Position
- ❑ Officer shuffle steps in within arms reach of the subject, toward the outside of subject's body;
 - Toe to Toe
 - To the Officer's Strong Side
- ❑ Support hand lets go of long end of baton
- ❑ Long end is inserted between subject's body and arm on the same side officer moved toward (officer's strong side)
- ❑ Strong hand rotates 90 degrees with the thumb extended
- ❑ Thumb is placed on the outside of wrist as the portion of baton just above strong hand is placed on the inside of the wrist
- ❑ Support hand is up to protect the officer
- ❑ Long end of the baton is pointing up alongside subject's arm
- ❑ Support hand reaches around this arm (at about the area of the triceps) and grabs onto the long portion of the baton
- ❑ Officer will then make a forward pivot 180 degrees
- ❑ As officer pivots, officer will pull Support hand (holding long portion of baton) into his/ her body
- ❑ At the same time officer will move strong hand (hand holding grip portion and thumb on subject's wrist) toward the small of subject's back
- ❑ Thumb is outside of wrist
- ❑ Baton is held in strong hand as baton goes across small of back all the way across upper biceps
- ❑ Support hand (if in thumbs up position) opens with palm of hand remaining on long portion of baton and rotates until the blade of that hand is against the other side of the baton
- ❑ Hand slides forward and grabs onto the shoulder making sure that the officer's wrist maintains contact with long end of the baton
- ❑ Hand then slides down the outside of subject's shoulder while wrist maintains contact with baton until baton is locked and arm is controlled
- ❑ Subject is told to put free hand on back of his/her head
- ❑ Subject is then moved to a solid object for handcuffing

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Support Side Arm Lock for Escort

- ❑ Assume the One Hand Grip
- ❑ Baton is moved to the Support hand with the Support hand grabbing the grip portion of the baton
- ❑ Officer shuffle steps in within arms reach of the subject
- ❑ Long end is inserted between subject's body and arm on the same side that officer moved toward (officer's support side)
- ❑ Support thumb is extended and placed low on the subject's wrist
- ❑ Long end of baton is pointing up with long portion of baton positioned alongside the backside of subject's arm
- ❑ Officer's strong hand reaches around this arm (at about the area of the triceps) and grabs onto the long portion of the baton
- ❑ The wrist on officer's support arm is positioned so that it is against the subject's wrist approximately 2-4 inches above hand
- ❑ Officer takes a shuffle step in so that he/she is at Position #2
- ❑ Officer then pivots toward the person and moves subject
 - Officer ends up at Position #2 ½
- ❑ At the same time officer pulls long portion of baton toward his/her body with strong hand
- ❑ As officer pushed subject's wrist toward the subject's small of back with Support wrist and grip portion of baton

Strong Side Arm Lock To Take Down And Handcuffing Position

- ❑ Subject is placed in the strong side Arm lock for Escort
- ❑ Officer's Support hand pushes long end of the baton straight to the ground
- ❑ Officer forces subject's shoulder to the ground
- ❑ Subject is positioned in the prone position with controlled arm still in small of back Strong Side Arm Lock to Take Down and Handcuffing Position
- ❑ Officer's foot (heel) that is closest to the subject's head is placed between the long end of the baton and the subject's shoulder
- ❑ The knee furthest from the subject's head is placed on the ground behind subject's elbow
- ❑ Once controlled, subject's wrist is repositioned and placed in a position to handcuff
- ❑ Subject is then handcuffed in the Prone Position

Support Side Arm Lock to Takedown And Handcuffing Position

- ❑ Subject is placed in the Support side Arm lock for Escort
- ❑ Officer's strong hand pushes long end of the baton straight to the ground
- ❑ Subject is positioned in prone position with controlled arm still in small of back
- ❑ Officer's foot (heel) that is closest to subject's head is placed between the long end of the baton and the subject's shoulder
- ❑ The knee furthest from the subject's head is placed on the ground behind subject's elbow
- ❑ Once controlled, subject's wrist is repositioned and placed in a position to handcuff
- ❑ Subject is then handcuffed in the Prone Position

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Part 6: Teaching Method

This module, like most in this Program, requires the Instructor to utilize a variety of teaching methods. The Instructor is responsible for teaching a number of concepts, principles, and ideas as well as a number of psychomotor skills. The teaching methods required to properly instruct this module must be experienced in each of these methods in order to properly train the Officer in total use of the Police Baton.

The first method is a combination of lecture and discussion. These methods should be utilized to instruct the Use of Force, escalation of Trauma, as well as the baton nomenclature. The Use of Force Model needs to be explained in such a manner that all Officers will understand each and every portion of this Model. The instructor should use the Force Model, utilizing an overhead projector, slide, or other medium to enhance his/her explanation. Once each block has been explained, the Instructor should encourage questions, discussions, and "what ifs" in order to reinforce the lecture. The Instructor may also be called upon to demonstrate the level and type of resistance which is being explained, as well as the technique which may be used in response to that resistance.

The Instructor needs the Escalation of Trauma Chart to explain the Baton Striking Areas. This, along with the handouts will help to reinforce the color level for every part of the body. Some of the areas that are covered (Solar Plexus, Kidneys, etc.) must be pointed out so that all officers will know exactly which location is coded by which color.

The Nomenclature of the Baton is more easily explained by using an actual baton to understand each part. A handout may also be used to identify the Nomenclature and its parts. These three areas, which are all part of the written exam, must be reinforced throughout this block of instruction. The Use of Force Model can be further explained during the "hands on" portion of the training. With each technique, there must be tie-ins to the classroom instruction on the Use of Force. The repetitiveness of this process will leave no doubt as to where each technique fits within the Model.

This reinforcement should occur for the Baton Striking Areas as well. All the Blocks and Controlling Techniques must be related to the Escalation of Trauma Chart. These Striking Areas can be demonstrated with the explanation of each technique, during the Situational Training Phase. By teaching within this format, there is continual reinforcement of some very important concepts.

The last phase of instruction for this module, is the Instructor teaching the psychomotor skills. To teach this phase, the Instructor must have complete knowledge of each technique, and have the ability to perform same techniques perfectly. The Instructor is the model each Officer will emulate when performing each technique.

This Instructor also needs the ability to thoroughly explain each technique. In order to do this, the Instructor must have the ability to take each movement, break it down and then articulate each movement. In doing this, it will enable the Officer to use a number of senses in order to properly learn and retain the information.

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The Instructor also needs to be able to determine the proper teaching method for each technique. For some of the more simple skills, such as grips, draws, carry positions and certain strikes. The instructor may teach this whole skill at once. For those techniques that require more movement, an Instructor needs the ability to take a technique apart and teach each part separately or in sequence until the entire technique is learned. The size of the class, the skill levels of the Officers along with the experience of the Instructor will determine which method is appropriate for each technique.

The Baton Program should be taught in such a manner that each technique is first learned, then practiced. Once the Officer shows some basic proficiency in a technique or group of techniques, the Instructor will then add movement to each technique. The Officer will then perform each technique with one of the learned movements. This is also the point at which the Officer will add Verbal Direction as a part of each technique. The Officer needs to feel confident in their ability to speak to a subject as they prepare to perform or actually perform a technique.

Once these skills are learned, the Instructor must expose the Officer to the Practical Application of each technique. The draws should be performed while moving or speaking to an individual. The blocks are performed v. a foam training baton or padded arm, in order to get the feel for the block. Each time an Officer actually makes a block, he/she is building his/her skill level, as well as his/her confidence level in performing this particular skill.

The Strikes should be performed against a training bag. When an Officer practices the strikes versus a solid object, he/she will get the feeling of what the baton may do after contact. This is also the time where the Officer is instructed in Power Development.

The final section of this program is the practical exercises that must be employed. With the use of one of the training suits (REDMAN, FIST, etc.) the Instructor will set up simple scenarios that will put the Officer in a situation as close to an actual confrontation as safety allows. With this portion of training, the Officer practices his/her ability to speak to and reason with a subject. This drill also reinforces positioning, distance, stance and movement. Then, depending on the situation, the Officer will perform a particular skill versus a real subject. The emphasis here is on the Officer's confidence in his/her ability to bring the entire Baton Module together. This phase should be used to build up the Officer's confidence in his/her ability as well as in the effectiveness of a particular skill. These outcomes can be accomplished through "Positive Reinforcement" or "Positive Adjustments", the use of a GOOD "bad guy", who understands the dynamics of this segment as well as the use of simple situations that are quickly explained and easily performed.

In order to teach this module, an Instructor must be a certified Municipal Police Training Committee Defensive Tactics Instructor. If teaching any portion of this Module to Recruits, In-Service, Specialty and/or Reserve for the Municipal Police Training Committee, the Instructor must be a certified MPTC Academy Defensive Tactics Instructor. If teaching for the MPTC, this instructor must also be a full time Police Officer (for at least five years).

Municipal Police Training Committee
BATON Instructor Lesson Plan

MPTC Advanced Baton Course (8 hours) Instructor Outline

- () Introduction
- () History
- () Nomenclature
- () Use of Force
- () Baton Striking Areas
 - () Green
 - () Yellow
 - () Red
- () Basic Principles
 - () Balance
 - () Stance
 - () Distance
 - () Positioning
 - () Movements

Techniques

- () **Baton Grips**
 - () One Hand Grip
 - () Two Hand Grip
- () **Baton Carry Positions**
 - () One Hand, Vertical Carry
 - () Two Hand Carry
 - () Outside of Arm Carry
- () **Baton Draws**
- () **Straight Baton**
 - () Cross Draw () Rear Draw
- () **Expandable Baton**
 - () Cross Draw () Same Side Draw
- () **Baton Blocks**
 - () High Block () Low Block () Same Side Block
 - () Support Side Block () Middle Block
- () **Baton Strikes**
 - () Forward Strike
 - () Reverse Strike
 - () Front Jab () Rear Jab () Strong Side Horizontal Strike
 - () Support Side Horizontal Strike () Middle Strike
- () **Baton Retention**
 - () From One Hand Grip
 - () From Two hand Grip
- () **Baton Control Techniques**
 - () Strong Side Arm Lock
 - () Support Side Arm Lock
- () **Risk Assessment Drills**
- () **Two Officer Arrest Drills** (with Controlling Technique)
- () **Written Test**
- () **Proficiency Test**

- () **Debrief**

Instructor Name: _____ **Date:** _____

Municipal Police Training Committee
BATON Instructor Lesson Plan

MPTC Advanced Baton Course Proficiency Test

Name: _____ DOB: _____

Department: _____ DATE: _____

	acceptable	unacceptable	comments
a. Baton grips			
One Hand Grip	()	()	_____
Two Hand Grip	()	()	_____
b. Carry Positions			
One Hand Vertical Carry	()	()	_____
Two Hand Carry	()	()	_____
Outside of Arm Carry	()	()	_____
c. Baton Draws			
Cross Draw	()	()	_____
Rear Draw	()	()	_____
Cross Draw (expandable)	()	()	_____
Same Side Draw (expandable)	()	()	_____
d. Two Hand Blocks			
High Block	()	()	_____
Low Block	()	()	_____
Strong Side Block	()	()	_____
Support Side Block	()	()	_____
Middle Block	()	()	_____
e. One Hand Baton Strikes			
Forward Strike	()	()	_____
Reverse Strike	()	()	_____
f. Two Hand Baton Strikes			
Front Jab	()	()	_____
Rear Jab	()	()	_____
Strong Side Horizontal Strike	()	()	_____
Support Side Horizontal Strike	()	()	_____
Middle Strike	()	()	_____
g. Baton Retention Techniques			
From Officer's One Hand Grip	()	()	_____
From Officer's Two Hand Grip	()	()	_____
h. Baton Control Techniques			
Strong Side Armlock	()	()	_____
Support Side Armlock	()	()	_____

of Acceptable _____ # of Unacceptable _____

Instructors Name: _____

Municipal Police Training Committee
BATON Instructor Lesson Plan

MPTC Advanced Baton Course Written Test

Name: _____ **DOB:** _____

Department: _____ **DATE:** _____

MATCH THE FOLLOWING

A. GRIP END B. LONG END C. GRIP PORTION D. LONG PORTION

1. _____ The Portion of the Baton between the Grip Portion and the Long End
2. _____ The Portion of the Baton that an Officer grabs for a One Handed Grip
3. _____ The Portion of the Baton utilized in the Rear Jab, and the Strong Side Horizontal Strike from the Two Hand Carry Position
4. _____ The Portion of the Baton utilized in the Front Jab, and the Support Side Horizontal Strike from the Two Hand Carry Position

TRUE OR FALSE

5. The Collarbone is considered a **YELLOW TARGET AREA**?

A. TRUE
B. FALSE
6. The Kidney is considered a **RED TARGET AREA**?

A. TRUE
B. FALSE
7. The Lower Abdomen is considered a **RED TARGET AREA**?

A. TRUE
B. FALSE
8. The Solar Plexus is considered a **GREEN TARGET AREA**?

A. TRUE
B. FALSE
9. The Elbow is considered a **GREEN TARGET AREA**?

A. TRUE
B. FALSE

Municipal Police Training Committee
BATON Instructor Lesson Plan

10. The Shoulder Blades are considered a **GREEN TARGET AREA**?

- A. TRUE
- B. FALSE

11. The Knee Joint is considered a **YELLOW TARGET AREA**?

- A. TRUE
- B. FALSE

12. The Shin is considered a **YELLOW TARGET AREA**?

- A. TRUE
- B. FALSE

13. The Back of the Neck is considered a **YELLOW TARGET AREA**?

- A. TRUE
- B. FALSE

14. The Temple is considered a **RED TARGET AREA**?

- A. TRUE
- B. FALSE

15. The Groin is considered a **GREEN TARGET AREA**?

- A. TRUE
- B. FALSE

MULTIPLE CHOICE

16. You are a left handed officer. Name the ADVANCED Course block you would use to stop a wooden club from striking the top of your head?

- A. Two Hand High Block
- B. Two Hand Strong Side Block
- C. Two Hand Low Block
- D. Two Hand Middle Block
- E. None Of The Above

Municipal Police Training Committee
BATON Instructor Lesson Plan

17. You are a left handed officer. Name the ADVANCED Course block you would use to stop a punch from striking the left side of your face?
- A. Two Hand Low Block
 - B. Two Hand Strong Side Block
 - C. Two Hand High Block
 - D. Two Hand Low Block
 - E. None Of The Above
18. You are a right handed officer. Name the ADVANCED Course block you would use to stop a kick from striking you in the groin?
- A. Two Hand High Block
 - B. Two Hand Strong Side Block
 - C. Two Hand Low Block
 - D. Two Hand Middle Block
 - E. None Of The Above
19. You are a left handed officer. Name the ADVANCED Course block you would use to stop a person who is trying to tackle you at waist level from the front?
- A. Two Hand High Block
 - B. Two Hand Strong Side Block
 - C. Two Hand Low Block
 - D. Two Hand Middle Block
 - E. None Of The Above
20. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **GREEN AREA** when being struck with a Straight Baton?
- A. Upper Lip
 - B. Buttock
 - C. Thigh
 - D. Shin
 - E. Calf
21. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **YELLOW AREA** when being struck with a Expandable Baton?
- A. Upper Abdomen
 - B. Knee Joint
 - C. Collarbone
 - D. Calf
 - E. Elbow Joint

Municipal Police Training Committee
BATON Instructor Lesson Plan

22. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **RED AREA** when being struck with a Expandable Baton?

- A. Kidney
- B. Ears
- C. Spine
- D. Throat
- E. Forearm

23. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **RED AREA** when being struck with an Expandable Baton?

- A. Thigh
- B. Bridge Of Nose
- C. Spine
- D. Eyes
- E. Back Of Neck

24. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **GREEN AREA** when being struck with a Straight Baton?

- A. Instep
- B. Ears
- C. Buttock
- D. Shin
- E. Forearm

25. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **RED AREA** when being struck with the Straight Baton?

- A. Bridge Of Nose
- B. Elbow
- C. Spine
- D. Upper Lip
- E. Ears

TRUE OR FALSE

26. After an officer performs a **Two Hand High Block**, he/she would NEVER have justification to follow it up with a Baton Strike?

- A. TRUE
- B. FALSE

Municipal Police Training Committee
BATON Instructor Lesson Plan

27. The **Forward Strike** and **Reverse Strike** are considered **Compliance Techniques**?

- A. TRUE
- B. FALSE

28. When a subject grabs the officer's Baton, the officer has several options to retain control of the Baton?

- A. TRUE
- B. FALSE

29. When the Baton is used to establish a **Control Technique** (such as the **Strong Side Controlling Technique**) the officer may use this as a **Compliance Technique**?

- A. TRUE
- B. FALSE

30. In order to justify a Baton Strike, the subject would be classified as a **Cooperative Subject**?

- A. TRUE
- B. FALSE

Municipal Police Training Committee
BATON Instructor Lesson Plan

MPTC Advanced Baton Course Written Test Answer Sheet

Name: _____ **DOB:** _____

Department: _____ **DATE:** _____

Matching

- 1.) _____
- 2.) _____
- 3.) _____
- 4.) _____

True or False (Circle one)

	(A)	(B)
26.)	T	F
27.)	T	F
28.)	T	F
29.)	T	F
30.)	T	F

True or False (Circle one)

	(A)	(B)
5.)	T	F
6.)	T	F
7.)	T	F
8.)	T	F
9.)	T	F
10.)	T	F
11.)	T	F
12.)	T	F
13.)	T	F
14.)	T	F
15.)	T	F

Multiple Choice

16.)	a	b	c	d	e
17.)	a	b	c	d	e
18.)	a	b	c	d	e
19.)	a	b	c	d	e
20.)	a	b	c	d	e
21.)	a	b	c	d	e
22.)	a	b	c	d	e
23.)	a	b	c	d	e
24.)	a	b	c	d	e
25.)	a	b	c	d	e

Written score: _____

	1x = 96.7
	2x = 93.4
	3x = 90.1
PASSING	4x = 86.8
	5x = 83.5
	6x = 80.2
	<u>7x = 76.9</u>
	8x = 73.6
	9x = 70.3
	10x = 67.0

Municipal Police Training Committee
BATON Instructor Lesson Plan

ANSWER KEY: ADVANCED WRITTEN TEST

1. D	25. B
2. C	26. B
3. A	27. B
4. B	28. A
5. A	29. A
6. A	30. B
7. B	
8. B	
9. B	
10. A	
11. A	
12. B	
13. B	
14. A	
15. B	
16. A	
17. B	
18. C	
19. D	
20. A	
21. D	
22. E	
23. A	
24. B	

Municipal Police Training Committee
BATON Instructor Lesson Plan

MPTC Basic Baton Course (4 hours) Instructor Outline

- () Introduction
- () History
- () Nomenclature
- () Use of Force
- () Baton Striking Areas
 - () Green
 - () Yellow
 - () Red
- () Basic Principles
 - () Balance
 - () Stance
 - () Distance
 - () Positioning
 - () Movements

Techniques

- () **Baton Grips**
 - () One Hand Grip
 - () Two Hand Grip
- () **Baton Carry Positions**
 - () One Hand, Vertical Carry
 - () Two Hand Carry
 - () Outside of Arm Carry
- () **Baton Draws**
- () **Straight Baton**
 - () Cross Draw () Rear Draw
- () **Expandable Baton**
 - () Cross Draw () Same Side Draw
- () **Baton Blocks**
 - () High Block () Low Block () Same Side Block
 - () Support Side Block () Middle Block
- () **Baton Strikes**
 - () Forward Strike
 - () Reverse Strike
 - () Front Jab () Rear Jab () Strong Side Horizontal Strike
 - () Support Side Horizontal Strike () Middle Strike
- () **Baton Retention**
 - () From One Hand Grip
 - () From Two hand Grip
- () **Risk Assessment Drills**
- () **Two Officer Arrest Drills**

- () **Written Test**
- () **Proficiency Test**
- () **Debrief**

Instructor Name: _____ **Date:** _____

Municipal Police Training Committee
BATON Instructor Lesson Plan

MPTC Basic Baton Course Proficiency Test

Name: _____ **DOB:** _____

Department: _____ **DATE:** _____

a. Baton grips

	acceptable	unacceptable	comments
One Hand Grip	()	()	_____
Two Hand Long Grip	()	()	_____

b. Carry Positions

One Hand Vertical Carry	()	()	_____
Two Hand Carry	()	()	_____
Outside of Arm Carry	()	()	_____

c. Baton Draws

Cross Draw	()	()	_____
Rear Draw	()	()	_____
Cross Draw (expandable)	()	()	_____
Same Side Draw (expandable)	()	()	_____

d. Two Hand Blocks

High Block	()	()	_____
Low Block	()	()	_____
Strong Side Block	()	()	_____
Support Side Block	()	()	_____
Middle Block	()	()	_____

e. One Hand Grip Baton Strikes

Forward Strike	()	()	_____
Reverse Strike	()	()	_____

f. Two Hand, Long Grip Baton Strikes

Front Jab	()	()	_____
Rear Jab	()	()	_____
Strong Side Horizontal Strike	()	()	_____
Support Side Horizontal Strike	()	()	_____
Middle Strike	()	()	_____

g. Baton Retention Techniques

From Officer's One Hand Grip	()	()	_____
From Officer's Two Hand Grip	()	()	_____

of Acceptable _____ **# of Unacceptable** _____

Instructors Name: _____

Municipal Police Training Committee
BATON Instructor Lesson Plan

MPTC Basic Baton Course Written Test

Name: _____ **DOB:** _____

Department: _____ **DATE:** _____

MATCH THE FOLLOWING

A. GRIP END B. LONG END C. GRIP PORTION D. LONG PORTION

1. _____ The portion of the Baton between the **Grip Portion** and the **Long End**
2. _____ The Portion of the Baton that an Officer grabs for a **One Handed Grip**
3. _____ The Portion of the Baton utilized in the **Rear Jab**, and the **Strong Side Horizontal Strike** from the **Two Hand Carry Position**
4. _____ The Portion of the Baton utilized in the **Front Jab**, and the **Support Side Horizontal Strike** from the **Two Hand Carry Position**

TRUE OR FALSE

5. The Collar Bone is considered a **YELLOW TARGET AREA**?

A. TRUE
B. FALSE

6. The Kidney is considered a **RED TARGET AREA**?

A. TRUE
B. FALSE

7. The Lower Abdomen is considered a **RED TARGET AREA**?

A. TRUE
B. FALSE

8. The Solar Plexus is considered a **GREEN TARGET AREA**?

A. TRUE
B. FALSE

9. The elbow is considered a **GREEN TARGET AREA**?

A. TRUE
B. FALSE

Municipal Police Training Committee
BATON Instructor Lesson Plan

10. The Shoulder Blades are considered a **GREEN TARGET AREA**?
- A. TRUE
 - B. FALSE
11. After an Officer performs a **TWO HAND LONG GRIP HIGH BLOCK**, he/she would **NEVER** have justification to follow it up with a **Baton Strike**?
- A. TRUE
 - B. FALSE
12. The **Forward Strike** and **Reverse Strike** are considered **Compliance Techniques**?
- A. TRUE
 - B. FALSE
13. When a subject grabs the Officer's baton, the Officer has several options to retain control of the baton?
- A. TRUE
 - B. FALSE
14. In order to justify a baton strike, the subject would be classified as a **Cooperative** subject?
- A. TRUE
 - B. FALSE
15. A baton strike to a **RED TARGET AREA** is considered a Non-Lethal Strike?
- A. TRUE
 - B. FALSE

Multiple Choice

16. You are a left handed Officer. Name the BASIC Course Block you would use to stop a wooden club from striking the top of your head?
- A. Two Hand High Block
 - B. Two Hand Strong Side Block
 - C. Two Hand Low Block
 - D. Two Hand Middle Block
 - E. None Of The Above

Municipal Police Training Committee
BATON Instructor Lesson Plan

17. You are a left-handed Officer. Name the BASIC Course Block you would use to stop a punch from striking the left side of your face?

- A. Two Hand Low Block
- B. Two Hand Strong Side Block
- C. Two Hand High Block
- D. Two Hand Middle Block
- E. None Of The Above

18. You are a right-handed Officer. Name the BASIC Course Block you would use to stop a kick from striking you in the groin?

- A. Two Hand High Block
- B. Two Hand Strong Side Block
- C. Two Hand Low Block
- D. Two Hand Middle Block
- E. None Of The Above

19. You are a left-handed Officer. Name the BASIC Course Block you would use to stop a person who is trying to tackle you at waist level, from the front?

- A. Two Hand High Block
- B. Two Hand Strong Side Block
- C. Two Hand Low Block
- D. Two Hand Middle Block
- E. None Of The Above

20. Based on the Escalation of Trauma Chart, what vital/vulnerable area on the human body listed below would NOT be considered a GREEN AREA when being struck with a Straight Baton?

- A. Upper Lip
- B. Buttock
- C. Thigh
- D. Shin
- E. Calf

Municipal Police Training Committee
BATON Instructor Lesson Plan

MPTC Basic Baton Course Written Test Answer Sheet

Name: _____ **DOB:** _____

Department: _____ **DATE:** _____

Matching

- 1.) _____
- 2.) _____
- 3.) _____
- 4.) _____

True or False (Circle one)

	(A)	(B)
5.)	T	F
6.)	T	F
7.)	T	F
8.)	T	F
9.)	T	F
10.)	T	F
11.)	T	F
12.)	T	F
13.)	T	F
14.)	T	F
15.)	T	F

Multiple Choice

16.)	a	b	c	d	e
17.)	a	b	c	d	e
18.)	a	b	c	d	e
19.)	a	b	c	d	e
20.)	a	b	c	d	e

Written score: _____

	1x = 95
	2x = 90
	3x = 85
PASSING	4x = 80
	5x = 75
	<u>6x = 70</u>
	7x = 65
	8x = 60
	9x = 55
	10x = 50

Municipal Police Training Committee
BATON Instructor Lesson Plan

ANSWER KEY: BASIC WRITTEN TEST

1. D
2. A
3. C
4. B
5. A
6. A
7. B
8. B
9. B
10. A
11. B
12. B
13. A
14. B
15. B
16. A
17. B
18. C
19. D
20. A

Municipal Police Training Committee
BATON Instructor Lesson Plan

Verification/Certification Form

Course Title: _____ Location: _____

Dates: _____ Times: _____

Lead Instructor: _____ Asst. Instructor: _____

Name	Department	DOB	Written Test	Proficiency Test(P/F)	Participate (Y/N)	
1)						
2)						
3)						
4)						
5)						
6)						
7)						
8)						
9)						
10)						
11)						
12)						
13)						
14)						
15)						
16)						
17)						
18)						
19)						
20)						
21)						
22)						
23)						
24)						
25)						

I, _____, verify that the above named students have successfully completed and passed any and all tests (if applicable) to be certified in the above named course. I have also attached a copy of the course outline with this document.

(Instructor Signature)

(Date)

Send this document and course outline to: State Coordinator Shawn Barbale,

Boylston Regional Police Academy 221 Main Street, Boylston, MA 01505 Fax: 508.869.3187

Shawn.Barbale@massmail.state.ma.us

Municipal Police Training Committee
BATON Instructor Lesson Plan

Connector Skills:

#1

- Support Side Baton Block
- Support Side Horizontal Strike
- Strong Side Horizontal Strike
- Middle Strike
- To Strong Side Armlock

#2

- Strong Side Baton Block
- Strong Side Horizontal Strike
- Support Side Horizontal Strike
- Front Jab
- To Support Side Armlock

#3

- High Baton Block
- Middle Strike
- Support Side Horizontal Strike
- Front Jab
- To Support Side Armlock

#4

- Low Baton Block
- Support Side Horizontal Strike
- Front Jab
- Strong Side Horizontal Strike
- To Strong Side Armlock

References:

Massachusetts Criminal Justice Training Council Lesson Plan, 1996
David A. Standen

Monadnock Expandable Baton Program,
Safariland Training Group 2011

Municipal Police Training Committee

Defensive Tactics Program

Module #2



**Blocking Techniques
Instructor Lesson Plan**

Written and adopted: 1996
Reviewed and Revised: 1999, 2001, 2002, 2003,
2004, 2005, 2006, 2007, 2008, 2010, 2012

Municipal Police Training Committee
Empty Hand Defense Instructor Lesson Plan

PART 1: BLOCKING MODULE OF THE MPTC DEFENSIVE TACTICS PROGRAM

**Blocking Module of the Defensive Tactics Program as prepared by: David A. Standen -
(2012 Revisions by: Cameron Deane and Steven R. Wohlgemuth)**

PART 2: CONTENT SUMMARY:

Included in this Module are the following sections: Introduction; Types of Attack; Directions of Attack; Basic Principles; Balance, Stance, Movement and Distance; Blocks to protect the upper portion of the body; Blocks to protect the lower portion of the body; Practical Exercises; Proficiency Test; Written Test; Conclusion

PART 3: JUSTIFICATION:

This Module is designed to give the Officer the ability to defend him/herself from a physical assault. It is very important that an officer have the ability to protect his/her most vulnerable areas. An officer can generally take a punch to the outside of the body and continue with the arrest procedure. It is when an officer is struck in a vulnerable area that he/she may be disabled, and unable to continue.

These blocks are simple yet very effective. They are designed to utilize various natural reactions to an attack, which will make them easier to retain.

These blocks are also taught with a follow-up technique in mind. Depending on a number of factors, the follow-up may be a Striking Technique, a Controlling Technique, and ultimately a Handcuffing Technique.

This Module is not designed to advocate "brawling" between an officer and a subject. The Blocks are intended to give the officer effective techniques that will protect him/her. As soon as the attack has been blocked, the officer is trained to use a number of learned skills to stop the attack, and then place the subject under arrest. With the appropriate amount of practice and practical exercises, officers will gain the confidence in their ability to defend themselves. This confidence in their ability is what is necessary for an officer to survive a physical attack and continue his/her duties as a Police Officer.

PART 4: LEARNING OUTCOMES:

GOALS: The goal of this Module is to introduce the Officer to the skill of blocking a number of strikes and/or attacks. An officer will learn these blocks in order to defend and protect his/her most vulnerable areas, with an ultimate goal of stopping and controlling the subject.

OBJECTIVES: Officers will demonstrate mastery of this Module of Instruction when they can:

1. Identify verbally, or in writing various types of attack.
2. Identify verbally, or in writing, the various directions of attack.

Municipal Police Training Committee
Empty Hand Defense Instructor Lesson Plan

3. Identify verbally, or in writing, how the Basic Principles such as Balance, Stance, Movement and Distance work within an officers ability to block a variety of attacks.
4. Demonstrate the ability to defend a strike using a High Block.
5. Demonstrate the ability to defend a strike using a Low Block.
6. Demonstrate the ability to defend a strike using a Strong Side Block.
7. Demonstrate the ability to defend a strike using a Support Side Block.
8. Demonstrate the ability to defend a strike using a Middle Block.

PART 5: DETAILED CONTENT OUTLINE: BLOCKING MODULE FOR POLICE

SECTION #2

INTRODUCTION

- a. Instructor introduces him/her self.
- b. This module is designed to give the Officer the ability to defend him/herself against a grab or punch. The blocks are simple techniques that utilize an officer's natural reaction to attack.

There are only five blocks. These five blocks are designed to protect the entire body from a variety of strikes.

These blocks are not taught in order to advocate fighting or to make Martial Artists or Boxers out of an Officer. The blocks are instructed in order to give the Officer the ability to stop a particular blow with the thought of getting to the outside for a follow up.

TYPES OF ATTACK

Straight Punch or Grab - a grab or punch that is thrown directly from a particular stance or a straight line to a particular target (i.e. Front Jab. Straight Punch)

Round House Punch - a strike that is coming from the outside to the center.

Downward Strike - a strike that is directed from a high area to a lower area (i.e. an overhead strike).

Uppercut Strike - a strike that is directed from a low area to a higher area (i.e. an uppercut punch).

Forward Kick - a straight kick directed from the ground to a low or middle area.

Municipal Police Training Committee

Empty Hand Defense Instructor Lesson Plan

DIRECTION OF ATTACK

Horizontal Strike - this strike (a punch or kick) comes in on a horizontal plane (i.e. a roundhouse punch or kick).

Vertical Strike - this strike (a punch or kick) comes in on a vertical plane (i.e. over head strike, uppercut punch or front kick).

Diagonal Strike - this strike (a punch or kick) comes in on an angle (i.e. edged fist strike, or a golf club type swing).

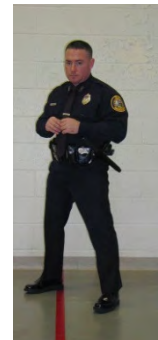
BASIC PRINCIPLES

Balance - when performing any block the Officer must be in a balanced position. This will allow the Officer to perform the block with power and also allow the Officer to execute a follow up technique with power.

Stance - The Officer should maintain the same basic stance. This will generally allow for a good well-balanced position. It also serves to protect some of the Officer's most vulnerable areas (i.e. eyes, nose, mouth, throat, solar plexus and groin) by deflecting any attacks out to the side.

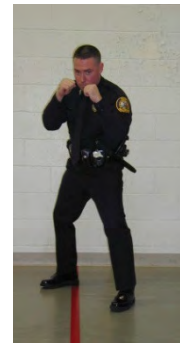
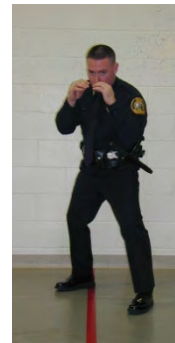
Basic Stance:

- Feet Shoulder width apart
- Both toes angled toward the subject
- Strong side (gun side) angled to the rear
- Back is straight
- Knees slightly bent
- Hands up (above the waist)



Defensive Stance:

- Feet may be slightly wider than shoulder width apart
- Slightly more bend in the knees
- Hands are at cheek height
- Hands open
- Hands closed is acceptable
- Elbows in



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Empty Hand Defense Instructor Lesson Plan

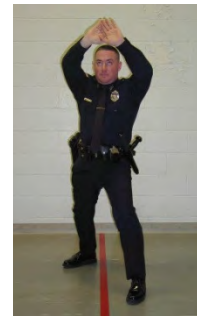
Movements - The movements that are used before, during or after a strike are the same as these used throughout this program. The Shuffle Step is used to either close or gain distance. The Side Step is used to move to the outside of the attack. The Pivot Steps are used to create or gain distance, change the Officer's stance and to move to the outside of the attack.

Distance - Proper distance equates to Reaction Time. Once a block has been performed, the Officer is attempting to move to a proper distance.

BLOCKS

High Block - This block is designed to protect the upper body from a vertical or diagonal strike.

- ❑ Officer assumes a Defensive Stance
- ❑ As the strike comes overhead, Officer "throws" both hands toward the incoming arm
- ❑ One or both of the officer's hands and/or forearms can deflect or block the incoming strike
- ❑ Various angles can be used to deflect or block the subject's arm
- ❑ Movements (side to side, angled and/or lateral) must also be used during this block
- ❑ Once deflection or block is made, arms are immediately returned to Defensive Stance
- ❑ An immediate follow-up technique must be deployed
 - ❑ Movement to an empty hand strike
 - ❑ Movement to a baton draw
 - ❑ Movement to a TASER draw
 - ❑ Other appropriate responses based on the officers threat perception



Strong Side Block - This block is designed to protect the strong side of the body or head from a horizontal or diagonal strike.

- ❑ Officer assumes a Defensive Stance
- ❑ As the strike comes toward the officer's Strong Side, Officer "throws" both hands toward the incoming arm
- ❑ Upper body pivots toward the Strong Side
- ❑ Elbows in
- ❑ Palms out
- ❑ One or both of the officer's hands and or forearms can deflect or block the incoming strike
- ❑ Various angles can be used to deflect or block the subject's arm
- ❑ Movements (side to side, angled and/or lateral) must also be used during this block
- ❑ Once deflection or block is made, arms are immediately returned to Defensive Stance
- ❑ An immediate follow-up technique must be deployed
 - ❑ Movement to an empty hand strike
 - ❑ Movement to a baton draw
 - ❑ Movement to a TASER draw
 - ❑ Other appropriate responses based on the officers threat perception

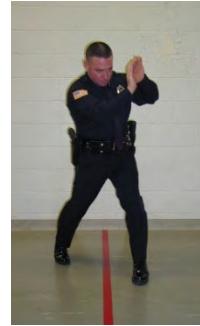


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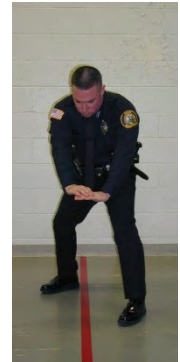
Support Side Block - This block is designed to protect the support side of the body or head from a horizontal or diagonal strike.

- ❑ Officer assumes a Defensive Stance
- ❑ As the strike comes toward the officer's Support Side, Officer "throws" both hands toward the incoming arm
- ❑ Upper body pivots toward the Support Side
- ❑ Elbows in
- ❑ Palms out
- ❑ One or both of the officer's hands and/or forearms can deflect or block the incoming strike
- ❑ Various angles can be used to deflect or block the subjects arm
- ❑ Movements (side to side, angled and/or lateral) must also be used during this block
- ❑ Once deflection or block is made, arms are immediately returned to Defensive Stance
- ❑ An immediate follow-up technique must be deployed
 - ❑ Movement to an empty hand strike
 - ❑ Movement to a baton draw
 - ❑ Movement to a TASER draw
 - ❑ Other appropriate responses based on the officer's threat perception



Low Side Block - This block is designed to stop an upward vertical or upward diagonal strike directed at an Officer's Middle or Low Target Areas.

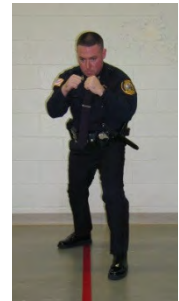
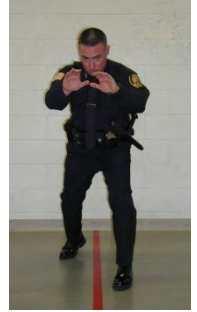
- ❑ Officer assumes a Defensive Stance
- ❑ As the strike comes upward toward the officer's groin or midsection, Officer "throws" both hands toward the incoming strike
- ❑ One or both of the officer's hands and/or forearms can deflect or block the incoming strike
- ❑ Various angles can be used to deflect or block the subject's arm
- ❑ Movements (side to side, angled and/or lateral) must also be used during this block
- ❑ Once deflection or block is made, arms are immediately returned to Defensive Stance
- ❑ An immediate follow-up technique must be deployed
 - ❑ Movement to an empty hand strike
 - ❑ Movement to a baton draw
 - ❑ Movement to a TASER draw
 - ❑ Other appropriate responses based on the officers threat perception



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Middle Block - This block is designed to stop a direct attack to the front of an Officer (i.e. such as someone attempting to tackle an Officer).

- ❑ Officer assumes a Defensive Stance
- ❑ As subject moves toward the Officer, the Officer will take one shuffle step toward the subject
- ❑ With both forearms the Officer will thrust them forward about 6 inches
- ❑ Contact to the subject would be the chest, collarbone or abdomen
- ❑ Movements (side to side, angled and/or lateral) must also be used during this block
- ❑ Once contact is made an immediate follow-up technique must be deployed
 - ❑ Movement to an empty hand strike
 - ❑ Movement to a baton draw
 - ❑ Movement to a TASER draw
 - ❑ Other appropriate responses based on the officers threat perception



PART 6: TEACHING METHODS:

This Module will utilize numerous Teaching Methods in order to present a complete program. The Instructor must be experienced in the Lecture or Discussion Format. The instruction of the Levels of Force for example require that this Instructor be able to communicate these ideas and principles.

The Instructor must be able to instruct the various movements associated with psychomotor skills. The Instructor must be able to break down a skill so that the Officer can see exactly what must be done. The Instructor must also have the ability to explain each part that is being performed.

The Instructor must also have the knowledge to teach the Realistic Training Portion. The Instructor must be able to provide the information on how these situations are to be handled, and the techniques that can be used. The Instructor needs to be able to control the scenarios so that safety is the first concern. The Realistic Training Portion is very important, but if officers start getting hurt, there will be less enthusiasm from both the officers and the Administration.

In order to teach this module, an Instructor must be a certified Municipal Police Training Committee Defensive Tactics Instructor. If teaching any portion of this Module to Recruits, In-Service, Specialty and/or Reserve for the Municipal Police Training Committee, the Instructor must be a certified MPTC Academy Defensive Tactics Instructor. If teaching for the MPTC, this instructor must also be a full time Police Officer (for at least five years).

The first priority for the Instructor teaching this Module is Safety. Safety Aids such as Foam Batons, Striking Bags and Arm Pads should be used to offer protection to the Officer.

Foam Batons can be used by the Instructor to simulate the various strikes. The Instructor can move throughout the entire class using the Foam Baton and calling out specific blocks.

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Officers can use forearm Pads when they are paired off with each other. The Instructor can call out a specific strike and when it will be thrown. The "Officer" can see it coming and make the appropriate block.

This can be done with comparative safety. The key to a safe training environment is control. The "subject" will only throw a strike when directed to do so. They will be told how hard to strike and that the target area is the chest. Training Suits (such as the FIST Suit or REDMAN Gear) should be used to practice the various blocks with movement in Realistic Training. An Instructor who is wearing the suit would throw a controlled strike at the "Officer". The "Officer" can make the block, move and follow up the technique with another Force Option, if it is available. This level of training takes the "Officer" to a "real life" confrontation as safely as possible.

REFERENCES:

Monadnock Defensive Tactics System, 2011
Safariland Training Group

Monadnock Defensive Tactics System, 2005
Monadnock Training Council

Massachusetts Criminal Justice Training Council Defensive Tactics Lesson Plan,
1996, David A. Standen

Monadnock Defensive Tactics System, 1995
Monadnock Training Council

Massachusetts Criminal Justice Training Council Defensive Tactics Lesson Plan, 1982, Martin K.
Michelman

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Empty Hand Defense Instructor Lesson Plan

PROFICIENCY EXAM

Name: _____ DOB: _____

Department: _____ DATE: _____

<u>BLOCKS</u>	<u>Acceptable</u>	<u>Unacceptable</u>	<u>COMMENTS</u>
High Block	()	()	_____
Strong Side Block	()	()	_____
Support Side Block	()	()	_____
Low Block	()	()	_____
Middle Block	()	()	_____

STRIKES

Palm Heel Strike	()	()	_____
Front Punch	()	()	_____
Front Elbow Strike	()	()	_____
Rear Elbow Strike	()	()	_____
Edged Fist Strike	()	()	_____
Knee Strike	()	()	_____
Front Kick	()	()	_____

ACCEPTABLE _____ #UNACCEPTABLE _____

Instructors Name: _____

Municipal Police Training Committee
Empty Hand Defense Instructor Lesson Plan

WRITTEN TEST

Name: _____ **DOB:** _____

Department: _____ **DATE:** _____

Multiple Choice

1. If the subject strikes down with an overhead strike directed at the Officer's head, what would be the best empty hand block for the Officer to perform?
 - a. Low Block
 - b. Strong Side Block
 - c. Support Side Block
 - d. High Block
 - e. None of the above

2. If a subject attempts a kick to an Officer's groin area, what would be the best empty hand block for the Officer to perform in order to stop the strike?
 - a. Low Block
 - b. Strong Side Block
 - c. Support Side Block
 - d. High Block
 - e. None of the above

3. If a subject attempts to grab for the Officer's badge, what would be the best empty hand block for the Officer to perform in order to stop the strike?
 - a. Low Block
 - b. Strong Side Block
 - c. Support Side Block
 - d. High Block
 - e. Both B and C

4. If a subject attempts to tackle an Officer, what would be the best empty hand block for the Officer to perform in order to stop the strike?
 - a. Low Block
 - b. Strong Side Block
 - c. High Block
 - d. Middle Block
 - e. None of the above

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5. What would be considered an appropriate response after an Officer has performed a block?
- a. Create Distance
 - b. Use an appropriate Striking Technique
 - c. Draw the Baton
 - d. Offer Verbal Commands
 - e. All of the above are appropriate responses

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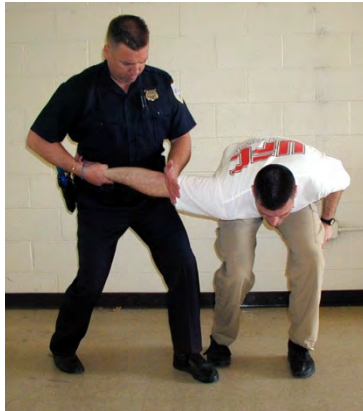
ANSWER KEY: WRITTEN TEST

1. D
2. A
3. E
4. D
5. E

Municipal Police Training Committee

Defensive Tactics Program

Module #3



**Control and Restrain Techniques
Instructor Lesson Plan**

Written and adopted: 1996
Reviewed and Revised: 1999, 2001, 2002, 2003,
2004, 2005, 2006, 2007, 2008, 2010, 2012

Municipal Police Training Committee
Control and Restrain Technique Instructor Lesson Plan

PART 1: CONTROL & RESTRAIN TECHNIQUES MODULE OF THE MPTC DEFENSIVE TACTICS PROGRAM

Control & Restrain Techniques Module of the Defensive Tactics program as prepared by: David A. Standen (2012 Revisions by: Cameron Deane and Steven R. Wohlgemuth)

PART 2: CONTENT SUMMARY:

Included in this Module are the following sections: Introduction; Important Concepts; Where each technique fits within the Use of Force Model; Basic Principles such as Balance, Stance, Movement, Distance, Positioning, and Use of Verbal Direction; Techniques: Compliant Escort, Non-compliant Escort, Front Wrist Lock, Rear Wrist Lock, Armbar Takedown, and Roll the Ball; Combination Techniques: Front Wrist Lock to Rear Wrist Lock, Armbar Takedown to Bent Wrist Lock, Armbar Takedown to Roll the Ball; Realistic Training; Proficiency Test; Written Test; Conclusion

PART 3: JUSTIFICATION:

Today's Police Officer must learn how important verbal communication is in the area of subject control. At some point however, when verbal commands and/or directions are not working, the Officer needs to have the ability to physically control a subject. This Module has been designed to give those Officers a variety of techniques that will allow an Officer various options in controlling a subject.

Officer's face a wide range of situations in which they may need to establish some type of physical control. This control may be necessary to move a Non-compliant subject from one location to another. It may also include a subject that is placed under arrest, but needs to be controlled and moved to a safer location for handcuffing. It may also include the Officer having to bring that subject to the ground and into a prone position in order to establish control before handcuffing. For all of these situations, and many more, Officers need a number of options in order to establish some form of control.

These techniques must also conform to our Use of Force Model. That is, the force that is applied must be reasonable and suitable to the confrontation or resistance. For this reason, there are Levels of Control within the Module. A very Low Level Control Technique would be an Escort Position. This position allows the Officer minimal control, and a starting block from which all other Controlling Techniques begin. The risk of any injury from this Escort Position is virtually non-existent.

The next Level of Control found in the Control and Restrain Techniques is the Front Wrist Lock. The arm is controlled with the wrist bent in such a manner where there is a certain amount of stress that is caused to the wrist joint. This stress (pain compliance) is used in an attempt to get this subject to a position where he/she may be handcuffed. This pain compliance is justified due to the subject's resistance to Cooperative Controls or Contact Controls. The chance of injury has increased due to the potential risk of injury to the wrist.

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Control and Restrain Technique Instructor Lesson Plan

This would follow through the rest of the techniques up to the Armbar Takedown. This technique would be utilized when an Officer feels it is necessary to Control and Handcuff the subject in a prone position. Due to the pressure to the arm, elbow and shoulder along with the momentum caused by moving the subject from a standing position to a prone position, the potential risk of injury is greater than that of any of the other Controlling Techniques.

A very important aspect of the Control and Restrain Techniques is the instruction and practice of the Practical Aspects of the Control and Restrain Techniques. This entails the Officer practicing these techniques with a particular type of resistance. The Officer uses the subject's strength and power to gain a particular Control Technique.

This Module is also very important because of its commonality with a number of other Modules within the Defensive Tactics Program. Several of the Controlling Techniques are used within the Handcuffing Module. This is also true of the Self Defense, Baton and Handgun Retention Modules. This commonality is very useful in that an Officer does not need to learn a thousand different techniques for a thousand different situations that may occur. A program is easier to learn, more beneficial for practical exercises, and easier to retain when the same techniques are used.

PART 4: LEARNING OUTCOMES:

GOALS: The goal of this Module is to teach the Officer various techniques that will allow him/her to control an Active Resistant Subject. The Officer will learn to use a subject's strength and power instead of fighting it. They will also learn where each technique fits within the Use of Force Model. The Officer will also learn how many of these techniques work together.

OBJECTIVES: Officers will demonstrate mastery of this Module of instruction when they can:

1. Identify verbally, or in writing, the important concept of Range of Motion, Counter joint movement, and Pain Compliance.
2. Identify verbally, or in writing, where the various Control and Restrain Techniques fit within the Use of Force Model.
3. Identify verbally, or in writing, how the Basic Principles such as Balance, Stance, Movement, Positioning and Use of Verbal Direction work within this Model.
4. Demonstrate the ability to perform the Escort Position.
5. Demonstrate the ability to perform the Non-compliant escort Position.
6. Demonstrate the ability to perform the Front Wrist Lock.
7. Demonstrate the ability to perform the Rear Wrist Lock.
8. Demonstrate the ability to perform the Armbar Takedown.

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Control and Restrain Technique Instructor Lesson Plan

9. Demonstrate the ability to perform the Bent Wrist Lock.
10. Demonstrate the ability to perform the Roll the Ball Techniques.
11. Demonstrate the ability to perform the Front Wrist Lock to Rear Wrist Lock
12. Demonstrate the ability to perform the Armbar Takedown to the Wrist Lock
13. Demonstrate the ability to perform the Roll the Ball Technique to Armbar takedown.
14. Demonstrate the ability to perform each of the Control Techniques with subject resistance.

PART 5: DETAILED CONTENT OUTLINE: CONTROL AND RESTRAIN TECHNIQUES MODULE FOR POLICE

SECTION #2

INTRODUCTION

- A. Instructor introduces self.
- B. This Module is designed to teach the Officer how to Control and Restrain an individual who does not want to be taken into custody. We will be looking at how each of these techniques work and where each one would be best applied. We will discuss where each one of these techniques fit within the Use of Force Model.

The Techniques to be learned are simple techniques that when performed properly do in fact work! There will be techniques to control an individual and move him/her from one location to another (i.e. Front Wrist Lock). There will be a technique learned that can be used to control and then handcuff (i.e. Rear Wrist Lock). When the Officer finds it necessary to take the person to the ground in order to gain control of the individual (i.e. Armbar Takedown). Also learned is the Bent Wrist Lock, which is used with the Armbar Takedown for our Prone Handcuffing Technique.

An important part of this Module is learning to use the appropriate technique against a particular type of resistance. In doing this we will be able to ***use*** the strength and power of the subject instead of fighting it directly.

IMPORTANT CONCEPTS

- C. **RANGE OF MOTION** - there are various joints in the arm and shoulder that will be used for the Control Techniques. Each joint bends in a specific manner. When a specific joint is bent as far as it can comfortably be bent, that particular joint is not at its end of range of motion.

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- D. COUNTER JOINT MOVEMENT** - a joint bends in a specific manner. When you attempt to bend that joint in the opposite direction, there is a pain that occurs and possible damage to the joint if the counter joint movement continues.
- E. COMPLIANCE** - with the use of a Control and Retrain Technique when a counter joint movement is applied or a specific joint is bent past its normal range of motion, a pain in that joint area will occur. This pain is caused in order to get the subject to comply with the commands of the Officer. Once the commands have been complied with, and the subject has stopped resisting, the pain must cease.

Basic Principles

- F. BALANCE** - it is important for the Officer to maintain a low, centered, balanced position while attempting to keep the subject off balance. In order for the Officer to be able to establish physical control of a subject, he/she must be working from this balanced position. With the feet, shoulder width apart, knees, slightly bent, and the weight evenly distributed, the Officer will be able to gain the proper control and strength needed.
- G. STANCE** - the stance is the same as in each Module of this program. The proper stance will be the catalyst for balance.
- Feet shoulder width apart
 - knees slightly bent
 - strong side to the rear
 - back is straight
 - hands are up.
- H. MOVEMENT** - the proper movements are important to maintain a proper stance and ultimately establish that balance that is necessary. Depending on the direction the Officer is attempting to move in, a shuffle step, side step and pivot step are the appropriate movements to accomplish this move.
- I. POSITIONS** - although the situation may start out at Position #1 (in front of the subject with a ½ step to the outside), an Officer must attempt to get to Position 2 ½ (behind the subject on an angle). This Position 2 ½ will give the Officer the best advantage in his/her attempt to control the subject.
- J. VERBAL DIRECTION** - The Officer must understand how important it is to be able to communicate to a subject what he/she wants them to do. If the Officer can communicate and reason with the subject, it may not be necessary to go any further with the Use of Force. It is also important that the Officer tell the individual what he/she wants them to do while attempting to control the individual. An Officer needs to maintain self control and give specific directions for the subject to follow.

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Control and Restrain Technique Instructor Lesson Plan

Use of Force and the Control & Restrain Techniques

The techniques from within this Module fit into two Levels of the Use of Force Model. If an Officer classifies a subject as a Resistive (Passive) Subject, his/her Reasonable Response would be the Escort Position. This is a very low level technique and can be used to get a subject to submit to the arrest.

If a subject is classified as an Resistant (Active) Subject, the Officer would have a number of controls from within the Contact Controls Level from which to choose. The technique that will be chosen will depend on the type of resistance encountered along with the degree of resistance.

The first technique under the Control and Restrain Module for this level of resistance would be the Non-compliant Escort. This technique, which is just a strong version of the Escort Position, is used to establish more control with very little pressure. This technique places the subject's arm at the end of its range of motion, and into a position where control can be established.

The next technique is the Front Wrist Lock. This technique forces the wrist past its range of motion, and causes a pain to the wrist area. This technique would be used to move the Resistant (Active) Subject from one location to another.

The Rear Wrist Lock is very similar to the Front Wrist Lock in that it pushes the wrist past its range of motion, and the pain occurs to the wrist area. This technique is performed in the standing position, where the subject is controlled and is in the position to be handcuffed.

The Bent Wrist Lock is also similar to the Front Wrist Lock and the Rear Wrist Lock in that the wrist is the area that is affected. This particular technique is used a Transition Technique from the Armbar Takedown to a Prone Handcuffing Technique.

The Armbar Takedown is the last technique within this Module. The technique is designed as a Counter Joint Movement to the elbow while the shoulder is brought to the end of its range of motion. The pain that occurs is in the elbow joint. At the same time the pressure is placed on the shoulder and the elbow, the subject is also being taken to the ground. The risk of injury is higher than those found in the Non-compliant Escort. Due to this higher level of force used, the Officer will need to be able to articulate why it was necessary to take this person to the ground.

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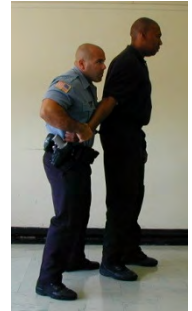
Control and Restrain Technique Instructor Lesson Plan

Control and Restrain Techniques

BASIC ESCORT

This is a basic technique that is used as a Contact technique. It is also the starting block from which all other Controlling Techniques begin.

- ❑ Officer assumes Position 2 ½.
- ❑ Good Stance (hands are up).
- ❑ Shuffle step in within arms reach of the subject.
- ❑ Thumbs are crossed at the knuckle.
- ❑ Thumbs are placed over subject's elbow.
- ❑ Fingers wrap around arm - (called blanket the elbow).
- ❑ The Officer's hand which is furthest away from the subject is slid down the forearm, until that hand has gripped the wrist just above the hand (where a watch would be worn).
- ❑ Hand closest to the subject is holding the upper arm, on the lower part of the tricep muscle, just above the elbow.
- ❑ Subject's arm is held across the Officer's body.



Non-Compliant Escort

- ❑ Assume basic escort position.
- ❑ Officer brings subjects across center of body.
- ❑ Place subject's forearm against Officer's abdominal area.
- ❑ Subject's wrist is turned (with palms facing up)
- ❑ Subject's thumb is pointing toward the Officer.

Front Wrist Lock

A control Technique used to move an uncuffed subject from one location to another.

EXAMPLE: An arrest situation in a bar; subject is under arrest, but officer does not feel safe handcuffing subject in the middle of a group or a Domestic Situation, where again the subject is under arrest, but the officer does not feel safe handcuffing the individual with other family members present.

From Escort Position

- ❑ Hand holding the forearm slides down slightly with thumb at bend of wrist.
- ❑ As Officer starts to bend wrist (with fingers pointing down * not under arm) subject's elbow is brought to Officer's center.
- ❑ Subject's arm is brought parallel to ground.
- ❑ Hand that was directing elbow, let's go of subject's elbow.
- ❑ That hand slides between the subject's body and arm, and that hand goes on top of Officer's other hand that is already on top of subjects back of hand.
- ❑ Thumbs are pulled out from under subject's wrist as the forearm and wrist are brought up on a slight angle
 - pressure is placed on hand just below knuckles on backside of hand.



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Control and Restrain Technique Instructor Lesson Plan

Front Wrist Lock Problem Solving:

Subject's wrist is rigid - will not bend

- ◆ Grab for thumb or
- ◆ Secure subject's wrist with Officer's hand which is already between subject's body and arm
- ◆ Slap the backside of subject's hand (so that wrist bends)
- ◆ Regain two handed grip of subject's hand for Front Wrist Lock

Rear Wrist Lock

This is a Control Technique to Handcuffing Technique. Give the Officer a technique to Control a person and have that person in a position from which he can be handcuffed.

From the Escort Position

- ❑ Hand holding on to wrist slides down to hand and grabs Officer's palm to back of subject's hand (fingers both facing same direction)
- ❑ At the same time elbow of subject is pulled into Officer's Center of Body with the hand that was above the elbow
- ❑ Officer then pivots his body toward rear of subject while sliding the hand of subject to the small of subject's back.
- ❑ Officer's body is positioned at Position 2 ½ at a 45 degree angle toward subject.
- ❑ The hand that is holding on to the hand at the small of back rotates so that the heel of the Officer's hand is on top of subject's wrist.
- ❑ This hand can be re-enforced by Officer's other hand.
- ❑ Subject should be positioned with free hand on top of head, feet spread out, toes pointing out and subject pinned up against something solid.
- ❑ Officer is positioned to perform the Standing Non-Compliant Handcuffing Technique.



Combination – Front Wrist Lock (transport) to Rear Wrist Lock

- ❑ Position subject in Front Wrist Lock
- ❑ Officer's hand furthest away from subject which is holding the Front Wrist Lock rotates
 - palm of Officer's hand on back of subject's hand
 - Officer's fingers facing in same direction as subject's fingers
- ❑ Officer's hand closest to subject's body slides down subject's arm to the elbow and braces subject's elbow to officer's body
- ❑ The Officer then pivots his/her body as he/she pivots the subject's hand down and around to the small of the subject's back
- ❑ Officer's hand that is behind subject's hand at the small of subject's back rotates so that the heel of the hand of the Officer is on top of subject's bent wrist.
- ❑ This can be reinforced with Officer's free hand.

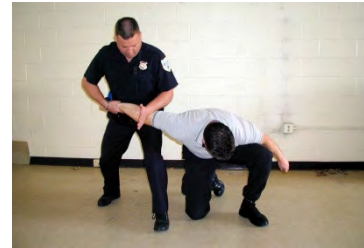
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Armbar Takedown

From Escort Position

- ❑ Hand above elbow rotates so that the webbing of Officer's hand or lower forearm at the wrist, is just above the subject's elbow
- ❑ Other hand holding on to subject's wrist pulls that hand across officer's body and secures that hand to body
 - subject's palm facing up
 - SEE LEVERAGE
- ❑ Officer pushes down on the back of the extended elbow
- ❑ Officer keeps subject's wrist pinned to Officer's abdomen
- ❑ Officer guides subject to the ground
 - on to chest
 - free arm out and away from body.



TAKEDOWN VERSIONS

If a subject tries to pull away or run from an Officer - from an Escort Position to variations.

Pivot to Armbar Takedown

- ❑ Officer's foot furthest away from subject takes a 1/2 step back
- ❑ In a circular downward angle, Officer pushes down on elbow as he/she pivots in a circular motion away from the subject
- ❑ With the Officer's knee that was closest to the subject at start is now on the ground.

Forward Glide to Armbar Takedown

- ❑ As subject attempts to pull away from the Officer, Officer applies pressure down on the elbow as he shuffle steps forward in the same direction that subject is pulling

Roll the Ball to Armbar Takedown

- ❑ When an Officer has a subject in an Escort Position, and the subject either raises the elbow in the air or attempts to bring hand and elbow toward their body

: for the subject who raises his or her elbow

- ❑ Officer moves his/her hand from behind the elbow and places the palm of that same hand on the inside of the elbow
- ❑ Officer then pushes palm of his/her hand against the elbow, and in a circular motion rotates subject's elbow around until subject's elbow locks
 - See Leverage

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- ❑ Officer then pulls the arm straight with his/her other hand
- ❑ Officer then completes the technique as an Armbar Takedown
 - using one of the two variations.

: for the subject that pulls his or her elbow in tight to their body

- ❑ Officer repositions hand from above the elbow
- ❑ With the palm of his/her hand under the subject's elbow, fingers pointing out
- ❑ Officer bends at the waist and knees so that palm is even with Officer's Shoulders
- ❑ Officer then stands up straight as he rotates the subject's elbow in a circular motion and continues until elbow locks out straight
- ❑ Officer then completes the technique as an Armbar Takedown using one of the two variations

COMBINATION: Front Wrist Lock from Armbar Takedown

- ❑ Officer positions the subject in a prone position using the Armbar Takedown
- ❑ Hand behind the subject's elbow slides up the forearm
- ❑ The thumb of this hand is placed on the back of the hand of the subject
- ❑ The hand is bent forward pushing it past the normal range of motion
- ❑ The Officer's other hand (the one that is still holding on to the subject's wrist) pivots
- ❑ The thumb of this hand is placed next to the other thumb keeping the wrist bent
- ❑ The Officer's fingers are wrapped around the subject's hand with the fingers placed on subject's palm
- ❑ Subject's arm is kept straight
- ❑ Pressure on wrist is maintained
- ❑ The Officer would then follow Prone Handcuffing Technique #1 or #2.

PRACTICAL APPLICATIONS

Once a particular technique has been learned, the Instructor must bring the technique to the next level. The Officer must learn which technique works best with a particular type of resistance. This is the only way that an Officer will be able to relate the technique to what happens on the street.

Front Wrist Lock

- ❑ The Officer will assume the Basic Escort Position
- ❑ The subject will pull his/her wrist/hand into his/her chest
- ❑ The Officer will go with the force
- ❑ Pull the elbow into chest
- ❑ and then complete the Front Wrist Lock

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Rear Wrist Lock

- ❑ The Officer will assume the Basic Escort Position
- ❑ The subject will pull his/her hand in toward his/her thigh
- ❑ Officer will scoop subject's hand
- ❑ and then complete the Rear Wrist Lock

Armbar Takedown

- ❑ The Officer will assume the Basic Escort Position
- ❑ The subject will attempt to pull away or run away (arm stays straight)
- ❑ Officer places webbing of hand or forearm behind the subject's elbow
- ❑ and then completes the Armbar Takedown

Roll the Ball

- ❑ The Officer will assume the Basic Escort Position
- ❑ The subject will lift up his/her elbow in an attempt to pull his/her hand away
- ❑ Officer places palm on the inside of subject's elbow
- ❑ and then completes the Roll the Ball to Armbar Takedown

CONCLUSION

Once the techniques have been learned, the key to an Officer successfully using these techniques on the street is practice. An Officer must practice these techniques until he/she becomes very proficient in their use. Without sufficient practice, the Officer may not be able to perform the technique when it is necessary.

PART 6: TEACHING METHODS:

This Module will utilize numerous Teaching Methods in order to present a complete program. The Instructor must be experienced in the Lecture or Discussion Format. The instruction of the Levels of Force for example requires that this instructor be able to communicate these ideas and principles.

The Instructor must be able to instruct the various movements associated with psychomotor skills. The Instructor must be able to break down a skill so that the Officer can see exactly what must be done. The Instructor must also have the ability to explain ***each*** movement that is being performed.

The Instructor must also have the knowledge to teach the Realistic Training Portion. The Instructor must be able to provide the information about how these situations are to be handled, and the techniques that can be used. The Instructor must be able to control the scenarios so that safety is the first concern. The Realistic Training portion is very important, but if Officers start getting hurt, there will be less enthusiasm by both the Officers and the Administration.

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Control and Restrain Technique Instructor Lesson Plan

In order to teach this module, an Instructor must be a certified Municipal Police Training Committee Defensive Tactics Instructor. If teaching any portion of this Module to Recruits, In-Service, Specialty and/or Reserve for the Municipal Police Training Committee, the Instructor must be a certified MPTC Academy Defensive Tactics Instructor. If teaching for the MPTC, this instructor must also be a full time Police Officer (for at least five years).

The Instructor must ensure that safety is maintained throughout this training segment. The Instructor should come up with a word that can be used by the Officer when practicing the techniques. This word when called out by the Officer playing the subject is a signal that the pressure or pain is getting too great in a particular area and that it is time for the "Officer" to back off.

There should also be a "pat out" rule in effect. When an "Officer" sees or hears a "subject" slap the mat with his/her thigh, or any location, this is the same signal as a specific word being called out. When this "pat out" occurs, it is time to back off with the pressure.

Control is the key when practicing these skills. It is the responsibility of the Instructor to maintain control of all of the Officers participating. The "Officer" must perform the techniques within a controlled manner. They must apply the pressure gradually, so that the subject has the ability to "go" with the pressure. The "subject" must also "go" with the pressure. Active Resistance not only impedes learning, but also leads to unnecessary injuries.

REFERENCES:

Massachusetts Criminal Justice Training Lesson Plan, 1982,
Martin K. Michelman

Monadnock Defensive Tactics System, 1995,
Monadnock Training Council

Massachusetts Criminal Justice Training Council Lesson Plan, 1996
David A. Standen

Monadnock Defensive Tactics System, 2005,
Monadnock Training Council

Monadnock Defensive Tactics System, 2011,
Safariland Training Group

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Control and Restrain Technique Instructor Lesson Plan

PROFICIENCY EXAM

Name: _____ **DOB:** _____

Department: _____ **DATE:** _____

	<u>Acceptable</u>	<u>Unacceptable</u>	<u>Comments</u>
1. Escort Position	()	()	_____
2. Non-compliant Escort Position	()	()	_____
3. Front Wrist Lock with resistance	()	()	_____
4. Rear Wrist Lock with resistance	()	()	_____
5. Armbar Takedown with resistance	()	()	_____
6. Roll the Ball	()	()	_____
<u>COMBINATIONS</u>			
7. Front Wrist Lock to Rear Wrist Lock	()	()	_____
8. Armbar Takedown to Bent Wrist Lock	()	()	_____
9. Roll the Ball to Armbar Takedown	()	()	_____

#ACCEPTABLE _____ **#UNACCEPTABLE** _____

Instructors Name: _____

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WRITTEN TEST

Name: _____ **DOB:** _____

Department: _____ **DATE:** _____

MULTIPLE CHOICE

1. If a subject attempts to run away with the arm locked out straight, what would be the best Controlling Technique to attempt?
 - a. Escort Position
 - b. Bent Wrist Lock
 - c. Armbar Takedown
 - d. Front Flip
 - e. None of the above
2. If, when the Officer chooses the Rear Wrist Lock as a response what level (on the Use of Force Model) would the Officer have classified the subject in order to justify the Use of Force?
 - a. Resistant (Active) Subject
 - b. Cooperative Subject
 - c. Assaultive (Bodily harm) Subject
 - d. Assaultive (serious Bodily Injury/Deadly Force) Subject
 - e. None of the above
3. All of the Controlling Techniques work off of, and start from what technique?
 - a. Armbar Takedown
 - b. Escort Position
 - c. Rear Wrist Lock
 - d. Front Wrist Lock
 - e. None of the above
4. What level of response is the Escort Position found in?
 - a. Compliance Technique
 - b. Contact Controls
 - c. Non-compliance Techniques
 - d. Defensive Tactics
 - e. All of the above

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5. If an Officer is holding the subject in the Escort Position, and the subject attempts to pull his/her hand toward their chest, what would be the best action for the Police Officer to take?
- a. Use an elbow strike to the side of the subject's midsection
 - b. Attempt to place the subject in a Front Wrist Lock
 - c. Attempt an Armbar Takedown
 - d. Disengage if the Officer feels he/she has lost control
 - e. B and D

TRUE OR FALSE

6. Pain Compliance techniques are applied in order to cause a long lasting, permanent pain or injury? True False
7. Stance and Balance are important steps to insure that a Control Technique will work? True False
8. The Armbar Takedown is not an example of a counter joint movement? True False
9. The Bent Wrist Lock is designed to move a subject from one location to another while maintaining control? True False
10. The Officer needs to give simple verbal directions while attempting a Controlling Technique? True False

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Answer Key: Written Test

1. C
2. A
3. B
4. B
5. E
6. FALSE
7. TRUE
8. FALSE
9. FALSE
- 10 TRUE

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Connections with Empty Hand Blocks, Empty Hand Strikes to Control and Restrain Techniques

#1

- Support Side Block
- Support Side Elbow
- Strong Side Elbow
- Shoulder Scoop opposite Support Side
- Strong Side Knee Strike
- Arm Tackle Subjects upper arm opposite Support Side
- Support Side hand slides down subject's arm and grabs onto subject's wrist
 - Lock it to Support Side hip
- Maintains contact between subjects arm and officers body
- Strong hand rotates from underneath subjects arm to on top of it.
- Officer's forearm is placed above subjects elbow.
- Step back with strong Side foot.
- Officer "Saws" forearm towards himself/herself
- Shuffle Step back while applying pressure to the back of the subjects elbow.
- Continue to Prone position and mount.

#2

- Strong Side Block
- Strong Side Elbow
- Support Side Elbow
- Strong Side Downward Punch (to abdomen)
- Shoulder Scoop opposite Strong Side
- Support Side Knee Strike
- Arm Tackle Subjects upper arm opposite Strong Side
- Strong Side hand slides down subject's arm and grabs onto subject's wrist
 - Lock it to Strong Side hip
- Maintains contact between subjects arm and officers body
- Support Hand rotates from underneath subjects arm to on top of it.
- Officer's forearm is placed above subjects elbow.
- Step back with Support Side foot.
- Officer "Saws" forearm towards himself/herself
- Shuffle Step back while applying pressure to the back of the subjects elbow.
- Continue to Prone position and mount.

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#3

- High Block
- Middle Strike
- Support Side Punch
- Strong Side Punch
- Shoulder Scoop opposite Strong Side
- Support Side Knee Strike
- Arm Tackle Subjects upper arm opposite Strong Side
- Strong Side hand slides down subject's arm and grabs onto subject's wrist
 - Lock it to Strong Side hip
- Maintains contact between subjects arm and officers body
- Support Hand rotates from underneath subjects arm to on top of it.
- Officer's forearm is placed above subjects elbow.
- Step back with Support Side foot.
- Officer "Saws" forearm towards himself/herself
- Shuffle Step back while applying pressure to the back of the subjects elbow.
- Continue to Prone position and mount.

#4

- Low Block
- Middle Strike
- Front Kick
- Shoulder Scoop opposite Support Side
- Double re-enforced Strong Side Elbow Strike
- Arm Tackle Subjects upper arm opposite Strong Side
- Strong Side hand slides down subject's arm and grabs onto subject's wrist
 - Lock it to Strong Side hip
- Maintains contact between subjects arm and officers body
- Support Hand rotates from underneath subjects arm to on top of it.
- Officer's forearm is placed above subjects elbow.
- Step back with Support Side foot.
- Officer "Saws" forearm towards himself/herself
- Shuffle Step back while applying pressure to the back of the subjects elbow.
- Continue to Prone position and mount.

Municipal Police Training Committee

Defensive Tactics Program

Module #4

**Disarming Techniques
Instructor Lesson Plan**

Written and adopted: 1996
Reviewed and Revised: 1999, 2001, 2002, 2003,
2004, 2005, 2006, 2007, 2008, 2010, 2012

Municipal Police Training Committee
Weapon Disarming Technique Lesson Plan

PART 1: DISARMING TECHNIQUES MODULE OF THE MPTC DEFENSIVE TACTICS PROGRAM

**Disarming Techniques Module of the Defensive Tactics Program as prepared by:
David A. Standen – (2012 Revision by: Cameron Deane and Steve R. Wohlgemuth)**

PART 2: CONTENT SUMMARY:

Included in this Module are the following sections: Introduction; Disarming Techniques and where they fit within the Use of Force Model; Disarming Techniques as a last resort; Disarming Techniques and how they work with the Basic Principles of Balance, Stance, Movement and Distance; Disarming Techniques vs. Attack from the Front; Disarming Technique vs. Attack from the Rear; Written Test; Conclusion.

PART 3: JUSTIFICATION:

This Module of training is a very important module of training for all Police Officers. Disarming a subject is one of the most dangerous positions for an Officer to be placed in, and it is also a high-risk technique for an Officer to perform. This Module is designed to increase an Officer's awareness to the potential threat of an in close armed encounter, the importance of some of the Basic Skills and Principles found in the other Modules, and finally an effective technique when all other options have been exhausted.

An Officer first needs to realize the importance of the Basic Skills and Principles such as Stance, Position and Distance. By assuming a proper Stance, establishing and maintaining a proper Distance and then standing or moving to the safest position, an Officer learns that many of these high-risk situations can be avoided. The Officer also needs to be at the appropriate Level of Awareness when dealing with this type of encounter. The Officer needs to be aware of all of his/her surroundings, and be planning ahead. The Officer must also be aware of certain pre-attack signals that generally occur before an attack. By having this knowledge and awareness, an Officer can "read" a potential attack and react with an appropriate response before it occurs.

Another area covered in this Module is the importance of an Officer being able to reason with, and negotiate with the subject engaging in this type of attack. The Officer has been trained that the First Response should be communication with the subject, and only when communication appears to be ineffective, and the Officer believes he/she has no other choice, would the Officer then decide to disarm the subject.

Once the decision has been made to disarm the subject, the Officer is trained to exit the "KILL ZONE". The Kill Zone is the potential path of a bullet as it exits the weapon. The Officers learn to move outside of the bullets potential path.

The actual Disarming Techniques are relatively easy to perform once the Officer has exited the Kill Zone. The techniques are designed so that the strength and size of the Officer are not major factors. The weapon can then be stripped for the subject's hand with the Officer then following up with an appropriate Use of Force Option.

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Weapon Disarming Technique Lesson Plan

The Officers are also instructed on the importance of body armor. Part of this Module is the viewing and discussion of the video taped Motor Vehicle Stop involving Trooper Mark Coates in South Carolina. This tape involves many of the issues covered in this Module including Stance, Distance, Searching Positions, and Disarming Techniques along with the importance of soft body armor.

PART 4: LEARNING OUTCOMES:

GOALS: The goal of this Module is to introduce the Officer to the skill of Disarming Techniques. Officers need to know the Basic Skills to keep this from happening, but in the event that disarming a Subject becomes necessary, simple yet effective techniques are available to defeat the attack. It also needs to be stressed to Officers that these Disarming Techniques are used as a last resort, when all negotiations and reasoning have failed.

OBJECTIVES: will demonstrate mastery of this Module of instruction when they can:

1. Identify verbally, or in writing, how the Disarming Techniques work within the Use of Force Model.
2. Identify verbally, or in writing, why these Disarming Techniques are considered as a last resort.
3. Identify verbally, or in writing, how the Basic Principles of Balance, Stance, Movement and Distance work within the Disarming Technique.
4. Identify verbally, or in writing the learning objectives from the Trooper Mark Coates Video.
5. Demonstrate the ability to perform a Disarming Technique from the Front.
6. Demonstrate the ability to perform a Disarming Technique from the Rear.

PART 5: DETAILED CONTENT OUTLINE:

DISARMING TECHNIQUES MODULE FOR POLICE

SECTION #2

1. INTRODUCTION

A. Instructor introduces self.

B. This Module will instruct the Officer in how to Disarm a subject who is threatening him/her with a firearm. Along with the Edged Weapon Attack, this is the most dangerous and life threatening position in which a Police Officer can be placed.

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Weapon Disarming Technique Lesson Plan

The situation can occur in many different ways. An Officer may just “walk in” on an armed confrontation without any prior warning, or be in a situation where an Officer did not respond quickly enough to keep a subject away from a weapon.

Another scenario is that the subject gets the Officer’s weapon or that of his/her partner. This is why this Module is so important. In every situation that a Police Officer responds to a Firearm is present ... that Firearm is yours.

We look at Use of Force Options, and what the appropriate Use of Force options are under these circumstances. We will also look at how to reason with and negotiate with a subject before a physical response is attempted.

Only after all of the other options are exhausted, would an Officer attempt a Disarming Technique.

When the decision has been made to respond physically, the Officer will learn just a couple of techniques that allow the Officer the ability to “strip” the weapon from the assailant’s hand.

C. DISARMING TECHNIQUES AND THE USE OF FORCE MODEL:

In this situation it is very easy to classify the subject. The subject has a weapon and is pointing it at the Officer, this subject is perceived as an Assaultive (Serious Bodily Harm/Deadly Force) Subject. As a result of this, a Reasonable Officer Response would be that of Deadly Force. Unfortunately at this time, the Officer does not have a Deadly Force Option that is viable under these circumstances.

An Officer is justified in using any means necessary in an attempt to defend against and disarm the subject. There is NO QUESTION about Use of Force while the subject has the weapon.

The question comes after an Officer disarms the subject. After the weapon has been taken away or stripped from the subject, does the Officer still have the justification to use Deadly Force? The answer to this question would depend on the totality of the circumstances and the actions of the subject. If the Officer perceives that the subject intends to follow through with the attack, or the Officer sees the subject moving back in for another attack, or towards the “stripped” weapon, the Officer would be justified in using Deadly Force.

Conversely, if a subject is disarmed and the Officer has created distance thus neutralizing the situation, then Deadly Force would NOT be an appropriate reaction, and another Force Option would be used.

D. DISARMING TECHNIQUES AS A LAST RESORT:

The Techniques learned in this Module are relatively simple skills that are very effective. As effective and simple as they are, they are still considered High Risk Techniques. During the Technique there is a good chance that the Firearm will be discharged, and there is no disengaging from this Technique once it has begun.

With this in mind, we must look at when an Officer would attempt a Disarming Technique. The first defense in a situation where an armed subject is pointing a firearm at an Officer is the

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Weapon Disarming Technique Lesson Plan

Officer's ability to speak to and reason with the individual. This is also a Hostage Negotiation, with the Officer being both the Hostage and the Negotiator.

As in every Hostage Negotiation, time plays an important roll. The longer the subject can be kept talking the better the chance the situation will come to a peaceful end. Simple techniques such as telling the subject your name, and calling him/her by their name are important in resolving this situation.

The Disarming Techniques should only be attempted if all of these other efforts have failed, and there is no doubt that the subject intends to shoot the Officer.

E. BASIC PRINCIPLES:

Stance - the Stance for a Disarming Technique is a little different than those previously learned. The Officer should attempt to establish a Squared-off Stance, where the feet are directly across from each other. Once this position has been established, an Officer can more easily move to either side when he/she decides to move.

Balance - when the Officer assumes the Squared-off Stance, he/she must also make sure that their weight is evenly distributed. This balance MUST be maintained throughout the technique to ensure the ability to pivot and generate power when the Disarming Technique is performed.

Movement - the two basic movements that will be used in the Disarming Techniques are the Side Step and the Pivot Step. The Side Step will be used as the movement to get out of the Kill Zone. The various Pivot Steps will be used to establish control and then ultimately disarm the subject.

F. DISARMING TECHNIQUES FROM FRONT:

This Technique is used when the subject is standing in front of the Officer, with the weapon pointing at the head or chest area. The Firearm must be within 12 – 18 inches in order to attempt this Technique.

- ❑ Officer assumes a squared-off stance
- ❑ Hands and arms are up at a 90 degree angle (the " I give up" appearance)
- ❑ Officer attempts to identify by which hand the weapon is controlled
- ❑ Once the decision has been made to attempt the Technique, the Officer will take a Side Step (preferably to the side that is controlling the Firearm)
- ❑ At the same time, Officer will pivot the upper body slightly beyond 90 degrees
- ❑ The forearm that is moving toward the subject will make contact with the subject's forearm or wrist
- ❑ this movement and contact will clear the Officer from the Kill Zone
- ❑ action is quicker than reaction
- ❑ The hand that is closest to subject will come down on top of barrel or slide and grab on
- ❑ The hand that was pivoted out of the what will come up from underneath and grab onto the barrel or slide
- ❑ Both hands are now securing weapon
- ❑ no hands in front of muzzle

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At this point there are two variations to remove weapon from subject's hand

Option #1:

- ❑ With both hands holding on to the barrel or slide the Officer will pivot the weapon
- ❑ The muzzle will be turned away from the Officer and toward the subject
- ❑ Barrel or slide should be kept horizontal to the ground
- ❑ More power should be added to this by pivoting the body with the weapon as it is turned away from the Officer
- ❑ Continue pivot until the weapon is loosened from the subject's grasp
- ❑ Officer will then pull back and down on the weapon "stripping" it from the subject's hands
- ❑ Create Distance
- ❑ Follow up with appropriate Use of Force Option

Option #2:

- ❑ With both hands holding on to the slide or barrel, the Officer will point the muzzle of the weapon straight up in the air
- ❑ The Officer will then force the weapon straight down until the weapon is "stripped" from the subject's hands
- ❑ this can be reinforced by pulling down and back on the weapon
- ❑ Create Distance
- ❑ Follow up with appropriate Use of Force Option

G. DISARMING TECHNIQUE FROM REAR:

This Technique is used when a subject is standing behind the Officer with the weapon pointing at the Officer's back or back of head. The firearm must be within 12 - 18 inches in order to attempt this Technique.

- ❑ Officer assumes a Squared-off stance
- ❑ Hands and arms are up at 90 degree angle
- ❑ Officer attempts to identify which hand is controlling the weapon
- ❑ use of peripheral vision
 - free hand that may be pushing or waiving
 - shadows, mirrors, etc.
- ❑ Once the decision has been made to attempt the Technique, the Officer will take a Side Step (preferably to the side that is controlling the weapon)
- ❑ At the same time the Officer will pivot the upper body slightly beyond 90 degrees
- ❑ The forearm that has been pivoted in toward the subject will make contact with the subject's arm or wrist
- ❑ The Officer will then pivot on the ball of the foot (on the same side as the arm that has made contact with the subject)
- ❑ The other foot will come around 180 degrees and be placed so that a good solid stance has be re-established
- ❑ As this foot comes around, that same side hand will grab for the top of the barrel or slide

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Weapon Disarming Technique Lesson Plan

- ❑ The other hand (the one that made the original contact) will grab underneath and grab on to the barrel or slide
- ❑ Both hands are now securing the weapon
- ❑ no hands in front of the muzzle

At this point there are two variations to remove the weapon from the subject's hand:

Option #1:

- ❑ With both hands holding on to the slide or barrel, the Officer will pivot the Weapon
- ❑ The muzzle will be turned away from the Officer and toward the subject
- ❑ Barrel or slide should be kept horizontal to the ground
- ❑ More power should be added to this by pivoting the body with the weapon as it is turned away from the Officer
- ❑ Continue pivot until the weapon is loosened from the subject's grasp
- ❑ Then pull back and down on the weapon "stripping" it from the subject's hands
- ❑ Create Distance
- ❑ Follow it up with appropriate Use of Force Option

Option #2:

- ❑ With both hands holding on to the slide or barrel, the Officer will point the muzzle of the weapon straight up in the air
- ❑ The Officer will then force the weapon straight down until the weapon is "stripped" from the hand
- ❑ Create Distance
- ❑ Follow up with appropriate Use of Force Option

PART 4: TEACHING METHODS AND PRACTICE:

This Module will utilize numerous Teaching Methods in order to present a complete program. The Instructor must be experienced in the Lecture or Discussion Format. The instruction of the Levels of Force for example requires that this Instructor be able to communicate these ideas and principles.

The Instructor must be able to instruct the various movements associated with psychomotor skills. The Instructor must be able to break down a skill so that the Student Officer can see exactly what must be done. The Instructor must also have the ability to explain each part that is being performed.

The Instructor must also have the knowledge to teach the Realistic Training Portion. The Instructor must be able to provide the information about how these situations are to be handled, and the techniques, which can be used. The Instructor needs to be able to control the scenarios so that safety is the first concern. The Realistic Training portion is very important, but if Officers start getting hurt, there will be less enthusiasm by both the Officers and the Administration.

In order to teach this module, an Instructor must be a certified Municipal Police Training Committee Defensive Tactics Instructor. If teaching any portion of this Module to Recruits, In-Service, Specialty

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Weapon Disarming Technique Lesson Plan

and/or Reserve for the Municipal Police Training Committee, the Instructor must be a certified MPTC Academy Defensive Tactics Instructor. If teaching for the MPTC, this instructor must also be a full time Police Officer (for at least five years).

The Instructor must ensure that safety is maintained throughout this Training Segment. Red guns, Aluminum Training weapons or other weapons incapable of firing are required for this training. This should not be an issue since the Officer is required to provide a Red gun as part of his/her Required Academy Equipment.

All Student Officers must be warned to keep their fingers out of the trigger guard when practicing these techniques. Significant injuries can result to the trigger finger if left in the trigger guard during practice.

These techniques will not be demonstrated or practiced while on the firing line. Due to the nature of the training, there must be NO chance that a live firearm would be introduced.

Control must be maintained when practicing these techniques. Even using the Red guns, if the technique is done forcefully an Officer could get an unnecessary injury.

Municipal Police Training Committee
Weapon Disarming Technique Lesson Plan

REFERENCES:

Massachusetts Criminal Justice Training Council Defensive Tactics Lesson Plan, 1996, David A. Standen

Municipal Police Training Committee
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Proficiency Test

Name: _____ **Date:** _____

Department: _____ **DOB** _____

PROFICIENCY TEST

Acceptable

Unacceptable

Comments

FROM AN ATTACK FROM FRONT:

1. Disarming Technique () () _____
Option #1

2. Disarming Technique () () _____
Option #2

FROM AN ATTACK FROM THE REAR:

1. Disarming Technique () () _____
Option #1

2. Disarming Technique () () _____
Option #2

Acceptable _____ **#Unacceptable** _____

Instructor _____

Municipal Police Training Committee
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WRITTEN TEST

Name: _____ **Date:** _____

Department: _____ **DOB** _____

MULTIPLE CHOICE

1. In regard to Relative Positioning, what is the position that an Officer should establish and maintain when standing in front of a subject?
 - a. Position 1
 - b. Position 2
 - c. Position 2 ½
 - d. Position 3
 - e. Inside Position

2. The First Step in the 6 Components of Proper Handcuffing is?
 - a. Transport
 - b. Search
 - c. Handcuff
 - d. Immobilize
 - e. None of the above

3. What is the minimum distance that an Officer must establish and maintain when dealing with a subject?
 - a. 1 - 4 feet
 - b. 4 - 6 feet
 - c. 25 - 30 feet
 - d. 10 - 15 yards
 - e. None of the above

4. When conducting a Visual Search, an Officer must watch for?
 - a. Unnatural bulges
 - b. Sheathes
 - c. Grips
 - d. Homemade Weapons
 - e. All of the above

5. An Officer can gain control of a subject by using?
 - a. Proper Positioning
 - b. Good Verbal Direction
 - c. Proper Handcuffing Techniques
 - d. Maintain Appropriate Distance
 - e. All of the above

Municipal Police Training Committee
Weapon Disarming Technique Lesson Plan

TRUE OR FALSE

6. An Officer can identify a potential attack by looking for certain Pre-attack signals? True False
7. When conducting a Pat & Frisk, an Officer should allow the subject to stand in a normal stance? True False
8. When an Officer is attempting to control or handcuff a subject, he/she should attempt this from the Inside Position? True False
9. If an Officer is confronted by a subject with a Firearm, the Officer should immediately grab for the weapon? True False
10. If an Officer is attempting to control a subject, and the technique is not working, under no circumstances should an Officer disengage or perform a tactical retreat? True False

Municipal Police Training Committee
Weapon Disarming Technique Lesson Plan

ANSWER KEY: WRITTEN TEST

1. A
2. D
3. B
4. E
5. E
6. TRUE
7. FALSE
8. FALSE
9. FALSE
10. FALSE

Municipal Police Training Committee

Defensive Tactics Program

Module #5

**Distraction Techniques
Instructor Lesson Plan**

Written and adopted: 1996
Reviewed and Revised: 1999, 2001, 2002, 2003,
2004, 2005, 2006, 2007, 2008, 2010, 2012

Municipal Police Training Committee
Distraction Techniques Instructor Lesson Plan

PART 1: DISTRACTION TECHNIQUES MODULE OF THE MPTC DEFENSIVE TACTICS PROGRAM

**Distraction Techniques Module of the Defensive Tactics Program as prepared by:
David A. Standen - (2012 Revisions by: Cameron Deane and Steven R. Wohlgemuth)**

PART 2: CONTENT SUMMARY:

Included in this Module are the following sections: Introduction; Identify the specific areas on the Human Body that are susceptible to these Distraction Techniques; Where each Distraction Technique fits within the Use of Force Model; How a Distraction Technique works in conjunction with a Control and Restrain Technique; The Mandibular angle as a Distraction Technique; The Tricep Pinch as a Distraction Technique; The Radial Nerve as a Distraction Technique; The Median Nerve as a Distraction Technique; The Hip Push as a Distraction Technique; The Shin as a Distraction Technique; The Top of the Foot as a Distraction Technique; Practical Exercises; Proficiency Test; Written Test; Conclusion

PART 3: JUSTIFICATION:

This Module is designed to provide the Officer with a variety of Distraction Techniques that may be used in conjunction with the various Control and Restrain Techniques. These Distraction Techniques do not equate to a strike, like those found in the Striking Module. These techniques are designed to cause a reaction by the subject.

These Distraction Techniques are primarily used when an individual, who would be classified as an Active Resistant Subject, has already begun some type of physical resistance. The subject has all of his energy, mental focus and strength directed toward a specific type of resistance. The Distraction Technique is used in order to temporarily break up the mental focus, and redirect the energy and strength of the subject. It is during this brief period of time, where the subject has been distracted, that the officer may find an opening that will allow him/her to perform the Controlling Technique necessary to subdue the subject.

These techniques are not taught alone, they are introduced in conjunction with the Control and Restrain Techniques. The officer is taught to apply a Distraction Technique AFTER they have a plan. In other words, the officer has to have an idea about what Control and Restrain Technique he/she is about to attempt before a Distraction Technique is attempted. If the officer does not have a plan, or does not react when the opening occurs, the subject may become more upset, and the particular Distraction Technique used would be ineffective.

It is very important that an officer has the option to attempt a Distraction Technique when a Controlling Technique is not working. When an officer applies a Distraction Technique and then has the ability to Control and Restrain a subject, that officer may be able to stay at a lower level of force. This could avoid escalating to a higher level of force and increasing the risk of an injury occurring to the subject.

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Distraction Techniques Instructor Lesson Plan

PART 4: LEARNING OUTCOMES:

GOALS: The goal of this Module is to introduce the Officer to Distraction Techniques. These Distraction Techniques are introduced in conjunction with Control and Restrain Techniques or Self Defense Techniques. The Officer will see how effective these Distraction Techniques can be in establishing control where there might not have been that opportunity before.

OBJECTIVES: Officers will demonstrate mastery of this Module of instruction when they can:

1. Identify verbally, or in writing where these Distraction Techniques fit within the Use of Force Model.
2. Identify verbally, or in writing the specific areas on the Human Body that are susceptible to a specific Distraction Technique.
3. Demonstrate the ability to perform a Distraction Technique to the Mandibular angle.
4. Demonstrate the ability to perform a Distraction Technique using the Tricep Pinch.
5. Demonstrate the ability to perform a Distraction Technique utilizing the Radial Nerve.
6. Demonstrate the ability to perform a Distraction Technique utilizing the Median Nerve.
7. Demonstrate the ability to perform a Distraction Technique utilizing the Hip Push.
8. Demonstrate the ability to perform a Distraction Technique utilizing the Outside of Thigh.
9. Demonstrate the ability to perform a Distraction Technique utilizing the shin.
10. Demonstrate the ability to perform a Distraction Technique utilizing the Top of the Foot.
11. Demonstrate the ability to perform a specific Distraction Technique, and then immediately follow it up with a Controlling Technique.

PART 5: DETAILED CONTENT OUTLINE:

DISTRACTION TECHNIQUES MODULE FOR POLICE

SECTION #2

1. INTRODUCTION

- A.** Instructor introduces self.

Municipal Police Training Committee
Distraction Techniques Instructor Lesson Plan

- B.** This Module of instruction is designed to show the various Distraction Techniques. The Techniques are used to distract a person from a particular type of resistance that an Officer has encountered.

When a subject is resisting arrest, and has already locked into a particular type of resistance it may be tough for the Officer to get through his/her resistance and perform a Control Technique. The problem is that the subject is using all of his/her strength, focus and concentration to continue their resistance. These Distraction Techniques are used to break this concentration and focus, possibly create a physical reaction to the Distraction and then immediately perform a planned technique.

These are very Low Level Techniques where the Officer is looking for a quick initial response from the subject, with the goal being subject control.

C. DISTRACTION TECHNIQUES/TARGET AREAS

There are specific areas that are to be used as the target of a Distraction Technique. These locations are:

Hollow behind ear - this is the spot located under the ear; just under the earlobe and just behind the jaw.

Tricep - the area best effected is the lower part of the tricep; closer to the inside of arm (toward the underarm).

Radial Nerve - located at the top of the forearm where two of the large muscles in the forearm separate. Approximately 3 - 4 inches down from the elbow.

Median Nerve - located on the inside of the forearm. Approximately 3-4 inches down from the bend in the arm.

Hip - located just below the waist at the point of the hip.

Outside of Thigh - a nerve runs alongside the outside of the thigh located approximately where a normal seam pants runs alongside the thigh

Shin - just below the knee to the ankle

D. DISTRACTION TECHNIQUES AND THE USE OF FORCE MODEL

The Distraction Techniques within this Module are very low level techniques. They are designed to be used in conjunction with a Control and Restrain Technique within the Compliance Technique Module.

The Officer will use various methods to affect a particular location. It may be a finger, a palm, the backside of a fist, a knee or foot. It will depend on the particular area that has been targeted for a Distraction Technique.

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The areas that are affected are either very sensitive areas (i.e. shin) or a pressure point or nerve (i.e. Mandibular Angle). Whatever means by which the area is affected or the particular location that was chosen, the areas chosen within this Module are at a very low risk of causing a permanent or serious injury. The potential is certainly no greater than the risk found with the same Control and Restrain Technique. As long as the pressure is applied within reason and with the intent of causing a distraction, these techniques are considered low level techniques and acceptable within the Compliance Technique Level.

E. DISTRACTION TECHNIQUES AND HOW THEY WORK WITH THE CONTROL TECHNIQUES

The Distraction Techniques found within this Module should be introduced as an “add on” to a particular Control and Restrain Technique. By introducing the individual Distraction technique with a Control technique, the Officer instantly understands the purpose, the level of pressure applied and where they can be applied.

The following are several examples of when the Distraction Techniques can be introduced:

Mandibular Angle - an Officer is attempting to gain control of a prone subject. Another Officer arrives and moves to the head of the subject. The Officer pins the subject’s head and then applies pressure to the Mandibular Angle as he/she gives the subject verbal commands to place his/her hands in a particular position.

Tricep Pinch - Officer is attempting a Roll the Ball Technique but the subject’s arm is locked and the Officer can not move it. The Officer can reach up, apply the Tricep Pinch, and then continue through with the Roll the Ball to the Armbar Takedown.

Hip Push - Officer is attempting the Armbar Takedown but the subject has the arm slightly bent and locked. The Officer can push the hip, causing the subject to be placed off balance and then creating an opening for the Armbar Takedown.

Side of Thigh - Officer is attempting a Front Wrist Lock but the subject’s arm and wrist are locked. The Officer can then strike the side of the thigh with his/her knee and then follow this up with either the Front Wrist Lock or Roll the Ball to Armbar Takedown.

F. DISTRACTION TECHNIQUES

Mandibular Angle - an Officer places pad of the thumb, which is re-enforced alongside the fist, under the ear.

- ❑ The pad of the thumb is facing forward and is placed behind the upper jaw
- ❑ The pressure is applied in, and slightly forward
- ❑ Verbal Commands are to be communicated
- ❑ Follow up must be immediate

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Tricep Pinch

- ❑ An Officer grabs a small piece of skin
- ❑ Just below the tricep muscle and toward the inside of the arm
- ❑ Thumb and index finger should be used
- ❑ Squeeze and twist the small piece of skin
- ❑ Immediately follow it up with a particular Controlling Technique

Radial Nerve

- ❑ When the top of the forearm is facing the Officer
- ❑ Officer will strike down with back of fist
- ❑ The location is 3 - 4 inches down the forearm from the elbow
- ❑ Immediately follow it up with a particular Controlling Technique

Median Nerve

- ❑ When the inside of forearm (meat of forearm) is facing the Officer
- ❑ Officer will strike down with back of fist
- ❑ The location is 3 - 4 inches down the inside of forearm from bend of arm
- ❑ Immediately follow it up with a Controlling Technique

Hip Push

- ❑ Officer's hand closest to the subject is placed on subject's hip
- ❑ The hip is pushed in past the subject's center line
- ❑ Immediately follow it up with a particular Controlling Technique

Side of Thigh

- ❑ The Officer's knee is brought up and makes contact with the outside of thigh (along the seam of a normal pair of pants)
- ❑ Immediately follow it up with a particular controlling technique

Shin

- ❑ The side of the Officer's foot is placed against the top of the subject's shin
- ❑ The foot is brought down the shin while maintaining contact
- ❑ Immediately follow it up with a particular Controlling Technique

Top of Foot

- ❑ Officer steps down on the top of subject's foot (where a low pair of shoes would be) with the heel of his/her foot
- ❑ Immediately follow it up with a particular Controlling Technique

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Distraction Techniques Instructor Lesson Plan

PART 6: TEACHING METHODS:

This Module will utilize numerous Teaching Methods in order to present a complete program. The Instructor must be experienced in the Lecture or Discussion Format. The instruction of the Levels of Force for example requires that this Instructor be able to communicate these ideas and principles.

The Instructor must be able to instruct the various movements associated with psychomotor skills. The Instructor must be able to break down a skill so that the Officer can see exactly what must be done. The Instructor must also have the ability to explain each part that is being performed.

The Instructor must also have the knowledge to teach the Realistic Training Portion. The Instructor must be able to provide the information about how these situations are to be handled, and the techniques that can be used. The Instructor needs to be able to control the scenarios so that safety is the first concern. The Realistic Training Portion is very important, but if Officer's start getting hurt, there will be less enthusiasm by both the Officer's and the Administration.

In order to teach this module, an Instructor must be a certified Municipal Police Training Committee Defensive Tactics Instructor. If teaching any portion of this Module to Recruits, In-Service, Specialty and/or Reserve for the Municipal Police Training Committee, the Instructor must be a certified MPTC Academy Defensive Tactics Instructor. If teaching for the MPTC, this instructor must also be a full time Police Officer (for at least five years).

The Instructor must present these Distraction Techniques so that the Officer will see when they are useful and when they are not. These Distraction Techniques should be practiced at various times, but for short periods of time. An Officer may become very sensitive to the Techniques or get so used to them that the effect may not be there.

The Instructor should make sure that the Shin and Top of Foot Distraction Techniques are simulated so that the Officer will be able to continue with the hours of training.

Municipal Police Training Committee
Distraction Techniques Instructor Lesson Plan

REFERENCES:

Massachusetts Criminal Justice Training Council defensive Tactics Lesson Plan, 1982, Martin K. Michelman

Massachusetts Criminal Justice Training Council Defensive Tactics Lesson Plan, 1996, David A. Standen

Municipal Police Training Committee
Distraction Techniques Instructor Lesson Plan

Proficiency Test

Name: _____ **DOB:** _____

Department: _____ **DATE:** _____

	<u>Acceptable</u>	<u>Unacceptable</u>	<u>Comments</u>
1. Mandibular Angle	()	()	_____
2. Tricep Pinch	()	()	_____
3. Median Nerve	()	()	_____
4. Radial Nerve	()	()	_____
5. Hip Push	()	()	_____
6. Side of Thigh	()	()	_____
7. Shin	()	()	_____
8. Top of Foot	()	()	_____

ACCEPTABLE _____ **# UNACCEPTABLE** _____

Instructor: _____

Municipal Police Training Committee
Distraction Techniques Instructor Lesson Plan

Written Test

Name: _____ **DOB:** _____

Department: _____ **DATE:** _____

TRUE OR FALSE

1. A Distraction Technique requires the Officer to strike a particular location as hard as he/she can?

True False
2. After a Distraction Technique, the Officer must have a plan and then immediately follow through with it?

True False
3. Distraction Techniques are 100% effective?

True False
4. A Distraction Technique is designed to create an opening to gain a particular Controlling Technique?

True False
5. To effect the Mandibular Angle, the Officer would strike the area with the back side of the fist?

True False

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ANSWER KEY : WRITTEN TEST

1. FALSE
2. TRUE
3. FALSE
4. TRUE
5. FALSE

Municipal Police Training Committee

Defensive Tactics Program

Module #6

**Edged Weapon Awareness and Defense
Instructor Lesson Plan**

Written and adopted: 1996
Reviewed and Revised: 1999, 2001, 2002, 2003,
2004, 2005, 2006, 2007, 2008, 2010, 2012

Municipal Police Training Committee
Edged Weapon Awareness and Defense Instructor Lesson Plan

PART 1: EDGED WEAPONS MODULE OF THE MPTC DEFENSIVE TACTICS PROGRAM

Edged Weapons Module of the Defensive Tactics Program as prepared by: David A. Standen - (2012 Revisions by: Cameron Deane and Steven R. Wohlgemuth)

PART 2: CONTENT SUMMARY:

Included in this module are the following sections: Introduction; Basic Principles, i.e. Balance, Stance, Movement, and Distance; Direction of Attack; Types of Attack; Use of Force Issues as pertains to Edged Weapon Attacks; Edged Weapon Defense using Empty Hand Techniques; Edged Weapon Defense using the Police Baton; Edged Weapon Defense using the Firearm; Practical Exercises; Proficiency Test; Written Test; Conclusion

PART 3: JUSTIFICATION:

This Module is designed to instruct the Officer in how to defend him/herself from an Edged Weapon Attack. These attacks are among the most potentially dangerous that an Officer will ever encounter on the street.

This area is made even more dangerous due to the fact that there are Edged Weapons available to a subject during almost any confrontation or arrest. Whether they are carrying a folding knife, a "box cutter" or a workman's tool, there is an Edged Weapon that is present. When an Officer deals with an addict, the officer is presented with the potential of a razor, a needle, a pipe pin or other paraphernalia that can be used as an Edged Weapon. When we then consider a broken bottle or glass, a screwdriver or just about any other sharp object, Officer's find themselves literally surrounded with Edged Weapons.

The Officer must understand what constitutes an Edged Weapon, and how they can be directed toward an Officer. Officer's must understand how quickly these attacks can occur, and how such Basic principles such as Distance, Positions and Movement can assist an Officer in defending against this type of attack.

Although threatened with Deadly Force, the opportunity to respond with Deadly Force is not always possible. If the attack occurs within 10 feet of the Officer, then the firearm is not a likely option. Other factors such as third party presence and location of the encounter may also make the use of the firearm (as a response) almost impossible.

This Module will examine Empty Hand Defense along with Baton Technique Defense in responding to an Edged Weapon Attack.

PART 4: LEARNING OUTCOMES:

GOALS: The goal of this Module is to introduce the Officer to the skill of using various defenses to an Edged Weapon Attack. The Officers need to understand what an Edged Weapon is, and how it may be used. They must then be able to defend against the various attacks utilizing any number of techniques from a number of Levels of Force.

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Edged Weapon Awareness and Defense Instructor Lesson Plan

OBJECTIVES: Officers will demonstrate mastery of this Module of Instruction when they can:

1. Identify verbally, or in writing, how the Basic Principles such as Balance, Stance, Movement, and Distance work within the Edged Weapon Defense.
2. Identify verbally, or in writing, the various directions of a knife attack.
3. Identify verbally, or in writing, the various types of knife attacks.
4. Identify verbally, or in writing, the Use of Force issues concerning Edged Weapon Attacks.
5. Demonstrate the ability to defend against an Edged Weapon Attack using Empty Hand Techniques.
6. Demonstrate the ability to defend against an Edged Weapon Attack using Baton Techniques.
7. Demonstrate the ability to defend against an Edged Weapon Attack using the Firearm.

PART 5: DETAILED CONTENT OUTLINE:

EDGED WEAPON MODULE FOR POLICE

SECTION #2

1. INTRODUCTION

- A.** Instructor introduces self.
- B.** In this Module Officer's will learn how to defend against a variety of Edged Weapon Attacks. We will learn how dangerous these attacks can be, and what to look for prior to an attack.

We will be looking at a number of options in defending against these attacks. Although a firearm may be the most appropriate response to this type of attack, it may not be the most practical. When the firearm is not an option, the Officer needs to have the ability to defend with the baton.

These Baton Techniques are simple yet very effective. When the use of the Baton is not an option, the Officer needs to have the ability to defend himself/herself using Empty Hand Techniques. Although these Empty Hand Techniques **are not and should not be** an Officer's first choice defending against an Edged Weapon Attack, they are a necessary option.

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Edged Weapon Awareness and Defense Instructor Lesson Plan

C. Basic Principle and Edged Weapon Defense:

Stance - the Basic position and Stance are important to establish and maintain balance.

Balance - the only way that an Officer will be able to perform a number of these Techniques is if the Officer does so from a position of balance. This balance is accomplished by use of a proper stance and the use of movements which help maintain this balanced position throughout the Technique.

Movements - these are the same movements that are used in every Module throughout the Program. These movements allow an Officer to move in various locations while maintaining a balanced position.

*****The Basic Principle of Movement may be even more important within this Module. Many of the Techniques incorporate a deflection along with a specific movement. It is very important that the Officer be able to perform these movements and complete the Technique.**

D. Distance and Edged Weapons:

This is probably the MOST important aspect in defending against an Edged Weapon Attack. In other Modules, the normal or minimum distance that an Officer needs to establish and maintain is 4 - 6 feet.

In an Edged Weapon Attack an Officer would need to establish a minimum distance of 20 feet in order to have the ability to draw, fire and be able to move out of the way. Although 20 feet is the required distance, it is not always a practical distance. When this distance is not possible, other means or steps must be taken to insure the safety of the Officer. Placing a barrier between the subject and the Officer may give the Officer additional time to choose an option and act on it. Another option may be the Officer already having the weapon drawn and ready for the attack.

As the subject closes the distance between him/herself and the officer, the Officer may need to be prepared for another option such as the use of the Baton or Empty Hands. The Officer would, if possible, deflect the attack and then create the distance that was not possible prior to the attack. If creating distance is not possible, then the Officer needs the ability to stop the subject and neutralize the attack.

E. Direction of the Attack:

This portion of the Module is used to instruct the Officer on the various directions from which an attack can come. It is important that the Officer understands these directions of attack, so that he/she is able to recognize a specific attack and defend against it.

Horizontal Attack - this attack is identified with the arm and weapon being horizontal with the ground. This Horizontal Attack may be directed straight in, or from side to side.

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Edged Weapon Awareness and Defense Instructor Lesson Plan

Vertical Attack - this attack is identified by the arm and weapon being straight down from on top or straight up from a lower position. This vertical attack may be directed in as an Upper cut or down as an Ice pick Type Strike.

Diagonal Attack - this attack is identified by the angle of the attack. This diagonal attack may be directed in a down ward chopping type strike or an upward golf club type swing.

F. Types of Attack:

This portion of the Module is used to instruct the Officer in the various Types of Attack which he/she may encounter. It is important, as in Direction of Attack, that the Officer understand these types of attacks so he/she may better defend against them. The types of Attack are identified by the grip on the weapon, the direction of the attack and the potential type of injury that would be inflicted.

Stab - this type of attack is characterized by the long strikes of the attack. These attacks are identified by the full movements of the arm and the power behind them. These strikes are directed from a vertical or diagonal attack. The grip can be either the standard grip or the back hand grip.

Slash - this type of attack is identified by the back and forth motion of the weapon. The motion is generally a somewhat long stroke directed from one side to another. These strikes may be directed either horizontally or diagonally.

Jab - this type of attack is characterized by short, quick thrusts. Generally the jab is identified by multiple strikes. These strikes may be directed horizontally, vertically and diagonally.

G. Use of Force:

An officer would be reasonable to perceive that a subject who is armed with an Edged Weapon is classified as an Assaultive Subject (Serious Bodily Harm,

Deadly Force), Level 5. If, during a particular encounter, an officer is faced with a subject armed with an Edged Weapon, who this officer believes is capable of initiating an imminent attack (or has already initiated the attack) that, if successful, could cause Serious Bodily Injury or Death to the officer or others, then deadly force would be the reasonable force option for the police officer.

The officer must be able to articulate that he/she perceived the risk associated with this encounter created a Lethal Threat Perception and the actions of the subject were those that would warrant the belief that the subject was Assaultive with the ability to cause Serious Bodily Harm or Death.

Even though the Officer is justified in using Deadly Force, there may be factors with which the Officer is faced with, that forces him/her to use a lower level of force. Lower Level Force Options include the use of OC, use of Empty Hand Techniques, or the use of Baton to name a few. A lower level force option may be necessary when the use of the firearm is not available

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Edged Weapon Awareness and Defense Instructor Lesson Plan

or when the officer believes that the use of the firearm may cause a greater threat to others. The Officer needs to understand that although one or several of these force options may be necessary based on the situation, there use places the Officer and others at great risk of serious injury or death.

H. EMPTY HAND TECHNIQUES:

Evade, Distance, Draw:

- ❑ Subject steps toward the Officer with an Edged Weapon in hand
- ❑ Officer brings both hands up in front of chest (High Guard Position)
- ❑ Officer takes a side step to evade the attack
- ❑ Using one or more of the Methods of Movement, the Officer creates distance
- ❑ As this is being done, the Officer draws out the Firearm (Red Gun) and challenges the subject

Deflect, Distance, Draw, Challenge:

- ❑ Subject steps toward the Officer with Edged Weapon in hand
- ❑ Officer brings both hands up in front of chest (High Guard Position)
- ❑ As subject moves in, Officer steps to the outside of the Knife hand
- ❑ As the knife is directed in, the Officer will deflect this Edged Weapon Attack with both forearms
- ❑ Officer will then create distance using one of the Methods of Movement
- ❑ As Officer moves, the weapon (Red Gun) will be drawn
- ❑ Officer will challenge the subject, and direct the subject to drop the Edged Weapon

Deflect, Distance, Draw, Fire:

- ❑ Subject steps toward the Officer with Edged Weapon in hand
- ❑ Officer brings both hands up in front of chest (High Guard Position)
- ❑ As subject moves in, Officer steps to the outside of the Knife hand
- ❑ As the knife is directed in, the Officer will deflect this Edged Weapon Attack with both forearms
- ❑ Officer will then create distance using one of the Methods of Movement
- ❑ As officer moves, the weapon (red Gun) will be drawn
- ❑ Officer will then place finger on trigger of the Red Gun
- ❑ And pulling the trigger as subject moves in for another attack

Evade, Grab, Disarm, Neutralize:

- ❑ Subject steps toward Officer with an Edged Weapon in hand
- ❑ Officer brings both hands up in front of chest (High Guard Position)
- ❑ Officer moves to the side to evade the attack
- ❑ Officer reaches over and secures the arm between the biceps and the shoulder
- ❑ The other hand secures the wrist and attempts to disarm the subject
- ❑ The Officer can use various strikes to neutralize the attack
- ❑ Once the attack has been neutralized, the Officer will create distance

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Edged Weapon Awareness and Defense Instructor Lesson Plan

Jam, Control Counter:

- ❑ Subject steps in toward Officer with Edged Weapon in Hand
- ❑ Officer brings both hands up in front of chest (High Guard Position)
- ❑ Officer cannot get to the outside
- ❑ Officer will jam the attack by striking the subject's shoulder (the arm that is holding the knife)
- ❑ Officer will then reach over the subject's arm that is carrying the Edged Weapon
- ❑ Arm will trap the biceps and triceps just below the shoulder
- ❑ The Officer will then use a number of Striking Techniques to counter the attack and neutralize the subject

I. BATON DEFENSES:

Deflect, Strike, Distance:

- ❑ Subject steps in toward an Officer with Edged Weapon in hand
- ❑ Officer will deflect the attack with the Support Hand
- ❑ The Baton is held in Strong Hand in the Outside of Arm Carry Position
- ❑ Baton is then struck onto the forearm of the arm of the subject holding the Edged Weapon
- ❑ After the Baton makes contact, the Officer will create distance

Block, Strike, Distance:

- ❑ Subject steps in toward Officer with an Edged Weapon in hand
- ❑ Baton is held in the Two Hand Long Grip Carry Position
- ❑ Officer will perform one of five Baton Blocking Techniques
- ❑ After Block has been completed Officer will perform a One Hand Grip Baton
- ❑ Strike to the forearm
- ❑ Once contact has been made, Officer will create distance

PART 6: TEACHING METHODS:

This Module will utilize numerous Teaching Methods in order to present a Complete Program. The Instructor must be experienced in the Lecture or Discussion Format. The instruction of the Levels of Force for example requires that this Instructor be able to communicate these ideas and principles.

The Instructor must be able to instruct the various movements associated with psychomotor skills. The Instructor must be able to break down a skill so that the Officer can see exactly what must be done. The Instructor must also have the ability to explain each part of what is being performed.

The Instructor must also have the Knowledge to teach the Realistic Training Portion. The Instructor must be able to provide the information about how these situations are to be handled, and the techniques which can be used. The Instructor needs to be able to control the scenarios so that safety is the first concern. The Realistic Training Portion is very important, but if Officers start getting hurt, there will be less enthusiasm by both the Officers and the Administration.

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In order to teach this module, an Instructor must be a certified Municipal Police Training Committee Defensive Tactics Instructor. If teaching any portion of this Module to Recruits, In-Service, Specialty and/or Reserve for the Municipal Police Training Committee, the Instructor must be a certified MPTC Academy Defensive Tactics Instructor. If teaching for the MPTC, this instructor must also be a full time Police Officer (for at least five years).

The Instructor, while providing Realistic Training must first maintain safety. The first piece of training equipment necessary is rubber knives. They are flexible and soft and will allow Officers to practice all of the techniques without injury.

Other pieces of equipment, which are necessary are foam batons, and forearm pads. Again this will allow for the Officers to practice these techniques as close to realistically as possible with comparative safety.

Also required are the Red Guns. Especially as these techniques require the Officer to place his/her finger on the trigger and pull it. It is imperative that Training Guns be utilized.

Finally, the Instructor must maintain a high level of control. With the use of so many training aids, and the amount of movement involved, there must be plenty of room to practice these techniques.

Municipal Police Training Committee
Edged Weapon Awareness and Defense Instructor Lesson Plan

Proficiency Test

Name: _____ **DOB:** _____

Department: _____ **DATE:** _____

Basic Principles of Edged Weapon Defense

	<u>Acceptable</u>	<u>Unacceptable</u>	<u>Comments</u>
1. Stance	()	()	_____
2. Balance	()	()	_____
3. Movement	()	()	_____

Empty Hand Techniques:

4. Evade, Distance, Draw	()	()	_____
5. Deflect, Distance, Draw, Challenge	()	()	_____
6. Deflect, Distance, Draw, Fire	()	()	_____
7. Evade, Grab, Disarm, Neutralize	()	()	_____
8. Jam, Control, Counter	()	()	_____

BASIC DEFENSES:

9. Deflect, Strike, Distance	()	()	_____
10. Block, Strike, Distance	()	()	_____

ACCEPTABLE _____ **#UNACCEPTABLE** _____

Instructors Name: _____

Municipal Police Training Committee
Edged Weapon Awareness and Defense Instructor Lesson Plan

Written Test

Name: _____ **DOB:** _____

Department: _____ **Date:** _____

MULTIPLE CHOICE

1. When using a baton to defend against an Edged Weapon Attack, the Officer should attempt to strike?
 - a. The arm that is holding the weapon
 - b. The Shin
 - c. The most practical target available
 - d. The Top of the Foot
 - e. A and C are correct

2. In order to justify Deadly Force, the Officer would need to be able to articulate which factors were present in order to justify this Force Option?
 - a. Ability
 - b. Opportunity
 - c. Means
 - d. Intent
 - e. All of the above

3. When attacked by a subject with an Edged Weapon, Officer should attempt to ?
 - a. Create Distance
 - b. Get to the outside of the attack
 - c. Deflect the assault
 - d. protect the most vulnerable areas
 - e. All of the above

4. The subject who has just attacked the Officer with an Edged Weapon would be classified?
 - a. Cooperative
 - b. Resistant (active)
 - c. Assaultive (bodily harm)
 - d. Assaultive (serious bodily harm, death)
 - e. None of the above

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5. The Officer when attacked with an Edged Weapon has what options to defend against the attack?
- a. Firearm
 - b. Baton
 - c. OC
 - d. Empty Hand techniques
 - e. All of the above

TRUE OR FALSE

6. The Stab, Slash and Throw are examples of Types of Attack?

TRUE
FALSE

7. An officer is NOT justified in using Deadly Force when attacked by a subject with a straight razor?

TRUE
FALSE

8. The first response an Officer should think of in response to an Edged Weapon Attack is an Empty Hand Defense?

TRUE
FALSE

9. Distance plays a very important role in self-defense of an Edged Weapon Attack?

TRUE
FALSE

10. A screwdriver or broken bottle are considered Edged Weapons?

TRUE
FALSE

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ANSWER KEY: WRITTEN TEST

1. E
2. E
3. E
4. D
5. E
6. FALSE
7. FALSE
8. FALSE
9. TRUE
10. TRUE

Municipal Police Training Committee

Defensive Tactics Program

Module #7

**Ground Defense Techniques
Instructor Lesson Plan**

Written and adopted: 1996
Reviewed and Revised: 1999, 2001, 2002, 2003,
2004, 2005, 2006, 2007, 2008, 2010, 2012

Municipal Police Training Committee
Ground Defense Instructor Lesson Plan

PART 1: GROUND DEFENSE MODULE OF THE MPTC DEFENSIVE TACTICS PROGRAM

Ground Defense Module of the Defensive Tactics Program as prepared by: David A. Standen - (2012 Revisions by: Cameron Deane and Steven R. Wohlgemuth)

PART 2: CONTENT SUMMARY:

Included in this Module are the following sections: Introduction; Where each Ground Defense Technique fits within the Use of Force Model; Falling Techniques; Ground Choke Defense; Ground Defenses.

PART 3: JUSTIFICATION:

During many physical confrontations and arrest procedures, an Officer may either force a subject to the ground, or find that he/she has been knocked to the ground. The Officer needs to know how to continue the arrest procedure if he/she is still in control, disengage when he/she is not in control, and defend him/herself if knocked to the ground.

This module begins with teaching the Officer how to fall to the ground safely and to avoid injury. This is an important skill for both training, and for use on the street. If we are using Takedown Techniques as part of our Control and Restrain Techniques, the Officer needs the ability to fall and be taken to the ground safely. Often dealing with a subject on the street, an Officer may get knocked to the ground and again needs the ability to fall to the ground safely.

Also covered in this Module is the ground Choke. This is potentially one of the most dangerous positions in which an Officer can be placed. For this reason, the Officer needs to be able to effectively and quickly get the person off of him/her, and then immediately continue through with either disengagement or subject control.

The Ground Defense Module contains techniques for use when an Officer is knocked to the ground and the subject is still standing over the Officer. The Officer needs to have the ability to defend him/herself and weapon from further attacks. The two defenses are very simple and are techniques every Officer can perform. They are geared toward keeping a distance between an attacker and the Officer, and then getting the Officer to a standing position.

This Module is designed to give the Officer the ability to withstand the initial fall or takedown to the ground, defend and protect themselves while on the ground, and then have the ability to get up and follow up with another Force Option.

PART 4: LEARNING OUTCOMES:

GOALS: The goal of this Module is to introduce the Officer to the skill of protecting themselves once on the ground. This includes the proper way to fall as well as getting up from the ground after the subject has been stopped. They will also learn to defend against a subject on top of them attempting to choke the Officer.

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OBJECTIVES: Recruits will demonstrate mastery of this Module of instruction when they can:

1. Identify verbally, or in writing, where each Technique fits within the Use of Force Model.
2. Demonstrate the ability to fall to the floor, to the rear, the side, and the front.
3. Demonstrate the ability to escape from a Ground Choke.
4. Demonstrate the ability to defend him/herself when he/she is on the ground and the subject is standing and attacking the Officer.

PART 5: DETAILED CONTENT OUTLINE:

GROUND DEFENSE MODULE FOR POLICE

INTRODUCTION

- A.** Instructor introduces self.
- B.** This Module is designed to introduce the Officer to the skills necessary to defend him/herself if he/she is ever working from the ground.

There are situations where an Officer may be arresting a subject on the ground, or may have fallen or been knocked to the ground. It is in these situations that an Officer needs to have the ability to defend him/herself from the ground.

This Module begins by instructing the Officer in the proper way to fall. By learning this, if he/she ever falls or is knocked to the ground, he/she will have the ability to go with the downward force and avoid a more serious injury.

Once on the ground, we are going to look at two methods of defending yourself, with the goal being your ability to stand back up quickly and safely.

Finally you will learn the defense against a person who has placed you in a Ground Choke Position. This is a very dangerous position to be placed in, and an Officer must get out of this position quickly. The technique you will learn is very effective in getting this person off of you.

C. FALLING TECHNIQUES

Learning to fall safely is a simple skill, but does require some practice. We are going to look at three different Falling Techniques; the rear fall, a fall to the side, and a front fall. Each of these falls are designed to make the transition from a standing position to a prone position safer for the Officer.

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REAR FALL

This is the Fall that would be used if the Officer fell or was knocked backwards. The philosophy behind learning to fall correctly is learning to go with the pressure or force. It is also necessary to be more flexible and more rounded, so that the Officer can "Roll".

The Rear Fall will start with the Officer sitting on the mat, legs out front, hands on thigh. When directed to do so, the Officer will start to lean back. As he/she starts to lean to the back, the back will arch out, with the abdominal muscles pulled in. The Officer will attempt to concentrate on letting his/her body roll from the buttocks, up the small of back, up to the shoulder blades all the way up to the shoulders.

- ❑ As the Officer leans back, the legs will remain straight and will come off of the ground in a rocking motion.
- ❑ As the small of the back touches the mat, the Officer's hands will come off of the thighs and the arms will come away from the body at a 45 degree angle.
- ❑ As the roll continues the Officer will slap his/her palm and forearm on the mat in order to displace the force of the fall.
- ❑ This will be practiced so that the roll and the slapping of the mat become fluid.

REAR FALL - PART 2

Officer will be on his/her feet with the Officer bent at the waist in a sitting position (arms out to the side).

- ❑ When instructed to do so, the Officer will sit back with the buttocks touching the ground.
- ❑ When this occurs, the Officer will again arch his/her back allowing the momentum of the fall to roll him/her all the way up to the shoulders.
- ❑ Officer will also slap the hand when the small of back touches the mat.

REAR FALL - PART 3

Officer will be on his/her feet in a standing position.

- ❑ When directed to do so, the Officer will sit back until the weight begins to pull him/her to the ground.
- ❑ Once the buttocks have touched the ground, the Officer will follow the same procedure to complete the Rear Fall.

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SIDE FALL

This is the fall that would be used if an Officer fell or was knocked to the side. The philosophy of this fall is the same as that of the rear fall, and that is to go with the pressure while becoming more flexible or rounded.

SIDE FALL - PART 1

- ❑ Officer is on his/her feet sitting back on the left heel with the right leg extended, and right heel touching the ground.
- ❑ Officer will be directed to lean back to the right side.
- ❑ As the Officer's right buttocks hits the mat, he/she will arch the back
- ❑ The Officer's body continues from the buttocks up the right side of the small of the back, up the right side shoulder blade, and up to the right shoulder
- ❑ When the right small of the back touches the mat, the right arm will be extended 45 degrees away from the body.
- ❑ The right palm and forearm will slap the mat.
- ❑ The right leg which was extended will naturally raise up in the air as the body rolls back.

SIDE FALL - PART 2

- ❑ Officer will be on his/her feet in a standing position.
- ❑ Officer will be directed to lean back to his/her right side, with the right leg extended.
- ❑ As the right buttock hits the ground, and the right leg is extended, the lower back arches out.
- ❑ Follow the same steps as Side Fall Part 1.

FRONT FALL

The Front Fall would be used when an Officer is knocked to the ground from a push or attack from the rear.

FRONT FALL - PART 1

- ❑ Officer will start from a kneeling position.
- ❑ Officer will place hands in front of the body (thumbs approximately 1 – 2 inches apart, forearms are on a 45 degree angle).
- ❑ Officer will be directed to lean forward.
- ❑ As the upper body moves forward toward mat, palms of both hands will strike the mat first, with forearms just touching. (Arms are used as shock absorbers).
- ❑ Officer can then roll to the strong side and follow steps for the Coiled Snake or Turtle on the Back.

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FRONT FALL - PART 2

- ❑ Officer will start from a standing position.
- ❑ Officer will place hands in front of the body (thumbs approximately 1 – 2 inches apart, forearms are on a 45 degree angle).
- ❑ Officer will be directed to lean forward.
- ❑ As the upper body moves forward toward mat, palms of both hands will strike the mat first, with forearms just touching. (Arms are used as shock absorbers).
- ❑ Officer will attempt to keep toes on the mat (so the knees do not strike).

- ❑ Officer can then roll to the strong side and follow steps for the Coiled Snake or Turtle on the Back.

D. GROUND DEFENSE

This portion of the Module is designed to instruct the Officer in how to protect him/herself when on the ground. Two methods designed to accomplish this task will be taught. Their goal will be to defend an attack from the ground, stop the subject if they are able, and then quickly and safely get to a standing position.

COILED SNAKE

- ❑ Officer is prone on the ground.
- ❑ Officer will position him/herself on their side, with their strong side toward the ground (firearm is under their body).
- ❑ Strong side firearm and palm are on the ground, under chest (this will lift Officer's body off the ground slightly).
- ❑ Strong side leg, which is on ground, is bent at a 45 degree angle.
- ❑ Weak side leg is cocked in so that weak knee is close to chest (this is the leg that will be used to strike and create distance).
- ❑ Officer can rotate 360 degrees by using the strong palm and forearm along with the strong side foot.
- ❑ As subject gets closer, weak leg can be extended so that the weak foot can make contact with the subject's leg.
- ❑ If subject steps toward Officer front, the Officer may snap the weak leg forward striking the calf or tibial nerve or shin with the heel of the weak foot.
- ❑ Once subject has been stopped, or distance has been created the officer will bring the weak foot close to the left buttock.
- ❑ The strong arm is brought in closer to the strong hip, with the strong arm extended.
- ❑ The Officer will then lean back toward his/her head, and away from the subject.
- ❑ The strong foot will be placed a short distance behind the weak foot.
- ❑ The Officer will then stand up moving in that same rearward direction until a proper distance and stance has been established.
- ❑ Officer will then follow up with the appropriate Use of Force option.

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TURTLE ON THE BACK

- ❑ Recruit is prone on the ground.
- ❑ Recruit will position him/herself on their back.
- ❑ Forearms and palms are alongside the body at a 45 degree angle.
- ❑ Knees are bent, feet are up and approximately shoulder width apart.
- ❑ Legs are on a 90 degree angle.
- ❑ Officer can rotate 360 degrees by using hands and buttocks to move them.
- ❑ Legs are in, and either foot can be extended as subject gets closer.
- ❑ Officer can strike with heel, bottom of foot, side of foot to subject's leg.
- ❑ Once subject is stopped, or distance has been created the officer will move onto his/her strong side.

- ❑ Strong side leg is brought in on the ground at a 45 degree angle.
- ❑ Bring the weak foot in close to the left buttock.
- ❑ The strong arm is brought in closer to the strong hip, with the strong arm extended.
- ❑ The Officer will then lean back toward his/her head and away from the subject.
- ❑ The strong foot will then be placed a short distance behind the weak foot.
- ❑ The Officer will then stand up moving in that same rearward direction until a proper distance and stance has been established.
- ❑ Officer will then follow up with the appropriate Use of Force option.

GROUND CHOKE

- ❑ This position is started with the Officer on his/her back.
- ❑ The subject (Partner) is sitting on the Officer's chest or abdomen with the legs straddling the Officer's body.
- ❑ The subject is leaning over the Officer with both hands around the Officer's throat.
- ❑ Officer will reach (preferably) with strong hand (thumb pointing down) and grab onto the wrist which is closest to Officer's weak side.
- ❑ Officer can reach either over or under the subject's other wrist, depending on the angle of the subject's arms.
- ❑ Officer's weak hand will reach up, palm facing the subject and place the webbing of that hand just above the subject's elbow.
- ❑ Same location as hand placement for Armbar Takedown.
- ❑ At the same time Officer will bring both feet as close to buttocks as comfortable.
- ❑ Officer will push up with hips and abdomen.
- ❑ Officer will twist the upper body while rotating weak shoulder off the mat.
- ❑ Officer is also pushing with the web of hand behind the subject's elbow, and forcing that elbow toward the Officer's strong side shoulder.
- ❑ Officer will continue to push and turn until the subject is off of the officer.
- ❑ On the ground, to the side and just above the Officer.
- ❑ The Officer will maintain downward pressure on the subject's arm which is held.
- ❑ Pinning it to the ground.
- ❑ Officer will continue rotation until he/she is facing the subject.
- ❑ The Officer will continue moving (using his/her knees) until control is established.
- ❑ An option at this point may be to disengage.

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E. GROUND DEFENSE AND USE OF FORCE

The level of force which may be used is dictated by the same method that any situation is, and that is by Reasonable Officer's Perception. The difference comes when we add in the "additional factors" that the Officer faces while he/she is on the ground. The Officer is very vulnerable while on the ground. The Officer has limited ability, limited Use of Force Option and limited retreat options.

If an Officer is knocked to the ground, and a subject is attacking him/her, a Reasonable Officer Perception would be to classify this person as an Assaultive (Bodily Harm) Person. For this person the Officer is justified in using any Force option up to and including Defensive Tactics.

Included in this defensive Tactics Level are the use of Baton Strikes and Personal Weapon Strikes. The Officer who is attacked by the subject would be justified in using the baton to block or strike the subject. He/she would also be justified in using Personal Weapon Strikes including hands, elbows, knees and feet.

Due to the Prone Position, the Officer's best line of defense and most available means to stop an attacker are the feet. By using he legs a distance may be maintained. By using the feet or shins to strike, the officer will have a means by which to defend him/herself.

The target areas are the legs, including the shin, calf, Achilles tendon, thigh and knee. Although the knee is a more vulnerable area, and more susceptible to serious injury, due to the Officer being on the ground and the level of potential threat, this striking area would be considered appropriate.

The Officer should refrain from striking the head, neck or spine area unless the subject escalates the attack to such a level as they are classified as an Assaultive (serious bodily harm/deadly force) person.

PART 6: TEACHING METHODS AND PRACTICE:

This Module will utilize numerous Teaching Methods in order to present a complete program. The Instructor must be experienced in the Lecture or Discussion Format. The instruction of the Levels of Force for example requires that this instructor be able to communicate these ideas and principles.

The Instructor must be able to instruct the various movements associated with psychomotor skills. The Instructor must be able to breakdown a skill so that the Officer can see exactly what must be done. The Instructor must also have the ability to explain each part that is being performed.

The Instructor must also have the ability to teach the Realistic Training Portion. The Instructor must be able to provide the information concerning how these situations must be handled, and the techniques which can be used. The Instructor needs to be able to control the scenarios so that safety is the first concern. The Realistic Training Portion is very important, but if officers start getting hurt, there will be less enthusiasm by both the officers and the Administration.

In order to teach this module, an Instructor must be a certified Municipal Police Training Committee Defensive Tactics Instructor. If teaching any portion of this Module to Recruits, In-Service, Specialty

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and/or Reserve for the Municipal Police Training Committee, the Instructor must be a certified MPTC Academy Defensive Tactics Instructor. If teaching for the MPTC, this instructor must also be a full time Police Officer (for at least five years).

The Instructor must ensure that safety is maintained throughout the segment. Mats must be provided for all aspects of this training. The Instructor must maintain control throughout this training segment to insure that the Officer is practicing the training within safe limits.

For actual impact with the Ground Defense, Impact Bags and/or Safety Gear (FIST, REDMAN) for the legs must be available. By making this equipment available and maintaining control, a safe training environment is provided.

REFERENCES:

Massachusetts Sheriff Association Defensive Tactics Program, 1996
Martin K. Michelman.

Massachusetts Criminal Justice Training Council Defensive Tactics Lesson Plan, 1996
David A. Standen.

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PROFICIENCY TEST

Name: _____ DOB: _____

Department: _____ Date: _____

FALLING TECHNIQUES

Acceptable

Unacceptable

Comments

1. FRONT FALL	()	()	_____
2. REAR FALL	()	()	_____
3. SIDE FALL	()	()	_____

GROUND DEFENSE

1. COILED SNAKE	()	()	_____
2. TURTLE ON THE BACK	()	()	_____

GROUND CHOKE

1. GROUND CHOKE	()	()	_____

ACCEPTABLE _____ #UNACCEPTABLE _____

Instructors Name: _____

Municipal Police Training Committee

Defensive Tactics Program

Module #8



**Handcuffing Techniques
Instructor Lesson Plan**

Written and adopted: 1996
Reviewed and Revised: 1999, 2001, 2002, 2003,
2004, 2005, 2006, 2007, 2008, 2009, 2010, 2012

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PART 1: HANDCUFFING MODULE OF THE MPTC DEFENSIVE TACTICS PROGRAM:

Handcuffing Module of the Defensive Tactics Program as prepared by: David A. Standen - (2012 Revisions by: Cameron Deane and Steven R. Wohlgemuth)

PART 2: CONTENT SUMMARY:

Included in this module are the following sections: Introduction; Nomenclature; When Handcuffs can be used; Handcuffing Techniques and the Use of Force Model; Basic principles; Six Components of Proper Handcuffing; Handcuffing Techniques for a Compliant Subject; Handcuffing Techniques for a Resistive (Passive) Subject; Handcuffing Techniques for a Resistive (active) Subject; Handcuffing Techniques for an Assaultive (Bodily Harm) Subject; Handcuffing Techniques for an Assaultive (Serious Bodily Harm/Deadly Force) Subject; Handcuffing in cooperation with various Force Options; Double Locking Techniques; Handcuffed Prisoner Control Techniques; Safety Concerns; Searching Techniques; Practical Exercises; Proficiency Test; Written Test; Conclusion.

PART 3: JUSTIFICATION:

Handcuffing is a very important element within the area of Subject Control and the Arrest Procedure. It can also be one of the most dangerous areas within Law Enforcement since in most cases it is the first time the officer actually touches the subject. For these reasons it is imperative that each officer understands the principles and tactics that **must** be used before the actual Handcuffing Technique is learned. He/she must have knowledge of a number of Handcuffing Techniques that may be performed for all levels of resistance that may be encountered. Finally, each officer needs to know the Follow-up Techniques and Safety Procedures to be followed after a subject has been handcuffed.

A part of each and every arrest is the controlling and restraining of the subject. The restraining by the use of handcuffs is used (or should be used) for every subject placed under arrest. Even though many officers handcuff subjects on a daily basis, not all understand or perform the Complete Handcuffing Procedure. The reason we find many officers in a bad position, and at great physical risk is because they do not perform many of the fundamental procedures such as talking to, and reasoning with the subject (when possible). These tactics aid in keeping a subject in an off-balance position before the officer moves in. Officers also need to understand how important it is to utilize the basic principles of **proper stance, distance, position, and movement.**

This Handcuffing Program is built around the principle of the **6 Components of Proper Handcuffing.** By performing **all** of the components in order, the officer has put him/herself in the position to handcuff and control a subject more proficiently and with greater safety. These **6 Components** are performed for every level of resistance that may be encountered.

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Handcuffing Techniques Instructor Lesson Plan

Two of the most important principles of this system are the first two; **Immobilize** and **Control**. A situation that all officers encounter is the resistance that occurs after the first handcuff has been placed on a subject. This resistance can be attributed to the officer's failure to **immobilize** and then **control** a subject's hand and wrist before the first handcuff is placed.

This resistance can also be compounded by the officer not controlling the handcuffs. This equates to officers not performing a particular handcuffing technique, and when the situation changes, the officer has a problem with control.

This Module is designed to give officers simple Handcuffing Techniques that can be used within each Level of Force. It prepares each officer with arrest techniques for a Compliant Subject. These techniques continue to provide the Officer with options when this compliant subject turns resistant. These options also include Handcuffing Techniques for a Resistant (Active) Person from both a standing and prone position.

The Handcuffing Techniques are then completed with options for a subject who is perceived as an Assaultive Subject (Serious Bodily Injury/Deadly Force).

This Module is also designed to bring these Handcuffing Techniques to a realistic level. Once the Officers have learned a particular technique, they will then practice these skills using actual arrest situations, in order to get them to understand and perform all the steps necessary to complete this arrest. This will encourage Officers to speak to the subject they are placing under arrest, and in many cases reason with them in order to get them to do what is being asked. This can also be used as a tie-in to Criminal Law and Laws of Arrest, and understanding when an arrest can be made.

The techniques are designed so that the officer learns a particular way of handcuffing and this method is used for the majority of levels of resistance that may be encountered. This program also provides two different methods to perform each technique. However, both methods are not designed to be used to instruct the Officer but to allow the Instructor options when teaching this module. With various size and strength of officers, along with skill level and/or job responsibilities these options offer the officer the ability to utilize his/her strengths while minimizing any weaknesses.

This module will also cover Searching Techniques. Starting with the **Visual Search**, the Officer will be instructed on how important this level of search is, and what to look for. The next level is a **Stop and Frisk**. The Recruit will learn the correct positioning of the subject, along with how to tactically perform the search within the scope of a **Stop and Frisk**. The next search is the **Field Search**. This search is performed when a subject is placed into custody. This search must be conducted properly for each person placed in custody for the safety of all that may come in contact with him or her. The final two levels of search are the **Inventory Search** and the **Strip Search**. These searches, generally performed as an administrative step during the booking procedure, will be discussed with the emphasis on safety. This section will also cover the searching of the opposite sex, safety and health concerns while searching, and appropriate equipment for searching.

Another area that must be covered within this Handcuffing Module is that of Safety Concerns while performing certain Handcuffing Techniques. Officers need to understand how to control a

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Handcuffing Techniques Instructor Lesson Plan

person who is now handcuffed, but has yet to submit to the arrest. Officers need to understand about **Positional Asphyxia**, and the handcuffing positions which may lead to this condition. They must also be given alternative techniques in order to control and transport this type of subject.

Proper Handcuffing is a very important skill for all Police Officers. It is not about handing an officer a set of handcuffs and telling them to get it on any way he/she can. This Module has been designed to teach each Officer all that is necessary to safely place a subject into Police Custody.

PART 4: LEARNING OUTCOMES:

GOALS: The goal of this Module is to introduce the Officer to the skill of handcuffing a subject placed into Police Custody. Specifically, Recruits need to know how a pair of handcuffs work. They must then know when handcuffs can be used and where each Handcuffing Technique fits within the Use of Force Model.

OBJECTIVES: Officers will demonstrate mastery of this Module when they can:

1. Identify verbally, or in writing, the nomenclature of a set of handcuffs, the various types of handcuffs , as well as the various types of handcuff keys.
2. Identify verbally, or in writing, when and where the use of handcuffs are appropriate **and** when they are not appropriate.
3. Identify verbally, or in writing where various types of handcuffing techniques fit within the **USE OF FORCE MODEL**.
4. Identify verbally, or in writing how the **Basic Principles** of **balance. stance, movements, positions, and use of voice** work within their ability to properly handcuff a subject.
5. Identify verbally, or in writing, the **6 Components of Proper Handcuffing**.
6. Demonstrate the ability to handcuff a **compliant subject**.
7. Demonstrate the ability to recognize and identify various levels of resistance, and the knowledge of the appropriate technique for the level of force encountered.
8. Demonstrate the ability to handcuff a Resistive Subject (Passive) using the proper Handcuffing Technique.
9. Demonstrate the ability to Handcuff a Resistive Subject (Active) using the proper Handcuffing Technique.
10. Demonstrate the ability to Handcuff an Assaultive Subject (Bodily Harm) using the proper Handcuffing Technique.

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11. Demonstrate the ability to Handcuff an Assaultive Subject (Serious Bodily Harm/Deadly Force) using the proper Handcuffing Technique.
12. Demonstrate the ability to control a subject **after** he/she has been handcuffed for whatever handcuffing technique used (Standing, Kneeling, Prone, etc.)
13. Identify, verbally or in writing, an understanding of safety concerns as well as a practical application of **double locking handcuffs**.
14. Demonstrate the ability to double lock handcuffs whenever tactically possible.
15. Demonstrate the ability to **control, restrain, and move** a subject from one location to another.
16. Identify, verbally or in writing, the ability to recognize injuries that may have occurred to a subject being arrested, and the understanding of the Officer's **responsibility** in regard to treatment of those injuries.
17. Identify, verbally or in writing, an understanding of the safety concerns when handcuffing a subject (Positional Asphyxia, Communicable Disease, etc.).
18. Demonstrate the ability to search a subject in **all** arrest situations.

PART 5: DETAILED CONTENT OUTLINE:

INTRODUCTION

- A. Instructor introduces self.
- B. This Module is designed to introduce the Officer to the proper use of Handcuffs. We will look at various parts of a handcuff, and how they work. There are only certain instances in which handcuffs can be used, we will determine what constitutes such an instance, and the justification for each. We will also look at the Level of Force associated with each Handcuffing Technique. This will help to understand which technique is appropriate for the level of resistance encountered.

One of the concepts that we will look at is the **Six Components of Proper Handcuffing**. This concept supplies us with a formula to follow when handcuffing; and by following this formula, you will find the handcuffing procedure faster and safer.

The techniques learned are simple techniques that maximize both officer and subject safety. These handcuffing techniques include positioning the subject in Standing, Kneeling and Prone positions.

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We will also cover **Searching** as part of the arrest procedure. We will discuss various levels of Searching, and which Search is appropriate for the specific Police Procedure necessary. Finally, we will look at how to **Control** and **Transport** an individual who has been handcuffed. In this section, we will consider health and safety concerns for both the Officer and the Subject who is now the Officer's responsibility.

C. NOMENCLATURE

1. Single Strand with Teeth
2. Double Strand
3. Rivet
4. Locking Mechanism
5. Key Hole
6. Double Lock
7. Chain and Swivel
8. Hinge
9. Keys (various types)

D. HANDCUFFS: Am Important Part of the In-Custody Process

When are handcuffs used?

Who can be handcuffed?

1. A subject placed under arrest.
2. A subject being transported under Protective Custody.
3. Certain subjects who may do harm to themselves if they are not secured.
4. Subjects whom an Officer perceives as an immediate harmful or lethal threat.

E. Handcuffing and the Use of Force Model

There are various Handcuffing Techniques that can be used. Which technique may be determined by the actions of the subject when encountered by the Officer. An Officer bases his/her decision of which technique is most suitable

for the situation through that officer's perceptions of the subject's actions. The Level of Force used by an Officer to handcuff a subject may increase as the Officer's **Perceived Threat** increases. The use of handcuffs in regard to the **USE OF FORCE MODEL** must be used when necessary, and within reason.

Listed are 5 Handcuffing Techniques with corresponding examples of levels of resistance as relates to the USE OF FORCE MODEL.

1. **COMPLIANT HANDCUFFING TECHNIQUE**
Subject is cooperative (compliant); Officer advises subject to spread his/her feet, point toes out, and place hands behind back. Subject complies.

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2. **NON-COMPLIANT HANDCUFFING TECHNIQUE FROM REAR WRIST LOCK**

Subject's actions have led Officer to perceive that he/she is non-compliant. This perception may be gained through various action, statements, etc. Officer believes there may be an escalation of the **Level of Threat** and the control from the **Standing Compliant Handcuffing Technique** would be inadequate. This technique would allow more control of the subject and a better position from which to administer other Controlling Techniques.

3. **COMPLIANT HANDCUFFING TECHNIQUE TO NON-COMPLIANT TAKEDOWN AND PRONE HANDCUFFING**

Officer begins his/her handcuffing technique believing the subject to be cooperative (compliant). Following the placing on of the first handcuff, the Officer perceives an increase in the subject's level of resistance. Officer then modifies the technique from the already established control of the subject's wrist and the handcuffs being applied, to a prone takedown technique. Once the subject is placed on the ground, and control is reestablished handcuffing may be completed using the **Prone Handcuffing Technique**.

4. **ARM BAR TAKEDOWN TO PRONE HANDCUFFING TECHNIQUE**

This technique is to be used when the Officer perceives a resistance level which leads him/her to believe that he/she would be unable to handcuff a subject safely from a standing position. Depending on the Officer's perceptions, this technique may be used for both the non-compliant (uncooperative) subject as well as the **Active Resistant Subject**. Subject would be taken to the ground using any one of several Takedown Techniques and placed on his/her stomach lying prone on the ground. Then, with the use of a **Restraining Technique**, control of the subject is established. Officer then handcuffs the subject using one of the **Prone Handcuffing Techniques**.

5. **FELONY TAKEDOWN TO PRONE HANDCUFFING TECHNIQUE**

Officer encounters a subject and his/her perceptions are heightened to a level where he/she is in fear of serious bodily injury and/or death. Officer using many of the principles from within **Patrol Procedures Training** would then order subject to the ground and into a prone position. Again using proper **Patrol Procedures**, subject's arm is restrained, and once control is established, subject would be handcuffed.

F. THE SIX COMPONENTS OF PROPER HANDCUFFING

The **Six Components of Proper Handcuffing** are important elements to insure that a handcuffing technique will be performed completely and safely. The **Six Components** are vital elements in **ALL** handcuffing techniques. All **Six Components MUST** be completed in the given order to insure both Officer and subject safety.

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1. **IMMOBILIZE** - Subject is placed in a position where his/her balance and movement is impaired. This may be done in a Standing, Kneeling, or Prone position. Subject is placed off-balance, while the Officer maintains a solid, well-balanced position. The Officer will also assume the most tactical position available in regard to **Relative Positioning**.



2. **CONTROL** - Once a subject is **Immobilized**, Officer will gain control of the subject's wrist, arm and/or shoulder depending on the level of control needed. The level of control of one of these parts of the body needs to be established prior to handcuffing. This control may be established by use of one of the **Control Techniques**, and depends on the level of resistance encountered.



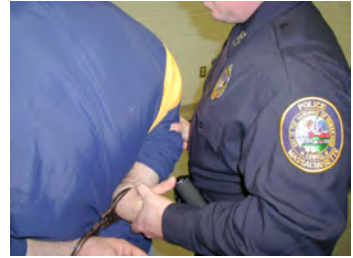
3. **HANDCUFF** - Once one of the levels of control have been established, Officer would then handcuff the subject. The handcuffing techniques used would be determined by the type of **Immobilization and Control** used. Subject should always be handcuffed with his/her hands behind the back unless there is a physical or tactical reason why they should be placed in another position. Following handcuffing handcuff should be tightened to the appropriate level and then double-locked (when tactically possible).



4. **SEARCH** - Every subject placed in handcuffs needs to be thoroughly searched. This search should be conducted systematically to guarantee that the search was thorough. Officer should know to a reasonable certainty that the subject being transported is free of any weapons that may be used against the Arresting Officer(s), or any Officer with whom the subject comes in contact. Officers need to be aware of techniques used for searching subjects of the opposite sex whom they have arrested. Officers also need to be aware of safety concerns when conducting **ANY** search.
5. **MONITOR** - An Officer must be able to identify any injuries sustained by a subject either during an arrest or prior to the contact with the Officer. It is an Officer's responsibility to provide and/or seek medical attention as needed or as requested by a subject. The Officer must also continue to monitor the subject to insure subject's safety and well being. Officer must also be aware of certain circumstances or situations that may place a subject at a higher risk for injury or other medical complications

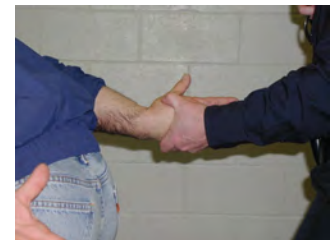
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6. **TRANSPORT** - The movement of a subject placed in custody is very important. In order to move a subject from one place to another the Officer should place the subject in one of the appropriate **Prisoner Transport Positions**. This is done to establish and maintain control of a subject throughout the transport. The type of **Prisoner Transport Position** will be determined by resistance encountered by the Officer. The Officer is responsible for the subject and should maintain control of the subject regardless of the level of resistance encountered.



G. Compliant Handcuffing Technique

- ❑ Position subject with voice commands
- ❑ Officer gains the position of advantage
- ❑ Position 2 ½
- ❑ Strong Side Away (ideal)
- ❑ Verbal Commands
 - Feet out
 - Toes out
 - Hands back
 - Thumbs up
- ❑ Handcuffs positioned in Outside (strong) Hand
- ❑ Chain or hinge placed across Strong Palm
- ❑ Double Strands placed toward heel of hand
- ❑ Single Strand toward fingers
- ❑ Thumb and index finger wrap around top bracelet for Standard Cuff
 - (chain) pull chain taught
- ❑ Fingers wrap around chain or hinge
- ❑ Bottom cuff is secured by outside of little finger and the heel of hand
- ❑ Both hands are up
- ❑ Officer shuffle steps in within arms reach
- ❑ Officer reaches for the subject's closest hand with his/her free hand
- ❑ Grab the back side of the subject's hand
- ❑ Thumb side grabs through webbing on the subject's hand
- ❑ Fingers grip around blade of subject's hand
- ❑ Point subject's thumb straight up
- ❑ Officer places his/her hand holding handcuff over the subject's wrist
- ❑ The bottom cuff (one being held by Officer's heel of hand and small finger) is placed over subject's wrist
- ❑ Between the wrist bone and the hand
- ❑ Push bottom of bracelet against wrist so that single strand spins around and reconnects with double strand



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- ❑ Once single strand has been reconnected to double strand lock mechanism,
- ❑ Officer releases subject's hand and immediately grabs the furthest hand
- ❑ A reverse handshake is obtained
 - Officer's palm is across subject's palm
 - Officer's fingers grip around subject's heel of hand
 - Officer's thumb grips around webbing of subject's hand
- ❑ Point thumb straight up
- ❑ Officer then places the top bracelet against the top of subject's wrist
- ❑ Single strand is then placed low on the wrist
- ❑ Top bracelet is pushed on the wrist so that single strand spins around and reconnects with the locking mechanism
- ❑ Both bracelets are then tightened to the appropriate level
- ❑ Handcuffs are then double locked
- ❑ Subject is then searched properly
- ❑ Subject is then placed in Prisoner Transport Position



H. Standing Uncooperative Handcuffing Technique

- ❑ Officer gains the Rear Wrist Lock Position
- ❑ Subject is positioned against a solid object
 - wall, cruiser, etc.
- ❑ Subject's chest is placed against this object
 - **DO NOT LEAN OVER OBJECT, i.e. trunk of car, couch, etc.**
- ❑ Verbal Commands
 - Feet out
 - Toes out
- ❑ Officer then takes out the handcuffs with free hand
- ❑ Officer opens one of the bracelets, single strand free
- ❑ Officer then places the rivet against the outside of wrist
- ❑ Single strand is then slid up and over the wrist and between the subject's wrist and body
- ❑ Officer's thumb is then placed on the single strand
- ❑ Officer's index finger is placed on the double strand
- ❑ Officer then pushes together so that the single strand reconnects with the locking mechanism
- ❑ Officer then lets go of cuff
- ❑ Off hand (free hand) is then placed on top of the hand that is controlling subject's wrist
- ❑ Once this hand is securely in place, the strong hand or controlling hand is slid out from under the Off Hand
- ❑ This new free hand (strong or original control hand) now regrips the handcuff and places the free bracelet tightly between the thumb and the index finger
- ❑ Verbal Commands
 - Place your hand in the center of your back
- ❑ When hand is at the small of back and Officer can now see it

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- ❑ Officer lets go of hand that is being held
- ❑ Officer reaches over and grabs free hand in a reverse handshake
- ❑ Top bracelet single strand is then placed on top of wrist
- ❑ Simultaneously Officer pushes down on the handcuff as he/she pulls up on the subject's hand that he/she is holding in the reverse handshake
- ❑ Both bracelets are then tightened to the appropriate level
- ❑ Handcuffs are double locked (if tactically possible)
- ❑ Subject is then placed in the Prisoner Transport Position

I. Compliant Handcuffing to Non-Compliant Takedown to Prone Handcuffing

- ❑ Position subject with voice commands
- ❑ Officer gains the position of advantage
 - Position 2 1/2
 - Strong Side Away (ideal)
- ❑ Verbal Commands
 - Feet out
 - Toes out
 - Hands back
 - Thumbs up
- ❑ Handcuffs positioned in Outside (strong) Hand
- ❑ Chain or hinge placed across Strong Palm
- ❑ Double Strands placed toward heel of hand
- ❑ Single Strand toward fingers
- ❑ Thumb and index finger wrap around top bracelet for Standard Cuff (chain) pull chain taught
- ❑ Fingers wrap around chain or hinge
- ❑ Bottom cuff is secured by outside of little finger and the heel of hand
- ❑ Both hands are up
- ❑ Officer shuffle steps in within arms reach
- ❑ Officer reaches for the subject's closest hand with his/her free hand
- ❑ Grab the back side of the subject's hand
- ❑ Thumb side grabs through webbing on the subject's hand
- ❑ Fingers grip around heel of subject's hand
- ❑ Point subject's thumb straight up
- ❑ Officer places his/her hand holding handcuff over the subject's wrist
- ❑ The bottom cuff (one being held by Officer's heel of hand and small finger) is placed over subject's wrist
- ❑ Between the wrist bone and the hand
- ❑ Push bottom of bracelet against wrist so that single strand spins around and reconnects with double strand
- ❑ Once single strand has been reconnected to double strand lock mechanism, Officer releases subject's hand and immediately grabs the furthest hand

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At this point the subject begins to resist

- ❑ Officer maintains control of the subject's hand with one hand and the handcuff with his/her other hand
- ❑ Officer then sidesteps to the outside to Position 2
- ❑ As resistance continues Officer rotates the hand holding the handcuffs and applies pressure with the edge of the cuffing hand against the bracelet that is around the subjects wrist
- ❑ While staying at Position 2 and using voice commands
- ❑ Keep subjects arm straight as pressure is applied
- ❑ Guide subject to the ground
- ❑ Once subject is prone on the ground
- ❑ Use voice commands to get subject's free hand away from his/her body
- ❑ Officer pivots his/her body toward the subject's head
- ❑ Facing subjects opposite heel
- ❑ Subject's arm is kept as close to straight up in the air as possible
- ❑ While maintaining control of subject's hand and the handcuff
- ❑ Officer bends and places the knee closest to the subject's head on his/her shoulder blade
- ❑ Officer's other knee is then placed on the ground behind subject's elbow
- ❑ **Bent wrist lock is maintained as well as grip of hand**
- ❑ Subject is told to place free hand in the small of his or her back
- ❑ Once this has been completed
- ❑ Once hand is at small of back and Officer gains sight of this hand
- ❑ Officer now lets go of subject's hand and grabs hand at small of back with a reverse handshake
- ❑ The handcuff is then brought down and placed on the wrist
- ❑ Single strand is pushed up against the subject's wrist until single strand spins around wrist and reconnects with locking mechanism
- ❑ Handcuffs are then tightened to the appropriate level
- ❑ Handcuffs are then double locked (when tactically possible)
- ❑ Subject is then searched properly

J. TO GET SUBJECT UP

- ❑ Subject is placed on his/her side
- ❑ Officer places his/her hand behind subject's neck and assists subject to a sitting position
- ❑ Officer grabs a subject in a Prisoner Transport Position
- ❑ On whatever side Prisoner Transport Position is put, Officer has subject's same side leg in close to his/her body
- ❑ Subject is directed to stand up
- ❑ Officer assists by lifting and pushing toward the shoulder on the side that the Officer is controlling
- ❑ Subject is assisted to a standing position
- ❑ Prisoner Transport Position is maintained

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K. Prone Handcuffing from Armbar Takedown

- ❑ Subject is taken to the ground using the Arm Bar Takedown
- ❑ Once subject is prone, and the free hand is away from the body
- ❑ The hand behind the elbow slides up the forearm
- ❑ The thumb of that hand is placed on the center of the back of hand and the fingers are placed on the palm of the same hand
- ❑ This wrist is bent so that the fingers are placed toward the subject's body
- ❑ Officer's other hand pivots off the wrist and joins the other hand with the thumb of that hand on the center of the back of hand and the fingers are placed on the palm of the hand on the opposite side
- ❑ Officer then moves toward the subject's head
- ❑ The Officer then bends at the knees and hips and places the knee closest to the subject's head is then placed on the subject's shoulder blade
- ❑ Other knee is placed on the ground or behind the raised elbow
- ❑ Two hands are maintaining control
- ❑ The Hand closest to the subject's head releases grip and takes out the handcuffs
- ❑ Officer places handcuffs in hand and grips the top bracelet with the thumb and index finger
- ❑ The bracelet is then placed on the wrist with the chain or hinge placed so that they are in the opposite direction of their fingers
- ❑ Single strand is placed against wrist and pushed until the single strand spins around wrist and reconnects with the locking mechanism
- ❑ **Bent wrist lock is maintained**
- ❑ Officer lets go of handcuff
- ❑ Officer takes that free hand and reaches around subject's arm and re-grips the free bracelet
- ❑ Thumb and index finger wrap around this bracelet
- ❑ Verbal Commands – "Place your hand in the center of your back!"
- ❑ Once hand is at small of back and Officer gains sight of this hand
- ❑ Officer now lets go of bent wrist lock and grabs hand at small of back with a reverse handshake
- ❑ Handcuff is then brought back and placed on the wrist just below the hand
- ❑ Single strand is pushed up against the subject's wrist until single strand spins around wrist and reconnects with locking mechanism
- ❑ Handcuffs are then tightened to the appropriate level
- ❑ Handcuffs are double locked (when tactically possible)
- ❑ Subject is searched properly



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Refer back to Sub- Section: J. "TO PICK SUBJECT UP"

- ❑ Subject is placed on his/her side
- ❑ Officer places a hand behind subject's neck and assists subject to a sitting position
- ❑ Officer grabs subject in a Prisoner Transport Position
- ❑ On whatever side Prisoner Transport Position is put, Officer has subject's same side leg in close to his/her body
- ❑ Subject is directed to stand up
- ❑ Officer assists by lifting and pushing toward the shoulder on the side that the Officer is controlling
- ❑ Subject is assisted to a standing position
- ❑ Prisoner Transport Position is maintained

L. Felony Takedown to Prone Handcuffing

- ❑ Verbal Commands once at Prone Position
 - Arms out to the side
 - Palms up
 - Legs crossed
- ❑ Officer approaches from the side
 - Basic Stance
 - Proper Awareness Level
 - Shuffle Step
- ❑ Subject is told to raise the hands and/or arms off of the ground
- ❑ Officer reaches for the subject's hand
- ❑ Both thumbs are placed on the back side of hand
- ❑ Fingers are placed on the inside of palm
- ❑ Wrist is **immediately** bent forward
- ❑ Officer steps forward and lifts hand up so that arm is as close to being straight up in the air as possible
- ❑ Officer pivots slightly toward subject's head
- ❑ Officer's knee closest to subject's head is placed on the subject's shoulder blades
- ❑ Officer's other knee is placed on ground next to subject's chest
- ❑ **Officer follows procedure from Prone Handcuffing Techniques from Arm Bar Takedown Technique**

M. Double Locking of Handcuffs

Each set of handcuffs is designed with a double locking mechanism. The double locking mechanism, when activated locks the bracelet in place. The handcuffs that are double locked cannot be tightened either accidentally or by design. An officer should double lock the handcuffs when tactically possible.



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This means under normal conditions, the officer needs to take the time, after an individual has been handcuffed, to double lock the handcuff. An officer may choose not to double lock the handcuffs when officer or subject safety becomes an issue.

For example, if an officer is involved with an arrest where the subject continues to fight or resist after being handcuffed, the officer may not have the ability to double lock the handcuffs.

In order to double lock a pair of handcuffs, the officer must first have an understanding of the nomenclature of the handcuffs. Various manufacturers have different types of double locking mechanisms with different methods to activate them. It is important for the officer to know where the double locking mechanism is located and which method is used to double lock the handcuffs he/she has been issued.

It is also important for the officer to place the handcuff key in an easily accessible place. The handcuff key must be placed in a position where an officer can reach it quickly.

An officer must also maintain control of the subject when double locking. The subject must be **IMMOBILIZED** and **CONTROLLED** in the same manner as the **6 COMPONENTS OF PROPER HANDCUFFING** suggest. The officer can control the hand or thumb, double lock with his/her weak hand and double lock each bracelet with the end of the handcuff key in the strong hand.

N. Taking off Handcuffs

The taking off of the handcuffs holds another set of safety concerns. A subject who started out Cooperative might have become angry and formulated a plan that will be initiated once the handcuffs are removed. An officer, who followed a complete *Officer Safety Plan* on the street, might have lowered his or her defenses now that the subject is in "our" house.

The removal of the handcuffs must be performed from a position of officer safety. The first concern involves the decision to actually remove the handcuffs. If the subject was an Assaultive (Bodily Harm) Subject during the arrest and/or during the transport and continues to show signs of being Assaultive, the question should be raised whether this person should be uncuffed at this time. The decision should be based on departmental procedures regarding booking procedures, the belief that the safety of the subject and the officer's would be at risk if the subject were to be uncuffed at this time and all other factors known to the officer at that time.

As in the controlling and handcuffing of a subject, the officer must immobilize and control the subject in order to gain an advantage. The subject should be immobilized (feet spread wide apart, toes pointed to the outside, shoulders rolled forward) and should be directed to look away or straight up in the air. If manpower allows for it, the uncuffing procedure should be performed with two officers.

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Two Officer Uncuffing Procedure

- ❑ Both officer's assume the back of the hand grip on the subject's hand
 - The officer to the subject's left will grab the backside of the subject's left hand with the officer's right hand
 - The officer to the subject's right will grab the backside of the subject's right hand with the officer's left hand
- ❑ The officer that will performing the uncuffing procedure will uncuff the hand opposite to the one that he or she is controlling
 - If this becomes difficult to do (due to size of the subject, the placement of the handcuffs, etc.) the secondary officer can uncuff the first hand
- ❑ Once the single strand is freed from the locking mechanism, the primary uncuffing officer will remove the handcuff from the subject's wrist and re-connect the single strand to the locking mechanism
- ❑ The secondary officer, once the braclett has been removed, will straighten out the subject's arm at position 2 ½. The officer will maintain the hand rotation position on the subject's hand.
- ❑ Once this additional control has been maintained, the primary uncuffing officer, while holding onto the uncuffed braclett, will step out to position 2 / 2 ½ with the subject's hand hanging below the controlled handcuff
- ❑ The officer will unlock the second braclett and step away
- ❑ Once the secondary officer perceives that the procedure is complete and it is safe to do so, will release the controlled hand

One Officer Uncuffing Procedure

- ❑ The officer that will position himself/herself at position 2 ½ on the support side
- ❑ The officer will secure the handcuff key in their strong hand. Their support hand will grab the subject's thumb or hand that is closest to them.
- ❑ The officer will unlock the braclett on the hand that they are controlling
- ❑ Once the single strand is freed from the locking mechanism, the officer will remove the handcuff from the subject's wrist and re-connect the single strand to the locking mechanism
- ❑ The officer, while holding onto the uncuffed braclett, will step out to position 2 / 2 ½ with the subject's hand hanging below the controlled handcuff
- ❑ The officer will unlock the second braclett and step away

O. LEVELS OF SEARCHING

- ❑ **VISIBLE SEARCH**
- ❑ **PAT & FRISK**
- ❑ **FIELD SEARCH**
- ❑ **INVENTORY SEARCH**
- ❑ **STRIP SEARCH**

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Visible Search

Conducted on all subjects with whom the officer comes in contact
Looking for any visible weapons
Looking for any unnatural bulges that may be a weapon
Paying close attention to pockets, waistbands, groin, small of back, and hands

Pat & Frisk

Massachusetts General Laws, Ch. 41, S. 9 - Provides that a Police Officer may examine all persons about whom he/she has reason to suspect of unlawful design or may search such person for weapons if he/she reasonable suspects that he/she is in danger of death or bodily harm.

"Unlawful design" has been defined to mean that a suspect has committed, is committing or is about to commit a crime. (**Terry v. Ohio, 362 U.S. 1 (1968)**)

Frisk is a "patting down" or external feeling of clothing to assure that the subject is not carrying a weapon. A subject may be frisked if you have a reasonable suspicion that he/she is carrying a weapon. If you feel object that seems to be a weapon, the officer may reach into the clothing to remove the object. A frisk is not a search. Unless a frisk reveals a weapon-like object, you may go into a person's clothing , pockets, or handbag **ONLY** if you have **PROBABLE CAUSE. (Boston Police, Criminal Investigative Procedures)**

The frisk is one of the most dangerous procedures that an officer encounters. The officer must move in within arms reach of the subject, physically touching the person, and with the "mind set" that this person may have a dangerous weapon. This procedure becomes even more dangerous when the officer does not **IMMOBILIZE and CONTROL** the person prior to performing the frisk. (**SEE TROOPER COATES VIDEO**)

When an officer decides that a **STOP & FRISK** is necessary and justified, he/she must determine at what level this search will be conducted. Will the search be done while the subject is standing, kneeling, or in a prone position? Will the subject be handcuffed? (**SEE COMMONWEALTH v. PANDOLFINO, 33 MASSACHUSETTS APPELLATE COURT 96**)

All above levels are acceptable to perform a **PAT & FRISK**. The level is determined by many factors including the threat perceived, past history, third party presence, etc.

Field Search

The Field Search is conducted each time a subject is placed into Police Custody. This search is performed after a subject has been handcuffed. The Field Search must be done to guarantee that the subject is free of any weapons that may be used against anyone that the person comes in contact with during his/her time in

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custody. This search is also necessary to locate and control any "fruits of the crime" and/or evidence that may be destroyed, tampered with, or lost during the transport of the subject.

This search is **not** a pat frisk. This is a more intensive search. The key to this search is that it must be performed systematically and thoroughly. The Officer must set up a system within which this search is conducted. Break the body into quarters, search one quarter, and move to the next, until all four quarters have been searched. By conducting this search systematically and completely, then we know the search has been through.

Field Search Considerations:

- ❑ Grab and squeeze the clothing when searching
- ❑ Start at the lowest portion of each quarter and move up
- ❑ Look, then feel, before reaching hand into any pocket or any area that is not visible
- ❑ Rubber gloves or thin leather gloves should be worn to protect the officer from Contaminants
- ❑ Everyone placed in Police Custody should be searched

Inventory Search

This search is conducted as part of the booking process. This search is similar to the Field Search, in that it must be performed systematically and thoroughly. It differs in that items that are within the subject's possession are inventoried and documented. Each individual department determines the actual process.

Inventory Search Considerations:

- ❑ Perform a pat down frisk before starting search
- ❑ Place subject in an off balance position
- ❑ Position hands (if subject is uncuffed) in a secure position
- ❑ Rubber gloves should be worn when conducting search
- ❑ If possible, do not let subject retrieve items from pockets, unless item has been identified before this occurs
- ❑ Look, then feel, before reaching hand into pocket or any area that is not visible
- ❑ Grab and squeeze the clothing when searching
- ❑ Start at the lowest portion of each quadrant and move up
- ❑ Continue to communicate with subject while conducting search

Strip Search

This is a complete search of a subject, which is conducted to locate items that are not found during any of the other searches. This search should be conducted under the guidelines of each department's rules and regulations or policy.

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When conducting this search, as in any other search, Officer Safety should be followed. All of the basic principles such as distance, position and control must be established and maintained throughout this search.

P. PRISONER TRANSPORT POSITION

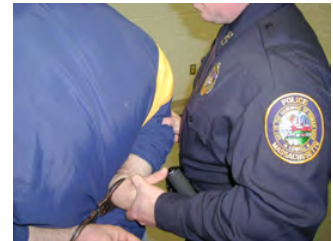
After a subject is handcuffed, the Officer must then move the subject. This movement, from the point of arrest to the cruiser, from the cruiser into the station, or anywhere else must be performed while maintaining control of the subject.

Once a person is placed into Police Custody, it is the duty of the Police Officer to maintain the safety of this person. Control must be maintained to decrease the risk of this subject falling, running away, or by other means hurting him/herself.

Another reason for Proper Prisoner Control when transporting relates directly to Officer Safety. Prisoner Control does not stop after a subject has been handcuffed. A subject who has been handcuffed still has the ability to use many of his/her own personal weapons as well as a number of weapons that may be within arms reach.

Prisoner Transport Technique

- ❑ Subject is handcuffed with his/her hands behind back
- ❑ Officer is positioned at Position 2 ½ (Preferably with Officer Strong Side furthest away from subject)
- ❑ Officer's hand closest to the subject, grabs the back of the subject's hand closest to him/her and bends the wrist
- ❑ Officer's other hand is positioned behind the subject's elbow
- ❑ Officer can then move the subject from one spot to another
- ❑ As the subject's level of resistance increases, the Officer can gain more control by bending the subject's wrist more, while maintaining control of the elbow



Re-enforced Prisoner Transport Technique

- ❑ Officer places subject in the Prisoner Transport Position
- ❑ Officer places subject's elbow (which is being controlled by Officer's outside hand) against the center of the officer's abdomen
- ❑ The officer's hand behind the subject's elbow slides between the subject's arm and body
- ❑ This hand is moved toward the subject's small of back and then placed on top of the Officer's other hand
- ❑ Both hands may stay here on the original hand (the hand closest to the subject's small of back) may slide out and be used to further control the subject
- ❑ Officer can then move the subject from one spot to another



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Q. Realistic Training

This portion of the Handcuffing Module is designed to give the Officer a chance to practice the various Handcuffing Techniques in a situation similar to what will be encountered on the street. The scenarios used are easy to explain and generally do not take any more time to perform than when a Officer normally practices the techniques.

The scenarios are used to get officers not only to practice the handcuffing techniques but to also practice their ability to talk to and reason with a subject. It also encourages the Officer to think tactically in terms of distance, movement and position.

Scenario #1

Warrant Arrest - The officer will approach a known subject. The officer is aware of an active, verified warrant for **FAILURE TO APPEAR**, on this subject. The officer has arrested this individual in the past without any problem. The officer will perform the Compliant Handcuffing Technique.

Scenario #2

Arrest for Domestic Assault and Battery - The officer has determined that the subject has struck his live-in girlfriend, and will be placed under arrest. The subject is intoxicated, and somewhat uncooperative. The situation is occurring in an apartment living room, and there are other family members present.

The officer will position the subject in the front wrist lock. The officer will walk the subject out of the living room and into the hallway. Here he/she will place the subject in an off balance position and move from the front wrist lock to the rear wrist lock. Next, the officer will perform the Standing Non-compliant Handcuffing Technique.

Scenario #3

Arrest for Attempted Breaking & Entering - An officer, after receiving a call of a suspicious person, finds a subject in the complainant's backyard. He/she is standing by a garage window, and has a screwdriver sticking out of a partially opened screen window. The subject is known to the officer as being arrested for numerous housebreaks. The officer approaches the subject, grabs his arm in an escort position, and the subject attempts to flee. Officer will perform the Arm Bar Takedown to Prone Handcuffing Technique (#1 or #2).

Scenario #4

Arrest for Disorderly Person - The officer has determined that the subject who is standing outside of a Tavern screaming at, and threatening the patrons, is to be placed under arrest for being a Disorderly Person. The Officer will start a Compliant Handcuffing Technique (#1 or #2), but after the first hand is handcuffed, the subject starts to resist. The officer will then perform the Compliant Handcuffing to Non-compliant Takedown and Prone Handcuffing Technique.

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Scenario #5

Arrest for Armed Robbery - While on foot patrol the officer is approached by an individual who states that the subject walking away just pointed a knife at him and demanded his money. The officer approaches the subject and observes a knife in the subject's right hand. The officer will perform the Felony Prone Handcuffing Technique.

R. Conclusion

One look at this module and one can see that there is more to handcuffing than just throwing the bracelets on a subject. The officer today needs to be able to first communicate, and in many cases reason with an individual to get him/her to get into a position so that handcuffs can be applied to a subject's wrists. In many cases however, these voice commands and reasoning are not enough, and an officer is forced to escalate to a higher level of force.

Whatever technique is determined to be the most reasonable for the situation, the principle of the **6 Components of Proper Handcuffing** must be used. The 6 Components of Proper Handcuffing allow the officer to follow a particular procedure that provides proficiency and safety.

The key to this Module, as in every physical skill is that of practice. In order to be proficient in handcuffing, the Officer must practice the entire Technique. That includes the Basic Principles, Ability to Communicate, along with the various Handcuffing Techniques.

PART 6: Teaching Methods and Practice

This Module will utilize numerous Teaching Methods in order to present a complete program. The Instructor must be experienced in the Lecture or Discussion Format. The instruction of the Levels of Force for example requires that this instructor be able to communicate these ideas and principles.

The Instructor must be able to instruct the various movements associated with psychomotor skills. The Instructor must be able to breakdown a skill so that the Officer can see exactly what must be done. The Instructor must also have the ability to explain each part that is being performed.

The instructor must also have the knowledge to teach the Realistic Training Portion. The Instructor must be able to provide the information about how these situations are to be handled, and the techniques that can be used. The Instructor needs to be able to control the scenarios so that safety is the first concern. The Realistic Training portion is very important, but if officers start getting hurt, there will be less enthusiasm by both the officers and the Administration.

In order to teach this module, an Instructor must be a certified Municipal Police Training Committee Defensive Tactics Instructor. If teaching any portion of this Module to Recruits, In-Service, Specialty and/or Reserve for the Municipal Police Training Committee, the Instructor must be a certified MPTC Academy Defensive Tactics Instructor. If teaching for the MPTC, this instructor must also be a full time Police Officer (for at least five years).

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The Officer must be able to perform a variety of Control and Restrain Techniques before being able to learn several of the Handcuffing Techniques. The Officer must be able to perform the Front Wrist Lock, the Rear Wrist Lock, and the Arm Bar Takedown prior to learning this Module.

The Officer will need to get a set of Handcuffs that are in good working order. He/she may utilize a standard set or a pair of hinge handcuffs. They must also have a handcuff key, preferably with an extended handcuff key.

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REFERENCES

**Monadnock Defensive Tactics System 2011
Safariland Training Group**

**Massachusetts Criminal Justice Training Council defensive Tactics Lesson Plan; 1982 -
Martin K. Michelman**

**Massachusetts Criminal Justice Training Council Defensive Tactics Lesson Plan; 1995 -
David A. Standen**

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Proficiency Test

Name: _____ **DOB:** _____

Department: _____ **Date:** _____

	<u>Acceptable</u>	<u>Unacceptable</u>	<u>Comments</u>
A. Stance			
1. Proper Stance	()	()	_____
B. Handcuffing Techniques			
2. Compliant Handcuffing Technique	()	()	_____
3. Non-compliant Handcuffing Technique from Rear Wrist Lock	()	()	_____
4. Compliant Handcuffing Technique to Non-compliant Takedown and Prone Handcuffing Technique	()	()	_____
5. Arm Bar Takedown to Prone Handcuffing	()	()	_____
6. Felony Takedown to Prone Handcuffing Technique	()	()	_____
C. Realistic Training			
7. Warrant Arrest	()	()	_____
8. Arrest for Domestic A&B	()	()	_____
9. Arrest for Attempted B&E	()	()	_____
10 Arrest for Disorderly Person	()	()	_____
11 Arrest for Armed Robbery	()	()	_____

Acceptable _____ **# Unacceptable** _____

Instructor: _____

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Written Exam

Name: _____ **DOB:** _____

Department: _____ **Date:** _____

MULTIPLE CHOICE (circle the letter next to the correct answer)

- (1.) According to the **SIX COMPONENTS OF PROPER HANDCUFFING** , after a subject is HANDCUFFED and Double Locked, what is the next component that must be performed ?
- a. MONITOR
 - b. SEARCH
 - c. TRANSPORT
 - d. IMMOBILIZE
 - e. None of the above
- (2.) Handcuffs are:
- a. placed between the wrist bone and the hand
 - b. temporary restraining devices.
 - c. not the end of prisoner control
 - d. usually controlled in an officers strong hand
 - e. All of the above
- (3.) An Officer is placing a subject under arrest for Assault and Battery, along with being a Disorderly Person. The subject has calmed down and is complying with the officer's verbal directions. The most appropriate Handcuffing Technique would be:
- a. Felony Prone Handcuffing Technique
 - b. Handcuffs In Front Technique
 - c. Compliant Handcuffing Technique
 - d. Arm bar Takedown to Prone Handcuffing Technique
 - e. NONE OF THE ABOVE
- (4.) When a subject is placed under arrest and has been Handcuffed, what is the most appropriate Level of Searching.
- a. Pat & Frisk
 - b. Strip Search
 - c. Metal Detector
 - d. Field Search
 - e. NONE OF THE ABOVE

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- (5.) Which of the following is NOT a reason that an Officer may place Handcuffs on an individual ?
- a. A subject who is trying to do harm to himself / herself.
 - b. A subject placed under Protective Custody.
 - c. A subject "flips" an Officer "the bird."
 - d. A subject is placed under Arrest.
 - e. NONE OF THE ABOVE
- (6.) When a subject is Handcuffed, the Handcuffs should be tightened on the wrist:
- a. until the subject claims they are too tight.
 - b. snug, but with enough room to slide one finger tip between the bracelet and the wrist.
 - c. snug, but with enough room to slide several fingers between the bracelet and the wrist
 - d. until the blood is stopped from traveling to the hand
 - e. None of the above
- (7.) According to the **SIX COMPONENTS OF PROPER HANDCUFFING** , after a subject has been SEARCHED, what is the next Component that must be followed ?
- a. DOUBLE LOCK
 - b. MONITOR
 - c. TRANSPORT
 - d. CONTROL
 - e. NONE OF THE ABOVE
- (8.) In regard to Relative Positioning, what is the best position for an Officer to assume when attempting a Handcuffing Technique ?
- a. Position #2 ½
 - b. Inside Position
 - c. Position #1
 - d. Forward Position
 - e. NONE OF THE ABOVE
- (9.) When transporting a subject placed under arrest, the Officer position and control the prisoner by:
- a. allowing the prisoner to walk uncontrolled.
 - b. grasping the chain or hinge with the officers strong hand.
 - c. holding the subject by the shirt
 - d. the Prisoner Transport Position.
 - e. NONE OF THE ABOVE

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- (10.) An Officer is placing a subject under arrest for Larceny of a Motor Vehicle. While attempting to control the individual, the subject begins to resist and tries to runaway. What would be the most appropriate Handcuffing Technique for the Officer to perform ?
- a. Compliant Handcuffing Technique
 - b. Arm Bar Takedown to Prone Handcuffing Technique
 - c. Felony Prone Handcuffing Technique
 - d. Welch Handcuffing Technique
 - e. NONE OF THE ABOVE
- (11.) It is the responsibility of the Officer to:
- a. assure the safety of the prisoner throughout the arrest.
 - b. provide medical attention as needed or as requested.
 - c. maintain control of subject throughout the arrest.
 - d. search each prisoner to ensure safety.
 - e. ALL OF THE ABOVE
- (12.) According to the **SIX COMPONENTS OF PROPER HANDCUFFING** , what is the first step that must be taken when attempting any Handcuffing Technique ?
- a. CONTROL
 - b. IMMOBILIZE
 - c. HANDCUFF
 - d. MONITOR
 - e. NONE OF THE ABOVE
- (13.) When handcuffing and searching a subject, an Officer should be aware of certain safety concerns such as:
- a. Positional Asphyxia
 - b. Bodily Fluids
 - c. Needles or other sharp objects
 - d. airborne pathogens
 - e. ALL OF THE ABOVE
- (14.) An Officer has just chased an individual involved with an Armed Robbery and observes a knife in the subject's hand. The subject is cornered and the Officer approaches. What is the most appropriate Handcuffing Technique for the Officer to perform ?
- a. Compliant Handcuffing Technique
 - b. Standing Uncooperative Handcuffing Technique
 - c. Welch Handcuffing Technique
 - d. Felony Prone Handcuffing Technique
 - e. None of the above

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(15.) An Officer may IMMOBILIZE a subject using which of the following methods ?

- a. Placing a subject off balance.
- b. Kneeling Position
- c. Prone Position
- d. ALL OF THE ABOVE
- e. NONE OF THE ABOVE

TRUE OR FALSE *(circle the correct answer)*

(16.) True False Handcuffs should be Double Locked when tactically possible.

(17.) True False An Officer should position himself / herself at the Inside Position when attempting Handcuffing Technique.

(18.) True False An Officer may never search subject under arrest who is of the opposite sex.

(19.) True False Handcuffs should be removed in a safe, tactical manner.

(20.) True False With a subject in a Kneeling Position, the officer could Handcuff the subject using the same procedures from the Compliant Handcuffing technique.

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ANSWER KEY

1. B
2. E
3. C
4. D
5. C
6. B
7. B
8. A
9. D
10. B
11. E
12. B
13. E
14. D
15. D
16. TRUE
17. FALSE
18. FALSE
19. TRUE
20. TRUE

Municipal Police Training Committee

Defensive Tactics Program

Module #9

**Handgun Retention Techniques
Instructor Lesson Plan**

Written and adopted: 1996
Reviewed and Revised: 1999, 2001, 2002, 2003,
2004, 2005, 2006, 2007, 2008, 2010, 2012

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PART 1: HANDGUN RETENTION MODULE OF THE MPTC DEFENSIVE TACTICS PROGRAM

Handgun Retention Module of the Defensive Tactics Program as prepared by: David A. Standen (2012 Revision by: Cameron Deane and Steve R. Wohlgemuth)

PART 2: CONTENT SUMMARY:

Included in this Module are the following sections: Introduction; How Basic Principles such as Balance, Stance, and Positioning work within the Handgun Retention Techniques; The importance of distance to an Edged Weapon attack; Use of Force issues concerning the various Handgun Retention Techniques; The importance of the officer establishing and maintaining a proper level of awareness; The importance of an officer's awareness of how his/her holster works; Shielding Techniques; Blocking Techniques; Defense for Grab from the front; Defense for Grab from the rear; Pin and Spin Technique; Practical Exercises; Proficiency Test; Written Test; Conclusion

PART 3: JUSTIFICATION:

This is another very important Module within the Defensive Tactics Program. Statistics show that 15% - 20% of officers killed each year are killed with their own duty weapon, or that of their partner. These numbers are large enough, but do not even include those officers seriously injured, permanently disabled or injured in an manner with their own duty weapon or that of their partner.

This Module is designed to increase the Officer's awareness to this type of attack. The Basic Principles such as Balance, Stance, Distance, and Positioning are covered and related to the protection of the holstered weapon.

The Officer must also be trained in the ability to recognize and act upon visual and verbal cues that usually precede an actual attack. By identifying these cues an officer can react and perform a technique before the actual technique.

The Officer must first learn the workings of the particular holster that he/she is carrying. Once the Officer knows how the holster works, he/she can better secure the weapon in the holster.

The Officer is then instructed on various Shielding Techniques. These are designed to protect the firearm by covering the weapon, and creating distance before a subject places his/her hand on the weapon.

The Officer is then instructed in a number of Blocking Techniques. These are used when an attack has been recognized, and these Blocks may be preferred before contact is made with the firearm.

The Handgun Retention Techniques work from a Four Step System. The Officers learn FIRST to Secure their Firearms. Once this has been accomplished, the Officer would then move to the outside of the attack. Once here, the Officer will then effect a Release Technique, which is then followed by the Officer creating Distance.

These Techniques are taught and utilized for various attacks. Using this Four Step System, an Officer can defeat an attack while keeping the weapon in the holster.

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PART 4: LEARNING OUTCOMES:

GOALS: The goal of this Module is to introduce the Officer to various techniques that will allow him/her to defend themselves if an attack on the firearm is attempted. The Officer must know the basic skills that will be used to prevent an attack from occurring. They must also have the skills to keep the weapon in the holster and neutralize the attack once a subject has grabbed onto the Officer's firearm.

OBJECTIVES: Recruit will demonstrate mastery of this Module when he/she can:

1. Identify verbally, or in writing, how the Basic Principles such as Balance, Stance, and Positioning work within the Handgun Retention Module.
2. Identify verbally, or in writing, the importance of distance in defending against an attack on an officer's firearm.
3. Identify verbally, or in writing, a number of Use of Force issues in regard to Handgun retention.
4. Identify verbally, or in writing, the importance of an officer establishing and maintaining a proper level of awareness, and what the various levels are.
5. Identify verbally, or in writing how an officer's particular holster works.
6. Demonstrate the ability to defend his/her weapon using a Shielding Technique.
7. Demonstrate the ability to defend his/her weapon using a Blocking technique.
8. Demonstrate the ability to defend his/her weapon from various grabs from the front.
9. Demonstrate the ability to defend his/her weapon from various grabs from the rear.
10. Demonstrate the ability to defend his/her weapon using the Pin and Spin Technique.

PART 5: DETAILED CONTENT OUTLINE:

HANDGUN RETENTION MODULE
FOR POLICE

SECTION #2

1. **INTRODUCTION**

- A. Instructor introduces self.
- B. This Module is designed to instruct the Officer on the various methods of defending and retaining his/her holstered weapon from a number of attacks. We will examine a number of

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considerations of which an Officer needs to be aware before an attack is made. Such things as Distance, Stance, Movements and a Proper Awareness Level all have a direct relationship with a subject's ability to get their hands on an Officer's weapon.

We will look at a couple of Pre-grab Techniques that will keep a subject away from the weapon. We will learn a couple of techniques, using a Four Step System, in order to defend against a number of grabs on the Officer's Firearm.

C. Basic Principles:

Stance - The Handgun Retention Module is one of the primary reasons for the Basic Stance. When an Officer positions him/herself with the feet shoulder width apart and gun side away, the Officer has made it very difficult for a subject to grab onto his/her weapon from the front.

Balance - A balanced position is necessary for the Officer to avoid a potential grab, or to defend such a grab properly when the weapon has been grabbed for. A Basic Stance, if performed correctly, will give the Officer a balanced position from which to start.

Positions - An Officer must assume the proper position when confronted by a subject. By moving outside the Inside Position, to at least Position 1, the Officer has again made it more difficult for a subject to grab onto the holstered weapon.

D. DISTANCE AND HANDGUN RETENTION:

The more distance an Officer creates between him/herself and the subject, the more options the Officer has to defend the weapon. The potential for a subject grabbing onto an Officer's weapon increases as the subject is allowed to get closer. For this reason, in this Module, as well as in all the others, Proper Distance is stressed. A distance of 4 - 6 feet should be established and maintained as the "norm" for most Police/Subject interactions. As the Threat Level increases, so should the distance. The further the distance, the more reaction time the Officer has, and the better the chance for an appropriate, effective defense.

E. Use of Force and Handgun Retention:

If a subject grabs onto an Officer's holstered weapon, the subject can be classified as an Assaultive Subject (Serious Bodily Harm/Deadly Force). Depending on the grab, the totality of the circumstances, and what the Officer's perceptions are, the subject could be classified at Level 5, and thus the Officer would be justified in using Deadly Force.

Although the Officer may be justified in using Deadly Force, the first concern is keeping the weapon in the holster. Once this has been established, the Officer needs to get the subject off the weapon, and neutralize the attack.

This may be accomplished with various strikes and kicks, but due to the close proximity and the dynamics of the attack, these may not be effective.

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If the Officer is attempting to maintain control of the holstered weapon, and becomes injured or exhausted during this defense, then the officer needs to use any means necessary to stop this subject and end this confrontation.

If the Officer successfully defends the weapon, and has created distance the question now is, is it still a Deadly Force Issue? The answer is, it still depends on the totality of the circumstances to determine whether it is still a deadly force situation.

For example, if the Officer who has successfully defended the weapon, knocks the subject to the ground, and the individual is lying on the ground injured, and apparently no longer an attacker, this would NO Longer be a Deadly Force situation. But if the subject jumped up and yelled, "I'm going to kill you", and moved in for another attack, the Officer would then perceive this as another, and even more serious Deadly Force attack, and the use of Deadly Force would be justified.

F. Risk Perception Categories

As is readily apparent, the proper perception and assessment of risk is the core consideration in the decision-making process toward proper force utilization. It is the functional foundation for the two other major Model categories and integral to their understanding and application.

The five assessment categories include:

Strategic - the broad foundation of the Model. Here the officer is engaged in duties with occupationally produced perception of responsibilities and risks.

Tactical - At this level the officer perceives an increase of risk within the confrontational environment and safety strategies are deployed.

Volatile - the third category on the Model indicates an activated degree of alertness, where the officer identifies specific risks.

Many times this category represents the most critical intervening level or phase within a confrontation.

If the officer assesses the subject's actions properly he may be able to stabilize the degree of non-compliance at a resistant level before it escalates to an actual assault on the officer or others.

Here, a tactical plan of action must be developed and deployed to gain compliance and control. This advanced degree of risk potential should motivate the officer to increase the level of receptiveness more formally away from the actor and more directly toward the actions of the subject and others present.

Harmful— this level denotes an accelerated perception of danger and a more directed focus on officer/citizen safety and defense.

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Lethal - the highest category of risk on the Model. This potentially lethal category of risk is the most infrequent and yet the most crucial for officer/citizen safety.

G. Knowledge of the Officer's Holster:

An important aspect of Handgun Retention is an Officer's knowing how his/her holster works. With this knowledge, an Officer will know what safety features are found on that particular holster and how the holster draws.

Once the officer knows this, he/she will be able to secure the weapon in the holster properly. Since this is the first step of all the Handgun Retention Techniques, knowing how the holster works is very important.

H. SHIELDING TECHNIQUE:

These Techniques are used to protect the holstered weapon, to allow an Officer to move before an attack is launched, or at least at the very start of it.

Elbow Shielding Technique:

- ❑ Officer assumes a Basic Position
- ❑ As subject glances at weapon, the strong side elbow is placed over the weapon
- ❑ Support hand comes up
- ❑ Officer takes Shuffle Step to the Rear
- ❑ Subject is ordered to "STOP"

Strong Hand Shielding Technique:

- ❑ Officer assumes Basic Stance
- ❑ Subject takes a step toward Officer's Firearm
- ❑ Officer secures weapon in holster
- ❑ covers as much of the weapon as possible
- ❑ protects the side of the holster that weapon is normally drawn from
- ❑ Support hand comes up
- ❑ Officer takes Shuffle Step to Rear
- ❑ Subject is ordered to "STOP"

Two Hand Shielding Technique:

- ❑ Officer assumes Basic Stance
- ❑ Subject takes a step forward and reaches hand out in the direction of the Officer's Firearm
- ❑ Officer secures weapon in holster with strong hand and then reinforces that grip with the Support hand
- ❑ Officer takes Shuffle Step to Rear
- ❑ Subject is ordered to "STOP"

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- I. BLOCKING TECHNIQUES:** These Techniques are used to block a grab directed toward the Firearm.

Outside Downward Forearm Block:

- ❑ Officer assumes Basic Stance
- ❑ Subject reaches in toward Firearm
- ❑ Officer secures weapon with Strong Hand
- ❑ Support hand is brought across to the Strong Side of the body
- ❑ Forearm is then swept across the body from Strong Side to Support Side making contact to subject's hand, wrist or forearm
- ❑ Officer takes Shuffle Step to rear

Inside Downward Forearm Strike:

- ❑ Officer assumes Basic Stance
- ❑ Subject reaches in toward Officer's Firearm
- ❑ Officer secures weapon with Strong Hand
- ❑ Support Hand is dropped straight down with arm straightened out
- ❑ Forearm is the swept from Support Side to Strong Side making contact with subject's hand, wrist or forearm
- ❑ Officer takes Shuffle Step to Rear

- J. HANDGUN RETENTION TECHNIQUES - 4 Step System:**

- STEP 1:** Secure the weapon in the holster
STEP 2: Step to the outside of the attack
STEP 3: Effect some type of release technique
STEP 4: Perform a follow-up technique

FROM THE FRONT:

Cross Grab:

- ❑ Subject grabs onto the Officer's weapon with a Cross Grab reaching across Officer's body
- ❑ Officer secures the weapon with the Strong Hand covering as much of the weapon as possible
- ❑ protects the side of the Firearm that weapon is drawn toward
- ❑ Officer steps forward with Support Foot alongside arm that has grabbed the weapon
- ❑ Do not step back
- ❑ Support arm is extended back at a 45 degree angle
- ❑ Officer pivots to face the arm that is grabbing the weapon
- ❑ Support arm strikes upward with biceps or forearm making contact directly behind subject's elbow
- ❑ Hand remains securing the weapon
- ❑ Once subject's hand is free from Officer's weapon
- ❑ Follow up with another Force Option

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Same Side Grab:

- ❑ Subject grabs onto Officer's weapon with same side grab reaching straight out
- ❑ Officer secures weapon with Strong hand
- ❑ Strong foot takes a side step to the strong side
- ❑ Support arm reaches up at a 45 degree angle
- ❑ Officer then immediately strikes down on subject's wrist or forearm
- ❑ Strong hand remains securing the weapon
- ❑ Once subject's hand is free from Officer's weapon
- ❑ Follow up with another Force Option

Two Handed Grab:

- ❑ Subject grabs onto Officer's weapon with two hands
- ❑ Officer will secure weapon with strong hand
- ❑ Officer can then perform the Handgun Retention Technique for a Cross Grab or a Same Side Grab (as is described above).
- ❑ Either Technique will work
- ❑ Once subject's hand is free from Officer's weapon
- ❑ Follow up with another Force Option

FROM THE REAR:

Cross Grab from the Rear:

- ❑ Subject grabs on to the Officer's weapon reaching across the Officer's back
- ❑ Officer secures the weapon with both hands
- ❑ Officer steps back and through with Support foot
- ❑ Once foot is planted, the Officer will pivot 180 degrees counter clockwise
- ❑ When subject's hand is free from Officer's weapon
- ❑ Follow up with another Force Option

Same Side Grab from the Rear:

- ❑ Subject grabs onto Officer's weapon reaching straight out onto the firearm
- ❑ Officer secures weapon with both hands
- ❑ Officer steps back and through with strong foot
- ❑ Officer lowers strong shoulder and strong elbow slightly
- ❑ Once foot is planted, the Officer will pivot 180 degrees clockwise
- ❑ When subject's hand is free from the Officer's weapon
- ❑ Follow up with another Force Option

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Two Handed Grab from Rear:

- ❑ Subject grabs onto the Officer's weapon with both hands
- ❑ Officer secures weapon with both hands
- ❑ Officer can then perform the Handgun Retention Technique for either the Cross Grab or Same Side Grab (as is described above).
- ❑ Either Technique will work
- ❑ Once Subject's hands are free from Officer's weapon
- ❑ Follow up with another Force Option

PIN & SPIN TECHNIQUE:

- ❑ Subject grabs onto the Officer's weapon with both hands
- ❑ Officer secures the weapon with both hands
- ❑ Officer lowers his/her center of gravity
- ❑ The Officer then pivots slightly turning the weapon in toward the subject
- ❑ Then immediately pivots the upper body, elbow and shoulders in the opposite direction
- ❑ Feet stay planted
- ❑ pivot on the balls of feet
- ❑ This forceful pivot movement can go back and forth until the subject hands are free from Officer's weapon
- ❑ Officer then follows up with another Force Option

This Technique is primarily designed to defend officers against all grabs from the rear (one or two-handed), but can be used effectively to defend against grabs from ANY direction.

PART 6: TEACHING METHODS:

This Module will utilize numerous Teaching Methods in order to present a Complete Program. The Instructor must be experienced in the Lecture or Discussion Format. The instruction of the Levels of Force for example requires that this Instructor be able to communicate these ideas and principles.

The Instructor must be able to instruct the various movements associated with psychomotor skills. The Instructor must be able to break down a skill so that the Officer can see exactly what must be done. The Instructor must also have the ability to explain each part that is being performed.

The Instructor must also have the knowledge to teach the Realistic Training Portion. The Instructor must be able to provide the information about how these situations are to be handled, and the techniques which can be used. The Instructor needs to be able to control the scenarios so that safety is the first concern. The Realistic Training Portion is very important, but if Officer's start getting hurt, there will be less enthusiasm by both the Officer and the Administration.

In order to teach this module, an Instructor must be a certified Municipal Police Training Committee Defensive Tactics Instructor. If teaching any portion of this Module to Recruits, In-Service, Specialty and/or Reserve for the Municipal Police Training Committee, the Instructor must be a certified MPTC Academy Defensive Tactics Instructor. If teaching for the MPTC, this instructor must also be a full time Police Officer (for at least five years).

Municipal Police Training Committee
Handgun Retention Instructor Lesson Plan

This Module is an area of Training where safety is the utmost priority. In order to train in this Module, the Officer must have a Red Gun to practice these techniques.

The Instructor must also maintain control throughout this Training Unit. The Officer must be instructed that the Strikes within this Module MUST BE SIMULATED to insure safety for the "subject" Officer.

REFERENCES:

James Lindell Handgun Retention System, 1984,
James Lindell

Massachusetts Criminal Justice Training Council Defensive Tactics Lesson Plan,
1982, Martin K. Michelman

Massachusetts Criminal Justice Training Council Defensive Tactics Lesson Plan, 1996, David A.
Standen

Municipal Police Training Committee
Handgun Retention Instructor Lesson Plan

Proficiency Test

Name: _____ DOB: _____

Department: _____ DATE: _____

A. <u>SHIELDING TECH.:</u>	<u>Acceptable</u>	<u>Unacceptable</u>	<u>Comments</u>
1. Elbow Shielding Tech.	()	()	_____
2. Strong Hand Shielding Tech.	()	()	_____
3. Two Hand Shielding Tech.	()	()	_____
B. <u>BLOCKING TECHNIQUES:</u>			
4. Inside Downward Forearm Strike	()	()	_____
5. Outside Downward Forearm Strike	()	()	_____
C. <u>HANDGUN RETENTION TECH.</u>			
v. <u>FRONT GRABS:</u>			
6. Cross Grab	()	()	_____
7. Same Side Grab	()	()	_____
8. Two Hand Grab	()	()	_____
D. <u>HANDGUN RETENTION TECH.</u>			
v. <u>REAR GRABS:</u>			
9. Cross Grab	()	()	_____
10. Same Side Grab	()	()	_____
11. Two Hand Grab	()	()	_____
E. <u>PIN & SPIN:</u>			
12. From Two Hand Grab from Front	()	()	_____
13. From Two Hand Grab from Rear	()	()	_____

Municipal Police Training Committee
Handgun Retention Instructor Lesson Plan

WRITTEN TEST

Name: _____ **DOB:** _____

Department: _____ **DATE:** _____

MULTIPLE CHOICE

1. According to **the Reasonable Officer's Threat Perception**, what is the lowest level that an Officer should be aware of while working?
 - a. Strategic
 - b. Volatile
 - c. Lethal
 - d. Harmful
 - e. None of the above
2. When a subject grabs onto an Officer's weapon, the first step that an Officer should perform is?
 - a. Knee the Subject in the groin
 - b. Take a long step away from the subject
 - c. Reach out and Punch the Subject
 - d. Secure the weapon in the Holster
 - e. None of the above
3. Which of the following is **NOT** a consideration for keeping the weapon in the holster?
 - a. The type of holster being used
 - b. The distance established between the Officer and the subject
 - c. Whether the weapon in question is a .40 caliber or a 9MM
 - d. The snaps on the holster are secured
 - e. None of the above
4. When a subject starts to move toward an Officer, the Officer should?
 - a. Create Distance
 - b. Push out with a Support Palm Heel
 - c. perform a Shielding Technique
 - d. Give Strong Verbal Commands
 - e. All of the above

Municipal Police Training Committee
Handgun Retention Instructor Lesson Plan

5. After a subject is cleared from an Officer's weapon, the next step that an Officer should perform is?
- a. Conduct a Visual Search
 - b. Tell the subject he/she will be shot
 - c. Create Distance
 - d. Draw the holstered weapon
 - e. None of the above

TRUE OR FALSE

6. It is **NOT** important for an Officer to step to the Outside when attempting to keep the weapon in the holster? TRUE FALSE
7. By maintaining a proper Stance and Position, an Officer can minimize the chance of a subject grabbing his/her firearm from the front? TRUE FALSE
8. After an Officer performs a Handgun retention Technique, and has created distance, the Officer can always justify the use of Lethal Force? TRUE FALSE
9. The Pin & Spin Technique can generally be used for any grab Front or Back? TRUE FALSE
10. An Officer should practice the same techniques with both the Duty Holster and any Off Duty Holster worn? TRUE FALSE

Municipal Police Training Committee
Handgun Retention Instructor Lesson Plan

ANSWER KEY: WRITTEN TEST

1. A
2. D
3. C
4. E
5. C
6. FALSE
7. TRUE
8. FALSE
9. TRUE
10. TRUE

Municipal Police Training Committee

Defensive Tactics Program

Module #11

**Personal Defense Skills
Instructor Lesson Plan**

Written and adopted: 1996
Reviewed and Revised: 1999, 2000, 2001, 2002, 2003,
2004, 2005, 2006, 2007, 2008, 2010, 2012

Municipal Police Training Committee
Personal Defense Skills Instructor Lesson Plan

PART 1: SELF-DEFENSE TECHNIQUE MODULE FOR THE MPTC DEFENSIVE TACTICS PROGRAM

Self-Defense Technique Module for the Defensive Tactics Program as prepared by: David A. Standen: (2012 Revision by: Cameron Deane and Steve R. Wohlgemuth)

PART 2: CONTENT SUMMARY:

Included in this Module are the following sections: Introduction; Self-Defense Techniques and where they fit within the Use of Force Model; Vulnerable Areas on the human body; Basic Principles such as; Balance, Stance, Movement and Distance; Self Defense v. Various Wrist Escapes; Self Defense v. Badge/Shirt Grab; Self Defense v. Front Choke; Self Defense v. Rear Choke (straight arm); Self Defense v. Rear Choke (bent arm); Self Defense v. HeadLock; Self Defense v. Bear Hug (from rear); Self Defense v. Ground Choke; Practical Exercises; Conclusion.

PART 3: JUSTIFICATION:

Officers are called upon to perform a wide range of duties, some of which include Physical Intervention, Subject Control and Arrest Procedures. During many of these procedures, Officers are grabbed or attacked. These physical assaults on an Officer must be treated very seriously and the Officer must be able to escape these grabs as quickly as possible.

These grabs and assaults are potentially very dangerous positions for an Officer to be in. When a subject grabs onto an Officer, the risk of injury, and possibly serious bodily injury, are real and must be immediately addressed.

As potentially dangerous as these situations are on their own, also factored into the equation are the size of the subject, the mental state of the subject and the presence of third parties (to name a few), one can clearly see how dangerous a position this would be.

The attacks chosen for this Module are those that were found to have happened to many Officers throughout their careers. These attacks were specifically chosen and do not comprise the whole list of attacks that may occur, only those that appear to occur more regularly than others do.

The defenses of these attacks are simple and effective. Many of the defenses to these attacks are techniques that have already been learned in other Modules of this Program. Some of the Defenses come from the Control and Restrain Module, others from the Striking and Distraction Techniques Modules. By using Techniques that are already learned, there is Commonality in Training. Instead of learning a number of techniques for a number of attacks, the Officer can more easily remember and recall a particular defense if it is similar to a skill that is already learned.

PART 4: LEARNING OUTCOMES:

GOALS: The goal of this Module is to introduce the Officer to a number of Self-Defense Techniques. Depending on the type of grab or attack, the Officer will have the ability to break free from, and in many cases control the subject.

Municipal Police Training Committee
Personal Defense Skills Instructor Lesson Plan

OBJECTIVES: Recruits will demonstrate mastery of this Module of Instruction when they can:

1. Identify verbally, or in writing, where the various Self-Defense Techniques fit within the Use of Force Model.
2. Identify verbally, or in writing, the vulnerable areas of the human body.
3. Identify verbally, or in writing, how the Basic Principles of; Balance, Stance, Movements and Positions work within the Self-Defense Techniques.
4. Demonstrate the ability to escape or control a subject who has attempted a Badge/Shirt Grab.
5. Demonstrate the ability to escape from various wrist grabs.
6. Demonstrate the ability to escape or control a subject who has attempted a Front Choke.
7. Demonstrate the ability to escape or control a subject who has attempted a Rear Choke (straight arm).
8. Demonstrate the ability to escape or control a subject who has attempted a Rear Choke (bent arm).
9. Demonstrate the ability to escape or control a subject who has attempted a Bear Hug (from front).
10. Demonstrate the ability to escape or control a subject who has attempted a Bear Hug (from rear).
11. Demonstrate the ability to escape or control a subject who has attempted a Ground Choke.
12. Demonstrate the ability to escape or control a subject who has attempted a HeadLock.

PART 5: DETAILED CONTENT OUTLINE:

SELF DEFENSE TECHNIQUES MODULE

SECTION #2

INTRODUCTION

- A. Instructor introduces him/herself.
- B. This Module is designed to give the Officer various Self-Defense Techniques for a number of physical attacks and holds. These Techniques are simple and easy to perform.

Municipal Police Training Committee
Personal Defense Skills Instructor Lesson Plan

Many of the Self-Defense Techniques have already been learned in a number of the other Modules. This means that they will be easier to learn and retain. Instead of learning a thousand different techniques for a thousand different situations, we are attempting to use the same or similar techniques throughout the Program.

We will be looking at a number of holds that an Officer may find him/herself in throughout the course of their career. From Headlocks to Chokes, from Wrist Locks to Bear Hugs, we will see that it is possible to escape these holds and then respond with the appropriate Use of Force Option.

C. Self Defense Techniques and the Use of Force Model:

When an Officer is grabbed by any of the holds covered in this Module, the subject is classified as an Assaultive (Bodily Harm) Subject. Once the subject is classified as an Assaultive Subject, the Officer would be justified in using the Techniques within the Defensive Tactics Level. These techniques include both Personal Weapon and Baton Impact Techniques.

Most of the Techniques found in this Module are actually found in Level 3, when used as Compliance Techniques.

D. Vulnerable Areas on the Human Body:

There are a number of areas on the Human Body that will be discussed in this Module. Some are directed at Pressure Points, some are Counter Joint Movements, and others are Controlling Techniques. The hold, and what Technique is chosen to escape it, will determine what area of the body will be affected.

E. Basic Principles & Various Self Defense Techniques:

Stance - the Basic Stance is the same one that is used throughout the entire Defensive Tactics Program. It is used to maintain Balance throughout the basic movements.

Balance - in order to perform any of the Techniques the Officer must be working from a balanced position. This can be maintained through a good Stance.

Distance - all of the holds occur because the Officer was too close. This closeness could have happened by design (while attempting to control or handcuff an individual) or by accident (an Officer allows a subject to close the gap and come in too close). This Module is designed to teach how to get out of a specific hold, and if the subject is not under control, then the proper distance to reestablish.

Municipal Police Training Committee
Personal Defense Skills Instructor Lesson Plan

F. Self-Defense v. Wrist Grabs:

Wrist Escape v. Cross Grab:

- ❑ Subject reaches across Officer's body and grabs onto the wrist (right hand grabbing right wrist or left hand grabbing left wrist)
- ❑ When right hand is grabbed, Officer makes a fist and rotates the fist clockwise from six O'clock to twelve O'clock.
- ❑ When left hand is grabbed, Officer makes a fist and rotates the fist counter clockwise from six O'clock to twelve O'clock.
- ❑ Knuckles of the Officers hand should be facing down and against subject's wrist
- ❑ The Free Hand is placed on top of the Held Hand and then pushes down on the fist with hands free.

Wrist Escape from Same Side Grab:

- ❑ Subject reaches out and grabs onto the wrist directly across from the Officer's arm which is grabbing
- ❑ When the right hand is grabbed, Officer makes a fist and rotates the hand clockwise from six O'clock to twelve O'clock.
- ❑ When the left hand is grabbed, the Officer makes a fist and rotates hand counter clockwise from six O'clock to twelve O'clock
- ❑ Knuckles of the Officer's hand should be facing down and against the subject's wrist
- ❑ The Free Hand is placed on top of the Held Hand and then pushes down on the fist until hand is free

Wrist Escape from Two Handed Wrist Grab:

- ❑ Subject reaches out and grabs with both hands onto Officer's wrist
- ❑ Officer makes a fist with the hand that is being held
- ❑ The Officer reaches in with the free Hand and grabs onto his/her own fist
- ❑ The Officer then pulls the fist up and back through the subject's thumbs.

G. Badge/Shirt Grab:

Option #1

- ❑ Subject grabs onto Officer's shirt with two hands
- ❑ can also be done with a one hand grab
- ❑ Before subject gains a complete grab, officer will perform an Inside Block making contact with the subject's wrist or radial nerve.

Option #2

- ❑ Subject grabs onto Officer's shirt with two hands
- ❑ Officer reaches across (either over or under subject's other hand) and grabs onto the other wrist
- ❑ Right hand grabs subject's right wrist

Municipal Police Training Committee
Personal Defense Skills Instructor Lesson Plan

- ❑ Left hand grabs subject's left wrist
- ❑ Free hand reaches out, palm facing forward
- ❑ The webbing of this hand is placed behind the elbow of the arm being secured by the Officer
- ❑ Same position as in the Armbar Takedown
- ❑ Whichever hand made the initial grab onto the subject's wrist, that same side foot will take a long step back
- ❑ Subject is pulled off of his/her center
- ❑ As this step is made the webbing of the Officer's hand pushes the elbow up and then over
- ❑ Subject's elbow is facing up, pressure is applied down
- ❑ Subject's elbow is pushed down
- ❑ Hyper extension of the elbow
- ❑ Hand that grabbed the shirt is held there
- ❑ Subject is taken down by use of the Armbar Takedown
- ❑ To a Prone Handcuffing Position

Option #3:

- ❑ Subject grabs onto shirt with two hands
- ❑ Officer reaches over the closest arm and places his/her fist under the opposite arm
- ❑ Officer's free hand is placed under his/her other fist
- ❑ Palm facing up
- ❑ Officer will push up on the fist with the open hand
- ❑ At the same time the Officer will pull down on the elbow which is on top of the subject's forearm
- ❑ This is continued until the hands are free of the Officer's shirt.

H. FRONT CHOKE:

- ❑ Subject grabs on to Officer's throat with both hands
- ❑ Officer reaches underneath the subject's closest arm and grabs onto the subject's hand
- ❑ The Officer's thumb is placed between the webbing of the subject's hand and the Officer's throat
- ❑ The fingers grab onto the blade of the subject's hand
- ❑ Free hand reaches out, palm facing out
- ❑ The webbing of this hand is placed behind the elbow of the arm being secured by the Officer
- ❑ Same position as Armbar Takedown and Badge Controlling Technique
- ❑ Which ever hand made the initial grab onto the subject's hand, that same foot takes a long step back
- ❑ Subject is pulled off of his/her center
- ❑ As the step is made, the webbing of the Officer's hand pushes the elbow up and then turns it over
- ❑ Subject's elbow is facing up, pressure is applied down
- ❑ Subject's elbow is pushed down
- ❑ Hyper extension of the elbow
- ❑ Subject is taken down by use of the Armbar Takedown
- ❑ To a Prone Handcuffing Technique

Municipal Police Training Committee
Personal Defense Skills Instructor Lesson Plan

FRONT CHOKE - ESCAPE #2:

- ❑ Subject grabs onto Officer's throat with both hands
- ❑ Officer makes a fist
- ❑ The Index Finger is bent, but the second knuckle is extended
- ❑ Thumb is placed on the finger to re-enforce it
- ❑ This knuckle is placed on subject's sternum
- ❑ even with the nipples
- ❑ along the center line
- ❑ Fist is moved up and down approximately 2 - 3 inches until subject releases choke
- ❑ Distance is established

I. REAR CHOKE - STRAIGHT ARM:

- ❑ Subject grabs onto the Officer's neck with both hands
- ❑ Officer's forearms are brought up (High Guard Position)
- ❑ Officer steps back and through (to opposite side) with either foot
- ❑ Officer then pivots 180 degrees toward the subject
- ❑ As the Officer pivots around, his/her forearm makes contact with subject's forearm
- ❑ Once Officer has cleared subject's hands from neck, distance must be created

Rear Choke – Bent Arm:

- ❑ Subject grabs onto the Officer's neck from behind, with bent arm around front of throat
- ❑ Officer turns head so that the Officer's chin is placed in the bend of the subject's arm
- ❑ Officer's hands grab onto subject's arm
- ❑ Officer lowers his/her center of gravity
- ❑ Officer strikes straight back with a Rear Elbow Strike
- ❑ Officer then strikes with the other arm using a Rear Elbow Strike
- ❑ Elbow Strikes are continued until choke is released and Officer is free

J. HEAD LOCK:

Option #1 - Roll the Ball:

- ❑ Subject places Officer in a Head Lock
- ❑ Officer turns head toward subject's body
- ❑ Officer's hand closest to the subject grabs onto subject's wrist which is wrapped around head
- ❑ Officer's hand which is furthest away from the subject is placed on the inside of the subject's elbow
- ❑ The Officer will push forward on the elbow (Roll the Ball)
- ❑ At the same time, Officer will pull his/her head to the rear until head is free
- ❑ Distraction Technique may be used to assist this escape

Municipal Police Training Committee
Personal Defense Skills Instructor Lesson Plan

Option #2 - Forehead Pull:

- ❑ Subject places Officer in a Head Lock
- ❑ Officer's hand furthest from the subject grabs on to the subject's wrist which is holding the Officer's head
- ❑ Officer's hand closest to the subject reaches around from the back and grabs onto the subject's Forehead or hair just above the Forehead
- ❑ This hand then pulls the Forehead back and down until the subject lets go of Head Lock

K. BEAR HUG - FROM REAR:

Option #1 - Knuckle Push:

- ❑ Subject grabs onto Officer in a Bear Hug from the Rear
- ❑ Officer makes a fist and places the second knuckle against the back of subject's hand
- ❑ Officer's other hand is placed on top of his/her other fist
- ❑ The knuckles are then forced into the back of the subject's hand using an up and down motion
- ❑ This is continued until the subject's hand releases the grip
- ❑ When Officer gets free, distance is gained

Option #2 - Fingers Grab:

- ❑ Subject grabs the Officer in a Bear Hug from the Rear
- ❑ Officer reaches and grabs for the subject's little fingers
- ❑ These are twisted until the grip on the Officer is released
- ❑ When the Officer breaks free, distance is gained

L. BEAR HUG - FROM FRONT:

Option #1 - Head Turn:

- ❑ Subject grabs Officer in a Bear Hug from Front
- ❑ Officer's hands are free
- ❑ One hand of Officer grabs (palm facing up) onto subject's chin
- ❑ Other hand grabs around behind head with palm against side of head
- ❑ Head is then twisted by pushing the chin in one direction
- ❑ And pulling with the other hand
- ❑ This is continued until subject releases the grip
- ❑ When the Officer breaks free, distance is gained

Option #2 - Head Butt, Rib Push:

- ❑ Subject grabs Officer in a Bear Hug from Front
- ❑ Officer's arms are pinned
- ❑ Officer will strike forward with forehead into subject's nose
- ❑ At the same time Officer makes fists with both hands, and places second knuckle on subjects rib cage

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Personal Defense Skills Instructor Lesson Plan

- ❑ Where the Latimis Dorsi Muscle connects to the rib cage
- ❑ Both knuckles are force in with an up and down motion
- ❑ This is continued until subject releases grip
- ❑ When the Officer breaks free, distance is gained

M. GROUND CHOKE:

- ❑ This position is started with the Officer on his/her back
- ❑ The Subject (partner) is sitting on the Officer's chest or abdomen with the legs straddling the Officer's body
- ❑ The subject is leaning over the Officer with both hands wrapped around Officer's throat
- ❑ Officer will reach (preferably) with strong hand (thumb pointing down) and grab onto the wrist that is closest to the Officer's support side
- ❑ Officer can reach over or under the subject's wrist depending on the angle of the subject's arms
- ❑ Officer's weak hand will reach up, palm facing the subject and place the webbing of that hand just above the subject's elbow
- ❑ Same location as hand placement for Armbar Takedown
- ❑ At the same time Officer will bring both feet as close to buttocks as comfortable
- ❑ Officer will push up with hips and abdomen
- ❑ Officer will twist the upper body while rolling the weak shoulder off of the mat
- ❑ Officer is also pushing with web of hand behind the subject's elbow toward the Officer's strong side shoulder
- ❑ Officer will continue to push and turn until the subject is off of the Officer on the ground, to the side, and just above the Officer
- ❑ The Officer will maintain downward pressure on the arm of the subject that is held pinning it to the ground
- ❑ Officer will continue rotation until he/she is facing the subject
- ❑ The Officer will continue moving (using his/her knees) until control is established
- ❑ An option at this point may be disengagement

PART 6: TEACHING METHODS AND PRACTICE:

This Module will utilize many Teaching Methods in order to present a complete program. The Instructor must be experienced in the Lecture or Discussion Format. The instruction of the Levels of Force for example requires that this Instructor be able to communicate these ideas and principles.

The Instructor must be able to instruct the various movements associated with psychomotor skills. The Instructor must be able to break down a skill so that the Officer can see exactly what must be done. The Instructor must also have the ability to explain each part that is being performed.

The Instructor must also have the knowledge to teach the Realistic Training Portion. The Instructor must be able to provide the information about how these situations are to be handled, and the techniques that can be used. The Instructor needs to be able to control the scenarios so that safety is the first concern. The Realistic Training Portion is very important, but if the Officer's start getting hurt, there will be less enthusiasm by both the Officers and the Administration.

Municipal Police Training Committee
Personal Defense Skills Instructor Lesson Plan

In order to teach this module, an Instructor must be a certified Municipal Police Training Committee Defensive Tactics Instructor. If teaching any portion of this Module to Recruits, In-Service, Specialty and/or Reserve for the Municipal Police Training Committee, the Instructor must be a certified MPTC Academy Defensive Tactics Instructor. If teaching for the MPTC, this instructor must also be a full time Police Officer (for at least five years).

The key to the Instructor's role is Student Safety. Many of the techniques can be performed with some force to let "attackers" experience the entire technique. But there are a number of techniques that must be performed in a controlled manner. Some of the strikes or moves need to be simulated due to the potential injury that may occur.

REFERENCES:

Massachusetts Criminal Justice Training Council Defensive Tactics Lesson Plan, 1982, Martin K. Michelman

Massachusetts Criminal Justice Training Council Defensive Tactics Lesson Plan, 1996, David A. Standen

Municipal Police Training Committee
Personal Defense Skills Instructor Lesson Plan

WRITTEN TEST

Name: _____ DOB: _____

Department: _____ DATE: _____

A. WRIST ESCAPES	Acceptable	Unacceptable	Comments
1. v. Same Side Grab	()	()	_____
2. v. Cross Grab	()	()	_____
3. v. Two Hand Grab	()	()	_____
 B. BADGE/SHIRT GRAB			
4. Inside Block	()	()	_____
5. Roll the Ball	()	()	_____
6. Lever Pry	()	()	_____
 C. FRONT CHOKE			
7. Roll the Ball	()	()	_____
8. Breast Plate Push	()	()	_____
 D. REAR CHOKE (Straight Arm)			
9. Pivot Step to Double Forearm Strike	()	()	_____
	()	()	_____
 E. REAR CHOKE (Bent Arm)			
10. Rear Elbow Strike	()	()	_____
	()	()	_____
 F. HEAD LOCK			
11. either Roll the Ball or Forehead Pull	()	()	_____
	()	()	_____
 G. BEAR HUG (From Rear)			
12. either Knuckle Push or Finger Grab	()	()	_____
	()	()	_____
 H. BEAR HUG (From Front)			
13. either Head Turn or Head Butt and Rib Push	()	()	_____
	()	()	_____
 I. GROUND CHOKE			
14. Armbar Bridge	()	()	_____

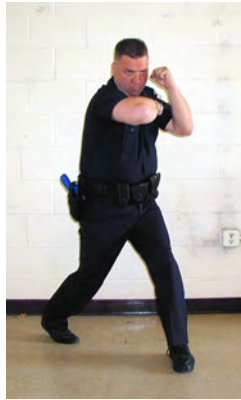
ACCEPTABLE _____ # UNACCEPTABLE _____

Instructor: _____

Municipal Police Training Committee

Defensive Tactics Program

Module #12



**Empty Hand Impact Techniques
Instructor Lesson Plan**

Written and adopted: 1996
Reviewed and Revised: 1999, 2001, 2002, 2003,
2004, 2005, 2006, 2007, 2008, 2009, 2010, 2012

Municipal Police Training Committee
Empty Hand Impact Techniques Instructor Lesson Plan

PART 1: STRIKING MODULE OF THE MPTC DEFENSIVE TACTICS PROGRAM

Striking Module of the Defensive Tactics Program as prepared by: David A. Standen - (2012 Revision by: Cameron Deane and Steve R. Wohlgemuth)

PART 2: CONTENT SUMMARY:

Included in this Module are the following sections: Introduction; When various Strikes are appropriate; Where each Strike fits within the Use of Force Model; Target Areas; Vulnerable Areas; Closed Hand Strikes; Elbow Strikes; 8. Knee Strikes; Foot Strikes; Pre-Assault Open Hand Stunning Series; Practical Exercises; Proficiency Test; Written Test; Conclusion

PART 3: JUSTIFICATION:

As it has been discussed in many of the other Modules, Officers routinely find themselves in a position where they are forced to defend themselves. When an Officer is physically attacked, there are a number of options that may be used. According to the Use of Force Model, the subject who is attacking the Officer would be classified as an Assaultive Subject (Bodily Harm). The Reasonable Officers Response would be that of Defensive Tactics. The Techniques found within the Defensive Tactics Level include the use of Baton Strikes, as well as a number of other Strikes utilizing an Officer's Personal Tools.

The Strikes utilizing an Officer's Personal Tools are designed to provide the Officer with the ability to stop the attack. It is not about teaching, or advocating fighting, or getting into a brawl with a subject. It is about giving an Officer as many options to defend him/herself as possible.

These Strikes are taught in cooperation with the Blocking Techniques. Officers need to be able to protect themselves, so they can in fact stop a subject. These Strikes are also taught in conjunction with a number of other Force Options including the Control and Restraint Techniques and various Handcuffing Techniques. Officers are instructed concerning how to appropriately follow-up a Striking Technique. It still remains that once a subject has been stopped with a Striking Technique, the officer must immediately control the subject, and then ultimately handcuff the individual.

The Officer is also instructed in the Target Areas designed for various Strikes. The Officer must understand what areas of the body are appropriate for the Strike chosen. They must also be aware of the vulnerable parts of the body, and those parts that are more susceptible to a serious injury.

These Strikes are simple, and therefore very easy to learn. They are taught with Power Development in mind, so that when an Office uses one of these Strikes, it will be effective.

PART 4: LEARNING OUTCOMES:

GOALS: The goal of this Module is to introduce the Officer to the use of a number of Strikes. It is necessary that they learn when a Strike is appropriate, and where the vulnerable parts of the body are. They must then know where each Strike fits within the Use of Force Model.

Municipal Police Training Committee
Empty Hand Impact Techniques Instructor Lesson Plan

OBJECTIVES: recruits will demonstrate mastery of this Module of instruction when they can:

1. Identify verbally, or in writing, when the various Strikes are appropriate.
2. Identify verbally, or in writing, where each Strike fits within the Use of Force Model.
3. Identify verbally, or in writing the Target Areas for each Striking Technique.
4. Identify verbally, or in writing, the vulnerable areas of the body.
5. Demonstrate the ability to perform a Palm Heel Strike.
6. Demonstrate the ability to perform a Front Punch.
7. Demonstrate the ability to perform a Front Elbow Punch.
8. Demonstrate the ability to perform a Rear Elbow Strike.
9. Demonstrate the ability to perform an Edged Fist.
10. Demonstrate the ability to perform a Knee Strike.
11. Demonstrate the ability to perform a Front Kick.
12. Demonstrate the ability to perform the Pre-Assault Open Hand Stunning Series.

PART 5: DETAILED CONTENT OUTLINE:

STRIKING TECHNIQUES MODULE FOR POLICE RECRUITS

SECTION #2

INTRODUCTION

- A.** Instructor introduces self.
- B.** This Module will teach the Officer a number of Striking Techniques. Many of these Strikes will be very similar to those already used by a number of you.

We will look at, and discuss when these Strikes are appropriate, and when they are not. We will look at the vulnerable areas of the human body, and the best target areas for each Strike. We will also discuss where each of these Strikes fit within the Use of Force Model.

C. Where Each Technique Fits Within The Use Of Force Model:

Each of the Strikes found within this Module are found within the Defensive Tactics Level . In order to justify these Strikes, the Officer would have to classify the subject as an Assaultive (Bodily Harm) Subject. Generally speaking, these Striking Techniques are a follow up to a Blocking Technique.

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Once a Blocking Technique has been performed, the Officer may choose one of the Striking Techniques to stop the individual, or at least get to the outside and create distance.

These Strikes may also be used as Self Defense Techniques, or to assist a specific Self Defense Technique.

Another issue in determining whether the Strike was appropriate or not, is the area that was struck, and the injury which occurred. Some of the Strikes are more powerful than others, and a Strike to a certain area could cause a significant injury. An Officer needs to be aware of the vulnerable areas, and Strike those areas that are appropriate or suitable for the confrontation.

D. Target Areas And Vulnerable Areas:

There are a number of vulnerable areas on the human body. It is important for the Officer to recognize these areas for two reasons. The officer needs to know these points on his/her body that are most vulnerable to an attack, so as to better protect themselves. The Officers must also know these vulnerable areas when he/she is utilizing a Personal Weapon Impact Technique.

A Strike to many of these areas causes pain and/or injury. There are other areas on the human body, that when struck, cause a more significant injury, including shock, unconsciousness, serious bodily injury and/or death.

Caution must be used when striking these vulnerable areas, for even a moderate blow to some areas of the body may cause a serious injury and/or death.

When the Officer's practice the Defensive Strikes and kicks, they should practice striking non-lethal areas, so that those target areas will translate to the realistic strikes when out on the street.

TARGET AREA Zone #1

Shin - A sensitive, non-lethal area. **A shin scrape would be reasonable vs. an Active Resistant Subject. A kick would be reasonable vs. Assaultive Bodily Harm Subject.**

Inside of Wrist - a sensitive striking area. **A punch to the inside of wrist in order to open a subject's grasp would be reasonable vs. an Active Resistant Subject. A Forearm, Punch, Elbow, Knee and Kick would be reasonable vs. Assaultive Bodily Harm Subject.**

Back of Hand - a blow here may open the hand. **A punch to the back of hand in order to open a subject's grasp would be reasonable vs. an Active Resistant Subject. A Forearm, Punch, Elbow, Knee and Kick would be reasonable vs. Assaultive Bodily Harm Subject.**

Shoulder Blades - a sensitive, non-lethal area. **A long-end baton push would be reasonable vs. an Active Resistant Subject (IE. Prone with hands underneath chest). A Forearm, Punch, Elbow, Knee and Kick would be reasonable vs. Assaultive Bodily Harm Subject.**

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TARGET AREA Zone #2

Chest - generally a non-lethal area. **Forearm, Fist, Elbow, Knee and Kick would be reasonable vs. Assaultive Bodily Harm Subject.**

Collarbone - generally a non-lethal area. **Forearm, Fist and Elbow Strike would be reasonable vs. Assaultive Bodily Harm Subject.**

Thigh - generally a non-lethal area. **Forearm, Fist, Elbow Knee and Kick would be reasonable vs. Assaultive Bodily Harm Subject.**

Forearm - generally a non-lethal area. **Forearm, Fist, Elbow Knee and Kick would be reasonable vs. Assaultive Bodily Harm Subject.**

Lower Abdomen - the spot just below the naval. A non-lethal area. **A Punch, Elbow, Knee and Kick would be reasonable vs. Assaultive Bodily Harm Subject.**

Achilles Tendon - a sensitive, non-lethal area. **A kick would be reasonable vs. Assaultive Bodily Harm Subject.**

Instep - a sensitive, non-lethal area. **A foot stomp would be reasonable vs. an Active Resistant Subject. A kick would be reasonable vs. Assaultive Bodily Harm Subject.**

TARGET AREA Zone #3

Elbow Joint - a very sensitive point. A blow may dislocate or fracture the elbow joint. **An Elbow, Knee or Kick would be reasonable vs. Assaultive Bodily Harm Subject.**

Knee Joint - a blow to this area may dislocate or fracture the knee. **An Elbow or Kick would be reasonable vs. Assaultive Bodily Harm Subject.**

Groin - a strike to this area will cause pain and could lead to more significant injuries. **When an officer is fighting an Assaultive Bodily Harm Subject in the Inside Position, a kick, knee or punch to this area would be reasonable.**

TARGET AREA Zone #4

Ears - a blow to the ear may cause loss of hearing and other injuries that might be considered more serious. **Palm Heel Strike may be appropriate vs. Assaultive Bodily Harm Subject. A punch or elbow strike to this area is likely to cause more serious injuries. Knee and kick would be reasonable vs. Assaultive Serious Bodily Harm or Death Subject.**

Eyes - a blow to the eyes may cause temporary loss of sight and other eye damage. **Palm Heel Strike or Punch may be appropriate vs. Assaultive Bodily Harm Subject. An elbow strike to this area is likely to cause more serious injuries. Knee and kick would be reasonable vs. Assaultive Serious Bodily Harm or Death Subject.**

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Bridge of Nose - a blow to this area may cause bleeding, swelling and cause the eyes to tear. **Palm Heel Strike or Punch may be appropriate vs. Assaultive Bodily Harm Subject. An elbow strike to this area is likely to cause more serious injuries. Knee and kick would be reasonable vs. Assaultive Serious Bodily Harm or Death Subject.**

Upper Lip - the spot directly under the nose. Injuries can include bleeding, loss of teeth and other injuries to the skull. **Palm Heel Strike or Punch may be appropriate vs. Assaultive Bodily Harm Subject. An elbow strike to this area is likely to cause more serious injuries. Knee and kick would be reasonable vs. Assaultive Serious Bodily Harm or Death Subject.**

Jaw - a blow to this area may break the jaw or cheek bone. **Palm Heel Strike or Punch may be appropriate vs. Assaultive Bodily Harm Subject. An elbow strike to this area is likely to cause more serious injuries. Knee and kick would be reasonable vs. Assaultive Serious Bodily Harm or Death Subject.**

Solar Plexus - shock may result from a blow to this area. **Palm Heel Strike may be appropriate vs. Assaultive Bodily Harm Subject. Other strikes to this area are likely to cause more serious injuries. Knee and kick would be reasonable vs. Assaultive Serious Bodily Harm or Death Subject.**

Back of Neck - very vulnerable area. A blow may cause shock. **A open hand slap would be reasonable vs. Assaultive Bodily Harm Subject. A Punch, Elbow, Knee or Kick would be reasonable vs. Assaultive Serious Bodily Harm or Death Subject.**

TARGET AREA Zone #5

Temple - very sensitive area. A blow to this area may cause unconsciousness or death. **Only targeted vs Assaultive Serious Bodily Harm or Death Subject.**

Throat - very vulnerable area. A blow to the throat may shatter the windpipe, causing serious injury or death. **Only targeted vs Assaultive Serious Bodily Harm or Death Subject.**

Hollow behind Ear - a blow here may cause serious injury or death. **Only finger pressure (Pressure Point) would be reasonable vs. an Active Resistant Subject. NO Strikes to this area unless used vs. an an Assaultive Serious Bodily Harm or Death Subject.**

Kidney - a very vulnerable area. A blow may cause shock. Not an area that is generally targeted. **NO Strikes to this area unless used vs. an an Assaultive Serious Bodily Harm or Death Subject.**

Tailbone (Coccyx) - a blow to this area may cause shock. A blow may cause shock. Not an area that is generally targeted. **NO Strikes to this area unless used vs. an an Assaultive Serious Bodily Harm or Death Subject.**

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E. Striking Techniques:

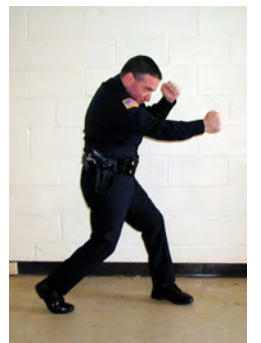
Palm Heel Strike:

- ❑ Officer assumes a High Guard Position
- ❑ Strike can be delivered with either hand
- ❑ Fist opens up, fingers pointed up
- ❑ The palm is thrown forward, elbow stays close to Officer's body similar to Straight Punch
- ❑ Contact should be made with heel of hand
- ❑ After contact has been made, the hand should immediately be returned to the High Guard Position



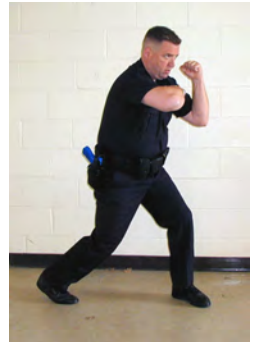
Straight Punch:

- ❑ Officer assumes a High Guard Position
- ❑ Strike can be delivered with either hand
- ❑ Fist remains closed
- ❑ The fist is thrown forward, elbow stays close to Officer's Body
- ❑ Contact should be made with the top two knuckles
- ❑ After contact has been made, the hand should immediately be returned to the High Guard Position



Front Elbow Strike:

- ❑ Officer assumes a High Guard Position
- ❑ Strike can be delivered with either hand
- ❑ Elbow is elevated to shoulder height
- ❑ Elbow is then moved in a horizontal fashion across the front of the Officer's body
- ❑ The hand of this arm ends up in the opposite side of the Officer's face
- ❑ Contact is made with elbow or lower forearm
- ❑ After contact has been made, the hand should immediately be returned to the High Guard Position



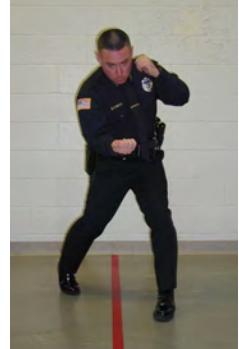
Rear Elbow Strike:

- ❑ This Strike can be used to stop an attack or grab which occurs from an Officer's Rear.
- ❑ Officer assumes the High Guard Position
- ❑ Strike can be delivered with either hand
- ❑ Elbow is raised slightly and then pulled straight back
- ❑ Hand has dropped slightly so that arm is horizontal to the ground
- ❑ A slight pivot of the upper body in the direction of the strike should be added for more power
- ❑ After contact has been made, the hand should be immediately returned to the High Guard Position

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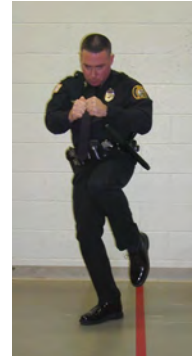
Edged Fist Strike:

- ❑ This Strike can be used to strike an arm during a grab of an Officer or the outside of his/her body during an in close attack.
- ❑ Officer assumes the High Guard Position
- ❑ Strike can be delivered with either hand
- ❑ Elbow is pulled away from Officer's body approximately 12 inches
- ❑ Fist is turned slightly so that thumb side of fist is pointing toward the Officer's cheek
- ❑ In a hooking movement, the blade of the hand is turned over so that the fingers of the fist are pointing up, and the thumb is pointing to the outside
- ❑ Contact is made with the edged fist (or blade of fist)
- ❑ After contact has been made, the hand should be immediately returned to the High Guard Position



Knee Strike:

- ❑ This Strike can be used when a subject is striking or attacking an Officer in close, and the Officer needs the ability to stop this individual, and neutralize the attack.
- ❑ Officer assumes the High Guard Position
- ❑ Strike can be delivered with either hand
- ❑ Hips are squared off, facing the subject
- ❑ Hands remain at High Guard Position
- ❑ Knee is brought up using the thigh and hip to propel it
- ❑ Knee is brought up until contact is made with front of knee
- ❑ After contact has been made, the foot that was raised with knee should be placed in a position where a well-balanced stance and position have been maintained



Front Kick:

- ❑ This Strike can be used when a subject is attacking or striking an Officer, and the Officer's attempting to stop the subject, neutralize the attack, as well as create distance.
- ❑ Officer assumes the High Guard Position
- ❑ This Kick can be delivered with either foot
- ❑ Knee comes up as if delivering a Knee Strike
- ❑ Depending on the intended target area, the lower leg is snapped out to an almost locked position
- ❑ Contact can be made with Officer's toe, ball of foot or heel
- ❑ After contact has been made, the Officer will snap his/her foot back
- ❑ The foot should be placed in a position where a well-balanced stance and position have been maintained



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Open Hand Strike:

- ❑ This Strike can be used to various body parts during an in close attack to stun and stop the subject.
- ❑ Officer assumes the High Guard Position
- ❑ Strike can be delivered with either hand
- ❑ Strike can be delivered vertically, horizontally or on an angle depending on the targeted body part.
- ❑ Fingers are closed but extended, with a slight bend.
- ❑ Contact with the targeted body part is made with the whole palm.
- ❑ Contact is made using the "heavy hand" principle.
 - ❑ This includes:
 - ❑ Time on target
 - ❑ Follow-through not jabbing-type movement
- ❑ Additional open hand strikes or other Empty Hand Striking Techniques may be used until the Assaultive Bodily Harm Subject is stopped.

F. Material in this section has been omitted. Section purposely left blank

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G. Pre-Assault Open Hand Stunning Series:

Step #1

- ❑ The officer perceives that the RISK is Harmful and is confronted by an Assaultive Bodily Harm Subject.
- ❑ Officer assumes the High Guard Position.
 - ❑ Hands up, head height
 - ❑ Open hands
 - ❑ Palms facing forward
- ❑ At the first move of the subject, the officer directs a downward, forward horizontal strike to the top of the subject's head.
 - ❑ Target area is top of the forehead
 - ❑ 3"- 4" above the middle of the eyebrow
 - ❑ Imagine striking "Devil Horns" coming from subjects forehead.
- ❑ Contact is made with the whole palm.
- ❑ Contact is made using the "heavy hand" principle.
 - ❑ This includes:
 - ❑ Time on target
 - ❑ Follow-through not jabbing-type movement
- ❑ If subject is not stopped, follow-up with an additional Open Hand Strike with other hand.
- ❑ If subject is not stopped, follow-up with an additional Open hand Strike with other hand.

Step #2

- ❑ If Subject is not stopped, grab subject around the neck clasping one palm in the other.
- ❑ One palm facing up the other facing down.
- ❑ Palm facing up, fingers wrap around the heel of the hand and thumb wraps around the webbing of the down palm
- ❑ Palm facing down, fingers wrap around index finger portion of up palm with the thumb wrapping around the heel of the thumb.
- ❑ The heel of up palm is placed at the back of the subject's neck.
- ❑ The officer pulls subject in with both of these hands.
 - ❑ Pull subject in to officers opposite shoulder
 - ❑ If right palm is up, pull into left shoulder
 - ❑ If right palm is up, pull into right shoulder.
- ❑ As the officer pulls the head forward, the officer drives that shoulder forward.

Step #3

- ❑ If Subject is still not stopped, while continuing to control the subject around the neck, the officer should turn 180° in the opposite direction turning the subject 180°.
- ❑ The officer again pulls subject in with both of these hands.
 - ❑ Pull subject in to officers opposite shoulder
 - ❑ If right palm is up, pull into left shoulder
 - ❑ If right palm is up, pull into right shoulder.
- ❑ As the officer pulls the head forward, the officer drives that shoulder forward.
- ❑ This can be conducted three or four times very quickly.

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H. PRACTICAL EXERCISES:

Combination Techniques:

1

- ☐ Officer assumes the High Guard Position
- ☐ Officer then performs a High Block with Support Hand
- ☐ Officer then performs a Front Palm Heel Strike
- ☐ Officer then performs two Shuffle Steps to the Rear

2

- ☐ Officer will assume the High Guard Position
- ☐ Officer then performs an Inside Block with Support Hand
- ☐ Officer then performs a Knee Strike with Strong Side
- ☐ Officer then performs a Palm Heel Strike with Support Hand
- ☐ Officer then performs a Side Step to the Outside
- ☐ Officer then performs two Shuffle Steps to the Rear

3

- ☐ Officer will assume the High Guard Position
- ☐ Officer then performs an Outside Block with Support Hand
- ☐ Officer then performs a Front Elbow Strike
- ☐ Officer then performs a Front Kick to the subject's shin with Strong Side Foot
- ☐ Officer then takes two Shuffle Steps to the Rear

4

- ☐ Officer will assume the High Guard Position
- ☐ Officer then performs an Outside Block with the Support Hand
- ☐ Officer then performs an Edged Fist Strike to the side of the subject's abdomen
- ☐ Officer then performs a Knee Strike with the Support Side Knee
- ☐ Officer then takes two Shuffle Steps to the Rear

5

- ☐ Officer assumes the High Guard Position
- ☐ Officer then performs a Low Block with the Support Hand
- ☐ Officer then performs a Straight Punch to the subject's shoulder
- ☐ Officer then performs a Palm Heel Strike
- ☐ Officer then takes two steps to the Rear

The Combination Techniques are first practiced by the Officer step by step, until the entire technique is learned. Once the combinations are learned, the Officers practice the entire drill with movement and verbal commands while visualizing the subject making the particular Strike that an Officer would be defending against.

These same Practical Exercises can be used by the Instructor with the use of a Training Suit. The same Strikes will now actually be deployed by the Instructor, and the Officer can perform the same Combination of Blocks, Follow-up Strikes and Movements as were visualized and practiced during the earlier training.

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PART 6: TEACHING METHODS:

This Module will utilize numerous Teaching Methods in order to present a complete Program. The Instructor must be experienced in the Lecture or Discussion Format. The instruction of the Levels of Force for example requires that this Instructor be able to communicate these ideas and principles.

The Instructor must be able to instruct the various movements associated with psychomotor skills. The Instructor must be able to break down a skill so that the Officer can see exactly what must be done. The Instructor must also have the ability to explain each part that is being performed.

The Instructor must also have the knowledge to teach the Realistic Training Portion. The Instructor must be able to provide the information about how these situations are handled, and the techniques which can be used. The Instructor needs to be able to control the scenarios so that safety is the first concern. The Realistic Training is very important, but if the Officers start getting hurt, there will be less enthusiasm from both the Officers and the Administration.

In order to teach this module, an Instructor must be a certified Municipal Police Training Committee Defensive Tactics Instructor. If teaching any portion of this Module to Recruits, In-Service, Specialty and/or Reserve for the Municipal Police Training Committee, the Instructor must be a certified MPTC Academy Defensive Tactics Instructor. If teaching for the MPTC, this instructor must also be a full time Police Officer (for at least five years).

The Instructor can practice these Strikes with the Officers, but safety and proper training equipment are necessary.

The first step toward safety, is the Instructor's control of the class. There will be NO strikes thrown, unless the Recruit is directed to do so by the Instructor. Once the Officer has learned a strike, or group of strikes, the Instructor can have the Officer practice the strikes versus a Training Bag. The Officer is instructed as to which strike is to be delivered, at what speed, and when they are to be performed.

The Officer holding the Training Bag should be instructed on how to hold the bag, and what to do upon contact. It is also required during this training that all Officers wear mouth guards, and that all male Officers wear protective cups.

The Training Bags can be held in such a manner that all striking techniques can be practiced. Caution should be used when Officers are practicing the Front Punch and the Palm Heel Strike. Due to the "give" in the bag, if the Officer does not keep his/her wrist locked, the wrist may be bent upon contact which may cause injury to the Officer.

Another method of practice can be the use of a Training Suit (REDMAN, FIST). With the use of the Training Suits the Officer can practice these strikes against a moving person. They are now required to move, think, block and then strike if the opportunity presents itself. This type of training brings the strikes to a practical and realistic level. The Officer learns not only how to perform the strike, but see exactly what kind of attack is necessary to justify it.

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The Officer is also required to have knee and elbow pads for this segment. This will provide protection for the Officer's knees and elbows while performing these strikes. The padding will also offer more cushion from the blows for the Instructor that is taking the strikes in the Training Suit.

REFERENCES:

Monadnock Defensive Tactics System, 1995,
Monadnock Training Council

Massachusetts Criminal Justice Training Council Defensive Tactics Lesson Plan, 1982, Martin K. Michelman

Massachusetts Criminal Justice Training Council Defensive Tactics Lesson Plan, 1996, David A. Standen

Russell Stutley, Pressure Points Defensive Tactics, 2009

Monadnock Defensive Tactics System, 2011
Safariland Training Group

PROFICIENCY TEST: See the Blocking Technique Module for the Striking
Technique Module Proficiency Test

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Written Exam

Name: _____ **DOB:** _____

Department: _____ **Date:** _____

MULTIPLE CHOICE

1. In order for an Officer to justify a Straight Punch, the subject would need to be classified as what Level Subject, according to the Use of Force Model?
 - a. Cooperative Subject
 - b. Resistant Subject (passive)
 - c. Resistant Subject (active)
 - d. Assaultive Subject (bodily harm)
 - e. None of the above

2. If using the Front Kick, what Striking Area would not be considered an acceptable Striking Area, under normal conditions?
 - a. Shin
 - b. Spine
 - c. Thigh
 - d. Calf
 - e. All of the above

3. The Striking Techniques could be a follow up for which of the following Officer actions?
 - a. Blocking Techniques
 - b. Self defense Techniques
 - c. Handgun Retention Techniques
 - d. Edged Weapon Techniques
 - e. All of the above

4. What Level are the Striking Techniques found in?
 - a. Level 1
 - b. Level 2
 - c. Level 3
 - d. Level 4
 - e. Level 5

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5. If using a Front Punch, what Striking Area would not be considered an acceptable Striking Area, under normal circumstances?
- a. Temple
 - b. Shoulder
 - c. Lower abdomen
 - d. Chest
 - e. All of the above

CIRCLE THE CORRECT RESPONSE

The Striking of which Target Areas would be considered acceptable, under normal circumstances, in regard to their potential risk of serious injury, and which would be considered unacceptable?

6. SHIN	Acceptable	Unacceptable
7. THROAT	Acceptable	Unacceptable
8. WRIST	Acceptable	Unacceptable
9. BACK OF NECK	Acceptable	Unacceptable
10. GROIN	Acceptable	Unacceptable

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ANSWER KEY:WRITTEN TEST

1. D
2. B
3. E
4. D
5. A
6. ACCEPTABLE
7. UNACCEPTABLE
8. ACCEPTABLE
9. UNACCEPTABLE
10. UNACCEPTABLE

MPTC Advanced Baton Course Proficiency Test

Name: _____ **DOB:** _____

Department: _____ **DATE:** _____

	<u>Acceptable</u>	<u>Unacceptable</u>	<u>Comments</u>
a. Baton grips			
One Hand Grip	()	()	_____
Two Hand Grip	()	()	_____
b. Carry Positions			
One Hand Vertical Carry	()	()	_____
Two Hand Carry	()	()	_____
Outside of Arm Carry	()	()	_____
c. Baton Draws			
Cross Draw	()	()	_____
Rear Draw	()	()	_____
Cross Draw (expandable)	()	()	_____
Same Side Draw (expandable)	()	()	_____
d. Two Hand Blocks			
High Block	()	()	_____
Low Block	()	()	_____
Strong Side Block	()	()	_____
Support Side Block	()	()	_____
Middle Block	()	()	_____
e. One Hand Baton Strikes			
Forward Strike	()	()	_____
Reverse Strike	()	()	_____
f. Two Hand Baton Strikes			
Front Jab	()	()	_____
Rear Jab	()	()	_____
Strong Side Horizontal Strike	()	()	_____
Support Side Horizontal Strike	()	()	_____
Middle Strike	()	()	_____
g. Baton Retention Techniques			
From Officer's One Hand Grip	()	()	_____
From Officer's Two Hand Grip	()	()	_____
h. Baton Control Techniques			
Strong Side Armlock	()	()	_____
Support Side Armlock	()	()	_____

of Acceptable _____ **# of Unacceptable** _____

Instructors Name: _____

MPTC Advanced Baton Course Written Test

Name: _____ Date: _____
Department: _____

MATCH THE FOLLOWING

A. GRIP END B. LONG END C. GRIP PORTION D. LONG PORTION

1. _____ The Portion of the Baton between the Grip Portion and the Long End
2. _____ The Portion of the Baton that an Officer grabs for a One Handed Grip
3. _____ The Portion of the Baton utilized in the Rear Jab, and the Strong Side Horizontal Strike from the Two Hand Carry Position
4. _____ The Portion of the Baton utilized in the Front Jab, and the Support Side Horizontal Strike from the Two Hand Carry Position

TRUE OR FALSE

5. The Collarbone is considered a **YELLOW TARGET AREA**?

A. TRUE
B. FALSE
6. The Kidney is considered a **RED TARGET AREA**?

A. TRUE
B. FALSE
7. The Lower Abdomen is considered a **RED TARGET AREA**?

A. TRUE
B. FALSE
8. The Solar Plexus is considered a **GREEN TARGET AREA**?

A. TRUE
B. FALSE
9. The Elbow is considered a **GREEN TARGET AREA**?

A. TRUE
B. FALSE

10. The Shoulder Blades are considered a **GREEN TARGET AREA**?

- A. TRUE
- B. FALSE

11. The Knee Joint is considered a **YELLOW TARGET AREA**?

- A. TRUE
- B. FALSE

12. The Shin is considered a **YELLOW TARGET AREA**?

- A. TRUE
- B. FALSE

13. The Back of the Neck is considered a **YELLOW TARGET AREA**?

- A. TRUE
- B. FALSE

14. The Temple is considered a **RED TARGET AREA**?

- A. TRUE
- B. FALSE

15. The Groin is considered a **GREEN TARGET AREA**?

- A. TRUE
- B. FALSE

MULTIPLE CHOICE

16. You are a left handed officer. Name the ADVANCED Course block you would use to stop a wooden club from striking the top of your head?

- A. Two Hand High Block
- B. Two Hand Strong Side Block
- C. Two Hand Low Block
- D. Two Hand Middle Block
- E. None Of The Above

17. You are a left handed officer. Name the ADVANCED Course block you would use to stop a punch from striking the left side of your face?

- A. Two Hand Low Block
- B. Two Hand Strong Side Block
- C. Two Hand High Block
- D. Two Hand Low Block
- E. None Of The Above

18. You are a right handed officer. Name the ADVANCED Course block you would use to stop a kick from striking you in the groin?
- A. Two Hand High Block
 - B. Two Hand Strong Side Block
 - C. Two Hand Low Block
 - D. Two Hand Middle Block
 - E. None Of The Above
19. You are a left handed officer. Name the ADVANCED Course block you would use to stop a person who is trying to tackle you at waist level from the front?
- A. Two Hand High Block
 - B. Two Hand Strong Side Block
 - C. Two Hand Low Block
 - D. Two Hand Middle Block
 - E. None Of The Above
20. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **GREEN AREA** when being struck with a Straight Baton?
- A. Upper Lip
 - B. Buttock
 - C. Thigh
 - D. Shin
 - E. Calf
21. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **YELLOW AREA** when being struck with a Expandable Baton?
- A. Upper Abdomen
 - B. Knee Joint
 - C. Collarbone
 - D. Calf
 - E. Elbow Joint
22. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **RED AREA** when being struck with a Expandable Baton?
- A. Kidney
 - B. Ears
 - C. Spine
 - D. Throat
 - E. Forearm

23. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **RED AREA** when being struck with an Expandable Baton?

- A. Thigh
- B. Bridge Of Nose
- C. Spine
- D. Eyes
- E. Back Of Neck

24. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **GREEN AREA** when being struck with a Straight Baton?

- A. Instep
- B. Ears
- C. Buttock
- D. Shin
- E. Forearm

25. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **RED AREA** when being struck with the Straight Baton?

- A. Bridge Of Nose
- B. Elbow
- C. Spine
- D. Upper Lip
- E. Ears

TRUE OR FALSE

26. After an officer performs a **Two Hand High Block**, he/she would NEVER have justification to follow it up with a Baton Strike?

- A. TRUE
- B. FALSE

27. The **Forward Strike** and **Reverse Strike** are considered **Compliance Techniques**?

- A. TRUE
- B. FALSE

28. When a subject grabs the officer's Baton, the officer has several options to retain control of the Baton?

- A. TRUE
- B. FALSE

29. When the Baton is used to establish a **Control Technique** (such as the **Strong Side Controlling Technique**) the officer may use this as a **Compliance Technique**?

- A. TRUE
- B. FALSE

30. In order to justify a Baton Strike, the subject would be classified as a **Cooperative Subject**?

- A. TRUE
- B. FALSE

MPTC Advanced Baton Course Written Test Answer Sheet

Name: _____ DOB: _____

Department: _____ Date: _____

Matching

- 1.) _____
- 2.) _____
- 3.) _____
- 4.) _____

True or False (Circle one)

	(A)	(B)
26.)	T	F
27.)	T	F
28.)	T	F
29.)	T	F
30.)	T	F

True or False (Circle one)

	(A)	(B)
5.)	T	F
6.)	T	F
7.)	T	F
8.)	T	F
9.)	T	F
10.)	T	F
11.)	T	F
12.)	T	F
13.)	T	F
14.)	T	F
15.)	T	F

Multiple Choice

16.)	a	b	c	d	e
17.)	a	b	c	d	e
18.)	a	b	c	d	e
19.)	a	b	c	d	e
20.)	a	b	c	d	e
21.)	a	b	c	d	e
22.)	a	b	c	d	e
23.)	a	b	c	d	e
24.)	a	b	c	d	e
25.)	a	b	c	d	e

Written score: _____

	1x = 96.7
	2x = 93.4
	3x = 90.1
PASSING	4x = 86.8
	5x = 83.5
	6x = 80.2
	<u>7x = 76.9</u>
	8x = 73.6
	9x = 70.3
	10x = 67.0

ANSWER KEY: MPTC ADVANCED BATON COURSE WRITTEN TEST

1. D	25. B
2. C	26. B
3. A	27. B
4. B	28. A
5. A	29. A
6. A	30. B
7. B	
8. B	
9. B	
10. A	
11. A	
12. B	
13. B	
14. A	
15. B	
16. A	
17. B	
18. C	
19. D	
20. A	
21. D	
22. E	
23. A	
24. B	

MPTC Basic Baton Course Proficiency Test

Name: _____ DOB: _____

Department: _____ Date: _____

	<u>Acceptable</u>	<u>Unacceptable</u>	<u>Comments</u>
a. Baton grips			
One Hand Grip	()	()	_____
Two Hand Long Grip	()	()	_____
b. Carry Positions			
One Hand Vertical Carry	()	()	_____
Two Hand Carry	()	()	_____
Outside of Arm Carry	()	()	_____
c. Baton Draws			
Cross Draw	()	()	_____
Rear Draw	()	()	_____
Cross Draw (expandable)	()	()	_____
Same Side Draw (expandable)	()	()	_____
d. Two Hand Blocks			
High Block	()	()	_____
Low Block	()	()	_____
Strong Side Block	()	()	_____
Support Side Block	()	()	_____
Middle Block	()	()	_____
e. One Hand Grip Baton Strikes			
Forward Strike	()	()	_____
Reverse Strike	()	()	_____
f. Two Hand, Long Grip Baton Strikes			
Front Jab	()	()	_____
Rear Jab	()	()	_____
Strong Side Horizontal Strike	()	()	_____
Support Side Horizontal Strike	()	()	_____
Middle Strike	()	()	_____
g. Baton Retention Techniques			
From Officer's One Hand Grip	()	()	_____
From Officer's Two Hand Grip	()	()	_____

of Acceptable _____ # of Unacceptable _____

Instructors Name: _____

MPTC Basic Baton Course Written Test

Name: _____ Date: _____

Department: _____ DOB _____

MATCH THE FOLLOWING

A. GRIP END B. LONG END C. GRIP PORTION D. LONG PORTION

1. _____ The portion of the Baton between the **Grip Portion** and the **Long End**
2. _____ The Portion of the Baton that an Officer grabs for a **One Handed Grip**
3. _____ The Portion of the Baton utilized in the **Rear Jab**, and the **Strong Side Horizontal Strike** from the **Two Hand Carry Position**
4. _____ The Portion of the Baton utilized in the **Front Jab**, and the **Support Side Horizontal Strike** from the **Two Hand Carry Position**

TRUE OR FALSE

5. The Collar Bone is considered a **YELLOW TARGET AREA**?

A. TRUE
B. FALSE
6. The Kidney is considered a **RED TARGET AREA**?

A. TRUE
B. FALSE
7. The Lower Abdomen is considered a **RED TARGET AREA**?

A. TRUE
B. FALSE
8. The Solar Plexus is considered a **GREEN TARGET AREA**?

A. TRUE
B. FALSE
9. The elbow is considered a **GREEN TARGET AREA**?

A. TRUE
B. FALSE

10. The Shoulder Blades are considered a **GREEN TARGET AREA**?
- A. TRUE
 - B. FALSE
11. After an Officer performs a **TWO HAND LONG GRIP HIGH BLOCK**, he/she would **NEVER** have justification to follow it up with a **Baton Strike**?
- A. TRUE
 - B. FALSE
12. The **Forward Strike** and **Reverse Strike** are considered **Compliance Techniques**?
- A. TRUE
 - B. FALSE
13. When a subject grabs the Officer's baton, the Officer has several options to retain control of the baton?
- A. TRUE
 - B. FALSE
14. In order to justify a baton strike, the subject would be classified as a **Cooperative** subject?
- A. TRUE
 - B. FALSE
15. A baton strike to a **RED TARGET AREA** is considered a Non-Lethal Strike?
- A. TRUE
 - B. FALSE

Multiple Choice

16. You are a left-handed Officer. Name the BASIC Course Block you would use to stop a wooden club from striking the top of your head?
- A. Two Hand High Block
 - B. Two Hand Strong Side Block
 - C. Two Hand Low Block
 - D. Two Hand Middle Block
 - E. None Of The Above

17. You are a left-handed Officer. Name the BASIC Course Block you would use to stop a punch from striking the left side of your face?

- A. Two Hand Low Block
- B. Two Hand Strong Side Block
- C. Two Hand High Block
- D. Two Hand Middle Block
- E. None Of The Above

18. You are a right-handed Officer. Name the BASIC Course Block you would use to stop a kick from striking you in the groin?

- A. Two Hand High Block
- B. Two Hand Strong Side Block
- C. Two Hand Low Block
- D. Two Hand Middle Block
- E. None Of The Above

19. You are a left-handed Officer. Name the BASIC Course Block you would use to stop a person who is trying to tackle you at waist level, from the front?

- A. Two Hand High Block
- B. Two Hand Strong Side Block
- C. Two Hand Low Block
- D. Two Hand Middle Block
- E. None Of The Above

20. Based on the Escalation of Trauma Chart, what vital/vulnerable area on the human body listed below would NOT be considered a GREEN AREA when being struck with a Straight Baton?

- A. Upper Lip
- B. Buttock
- C. Thigh
- D. Shin
- E. Calf

MPTC Basic Baton Course Written Test Answer Sheet

Name: _____ DOB: _____

Department: _____ Date: _____

Matching

- 1.) _____
- 2.) _____
- 3.) _____
- 4.) _____

True or False (Circle one)

	(A)	(B)
5.)	T	F
6.)	T	F
7.)	T	F
8.)	T	F
9.)	T	F
10.)	T	F
11.)	T	F
12.)	T	F
13.)	T	F
14.)	T	F
15.)	T	F

Multiple Choice

16.)	a	b	c	d	e
17.)	a	b	c	d	e
18.)	a	b	c	d	e
19.)	a	b	c	d	e
20.)	a	b	c	d	e

Written score: _____

	1x = 95
	2x = 90
	3x = 85
PASSING	4x = 80
	5x = 75
	6x = 70
	7x = 65
	8x = 60
	9x = 55
	10x = 50

ANSWER KEY: MPTC BASIC BATON COURSE WRITTEN TEST

1. D
2. A
3. C
4. B
5. A
6. A
7. B
8. B
9. B
10. A
11. B
12. B
13. A
14. B
15. B
16. A
17. B
18. C
19. D
20. A

Verification/Certification Form

Course Title: _____ Location: _____

Dates: _____ Times: _____

Lead Instructor: _____ Asst. Instructor: _____

Name	Department	DOB	Written Test	Proficiency Test(P/F)	Participate (Y/N)	
1)						
2)						
3)						
4)						
5)						
6)						
7)						
8)						
9)						
10)						
11)						
12)						
13)						
14)						
15)						
16)						
17)						
18)						
19)						
20)						
21)						
22)						
23)						
24)						
25)						

I, _____, verify that the above named students have successfully completed and passed any and all tests (if applicable) to be certified in the above named course. I have also attached a copy of the course outline with this document.

(Instructor Signature)

(Date)

Send this document and course outline to: State Coordinator Shawn Barbale,

Boylston Regional Police Academy 221 Main Street, Boylston, MA 01505 Fax: 508.869.3187

Shawn.Barbale@massmail.state.ma.us

MPTC Transitional OC Course
Proficiency Test

() Basic Course () Instructor Course () Instructor-Trainer Course
() Original Certification () Re-Certification () Re-Test

Course Location: _____ Date of Testing: _____

Name: _____ Agency: _____

(1.) One Officer Draws/Sprays/Moves/Subject Stabilization to Handcuffing

The Officer perceives the Risk and the Subjects Actions to be at a level where the use of OC would be justified.

	<u>Acceptable</u>	<u>Unacceptable</u>
Create distance	()	()
"street" stance	()	()
Position #1	()	()
Strong Hand Draw	()	()
One Hand or Two Hand Spraying Position	()	()
Verbal direction	()	()
Spray	()	()
Move to a Position of Advantage	()	()
Direct subject into Position of Control	()	()
Subject is controlled	()	()
Subject is handcuffed	()	()
All Acceptable	()	

() Pass () Fail

Comments: _____

(2.) Contact Officer Sprays/Control Officer Handcuffs

The Contact Officer perceives the Risk and the Subjects Actions to be at a level where the use of OC would be justified.

	<u>Acceptable</u>	<u>Unacceptable</u>
Contact Officer creates distance	()	()
"Street" stance	()	()
Position #1	()	()
Strong Hand Draw	()	()
One Hand or Two Hand Spraying Position	()	()
Verbal direction	()	()
Spray with Officer warning	()	()
Officers perceive that the OC has distracted the subject		
Control Officer moves to a Position of Advantage	()	()
Control Officer directs subject into Position of Control	()	()
Control Officer controls subject	()	()
Control Officer handcuffs subject	()	()
All Acceptable	()	

() Pass () Fail

Comments: _____

(3.) Officer Draws/Sprays/Subject becomes Assaultive/Baton Draw

The Officer perceives the Risk and the Subjects Actions to be at a level where the use of OC would be justified.

	<u>Acceptable</u>	<u>Unacceptable</u>
Create distance	()	()
Defensive stance	()	()
Position #1	()	()
Strong Hand Draw	()	()
One Hand or Two Hand Spraying Position	()	()
Verbal direction	()	()
Spray	()	()
Move to a Position of Advantage	()	()
OC has not distracted the subject and the subject becomes violent and physically threatens the Officer		
Officer secures the OC canister	()	()
Officer draws the Baton	()	()
Subject is commanded to stop	()	()
All Acceptable	()	

() Pass () Fail () Not Applicable

Comments: _____

(4.) Officer Draws OC/Sprays/Subject becomes Assaultive (serious Bodily Harm/Death)/Firearm Draw

The Officer perceives the Risk and the Subjects Actions to be at a level where the use of OC would be justified.

	<u>Acceptable</u>	<u>Unacceptable</u>
Create distance	()	()
"Street" stance	()	()
Position #1	()	()
Strong Hand Draw	()	()
One Hand or Two Hand Spraying Position	()	()
Verbal direction	()	()
Spray	()	()
Move to a Position of Advantage	()	()
OC has not distracted the subject and the subject becomes a lethal threat by drawing out an edged weapon		
Officer secures the OC canister	()	()
Officer draws the Firearm	()	()
Subject is commanded to stop	()	()
All Acceptable	()	

() Pass () Fail () Not Applicable

Comments: _____

() Passed Proficiency Test () Failed Proficiency Test

Testing Instructor Name: _____ Testing Instructor Initials: _____

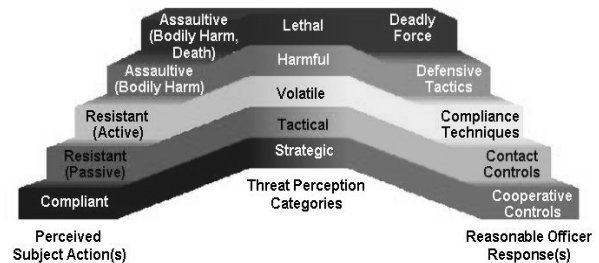
Basic Course Written Exam

Name: _____ Date: _____

Department: _____ DOB: _____

Multiple Choice (circle the correct answer)

- 1.) What is the ingredient in OC Pepper Spray that makes it an effective force option?
- MACE.
 - chemical irritants.
 - various types of peppers.
 - none of the above.
- 2.) The **goal** when spraying a subject with OC is:
- to "knock" the subject to the ground.
 - to distract the subject long enough to control and handcuff the individual.
 - to create as much pain and injury as possible from the OC.
 - none of the above.
- 3.) Based on the **Use of Force Model**, if an Officer perceives the risk associated with a particular encounter with a subject as being **VOLATILE**, the Officer would be justified in:
- drawing the OC canister from his/her belt.
 - striking the subject with a baton.
 - draw out the firearm from the holster.
 - none of the above.
- 4.) Based on the **Use of Force Model**, in order to justify the use of Pepper Spray as a force option, the Officer would have to perceive the subjects action(s) as a _____ subject.
- Compliant.
 - Passive Resistant.
 - Active Resistant.
 - None of the above.
- 5.) Based on the **Use of Force Model**, spraying a subject with OC is considered what type of a reasonable response?
- Cooperative Control.
 - Compliance Technique.
 - Contact Controls.
 - None of the above.
- 6.) Pepper Spray **should be** sprayed at a distance of:
- 10 – 15 feet.
 - More than 15 feet.
 - Less than 3 feet.
 - 4 – 6 feet.



- 7.) When spraying a subject, the **target area** is the:
- chest.
 - area three feet around the subject.
 - the room that the subject is in.
 - face.
- 8.) The OC sprayed into a subject's face can be less effective if:
- too much OC is sprayed.
 - there is heavy rain or wind.
 - the Officer misses the target area.
 - all of the above.
- 9.) OC is classified as an:
- inflammatory.
 - lachrymator.
 - tear gas agent.
 - pain interceptor.
- 10.) How much OC should be sprayed at a subject?
- one second burst or less.
 - enough OC to fill up the room.
 - five second burst.
 - entire contents of OC canister.
- 11.) When an Officer is about to spray a subject, if there are other Officers in the immediate area, the Officer should:
- tap them on the shoulder to get their attention.
 - shout the word "spray".
 - use hand signals.
 - not use the Pepper Spray.
- 12.) After spraying a subject with OC, if an Officer perceives that the OC was **ineffective**, the Officer should:
- continue spraying until the OC unit is empty.
 - move and re-evaluate.
 - immediately rush in and grab the subject.
 - none of the above.
- 13.) After spraying a subject with OC, if an Officer perceives that the OC **has distracted** the subject, the Officer should:
- move.
 - wait a few seconds before approaching.
 - immobilize and control the subject for handcuffing.
 - all of the above.

- 14.) After a subject has been sprayed and depending on the subject actions, an Officer may have to transition to which of the following force options?
- the use of the baton.
 - the use of the firearm.
 - the use of controlling techniques.
 - all of the above.
- 15.) After a subject has been sprayed and handcuffed, the first step that an Officer should take to assist the subject in recovering from the effects of the OC is:
- rub the subject's face and eyes with a paper towel.
 - move the subject from the contaminated air to fresh air.
 - leave them where they are for at least five minutes.
 - none of the above.
- 16.) After a subject has been sprayed and handcuffed, the Officer should:
- monitor** the subject for signs of a medical problem.
 - communicate** with the subject that they will be OK.
 - maintain **control** of the prisoner.
 - all of the above.
- 17.) After being handcuffed, if a know "CRACK" **Cocaine** abuser feels **very hot**, has been **drinking heavily** and **resists an officer for several minutes**, the officer should:
- seek medical attention.
 - transport the subject to the station for booking.
 - advise the subject that they will be OK and continue with the arrest process.
 - wait an hour to see if they get any better.
- 18.) Once in the booking area, the subject should be encouraged to:
- rub his/her eyes in order to cause tearing.
 - put petroleum jelly on effected areas.
 - wash with soap and water.
 - none of the above.
- 19.) Once in the booking area, the subject should be encouraged to:
- apply baby oil to effected areas.
 - remove contact lens, if applicable.
 - wash with hot water and a moisturizing soap.
 - none of the above.
- 20.) An Officer is required to seek medical attention for a subject sprayed with OC if:
- the subject appears to be having an adverse medical problem.
 - the subject is having little or no relief from the effects of the OC after a reasonable period of time.
 - the subject requests it.
 - all of the above.

Written Exam Answer Sheet

Name: _____ Date _____

Department: _____ DOB: _____

1.) a b c d

2.) a b c d

3.) a b c d

4.) a b c d

5.) a b c d

6.) a b c d

7.) a b c d

8.) a b c d

9.) a b c d

10.) a b c d

11.) a b c d

12.) a b c d

13.) a b c d

14.) a b c d

15.) a b c d

16.) a b c d

17.) a b c d

18.) a b c d

19.) a b c d

20.) a b c d

0X = 100

1X = 95

2X = 90

3X = 85 **Passing**

4X = 80

5X = 75

6X = 70 _____

7X = 65

8X = 60

Circle the correct score

Answer Key

- 1.) c
- 2.) b
- 3.) a
- 4.) c
- 5.) b
- 6.) d
- 7.) d
- 8.) d
- 9.) a
- 10.) a
- 11.) b
- 12.) b
- 13.) d
- 14.) d
- 15.) b
- 16.) d
- 17.) a
- 18.) c
- 19.) b
- 20.) d

MPTC Defensive Tactics
Academy DT Instructor Recruit Requirements Check Sheet

- () Notify Coordinator of ALL recruit training dates
- () 2011 Recruit Handout
- () 2011 Recruit Attendance/Score Sheet
- () 2011 Recruit Outline
- () 2011 Use of Force Basic PowerPoint Presentation
- () 2011 Recruit Quiz #1
- () 2011 Recruit Quiz #2
- () 2011 Pepper Spray Basic Course Outline
- () 2011 Pepper Spray Basic Course PowerPoint Presentation
- () 2011 Pepper Spray Basic Course Written Test
- () 2011 Pepper Spray Basic Course Proficiency Test
- () 2011 Expandable Baton Advanced Course Outline
- () 2011 Expandable Baton Advanced Course Written Test
- () 2011 Expandable Baton Advanced Course Proficiency Test
- () 2011 Recruit DT Written Test
- () 2011 Recruit DT Arrest Scenarios Proficiency Test
- () 2011 Injury Reporting Form

Municipal Police Training Committee
Defensive Tactics Training Outline for Recruits

Academy: _____ Recruit Class # _____ Date: _____

Instructors: _____

Day #1

- () Introduction (25)
- () Student Officer Use of Force and Defensive Tactics
Handout distributed and reviewed (10)
- () Use of Force Presentation (120)
- () Basic Principles and Concepts (10)
- () Positions
- () Equipment Review (All Student Officers must have ALL assigned equipment) (10)
- () Student Rules and Regulations (10)
- () Warm-up (10)
- () Balance and Stance (10)
- () Patterns of Movement (20)
- () TRIO Drill Set-ups (10)
- () Blanket to Escort – TRIO (35)
- () OC Strong Hand Draw to carry Positions (20)
- () Baton Nomenclature (10)
- () Cross Draw to Two Hand Carry (20)
- () Transition Drill #1 (30)
Position 2 ½, Shuffle Step in to Blanket and Escort: Subject walks w/ escort
To subject pulls away and faces officer: OC Draw
To subject pushes officer and adopts a fighting stance: Baton Draw to Two Hand
Carry Position
- () Assignment: Read Use of Force Block, Baton Nomenclature, Handcuffing
Nomenclature and Six Components of Proper Handcuffing

() Additional Skills: _____

() Comments: _____

() Injuries: () No () Yes () Injury Report completed

List name of injured Student Officer(s): _____

Municipal Police Training Committee
Defensive Tactics Training Outline for Recruits

Academy: _____ Recruit Class # _____ Date: _____

Instructors: _____

Day #2

- () Patterns of Movement Warm-up (10)
- () Empty Hand Blocks (High, Strong Side, Support Side, Low) (15)
- () Empty Hand Strikes (Palm Heel, Elbow, Knee) UOF (10)
- () Handcuffing Nomenclature and Proper Grip (5)
- () Six Components of Proper Handcuffing (5)
- () Standing Compliant Handcuffing TRIO (50)
Support Side Officer Handcuffs/Strong Side Officer removes Handcuffs
- () Baton Blocks (High, Strong Side, Support Side, Low) (25)
Emphasize commonality with Empty Hand Blocks
- () Escort to Front Wrist Lock TRIO (50)
- () **OC Classroom** (70)
- () Escort to Armbar Takedown (55)
- () Two Officer OC Arrest Drill TRIO (35)
Contact Officer Sprays/Control Officer Compliant Handcuffing
- () Two Officer Blocking Drill (20)
High Block vs. Overhead strike,
Strong Side and Support Side Blocks vs. Roundhouse Punch
- () Handgun Retention Awareness (Shielding Techniques) (15)
- () Assignment: Baton Striking Chart

() Additional Skills: _____

() Comments: _____

() Injuries: () No () Yes () Injury Report completed
List name of injured Student Officer(s): _____

Municipal Police Training Committee
Defensive Tactics Training Outline for Recruits

Academy: _____ Recruit Class # _____ Date: _____

Instructors: _____

Day #3

- () **Quiz #1 (25)**
- () Baton Striking Chart (25)
- () Warm-up Blocks, Strikes and Movement (15)
- () Review Escort to Armbar Takedown (20)
- () Review Two Officer OC Arrest Drill TRIO (20)
- () Contact Officer Sprays/Control Officer Compliant Handcuffing
- () Escort to Rear Wrist Lock (40)
- () Review Baton Blocks to Two Hand Baton Strikes
- () Strong Side and Support Side Horizontal, Middle, Front Jab, Rear Jab (25)
- () Armbar Takedown to Prone handcuffing (50)
- () One officer OC Spray to Ofc securing Hand Rotation to Kneeling Handcuffing (25)
- () Use of Force Review (20)
- () Two Officer Stop and Frisk
- () To Support Officer Handcuffing (25)
- () Front Wrist Lock to Rear Wrist Lock (25)
- () Outside of Arm Carry Position and Vertical Carry Position (15)
- () Officer pushed to Baton Draw and Two Hand Carry (15)
- () Baton Strong Side Armlock (30)
- () Empty Hand High Block to Outside hand scoop to Escort Position (15)
- () Officer is confronts subject/Subject grabs for edged weapon/ Firearms Draw (20)

- () Assignment: Review all information covered for Quiz

- () Additional Skills: _____

- () Comments: _____

- () Injuries: () No () Yes () Injury Report completed
List name of injured Student Officer(s): _____

Municipal Police Training Committee
Defensive Tactics Training Outline for Recruits

Academy: _____ Recruit Class # _____ Date: _____

Instructors: _____

Day #4

- ☐ **Quiz #2** (25)
- ☐ Warm-up Blocks, Strikes and Movements (15)
- ☐ Support Side/Strong Side Blocks vs. Round House Punch to outside hand Scoop and Escort (20)
- ☐ Review Escort to Front Wrist Lock to Rear Wrist Lock (20)
- ☐ Review ABTD to Prone Handcuffing adding side of thigh distraction(30)
- ☐ Baton Forward and Reverse Strike (20)
- ☐ Review Baton Strong Side Arm Lock (15)
- ☐ Handgun Retention shielding review (10)
- ☐ Pin and Spin (20)
- ☐ One Officer Arrest Drill
Misdemeanor Warrant, Officer approached from front to Standing Compliant Handcuffing (25)
- ☐ FWL to RWL to Standing Non-Compliant Handcuffing (40)
- ☐ Edged Fist Strike (5)
- ☐ Baton Block/Strike Combinations (25)
High Block to Middle Strike
Strong Side Block to Front Jab
Support Side Block to Support Side then Strong Side Horizontal Strike
Low Block to Middle Strike
- ☐ One Officer OC Arrest: Ofc. Sprays Active Resistant Subject, Voice commands NG, Officer secures Hand rotation to Standing Compliant HC (25)
- ☐ Bag Drill: Coiled Snake kicks to bag, Get up to Baton Draw, Forward Strike to Bag (25)
Keep everyone moving, mock strikes for those that bags are unavailable.
- ☐ Armed Subject Drill: Subject stands up and turns around with handgun down by side
Officer draw commands subject to drop the gun. If dropped, prone away from gun.
As soon as gun is raised towards officer, fire (25)
- ☐ Assignment: Review OC Written Test
- ☐ Additional Skills: _____

- ☐ Comments: _____

- ☐ Injuries: ☐ No ☐ Yes ☐ Injury Report completed

Municipal Police Training Committee
Defensive Tactics Training Outline for Recruits

Academy: _____ Recruit Class # _____ Date: _____

Instructors: _____

List name of injured Student Officer(s): _____

Day #5

- () **OC Written Exam** (25)
- () Warm-up Blocks, Strikes and Movements (15)
- () Two Officer Felony Prone Handcuffing (40)
- () Angle Step to Elbow Scoop to Escort (15)
- () Rear Pin and Spin to Baton Draw and Outside of Arm Carry Position (20)
- () Support Side/Strong Side Blocks vs. Round House Punch to outside hand Scoop and Escort to FWL to RWL to Standing Non-Compliant Handcuffing (40)
- () Support Side Armlock (25)
- () Baton Retention (25)
- () **Arrest Skill:** OC Spray to subject not responding to voice commands, ABTD to Prone Handcuffing (40)
- () **Arrest Skill:** Warrant Standing Compliant Handcuffing **PROFICIENCY TEST #1** (40)
- () Edged Weapon Awareness (21 feet, UOF)
Deflect, Wrap, Attack, Control (35)
- () Two Officer Stop and Frisk to Support Officer Handcuffing (20)
- () Review Nomenclature and Baton Striking Areas (15)

- () Assignment: Prepare for Baton Written Test

- () Additional Skills: _____

- () Comments: _____

- () Injuries: () No () Yes () Injury Report completed
List name of injured Student Officer(s): _____

Municipal Police Training Committee
Defensive Tactics Training Outline for Recruits

Academy: _____ Recruit Class # _____ Date: _____

Instructors: _____

DAY #6

- () **Baton Written Test** (25)
- () Warm-up Blocks, Strikes and Movements (15)
- () Support Side/Strong Side Blocks vs. Round House Punch to Double Elbow Strike, Neck Scoop, Knee Strike to Reverse Armbar Takedown (25)
- () **Baton Arrest and Bag Drill:** Two Hand Carry Position, Strong Side/Support Side Horizontal Strike, Front Jab, Baton Controlling technique to Prone Handcuffing (40)
- () **Arrest Skill:** One Officer OC arrest, OC Spray, Subject becomes Assaultive, Baton Draw **OC PROFICIENCY TEST** (35)
- () Baton Controlling Technique for Prone Subject (15)
- () **Arrest Skills:** Two Officer Arrest Contact Officer attempts to control subject with arms pulled into chest, Control Officer Baton Armlock, Contact Officer Handcuffs (30)
- () Two Hand Badge Grab to ABTD (25)
- () Deflect, Wrap, Attack, Control to Baton Draw (ASS. BH) or Firearms Draw (ASS. SBH/Death) (25)
- () Ground Defense (30)
- () **Arrest Skills:** Two Officer Felony Prone Arrest **PROFICIENCY TEST #4** (40)

- () Assignment: Prepare for DT Written Test

- () Additional Skills: _____

- () Comments: _____

- () Injuries: () No () Yes () Injury Report completed
List name of injured Student Officer(s): _____

Municipal Police Training Committee
Defensive Tactics Training Outline for Recruits

Academy: _____ Recruit Class # _____ Date: _____

Instructors: _____

DAY #7

- () **DT Written Test** (40)
- () Warm-up Blocks, Strikes and Movements (15)
- () Compliant HC, subject resists, to Non-Compliant Takedown and Prone Handcuffing (30)
- () Badge Grab to ABTD to Prone Handcuffing (35)
- () **Arrest Skills:** One Officer OC Arrest, grab for Hand Rotation, to Standing or Kneeling Handcuffing **OC PROFICIENCY TEST** (40)
- () **Complete Baton Proficiency Test** (50)
- () Support Side/Strong Side Blocks vs. Round House Punch to Double Elbow Strike, Neck Scoop, Knee Strike to Reverse Armbar Takedown (25)
- () **Arrest Skills:** Domestic Abuse Arrest, One Officer to Escort, FWL, RWL to Standing Non-Compliant Handcuffing **PROFICIENCY TEST #2** (60)
- () Empty hand Block vs. Punch to Double Elbow Strike, Neck Scoop, Knee Strike to Reverse Armbar Takedown to Prone handcuffing (25)
- () Review Baton Controlling Techniques (20)

() Additional Skills: _____

() Comments: _____

() Injuries: () No () Yes () Injury Report completed
List name of injured Student Officer(s): _____

Municipal Police Training Committee
Defensive Tactics Training Outline for Recruits

Academy: _____ Recruit Class # _____ Date: _____

Instructors: _____

Day #8

- () Warm-up Blocks, Strikes and Movement (15)
- () **Arrest Drill:** One Officer OC Arrest to Firearms Draw **Complete OC PROFICIENCY TEST** (30)
- () Ground Defense (30)
- () **Arrest Drill:** One Officer is confronted with an Assaultive BH Subject, Baton Draw to Two Hand Carry Position, Two Hand Block, three two handed baton strikes, Subject is stopped, to a baton controlling technique to takedown and prone handcuffing (50)
- () **Complete DT Proficiency Tests (#2 and #5)**

Academy: _____ **Academy #:** _____ **Lead DT Instructor:** _____ **Asst. DT Instructors:** _____

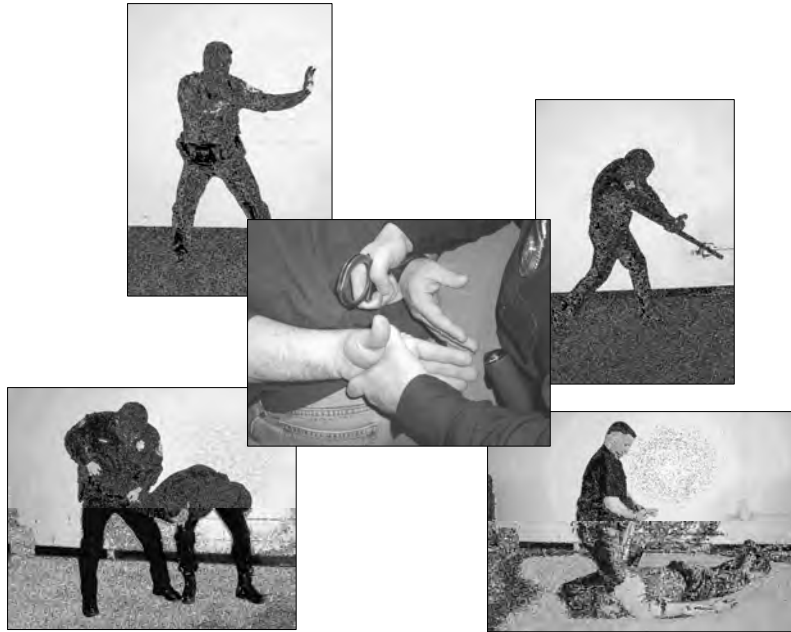
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*** $\sqrt{}$ = Present and Participating, A = Absent, M = Missed portion of training, I = Injured, did not participate

Page ____ of ____

Municipal Police Training Committee

Student Officer



Use of Force and Defensive Tactics Handbook

Written by David A. Standen
Massachusetts Criminal Justice Training Council
Developed: July 1999
Revised and updated 2001, 2003
2005, 2007, 2012

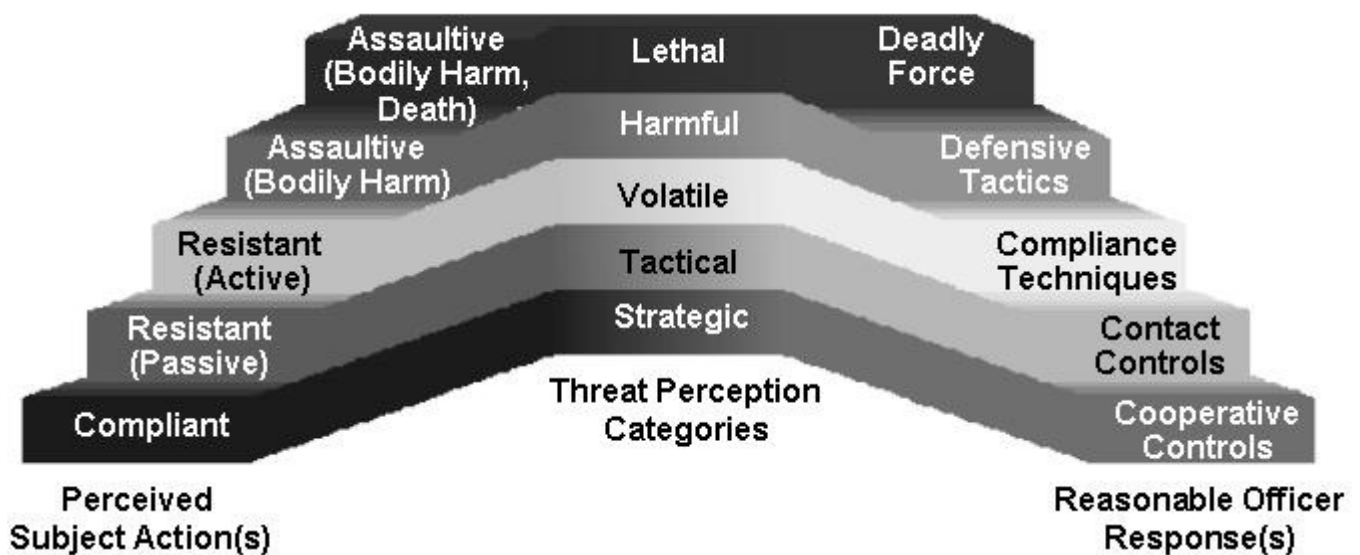
Use of Force

Perceived Circumstances - the situations that are perceived by the reasonable officer within a confrontational environment, which present a risk or potential risk to officer safety. Issues including the severity of the crime, degree of subject non-compliance, knowledge of the subject's previous actions, etc., can act as a test for reasonableness and a criterion for placement in one or more of the perception categories on the Model.

Subject Action - the action(s) perceived by the reasonable officer that place the subject in one or more of the Model's compliant/non-compliant categories.

Officer Response - the "balanced" response the reasonable officer could and/or would select from the Model's identified categories, in order to maintain or re-gain subject compliance and control.

Each of these elements are integrated in the **MPTC Use of Force Model**:



Risk Perception Categories

As is readily apparent, the proper perception and assessment of risk is the core consideration in the decision-making process toward proper force utilization. It is the functional foundation for the two other major Model categories and integral to their understanding and application.

The five assessment categories include:

Strategic – is the broad foundation of the Model. Here the officer is engaged in duties with occupationally produced perception of responsibilities and risks. An officer must maintain the proper mindset and awareness level whenever working.

Tactical - At this level the officer perceives an increase of risk within the confrontational environment and safety strategies are deployed. When an officer perceives this increase risk, he or she must deploy those base tactics that set the "stage" for a potential increase in the threat level.

Volatile - the third category on the Model indicates an activated degree of alertness, where the officer identifies specific risks. The officer perceives that the situation that he or she has encountered has been elevated to the point where it could explode into a physical encounter. The officer must not only recognize this threat potential but also act upon it.

Many times this category represents the most critical intervening level or phase within a confrontation.

If the officer assesses the subject's actions properly he may be able to stabilize the degree of non-compliance at a **resistant** level before it escalates to an actual assault on the officer or others.

Here, a tactical plan of action must be developed and deployed to gain compliance and control. This advanced degree of risk potential should motivate the officer to increase the level of receptiveness more formally away from the actor and more directly toward the actions of the subject and others present.

Harmful – this level denotes an accelerated perception of danger and a more directed focus on officer/citizen safety and defense. At this level, the officer perceives that this encounter has escalated to the point where he, she or other is faced with a situation where a physical assault is imminent. The officer must take immediate steps to stop the attack and/or individual and gain or regain control.

Lethal – is the highest category of risk on the Model. This potentially lethal category of risk is the most infrequent and yet the most crucial for officer/citizen safety. The officer perceives that he, she or another is at risk for serious bodily harm and/or death.

Subject Action Categories

This facet of the Model consists of five categories of perceived subject actions, potentially providing the additional foundational focus for an appropriate, "balanced" response of controlling force.

All that the subject does or does not do, all that is said or not said, along with numerous other factors (i.e., size, age, prior knowledge, etc.) are considered when an officer is evaluating the **type** of subject they have encountered. The officer's perceptions will be based on these actions as they relate them to their personal experience, job experience, training, etc.

The five categories of subject action include:

Compliant - within the normal realm of interaction, the vast majority of officer/subject encounters are positive and cooperative. The officer maintains or gains compliance to desired directives via options of tradition, time, communication skills, etc.

The subject is perceived as being compliant because he or she has obeyed all of the lawful commands or orders of the officer.

Resistant (Passive) - in some confrontational contacts, the subject may offer a preliminary level of noncompliance. Here the subject's degree of noncompliance is free of physical or mechanical enhancement, other than sheer unresponsiveness.

The subject is perceived as being uncooperative in that he or she is not obeying some or all of the lawful commands given by the officer. The subject is not using any physical or mechanical assistance to assist in the resistant effort

Resistant (Active) - at this level, the subject's noncompliance has become more active in scope and intensity. The indifference to control has increased to a level of an energy-enhanced physical or mechanical defiance.

The officer perceives that the subject's level of resistance has reached a level where there is a physical or mechanical effort associated with it. This effort to resist the arrest could be any physical effort that does not amount to an assault.

Assaultive (Bodily Harm) - the officer's attempt to gain lawful compliance has met with active, non-compliance culminating in an actual attack upon the officer or others. It would be the reasonable officer's assessment that the scope and severity of the attack would amount to a level of bodily harm and would not reach the level of serious bodily harm or death or serious bodily, to the officer or others.

From all that the subject does and says, along with any additional information gained, the officer perceives the risks associated with this particular situation to be a risk of bodily harm to himself, herself or others.

Assaultive (Serious Bodily Harm/Death) - this category represents the least encountered yet most serious risk to officer safety. Here the reasonable officer could conclude that the officer or another **is** subject to death or great bodily harm as a result of the subject's actions.

The officer perceives that this subject(s) has the opportunity, ability and intent to cause serious bodily harm and/or death to himself, herself or others.

Officer Response Categories

This facet of the Model consists of the five categories of officer-initiated responses, which must be "balanced" in regard to the officer's reasonable assessment of risk and subject action. This response is based on the reasonable officer's risk assessment as well as the subject's actions.

Cooperative Controls - includes the fundamentals of professional training capitalizing upon the acceptance of authority by the public at large. . These cooperative controls would include communication skills, fundamental tactics, body language, officer presence, etc.

Contact Controls - This first instance of non-compliance that an officer is confronted with. The officer must deploy those fundamental tactics to proportionately gain control and cooperation through "hands on" techniques designed primarily to guide or direct the subject. The primary force options at this level could be transitional tactics and non-pain compliance techniques (such as touch techniques and the basic Escort Position), etc.

Compliance Techniques – The tactical procedures used at this level now must address the non-compliant subject who has begun to use physical or mechanical energy to enhance non-compliance. The officer deploys "balanced" force to overcome this non-compliance, while remaining increasingly vigilant for more aggressive behavior from the subject. At this stage the force forms could include elements of pain compliance, joint restraints, etc. Specific tactics include all of the empty hand and baton controlling techniques, distraction techniques (which includes Pressure Points, use of Pepper Spray as well as the TASER in the Drive Stun mode).

Defensive Tactics - at this stage in the confrontation, the non-compliant subject now directs an assaultive act toward the officer or others. The officer is justified in taking appropriate steps to immediately cease the assaultive action and to gain compliance and maintain control of the subject. Forms of force could include empty hand and baton strikes, takedown techniques, and the firing of a TASER cartridge, etc.

Deadly Force - the officer is now confronted with an assaultive situation that reaches the ultimate degree of danger. Absolute and immediate tactics must be deployed to stop the lethal risk and secure conclusive compliance and control. Force options could include those leading to permanent debilitation or even death.

BASIC PRINCIPLES

- A. **BALANCE** - it is important for an Officer to maintain a low, centered, balanced position while attempting to keep the subject off balance. In order for an Officer to be able to establish physical control of a subject, he/she must be working from this balanced position. With the feet, shoulder width apart, knees, slightly bent, and the weight evenly distributed, the Student Officer will be able to gain the proper control and strength needed.
- B. **STANCE** - the stance is the same as in each Module of this program. The proper stance will be the catalyst for balance.
- Feet shoulder width apart
 - knees slightly bent
 - strong side to the rear
 - back is straight
 - hands are up.
- C. **MOVEMENT** - the proper movements are important to maintain a proper stance and ultimately establish that balance that is necessary. Depending on the direction the Officer is attempting to move in, a shuffle step, side step and pivot step are the appropriate movements to accomplish this move.
- D. **POSITIONS** - although the situation may start out at Position #1 (in front of the subject with a 1/2 step to the outside), an Officer must attempt to get to Position 2 1/2 (behind the subject on an angle). This Position 2 1/2 will give the Officer the best advantage in his/her attempt to control the subject (**see page #44**).



- E. **VERBAL DIRECTION** – Every Officer must understand how important it is to be able to communicate to a subject what he/she wants them to do. If the Officer can communicate and reason with the subject, it may not be necessary to go any further with the Use of Force. It is also important that the Officer tell the individual what he/she wants them to do while attempting to control the individual. An Officer needs to maintain self control and give specific directions for the subject to follow.

IMPORTANT CONCEPTS

- A. **RANGE OF MOTION** - there are various joints in the arm and shoulder that will be used for the Control Techniques. Each joint bends in a specific manner. When a specific joint is bent as far as it can comfortably be bent, that particular joint is not at its end of range of motion.
- B. **COUNTER JOINT MOVEMENT** - a joint bends in a specific manner. When you attempt to bend that joint in the opposite direction, there is a pain that occurs and possible damage to the joint if the counter joint movement continues.
- C. **COMPLIANCE** - with the use of a Control and Retrain Technique when a counter joint movement is applied or a specific joint is bent past its normal range of motion, a pain in that joint area will occur. This pain is caused in order to get the subject to comply with the commands of the Officer. Once the commands have been complied with, and the subject has stopped resisting, the pain must cease.

HANDCUFFING TECHNIQUES

1. NOMENCLATURE

1. Single Strand with Teeth
2. Double Strand
3. Rivet
4. Locking Mechanism
5. Key Hole
6. Double Lock
7. Chain and Swivel
8. Hinge
9. Keys (various types)

2. HANDCUFFS: AN IMPORTANT PART OF THE IN CUSTODY PROCESS

When are handcuffs used?

Who can be handcuffed?

1. A subject placed under arrest.
2. A subject being transported under Protective Custody.
3. Certain subjects who may do harm to themselves if they are not secured.
4. Subjects whom an Officer perceives as an immediate threat.

THE SIX COMPONENTS OF PROPER HANDCUFFING

The **Six Components of Proper Handcuffing** are important elements to insure that a handcuffing technique will be performed completely and safely. The **Six Components** are vital elements in **ALL** handcuffing techniques. All **Six Components MUST** be completed in the given order to insure both Officer and subject safety.

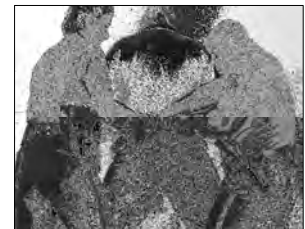
1. **IMMOBILIZE** - Subject is placed in a position where his/her balance and movement is impaired. This may be done in a Standing, Kneeling, or Prone position. Subject is placed off-balance, while the Officer maintains a solid, well-balanced position. The Officer will also assume the most tactical position available in regard to **Relative Positioning**.



2. **CONTROL** - Once a subject is **Immobilized**, Officer will gain control of the subject's wrist, arm and/or shoulder depending on the level of control needed. The level of control of one of these parts of the body needs to be established prior to handcuffing. This control may be established by use of one of the **Control Techniques**, and depends on the level of resistance encountered.



3. **HANDCUFF** - Once one of the levels of control have been established, Officer would then handcuff the subject. The handcuffing techniques used would be determined by the type of **Immobilization and Control** used. Subject should always be handcuffed with his/her hands behind the back unless this is physically or tactically **Not possible**. Following handcuffing of subject, handcuff should be tightened to the appropriate level and then double locked (when tactically possible).



4. **SEARCH** - Every subject placed in handcuffs needs to be thoroughly searched. This search should be conducted systematically to guarantee that the search was thorough. Officer should know to a reasonable certainty that the subject being transported is free of any weapons, which may be used against the Arresting Officer(s), or any Officer with whom the subject comes in contact. Officers need to be aware of techniques used for searching subjects of the opposite sex whom they have arrested. Officers also need to be aware of safety concerns when conducting **ANY** search.
5. **MONITOR** - An Officer must be able to identify any injuries sustained by a subject either during an arrest or prior to the contact with the Officer. It is an Officer's responsibility to provide and/or seek medical attention as needed or as requested by a subject. The Officer must also continue to monitor the subject to insure subject's safety and well being. Officer must also be aware of certain circumstances or situations which may place a subject at a higher risk for injury or other medical complications.

6. **TRANSPORT** - The movement of a subject placed in custody is very important. In order to move a subject from one place to another the Officer should place the subject in one of the appropriate **Prisoner Transport Positions**. This is done to establish and maintain control of a subject throughout the transport. The type of **Prisoner Transport Position** will be determined by the resistance encountered by the Officer. The Officer is responsible for the subject and should maintain control of the subject regardless of the level of resistance encountered.

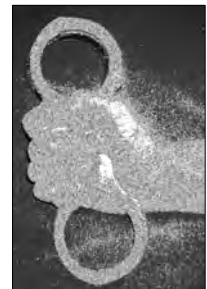


HANDCUFFS ARE:

- ✓ Temporary restraining devices
- ✓ Placed on the wrist between the hand and the wrist
- ✓ Tightened on the wrist, leaving enough room for one finger tip
- ✓ Placed on the wrist with the hands behind the back
- ✓ Not the end of prisoner control
- ✓ To be controlled during the entire handcuffing technique
- ✓ Taken off a subject in a safe and controlled manner
- ✓ More easily double locked and removed if the handcuff key is in an accessible spot

COMPLIANT HANDCUFFING TECHNIQUE #1

- ❑ Position subject with voice commands
- ❑ Officer gains the position of advantage
- Position 2 1/2
- ❑ Strong Side Away (ideal)
- ❑ Verbal Commands
 - Feet out
 - Toes out
 - Hands back
 - Thumbs up
- ❑ Handcuffs positioned in Outside (strong) Hand
- ❑ Chain or hinge placed across Strong Palm
- ❑ Double Strands placed toward heel of hand
- ❑ Single Strand toward fingers
- ❑ Thumb and index finger wrap around top bracelet for Standard Cuff (chain) pull chain taught
- ❑ Fingers wrap around chain or hinge
- ❑ Bottom cuff is secured by outside of little finger and the heel of hand
- ❑ Both hands are up
- ❑ Officer shuffle steps in within arms reach
- ❑ Officer reaches for the subject's closest hand with his/her free hand
- ❑ Grab the back side of the subject's hand
- ❑ Thumb side grabs through webbing on the subject's hand
- ❑ Fingers grip around heel of subject's hand
- ❑ Point subject's thumb straight up
- ❑ Officer places his/her hand holding handcuff over the subject's wrist



- ❑ The bottom cuff (one being held by Officer's heel of hand and small finger) is placed over subject's wrist
- ❑ Between the wrist bone and the hand
- ❑ Push bottom of bracelet against wrist so that single strand spins around and reconnects with double strand
- ❑ Once single strand has been reconnected to double strand lock mechanism,
- ❑ Officer releases subject's hand and immediately grabs the furthest hand
- ❑ A reverse handshake is obtained
- ❑ Officer's palm is across subject's palm
- ❑ Officer's fingers grip around subject's heel of hand
- ❑ Officer's thumb grips around webbing of subject's hand
- ❑ Point thumb straight up
- ❑ Officer then places the top bracelet against the top of subject's wrist
- ❑ Single strand is then placed low on the wrist
- ❑ Top bracelet is pushed on the wrist so that single strand spins around and reconnects with the locking mechanism
- ❑ Both bracelets are then tightened to the appropriate level
- ❑ Handcuffs are then double locked
- ❑ Subject is then searched properly
- ❑ Subject is then placed in Prisoner Transport Position



STANDING UNCOOPERATIVE HANDCUFFING TECHNIQUE

- ❑ Officer gains the Rear Wrist Lock Position
- ❑ Subject is then moved to a solid object wall, cruiser, etc.
- ❑ Subject's chest is placed against this object
- ❑ **DO NOT LEAN OVER OBJECT, i.e. trunk of car, couch, etc.**
- ❑ Verbal Commands
 - Feet out
 - Toes out
- ❑ Officer then takes out the handcuffs with free hand
- ❑ Officer opens one of the bracelets, single strand free
- ❑ Officer then places the rivet against the outside of wrist
- ❑ Single strand is then slid up and over the wrist and between the subject's wrist and body
- ❑ Officer's thumb is then placed on the single strand
- ❑ Officer's index finger is placed on the double strand
- ❑ Officer then pushes together so that the single strand reconnects with the locking mechanism
- ❑ Officer then lets go of cuff
- ❑ Off hand (free hand) is then placed on top of the hand that is controlling subject's wrist
- ❑ Once this hand is securely in place, the strong hand or controlling hand is slid out from under the Off Hand
- ❑ This new free hand (strong or original control hand) now regrips the handcuff and places the free bracelet tightly between the thumb and the index finger
- ❑ Verbal Commands
 - Place your hand in the center of your back

- ❑ When hand is at the small of back and Officer can now see it
- ❑ Officer lets go of hand that is being held
- ❑ Officer reaches over and grabs free hand in a reverse handshake
- ❑ Top bracelet single strand is then placed on top of wrist
- ❑ Simultaneously Officer pushes down on the handcuff as he/she pulls up on the subject's hand that he/she is holding in the reverse handshake
- ❑ Both bracelets are then tightened to the appropriate level
- ❑ Handcuffs are double locked (if tactically possible)
- ❑ Subject is then placed in the Prisoner Transport Position

Compliant Handcuffing to Non-Compliant Takedown to Prone Handcuffing

- ❑ Position subject with voice commands
- ❑ Officer gains the position of advantage
 - Position 2 1/2
 - Strong Side Away (ideal)
- ❑ Verbal Commands
 - Feet out
 - Toes out
 - Hands back
 - Thumbs up
- ❑ Handcuffs positioned in Outside (strong) Hand
- ❑ Chain or hinge placed across Strong Palm
- ❑ Double Strands placed toward heel of hand
- ❑ Single Strand toward fingers
- ❑ Thumb and index finger wrap around top bracelet for Standard Cuff (chain) pull chain taught
- ❑ Fingers wrap around chain or hinge
- ❑ Bottom cuff is secured by outside of little finger and the heel of hand
- ❑ Both hands are up
- ❑ Officer shuffle steps in within arms reach
- ❑ Officer reaches for the subject's closest hand with his/her free hand
- ❑ Grab the back side of the subject's hand
- ❑ Thumb side grabs through webbing on the subject's hand
- ❑ Fingers grip around heel of subject's hand
- ❑ Point subject's thumb straight up
- ❑ Officer places his/her hand holding handcuff over the subject's wrist
- ❑ The bottom cuff (one being held by Officer's heel of hand and small finger) is placed over subject's wrist
- ❑ Between the wrist bone and the hand
- ❑ Push bottom of bracelet against wrist so that single strand spins around and reconnects with double strand
- ❑ Once single strand has been reconnected to double strand lock mechanism, Officer releases subject's hand and immediately grabs the furthest hand

At this point the subject begins to resist

- ❑ Officer maintains control of the subject's hand with one hand and the handcuff with his/her other hand

- ❑ Officer then sidesteps to the outside to Position 2
- ❑ As resistance continues Officer rotates the hand holding the handcuffs and applies pressure with the edge of the cuffing hand against the bracelet that is around the subjects wrist
- ❑ While staying at Position 2 and using voice commands
- ❑ Keep subjects arm straight as pressure is applied
- ❑ Guide subject to the ground
- ❑ Once subject is prone on the ground
- ❑ Use voice commands to get subject's free hand away from his/her body
- ❑ Officer pivots his/her body toward the subject's head
- ❑ Facing subjects opposite heel
- ❑ Subject's arm is kept as close to straight up in the air as possible
- ❑ While maintaining control of subject's hand and the handcuff
- ❑ Officer bends and places the knee closest to the subject's head on his/her shoulder blade
- ❑ Officer's other knee is then placed on the ground behind subject's elbow
- ❑ **Bent wrist lock is maintained as well as grip of hand**
- ❑ Subject is told to place free hand in the small of his or her back
- ❑ Once hand is at small of back and Officer gains sight of this hand
- ❑ Officer now lets go of subject's hand and grabs hand at small of back with a reverse handshake
- ❑ The handcuff is then brought down and placed on the wrist
- ❑ Single strand is pushed up against the subject's wrist until single strand spins around wrist and reconnects with locking mechanism
- ❑ Handcuffs are then tightened to the appropriate level
- ❑ Handcuffs are then double locked (when tactically possible)
- ❑ Subject is then searched properly

TO GET SUBJECT UP

- ❑ Subject is placed on his/her side
- ❑ Officer places his/her hand behind subject's neck and assists subject to a sitting position
- ❑ Officer grabs a subject in a Prisoner Transport Position
- ❑ On whatever side Prisoner Transport Position is put, Officer has subject's same side leg in close to his/her body
- ❑ Subject is directed to stand up
- ❑ Officer assists by lifting and pushing toward the shoulder on the side that the Officer is controlling
- ❑ Subject is assisted to a standing position
- ❑ Prisoner Transport Position is maintained

Prone Handcuffing from Armbar Takedown

- ❑ Subject is taken to the ground using the Arm Bar Takedown
- ❑ Once subject is prone, and the free hand is away from the body
- ❑ The hand behind the elbow slides up the forearm
- ❑ The thumb of that hand is placed on the center of the back of hand and the fingers are placed on the palm of the same hand
- ❑ This wrist is bent so that the fingers are placed toward the subject's body
- ❑ Officer's other hand pivots off the wrist and joins the other hand with the

thumb of that hand on the center of the back of hand and the fingers are placed on the palm of the hand on the opposite side

- ❑ Officer then moves toward the subject's head
- ❑ The Officer then bends at the knees and hips and places the knee closest to the subject's head is then placed on the subject's shoulder blade
- ❑ Other knee is placed on the ground or behind the raised elbow
- ❑ Two hands are maintaining control
- ❑ The Hand closest to the subject's head releases grip and takes out the handcuffs
- ❑ Officer places handcuffs in hand and grips the top bracelet with the thumb and index finger
- ❑ The bracelet is then placed on the wrist with the chain or hinge placed so that they are in the opposite direction of their fingers
- ❑ Single strand is placed against wrist and pushed until the single strand spins around wrist and reconnects with the locking mechanism
- ❑ **Bent wrist lock is maintained**
- ❑ Officer lets go of handcuff
- ❑ Officer takes that free hand and reaches around subject's arm and regrips the free bracelet
- ❑ Thumb and index finger wrap around this bracelet
- ❑ Verbal Commands
 - Place your hand in the center of your back
- ❑ Once hand is at small of back and Officer gains sight of this hand
- ❑ Officer now lets go of bent wrist lock and grabs hand at small of back with a reverse handshake
- ❑ Handcuff is then brought back and placed on the wrist just below the hand
- ❑ Single strand is pushed up against the subject's wrist until single strand spins around wrist and reconnects with locking mechanism
- ❑ Handcuffs are then tightened to the appropriate level
- ❑ Handcuffs are double locked (when tactically possible)
- ❑ Subject is searched properly



CONTROL AND RESTRAIN TECHNIQUES

BASIC ESCORT

This is a basic technique that is used as a Contact technique. It is also the starting block from which all other Controlling Techniques begin.

- ❑ Officer assumes Position 2 ½.
- ❑ Good Stance (hands are up).
- ❑ Shuffle step in within arms reach of the subject.
- ❑ Thumbs are crossed at the knuckle.
- ❑ Thumbs are placed over subject's elbow.
- ❑ Fingers wrap around arm - (called blanket the elbow).
- ❑ The Officer's hand which is furthest away from the subject is slid down the forearm, until that hand has gripped the wrist just



- above the hand (where watch would be worn).
- ❑ Hand closest to the subject is holding the upper arm, on the lower part of the tricep muscle, just above the elbow.
- ❑ Subject's arm is held across the Officer's body.

NON-COMPLIANT ESCORT

- ❑ Assume basic escort position.
- ❑ Officer brings subjects across center of body.
 - ❑ Place subject's forearm against Officer's abdominal area.
- ❑ Subject's wrist is turned (with palms facing up)
- ❑ Subject's thumb is pointing toward the Officer.



FRONT WRIST LOCK

A control Technique used to move an uncuffed subject from one location to another.

EXAMPLE: An arrest situation in a bar; subject is under arrest, but officer does not feel safe handcuffing subject in the middle of a group or a Domestic Situation, where again the subject is under arrest, but the officer does not feel safe handcuffing the individual with other family members present.

From Escort Position

- ❑ Hand holding the forearm slides down slightly with thumb at bend of wrist.
- ❑ As Officer starts to bend wrist (with fingers pointing down * not under arm) subject's elbow is brought to Officer's center
- ❑ Subject's arm is brought parallel to ground.
- ❑ Hand that was directing elbow, let's go of subject's elbow.
- ❑ That hand slides between the subject's body and arm, and that hand goes on top of Officer's other hand that is already on top of subjects back of hand.
- ❑ Thumbs are pulled out from under subject's wrist as the forearm and wrist are brought up on a slight angle
 - pressure is placed on hand just below knuckles on backside of hand.



Front Wrist Lock Problem Solving:

Subject's wrist is rigid - will not bend

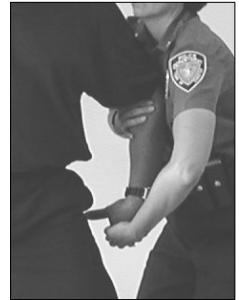
- ◆ Grab for thumb or
- ◆ Secure subject's wrist with Officer's hand which is already between subject's body and arm
- ◆ Slap the backside of subject's hand (so that wrist bends)
- ◆ Regain two handed grip of subject's hand for Front Wrist Lock

REAR WRIST LOCK

This is a Control Technique to Handcuffing Technique. Give the Officer a technique to Control a person and have that person in a position from which he can be handcuffed.

From the Escort Position

- ❑ Hand holding on to wrist slides down to hand and grabs Officer's palm to back of subject's hand (fingers both facing same direction)
- ❑ At the same time elbow of subject is pulled into Officer's Center of Body with the hand that was above the elbow
- ❑ Officer then pivots his body toward rear of subject while sliding the hand of subject to the small of subject's back.
- ❑ Officer's body is positioned at Position 2 ½ at a 45-degree angle toward subject.
- ❑ The hand that is holding on to the hand at the small of back rotates so that the heel of the Officer's hand is on top of subject's wrist.
- ❑ This hand can be re-enforced by Officer's other hand.
- ❑ Subject should be positioned with free hand on top of head, feet spread out, toes pointing out and subject pinned up against something solid.
- ❑ Officer is positioned to perform the Standing Non-Compliant Handcuffing Technique.



COMBINATION – *Front Wrist Lock (transport) to Rear Wrist Lock*

- ❑ Position subject in Front Wrist Lock
- ❑ Officer's hand furthest away from subject which is holding the Front Wrist Lock rotates
 - palm of Officer's hand on back of subject's hand
 - Officer's fingers facing in same direction as subject's fingers
- ❑ Officer's hand closest to subject's body slides down subject's arm to the elbow and braces subject's elbow to officer's body
- ❑ The Officer then pivots his/her body as he/she pivots the subject's hand down and around to the small of the subject's back
- ❑ Officer's hand that is behind subject's hand at the small of subject's back rotates so that the heel of the hand of the Officer is on top of subject's bent wrist.
- ❑ This can be reinforced with Officer's free hand.

ARMBAR TAKEDOWN

From Escort Position

- ❑ Hand above elbow rotates so that the Officer's lower forearm at the wrist, is just above the subject's elbow
- ❑ Other hand holding on to subject's wrist pulls that hand across officer's body and secures that hand to body
 - subject's palm facing up
 - SEE LEVERAGE



- ❑ Officer pushes down on the back of the extended elbow
- ❑ Officer keeps subject's wrist pinned to Officer's abdomen
- ❑ Officer guides subject to the ground
 - on to chest
 - free arm out and away from body.



TAKEDOWN VERSIONS

If a subject tries to pull away or run from an Officer - from an Escort Position to variations.

Pivot to Armbar Takedown

- ❑ Officer's foot furthest away from subject takes a ½ step back
- ❑ In a circular downward angle, Officer pushes down on elbow as he/she pivots in a circular motion away from the subject
- ❑ With the Officer's knee that was closest to the subject at start is now on the ground.

Forward Glide to Armbar Takedown

- ❑ As subject attempts to pull away from the Officer, he / she applies pressure down on the elbow as he / she shuffle steps forward in the same direction that subject is pulling

BLOCKS

High Block - This block is designed to protect the upper body from a vertical or diagonal strike.

- ❑ Officer assumes a Defensive Stance
- ❑ As the strike comes overhead, Officer "throws" both hands toward the incoming arm
- ❑ One or both of the officer's hands and/or forearms can deflect or block the incoming strike
- ❑ Various angles can be used to deflect or block the subject's arm
- ❑ Movements (side to side, angled and/or lateral) must also be used during this block
- ❑ Once deflection or block is made, arms are immediately returned to Defensive Stance
- ❑ An immediate follow-up technique must be deployed
 - ❑ Movement to an empty hand strike
 - ❑ Movement to a baton draw
 - ❑ Movement to a TASER draw
 - ❑ Other appropriate responses based on the officers threat perception



Strong Side Block - This block is designed to protect the strong side of the body or head from a horizontal or diagonal strike.

- ❑ Officer assumes a Defensive Stance
- ❑ As the strike comes toward the officer's Strong Side, Officer "throws" both hands toward the incoming arm
- ❑ Upper body pivots toward the Strong Side



- ❑ Elbows in
- ❑ Palms out
- ❑ One or both of the officer's hands and or forearms can deflect or block the incoming strike
- ❑ Various angles can be used to deflect or block the subject's arm
- ❑ Movements (side to side, angled and/or lateral) must also be used during this block
- ❑ Once deflection or block is made, arms are immediately returned to Defensive Stance
- ❑ An immediate follow-up technique must be deployed
 - ❑ Movement to an empty hand strike
 - ❑ Movement to a baton draw
 - ❑ Movement to a TASER draw
 - ❑ Other appropriate responses based on the officers threat perception

Support Side Block - This block is designed to protect the support side of the body or head from a horizontal or diagonal strike.

- ❑ Officer assumes a Defensive Stance
- ❑ As the strike comes toward the officer's Support Side, Officer "throws" both hands toward the incoming arm
- ❑ Upper body pivots toward the Support Side
- ❑ Elbows in
- ❑ Palms out
- ❑ One or both of the officer's hands and/or forearms can deflect or block the incoming strike
- ❑ Various angles can be used to deflect or block the subjects arm
- ❑ Movements (side to side, angled and/or lateral) must also be used during this block
- ❑ Once deflection or block is made, arms are immediately returned to Defensive Stance
- ❑ An immediate follow-up technique must be deployed
 - ❑ Movement to an empty hand strike
 - ❑ Movement to a baton draw
 - ❑ Movement to a TASER draw
 - ❑ Other appropriate responses based on the officer's threat perception



Low Block - This block is designed to stop an upward vertical or upward diagonal strike directed at an Officer's Middle or Low Target Areas.

- ❑ Officer assumes a Defensive Stance
- ❑ As the strike comes upward toward the officer's groin or midsection, Officer "throws" both hands toward the incoming strike
- ❑ One or both of the officer's hands and/or forearms can deflect or block the incoming strike
- ❑ Various angles can be used to deflect or block the subject's arm
- ❑ Movements (side to side, angled and/or lateral) must also be used during this block
- ❑ Once deflection or block is made, arms are immediately returned to Defensive Stance
- ❑ An immediate follow-up technique must be deployed
 - ❑ Movement to an empty hand strike
 - ❑ Movement to a baton draw
 - ❑ Movement to a TASER draw



- ❑ Other appropriate responses based on the officers threat perception

Middle Block - This block is designed to stop a direct attack to the front of an Officer (i.e. such as someone attempting to tackle an Officer).

- ❑ Officer assumes a Defensive Stance
- ❑ As subject moves toward the Officer, the Officer will take one shuffle step toward the subject
- ❑ With both forearms the Officer will thrust them forward about 6 inches
- ❑ Contact to the subject would be the chest, collarbone or abdomen
- ❑ Movements (side to side, angled and/or lateral) must also be used during this block
- ❑ Once contact is made an immediate follow-up technique must be deployed
 - ❑ Movement to an empty hand strike
 - ❑ Movement to a baton draw
 - ❑ Movement to a TASER draw
 - ❑ Other appropriate responses based on the officers threat perception



This block may also be deployed with closed hands.

STRIKING TECHNIQUES

Palm Heel Strike:

- ❑ Officer assumes a High Guard Position
- ❑ Strike can be delivered with either hand
- ❑ Fist opens up, fingers pointed up
- ❑ The palm is thrown forward, elbow stays close to Student Officer's body similar to Straight Punch
- ❑ Contact should be made with heel of hand
- ❑ After contact has been made, the hand should immediately be returned to the High Guard Position



Front Elbow Strike:

- ❑ Officer assumes a High Guard Position
- ❑ Strike can be delivered with either hand
- ❑ Elbow is elevated to shoulder height
- ❑ Elbow is then moved in a horizontal fashion across the front of the Officer's body
- ❑ The hand of this arm ends up in the opposite side of the Officer's face
- ❑ Contact is made with elbow or lower forearm
- ❑ After contact has been made, the hand should immediately be returned to the High Guard Position



Knee Strike:

This Strike can be used when a subject is striking or attacking an Officer in close, and the Officer needs the ability to stop this individual, and neutralize the attack.

- ❑ Officer assumes the High Guard Position
- ❑ Strike can be delivered with either hand
- ❑ Hips are squared off, facing the subject
- ❑ Hands remain at High Guard Position
- ❑ Knee is brought up using the thigh and hip to propel it
- ❑ Knee is brought up until contact is made with front of knee
- ❑ After contact has been made, the foot that was raised with knee should be placed in a position where a well-balanced stance and position have been maintained



SHIELDING TECHNIQUE:

These Techniques are used to protect the holstered weapon, to allow an Officer to move before an attack is launched, or at least at the very start of it.

Elbow Shielding Technique:

- ❑ Officer assumes a Basic Position
- ❑ As subject glances at weapon, the strong side elbow is placed over the weapon
- ❑ Support hand comes up
- ❑ Officer takes Shuffle Step to the Rear
- ❑ Subject is ordered to "STOP"



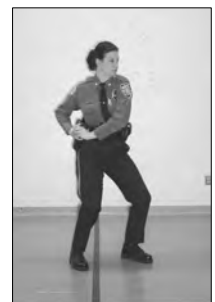
Strong Hand Shielding Technique:

- ❑ Officer assumes Basic Stance
- ❑ Subject takes a step toward Officer's Firearm
- ❑ Officer secures weapon in holster
- ❑ covers as much of the weapon as possible
- ❑ protects the side of the holster that weapon is normally drawn from
- ❑ Support hand comes up
- ❑ Officer takes Shuffle Step to Rear
- ❑ Subject is ordered to "STOP"



Two Hand Shielding Technique:

- ❑ Officer assumes Basic Stance
- ❑ Subject takes a step forward and reaches hand out in the direction of the Officer's Firearm
- ❑ Officer secures weapon in holster with strong hand and then reinforces that grip with the Support hand



- ❑ Officer takes Shuffle Step to Rear
- ❑ Subject is ordered to "STOP"

HANDGUN RETENTION TECHNIQUES - 4 Step System:

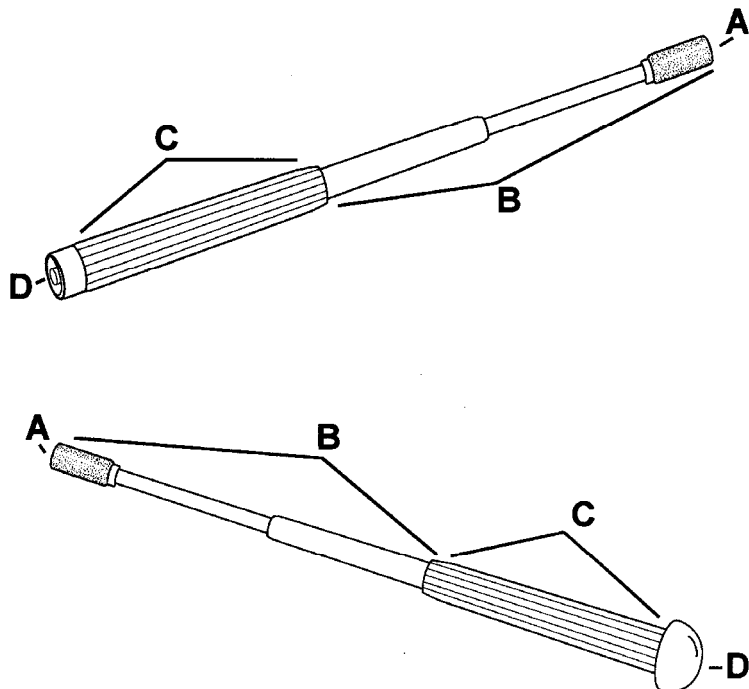
- STEP 1:** Secure the weapon in the holster
- STEP 2:** Step to the outside of the attack
- STEP 3:** Affect some type of Release Technique
- STEP 4:** Follow-up technique

PIN & SPIN TECHNIQUE:

- ❑ Subject grabs onto the Officer's weapon with both hands
- ❑ Officer secures the weapon with both hands
- ❑ Officer lowers his/her center of gravity
- ❑ The Officer then pivots slightly turning the weapon in toward the subject
- ❑ Then immediately pivots the upper body, elbow and shoulders in the opposite direction
- ❑ Feet stay planted
- ❑ pivot on the balls of feet
- ❑ This forceful pivot movement can go back and forth until the subject hands are free from Officer's weapon
- ❑ Officer then creates distance
- ❑ **This same move can be made for One Handed and Two Handed Attacks from the Rear.**

BATON

Nomenclature. There are four basic parts of a baton. It is important for an officer to know each part of the baton both for training and report writing purposes following the use of the baton.



A – Long End

B – Long Portion

C - Grip Portion

D – Grip End

Baton Striking Areas

Once an officer has determined that he/she has justification to use the baton as an impact tool, he/she must then choose the appropriate striking area.

These areas are broken into three levels and each is given a color designation. According to the Monadnock Escalation of Trauma Chart, these three-color designations are GREEN, YELLOW, and RED.

Each and every part of the human body is placed into a specific color area. Where each part of the anatomy is placed is determined by the potential level of trauma associated with striking a person in that body part.

The color designation along with the corresponding body part allows each officer an easy way to learn and remember what striking area is appropriate in various conditions. The three colors are set up in the same manner as those found on a Traffic Control Light. GREEN means go or continue. YELLOW means caution. RED means stop unless there is an emergency.

Green Striking Areas - The green striking areas are the primary or first striking areas. Under normal conditions an officer, when justified to use the baton as an impact tool, should attempt to strike an individual in a green area.

Level of Trauma - The level of trauma in the green striking area is minimal. That means that a strike with a baton to a green target area should, under normal circumstances cause minimum damage to the area and to the person. Any injury tends to be temporary rather than permanent, although exceptions can occur.

Degree of Force - The degree of force within the green area is non-lethal. That is, the force employed to this area is force that is not likely or intended to cause serious bodily harm and/or death.

Green Striking Areas

- Shoulder Blades
- Point of Shoulder
- Upper Arm
- Forearm
- Inside of Wrist
- Back of Hand
- Lower Abdomen - from belly button to top of groin area
- Shin
- Instep
- Achilles Tendon
- Buttocks
- Thigh
- Calf

Yellow Striking Areas - The yellow striking areas are designed as Secondary Target Areas. The officer may strike the Yellow Area when a strike to the Green Area proves ineffective *or* a

Green Target Area is not available. A strike to this area may also be used if threat perceived by the officer is higher than the amount of force justified.

Level of Trauma - The level of trauma in the Yellow Striking Area is moderate. That means that a strike with a baton to a Yellow Target Area may cause a more significant injury than those found in the Green Target Area. The injury tends to be more permanent than those found in the Green Target Area, but less severe than those found in the Red Target Area.

Degree of Force - The degree of force within the Yellow Target Area is non-lethal, but at the upper limits of non-lethal force. Since the injury is more significant than those found in the Green Areas, and can be of a permanent nature, a Strike to a Yellow Area must have additional justification than does a strike to a green area.

Yellow Striking Areas

- Collarbone
- Elbow
- Knee Joint
- Upper Abdomen
- Rib Cage
- Groin

Red Striking Areas - The Red Target Areas are the final striking areas. An officer may strike to a Red Target Area when lethal force is justified. It may also be a target area when a strike to a Primary (Green) or Secondary (Yellow) Area fails, or the threat has increased to a higher level.

Level of Trauma - The level of trauma in the Red Target Area is the highest. That means that a strike with a baton to a Red Target Area will generally cause a significant injury. Any injury tends to be permanent rather than temporary and may include loss of consciousness, serious bodily injury, shock and/or death.

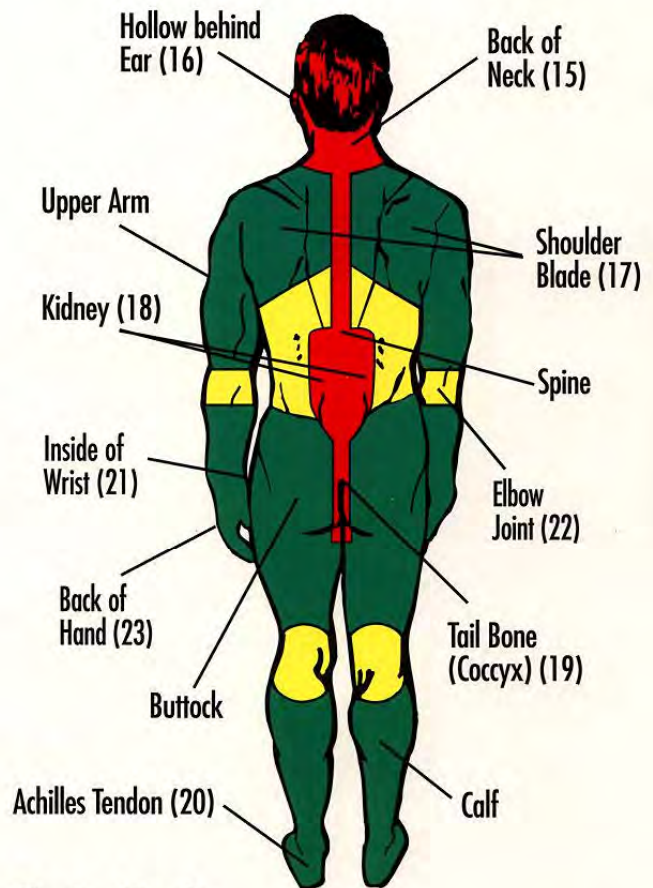
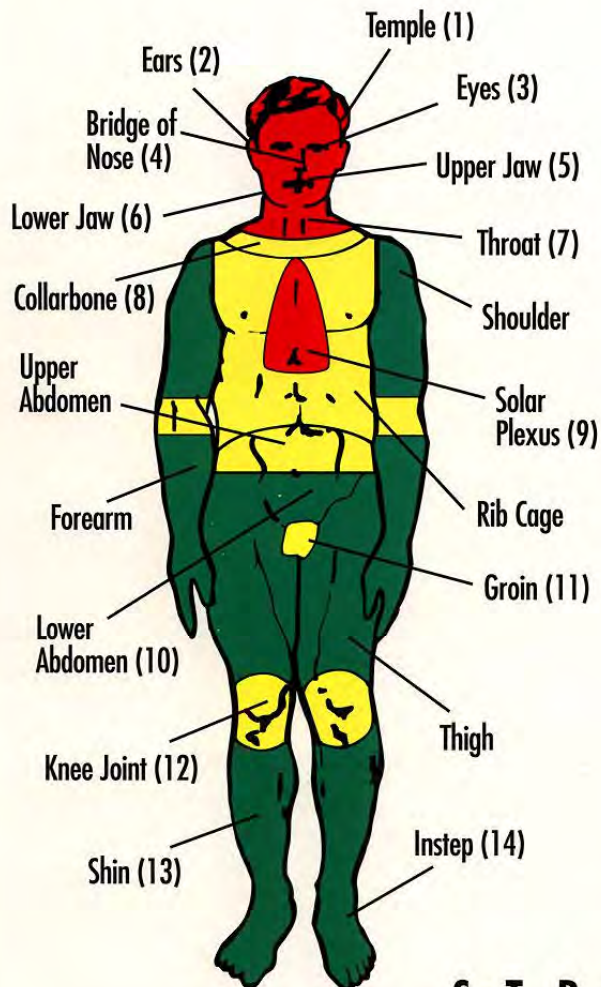
Degree of Force - The degree of force within the Red Area is considered lethal. That is force that is likely or intended to cause serious bodily injury and/or death.

Red Striking Areas

- Temple
- Eyes
- Ears
- Bridge of Nose
- Upper Lip
- Jaw
- Throat
- Hollow Behind Ear
- Back of Neck
- Solar Plexus
- Spine
- Tail Bone (Coccyx)
- Kidney

MONADNOCK BATON CHART

Escalation Of Trauma By Vital And Vulnerable Striking Areas



S T R I K I N G

GREEN TARGET AREAS

REASONING: Minimal level of resultant trauma. Injury tends to be temporary rather than long-lasting, however exceptions can occur.

Except for the HEAD, NECK, and SPINE, the whole body is a Green Target Area for the application of baton blocking and restraint skills.

YELLOW TARGET AREAS

REASONING: Moderate to serious level of resultant trauma. Injury tends to be more long-lasting, but may also be temporary.

RED TARGET AREAS

REASONING: Highest level of resultant trauma. Injury tends to range from serious to long-lasting rather than temporary and may include unconsciousness, serious bodily injury, shock or death.

Baton Techniques

ONE HAND GRIP

- ❑ Officer assumes proper stance
- ❑ Strong hand grabs the grip portion of the baton in a position comfortable for the officer
- ❑ Fingers wrap around grip portion
- ❑ Thumb wraps around other side of grip portion so that thumb and index finger make contact.

TWO HAND GRIP

- ❑ Officer assumes proper stance and positions the baton in the one handed grip
- ❑ Baton is placed horizontal to the ground with the long end pointed away from the officer with the grip end just off of the officer's strong side
- ❑ The Support hand then reaches out and grabs on to the long portion of the baton (palm down).
- ❑ There is approximately one fist distance left between the long end of the baton and the blade side of the Support hand
- ❑ Fingers wrap around the long portion of the baton
- ❑ Thumb wraps around the other side of the baton so that the thumb and index finger make contact.

VERTICAL CARRY POSITION:

- ❑ Officer assumes good stance
- ❑ Baton is placed in One Hand Grip
- ❑ Support hand is up above the waist
- ❑ Strong Arm is placed along side the Strong Side
- ❑ Long End of the Baton is pointing to the ground
- ❑ Long portion of the baton is placed behind the Strong Leg behind the calf.



TWO HAND CARRY POSITION:

- ❑ Officer assumes a proper stance
- ❑ Baton is placed in the Two Hand Long Grip

OUTSIDE OF ARM CARRY:

- ❑ Officer assumes a proper stance
- ❑ Baton is placed in the One Hand Grip
- ❑ Fingers of Strong Hand open slightly to allow baton to be positioned
- ❑ Baton is positioned alongside Strong Forearm
- ❑ Long End is placed on the outside of biceps and triceps
- ❑ Support Hand is positioned somewhere above the waist



Baton Draws

CROSS DRAW- Straight Baton

- ❑ Baton is placed on the Support side in baton holster/holder
- ❑ (optional) Support hand reaches down and grabs onto long portion of baton and lifts baton up in holster
- ❑ Strong Hand reaches across body and places a One-Hand Grip onto grip portion of baton

- ❑ Strong hand then pulls the baton from the holster/holder and brings the baton to the strong side
- ❑ baton is placed in one of the Three Carry Positions

CROSS DRAW - Expandable Baton

- ❑ Baton is placed on Support side in baton holster/holder
- ❑ Strong hand reaches across body and places a One Hand-Grip onto the grip portion of the baton
- ❑ Baton is lifted from the holster/holder
- ❑ Strong Arm is swept from the Support side to Strong side in a downward swinging motion * must be done with enough force to lock expandable baton in its fully extended position
- ❑ Baton is placed in one of the Three Carry Positions

SAME SIDE DRAW - Expandable Baton

- ❑ Baton is placed on the Strong side in Baton holster/holder or other method of carrying Expandable Baton on Strong side
- ❑ Strong hand reaches across body and places a One Hand-Grip on grip portion of baton
- ❑ Lift strong arm until baton comes clear of holster/holder
- ❑ With a sharp snap, extend arm fully so that long end is pointing directly at ground
 - must be done with enough force to lock expandable baton in its fully extended position
- ❑ Baton is placed in one of Three Carry Positions

REAR DRAW - Straight Baton

- ❑ Baton is placed on Support side in Baton holster/holder
- ❑ Support hand reaches down and grabs onto long portion of baton
- ❑ Long end is lifted forward so that the grip end is pointing to officer's back
- ❑ Using Support Hand, slide baton back through holster/holder, so that grip portion is at officer's small of back
- ❑ Strong hand reaches around with back of hand against the small of back
- ❑ Strong hand grabs onto grip portion of baton and pulls the baton clear from the holster/holder
- ❑ Baton is brought to the strong side and placed in one of the Three Carry Positions

Two Hand Blocks:

HIGH BLOCK - This block can be used against a downward vertical attack to the head or upper body such as chopping type strike or a downward strike

- ❑ Baton is placed in the Two Hand, Long Grip Position
- ❑ Support hand is brought to the Support side so that the baton is positioned across officer's body
- ❑ Both arms are then brought up in front of body
- ❑ Support hand opens so that long portion of baton is placed across the Support palm
- ❑ Arms continue up until baton is about one fist distance from hairline on forehead
- ❑ Baton is kept horizontal



- ❑ Elbows are bent - shock absorbers
- ❑ Elbows are in
- ❑ Once strike has been blocked - officer will move, and conduct a follow-up technique

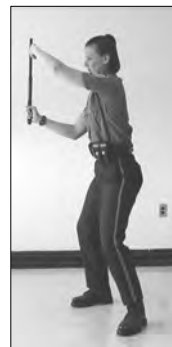
LOW BLOCK - This block can be used against an upward vertical attack to the groin or lower body such as a front kick or upper cut punch

- ❑ Baton is placed in the Two Hand, Long Grip Position
- ❑ Support hand is brought to the Support side so that the baton is positioned across officer's body
- ❑ Officer then starts to bend down with the knees and hips
- ❑ Arms are brought down so that the baton crosses the groin area
- ❑ Support hand opens so that long portion of the baton is placed across the Support palm
- ❑ Baton continues down horizontal to the ground until it is below the groin
- ❑ Baton is off the hips approximately 6 inches
- ❑ Elbows are left slightly bent
- ❑ Elbows are in
- ❑ Once strike has been blocked, officer will move and conduct a follow-up technique



STRONG SIDE BLOCK - This block can be used against a horizontal attack to an officer's strong side such as a round house kick or punch

- ❑ Baton is placed in the Two Hand, Long Grip Position
- ❑ Support hand begins to pull long end in an upward circular motion across the chest
- ❑ Strong hand stays on the strong side and follows the circular motion of the long end only in a much smaller circle
- ❑ Support hand opens so that the baton is vertically across the palm and fingers
- ❑ Baton continues until it is just across the strong side
- ❑ Baton is vertical to the ground
- ❑ Once strike has been blocked, officer will move and conduct a follow-up technique



SUPPORT SIDE BLOCK - This block can be used against a horizontal attack to an officer's Support side such as a round house kick or punch

- ❑ Baton is placed in the Two Hand, Long Grip Position
- ❑ Support hand opens so that the baton is vertically across Support palm and fingers
- ❑ Long end is brought up using the strong hand (Support hand there to guide) so that the baton is vertical with the grip end pointing down
- ❑ Baton is moved across the body to the Support side to a position just off of the Support side of the officer's body
- ❑ A slight rotation of the upper body from the strong side to the Support side should be used for additional power
- ❑ Once strike has been blocked, officer will move and conduct a follow-up technique



MIDDLE BLOCK - This block can be used against a straight on attack to the front of the officer such as a straight punch or for a subject attempting to tackle an officer

- ❑ Baton is placed in the Two Hand, Long Grip Position
- ❑ Long end is brought up using the strong hand until the long end is approximately at officer's eye level
- ❑ Support hand opens so that the long portion is across the palm just below the fingers
- ❑ Support elbow is in
- ❑ Forearm of Support hand and long portion of baton form an upside down V
 1. Support elbow
 2. Support hand on long end of baton
 3. Strong hand
- ❑ Once strike has been blocked, officer will move and conduct a follow-up technique



ONE HAND STRIKES

FORWARD STRIKE

- ❑ Officer is positioned in the Outside of Arm Carry Position
- ❑ Support hand is up
- ❑ Baton is swept from the outside of arm in a circular motion toward the Support side of body
- ❑ Strong hand is completely re-gripped around grip portion of baton
- ❑ As baton continues to Support side, strong arm is extended
- ❑ Sweeping motion is done at a somewhat downward angle



REVERSE STRIKE

- ❑ Officer positions strong arm across chest with strong hand positioned under Support armpit
- ❑ Support hand is up
- ❑ Long end of the baton is pointing away from the body
 - *The Reverse Strike can also be initiated from the conclusion of the Forward Strike*
- ❑ Arm is then straightened as the Support hand moves the baton from the Support side to the strong side
- ❑ The use of the shoulders, hips, knees and pivoting will add more power to this strike
- ❑ This movement of the baton from the Support side to the strong side is a sweeping motion performed at a somewhat downward angle
- ❑ Baton is then returned to one of the Three carry Positions



TWO HAND STRIKES

FRONT JAB

- ❑ Assume the Two Hand, Long Grip Carry Position
- ❑ Baton is thrust forward with both arms, on a slight downward angle
- ❑ Striking area is the long end of the baton

REAR JAB

- ❑ Assume the Two Hand, Long Grip Carry Position
- ❑ Officer looks to the rear over the Strong Side Shoulder
- ❑ Baton is thrust to the rear with both arms, on a slight downward angle
- ❑ Striking area is the grip end of the baton

STRONG SIDE HORIZONTAL STRIKE

- ❑ Assume the Two Hand, Long Grip Carry Position
- ❑ Support hand pulls the long end in toward the Officer's midsection
- ❑ At the same time strong hand pushes forward
- ❑ Baton is kept horizontal to the ground
- ❑ Striking area is grip end of the baton

SUPPORT SIDE HORIZONTAL STRIKE

- ❑ Assume the Two Hand, Long Grip Carry Position
- ❑ Support hand pulls the long end toward Support side so that baton is across officer's midsection
- ❑ Support hand then pushes out the long end of the baton
- ❑ Baton is kept horizontal to the ground
- ❑ Striking area is the long end of the baton

MIDDLE STRIKE

- ❑ Assume the Two Hand, Long Grip Carry Position
- ❑ Support hand pulls long end toward Support side so that baton is across officer's Midsection
- ❑ Both arms thrust forward away from officer's body
- ❑ Baton is kept horizontal to the ground
- ❑ Striking area is the long portion of the baton



BATON CONTROL TECHNIQUES

STRONG SIDE ARM LOCK FOR ESCORT

- ❑ Officer assumes the Two Hand, Long Grip Position
- ❑ Officer shuffle steps in within arms reach of the subject, toward the outside of subject's body;

Toe to Toe

To the Officer's Strong Side

- ❑ Support hand lets go of long end of baton
- ❑ Long end is inserted between subject's body and arm on the same side officer moved toward (officer's strong side)
- ❑ Strong hand rotates 90 degrees with the thumb extended
- ❑ Thumb is placed on the outside of wrist as the portion of baton just above strong hand is placed on the inside of the wrist
- ❑ Support hand is up to protect the officer
- ❑ Long end of the baton is pointing up alongside subject's arm
- ❑ Support hand reaches around this arm (at about the area of the triceps) and grabs onto the long portion of the baton
- ❑ Officer will then make a forward pivot 180 degrees
- ❑ As officer pivots, officer will pull Support hand (holding long portion of baton) into his/ her body
- ❑ At the same time officer will move strong hand (hand holding grip portion and thumb on subject's wrist) toward the small of subject's back
- ❑ Thumb is outside of wrist
- ❑ Baton is held in strong hand as baton goes across small of back all the way across upper biceps
- ❑ Support hand (if in thumbs up position) opens with palm of hand remaining on long portion of baton and rotates until the blade of that hand is against the other side of the baton
- ❑ Hand slides forward and grabs onto the shoulder making sure that the officer's wrist maintains contact with long end of the baton
- ❑ Hand then slides down the outside of subject's shoulder while wrist maintains contact with baton until baton is locked and arm is controlled
- ❑ Subject is told to put free hand on back of his/her head
- ❑ Subject is then moved to a solid object for handcuffing

Baton Retention Techniques:

FROM OFFICER'S ONE HAND GRIP

- ❑ Officer assumes One Hand Grip
- ❑ Subject grabs onto long portion of baton
- ❑ Officer reaches out with Support hand (palm facing up) and grabs onto long end of baton
- ❑ In a clockwise circular motion long end is brought to a position of 12 o'clock
- ❑ Long end is then brought straight down to 6 o'clock forcefully
- ❑ Once baton is free of subject's hand(s), officer will move up and prepare for a follow-up technique

FROM OFFICER'S TWO HAND POSITION

- ❑ Officer assumes the Two Hand, Long Grip Position
- ❑ Subject grabs onto long portion of baton
- ❑ In a clockwise circular motion long end is brought to a position of 12 o'clock
- ❑ Long end is then brought straight down to 6 o'clock forcefully

- ❑ Once baton is free of subject's hand(s), officer will move and prepare for a follow-up technique

GROUND DEFENSE

This portion of the Module is designed to instruct the Student Officer in how to protect him/herself when on the ground. Two methods designed to accomplish this task will be taught. Their goal will be to defend an attack from the ground, stop the subject if they are able, and then quickly and safely get to a standing position.

a. COILED SNAKE

- ❑ Student Officer is prone on the ground.
- ❑ Student Officer will position him/herself on their side, with their strong side toward the ground (firearm is under their body).
- ❑ Strong side firearm and palm are on the ground, under chest (this will lift Student Officer's body off the ground slightly).
- ❑ Strong side leg, which is on ground, is bent at a 45-degree angle.
- ❑ Support side leg is cocked in so that Support knee is close to chest (this is the leg that will be used to strike and create distance).
- ❑ Student Officer can rotate 360 degrees by using the strong palm and forearm along with the strong side foot.
- ❑ As subject gets closer, Support leg can be extended so that the Support foot can make contact with the subject's leg.
- ❑ If subject steps toward Student Officer front, the Officer may snap the Support leg forward striking the calf or tibia nerve or shin with the heel of the Support foot.
- ❑ Once subject has been stopped, or distance has been created the officer will bring the Support foot close to the left buttock.
- ❑ The strong arm is brought in closer to the strong hip, with the strong arm extended.
- ❑ The Student Officer will then lean back toward his/her head, and away from the subject.
- ❑ The strong foot will be placed a short distance behind the Support foot.
- ❑ The Student Officer will then stand up moving in that same rearward direction until a proper distance and stance has been established.
- ❑ Student Officer will then follow up with the appropriate Use of Force option.

GROUND CHOKE

- ❑ This position is started with the Student Officer on his/her back.
- ❑ The subject (Partner) is sitting on the Student Officer's chest or abdomen with the legs straddling the Student Officer's body.
- ❑ The subject is leaning over the Student Officer with both hands around the Student Officer's throat.
- ❑ Student Officer will reach (preferably) with strong hand (thumb pointing down) and grab onto the wrist, which is closest to Student Officer's Support side.
- ❑ Student Officer can reach either over or under the subject's other wrist, depending on the angle of the subject's arms.
- ❑ Student Officer's Support hand will reach up, palm facing the subject and place the webbing of that hand just above the subject's elbow.
- ❑ Same location as hand placement for Armbar Takedown.
- ❑ At the same time Student Officer will bring both feet as close to buttocks as comfortable.

- ❑ Student Officer will push up with hips and abdomen.
- ❑ Student Officer will twist the upper body while rotating Support shoulder off the mat.
- ❑ Student Officer is also pushing with the web of hand behind the subject's elbow, and forcing that elbow toward the Officer's strong side shoulder.
- ❑ Student Officer will continue to push and turn until the subject is off of the officer.
- ❑ On the ground, to the side and just above the Student Officer.
- ❑ The Student Officer will maintain downward pressure on the subject's arm, which is held.
- ❑ Pinning it to the ground.
- ❑ Student Officer will continue rotation until he/she is facing the subject.
- ❑ The Student Officer will continue moving (using his/her knees) until control is established.
- ❑ An option at this point may be to disengage.

PEPPER SPRAY

Oleoresin Capsicum:

- An inflammatory agent

OC Is supposed to affect:

When OC is deployed properly, three area of the body can be affected. These areas include the eyes, the skin, and the respiratory system.

Physiological effects include:

Eyes:

- Potential involuntary closing of the eyelids.
- Eyes lids may open and close quickly.
- Burning sensation to the eyes and the area around the eyes.
- Irritation may cause redness to the eye.
- Tearing may occur as a result of a foreign material in the eye

Skin:

- Affected skin area feels very hot.
- The mucous membranes in the nose, lips and mouth may be even more sensitive.
- Inflammation and redness may occur around the eyes, nose and mouth.
- Those with sensitive skin may be more susceptible to these effects.
- These effects may be even more intense when a subject's pores are open.
- Effects can be described as:
 - A slight sunburn
 - A severe sunburn

Respiratory System:

- Irritates breathing tract.
- Causes a gagging sensation
- May feel like they cannot catch their breath

- Causes the subject to cough and gasp for breath.
- Effects may be more intense if the subject is breathing heavily.
 - Excited
 - Agitated
 - Engaged in physical activity.
- **No** more severe for those who suffer from asthma or other respiratory ailments.

Psychological Effects

Another important result from an OC exposure is the psychological affect(s) to the subject. These affects are generally caused by the fear of the unknown. This fear may be based on:

- The unknown and unsuspected pain to the skin and mucous membranes due to the OC Spray.
- The involuntary closing of the eyes. If a subject cannot see (even temporarily), varying amounts of anxiety can occur. The degree of fear may increase based on any pre-existing phobias that a subject might have.
- The OC has affected the respiratory system. A primary life function is a normal respiratory exchange. When normal respiratory function is interfered with, a "normal" response can be panic and fear. This panic and fear can intensify with the physical constraints caused by the handcuffs and any other items that may "confine" the subject.

This fear may cause:

- A "panic attack". This "attack" may have an affect on a subject's "normal" breathing patterns. This "attack" can be lessened if the officer recognizes what is happening to the subject and responds to it.
- A "fight or flight" response. The fear caused by a combination of a subject not being able to see and having their normal breathing patterns affected, may cause a sympathetic response to this stimulus. The body's emergency reaction is to escape from this potentially dangerous situation or to prepare for combat.
 - The officer needs to be aware of and prepared for either of these responses.

When OC is less effective than desired:

- Move, create distance, try spraying
- Officer must be prepared to respond with another force option

Remember, **Nothing** is 100 % effective

What is the most effective Spraying distance?

- 4 to 6, 8, 10 feet
 - Less than 3 feet
 - Potential increase of eye injury
 - Due to high pressure spray
 - Over 6 feet
 - Based on manufactures recommendation
 - Could be 8 feet, 10 feet, 12 feet, etc.
 - Check Manufacturer Safety Data Sheet for recommended distances

Excessive Heat

Certain conditions could cause the OC Canister to rupture or explode:

- open flames or extreme heat
- could result at temperatures over 120-degree (F).
 - OC canister left in a motor vehicle during hot weather

Excessive Cold

Certain conditions could cause the propellant found within certain OC canister to “thicken” causing poor or no spraying pressure:

- OC canister left in a motor vehicle during excessive cold weather

Spraying Principles and methods

Less is Best

- Short bursts of spray.
- **One second or less.**
- Two or Three ¼ or ½ second burst are practical
- Not a long, sustained spray.
 - Except in a Tactical Response for situations such as Demonstrations, riots, etc.
- Longer sprays lead to a higher concentration of carrier being sprayed on the subject.
 - This may create a delay in how the OC affects certain areas.
- Slightly longer bursts may be necessary
 - When a subject is farther away.
 - When environmental conditions are working against the Officer
 - Such as wind and rain

Where to direct OC Spray ?

- Directly onto face

Officer contamination

- A count to ten will allow most of the OC to drop from the air.

Carry Positions

On the Belt

Placement of the OC canister on the belt must be based on two factors: comfort and availability. If a piece of equipment is uncomfortable to wear, there is a greater chance that an officer will not carry it. The availability factor must be a major thought when deciding where to place the OC on the belt. Like handcuffs, it may be beneficial to access the OC with either hand. It should also be in a position where it can be defended if someone were to grab onto it.

In the hand

Strong Hand: Instinctually, most officers will hold the OC canister in their strong hand.

Support Hand: Controlling the OC canister in the Support Hand is another option for officers. This hand position may be utilized if the officers Strong Hand is unavailable.

Grip Positions

There are three methods of gripping the OC canister in preparation for its use. The choice of what grip is most effective for a particular officer is based on personal preference, size and strength of hand and the type of OC canister used. The Grip Positions are: **Finger on top, Thumb on top** and **Finger on trigger**

OC Drawing Methods

Strong Hand Draw

In most situations, an officer will instinctually reach for the OC canister with his/her strong hand.

- Officer extends strong hand toward OC canister
- Strong hand releases containment of OC Holster
- Strong hand grips OC canister in one of the Grip positions
- OC is brought up to one of the OC Stances

Support Hand Draw

- Officer extends Support Hand toward OC canister
- Support Hand releases containment of OC holster
 - The Strong Hand may support or assist the Support Hand
- Support Hand grips OC canister in one of the Grip positions
 - The OC canister may be transferred to the Strong Hand
- OC is brought up to one of the OC Stances
 - A snapping motion with the Strong Hand can be performed in order to insure that the contents of the OC canister are properly mixed
 - This is not necessary for all OC products
 - Check manufacturers Material Data Sheet

OC Stances

The OC Stances incorporate the foundation principles such as Officer Stance, Grip Positions and Movements. These positions are used once the OC has been drawn and the OC is now directed at the subject. The OC Stances physically prepare the officer for the tactics utilized when OC has been chosen as a force option. They also prepare the officer for all of the other responses that might be necessary before, during or after the use of the OC.

Although performed the majority of the time from a standing position, the same stances can be performed from a kneeling position. They may also be performed in the same manner if the officer falls or is knocked to the ground.

One Hand Spraying Position

- Officer assumes the Risk Stance or the Active Stance
- OC is placed in the Strong Hand in one of the Grip Positions
- Support Hand is extended away from the body
 - Chest height
 - Palm open
 - And facing the subject
- Strong Hand is positioned approximately one foot away from chest
 - Elbow is bent
 - OC is directed at subject
 - Strong Hand should stay behind Support Hand
 - Not directly behind
 - For OC retention
- Strong hand can be raised or lowered for a tactical advantage
 - Raised to eye height to “eye” the target
 - Lowered to waist height to give an upper trajectory to the spray



Two Hand Spraying Positions

- Officer assumes the Risk Stance or the Active Stance
- OC is placed in the Strong Hand in one of the Grip Positions
- Support Hand is extended away from the body
- Chest height
- Palm open and facing the officer
- Fist of Strong Hand is placed in the palm of the Support Hand
- Fingers and thumb of Support Hand grip the Strong Hand fist
- Support Elbow is bent and pointing straight down
- This arm positions and stabilizes the Support Hand
- Strong Hand is extended forward
- Pushing against Support Palm
- Hands are held at about chest height
- Hands can be raised or lowered for a tactical advantage
 - Raised to eye height to “eye” the target
 - Lowered to waist height to give an upper trajectory to the spray



Verbalization

The ability to communicate with people is another one of those foundation skills. A good officer must be able to talk, negotiate, reason, command, etc. In relationship to tactical skills an officer must be able to (time permitting):

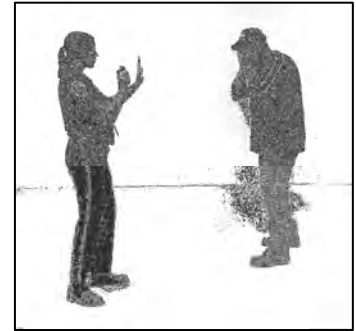
- Direct the subject into a controlled position
- Advise the subject of potential consequences if he or she does not comply.
- Communicate with partner or other officers in the area.
- Warn other officers near the potential spray area, of the spray just prior to spraying.
- “SPRAY”.
- Direct the subject into a controlled position once subject has been sprayed.
- Handcuff subject and then verbally reassure the subject that he/she will be OK.

One Officer Arrest Utilizing OC

One Officer Draws/Sprays/Moves/Stabilizes Subject/Handcuffs

Officer has perceived the risk associated (minimally Volatile) with this arrest and the actions of the subject at the level where the use of OC would be justified (minimally an Active resistant Subject).

- ❑ Officer creates the appropriate distance (acting Tactically)
- ❑ Officer positions himself/herself in a proper "street" stance
- ❑ And in the most practical Position
- ❑ Officer performs a Strong Hand Draw
- ❑ positions the OC canister in one of the holding positions
- ❑ establishes either the One Hand or Two Hand Spraying Positions
- ❑ Officer uses verbal direction
- ❑ Subject is Sprayed by Officer
- ❑ Officer moves to a Position of Advantage
- ❑ while directing the subject to a Position of Control



Important note:

Officer must observe the subjects reaction to the spray. Any perceptual increases in the risk or subjects actions must be recognized and acted upon

- ❑ Officer can secure the OC canister when:
- ❑ Subject is in a Position of Control (Standing, Kneeling or Prone)
- AND
- ❑ the Officer believes that the OC has temporarily distracted the subject **AND**
- ❑ The subject's actions have stabilized or decreased
- ❑ Once immobilized, the Officer establishes control of the subject.
- ❑ This control can be established with or without the handcuffs out, based on established methods of control prior to handcuffing.
- ❑ Subject is then handcuffed.



Officer Draws/Sprays/Subject become Assaultive/Baton Draw

Officer has perceived the risk associated (minimally Volatile) with this arrest and the actions of the subject at the level where the use of OC would be justified (minimally an Active resistant Subject).

- ❑ Officer creates the appropriate distance (acting Tactically)
- ❑ Officer positions himself/herself in a proper "street" stance
- ❑ And in the most practical Position
- ❑ Officer performs a Strong Hand Draw
- ❑ Positions the OC canister in one of the holding positions
- ❑ Establishes either the One Hand or Two Hand Spraying Positions
- ❑ Officer uses verbal direction
- ❑ Subject is Sprayed by Officer
- ❑ Officer moves to a Position of Advantage

While directing the subject to a Position of Control, the officer observes action from the subject that leads him/her to believe that OC has not distracted the subject.

- Hands do not move to the subjects face
- Subject does bend or lean over
- Eyes are not closed
- Subjects actions do not decrease

The subject has become more aggressive to the point where the officer perceives an increase in the potential risk (Harmful) and the subject's actions are now perceived as being Assaultive (Bodily Harm).

NOTE: For this drill, the subject assumes a fighting stance and physically threatens the officer.

- I'm going to kick your butt!
- ❑ Officer secures the OC canister (time permitting).
 - In OC Holster
 - Inside a pocket
 - Inside shirt or jacket
 - Onto ground
- ❑ Officer draws out the Police Baton or equivalent
- ❑ Subject is commanded to stop.



Officer Draws/Sprays/Subject becomes Assaultive (serious Bodily Harm/Death)Firearm Is Drawn

Officer has perceived the risk associated (minimally Volatile) with this arrest and the actions of the subject at the level where the use of OC would be justified (minimally an Active resistant Subject).

- ❑ Officer creates the appropriate distance (acting Tactically)
- ❑ And in the most practical Position
- ❑ Officer performs a Strong Hand Draw
- ❑ positions the OC canister in one of the holding positions
- ❑ establishes either the One Hand or Two Hand Spraying Positions
- ❑ Officer uses verbal direction
- ❑ Subject is Sprayed by Officer
- ❑ Officer moves to a Position of Advantage



While directing the subject to a Position of Control, the officer observes action from the subject that leads him/her to believe that OC has not distracted the subject.

- Hands do not move to the subjects face
- Subject does bend or lean over
- Eyes are not closed
- Subjects actions do not decrease

The subject has become more aggressive to the point where the officer perceives an increase in the potential risk (Lethal) and the subject's actions are now perceived as being Assaultive (Serious Bodily Harm/Death).

NOTE: For this drill, the subject reached into his/her pocket or belt area and pulls out an edged weapon and threatens the officer with it.

- Screw driver
- Knife

- ❑ Safe Training Tool should be used
- ❑ Officer secures the OC canister (time permitting).
- ❑ Officer draws out holstered firearm
- ❑ Subject is commanded to stop.

Two Officer Skills

Contact Officer Sprays/Control Officer gains position of advantage/ Move/Stabilize/ Handcuff

Two officers approach the subject. Officers perceive the risk associated with this arrest and the actions of the subject at the level where the use of OC would be justified. Officer(s) have perceived the risk associated (minimally Volatile) with this arrest and the actions of the subject at the level where the use of OC would be justified (minimally an Active resistant Subject).

Both officer's create the appropriate distance and position him or herself in a proper "street" stance. Contact Officer establishes contact with the subject From Position 1. Control officer positions himself/herself in a position (Position 2 ½) where control can be established.

- ❑ Contact Officer performs a Strong Hand Draw
- ❑ Contact Officer positions the OC canister in one of the holding positions
- ❑ Contact Officer establishes either the One Hand or Two Hand Spraying Positions
- ❑ Contact Officer uses verbal direction



Subject continues to present a risk and displays action that would justify the use of OC

- ❑ Contact Officer sprays the subject.
- ❑ Just prior to spraying, Contact Officer verbally warns Control Officer of the use of OC.
- ❑ "Spray"
- ❑ Control Officer moves into a Position of Advantage.
- ❑ Contact officer Maintains Spraying position and orders subject into a Position of control
- ❑ Once immobilized, the Control Officer establishes control of the subject.
- ❑ This control can be established with or without the handcuffs out, based on established methods of control prior to handcuffing.
- ❑ Control Officer handcuffs subject.

Officers Post-Spray Response

Immobilize the subject

Once the Officer believes that a subject is in fact "distracted" by the OC the thought now turns to handcuffing. As the officer's thoughts move toward this handcuffing stage, the strategy found within the Contact Formula must be initiated. With this subject distracted temporarily, the officer should continue to look for additional ways to create a recognized Officer advantage and a recognized subject disadvantage. This strategy can be started by immobilizing the subject. This strategy must be deployed in order to conduct an effective and safe handcuffing technique. Many officer injuries occur when handcuffing is attempted on a subject who has not been immobilized and/or controlled.

Immobilizing a standing subject

- ❑ Direct the subject to spread his or her feet wide apart.
- ❑ Toes pointing out
- ❑ 9 and 3 O'clock
- ❑ Bend slightly forward
- ❑ Shoulders ahead of the hips
- ❑ Arms are pointed to the rear
- ❑ No bend in elbows
- ❑ Rotate hands so that both palms are facing out (9 and 3 O'clock).



Immobilizing a subject in a kneeling position

- ❑ Direct the subject to one knee
- ❑ Then place the second knee on the ground
- ❑ Knees spread apart
- ❑ Spread feet apart
- ❑ Toes pointing back
 - No live toes
- ❑ Bend slightly forward
- ❑ Shoulders ahead of the hips
- ❑ Arms are pointed to the rear
- ❑ No bend in elbows
- ❑ Rotate hands so that both palms are facing out (9 and 3 o'clock).



Immobilizing a subject in a prone position

- ❑ Direct the subject to one knee
- ❑ Then place the second knee on the ground
- ❑ Place chest on the ground
- ❑ Legs out straight
- ❑ Cross legs at ankle
- ❑ Arms away from body
- ❑ Palms facing up.

Delay approach

By waiting for the subject to comply with the directions of the officer, this gives the OC, which was sprayed, a chance to dissipate from the spray area. If an officer chooses to engage with the subject prior to giving the OC a chance to disperse from the "breathing area", the officer may also be affected by the OC.

Handcuff

Once immobilized the actual handcuffing technique can commence. Based on our **Contact Formula©**, handcuffing is safer if performed by more than one officer. It is also very obvious that this is not always possible. When we show one officer handcuffing skills we must re-enforce the necessity of establishing a recognized officer advantage and a recognized subject disadvantage before initiating any handcuffing technique.

Search

The post arrest search must be a complete search. This search is performed to insure that there are no weapons on the subject. Tactical considerations may determine whether the search will be conducted within the spray area or after the subject is moved into "fresh" air.

In order to conduct a complete search, the officer needs to conduct the search in **systematic** manner. By conducting a systematic search, the officer can then insure that the search was **thorough**.

Prisoner Transport Position

Once handcuffed, the subject is still a potential threat to the officer and to him or herself. For this reason, the officer must continue physically controlling the subject through the search and continue during any movements of the subject from one place to another.

The Prisoner Transport Position includes:

- ❑ The officer maintaining position 2 ½
- ❑ Maintaining very close contact with the subject
- ❑ The officer's hand closest to the subject grabs the backside of the subjects hand closest to him / her.
- ❑ Fingers wrap around the blade of the hand
- ❑ Keeping the subject's wrist bent
- ❑ Subject's fingers pointing away from his/her back.
- ❑ The officer's hand which is furthest away from the subject is placed behind the subject's elbow
 - Double ninety has been established
 - Both of the officer's hands are on the same arm
- ❑ The hand behind the elbow controls and stabilizes the subject's elbow
 - Against officers midsection
- ❑ Compression against the back of the subjects hand can be applied based on the level of non-compliance

Post Spray Recovery Process

Once subject has been sprayed and handcuffed, the Post-Spray Recovery Process begins.

Fresh Air

The process to assist a subject through the Post-Spray Recovery Process begins with **Fresh Air**.

- Move the subject from the ARREST SPRAY area to an area of fresh air.
- A breeze, an open window, an air conditioner vent, fan, etc can enhance this benefit.
- Cool air from the Patrol Car's air conditioner or open window will also assist.

Cool Water

Cool water can assist in the Post-Spray Recovery Process by rinsing off some of the OC particles left on the face. The water will also cool the OC affected area and will give some relief from the burning sensation.

Monitor and Evaluate

When any force is used, the subject must be monitored for symptoms of injury and/or other medical concerns. An officer is looking for symptoms of injury or in the case of OC, he/she is evaluating a subject for potential effects that would require him/her to seek or provide medical assistance.

- Assist subject through after-effects of OC
- Talk to the subject
- Tell them they will be OK
- Tell them to breath normally
- They need to hear from an outside influence
 - If they can not see and their breathing has been effected by the OC
 - Fear and panic are potential responses
 - They may hyperventilate
- Make sure that they are responsive.
- Look for indications that there are changes in the subject's condition
- See that the person remains seated with the head held straight
- No chin on chest or head held back

Medical Concerns

Part of the ability to **Monitor** and **Evaluate** the medical well-being of a subject is the recognition of certain conditions that can and have caused sudden death during and after the arrest process. By being aware of certain medical conditions that have led to sudden death during arrest situations, an officer is better prepared to recognize the symptoms which will cue the officer to seek immediate medical attention. Some of the symptoms will be recognized prior to the actual arrest, some can be observed during the arrest, while others become noticeable after the subject is handcuffed.

Officer "need to know" (Post Arrest Medical Concerns)

- Elevated body temperature
- Known cocaine or other drug abuser
- Impaired thinking, disorientation, hallucinations and/or delusions, intense paranoia followed by violent and/or bizarre behavior
- Great strength and a diminished sensitivity to pain
- Known psychiatric patient not taking medicine
- An extended "fight" or active resistance
- The addition of alcohol to any of the above conditions

If a subject exhibits two or more of these symptoms or actions, continue to monitor and call for medical attention

Medical Assistance

3 rules

1. If the subject appears to be having any adverse effects, if the subject shows the conditions found in the Post-Arrest Medical Concerns or if medically, something just doesn't seem or feel right... SEEK MEDICAL ATTENTION PROMPTLY!

2. If, after being sprayed, there appears to be little or no relief from the effects after a reasonable period of time... SEEK MEDICAL ATTENTION PROMPTLY!
3. If the subject requests it... SEEK MEDICAL ATTENTION PROMPTLY!

In-house Post Spray Recovery Process

Soap and water

Once at the police station the Post Spray Recovery Process continues. The subject should be allowed, when tactically feasible, to wash his/her face with soap and water. Washing instructions can include:

- Soap with no fragrances or oils
- Encourage them to open their eyes when rinsing
- Have them "pat" dry
 - No rubbing

Other considerations

Prior to washing with soap and water, determine if the subject is wearing contact lens. If they are, have them remove the contact lens before washing.

Documentation

OK. You have survived the encounter on the street. Now you must prepare to "survive" any and all post-force questions and inquiries that may occur.

Write a comprehensive report

- Start with the officers perceived circumstances
 - What was the officer dispatched to
 - Any additional knowledge about the subject, the call, the area, etc.
 - What did you see, hear, smell, feel when you arrived
- Then talk about the subject
 - What did you say
 - What did he or she say (or other parties)
 - What actions (or inaction) did you observe
- Then work through your responses
 - What did you do
 - And what was the subject's reaction.
 - What force option did you use
 - What was the subject's reaction
- Document that subject was handcuffed, searched and double-locked
- Post-spray responses
- Any medical attention provided
 - Including fresh air and water (if used)
- Who was notified of the force used?

MPTC Pepper Spray Basic Course Facts

- **What is OC?**
 - The hot portion of various types of **peppers** mixed with a **propellant** and placed into a variety of **spray container**.
- **What is the goal?**
 - To temporarily **distract** or stop a subject long enough to **gain control** and ultimately **handcuff** the subject.
- **How does it work?**
 - Pepper Spray is classified as an **inflammatory agent**. When sprayed into the face, the OC may cause several areas to react in different ways. It is the bodies physical reaction to the OC combined with any psychological responses to these physical effects, that can cause the subject to lose some of the ability and/or desire to continue resisting.
- **What parts of the body does it affect?**
 - Eyes
 - Skin
 - Respiratory Tract
- **When can I use my Pepper Spray as a force option?**
 - **Draw** out the **Pepper Spray** when the encounter presents a **Volatile Risk**
 - **Spray** the **subject** when the **Officer perceives** the **subject** as being **Actively Resistant**
 - **Pepper Spray** is used as a **Distraction Technique** under the **Compliance Technique** category
- **How much and where is the OC Sprayed?**
 - From a distance of **4 – 6 feet**
 - Some sprays allow greater distance
 - See manufacturers recommendations
 - A **one second** or less **spray**
 - Directly into the **face**
- **Methods by which OC is dispersed from the OC Canister**
 - Stream, Cone-shaped, Fogger, Splatter, Foam, Gel, etc.
 - You must know how your OC canister works and sprays
- **Conditions that can affect the effectiveness of the OC Spray**
 - Environmental based
 - Too close or too far
 - Over spraying
 - Weather conditions (rain, heavy winds, etc.)
 - Subject based
 - Subject's ability to fight through the effects
- **Pre-spraying considerations**
 - Can I spray the OC with minimal effects on others?
 - Warn other officer that you are going to spray
 - Shout "**Spray**".
- **What do I do if it appears that the Pepper Spray was ineffective?**
 - Move and create distance
 - Re-evaluate
 - Re-spray
 - Transition to another force option

- **What do I do if it appears that the Pepper Spray has distracted or stopped the subject?**
 - Move
 - Use angles
 - See Positions of Advantage
 - Wait a few seconds before approaching
 - Immobilize and control the subject
 - Handcuff the subject
 - Always be prepared to re-spray, disengage and/or transition to another force option
- **After the subject is handcuffed, what do I do to assist the subject through the affects of the Pepper Spray?**
 - Move the subject into fresh air
 - Cool air may sooth some of the burning sensation
 - Air Conditioner, fan, opened window, etc.
 - Cool water, if practical, and if available
 - Officer must communicate to and with the subject that he or she is OK and to relax and breath normally

- **What are the post arrest medical warning signs that I need to be aware of and look for?**

If a subject exhibits a combination of the following:

- Elevated body temperature
- Known cocaine or other drug abuser
- Impaired thinking, disorientation, hallucinations and/or delusions, intense paranoia followed by violent and/or bizarre behavior
- Great strength and a diminished sensitivity to pain
- Known psychiatric patient not taking medicine
- An extended "fight" or active resistance
- The addition of alcohol to any of the above conditions

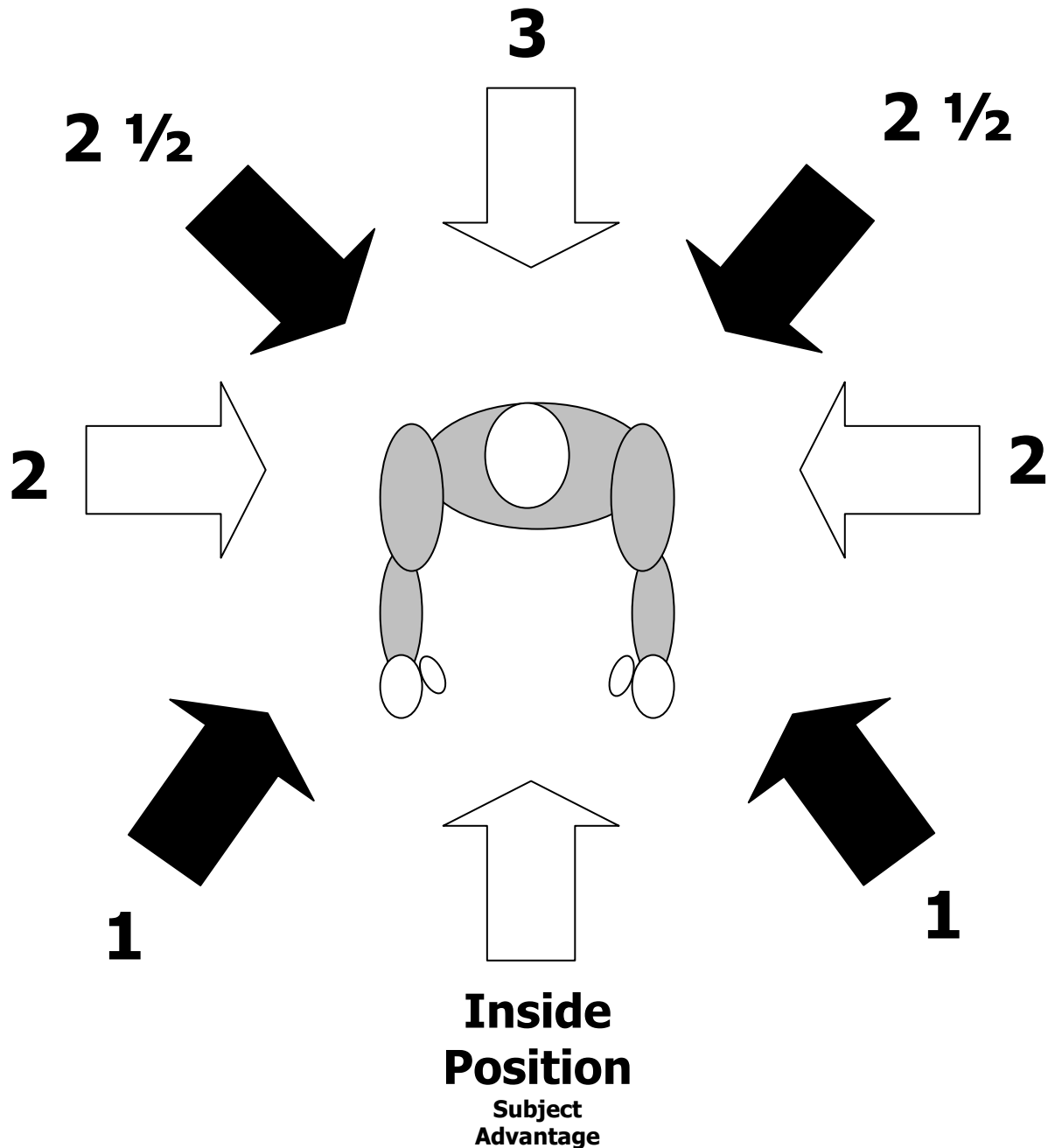
Continue to monitor and call for medical attention

- **What can I do as it relates to these or any potential medical concerns?**
 - Constantly monitor the subject
 - If a subject appears to be exhibiting a combination of the post arrest medical warning signs or any other medical adverse conditions, **get medical attention promptly.**
 - If it appears that a subject is having little or no relief from the effects of the OC after a reasonable period of time, **get medical attention promptly.**
 - Reasonable period of time could be 45 – 60 minutes.
 - The extent of the effects may dictate a shorter reasonable period of time.
 - See Departmental Policies and Procedures.
 - If a subject requests it, **seek medical attention**
- **Other Post-spray considerations**
 - Once the subject is controlled and in the booking area:
 - Encourage him or her to wash with soap and water
 - Pat dry (no rubbing)
 - Have them remove contact lenses
 - OC Blends (OC/CS or OC/CS) may require additional decontamination steps
 - Follow manufacturers recommendation
- **Other OC facts:**
 - OC canister is generally held in the Strong Hand
 - Extreme cold or heat can effect the OC and/or OC canister

Positions of Approach

An Officer should:

- stay out of the **Inside Position** when approaching from the front.
- use the angles of **Position 1** when approaching from the front or when standing in front of a subject.
- approach from or move to **Position 2 ½** as the position of advantage when attempting to control or handcuff an individual.
- be aware of the of the 90° angle movement and power that a subject can generate when an officer is in **Positions 2 and 3**.



- 1.) In regard to **Relative Positioning**, what is the position that an Officer should establish and maintain when standing in front of a Subject?
- A. **Position #1**
 - B. **Position #4**
 - C. **Position #2 ½**
 - D. **Position #3**
 - E. None of the above
- 2.) The *first* Step in the **6 Components of Proper Handcuffing** is:
- A. **Transport**
 - B. **Search**
 - C. **Handcuff**
 - D. **Immobilize**
 - E. NONE OF THE ABOVE
- 3.) If a Subject attempts a kick to an Officer's groin area, what would be the best **Empty Hand Block** for the Officer to perform in order to stop the strike ?
- A. **Low Block**
 - B. **Inside Block**
 - C. **Outside Block**
 - D. **High Block**
 - E. None of the above
- 4.) When transporting a Subject placed under arrest, the Officer should control and then move the Subject by:
- A. allowing the prisoner to walk uncontrolled
 - B. grasping the chain or hinge with the Officers strong hand
 - C. holding the Subject by the shirt
 - D. the Prisoner Transport Position
 - E. None of the above
- 5.) If an Officer has a hold of a Subject's arm and the Subject attempts to run away with his or her arm locked out straight, what would be the best **Controlling Technique** for an Officer to attempt?
- A. **Escort Position**
 - B. **Bent Wrist Lock**
 - C. **Arm Bar Takedown**
 - D. **Front Flip**
 - E. NONE OF THE ABOVE

- 1.) Which of the following is a **Red** Target Area?
 - a. Lower Abdomen
 - b. Elbow
 - c. Groin
 - d. Head
 - e. None of the above
- 2.) Which of the following is a **Green** Target Area?
 - a. Knee
 - b. Shin
 - c. Head
 - d. Collar Bone
 - e. None of the above
- 3.) According to the **MPTC Use of Force Model**, a **Baton Strike** could be used to stop what type of subject?
 - a. Cooperative Subject
 - b. Passive Resistant Subject
 - c. Active Resistant Subject
 - d. Assaultive Bodily Harm Subject
 - e. None of the above
- 4.) According to the **MPTC Use of Force Model**, the use of **Pepper Spray** would be found within what **Officer Response Category**?
 - a. Cooperative Controls
 - b. Contact Controls
 - c. Deadly Force
 - d. Compliance Techniques
 - e. None of the above
- 5.) An officer is attempting to place a subject under arrest. When the officer attempts to control the subject's arm, the subject forcefully pulls his arm away from the officer. According to the **MPTC Use of Force Model** this subject would be classified as a _____.
 - a. **Cooperative Subject**
 - b. **Resistant (Active) Subject**
 - c. **Passive Resistant Subject**
 - d. **Assaultive (Serious Bodily Harm / Deadly Force) Subject**
 - f. None of the above

Misdemeanor Arrest of a Compliant Subject

Scenario #1: Subject has an outstanding warrant for shoplifting. He is known to the officer and has never been a physical threat. Officer will approach the subject and place him / her under arrest using the Standing Compliant Handcuffing. Subject will be moved using the Prisoner Transport Position and will be uncuffed properly.

Misdemeanor Arrest on an Active Resistant Subject

Scenario #2: Subject is being arrested for a 209a Violation. Subject has complied with all of the officer's directions but is going to be handcuffed outside due to the presence of sympathetic and angry relatives inside of the residence. The officer moves the subject towards his or her marked unit, using the Escort Position, when the subject attempts to run away. The Officer will utilize the Arm Bar Takedown to prone Handcuffing to control and ultimately arrest this subject.

Misdemeanor Arrest of an Active Resistant Subject

Scenario #3: Subject is being arrested for Disorderly Person inside of a pub. Subject has complied with all of the officer's directions although he is intoxicated. The subject is going to be handcuffed outside due to the presence of sympathetic and intoxicated patrons inside of this pub. The officer moves the subject towards his or her marked unit, using the Escort Position, when the subject becomes Actively Resistant by pulling his / her hand toward his/her chest.. The Officer will utilize the Front Wrist Lock to move the subject to the wall/cruiser, transition to the Rear wristlock once the subject is immobilized to the Standing Non-Compliant Handcuffing to control and ultimately arrest this subject.

Felony Arrest of an Assaultive Serious Bodily Harm / Death Subject

Scenario #4: Subject is approached by two officers who is wanted for an Assault by means of a Dangerous Weapon to wit a knife. Upon approach, subject is agitated and physically threatens the Officer. Contact Officer observes an open, unsheathed knife in the subject's belt. Contact Officer perceives that the subject is a Lethal threat to the officers and orders the subject to a prone position and immobilizes the subject. At this point, the Contact Officer approached the subject and applies the Felony Prone Handcuffing Technique to control and ultimately arrest the subject.

Transitional Skills Test

Scenario #5: Officer is dispatched to a call for a subject that just broke a window in a Motor Vehicle. The complainant states that the subject is acting strangely. The officer will approach the subject and engage the subject in a conversation. The subject will start the conversation out cooperatively and then suddenly starts acting up, getting loud and boisterous, but not assaultive. Officer draws out the OC and orders the subject to turn around. Subject continues to become angry and threatening and the officer sprays the subject. After a short period of time it is obvious that the OC is not working and the subject has assumed a fighting stance. Officer will secure the OC and draw out the Police Baton. With the baton at the Outside of Arm Position the officer order the subject to his/her knees. The subject begins lower himself/herself to the ground, but reaches for a concealed knife and from a stationary position, threatens to stab the officer. Officer will secure the baton and draw out the firearm. Officer will order the subject to the ground and once the subject is immobilized, will call for back up. The officer will holster the weapon after back up arrives and completes the Prone Handcuffing Technique.

Municipal Police Training Committee
Defensive Tactics Training for Recruit Academies
Proficiency Test

S.O. Name: _____ **Date:** _____

S.O. Agency: _____ **Academy and Class #:** _____

Scenario #1: Misdemeanor Arrest of a Compliant Subject

	Acceptable	Acceptable needs work	Unacceptable	Comments
1. Position and Stance	()	()	()	_____
2. Verbalization	()	()	()	_____
3. Movement	()	()	()	_____
4. * <u>Initial Control</u>	()	()	()	_____
5. * <u>1st Handcuff</u>	()	()	()	_____
6. * <u>2nd Handcuff</u>	()	()	()	_____
7. Double Lock	()	()	()	_____
8. * <u>Prisoner Transport Technique</u>	()	()	()	_____
9. Proper Uncuffing	()	()	()	_____

All Acceptable () Testing Instructors Initials _____

Scenario #2: Misdemeanor Arrest on an Active Resistant Subject

	Acceptable	Acceptable needs work	Unacceptable	Comments
10. Position and Stance	()	()	()	_____
11. Verbalization	()	()	()	_____
12. Movement	()	()	()	_____
13. Blanket the Elbow	()	()	()	_____
14. * <u>Escort Position</u>	()	()	()	_____
15. * <u>Arm Bar Takedown</u>	()	()	()	_____
16. Transition to Prone HC Position	()	()	()	_____
17. * <u>1st Handcuff</u>	()	()	()	_____
18. * <u>2nd Handcuff</u>	()	()	()	_____
19. Double Lock	()	()	()	_____
20. Searching Technique	()	()	()	_____
21. Standing subject up	()	()	()	_____

All Acceptable () Testing Instructors Initials _____

Scenario #3: Misdemeanor Arrest of an Active Resistant Subject

	Acceptable	Acceptable needs work	Unacceptable	Comments
22. Position and Stance	()	()	()	_____
23. Verbalization	()	()	()	_____
24. Movement	()	()	()	_____
25. Blanket the Elbow	()	()	()	_____
26. * <u>Escort Position</u>	()	()	()	_____
27. * <u>Front Wrist Lock</u>	()	()	()	_____
28. Movement to stationary immobilization	()	()	()	_____
29. Transition to <u>Rear Wrist Lock</u>	()	()	()	_____
30. * <u>1st Handcuff</u>	()	()	()	_____
31. * <u>Hand exchange</u>	()	()	()	_____
32. * <u>2nd Handcuff</u>	()	()	()	_____
33. Re-enforce Prisoner transport	()	()	()	_____
34. Double Lock	()	()	()	_____

All Acceptable () Testing Instructors Initials _____

Municipal Police Training Committee
Defensive Tactics Training for Recruit Academies
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Scenario #4: Felony Arrest of an Assaultive Serious Bodily Harm / Death Subject

	Acceptable	Acceptable needs work	Unacceptable	Comments
35. Position and Stance of Contact Officer	()	()	()	_____
36. Firearm Draw	()	()	()	_____
37. Verbalization	()	()	()	_____
38. Contact/Control Officer Triangulation	()	()	()	_____
39. Contact Officer re-holster	()	()	()	_____
40. *<u>Subject Control to Prone HC position</u>	()	()	()	_____
41. 1 st Handcuff	()	()	()	_____
42. 2 nd Handcuff	()	()	()	_____
43. *<u>Weapon secured (No looking at holster)</u>	()	()	()	_____

All Acceptable () Testing Instructors Initials _____

Scenario #5: Transitional Skills Test

	Acceptable	Acceptable needs work	Unacceptable	Comments
44. Position and Stance	()	()	()	_____
45. Verbalization	()	()	()	_____
46. *<u>OC Draw</u>	()	()	()	_____
47. OC Spray	()	()	()	_____
48. Secure OC	()	()	()	_____
49. *<u>Baton Draw to Outside Arm Position</u>	()	()	()	_____
50. Secure Baton	()	()	()	_____
51. *<u>Draw Firearm</u>	()	()	()	_____
52. Subject immobilized	()	()	()	_____
53. *<u>Back-up called</u>	()	()	()	_____
54. Back-up/Cover Officer takes HEAD position	()	()	()	_____
55. Triangulation	()	()	()	_____
56. *<u>Prone Handcuffing</u>	()	()	()	_____

All Acceptable () Testing Instructors Initials _____

Original Testing () Re-Testing () Name of Lead Instructor: _____

Names of Testing Instructors: _____

***Primary Skills** are highlighted and underlined (20 Primary skills). S.O. must receive all acceptable on Primary Skills. One Unacceptable rating on these Primary Skills will require remedial training and re-testing.

All other skills are considered Sub-Skills. S.O. may receive three **Acceptable needs work** ratings for each proficiency test on these sub-skills. In a S.O. receives more than three **Acceptable needs work** ratings, remedial and retesting is required. One Unacceptable rating on these Sub-Skills will require remedial training and re-testing. For evaluation, proper searching is part of each handcuffing skill

Number of Acceptable Primary skills _____ (20 Acceptable to Pass)

Number of Unacceptable _____ (One or more Unacceptable = Re-Test)

Number of Acceptable Sub-Skills _____ (34 to 36 Acceptable to Pass)

Number of Acceptable, needs work Sub-Skills _____ (34 to 36 Acceptable to Pass)

Number of Unacceptable Sub-Skills _____ (One or more Unacceptable = Re-Test)

Municipal Police Training Committee
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Multiple Choice (*circle the letter which precedes the correct Target Area for the body part listed*)

1. Head

- a. Red Target Area
- b. Yellow Target Area
- c. Green Target Area

6. Shin

- a. Red Target Area
- b. Yellow Target Area
- c. Green Target Area

2. Knee

- a. Red Target Area
- b. Yellow Target Area
- c. Green Target Area

7. Forearm

- a. Red Target Area
- b. Yellow Target Area
- a. Green Target Area

3. Thigh

- a. Red Target Area
- b. Yellow Target Area
- c. Green Target Area

8. Collarbone

- a. Red Target Area
- b. Yellow Target Area
- a. Green Target Area

4. Neck

- a. Red Target Area
- b. Yellow Target Area
- c. Green Target Area

9. Spine

- a. Red Target Area
- b. Yellow Target Area
- a. Green Target Area

5. Rib Cage

- a. Red Target Area
- b. Yellow Target Area
- c. Green Target Area

10. Groin

- a. Red Target Area
- b. Yellow Target Area
- a. Green Target Area

Multiple Choice (*circle the letter which precedes the correct answer*)

11. An officer may place ***Handcuffs*** on a subject for each of the situations except for:
- A. a subject who is trying to do harm to himself / herself.
 - B. a person placed under **Protective Custody**
 - C. a subject "flips" an Officer "the bird."
 - D. a subject is placed under Arrest
 - E. NONE OF THE ABOVE

Municipal Police Training Committee
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Written Exam

12. In regard to **Relative Positioning**, what is the position that an Officer should establish and maintain when standing in front of a Subject?
- A. **Position #1**
 - B. **Position #4**
 - C. **Position #2 1/2**
 - D. **Position #3**
 - E. NONE OF THE ABOVE
13. The *first* Step in the **6 Components of Proper Handcuffing** is?
- A. **Transport**
 - B. **Search**
 - C. **Handcuff**
 - D. **Immobilize**
 - E. NONE OF THE ABOVE
14. Based on the **Baton Striking Chart**, what vital / vulnerable area on the human body listed below would **not** be considered a *Green Target Area* when struck with a Police Baton?
- A. Instep
 - B. Ears
 - C. Buttock
 - D. Shin
 - E. Forearm
15. When conducting a **Visual Search**, what must an Officer watch for?
- A. Unnatural bulges
 - B. Sheathes
 - C. Pistol Grips
 - D. Homemade Weapons
 - E. ALL OF THE ABOVE
16. What is the minimum distance that an Officer should establish and maintain when dealing with a Subject?
- A. 1-4 feet
 - B. 4-6 feet
 - C. 25-20 feet
 - D. 10-15 yards
 - E. NONE OF THE ABOVE

Municipal Police Training Committee
Recruit Academy Defensive Tactics
Written Exam

17. An officer is attempting to place a subject under arrest. When the officer attempts to control the subject's arm, the subject tries to pull his/her arm away from the officer. Based on the **MPTC Use of Force Model** this subject would be classified as a/an _____.
- A. **Cooperative Subject**
 - B. **Active Resistant Subject**
 - C. **Assaultive (Bodily Harm / Deadly Force) Subject**
 - D. **Assaultive (Serious Bodily Harm / Deadly Force) Subject**
 - E. NONE OF THE ABOVE
18. Based on the Officer's perceptions of the Subject's actions in Question 17, what would be the "**balanced**" force option for this officer?
- A. Baton Strike
 - B. Front Punch
 - C. Elbow Strike
 - D. Rear Wrist Lock
 - E. NONE OF THE ABOVE
19. An Officer can gain advantage and control of a Subject by using:
- A. Proper Positioning
 - B. Good Verbal Directions
 - C. Proper Handcuffing Techniques
 - D. Maintain Appropriate Distance
 - E. ALL OF THE ABOVE
20. When a Subject is *Handcuffed*, the *Handcuffs* should be tightened on the wrist:
- A. until the Subject screams they are too tight
 - B. snug, but with enough room to slide one finger tip between the bracelet and the wrist
 - C. snug, but with enough room to slide several fingers between the bracelet and the wrist
 - D. until the blood is stopped from traveling to the hand
 - E. NONE OF THE ABOVE
21. If a Subject attempts a kick to an Officer's groin area, what would be the best **Empty Hand Block** for the Officer to perform in order to stop the strike?
- A. **Low Block**
 - B. **Inside Block**
 - C. **Outside Block**
 - D. **High Block**
 - E. NONE OF THE ABOVE

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Written Exam

22. Handcuffs :
- A. should be placed between the wrist bone and the hand
 - B. are temporary restraining devices
 - C. are not the end of prisoner control
 - D. need to be accessible by either hand
 - E. ALL OF THE ABOVE
23. After placing a subject under arrest, an Officer should conduct a _____ and _____ search.
- A. Quick, Calm
 - B. Rough, Tough
 - C. Thorough, Systematic
 - D. Helter, Skelter
 - E. NONE OF THE ABOVE
24. When transporting a Subject placed under arrest, the Officer should control and then move the Subject by:
- A. allowing the prisoner to walk uncontrolled
 - B. grasping the chain or hinge with the Officers strong hand
 - C. holding the Subject by the shirt
 - D. the Prisoner Transport Position
 - E. NONE OF THE ABOVE
25. An Officer is attempting to place a Subject under arrest. When the Officer attempts to control the Subject's arm, the Subject punches the Officer twice on the chest and then assumes a fighting stance. According to the **MPTC Use of Force Model** this Subject would be classified as a/an _____.
- A. **Assaultive (Bodily Harm) Subject**
 - B. **Resistant (Active) Subject**
 - C. **Passive Resistant Subject**
 - D. **Assaultive (Serious Bodily Harm / Deadly Force) Subject**
 - E. NONE OF THE ABOVE
26. Based on the Officer's perceptions of the Subject's actions in Question 25, what would be the "**balanced**" force option for this officer?
- A. Escort Position
 - B. Front Wrist Lock
 - C. Baton Strike
 - D. Rear Wrist Lock
 - E. NONE OF THE ABOVE

Municipal Police Training Committee
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Written Exam

27. Based of the **Baton Striking Chart**, what vital/vulnerable area on the human body listed below would **not** be considered a **Red Area** when striking with the Police Baton?
- A. Thigh
 - B. Bridge of Nose
 - C. Spine
 - D. Eyes
 - E. Back of Neck
28. According to the **6 Components of Proper Handcuffing**, after a Subject has been **Searched**, what is the next Component to be performed?
- A. **Immobilize**
 - B. **Monitor**
 - C. **Transport**
 - D. **Control**
 - E. NONE OF THE ABOVE
29. If an Officer has a hold of a Subject's arm and the Subject attempts to run away with his or her arm locked out straight, what would be the best **Controlling Technique** for an Officer to attempt?
- A. **Escort Position**
 - B. **Bent Wrist Lock**
 - C. **Arm Bar Takedown**
 - D. **Front Flip**
 - E. NONE OF THE ABOVE
30. If an Officer uses Unreasonable or Excessive Force, he / she may be susceptible to:
- A. Civil Action
 - B. Criminal Action
 - C. Departmental Action
 - D. ALL OF THE ABOVE
 - E. NONE OF THE ABOVE
31. If a Subject strikes down with an overhead strike directed at an Officer's head, what would be the best **Empty Hand Block** for an Officer to perform?
- A. **Low Block**
 - B. **Inside Block**
 - C. **Outside Block**
 - D. **High Block**
 - E. NONE OF THE ABOVE

Municipal Police Training Committee
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Written Exam

32. According to the **6 Components of Proper Handcuffing**, after a Subject is Handcuffed and the handcuffs are Double Locked, what is the next component that must be performed?
- A. **Monitor**
 - B. **Search**
 - C. **Transport**
 - D. **Immobilize**
 - E. NONE OF THE ABOVE
33. When ***Handcuffing*** and ***Searching*** a Subject, an Officer should be aware of certain safety concerns such as:
- A. Positional Asphyxia
 - B. Bodily Fluids
 - C. needles and other sharp objects
 - D. airborne pathogens
 - E. ALL OF THE ABOVE
34. It is the Officer's responsibility to:
- A. assure the safety of the Prisoner throughout the arrest
 - B. provide medical attention as needed or as requested
 - C. maintain control of Subject throughout the arrest
 - D. search each prisoner to ensure safety
 - E. ALL OF THE ABOVE
35. After completing a **Blocking Technique**, which of the following could be considered a **"reasonable"** follow-up technique?
- A. Create Distance
 - B. Use an appropriate Striking Technique
 - C. Draw the Baton
 - D. Offer Verbal Commands
 - E. All of the above may be appropriate responses
36. According to the **Six Components of Proper Handcuffing**, what is the next step that must be taken after a Subject has been **IMMOBILIZED**?
- A. **CONTROL**
 - B. **IMMOBILIZE**
 - C. **HANDCUFF**
 - D. **MONITOR**
 - E. NONE OF THE ABOVE

Municipal Police Training Committee
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Written Exam

37. Based on the ***Baton Striking Chart***, what vital/vulnerable area on the human body listed below would ***not*** be considered a ***RED AREA*** when being struck with the Police Baton?
- A. Bridge of nose
 - B. Elbow
 - C. Spine
 - D. Upper Lip
 - E. Ears
38. An Officer is attempting to place a Subject under arrest. When the Officer attempts to control the Subject's arm, the Subject pushes the Officer and then pulls a "steak" knife out of his/her belt and swings it toward the Officer. According to the **MPTC Use of Force Model**, this Subject would be classified as a/an _____.
- A. **Assaultive (Bodily Harm) Subject**
 - B. **Resistant (Active) Subject**
 - C. **Passive Resistant Subject**
 - D. **Assaultive (Serious Bodily Harm / Deadly Force) Subject**
 - E. NONE OF THE ABOVE
39. Based on the Officer's perceptions of the Subject's actions in Question 38, what would be the "**balanced**" force option for this Officer?
- A. Front Punch
 - B. Front Wrist Lock
 - C. Firearm
 - D. Arm Bar Takedown
 - E. NONE OF THE ABOVE
40. Based on the Officer's perceptions of the subject's actions in Question 38, what would be the most appropriate **Handcuffing Technique** for the Officer to perform?
- A. **Compliant Handcuffing Technique**
 - B. **Standing Uncooperative Handcuffing Technique**
 - C. **Welch Handcuffing Technique**
 - D. **Felony Prone Handcuffing Technique**
 - E. NONE OF THE ABOVE

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Written Exam

41. In regard to **Relative Positioning**, what is the best position for an officer to assume when attempting the **Compliant Handcuffing Technique**?
- A. **Position # 1**
 - B. **Position #2**
 - C. **Position #2 ½**
 - D. Forward Position
 - E. NONE OF THE ABOVE
42. An Officer is dispatched to 325 Main Street for a report of "shots fired" on the second floor landing. Upon arrival the Officer observes spent shell casings on the floor and a trail of blood leading to Apt. 2A. Based on **Threat Perception (or Risk Assessment) Categories**, with all of these circumstances, the Officer should perceive the threat as being potentially _____.
- A. Strategic
 - B. Lethal
 - C. Volatile
 - D. Harmful
 - E. NONE OF THE ABOVE
43. An Officer and his/her partner are attempting to place a Subject under arrest for a misdemeanor warrant. The Subject has been respectful and calm and is sitting on a recliner. The Officer advises the subject that he is under arrest and he needs to stand up. The person in no way becomes physical but tries to convince the Officer that the warrant is a mistake. The Officer again asks the subject to stand up but he continues to talk about the warrant. The Controlling Officer approaches the Subject and the Subject makes no effort to pull away. According to the **MPTC Use of Force Model** this subject would be classified as a _____.
- A. **Assaultive (Bodily Harm) Subject**
 - B. **Compliant Subject**
 - C. **Passive Resistant Subject**
 - D. **Assaultive (Serious Bodily Harm / Deadly Force) Subject**
 - E. NONE OF THE ABOVE

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Written Exam

44. Based on the Officer's perceptions of the Subject's actions in Question 43, what would be an appropriate force option for this Officer?
- A. Foot Stomp
 - B. Escort Position
 - C. OC Spray
 - D. Arm Bar Takedown
 - E. NONE OF THE ABOVE
45. An Officer and his/her partner are dispatched to **Domestic Disturbance** at 44 Maple Street. Upon arrival the officers are met with a female victim who claims she was struck by her husband. As they enter the apartment they are met by the Suspect's brother who tells them that they are not wanted here. As they walk down the hallway, the Officer's see the subject sitting on the side of the bed punching his left open hand with his right fist. Based on **Threat Perception (or Risk Assessment) Categories**, with all of these circumstances, the Officer should perceive the threat as being _____.
- A. Strategic
 - B. Lethal
 - C. Tactical
 - D. Harmful
 - E. NONE OF THE ABOVE
46. Based on the **Control Superiority Principle**, an Officer should establish a _____ officer advantage, while creating a _____ subject disadvantage.
- A. offensive, defensive
 - B. recognized, recognized
 - C. subjective, objective
 - D. absolute, absolute
 - E. NONE OF THE ABOVE
47. **Distraction Techniques** are:
- A. 100% effective
 - B. meant to knock a person down and out
 - C. applied with as much force as an officer can create
 - D. never to be followed by a controlling technique
 - E. NONE OF THE ABOVE

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Written Exam

48. When an officer writes a police report that involves a use of force incident, this report should articulate which of the following:
- A. The officer's Perceived Circumstance surrounding the situation
 - B. What the Subject's Actions were
 - C. What actions the Officer took
 - D. ALL OF THE ABOVE
 - E. NONE OF THE ABOVE
49. What can an Officer do to minimize the chance of a Subject grabbing his / her firearm from the front?
- A. Create and maintain proper distance
 - B. "Shield" the firearm with the Officer's strong elbow
 - C. Watch for a subject's "target glance" at the holstered weapon
 - D. React to any perceived threat to the firearm by deploying a shielding technique
 - E. ALL OF THE ABOVE
50. As a general rule and whenever lethal force is unnecessary, avoid a Subject's _____ and _____ entirely.
- A. Forearm and Upper Arm
 - B. Thigh and Shin
 - C. Buttocks and Calf
 - D. Head and Neck
 - E. NONE OF THE ABOVE

Municipal Police Training Committee
Recruit Academy Defensive Tactics
Written Exam

Answer Sheet

Name: _____ Date: _____

Department: _____ Academy/Class #: _____

Multiple Choice (circle the correct answer)

1. a b c	6. a b c
2. a b c	7. a b c
3. a b c	8. a b c
4. a b c	9. a b c
5 a b c	10. a b c

***Multiple Choice* Circle the Correct Answer**

11. A B C D E	36. A B C D E
12. A B C D E	37. A B C D E
13. A B C D E	38. A B C D E
14. A B C D E	39. A B C D E
15. A B C D E	40. A B C D E
16. A B C D E	41. A B C D E
17. A B C D E	42. A B C D E
18. A B C D E	43. A B C D E
19. A B C D E	44. A B C D E
20. A B C D E	45. A B C D E
21. A B C D E	46. A B C D E
22. A B C D E	47. A B C D E
23. A B C D E	48. A B C D E
24. A B C D E	49. A B C D E
25. A B C D E	50. A B C D E
26. A B C D E	
27. A B C D E	
28. A B C D E	
29. A B C D E	
30. A B C D E	
31. A B C D E	
32. A B C D E	
33. A B C D E	
34. A B C D E	
35. A B C D E	

Municipal Police Training Committee
Recruit Academy Defensive Tactics
Written Exam

Answer Key

Multiple Choice (circle the correct answer)

1. <u>a</u> b c	6. a b <u>c</u>
2. a <u>b</u> c	7. a b <u>c</u>
3. a b <u>c</u>	8. a <u>b</u> c
4. <u>a</u> b c	9. <u>a</u> b c
5 a <u>b</u> c	10. a <u>b</u> c

Multiple Choice Circle the Correct Answer

11. A B <u>C</u> D E	36. <u>A</u> B C D E
12. <u>A</u> B C D E	37. A <u>B</u> C D E
13. A B C <u>D</u> E	38. A B C <u>D</u> E
14. A <u>B</u> C D E	39. A B <u>C</u> D E
15. A <u>B</u> C D <u>E</u>	40. A B C <u>D</u> E
16. A <u>B</u> C D <u>E</u>	41. A B <u>C</u> D E
17. A <u>B</u> C D E	42. A <u>B</u> C D E
18. A B C <u>D</u> <u>E</u>	43. A B <u>C</u> D E
19. A <u>B</u> C D <u>E</u>	44. A <u>B</u> C D E
20. A <u>B</u> C D E	45. A B C <u>D</u> E
21. <u>A</u> B C D <u>E</u>	46. A <u>B</u> C D E
22. A B C D <u>E</u>	47. A B C D <u>E</u>
23. A B <u>C</u> D E	48. A B C <u>D</u> E
24. A B C <u>D</u> E	49. A B C D <u>E</u>
25. <u>A</u> B C D E	50. A B C <u>D</u> E
26. A B <u>C</u> D E	
27. <u>A</u> B C D E	
28. A <u>B</u> C D E	
29. A B <u>C</u> D E	
30. A B C <u>D</u> E	
31. A B C <u>D</u> E	
32. A <u>B</u> C D E	
33. A B C D <u>E</u>	
34. A B C D <u>E</u>	
35. A B C D <u>E</u>	

Municipal Police Training Committee
Recruit Academy Defensive Tactics
Written Exam

Written Test Scoring: Passing Score 70% of higher

Wrong Answers x 1.66

1 =	98	
2 =	96	
3 =	94	
4 =	92	
5 =	90	
6 =	88	
7 =	86	
8 =	84	
9 =	82	
10=	80	
11=	78	
12=	76	
13=	74	
14=	72	
15=	70	Passing
16=	68	
17=	66	
18=	64	
19=	62	
20=	60	

Municipal Police Training Committee
Defensive Tactics Program
Baton Testing Forms

MPTC Advanced Baton Course (8 hours) Instructor Outline

- () Introduction
- () History
- () Nomenclature
- () Use of Force
- () Baton Striking Areas
 - () Green
 - () Yellow
 - () Red
- () Basic Principles
 - () Balance
 - () Stance
 - () Distance
 - () Positioning
 - () Movements

Techniques

- () **Baton Grips**
 - () One Hand Grip
 - () Two Hand Grip
- () **Baton Carry Positions**
 - () One Hand, Vertical Carry
 - () Two Hand Carry
 - () Outside of Arm Carry
- () **Baton Draws**
- () **Straight Baton**
 - () Cross Draw () Rear Draw
- () **Expandable Baton**
 - () Cross Draw () Same Side Draw
- () **Baton Blocks**
 - () High Block () Low Block () Same Side Block
 - () Support Side Block () Middle Block
- () **Baton Strikes**
 - () Forward Strike
 - () Reverse Strike
 - () Front Jab () Rear Jab () Strong Side Horizontal Strike
 - () Support Side Horizontal Strike () Middle Strike
- () **Baton Retention**
 - () From One Hand Grip
 - () From Two hand Grip
- () **Baton Control Techniques**
 - () Strong Side Arm Lock
 - () Support Side Arm Lock
- () **Risk Assessment Drills**
- () **Two Officer Arrest Drills** (with Controlling Technique)
- () **Written Test**
- () **Proficiency Test**
- () **Debrief**

Instructor Name: _____ **Date:** _____

Municipal Police Training Committee
Defensive Tactics Program
Baton Testing Forms

MPTC Advanced Baton Course Proficiency Test

Name: _____ **DOB:** _____

Department: _____ **DATE:** _____

	<u>Acceptable</u>	<u>Unacceptable</u>	<u>Comments</u>
a. Baton grips			
One Hand Grip	()	()	_____
Two Hand Grip	()	()	_____
b. Carry Positions			
One Hand Vertical Carry	()	()	_____
Two Hand Carry	()	()	_____
Outside of Arm Carry	()	()	_____
c. Baton Draws			
Cross Draw	()	()	_____
Rear Draw	()	()	_____
Cross Draw (expandable)	()	()	_____
Same Side Draw (expandable)	()	()	_____
d. Two Hand Blocks			
High Block	()	()	_____
Low Block	()	()	_____
Strong Side Block	()	()	_____
Support Side Block	()	()	_____
Middle Block	()	()	_____
e. One Hand Baton Strikes			
Forward Strike	()	()	_____
Reverse Strike	()	()	_____
f. Two Hand Baton Strikes			
Front Jab	()	()	_____
Rear Jab	()	()	_____
Strong Side Horizontal Strike	()	()	_____
Support Side Horizontal Strike	()	()	_____
Middle Strike	()	()	_____
g. Baton Retention Techniques			
From Officer's One Hand Grip	()	()	_____
From Officer's Two Hand Grip	()	()	_____
h. Baton Control Techniques			
Strong Side Armlock	()	()	_____
Support Side Armlock	()	()	_____

of Acceptable _____ **# of Unacceptable** _____

Instructors Name: _____

Municipal Police Training Committee
Defensive Tactics Program
Baton Testing Forms

MPTC Advanced Baton Course Written Test

Name: _____ **DOB:** _____

Department: _____ **DATE:** _____

MATCH THE FOLLOWING

A. GRIP END B. LONG END C. GRIP PORTION D. LONG PORTION

1. _____ The Portion of the Baton between the Grip Portion and the Long End
2. _____ The Portion of the Baton that an Officer grabs for a One Handed Grip
3. _____ The Portion of the Baton utilized in the Rear Jab, and the Strong Side Horizontal Strike from the Two Hand Carry Position
4. _____ The Portion of the Baton utilized in the Front Jab, and the Support Side Horizontal Strike from the Two Hand Carry Position

TRUE OR FALSE

5. The Collarbone is considered a **YELLOW TARGET AREA**?

A. TRUE
B. FALSE

6. The Kidney is considered a **RED TARGET AREA**?

A. TRUE
B. FALSE

7. The Lower Abdomen is considered a **RED TARGET AREA**?

A. TRUE
B. FALSE

8. The Solar Plexus is considered a **GREEN TARGET AREA**?

A. TRUE
B. FALSE

9. The Elbow is considered a **GREEN TARGET AREA**?

A. TRUE
B. FALSE

Municipal Police Training Committee
Defensive Tactics Program
Baton Testing Forms

10. The Shoulder Blades are considered a **GREEN TARGET AREA**?

- A. TRUE
- B. FALSE

11. The Knee Joint is considered a **YELLOW TARGET AREA**?

- A. TRUE
- B. FALSE

12. The Shin is considered a **YELLOW TARGET AREA**?

- A. TRUE
- B. FALSE

13. The Back of the Neck is considered a **YELLOW TARGET AREA**?

- A. TRUE
- B. FALSE

14. The Temple is considered a **RED TARGET AREA**?

- A. TRUE
- B. FALSE

15. The Groin is considered a **GREEN TARGET AREA**?

- A. TRUE
- B. FALSE

MULTIPLE CHOICE

16. You are a left handed officer. Name the ADVANCED Course block you would use to stop a wooden club from striking the top of your head?

- A. Two Hand High Block
- B. Two Hand Strong Side Block
- C. Two Hand Low Block
- D. Two Hand Middle Block
- E. None Of The Above

Municipal Police Training Committee
Defensive Tactics Program
Baton Testing Forms

17. You are a left handed officer. Name the ADVANCED Course block you would use to stop a punch from striking the left side of your face?
- A. Two Hand Low Block
 - B. Two Hand Strong Side Block
 - C. Two Hand High Block
 - D. Two Hand Low Block
 - E. None Of The Above
18. You are a right handed officer. Name the ADVANCED Course block you would use to stop a kick from striking you in the groin?
- A. Two Hand High Block
 - B. Two Hand Strong Side Block
 - C. Two Hand Low Block
 - D. Two Hand Middle Block
 - E. None Of The Above
19. You are a left handed officer. Name the ADVANCED Course block you would use to stop a person who is trying to tackle you at waist level from the front?
- A. Two Hand High Block
 - B. Two Hand Strong Side Block
 - C. Two Hand Low Block
 - D. Two Hand Middle Block
 - E. None Of The Above
20. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **GREEN AREA** when being struck with a Straight Baton?
- A. Upper Lip
 - B. Buttock
 - C. Thigh
 - D. Shin
 - E. Calf
21. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **YELLOW AREA** when being struck with a Expandable Baton?
- A. Upper Abdomen
 - B. Knee Joint
 - C. Collarbone
 - D. Calf
 - E. Elbow Joint

Municipal Police Training Committee
Defensive Tactics Program
Baton Testing Forms

22. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **RED AREA** when being struck with a Expandable Baton?

- A. Kidney
- B. Ears
- C. Spine
- D. Throat
- E. Forearm

23. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **RED AREA** when being struck with an Expandable Baton?

- A. Thigh
- B. Bridge Of Nose
- C. Spine
- D. Eyes
- E. Back Of Neck

24. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **GREEN AREA** when being struck with a Straight Baton?

- A. Instep
- B. Ears
- C. Buttock
- D. Shin
- E. Forearm

25. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **RED AREA** when being struck with the Straight Baton?

- A. Bridge Of Nose
- B. Elbow
- C. Spine
- D. Upper Lip
- E. Ears

TRUE OR FALSE

26. After an officer performs a **Two Hand High Block**, he/she would NEVER have justification to follow it up with a Baton Strike?

- A. TRUE
- B. FALSE

Municipal Police Training Committee
Defensive Tactics Program
Baton Testing Forms

27. The **Forward Strike** and **Reverse Strike** are considered **Compliance Techniques**?
- A. TRUE
 - B. FALSE
28. When a subject grabs the officer's Baton, the officer has several options to retain control of the Baton?
- A. TRUE
 - B. FALSE
29. When the Baton is used to establish a **Control Technique** (such as the **Strong Side Controlling Technique**) the officer may use this as a **Compliance Technique**?
- A. TRUE
 - B. FALSE
30. In order to justify a Baton Strike, the subject would be classified as a **Cooperative Subject**?
- A. TRUE
 - B. FALSE

Municipal Police Training Committee
Defensive Tactics Program
Baton Testing Forms

MPTC Advanced Baton Course Written Test Answer Sheet

Name: _____ **DOB:** _____

Department: _____ **DATE:** _____

Matching

- 1.) _____
- 2.) _____
- 3.) _____
- 4.) _____

True or False (Circle one)

	(A)	(B)
26.)	T	F
27.)	T	F
28.)	T	F
29.)	T	F
30.)	T	F

True or False (Circle one)

	(A)	(B)
5.)	T	F
6.)	T	F
7.)	T	F
8.)	T	F
9.)	T	F
10.)	T	F
11.)	T	F
12.)	T	F
13.)	T	F
14.)	T	F
15.)	T	F

Multiple Choice

- 16.) a b c d e
- 17.) a b c d e
- 18.) a b c d e
- 19.) a b c d e
- 20.) a b c d e
- 21.) a b c d e
- 22.) a b c d e
- 23.) a b c d e
- 24.) a b c d e
- 25.) a b c d e

Written score: _____

1x = 96.7
2x = 93.4
3x = 90.1
PASSING 4x = 86.8
5x = 83.5
6x = 80.2
7x = 76.9
8x = 73.6
9x = 70.3
10x = 67.0

Municipal Police Training Committee
Defensive Tactics Program
Baton Testing Forms

ANSWER KEY: ADVANCED WRITTEN TEST

1. D	25. B
2. C	26. B
3. A	27. B
4. B	28. A
5. A	29. A
6. A	30. B
7. B	
8. B	
9. B	
10. A	
11. A	
12. B	
13. B	
14. A	
15. B	
16. A	
17. B	
18. C	
19. D	
20. A	
21. D	
22. E	
23. A	
24. B	

Municipal Police Training Committee
Defensive Tactics Program
Baton Testing Forms

MPTC Basic Baton Course (4 hours) Instructor Outline

- () Introduction
- () History
- () Nomenclature
- () Use of Force
- () Baton Striking Areas
 - () Green
 - () Yellow
 - () Red
- () Basic Principles
 - () Balance
 - () Stance
 - () Distance
 - () Positioning
 - () Movements

Techniques

- () **Baton Grips**
 - () One Hand Grip
 - () Two Hand Grip
- () **Baton Carry Positions**
 - () One Hand, Vertical Carry
 - () Two Hand Carry
 - () Outside of Arm Carry
- () **Baton Draws**
- () **Straight Baton**
 - () Cross Draw () Rear Draw
- () **Expandable Baton**
 - () Cross Draw () Same Side Draw
- () **Baton Blocks**
 - () High Block () Low Block () Same Side Block
 - () Support Side Block () Middle Block
- () **Baton Strikes**
 - () Forward Strike
 - () Reverse Strike
 - () Front Jab () Rear Jab () Strong Side Horizontal Strike
 - () Support Side Horizontal Strike () Middle Strike
- () **Baton Retention**
 - () From One Hand Grip
 - () From Two hand Grip
- () **Risk Assessment Drills**
- () **Two Officer Arrest Drills**
- () **Written Test**
- () **Proficiency Test**
- () **Debrief**

Instructor Name: _____ **Date:** _____

Municipal Police Training Committee
Defensive Tactics Program
Baton Testing Forms

MPTC Basic Baton Course Proficiency Test

Name: _____ **DOB:** _____

Department: _____ **DATE:** _____

	<u>Acceptable</u>	<u>Unacceptable</u>	<u>Comments</u>
a. Baton grips			
One Hand Grip	()	()	_____
Two Hand Long Grip	()	()	_____
b. Carry Positions			
One Hand Vertical Carry	()	()	_____
Two Hand Carry	()	()	_____
Outside of Arm Carry	()	()	_____
c. Baton Draws			
Cross Draw	()	()	_____
Rear Draw	()	()	_____
Cross Draw (expandable)	()	()	_____
Same Side Draw (expandable)	()	()	_____
d. Two Hand Blocks			
High Block	()	()	_____
Low Block	()	()	_____
Strong Side Block	()	()	_____
Support Side Block	()	()	_____
Middle Block	()	()	_____
e. One Hand Grip Baton Strikes			
Forward Strike	()	()	_____
Reverse Strike	()	()	_____
f. Two Hand, Long Grip Baton Strikes			
Front Jab	()	()	_____
Rear Jab	()	()	_____
Strong Side Horizontal Strike	()	()	_____
Support Side Horizontal Strike	()	()	_____
Middle Strike	()	()	_____
g. Baton Retention Techniques			
From Officer's One Hand Grip	()	()	_____
From Officer's Two Hand Grip	()	()	_____

of Acceptable _____ **# of Unacceptable** _____

Instructors Name: _____

Municipal Police Training Committee
Defensive Tactics Program
Baton Testing Forms

MPTC Basic Baton Course Written Test

Name: _____ **DOB:** _____

Department: _____ **DATE:** _____

MATCH THE FOLLOWING

A. GRIP END B. LONG END C. GRIP PORTION D. LONG PORTION

1. _____ The portion of the Baton between the **Grip Portion** and the **Long End**
2. _____ The Portion of the Baton that an Officer grabs for a **One Handed Grip**
3. _____ The Portion of the Baton utilized in the **Rear Jab**, and the **Strong Side Horizontal Strike** from the **Two Hand Carry Position**
4. _____ The Portion of the Baton utilized in the **Front Jab**, and the **Support Side Horizontal Strike** from the **Two Hand Carry Position**

TRUE OR FALSE

5. The Collar Bone is considered a **YELLOW TARGET AREA**?

A. TRUE
B. FALSE
6. The Kidney is considered a **RED TARGET AREA**?

A. TRUE
B. FALSE
7. The Lower Abdomen is considered a **RED TARGET AREA**?

A. TRUE
B. FALSE
8. The Solar Plexus is considered a **GREEN TARGET AREA**?

A. TRUE
B. FALSE
9. The elbow is considered a **GREEN TARGET AREA**?

A. TRUE
B. FALSE

Municipal Police Training Committee
Defensive Tactics Program
Baton Testing Forms

10. The Shoulder Blades are considered a **GREEN TARGET AREA**?
- A. TRUE
B. FALSE
11. After an Officer performs a **TWO HAND LONG GRIP HIGH BLOCK**, he/she would **NEVER** have justification to follow it up with a **Baton Strike**?
- A. TRUE
B. FALSE
12. The **Forward Strike** and **Reverse Strike** are considered **Compliance Techniques**?
- A. TRUE
B. FALSE
13. When a subject grabs the Officer's baton, the Officer has several options to retain control of the baton?
- A. TRUE
B. FALSE
14. In order to justify a baton strike, the subject would be classified as a **Cooperative** subject?
- A. TRUE
B. FALSE
15. A baton strike to a **RED TARGET AREA** is considered a Non-Lethal Strike?
- A. TRUE
B. FALSE

Multiple Choice

16. You are a left handed Officer. Name the BASIC Course Block you would use to stop a wooden club from striking the top of your head?
- A. Two Hand High Block
B. Two Hand Strong Side Block
C. Two Hand Low Block
D. Two Hand Middle Block
E. None Of The Above

Municipal Police Training Committee
Defensive Tactics Program
Baton Testing Forms

17. You are a left-handed Officer. Name the BASIC Course Block you would use to stop a punch from striking the left side of your face?

- A. Two Hand Low Block
- B. Two Hand Strong Side Block
- C. Two Hand High Block
- D. Two Hand Middle Block
- E. None Of The Above

18. You are a right-handed Officer. Name the BASIC Course Block you would use to stop a kick from striking you in the groin?

- A. Two Hand High Block
- B. Two Hand Strong Side Block
- C. Two Hand Low Block
- D. Two Hand Middle Block
- E. None Of The Above

19. You are a left-handed Officer. Name the BASIC Course Block you would use to stop a person who is trying to tackle you at waist level, from the front?

- A. Two Hand High Block
- B. Two Hand Strong Side Block
- C. Two Hand Low Block
- D. Two Hand Middle Block
- E. None Of The Above

20. Based on the Escalation of Trauma Chart, what vital/vulnerable area on the human body listed below would NOT be considered a GREEN AREA when being struck with a Straight Baton?

- A. Upper Lip
- B. Buttock
- C. Thigh
- D. Shin
- E. Calf

Municipal Police Training Committee
Defensive Tactics Program
Baton Testing Forms

MPTC Basic Baton Course Written Test Answer Sheet

Name: _____ **DOB:** _____

Department: _____ **DATE:** _____

Matching

- 1.) _____
- 2.) _____
- 3.) _____
- 4.) _____

True or False (Circle one)

	(A)	(B)
5.)	T	F
6.)	T	F
7.)	T	F
8.)	T	F
9.)	T	F
10.)	T	F
11.)	T	F
12.)	T	F
13.)	T	F
14.)	T	F
15.)	T	F

Multiple Choice

16.)	a	b	c	d	e
17.)	a	b	c	d	e
18.)	a	b	c	d	e
19.)	a	b	c	d	e
20.)	a	b	c	d	e

Written score: _____

	1x = 95
	2x = 90
	3x = 85
PASSING	4x = 80
	5x = 75
	6x = 70
	7x = 65
	8x = 60
	9x = 55
	10x = 50

Municipal Police Training Committee
Defensive Tactics Program
Baton Testing Forms

ANSWER KEY: BASIC WRITTEN TEST

1. D
2. A
3. C
4. B
5. A
6. A
7. B
8. B
9. B
10. A
11. B
12. B
13. A
14. B
15. B
16. A
17. B
18. C
19. D
20. A

Municipal Police Training Committee
Defensive Tactics Program
Advanced Baton Course Test Forms

Advanced Course (8 hours) Instructor Outline

- () Introduction
- () History
- () Nomenclature
- () Use of Force
- () Baton Striking Areas
 - () Green
 - () Yellow
 - () Red
- () Basic Principles
 - () Balance
 - () Stance
 - () Distance
 - () Positioning
 - () Movements

Techniques

- () **Baton Grips**
 - () One Hand Grip
 - () Two Hand Grip
- () **Baton Carry Positions**
 - () One Hand, Vertical Carry
 - () Two Hand Carry
 - () Outside of Arm Carry
- () **Baton Draws**
- () **Straight Baton**
 - () Cross Draw () Rear Draw
- () **Expandable Baton**
 - () Cross Draw () Same Side Draw
- () **Baton Blocks**
 - () High Block () Low Block () Same Side Block
 - () Support Side Block () Middle Block
- () **Baton Strikes**
 - () Forward Strike
 - () Reverse Strike
 - () Front Jab () Rear Jab () Strong Side Horizontal Strike
 - () Support Side Horizontal Strike () Middle Strike
- () **Baton Retention**
 - () From One Hand Grip
 - () From Two hand Grip
- () **Baton Control Techniques**
 - () Strong Side Arm Lock
 - () Support Side Arm Lock
- () **Risk Assessment Drills**
- () **Two Officer Arrest Drills** (with Controlling Technique)
- () **Written Test**
- () **Proficiency Test**
- () **Debrief**

Instructor Name: _____ **Date:** _____

Municipal Police Training Committee
Defensive Tactics Program
Advanced Baton Course Test Forms

Advanced Course Proficiency Test

Name: _____ **Date:** _____

Department: _____ **DOB** _____

	acceptable	unacceptable	comments
a. Baton grips			
One Hand Grip	()	()	_____
Two Hand Grip	()	()	_____
b. Carry Positions			
One Hand Vertical Carry	()	()	_____
Two Hand Carry	()	()	_____
Outside of Arm Carry	()	()	_____
c. Baton Draws			
Cross Draw	()	()	_____
Rear Draw	()	()	_____
Cross Draw (expandable)	()	()	_____
Same Side Draw (expandable)	()	()	_____
d. Two Hand Blocks			
High Block	()	()	_____
Low Block	()	()	_____
Strong Side Block	()	()	_____
Support Side Block	()	()	_____
Middle Block	()	()	_____
e. One Hand Baton Strikes			
Forward Strike	()	()	_____
Reverse Strike	()	()	_____
f. Two Hand Baton Strikes			
Front Jab	()	()	_____
Rear Jab	()	()	_____
Strong Side Horizontal Strike	()	()	_____
Support Side Horizontal Strike	()	()	_____
Middle Strike	()	()	_____
g. Baton Retention Techniques			
From Officer's One Hand Grip	()	()	_____
From Officer's Two Hand Grip	()	()	_____
h. Baton Control Techniques			
Strong Side Armlock	()	()	_____
Support Side Armlock	()	()	_____

of Acceptable _____ **# of Unacceptable** _____

Instructors Name: _____

Municipal Police Training Committee
Defensive Tactics Program
Advanced Baton Course Test Forms

Advanced Course Written Test

Name: _____ **DOB:** _____

Department: _____ **Date:** _____

MATCH THE FOLLOWING

A. GRIP END B. LONG END C. GRIP PORTION D. LONG PORTION

1. _____ The Portion of the Baton between the Grip Portion and the Long End
2. _____ The Portion of the Baton that an Officer grabs for a One Handed Grip
3. _____ The Portion of the Baton utilized in the Rear Jab, and the Strong Side Horizontal Strike from the Two Hand Carry Position
4. _____ The Portion of the Baton utilized in the Front Jab, and the Support Side Horizontal Strike from the Two Hand Carry Position

TRUE OR FALSE

5. The Collarbone is considered a **YELLOW TARGET AREA**?

A. TRUE
B. FALSE
6. The Kidney is considered a **RED TARGET AREA**?

A. TRUE
B. FALSE
7. The Lower Abdomen is considered a **RED TARGET AREA**?

A. TRUE
B. FALSE
8. The Solar Plexus is considered a **GREEN TARGET AREA**?

A. TRUE
B. FALSE
9. The Elbow is considered a **GREEN TARGET AREA**?

A. TRUE
B. FALSE

Municipal Police Training Committee
Defensive Tactics Program
Advanced Baton Course Test Forms

10. The Shoulder Blades are considered a **GREEN TARGET AREA**?

- A. TRUE
- B. FALSE

11. The Knee Joint is considered a **YELLOW TARGET AREA**?

- A. TRUE
- B. FALSE

12. The Shin is considered a **YELLOW TARGET AREA**?

- A. TRUE
- B. FALSE

13. The Back of the Neck is considered a **YELLOW TARGET AREA**?

- A. TRUE
- B. FALSE

14. The Temple is considered a **RED TARGET AREA**?

- A. TRUE
- B. FALSE

15. The Groin is considered a **GREEN TARGET AREA**?

- A. TRUE
- B. FALSE

MULTIPLE CHOICE

16. You are a left handed officer. Name the ADVANCED Course block you would use to stop a wooden club from striking the top of your head?

- A. Two Hand High Block
- B. Two Hand Strong Side Block
- C. Two Hand Low Block
- D. Two Hand Middle Block
- E. None Of The Above

Municipal Police Training Committee
Defensive Tactics Program
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17. You are a left handed officer. Name the ADVANCED Course block you would use to stop a punch from striking the left side of your face?
- A. Two Hand Low Block
 - B. Two Hand Strong Side Block
 - C. Two Hand High Block
 - D. Two Hand Low Block
 - E. None Of The Above
18. You are a right handed officer. Name the ADVANCED Course block you would use to stop a kick from striking you in the groin?
- A. Two Hand High Block
 - B. Two Hand Strong Side Block
 - C. Two Hand Low Block
 - D. Two Hand Middle Block
 - E. None Of The Above
19. You are a left handed officer. Name the ADVANCED Course block you would use to stop a person who is trying to tackle you at waist level from the front?
- A. Two Hand High Block
 - B. Two Hand Strong Side Block
 - C. Two Hand Low Block
 - D. Two Hand Middle Block
 - E. None Of The Above
20. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **GREEN AREA** when being struck with a Straight Baton?
- A. Upper Lip
 - B. Buttock
 - C. Thigh
 - D. Shin
 - E. Calf
21. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **YELLOW AREA** when being struck with a Expandable Baton?
- A. Upper Abdomen
 - B. Knee Joint
 - C. Collarbone
 - D. Calf
 - E. Elbow Joint

Municipal Police Training Committee
Defensive Tactics Program
Advanced Baton Course Test Forms

22. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **RED AREA** when being struck with a Expandable Baton?
- A. Kidney
 - B. Ears
 - C. Spine
 - D. Throat
 - E. Forearm
23. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **RED AREA** when being struck with an Expandable Baton?
- A. Thigh
 - B. Bridge Of Nose
 - C. Spine
 - D. Eyes
 - E. Back Of Neck
24. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **GREEN AREA** when being struck with a Straight Baton?
- A. Instep
 - B. Ears
 - C. Buttock
 - D. Shin
 - E. Forearm
25. Based on the **Escalation of Trauma Chart**, what vital/vulnerable area on the human body listed below would **NOT** be considered a **RED AREA** when being struck with the Straight Baton?
- A. Bridge Of Nose
 - B. Elbow
 - C. Spine
 - D. Upper Lip
 - E. Ears

TRUE OR FALSE

26. After an officer performs a **Two Hand High Block**, he/she would NEVER have justification to follow it up with a Baton Strike?
- A. TRUE
 - B. FALSE

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27. The **Forward Strike** and **Reverse Strike** are considered **Compliance Techniques**?
- A. TRUE
 - B. FALSE
28. When a subject grabs the officer's Baton, the officer has several options to retain control of the Baton?
- A. TRUE
 - B. FALSE
29. When the Baton is used to establish a **Control Technique** (such as the **Strong Side Controlling Technique**) the officer may use this as a **Compliance Technique**?
- A. TRUE
 - B. FALSE
30. In order to justify a Baton Strike, the subject would be classified as a **Cooperative Subject**?
- A. TRUE
 - B. FALSE

Municipal Police Training Committee
Defensive Tactics Program
Advanced Baton Course Test Forms

Advanced Course Written Test Answer Sheet

Name: _____ **DOB:** _____

Department: _____ **Date:** _____

Matching

- 1.) _____
- 2.) _____
- 3.) _____
- 4.) _____

True or False (Circle one)

	(A)	(A)
26.)	T	F
27.)	T	F
28.)	T	F
29.)	T	F
30.)	T	F

True or False (Circle one)

	(A)	(B)
5.)	T	F
6.)	T	F
7.)	T	F
8.)	T	F
9.)	T	F
10.)	T	F
11.)	T	F
12.)	T	F
13.)	T	F
14.)	T	F
15.)	T	F

Multiple Choice

16.)	a	b	c	d	e
17.)	a	b	c	d	e
18.)	a	b	c	d	e
19.)	a	b	c	d	e
20.)	a	b	c	d	e
21.)	a	b	c	d	e
22.)	a	b	c	d	e
23.)	a	b	c	d	e
24.)	a	b	c	d	e
25.)	a	b	c	d	e

Written score: _____

1x = 96.7
2x = 93.4
3x = 90.1
PASSING 4x = 86.8
5x = 83.5
6x = 80.2
7x = 76.9
8x = 73.6
9x = 70.3
10x = 67.0

Municipal Police Training Committee
Defensive Tactics Program
Advanced Baton Course Test Forms

ANSWER KEY: ADVANCED WRITTEN TEST

1. D	25. B
2. A	26. B
3. C	27. B
4. B	28. A
5. A	29. A
6. A	30. B
7. B	
8. B	
9. B	
10. A	
11. A	
12. B	
13. B	
14. A	
15. B	
16. A	
17. B	
18. C	
19. D	
20. A	
21. D	
22. E	
23. A	
24. B	

Municipal Police Training Committee
Defensive Tactics Program
Advanced Baton Course Test Forms

Verification/Certification Form

Course Title: _____ **Location:** _____

Dates: _____ **Times:** _____

Lead Instructor: _____ **Asst. Instructor:** _____

Name	Department	DOB	Written	Proficiency	Participate	
			Test	Test(P/F)	(Y/N)	
1)						
2)						
3)						
4)						
5)						
6)						
7)						
8)						
9)						
10)						
11)						
12)						
13)						
14)						
15)						
16)						
17)						
18)						
19)						
20)						
21)						
22)						
23)						
24)						
25)						

I, _____, verify that the above named students have successfully completed and passed any and all tests (if applicable) to be certified in the above named course. I have also attached a copy of the course outline with this document.

(Instructor Signature)

(Date)

Send this document and course outline to: **State Coordinator Shawn Barbale,**
Boylston Regional Police Academy 221 Main Street, Boylston, MA 01505 Fax: 508.869.3187
Shawn.Barbale@massmail.state.ma.us

MPTC Transitional OC Basic Course Outline

Date _____

- () What is OC?
- () What is the goal of spraying someone with OC?
- () How does it work?
- () What parts of the body does it affect?
- () When can I use my Pepper Spray as a force option?
- () How much and where is the OC Sprayed?
- () Methods by which OC is dispersed from the OC Canister
- () Conditions that can affect the effectiveness of the OC Spray
- () Pre-spraying considerations
- () What do I do if it appears that the Pepper Spray was ineffective?
- () What do I do if it appears that the Pepper Spray has distracted or stopped the subject?
- () After the subject is handcuffed, what do I do to assist the subject through the affects of the Pepper Spray?
- () What are the medical concerns that I need to be aware of and look for?
- () What can I do as it relates to these or any potential medical concerns?
- () Other Post-spray considerations
- () Other OC facts

- () Basic Principles
 - () Distance
 - () Stance
 - () Movements
 - () Drawing techniques
 - () Carry positions
 - () OC holding positions
- () One Officer OC Spray Arrest
- () Two Officer OC Spray Arrest
- () OC Spray to Baton Draw
- () OC Spray to Firearm Draw

Method of OC observation and experience

- () direct spray () walk through () viewing video

- () Written Test
- () Proficiency Test
- () Review and debrief

Instructor Name: _____

MPTC Transitional OC Course
Proficiency Test

() Basic Course () Instructor Course () Instructor-Trainer Course
() Original Certification () Re-Certification () Re-Test

Course Location: _____ Date of Testing: _____

Name: _____ Agency: _____

(1.) One Officer Draws/Sprays/Moves/Subject Stabilization to Handcuffing

The officer perceives the Risk and the Subjects Actions to be at a level where the use of OC would be justified.

	<u>Acceptable</u>	<u>Unacceptable</u>
Create distance	()	()
"street" stance	()	()
Position #1	()	()
Strong Hand Draw	()	()
One Hand or Two Hand Spraying Position	()	()
Verbal direction	()	()
Spray	()	()
Move to a Position of Advantage	()	()
Direct subject into Position of Control	()	()
Subject is controlled	()	()
Subject is handcuffed	()	()

All Acceptable ()

() Pass () Fail

Comments: _____

(3.) Officer Draws/Sprays/Subject becomes Assaultive/Baton Draw

The officer perceives the Risk and the Subjects Actions to be at a level where the use of OC would be justified.

	<u>Acceptable</u>	<u>Unacceptable</u>
Create distance	()	()
Defensive stance	()	()
Position #1	()	()
Strong Hand Draw	()	()
One Hand or Two Hand Spraying Position	()	()
Verbal direction	()	()
Spray	()	()
Move to a Position of Advantage	()	()
OC has not distracted the subject and the subject becomes violent and physically threatens the officer		
Officer secures the OC canister	()	()
Officer draws the Baton	()	()
Subject is commanded to stop	()	()

All Acceptable ()

() Pass () Fail () Not Applicable

Comments: _____

(2.) Contact Officer Sprays/Control Officer Handcuffs

The Contact Officer perceives the Risk and the Subjects Actions to be at a level where the use of OC would be justified.

	<u>Acceptable</u>	<u>Unacceptable</u>
Contact Officer creates distance	()	()
"Street" stance	()	()
Position #1	()	()
Strong Hand Draw	()	()
One Hand or Two Hand Spraying Position	()	()
Verbal direction	()	()
Spray with Officer warning	()	()

Officers perceive that the OC has distracted the subject

Control Officer moves to a Position of Advantage	()	()

Control Officer directs subject into Position of Control	()	()

Control Officer controls subject	()	()
Control Officer handcuffs subject	()	()

All Acceptable ()

() Pass () Fail

Comments: _____

(4.) Officer Draws OC/Sprays/Subject becomes Assaultive (serious Bodily Harm/Death)/Firearm Draw

The officer perceives the Risk and the Subjects Actions to be at a level where the use of OC would be justified.

	<u>Acceptable</u>	<u>Unacceptable</u>
Create distance	()	()
"Street" stance	()	()
Position #1	()	()
Strong Hand Draw	()	()
One Hand or Two Hand Spraying Position	()	()
Verbal direction	()	()
Spray	()	()
Move to a Position of Advantage	()	()

OC has not distracted the subject and the subject becomes a lethal threat by drawing out an edged weapon

Officer secures the OC canister	()	()
Officer draws the Firearm	()	()
Subject is commanded to stop	()	()

All Acceptable ()

() Pass () Fail () Not Applicable

Comments: _____

() Passed Proficiency Test () Failed Proficiency Test

Testing Instructor Name: _____ Testing Instructor Initials: _____

MPTC OC Basic Course Written Exam

Name: _____ Date: _____

Department: _____ SSN: _____

Multiple Choice (circle the correct answer)

1.) What is the ingredient in OC Pepper Spray that makes it an effective force option?

- a. MACE
- b. chemical irritants
- c. various types of peppers
- d. none of the above

2.) The **goal** when spraying a subject with OC is:

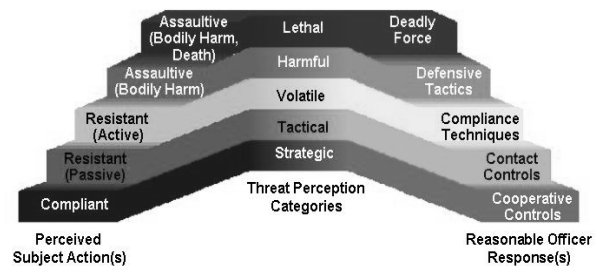
- a. to "knock" the subject to the ground
- b. to distract the subject long enough to control and handcuff the individual
- c. to create as much pain and injury as possible from the OC
- d. none of the above

3.) Based on the **Use of force Model**, if an officer perceives the risk associated with a particular encounter with a subject as being **VOLATILE**, the officer would be justified in:

- a. drawing the OC canister from his/her belt
- b. striking the subject with a baton
- c. draw out the firearm from the holster
- d. none of the above

4.) Based on the Use of Force Model, in order to justify the use of Pepper Spray as a force option, the officer would have to perceive the subjects action(s) as a _____ subject.

- a. Compliant
- b. Passive Resistant
- c. Active Resistant
- d. None of the above



5.) Based on the **Use of Force Model**, spraying a subject with OC is considered what type of a reasonable response?

- a. Cooperative Control
- b. Compliance Technique
- c. Contact Controls
- d. None of the above

6.) OC **should be** sprayed at a distance of:

- a. 10 – 15 feet
- b. More than 15 feet
- c. Less than 3 feet
- d. 4 – 6 feet

- 7.) When spraying a subject, the **target area** is the:
- chest
 - area three feet around the subject
 - the room that the subject is in
 - face
- 8.) The OC sprayed into a subject's face can be less effective if:
- too much OC is sprayed
 - there is heavy rain or wind
 - the officer misses the target area
 - all of the above
- 9.) OC is classified as an:
- inflammatory
 - lachrymator
 - tear gas agent
 - pain interceptor
- 10.) How much OC should be sprayed at a subject?
- one second burst or less
 - enough OC to fill up the room
 - five second burst
 - entire contents of OC canister
- 11.) When an officer is about to spray a subject, if there are other officers in the immediate area, the officer should:
- tap them on the shoulder to get their attention
 - shout the word "spray"
 - use hand signals
 - not use the Pepper Spray
- 12.) After spraying a subject with OC, if an officer perceives that the OC was **ineffective**, the officer should:
- continue spraying until the OC unit is empty
 - move and re-evaluate
 - immediately rush in and grab the subject
 - none of the above
- 13.) After spraying a subject with OC, if an officer perceives that the OC **has distracted** the subject, the officer should:
- move
 - wait a few seconds before approaching
 - immobilize and control the subject for handcuffing
 - all of the above

- 14.) After a subject has been sprayed and depending on the subject actions, an officer may have to transition to which of the following force options?
- a. the use of the baton
 - b. the use of the firearm
 - c. the use of controlling techniques
 - d. all of the above
- 15.) After a subject has been sprayed and handcuffed, the first step that an Officer should take in assisting the subject in recovering from the effects of the OC is:
- a. rub the subjects face and eyes with a paper towel
 - b. move the subject from the contaminated air to fresh air
 - c. leave them where they are for at least minutes
 - d. none of the above
- 16.) After a subject has been sprayed and handcuffed, the officer should:
- a. **monitor** the subject for signs of a medical problem
 - b. **communicate** with the subject that they will be OK
 - c. maintain **control** of the prisoner
 - d. all of the above
- 17.) After a subject has been sprayed and handcuffed, if the Officer observes that a known cocaine abuser, who is also intoxicated, feels very hot and has resisted violently for several minutes, the Officer should:
- a. recognize that this subject may be prone to an in-custody death and seek immediate medical attention.
 - b. transport the subject to the station for booking.
 - c. advise the subject that they will be OK and continue with the arrest process.
 - d. wait an hour to see if they get any better.
- 18.) Once in the booking area, the subject should be encouraged to:
- a. rub his/her eyes in order to cause tearing
 - b. put petroleum jelly on effected areas
 - c. wash with soap and water
 - d. none of the above
- 19.) Once in the booking area, the subject should be encouraged to:
- a. apply baby oil to effected areas
 - b. remove contact lens, if applicable
 - c. wash with hot water and a moisturizing soap
 - d. none of the above
- 20.) An Officer is required to seek medical attention for a subject sprayed with OC if:
- a. the subject appears to be having an adverse medical problem
 - b. the subject is having little or no relief from the effects of the OC after a reasonable period of time
 - c. the subject requests it
 - d. all of the above

Written Exam Answer Sheet

Name: _____ Date _____

Department: _____ SSN: _____

- 1.) a b c d
- 2.) a b c d
- 3.) a b c d
- 4.) a b c d
- 5.) a b c d
- 6.) a b c d
- 7.) a b c d
- 8.) a b c d
- 9.) a b c d
- 10.) a b c d
- 11.) a b c d
- 12.) a b c d
- 13.) a b c d
- 14.) a b c d
- 15.) a b c d
- 16.) a b c d
- 17.) a b c d
- 18.) a b c d
- 19.) a b c d
- 20.) a b c d

0X = 100

1X = 95

2X = 90

3X = 85 Passing

4X = 80

5X = 75

6X = 70 _____

7X = 65

8X = 60

Circle the correct score

Answer Key

- 1.) c
- 2.) b
- 3.) a
- 4.) c
- 5.) b
- 6.) d
- 7.) d
- 8.) d
- 9.) a
- 10.) a
- 11.) b
- 12.) b
- 13.) d
- 14.) d
- 15.) b
- 16.) d
- 17.) a
- 18.) c
- 19.) b
- 20.) d

Verification/Certification Form

Course Title: _____ Location: _____

Dates: _____ Times: _____

Lead Instructor: _____ Asst. Instructor: _____

Name	Department	DOB	Written	Proficiency	Participate	
			Test	Test(P/F)	(Y/N)	
1)						
2)						
3)						
4)						
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24)						
25)						
26)						
27)						
28)						

I, _____, verify that the above named students have successfully completed and passed any and all tests (if applicable) to be certified in the above named course. I have also attached a copy of the course outline with this document.

(Instructor Signature)

(Date)

Send this document and course outline to: State Coordinator Shawn Barbale,

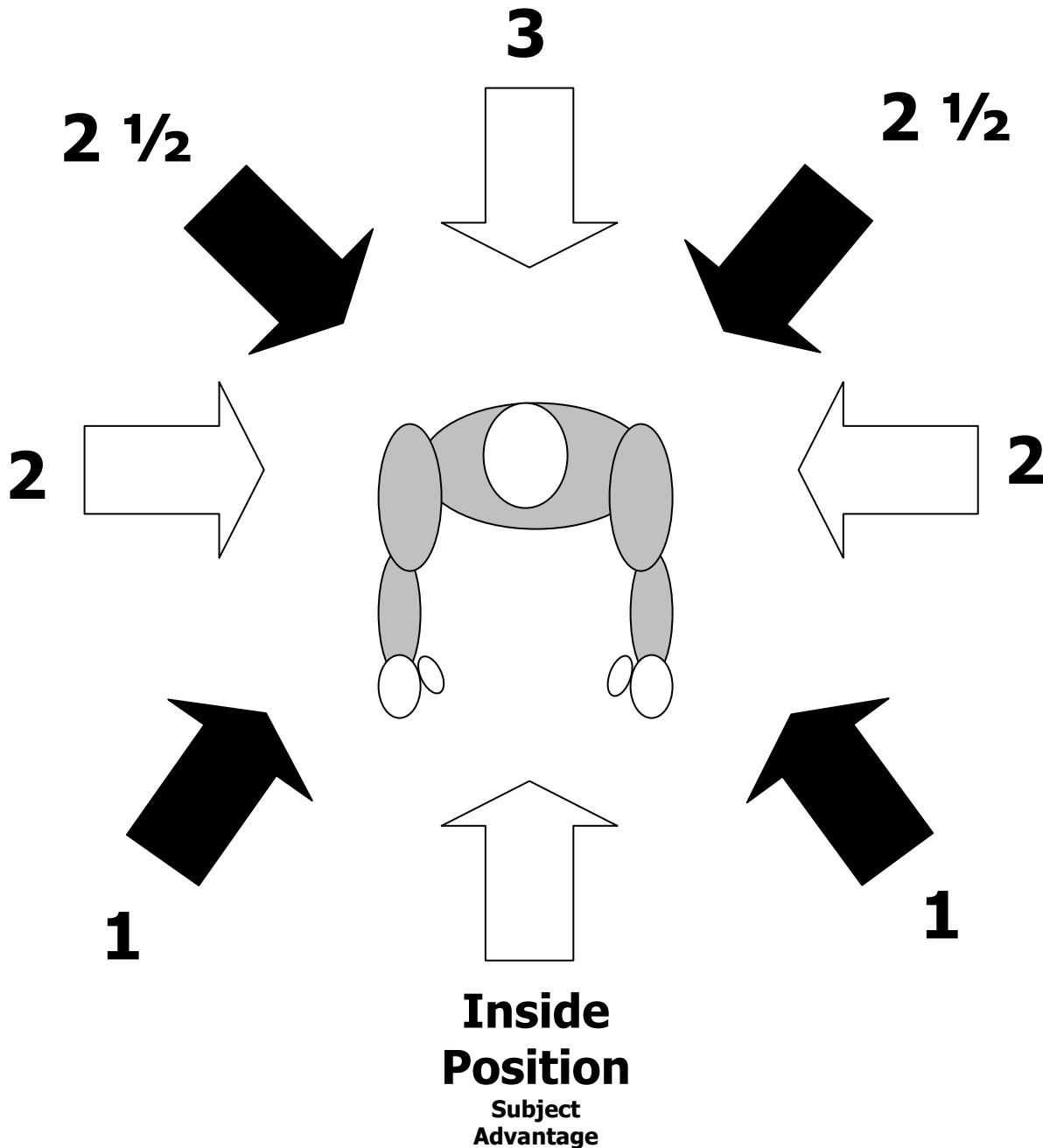
Boylston Regional Police Academy 221 Main Street, Boylston, MA 01505 Fax: 508.869.3187

Shawn.Barbale@massmail.state.ma.us

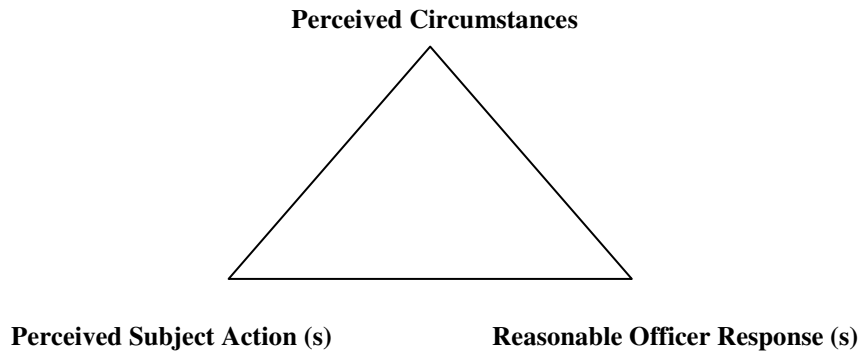
Positions of Approach

An Officer should:

- stay out of the **Inside Position** when approaching from the front.
- use the angles of **Position 1** when approaching from the front or when standing in front of a subject.
- approach from or move to **Position 2 ½** as the position of advantage when attempting to control or handcuff an individual.
- be aware of the 90° angle movement and power that a subject can generate when an officer is in **Positions 2 and 3**.



MPTC USE OF FORCE REFERENCE GUIDE

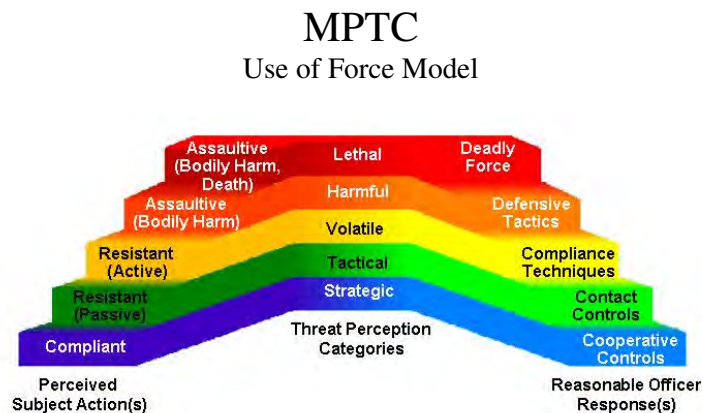


The **Totality Triangle** © depicts the three elements which must be considered in determining whether an application of force was objectively reasonable.

Perceived Circumstances - the officer's perspective of the severity of any crime, the existence of an immediate safety threat to the officer or others, and the degree of compliance / non-compliance from the subject; culminating in its identification on the Use of Force Model.

Perceived Subject Action (s) - the subject action (s) as perceived by the reasonable officer that designate the subject at one or more of the Use of Force Model's compliant / non-compliant categories.

Reasonable Officer Response (s) - the "balanced" response (s) appropriate for the reasonable officer's selection from the Use of Force Model's identified response categories, in order to maintain or gain subject compliance and control.



The Use of Force Model was developed in 1991 by Dr. Franklin Graves, Federal Law Enforcement Training Center and Professor Gregory J. Connor, University of Illinois Police Training Institute. TM 1998, G. Connor. All rights reserved.

Threat Perception Color Code - the tactically applied and color adapted correlation of the Threat Perception Categories on the Use of Force Model.

Control Superiority Principle © - the understanding and visualization method utilized to reinforce the inherent principle of officer force superiority over the subject's degree of compliance / non-compliance.

Assessment / Selection Arrows - the mechanism utilized to indicate the dynamic nature of an officer's decision-making process of Tactical Transition © during the enforcement encounter.

Threat Perception Categories

Strategic - the broad “mind set” of the officer, represented by the blue baseline on the Threat Perception Color Code ©. The contemporary officer must maintain this functional foundation, centered upon strategies designed to enhance the status of safety.

Tactical - the second level on the Use of Force Model, depicted by the color green. Here the officer perceives an increase in threat potential within the confrontational environment and tactical procedures are designated and deployed.

Volatile - the third level on the Use of Force Model utilizing the color yellow to indicate an activated level of alertness and threat potential. Here the officer is confronted with the presence or potential of critical dynamics, including threat intensity and severity within the enforcement encounter.

Harmful - at this level on the Use of Force Model the color orange denotes an accelerated perception of threat directed upon the officer or others. In this regard the officer must deploy initial defensive force in the effort toward eventual subject compliance and control.

Lethal - the highest level on the Use of Force Model correlates to the most intense color in the Threat Perception Color Code ©, red. Although this potentially lethal degree of threat is most infrequent, it remains most crucial for the continuation of officer safety and security.

Perceived Subject Action (s) Categories

Compliant - represents the vast majority of officer / citizen confrontations in the form of cooperation and control. Such cooperation is generally established and maintained via cultural acceptance, verbalization skills, etc.

Resistant (*Passive*) - the preliminary level of citizen non-compliance. Here, the citizen, although non-compliant, offers no physical or mechanical energy enhancement toward the resistant effort.

Resistant (*Active*) - the subject’s non-compliance is increased in scope and / or intensity. The subject’s non-compliance now includes energy enhanced physical or mechanical defiance.

Assaultive (*Bodily Harm*) - the officer’s attempt to gain lawful compliance has culminated in a perceived or actual attack on the officer or others. The officer makes the reasonable assessment that such actions by the subject would not result in the officer’s or other’s death or serious bodily harm.

Assaultive (*Serious Bodily Harm / Death*) - the officer’s attempt to gain lawful compliance has culminated in the perception of an attack or the potential for such an attack on the officer or others. The officer makes the reasonable assessment that such actions by the subject could result in serious bodily harm or death to the officer or others.

Officer Response (s) Categories

Cooperative Controls - include contemporary controls developed to preserve officer safety and security, including: communication skills, restraint applications, etc.

Contact Controls - includes resistant countermeasures designed to guide or direct the non-compliant subject. These “hands on” tactics would include the elbow / wrist grasp, Hand Rotation Position ©, etc.

Compliance Techniques - includes resistant countermeasures designed to counter the subject’s enhanced degree of resistance. These tactics could include the Hand Rotation Technique ©, chemical irritants, etc.

Defensive Tactics - includes assaultive countermeasures designed to cease the subject’s non-lethal assault on the officer or others, regain control, and assure continued compliance. These tactics could include baton strikes, kicking techniques, etc.

Deadly Force - includes assaultive countermeasures designed to cease an assault which is lethal or could cause great bodily harm on the officer or others. These tactics could include the use of a firearm, lethal strikes, etc.

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MPTC Pepper Spray Basic Course Facts

- **What is OC?**
 - The hot portion of various types of **peppers** mixed with a **propellant** and placed into a variety of **spray container**.
- **What is the goal?**
 - To temporarily **distract** or stop a subject long enough to **gain control** and ultimately **handcuff** the subject.
- **How does it work?**
 - Pepper Spray is classified as an **inflammatory agent**. When sprayed into the face, the OC may cause several areas to react in different ways. It is the bodies physical reaction to the OC combined with any psychological responses to these physical effects, that can cause the subject to lose some of the ability and/or desire to continue resisting.
- **What parts of the body does it affect?**
 - Eyes
 - Skin
 - Respiratory Tract
- **When can I use my Pepper Spray as a force option?**
 - **Draw** out the **Pepper Spray** when the encounter presents a **Volatile Risk**
 - **Spray** the **subject** when the **Officer perceives** the **subject** as being **Actively Resistant**
 - **Pepper Spray** is used as a **Distraction Technique** under the **Compliance Technique** category
- **How much and where is the OC Sprayed?**
 - From a distance of **4 – 6 feet**
 - Some sprays allow greater distance
 - See manufacturers recommendations
 - A **one second** or less **spray**
 - Directly into the **face**
- **Methods by which OC is dispersed from the OC Canister**
 - Stream, Cone-shaped, Fogger, Splatter, Foam, Gel, etc.
 - You must know how your OC canister works and sprays
- **Conditions that can affect the effectiveness of the OC Spray**
 - Environmental based
 - Too close or too far
 - Over spraying
 - Weather conditions (rain, heavy winds, etc.)
 - Subject based
 - Subject's ability to fight through the effects
- **Pre-spraying considerations**
 - Can I spray the OC with minimal effects on others?
 - Warn other officer that you are going to spray
 - Shout "**Spray**".
- **What do I do if it appears that the Pepper Spray was ineffective?**
 - Move and create distance
 - Re-evaluate
 - Re-spray
 - Transition to another force option

- **What do I do if it appears that the Pepper Spray has distracted or stopped the subject?**
 - Move
 - Use angles
 - See Positions of Advantage
 - Wait a few seconds before approaching
 - Immobilize and control the subject
 - Handcuff the subject
 - Always be prepared to re-spray, disengage and/or transition to another force option
- **After the subject is handcuffed, what do I do to assist the subject through the affects of the Pepper Spray?**
 - Move the subject into fresh air
 - Cool air may sooth some of the burning sensation
 - Air Conditioner, fan, opened window, etc.
 - Cool water, if practical, and if available
 - Officer must communicate to and with the subject that he or she is OK and to relax and breath normally

- **What are the post arrest medical warning signs that I need to be aware of and look for?**

If a subject exhibits a combination of the following:

- Elevated body temperature
- Known cocaine or other drug abuser
- Impaired thinking, disorientation, hallucinations and/or delusions, intense paranoia followed by violent and/or bizarre behavior
- Great strength and a diminished sensitivity to pain
- Known psychiatric patient not taking medicine
- An extended "fight" or active resistance
- The addition of alcohol to any of the above conditions

Continue to monitor and call for medical attention

- **What can I do as it relates to these or any potential medical concerns?**
 - Constantly monitor the subject
 - If a subject appears to be exhibiting a combination of the post arrest medical warning signs or any other medical adverse conditions, **get medical attention promptly.**
 - If it appears that a subject is having little or no relief from the effects of the OC after a reasonable period of time, **get medical attention promptly.**
 - Reasonable period of time could be 45 – 60 minutes.
 - The extent of the effects may dictate a shorter reasonable period of time.
 - See Departmental Policies and Procedures.
 - If a subject requests it, **seek medical attention**
- **Other Post-spray considerations**
 - Once the subject is controlled and in the booking area:
 - Encourage him or her to wash with soap and water
 - Pat dry (no rubbing)
 - Have them remove contact lenses
 - OC Blends (OC/CS or OC/CS) may require additional decontamination steps
 - Follow manufacturers recommendation
- **Other OC facts:**
 - OC canister is generally held in the Strong Hand
 - Extreme cold or heat can effect the OC and/or OC canister

Municipal Police Training Committee

Pepper Spray Training



Created by David A. Standen

Granted permission by COP Tactics for use at all MPTC Training classes

Class Outline

Classroom

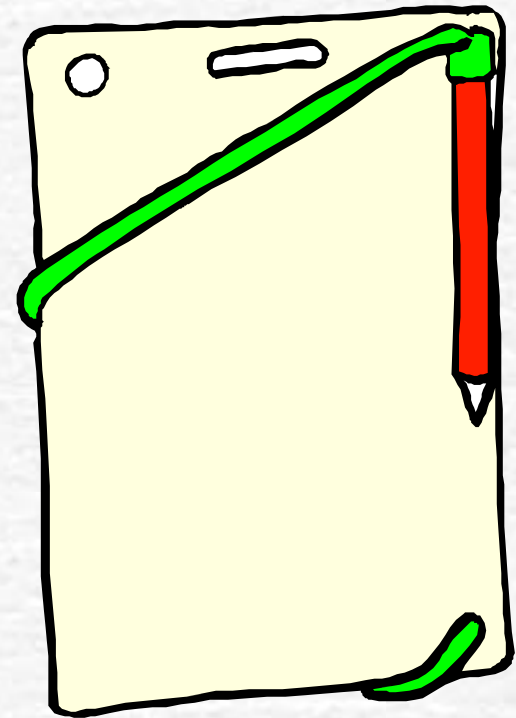
- OC Information and discussion
- Spraying verification

Hands on training

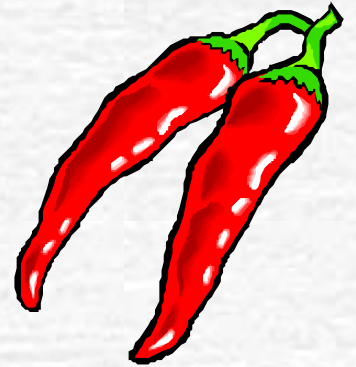
- Arrest techniques utilizing OC

Written Test

Proficiency Test



What is OC?



The hot portion of various types of **peppers** mixed with a **propellant** and placed into a variety of **spray containers**.

What is the goal?

To temporarily **distract** or stop a subject long enough to **gain control** and ultimately **handcuff** the subject.



How does it work?

- Classified as an inflammatory agent

- Versus MACE

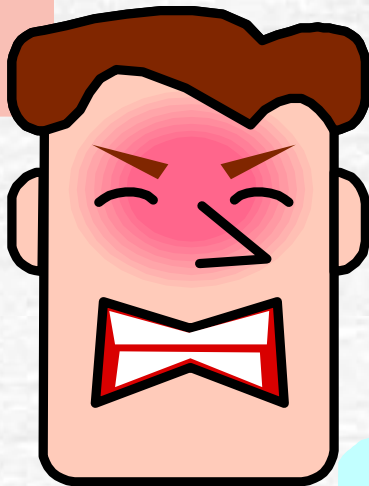
- May cause several reactions

- These physical reactions combined with any psychological responses can cause the subject to lose some of the ability and/or desire to continue resisting

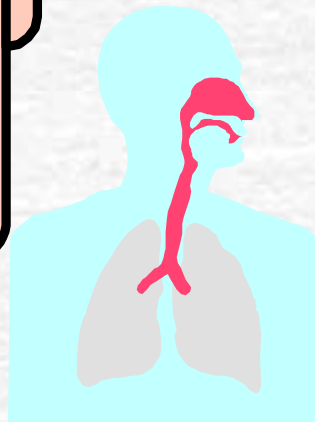
Body parts affected by OC



EYES

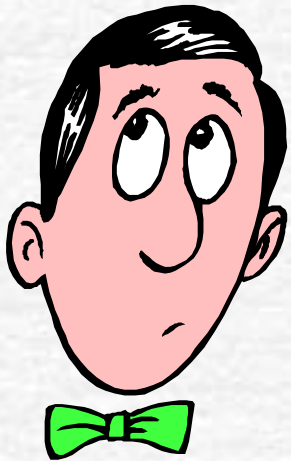


SKIN



**RESPIRATORY
TRACT**

Psychological Affects



CONFUSION

PANIC

FEAR

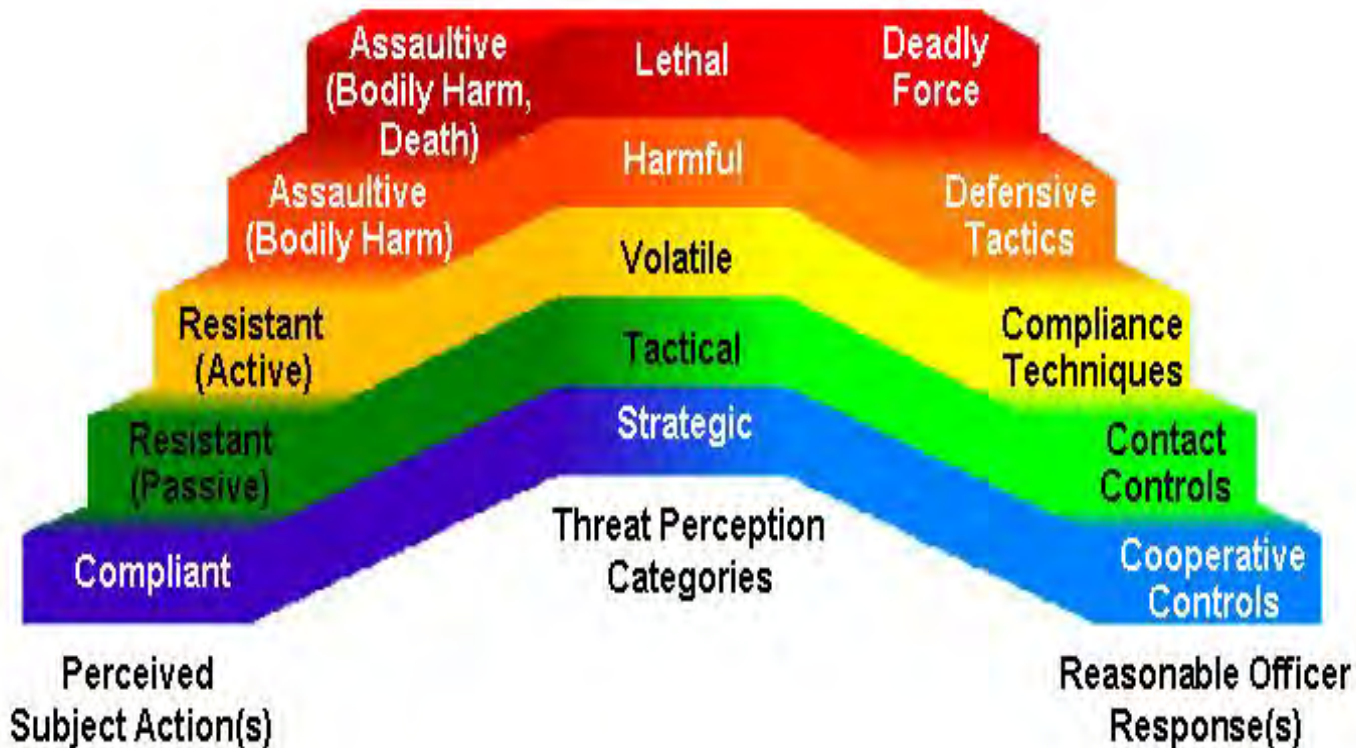
OC and Use of Force

Volatile Risk

- Justification to draw the OC

Active Resistant

Compliance Technique



Where and how much?

- 4-6 feet**

- Potential eye injury if sprayed closer

- One second or less**

- Target is the face**

Dispersal methods

- Stream

- Cone-shaped

- Fogger

- Splatter

- Foam

- Know what you
carry



Conditions that can affect OC's effectiveness



Environmental

-  **Weather**

Officer

-  **To close or too far**
-  **Over spraying**

Subject

-  **Ability to fight through effects**

Pre-Spray Conditions

- Try to minimize effects on others

- Warn officer of intention to spray

 - "SPRAY"

What if I perceive that an OC spray was ineffective?

Move

Create distance

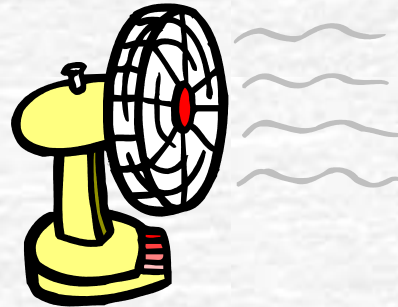
Re-evaluate

- **Re-spray**
- **Transition to another force option**
- **Control and handcuff**

What if it appears that the OC distracted the subject?

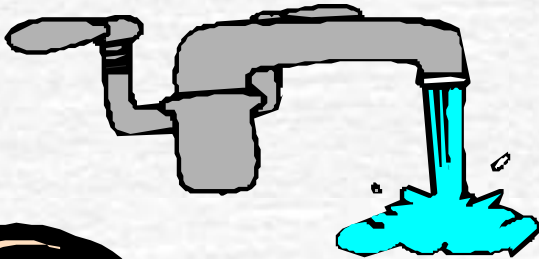
- Move
- Use angles
- Wait
- Immobilize and control
- Handcuff
- Be prepared to:
 - **Re-spray, disengage and/or transition**

After handcuffing, what to do to assist the subject



Move subject into fresh air

- Cool air is best



Cool water

- If practical, if available

- Do not rub



Talk to subject

Monitor and Evaluate:

Things to do

- **Monitor the subject for symptoms of injury and/or other medical concerns.**

- **See that they are responsive**

- **Talk to the subject**

- **Tell them they will be OK and to breath normally**
- **Your voice will help to alleviate fear and panic**
- **Fear and Panic can cause a subject to hyperventilate**

- **During transport, see that subject remains seated with the head held straight**

- **No chin on chest or head held back**

Monitor and Evaluate:

Medical “need to know”

☞ **If a subject exhibits any one of the following:**

- ☞ Elevated body temperature
- ☞ Known cocaine or other drug abuser
- ☞ Impaired thinking, disorientation, hallucinations and/or delusions, intense paranoia followed by violent and/or bizarre behavior
- ☞ Great strength and a diminished sensitivity to pain

☞ Known psychiatric patient not taking medicine

☞ **with:**

☞ An extended “fight” or active resistance

☞ **Continue to monitor and call for medical attention**

☞ Alcohol as a third factor may increase any of these conditions.

Medical Concerns

Seek medical attention

- **If officer observes any adverse affects or signs of CI, ED and NMS**
- **Little or no relief after reasonable time**
 - 45 – 60 min.
 - Effects may dictate
 - See Dept. Policy
- **If subject requests it**

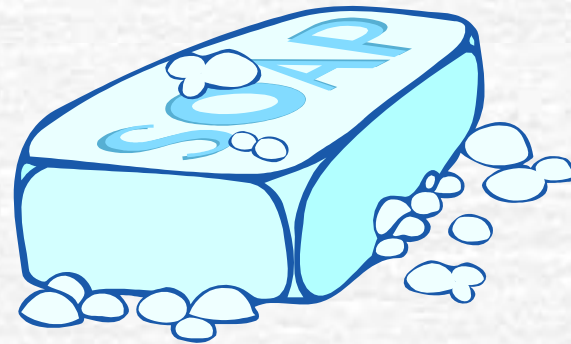
Booking Procedures

- Soap and water

- Remove contact lens

- OC blends may require additional decontamination steps

- See manufacturers recommendation



Other OC facts

- Strong Hand generally holds the OC canister**
- Extreme Heat or cold can effect the OC and/or OC canister**

OC Review

- Main ingredient in an OC spray is a **variety of peppers**

- The goal when spraying a subject with OC is to **distract** the subject long enough to **control and handcuff** the individual

- When an officer perceives the risk as being **VOLATILE**, he or she is justified in **drawing out the OC Canister**

OC Review

- OC is considered a **Compliance Technique** and can be used against an **Active Resistant Subject**

- OC is classified as an **inflammatory** agent

- Optimum **spraying distance** is **4 – 6 feet**

- Target area is the **face**

- One second** spray or less

OC Review

- The OC can be **less effective** if **too much** OC is sprayed, if the **weather is severe** (heavy rain or wind), if the OC **misses the target** area, etc.
- If other officers are in the area, shout “**spray**” before utilizing OC
- If a spray appears to be **ineffective**, move and **re-evaluate**

OC Review

When it appears that the OC has **distracted** the subject the officer should **move, wait** a few seconds before approaching, then **immobilize and control** the subject for **handcuffing**

After spraying and depending on the subjects action, the officer **may have to transition** to the **baton, controlling technique, firearm or other force options**

OC Review

- ☛ **Fresh air** is the 1st step in **assisting** the subject through the effects of OC

- ☛ **Monitor, communicate** and **control** the subject after handcuffing

- ☛ If a know "CRACK" **Cocaine** abuser feels **very hot**, has been **drinking heavily** and **resists an officer for several minutes**, the officer should **seek medical attention**

OC Review

Once in the **booking area** the subject should be encouraged to **remove contact lenses** and **wash with soap and water**.

An officer should **seek medical attention** if the subject appears to be having an **adverse medical problem**, if the subject is having **little or no relief from the effects of the OC** after a **reasonable period of time** and/or if the **subject requests it**

Extra Slides

Not necessary for Basic Course

Monitor and Evaluate:

Things to look for

- Impaired thinking
- Disorientation
- Hallucinations and/or delusions
- Intense paranoia
- Followed by violent and/or bizarre behavior
- AND during the arrest, if the subject exhibits
- Great strength
- A diminished sensitivity to pain AND
- like in so many arrests that a struggle ensues.
- It is during the arrest or immediately after the struggle that sudden death can occur.
- These symptoms may indicate condition called **Excited Delirium**

Monitor and Evaluate:

Things to look for

- Subject is a known cocaine abuser
- Who is also drinking alcohol
- Once in handcuffs, the subject shows an increased heart rate and/or body temperature
- Raised blood pressure
- These factors can increase a pre-existing condition to a potentially fatal level
- Sudden death can occur
- These symptoms may indicate a condition called **Cocaine Intoxication**

Monitor and Evaluate:

Things to look for

- ☞ The subject is a psychiatric patient that displays the following symptoms:
- ☞ Hyperthermia (over heating)
- ☞ In and out of consciousness
- ☞ Lumpiness of the skeletal muscles
- ☞ **AND** who may or may not be taking anti-psychotic medicine
- ☞ May be indications of a subject prone to sudden death
- ☞ These symptoms may indicate a condition called **Neuroleptic Malignant Syndrome**

MPTC Transitional OC Basic Course Outline

Date _____

- () What is OC?
- () What is the goal of spraying someone with OC?
- () How does it work?
- () What parts of the body does it affect?
- () When can I use my Pepper Spray as a force option?
- () How much and where is the OC Sprayed?
- () Methods by which OC is dispersed from the OC Canister
- () Conditions that can affect the effectiveness of the OC Spray
- () Pre-spraying considerations
- () What do I do if it appears that the Pepper Spray was ineffective?
- () What do I do if it appears that the Pepper Spray has distracted or stopped the subject?
- () After the subject is handcuffed, what do I do to assist the subject through the affects of the Pepper Spray?
- () What are the medical concerns that I need to be aware of and look for?
- () What can I do as it relates to these or any potential medical concerns?
- () Other Post-spray considerations
- () Other OC facts

- () Basic Principles
 - () Distance
 - () Stance
 - () Movements
 - () Drawing techniques
 - () Carry positions
 - () OC holding positions
- () One Officer OC Spray Arrest
- () Two Officer OC Spray Arrest
- () OC Spray to Baton Draw
- () OC Spray to Firearm Draw

Method of OC observation and experience

- () direct spray () walk through () viewing video

- () Written Test
- () Proficiency Test
- () Review and debrief

Instructor Name: _____

Municipal Police Training Committee



Transitional OC Course

Instructor Lesson Plan

**Written and developed by
David A. Standen for COP Tactics
2005**

Updated and revised 2006, 2007, 2009 and 2010

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Police Officers in Massachusetts. Not for private use or business.**

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Goals and Objectives

GOALS: The goal of the **MPTC Transitional OC Instructor Course** is to train instructors in the concepts and tactics associated with the use of OC as a force option during specific arrest situations. With this information, **MPTC Transitional OC Instructors** will be able to train Officers how and when to use OC and how to complete the arrest process after OC is used. They will also be able to teach Officers all of the procedures that need to be completed after a subject is sprayed in order to protect the subject, the Officer, the agency, etc.

OBJECTIVES: Instructor will be able to demonstrate, through proficiency or in writing:

1. What OC is and how it affects the human body.
2. How the percentage of OC and the Scoville Heat Units affect the effectiveness of an OC Spray.
3. The pros and cons of the various OC delivery systems and what the manufacturers say about appropriate spraying distances
4. The proper way to activate an OC canister, along with where it should be directed and for how long.
5. How OC, as a force option, becomes a reasonable force option based on the Officers perceived risk and the actions of the subject.
6. All of the basic skills such as carrying, gripping and the drawing of the OC from the holster.
7. How proper stance and spray positions affect the arrest process.
8. All of the steps and procedures that must be completed after a subject is sprayed.
9. An arrest using the OC Spray where a single Officer is faced with an Active Resistant Subject and a standing or kneeling Handcuffing procedure is used to complete the process.
10. An arrest using the OC Spray where two Officers are faced with an Active Resistant Subject and a standing or kneeling Handcuffing procedure is used to complete the process.
11. Transition to other force options when OC is not effective and/or when the subject's action increase to an Assaultive Bodily Harm or Assaultive Serious Bodily Harm/Death Subject.

Introduction

Initial training in the use of Pepper spray was almost exclusively manufacturer based. We all remember the “can stop a bear” and the “100 percent natural” statements and the insinuation that OC was the force option that was going to solve all of our use of force problems. We also remember how many administrators, trainers and Officers bought into this “hook, line and sinker”.

Within the last couple of years we have learned that OC training is not only learning about how to press an actuator and spraying a compact aerosol can. It was not about getting a blast of OC in the face and then slamming our heads in a bucket of cool water. We learned that OC training, as a force option, was much more than that.

With the background and experience of teaching hundreds of basic user courses and instructor courses, this course was written. This lesson plan focuses on creating a program which is practical, retainable and “street” worthy, using the most up-to-date training principles.

The **MPTC Transitional OC Course** is based on two distinct principles. It is these principles that make this program so much more effective for Officers who are called upon to use force.

The first principle is that the use OC is just one part of a complete arrest process. Many programs present OC as a “compartmentalized” skill. That is a skill that is distinct and separate from some sort of process. This is evident in many of the physical skills that we present to Officers. Firearms instructors teach shooting skills and OC Instructors teach Officers to spray a small aerosol can. We blow the whistle, scream a command, the Officer performs a “move”. Once the OC has been sprayed, we blow the whistle again to end the drill before any control is established and before a handcuffing skill is performed. We then assume that the Officer “learning” this skill will know how to apply the same skill under “arrest” conditions. Watch what your Officers are doing. You will notice that they are not “getting” how these compartmentalized skills fit into those real-life arrest situations.

The **MPTC Transitional OC Course**® teaches Officers to perform and rely on an OC spray like any other distraction technique. Our hope is that the OC will distract the subject long enough for the Officer or Officers to handcuff the subject. With this thought process, an Officer better understands how OC can be better utilized in certain arrest situations. It is believed that if an Officer is ever going to use a skill properly on the street that they must learn it, become proficient in it and then learn how and perform the skill as part of a complete arrest process.

The second principle is that along with the “how’s” the Officer must know the “when’s”. Within this philosophy, Officers not only learn how to spray someone with OC, they learn and practice the skills based on an understanding of when OC should be used. How many citizen complaints, criminal charges or civil litigation are brought against Officers or the manufacturer of the tool that they used based on the way they perform a particular skill. The basis for any of these complaints are rarely whether the Officer used a baton strike from one training course or another, or whether they sprayed a subject using their strong or support hand. Most of the complaints are based on the allegation that the force option was excessive and unreasonable, which goes to the question of “when”?

This course bases all of the skills and drills on the Officer identifying those perceived risks which are ultimately the stimuli for the Officer to draw out the OC. They then learn, through these drills, to respond with a force option based on the actions of the subject. By building this recognition and response through training and drills, Officers become better prepared to respond with appropriate force on the “street”.

The S.E.T. Principle©

The acronym **S.E.T.** is one of the most important statements of the principles upon which this text is based.

S -Safety of Officers and citizens during the enforcement encounter;

E -Effectiveness of the interaction between Officers and citizens during the encounter; and

T -Transition potential for the Officer in response to the changing risks perceived.

Safety

The primary incentive for development of this text was the enhancement of Officer safety. We feel that this goal is best attained by utilization of sound police procedures, based upon a system of strategy and tactics.

Strategy is best defined as a philosophy or "mind set". As applied to policing, strategy connotes a system of planning and conduct, structured to minimize risk for participants (Officers and citizens) and yet satisfy enforcement expectations.

Tactics are the means by which we translate strategy into action. Our goals of safety, effectiveness, and transition are the objectives by which we measure the success of our tactics.

The focus of this text is the strategy and tactics by which we maximize our safety in arrest situations where the use of OC would be deployed. By first getting Officers to recognize potential risks and then giving them a reasonable response, we begin to better prepare them for "street" encounters. This safety consideration is continued by working within the concept called the **Contact Formula©**. This tactical plan empowers an Officer to **place the subject in a position of recognized disadvantage** and maintain it throughout the encounter.

Safety is the core consideration for learning to complete a task. The completion for each "street" arrest situation is when the subject is controlled and in handcuffs. Within this process an Officer will have choices to make in regard to force options. Officers must train to perform these options as part of this arrest process in order for them to be better prepared. Being better prepared (trained) equates to a higher level of safety on the street.

Effectiveness

Does the skill work?, is a very important question. Unfortunately, this question does not thoroughly address the issue. Is a skill great if it only works in a gym or on the "mat". The real question is "does it work on the street"? Does it work when a smaller Officer attempts the skill against a larger, heavier subject? Does it work in an enclosed environment? Does the skill work under all those adverse conditions that Officer's encounter on the street? These are the types of questions that need to be asked before a technique is labeled effective.

Transition

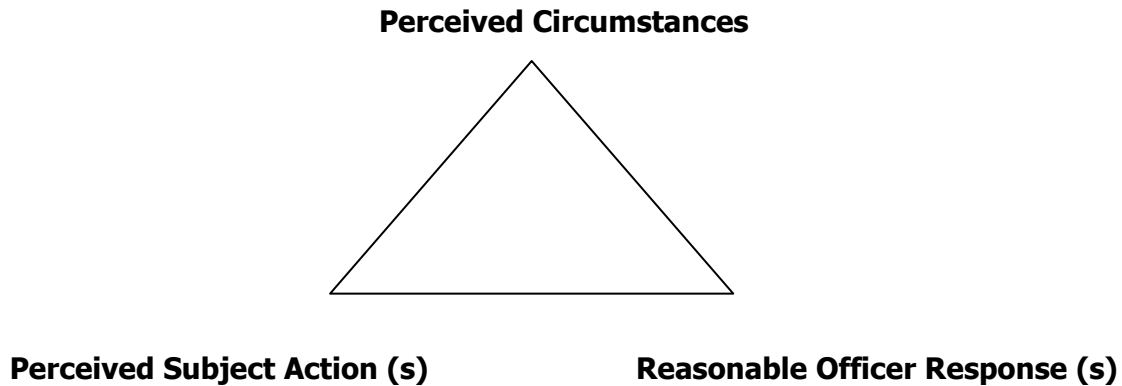
The final determining factor of whether or not a skill is truly "street" worthy is based on the principle of transition. Each skill must "fit" into the wide range of arrest situations that an Officer might encounter while utilizing this particular technique. The skill must allow the Officer the ability to successfully maneuver from this particular skill to other force options as each particular arrest dictates. The skill must allow for easy transition to subject control and ultimately the proper application of handcuffs.

IFM Training Systems welcomes you to test all of your arrest skills based on this SET Principle. Each of the safety strategies and tactical procedures found within this manual are the result of years of experience and on-going field research seeking to secure maximized safety, effectiveness and ease of transition. These were selected, based upon their ability to facilitate this **SET Principle**, consistent with all **Integrated Force Management** and **COP Tactics Training Systems** programs.

Risk Assessment and Use of Force

Totality Triangle ©

Tactical Transition© is the ability to continually assess the risks in any Officer/citizen confrontation, perceive the degree of subject compliance, and then initiate and complete the appropriate response. This transition is based upon the proper perception of elements deemed critical in the decision-making process, found within the **Totality Triangle©**.



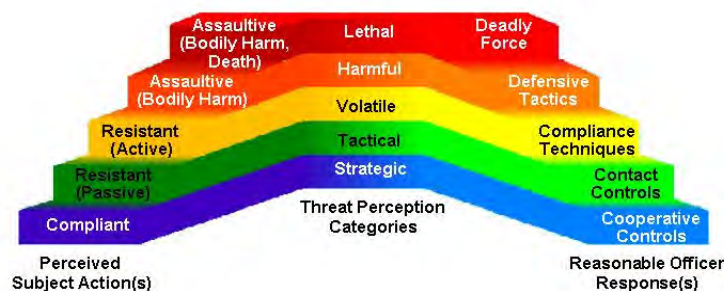
The **Totality Triangle ©** depicts the three elements which must be considered in determining whether an application of force was objectively reasonable.

Perceived Circumstances - the Officer's perception of the circumstances, based on the information available; including the severity of any crime, the existence of an immediate safety threat to the Officer or others, and the degree of compliance / non-compliance from the subject; culminating in its identification on the Use of Force Model's Threat Perception Categories.

Perceived Subject Action (s) - the subject action (s) as perceived by the reasonable Officer that designate the subject at one or more of the Use of Force Model's compliant / non-compliant categories.

Reasonable Officer Response (s) - the "balanced" response (s) appropriate for the reasonable Officer's selection from the Use of Force Model's identified response categories, in order to maintain or gain subject compliance and control.

These components and their concepts have evolved into a three facet, five tier, color enhanced structure, the Integrated Force Management Use of Force Model. This instructional and evaluative design was first developed by Professor Connor for the Federal Law Enforcement Training Center.



Threat Perception Categories

As Officers begin to function in the field they will soon recognize that the component most critical for their performance and safety is their mental readiness. The application of this trait is the ability to perceive, assimilate and respond to the inherent threats and dangers associated with our occupation.

The core of the model embodies the Threat Perception Categories, keyed to the Officer's perception of the totality of the circumstances within the enforcement environment. To enhance this understanding and application throughout the Model, color has been selected as an essential medium for the message.

Threat Perception Color Code ©

The Threat Perception Color Code © consists of five colors in the basic light spectrum: blue, green, yellow, orange, and red. Human factors research has revealed that the human body has specific physiological and psychological responses to different colors. The Threat Perception Color Code makes use of these responses by correlating those colors in order of increasing physiological response such as heart rate and respiration, with increasing levels of threat perception.

Research has also shown that color improves initial learning, increases the degree of understanding, and greatly enhances material retention. These colors have been systematically applied and adapted to provide a color correlation throughout the Model, most specifically within the five Threat Perception Categories.

These five categories and their color correlation include:

Strategic - the first level on the Use of Force Model, establishing the broad "mind set" for the Officer, represented by the blue baseline on the Threat Perception Color Code. The contemporary Officer must maintain this functional foundation, centered upon patterns and principles designed to enhance the overall status of safety.

The professional Officer is engaged in duties that require a higher level of awareness, based on observation and perceptions, than most any other professions. Day after day our activities include the observance of hundreds of individuals and vehicles and the critical observation of the enforcement environment. ***Think Strategically.***

Tactical - the second level on the Use of Force Model, depicted by the color green. Here the Officer perceives an increase in threat potential within the contact environment, evolving into the deployment of safety tactics. This increase in risk generally occurs when an Officer initiates various types of police action.

Accordingly, the Officer applies accepted safety strategies relative to the enforcement encounter. For example, the Officer has selected a vehicle for a traffic stop and now practices the tools and tactics designed to embody the Contact Formula©. These techniques include dispatch notification, squad car positioning, course of approach, etc. based upon strategic and tactical principles.

Another example might be when an Officer approaches a subject on the street to investigate some type of suspicious activity. The tactical skills that would be deployed in this situation would be those foundation skills that Defensive Tactics Instructors promote such as proper stance, distance and positioning. ***Act Tactically.***

Volatile - the third level on the Use of Force Model utilizing the color yellow to indicate an activated level of alertness and threat potential. Here the Officer is confronted with the presence or potential of increased threat intensity, severity, etc., within the enforcement encounter.

This activated alertness might involve an agitated and angry operator of the motor vehicle that was just stopped or a very animated subject who is not happy that the Officer has stopped and is questioning him.

Harmful - at this level on the Use of Force Model the color orange denotes an accelerated perception of danger directed toward the Officer or others. The Officer must initially deploy defensive force toward the goal of eventual subject compliance and control.

An Officer may perceive the risk as being harmful when the operator from the stopped motor vehicle jumps out of the vehicle, rolls up his sleeves and assumes a fighting stance. This harmful risk might also be perceived when the subject being questioned takes off his hat, clenches his fists and calls over another subject who is sitting nearby.

Harmful risk may also include the call to a domestic disturbance or a bar fight.

Lethal - the highest level on the Use of Force Model correlates to the most intense color in the **Threat Perception Color Code**®, red. Although the potentially lethal degree of threat is least frequent, its recognition remains most crucial for Officer safety and societal security.

Lethal risk may include the call for shots fired, finding spent shell casings on the sidewalk at a disturbance call or a blood stained hallway at the call of a serious assault

One must realize each Officer/citizen contact is potentially unpredictable. Officers may face a perceived level of risk potential at the onset of any police action. This risk may increase and/or decrease as the confrontation continues, mandating that the Officer continue to perceive, assimilate and adapt to these potential changes in the risks and dangers .

Perceived Subject Action(s)

This facet of the Model consists of the five categories of subject's actions as perceived by the reasonable Officer that designate the subject in one or more of the Use of Force Model's compliant / non-compliant categories.

The five categories of perceived subject action(s) include:

Compliant - represents the vast majority of Officer/citizen contacts. Such cooperation is generally established and maintained via cultural acceptance, verbalization skills, etc.

Resistant (Passive) - the preliminary level of citizen non-compliance. Here, the citizen, although non-compliant, offers no physical or mechanical energy enhancement toward the resistant effort.

Resistant (Active) - the subject's non-compliance is increased in scope and/or intensity. The subject's non-compliance now includes energy enhanced physical or mechanical defiance.

Assaultive (Bodily Harm) - the Officer's attempt to gain lawful compliance has culminated in a perceived or actual attack on the Officer or others. The Officer makes the reasonable assessment that such actions by the subject would not result in death or serious bodily harm to the Officer or others.

Assaultive (Serious Bodily Harm/Death) - the Officer's attempt to gain lawful compliance has culminated in the perception of an attack or the potential for such an attack on the Officer or others. The Officer makes the reasonable assessment that such actions by the subject could result in serious bodily harm or death to the Officer or others.

Reasonable Officer Response(s)

This facet of the Model consists of the five categories of Officer-initiated response(s), "balanced" in reference to the Officer's perception of the subject's action(s).

The five categories of reasonable Officer response(s) include:

Cooperative Controls - include contemporary controls developed to preserve Officer safety and security, including: communication skills, restraint applications, etc.

Contact Controls - includes countermeasures designed to guide or direct the non-compliant subject. These "hands-on" tactics would include the elbow/wrist grasp, Hand Rotation Position, Escort Position, etc.

Compliance Techniques - includes countermeasures designed to counter the subject's enhanced degree of resistance. These tactics could include the Control and Restraint Techniques, Takedowns, Pressure Points and Distraction Techniques, OC spray, etc.

Defensive Tactics - includes countermeasures designed to counter the subject's perceived non-lethal assault on the Officer or others, regain control, and assure continued compliance. These tactics could include Weapon / Weaponless Strikes, etc.

Deadly Force - includes countermeasures designed to counter an assault, which is perceived as lethal or could cause great bodily harm to the Officer or others. These tactics could include the use of a firearm, lethal strikes, etc.

Three other color enhanced and integrated elements within the Model include:

Control Superiority Principle - Within each level of the Model, the intensity of the color increases as we move from left to right, from the Perceived Subject Action Categories, through the Categories of Threat Perception, and on to the Reasonable Officer Response Categories. In each application, the intensity of the color is always superior in the Reasonable Officer Response Category. This visualization of color intensity is used to enhance the understanding and maintain the principle that the Model, as does the law, recognizes that the Officer can and must maintain constant, controlled superiority over the subject's degree of non-compliance, at a balanced level of objectively reasonable force utilization.

Tactically, this concept involves the Officer establishing a **recognized Officer advantage**, while creating a **recognized subject disadvantage**.

Action/Response Arrows - These double-headed arrows indicate the dynamic and fluid nature of the Officer's processing of information toward proper decision-making during a contact. This process is that of Tactical Transition, which includes escalation, stabilization, and/or de-escalation in force applications.

Survival Shadow - Each of the action/response arrows is bordered with the Survival Shadow I in red. This color enhancement is provided to indicate and maintain the constant retention of lethal threat perception, inherent in any Officer/subject contact.

Part of an ARREST PROCESS

Until now, OC has generally been taught as a "stand alone" skill. The Officers are shown how to spray the OC canister within a number of scenarios. The problem with these scenarios is that they rarely present the Officer with the "risk" and "subject actions" that an Officer might encounter on the street. OC training must be as interested in giving Officers the understanding of the "when's" as it is in the "how's". Complaints rarely involve the type of OC sprayed or which spraying skill was used. Most complaints, law suits, etc. regarding the use of OC (and all other force options) are based on the question of "when" rather than "how".

This type of "compartmentalized" training has an effect on how Officers use this force option on the street. When we train Officers to spray a subject without completing the arrest process we create a disconnect.

Trainers assume that Officers will be able to apply those control techniques or handcuffing skills, that they may (or may not) have already learned, once the subject has been sprayed. We cannot take that for granted.

This program looks at the use of OC as a single tactic within a specific arrest process. The process begins with the Officer understanding and recognizing "risks" for which the use of OC would be a justified option. It continues with reviewing those basic skills that an Officer should deploy when confronted by an active resistant subject. Once it has been determined by the Officer that OC should be deployed, the Officer learns practical spraying methods that will increase the reliability of the OC spray. The arrest continues with the Officer controlling the subject and application of the handcuffs. The process is then completed with a series of post-spray procedures that will help the subject through the affects.

History of OC

Since the beginning of Civilization, peppers have been used as a food product. As far back as 7500 BC, humans used peppers as part of their diets. It is believed that between 5200 and 3400 BC, the Native Americans were growing peppers as a cultivated crop.

As a weapon

In 428 BC Spartans burned wood saturated with pitch and sulfur to create toxic fumes. Around that same time, the Chinese burned peppers in oil that created an irritating smoke while in Japan, finely ground pepper was placed in rice paper which was then thrown in a foe's face.

Those growing up in the sixties remember the mailman who carried a canister with a red top that was attached to the mailbag. This spray can, with the label "Halt" was used to ward off attacking dogs. "Halt", which contained 0.35% capsaicin, became the mailman's "best friend".

OC began growing as a recognized force option in the United States in the 1980's. It was a welcomed alternative to CN (Mace) because Officers quickly found out that OC was a spray that had a higher percentage of effectiveness. Officers that carried CN, found that even after nearly emptying a canister of this chemical spray, the only people that were affected at a fairly high rate were the Officers involved in the encounter.

In 1987, the FBI began conducting a three year study on the use of OC which concluded with the FBI adopting OC as a force option.

OC Terminology made easy

Capsicum peppers

- Are known for their pungency and color.
- The level of pungency depends on the concentration of capsaicinoids, primarily of capsaicin, in the fruit.

Capsaicin:

- Is an unusually powerful and pungent crystalline substance found only in the Capsicum species of Peppers.
- Is the most pungent of the group of compounds called Capsaicinoids.
- Is the source of heat in Capsicum.
- Is the ingredient within the OC that causes the burning sensation.
 - and inflammation of mucous membranes.
- The percentage of capsaicin in the capsicum plants depends on the species, geographical origin and climatic conditions.
- Pure Capsaicin equals nearly 16 million Scoville Heat Units.

Capsaicinoids:

- All hot peppers contain Capsaicinoids.
- Capsaicinoids are a mixture of five "capsaicin" compounds that are found within the pepper.

Oleoresin Capsicum:

- An inflammatory agent.
- Is the extract of the dried ripe Capsicum fruits.
 - Specific Peppers.
- Involves a process where an organic solvent is run through dried ground peppers, and the resulting liquid is put through another process to remove the solvent.
- The remaining oleoresin consists of what is left:
 - the natural oils and heat (capsinoids) of the hot pepper.

Propellant:

- The gas and liquid, which pressurizes the canister and propels the carrier and the OC to the target.

Carrier

- The liquid or other ingredients, other than the OC, which carries the OC from the canister to the target.

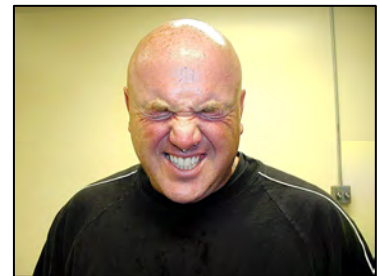
OC Is supposed to affect:

When OC is deployed properly, three area of the body can be affected. These areas include the eyes, the skin, and the respiratory system.

Physiological effects include:

Eyes:

- Potential involuntary closing of the eyelids.
- Eyes lids may open and close quickly.
- Burning sensation to the eyes and the area around the eyes.
- Irritation may cause redness to the eye.
- Tearing may occur as a result of a foreign material in the eye.



Skin:

- Affected skin area feels very hot.
- The mucous membranes in the nose, lips and mouth may be even more sensitive.
- Inflammation and redness may occur around the eyes, nose and mouth.
- Those with sensitive skin may be more susceptible to these effects.
- These effects may be even more intense when a subject's pores are open.
- Effects can be described as:
 - a slight sunburn.
 - a severe sunburn.

Respiratory System:

- Irritates breathing tract.
- Causes a gagging sensation.
- May feel like they cannot catch their breath.
- Causes the subject to cough and gasp for breath.
- Effects may be more intense if the subject is breathing heavily.
 - Excited.
 - Agitated.
 - Engaged in physical activity.
- **No** more severe for those who suffer from asthma or other respiratory ailments.

Psychological Effects

Another important result from an OC exposure is the psychological affect(s) to the subject. These affects are generally caused by the fear of the unknown. This fear may be based on:

- The unknown and unsuspected pain to the skin and mucous membranes due to the OC Spray.
- The involuntary closing of the eyes. If a subject cannot see (even temporarily), varying amounts of anxiety can occur. The degree of fear may increase based on any pre-existing phobias that a subject might have.
- The OC has affected the respiratory system. A primary life function is a normal respiratory exchange. When normal respiratory function is interfered with, a "normal" response can be panic and fear. This

panic and fear can intensify with the physical constraints caused by the handcuffs and any other items that may "confine" the subject.

This fear may cause:

- A "panic attack". This "attack" may have an affect on a subject's "normal" breathing patterns. This "attack" can be lessened if the Officer recognizes what is happening to the subject and responds to it.
 - See **Monitor and Evaluate** (page 29)
- A "fight or flight" response. The fear caused by a combination of a subject not being able to see and having their normal breathing patterns affected, may cause a sympathetic response to this stimulus. The body's emergency reaction is to escape from this potentially dangerous situation or to prepare for combat.
 - The Officer needs to be aware of and prepared for either of these responses.

Percent of OC and Scoville Heat Units (SHU)

Percentages

- Percentage is the amount of OC relative to the other contents in the canister.
- Percentages generally range from 1%-20%.
- Percentages do not take into account the quality of the OC used.
- Higher percentages do not necessarily mean that the OC is going to be more effective.
 - Or the effects are going to occur faster..
- Although longer recovery times **may** be found with those products with higher percentages.

Scoville Heat Units (SHU)

- Measure the level of heat in peppers.
- Method of measure developed by Wilbur Scoville in 1912.
- Material Safety Data Sheet will state the SHU found in that product.
- General SHU range found with law enforcement is 0.5 to 2 million SHU.
- Higher end products have been found to have up to over 5 million SHU.

Effectiveness

Many factors determine how effective OC will be in distracting the subject.

Some are product based

- Quality of the OC being used.
- Percentage is Less of a factor.
 - 5%, 10%, 15% mean little.
- Scoville Heat Units are of greater concern
 - or the quality of the capsaicin used by the manufacturer.

Some are Officer based

- Less effective if OC is not directed onto the face.
 - or if OC only gets part of the face.
- Too far away.
- Too much OC Sprayed.
 - Propellant build up.

Some are environment based

- Too windy.
- Heavy rain.
- Too close.

Others are subject based

- A subject's skin may have more or less sensitivity to the OC.
 - Some people might be sensitive to the fragrance in soap, for example.
- A subject might be able to fight through some of the effects

When OC is less effective than desired:

- Usually involves more than one of these factors.
- Move, create distance, try spraying.
- Officer must be prepared to respond with another force option.

Remember, **Nothing** is 100 % effective...

What is the most effective Spraying distance?

- 4 to 6, 8, 10 feet.
 - Less than 3 feet.
 - Potential increase of eye injury.
 - Due to high pressure spray.
 - Over 6 feet.
 - Based on manufactures recommendation.
 - Could be 8 feet, 10 feet, 12 feet, etc.
 - Check Manufacturer Safety Data Sheet for recommended distances.

How OC is dispersed?

Stream

- A steady, thin line spray.
 - Similar to that of a spray bottle.
- Distances can extend from 6-12 feet.
- Advantages:
 - More pinpoint accuracy.
 - Less cross contamination.
 - Potentially more effective when weather conditions are breezy or misty.
 - Visual confirmation that OC hit its target.
- Disadvantages:
 - Potential delay in its effectiveness.
 - if too much OC is sprayed.
 - if it is sprayed too close to a subject.
 - Direct contact to the face is a must.
 - Potential delay in the effects to the respiratory system.

Cone

- Dispersed in a funnel shape that continues to open as it moves away from the unit.
- Distances are generally found to be between 4-10 feet
- Advantages:
 - More OC particles in the air.
 - Separated from the carrier.
 - Potentially quicker effect to respiratory system and eyes.
- Disadvantages:
 - May have more potential for contamination of others.
 - Effectiveness can be diminished by weather conditions (wind, rain, etc.).

Fogger

- OC is dispersed under high pressure.
- Large amount of OC is directed toward subject(s).
 - Similar to the spraying of a small fire extinguisher.
- Advantages:
 - Creates an OC cloud that is difficult to escape.
 - Affects the eyes, the respiratory system and skin very quickly.
 - Excellent for multiple attackers.
 - More OC particles dispersed increases the potential for the OC to get to the eyes, skin and respiratory system.
- Disadvantage:
 - Difficult to protect others from the effects of the OC.
 - High pressure increases potential injuries to eyes.
 - If sprayed too close to a subject.

Foam

- OC is dispersed within a foam-like material.
- Similar consistency to shaving cream.
- Advantages:
 - OC only affect the area that the foam comes in contact with it.
 - Important force option within booking/cell areas.
- Disadvantages:
 - Very target specific.
 - Foam must land directly over the eyes, nose and mouth to be effective.
 - Ineffective if subject covers face with hands or shirt, etc.
 - Foam can be wiped off and thrown back in a counter attack.

OC canister concerns

Spraying Positions

- Many OC Units require that the OC unit be held in an upright position.
- This allows the OC unit to function properly.
- There are those OC canisters that allow the unit to be sprayed nearly upside down.
- Check with manufacturer.

Excessive Heat

Certain conditions could cause the OC Canister to rupture or explode:

- open flames or extreme heat.
- could result at temperatures over 120-degree (F).
 - OC canister left in a motor vehicle during hot weather.

Excessive Cold

Certain conditions could cause the propellant found within certain OC canister to "thicken" causing poor or no spraying pressure:

- OC canister left in a motor vehicle during excessive cold weather.

Once OC canister has been used

Once an OC canister has been sprayed:

- Check for leaking.
- Spray occasionally to insure adequate spray pressure.

Spraying Principles and Methods

Less is Best

- Short bursts of spray.
- **One second or less.**
- Two or Three ¼ or ½ second burst are practical.
- Not a long, sustained spray.
 - Except in a Tactical Response for situations such as Demonstrations, riots, etc.
- Longer sprays lead to a higher concentration of carrier being sprayed on the subject.
 - This may create a delay in how the OC affects certain areas.
- Slightly longer bursts may be necessary:
 - when a subject is farther away.
 - when environmental conditions are working against the Officer.
 - Such as wind and rain.

Where to direct OC Spray ?

- Directly onto face.
- Effectiveness is largely dependant on how much OC makes it to the face.
- Partial exposure to face means potentially partial effectiveness.

Officer contamination

- Some spray systems hold a higher potential for Officer contamination.
- This can be significantly decreased.
- If Officer's approach is delayed slightly.
- A count to ten will allow most of the OC to drop from the air.

Transitional OC Arrest Skills

Foundation Skills

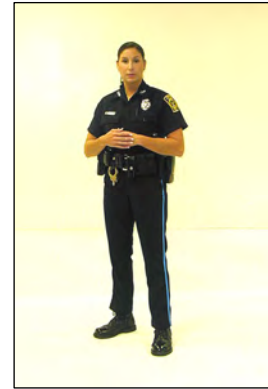
Stance

The choice of Officers' stances is based on the Officer's Assessment of the Risk at a specific law enforcement action. Once the proper assessment has been determined, an appropriate stance must be established and maintained. These stances are the basic foundations for which all future actions and movements are based on.

Risk Stance

This stance should be established when an Officer has initiated or has become involved in some type of "Tactical" police action (IE. Investigatory Stop, Risk Motor Vehicle Stop, etc.). This stance incorporates many of the basic concepts necessary for an Officer to prepare for potential actions.

- If an Officer thinks about a risk and then acts upon it (as in getting into a proper stance) his or her awareness level has increased.
- Most subjects will recognize when an Officer looks "ready".
- A foundation skill that can be built upon
- Feet are separated about shoulder width apart.
 - Toes facing forward on an angle.
- Strong side of the body "bladed" slightly to the rear.
- Weight is evenly distributed between both feet.
 - Balance is another foundation skill.
 - Key to:
 - Power development.
 - Quickness in movement.
- Knees are bent slightly.
- Hands are held above the waist.
- Head up (not looking down).



Active Risk Stance

This stance should be established when an Officer has initiated or has become involved in some type of police action where the Officer perceives the risk and the actions of the subject to be where some type of physical action might be necessary. (IE. Investigatory Stop where the risk has elevated to a level of Volatile or higher, etc.).

This stance includes all of the principles and concepts found within the Risk Stance, but could also include:

- Hands held at head height.
- In one of the defensive positions.
- Equipment check.
- One of the OC Carry Positions.
- One of the Baton Carry positions.
- One of the Firearm positions.



Positions

When an Officer is dealing with a subject, there are a number of positions that he/she can take that will assist in creating a recognized Officer advantage. These positions should be utilized by all of the Officers involved in a specific encounter (Contact Officer, Control Officer, etc.). These positions are:

Position 1

- Utilized when Contact Officer is facing a subject.
- angled slightly.
 - not face to face (Assault position).
- 5 or 7 o'clock.

Position 2

- Can be used by Contact or Control Officer.
- Directly out to the side of the subject.
- 9 or 3 o'clock.

Position 2.5

- Utilized by Control Officer during handcuffing, control and restraint technique application, etc.
- To the rear of the subject on an angle.
- 10 or 2 o'clock.

Position 3

- Can be utilized by Cover Officer.
- Directly behind the subject.
- 12 o'clock.

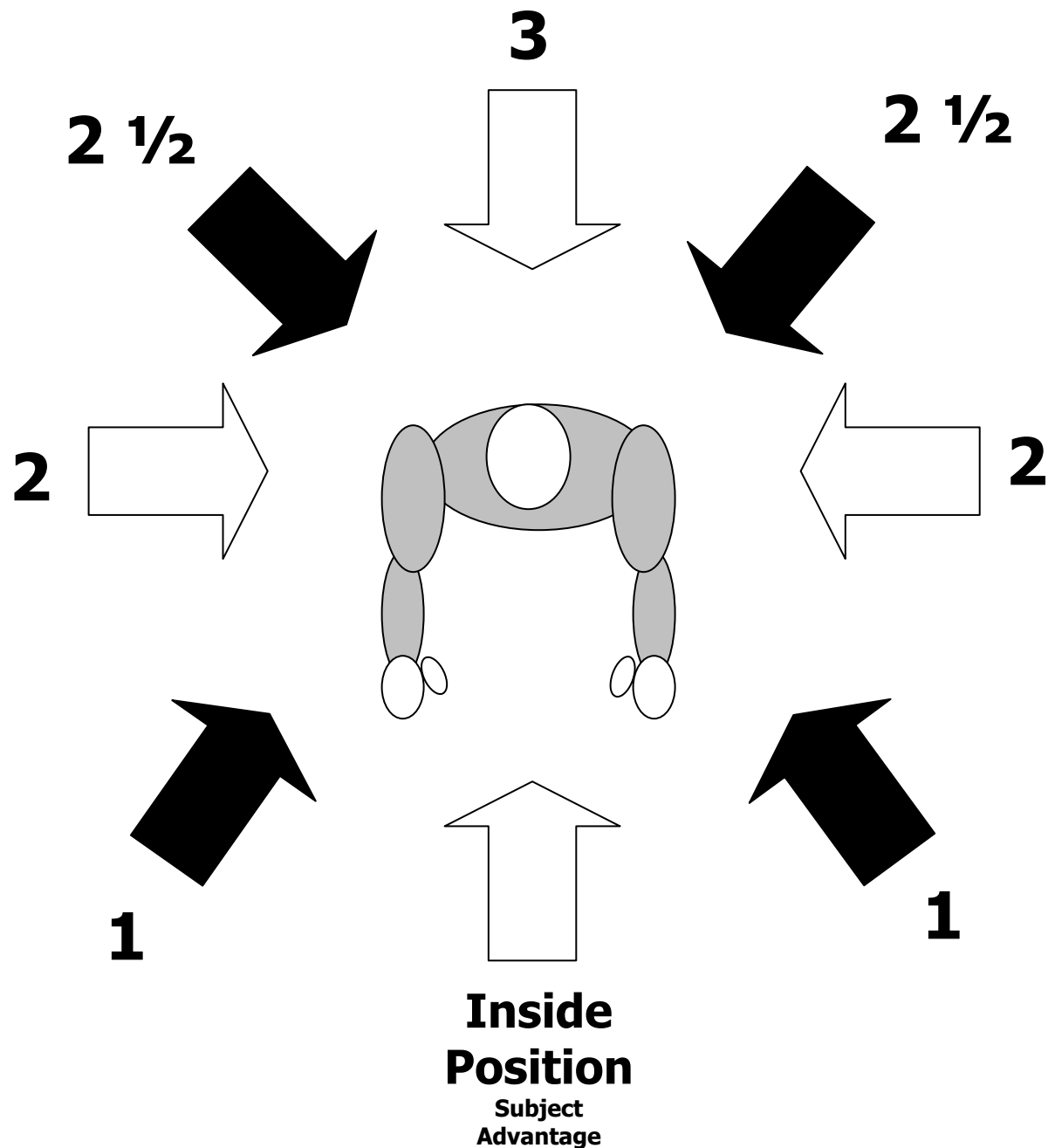
Assault position

- When standing directly in front of the subject.
- STAY OUT of this position.
- Majority of assaults come from this position.
- 6 o'clock.

Positions of Approach

An Officer should:

- stay out of the **Inside Position** when approaching from the front.
- use the angles of **Position 1** when approaching from the front or when standing in front of a subject.
- approach from or move to **Position 2 ½** as the position of advantage when attempting to control or handcuff an individual.
- be aware of the 90° angle movement and power that a subject can generate when an Officer is in **Positions 2** and **3**.



MOVEMENT

Proper movement is also an important foundation skill. If an Officer can move and maintain balance, he/she gains a number of tactical advantages. All movements will start from either the Risk or Active Stance. These movements include:

Forward Shuffle

- Used to move forward.
- Close the distance between the Officer and the subject.
- Officer steps forward with lead foot.
- About 6-10 inches.
- Rear foot is then brought forward.
- Re-establishing original stance.

Rear Shuffle

- Used to move backwards.
- Create distance between the Officer and the subject.
- Officer steps to the rear with rear foot.
- About 6-10 inches.
- Front foot is then brought backwards.
- Re-establishing original stance.

Left Side Step

- Used to move side to side.
- To get off the "railroad tracks".
- Officer steps out to the left side with the left foot.
- About 6-10 inches.
- Right foot is then moved to the left .
- Re-establishing original stance.

Right Side Step

- Used to move side to side.
- To get off the "railroad tracks".
- Officer steps out to the right side with the right foot.
- About 6-10 inches.
- Left foot is then moved to the right.
- Re-establishing original stance.

Forward Pivot

- Used to change stance while moving forward.
- Working the angles.
- Looking to gain another Officer advantage.
- Officer pivots on the ball of the front foot.
- During pivot, rear foot is brought forward .
- To the point where the feet are in the same position as their original position.
 - Only reversed.
- A new, reversed stance is created.

Rear Pivot

- Used to change stance while moving to the rear.
- Working the angles.

- Looking to gain another Officer advantage.
- Officer pivots on the ball of the rear foot.
- During pivot, front foot is brought to the rear.
- To the point where the feet are in the same position as their original position.
 - Only reversed.
- A new, reversed stance is created.

Carry Positions

On the Belt

Placement of the OC canister on the belt must be based on two factors: comfort and availability. If a piece of equipment is uncomfortable to wear, there is a greater chance that an Officer will not carry it. The availability factor must be a major thought when deciding where to place the OC on the belt. Like handcuffs, it may be beneficial to access the OC with either hand. It should also be in a position where it can be defended if someone were to grab onto it.

In the hand

Strong Hand

Instinctually, most Officers will hold the OC canister in their strong hand.

Support Hand

Controlling the OC canister in the Support Hand is another option for Officers. This hand position may be utilized if the Officers Strong Hand is unavailable.



Grip Positions

There are three methods of gripping the OC canister in preparation for its use. The choice of what grip is most effective for a particular Officer is based on personal preference, size and strength of hand and the type of OC canister used. The Grip Positions are:

Finger on top

- OC canister is placed upright in palm of the Officers hand.
- The middle, ring and little finger wrap around the body of the OC canister.
- The thumb wraps around the other side of the canister and makes contact with the middle finger.
- The index finger is placed on actuator.
 - It may be necessary to place finger under the OC canisters safety device in order to get to the actuator.



Thumb on top

- OC canister is placed upright in palm of the Officers hand.
- All four fingers wrap around the body of the OC canister.
- The thumb is placed on actuator.
 - It may be necessary to place the thumb under the OC canisters safety device in order to get to the actuator.



Finger on trigger

- OC canister is placed upright in palm of the Officers hand.
- The middle, ring and little finger wrap around the body of the OC canister
- The thumb wraps around the other side of the canister and makes contact with the middle finger.
- The index finger is placed on actuator or trigger.



OC Drawing Methods

Strong Hand Draw

In most situations, an Officer will instinctually reach for the OC canister with his/her strong hand.

- Officer extends strong hand toward OC canister.
- Strong hand releases containment of OC Holster.
- Strong hand grips OC canister in one of the Grip positions.
- OC is brought up to one of the OC Stances.
 - A snapping motion with the hand holding the OC canister may be utilized to insure that the Pepper Spray is properly mixed prior to spraying.
 - This is not necessary for all OC products.
 - Check manufacturers Material Safety Data Sheet (MSDS).



Support Hand Draw

- Officer extends Support Hand toward OC canister.
- Support Hand releases containment of OC holster.
 - The Strong Hand may support or assist the Support Hand.
- Support Hand grips OC canister in one of the Grip positions.
 - The OC canister may be transferred to the Strong Hand.
- OC is brought up to one of the OC Stances.
 - A snapping motion with the hand holding the OC canister may be utilized to insure that the Pepper Spray is properly mixed prior to spraying.
 - This is not necessary for all OC products.
 - Check manufacturers Material Safety Data Sheet (MSDS).



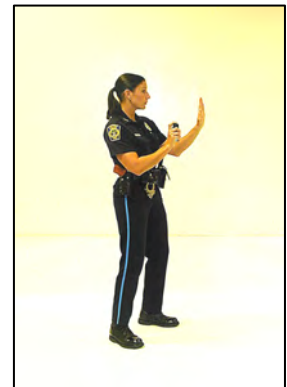
OC Stances

The OC Stances incorporate the foundation principles such as Officer Stance, Grip Positions and Movements. These positions are used once the OC has been drawn and the OC is now directed at the subject. The OC Stances physically prepare the Officer for the tactics utilized when OC has been chosen as a force option. They also prepare the Officer for all of the other responses that might be necessary before, during or after the use of the OC.

Although performed the majority of the time from a standing position, the same stances can be performed from a kneeling position. They may also be performed in the same manner if the Officer falls or is knocked to the ground.

One Hand Spraying Position

- Officer assumes the Risk Stance or the Active Stance.
- OC is placed in the Strong Hand in one of the Grip Positions.
- Support Hand is extended away from the body.
 - Chest height.
 - Palm open.
 - And facing the subject.
- Strong Hand is positioned approximately one foot away from chest.
 - Elbow is bent.
 - OC is directed at subject.
 - Strong Hand should stay behind Support Hand.
 - Not directly behind.
 - For OC retention.
- Strong hand can be raised or lowered for a tactical advantage.
 - Raised to eye height to “eye” the target.
 - Lowered to waist height to give an upper trajectory to the spray.



Two Hand Spraying Positions

- Officer assumes the Risk Stance or the Active Stance.
- OC is placed in the Strong Hand in one of the Grip Positions.
- Support Hand is extended away from the body.
- Chest height.
- Palm open and facing the Officer.
- Fist of Strong Hand is placed in the palm of the Support Hand.
- Fingers and thumb of Support Hand grip the Strong Hand fist.
- Support Elbow is bent and pointing straight down.
- This arm positions and stabilizes the Support Hand.
- Strong Hand is extended forward.
- Pushing against Support Palm.
- Hands are held at about chest height



- Hands can be raised or lowered for a tactical advantage.
 - Raised to eye height to “eye” the target.
 - Lowered to waist height to give an upper trajectory to the spray.

Verbalization

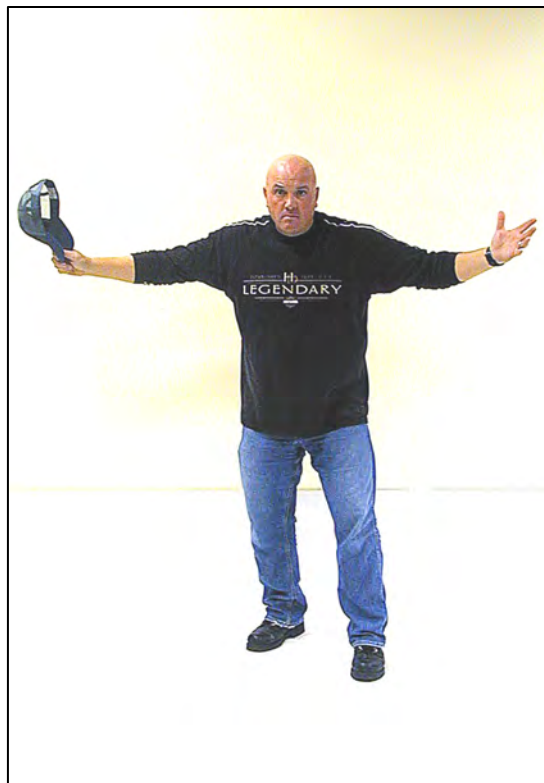
The ability to communicate with people is another one of those foundation skills. A good Officer must be able to talk, negotiate, reason, command, etc. In relationship to tactical skills an Officer must be able to (time permitting):

- Direct the subject into a controlled position.
- Advise the subject of potential consequences if he or she does not comply.
- Communicate with partner or other Officers in the area.
- Warn other Officers near the potential spray area, of the spray just prior to spraying.
- “SPRAY”.
- Direct the subject into a controlled position once subject has been sprayed.
- Handcuff subject and then verbally reassure the subject that he/she will be OK.

One Officer Arrest Utilizing OC

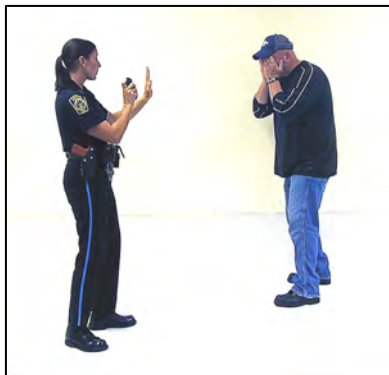
One Officer Draws/Sprays/Moves/Stabilizes Subject/Handcuffs

Officer has perceived the risk associated (minimally Volatile) with this arrest and the actions of the subject at the level where the use of OC would be justified (minimally an Active resistant Subject).



- ❑ Officer creates the appropriate distance (acting Tactically).
- ❑ Officer positions himself/herself in a proper “street” stance.
- ❑ And in the most practical Position .

- ❑ Officer performs a Strong Hand Draw.
- ❑ Positions the OC canister in one of the holding positions.
- ❑ Establishes either the One Hand or Two Hand Spraying Positions.
- ❑ Officer uses verbal direction.
- ❑ Subject is Sprayed by Officer.

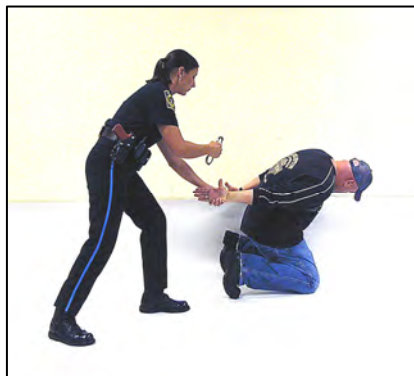
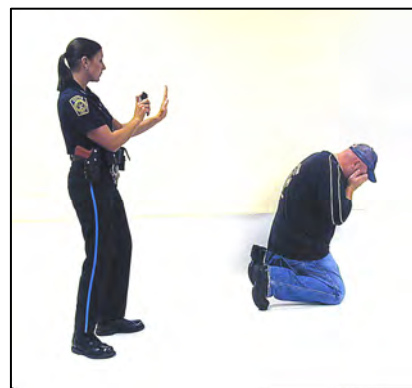


- ❑ Officer moves to a Position of Advantage.
- ❑ while directing the subject to a Position of Control.

Important note:

Officer must observe the subjects reaction to the spray. Any perceptual increases in the risk or subjects actions must be recognized and acted upon.

- ❑ Officer can secure the OC canister when:
 - ❑ Subject is in a Position of Control (Standing, Kneeling or Prone)
- AND**



- ❑ the Officer believes that the OC has temporarily distracted the subject **AND**
- ❑ The subject's actions have stabilized or decreased.
- ❑ Once immobilized, the Officer establishes control of the subject.
- ❑ This control can be established with or without the handcuffs out, based on established methods of control prior to handcuffing.
- ❑ Subject is then handcuffed.

Officer Draws/Sprays/Subject become Assaultive/Baton Draw

Officer has perceived the risk associated (minimally Volatile) with this arrest and the actions of the subject at the level where the use of OC would be justified (minimally an Active resistant Subject).

- ❑ Officer creates the appropriate distance (acting Tactically).
- ❑ Officer positions himself/herself in a proper "street" stance
- ❑ And in the most practical Position.
- ❑ Officer performs a Strong Hand Draw.
- ❑ Positions the OC canister in one of the holding positions.
- ❑ Establishes either the One Hand or Two Hand Spraying Positions.
- ❑ Officer uses verbal direction.
- ❑ Subject is Sprayed by Officer.
- ❑ Officer moves to a Position of Advantage.



While directing the subject to a Position of Control, the Officer observes action from the subject that leads him/her to believe that OC has not distracted the subject.

- Hands do not move to the subjects face.
- Subject does bend or lean over.
- Eyes are not closed.
- Subjects actions do not decrease.

The subject has become more aggressive to the point where the Officer perceives an increase in the potential risk (Harmful) and the subject's actions are now perceived as being Assaultive (Bodily Harm).

NOTE: For this drill, the subject assumes a fighting stance and physically threatens the Officer.

- "I'm going to kick your butt!"

- ❑ Officer secures the OC canister (time permitting).
 - In OC Holster.
 - Inside a pocket.
 - Inside shirt or jacket.
- ❑ Officer draws out the Police Baton or equivalent.
- ❑ Subject is commanded to stop.



Officer Draws/Sprays/Subject becomes Assaultive (serious Bodily Harm/Death)Firearm Is Drawn

Officer has perceived the risk associated (minimally Volatile) with this arrest and the actions of the subject at the level where the use of OC would be justified (minimally an Active resistant Subject).

- ❑ Officer creates the appropriate distance (acting Tactically).
- ❑ And in the most practical Position (see Relative Positioning page #21).
- ❑ Officer performs a Strong Hand Draw.
- ❑ Positions the OC canister in one of the holding positions.
- ❑ Establishes either the One Hand or Two Hand Spraying Positions.
- ❑ Officer uses verbal direction.
- ❑ Subject is Sprayed by Officer.
- ❑ Officer moves to a Position of Advantage.

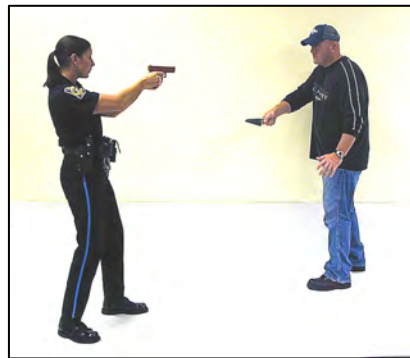
While directing the subject to a Position of Control, the Officer observes action from the subject that leads him/her to believe that OC has not distracted the subject.

- Hands do not move to the subjects face.
- Subject does bend or lean over.
- Eyes are not closed.
- Subjects actions do not decrease.

The subject has become more aggressive to the point where the Officer perceives an increase in the potential risk (Lethal) and the subject's actions are now perceived as being Assaultive (Serious Bodily Harm/Death).

NOTE: For this drill, the subject reached into his/her pocket or belt area and pulls out an edged weapon and threatens the Officer with it.

- Screw driver.
- Knife.
 - ❑ Safe Training Tool should be used.
- ❑ Officer secures the OC canister (time permitting).
- ❑ Officer draws out holstered firearm.



- ❑ Subject is commanded to stop.

Two Officer Skills

Contact Officer Sprays/Control Officer gains position of advantage/ Move/Stabilize/ Handcuff

Two Officers approach the subject. Officers perceive the risk associated with this arrest and the actions of the subject at the level where the use of OC would be justified. Officer(s) have perceived the risk associated (minimally Volatile) with this arrest and the actions of the subject at the level where the use of OC would be justified (minimally an Active Resistant Subject).

Both Officer's create the appropriate distance and position him or herself in a proper "street" stance. Contact Officer establishes contact with the subject from Position 1. Control Officer positions himself/herself in a position (Position 2 ½) where control can be established.

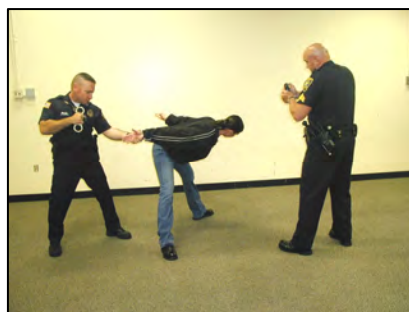
- ❑ Contact Officer performs a Strong Hand Draw.
- ❑ Contact Officer positions the OC canister in one of the holding positions.
- ❑ Contact Officer establishes either the One Hand or Two Hand Spraying Positions.
- ❑ Contact Officer uses verbal direction.



Subject continues to present a risk and displays action that would justify the use of OC

- ❑ Contact Officer sprays the subject.
- ❑ Just prior to spraying, Contact Officer verbally warns Control Officer of the use of OC.

- ❑ "Spray".
- ❑ Control Officer moves into a position of advantage.
- ❑ Contact Officer maintains spraying position and orders subject into a position of control.
- ❑ Once immobilized, the Control Officer establishes control of the subject.
- ❑ This control can be established with or without the handcuffs out, based on established methods of control prior to handcuffing.
- ❑ Control Officer handcuffs subject.



Officers Post-Spray Response

Immobilize the subject

Once the Officer believes that a subject is in fact "distracted" by the OC, the thought now turns to handcuffing. As the Officer's thoughts move toward this handcuffing stage, the strategy found within the Contact Formula must be initiated. With this subject distracted temporarily, the Officer should continue to look for additional ways to create a recognized Officer advantage and a recognized subject disadvantage. This strategy can be started by immobilizing the subject. This strategy must be deployed in order to conduct an effective and safe handcuffing technique. Many Officer injuries occur when handcuffing is attempted on a subject who has not been immobilized and/or controlled.

Immobilizing a standing subject

- ❑ Direct the subject to spread his or her feet wide apart.
- ❑ Toes pointing out.
- ❑ 9 and 3 o'clock.
- ❑ Bend slightly forward.
- ❑ Shoulders ahead of the hips.
- ❑ Arms are pointed to the rear.
- ❑ No bend in elbows.
- ❑ Rotate hands so that both palms are facing out (9 and 3 o'clock).



Immobilizing a subject in a kneeling position

- ❑ Direct the subject to one knee.
- ❑ Then place the second knee on the ground.
- ❑ Knees spread apart.
- ❑ Spread feet apart.
- ❑ Toes pointing back.
 - No "live toes".
- ❑ Bend slightly forward.
- ❑ Shoulders ahead of the hips.
- ❑ Arms are pointed to the rear.
- ❑ No bend in elbows.
- ❑ Rotate hands so that both palms are facing out (9 and 3 o'clock).

Immobilizing a subject in a prone position

- ❑ Direct the subject to one knee.
- ❑ Then place the second knee on the ground.
- ❑ Place chest on the ground.
- ❑ Legs out straight.
- ❑ Cross legs at ankle.
- ❑ Arms away from body.
- ❑ Palms facing up.



Delay approach

By waiting for the subject to comply with the directions of the Officer, this gives the OC, which was sprayed, a chance to dissipate from the spray area. If an Officer chooses to engage with the subject prior to giving the OC a chance to disperse from the “breathing area”, the Officer may also be affected by the OC.

Handcuff

Handcuffing is a process. There are steps before, during and after the application of the handcuffs that make the procedure more effective and safer for the Officer. This process is found within the **SIX COMPONENTS OF PROPER HANDCUFFING.**

The **Six Components of Proper Handcuffing** are important elements to insure that a handcuffing technique will be performed completely and safely. The **Six Components** are vital elements in **ALL** handcuffing techniques. All **Six Components** **MUST** be completed in the given order to insure both Officer and subject safety.

IMMOBILIZE - Subject is placed in a position where his/her balance and movement is impaired. This may be done in a Standing, Kneeling, or Prone position. Subject is placed off-balance, while the Officer maintains a solid, well-balanced position. The Officer will also assume the most tactical position available in regard to **Relative Positioning.**

CONTROL - Once a subject is **Immobilized**, Officer will gain control of the subject’s wrist, arm and/or shoulder depending on the level of control needed. The level of control of one of these parts of the body needs to be established prior to handcuffing. This control may be established by use of one of the **Control Techniques**, and depends on the level of resistance encountered.

HANDCUFF - Once one of the levels of control have been established, the Officer would then handcuff the subject. The handcuffing techniques used would be determined by the type of **Immobilization and Control** used. Subject should always be handcuffed with his/her hands behind the back unless there is a physical or tactical reason why they should be placed in another position. Following handcuffing, handcuff should be tightened to the appropriate level and then double-locked (when tactically possible).

SEARCH - Every subject placed in handcuffs needs to be thoroughly searched. This search should be conducted systematically to guarantee that the search was thorough. Officer should know to a reasonable certainty that the subject being transported is free of any weapons that may be used against the Arresting Officer(s), or any Officer with whom the subject comes in contact. Officers need to be aware of techniques used for searching subjects of the opposite sex whom they have arrested. Officers also need to be aware of safety concerns when conducting **ANY** search.

MONITOR - An Officer must be able to identify any injuries sustained by a subject either during an arrest or prior to the contact with the Officer. It is an Officer’s responsibility to provide and/or seek medical attention as needed or as requested by a subject. The Officer must also continue to monitor the subject to insure subject’s safety and well being. Officer must also be aware of certain circumstances or situations that may place a subject at a higher risk for injury or other medical complications.

TRANSPORT - The movement of a subject placed in custody is very important. In order to move a subject from one place to another the Officer should place the subject in one of the appropriate **Prisoner Transport Positions**. This is done to establish and maintain control of a subject throughout the transport. The type of **Prisoner Transport Position** will be determined by resistance encountered by the Officer. The Officer is responsible for the subject and should maintain control of the subject regardless of the level of resistance encountered.

Once immobilized the actual handcuffing technique can commence. Based on our **Contact Formula®**, handcuffing is safer if performed by more than one Officer. It is also very obvious that this is not always possible. When we show one Officer handcuffing skills, we must re-enforce the necessity of establishing a recognized Officer advantage and a recognized subject disadvantage before initiating any handcuffing technique.

The key to an effective handcuffing skill is to keep it simple.

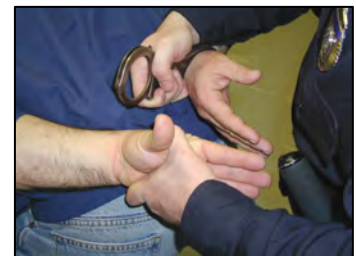
- ❑ Once subject is immobilized, Officer moves to position 2 ½.
- ❑ Direct subjects arm behind his/her back.
- ❑ Arms straight.
- ❑ Watch your voice commands (No "hands behind your back")
- ❑ "Don't move".
- ❑ With arms straight and pointing to the rear.
- ❑ Direct subject to point his or her thumbs toward each other.



- Now point thumbs up.
- ❑ OC is holstered.
- ❑ Handcuffs are placed in strong hand in "pistol-type" grip.
- ❑ Officer shuffle steps forward to within arms reach of the subject.
- ❑ Support hand reaches in a handshake fashion.
- ❑ Grab the back of the subject's hand closest to the Officer.
 - Or grab the subject's fingers.
- ❑ Fingers wrap around the blade of the subject's hand.



- ❑ Officer's thumb is placed behind the subject's hand.
 - Or around webbing of subject's hand.
- ❑ Single strand of bottom handcuff is placed over the wrist being held.
 - Between wrist bone and hand.
- ❑ Apply downward pressure on the single strand.
 - In order for the single strand to be released from locking mechanism.
 - To spin around the wrist.
 - And reconnect to the locking mechanism.
- ❑ Officer then takes one side step toward position 3.
 - Behind the subject
 - Handcuffs and first "cuffed" hand is moved to the subjects "small of the back" area
- ❑ Officer's support hand grabs uncontrolled hand by the fingers
- ❑ Top handcuff's single strand is placed against the subjects wrist
 - Between wrist bone and hand
- ❑ Downward pressure is applied on the single strand
 - In order for the single strand to be released from locking mechanism
 - To spin around the wrist
 - And reconnect to the locking mechanism
- ❑ A Prisoner Transport Technique should be immediately applied



Search

The post arrest search must be a complete search. This search is performed to insure that there are no weapons or contraband on the subject. Tactical considerations may determine whether the search will be conducted within the spray area or after the subject is moved into "fresh" air.

In order to conduct a complete search, the Officer needs to conduct the search in **systematic** manner. By conducting a systematic search, the Officer can then insure that the search was **thorough**.

Prisoner Transport Position

Once handcuffed, the subject is still a potential threat to the Officer and to him or herself. For this reason, the Officer must continue physically controlling the subject through the search and continue during any movements of the subject from one place to another.

The Prisoner Transport Position includes:

- ❑ The Officer maintaining Position 2 ½.
- ❑ Maintaining very close contact with the subject.
- ❑ The Officer's hand closest to the subject grabs the backside of the subjects hand closest to him / her.
- ❑ Fingers wrap around the blade of the hand.
- ❑ Keeping the subject's wrist bent.
- ❑ Subject's fingers pointing away from his/her back.
- ❑ The Officer's hand which is furthest away from the subject is placed behind the subject's elbow.
 - Double ninety has been established.
 - Both of the Officer's hands are on the same arm.
- ❑ The hand behind the elbow controls and stabilizes the subject's elbow.
 - Against Officer's midsection.
- ❑ Compression against the back of the subject's hand can be applied based on the level of non-compliance.



Post Spray Recovery Process

Once subject has been sprayed and handcuffed, the Post-Spray Recovery Process begins.

Fresh Air

The process to assist a subject through the Post-Spray Recovery Process begins with **Fresh Air**.

- Move the subject from the ARREST SPRAY area to an area of fresh air.
- A breeze, an open window, an air conditioner vent, fan, etc., can enhance this benefit.
- Cool air from the Patrol Car's air conditioner or open window will also assist.

Cool Water

Cool water can assist in the Post-Spray Recovery Process by rinsing off some of the OC particles left on the face. The water will also cool the OC affected area and will give some relief from the burning sensation.

Monitor and Evaluate

When any force is used, the subject must be monitored for symptoms of injury and/or other medical concerns. An Officer is looking for symptoms of injury or in the case of OC, he/she is evaluating a subject for potential effects that would require him/her to seek or provide medical assistance.

- Assist subject through after-effects of OC.
- Talk to the subject.
- Tell them they will be OK.
- Tell them to breath normally.
- They need to hear from an outside influence.
 - If they can not see and their breathing has been effected by the OC.
 - Fear and panic are potential responses.
 - They may hyperventilate.
- Make sure that they are responsive.
- Look for indications that there are changes in the subject's condition.
- See that the person remains seated with the head held straight.
- No chin on chest or head held back (restricts airway).

Medical Concerns

Part of the ability to **Monitor** and **Evaluate** the medical well-being of a subject is the recognition of certain conditions that can and have caused sudden death during and after the arrest process. By being aware of certain medical conditions that have led to sudden death during arrest situations, an Officer is better prepared to recognize the symptoms which will cue the Officer to seek immediate medical attention. Some of the symptoms will be recognized prior to the actual arrest, some can be observed during the arrest, while others become noticeable after the subject is handcuffed.

If a subject exhibits a combination of the following:

- Known cocaine or other drug abuser.
- Elevated body temperature.
- Impaired thinking, disorientation, hallucinations and/or delusions, intense paranoia followed by violent and/or bizarre behavior.
- Great strength and a diminished sensitivity to pain.
- Known psychiatric patient not taking medicine.
- An extended "fight" or active resistance.
- The addition of alcohol to any of the above conditions.

Continue to monitor and call for medical attention

Additional Medical Information:

Excited Delirium.

If it appears that you are dealing with a subject that displays the following symptoms:

- Impaired thinking.
- Disorientation.
- Hallucinations and/or delusions.
- Intense paranoia.
- Followed by violent and/or bizarre behavior .
- **AND** during the arrest, if the subject exhibits
- Great strength
- A diminished sensitivity to pain **AND**
- like in so many arrests that a struggle ensues.

It is during the arrest or immediately after the struggle that sudden death can occur.

Continue to monitor and call for medical attention.

Cocaine Intoxication

If it appears that an Officer is dealing with "crack heads" or other known cocaine users, the Officer should look for:

- The addition of alcohol use by the drug user.
- An increased heart rate and increased body temperature.
- Raised blood pressure.
- These indications may increase a pre-existing condition to a potentially fatal level and sudden death can occur.

Continue to monitor and call for medical attention

Neuroleptic Malignant Syndrome

If the Officer is aware that he/she is dealing with a psychiatric patient that displays the following symptoms:

- Hyperthermia (over heating).
- In and out of consciousness.
- Lumpiness of the skeletal muscles **AND**
- Who may or may not be taking anti-psychotic medicine
- May be indications of a subject prone to sudden death.

Continue to monitor and call for medical attention

Another potential concern that may lead to an In-Custody death and that Officers need to be aware of involves a condition called **Positional Asphyxia**. Asphyxia is the extreme decrease in the amount of available oxygen in the body. It can be chemical (carbon monoxide intoxication) or mechanical. Positional Asphyxia is a term that refers to death due to asphyxia from a position that compromises the airway.

The study conducted in the 1990's caused major concern with regard to hog-tying violent prisoners, or the use of other prone restraint tools and for prone subject control and handcuffing. The original findings within this study were found to be flawed. Once this flaw was found, it negated much of the "knee jerk" reactions that had been established because of it. The procedures that were established because of this study are seen by most as "baseless" without further studies.

Medical Assistance

3 rules

1. If the subject appears to be having any adverse effects, if the subject shows the conditions found in the Post-Arrest Medical Concerns or if medically, something just doesn't seem or feel right... **SEEK MEDICAL ATTENTION PROMPTLY!**
2. If, after being sprayed, there appears to be little or no relief from the effects after a reasonable period of time... **SEEK MEDICAL ATTENTION PROMPTLY!**
3. If the subject requests it... **SEEK MEDICAL ATTENTION PROMPTLY!**

In-house Post Spray Recovery Process

Soap and water

Once at the police station the Post Spray Recovery Process continues. The subject should be allowed, when tactically feasible, to wash his/her face with soap and water. Washing instructions can include:

- Soap with no fragrances or oils.
 - "No-tear" Baby Shampoo works great.
 - Do not use any oils, creams or lotions on skin.
- Encourage them to open their eyes when rinsing.
- Have them "pat" dry.
 - No rubbing of the eyes.

Other considerations

Prior to washing with soap and water, determine if the subject is wearing contact lens. If they are, have them remove the contact lens before washing.

Other approved decontamination techniques and methods may be used to assist in a quicker recovery.

OC Blends (OC/CS or OC/CN) may require additional decontamination steps. Follow the decontamination steps recommended by OC Blend manufacturers.

Documentation

The Officer has just survived a physical encounter on the street. Now the Officer must prepare to "survive" any and all post-force questions and inquiries that may occur.

Write a comprehensive report

- Begin with the Officers perceived circumstances.
 - What was the Officer dispatched to?
 - Any additional knowledge about the subject, the call, the area, etc.
 - What did the Officer see, hear, smell, feel when he/she arrived?
- Then talk about the subject.
 - What did the Officer say?
 - What did he or she say (or other parties)?
 - What actions (or inactions) did the Officer observe?
- Then work through your responses.
 - What did the Officer do?
 - What was the subject's reaction?
 - What force option did the Officer use?
 - What was the subject's reaction?
- Document that subject was handcuffed, searched and that the handcuffs were double-locked.
- Post-spray responses.

- Any medical attention provided.
 - Including fresh air and water (if used).
- Who was notified of the force used?

OC's Compatibility with the TASER

- Pepper Spray containing an alcohol-based propellant is not TASER compatible.
- Pepper Spray labeled nonflammable does not guarantee Electronic Immobilization Devices (TASER) compatibility.
- Propellants found to be nonflammable using the EPA's Flame Extension Test, may still ignite or burn when a spark from the EID comes in contact with it.
 - EPA's Flame Extension Test measures flammability by firing the Pepper Spray through a flame.
- Agencies must test their OC Sprays to insure a safe compatibility with the TASER.

Important Concepts and Definitions:

Balance:

- Creating stability.
- Your center of gravity.
- Critical to all movements, tactics.

Strong Side:

- Dominant side.
- In many cases it is the gun side.

Support Side:

- Non-dominant side.

Strong Hand:

- Dominant side hand.
- Usually the hand that is considered the gun hand.

Support Hand:

- Non-dominant side hand.
- Usually the hand that supports the Strong Side Hand.

Strong Foot:

- Dominant side foot.
- The "gun side" for most Officers.

Support Foot:

- Non-dominant side foot.

Canister

- The container that holds the OC, carrier and propellant.

Trigger or Actuator

- The mechanism that when pulled, pushed or compressed, allows the OC and carrier to be released from inside the canister.

Propellant

- The gas and liquid, which pressurizes the canister and propels the carrier and the OC to the target.
- Commonly used propellants include propane, butane, and compressed gases (carbon dioxide, nitrogen, etc.).

Carrier

- The liquid or other ingredients, other than the OC, that dissolves or suspends the OC.
- Carries the OC from the canister to the target.
- Common carriers include alcohol, water, organic hydrocarbons, and methylene chloride.

Spray Exposure Training

In order to be certified as a **MPTC Transitional OC Instructor**, an exposure to OC is required. MPTC believes that this is an important aspect of "***Training the Trainer***" for the following reasons:

- Know the effects first hand.
- Accidental partial exposure is a very real consideration both on the "street" and in the training environment.
- Take out the element of surprise. Know how it effects you and how you process the effects both physically and psychologically.
- Recognize OC as a **Distraction Technique**.
- **Spray Exposure Drill** will show that a person can fight through the effects.
- Just because you are sprayed, does not mean the fight is over.
- Observe and be part of the monitoring, evaluation and decontamination phases of the **Post Spray Recovery Process**.
- Learn how to run these same drills as the instructor.

Spray Exposure Training is more about learning than it is to just "take a hit".

Setting up the Drill

When setting up any drill, **SAFETY** must be the foundation. Training can be realistic and high speed but safe for all those involved.

Safety Officer

Each Officer to be sprayed will be assigned a **Safety Officer**. This **Safety Officer** will stay with the **Sprayed Officer** until effects from the spray have been diminished to the point where the Officer can see and breath normally. Additional duties include:

- Assist sprayed Officer to an area of fresh air.
- Talk to the Officer and tell them they will be OK.
- Tell them to breath normally and make sure that they are responsive.
- Assist them with cool water if requested.
- Assist them with washing and rinse exposed areas.
- Do not let them rub eyes or skin.

The basic elements for **Spray Exposure Training** are:

- After the Officer is sprayed:
 - Have them complete an arrest skill.
 - Perform realistic skills.
 - Have subject respond to those positive force options.
 - Make calling for help part of the drill.
 - Encourage the Officer to fight through the effects.
 - "WIN".

Drill Scenario Example #1

- Officer is sprayed.
- Officer is "attacked" by subject.
 - FIST/RedMan Training Suit.
 - Striking Bags.
- Officer uses empty hand skills to repel and stop "attacker".
- Once several solid impacts have been delivered to the subject, subject falls or is forced to the ground.
- Officer may create distance and call for help.

Or

- Continue the arrest process by controlling the subject's arm.
- To handcuffing.
- Then call for assistance.

If other drills are used, keep them as "realistic" as possible. Do not use drills that are not tactically possible or feasible or drills that "ask" more questions than they answer.

Once the Officer has completed the drill (or if completely distracted), begin the decontamination process.

Spray Exposure Training for the Basic OC Course

An instructor teaching a **Basic OC Course** has three methods by which to verify that the Officers being trained know what the effects from an OC exposure look like. At least one of these methods must be used when teaching the **Basic OC Course**. The choice of which method will be used will depend upon:

- The Instructor's preference.
- The agency being trained and their desires.
- This includes union issues, etc.
- The desires of the Officers being trained.
 - Which could include the Officer's physical condition and health.
 - Their experience with Pepper Spray.
 - Have they been exposed in the class
 - And many other factors

1.) Direct Spray Method

If **Spray Exposure Training** is the method of verification chosen, follow these guidelines:

- As an instructor, do not force Officers to be sprayed.
 - Think liability.
- You might find one or more volunteers that "want" to be sprayed.
- Use the same format as the Spray Exposure Training for Instructors.
 - Including Post Spray Recovery Process.
- Do not just spray them, teach them.
- Safety, Safety, Safety.
- DO NOT USE PEPPERBALL for this exposure.

2.) Partial Exposure Method

Another method of verification of the Officer's knowledge of the effects of OC is a **Partial Exposure**.

In this method a small amount of OC is sprayed in the air and the Officers are encouraged to walk through the area. This exposure will expose them to the effects that they may experience on the street, when a subject is sprayed. This partial expose might also occur to those **Safety Officers** during the **Spray Exposure Training**.

3.) Viewing Video of OC Exposure Method

The third method of verification of the effects of OC is to have them watch a video of others being sprayed. This will at least allow them to see what a "normal" reaction to an OC exposure is. This will assist them in identifying reactions that might not be "normal". It would be beneficial if the video shows part of the **Post Spray Recovery Process**.

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MPTC Transitional OC Basic Course Outline

Date _____

- () What is OC?
- () What is the goal of spraying someone with OC?
- () How does it work?
- () What parts of the body does it affect?
- () When can I use my Pepper Spray as a force option?
- () How much and where is the OC Sprayed?
- () Methods by which the OC is dispersed from the OC Canister.
- () Conditions that can affect the effectiveness of an OC Spray.
- () Pre-spraying considerations.
- () What do I do if it appears that the Pepper Spray was ineffective?
- () What do I do if it appears that the Pepper Spray has distracted or stopped the subject?
- () After the subject is handcuffed, what do I do to assist the subject through the affects of the Pepper Spray?
- () What are the medical concerns that I need to be aware of and look for?
- () What can I do as it relates to these or any potential medical concerns?
- () Other Post-spray considerations.
- () Other OC facts.

- () Basic Principles.
 - () Distance.
 - () Stance.
 - () Movements.
 - () Drawing techniques.
 - () Carry positions.
 - () OC holding positions.
- () One Officer OC Spray Arrest.
- () Two Officer OC Spray Arrest.
- () OC Spray to Baton Draw.
- () OC Spray to Firearm Draw.

Method of OC observation and experience

() Direct Spray () Partial Exposure () Pepper Spray Video

- () Written Test
- () Proficiency Test
- () Review and debrief

Instructor Name: _____

MPTC Transitional OC Course

Proficiency Test

() Basic Course () Instructor Course () Instructor-Trainer Course
() Original Certification () Re-Certification () Re-Test

Course Location: _____ Date of Testing: _____

Name: _____ Agency: _____

(1.) One Officer Draws/Sprays/Moves/Subject Stabilization to Handcuffing

The Officer perceives the Risk and the Subjects Actions to be at a level where the use of OC would be justified.

	<u>Acceptable</u>	<u>Unacceptable</u>
Create distance	()	()
"street" stance	()	()
Position #1	()	()
Strong Hand Draw	()	()
One Hand or Two Hand Spraying Position	()	()
Verbal direction	()	()
Spray	()	()
Move to a Position of Advantage	()	()
Direct subject into Position of Control	()	()
Subject is controlled	()	()
Subject is handcuffed	()	()

All Acceptable ()

() Pass () Fail

Comments: _____

(3.) Officer Draws/Sprays/Subject becomes Assaultive/Baton Draw

The Officer perceives the Risk and the Subjects Actions to be at a level where the use of OC would be justified.

	<u>Acceptable</u>	<u>Unacceptable</u>
Create distance	()	()
Defensive stance	()	()
Position #1	()	()
Strong Hand Draw	()	()
One Hand or Two Hand Spraying Position	()	()
Verbal direction	()	()
Spray	()	()
Move to a Position of Advantage	()	()
OC has not distracted the subject and the subject becomes violent and physically threatens the Officer		
Officer secures the OC canister	()	()
Officer draws the Baton	()	()
Subject is commanded to stop	()	()

All Acceptable ()

() Pass () Fail () Not Applicable

Comments: _____

(2.) Contact Officer Sprays/Control Officer Handcuffs

The Contact Officer perceives the Risk and the Subjects Actions to be at a level where the use of OC would be justified.

	<u>Acceptable</u>	<u>Unacceptable</u>
Contact Officer creates distance	()	()
"Street" stance	()	()
Position #1	()	()
Strong Hand Draw	()	()
One Hand or Two Hand Spraying Position	()	()
Verbal direction	()	()
Spray with Officer warning	()	()

Officers perceive that the OC has distracted the subject

Control Officer moves to a Position of Advantage	()	()
Control Officer directs subject into Position of Control	()	()
Control Officer controls subject	()	()
Control Officer handcuffs subject	()	()

All Acceptable ()

() Pass () Fail

Comments: _____

(4.) Officer Draws OC/Sprays/Subject becomes Assaultive (serious Bodily Harm/Death)/Firearm Draw

The Officer perceives the Risk and the Subjects Actions to be at a level where the use of OC would be justified.

	<u>Acceptable</u>	<u>Unacceptable</u>
Create distance	()	()
"Street" stance	()	()
Position #1	()	()
Strong Hand Draw	()	()
One Hand or Two Hand Spraying Position	()	()
Verbal direction	()	()
Spray	()	()
Move to a Position of Advantage	()	()
OC has not distracted the subject and the subject becomes a lethal threat by drawing out an edged weapon		
Officer secures the OC canister	()	()
Officer draws the Firearm	()	()
Subject is commanded to stop	()	()

All Acceptable ()

() Pass () Fail () Not Applicable

Comments: _____

() Passed Proficiency Test () Failed Proficiency Test

Testing Instructor Name: _____ Testing Instructor Initials: _____

Basic Course Written Exam

Name: _____ Date: _____

Department: _____ DOB: _____

Multiple Choice (circle the correct answer)

1.) What is the ingredient in OC Pepper Spray that makes it an effective force option?

- a. MACE.
- b. chemical irritants.
- c. various types of peppers.
- d. none of the above.

2.) The **goal** when spraying a subject with OC is:

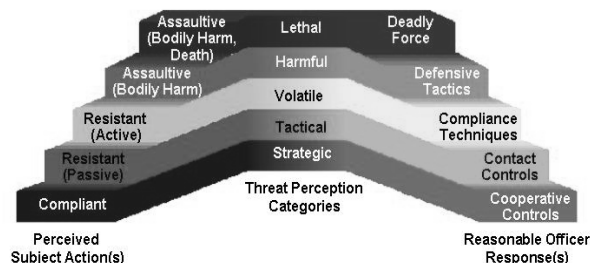
- a. to "knock" the subject to the ground .
- b. to distract the subject long enough to control and handcuff the individual.
- c. to create as much pain and injury as possible from the OC.
- d. none of the above.

3.) Based on the **Use of Force Model**, if an Officer perceives the risk associated with a particular encounter with a subject as being **VOLATILE**, the Officer would be justified in:

- a. drawing the OC canister from his/her belt.
- b. striking the subject with a baton.
- c. draw out the firearm from the holster.
- d. none of the above.

4.) Based on the **Use of Force Model**, in order to justify the use of Pepper Spray as a force option, the Officer would have to perceive the subjects action(s) as a _____ subject.

- a. Compliant.
- b. Passive Resistant.
- c. Active Resistant.
- d. None of the above.



5.) Based on the **Use of Force Model**, spraying a subject with OC is considered what type of a reasonable response?

- a. Cooperative Control.
- b. Compliance Technique.
- c. Contact Controls.
- d. None of the above.

6.) Pepper Spray **should be** sprayed at a distance of:

- a. 10 – 15 feet.
- b. More than 15 feet.
- c. Less than 3 feet.
- d. 4 – 6 feet.

- 7.) When spraying a subject, the **target area** is the:
- chest.
 - area three feet around the subject.
 - the room that the subject is in.
 - face.
- 8.) The OC sprayed into a subject's face can be less effective if:
- too much OC is sprayed.
 - there is heavy rain or wind.
 - the Officer misses the target area.
 - all of the above.
- 9.) OC is classified as an:
- inflammatory.
 - lachrymator.
 - tear gas agent.
 - pain interceptor.
- 10.) How much OC should be sprayed at a subject?
- one second burst or less.
 - enough OC to fill up the room.
 - five second burst.
 - entire contents of OC canister.
- 11.) When an Officer is about to spray a subject, if there are other Officers in the immediate area, the Officer should:
- tap them on the shoulder to get their attention.
 - shout the word "spray".
 - use hand signals.
 - not use the Pepper Spray.
- 12.) After spraying a subject with OC, if an Officer perceives that the OC was **ineffective**, the Officer should:
- continue spraying until the OC unit is empty.
 - move and re-evaluate.
 - immediately rush in and grab the subject.
 - none of the above.
- 13.) After spraying a subject with OC, if an Officer perceives that the OC **has distracted** the subject, the Officer should:
- move.
 - wait a few seconds before approaching.
 - immobilize and control the subject for handcuffing.
 - all of the above.
- 14.) After a subject has been sprayed and depending on the subject actions, an Officer may have to transition to which of the following force options?

- a. the use of the baton.
 - b. the use of the firearm.
 - c. the use of controlling techniques.
 - d. all of the above.
- 15.) After a subject has been sprayed and handcuffed, the first step that an Officer should take to assist the subject in recovering from the effects of the OC is:
- a. rub the subject's face and eyes with a paper towel.
 - b. move the subject from the contaminated air to fresh air.
 - c. leave them where they are for at least five minutes.
 - d. none of the above.
- 16.) After a subject has been sprayed and handcuffed, the Officer should:
- a. **monitor** the subject for signs of a medical problem.
 - b. **communicate** with the subject that they will be OK.
 - c. maintain **control** of the prisoner.
 - d. all of the above.
- 17.) After being handcuffed, if a known "CRACK" **Cocaine** abuser feels **very hot**, has been **drinking heavily** and **resists an officer for several minutes**, the officer should:
- a. seek medical attention.
 - b. transport the subject to the station for booking.
 - c. advise the subject that they will be OK and continue with the arrest process.
 - d. wait an hour to see if they get any better.
- 18.) Once in the booking area, the subject should be encouraged to:
- a. rub his/her eyes in order to cause tearing.
 - b. put petroleum jelly on effected areas.
 - c. wash with soap and water.
 - d. none of the above.
- 19.) Once in the booking area, the subject should be encouraged to:
- a. apply baby oil to effected areas.
 - b. remove contact lens, if applicable.
 - c. wash with hot water and a moisturizing soap.
 - d. none of the above.
- 20.) An Officer is required to seek medical attention for a subject sprayed with OC if:
- a. the subject appears to be having an adverse medical problem.
 - b. the subject is having little or no relief from the effects of the OC after a reasonable period of time.
 - c. the subject requests it.
 - d. all of the above.

Written Exam Answer Sheet

Name: _____ Date _____

Department: _____ DOB: _____

- 1.) a b c d
- 2.) a b c d
- 3.) a b c d
- 4.) a b c d
- 5.) a b c d
- 6.) a b c d
- 7.) a b c d
- 8.) a b c d
- 9.) a b c d
- 10.) a b c d
- 11.) a b c d
- 12.) a b c d
- 13.) a b c d
- 14.) a b c d
- 15.) a b c d
- 16.) a b c d
- 17.) a b c d
- 18.) a b c d
- 19.) a b c d
- 20.) a b c d

0X = 100

1X = 95

2X = 90

3X = 85 Passing

4X = 80

5X = 75

6X = 70

7X = 65

8X = 60

Circle the correct score

Answer Key

- 1.) c
- 2.) b
- 3.) a
- 4.) c
- 5.) b
- 6.) d
- 7.) d
- 8.) d
- 9.) a
- 10.) a
- 11.) b
- 12.) b
- 13.) d
- 14.) d
- 15.) b
- 16.) d
- 17.) a
- 18.) c
- 19.) b
- 20.) d

Verification/Certification Form

Course Title: _____ Location: _____

Dates: _____ Times: _____

Lead Instructor: _____ Asst. Instructor: _____

Name	Department	DOB	Written Test	Proficiency Test(P/F)	Participate (Y/N)	
1)						
2)						
3)						
4)						
5)						
6)						
7)						
8)						
9)						
10)						
11)						
12)						
13)						
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19)						
20)						
21)						
22)						
23)						
24)						
25)						
26)						
27)						
28)						

I, _____, verify that the above named students have successfully completed and passed any and all tests (if applicable) to be certified in the above named course. I have also attached a copy of the course outline with this document.

(Instructor Signature)

(Date)

Send this document and course outline to:

David A. Standen, 81 Richview Avenue, South Hadley, MA 01075
, fax it to 413-532-8518 or e-mail it to DTIStanden@comcast.net.

MPTC Transitional OC Course

Proficiency Test

() Basic Course () Instructor Course () Instructor-Trainer Course
() Original Certification () Re-Certification () Re-Test

Course Location: _____ Date of Testing: _____

Name: _____ Agency: _____

(1.) One Officer Draws/Sprays/Moves/Subject Stabilization to Handcuffing

The Officer perceives the Risk and the Subjects Actions to be at a level where the use of OC would be justified.

	<u>Acceptable</u>	<u>Unacceptable</u>
Create distance	()	()
"street" stance	()	()
Position #1	()	()
Strong Hand Draw	()	()
One Hand or Two Hand Spraying Position	()	()
Verbal direction	()	()
Spray	()	()
Move to a Position of Advantage	()	()
Direct subject into Position of Control	()	()
Subject is controlled	()	()
Subject is handcuffed	()	()

All Acceptable ()

() Pass () Fail

Comments: _____

(2.) Contact Officer Sprays/Control Officer Handcuffs

The Contact Officer perceives the Risk and the Subjects Actions to be at a level where the use of OC would be justified.

	<u>Acceptable</u>	<u>Unacceptable</u>
Contact Officer creates distance	()	()
"Street" stance	()	()
Position #1	()	()
Strong Hand Draw	()	()
One Hand or Two Hand Spraying Position	()	()
Verbal direction	()	()
Spray with Officer warning	()	()

Officers perceive that the OC has distracted the subject

Control Officer moves to a Position of Advantage
() ()

Control Officer directs subject into Position of Control

() ()

Control Officer controls subject () ()

Control Officer handcuffs subject () ()

All Acceptable ()

() Pass () Fail

Comments: _____

(3.) Officer Draws/Sprays/Subject becomes Assaultive/Baton Draw

The Officer perceives the Risk and the Subjects Actions to be at a level where the use of OC would be justified.

	<u>Acceptable</u>	<u>Unacceptable</u>
Create distance	()	()
Defensive stance	()	()
Position #1	()	()
Strong Hand Draw	()	()
One Hand or Two Hand Spraying Position	()	()
Verbal direction	()	()
Spray	()	()
Move to a Position of Advantage	()	()

OC has not distracted the subject and the subject becomes violent and physically threatens the Officer

Officer secures the OC canister () ()

Officer draws the Baton () ()

Subject is commanded to stop () ()

All Acceptable ()

() Pass () Fail () Not Applicable

Comments: _____

(4.) Officer Draws OC/Sprays/Subject becomes Assaultive (serious Bodily Harm/Death)/Firearm Draw

The Officer perceives the Risk and the Subjects Actions to be at a level where the use of OC would be justified.

	<u>Acceptable</u>	<u>Unacceptable</u>
Create distance	()	()
"Street" stance	()	()
Position #1	()	()
Strong Hand Draw	()	()
One Hand or Two Hand Spraying Position	()	()
Verbal direction	()	()
Spray	()	()
Move to a Position of Advantage	()	()

OC has not distracted the subject and the subject becomes a lethal threat by drawing out an edged weapon

Officer secures the OC canister () ()

Officer draws the Firearm () ()

Subject is commanded to stop () ()

All Acceptable ()

() Pass () Fail () Not Applicable

Comments: _____

() Passed Proficiency Test () Failed Proficiency Test

Testing Instructor's Name: _____ Testing Instructor's Initials: _____

Municipal Police Training Committee

Pepper Spray Facts Sheet

- **What is OC?**
 - The hot portion of various types of **peppers** mixed with a **propellant** and placed into a variety of **spray container**.
- **What is the goal?**
 - To temporarily **distract** or stop a subject long enough to **gain control** and ultimately **handcuff** the subject.
- **How does it work?**
 - Pepper Spray is classified as an **inflammatory agent**. When sprayed into the face, the OC may cause several areas to react in different ways. It is the bodies physical reaction to the OC combined with any psychological responses to these physical effects, that can cause the subject to lose some of the ability and/or desire to continue resisting.
- **What parts of the body does it affect?**
 - Eyes
 - Skin
 - Respiratory Tract
- **When can I use my Pepper Spray as a force option?**
 - **Draw** out the **Pepper Spray** when the encounter presents a **Volatile Risk**
 - **Spray** the **subject** when the **Officer perceives** the **subject** as being **Actively Resistant**
 - **Pepper Spray** is used as a **Distraction Technique** under the **Compliance Technique** category
- **How much and where is the OC Sprayed?**
 - From a distance of **4 – 6 feet**
 - Some sprays allow greater distance
 - See manufacturers recommendations
 - A **one second** or less **spray**
 - Directly into the **face**
- **Methods by which OC is dispersed from the OC Canister**
 - Stream, Cone-shaped, Fogger, Splatter, Foam, Gel, etc.
 - You must know how your OC canister works and sprays
- **Conditions that can affect the effectiveness of the OC Spray**
 - Environmental based
 - Too close or too far
 - Over spraying
 - Weather conditions (rain, heavy winds, etc.)
 - Subject based
 - Subject's ability to fight through the effects
- **Pre-spraying considerations**
 - Can I spray the OC with minimal effects on others?
 - Warn other officer that you are going to spray
 - Shout "**Spray**".
- **What do I do if it appears that the Pepper Spray was ineffective?**
 - Move and create distance
 - Re-evaluate
 - Re-spray
 - Transition to another force option

Municipal Police Training Committee

Pepper Spray Facts Sheet

- **What do I do if it appears that the Pepper Spray has distracted or stopped the subject?**
 - Move
 - Use angles
 - See Positions of Advantage
 - Wait a few seconds before approaching
 - Immobilize and control the subject
 - Handcuff the subject
 - Always be prepared to re-spray, disengage and/or transition to another force option
- **After the subject is handcuffed, what do I do to assist the subject through the affects of the Pepper Spray?**
 - Move the subject into fresh air
 - Cool air may sooth some of the burning sensation
 - Air Conditioner, fan, opened window, etc.
 - Cool water, if practical, and if available
 - Officer must communicate to and with the subject that he or she is OK and to relax and breath normally

- **What are the post arrest medical warning signs that I need to be aware of and look for?**

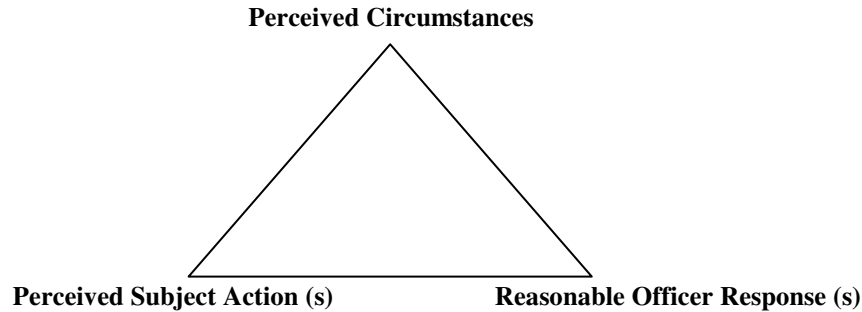
If a subject exhibits a combination of the following:

- Elevated body temperature
- Known cocaine or other drug abuser
- Impaired thinking, disorientation, hallucinations and/or delusions, intense paranoia followed by violent and/or bizarre behavior
- Great strength and a diminished sensitivity to pain
- Known psychiatric patient not taking medicine
- An extended "fight" or active resistance
- The addition of alcohol to any of the above conditions

Continue to monitor and call for medical attention

- **What can I do as it relates to these or any potential medical concerns?**
 - Constantly monitor the subject
 - If a subject appears to be exhibiting a combination of the post arrest medical warning signs or any other medical adverse conditions, **get medical attention promptly.**
 - If it appears that a subject is having little or no relief from the effects of the OC after a reasonable period of time, **get medical attention promptly.**
 - Reasonable period of time could be 45 – 60 minutes.
 - The extent of the effects may dictate a shorter reasonable period of time.
 - See Departmental Policies and Procedures.
 - If a subject requests it, **seek medical attention**
- **Other Post-spray considerations**
 - Once the subject is controlled and in the booking area:
 - Encourage him or her to wash with soap and water
 - Pat dry (no rubbing)
 - Have them remove contact lenses
 - OC Blends (OC/CS or OC/CS) may require additional decontamination steps
 - Follow manufacturers recommendation
- **Other OC facts:**
 - OC canister is generally held in the Strong Hand
 - Extreme cold or heat can effect the OC and/or OC canister

MPTC USE OF FORCE REFERENCE GUIDE



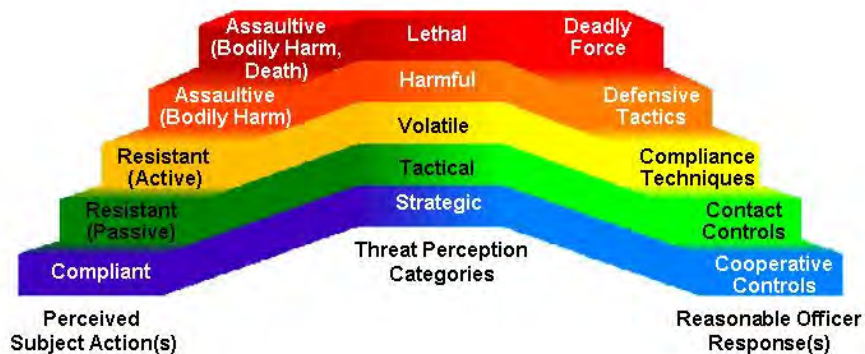
The **Totality Triangle** © depicts the three elements which must be considered in determining whether an application of force was objectively reasonable.

Perceived Circumstances - the officer's perspective of the severity of any crime, the existence of an immediate safety threat to the officer or others, and the degree of compliance / non-compliance from the subject; culminating in its identification on the Use of Force Model.

Perceived Subject Action (s) - the subject action (s) as perceived by the reasonable officer that designate the subject at one or more of the Use of Force Model's compliant / non-compliant categories.

Reasonable Officer Response (s) - the "balanced" response (s) appropriate for the reasonable officer's selection from the Use of Force Model's identified response categories, in order to maintain or gain subject compliance and control.

MPTC Use of Force Model



The Use of Force Model was developed in 1991 by Dr. Franklin Graves, Federal Law Enforcement Training Center and Professor Gregory J. Connor, University of Illinois Police Training Institute. TM 1998, G. Connor. All rights reserved.

Threat Perception Color Code - the tactically applied and color adapted correlation of the Threat Perception Categories on the Use of Force Model.

Control Superiority Principle © - the understanding and visualization method utilized to reinforce the inherent principle of officer force superiority over the subject's degree of compliance / non-compliance.

Assessment / Selection Arrows - the mechanism utilized to indicate the dynamic nature of an officer's decision-making process of Tactical Transition © during the enforcement encounter.

Threat Perception Categories

Strategic - the broad “mind set” of the officer, represented by the blue baseline on the Threat Perception Color Code ©. The contemporary officer must maintain this functional foundation, centered upon strategies designed to enhance the status of safety.

Tactical - the second level on the Use of Force Model, depicted by the color green. Here the officer perceives an increase in threat potential within the confrontational environment and tactical procedures are designated and deployed.

Volatile - the third level on the Use of Force Model utilizing the color yellow to indicate an activated level of alertness and threat potential. Here the officer is confronted with the presence or potential of critical dynamics, including threat intensity and severity within the enforcement encounter.

Harmful - at this level on the Use of Force Model the color orange denotes an accelerated perception of threat directed upon the officer or others. In this regard the officer must deploy initial defensive force in the effort toward eventual subject compliance and control.

Lethal - the highest level on the Use of Force Model correlates to the most intense color in the Threat Perception Color Code ©, red. Although this potentially lethal degree of threat is most infrequent, it remains most crucial for the continuation of officer safety and security.

Perceived Subject Action (s) Categories

Compliant - represents the vast majority of officer / citizen confrontations in the form of cooperation and control. Such cooperation is generally established and maintained via cultural acceptance, verbalization skills, etc.

Resistant (*Passive*) - the preliminary level of citizen non-compliance. Here, the citizen, although non-compliant, offers no physical or mechanical energy enhancement toward the resistant effort.

Resistant (*Active*) - the subject’s non-compliance is increased in scope and / or intensity. The subject’s non-compliance now includes energy enhanced physical or mechanical defiance.

Assaultive (*Bodily Harm*) - the officer’s attempt to gain lawful compliance has culminated in a perceived or actual attack on the officer or others. The officer makes the reasonable assessment that such actions by the subject would not result in the officer’s or other’s death or serious bodily harm.

Assaultive (*Serious Bodily Harm / Death*) - the officer’s attempt to gain lawful compliance has culminated in the perception of an attack or the potential for such an attack on the officer or others. The officer makes the reasonable assessment that such actions by the subject could result in serious bodily harm or death to the officer or others.

Officer Response (s) Categories

Cooperative Controls - include contemporary controls developed to preserve officer safety and security, including: communication skills, restraint applications, etc.

Contact Controls - includes resistant countermeasures designed to guide or direct the non-compliant subject. These “hands on” tactics would include the elbow / wrist grasp, Hand Rotation Position ©, etc.

Compliance Techniques - includes resistant countermeasures designed to counter the subject’s enhanced degree of resistance. These tactics could include the Hand Rotation Technique ©, chemical irritants, etc.

Defensive Tactics - includes assaultive countermeasures designed to cease the subject’s non-lethal assault on the officer or others, regain control, and assure continued compliance. These tactics could include baton strikes, kicking techniques, etc.

Deadly Force - includes assaultive countermeasures designed to cease an assault which is lethal or could cause great bodily harm on the officer or others. These tactics could include the use of a firearm, lethal strikes, etc.

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REFERENCE NOTEBOOK

USE OF FORCE & FORCE POLICY DEVELOPMENT

© Monadnock Police Training Council, Inc., Fitzwilliam, New Hampshire U.S.A.

USE OF FORCE & FORCE POLICY DEVELOPMENT

Mildred K. O'Linn¹, Attorney at Law

MANNING & MARDER

KASS, ELLROD, RAMIREZ LLP

COURSE OBJECTIVES:

The purpose of this program is to provide an overview of the precedential cases and applicable standards relating to the use of force by peace officers and stimulate discussion concerning use of force and force policies.

STUDENT PERFORMANCE OBJECTIVES:

1. Participants will be able to discuss the legal requirements for the use of deadly force as set forth by the Supreme Court in [Tennessee v. Garner](#).
2. Participants will be able to discuss the reasonableness standard for use of force as set forth by the Supreme Court in [Graham v. Connor](#).

DESCRIPTION OF COURSE:

Presentation designed to stimulate discussion regarding use of force, use of force policies and training. Discussion will center on recent use of force decisions and recommended elements to be included in policies.

¹ Mildred K. O'Linn, Attorney at Law, holds all rights to this material. She is a partner at Manning & Marder, Kass, Ellrod, Ramirez LLP, which has offices in Los Angeles, Irvine, San Diego and Oakland, California. She is admitted to the Bar in the States of Ohio, Texas and California. She specializes in defending public agencies, as does Manning & Marder.

I. THE STANDARDS GOVERNING THE USE OF FORCE

A. Supreme Court Decisions: The Minimum Standard

1. The Reasonableness Test -- Graham v. Connor, 490 U.S. 386, 109 S.Ct. 1865, 104 L.Ed.2d 443 (1989).

a. Facts of Case:

Dethorne Graham was a diabetic who asked his friend to drive him to a local store to purchase orange juice to counter-act the onset of an insulin reaction. Upon entering the store and seeing the number of people ahead of him, Graham hurried out and asked his friend to drive him to another friend's house. Officer Connor, a local police officer, became suspicious after seeing Graham hastily enter and leave the store. The officer followed the car and made an investigative stop, ordering the pair to wait until he found out what happened in the store.

Graham got out of the car, ran around it twice and finally sat down on the curb where he passed out briefly. Graham's friend told the officer that Graham was simply suffering from a "sugar reaction." Back-up officers arrived on the scene and one of the officers rolled Graham over on the sidewalk and handcuffed his hands tightly behind his back, ignoring the friend's pleas to get him some sugar. Another officer stated, "I have seen a lot of people with sugar diabetes, but they never acted like this. Ain't nothing wrong with the m.f. but drunk. Lock the s.b. up."

Several officers then lifted Graham up from behind, carrying him over to the friend's car and placing him face down on the hood. Regaining consciousness, Graham asked the officers to check his wallet for a diabetic decal that he carried. The officers, however, told him to "shut up" and shoved his face down against the hood of the car. Four officers then grabbed Graham and threw him head first into the police car. A friend of Graham's brought some orange juice to the car, but officers refused to let him have any of it. Finally Officer Connor received a report that Graham had done nothing wrong at the convenience store and the officers drove him home and released him.

Injuries sustained by Graham during the encounter included a broken foot, cuts on the wrists, a bruised forehead, and an injured shoulder. Graham also claimed to have developed a loud ringing in his right ear. He filed a federal civil rights action pursuant to 42 U.S.C. §1983 alleging the use of excessive force and making the investigatory stop in violation of the Fourteenth Amendment.

During the course of the federal trial the defendants moved for a directed verdict at the close of the plaintiff's case in chief. In ruling on the motion, the District Court determined that the amount of force used by the officers was appropriate under the circumstances and granted the defendants' Motion for a Directed Verdict. The Fourth Circuit affirmed the judgment, ruling that the District

Court had applied the correct legal standard in assessing the excessive force claim.

b. The Supreme Court's Ruling:

- (1) The Court specifically rejected the notion that all excessive force claims under section 1983 are governed by one standard stating:
 - (a) First identify the constitutional right allegedly infringed by the application of force:
 - 1) Fourth Amendment prohibition against unreasonable search and seizure;
 - 2) Eighth Amendment ban on cruel and unusual punishment.
 - (b) Assess the validity of the claim by reference to the specific constitutional standard governing that right, rather than to some generalized "excessive force" standard.
- (2) Following Graham all claims of excessive force in the course of an arrest, investigatory stop or other seizure of a free citizen should be analyzed under the Fourth Amendment **"reasonableness" standard**.
 - (a) "Seizure" triggering Fourth Amendment protection occurs when peace officers have "by means of physical force or show of authority, . . . in some way restrained the liberty of a citizen." Terry v. Ohio, 392 U.S. 1, 19, n.16 (1968); see also Brower v. County of Inyo, 489 U.S. 593 (1989).
- (3) Assessing "Reasonableness" of force used under the Fourth Amendment.
 - (a) Must balance the nature and quality of the intrusion on Fourth Amendment rights against the governmental interests at stake;
 - (b) Right to make arrest or conduct an investigatory stop necessarily carries with it the right to use some force.
- (4) **The Objective Reasonableness Test:**

The question is whether the officers' actions are "objectively reasonable" in light of the facts and circumstances confronting them, without regard to their underlying intent or motivation.

(5) Factors:

- (a) Careful attention to the **facts and circumstances** of a particular case;
- (b) **Severity** of crime at issue;
- (c) Whether the suspect poses an **immediate threat** to the safety of officers or others; and
- (d) Whether the suspect is **actively resisting arrest or attempting to evade arrest by flight**.
- (e) Reasonableness includes an allowance for **time available** to make decisions inasmuch as "officers are often forced to make split-second judgments -- in circumstances that are tense, uncertain, and rapidly evolving . . ."
- (f) Reasonableness is judged from the **perspective of a reasonable officer** on the scene without the "20/20 vision of hindsight."
 - 1) Fourth Amendment not violated by an arrest based on probable cause even though the wrong person is arrested. Hill v. California, 401 U.S. 797 (1971);
 - 2) Fourth Amendment not violated by the mistake and execution of a valid search warrant on the wrong premises. Maryland v. Garrison, 480 U.S. 79 (1987);
- (g) Not every push or shove, even if it may later seem unnecessary in the peace of a judge's chambers violates the Fourth Amendment. Johnson v. Glick, 481 F.2d 1028 (2nd Cir.), cert. denied, 414 U.S. 1033 (1973).
- (h) Evil intentions will not make a Fourth Amendment violation out of an objectively reasonable use of force; nor will an officer's good intentions make an objectively unreasonable use of force constitutional.

B. Ninth Circuit Decision: Least Intrusive Measures

1. Least Intrusive Measures Rule -- Scott v. Henrich, 39 F.3d 912 (9th Cir. 1994).

a. Ninth Circuit's Ruling:

- (1) Ninth Circuit specifically rejected the notion that officers must avail themselves of the least intrusive means of responding to an incident or situation stating:

- (a) Requiring officers to find and choose the least intrusive alternative would require them to exercise super human judgment. In the heat of battle with lives potentially in the balance, an officer would not be able to rely on training and common sense to decide what would best accomplish the mission. Instead the officer would need to ascertain the least intrusive alternative and choose only that option and imposing such a requirement would result in:
 - 1) tentativeness by officer and deterring them from protecting the public and themselves;
 - 2) in tangling the Court in endless second - guessing of police decisions made under stress and subject to the exigencies of the moment.
- (b) Assuming internal police guidelines are relevant to determining whether use of force is objectively reasonable, such guidelines are only relevant when one of their purposes is to protect the individual against whom force is used. If a department policy exists for a reason other than to protect the suspect, then a suspect cannot complain about the violation of rules inasmuch as it was not intended for his benefit.

C. Supreme Court Decisions: Deadly Force

1. **Use of Deadly Force and the Fleeing Felon Rule -- Tennessee v. Garner, 471 U.S. 1, 105 S.Ct. 1694, 85 L.Ed.2d 1 (1985).**

a. Facts of Case:

On October 3, 1974 at approximately 10:45 p.m., Memphis Police Officers Hymon and Wright were dispatched to answer a "prowler inside call." Upon arriving at the scene they saw a woman standing on her porch gesturing towards an adjacent house. She told them that she had heard glass breaking and that she believed someone was breaking into the house next door. While Officer Wright radioed the dispatcher to say that they were on the scene, Officer Hymon went behind the house. Officer Hymon heard a door slam and saw a man, later identified as Edward Garner, run across the back yard and stop at a six foot high chain link fence at the edge of the yard. With the aid of a flashlight, Officer Hymon was able to see Garner facing him. He saw no sign of a weapon and, although not certain, was "reasonably sure" and "figured" that Garner was unarmed. Officer Hymon believed Garner to be only 17 or 18 years old and about 5'5" or 5'7". While Garner was crouched at the base of the fence, Officer Hymon called out "police" and took a few steps towards Garner. Garner then began to climb over the fence. Officer Hymon was convinced that if Garner made it over the fence he would elude capture and thus Hymon shot him. Garner was taken by ambulance to a hospital where he died after being shot in

the back of the head. Ten dollars and a purse taken from the house were found on his body.

In using deadly force to prevent Garner's escape, Officer Hymon was acting under the authority of a Tennessee statute and pursuant to Memphis Police Department policy.

The District Court concluded that the officers' actions were authorized by the Tennessee statute, which in turn was constitutional and that the officer had employed the only reasonable and practicable means of preventing Garner's escape. Garner had 'recklessly and heedlessly' attempted to go over the fence to escape thereby assuming the risk of being fired upon." The Sixth Circuit affirmed the District Court's ruling with regard to the officer finding that he had acted in good faith upon reliance of the Tennessee statute and therefore within the scope of qualified immunity. The Court of Appeals, however, reversed and remanded with regard to the constitutionality of the Tennessee statute because it did not adequately limit the use of deadly force by distinguishing between felonies of different magnitudes and that "officers cannot resort to deadly force unless they 'have probable cause . . . to believe that the suspect [has committed a felony and] poses a threat to the safety of the officers or a danger to the community if left at large.'"

b. Ruling of the United States Supreme Court:

- (1) Balancing of interests: "Reasonableness" of the manner in which a search or seizure is conducted requires the balancing of the extent of the intrusion against the need for it.
- (2) Apprehension of a free citizen by the use of deadly force is a seizure subject to the reasonableness requirements of the Fourth Amendment.
- (3) **Garner Fleeing Felon Rule:** Deadly Force to Prevent Escape.

Probable Cause to Believe:

- 1) Suspect poses threat of serious physical harm to the officer or others; or
- 2) Suspect has committed a crime involving the infliction or threatened infliction of serious physical harm; an
- 3) Where feasible some warning should be given.

D. Ninth Circuit Decision: Deadly Force vs. Serious Bodily Injury

1. Rejection of Model Penal Code Definition of “Deadly Force” re Peace Officer Use of Force -- Vera Cruz v. City of Escondido (9th Cir. October 3, 1997).

a. Ninth Circuit’s Ruling:

- (1) Ninth Circuit Court held that a police officer’s use of a trained canine to stop a fleeing suspect does not constitute the use of deadly force for Fourth Amendment purposes.
- (2) The Court rejected plaintiff’s urgings to adopt the Model Penal Code’s definition of deadly force which reads: force that the actor uses with the purpose of causing or that he knows to create a substantial risk of causing death or serious bodily injury. Noting that the court had mentioned the “significant risk of death or serious bodily injury” formulation in three other dog bite cases they reminded us it was only in dicta. The court thereafter, specifically rejected the Model Penal Code’s definition as inapposite to the Fourth Amendment content noting that the Model Penal Code is designed to govern criminal liability and Garner’s deadly force rule sets the boundaries of reasonable police conduct under the Fourth Amendment.

Furthermore, the Ninth Circuit noted that the subjective intent of the actor is a central consideration under the Model Penal Code’s definition and is an impermissible consideration in the Fourth Amendment content wherein the question in police brutality cases is “whether the officers’ actions are objectively reasonable in light of the facts and circumstances confronting them, without regard to their underlying intent or motivation.

- (3) The Model Penal Code formulation would turn the deadly force rule into a “serious bodily injury” rule rendering Garner’s distinction between ordinary force and deadly force a virtual nullity. The Court found that deadly force is that force which is reasonable likely to cause death.

In judging whether force is deadly the consideration is not the result in a particular case but whether the force used had a reasonable probability of causing death. To be entitled to a deadly force instruction, a plaintiff must present evidence that the force used, in the circumstances under which it was used, posed more a remote possibility of death. Whether a particular use of force is reasonably likely to cause death is a function of two factors: 1) the degree of force and 2) the accuracy with which it is directed at a vulnerable part of the human anatomy. The greater the force, the less accurately it need be directed to cause death.

E. Supreme Court Decisions: Beyond the Fourth Amendment

1. Post-Arrest Use of Force: Pre-trial Detainees.

a. Fourth Amendment vs. Fourteenth Amendment or Eighth Amendment:

There is some disagreement, which exists in the law whether pre-trial detainees are protected by the Fourth Amendment (the objective reasonableness standard), the Fourteenth Amendment (substantive due process clause and the "shocks the conscience" test) or the Eighth Amendment (cruel and unusual punishment standard).

b. Substantive Due Process:

"Liberty" provided in the Fourteenth Amendment encompasses certain actions by the government which are so offensive and unjustified by any compelling interests that such actions would violate the fundamental rights of freedom. Rochin v. California, 342 U.S. 165, 72 S.Ct. 205, 96 L.Ed. 183 (1952).

- (1) Police conduct which "shocks the conscience" is per se unconstitutional.
- (2) Facts: Actions by officers using force to obtain incriminating evidence from narcotics suspect by pumping his stomach violated the due process clause of the Fourteenth Amendment.

c. Shock the Consciousness Test: Johnson v. Glick, 481 F.2d 1028 (2nd Cir., 1973), cert. denied, 414 U.S. 1033, 94 S.Ct. 462, 38 L.Ed.2d 324 (1973).

- (1) The need for the use of force;
- (2) The relationship between that need and the amount of force that was used;
- (3) The extent of the injuries inflicted; and
- (4) Force was applied in good faith, in an effort to maintain and restore discipline, or maliciously and sadistically for the purpose of causing harm.

d. Bell v. Wolfish, 441 U.S. 520, 99 S.Ct. 1861, 60 L.Ed.2d 447 (1979). Held that the Eighth Amendment applied only to persons convicted of a crime while general due process principles under the Fourteenth Amendment protect pre-trial detainees.

e. Youngberg v. Romeo, 457 U.S. 307, 102 S.Ct. 2452, 73 L.Ed.2d 28 (1982). Dealt with the dimensions of the rights of mental patients under section 1983 in the cruel and unusual punishment context.

- f. **Valencia v. Wiggins**, 981 F.2d 1440, 1446 (5th Cir. 1993), cert denied, 113 S.Ct. 2998, 125 L.Ed.2d 691 (1993). Held that force used on pre-trial detainees was not governed by the Fourth Amendment standards or the "shocks the consciousness test." Used deliberate indifference standards under Whitley and Hudson inasmuch as the federal court determined it would be "impractical to draw a line between convicted prisoners and pre-trial detainees for the purposes of maintaining jail security."

2. Post-Conviction Use of Force Standard:

a. **Prisoners:** The Cruel and Unusual Punishment Standard

- (1) The Eighth Amendment cruel and unusual punishment standard applies to force used on persons who have been convicted and are incarcerated.
- (2) The cruel and unusual punishment standard focuses on the officer's intent.
- (3) Only "unnecessary and unwanton infliction of pain" and "actions taken in bad faith and for no legitimate purpose" constitutes cruel and unusual punishment. Whitley v. Albers, 475 U.S. 312, 106 S.Ct. 1078, 89 L.Ed.2d 251 (1986).
- (4) Excessive force claims under Eighth Amendment must show malice, sadism, and intent to cause harm. Hudson v. McMillian, 503 U.S. 1, 112 S.Ct. 995, 117 L.Ed. 156 (1992). No need to establish serious injury.

F. Establishing the Standard of Care: Beyond Court Decisions

1. State Statutes

a. **Specific to Criminal Act.**

2. Other Sources

a. **Administrative Guidelines and Regulations**

b. **Private Entities**

(1) **Manufacturers**

(2) **Professional Associations**

c. **Experts**

II. DEVELOPING, IMPLEMENTING AND ENFORCING POLICY

A. Policies -- Direct Behavior

- 1. Agency Specific**
- 2. Incorporate Applicable Law**
- 3. Select the Appropriate Standard**
 - a. Avoid "Always" and "Never"**
 - b. Subjective Versus Objective Policy**
- 4. Incorporate Agency Philosophy Into Each Policy**
- 5. Write Policy In Understandable Manner**
 - a. "Enforceable"**
- 6. Write In Unbiased Manner**
- 7. Square Up Individual Policies With Entire Package**
- 8. Seek Input Specialty Units/In-House Experts**
- 9. Have Legal Counsel Review Prior to Dissemination**
- 10. Have Policy Regularly Reviewed**
 - a. Non-Punitive Close Call Reporting**
- 11. Pay Special Attention to High Risk Low Frequency Events**
 - a. Seven Major Areas of Concern**
 - (1) Vehicle Operations**
 - (2) Use of Force**
 - (3) Use of Deadly Force**
 - (4) Taking People Into Custody**
 - (5) Forced Entries**
 - (6) Special Relationship Situations (Custody)**
 - (7) Job Based Harassment**
 - b. Job Performance Loop**

- 12. Provide Solid, Realistic, Ongoing, Verifiable Training (SROVT -- Gordon Graham)**
 - a. 100% Knowledge/100% of the Time**
- 13. Enforce Policies**
 - a. Rigidly, Impartially and Consistently**
 - b. Establish Auditing Procedure**
 - (1) Be more concerned about what your people know and understand than documenting attendance at training.
 - c. Ratification of Wrongful Behavior**
 - d. Set An Example By Proper Conduct and Report Review**
- 14. Close the "Gaps Between Policy and Training"**
 - a. Use of Force Policy Specifically**
 - (1) Checklist of Concerns
 - (a) Incorporate the language of Tennessee v. Garner
 - (b) Incorporate the language of Graham v. Connor
 - (c) Evaluate and incorporate use of force continuum
 - (d) Objective vs. Subjective policy
 - (e) Avoid un"necessary" words
 - (f) Set forth acceptable firearms, non-lethal weapons and ammunition
 - (g) Establish qualification and testing requirements
 - (h) Incorporate decision-making, stress and environmental factors into training
 - (i) Deal with the issue of warnings and warning shots
 - (j) Address shooting at and from moving vehicles
 - (k) Provide procedures pertaining to the reporting of use of force
 - (l) Off-duty concerns
 - (m) Establish a use of force review procedure

The Gaps in Use-of-Force Policies and Training

By Missy K. O'Linn, Esq., Cotkin, Collins & Franscell, Los Angeles, California

By its decision in *Monell v. Department of Social Services* in 1979,¹ the U.S. Supreme Court held that municipalities could be sued for civil rights violations if they maintained an unconstitutional custom, policy or practice that caused the constitutional deprivation. This was a major departure from existing federal laws.² Subsequent cases have wrestled further with what evidence is necessary to prove the existence of a custom, policy or practice.

In the training area—an important corollary to policies and practices—the same Supreme Court has held that a failure to train constitutes a municipal policy for purposes of *Monell* liability if the failure reflects a deliberate indifference to the constitutional rights of its inhabitants.³

Where the need for training is obvious, but the training doesn't occur, or it occurs in such a fashion that rights violations are likely to result, liability will be imposed.⁴ Too often, we overlook the fact that the failure to train consistently and in accordance with our own policies is likely to result in constitutional deprivations and therefore liability on the entity and its policy maker (that is, the chief or sheriff).

There are several major gaps in the typical use-of-force policy—as well as in current use-of-force training—that could unwittingly result in liability to the concerned entity.

Failure to Incorporate Use-of-Force Continuums

Numerous types of use-of-force continuums are available for incorporation into a department's policy. In evaluating such a continuum, the department should examine whether the suggested model is easily understandable and readily recalled by officers under stress. It is necessary

to facilitate an understanding of appropriate levels of force by exhibiting the actions of both the assailant and the officer on a comparative scale. It is also necessary to incorporate a statement into the use-of-force policy that deals with officer-subject factors such as age, size, relative strength, skill level, injury/exhaustion and the number of officers versus the number of suspects.

Building this kind of flexibility into an officer's determination of the appropriate use of force is advisable and acceptable—if not essential—given that the standard for evaluating excessive force claims is "reasonableness under all of the circumstances."⁵

Such a strong affirmative stance by the department will provide additional confidence and needed support to officers in making their decisions regarding use of force in the field. In the absence of such support, officers may tend to pad reports when they lack confidence in their administration, fail to understand the department's policy regarding the appropriate use of force or be unable to adequately explain their actions—and the reasons for them—when called upon to do so in a court of law. Officers may also overreact when they lack confidence in themselves, their supervisors, the techniques they are taught and the equipment that is issued to them. A clear understanding of what is an appropriate use of force will help to alleviate these concerns.

As noted by the Court in *Graham*, officers are expected to make split-second decisions. Yet, both supervisors and trainers often fail to articulate what is reasonable for an officer responding to a use-of-force situation under specific circumstances. By establishing a policy that incorporates a use-of-force continuum, a department will provide the necessary

guidance to its officers in making those split-second decisions.

Failure to Incorporate Use-of-Force Continuum Throughout Training Curriculum

For some time, trainers have recognized the gap that exists between the approaches of defensive tactics instructors and firearms instructors. In the past, confusion has been created by addressing officers in firearms training scenarios at the range with one set of terminology and tactics, and using another set of terminology and tactics in the gym during defensive tactics instruction. Over the past 10 years, members of these two disciplines have attempted to bridge that gap, bringing a commonality of language and thought to law enforcement training and providing officers with a singular approach to the evaluation of their use-of-force options.

Although many valuable lessons have been learned about cooperation and coordination of training efforts, we still have not achieved harmony in training. In particular, larger departments have difficulty maintaining consistency in training from division to division and transmitting new concepts to all members at all levels. In some cases, although newer officers have been exposed to new concepts, their field training officers and supervisors have not—and continue to evaluate the rookies on the basis of their own outdated standards.

Because the use of force does not occur in a vacuum, it should not be taught as an isolated event. Defensive tactics are often taught under static conditions, lacking the dynamics of a real confrontation, with the result that officers may have little confidence in the tactics and techniques learned. Realistic training involving use-of-force option selection by officers is

critical in evaluating their understanding of the department's policies. Realistic simulations ranging from low-level to high-level provide a solid experience base for officer decision making and provide timely feedback on the instruction given.

Examples of often-overlooked simulations include resistance encountered during handcuffing and searching of suspects, transporting prisoners, extracting suspects from vehicles and cells and making physical arrests following pursuits. Such training increases officer confidence and exposes problems of overreaction and aggression, which can then be addressed and rectified immediately.

Failure to Train Supervisory and Administrative Personnel

There have been numerous discussions regarding the lack of understanding among supervisory and administrative personnel about the training received by their line officers from their instructional staff. All too frequently, supervisors and administrators opt out of the hands-on training programs, perhaps believing that they no longer need to maintain their physical skills and technical abilities. Even if their absence stems simply from too many demands and too little time in which to address them, the result is that supervisors and administrative personnel tend to lose not only their technical expertise, but their understanding of this critical, very demanding portion of the field officer's job. In the absence of this expertise and understanding, it quickly becomes difficult—if not impossible—for the administrator or supervisor to objectively evaluate an officer's use of force or to identify and correct any adverse trends that current training may raise.

Failure to Use Consistent Standards of Evaluation

As a result of the gaps in their training, supervisors and administrators may not evaluate situations in the same manner as do the field officers who were trained by the department's instructors. Nor do they use the same criteria to evaluate the use of force, or understand fully the options that have been recommended to the officers for various scenarios.

A critical dichotomy arises when administrative and supervisory personnel are not intimately familiar with current use-of-force training. Where field personnel have been taught to exercise use-of-force options in a situational training scenario and supervisors or administrators have not, there arise two sets of rules—those under which the officers in the field are operating, based on tactics and techniques suggested by their in-

FTOs must possess a thorough understanding of current use-of-force training and policy as it was provided to recent graduates of the police academy, since new officers look to the FTO for guidance on implementing their new skills.

structors, and those applied by supervisors and administrators on the basis of departmental policy and their own outdated training and experience.

This type of inconsistency will not only lead to confusion and morale problems, but may also result in hesitancy by officers in the field, public distrust of the department and increased liability exposure for the agency and its officers.

It is critical that field training officers (FTOs) possess a thorough understanding of current use-of-force training and policy as it was provided to recent graduates of the police academy. Law enforcement is a dynamic profession, undergoing constant change. New officers look to their FTOs for guidance on implementing the knowledge and skills they received in the academy. The old adage, "Forget what you learned in the academy—I'll show you how it really works," may be ridiculed in theory, but in fact FTOs lead by example. If their tactics and philosophy with regard to the application of force are not consistent with the information provided to the newly trained officer, it will take little time and observation for one to replace the other in the mind of the rookie.

Ad hoc policy development is another area of concern where coordination and communication are essential. Again, this particular problem more often plagues larger departments' specialty units and geographically distant divisions, where supervisors and commanders often generate policies specific to each unit's operation. Such policy and procedure developments, usually disseminated in the form of memoranda, are promulgated without any consistency and may serve as evidence of philosophical and opera-

tional differences of opinion that ultimately become different policies of the same department.

A structure of accountability including executive approval should be implemented to prevent conflicts from developing between the approved training curriculum, the agency's official policies and procedures, its in-service training and the day-to-day directives issued to personnel.

Failure to Provide Continuous Review of Use-of-Force Incidents

Monell established the guidelines for imposing liability on governmental entities for the actions of officers in the field. The requirement of proof of an unconstitutional policy may be met either by proving an express and explicit pronouncement of such policy by the agency, or by showing that such practices are so permanent and well-settled as to constitute a "custom or usage" with the force of law and that this "custom, policy or practice" caused an officer to violate the plaintiff's constitutional rights.

In short, whether or not you have put it in writing, you *do* have a policy. It is comprised of the position your instructors have taken on the use of force; the philosophy of your field training officers, which is passed on to their trainees; the feedback, discipline and guidance provided by supervisors; and your reaction to citizen complaints regarding the use of excessive force and the administrative actions taken in response to those complaints, which either approve or disapprove the force used with regard to a specific set of facts.

A review of use of force incidents may indicate trends within an agency. Look for inadequate options at various levels in the use-of-force continuum, minimal usage of certain techniques or devices, individual problems, an indication of an individual officer's inability to understand appropriate use of force and a lack of self-confidence or self-control. Reviewing use-of-force reports in this manner may seem unnecessary, but that is exactly what the plaintiff will be looking for in a case alleging the existence of a policy or custom of using excessive force.

Failure to Provide Specific Guidance

The appropriateness and acceptability of the level of force used in a particular situation depends on a number of factors—all of which must be evaluated in a split second to serve as the basis for an action that will be evaluated and second-guessed, in some cases for years. Officers need guidance and a foundation of understanding from which they can

make these decisions. While being careful to avoid the overly restrictive "checklist" type approach, departments must not be ambiguous about what is and what is not an acceptable force response.

By filling in the gaps in existing use of force policies and training programs, we will establish a strong foundation for officer decisions. Officers will receive consistent and specific feedback during training and throughout their careers on the use-of-force choices they make. Agencies need to hold themselves accountable first in making policy and training decisions, and then hold officers accountable for meeting the standards and guidelines set forth for them to follow.

We must tell our officers what we expect from them and be forthright with the members of the public. Law enforcement agencies must acknowledge that decisions regarding their use of force policies are being made every day in their training programs, by officers in the field and by first-line supervisors. It is time to acknowledge that fact and either support or change what is being taught.

Failure to Publicly Acknowledge the Department's Position

The final proposition involves acknowl-

edgment of the department's use-of-force policy to the public in an effort to facilitate an understanding of that policy in the community. Citizens should be informed of what they can expect from an officer in response to specific acts of aggression. For example, members of the general public have been given the impression by numerous television shows that officers are highly skilled, physically fit individuals adept at disarming and subduing the most dangerous of foes. This misperception leads to an expectation that when an officer faces an assailant with an object such as a beer bottle, club or knife, he will attempt to disarm that individual without the use of a firearm.

That expectation is in direct conflict with the instruction provided to the modern law enforcement professional. It is neither advisable nor necessary for officers to attempt to disarm a potential life-threatening aggressor by means of a lower level of force that is not only unlikely to succeed, but unnecessarily places the officer's life in jeopardy.

Conclusion

Obviously, departments should make a concerted effort to update policies in accordance with relevant court decisions. Training should be done by certified, well-

qualified instructors, and all levels of training and testing should be documented. But the gaps in these areas are not the only issues of concern. We must examine new technology as it becomes available and replace antiquated weaponry. Items such as saps and blackjacks—often issued without training—are subject to a great deal of misuse by personnel and thus should be eliminated.

The burden of the force decisions made by line officers rests not only with them, but with those who train, supervise and administrate. Consequently, the necessary changes will not be accomplished with a "quick fix" type of approach. A comprehensive approach to the problem will bring optimal results, reducing the potential of both "policy by default" and "liability by verdict." ★

¹436 U.S. 658, 56 L.Ed.2d 611, 98 S.Ct. 2018 (1978).

²*Monroe v. Pape*, 365 U.S. 167, 5 L.Ed.2d 492, 81 S.Ct. 473 (1961).

³*City of Canton v. Harris*, 489 U.S. —, 103 L.Ed.2d 412, 109 S.Ct. 1197 (1989).

⁴*Id.*

⁵*Graham v. Connor*, 490 U.S. 386, 104 L.Ed.2d 443, 109 Sup.Ct. 1865 (1989).

For more information on this subject, please see "Liability for Failure to Adequately Train" by Diane M. Daane and James E. Hendricks, *Police Chief* magazine, November 1991.

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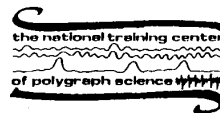
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SUPREME COURT CASES

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Albright v. Oliver, 114 S.Ct. 807 (1994) -- Supreme Court held that police officers and public entities are not subject to suit under Section 1983 for violating the 14th Amendment for initiating a criminal prosecution without "probable cause." Proper analysis is under the Fourth Amendment.

Anderson v. Creighton, 107 S.Ct. 3034 (1987) -- Suit was brought against FBI agent seeking damages resulting from warrantless search of residents' home. The Supreme Court held that: (1) in determining whether agent was protected by qualified immunity from civil liability for conducting warrantless search of residence for fugitive, relevant question was whether reasonable officer could have believed warrantless search to be lawful, in light of clearly established law and information agent possessed, and (2) no exception to general rule of qualified immunity from civil liability exists in cases involving allegedly unlawful warrantless searches of innocent third parties' homes for fugitives.

Arizona v. Evans, 115 S.Ct. 1185 (1995) -- In a case involving a suppression of evidence in a narcotics case the Supreme Court held that evidence seized in violation of the Fourth Amendment as a result of clerical errors of court employees, causing incorrect computer records, fell within the good faith exception to the exclusionary rule.

Arizona v. Youngblood, 109 S.Ct. 333 (1988) -- Held that absent bad faith, there is no constitutional duty to preserve evidence, which would tend to exonerate a suspect.

Auer v. Robbins, 97 Daily Journal D.A.R. 1673 (1997) -- Supreme Court held that under salary-basis test, police sergeants and lieutenant were not entitled to overtime pay. Court found that the salary-basis test had been met when an employee's compensation was not "as a practical matter" adjusted in ways inconsistent with a test. The standard is violated if there is either an actual practice of making deductions or an employment policy that creates a "significant likelihood of them." The police sergeants and a lieutenant had sued for overtime pay under the Fair Labor Standards Act however, the agency argued that the sergeants and lieutenant were exempt from overtime pay under specific provisions of the law which applied to employees paid as a specified minimum amount on a "salary basis" which required that the "compensation not [be] subject to reduction because of variations in the quality or quantity of the work performed."

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Baker v. General Motors Corporation, 98 Daily Journal D.A.R. 383 (U.S. Sup. Ct. 10/15/97) -- Former consultant to General Motors Corporation had worked on studies and research on vehicular fire, frequently aiding GM's lawyers defending against product liability actions. Subsequently, the consultant announced his retirement and agreed to serve as a consultant for two years to GM. During that time frame plaintiffs in a Georgia product liability action deposed the consultant who testified that the truck's fuel system was inferior to competing products. The consultant subsequently sued GM alleging wrongful discharge and other tort and contract claims and GM counterclaimed contending that the consultant had breached his fiduciary duty to GM. In settlement GM paid the consultant an undisclosed sum of money and the parties stipulated to the entry of a permanent injunction barring the consultant from testifying as a witness in any litigation involving GM without GM's consent providing that the injunction "shall not operate to interfere with a jurisdiction of the court in . . . Georgia where the litigation involving a fuel tank was still pending." Furthermore parties entered into a stipulation that GM would not institute contempt or breach of contract proceedings against the consultant for giving subpoenaed testimony in another court or tribunal. The Supreme Court ultimately held that the consultant should be permitted to testify in the products liability action despite prior settlement agreement not to do so.

Behrens v. Peletier, 64 U.S. L.W. 4081 (1996) -- Managing officer of bank who was dismissed after supervisory agent of federal home loan bank board advised that officer resign and sue agent, alleging both constitutional claims under Bivens and common-law tort claims. The Supreme Court held a defendant's immediate appeal of an unfavorable qualified-immunity ruling on a motion to dismiss does not deprive the Court of Appeals of jurisdiction over a second appeal, also based on qualified immunity immediately following a denial of summary judgment. This decision rejected the Ninth Circuit's proposition that no more than one judicially timed appeal should be necessary to safeguard a defendant's right to qualified immunity as unsound. The court found that the factors determinative of the qualified immunity question will be different on summary judgment where the court looks to the uncontested evidence, then on an earlier motion to dismiss, where merely looks to the allegations of the complaint.

Board of County Commissioners of Bryan County v. Brown, 117 S. Ct. 1382 (1997) -- The plaintiff brought a section 1983 action against a county, the county's sheriff, and a reserve deputy claiming she suffered injuries as a result of her arrest. The jury found in her favor and the county appealed. The Supreme Court reversed. The Supreme Court noted that in order to hold a municipality liable under section 1983, it is not enough for the plaintiff merely to identify conduct attributable to the municipality. The plaintiff must demonstrate that it was the municipality's deliberate conduct that was the "moving force" behind the injury alleged. The court found that the mere failure of the sheriff, in the course of a lawful hiring decision, to adequately investigate the background of the deputy, standing alone, was not sufficient to impose liability on the municipality, on the basis that an adequately screened officer may be more likely to inflict constitutional injury. Rather, it must depend on a finding that the particular officer involved was highly likely to inflict the particular injuries suffered by the plaintiff. That showing was not made in this case.

Brandon v. Holt, 105 S.Ct. 873 (1985) -- Supreme Court decision broadening the Monell decision. In section 1983 cases judgment against public servant "in his official capacity" imposes liability on entity he represents. In this case a Memphis police officer allegedly assaulted two teenagers and the Court held that the chief, if he had exercised due care, should have known of officer's vicious and sadistic propensities. Held: 1) public official acting in his official capacity can automatically trigger municipal liability under section 1983; and 2) not entitled to the qualified good faith immunity because such misconduct is in effect the misconduct of the municipality.

Brower v. County of Inyo, 109 S.Ct. 1378 (1989) -- Held that allegations concerning the use of a particularly dangerous form of roadblock were sufficient to state a claim for unreasonable seizure.

Buckley v. FitzSimmons, 113 S.Ct. 2606 (1993) -- In a section 1983 case claiming malicious prosecution against prosecutors by a murder defendant against whom charges had been dropped the Supreme Court held that prosecutors' alleged misconduct, when endeavoring to determine whether boot print at scene of crime had been left by suspect was investigatory, and thus was an administrative function rather than a prosecutorial function. Thus, prosecutors were only entitled to qualified immunity and prosecutor's allegedly false statements, made during public announcement of indictment were only entitled to qualified, and not absolute immunity from section 1983 liability.

Burnett v. Grattan, 104 S.Ct. 2924 (1984) -- Plaintiffs were discharged from employment at Maryland State College. Sued under section 1983 and other sections alleging racial discrimination. Dismissed on six-month statute of limitations. Supreme Court affirmed Circuit Court reversal and the application of the three-year statute of limitations. Stressed practical differences between bringing a discrimination claim to state administrative agency and a constitutional tort claim.

California v. Hodari D., 113 L.Ed.2d 690 (1991) -- A “seizure” within the Fourth Amendment occurs when the accused submits to the assertion of authority or the application of physical force with lawful authority.

City of Boerne v. Flores, 117 S.Ct. 2157 (1997) -- This case concerned whether the passage of the Religious Freedom Restoration Act (“RFRA”) exceeded Congress’ powers under Section 5 of the Fourteenth Amendment to enforce the provisions of the amendment. In deciding this issue, the Court first examined the legislative history of Section 5 and found that this provision was a “positive grant of legislative power” to enforce the provisions of the Fourteenth Amendment. *Id.* at 2163-64 quoting *Katzenbach v. Morgan*, 384 U.S. 641, 651 (1966). The Court agreed that Congress “can enact under §5 legislation enforcing the constitutional right to free exercise of religion.” *Flores*, 117 S.Ct. at 2163. However, under §5, Congress was not given the power to determine what constitutes a constitutional violation. *Id.* at 2164. Unlike the record before Congress at the passage of the Voting Rights Act, “RFRA’s legislative record lacks examples of modern instances of generally applicable laws passed because of religious bigotry.” *Id.* at 2169. RFRA was not a limited remedial measure but rather a law designed to achieve a substantive change in constitutional protections. In finding the act unconstitutional, the Court said that “RFRA contradicts vital principles necessary to maintain separation of powers and the federal balance.” *Id.* at 2172.

City of Burlington v. Dague, 112 S.Ct. 2638 (1992) -- Supreme Court reversed fee award to prevailing party under fee-shifting provisions of Solid Waste Disposal Act & Clean Water Act. Analogized to Section 1988 fees and found that it would be a double-counting to have both lodestar and fee enhancement because difficult cases often require more hours and more experienced attorneys with higher rates.

City of Canton v. Harris, 109 S.Ct. 1197 (1989) -- The Supreme Court decided that a municipality can be held liable under 42 U.S.C. section 1983 for constitutional violations resulting from its failure to train municipal employees. The facts of the case were as follows: Geraldine Harris was arrested in April, 1978 and was transported to the police department in the wagon. At the station she was found sitting on the floor of the wagon and was asked if she needed medical attention to which she responded that she wanted "Ronnie," her son. During the booking process, Harris slumped to the floor twice and was eventually left there. No medical attention was summoned and she was released approximately one hour later and taken by an ambulance requested by her family to a hospital. Harris was diagnosed as suffering from several emotional ailments and stayed in the hospital for one week and was an outpatient for one year. Municipal regulation authorized shift commanders to determine, in their sole discretion, whether a detainee required medical care. Shift commanders were not provided any special training to make determination of medical needs. The District Court held for the plaintiff. The Sixth Circuit Court of Appeals reversed for a new trial because of concern with the jury instructions relating to respondent superior. The Supreme Court granted certiorari at the City's request based on an argument that the Court of Appeals' holding regarding training represented an impermissible broadening of municipal liability under section 1983.

Issues before the Court were:

1. When can inadequate training be found to be a policy?
2. Was there a direct causal link between the policy/custom and the alleged constitutional deprivation?
3. What degree of fault must be evidenced by municipal inaction before liability will exist?

Court concluded that "There are limited circumstances in which an allegation of a failure to train can be the basis for liability under section 1983." "Inadequacy of policy training may serve as the basis for 1983 liability only where the failure to act amounts to deliberate indifference to the rights of persons with whom the policy come into contact." Court cited Monell again, stating "policies must be the moving force behind the constitutional violations."

Comments of interest from the Court:

It may seem contrary to common sense to assert that a municipality will actually have a policy of not taking reasonable steps to train its employees. Gave examples including driving and shooting fleeing felons.

No municipal liability will exist (nor should it exist) when: an otherwise sound program is occasionally negligently administered; it is shown that an injury or accident could have been avoided if the officer had better, more or different training. Plainly adequately trained officers occasionally made mistakes, the fact that they do says little about the training program -- or the legal basis for holding the city liable.

City of St. Louis v. Praprotnik, 108 S.Ct. 915 (1988) -- Praprotnik alleged that employment decisions made by city supervisors discriminated against him. Because the decisions were not reviewed by City on that occasion he claimed that it reflected a discriminatory policy on the part of the City of St. Louis. Court held that mere investiture of final decision making may not be the equivalent of final policy-making. Anything less than absolute delegation of authority is not final policy-making authority.

Cleavinger v. Saxner, 106 S.Ct. 496 (1985) -- Members of a class of prisoners in disciplinary unit claimed loss or injury to life, liberty, property simply do not violate due process clause or other constitutional provisions. The Daniels, Davidson, and Whitley v. Albers message appears to be that federal courts should exercise restraint in reviewing the acts of prison guards and administrators in Section 1983 actions unless elements of willfulness, malice, or cruelty are present.

Collins v. City of Harker Heights, Texas, 112 S.Ct. 1061 (1992) -- Widow of city sanitation department employee who had died of asphyxia after entering manhole to unstop sewer line brought section 1983 action against the city. The Supreme Court held that the city's alleged failure to train or warn its employees about known hazards in work place did not violate due process clause and Textured Hazard Communication Act did not support widow's substantive due process claim.

Daniels v. Williams, 106 S.Ct. 622 (1986) -- Negligent acts which cause unintended loss or injury to life, liberty, property simply do not violate due process clause or other constitutional provisions. The Daniels, Davidson, and Whitley v. Albers message appears to be that federal courts should exercise restraint in reviewing the acts of prison guards and administrators in section 1983 actions unless elements of willfulness, malice, or cruelty are present.

Davidson v. Cannon, 106 S.Ct. 677 (1986) -- Court held that officials lack of due care in failing to protect prisoner from other inmates attack after warning, does not violate due process. (Acts short of callousness, deliberateness, malice or abuse of government power.)

Denton v. Hernandez, 112 S.Ct. 1728 (1992) -- State inmate filed in forma pauperis complaint against prison officials alleging Section 1983 violations. Supreme Court held that dismissal of an in forma pauperis complaint on grounds of frivolousness is properly reviewed for abusive discretion and courts may dismiss in forma pauperis claims as factually frivolous only if facts alleged are "clearly baseless," a category encompassing allegations that are fanciful, fantastic and delusional.

DeShaney v. Winnebago County Department of Social Services, 109 S.Ct. 998 (1989) -- Due Process Clause does not impose affirmative duty to protect individuals who are not in the custody from harm by private actors.

Edwards v. Balisok, 117 S.Ct. 1584 (1997) -- Following its decision in Heck v. Humphrey 512 U.S. 477, 487 (1994), the Supreme Court held that a claim challenging the procedures used in a prison disciplinary hearing to deprive a prisoner of good time credits as evidencing the bias of the decision maker is not recognizable under §1983 because of the possibility that "the nature of the challenge to the procedures could be such as necessarily to imply the invalidity of the judgment [upholding the removal of good time credits]." Id. at 1587.

Elder v. Holloway, 114 S.Ct. 1019 (1994) -- Supreme Court reversed a Summary Judgment holding that the qualified immunity finding by the lower court was improper because a previous Ninth Circuit case opinion, "might have alerted a reasonable officer to the constitutional implications of putting a suspect under arrest after he had come outside his house pursuant to an order to exit."

Estelle v. Gamble, 97 S.Ct. 285, 429 U.S. 97 (1976) -- State prisoner filed a pro se complaint against various prison officials under civil rights statute for failure to provide adequate medical care. The Supreme Court, held that while deliberate indifference to prisoner's serious illness or injury constitutes cruel and unusual punishment in violation of Eighth Amendment, prisoner's pro se complaint showing that he had been seen and treated by medical personnel on 17 occasions within three-month period was insufficient to state a cause of action against physician both in his capacity as treating physician and as medical director of the corrections department, but case would be remanded to consider whether a cause of action was stated against other prison officials.

Evans v. Jeff D., 106 S.Ct. 1531 (1986) -- Class action was brought challenging alleged deficiency in educational programs and health care services provided emotionally and mentally handicapped children by the state of Idaho. Prior to trial a settlement was offered providing that defendants would not bear any part of plaintiffs' attorney fees or costs. The Supreme Court held that District Court had discretion to refuse to award fees and that considering extent of equitable relief provided for in settlement and absence of countervailing factors, and no abuse of discretion in upholding fee waiver.

Farmer v. Brennan, 114 S.Ct. 1970 (1994) -- In a case brought by a transsexual prisoner against prison officials claiming deliberate indifference to his constitutional rights by placing him in the general prison population and thus failing to keep him from harm allegedly inflicted by other inmates, the Supreme Court held that prison officials may be held liable under the Eighth Amendment for denying humane conditions of confinement only if they know that inmates face substantial risk of serious harm and disregard that risk by failing to take reasonable measures to prevent.

Farrar v. Hobby, 113 S.Ct. 566 (1992) -- Supreme Court held that a plaintiff who wins nominal damages is prevailing party under Section 1988. Although the technical nature of a nominal damages award does not effect the prevailing party inquiry, it does bear on the propriety of fees awarded under Section 1988. The degree of the plaintiff's overall success goes to the reasonableness of a fee award and the most critical factor in determining the reasonableness of a fee award is the degree of a success obtained.

Gilbert v. Homar, 97 Daily Journal D.A.R. 79203 (U.S. Sup. Ct. 6/9/97) -- In 1992 while employed as a police officer at a Pennsylvania university Homar was arrested by state police and charged with a drug felony. The university immediately suspended him without pay pending their own investigation. Criminal charges were subsequently dismissed however, pursuant to their own investigation university official demoted Homar to groundskeeper. Homar claimed that the failure to provide him with notice and a hearing before suspending him without pay violated due process. The Court held that in circumstances here the state did not violate due process by failing to provide notice and a hearing before suspending a tenured public employee without pay. Three factors are relevant in determining what processes are constitutionally due: 1) the private interest that would be effected by the official action; 2) the risk of an erroneous deprivation of such interest through the procedures used, and the probable value, if any, of additional or substitute procedural safeguards; and 3) the government's interests. So long as a suspended employee receives a sufficiently prompt post-suspension hearing, the lost income is relatively insubstantial, and fringe benefits such as health and life insurance are often not effected at all. On the other side of the balance, the state has a significant interest in immediately suspending employee charged with felonies who occupy positions of public trust and visibility such as peace officers. While this interest could have been accommodated by suspending Homar with pay, the constitution does not require the government to give an employee charged with a felony paid leave at taxpayer expense.

Most importantly, in this case the purpose of a pre-suspension hearing -- to assure that there are reasonable grounds to support the suspension without pay -- has already been assured by the arrest and the filing of charges. That there may have been discretion not to suspend does not mean Homar had to be given the opportunity to persuade officials of his innocence before the decision was made.

Graham v. Connor, 109 S.Ct. 1865 (1989) -- Supreme Court established that questions regarding the manner of arrest or other seizures are governed by the “reasonableness” standard of the Fourth Amendment, which may permit liability for at least grossly negligent conduct.

Facts: Graham, a diabetic requested a friend to drive him to a convenience store to purchase juice to counteract the onset of an insulin reaction. When they arrived at the store Graham decided to go to a friend’s home instead because of the number of people in line at the store. Graham’s hasty exit from the store drew the suspicions of Officer Connor, who stopped and detained the vehicle. While Connor was attempting to determine what had occurred at the store back-up police officers arrived and handcuffed Graham. During the encounter Graham sustained a broken foot, cuts on his wrists, a bruised forehead, an injured shoulder and claims to have developed a bad ringing in his ears. Graham filed an excessive force claim under 42 U.S.C. section 1983.

The District Court granted a directed verdict for defendant Officer Connor after applying the four part test from Johnson v. Glick to determine if an excessive force claim had arisen. The four factors from Johnson v. Glick were: 1) the need for the application of force; 2) the relationship between the need and the amount of force which was used; 3) the extent of the injury inflicted; and 4) whether the force was applied in a good faith effort to maintain and restore discipline or maliciously and sadistically for the very purpose of causing harm. The Court of Appeals affirmed.

On review the U.S. Supreme Court held:

1. Excessive force claims under section 1983 are not governed by a single generic standard.
2. Excessive force claims during the course of an arrest, investigative stop or other “seizure” fall under the Fourth Amendment, and must be judged by reasonableness standards.
3. “Reasonableness” determination is based on objective reasonable in light of the facts and circumstances confronting them, without regard to their underlying intent or motivation. Reasonableness is judged from the perspective of reasonable officer on the scene. Allowance should be made for split-second decisions about the force necessary in a particular situation.
4. Johnson v. Glick is incompatible with a proper Fourth Amendment analysis. The “malicious and sadistic” inquiry is rejected as a means of describing conduct that is objectively unreasonable. While individual officer’s motivation may be of central importance in deciding use of force issues in a convicted prisoner context under the Eighth Amendment (cruel and unusual punishment), it is incompatible with a Fourth Amendment analysis.

Hafer v. Melo, 112 S.Ct. 358 (1991) -- Discharged employees brought actions against Pennsylvania Auditor General, asserting civil rights and state law tort claims. Supreme Court held that state officers may be personally liable for damages under Section 1983 based upon actions taken in their official capacities. Furthermore, officers' potential liability is not limited to acts under color of state law that are outside their authority or not essential to operation of state government. Liability also extends to acts within their authority and which are necessary to performance of governmental functions. The Eleventh Amendment does not erect barriers against suits to impose individual and personal liability on state officers under Section 1983.

Harlow v. Fitzgerald, 457 U.S. 800 (1982) -- Defendant can be held liable if defendant's conduct violated "clearly established statutory or constitutional rights of which a reasonable person would have known." (Qualified Immunity Test)

Heck v. Humphrey, 114 S.Ct. 2364 (1994) -- An inmate brought a civil rights action against prosecutors and state police investigator alleging that his conviction violated his constitutional rights. The Supreme Court held that to recover under Section 1983 the plaintiff must prove that the conviction or sentence has been reversed on direct appeal, expunged by executive order, declared invalid by state tribunal authorized to make such a determination, or called into question by a Federal Court's issuance of a writ of habeas corpus.

Helling v. McKinney, 113 S.Ct. 2475 (1993) -- Prisoner brought civil rights action against prison officials alleging violation of the Eighth Amendment due to his exposure to environmental tobacco smoke. The Supreme Court held that prisoners' Eighth Amendment claim could be based upon possible future harm to health, as well as present harm, arising out of exposure to ETS. Furthermore, prisoner stated cause of action for violation of his Eighth Amendment rights and on remand consideration must be given to circumstances in prisoner's new prison location including non-smoking policies, in determining whether objective element of Eighth Amendment claim, exposure to excessive ETS, and subjective elements, deliberate indifference to prisoner's situation, were still present.

Howlette v. Rose, 110 S.Ct. 2430 (1990) -- Section 1983 suit seeking damages and injunctive relief against the local school board alleging that constitutional rights were violated when car was searched on school premises in violation of the Fourth and Fourteenth Amendments and that he was suspended from classes without due process. Supreme Court held that a state law "sovereign immunity" defense is not available to a school board in a section 1983 action brought in a state court that otherwise has jurisdiction when such defense would not be available if the action were brought in a federal forum. The Court viewed this as an attempt to extend absolute immunity not only to the state and its arms but also to municipalities, counties, and school districts who might otherwise be subject to suit under section 1983 in federal court.

Hudson v. McMillan, 117 L.Ed.2d 156 (1992) -- Supreme Court held that the de minimis infliction of psychological pain is not actionable under the Eighth Amendment. Generally, mere verbal threats made by a state-actor do not constitute a Section 1983 claim. Exceptions exist for threats to kill or threats accompanied by threatening physical gestures. Also Supreme Court held that the use of excessive physical force against a prisoner may constitute cruel and unusual punishment even though the inmate does not suffer serious injury.

Hudson v. Palmer, 104 S.Ct. 3194 (1984) -- Rule of Parratt applies to intentional deprivations of property where it is random and unauthorized. In this case property was destroyed by prison guard during search.

Hunter v. Bryant, 112 S.Ct. 534 (1991) -- Supreme Court decision which reminded the circuits that qualified immunity is an immunity from suit as well as from liability and is thus a question of law to be decided by the court, not by the jury.

Jacobson v. United States, 112 S.Ct. 1535 (1992) -- Supreme Court held that the repeated efforts over a two-year period to sell child pornography to one who had obtained formerly legal materials constituted an entrapment since the sole evidence of predisposition involved government entity.

Jaffe v. Redmond, 96 Daily Journal D.A.R. 6783 (U.S. Sup. Ct. 1996) -- Police officer involved in a shooting sought treatment with a psychologist. Plaintiff filed a civil suit under 42 U.S.C. § 1983 for excessive force and sought production of the doctor's notes. Doctor refused. Trial court advised the jury that they should presume that the notes were unfavorable to the officer. Plaintiff was awarded damages of \$545,000. Seventh Circuit reversed the trial court. The Supreme Court affirmed the reversal and granted officer new trial. The Court held that Federal Rules of Evidence, Rule 501 recognized patient/psychotherapist privilege.

Johnson v. Fankell, 117 S.Ct. 1800 (1997) -- The Supreme Court refused to apply its decision in Mitchell v. Forsyth, 472 U.S. 511 (1985) to require a state supreme court to allow state interlocutory appeals of a denial of qualified immunity. The Court held that the Idaho Supreme Court's interpretation of what constituted a final decision for appeals purposes was binding on federal courts. The Court also refused to find that the state appellate rule that prevented interlocutory appeal of qualified immunity denials was pre-empted by Section 1983. Since the goal of qualified immunity was "to protect the state and its officials from over enforcement of federal rights," a state court decision is less of an interference with federal rights than "a judgment about how best to balance competing state interests." Id. at 1805.

Johnson v. Jones, 115 S.Ct. 2151 (1995) -- Arrestee filed a section 1983 action against officers for excessive force. The Supreme Court held that the District Court's determination that summary judgment record in qualified immunity case raised issues of fact concerning officers' involvement in alleged beating was not "final decision" within the meaning of the appellate jurisdiction statute and, thus, was not immediately appealable.

Kalina v. Fletcher, 97 Daily Journal D.A.R. 14869 (U.S. Sup. Ct. 12/10/97) -- Following customary practices, prosecuting attorney commenced criminal proceedings by filing three documents in the Washington state court: 1) an unsworn information charging respondent with burglary; 2) an unsworn motion for an arrest warrant; and 3) a "certification for determination of probable cause," in which prosecutors summarized the evidence supporting the charge in support of the truth of the alleged facts under penalty of perjury. Based on the certification, the trial court found probable cause, and criminal defendant was arrested and spent a day in jail. Later, however the charges against him were dismissed on the prosecutor's motion. Focusing on two inaccurate factual statements in the prosecutor's certification, criminal defendants sued prosecutor for damages under federal civil rights statute alleging she had violated his constitutional rights to be free from unreasonable seizure. United States Supreme Court ultimately held that section 1983 may create a damages remedy against the prosecutor for making false statements of fact in an affidavit supporting an application for an arrest warrant since such conduct is not protected by the doctrine of absolute prosecutorial immunity.

Kay v. Bahler, 111 S.Ct. 1435 (1991) -- Supreme Court held that a pro se litigant who is a lawyer was not entitled to attorneys' fees under Section 1983.

Kentucky v. Graham, 105 S.Ct. 3099 (1985) -- Eleventh Amendment bar remains in effect. Only when state official acts in "official capacity" is plaintiff entitled to relief from governmental entity.

Leatherman v. Tarrant County Narcotics Intelligence and Coordination Unit, 113 S.Ct. 1160 (1993) -- Homeowners brought civil rights suit against local officials acting in their official capacity, county, and municipal corporations, alleging that searches of their homes for drugs violated the Fourth Amendment, and asserting that municipal corporations failed to adequately train officers involved. The Supreme Court held that the federal court may not apply "heightened pleading standard," more stringent than usual pleading requirements, in civil rights cases alleging municipal liability under Section 1983. Protection of municipality from being held liable under Section 1983 on respondeat superior theory does not encompass "immunity from suit" and unlike various government officials, municipalities do not enjoy immunity from suit, either absolute or qualified, under section 1983. They can be sued under that section, but merely cannot be held liable unless policy or custom caused Constitutional injury.

Ohio v. Robinette, 117 S.Ct. 417 (1996) -- The Supreme Court determined that the Fourth Amendment does not require that a lawfully seized defendant must be advised that he is "free to go" before his consent to a search will be recognized as voluntary. The defendant had been stopped for speeding and was given a verbal warning by the officer. The officer then asked if the defendant had any contraband in his car. The defendant said no. The officer then asked if he could search the car, and the defendant consented. The officer found drugs. At trial, the defendant unsuccessfully sought to suppress the evidence. The court held that the Fourth Amendment tests for a valid consent to search is that the consent be voluntary, and that voluntariness is a question of fact to be determined from all the circumstances. It held that while knowledge of the right to refuse consent is one factor to be taken into account, such knowledge is not an absolute requirement for finding effective consent.

Malley v. Briggs, 106 S.Ct. 1092 (1986) -- Police officer is entitled to qualified immunity in seeking and executing arrest warrant.

Marek v. Chesny, 105 S.Ct. 3012 (1985) -- Plaintiff brought motion for additur to judgment and for award of attorney fees in his civil rights action based on the allegedly unlawful fatal shooting of his son, and defendants moved for judgment n.o.v. and award of attorney fees. The Supreme Court held that police officer defendants were not liable for attorney fees incurred by plaintiff after officers' pretrial offer of settlement, where plaintiff recovered judgment less than offer.

Maryland v. Wilson, 97 Daily Journal D.A.R. 1660 (1997) -- Supreme Court held that officer making a traffic stop can order passengers out of a car pending completion of the stop. Court went on to explain that the touchstone of the Fourth Amendment analysis is the reasonableness of the particular governmental invasion of a citizen's personal security and that reasonableness depends on a balance between the public interest and the individual's right to personal security free from an arbitrary interference by officers. On the public interest side, the same weighty interest in officer safety is present regardless of whether the occupant of the stopped car is a driver or a passenger. Indeed, the danger to an officer from a traffic stop is likely to be greater when there are passengers in addition to the driver of the stopped car. On the personal liberty side, the case for passengers is stronger than that for the driver in the sense that there is probable cause to believe that the drivers committed a minor vehicular offense, but there is no such reason to stop or detain passengers. As a practical matter, passengers are already stopped by virtue of the stop of the vehicle, so that the additional intrusion upon them is minimal.

McCarthy v. Madigan, 112 S.Ct. 1081 (1992) -- Supreme Court held that a federal prisoner seeking only money damages need not exhaust administrative remedies provided by the Bureau of Prisoners' grievance procedure and Bivens action.

McMillian v. Monroe County, Ala., 117 S.Ct. 1734 (1997) -- Plaintiff's conviction for murder was overturned because the state withheld exculpatory evidence from him. His §1983 action alleged that co-defendant was intimidated into making statements against him. One of the persons sued in his official capacity was the county sheriff. The Court determined that the issue of whether the sheriff represents the state or the county in law enforcement matters is a matter of state law. Since Alabama case law has established that the sheriff acted on behalf of the state in law enforcement matters, he could not be sued as the county's final policy-maker.

Mireles v. WACO, 112 S.Ct. 286 (1991) -- Attorney brought action against state court judge alleging that judge authorized use of excessive force against attorney. The Supreme Court held that the judge was judicially immune from suit for ordering police officers to bring attorney before judge, even though judge allegedly directed officers to carry out order with excessive force.

Mitchell v. Forsyth, 105 S.Ct. 2806 (1985) -- Denial of qualified immunity is an appealable final decision notwithstanding the absence of a final judgment.

Monell v. Department of Social Services, 436 U.S. 658 (1978) -- Supreme Court decided that government entities, with the exception of state government could now be sued directly in addition to the individual officer. When execution of a government's policy or custom, whether made by its lawmakers or by those whose edicts or acts may fairly be said to represent official policy, inflicts the injury that the government as an entity is responsible under section 1983.

City of Newport News v. Facts Concerts, Inc., 453 U.S. 247 (1981) -- Municipalities are immune from punitive damage awards under section 1983.

Town of Newport v. Rumery, 107 S.Ct. 1187 (1987) -- New Hampshire businessman arrested for tampering with a witness. Charges later dropped on condition that Rumery agree not to sue town, victim or officials. A year later Rumery with a different attorney filed a section 1983 suit in federal court. Defendants moved to dismiss based on "voluntary, deliberate, and informed" waiver. The Supreme Court reversed and remanded with instructions to dismiss. Court concluded: 1) such agreements are not inherently coercive and 2) the release-dismissal agreement signed by Rumery should be enforced because it was voluntarily executed and the prosecutor had a legitimate reason for entering the agreement.

Oklahoma City v. Tuttle, 105 S.Ct. 2427 (1985) -- Supreme Court held that evidence of a single incident of a police misconduct did not, in and of itself, prove a policy of inadequate police training or supervision, such that municipal liability could be premised on. Where the policy itself is not unconstitutional, considerably more proof than the single incident will be necessary in every case to establish both the requisite fault of the municipality, and the casual connection between "policy" and constitutional deprivation. Affirmed that liability under 42 U.S.C. section 1983 cannot be determined on a respondeat superior basis.

Owens v. City of Independence, 45 U.S. 662 (1980) -- Supreme Court held that governmental entities, which would include the city, the county, the police department, the city council, and any other governmental entity or unit could not assert the so-called good faith immunity defense.

Parratt v. Taylor, 451 U.S. 527 (1981) -- Case involved prison inmate's claim that \$23.50 of hobby materials were lost through the prison officials negligence. Recognized simple negligence based claim which was overruled by Daniels and Davidson. Issue of adequacy of state forum still alive. Trend towards granting of section 1983 remedies only for violations of "substantive" constitutional rights such as specific Bill of Rights or a case which "shocks the conscience" falling under the 14th Amendment.

Patsy v. Florida Bd. Of Regents, 457 U.S. 496 (1982) -- Supreme Court recently reaffirmed that there is no requirement of exhaustion of state administrative remedies for a section 1983 plaintiff.

Pembaur v. City of Cincinnati, 105 S.Ct. 3475 (1985) -- Single, discrete decision is insufficient to establish implementation of government policy. But municipal liability may be imposed for a single decision by municipal policy makers under appropriate circumstances.

Polk County v. Dodson, 102 S.Ct. 445 (1981) -- To establish liability under Monell plaintiff must establish that official policy of the entity was the moving force of the constitutional injury.

Richardson v. McKnight, 117 S.Ct. 2100 (1997) -- The Supreme Court held that two prison guards sued for excessive force were not entitled to qualified immunity since they were employed by a private entity. The Court said that there was no historic tradition of immunity for private parties carrying out these functions and the purpose of granting qualified immunity was not served by applying it to private employees.

Richards v. Wisconsin, 97 Daily Journal D.A.R. 5324 (Sup.Ct. 1997) -- The Court held that the Fourth Amendment does not permit a blanket exception to the knock and announce requirement for felony drug investigations. While the requirement can give way under circumstances presenting a threat of physical violence where officers believe that evidence would be destroyed if advance notice were given. The fact that felony drug investigations may frequently present such circumstances cannot remove from the neutral scrutiny of a reviewing court the reasonableness of the police decision not to knock and announce in a particular case. If a per se exception were allowed for each criminal activity category that included a considerable risk of danger to officers or destruction of evidence, the knock and announce requirement would be meaningless. A no-knock entry is justified when the police have a reasonable suspicion that knocking and announcing their presence under the particular circumstances would be dangerous or futile or that it would effect the investigation of the crime. In this case because the facts establish that the decision not to knock and announce was a reasonable one under the circumstances, the officers' entry in to the hotel room did not violate the Fourth Amendment. Despite the fact that the magistrate had originally refused to issue a no knock warrant, at the time the warrant was requested, the officers' decision to enter the room must be evaluated as of the time of the entry.

County of Riverside v. McLaughlin, 111 S.Ct. 1661 (1991) -- Probable cause hearing was constitutionally prompt if held within 48 hours of a warrantless arrest. "[T]he Fourth Amendment does not compel an immediate determination of probable cause upon completing the administrative steps incident to an arrest." But, pre-48 hour unreasonable delay may occur if the purpose is to gather evidence or ill-will or "delay for delay's sake."

City of Riverside v. Rivera, (1986) -- Eleven violations of civil rights, four false arrests and imprisonment, 22 incidents of negligence. \$33,350 compensatory and punitive damages, \$245,456.00 in attorney fees.

Rizzo v. Goode, 423 U.S. 362, 96 S.Ct. 598 (1976) -- There must be a direct casual link between the acts of the individual officers and the supervisory defendants. Case is not a bar to imposition of liability against supervisors where their conduct is proximate cause of violation of plaintiff's constitutional rights. Class action against mayor of Philadelphia and other city officials. Lower court held that the city's police department had engaged in pervasive practice of violating constitutional rights of citizens in particular those belonging to minority groups. Although plaintiff showed a series of 20 constitutional violations by police Supreme Court held this alone did not create liability. There must be an affirmative link between conduct of municipality and constitutional violation.

Rowland v. California Men's Colony, Unit II Men's Advisory Counsel, 113 S.Ct. 716 (1993) -- Inmate association brought civil rights action under Section 1983 against prison officials and moved to proceed in forma pauperis. Supreme Court held that only natural persons could proceed in forma pauperis.

Sandin v. Conners, 115 S.Ct. 2293 (1995) -- Prisoner civil rights action against prison officials and Hawaii challenging imposition of disciplinary segregation for his conduct. Held that due process liberty interests created by prison regulations will be generally limited to freedom from restraint which, while not exceeding sentence in such an unexpected manner as to give rise to protection by due process clause of its own force, nonetheless imposes a typical and significant hardship on inmate in relation to ordinary incidents of prison life; prisoners' discipline in segregated confinement did not exceed similar, but totally discretionary confinement in either duration or degree of restriction, and thus did not implicate due process interests; and state's action in placing prisoner in segregated confinement for 30 days as discipline did not inevitably effect duration of his sentence under Hawaii's law, so as to implicate due process liberty interest.

Sodal v. Cook County, Illinois, 113 S.Ct. 538 (1992) -- Supreme Court held that disconnection of mobile homes from utilities, and towing of mobile home off trailer park premises was a seizure for purposes of owners claim of Fourth Amendment violation. Court reminded us that the amendment protects property as well as privacy and that reasonableness is still the ultimate standard under the Fourth Amendment.

Suter v. Artist M., 112 S.Ct. 1360 (1992) -- Class action commenced for declaratory and injunctive relief alleging officials of the Illinois Department of Children and Family Services who allegedly failed to provide services to children who were subjects of neglect, dependency, or abuse petitions. The Supreme Court held that the Act does not create rights enforceable in an action under section 1983, nor does the Act create an implied private cause of action.

Swint v. Chambers County Commission, 115 S.Ct. 1203 (1995) -- Proprietors and patrons of night club brought civil rights action against police officers, city and county commission for constitutional violations which allegedly occurred during raid on night club. The Supreme Court held that order denying county commission's summary judgment was not appealable collateral order under Cohen test allowing immediate appeal from decisions that were conclusive, resolved important question separate from the merits and were effectively unreviewable on appeal from final judgment, and there was no pendent party appellate jurisdiction.

Tennessee v. Garner, 105 S.Ct. 1694 (1985) -- Supreme Court held that the police use of deadly force to prevent escape of a fleeing, unarmed burglary suspect constituted an unreasonable seizure" violative of the Fourth Amendment.

United States v. Mendenhall, Supreme Court held that person is “seized” only when, by means of physical force or show of authority, his freedom of movement is restrained.

Waters v. Churchill, 114 S.Ct. 1878 (1994) -- First Amendment case involving a discharged nurse alleging that her firing violated her First Amendment rights. Supreme Court held that the government, as an employer, has far broader powers in First Amendment context than does the government as the sovereign; government employees speech is treated differently than a private person's speech with regard to substance and procedural requirements and before a government employer is allowed to discharge an employee for unprotected speech it must undertake reasonable investigation to determine what the speech actually was and must in good faith believe the speech was not protected speech. Here, a genuine issue of fact existed as to the motivation of the hospital officials for the firing of the discharged employee. First Amendment questions must be answered on a case-by-case basis, by considering the procedure's costs and the relative magnitude and constitutional significance of the risks of erroneous punishment of protected speech and of an erroneous exculpation of unprotected speech that the procedure involves. In evaluating these factors, the key is the government employer's interest in achieving its goals as effectively and efficiently as possible.

West Virginia University Hospitals, Inc. v. Casey, 111 S.Ct. 1138 (1991) -- The Supreme Court held that fees for services rendered by experts and civil rights litigation could not be shifted to a losing party pursuant to section 1988.

Whitley v. Albers, 106 S.Ct. 1028 (1986) -- Shooting of inmate by prison guard during prison disturbance is not cruel and unusual punishment violative of Eighth Amendment. Given prison needs, only force applied maliciously or sadistically for very purposes of causing harm.

Whiteley v. Warden, 401 U.S. 560 (1971) -- State was denied the opportunity to develop a record which might show that issuing magistrate had factual information in addition to that presented in the complaint.

Whrenn v. United States, 116 S.Ct. 1769 (1996) -- Case held that the temporary detention of a motorist whom the police had probable cause to believe had committed a civil traffic violation is reasonable under the Fourth Amendment even if the detaining officers subjectively stopped the car to search it for illegal drugs. Evidence existed that the officers actually stopped the motorist to investigate whether he was engaged in a legal drug dealing. In the course of the temporary detention of the motorist and his passenger the police spotted crack cocaine in plain view inside the vehicle. In dealing with the suppression motion, the court expressly rejected the pretext argument at least in the context of searches based on probable cause. Ulterior motives cannot invalidate police conduct, but is justifiable based on probable cause to believe that a violation of law has occurred.

Will v. Michigan Department of State Police, 109 S.Ct. 2304 (1989) -- States and state officials who are acting in their official capacity are not “persons” who may be sued under section 1983.

Wilson v. Arkansas, 514 U.S. 927 (1995) -- Supreme Court held that the common-law “knock and announce” principal forms a part of the reasonableness inquiry under the Fourth Amendment. Case arose out of narcotics investigation. During the execution of the search warrant police officers found the main door to the home open and went in an unlocked screen door. Officers identified themselves and stated they had a warrant.

In a discussion regarding the reasonableness inquiry the Court found that the method of an officer’s entry into a dwelling is among the factors to be considered in assessing the reasonableness of a search of seizure. In some circumstances an officer’s unannounced entry into a home may be unreasonable under the Fourth Amendment. However that does not mean that every entry must be proceeded by an announcement. The Fourth Amendments’ flexible requirement of reasonableness should not be read to mandate a rigid rule of announcements that ignores countervailing law enforcement interests. Court’s discussion with regard to situations where an announcement was not required included situations where violence was transpiring at the time of the entry such as shots being fired at the officers; when pursuing prisoners who have escaped and retreated into the home; or where the officers have reason to believe that the evidence would likely be destroyed in advance if notice were given. The Court indicated that they were leaving to the lower courts to determine the circumstances under which an unannounced entry is reasonable under the Fourth Amendment. Although a search of seizure of a dwelling might be constitutionally defective if police officers enter without prior announcement, law enforcement interests may also establish the reasonableness of an unannounced entry.

Wilson v. Beebe, -- If an officer acts “on his own” either in the absence of an established state procedure or contrary to such a procedure, the state has no way to anticipate his conduct and has no opportunity to afford the victim a hearing prior to the event.

Wilson v. Garcia, 105 S.Ct. 1338 (1985) -- Claims under section 1983 must be treated as personal injury actions for purpose of determining statute of limitations.

Wilson v. Seiter, 115 L.Ed.2d 271 (1991) -- Supreme Court held that in a case involving an Ohio prison inmate who filed a section 1983 action alleging Eighth Amendment and Fourteenth Amendment violations that: (1) Eighth Amendment violation requires showing of culpable state of mind on the part of prison officials; and (2) the deliberate indifference standard from Estelle v. Gamble, 429 U.S. 97, is applicable to claims involving medical care in prison challenges to condition of confinement.

Withrow v. Williams, 113 S.Ct. 1745 (1993) -- State inmate petitioned for writ of habeas corpus and Supreme Court held that restrictions on habeas corpus jurisdiction of Fourth Amendment cases did not extend to state prisoner's claim that his conviction rested on statements obtained in violation of Miranda safeguards, but where state prisoners' federal habeas claims raised only one claim going to admissibility of his statements to police, on ground that police had elicited those statements without satisfying Miranda requirements, it was error for District Court without evidentiary hearing or argument to go beyond habeas petition and find statements petitioner made after receiving Miranda warnings to be involuntary under due process criteria.

Youngberg v. Romeo, 102 S.Ct. 2452 (1982) -- Mother of mentally retarded individual, who was involuntarily committed to a Pennsylvania state institution, filed a civil rights suit, as her son's next friend, against the institution officials, claiming that her son had constitutional rights to safe conditions of confinement, freedom from bodily restraint, and training or "habilitation." The Supreme Court held that respondent had constitutionally protected liberty interests under the due process clause of the Fourteenth Amendment to reasonably safe conditions of confinement, freedom from unreasonable bodily restraints, and such minimally adequate training as reasonably might be required by these interests.

REFERENCE NOTEBOOK

USE OF FORCE & FORCE POLICY DEVELOPMENT

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USE OF FORCE & FORCE POLICY DEVELOPMENT

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COURSE OBJECTIVES:

The purpose of this program is to provide an overview of the precedential cases and applicable standards relating to the use of force by peace officers and stimulate discussion concerning use of force and force policies.

STUDENT PERFORMANCE OBJECTIVES:

1. Participants will be able to discuss the legal requirements for the use of deadly force as set forth by the Supreme Court in Tennessee v. Garner.
2. Participants will be able to discuss the reasonableness standard for use of force as set forth by the Supreme Court in Graham v. Connor.

DESCRIPTION OF COURSE:

Presentation designed to stimulate discussion regarding use of force, use of force policies and training. Discussion will center on recent use of force decisions and recommended elements to be included in policies.

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I. THE STANDARDS GOVERNING THE USE OF FORCE

A. Supreme Court Decisions: The Minimum Standard

1. The Reasonableness Test -- Graham v. Connor, 490 U.S. 386, 109 S.Ct. 1865, 104 L.Ed.2d 443 (1989).

a. Facts of Case:

Dethorne Graham was a diabetic who asked his friend to drive him to a local store to purchase orange juice to counter-act the onset of an insulin reaction. Upon entering the store and seeing the number of people ahead of him, Graham hurried out and asked his friend to drive him to another friend's house. Officer Connor, a local police officer, became suspicious after seeing Graham hastily enter and leave the store. The officer followed the car and made an investigative stop, ordering the pair to wait until he found out what happened in the store.

Graham got out of the car, ran around it twice and finally sat down on the curb where he passed out briefly. Graham's friend told the officer that Graham was simply suffering from a "sugar reaction." Back-up officers arrived on the scene and one of the officers rolled Graham over on the sidewalk and handcuffed his hands tightly behind his back, ignoring the friend's pleas to get him some sugar. Another officer stated, "I have seen a lot of people with sugar diabetes, but they never acted like this. Ain't nothing wrong with the m.f. but drunk. Lock the s.b. up."

Several officers then lifted Graham up from behind, carrying him over to the friend's car and placing him face down on the hood. Regaining consciousness, Graham asked the officers to check his wallet for a diabetic decal that he carried. The officers, however, told him to "shut up" and shoved his face down against the hood of the car. Four officers then grabbed Graham and threw him head first into the police car. A friend of Graham's brought some orange juice to the car, but officers refused to let him have any of it. Finally Officer Connor received a report that Graham had done nothing wrong at the convenience store and the officers drove him home and released him.

Injuries sustained by Graham during the encounter included a broken foot, cuts on the wrists, a bruised forehead, and an injured shoulder. Graham also claimed to have developed a loud ringing in his right ear. He filed a federal civil rights action pursuant to 42 U.S.C. §1983 alleging the use of excessive force and making the investigatory stop in violation of the Fourteenth Amendment.

During the course of the federal trial the defendants moved for a directed verdict at the close of the plaintiff's case in chief. In ruling on the motion, the District Court determined that the amount of force used by the officers was appropriate under the circumstances and granted the defendants' Motion for a Directed Verdict. The Fourth Circuit affirmed the judgment, ruling that the District

Court had applied the correct legal standard in assessing the excessive force claim.

b. The Supreme Court's Ruling:

- (1) The Court specifically rejected the notion that all excessive force claims under section 1983 are governed by one standard stating:
 - (a) First identify the constitutional right allegedly infringed by the application of force:
 - 1) Fourth Amendment prohibition against unreasonable search and seizure;
 - 2) Eighth Amendment ban on cruel and unusual punishment.
 - (b) Assess the validity of the claim by reference to the specific constitutional standard governing that right, rather than to some generalized "excessive force" standard.
- (2) Following Graham all claims of excessive force in the course of an arrest, investigatory stop or other seizure of a free citizen should be analyzed under the Fourth Amendment **"reasonableness" standard**.
 - (a) "Seizure" triggering Fourth Amendment protection occurs when peace officers have "by means of physical force or show of authority, . . . in some way restrained the liberty of a citizen." Terry v. Ohio, 392 U.S. 1, 19, n.16 (1968); see also Brower v. County of Inyo, 489 U.S. 593 (1989).
- (3) Assessing "Reasonableness" of force used under the Fourth Amendment.
 - (a) Must balance the nature and quality of the intrusion on Fourth Amendment rights against the governmental interests at stake;
 - (b) Right to make arrest or conduct an investigatory stop necessarily carries with it the right to use some force.
- (4) **The Objective Reasonableness Test:**

The question is whether the officers' actions are "objectively reasonable" in light of the facts and circumstances confronting them, without regard to their underlying intent or motivation.

(5) Factors:

- (a) Careful attention to the **facts and circumstances** of a particular case;
- (b) **Severity** of crime at issue;
- (c) Whether the suspect poses an **immediate threat** to the safety of officers or others; and
- (d) Whether the suspect is **actively resisting arrest or attempting to evade arrest by flight.**
- (e) Reasonableness includes an allowance for **time available** to make decisions inasmuch as "officers are often forced to make split-second judgments -- in circumstances that are tense, uncertain, and rapidly evolving . . ."
- (f) Reasonableness is judged from the **perspective of a reasonable officer** on the scene without the "20/20 vision of hindsight."
 - 1) Fourth Amendment not violated by an arrest based on probable cause even though the wrong person is arrested. Hill v. California, 401 U.S. 797 (1971);
 - 2) Fourth Amendment not violated by the mistake and execution of a valid search warrant on the wrong premises. Maryland v. Garrison, 480 U.S. 79 (1987);
- (g) Not every push or shove, even if it may later seem unnecessary in the peace of a judge's chambers violates the Fourth Amendment. Johnson v. Glick, 481 F.2d 1028 (2nd Cir.), cert. denied, 414 U.S. 1033 (1973).
- (h) Evil intentions will not make a Fourth Amendment violation out of an objectively reasonable use of force; nor will an officer's good intentions make an objectively unreasonable use of force constitutional.

B. Ninth Circuit Decision: Least Intrusive Measures

1. Least Intrusive Measures Rule -- Scott v. Henrich, 39 F.3d 912 (9th Cir. 1994).

a. Ninth Circuit's Ruling:

- (1) Ninth Circuit specifically rejected the notion that officers must avail themselves of the least intrusive means of responding to an incident or situation stating:
 - (a) Requiring officers to find and choose the least intrusive alternative would require them to exercise super human judgment. In the heat of battle with lives potentially in the balance, an officer would not

be able to rely on training and common sense to decide what would best accomplish the mission. Instead the officer would need to ascertain the least intrusive alternative and choose only that option and imposing such a requirement would result in:

- 1) tentativeness by officer and deterring them from protecting the public and themselves;
 - 2) in tangling the Court in endless second - guessing of police decisions made under stress and subject to the exigencies of the moment.
- (b) Assuming internal police guidelines are relevant to determining whether use of force is objectively reasonable, such guidelines are only relevant when one of their purposes is to protect the individual against whom force is used. If a department policy exists for a reason other than to protect the suspect, then a suspect cannot complain about the violation of rules inasmuch as it was not intended for his benefit.

C. Supreme Court Decisions: Deadly Force

1. **Use of Deadly Force and the Fleeing Felon Rule -- Tennessee v. Garner, 471 U.S. 1, 105 S.Ct. 1694, 85 L.Ed.2d 1 (1985).**

a. Facts of Case:

On October 3, 1974 at approximately 10:45 p.m., Memphis Police Officers Hymon and Wright were dispatched to answer a "prowler inside call." Upon arriving at the scene they saw a woman standing on her porch gesturing towards an adjacent house. She told them that she had heard glass breaking and that she believed someone was breaking into the house next door. While Officer Wright radioed the dispatcher to say that they were on the scene, Officer Hymon went behind the house. Officer Hymon heard a door slam and saw a man, later identified as Edward Garner, run across the back yard and stop at a six foot high chain link fence at the edge of the yard. With the aid of a flashlight, Officer Hymon was able to see Garner facing him. He saw no sign of a weapon and, although not certain, was "reasonably sure" and "figured" that Garner was unarmed. Officer Hymon believed Garner to be only 17 or 18 years old and about 5'5" or 5'7". While Garner was crouched at the base of the fence, Officer Hymon called out "police" and took a few steps towards Garner. Garner then began to climb over the fence. Officer Hymon was convinced that if Garner made it over the fence he would elude capture and thus Hymon shot him. Garner was taken by ambulance to a hospital where he died after being shot in the back of the head. Ten dollars and a purse taken from the house were found on his body.

In using deadly force to prevent Garner's escape, Officer Hymon was acting under the authority of a Tennessee statute and pursuant to Memphis Police Department policy.

The District Court concluded that the officers' actions were authorized by the Tennessee statute, which in turn was constitutional and that the officer had employed the only reasonable and practicable means of preventing Garner's escape. Garner had 'recklessly and heedlessly' attempted to go over the fence to escape thereby assuming the risk of being fired upon." The Sixth Circuit affirmed the District Court's ruling with regard to the officer finding that he had acted in good faith upon reliance of the Tennessee statute and therefore within the scope of qualified immunity. The Court of Appeals, however, reversed and remanded with regard to the constitutionality of the Tennessee statute because it did not adequately limit the use of deadly force by distinguishing between felonies of different magnitudes and that "officers cannot resort to deadly force unless they 'have probable cause . . . to believe that the suspect [has committed a felony and] poses a threat to the safety of the officers or a danger to the community if left at large.'"

b. Ruling of the United States Supreme Court:

- (1) Balancing of interests: "Reasonableness" of the manner in which a search or seizure is conducted requires the balancing of the extent of the intrusion against the need for it.
- (2) Apprehension of a free citizen by the use of deadly force is a seizure subject to the reasonableness requirements of the Fourth Amendment.
- (3) **Garner Fleeing Felon Rule:** Deadly Force to Prevent Escape.

Probable Cause to Believe:

- 1) Suspect poses threat of serious physical harm to the officer or others; or
- 2) Suspect has committed a crime involving the infliction or threatened infliction of serious physical harm; an
- 3) Where feasible some warning should be given.

D. Ninth Circuit Decision: Deadly Force vs. Serious Bodily Injury

1. Rejection of Model Penal Code Definition of “Deadly Force” re Peace Officer Use of Force -- Vera Cruz v. City of Escondido (9th Cir. October 3, 1997).

a. Ninth Circuit’s Ruling:

- (1) Ninth Circuit Court held that a police officer’s use of a trained canine to stop a fleeing suspect does not constitute the use of deadly force for Fourth Amendment purposes.
- (2) The Court rejected plaintiff’s urgings to adopt the Model Penal Code’s definition of deadly force which reads: force that the actor uses with the purpose of causing or that he knows to create a substantial risk of causing death or serious bodily injury. Noting that the court had mentioned the “significant risk of death or serious bodily injury” formulation in three other dog bite cases they reminded us it was only in dicta. The court thereafter, specifically rejected the Model Penal Code’s definition as inapposite to the Fourth Amendment content noting that the Model Penal Code is designed to govern criminal liability and Garner’s deadly force rule sets the boundaries of reasonable police conduct under the Fourth Amendment.

Furthermore, the Ninth Circuit noted that the subjective intent of the actor is a central consideration under the Model Penal Code’s definition and is an impermissible consideration in the Fourth Amendment content wherein the question in police brutality cases is “whether the officers’ actions are objectively reasonable in light of the facts and circumstances confronting them, without regard to their underlying intent or motivation.

- (3) The Model Penal Code formulation would turn the deadly force rule into a “serious bodily injury” rule rendering Garner’s distinction between ordinary force and deadly force a virtual nullity. The Court found that deadly force is that force which is reasonable likely to cause death.

In judging whether force is deadly the consideration is not the result in a particular case but whether the force used had a reasonable probability of causing death. To be entitled to a deadly force instruction, a plaintiff must present evidence that the force used, in the circumstances under which it was used, posed more a remote possibility of death. Whether a particular use of force is reasonably likely to cause death is a function of two factors: 1) the degree of force and 2) the accuracy with which it is directed at a vulnerable part of the human anatomy. The greater the force, the less accurately it need be directed to cause death.

E. Supreme Court Decisions: Beyond the Fourth Amendment

1. Post-Arrest Use of Force: Pre-trial Detainees.

a. **Fourth Amendment vs. Fourteenth Amendment or Eighth Amendment:**

There is some disagreement, which exists in the law whether pre-trial detainees are protected by the Fourth Amendment (the objective reasonableness standard), the Fourteenth Amendment (substantive due process clause and the "shocks the conscience" test) or the Eighth Amendment (cruel and unusual punishment standard).

b. **Substantive Due Process:**

"Liberty" provided in the Fourteenth Amendment encompasses certain actions by the government which are so offensive and unjustified by any compelling interests that such actions would violate the fundamental rights of freedom. Rochin v. California, 342 U.S. 165, 72 S.Ct. 205, 96 L.Ed. 183 (1952).

- (1) Police conduct which "shocks the conscience" is per se unconstitutional.
- (2) Facts: Actions by officers using force to obtain incriminating evidence from narcotics suspect by pumping his stomach violated the due process clause of the Fourteenth Amendment.

c. **Shock the Consciousness Test: Johnson v. Glick**, 481 F.2d 1028 (2nd Cir., 1973), cert. denied, 414 U.S. 1033, 94 S.Ct. 462, 38 L.Ed.2d 324 (1973).

- (1) The need for the use of force;
- (2) The relationship between that need and the amount of force that was used;
- (3) The extent of the injuries inflicted; and
- (4) Force was applied in good faith, in an effort to maintain and restore discipline, or maliciously and sadistically for the purpose of causing harm.

d. **Bell v. Wolfish**, 441 U.S. 520, 99 S.Ct. 1861, 60 L.Ed.2d 447 (1979). Held that the Eighth Amendment applied only to persons convicted of a crime while general due process principles under the Fourteenth Amendment protect pre-trial detainees.

e. **Youngberg v. Romeo**, 457 U.S. 307, 102 S.Ct. 2452, 73 L.Ed.2d 28 (1982). Dealt with the dimensions of the rights of mental patients under section 1983 in the cruel and unusual punishment context.

f. **Valencia v. Wiggins**, 981 F.2d 1440, 1446 (5th Cir. 1993), cert denied, 113 S.Ct. 2998, 125 L.Ed.2d 691 (1993). Held that force used on pre-trial detainees was not governed by the Fourth Amendment standards or the "shocks the consciousness test." Used deliberate indifference standards under Whitley and Hudson inasmuch as the federal court determined it would be "impractical to

draw a line between convicted prisoners and pre-trial detainees for the purposes of maintaining jail security."

2. Post-Conviction Use of Force Standard:

a. Prisoners: The Cruel and Unusual Punishment Standard

- (1) The Eighth Amendment cruel and unusual punishment standard applies to force used on persons who have been convicted and are incarcerated.
- (2) The cruel and unusual punishment standard focuses on the officer's intent.
- (3) Only "unnecessary and unwanton infliction of pain" and "actions taken in bad faith and for no legitimate purpose" constitutes cruel and unusual punishment. Whitley v. Albers, 475 U.S. 312, 106 S.Ct. 1078, 89 L.Ed.2d 251 (1986).
- (4) Excessive force claims under Eighth Amendment must show malice, sadism, and intent to cause harm. Hudson v. McMillian, 503 U.S. 1, 112 S.Ct. 995, 117 L.Ed. 156 (1992). No need to establish serious injury.

F. Establishing the Standard of Care: Beyond Court Decisions

1. State Statutes

a. Specific to Criminal Act.

2. Other Sources

a. Administrative Guidelines and Regulations

b. Private Entities

(1) Manufacturers

(2) Professional Associations

c. Experts

II. DEVELOPING, IMPLEMENTING AND ENFORCING POLICY

A. Policies -- Direct Behavior

- 1. Agency Specific**
- 2. Incorporate Applicable Law**
- 3. Select the Appropriate Standard**
 - a. Avoid "Always" and "Never"**
 - b. Subjective Versus Objective Policy**
- 4. Incorporate Agency Philosophy Into Each Policy**
- 5. Write Policy In Understandable Manner**
 - a. "Enforceable"**
- 6. Write In Unbiased Manner**
- 7. Square Up Individual Policies With Entire Package**
- 8. Seek Input Specialty Units/In-House Experts**
- 9. Have Legal Counsel Review Prior to Dissemination**
- 10. Have Policy Regularly Reviewed**
 - a. Non-Punitive Close Call Reporting**
- 11. Pay Special Attention to High Risk Low Frequency Events**
 - a. Seven Major Areas of Concern**
 - (1) Vehicle Operations
 - (2) Use of Force
 - (3) Use of Deadly Force
 - (4) Taking People Into Custody
 - (5) Forced Entries
 - (6) Special Relationship Situations (Custody)
 - (7) Job Based Harassment
 - b. Job Performance Loop**
- 12. Provide Solid, Realistic, Ongoing, Verifiable Training (SROVT -- Gordon Graham)**
 - a. 100% Knowledge/100% of the Time**

13. Enforce Policies

- a. Rigidly, Impartially and Consistently**
- b. Establish Auditing Procedure**

- (1) Be more concerned about what your people know and understand than documenting attendance at training.

- c. Ratification of Wrongful Behavior**

- d. Set An Example By Proper Conduct and Report Review**

14. Close the "Gaps Between Policy and Training"

- a. Use of Force Policy Specifically**

- (1) Checklist of Concerns
 - (a) Incorporate the language of Tennessee v. Garner
 - (b) Incorporate the language of Graham v. Connor
 - (c) Evaluate and incorporate use of force continuum
 - (d) Objective vs. Subjective policy
 - (e) Avoid un"necessary" words
 - (f) Set forth acceptable firearms, non-lethal weapons and ammunition
 - (g) Establish qualification and testing requirements
 - (h) Incorporate decision-making, stress and environmental factors into training
 - (i) Deal with the issue of warnings and warning shots

- (j) Address shooting at and from moving vehicles
- (k) Provide procedures pertaining to the reporting of use of force
- (l) Off-duty concerns
- (m) Establish a use of force review procedure

The Gaps in Use-of-Force Policies and Training

By Missy K. O'Linn, Esq., Cotkin, Collins & Franscell, Los Angeles, California

By its decision in *Monell v. Department of Social Services* in 1979,¹ the U.S. Supreme Court held that municipalities could be sued for civil rights violations if they maintained an unconstitutional custom, policy or practice that caused the constitutional deprivation. This was a major departure from existing federal laws.² Subsequent cases have wrestled further with what evidence is necessary to prove the existence of a custom, policy or practice.

In the training area—an important corollary to policies and practices—the same Supreme Court has held that a failure to train constitutes a municipal policy for purposes of *Monell* liability if the failure reflects a deliberate indifference to the constitutional rights of its inhabitants.³

Where the need for training is obvious, but the training doesn't occur, or it occurs in such a fashion that rights violations are likely to result, liability will be imposed.⁴ Too often, we overlook the fact that the failure to train consistently and in accordance with our own policies is likely to result in constitutional deprivations and therefore liability on the entity and its policy maker (that is, the chief or sheriff).

There are several major gaps in the typical use-of-force policy—as well as in current use-of-force training—that could unwittingly result in liability to the concerned entity.

Failure to Incorporate Use-of-Force Continuums

Numerous types of use-of-force continuums are available for incorporation into a department's policy. In evaluating such a continuum, the department should examine whether the suggested model is easily understandable and readily recalled by officers under stress. It is necessary

to facilitate an understanding of appropriate levels of force by exhibiting the actions of both the assailant and the officer on a comparative scale. It is also necessary to incorporate a statement into the use-of-force policy that deals with officer-subject factors such as age, size, relative strength, skill level, injury/exhaustion and the number of officers versus the number of suspects.

Building this kind of flexibility into an officer's determination of the appropriate use of force is advisable and acceptable—if not essential—given that the standard for evaluating excessive force claims is "reasonableness under all of the circumstances."⁵

Such a strong affirmative stance by the department will provide additional confidence and needed support to officers in making their decisions regarding use of force in the field. In the absence of such support, officers may tend to pad reports when they lack confidence in their administration, fail to understand the department's policy regarding the appropriate use of force or be unable to adequately explain their actions—and the reasons for them—when called upon to do so in a court of law. Officers may also overreact when they lack confidence in themselves, their supervisors, the techniques they are taught and the equipment that is issued to them. A clear understanding of what is an appropriate use of force will help to alleviate these concerns.

As noted by the Court in *Graham*, officers are expected to make split-second decisions. Yet, both supervisors and trainers often fail to articulate what is reasonable for an officer responding to a use-of-force situation under specific circumstances. By establishing a policy that incorporates a use-of-force continuum, a department will provide the necessary

guidance to its officers in making those split-second decisions.

Failure to Incorporate Use-of-Force Continuum Throughout Training Curriculum

For some time, trainers have recognized the gap that exists between the approaches of defensive tactics instructors and firearms instructors. In the past, confusion has been created by addressing officers in firearms training scenarios at the range with one set of terminology and tactics, and using another set of terminology and tactics in the gym during defensive tactics instruction. Over the past 10 years, members of these two disciplines have attempted to bridge that gap, bringing a commonality of language and thought to law enforcement training and providing officers with a singular approach to the evaluation of their use-of-force options.

Although many valuable lessons have been learned about cooperation and coordination of training efforts, we still have not achieved harmony in training. In particular, larger departments have difficulty maintaining consistency in training from division to division and transmitting new concepts to all members at all levels. In some cases, although newer officers have been exposed to new concepts, their field training officers and supervisors have not—and continue to evaluate the rookies on the basis of their own outdated standards.

Because the use of force does not occur in a vacuum, it should not be taught as an isolated event. Defensive tactics are often taught under static conditions, lacking the dynamics of a real confrontation, with the result that officers may have little confidence in the tactics and techniques learned. Realistic training involving use-of-force option selection by officers is

critical in evaluating their understanding of the department's policies. Realistic simulations ranging from low-level to high-level provide a solid experience base for officer decision making and provide timely feedback on the instruction given.

Examples of often-overlooked simulations include resistance encountered during handcuffing and searching of suspects, transporting prisoners, extracting suspects from vehicles and cells and making physical arrests following pursuits. Such training increases officer confidence and exposes problems of overreaction and aggression, which can then be addressed and rectified immediately.

Failure to Train Supervisory and Administrative Personnel

There have been numerous discussions regarding the lack of understanding among supervisory and administrative personnel about the training received by their line officers from their instructional staff. All too frequently, supervisors and administrators opt out of the hands-on training programs, perhaps believing that they no longer need to maintain their physical skills and technical abilities. Even if their absence stems simply from too many demands and too little time in which to address them, the result is that supervisors and administrative personnel tend to lose not only their technical expertise, but their understanding of this critical, very demanding portion of the field officer's job. In the absence of this expertise and understanding, it quickly becomes difficult—if not impossible—for the administrator or supervisor to objectively evaluate an officer's use of force or to identify and correct any adverse trends that current training may raise.

Failure to Use Consistent Standards of Evaluation

As a result of the gaps in their training, supervisors and administrators may not evaluate situations in the same manner as do the field officers who were trained by the department's instructors. Nor do they use the same criteria to evaluate the use of force, or understand fully the options that have been recommended to the officers for various scenarios.

A critical dichotomy arises when administrative and supervisory personnel are not intimately familiar with current use-of-force training. Where field personnel have been taught to exercise use-of-force options in a situational training scenario and supervisors or administrators have not, there arise two sets of rules—those under which the officers in the field are operating, based on tactics and techniques suggested by their in-

FTOs must possess a thorough understanding of current use-of-force training and policy as it was provided to recent graduates of the police academy, since new officers look to the FTO for guidance on implementing their new skills.

structors, and those applied by supervisors and administrators on the basis of departmental policy and their own outdated training and experience.

This type of inconsistency will not only lead to confusion and morale problems, but may also result in hesitancy by officers in the field, public distrust of the department and increased liability exposure for the agency and its officers.

It is critical that field training officers (FTOs) possess a thorough understanding of current use-of-force training and policy as it was provided to recent graduates of the police academy. Law enforcement is a dynamic profession, undergoing constant change. New officers look to their FTOs for guidance on implementing the knowledge and skills they received in the academy. The old adage, "Forget what you learned in the academy—I'll show you how it really works," may be ridiculed in theory, but in fact FTOs lead by example. If their tactics and philosophy with regard to the application of force are not consistent with the information provided to the newly trained officer, it will take little time and observation for one to replace the other in the mind of the rookie.

Ad hoc policy development is another area of concern where coordination and communication are essential. Again, this particular problem more often plagues larger departments' specialty units and geographically distant divisions, where supervisors and commanders often generate policies specific to each unit's operation. Such policy and procedure developments, usually disseminated in the form of memoranda, are promulgated without any consistency and may serve as evidence of philosophical and opera-

tional differences of opinion that ultimately become different policies of the same department.

A structure of accountability including executive approval should be implemented to prevent conflicts from developing between the approved training curriculum, the agency's official policies and procedures, its in-service training and the day-to-day directives issued to personnel.

Failure to Provide Continuous Review of Use-of-Force Incidents

Monell established the guidelines for imposing liability on governmental entities for the actions of officers in the field. The requirement of proof of an unconstitutional policy may be met either by proving an express and explicit pronouncement of such policy by the agency, or by showing that such practices are so permanent and well-settled as to constitute a "custom or usage" with the force of law and that this "custom, policy or practice" caused an officer to violate the plaintiff's constitutional rights.

In short, whether or not you have put it in writing, you *do* have a policy. It is comprised of the position your instructors have taken on the use of force; the philosophy of your field training officers, which is passed on to their trainees; the feedback, discipline and guidance provided by supervisors; and your reaction to citizen complaints regarding the use of excessive force and the administrative actions taken in response to those complaints, which either approve or disapprove the force used with regard to a specific set of facts.

A review of use of force incidents may indicate trends within an agency. Look for inadequate options at various levels in the use-of-force continuum, minimal usage of certain techniques or devices, individual problems, an indication of an individual officer's inability to understand appropriate use of force and a lack of self-confidence or self-control. Reviewing use-of-force reports in this manner may seem unnecessary, but that is exactly what the plaintiff will be looking for in a case alleging the existence of a policy or custom of using excessive force.

Failure to Provide Specific Guidance

The appropriateness and acceptability of the level of force used in a particular situation depends on a number of factors—all of which must be evaluated in a split second to serve as the basis for an action that will be evaluated and second-guessed, in some cases for years. Officers need guidance and a foundation of understanding from which they can

make these decisions. While being careful to avoid the overly restrictive "checklist" type approach, departments must not be ambiguous about what is and what is not an acceptable force response.

By filling in the gaps in existing use of force policies and training programs, we will establish a strong foundation for officer decisions. Officers will receive consistent and specific feedback during training and throughout their careers on the use-of-force choices they make. Agencies need to hold themselves accountable first in making policy and training decisions, and then hold officers accountable for meeting the standards and guidelines set forth for them to follow.

We must tell our officers what we expect from them and be forthright with the members of the public. Law enforcement agencies must acknowledge that decisions regarding their use of force policies are being made every day in their training programs, by officers in the field and by first-line supervisors. It is time to acknowledge that fact and either support or change what is being taught.

Failure to Publicly Acknowledge the Department's Position

The final proposition involves acknowl-

edgment of the department's use-of-force policy to the public in an effort to facilitate an understanding of that policy in the community. Citizens should be informed of what they can expect from an officer in response to specific acts of aggression. For example, members of the general public have been given the impression by numerous television shows that officers are highly skilled, physically fit individuals adept at disarming and subduing the most dangerous of foes. This misperception leads to an expectation that when an officer faces an assailant with an object such as a beer bottle, club or knife, he will attempt to disarm that individual without the use of a firearm.

That expectation is in direct conflict with the instruction provided to the modern law enforcement professional. It is neither advisable nor necessary for officers to attempt to disarm a potential life-threatening aggressor by means of a lower level of force that is not only unlikely to succeed, but unnecessarily places the officer's life in jeopardy.

Conclusion

Obviously, departments should make a concerted effort to update policies in accordance with relevant court decisions. Training should be done by certified, well-

qualified instructors, and all levels of training and testing should be documented. But the gaps in these areas are not the only issues of concern. We must examine new technology as it becomes available and replace antiquated weaponry. Items such as saps and blackjacks—often issued without training—are subject to a great deal of misuse by personnel and thus should be eliminated.

The burden of the force decisions made by line officers rests not only with them, but with those who train, supervise and administrate. Consequently, the necessary changes will not be accomplished with a "quick fix" type of approach. A comprehensive approach to the problem will bring optimal results, reducing the potential of both "policy by default" and "liability by verdict." ★

¹436 U.S. 658, 56 L.Ed.2d 611, 98 S.Ct. 2018 (1978).

²*Monroe v. Pape*, 365 U.S. 167, 5 L.Ed.2d 492, 81 S.Ct. 473 (1961).

³*City of Canton v. Harris*, 489 U.S. —, 103 L.Ed.2d 412, 109 S.Ct. 1197 (1989).

⁴*Id.*

⁵*Graham v. Connor*, 490 U.S. 386, 104 L.Ed.2d 443, 109 Sup.Ct. 1865 (1989).

For more information on this subject, please see "Liability for Failure to Adequately Train" by Diane M. Daane and James E. Hendricks, *Police Chief* magazine, November 1991.



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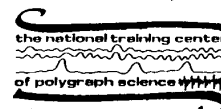
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U.S. Supreme Court

GRAHAM v. CONNOR, 490 U.S. 386 (1989)

490 U.S. 386

GRAHAM v. CONNOR ET AL.

**CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR THE FOURTH
CIRCUIT**

No. 87-6571.

Argued February 21, 1989

Decided May 15, 1989

Petitioner Graham, a diabetic, asked his friend, Berry, to drive him to a convenience store to purchase orange juice to counteract the onset of an insulin reaction. Upon entering the store and seeing the number of people ahead of him, Graham hurried out and asked Berry to drive him to a friend's house instead. Respondent Connor, a city police officer, became suspicious after seeing Graham hastily enter and leave the store, followed Berry's car, and made an investigative stop, ordering the pair to wait while he found out what had happened in the store. Respondent backup police officers arrived on the scene, handcuffed Graham, and ignored or rebuffed attempts to explain and treat Graham's condition. During the encounter, Graham sustained multiple injuries. He was released when Connor learned that nothing had happened in the store. Graham filed suit in the District Court under 42 U.S.C. 1983 against respondents, alleging that they had used excessive force in making the stop, in violation of "rights secured to him under the Fourteenth Amendment to the United States Constitution and 42 U.S.C. 1983." The District Court granted respondents' motion for a directed verdict at the close of Graham's evidence, applying a four-factor test for determining when excessive use of force gives rise to a 1983 cause of action, which inquires, inter alia, whether the force was applied in a good-faith effort to maintain and restore discipline or maliciously and sadistically for the very purpose of causing harm. *Johnson v. Glick*, 481 F.2d 1028. The Court of Appeals affirmed, endorsing this test as generally applicable to all claims of constitutionally excessive force brought against government officials, rejecting Graham's argument that it was error to require him to prove that the allegedly excessive force was applied maliciously and sadistically to cause harm, and holding that a reasonable jury applying the *Johnson v. Glick* test to his evidence could not find that the force applied was constitutionally excessive.

Held:

All claims that law enforcement officials have used excessive force - deadly or not - in the course of an arrest, investigatory stop, or other "seizure" of a free citizen are properly analyzed under the Fourth Amendment's "objective reasonableness" standard, rather than under a substantive due process standard. Pp. 392-399. [490 U.S. 386, 387]

(a) The notion that all excessive force claims brought under 1983 are governed by a single generic standard is rejected. Instead, courts must identify the specific constitutional right

allegedly infringed by the challenged application of force and then judge the claim by reference to the specific constitutional standard which governs that right. Pp. 393-394.

(b) Claims that law enforcement officials have used excessive force in the course of an arrest, investigatory stop, or other "seizure" of a free citizen are most properly characterized as invoking the protections of the Fourth Amendment, which guarantees citizens the right "to be secure in their persons . . . against unreasonable seizures," and must be judged by reference to the Fourth Amendment's "reasonableness" standard. Pp. 394-395.

(c) The Fourth Amendment "reasonableness" inquiry is whether the officers' actions are "objectively reasonable" in light of the facts and circumstances confronting them, without regard to their underlying intent or motivation. The "reasonableness" of a particular use of force must be judged from the perspective of a reasonable officer on the scene, and its calculus must embody an allowance for the fact that police officers are often forced to make split-second decisions about the amount of force necessary in a particular situation. Pp. 396-397.

(d) The *Johnson v. Glick* test applied by the courts below is incompatible with a proper Fourth Amendment analysis. The suggestion that the test's "malicious and sadistic" inquiry is merely another way of describing conduct that is objectively unreasonable under the circumstances is rejected. Also rejected is the conclusion that because individual officers' subjective motivations are of central importance in deciding whether force used against a convicted prisoner violates the Eighth Amendment, it cannot be reversible error to inquire into them in deciding whether force used against a suspect or arrestee violates the Fourth Amendment. The Eighth Amendment terms "cruel" and "punishments" clearly suggest some inquiry into subjective state of mind, whereas the Fourth Amendment term "unreasonable" does not. Moreover, the less protective Eighth Amendment standard applies only after the State has complied with the constitutional guarantees traditionally associated with criminal prosecutions. Pp. 397-399.

827 F.2d 945, vacated and remanded.

REHNQUIST, C. J., delivered the opinion of the Court, in which WHITE, STEVENS, O'CONNOR, SCALIA, and KENNEDY, JJ., joined. BLACKMUN, J., filed an opinion concurring in part and concurring in the judgment, in which BRENNAN and MARSHALL, JJ., joined, post, p. 399. [490 U.S. 386, 388]

H. Gerald Beaver argued the cause for petitioner. On the briefs was Richard B. Glazier.

Mark I. Levy argued the cause for respondents. On the brief was Frank B. Aycock III. [*](#)

[[Footnote *](#)] Briefs of amici curiae urging reversal were filed for the United States by Solicitor General Fried, Assistant Attorney General Reynolds, Deputy Assistant Attorney General Clegg, David L. Shapiro, Brian J. Martin, and David K. Flynn; and for the American Civil Liberties Union et al. by Steven R. Shapiro. Lacy H. Thornburg, Attorney General of North Carolina, Isaac T. Avery III, Special Deputy Attorney General, and Linda Anne Morris, Assistant Attorney General, filed a brief for the State of North Carolina as amicus curiae urging affirmance.

CHIEF JUSTICE REHNQUIST delivered the opinion of the Court.

This case requires us to decide what constitutional standard governs a free citizen's claim that law enforcement officials used excessive force in the course of making an arrest, investigatory stop, or other

"seizure" of his person. We hold that such claims are properly analyzed under the Fourth Amendment's "objective reasonableness" standard, rather than under a substantive due process standard.

In this action under 42 U.S.C. 1983, petitioner Dethorne Graham seeks to recover damages for injuries allegedly sustained when law enforcement officers used physical force against him during the course of an investigatory stop. Because the case comes to us from a decision of the Court of Appeals affirming the entry of a directed verdict for respondents, we take the evidence hereafter noted in the light most favorable to petitioner. On November 12, 1984, Graham, a diabetic, felt the onset of an insulin reaction. He asked a friend, William Berry, to drive him to a nearby convenience store so he could purchase some orange juice to counteract the reaction. Berry agreed, but when Graham entered the store, he saw a number of people ahead of him in the checkout [490 U.S. 386, 389] line. Concerned about the delay, he hurried out of the store and asked Berry to drive him to a friend's house instead.

Respondent Connor, an officer of the Charlotte, North Carolina, Police Department, saw Graham hastily enter and leave the store. The officer became suspicious that something was amiss and followed Berry's car. About one-half mile from the store, he made an investigative stop. Although Berry told Connor that Graham was simply suffering from a "sugar reaction," the officer ordered Berry and Graham to wait while he found out what, if anything, had happened at the convenience store. When Officer Connor returned to his patrol car to call for backup assistance, Graham got out of the car, ran around it twice, and finally sat down on the curb, where he passed out briefly.

In the ensuing confusion, a number of other Charlotte police officers arrived on the scene in response to Officer Connor's request for backup. One of the officers rolled Graham over on the sidewalk and cuffed his hands tightly behind his back, ignoring Berry's pleas to get him some sugar. Another officer said: "I've seen a lot of people with sugar diabetes that never acted like this. Ain't nothing wrong with the M. F. but drunk. Lock the S. B. up." App. 42. Several officers then lifted Graham up from behind, carried him over to Berry's car, and placed him face down on its hood. Regaining consciousness, Graham asked the officers to check in his wallet for a diabetic decal that he carried. In response, one of the officers told him to "shut up" and shoved his face down against the hood of the car. Four officers grabbed Graham and threw him headfirst into the police car. A friend of Graham's brought some orange juice to the car, but the officers refused to let him have it. Finally, Officer Connor received a report that Graham had done nothing wrong at the convenience store, and the officers drove him home and released him. [490 U.S. 386, 390]

At some point during his encounter with the police, Graham sustained a broken foot, cuts on his wrists, a bruised forehead, and an injured shoulder; he also claims to have developed a loud ringing in his right ear that continues to this day. He commenced this action under 42 U.S.C. 1983 against the individual officers involved in the incident, all of whom are respondents here, 1 alleging that they had used excessive force in making the investigatory stop, in violation of "rights secured to him under the Fourteenth Amendment to the United States Constitution and 42 U.S.C. 1983." Complaint 10, App. 5. 2 The case was tried before a jury. At the close of petitioner's evidence, respondents moved for a directed verdict. In ruling on that motion, the District Court considered the following four factors, which it identified as "[t]he factors to be considered in determining when the excessive use of force gives rise to a cause of action under 1983": (1) the need for the application of force; (2) the relationship between that need and the amount of force that was used; (3) the extent of the injury inflicted; and (4) "[w]hether the force was applied in a good faith effort to maintain and restore discipline or maliciously and sadistically for the very purpose of causing harm." 644 F. Supp. 246, 248 (WDNC 1986). Finding that the amount of

force used by the officers was "appropriate under the circumstances," that "[t]here was no discernable injury inflicted," and that the force used "was not applied maliciously or sadistically for the very purpose of causing harm," but in "a good faith effort to maintain or restore order in the face of a potentially explosive [490 U.S. 386, 391] situation." *id.*, at 248-249, the District Court granted respondents' motion for a directed verdict.

A divided panel of the Court of Appeals for the Fourth Circuit affirmed. 827 F.2d 945 (1987). The majority ruled first that the District Court had applied the correct legal standard in assessing petitioner's excessive force claim. *Id.*, at 948-949. Without attempting to identify the specific constitutional provision under which that claim arose, [3](#) the majority endorsed the four-factor test applied by the District Court as generally applicable to all claims of "constitutionally excessive force" brought against governmental officials. *Id.*, at 948. The majority rejected petitioner's argument, based on Circuit precedent, [4](#) that it was error to require him to prove that the allegedly excessive force used against him was applied "maliciously and sadistically for the very purpose of causing harm." [5](#) *Ibid.* Finally, the majority held that a reasonable jury applying the four-part test it had just endorsed [490 U.S. 386, 392] to petitioner's evidence "could not find that the force applied was constitutionally excessive." *Id.*, at 949-950. The dissenting judge argued that this Court's decisions in *Terry v. Ohio*, [392 U.S. 1](#) (1968), and *Tennessee v. Garner*, [471 U.S. 1](#) (1985), required that excessive force claims arising out of investigatory stops be analyzed under the Fourth Amendment's "objective reasonableness" standard. 827 F.2d, at 950-952. We granted certiorari, [488 U.S. 816](#) (1988), and now reverse.

Fifteen years ago, in *Johnson v. Glick*, 481 F.2d 1028, cert. denied, [414 U.S. 1033](#) (1973), the Court of Appeals for the Second Circuit addressed a 1983 damages claim filed by a pretrial detainee who claimed that a guard had assaulted him without justification. In evaluating the detainee's claim, Judge Friendly applied neither the Fourth Amendment nor the Eighth, the two most textually obvious sources of constitutional protection against physically abusive governmental conduct. [6](#) Instead, he looked to "substantive due process," holding that "quite apart from any `specific' of the Bill of Rights, application of undue force by [490 U.S. 386, 393] law enforcement officers deprives a suspect of liberty without due process of law." 481 F.2d, at 1032. As support for this proposition, he relied upon our decision in *Rochin v. California*, [342 U.S. 165](#) (1952), which used the Due Process Clause to void a state criminal conviction based on evidence obtained by pumping the defendant's stomach. 481 F.2d, at 1032-1033. If a police officer's use of force which "shocks the conscience" could justify setting aside a criminal conviction, Judge Friendly reasoned, a correctional officer's use of similarly excessive force must give rise to a due process violation actionable under 1983. *Ibid.* Judge Friendly went on to set forth four factors to guide courts in determining "whether the constitutional line has been crossed" by a particular use of force - the same four factors relied upon by the courts below in this case. *Id.*, at 1033.

In the years following *Johnson v. Glick*, the vast majority of lower federal courts have applied its four-part "substantive due process" test indiscriminately to all excessive force claims lodged against law enforcement and prison officials under 1983, without considering whether the particular application of force might implicate a more specific constitutional right governed by a different standard. [7](#) Indeed, many courts have seemed to assume, as did the courts below in this case, that there is a generic "right" to be free from excessive force, grounded not in any particular constitutional provision but rather in "basic principles of 1983 jurisprudence." [8](#)

We reject this notion that all excessive force claims brought under 1983 are governed by a single generic standard. As we have said many times, 1983 "is not itself a [490 U.S. 386, 394] source of substantive rights," but merely provides "a method for vindicating federal rights elsewhere conferred." *Baker v. McCollan*, [443 U.S. 137, 144](#), n. 3 (1979). In addressing an excessive force claim brought under 1983, analysis begins by identifying the specific constitutional right allegedly infringed by the challenged application of force. See *id.*, at 140 ("The first inquiry in any 1983 suit" is "to isolate the precise constitutional violation with which [the defendant] is charged"). ⁹ In most instances, that will be either the Fourth Amendment's prohibition against unreasonable seizures of the person, or the Eighth Amendment's ban on cruel and unusual punishments, which are the two primary sources of constitutional protection against physically abusive governmental conduct. The validity of the claim must then be judged by reference to the specific constitutional standard which governs that right, rather than to some generalized "excessive force" standard. See *Tennessee v. Garner*, *supra*, at 7-22 (claim of excessive force to effect arrest analyzed under a Fourth Amendment standard); *Whitley v. Albers*, [475 U.S. 312, 318](#) -326 (1986) (claim of excessive force to subdue convicted prisoner analyzed under an Eighth Amendment standard).

Where, as here, the excessive force claim arises in the context of an arrest or investigatory stop of a free citizen, it is most properly characterized as one invoking the protections of the Fourth Amendment, which guarantees citizens the right "to be secure in their persons . . . against unreasonable . . . seizures" of the person. This much is clear from our decision in *Tennessee v. Garner*, *supra*. In *Garner*, we addressed a claim that the use of deadly force to apprehend a fleeing suspect who did not appear to be armed or otherwise dangerous violated the suspect's constitutional rights, notwithstanding the existence of probable cause to arrest. [490 U.S. 386, 395] Though the complaint alleged violations of both the Fourth Amendment and the Due Process Clause, see [471 U.S., at 5](#), we analyzed the constitutionality of the challenged application of force solely by reference to the Fourth Amendment's prohibition against unreasonable seizures of the person, holding that the "reasonableness" of a particular seizure depends not only on when it is made, but also on how it is carried out. *Id.*, at 7-8. Today we make explicit what was implicit in *Garner*'s analysis, and hold that all claims that law enforcement officers have used excessive force - deadly or not - in the course of an arrest, investigatory stop, or other "seizure" of a free citizen should be analyzed under the Fourth Amendment and its "reasonableness" standard, rather than under a "substantive due process" approach. Because the Fourth Amendment provides an explicit textual source of constitutional protection against this sort of physically intrusive governmental conduct, that Amendment, not the more generalized notion of "substantive due process," must be the guide for analyzing these claims. ¹⁰ [490 U.S. 386, 396]

Determining whether the force used to effect a particular seizure is "reasonable" under the Fourth Amendment requires a careful balancing of "'the nature and quality of the intrusion on the individual's Fourth Amendment interests'" against the countervailing governmental interests at stake. *Id.*, at 8, quoting *United States v. Place*, [462 U.S. 696, 703](#) (1983). Our Fourth Amendment jurisprudence has long recognized that the right to make an arrest or investigatory stop necessarily carries with it the right to use some degree of physical coercion or threat thereof to effect it. See *Terry v. Ohio*, [392 U.S., at 22](#) - 27. Because "[t]he test of reasonableness under the Fourth Amendment is not capable of precise definition or mechanical application," *Bell v. Wolfish*, [441 U.S. 520, 559](#) (1979), however, its proper application requires careful attention to the facts and circumstances of each particular case, including the severity of the crime at issue, whether the suspect poses an immediate threat to the safety of the officers or others, and whether he is actively resisting arrest or attempting to evade arrest by flight. See

Tennessee v. Garner, [471 U.S., at 8](#) -9 (the question is "whether the totality of the circumstances justify[es] a particular sort of . . . seizure").

The "reasonableness" of a particular use of force must be judged from the perspective of a reasonable officer on the scene, rather than with the 20/20 vision of hindsight. See *Terry v. Ohio*, supra, at 20-22. The Fourth Amendment is not violated by an arrest based on probable cause, even though the wrong person is arrested, *Hill v. California*, [401 U.S. 797](#) (1971), nor by the mistaken execution of a valid search warrant on the wrong premises, *Maryland v. Garrison*, [480 U.S. 79](#) (1987). With respect to a claim of excessive force, the same standard of reasonableness at the moment applies: "Not every push or shove, even if it may later seem unnecessary in the peace of a judge's chambers," *Johnson v. Glick*, 481 F.2d, at 1033, violates the Fourth Amendment. The calculus of reasonableness must embody [\[490 U.S. 386, 397\]](#) allowance for the fact that police officers are often forced to make split-second judgments - in circumstances that are tense, uncertain, and rapidly evolving - about the amount of force that is necessary in a particular situation.

As in other Fourth Amendment contexts, however, the "reasonableness" inquiry in an excessive force case is an objective one: the question is whether the officers' actions are "objectively reasonable" in light of the facts and circumstances confronting them, without regard to their underlying intent or motivation. See *Scott v. United States*, [436 U.S. 128, 137](#) -139 (1978); see also *Terry v. Ohio*, supra, at 21 (in analyzing the reasonableness of a particular search or seizure, "it is imperative that the facts be judged against an objective standard"). An officer's evil intentions will not make a Fourth Amendment violation out of an objectively reasonable use of force; nor will an officer's good intentions make an objectively unreasonable use of force constitutional. See *Scott v. United States*, supra, at 138, citing *United States v. Robinson*, [414 U.S. 218](#) (1973).

Because petitioner's excessive force claim is one arising under the Fourth Amendment, the Court of Appeals erred in analyzing it under the four-part *Johnson v. Glick* test. That test, which requires consideration of whether the individual officers acted in "good faith" or "maliciously and sadistically for the very purpose of causing harm," is incompatible with a proper Fourth Amendment analysis. We do not agree with the Court of Appeals' suggestion, see 827 F.2d, at 948, that the "malicious and sadistic" inquiry is merely another way of describing conduct that is objectively unreasonable under the circumstances. Whatever the empirical correlations between "malicious and sadistic" behavior and objective unreasonableness may be, the fact remains that the "malicious and sadistic" factor puts in issue the subjective motivations of the individual officers, which our prior cases make clear has no bearing on whether a particular seizure is "unreasonable" under the Fourth Amendment. Nor do we agree with the [\[490 U.S. 386, 398\]](#) Court of Appeals' conclusion, see id., at 948, n. 3, that because the subjective motivations of the individual officers are of central importance in deciding whether force used against a convicted prisoner violates the Eighth Amendment, see *Whitley v. Albers*, [475 U.S., at 320](#) -321, [11](#) it cannot be reversible error to inquire into them in deciding whether force used against a suspect or arrestee violates the Fourth Amendment. Differing standards under the Fourth and Eighth Amendments are hardly surprising: the terms "cruel" and "punishments" clearly suggest some inquiry into subjective state of mind, whereas the term "unreasonable" does not. Moreover, the less protective Eighth Amendment standard applies "only after the State has complied with the constitutional guarantees traditionally associated with criminal prosecutions." *Ingraham v. Wright*, [430 U.S. 651, 671](#), [\[490 U.S. 386, 399\]](#) n. 40 (1977). The Fourth Amendment inquiry is one of "objective reasonableness" under the

circumstances, and subjective concepts like "malice" and "sadism" have no proper place in that inquiry.
[12](#)

Because the Court of Appeals reviewed the District Court's ruling on the motion for directed verdict under an erroneous view of the governing substantive law, its judgment must be vacated and the case remanded to that court for reconsideration of that issue under the proper Fourth Amendment standard.

It is so ordered.

Footnotes

[[Footnote 1](#)] Also named as a defendant was the city of Charlotte, which employed the individual respondents. The District Court granted a directed verdict for the city, and petitioner did not challenge that ruling before the Court of Appeals. Accordingly, the city is not a party to the proceedings before this Court.

[[Footnote 2](#)] Petitioner also asserted pendent state-law claims of assault, false imprisonment, and intentional infliction of emotional distress. Those claims have been dismissed from the case and are not before this Court.

[[Footnote 3](#)] The majority did note that because Graham was not an incarcerated prisoner, "his complaint of excessive force did not, therefore, arise under the eighth amendment." 827 F.2d, at 948, n. 3. However, it made no further effort to identify the constitutional basis for his claim.

[[Footnote 4](#)] Petitioner's argument was based primarily on *Kidd v. O'Neil*, 774 F.2d 1252 (CA4 1985), which read this Court's decision in *Tennessee v. Garner*, [471 U.S. 1](#) (1985), as mandating application of a Fourth Amendment "objective reasonableness" standard to claims of excessive force during arrest. See 774 F.2d, at 1254-1257. The reasoning of *Kidd* was subsequently rejected by the en banc Fourth Circuit in *Justice v. Dennis*, 834 F.2d 380, 383 (1987), cert. pending, No. 87-1422.

[[Footnote 5](#)] The majority noted that in *Whitley v. Albers*, [475 U.S. 312](#) (1986), we held that the question whether physical force used against convicted prisoners in the course of quelling a prison riot violates the Eighth Amendment "ultimately turns on `whether force was applied in a good faith effort to maintain or restore discipline or maliciously and sadistically for the very purpose of causing harm.'" 827 F.2d, at 948, n. 3, quoting *Whitley v. Albers*, supra, at 320-321. Though the Court of Appeals acknowledged that petitioner was not a convicted prisoner, it thought it "unreasonable . . . to suggest that a conceptual factor could be central to one type of excessive force claim but reversible error when merely considered by the court in another context." 827 F.2d, at 948, n. 3.

[[Footnote 6](#)] Judge Friendly did not apply the Eighth Amendment's Cruel and Unusual Punishments Clause to the detainee's claim for two reasons. First, he thought that the Eighth Amendment's protections did not attach until after conviction and sentence. 481 F.2d, at 1032. This view was confirmed by *Ingraham v. Wright*, [430 U.S. 651, 671](#), n. 40 (1977) ("Eighth Amendment scrutiny is appropriate only after the State has complied with the constitutional guarantees traditionally associated with criminal prosecutions"). Second, he expressed doubt whether a "spontaneous attack" by a prison guard, done without the authorization of prison officials, fell within the traditional Eighth Amendment definition of

"punishments." 481 F.2d, at 1032. Although Judge Friendly gave no reason for not analyzing the detainee's claim under the Fourth Amendment's prohibition against "unreasonable . . . seizures" of the person, his refusal to do so was apparently based on a belief that the protections of the Fourth Amendment did not extend to pretrial detainees. See *id.*, at 1033 (noting that "most of the courts faced with challenges to the conditions of pretrial detention have primarily based their analysis directly on the due process clause"). See n. 10, *infra*.

[[Footnote 7](#)] See Freyermuth, *Rethinking Excessive Force*, 1987 Duke L. J. 692, 694-696, and nn. 16-23 (1987) (collecting cases).

[[Footnote 8](#)] See *Justice v. Dennis*, *supra*, at 382 ("There are . . . certain basic principles in section 1983 jurisprudence as it relates to claims of excessive force that are beyond question [,] [w]hether the factual circumstances involve an arrestee, a pretrial detainee or a prisoner").

[[Footnote 9](#)] The same analysis applies to excessive force claims brought against federal law enforcement and correctional officials under *Bivens v. Six Unknown Fed. Narcotics Agents*, [403 U.S. 388](#) (1971).

[[Footnote 10](#)] A "seizure" triggering the Fourth Amendment's protections occurs only when government actors have, "by means of physical force or show of authority, . . . in some way restrained the liberty of a citizen," *Terry v. Ohio*, [392 U.S. 1, 19](#), n. 16 (1968); see *Brower v. County of Inyo*, [489 U.S. 593, 596](#) (1989). Our cases have not resolved the question whether the Fourth Amendment continues to provide individuals with protection against the deliberate use of excessive physical force beyond the point at which arrest ends and pretrial detention begins, and we do not attempt to answer that question today. It is clear, however, that the Due Process Clause protects a pretrial detainee from the use of excessive force that amounts to punishment. See *Bell v. Wolfish*, [441 U.S. 520, 535](#)-539 (1979). After conviction, the Eighth Amendment "serves as the primary source of substantive protection . . . in cases . . . where the deliberate use of force is challenged as excessive and unjustified." *Whitley v. Albers*, [475 U.S., at 327](#). Any protection that "substantive due process" affords convicted prisoners against excessive force is, we have held, at best redundant of that provided by the Eighth Amendment. *Ibid.*

[[Footnote 11](#)] In *Whitley*, we addressed a 1983 claim brought by a convicted prisoner, who claimed that prison officials had violated his Eighth Amendment rights by shooting him in the knee during a prison riot. We began our Eighth Amendment analysis by reiterating the long-established maxim that an Eighth Amendment violation requires proof of the "'unnecessary and wanton infliction of pain.'" [475 U.S., at 319](#), quoting *Ingraham v. Wright*, [430 U.S., at 670](#), in turn quoting *Estelle v. Gamble*, [429 U.S. 97, 103](#) (1976). We went on to say that when prison officials use physical force against an inmate "to restore order in the face of a prison disturbance, . . . the question whether the measure taken inflicted unnecessary and wanton pain . . . ultimately turns on 'whether the force was applied in a good faith effort to maintain or restore discipline or maliciously and sadistically for the very purpose of causing harm.'" [475 U.S., at 320](#)-321 (emphasis added), quoting *Johnson v. Glick*, 481 F.2d, at 1033. We also suggested that the other prongs of the *Johnson v. Glick* test might be useful in analyzing excessive force claims brought under the Eighth Amendment. [475 U.S., at 321](#). But we made clear that this was so not because Judge Friendly's four-part test is some talismanic formula generally applicable to all excessive force claims, but because its four factors help to focus the central inquiry in the Eighth Amendment

context, which is whether the particular use of force amounts to the "unnecessary and wanton infliction of pain." See *id.*, at 320-321. Our endorsement of the *Johnson v. Glick* test in *Whitley* thus had no implications beyond the Eighth Amendment context.

[[Footnote 12](#)] Of course, in assessing the credibility of an officer's account of the circumstances that prompted the use of force, a factfinder may consider, along with other factors, evidence that the officer may have harbored ill-will toward the citizen. See *Scott v. United States*, [436 U.S. 128, 139](#), n. 13 (1978). Similarly, the officer's objective "good faith" - that is, whether he could reasonably have believed that the force used did not violate the Fourth Amendment - may be relevant to the availability of the qualified immunity defense to monetary liability under 1983. See *Anderson v. Creighton*, [483 U.S. 635](#) (1987). Since no claim of qualified immunity has been raised in this case, however, we express no view on its proper application in excessive force cases that arise under the Fourth Amendment.

JUSTICE BLACKMUN, with whom JUSTICE BRENNAN and JUSTICE MARSHALL join, concurring in part and concurring in the judgment.

I join the Court's opinion insofar as it rules that the Fourth Amendment is the primary tool for analyzing claims of excessive force in the prearrest context, and I concur in the judgment remanding the case to the Court of Appeals for reconsideration of the evidence under a reasonableness standard. In light of respondents' concession, however, that the pleadings in this case properly may be construed as raising a Fourth Amendment claim, see Brief for Respondents 3, I see no reason for the Court to find it necessary further to reach out to decide that prearrest excessive force claims are to be analyzed under the Fourth Amendment rather than under a [\[490 U.S. 386, 400\]](#) substantive due process standard. I also see no basis for the Court's suggestion, *ante*, at 395, that our decision in *Tennessee v. Garner*, [471 U.S. 1](#) (1985), implicitly so held. Nowhere in *Garner* is a substantive due process standard for evaluating the use of excessive force in a particular case discussed; there is no suggestion that such a standard was offered as an alternative and rejected.

In this case, petitioner apparently decided that it was in his best interest to disavow the continued applicability of substantive due process analysis as an alternative basis for recovery in prearrest excessive force cases. See Brief for Petitioner 20. His choice was certainly wise as a matter of litigation strategy in his own case, but does not (indeed, cannot be expected to) serve other potential plaintiffs equally well. It is for that reason that the Court would have done better to leave that question for another day. I expect that the use of force that is not demonstrably unreasonable under the Fourth Amendment only rarely will raise substantive due process concerns. But until I am faced with a case in which that question is squarely raised, and its merits are subjected to adversary presentation, I do not join in foreclosing the use of substantive due process analysis in prearrest cases. [\[490 U.S. 386, 401\]](#)

U.S. Supreme Court

TENNESSEE v. GARNER, 471 U.S. 1 (1985)

471 U.S. 1

TENNESSEE v. GARNER ET AL.

**APPEAL FROM THE UNITED STATES COURT OF APPEALS FOR THE SIXTH
CIRCUIT**

No. 83-1035.

Argued October 30, 1984

Decided March 27, 1985 [*](#)

A Tennessee statute provides that if, after a police officer has given notice of an intent to arrest a criminal suspect, the suspect flees or forcibly resists, "the officer may use all the necessary means to effect the arrest." Acting under the authority of this statute, a Memphis police officer shot and killed appellee-respondent Garner's son as, after being told to halt, the son fled over a fence at night in the backyard of a house he was suspected of burglarizing. The officer used deadly force despite being "reasonably sure" the suspect was unarmed and thinking that he was 17 or 18 years old and of slight build. The father subsequently brought an action in Federal District Court, seeking damages under 42 U.S.C. 1983 for asserted violations of his son's constitutional rights. The District Court held that the statute and the officer's actions were constitutional. The Court of Appeals reversed.

Held:

The Tennessee statute is unconstitutional insofar as it authorizes the use of deadly force against, as in this case, an apparently unarmed, nondangerous fleeing suspect; such force may not be used unless necessary to prevent the escape and the officer has probable cause to believe that the suspect poses a significant threat of death or serious physical injury to the officer or others. Pp. 7-22. [\[471 U.S. 1, 2\]](#)

(a) Apprehension by the use of deadly force is a seizure subject to the Fourth Amendment's reasonableness requirement. To determine whether such a seizure is reasonable, the extent of the intrusion on the suspect's rights under that Amendment must be balanced against the governmental interests in effective law enforcement. This balancing process demonstrates that, notwithstanding probable cause to seize a suspect, an officer may not always do so by killing him. The use of deadly force to prevent the escape of all felony suspects, whatever the circumstances, is constitutionally unreasonable. Pp. 7-12.

(b) The Fourth Amendment, for purposes of this case, should not be construed in light of the common-law rule allowing the use of whatever force is necessary to effect the arrest of a fleeing felon. Changes in the legal and technological context mean that that rule is distorted almost beyond recognition when literally applied. Whereas felonies were

formerly capital crimes, few are now, or can be, and many crimes classified as misdemeanors, or nonexistent, at common law are now felonies. Also, the common-law rule developed at a time when weapons were rudimentary. And, in light of the varied rules adopted in the States indicating a long-term movement away from the common-law rule, particularly in the police departments themselves, that rule is a dubious indicium of the constitutionality of the Tennessee statute. There is no indication that holding a police practice such as that authorized by the statute unreasonable will severely hamper effective law enforcement. Pp. 12-20.

(c) While burglary is a serious crime, the officer in this case could not reasonably have believed that the suspect - young, slight, and unarmed - posed any threat. Nor does the fact that an unarmed suspect has broken into a dwelling at night automatically mean he is dangerous. Pp. 20-22.

710 F.2d 240, affirmed and remanded.

WHITE, J., delivered the opinion of the Court, in which BRENNAN, MARSHALL, BLACKMUN, POWELL, and STEVENS, JJ., joined. O'CONNOR, J., filed a dissenting opinion, in which BURGER, C. J., and REHNQUIST, J., joined, post, p. 22.

[[Footnote *](#)] Together with No. 83-1070, Memphis Police Department et al. v. Garner et al., on certiorari to the same court.

Henry L. Klein argued the cause for petitioners in No. 83-1070. With him on the briefs were Clifford D. Pierce, Jr., Charles V. Holmes, and Paul F. Goodman. W. J. Michael Cody, Attorney General of Tennessee, argued the cause for appellant in No. 83-1035. With him on the briefs were William M. Leech, Jr., former Attorney General, and Jerry L. Smith, Assistant Attorney General. [\[471 U.S. 1, 3\]](#)

Steven L. Winter argued the cause for appellee-respondent Garner. With him on the brief was Walter L. Bailey, Jr.Fn

Fn [\[471 U.S. 1, 3\]](#) Briefs of amici curiae urging affirmance were filed for the Florida Chapter of the National Bar Association by Deitra Micks; and for the Police Foundation et al. by William Josephson, Robert Kasanof, Philip Lacovara, and Margaret Bush Wilson.

JUSTICE WHITE delivered the opinion of the Court.

This case requires us to determine the constitutionality of the use of deadly force to prevent the escape of an apparently unarmed suspected felon. We conclude that such force may not be used unless it is necessary to prevent the escape and the officer has probable cause to believe that the suspect poses a significant threat of death or serious physical injury to the officer or others.

I

At about 10:45 p. m. on October 3, 1974, Memphis Police Officers Elton Hymon and Leslie Wright were dispatched to answer a "proowler inside call." Upon arriving at the scene they saw a woman standing on her porch and gesturing toward the adjacent house. [1](#) She told them she had

heard glass breaking and that "they" or "someone" was breaking in next door. While Wright radioed the dispatcher to say that they were on the scene, Hymon went behind the house. He heard a door slam and saw someone run across the backyard. The fleeing suspect, who was appellee-respondent's decedent, Edward Garner, stopped at a 6-feet-high chain link fence at the edge of the yard. With the aid of a flashlight, Hymon was able to see Garner's face and hands. He saw no sign of a weapon, and, though not certain, was "reasonably sure" and "figured" that Garner was unarmed. App. 41, 56; Record 219. He thought Garner was 17 or 18 years old and [471 U.S. 1, 4] about 5' 5" or 5' 7" tall. [2](#) While Garner was crouched at the base of the fence, Hymon called out "police, halt" and took a few steps toward him. Garner then began to climb over the fence. Convinced that if Garner made it over the fence he would elude capture, [3](#) Hymon shot him. The bullet hit Garner in the back of the head. Garner was taken by ambulance to a hospital, where he died on the operating table. Ten dollars and a purse taken from the house were found on his body. [4](#)

In using deadly force to prevent the escape, Hymon was acting under the authority of a Tennessee statute and pursuant to Police Department policy. The statute provides that "[i]f, after notice of the intention to arrest the defendant, he either flee or forcibly resist, the officer may use all the necessary means to effect the arrest." Tenn. Code Ann. [471 U.S. 1, 5] 40-7-108 (1982). [5](#) The Department policy was slightly more restrictive than the statute, but still allowed the use of deadly force in cases of burglary. App. 140-144. The incident was reviewed by the Memphis Police Firearm's Review Board and presented to a grand jury. Neither took any action. Id., at 57.

Garner's father then brought this action in the Federal District Court for the Western District of Tennessee, seeking damages under 42 U.S.C. 1983 for asserted violations of Garner's constitutional rights. The complaint alleged that the shooting violated the Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments of the United States Constitution. It named as defendants Officer Hymon, the Police Department, its Director, and the Mayor and city of Memphis. After a 3-day bench trial, the District Court entered judgment for all defendants. It dismissed the claims against the Mayor and the Director for lack of evidence. It then concluded that Hymon's actions were authorized by the Tennessee statute, which in turn was constitutional. Hymon had employed the only reasonable and practicable means of preventing Garner's escape. Garner had "recklessly and heedlessly attempted to vault over the fence to escape, thereby assuming the risk of being fired upon." App. to Pet. for Cert. A10.

The Court of Appeals for the Sixth Circuit affirmed with regard to Hymon, finding that he had acted in good-faith reliance on the Tennessee statute and was therefore within the scope of his qualified immunity. 600 F.2d 52 (1979). It remanded for reconsideration of the possible liability of the city, however, in light of *Monell v. New York City Dept. of Social Services*, [436 U.S. 658](#) (1978), which had come down after the District Court's decision. The District Court was [471 U.S. 1, 6] directed to consider whether a city enjoyed a qualified immunity, whether the use of deadly force and hollow point bullets in these circumstances was constitutional, and whether any unconstitutional municipal conduct flowed from a "policy or custom" as required for liability under *Monell*. 600 F.2d, at 54-55.

The District Court concluded that *Monell* did not affect its decision. While acknowledging some doubt as to the possible immunity of the city, it found that the statute, and Hymon's actions, were

constitutional. Given this conclusion, it declined to consider the "policy or custom" question. App. to Pet. for Cert. A37-A39.

The Court of Appeals reversed and remanded. 710 F.2d 240 (1983). It reasoned that the killing of a fleeing suspect is a "seizure" under the Fourth Amendment, [6](#) and is therefore constitutional only if "reasonable." The Tennessee statute failed as applied to this case because it did not adequately limit the use of deadly force by distinguishing between felonies of different magnitudes - "the facts, as found, did not justify the use of deadly force under the Fourth Amendment." *Id.*, at 246. Officers cannot resort to deadly force unless they "have probable cause . . . to believe that the suspect [has committed a felony and] poses a threat to the safety of the officers or a danger to the community if left at large." *Ibid.* [7](#) [471 U.S. 1, 7]

The State of Tennessee, which had intervened to defend the statute, see 28 U.S.C. 2403(b), appealed to this Court. The city filed a petition for certiorari. We noted probable jurisdiction in the appeal and granted the petition. [465 U.S. 1098](#) (1984).

II

Whenever an officer restrains the freedom of a person to walk away, he has seized that person. *United States v. Brignoni-Ponce*, [422 U.S. 873, 878](#) (1975). While it is not always clear just when minimal police interference becomes a seizure, see *United States v. Mendenhall*, [446 U.S. 544](#) (1980), there can be no question that apprehension by the use of deadly force is a seizure subject to the reasonableness requirement of the Fourth Amendment.

A

A police officer may arrest a person if he has probable cause to believe that person committed a crime. E. g., *United States v. Watson*, [423 U.S. 411](#) (1976). Petitioners and appellant argue that if this requirement is satisfied the Fourth Amendment has nothing to say about how that seizure is made. This submission ignores the many cases in which this Court, by balancing the extent of the intrusion against the need for it, has examined the reasonableness of [\[471 U.S. 1, 8\]](#) the manner in which a search or seizure is conducted. To determine the constitutionality of a seizure "[w]e must balance the nature and quality of the intrusion on the individual's Fourth Amendment interests against the importance of the governmental interests alleged to justify the intrusion." *United States v. Place*, [462 U.S. 696, 703](#) (1983); see *Delaware v. Prouse*, [440 U.S. 648, 654](#) (1979); *United States v. Martinez-Fuerte*, [428 U.S. 543, 555](#) (1976). We have described "the balancing of competing interests" as "the key principle of the Fourth Amendment." *Michigan v. Summers*, [452 U.S. 692, 700](#), n. 12 (1981). See also *Camara v. Municipal Court*, [387 U.S. 523, 536-537](#) (1967). Because one of the factors is the extent of the intrusion, it is plain that reasonableness depends on not only when a seizure is made, but also how it is carried out. *United States v. Ortiz*, [422 U.S. 891, 895](#) (1975); *Terry v. Ohio*, [392 U.S. 1, 28-29](#) (1968).

Applying these principles to particular facts, the Court has held that governmental interests did not support a lengthy detention of luggage, *United States v. Place*, *supra*, an airport seizure not "carefully tailored to its underlying justification," *Florida v. Royer*, [460 U.S. 491, 500](#) (1983) (plurality opinion), surgery under general anesthesia to obtain evidence, *Winston v. Lee*, [470](#)

[U.S. 753](#) (1985), or detention for fingerprinting without probable cause, *Davis v. Mississippi*, [394 U.S. 721](#) (1969); *Hayes v. Florida*, [470 U.S. 811](#) (1985). On the other hand, under the same approach it has upheld the taking of fingernail scrapings from a suspect, *Cupp v. Murphy*, [412 U.S. 291](#) (1973), an unannounced entry into a home to prevent the destruction of evidence, *Ker v. California*, [374 U.S. 23](#) (1963), administrative housing inspections without probable cause to believe that a code violation will be found, *Camara v. Municipal Court*, *supra*, and a blood test of a drunken-driving suspect, *Schmerber v. California*, [384 U.S. 757](#) (1966). In each of these cases, the question was whether [\[471 U.S. 1, 9\]](#) the totality of the circumstances justified a particular sort of search or seizure.

B

The same balancing process applied in the cases cited above demonstrates that, notwithstanding probable cause to seize a suspect, an officer may not always do so by killing him. The intrusiveness of a seizure by means of deadly force is unmatched. The suspect's fundamental interest in his own life need not be elaborated upon. The use of deadly force also frustrates the interest of the individual, and of society, in judicial determination of guilt and punishment. Against these interests are ranged governmental interests in effective law enforcement. [8](#) It is argued that overall violence will be reduced by encouraging the peaceful submission of suspects who know that they may be shot if they flee. Effectiveness in making arrests requires the resort to deadly [\[471 U.S. 1, 10\]](#) force, or at least the meaningful threat thereof. "Being able to arrest such individuals is a condition precedent to the state's entire system of law enforcement." Brief for Petitioners 14.

Without in any way disparaging the importance of these goals, we are not convinced that the use of deadly force is a sufficiently productive means of accomplishing them to justify the killing of nonviolent suspects. Cf. *Delaware v. Prouse*, *supra*, at 659. The use of deadly force is a self-defeating way of apprehending a suspect and so setting the criminal justice mechanism in motion. If successful, it guarantees that that mechanism will not be set in motion. And while the meaningful threat of deadly force might be thought to lead to the arrest of more live suspects by discouraging escape attempts, [9](#) the presently available evidence does not support this thesis. [10](#) The fact is that a majority of police departments [\[471 U.S. 1, 11\]](#) in this country have forbidden the use of deadly force against nonviolent suspects. See *infra*, at 18-19. If those charged with the enforcement of the criminal law have abjured the use of deadly force in arresting nondangerous felons, there is a substantial basis for doubting that the use of such force is an essential attribute of the arrest power in all felony cases. See *Schumann v. McGinn*, 307 Minn. 446, 472, 240 N. W. 2d 525, 540 (1976) (Rogosheske, J., dissenting in part). Petitioners and appellant have not persuaded us that shooting nondangerous fleeing suspects is so vital as to outweigh the suspect's interest in his own life.

The use of deadly force to prevent the escape of all felony suspects, whatever the circumstances, is constitutionally unreasonable. It is not better that all felony suspects die than that they escape. Where the suspect poses no immediate threat to the officer and no threat to others, the harm resulting from failing to apprehend him does not justify the use of deadly force to do so. It is no doubt unfortunate when a suspect who is in sight escapes, but the fact that the police arrive a little late or are a little slower afoot does not always justify killing the suspect. A police officer

may not seize an unarmed, nondangerous suspect by shooting him dead. The Tennessee statute is unconstitutional insofar as it authorizes the use of deadly force against such fleeing suspects.

It is not, however, unconstitutional on its face. Where the officer has probable cause to believe that the suspect poses a threat of serious physical harm, either to the officer or to others, it is not constitutionally unreasonable to prevent escape by using deadly force. Thus, if the suspect threatens the officer with a weapon or there is probable cause to believe that he has committed a crime involving the infliction or threatened infliction of serious physical harm, deadly force may be used if necessary to prevent escape, and if, where [\[471 U.S. 1, 12\]](#) feasible, some warning has been given. As applied in such circumstances, the Tennessee statute would pass constitutional muster.

III

A

It is insisted that the Fourth Amendment must be construed in light of the common-law rule, which allowed the use of whatever force was necessary to effect the arrest of a fleeing felon, though not a misdemeanor. As stated in Hale's posthumously published *Pleas of the Crown*:

"[I]f persons that are pursued by these officers for felony or the just suspicion thereof . . . shall not yield themselves to these officers, but shall either resist or fly before they are apprehended or being apprehended shall rescue themselves and resist or fly, so that they cannot be otherwise apprehended, and are upon necessity slain therein, because they cannot be otherwise taken, it is no felony." 2 M. Hale, *Historia Placitorum Coronae* 85 (1736).

See also 4 W. Blackstone, *Commentaries* *289. Most American jurisdictions also imposed a flat prohibition against the use of deadly force to stop a fleeing misdemeanor, coupled with a general privilege to use such force to stop a fleeing felon. E. g., *Holloway v. Moser*, 193 N.C. 185, 136 S. E. 375 (1927); *State v. Smith*, 127 Iowa 534, 535, 103 N. W. 944, 945 (1905); *Reneau v. State*, 70 Tenn. 720 (1879); *Brooks v. Commonwealth*, 61 Pa. 352 (1869); *Roberts v. State*, 14 Mo. 138 (1851); see generally R. Perkins & R. Boyce, *Criminal Law* 1098-1102 (3d ed. 1982); Day, *Shooting the Fleeing Felon: State of the Law*, 14 *Crim. L. Bull.* 285, 286-287 (1978); Wilgus, *Arrest Without a Warrant*, 22 *Mich. L. Rev.* 798, 807-816 (1924). But see *Storey v. State*, 71 Ala. 329 (1882); *State v. Bryant*, 65 N.C. 327, 328 (1871); *Caldwell v. State*, 41 Tex. 86 (1874). [\[471 U.S. 1, 13\]](#)

The State and city argue that because this was the prevailing rule at the time of the adoption of the Fourth Amendment and for some time thereafter, and is still in force in some States, use of deadly force against a fleeing felon must be "reasonable." It is true that this Court has often looked to the common law in evaluating the reasonableness, for Fourth Amendment purposes, of police activity. See, e. g., *United States v. Watson*, [423 U.S. 411, 418](#) -419 (1976); *Gerstein v. Pugh*, [420 U.S. 103, 111](#) , 114 (1975); *Carroll v. United States*, [267 U.S. 132, 149](#) -153 (1925). On the other hand, it "has not simply frozen into constitutional law those law enforcement practices that existed at the time of the Fourth Amendment's passage." *Payton v. New York*, [445 U.S. 573, 591](#) , n. 33 (1980). Because of sweeping change in the legal and technological context,

reliance on the common-law rule in this case would be a mistaken literalism that ignores the purposes of a historical inquiry.

B

It has been pointed out many times that the common-law rule is best understood in light of the fact that it arose at a time when virtually all felonies were punishable by death. [11](#) "Though effected without the protections and formalities of an orderly trial and conviction, the killing of a resisting or [\[471 U.S. 1, 14\]](#) fleeing felon resulted in no greater consequences than those authorized for punishment of the felony of which the individual was charged or suspected." American Law Institute, Model Penal Code 3.07, Comment 3, p. 56 (Tentative Draft No. 8, 1958) (hereinafter Model Penal Code Comment). Courts have also justified the common-law rule by emphasizing the relative dangerousness of felons. See, e. g., *Schumann v. McGinn*, 307 Minn., at 458, 240 N. W. 2d, at 533; *Holloway v. Moser*, supra, at 187, 136 S. E., at 376 (1927).

Neither of these justifications makes sense today. Almost all crimes formerly punishable by death no longer are or can be. See, e. g., *Enmund v. Florida*, [458 U.S. 782](#) (1982); *Coker v. Georgia*, [433 U.S. 584](#) (1977). And while in earlier times "the gulf between the felonies and the minor offences was broad and deep," 2 Pollock & Maitland 467, n. 3; *Carroll v. United States*, supra, at 158, today the distinction is minor and often arbitrary. Many crimes classified as misdemeanors, or nonexistent, at common law are now felonies. Wilgus, 22 Mich. L. Rev., at 572-573. These changes have undermined the concept, which was questionable to begin with, that use of deadly force against a fleeing felon is merely a speedier execution of someone who has already forfeited his life. They have also made the assumption that a "felon" is more dangerous than a misdemeanant untenable. Indeed, numerous misdemeanors involve conduct more dangerous than many felonies. [12](#)

There is an additional reason why the common-law rule cannot be directly translated to the present day. The common-law rule developed at a time when weapons were rudimentary. Deadly force could be inflicted almost solely in a hand-to-hand struggle during which, necessarily, the safety [\[471 U.S. 1, 15\]](#) of the arresting officer was at risk. Handguns were not carried by police officers until the latter half of the last century. L. Kennett & J. Anderson, *The Gun in America* 150-151 (1975). Only then did it become possible to use deadly force from a distance as a means of apprehension. As a practical matter, the use of deadly force under the standard articulation of the common-law rule has an altogether different meaning - and harsher consequences - now than in past centuries. See Wechsler & Michael, *A Rationale for the Law of Homicide*: I, 37 Colum. L. Rev. 701, 741 (1937). [13](#)

One other aspect of the common-law rule bears emphasis. It forbids the use of deadly force to apprehend a misdemeanant, condemning such action as disproportionately severe. See *Holloway v. Moser*, 193 N.C., at 187, 136 S. E., at 376; *State v. Smith*, 127 Iowa, at 535, 103 N. W., at 945. See generally Annot., 83 A. L. R. 3d 238 (1978).

In short, though the common-law pedigree of Tennessee's rule is pure on its face, changes in the legal and technological context mean the rule is distorted almost beyond recognition when literally applied.

C

In evaluating the reasonableness of police procedures under the Fourth Amendment, we have also looked to prevailing [471 U.S. 1, 16] rules in individual jurisdictions. See, e. g., *United States v. Watson*, 423 U.S., at 421 -422. The rules in the States are varied. See generally Comment, 18 Ga. L. Rev. 137, 140-144 (1983). Some 19 States have codified the common-law rule, 14 though in two of these the courts have significantly limited the statute. 15 Four States, though without a relevant statute, apparently retain the common-law rule. 16 Two States have adopted the Model Penal Code's [471 U.S. 1, 17] provision verbatim. 17 Eighteen others allow, in slightly varying language, the use of deadly force only if the suspect has committed a felony involving the use or threat of physical or deadly force, or is escaping with a deadly weapon, or is likely to endanger life or inflict serious physical injury if not arrested. 18 Louisiana and Vermont, though without statutes or case law on point, do forbid the use of deadly force to prevent any but violent felonies. 19 The remaining States either have no relevant statute or case law, or have positions that are unclear. 20 [471 U.S. 1, 18]

It cannot be said that there is a constant or overwhelming trend away from the common-law rule. In recent years, some States have reviewed their laws and expressly rejected abandonment of the common-law rule. 21 Nonetheless, the long-term movement has been away from the rule that deadly force may be used against any fleeing felon, and that remains the rule in less than half the States.

This trend is more evident and impressive when viewed in light of the policies adopted by the police departments themselves. Overwhelmingly, these are more restrictive than the common-law rule. C. Milton, J. Halleck, J. Lardner, & G. Abrecht, *Police Use of Deadly Force* 45-46 (1977). The Federal Bureau of Investigation and the New York City Police Department, for example, both forbid the use of firearms except when necessary to prevent death or grievous bodily harm. *Id.*, at 40-41; App. 83. For accreditation by the Commission on Accreditation for Law Enforcement Agencies, a department must restrict the use of deadly force to situations where "the officer reasonably believes that the action is in defense of human life . . . or in defense of any person in immediate danger of serious physical injury." Commission on Accreditation for Law Enforcement Agencies, Inc., *Standards for Law Enforcement Agencies* 1-2 (1983) (italics deleted). A 1974 study reported that the police department regulations in a majority of the large cities of the United States allowed the firing of a weapon only when a [471 U.S. 1, 19] felon presented a threat of death or serious bodily harm. Boston Police Department, Planning & Research Division, *The Use of Deadly Force by Boston Police Personnel* (1974), cited in *Mattis v. Schnarr*, 547 F.2d 1007, 1016, n. 19 (CA8 1976), vacated as moot sub nom. *Ashcroft v. Mattis*, 431 U.S. 171 (1977). Overall, only 7.5% of departmental and municipal policies explicitly permit the use of deadly force against any felon; 86.8% explicitly do not. K. Matulia, *A Balance of Forces: A Report of the International Association of Chiefs of Police* 161 (1982) (table). See also Record 1108-1368 (written policies of 44 departments). See generally W. Geller & K. Karales, *Split-Second Decisions* 33-42 (1981); Brief for Police Foundation et al. as Amici Curiae. In light of the rules adopted by those who must actually administer them, the older and fading common-law view is a dubious indicium of the constitutionality of the Tennessee statute now before us.

D

Actual departmental policies are important for an additional reason. We would hesitate to declare a police practice of long standing "unreasonable" if doing so would severely hamper effective law enforcement. But the indications are to the contrary. There has been no suggestion that crime has worsened in any way in jurisdictions that have adopted, by legislation or departmental policy, rules similar to that announced today. Amici note that "[a]fter extensive research and consideration, [they] have concluded that laws permitting police officers to use deadly force to apprehend unarmed, non-violent fleeing felony suspects actually do not protect citizens or law enforcement officers, do not deter crime or alleviate problems caused by crime, and do not improve the crime-fighting ability of law enforcement agencies." *Id.*, at 11. The submission is that the obvious state interests in apprehension are not sufficiently served to warrant the use of lethal weapons against all fleeing felons. See *supra*, at 10-11, and n. 10. [471 U.S. 1, 20]

Nor do we agree with petitioners and appellant that the rule we have adopted requires the police to make impossible, split-second evaluations of unknowable facts. See Brief for Petitioners 25; Brief for Appellant 11. We do not deny the practical difficulties of attempting to assess the suspect's dangerousness. However, similarly difficult judgments must be made by the police in equally uncertain circumstances. See, e. g., *Terry v. Ohio*, 392 U.S., at 20, 27. Nor is there any indication that in States that allow the use of deadly force only against dangerous suspects, see nn. 15, 17-19, *supra*, the standard has been difficult to apply or has led to a rash of litigation involving inappropriate second-guessing of police officers' split-second decisions. Moreover, the highly technical felony/misdemeanor distinction is equally, if not more, difficult to apply in the field. An officer is in no position to know, for example, the precise value of property stolen, or whether the crime was a first or second offense. Finally, as noted above, this claim must be viewed with suspicion in light of the similar self-imposed limitations of so many police departments.

IV

The District Court concluded that Hymon was justified in shooting Garner because state law allows, and the Federal Constitution does not forbid, the use of deadly force to prevent the escape of a fleeing felony suspect if no alternative means of apprehension is available. See App. to Pet. for Cert. A9-A11, A38. This conclusion made a determination of Garner's apparent dangerousness unnecessary. The court did find, however, that Garner appeared to be unarmed, though Hymon could not be certain that was the case. *Id.*, at A4, A23. See also App. 41, 56; Record 219. Restated in Fourth Amendment terms, this means Hymon had no articulable basis to think Garner was armed.

In reversing, the Court of Appeals accepted the District Court's factual conclusions and held that "the facts, as found, did not justify the use of deadly force." 710 F.2d, at 246. [471 U.S. 1, 21] We agree. Officer Hymon could not reasonably have believed that Garner - young, slight, and unarmed - posed any threat. Indeed, Hymon never attempted to justify his actions on any basis other than the need to prevent an escape. The District Court stated in passing that "[t]he facts of this case did not indicate to Officer Hymon that Garner was 'nondangerous.'" App. to Pet. for Cert. A34. This conclusion is not explained, and seems to be based solely on the fact that Garner

had broken into a house at night. However, the fact that Garner was a suspected burglar could not, without regard to the other circumstances, automatically justify the use of deadly force. Hymon did not have probable cause to believe that Garner, whom he correctly believed to be unarmed, posed any physical danger to himself or others.

The dissent argues that the shooting was justified by the fact that Officer Hymon had probable cause to believe that Garner had committed a nighttime burglary. Post, at 29, 32. While we agree that burglary is a serious crime, we cannot agree that it is so dangerous as automatically to justify the use of deadly force. The FBI classifies burglary as a "property" rather than a "violent" crime. See Federal Bureau of Investigation, Uniform Crime Reports, Crime in the United States 1 (1984). [22](#) Although the armed burglar would present a different situation, the fact that an unarmed suspect has broken into a dwelling at night does not automatically mean he is physically dangerous. This case demonstrates as much. See also *Solem v. Helm*, [463 U.S. 277, 296-297](#), and nn. 22-23 (1983). In fact, the available statistics demonstrate that burglaries only rarely involve physical violence. During the 10-year period from 1973-1982, only 3.8% of all burglaries involved violent crime. Bureau of Justice Statistics, Household [\[471 U.S. 1, 22\]](#) Burglary 4 (1985). [23](#) See also T. Reppetto, Residential Crime 17, 105 (1974); Conklin & Bittner, Burglary in a Suburb, 11 *Criminology* 208, 214 (1973).

V

We wish to make clear what our holding means in the context of this case. The complaint has been dismissed as to all the individual defendants. The State is a party only by virtue of 28 U.S.C. 2403(b) and is not subject to liability. The possible liability of the remaining defendants - the Police Department and the city of Memphis - hinges on *Monell v. New York City Dept. of Social Services*, [436 U.S. 658](#) (1978), and is left for remand. We hold that the statute is invalid insofar as it purported to give Hymon the authority to act as he did. As for the policy of the Police Department, the absence of any discussion of this issue by the courts below, and the uncertain state of the record, preclude any consideration of its validity.

The judgment of the Court of Appeals is affirmed, and the case is remanded for further proceedings consistent with this opinion.

So ordered.

Footnotes

[[Footnote 1](#)] The owner of the house testified that no lights were on in the house, but that a back door light was on. Record 160. Officer Hymon, though uncertain, stated in his deposition that there were lights on in the house. *Id.*, at 209.

[[Footnote 2](#)] In fact, Garner, an eighth-grader, was 15. He was 5' 4" tall and weighed somewhere around 100 or 110 pounds. App. to Pet. for Cert. A5.

[[Footnote 3](#)] When asked at trial why he fired, Hymon stated:

"Well, first of all it was apparent to me from the little bit that I knew about the area at the time that he was going to get away because, number 1, I couldn't get to him. My partner then couldn't find where he was because, you know, he was late coming around. He didn't know where I was talking about. I couldn't get to him because of the fence here, I couldn't have jumped this fence and come up, consequently jumped this fence and caught him before he got away because he was already up on the fence, just one leap and he was already over the fence, and so there is no way that I could have caught him." App. 52. He also stated that the area beyond the fence was dark, that he could not have gotten over the fence easily because he was carrying a lot of equipment and wearing heavy boots, and that Garner, being younger and more energetic, could have outrun him. *Id.*, at 53-54.

[[Footnote 4](#)] Garner had rummaged through one room in the house, in which, in the words of the owner, "[a]ll the stuff was out on the floors, all the drawers was pulled out, and stuff was scattered all over." *Id.*, at 34. The owner testified that his valuables were untouched but that, in addition to the purse and the 10 dollars, one of his wife's rings was missing. The ring was not recovered. *Id.*, at 34-35.

[[Footnote 5](#)] Although the statute does not say so explicitly, Tennessee law forbids the use of deadly force in the arrest of a misdemeanor. See *Johnson v. State*, 173 Tenn. 134, 114 S. W. 2d 819 (1938).

[[Footnote 6](#)] "The right of the people to be secure in their persons . . . against unreasonable searches and seizures, shall not be violated" U.S. Const., Amdt. 4.

[[Footnote 7](#)] The Court of Appeals concluded that the rule set out in the Model Penal Code "accurately states Fourth Amendment limitations on the use of deadly force against fleeing felons." 710 F.2d, at 247. The relevant portion of the Model Penal Code provides:

"The use of deadly force is not justifiable . . . unless (i) the arrest is for a felony; and (ii) the person effecting the arrest is authorized to act as a peace officer or is assisting a person whom he believes to be authorized to act as a peace officer; and (iii) the actor believes that the force employed creates no substantial risk of injury to innocent persons; and (iv) the actor believes [\[471 U.S. 1, 7\]](#) that (1) the crime for which the arrest is made involved conduct including the use or threatened use of deadly force; or (2) there is a substantial risk that the person to be arrested will cause death or serious bodily harm if his apprehension is delayed." American Law Institute, Model Penal Code § 3.07(2)(b) (Proposed Official Draft 1962).

The court also found that "[a]n analysis of the facts of this case under the Due Process Clause" required the same result, because the statute was not narrowly drawn to further a compelling state interest. 710 F.2d, at 246-247. The court considered the generalized interest in effective law enforcement sufficiently compelling only when the suspect is dangerous. Finally, the court held, relying on *Owen v. City of Independence*, [445 U.S. 622](#) (1980), that the city was not immune.

[[Footnote 8](#)] The dissent emphasizes that subsequent investigation cannot replace immediate apprehension. We recognize that this is so, see n. 13, *infra*; indeed, that is the reason why there is

any dispute. If subsequent arrest were assured, no one would argue that use of deadly force was justified. Thus, we proceed on the assumption that subsequent arrest is not likely. Nonetheless, it should be remembered that failure to apprehend at the scene does not necessarily mean that the suspect will never be caught.

In lamenting the inadequacy of later investigation, the dissent relies on the report of the President's Commission on Law Enforcement and Administration of Justice. It is worth noting that, notwithstanding its awareness of this problem, the Commission itself proposed a policy for use of deadly force arguably even more stringent than the formulation we adopt today. See President's Commission on Law Enforcement and Administration of Justice, Task Force Report: The Police 189 (1967). The Commission proposed that deadly force be used only to apprehend "perpetrators who, in the course of their crime threatened the use of deadly force, or if the officer believes there is a substantial risk that the person whose arrest is sought will cause death or serious bodily harm if his apprehension is delayed." In addition, the officer would have "to know, as a virtual certainty, that the suspect committed an offense for which the use of deadly force is permissible." *Ibid.*

[[Footnote 9](#)] We note that the usual manner of deterring illegal conduct - through punishment - has been largely ignored in connection with flight from arrest. Arkansas, for example, specifically excepts flight from arrest from the offense of "obstruction of governmental operations." The commentary notes that this "reflects the basic policy judgment that, absent the use of force or violence, a mere attempt to avoid apprehension by a law enforcement officer does not give rise to an independent offense." Ark. Stat. Ann. 41-2802(3)(a) (1977) and commentary. In the few States that do outlaw flight from an arresting officer, the crime is only a misdemeanor. See, e. g., Ind. Code 35-44-3-3 (1982). Even forceful resistance, though generally a separate offense, is classified as a misdemeanor. E. g., Ill. Rev. Stat., ch. 38, 31-1 (1984); Mont. Code Ann. 45-7-301 (1984); N. H. Rev. Stat. Ann. 642:2 (Supp. 1983); Ore. Rev. Stat. 162.315 (1983).

This lenient approach does avoid the anomaly of automatically transforming every fleeing misdemeanant into a fleeing felon - subject, under the common-law rule, to apprehension by deadly force - solely by virtue of his flight. However, it is in real tension with the harsh consequences of flight in cases where deadly force is employed. For example, Tennessee does not outlaw fleeing from arrest. The Memphis City Code does, 22-34.1 (Supp. 17, 1971), subjecting the offender to a maximum fine of \$50, 1-8 (1967). Thus, Garner's attempted escape subjected him to (a) a \$50 fine, and (b) being shot.

[[Footnote 10](#)] See Sherman, Reducing Police Gun use, in *Control in the Police Organization* 98, 120-123 (M. Punch ed. 1983); Fyfe, *Observations on Police* [471 U.S. 1, 11] *Deadly Force*, 27 *Crime & Delinquency* 376, 378-381 (1981); W. Geller & K. Karales, *Split-Second Decisions* 67 (1981); App. 84 (affidavit of William Bracey, Chief of Patrol, New York City Police Department). See generally *Brief for Police Foundation et al. as Amici Curiae*.

[[Footnote 11](#)] The roots of the concept of a "felony" lie not in capital punishment but in forfeiture. 2 F. Pollock & F. Maitland, *The History of English Law* 465 (2d ed. 1909) (hereinafter *Pollock & Maitland*). Not all felonies were always punishable by death. See *id.*, at

466-467, n. 3. Nonetheless, the link was profound. Blackstone was able to write: "The idea of felony is indeed so generally connected with that of capital punishment, that we find it hard to separate them; and to this usage the interpretations of the law do now conform. And therefore if a statute makes any new offence felony, the law implies that it shall be punished with death, viz. by hanging, as well as with forfeiture" 4 W. Blackstone, Commentaries *98. See also R. Perkins & R. Boyce, Criminal Law 14-15 (3d ed. 1982); 2 Pollock & Maitland 511.

[[Footnote 12](#)] White-collar crime, for example, poses a less significant physical threat than, say, drunken driving. See *Welsh v. Wisconsin*, [466 U.S. 740](#) (1984); *id.*, at 755 (BLACKMUN, J., concurring). See Model Penal Code Comment, at 57.

[[Footnote 13](#)] It has been argued that sophisticated techniques of apprehension and increased communication between the police in different jurisdictions have made it more likely that an escapee will be caught than was once the case, and that this change has also reduced the "reasonableness" of the use of deadly force to prevent escape. E. g., Sherman, Execution Without Trial: Police Homicide and the Constitution, 33 Vand. L. Rev. 71, 76 (1980). We are unaware of any data that would permit sensible evaluation of this claim. Current arrest rates are sufficiently low, however, that we have some doubt whether in past centuries the failure to arrest at the scene meant that the police had missed their only chance in a way that is not presently the case. In 1983, 21% of the offenses in the Federal Bureau of Investigation crime index were cleared by arrest. Federal Bureau of Investigation, Uniform Crime Reports, Crime in the United States 159 (1984). The clearance rate for burglary was 15%. *Ibid.*

[[Footnote 14](#)] Ala. Code 13A-3-27 (1982); Ark. Stat. Ann. 41-510 (1977); Cal. Penal Code Ann. 196 (West 1970); Conn. Gen. Stat. 53a-22 (1972); Fla. Stat. 776.05 (1983); Idaho Code 19-610 (1979); Ind. Code 35-41-3-3 (1982); Kan. Stat. Ann. 21-3215 (1981); Miss. Code Ann. 97-3-15(d) (Supp. 1984); Mo. Rev. Stat. 563.046 (1979); Nev. Rev. Stat. 200.140 (1983); N. M. Stat. Ann. 30-2-6 (1984); Okla. Stat., Tit. 21, 732 (1981); R. I. Gen. Laws 12-7-9 (1981); S. D. Codified Laws 22-16-32, 22-16-33 (1979); Tenn. Code Ann. 40-7-108 (1982); Wash. Rev. Code 9A.16.040(3) (1977). Oregon limits use of deadly force to violent felons, but also allows its use against any felon if "necessary." Ore. Rev. Stat. 161.239 (1983). Wisconsin's statute is ambiguous, but should probably be added to this list. Wis. Stat. 939.45(4) (1981-1982) (officer may use force necessary for "a reasonable accomplishment of a lawful arrest"). But see *Clark v. Ziedonis*, 368 F. Supp. 544 (ED Wis. 1973), *aff'd* on other grounds, 513 F.2d 79 (CA7 1975).

[[Footnote 15](#)] In California, the police may use deadly force to arrest only if the crime for which the arrest is sought was "a forcible and atrocious one which threatens death or serious bodily harm," or there is a substantial risk that the person whose arrest is sought will cause death or serious bodily harm if apprehension is delayed. *Kortum v. Alkire*, 69 Cal. App. 3d 325, 333, 138 Cal. Rptr. 26, 30-31 (1977). See also *People v. Ceballos*, 12 Cal. 3d 470, 476-484, 526 P.2d 241, 245-250 (1974); *Long Beach Police Officers Assn. v. Long Beach*, 61 Cal. App. 3d 364, 373-374, 132 Cal. Rptr. 348, 353-354 (1976). In Indiana, deadly force may be used only to prevent injury, the imminent danger of injury or force, or the threat of force. It is not permitted simply to prevent escape. *Rose v. State*, 431 N. E. 2d 521 (Ind. App. 1982).

[[Footnote 16](#)] These are Michigan, Ohio, Virginia, and West Virginia. *Werner v. Hartfelder*, 113 Mich. App. 747, 318 N. W. 2d 825 (1982); *State v. Foster*, 60 Ohio Misc. 46, 59-66, 396 N. E. 2d 246, 255-258 (Com. Pl. 1979) (citing cases); *Berry v. Hamman*, 203 Va. 596, 125 S. E. 2d 851 (1962); *Thompson v. Norfolk & W. R. Co.*, 116 W. Va. 705, 711-712, 182 S. E. 880, 883-884 (1935).

[[Footnote 17](#)] Haw. Rev. Stat. 703-307 (1976); Neb. Rev. Stat. 28-1412 (1979). Massachusetts probably belongs in this category. Though it once rejected distinctions between felonies, *Uranek v. Lima*, 359 Mass. 749, 750, 269 N. E. 2d 670, 671 (1971), it has since adopted the Model Penal Code limitations with regard to private citizens, *Commonwealth v. Klein*, 372 Mass. 823, 363 N. E. 2d 1313 (1977), and seems to have extended that decision to police officers, *Julian v. Randazzo*, 380 Mass. 391, 403 N. E. 2d 931 (1980).

[[Footnote 18](#)] Alaska Stat. Ann. 11.81.370(a) (1983); Ariz. Rev. Stat. Ann. 13-410 (1978); Colo. Rev. Stat. 18-1-707 (1978); Del. Code Ann., Tit. 11, 467 (1979) (felony involving physical force and a substantial risk that the suspect will cause death or serious bodily injury or will never be recaptured); Ga. Code 16-3-21(a) (1984); Ill. Rev. Stat., ch. 38, 7-5 (1984); Iowa Code 804.8 (1983) (suspect has used or threatened deadly force in commission of a felony, or would use deadly force if not caught); Ky. Rev. Stat. 503.090 (1984) (suspect committed felony involving use or threat of physical force likely to cause death or serious injury, and is likely to endanger life unless apprehended without delay); Me. Rev. Stat. Ann., Tit. 17-A, 107 (1983) (commentary notes that deadly force may be used only "where the person to be arrested poses a threat to human life"); Minn. Stat. 609.066 (1984); N. H. Rev. Stat. Ann. 627:5(II) (Supp. 1983); N. J. Stat. Ann. 2C-3-7 (West 1982); N. Y. Penal Law 35.30 (McKinney Supp. 1984-1985); N.C. Gen. Stat. 15A-401 (1983); N. D. Cent. Code 12.1-05-07.2.d (1976); 18 Pa. Cons. Stat. 508 (1982); Tex. Penal Code Ann. 9.51(c) (1974); Utah Code Ann. 76-2-404 (1978).

[[Footnote 19](#)] See La. Rev. Stat. Ann. 14:20(2) (West 1974); Vt. Stat. Ann., Tit. 13, 2305 (1974 and Supp. 1984). A Federal District Court has interpreted the Louisiana statute to limit the use of deadly force against fleeing suspects to situations where "life itself is endangered or great bodily harm is threatened." *Sauls v. Hutto*, 304 F. Supp. 124, 132 (ED La. 1969).

[[Footnote 20](#)] These are Maryland, Montana, South Carolina, and Wyoming. A Maryland appellate court has indicated, however, that deadly force may not be used against a felon who "was in the process of fleeing and, at the [471 U.S. 1, 18] time, presented no immediate danger to . . . anyone . . ." *Giant Food, Inc. v. Scherry*, 51 Md. App. 586, 589, 596, 444 A. 2d 483, 486, 489 (1982).

[[Footnote 21](#)] In adopting its current statute in 1979, for example, Alabama expressly chose the common-law rule over more restrictive provisions. Ala. Code 13A-3-27, Commentary, pp. 67-63 (1982). Missouri likewise considered but rejected a proposal akin to the Model Penal Code rule. See *Mattis v. Schnarr*, 547 F.2d 1007, 1022 (CA8 1976) (Gibson, C. J., dissenting), vacated as moot sub nom. *Ashcroft v. Mattis*, [431 U.S. 171](#) (1977). Idaho, whose current statute codifies the common-law rule, adopted the Model Penal Code in 1971, but abandoned it in 1972.

[[Footnote 22](#)] In a recent report, the Department of Corrections of the District of Columbia also noted that "there is nothing inherently dangerous or violent about the offense," which is a crime against property. D.C. Department of Corrections, Prisoner Screening Project 2 (1985).

[[Footnote 23](#)] The dissent points out that three-fifths of all rapes in the home, three-fifths of all home robberies, and about a third of home assaults are committed by burglars. Post, at 26-27. These figures mean only that if one knows that a suspect committed a rape in the home, there is a good chance that the suspect is also a burglar. That has nothing to do with the question here, which is whether the fact that someone has committed a burglary indicates that he has committed, or might commit, a violent crime.

The dissent also points out that this 3.8% adds up to 2.8 million violent crimes over a 10-year period, as if to imply that today's holding will let loose 2.8 million violent burglars. The relevant universe is, of course, far smaller. At issue is only that tiny fraction of cases where violence has [\[471 U.S. 1, 23\]](#) taken place and an officer who has no other means of apprehending the suspect is unaware of its occurrence.

JUSTICE O'CONNOR, with whom THE CHIEF JUSTICE and JUSTICE REHNQUIST join, dissenting.

The Court today holds that the Fourth Amendment prohibits a police officer from using deadly force as a last resort to [\[471 U.S. 1, 23\]](#) apprehend a criminal suspect who refuses to halt when fleeing the scene of a nighttime burglary. This conclusion rests on the majority's balancing of the interests of the suspect and the public interest in effective law enforcement. Ante, at 8. Notwithstanding the venerable common-law rule authorizing the use of deadly force if necessary to apprehend a fleeing felon, and continued acceptance of this rule by nearly half the States, ante, at 14, 16-17, the majority concludes that Tennessee's statute is unconstitutional inasmuch as it allows the use of such force to apprehend a burglary suspect who is not obviously armed or otherwise dangerous. Although the circumstances of this case are unquestionably tragic and unfortunate, our constitutional holdings must be sensitive both to the history of the Fourth Amendment and to the general implications of the Court's reasoning. By disregarding the serious and dangerous nature of residential burglaries and the longstanding practice of many States, the Court effectively creates a Fourth Amendment right allowing a burglary suspect to flee unimpeded from a police officer who has probable cause to arrest, who has ordered the suspect to halt, and who has no means short of firing his weapon to prevent escape. I do not believe that the Fourth Amendment supports such a right, and I accordingly dissent.

I

The facts below warrant brief review because they highlight the difficult, split-second decisions police officers must make in these circumstances. Memphis Police Officers Elton Hymon and Leslie Wright responded to a late-night call that a burglary was in progress at a private residence. When the officers arrived at the scene, the caller said that "they" were breaking into the house next door. App. in No. 81-5605 (CA6), p. 207. The officers found the residence had been forcibly entered through a window and saw lights [\[471 U.S. 1, 24\]](#) on inside the house. Officer Hymon testified that when he saw the broken window he realized "that something was wrong

inside," *id.*, at 656, but that he could not determine whether anyone - either a burglar or a member of the household - was within the residence. *Id.*, at 209. As Officer Hymon walked behind the house, he heard a door slam. He saw Edward Eugene Garner run away from the house through the dark and cluttered backyard. Garner crouched next to a 6-foot-high fence. Officer Hymon thought Garner was an adult and was unsure whether Garner was armed because Hymon "had no idea what was in the hand [that he could not see] or what he might have had on his person." *Id.*, at 658-659. In fact, Garner was 15 years old and unarmed. Hymon also did not know whether accomplices remained inside the house. *Id.*, at 657. The officer identified himself as a police officer and ordered Garner to halt. Garner paused briefly and then sprang to the top of the fence. Believing that Garner would escape if he climbed over the fence, Hymon fired his revolver and mortally wounded the suspected burglar.

Appellee-respondent, the deceased's father, filed a 42 U.S.C. 1983 action in federal court against Hymon, the city of Memphis, and other defendants, for asserted violations of Garner's constitutional rights. The District Court for the Western District of Tennessee held that Officer Hymon's actions were justified by a Tennessee statute that authorizes a police officer to "use all the necessary means to effect the arrest," if "after notice of the intention to arrest the defendant, he either flee or forcibly resist." Tenn. Code Ann. 40-7-108 (1982). As construed by the Tennessee courts, this statute allows the use of deadly force only if a police officer has probable cause to believe that a person has committed a felony, the officer warns the person that he intends to arrest him, and the officer reasonably believes that no means less than such force will prevent the escape. See, e. g., *Johnson v. State*, 173 Tenn. 134, 114 S. W. 2d 819 [471 U.S. 1, 25] (1938). The District Court held that the Tennessee statute is constitutional and that Hymon's actions as authorized by that statute did not violate Garner's constitutional rights. The Court of Appeals for the Sixth Circuit reversed on the grounds that the Tennessee statute "authorizing the killing of an unarmed, nonviolent fleeing felon by police in order to prevent escape" violates the Fourth Amendment and the Due Process Clause of the Fourteenth Amendment. 710 F.2d 240, 244 (1983).

The Court affirms on the ground that application of the Tennessee statute to authorize Officer Hymon's use of deadly force constituted an unreasonable seizure in violation of the Fourth Amendment. The precise issue before the Court deserves emphasis, because both the decision below and the majority obscure what must be decided in this case. The issue is not the constitutional validity of the Tennessee statute on its face or as applied to some hypothetical set of facts. Instead, the issue is whether the use of deadly force by Officer Hymon under the circumstances of this case violated Garner's constitutional rights. Thus, the majority's assertion that a police officer who has probable cause to seize a suspect "may not always do so by killing him," *ante*, at 9, is unexceptionable but also of little relevance to the question presented here. The same is true of the rhetorically stirring statement that "[t]he use of deadly force to prevent the escape of all felony suspects, whatever the circumstances, is constitutionally unreasonable." *ante*, at 11. The question we must address is whether the Constitution allows the use of such force to apprehend a suspect who resists arrest by attempting to flee the scene of a nighttime burglary of a residence.

II

For purposes of Fourth Amendment analysis, I agree with the Court that Officer Hymon "seized" Garner by shooting him. Whether that seizure was reasonable and therefore permitted by the Fourth Amendment requires a careful balancing [471 U.S. 1, 26] of the important public interest in crime prevention and detection and the nature and quality of the intrusion upon legitimate interests of the individual. *United States v. Place*, [462 U.S. 696, 703](#) (1983). In striking this balance here, it is crucial to acknowledge that police use of deadly force to apprehend a fleeing criminal suspect falls within the "rubric of police conduct . . . necessarily [involving] swift action predicated upon the on-the-spot observations of the officer on the beat." *Terry v. Ohio*, [392 U.S. 1, 20](#) (1968). The clarity of hindsight cannot provide the standard for judging the reasonableness of police decisions made in uncertain and often dangerous circumstances. Moreover, I am far more reluctant than is the Court to conclude that the Fourth Amendment proscribes a police practice that was accepted at the time of the adoption of the Bill of Rights and has continued to receive the support of many state legislatures. Although the Court has recognized that the requirements of the Fourth Amendment must respond to the reality of social and technological change, fidelity to the notion of constitutional - as opposed to purely judicial - limits on governmental action requires us to impose a heavy burden on those who claim that practices accepted when the Fourth Amendment was adopted are now constitutionally impermissible. See, e. g., *United States v. Watson*, [423 U.S. 411, 416](#)-421 (1976); *Carroll v. United States*, [267 U.S. 132, 149](#) -153 (1925). Cf. *United States v. Villamonte-Marquez*, [462 U.S. 579, 585](#) (1983) (noting "impressive historical pedigree" of statute challenged under Fourth Amendment).

The public interest involved in the use of deadly force as a last resort to apprehend a fleeing burglary suspect relates primarily to the serious nature of the crime. Household burglaries not only represent the illegal entry into a person's home, but also "pos[e] real risk of serious harm to others." *Solem v. Helm*, [463 U.S. 277, 315](#) -316 (1983) (BURGER, C. J., dissenting). According to recent Department of Justice statistics, "[t]hree-fifths of all rapes in the home, [471 U.S. 1, 27] three-fifths of all home robberies, and about a third of home aggravated and simple assaults are committed by burglars." Bureau of Justice Statistics Bulletin, Household Burglary 1 (January 1985). During the period 1973-1982, 2.8 million such violent crimes were committed in the course of burglaries. *Ibid.* Victims of a forcible intrusion into their home by a nighttime prowler will find little consolation in the majority's confident assertion that "burglaries only rarely involve physical violence." Ante, at 21. Moreover, even if a particular burglary, when viewed in retrospect, does not involve physical harm to others, the "harsh potentialities for violence" inherent in the forced entry into a home preclude characterization of the crime as "innocuous, inconsequential, minor, or `nonviolent.'" *Solem v. Helm*, supra, at 316 (BURGER, C. J., dissenting). See also Restatement of Torts 131, Comment g (1934) (burglary is among felonies that normally cause or threaten death or serious bodily harm); R. Perkins & R. Boyce, *Criminal Law* 1110 (3d ed. 1982) (burglary is dangerous felony that creates unreasonable risk of great personal harm).

Because burglary is a serious and dangerous felony, the public interest in the prevention and detection of the crime is of compelling importance. Where a police officer has probable cause to arrest a suspected burglar, the use of deadly force as a last resort might well be the only means of apprehending the suspect. With respect to a particular burglary, subsequent investigation simply cannot represent a substitute for immediate apprehension of the criminal suspect at the scene. See President's Commission on Law Enforcement and Administration of Justice, Task Force

Report: The Challenge of Crime in a Free Society 97 (1967). Indeed, the Captain of the Memphis Police Department testified that in his city, if apprehension is not immediate, it is likely that the suspect will not be caught. App. in No. 81-5605 (CA6), p. 334. Although some law enforcement agencies may choose to assume the risk that a criminal will remain at large, the [\[471 U.S. 1, 28\]](#) Tennessee statute reflects a legislative determination that the use of deadly force in prescribed circumstances will serve generally to protect the public. Such statutes assist the police in apprehending suspected perpetrators of serious crimes and provide notice that a lawful police order to stop and submit to arrest may not be ignored with impunity. See, e. g., *Wiley v. Memphis Police Department*, 548 F.2d 1247, 1252-1253 (CA6), cert. denied, [434 U.S. 822](#) (1977); *Jones v. Marshall*, 528 F.2d 132, 142 (CA2 1975).

The Court unconvincingly dismisses the general deterrence effects by stating that "the presently available evidence does not support [the] thesis" that the threat of force discourages escape and that "there is a substantial basis for doubting that the use of such force is an essential attribute to the arrest power in all felony cases." Ante, at 10, 11. There is no question that the effectiveness of police use of deadly force is arguable and that many States or individual police departments have decided not to authorize it in circumstances similar to those presented here. But it should go without saying that the effectiveness or popularity of a particular police practice does not determine its constitutionality. Cf. *Spaziano v. Florida*, [468 U.S. 447, 464](#) (1984) ("The Eighth Amendment is not violated every time a State reaches a conclusion different from a majority of its sisters over how best to administer its criminal laws"). Moreover, the fact that police conduct pursuant to a state statute is challenged on constitutional grounds does not impose a burden on the State to produce social science statistics or to dispel any possible doubts about the necessity of the conduct. This observation, I believe, has particular force where the challenged practice both predates enactment of the Bill of Rights and continues to be accepted by a substantial number of the States.

Against the strong public interests justifying the conduct at issue here must be weighed the individual interests implicated in the use of deadly force by police officers. The [\[471 U.S. 1, 29\]](#) majority declares that "[t]he suspect's fundamental interest in his own life need not be elaborated upon." Ante, at 9. This blithe assertion hardly provides an adequate substitute for the majority's failure to acknowledge the distinctive manner in which the suspect's interest in his life is even exposed to risk. For purposes of this case, we must recall that the police officer, in the course of investigating a nighttime burglary, had reasonable cause to arrest the suspect and ordered him to halt. The officer's use of force resulted because the suspected burglar refused to heed this command and the officer reasonably believed that there was no means short of firing his weapon to apprehend the suspect. Without questioning the importance of a person's interest in his life, I do not think this interest encompasses a right to flee unimpeded from the scene of a burglary. Cf. *Payton v. New York*, [445 U.S. 573, 617](#), n. 14 (1980) (WHITE, J., dissenting) ("[T]he policeman's hands should not be tied merely because of the possibility that the suspect will fail to cooperate with legitimate actions by law enforcement personnel"). The legitimate interests of the suspect in these circumstances are adequately accommodated by the Tennessee statute: to avoid the use of deadly force and the consequent risk to his life, the suspect need merely obey the valid order to halt.

A proper balancing of the interests involved suggests that use of deadly force as a last resort to apprehend a criminal suspect fleeing from the scene of a nighttime burglary is not unreasonable within the meaning of the Fourth Amendment. Admittedly, the events giving rise to this case are in retrospect deeply regrettable. No one can view the death of an unarmed and apparently nonviolent 15-year-old without sorrow, much less disapproval. Nonetheless, the reasonableness of Officer Hymon's conduct for purposes of the Fourth Amendment cannot be evaluated by what later appears to have been a preferable course of police action. The officer pursued a suspect in the darkened backyard of a house that from all indications had just been burglarized. The [471 U.S. 1, 30] police officer was not certain whether the suspect was alone or unarmed; nor did he know what had transpired inside the house. He ordered the suspect to halt, and when the suspect refused to obey and attempted to flee into the night, the officer fired his weapon to prevent escape. The reasonableness of this action for purposes of the Fourth Amendment is not determined by the unfortunate nature of this particular case; instead, the question is whether it is constitutionally impermissible for police officers, as a last resort, to shoot a burglary suspect fleeing the scene of the crime.

Because I reject the Fourth Amendment reasoning of the majority and the Court of Appeals, I briefly note that no other constitutional provision supports the decision below. In addition to his Fourth Amendment claim, appellee-respondent also alleged violations of due process, the Sixth Amendment right to trial by jury, and the Eighth Amendment proscription of cruel and unusual punishment. These arguments were rejected by the District Court and, except for the due process claim, not addressed by the Court of Appeals. With respect to due process, the Court of Appeals reasoned that statutes affecting the fundamental interest in life must be "narrowly drawn to express only the legitimate state interests at stake." 710 F.2d, at 245. The Court of Appeals concluded that a statute allowing police use of deadly force is narrowly drawn and therefore constitutional only if the use of such force is limited to situations in which the suspect poses an immediate threat to others. *Id.*, at 246-247. Whatever the validity of Tennessee's statute in other contexts, I cannot agree that its application in this case resulted in a deprivation "without due process of law." Cf. *Baker v. McCollan*, [443 U.S. 137, 144](#) -145 (1979). Nor do I believe that a criminal suspect who is shot while trying to avoid apprehension has a cognizable claim of a deprivation of his Sixth Amendment right to trial by jury. See *Cunningham v. Ellington*, 323 F. Supp. 1072, 1075-1076 (WD Tenn. 1971) (three-judge court). Finally, because there is no indication that the use [471 U.S. 1, 31] of deadly force was intended to punish rather than to capture the suspect, there is no valid claim under the Eighth Amendment. See *Bell v. Wolfish*, [441 U.S. 520, 538](#) -539 (1979). Accordingly, I conclude that the District Court properly entered judgment against appellee-respondent, and I would reverse the decision of the Court of Appeals.

III

Even if I agreed that the Fourth Amendment was violated under the circumstances of this case, I would be unable to join the Court's opinion. The Court holds that deadly force may be used only if the suspect "threatens the officer with a weapon or there is probable cause to believe that he has committed a crime involving the infliction or threatened infliction of serious physical harm." *Ante*, at 11. The Court ignores the more general implications of its reasoning. Relying on the Fourth Amendment, the majority asserts that it is constitutionally unreasonable to use deadly force against fleeing criminal suspects who do not appear to pose a threat of serious physical

harm to others. *Ibid.* By declining to limit its holding to the use of firearms, the Court unnecessarily implies that the Fourth Amendment constrains the use of any police practice that is potentially lethal, no matter how remote the risk. Cf. *Los Angeles v. Lyons*, [461 U.S. 95](#) (1983).

Although it is unclear from the language of the opinion, I assume that the majority intends the word "use" to include only those circumstances in which the suspect is actually apprehended. Absent apprehension of the suspect, there is no "seizure" for Fourth Amendment purposes. I doubt that the Court intends to allow criminal suspects who successfully escape to return later with 1983 claims against officers who used, albeit unsuccessfully, deadly force in their futile attempt to capture the fleeing suspect. The Court's opinion, despite its broad language, actually decides only that the [\[471 U.S. 1, 32\]](#) shooting of a fleeing burglary suspect who was in fact neither armed nor dangerous can support a 1983 action.

The Court's silence on critical factors in the decision to use deadly force simply invites second-guessing of difficult police decisions that must be made quickly in the most trying of circumstances. Cf. *Payton v. New York*, [445 U.S., at 619](#) (WHITE, J., dissenting). Police are given no guidance for determining which objects, among an array of potentially lethal weapons ranging from guns to knives to baseball bats to rope, will justify the use of deadly force. The Court also declines to outline the additional factors necessary to provide "probable cause" for believing that a suspect "poses a significant threat of death or serious physical injury," ante, at 3, when the officer has probable cause to arrest and the suspect refuses to obey an order to halt. But even if it were appropriate in this case to limit the use of deadly force to that ambiguous class of suspects, I believe the class should include nighttime residential burglars who resist arrest by attempting to flee the scene of the crime. We can expect an escalating volume of litigation as the lower courts struggle to determine if a police officer's split-second decision to shoot was justified by the danger posed by a particular object and other facts related to the crime. Thus, the majority opinion portends a burgeoning area of Fourth Amendment doctrine concerning the circumstances in which police officers can reasonably employ deadly force.

IV

The Court's opinion sweeps broadly to adopt an entirely new standard for the constitutionality of the use of deadly force to apprehend fleeing felons. Thus, the Court "lightly brushe[s] aside," *Payton v. New York*, supra, at 600, a longstanding police practice that predates the Fourth Amendment and continues to receive the approval of nearly half of the state legislatures. I cannot accept the majority's creation of a constitutional right to flight for burglary suspects [\[471 U.S. 1, 33\]](#) seeking to avoid capture at the scene of the crime. Whatever the constitutional limits on police use of deadly force in order to apprehend a fleeing felon, I do not believe they are exceeded in a case in which a police officer has probable cause to arrest a suspect at the scene of a residential burglary, orders the suspect to halt, and then fires his weapon as a last resort to prevent the suspect's escape into the night. I respectfully dissent. [\[471 U.S. 1, 34\]](#)

U.S. Supreme Court

WHITELEY v. WARDEN, 401 U.S. 560 (1971)

401 U.S. 560

**WHITELEY v. WARDEN, WYOMING STATE PENITENTIARY
CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR THE TENTH
CIRCUIT**

No. 136.

Argued January 13, 1971

Decided March 29, 1971

A sheriff, acting on a tip, made a complaint before a magistrate charging that petitioner and another individual on the date and at the place named "did then and there unlawfully break and enter into [the described] locked . . . building," and a warrant was issued. A police radio bulletin named and described the two persons, the type of car they were probably driving, and the amount and type of money taken. Relying on the bulletin, an officer in another county made a warrantless arrest of the suspects. The car was then searched and various incriminating items removed, which were later used at petitioner's trial, which resulted in his conviction. Petitioner filed a habeas corpus petition reiterating the challenge he had made at his arraignment and trial to the constitutionality of the use of evidence seized during a search incident to the assertedly illegal arrest. The District Court denied the petition, and the Court of Appeals affirmed. Held:

1. Petitioner's arrest violated his rights under the Fourth and Fourteenth Amendments and the evidence secured incident thereto should have been excluded from his trial. Pp. 564-569.

(a) The complaint, which did not mention that the sheriff acted on an informer's tip, and which consisted of no more than the sheriff's conclusion that the individuals named committed the offense, could not support the independent judgment of a disinterested magistrate. P. 565.

(b) The standards applicable to the factual basis for an arresting officer's probable-cause assessment are no less strict than those applicable to the magistrate's assessment. Here the arresting officer had no information to corroborate the report that the suspects had committed the crime and the fact that the warrantless arrest was based on a police radio bulletin cannot supply the element of probable cause that the officer who issued the bulletin lacked. Pp. 565-567.

2. Since, notwithstanding petitioner's constitutional challenge at each stage, respondent made no attempt to show that the magistrate had more information than was presented in the complaint, [401 U.S. 560, 561] he may not attempt to do so now on remand; and the writ must issue unless the State appropriately arranges to retry the petitioner. P. 569.

416 F.2d 36, reversed and remanded.

HARLAN, J., delivered the opinion of the Court, in which DOUGLAS, BRENNAN, STEWART, WHITE, and MARSHALL, JJ., joined. BLACK, J., filed a dissenting opinion, in which BURGER, C. J., joined, post, p. 570. BLACKMUN, J., filed a dissenting statement, post, p. 575.

William J. Knudsen, Jr., argued the cause for petitioner. With him on the briefs was Richard A. Mullens.

Jack Speight, Assistant Attorney General of Wyoming, argued the cause for respondent. With him on the brief was James E. Barrett, Attorney General.

MR. JUSTICE HARLAN delivered the opinion of the Court.

Petitioner Whiteley, in 1965, was convicted in the District Court for the Second Judicial District of the State of Wyoming on charges of breaking and entering and being an habitual criminal. [1](#) Both at his arraignment and at trial Whiteley challenged the constitutionality of the use of evidence seized during a search incident to an arrest which he claimed was illegal. The trial court overruled petitioner's motion to suppress, and on appeal the Supreme Court of Wyoming affirmed. *Whiteley v. State*, 418 P.2d 164 (1966). This proceeding commenced with a petition for habeas corpus in the United States District Court for the District of Wyoming, which was denied on November 25, 1968. [2](#) *Whiteley v. Wyoming*, 293 F. Supp. 381. On appeal, the United States Court of Appeals for [\[401 U.S. 560, 562\]](#) the Tenth Circuit affirmed. *Whiteley v. Meacham*, 416 F.2d 36 (1969). We granted certiorari, limiting the writ to the issue of the constitutionality of the arrest and ensuing search and seizure. [397 U.S. 1062](#) (1970). [3](#) We reverse the judgment of the Tenth Circuit for the reasons stated herein.

I

The circumstances surrounding petitioner's arrest and the incidental search and seizure, as stated by the Wyoming Supreme Court, 418 P.2d 164, 165-166, are as follows: [4](#)

"On November 23, 1964, certain business establishments in Saratoga were broken into, including the Rustic Bar and Shively's Hardware, the offenses being investigated by the Carbon County Sheriff [Sheriff Ogburn] who, acting on a tip, the next day signed a complaint charging defendant and another with breaking and entering the building identified [\[401 U.S. 560, 563\]](#) as the Rustic Bar. This complaint was made before a justice of the peace at approximately 11:30 a. m. on the 24th, and a warrant issued. After the investigation, the sheriff put out a state item on the radio to pick up two suspects of the breaking and entering, defendant and another. The message went to the network at Casper and was transmitted over the State, received by the Albany County Sheriff's Office and communicated to the Laramie Police Department, the message giving names and descriptions of the two persons and advising the type of car probably being driven and the amount of money taken, including certain old coins with the dates. Late at night on November 24, a Laramie patrolman, in reliance on the information in the radio item, arrested the defendant and his companion. At the time, the patrolman had no warrant for defendant's arrest nor search warrant. The officer together with a deputy sheriff, who had come up in the meantime, searched the car and removed a number of items introduced in evidence, including tools and old coins, identified at the trial as taken from Shively's Hardware. . . ."

Sheriff Ogburn's complaint, which provided the basis for the arrest warrant issued by the justice of the peace, is as follows:

"I, C. W. Ogburn, do solemnly swear that on or about the 23 day of November, A. D. 1964, in the County of Carbon and State of Wyoming, the said Harold Whiteley and Jack Daley, defendants did then and there unlawfully break and enter a locked and sealed building [describing the location and ownership of the building]." App. 28.

A state item 881, the bulletin which Sheriff Ogburn [\[401 U.S. 560, 564\]](#) put out on the radio and which led to petitioner's arrest and search by the Laramie patrolman, is as follows:

"P & H for B & E Saratoga, early A.M. 11-24-64. Subj. #1. Jack Daley, WMA, 38, D.O.B. 2-29-26., 5'10", 175, med. build, med. comp., blonde and blue. Tat. left shoulder: 'Love Me or Leave Me.' #2. Harold Whitley, WMA, 43, D.O.B. 6-22-21, 5' 11", 180, med. build, fair comp. brown eyes. Tat. on right arm 'Bird.' Poss. driving 1953 or 1954 Buick, light green bottom, dark top. Wyo. lic. 2-bal. unknown. Taken: \$281.71 in small change, numerous old coins ranging from .5¢ pieces to silver dollars, dated from 1853 to 1908. Warrant issues, will extradite. Special attention Denver. . . ." App. 31. [5](#)

II

The decisions of this Court concerning Fourth Amendment probable-cause requirements before a warrant for either arrest or search can issue require that the judicial officer issuing such a warrant be supplied with sufficient information to support an independent judgment that probable cause exists for the warrant. [6](#) *Spinelli v. United States*, [393 U.S. 410](#) (1969); *United States v. Ventresca*, [380 U.S. 102](#) (1965); *Aguilar v. Texas*, [378 U.S. 108](#) (1964); *Rugendorf v. United States*, [376 U.S. 528](#) (1964); *Jones v. United States*, [362 U.S. 257](#) (1960); *Giordenello v. United States*, [357 U.S. 480](#) (1958). In the instant case - so far as the record stipulated to by the parties [[401 U.S. 560, 565](#)] reveals [7](#) - the sole support for the arrest warrant issued at Sheriff Ogburn's request was the complaint reproduced above. [8](#) That complaint consists of nothing more than the complainant's conclusion that the individuals named therein perpetrated the offense described in the complaint. The actual basis for Sheriff Ogburn's conclusion was an informer's tip, but that fact, as well as every other operative fact, is omitted from the complaint. Under the cases just cited, that document alone could not support the independent judgment of a disinterested magistrate.

The State, [9](#) however, contends that regardless of the sufficiency of the complaint to support the arrest warrant, the Laramie police officer who actually made the [[401 U.S. 560, 566](#)] arrest possessed sufficient factual information to support a finding of probable cause for arrest without a warrant. In support of this proposition, the State argues that a reviewing court should employ less stringent standards for reviewing a police officer's assessment of probable cause as a prelude to a warrantless arrest than the court would employ in reviewing a magistrate's assessment as a prelude to issuing an arrest or search warrant. [10](#) That proposition has been consistently rejected by this Court. *United States v. Ventresca*, [380 U.S.](#), at [105](#) -109; *Aguilar v. Texas*, [378 U.S.](#), at [110](#) -111; *Jones v. United States*, [362 U.S.](#), at [270](#) -271. And the reason for its rejection is both fundamental and obvious: less stringent standards for reviewing the officer's discretion in effecting a warrantless arrest and search would discourage resort to the procedures for obtaining a warrant. Thus the standards applicable to the factual basis supporting the officer's probable-cause assessment at the time of the challenged arrest and search are at least as stringent as the standards applied with respect to the magistrate's assessment. See *McCray v. Illinois*, [386 U.S. 300, 304](#) -305 (1967).

Applying those standards to the instant case, the information possessed by the Laramie police officer at the time of arrest and search consisted of: (1) the data contained in state bulletin 881, reproduced supra; (2) the knowledge, obtained by personal observation, that two men were driving a car matching the car described in the radio bulletin; (3) the knowledge, possessed by one of the arresting officers, that one of the people in the car was Jack Daley, App. 71; (4) the knowledge, acquired [[401 U.S. 560, 567](#)] by personal observation, that the other individual in the car fitted the description of Whiteley contained in state bulletin 881; and (5) the knowledge, acquired by the officer after stopping Whiteley, that he had given a false name. [11](#)

This Court has held that where the initial impetus for an arrest is an informer's tip, information gathered by the arresting officers can be used to sustain a finding of probable cause for an arrest that could not adequately be supported by the tip alone. *Draper v. United States*, [358 U.S. 307](#) (1959). See *Spinelli v. United States*, [393 U.S. 410](#) (1969). But the additional information acquired by the arresting officers must in some sense be corroborative of the informer's tip that the arrestees committed the felony or, as in *Draper* itself, were in the process of committing the felony. See the opinions of the Court and that of MR. JUSTICE WHITE concurring in *Spinelli v. United States*, *supra*, and p. 423. In the present case, the very most the additional information tended to establish is that either Sheriff Ogburn, or his informant, or both of them, knew Daley and Whiteley and the kind of car they drove; the record is devoid of any information at any stage of the proceeding from the time of the burglary to the event of the arrest and search that would support either the reliability of the informant or the informant's conclusion that these men were connected with the crime. *Spinelli v. United States*, *supra*; *McCray v. Illinois*, *supra*; *Aguilar v. Texas*, *supra*. [[401 U.S. 560, 568](#)]

The State, however, offers one further argument in support of the legality of the arrest and search: the Laramie police relied on the radio bulletin in making the arrest, and not on Sheriff Ogburn's unnamed informant. Clearly, it is said, they had probable cause for believing that the passengers in the car were the men described in the bulletin, and, in acting on the bulletin, they reasonably assumed that whoever authorized the bulletin had probable cause to direct Whiteley's and Daley's arrest. To prevent arresting officers from acting on the assumption that fellow officers who call upon them to make an arrest have probable cause for believing the arrestees are perpetrators of a crime would, it is argued, unduly hamper law enforcement.

We do not, of course, question that the Laramie police were entitled to act on the strength of the radio bulletin. Certainly police officers called upon to aid other officers in executing arrest warrants are entitled to assume that the officers requesting aid offered the magistrate the information requisite to support an independent judicial assessment of probable cause. Where, however, the contrary turns out to be true, an otherwise illegal arrest cannot be insulated from challenge by the decision of the instigating officer to rely on fellow officers to make the arrest.

In sum, the complaint on which the warrant issued here clearly could not support a finding of probable cause by the issuing magistrate. The arresting officer was not himself possessed of any factual data tending to corroborate the informer's tip that Daley and Whiteley committed the crime. [12](#) Therefore, petitioner's arrest violated [[401 U.S. 560, 569](#)] his constitutional rights under the Fourth and Fourteenth Amendments; the evidence secured as an incident thereto should have been excluded from his trial. *Mapp v. Ohio*, [367 U.S. 643](#) (1961).

III

There remains the question as to the proper disposition of this case. The State urges us to remand so that it will have an opportunity to develop a record which might show that the issuing magistrate had factual information additional to that presented in Sheriff Ogburn's complaint. Brief for Respondent 8-9. Yet the State concedes, as on the record it must, that at every stage in the proceedings below petitioner argued the insufficiency of the warrant as well as the lack of probable cause at the time of the arrest. Brief for Respondent 4. Knowing the basis for petitioner's constitutional claim, the State chose to try those proceedings on the record it had developed in the state courts. See n. 4, *supra*. Its sole explanation for this state of affairs is that "the state has felt, based on precedent and logic, that no

court would accept the legal reasoning of petitioner." Brief for Respondent 9. In the circumstances of this case, that justification, as we have shown, is untenable.

Pursuant to our authority under 28 U.S.C. 2106 to make such disposition of the case "as may be just under the circumstances," we reverse the judgment of the Tenth Circuit and remand with directions that the writ is to issue unless the State makes appropriate arrangements to retry petitioner. [13](#) Cf. *Giordenello v. United States*, [357 U.S.](#), at 487 -488.

It is so ordered.

Footnotes

[[Footnote 1](#)] He was given concurrent sentences on the breaking and entering charges of one to 10 years and, in consequence of the recidivist charge, imprisonment for life.

[[Footnote 2](#)] Prior to commencing federal habeas corpus proceedings, Whiteley had filed a petition for post-conviction relief pursuant to the Wyoming statutes. No appeal was taken from the denial of that petition.

[[Footnote 3](#)] In his petition for habeas corpus, Whiteley raised several other issues which had previously been advanced in his state petition for post-conviction relief, but not in his direct appeal to the Supreme Court of Wyoming. On these other issues, both lower federal courts held that failure to appeal the denial of his state post-conviction petition constituted nonexhaustion of state remedies. Petitioner sought to raise the exhaustion issue in his present petition for certiorari, but, as noted in text, we granted the writ limited to the search and seizure issue decided by the lower federal courts.

[[Footnote 4](#)] At the outset of the federal habeas corpus proceeding now before us, both parties entered into the following stipulation, App. 10: "IT IS HEREBY STIPULATED by and between the parties through their respective counsel that, pursuant to the agreement of the parties in open court on February 16, 1968, both sides will rely exclusively on the record before the trial court in the original case of the State of Wyoming v. Harold Whiteley . . . and any and all parts of the record on appeal to the State of Wyoming . . . in the hearing on the merits of this case before the [U.S. District Court]."

[[Footnote 5](#)] A second version of state item 881 is identical in all relevant respects except that it omits reference to the arrest warrant. See App. 37.

[[Footnote 6](#)] In *Ker v. California*, [374 U.S. 23](#) (1963), the Court held that the same probable-cause standards were applicable to federal and state warrants under the Fourth and Fourteenth Amendments. In *Mapp v. Ohio*, [367 U.S. 643](#) (1961), the Court held the exclusionary rule was applicable to state prosecutions.

[[Footnote 7](#)] See n. 4, *supra*.

[[Footnote 8](#)] The dissent seems to imply that "this record shows" that Sheriff Ogburn received the description of the car contained in the radio bulletin from someone who also informed him that he also saw the car at the scene of the crime. *Post*, at 570. The record wholly fails to support any such implication. Sheriff Ogburn, who testified on four separate occasions at the trial, see R. 105-112, 187-191, 310-314, 335-337, said nothing of the sort. Only one other witness, Leonard Russell Marion,

testified to having given Ogburn any information about the car prior to Whiteley's arrest; Marion never testified to seeing the car near the scene of the crime. R. 317-322, 329-330. Indeed, it is quite apparent from reading Marion's testimony that his observations of Whiteley on the day of the robbery took place at his own house. R. 320-321. More importantly, even the dissent apparently concedes that as far as the record in this case reveals, the only information Sheriff Ogburn communicated to the magistrate issuing the warrant was contained in his written complaint reproduced above. Under the cases of this Court, an otherwise insufficient affidavit cannot be rehabilitated by testimony concerning information possessed by the affiant when he sought the warrant but not disclosed to the issuing magistrate. See *Aguilar v. Texas*, [378 U.S. 108, 109](#) n. 1. A contrary rule would, of course, render the warrant requirements of the Fourth Amendment meaningless.

[[Footnote 9](#)] Since this is a federal habeas corpus proceeding, the State is technically not a party.

[[Footnote 10](#)] "The legal principles relied upon by the state throughout this entire litigated process have been based on the premise that a law enforcement officer may make a warrantless arrest if he has requisite probable cause, which can be something less than the requisite probable cause that must be presented to a judicial officer prior to the issuance of an arrest or search warrant." Brief for Respondent 6.

[[Footnote 11](#)] After arresting Whiteley and Daley, the officers searched the car and discovered in the car's interior the old coins taken in one of the burglaries and described in the radio bulletin. In addition, they found burglar's tools in the trunk of the car. Of course, the discoveries of an illegal search cannot be used to validate the probable-cause judgment upon which the legality of the search depends.

[[Footnote 12](#)] The arrest warrant issued at about noon on November 24, 1964. See App. 53. State bulletin 881 was broadcast at 3:03 p. m. that same day. App. 31. It is apparent that Sheriff Ogburn did not himself acquire additional corroborative data possibly supporting a probable-cause arrest after securing the warrant.

[[Footnote 13](#)] The State makes a halfhearted attempt to argue that the introduction of the illegally seized evidence was harmless error. The [\[401 U.S. 560, 570\]](#) evidence, of course, was damning, to say the least. See n. 10, *supra*. The only other evidence implicating Whiteley was his accomplice's testimony. It is clear that the error cannot be said to be harmless under applicable standards. *Chapman v. California*, [386 U.S. 18](#) (1967); *Harrington v. California*, [395 U.S. 250](#) (1969). Contrary to the implications in the dissenting opinion, see post, at 571, no witness at trial other than the accomplice placed Whiteley "near the scene of the crime" on the night of the robbery. [\[401 U.S. 560, 570\]](#)

MR. JUSTICE BLACK, with whom THE CHIEF JUSTICE joins, dissenting.

With all respect to my Brethren who agree to the judgment and opinion of the Court, I am constrained to say that I believe the decision here is a gross and wholly indefensible miscarriage of justice. For this reason it may well be classified as one of those calculated to make many good people believe our Court actually enjoys frustrating justice by unnecessarily turning professional criminals loose to prey upon society with impunity. Here is what this record shows:

On the night of November 23, 1964, several establishments, including a bar and hardware store were broken into at the village of Saratoga, Wyoming. Some old coins and other items were taken from the hardware store. Some people saw petitioner and his companion that night in or near Saratoga. The next

morning the sheriff, who lived at Rawlins, the county seat, another village in sparsely settled Carbon County, [1](#) investigated the burglaries. In addition to viewing the scene of the crimes, the sheriff received a rather detailed description of the car, including a portion of the license plate number, said to have been used by the burglars. The sheriff also received a tip that persuaded him that petitioner and his companion, Jack Daley, were probably guilty of one of the burglaries. Upon the strength of this tip, coupled [\[401 U.S. 560, 571\]](#) with his observation of the scene of the crimes and the description of the vehicle, the sheriff personally appeared before the justice of the peace in Rawlins to secure a warrant for the arrest of petitioner and his companion. After securing the warrant he authorized and sent a statewide radio police alert describing the men and their car and calling upon officers to arrest them. The night of November 24, policemen at Laramie, Wyoming, learned that petitioner's companion, Daley, was in the city. They located and stopped the car described in the alert, finding it occupied by two men matching the descriptions contained in the message. One of the officers personally recognized Jack Daley. In response to a request for identification, Harold Whiteley gave police a false name. At that point the two men were arrested and the car was searched. Old coins, tools, and other items later identified at trial as having been taken from the burglarized hardware store were found in the trunk and interior of the car.

At the trial the seized items were introduced into evidence over petitioner's objection. In addition, petitioner was identified as having been near the scene of the crime on the night of November 23. [2](#) Jack Daley, petitioner's companion, told the jury in vivid detail how he and Whiteley jimmied open the back door and burglarized the hardware store. [3](#) Petitioner took the stand [\[401 U.S. 560, 572\]](#) and presented an alibi defense which was discredited by several witnesses including Jack Daley. Petitioner was convicted and sentenced to 10 years for burglary and concurrently to life imprisonment under Wyoming law because of his several prior convictions. It was charged and proved that he had been convicted of three felonies and the record shows that he was 43 year of age and had already served six times in the penitentiary. The Supreme Court of Wyoming affirmed the conviction September 15, 1966, *Whiteley v. State*, 418 P.2d 164, holding that the Laramie officers had a right and duty to arrest the men in their vehicle because they had reasonable ground to believe the men had committed a burglary and that they had the fruits of their crime in the car, citing among other cases *Carroll v. United States*, [267 U.S. 132](#) (1925). See also *Chambers v. Maroney*, [399 U.S. 42](#) (1970).

I think it is a distortion of the Fourth Amendment's meaning to hold that this petitioner's arrest and the seizure of the goods he had stolen were an "unreasonable arrest" and an "unreasonable seizure." In deciding this question it should always be remembered that the Fourth Amendment itself does not expressly command that evidence obtained by its infraction should always be excluded from proof.

There was certainly probable cause to arrest this man. The store was burglarized. The county was a sparsely settled one in which people knew one another. Petitioner, whose previous life would appear to have earned for him the title of professional in the stealing vocation, [\[401 U.S. 560, 573\]](#) was seen around the store with his car the very night of the burglary. Undoubtedly this longtime county sheriff (who appears still to be sheriff) was bound to know petitioner. The tip he received was so persuasive to him that in the performance of his official duty he was willing to assume all the risk incident to having petitioner arrested. It surely cannot be said that when a sheriff, with his prestige and standing, and bond against civil suit, communicates an emergency message to arrest men in cars as burglars, a policeman must stand supinely by while two people denounced as burglars go along their way. Of course these policemen had enough information from the sheriff to have probable cause to arrest petitioner.

My disagreement with the majority concerning the wisdom and constitutional necessity of a "little trial" before a magistrate or justice of the peace prior to the issuance of a search or arrest warrant is a matter of record. See *Aguilar v. Texas*, [378 U.S. 108, 116](#) (1964) (Clark, J., dissenting); *Spinelli v. United States*, [393 U.S. 410, 429](#) (1969) (BLACK, J., dissenting). But even accepting those decisions, arguendo, they do not control the disposition of this case which involves the apprehension of criminals in an automobile moving away from the scene of the crime less than 24 hours after its commission. The sheriff's belief that Whiteley and Daley were guilty, even if it was only a "suspicion" as the majority seems to label it, gave police officers proper grounds to stop petitioner's car and inquire about its passengers. *Terry v. Ohio*, [392 U.S. 1](#) (1968). And once the officers stopped the car and positively identified Jack Daley, they had every reason to believe that Whiteley was lying and attempting to escape detection when he reported a false name. At least at that point, if not before, the Laramie police had probable cause to arrest petitioner and Daley. With probable cause to arrest the men, they also had [\[401 U.S. 560, 574\]](#) authority to search the car. Such a search could be justified under either of two theories. Even under *Chimel v. California*, [395 U.S. 752](#) (1969), the search of an automobile incident to the arrest of the occupants is permissible. And in this very case, the officers found a fully loaded handgun in the glove compartment. The search was also permissible under the "movable vehicle" exception to the usual requirement for a search warrant. *Chambers v. Maroney*, [399 U.S. 42](#) (1970); *Carroll v. United States*, [267 U.S. 132](#) (1925). I consider it a travesty of justice to turn this man out of jail or give him a new trial six years after he was convicted. [4](#)

Fay v. Noia, [372 U.S. 391](#) (1963), does not, in my judgment, justify what the Court is doing. The trial court passed on this issue of validity of petitioner's arrest some years ago. Later he asked for relief through state post-conviction procedures on the same ground and his claim was rejected. He has now sought relief through federal habeas corpus. After the United States District Court and the Court of Appeals rejected his unlawful-search claim, bringing to 10 the number of state and federal judges who have consistently and unanimously rejected petitioner's claim, this Court reverses his judgment of conviction, although petitioner does not, of course, now allege his innocence. As I said in *Kaufman v. United States*, [394 U.S. 217, 231](#) (BLACK, J., dissenting), the *Fay v. Noia* remedy should be limited as it [\[401 U.S. 560, 575\]](#) was by its own facts, and convictions should remain final unless a petitioner seeking habeas corpus alleges that he can currently show he was innocent. There is not even a suspicion here that this hardened criminal is innocent and I would let him stay in confinement to serve his sentence.

MR. JUSTICE BLACKMUN agrees with much that is said by MR. JUSTICE BLACK and also dissents from the opinion and judgment of the Court.

[[Footnote 1](#)] The population of Carbon County according to the 1970 census is about 13,000 persons.

[[Footnote 2](#)] Leonard Russell Marion testified at trial that he had seen Whiteley at his home in Saratoga, a town of about 1,000 population, on the day of the robbery. Mr. Marion further testified that he observed Whiteley's car and a portion of the license plate number and gave that information to the sheriff. See R. 317-321, 329-330. The majority fails to recognize that Saratoga is a very small country town and that strangers are most unlikely to move about unnoticed. Something obviously aroused Mr. Marion's suspicion or else he would not have reported the observation of petitioner and his car to the sheriff.

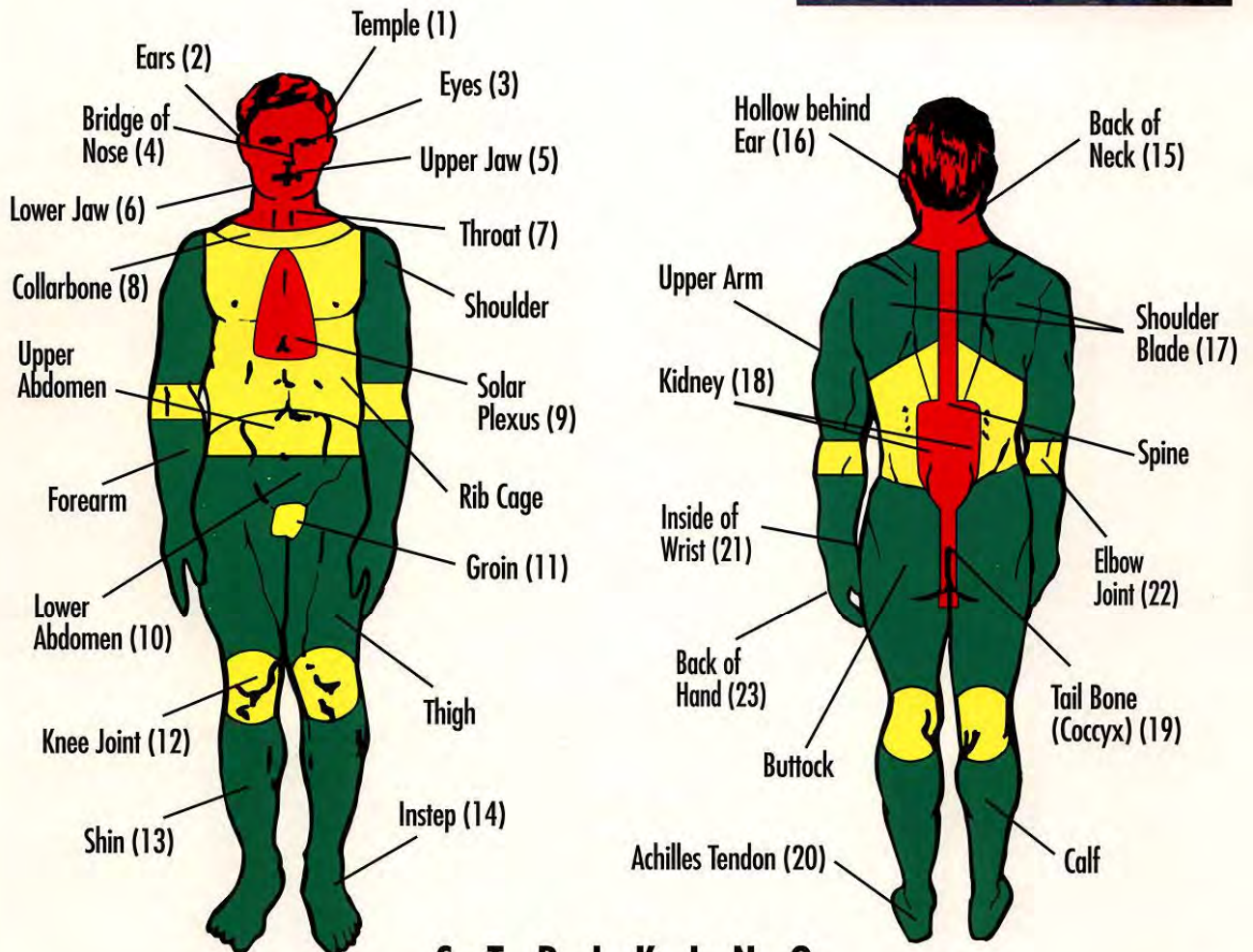
[[Footnote 3](#)] Daley's testimony was not uncorroborated. He testified in detail about the trip from Laramie to Saratoga where the crime was committed [\[401 U.S. 560, 572\]](#) with stops in Medicine Bow

and Elk Mountain. Ernest Hornden testified at trial that Daley and Whiteley were in the Dip Bar in Medicine Bow on the night of November 23, 1964, shortly before the burglary. Another witness, LeRoy Hansen, testified that Whiteley was in Elk Mountain on the day of the burglary, see R. 315-316.

[[Footnote 4](#)] The search in this case took place on November 24, 1964. Although I disagreed with *Spinelli v. United States*, [393 U.S. 410](#) (1969), I have always believed that constitutional decisions should be fully retroactive in their application. See *Linkletter v. Walker*, [381 U.S. 618, 640](#) (1965) (BLACK, J., dissenting). I am thus glad to see that the majority has apparently decided to apply constitutional decisions retroactively even when they do not affect the "integrity of the fact-finding process," see *id.*, at 639, and will greatly burden the administration of justice, see *Desist v. United States*, [394 U.S. 244, 250](#) (1969). [[401 U.S. 560, 576](#)]

MONADNOCK BATON CHART

Escalation Of Trauma By Vital And Vulnerable Striking Areas



S T R I K I N G

GREEN TARGET AREAS

REASONING: Minimal level of resultant trauma. Injury tends to be temporary rather than long-lasting, however exceptions can occur.

Except for the HEAD, NECK, and SPINE, the whole body is a Green Target Area for the application of baton blocking and restraint skills.

YELLOW TARGET AREAS

REASONING: Moderate to serious level of resultant trauma. Injury tends to be more long-lasting, but may also be temporary.

RED TARGET AREAS

REASONING: Highest level of resultant trauma. Injury tends to range from serious to long-lasting rather than temporary and may include unconsciousness, serious bodily injury, shock or death.



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MDTS

MONADNOCK DEFENSIVE TACTICS SYSTEM PROGRAM



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Safety is the first rule in hands-on training. Training area should be free of structural, floor/ground and/or other types of hazards to people. It should be a place where people can come together to learn and train in unobstructed surroundings that are safe for everyone. Keeping hands-on training accident free is one objective and building psychomotor confidence in a course participant is another objective of this course. Hands-on training brings with it a certain degree of risk of personal injury. By participating in course activities, the participant assumes this risk as part of his/her participation, as well as responsibility, for following safety rules and procedures. The training intensity most likely to accomplish these two objectives within the STG course schedule would be static rather than dynamic or street simulations (scenario based).



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Dear Student,

The importance of baton training is a growing factor within the law enforcement, military, corrections and security communities. Our Monadnock training programs are designed to not only make you confident and capable in using our products but also provide you with necessary information and materials to develop and implement training programs that are best suited for your agency's operational needs.

Quality training increases officer safety through product knowledge and hands-on experience. However, our courseware and the instructor who teaches that material are not the final and definitive word on the subject. Please keep in mind that future federal or state legislation, new case law, new and emerging advances, may also influence how such materials are utilized. As a result, we recommend continuous education and training to assist you in guiding your agency's training programs forward.

The Safariland Training Group is here to help you maintain both your credentials and credibility in the classroom, in the field, and in court through our continuing education (CE) programming. Our CE programming is intended to provide you with up to date information on technology advances and best practices/strategies for deploying Safariland products in a safe and judicious manner. Check out our training calendar for the next program/course that best suits your [agency] CE needs and schedule or e-mail us, if there is a course you want but is not listed on our calendar.

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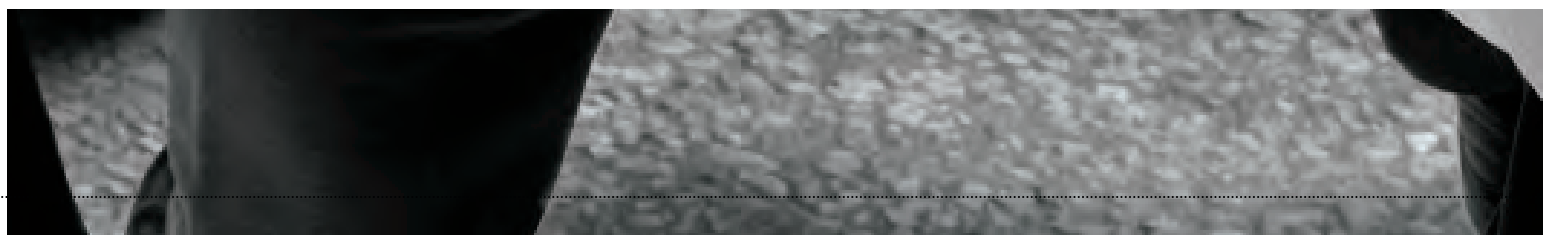
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Sincerely,

Sandy Wall
Director of Training
Safariland Training Group



MODULE ONE | OVERVIEW



Preface

This presentation is written for the Monadnock Defensive Tactics System Basic Course program offered by the Safariland Training Group (STG).

The Monadnock Defensive Tactics System [self-defense and subject-control program designed for entry level or veteran criminal justice officers (hereafter “officer” or “officers’ MDTs) is a basic]. The focus of MDTs is to teach officers how to control and stabilize non-compliant subjects who are unarmed. Special situations, such as those dealing with high-risk warrant service, baton training, less-lethal munitions, OC, multiple attackers or armed attackers will not be covered because MDTs is a general defensive tactics program rather than a specialized course like those listed above. However, criminal justice personnel seeking information or enrollment in such specialized courses should visit the STG at www.safariland.com/training.

MDTs is an integrative approach to dealing with a subject who is non-compliant and unarmed, but offering resistance to being arrested or who is trying to assault a citizen, officer or officers. The foundation of MDTs is the escort position. Officers will learn several methods to move to a position of advantage and, from there, secure one of two escort positions. The escort position is valuable to criminal justice personnel because of what they can do from it. For example, a person who is not under arrest but who is hampering legitimate investigative procedures can be ushered from the area in an escort position. Should this person offer resistance, the escorting officer could, if appropriate, use the escort position to disengage by pushing the person away. Then, the officer could escalate to alternative and available use of force option(s). Or, the officer could perform one of several MDTs options such as a rear wristlock or arm bar takedown to control or move the subject to the ground, respectively. So officers can see the escort position plays a main role in the MDTs Basic Course program.

In other aspects of MDTs, officers will learn how to handcuff compliant and non-compliant subjects. Officers will learn how to deflect an attack through instinctive one and two-hand blocking techniques. These defensive maneuvers are designed to neutralize the attack (not the attacker). However, when officers can no longer ensure their safety by performing purely protective techniques, officers will have to resort to more active defensive means. And officers will learn counterattacking skills such as a punch, edged fist, palm-heel strike, knee strike, front kick, and a few others. But, officers must also realize that there may be times when they will have to escalate MDTs skills because a subject holding a blunt instrument, edged weapon or firearm confronts them. In such cases, officers should seek guidance from appropriate Department policies and procedures (or General Orders) related to the Use of Force.

MDTs is a principle-based system that functions in three combat positions. Those combat positions are standing, kneeling and on the ground, which is commonly called ground fighting. For example, officers can quickly perform active defensive skills such as, but not limited to, front punch, palm heel strike, forearm strike or edged fist strike when attacked by a subject while on the ground or in a kneeling position and, of course, when standing. Officers may effectively perform a block in all three combat positions, as well as an arm bar; for example, to stabilize a subject’s arm so handcuffs may be applied. MDTs is a proven, basic defensive tactics system that can be performed in most criminal justice environments where officers are on patrol or been dispatched, day or night, inside or outside; whether standing, kneeling or wrestling on the ground.

History of MDTs

- The Monadnock Defensive Tactics System represents a platform from which other essential officer safety skills may be more easily learned such as, but not limited to:
 - Aerosol OC use,
 - Baton use,
 - Ground-fighting/survival skills,
 - Multiple attackers defense, or
 - Firearm defense/weapons retention skills.





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History of the MDTs Program

In 1994, the Monadnock Advisory Board met to discuss and develop a foundation defensive tactics program centered on the escort position. A number of techniques were also added to provide criminal justice personnel with simple subject-control holds, handcuffing tactics, active counterstrikes, as well as techniques for shielding the firearm to limit grabbing it as a holstered weapon.

The principle creator of the MDTs program was Joseph J. Truncale, Ph.D., along with assistance from 11 members of the Advisory Board, as well as from other International Instructors on the a Working Committee.

The Monadnock Defensive Tactics System, or the acronym MDTs, represents a platform from which other essential officer safety skills may be more easily learned such as, but not limited to, aerosol OC use, baton use, ground-fighting/survival skills, multiple attackers defense, or firearm defense/weapons retention skills. The skills of MDTs ensure greater officer safety/ survival confidence, as well as professionalism, in the face of less-lethal, non-compliant subject behavior on the job.

The MDTs program advances the same training philosophy as found in other STG programs (MEB and PR-24), which is Protect & Restrain.

History of MDTs



- The skills of **MDTS** ensure greater **officer safety/ survival confidence**, as well as professionalism, in the face of **LESS-LETHAL**,
- **Non-compliant subject behavior** on the job.



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History of MDTs



- The **Monadnock Advisory Board** met to create the MDTs Program in 1994
 - The driving force behind the creation of MDTs was Joseph Truncale, Ph.D.
- The MDTs program also advances the training philosophy of **Protect & Restrain**



Monadnock Founding Advisory Board (c. 1994) –
Front Row (l. to r.): Jerry Konrad; Larry Smith; John Vazquez;
Lon Anderson; Richard Bearor & Ronald Bretz;
Back Row (l. to r.): John Makhholm, Esq.; Terry Smith; Arthur
Sapp; Joseph Truncale, Ph.D.; Edward Nowicki, M.A.;
Coach Robert Lindsey & Terry Campbell

[Paul Starrett, not pictured]

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NOTES

Instruction Methods for MDTS Basic Course



- You, the student, will be taught how to properly perform the basic performance principles associated with each of the skills represented in the MDTS Basic Course.
 - The MDTS Basic Course is 8-hours in duration for a first-time student.



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Commentary

The MDTS program is a psychomotor skill based curriculum. It is structured around periods of lectures, demonstrations and, of course, hands-on practice to build officer confidence both as defensive skills and cognitive application under job stress. Consequently, there is risk of injury that must first be acknowledged and, secondly, accepted prior to beginning on the course. It is the responsibility of trainers and officers alike to maintain a safe training environment. Safety is everyone's concern and primary duty to each other during MDTS instructions, demonstrations, practice sessions and testing.

The MDTS Basic Course lesson plan puts forward basic principles of self-defense and subject-control from which qualified criminal justice trainers can instruct at their agency academy, during in-service training or at roll call briefings. It must be understood from the outset, however, that the lesson plan provides only the necessary framework for standardizing the MDTS program at all levels. Moreover, the MDTS lesson plan (or the companion MDTS handbook) cannot explain through words (or images) every subtle skill nuance or possible stylistic interpretation [a.k.a., personal preference] that may exist within each MDTS skill or found in its practical application under realistic conditions and/or circumstances of the job. MDTS skills by nature, interpretation and application on the job are subjective; this presentation provides an objective framework to standardize instruction and testing. It is a place from which defensive tactics starts rather than where it ends.

No two trainers are alike, nor are officers alike. But, through the instruction of skill principles, as those found within the MDTS handbook and lesson plan, learning can be relatively consistent and be useful to officers on the job. Agency Trainers have to adapt teaching styles in order to satisfy the learning needs of their officers. This may require trainers to attend a specific instructor development course that goes beyond what is found in this presentation or within the MDTS handbook or lesson plan. The MDTS lesson plan establishes a minimum acceptable performance standard (or MAPS) for each MDTS skill for the purpose of static training intensity. However, it is recognized that arresting non-compliant subjects can be a dynamic event. Agency Trainers need to consider methodologies that bring each MDTS skill to life as a street tactic in the minds and bodies of their officers. Such dynamic or simulated training intensities go beyond the goals and objectives of this presentation, the MDTS handbook and/or Instructor lesson plan for the MDTS Basic Course.

**Instruction Methods for
MDTS Basic Course**



- Training and Refresher training** procedures for proficiency and cognitive testing are provided in the Instructor Lesson Plan for the MDTS Basic Course.
 - However, it is the responsibility of the criminal justice Agency's Senior Management to determine when MDTS Basic Course **refresher** classes are conducted.

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Officers will be taught how to properly perform the basic performance principles associated with each of the skills represented in the MDTS Basic Course. The MDTS Basic Course is 8-hours in duration for a first-time officer. Refresher procedures for proficiency and cognitive testing are provided in the Instructor Lesson Plan for the MDTS Basic Course. However, it is the responsibility of the criminal justice Agency's Senior Management to determine when MDTS Basic Course refresher classes are conducted.

After a MDTS skill is demonstrated, officers will perform it under the supervision of a trainer, who is qualified as a MDTS Instructor, until they can perform that skill according to its minimum acceptable performance standard (MAPS). MAPS are found in each MDTS skill found within the MDTS Basic Course lesson plan. Officers will be encouraged to practice on their own so they may become more and more proficient.

During the course, officers may be paired off with another officer so they can take turns playing the role of officer and coach, or officer and non-compliant subject (opponent). Agency Trainers will provide officers with safety instructions; demonstrate safety procedures, especially when training aids such as air shields or mats are utilized. Agency Trainers will also establish the training intensity or speed at which drills will be practiced and/or executed to ensure proper learning and to maintain a safe training environment. Caution should be used whenever demonstrating and/or performing each MDTS technique to minimize the risk of injury to officers and trainers, alike.

Officers will be required to demonstrate their minimum competency in all MDTS skills (as measured against its specific MAPS) and knowledge of the MDTS course through a proficiency test and written test (cognitive), respectively. Satisfactory completion of both of these tests leads to MDTS Basic Course diploma.

During MDTS training everyone should take a common sense approach to course safety. For example, when prone handcuffing is demonstrated or practiced, the use of padded mats should be considered. But, at other times, mats on the floor could constitute a foot hazard. Use common sense. Safety is the first rule in hands-on training. Instructors and officers are responsible for keeping training safe at all times. A training area should be free of structural, floor and/or other types of hazards to people. It should be a place where people can come together to learn and train in unobstructed surroundings that are safe for everyone.

Instruction Methods for MDTs Basic Course



- After a MDTs skill is demonstrated, you will perform it under the supervision of a trainer, who is trained as a MDTs Instructor, until you can perform that skill according to its minimum acceptable performance standard (MAPS).
 - **MAPS are found in each MDTs skill located within the MDTs Basic Course lesson plan for Instructors.**
 - You are encouraged to practice on your own so you may become more and more proficient.

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Instruction Methods for MDTs Basic Course



- During the course, you may be paired off with another student so you can take turns playing the role of officer and coach, or officer and non-compliant subject (opponent).
 - Your Agency Trainer will provide you with safety instructions and demonstrate safety procedures, especially when training aids such as air shields or mats are utilized.

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NOTES

Instruction Methods for MDTS Basic Course



- Your Trainer will also establish the training intensity or speed at which drills will be practiced and/or executed to ensure proper learning and to maintain a safe training environment.
 - **Caution should be used whenever demonstrating and/or performing each MDTS technique to minimize the risk of injury to students and trainers, alike.**

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Instruction Methods for MDTS Basic Course



- You will be required to demonstrate your minimum competency in all MDTS skills (as measured against a given skill's MAPS) and knowledge of the MDTS course through a proficiency test and written test (cognitive), respectively.
 - Satisfactory completion of these tests leads to MDTS Basic Course diploma and later on when refresher training takes place.

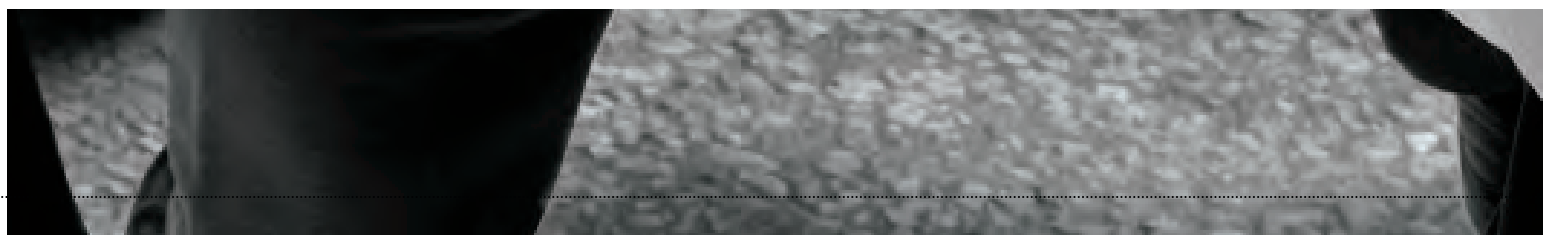
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NOTES



MODULE TWO | USE OF FORCE



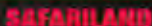
Use of Force



- We, at the Safariland Training Group (STG), believe it is essential that students be provided with guidelines for using force in an operational situation.
 - Generally, such guidelines are contained in an agency/department's Use of Force policy or General Orders, which is usually broken down into procedures.



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Use of Force

In conjunction with the MDTs Basic Course, we, at STG, believe it is essential that officers be provided with guidelines for using force in an operational situation. Generally, such guidelines are contained in an agency/department's Use of Force policy, which is usually broken down into procedures.

Officers should be made aware of agency/department policy relative to when and when not to use physical force, whether by means of empty-hands, baton, OC or firearm. In America, such departmental Use of Force guidelines should be developed in accordance with appropriate federal (i.e., Title 42 United States Code, Sec/ 1983), state and local statutes and applicable court decisions relative to officers using force in the performance of their duty. Such departmental Use of Force guidelines should also be developed following consultation with competent legal representative like a State Attorney General, District Attorney, City or Department Attorney to ensure legal accuracy. Regardless of the country, a Department Use of Force policy and procedures is worth developing and strongly recommended by the Safariland Training Group, as is the periodic review of that policy and procedures, to ensure legal accuracy.

NOTES

Use of Force



- Students should be made aware of agency/department policy or General Orders related to when and when not to use physical force, whether by means of empty-hands, baton, OC or firearm.
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Use of Force



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NOTES



Points of the Human Body

- When making an arrest, you may face a subject who **is or will become a Resistant Subject**, which can be either **Passive or Active in terms of resistance**.
- It is also possible that you may face a subject who **is or will become Assaultive to you or a third person**.
 - These types of subjects have the ability to cause you or a third person bodily harm, which could also escalate to serious bodily harm and/or death.

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Points of the Human Body

When making an arrest, officers may face a subject who is or will become a Resistant Subject, which can be either Passive or Active in terms of resistance. It is also possible that officers may face a subject who is or will become Assaultive to officers or a third person. These types of subjects have the ability to cause officers or a third person bodily harm, which could also escalate to serious bodily harm and/or death. Whatever the subject's behavior is or may become, officers need specific, yet basic, defensive and subject-control skills, like those found in the Monadnock Defensive Tactics System (MDTS), to stop, and then control a Resistant or Assaultive Subject so the arrest can be concluded.

In confronting a subject who is Assaultive, officers must be prepared to defend themselves, first and foremost, and then move to conclude that arrest. MDTS provides officers with a number of practical, yet effective, Blocks and Strikes that they can use to defend themselves (or a third person), as well as teaching practical subject-control holds for stabilizing/controlling a subject to apply handcuffs.

A strike to any part of the human body may cause some degree of injury or pain, but certain areas are more susceptible than others. When using MDTS defensive skills, officers should understand where certain susceptible areas are on the human body. So they may be effective, and yet reasonable in their response to a Resistant or Assaultive Subject. Intentionally striking an area that could lead to serious injury or death may be considered reasonable if a subject's behavior becomes increasingly more resistive or assaultive toward officers or third person, as well as to conclude the arrest.

In the MDTS program, the human body is divided into three risks of injury classifications, much like those found in the Monadnock Baton Chart. These three classifications will aid officers in assessing the potential risk of injury when a Strike (or Strikes) is applied to that area of a subject's body. The striking areas are defined as: Primary (or Green), Secondary (or Yellow) and High Risk (or Red) target areas.

Points of the Human Body



- Whatever the subject's behavior is or may become, you need specific, yet basic, defensive and subject-control skills, like those found in the Monadnock Defensive Tactics System (MDTS), **to stop**, and **then control** a Resistant or Assaultive Subject **so the arrest can be concluded**.



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Points of the Human Body



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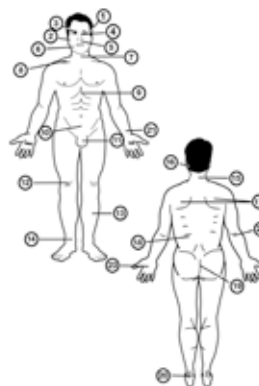
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NOTES

Points of the Human Body



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Points of the Human Body



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NOTES

Points of the Human Body

- In the MDTTS program, the human body is divided into three risks of injury classifications, much like those found in the **Monadnock Baton Chart**.
- These three classifications will aid you in assessing the potential risk of injury when a Strike (or Strikes) is applied to that area of a subject's body. The striking areas are defined as:
 - Primary (or **Green**),
 - Secondary (or **Yellow**) and
 - High Risk (or **Red**) target areas.



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Points of the Human Body

- The **Primary Target Areas**, like the green lens in a traffic light, would be **your initial strike targets**.
 - These bodily points or areas generally cause momentary dysfunction, without risking significant or serious injury to a subject.



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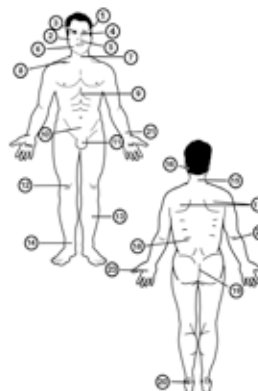
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NOTES

Points of the Human Body



- The Primary Target Areas include the following points and/or areas.
 - Abdomen (Lower) (10)
 - Achilles Tendon (20)
 - Back of Hand (23)
 - Calf
 - Forearm
 - Inside of Wrist (21)
 - Instep (14)
 - Rib Cage (not Solar Plexus)
 - Shin
 - Shoulder and Shoulder Blade(s) (17)
 - Thigh
 - Upper Arm(s)



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Points of the Human Body



- The **Secondary Target Areas**, like the yellow lens in a traffic light, would be the **next level of trauma risk**.
 - A strike here may cause momentary dysfunction, but there exists a higher risk for significant injury to a subject.
 - **Repeated blows or a "strike"** (e.g., performing a knee strike or front kick to the head*) to a **Secondary Target Area** may cause a significant injury.

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NOTES

Points of the Human Body



- You may determine that a strike to a Secondary Target Area is reasonable:
 - (1) when a Primary Target Area proves to be ineffective in stopping a subject;
 - (2) when a Primary Target Area is unavailable to you;
 - (3) when the proximity between a subject and you makes a strike to a Secondary Target Area reasonable; or
 - (4) when you need to immediately stop the attack.

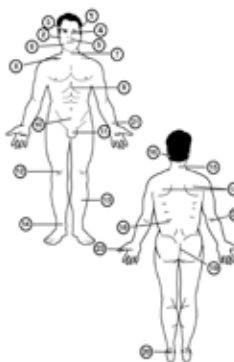
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Points of the Human Body



- Secondary Target Areas include:
 - Collarbone (8)
 - Elbow Joint (22)
 - Groin (11)
 - Head:
 - Frontal Face
 - Bridge of Nose (4)
 - Upper Lip (5)
 - Jaw (6)
 - Knee Joint (12)



Due to the force generated, along with an increase in potential risk for causing significant injury, the Knee Strike or Front Kick to a subject's head should only be considered and used when deadly force is reasonable to conclude an attack or arrest.

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NOTES

Points of the Human Body



- **High Risk Target Areas**, like the red lens in a traffic light, are considered targets of last resort since there are **no greater risk targets above these**.
 - An intentional strike to a High Risk Target Area is done with the recognition that a blow or repeated blows here may lead to serious injury or death to an Assaultive Subject.
 - Such an escalated response may be reasonable since **you are in fear of serious bodily harm or death yourself or for another person**.

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Points of the Human Body



- In addition, you should consider the totality of the circumstances at the time of the incident; for example, you may be in combat with an Assaultive Subject and other circumstances such as, but not limited to, personal injury, exhaustion, or your inability to stop the attack occur that make High Risk Target Area strikes appropriate based upon such conditions.

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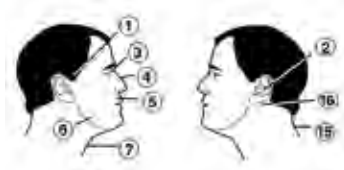
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NOTES

Points of the Human Body



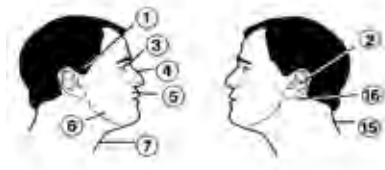
- High Risk Target Areas include:
 - Back of Neck (15)
 - Head:
 - Ears (2)
 - Eyes (3)
 - Hollow Behind Ears (16)
 - Temple (1)
 - Throat (7)
 - Kidney(s) (18)
 - Solar Plexus (9)
 - Spine (including Tail Bone/Coccyx [19])

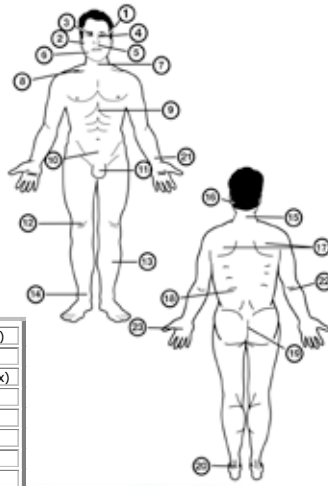


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Points of the Human Body







1 Temple	9 Solar Plexus	17 Shoulder Blade(s)
2 Ears	10 Lower Abdomen	18 Kidney(s)
3 Eyes	11 Groin	19 Tail Bone (Coccyx)
4 Bridge of Nose	12 Knee Joint	20 Achilles Tendon
5 Upper Jaw	13 Shin	21 Inside of Wrist
6 Lower Jaw	14 Instep	22 Elbow Joint
7 Throat	15 Back of Neck	23 Back of Hand
8 Collarbone	16 Hollow Behind Ear	

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What types or degrees of resultant injury may occur from a particular strike contacting a subject's body is impossible to predict with certainty. Consequently, Primary, Secondary and High Risk Target Areas are general MDTs guidelines that are provided for officers' consideration, just as Department Policies and Procedures or General Orders provide officers with guidance on the Use of Force.



Points of the Human Body

- TACTICAL ALERT:
 - What types or degrees of resultant injury may occur from a particular strike contacting a subject's body is impossible to predict with certainty.
 - Consequently, Primary, Secondary and High Risk Target Areas are general MDTs guidelines that are provided for your consideration, just as Department Policies and Procedures or General Orders provide you with guidance on the Use of Force.

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Important Note

Although the head is considered a target area, it may not be a target officers want to deliver a Front Punch upon because the likelihood for causing a hand injury (i.e., broken knuckles, sprain wrist, laceration/abrasion, etc.) is more probable than possible. Moreover, officers' contact with blood borne/airborne pathogens or bodily fluids is also a possibility that must be considered.

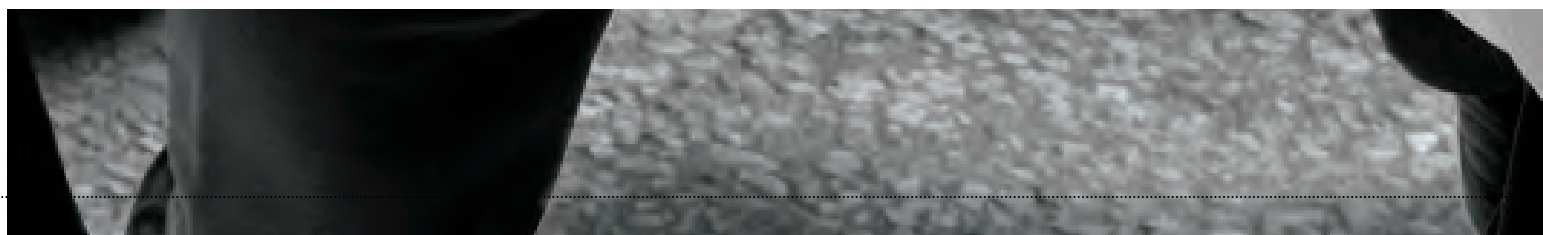
Commentary

Green. Yellow. Red. The three colors of a traffic light each colored lens having its own meaning for guiding traffic safely through a busy intersection. When it comes to the criminal justice liability intersection, these same colors perform a similar function. Understanding the escalation and de-escalation of trauma in the MDTs program can be as easy as Green, Yellow or Red.

NOTES



MODULE TWO | DEFINITIONS





Key Definitions

- **STRONG HAND** – is your Dominant Hand.
 - Generally, it is the hand that would hold your baton or firearm.
- **STRONG SIDE** – is the side where your strong hand and Strong Foot are located.
- **SUPPORT HAND** – is your LESS-Dominant Hand.
 - It is the hand opposite your strong hand.
- **SUPPORT SIDE** – is the side where your support hand and Support Foot are located.

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Important Note

An agency may substitute other terms to identify an officer’s hands, feet or body sides for the purpose of standardization. The STG does not object to this provided it is documented and consistently applied to all agency approved, skill based course programs.

Instructional Notice

Verbal communication (a.k.a., verbalization) is a critical, companion component in each MDTs technique/skill. Trainers should encourage their officers to use verbal communications whenever executing any technique in the MDTs program.

NOTES



Key Definitions

Person	Strong Hand	Strong-Side	Support Hand	Support-Side
Right-Handed	Right Hand	Right Side	Left Hand	Left Side
Left-Handed	Left Hand	Left Side	Right Hand	Right Side

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Key Definitions

- Defensive Position** is the position that you will assume to **PROTECT** yourself from a person who you perceive is getting ready to or is actually attacking you.
 - It is referenced in those MDTs techniques that are expressly meant to overcome an attacker.
- The Defensive Position provides protection to both sides of your head, your upper chest and to both upper flanks.
- The key points of the Defensive Position are:
 - Balance
 - Stance
 - Chest High Position of your Strong and Support Hands

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NOTES

Key Definitions



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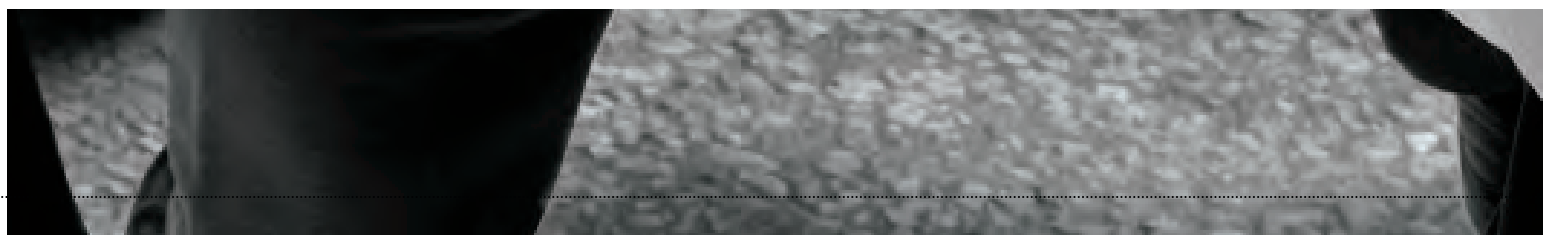
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NOTES



MODULE THREE | BALANCE & MOVEMENT





Balance



- No matter what activity you perform, if your balance is precarious, you **WILL NOT** be successful in that activity.
- Balance refers to finding your center of gravity and keeping it there while you move back-and-forth, run, play tennis, defend yourself, or use an available use of force option such as an expandable police baton, oleoresin capsicum (OC) aerosol spray, or shoot a firearm. They all require balance.

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Balance



- Balance is a very relative kind of thing but, nonetheless, a critical element in any successful physical performance.
- As you learn and practice the various techniques and tactics of the Monadnock Defensive Tactics System, you must always be concerned about your balance.

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NOTES

Basic Stance

- Your **Support Side** should be **turned slightly toward the suspect**.
- Your **feet** should be **about shoulder width apart**.
- Your **knees** should be **slightly bent**, and the **weight of your body** evenly distributed on both legs.
- Your **head and neck** should also be **held erect**.
- Your **Strong Side** should be **turned away from the suspect** (to shield the firearm).
 - Your support side is turned toward the suspect.



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Basic Stance

- Balance is a critical element of Stance.
 - Balance must be maintained during the performance of a MDTs defensive or subject-control skill, or when moving (see Patterns of Movement) in a tactical situation.



Tactical Tip: A **reactionary gap**, or better stated, your **survival gap**, of **4 to 6 feet** should be established between the subject and you. This gap may give you the time you need to react to danger or to move out of harms way, using patterns of movement.

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NOTES

Defensive Stance





- You assume Basic Stance [with a **lower center of gravity**].
- Raise your Strong and Support Hands up to a chest high position.
- Your Strong and Support Hands may either be closed or open based on personal preference, the nature of the situation and/or call for service.**



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Patterns of Movement



- Shuffle**
 - Forward Shuffle
 - Rear Shuffle
- Pivot**
 - Forward Pivot
 - Rear Pivot
- Sidestep**
 - Strong Side
 - Support Side
- Diagonal**
 - Forward Diagonal
 - Rear Diagonal

Think of Patterns of Movement as SURVIVAL DANCING

Shuffle, Pivot, Sidestep and Diagonal are your **Patterns of Movement** that allow you to move in **8 total directions** to either engage with or disengage from a subject.

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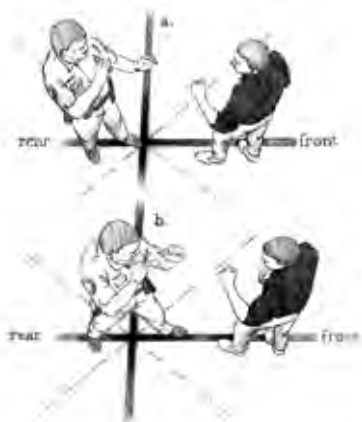
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NOTES

Patterns of Movement



- **Forward Shuffle** – is performed quickly by sliding your support foot forward from the stance position.
- As your momentum moves forward, slide your strong foot forward to re-establish your stance.



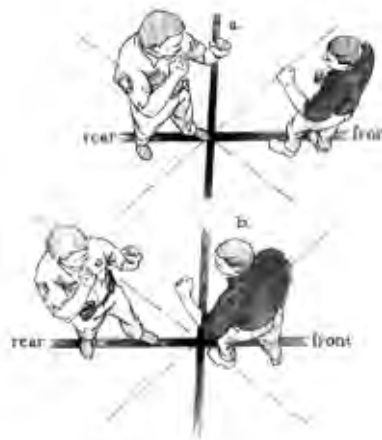
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Patterns of Movement



- **Rear Shuffle** – is performed by quickly sliding your strong foot back from the stance position.
- As your momentum moves backward, slide your support foot back to re-establish your basic stance.



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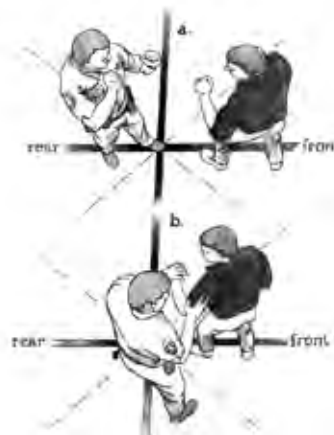
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NOTES

Patterns of Movement



- **Forward Pivot** – is performed by quickly turning on the ball of your support foot, while rapidly sweeping your strong foot forward.
- As your momentum rotates forward, you will have to determine where and when you are going to stop your forward pivot, and then re-establish your stance.



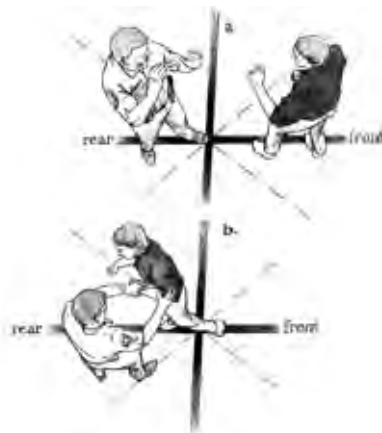
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Patterns of Movement



- **Rear Pivot** – is performed by quickly turning on the ball of your strong foot, while rapidly sweeping your support foot to the rear.
- As your momentum rotates back, you will have to determine where and when you are going to stop your rear pivot, and then re-establish your stance.



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NOTES

Patterns of Movement

- **Strong Sidestep** – is performed by quickly sliding your strong foot out [laterally] to your strong side.
- As your momentum moves to the strong side, slide your support foot over to re-establish your stance.

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Patterns of Movement

- **Support Sidestep** – is performed by quickly sliding your support foot out [laterally] to your support side.
- As your momentum moves to the support side, slide your strong foot over to re-establish your stance.

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NOTES

Patterns of Movement



- **Forward Diagonal** – is performed by quickly sliding your support foot forward and at a 45° angle.
- As your momentum moves diagonally forward, bring your strong foot forward as you blade your body toward your attacker and re-establish your basic stance.



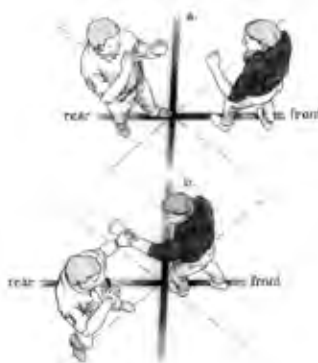
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Patterns of Movement



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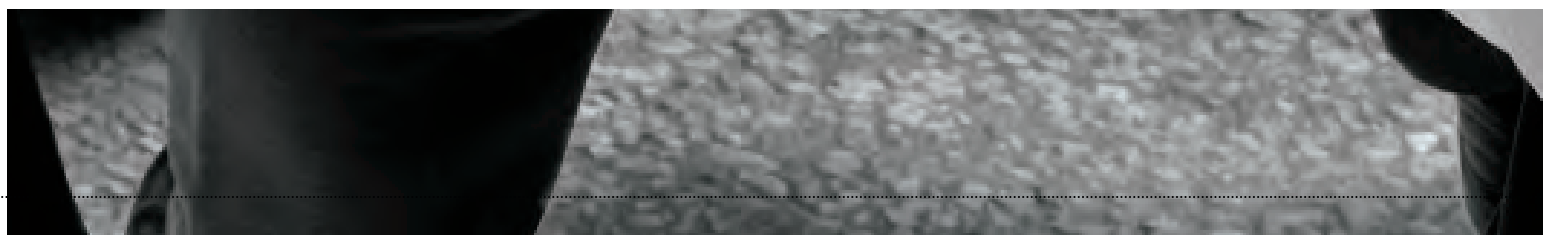
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NOTES



MODULE FOUR | ESCORT



Escort


Action	Establishing initial control over and moving a Passive or Active Resistant Subject
Response	Escort position to either the Strong Side or Support Side
Principle	The officer will control the subject's arm with the hand closest to the body securing the subject's upper arm at the elbow, and then the hand furthest away from the subject, grabbing the subject's wrist. The subject's arm is kept straight and maintained across and close to the officer's chest and abdomen.

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Preparation Phase for the Strong Side and Support Side Escort Positions

- Assume defensive stance with good balance.
- Train your eyes on your subject and the surroundings.
- Be aware of your subject's entire body, not just his/her hands; be ready to respond to an attack.
- Identify yourself as a law enforcement officer.
- Communicate instructions or commands as needed.

NOTES



Strong Side Escort

Minimum Acceptable Performance Standards

1. Assume defensive stance with good balance.
2. Quickly cross the gap to your strong side using an appropriate pattern of movement to achieve a position of advantage (which is called position 2½). [This position 2½ may be accomplished from the front, side or rear.]
3. Blanket the subject's elbow using both your hands, and then slide your support hand down [which is the hand furthest away from the subject] to control the subject's lower forearm (using a pinch grip), while maintaining control at the elbow with your strong hand [which is the hand closest to the subject] (also using a pinch or pincer grip).
 - a. Pressuring firmly between thumb and fingers creates pinch or pincer grip.
4. Keep your elbows in to your sides, while positioning the subject's "controlled" arm in a diagonal both against and across your torso to pull the subject off-balance (slightly).
5. Keep your support hand in near your support hip to maintain the subject in an off-balance state, while maintaining your strong hand position at the subject's elbow.

NOTES



Tip: When a compliant subject turns non-compliant while in this escort position, sharply rotate the subject's forearm/wrist (so his/her palm and elbow is up) with your support hand, as you maintain the subject's hand at your support hip. Simultaneously, firmly hold (pinch or pincer grip) the subject's upper arm, just above the elbow, with your strong hand. Vigorously, pull the subject's arm diagonally into your torso until the arm is "locked" against your torso. Keep your elbows in, as you apply enough counterforce at both your hand positions to sustain a straight arm "lock" on the subject's arm, while in escort.

NOTES



Support Side Escort

Minimum Acceptable Performance Standards

1. Assume defensive stance with good balance.
2. Quickly cross the gap to your support side using an appropriate pattern of movement to achieve a position of advantage (which is called position 2½). [This position 2½ may be accomplished from the front, side or rear.]
3. Blanket the subject's elbow using both your hands, and then slide your strong hand down [which is the hand furthest away from the subject] to control the subject's lower forearm (using a pinch grip), while maintaining control at the elbow with your support hand [which is the hand closest to the subject] (also using a pinch grip).
 - a. Pressuring firmly between thumb and fingers creates pinch grip.
4. Keep your elbows in to your sides, while positioning the subject's "controlled" arm in a diagonal both against and across your torso to pull the subject off-balance (slightly).
5. Keep your strong hand in near your strong hip to maintain the subject in an off-balance state, while maintaining your support hand position at the subject's elbow.

NOTES



Tip: When a compliant subject turns non-compliant while in this escort position, sharply rotate the subject's forearm/wrist (so his/her palm and elbow is up) with your support hand, as you maintain the subject's hand at your support hip. Simultaneously, firmly hold (pinch grip) the subject's upper arm, just above the elbow, with your strong hand. Vigorously, pull the subject's arm diagonally into your torso until the arm is "locked" against your torso. Keep your elbows in, as you apply enough counterforce at both your hand positions to sustain a straight arm "lock" on the subject's arm, while in escort.

NOTES



Follow-up Phase for **STRONG SIDE** or **SUPPORT SIDE ESCORT POSITION**

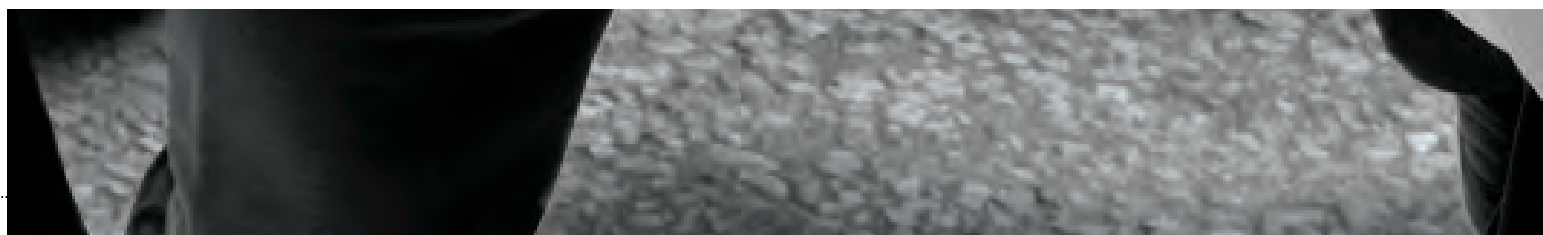
- Give instructions to guide and move a subject away (i.e., “Please come with me!”).
- If you FEEL a compliant subject suddenly tighten up his/her arm or shoulder, then:
- Rotate the subject’s “controlled” wrist as you also increase the counterforce being applied at both hand positions in an attempt to stop further resistance, or
- Quickly execute a MDTS subject-control technique or MDTS active defensive skill to stabilize and control the now non-compliant subject.
- If still unable to control a non-compliant subject, in the technique, then:
- Disengage and create distance by using the escort position to shove him/her away from you.
- Prepare to escalate and use an alternative and available use of force option(s).

NOTES

NOTES



MODULE FIVE | ARM BAR TAKEDOWN





Arm Bar Takedown

Action	Taking to the ground and controlling an Active Resistant Subject
Response	Arm Bar Takedown – Strong Side, Support Side and Rollover Arm Bar Takedowns
Principle	From the escort position, the officer will secure the subject's wrist/arm to the side of their torso. Then, the officer will push down on the area just above the subject's elbow. Both movements continue until the subject is on the ground and in a prone position.

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Basic Restraint Skills for Non-Compliant Subjects

Goal: To teach officers a select number of skills that will allow them to control, transport when appropriate, and restrain Active Resistant subjects. These tactics are based on allowing officers to transition from one control or restraint technique to another. These techniques allow for simple yet safe transition into a handcuffing position.

Preparation Phase for the following Arm Bar Takedowns

- Assume an escort position.
- Be aware of your subject's entire body; be ready to respond to an attack.
- Communicate instructions or commands as needed.

NOTES



Strong Side Arm Bar Takedown

Minimum Acceptable Performance Standards

1. Immediately execute the strong side escort position (as described above).
2. Move in the direction that the subject is moving to resistance (i.e., (s)he pulls you to the side, you move to the side) using an appropriate pattern of movement to ensure your balance.
3. Lower your center of gravity and widen your stance when you stop moving.
4. Move your strong forearm over the subject's upper arm, just above the elbow. The subject's hand must be in continuous contact with your support hip throughout the arm bar.
5. Maintain the "controlled" arm in a straight and rigid position as you quickly drive your strong forearm/hand straight to the ground.
6. As the subject's shoulder begins to lower to the point where (s)he is going off balance, use an appropriate pattern of movement (i.e., a sidestep – to lead the way) to further enhance his/her off balance state.
7. Commands such as GET DOWN, STOP RESISTING, GET DOWN ON YOUR STOMACH may help guide a subject to a prone position.
8. As soon as the subject's "controlled" shoulder comes in contact with the ground, be sure that you have moved forward of either the subject's shoulder or head to maintain control of the arm bar.
9. Keep the subject's "controlled" shoulder flat on the ground and his/her arm in a vertical position to maintain control and stability on the ground.



Follow-Up Phase for both **STRONG SIDE** and **SUPPORT SIDE ARM BAR TAKEDOWN**

- Continue and complete the **GROUND HANDCUFFING POSITION**.
- If unable to control an active-resistant subject, in the technique, then:
 - Quickly execute a MDTs active defensive skill (i.e., knee strike) to better off balance the subject, or
 - Quickly disengage from the Arm Bar Takedown and resume a defensive position, or
 - Prepare to escalate and use an alternative and available use of force option(s) after disengagement.



Support Side Arm Bar Takedown

Minimum Acceptable Performance Standards

1. Immediately execute the support side escort position (as described above).
2. Move in the direction that the subject is moving to resistance (i.e., (s)he pulls you to the side, you move to the side) using an appropriate pattern of movement to ensure your balance.
3. Lower your center of gravity and widen your stance when you stop moving.
4. Move your support forearm over the subject's upper arm, just above the elbow. The subject's hand must be in continuous contact with your strong hip throughout the arm bar.
5. Maintain the "controlled" arm in a straight and rigid position as you quickly drive your support forearm/hand straight to the ground.
6. As the subject's shoulder begins to lower to the point where (s)he is going off balance, use an appropriate pattern of movement (i.e., a sidestep – to lead the way) to further enhance his/her off balance state.
7. Commands such as GET DOWN, STOP RESISTING, GET DOWN ON YOUR STOMACH may help guide a subject to a prone position.
8. As soon as the subject's "controlled" shoulder comes in contact with the ground, be sure that you have moved forward of either the subject's shoulder or head to maintain control of the arm bar.
9. Keep the subject's "controlled" shoulder flat on the ground and his/her arm in a vertical position to maintain control and stability on the ground.



Follow-Up Phase for both **SUPPORT SIDE** and **STRONG SIDE ARM BAR TAKEDOWN**

- Continue and complete the **GROUND HANDCUFFING POSITION**.
- If unable to control an active-resistant subject, in the technique, then:
- Quickly execute a MDTs active defensive skill (i.e., knee strike) to better off balance the subject, or
- Quickly disengage from the Arm Bar Takedown and resume a defensive position, or
- Prepare to escalate and use an alternative and available use of force option(s) after disengagement.



- Performing **Rollover Arm Bar Takedown** when resistance is encountered in an Escort Position



In some cases, a subject may suddenly raise his/her elbow toward the sky while in the escort position. When this happens you may attempt to re-gain control by using the Rollover method to transition into an Arm Bar Takedown, either on the Strong Side or Support Side.

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Rollover Arm Bar Takedown When Resistance Is Encountered in an Escort Position

Important Note: In some cases, a subject may suddenly raise his/her elbow toward the sky while in the escort position. When this happens you may attempt to re-gain control by using the Rollover method to transition into an Arm Bar Takedown, either on the Strong Side or Support Side.

If you elect to perform an Arm Bar Takedown when the subject resists by raising the elbow, you must review the following procedure that is called “The Roll Over Method.” As its name implies, you use a “rolling over” motion to take the subject to the ground:

Minimum Acceptable Performance Standards

1. From an escort position, turn the subject’s rising elbow forward (re-direct the momentum) until it starts to move toward the ground.
2. As the subject’s arm begins to straighten out, continue to push the elbow down and begin to pull the subject’s arm straight (a pattern of movement may also be an important component at this point). The subject’s hand must be in continuous contact with your hip throughout the arm bar.
3. Use the combined strength in your legs and arms (plus your body weight) to straighten the subject’s “controlled” arm.
4. Complete the Arm Bar Takedown to the ground, and then into the Ground Handcuffing Position.



- Performing **Rollover** Arm Bar Takedown when resistance is encountered in an Escort Position



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- Performing **Rollover** Arm Bar Takedown when resistance is encountered in an Escort Position



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NOTES



- Performing **Rollover** Arm Bar Takedown when resistance is encountered in an Escort Position



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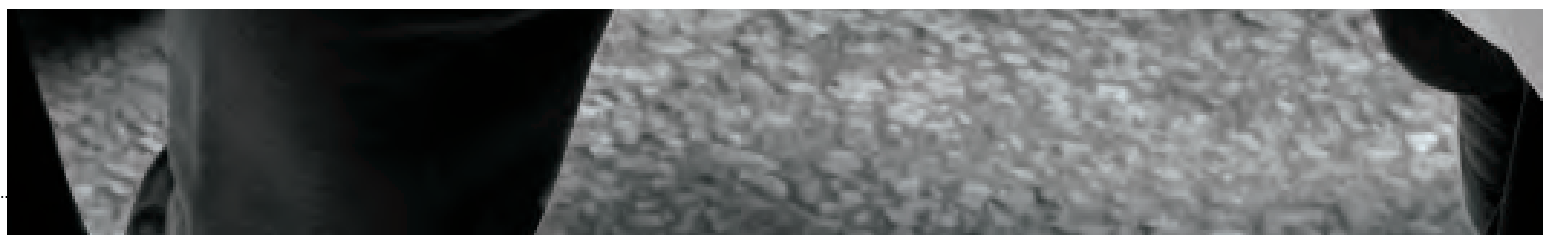
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MODULE SIX | REAR WRISTLOCK





Rear Wristlock

Action	Controlling and restraining an Active Resistant subject
Response	Rear Wristlock – Strong Side and Support Side
Principle	From the escort position, the officer will maintain contact between the subject's elbow and center of the their own chest with the hand closest to the subject. The officer's hand that was wrapped around the subject's wrist will slide down and grab the back of the subject's hand. The officer will push that hand to the center of the subject's back and pivot towards that area. The officer's hand that is holding on to the subject's hand at the small of the back rotates so that the heel of that hand is on top of the subject's wrist. The officer will compress the backside of the subject's hand until control and/or compliance is achieved. Additional control is achieved when the subject is taken off-balance and placed against a solid object for stabilization.

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Basic Restraint Skills for Non-Compliant Subjects

Goal: To teach officers a select number of skills that will allow them to control, transport when appropriate, and restrain Active Resistant subjects. These tactics are based on allowing officers to transition from one control or restraint technique to another. These techniques allow for simple yet safe transition into a handcuffing position.

Preparation Phase for the following Wristlocks

- Assume an escort position.
- Be aware of your subject's entire body; be ready to respond to an attack.
- Communicate instructions or commands as needed.

NOTES



Strong Side Rear Wristlock

Minimum Acceptable Performance Standards

1. Immediately execute the strong side escort position.
2. Move in the direction of a subject's resistance (i.e., (s)he pushes you back, you move back) using an appropriate pattern of movement to ensure your balance.
3. Lower your center of gravity and widen your stance when you stop moving.
4. Rotate your support hand until it "holds" the back of the subject's hand, as you firmly apply "wrist compression" by bending his/her hand up toward the wrist while moving that arm to the small of the subject's back.
5. Simultaneously stabilize (i.e., tightly grab it) the subject's elbow with your strong hand.
6. Quickly place the "controlled elbow" into the center of your torso with your strong hand.
7. Keep the subject's "controlled" elbow against your torso by continuing to firmly apply "wrist compression" with your support hand, while moving the subject's arm to the small of the back. This will also require you to pivot your feet and hips so that end up "facing" the subject's flank.
8. Commands such as STOP RESISTING ME may help guide a subject into the Rear Wristlock, or LET'S MOVE when you are ready to move the subject from the area (but have the subject's other hand placed somewhere that you can see it as you move from the area).
9. Keep the "controlled" arm in close to your torso as you move the subject away (or with the aid of a partner handcuff the subject).

Performing Strong Side Rear Wristlock



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Performing Strong Side Rear Wristlock



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NOTES



Follow-Up Phase for both **STRONG SIDE** and **SUPPORT SIDE REAR WIRSTLOCK**

- Escort the subject to a safe location where you can safely handcuff him/her by using the **PRONE HANDCUFFING POSITION** [or handcuff the subject with the aid of a partner in a supported standing handcuffing position].
- If unable to control an active-resistant subject, in the technique, and then:
- Quickly execute a MDTs active defensive skill (i.e., knee strike) to better off balance a subject, or
- Quickly disengage from the MDTs Rear Wristlock and resume a defensive position, or
- Prepare to escalate and use an alternative and available use of force option(s) after disengagement.

NOTES


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Performing Strong Side Rear Wristlock




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NOTES



Support Side Rear Wristlock

Minimum Acceptable Performance Standards

1. Immediately execute the support side escort position.
2. Move in the direction of a subject's resistance (i.e., (s)he pushes you back, you move back) using an appropriate pattern of movement to ensure your balance.
3. Lower your center of gravity and widen your stance when you stop moving.
4. Rotate your strong hand until it "holds" the back of the subject's hand, as you firmly apply "wrist compression" by bending his/her hand up toward the wrist while moving that arm to the small of the subject's back.
5. Simultaneously stabilize (i.e., tightly grab it) the subject's elbow with your support hand.
6. Quickly place the "controlled elbow" into the center of your torso with your support hand.
7. Keep the subject's "controlled" elbow against your torso by continuing to firmly apply "wrist compression" with your strong hand, while moving the subject's arm to the small of the back. This will also require you to pivot your feet and hips so that end up "facing" the subject's flank.
8. Commands such as STOP RESISTING ME may help guide a subject into the Rear Wristlock, or LET'S MOVE when you are ready to move the subject from the area (but have the subject's other hand placed somewhere that you can see it as you move from the area).
9. Keep the "controlled" arm in close to your torso as you move the subject away (or with the aid of a partner handcuff the subject).

Performing Support Side Rear Wristlock





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Performing Support Side Rear Wristlock





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NOTES



Follow-Up Phase for both **STRONG SIDE** and **SUPPORT SIDE REAR WRISTLOCK**

- Escort the subject to a safe location where you can safely handcuff him/her by using the **PRONE HANDCUFFING POSITION** [or handcuff the subject with the aid of a partner in a supported standing handcuffing position].
- If unable to control an active-resistant subject, in the technique, and then:
- Quickly execute a MDTs active defensive skill (i.e., knee strike) to better off balance a subject, or
- Quickly disengage from the MDTs Rear Wristlock and resume a defensive position, or
- Prepare to escalate and use an alternative and available use of force option(s) after disengagement.

Performing Strong Side Rear Wristlock to allow Partner to Handcuff Subject



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Performing Strong Side Rear Wristlock to allow Partner to Handcuff Subject



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Performing Strong Side Rear Wristlock to allow Partner to Handcuff Subject



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Performing Strong Side Rear Wristlock to allow Partner to Handcuff Subject



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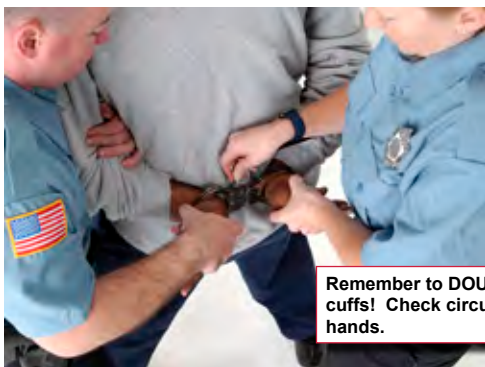
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Performing Strong Side Rear Wristlock to allow Partner to Handcuff Subject



Remember to **DOUBLE LOCK** both cuffs! Check circulation in both hands.

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Performing Support Side Rear Wristlock to allow Partner to Handcuff Subject



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Performing Support Side Rear Wristlock to allow Partner to Handcuff Subject



Remember to
DOUBLE LOCK
both cuffs!

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Performing Support Side Rear Wristlock to allow Partner to Handcuff Subject



Check for
circulation in both
hands.

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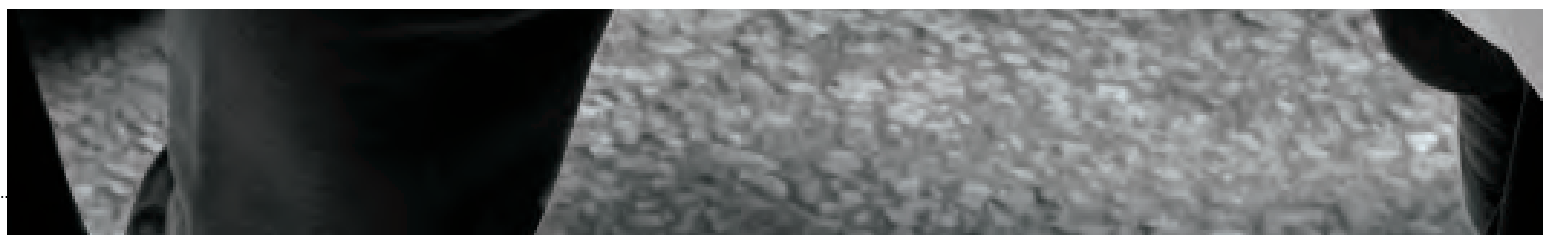
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MODULE SEVEN | STANDING HANDCUFFING



Important Note:

Some subjects can be candidates for in-custody deaths if they display one or more of the following conditions:

- Incoherent or meaningless speech
- Bizarre, aggressive, violent behavior
- Shouting
- Fear
- Panic
- Violence towards objects, especially glass
- Public disrobing
- Dilated pupils
- Profuse sweating
- Unexpected physical strength
- Jumping into water
- Self-inflicted injuries
- Shivering
- Obesity

Handcuffed subjects should be monitored during the time they are in those restraints. Roll subjects on their side or into a sitting position after handcuffing, and if breathing becomes difficult, remove the handcuffs and seek medical aid.

Basic Handcuffing Skills for Compliant Subjects

Goal: To teach officers a select number of skills that will allow them to control, stabilize and handcuff cooperative or Passive subjects. These tactics are based on allowing officers to transition from one control or restraint technique to another. These techniques allow for simple yet safe transition into a handcuffing position.

NOTES

Standing Handcuffing



Action	Handcuffing a standing compliant subject
Response	Compliant Subject Handcuffing
Principle	The officer will control and stabilize the subject's hand behind him/her, and then the first handcuff will be placed on. The officer will place the first cuff on the subject's wrist. The officer will grab the subject's free hand and place the second cuff on at the wrist. Double lock both cuffs, when tactically possible.

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Preparation Phase for the following Handcuffing Position

- Assume a defensive stance with good balance.
- Be aware of your subject's entire body and get ready to immediately respond to an attack.
- Tell the subject (s)he is under arrest and must be handcuffed for his/her, as well as your, safety.
- Tell the subject to turn and face away from you, then move a "safe" distance away from the subject, but where you can still monitor his/her actions and remain in a position of advantage.

NOTES



Compliant Subject Handcuffing – Standing Position

Minimum Acceptable Performance Standards

1. Tell the subject to widen his/her stance, once completed, then tell him/her to turn both feet to an outward position from his/her centerline.
2. Tell the subject to move both arms back along his/her side until both arms are fully extended behind him/her.
3. Tell the subject to now turn both hands until his/her palms are turned outward, with thumbs pointing up.
4. Tell the subject, "Do Not Move."

NOTES

**OFFICER'S PREPARATIONS:**

- Take out your handcuffs, but without diverting your eyes from the subject, and position them in a proper carry position.
5. Carefully approach subject (at position 2½) with both hands up.
 6. Grasp the backside of the subject's hand (reverse handshake) above the knuckles (or below them, if appropriate) with your support hand. Your support hand may be placed either over or under the subject's thumb depending on the size of your hand.
 7. Simultaneously, pull the subject's hand back away from his/her body and rotate the thumb up, then position the outside cuff on the subject's wrist/lower forearm (thumb side) and push the cuff on with one smooth motion.
 8. Quickly move your support hand to grasp the subject's second hand in a "handshake" above the knuckles (or below them, if appropriate). Your support hand may be placed either over or under the subject's thumb depending on the size of your hand. It may be appropriate to command the subject to move his second hand to the small of the back or you to take a step toward the center of the subject's back to maintain your balance and control.
 9. Position the second cuff over the subject's wrist and push the cuff on with one smooth motion.
 10. Check cuffs for correct fit around the subject's wrists/lower forearm.
 11. Engage the double lock mechanism in both handcuffs, when tactically possible.



Follow-Up Phase for COMPLIANT SUBJECT STANDING HANDCUFFING POSITION

- Your Department policies and procedures/General Orders should guide how you handcuff a subject, as well as conducting a “field” search of a subject.
- But, generally the following points may be helpful to you when conducting a “field” search.
- Tell the subject to stand still while you conduct a head-to-toe search.
- Control the subject by holding on to one of the subject’s hands with your non-searching hand, then switch hands to search the subject’s other side.
- After search is completed, subject is transported to an appropriate processing and/or treatment center.

NOTES



Tip: Department policies and procedures/General Orders should be followed whenever handcuffing a subject. The MDTs program recognizes this requirement for this specific skill.

It is also acceptable to command the subject to interlock his/her fingers (in the small of back) so the officer can secure both hands at once by gripping those fingers in one hand, and then apply a cuff to the subject's first wrist then the second using the officer's other hand. While this procedure is not specifically stated above, this alternative procedure does satisfy the minimum acceptable performance standards (MAPS) that are stated above. Moreover, it is also an acceptable option to use the support hand to hold the cuffs and to place each of them in place, while the strong hand stabilizes the subject's first hand and then the second.

NOTES



Compliant Subject Handcuffing – Standing Position

Minimum Acceptable Performance Standards

1. Tell the subject to widen his/her stance, once completed, then tell him/her to turn both feet to an outward position from his/her centerline.
2. Tell the subject to move both arms back along his/her side until both arms are fully extended behind him/her.
3. Tell the subject to now turn both hands until his/her palms are turned outward, with thumbs pointing up.
4. Tell the subject, "Do Not Move."

NOTES



OFFICER'S PREPARATIONS:

- Take out your handcuffs, but without diverting your eyes from the subject, and position them in a proper carry position.
5. Carefully approach subject (at position 2½) with both hands up.
 6. Grasp the backside of the subject's hand (reverse handshake) above the knuckles (or below them, if appropriate) with your support hand. Your support hand may be placed either over or under the subject's thumb depending on the size of your hand.
 7. Simultaneously, pull the subject's hand back away from his/her body and rotate the thumb up, then position the outside cuff on the subject's wrist/lower forearm (thumb side) and push the cuff on with one smooth motion.
 8. Quickly move your support hand to grasp the subject's second hand in a "handshake" above the knuckles (or below them, if appropriate). Your support hand may be placed either over or under the subject's thumb depending on the size of your hand. It may be appropriate to command the subject to move his second hand to the small of the back or you to take a step toward the center of the subject's back to maintain your balance and control.
 9. Position the second cuff over the subject's wrist and push the cuff on with one smooth motion.
 10. Check cuffs for correct fit around the subject's wrists/lower forearm.
 11. Engage the double lock mechanism in both handcuffs, when tactically possible.

Performing Standing Handcuffing – Support Side Approach



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NOTES



Follow-Up Phase for COMPLIANT SUBJECT STANDING HANDCUFFING POSITION

- Your Department policies and procedures/General Orders should guide how you handcuff a subject, as well as conducting a “field” search of a subject.
- But, generally the following points may be helpful to you when conducting a “field” search.
- Tell the subject to stand still while you conduct a head-to-toe search.
- Control the subject by holding on to one of the subject’s hands with your non-searching hand, then switch hands to search the subject’s other side.
- After search is completed, subject is transported to an appropriate processing and/or treatment center.

NOTES

Performing Standing Handcuffing – Close-Up Support Side Handcuffing Sequence





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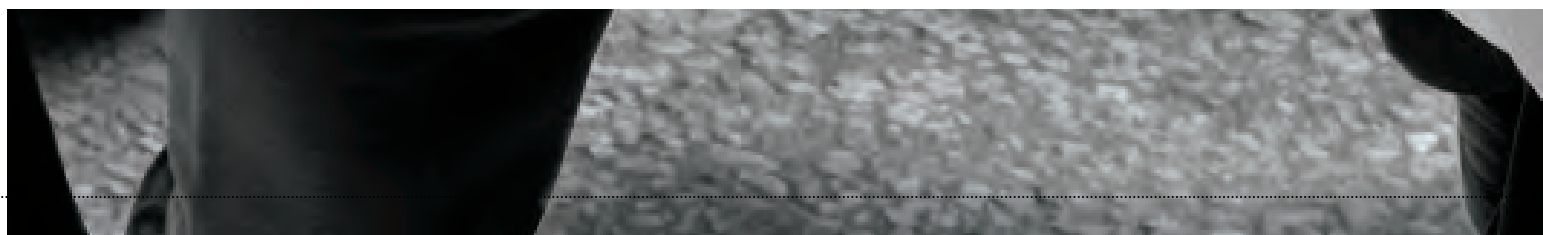
Tip: Department policies and procedures/General Orders should be followed whenever handcuffing a subject. The MDTs program recognizes this requirement for this specific skill.

It is also acceptable to command the subject to interlock his/her fingers (in the small of back) so the officer can secure both hands at once by gripping those fingers in one hand, and then apply a cuff to the subject's first wrist then the second using the officer's other hand. While this procedure is not specifically stated above, this alternative procedure does satisfy the minimum acceptable performance standards (MAPS) that are stated above. Moreover, it is also an acceptable option to use the support hand to hold the cuffs and to place each of them in place, while the strong hand stabilizes the subject's first hand and then the second.

NOTES



MODULE EIGHT | PRONE HANDCUFFING





Prone Handcuffing

Action	From an escort position using either a Strong Side or Support Side Arm Bar Takedown, handcuffing an Active Resistant subject in a prone [ground] position
Response	Non-Compliant Subject Handcuffing
Principle	The officer will use an Arm Bar Takedown from an escort position to force the subject down to a prone position, and then control the subject's arm in order to cuff his/her wrist. Following the application of the first cuff, the officer will command the subject to place his/her other hand in the small of the back. The officer will then grab the subject's free hand, and then place the second cuff on the wrist. Double lock both cuffs, when tactically possible.

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Basic Handcuffing Skills for Non-Compliant Subjects

Goal: To teach officers a select number of skills that will allow them to control, stabilize and handcuff Active Resistant subjects. These tactics are based on allowing officers to transition from one control or restraint technique to another. These techniques allow for simple yet safe transition into a handcuffing position.

Preparation Phase for the following Handcuffing Position

- Non-compliant subject is taken straight to the ground using an ARM BAR TAKEDOWN, along with loud, repetitive commands (i.e., "Stop resisting me!" or "Get down on your belly.").

Important Note:

The use of padded mats large enough to demonstrate and practice Arm Bar Takedowns or any skill requiring ground stabilization should be considered.

NOTES



Non-Compliant Subject Handcuffing – Strong Side Prone [Ground] Position

Minimum Acceptable Performance Standards

1. From a strong side arm bar takedown, take a subject straight down to the ground by using his/her controlled arm as a single “lever” that moves his/her shoulder down to the ground. To do this, keep his/her controlled hand in near your support hip with your support hand while your strong forearm/hand maintains a downward force on his/her upper arm, just above the elbow.
2. Keep the controlled hand higher than the controlled shoulder.
3. When a subject is flat on the ground, tell him/her to extend his/her free arm straight out to his/her side and turn his/her head away from you.
4. Bring the controlled arm up and in toward your centerline until it is (or nearly) perpendicular to the ground and maintain it there, then put your support knee in a position to control the shoulder joint, then swing your strong knee into a position to provides further control around the shoulder joint. You are trying to stabilize the controlled shoulder joint so it cannot move around or be lift off the ground. Don’t position your knee on a subject’s neck.
5. Maintain control through the “handshake” grip position, your body weight applied directly over your support knee and the perpendicular position of the controlled arm over its shoulder joint.

NOTES



6. Take out your handcuffs, without having to rotate your trunk/hip or change the controlled arm/wristlock, assume proper carry position.
7. Position the first cuff, and then push it on in one smooth motion. Check to make sure the cuff is “locked” around the subject’s wrist before proceeding. If the cuff is not adequately closed to prevent the subject’s wrist from escaping, use your strong index finger to “snug up” the cuff before proceeding.
8. Move control of the arm to the handcuffs.
9. The controlled arm remains perpendicular as you tell the subject to bring his/her other arm to the small of his/her back.
10. When the other arm is in the small of the back reach down with your support hand and secure a “reverse handshake” grip, then apply the second cuff.
11. Engage the double lock mechanism in both handcuffs, when tactically possible.

NOTES



Follow-Up Phase for NON-COMPLIANT SUBJECT PRONE HANDCUFFING POSITION

- Your Department policies and procedures/General Orders should guide how you prone a subject for ground handcuffing, as well as conducting a “field” search of a subject at that prone/ground position.
- But, generally the following points may be helpful to you when conducting a “field” search.
- From where you are kneeling begin your search of the subject’s back, then reach and grab the subject’s “opposite” elbow of his/her body so you can roll him/her over on to his/her side. This “side resting” position provides good access to the chest, waistband, and pocket areas.

Important Note:

The use of padded training aids (e.g., 24” Ultimate Foam Training Baton) that promote skill confidence should be considered. Use of such training aids in a drill would be at the static training intensity (or at the lowest dynamic level). Any training aid or drill utilized in skill development or confidence building would be approved and supervised by the Department.

NOTES



Zone Defense:

Zone #1 is the distance from your chest out to your elbow (or 1 foot), which is held perpendicular to your chest. Zone #2 is the distance from your elbow out to your hand/fist. Zone #3 is the distance from your hand/fist to the tip of a baton that is held in your hand. All MDTS skills are performed either at Zone #1 or Zone #2. Zone #1 is considered close-in range. Zone #2 is intermediate range. Zone #3 is extended range.

1. Maintain control of the subject's elbow by applying a slight (or higher when needed) straight downward force at the elbow joint, in most cases, pin one or both shoulder joints.
2. Return the subject to a prone position, and then physically move, around the subject head, to the other side of his/her body and repeat the head-to-toe search procedure.
3. Tell the subject to "roll" into a "seated" position. Some assistance may be necessary to accomplish this "seated" position, and then have the subject move into a kneeling position. Again, some assistance may be necessary. Don't injure your back by trying to lift subject up off the ground rather assist him/her to his/her feet.
4. When the subject is standing, (s)he is transported to an appropriate processing and/or treatment center.

NOTES

Performing Prone Handcuffing with a Partner's Assistance



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NOTES

Performing Prone Handcuffing with a Partner's Assistance



Remember to **DOUBLE LOCK** both cuffs!
Check for circulation in both hands.

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NOTES



Non-Compliant Subject Handcuffing – Support Side Prone [Ground] Position

Minimum Acceptable Performance Standards

1. From a support side arm bar takedown, take a subject straight down to the ground by using his/her controlled arm as single “lever” that moves his/her shoulder down to the ground. To do this, keep his/her controlled hand in near your strong hip with your strong hand while your support forearm/hand maintains a downward force on his/her upper arm, just above the elbow.
2. Keep the controlled hand higher than the controlled shoulder.
3. When a subject is flat on the ground, tell him/her to extend his/her free arm straight out to his/her side and turn his/her head away from you.
4. Bring the controlled arm up and in toward your centerline until it is (or nearly) perpendicular to the ground and maintain it there, and then put your strong knee in a position to control the shoulder joint, then swing your support knee into a position to provides further control around the shoulder joint. You are trying to stabilize the controlled shoulder joint so it cannot move around or be lift off the ground. Don’t position your knee on a subject’s neck.
5. Maintain control through the “handshake” grip position, your body weight applied directly over your strong knee and the perpendicular position of the controlled arm over its shoulder joint.

NOTES



6. Take out your handcuffs, without having to rotate your trunk/hip or change the controlled arm/wristlock, assume proper carry position.
7. Position the first cuff, and then push it on in one smooth motion. Check to make sure the cuff is “locked” around the subject’s wrist before proceeding. If the cuff is not adequately closed to prevent the subject’s wrist from escaping, use your support index finger to “snug up” the cuff before proceeding.
8. Move control of the arm to the handcuffs.
9. The controlled arm remains perpendicular as you tell the subject to bring his/her other arm to the small of his/her back.
10. When the other arm is in the small of the back reach down with your strong hand and secure a “reverse handshake” grip, then apply the second cuff.
11. Engage the double lock mechanism in both handcuffs, when tactically possible.

NOTES

Performing Prone Handcuffing – Support Side Approach





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Performing Prone Handcuffing – Support Side Approach





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NOTES



Follow-Up Phase for NON-COMPLIANT SUBJECT PRONE HANDCUFFING POSITION

- Your Department policies and procedures/General Orders should guide how you prone a subject for ground handcuffing, as well as conducting a “field” search of a subject at that prone/ground position.
- But, generally the following points may be helpful to you when conducting a “field” search.
- From where you are kneeling begin your search of the subject’s back, then reach and grab the subject’s “opposite” elbow of his/her body so you can roll him/her over on to his/her side. This “side resting” position provides good access to the chest, waistband, and pocket areas.

Important Note:

The use of padded training aids (e.g., 24” Ultimate Foam Training Baton) that promote skill confidence should be considered. Use of such training aids in a drill would be at the static training intensity (or at the lowest dynamic level). Any training aid or drill utilized in skill development or confidence building would be approved and supervised by the Department

NOTES



Zone Defense:

Zone #1 is the distance from your chest out to your elbow (or 1 foot), which is held perpendicular to your chest. Zone #2 is the distance from your elbow out to your hand/fist. Zone #3 is the distance from your hand/fist to the tip of a baton that is held in your hand. All MDTS skills are performed either at Zone #1 or Zone #2. Zone #1 is considered close-in range. Zone #2 is intermediate range. Zone #3 is extended range.

1. Maintain control of the subject's elbow by applying a slight (or higher when needed) straight downward force at the elbow joint, in most cases, pin one or both shoulder joints.
2. Return the subject to a prone position, and then physically move, around the subject head, to the other side of his/her body and repeat the head-to-toe search procedure.
3. Tell the subject to "roll" into a "seated" position. Some assistance may be necessary to accomplish this "seated" position, and then have the subject move into a kneeling position. Again, some assistance may be necessary. Don't injure your back by trying to lift a subject up off the ground rather assist him/her to his/her feet.
4. When the subject is standing, (s)he is transported to an appropriate processing and/or treatment center.

NOTES

Performing Prone Handcuffing with a Partner's Assistance





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NOTES

Performing Prone Handcuffing with a Partner's Assistance



Remember to **DOUBLE LOCK** both cuffs!
Check for circulation in both hands.

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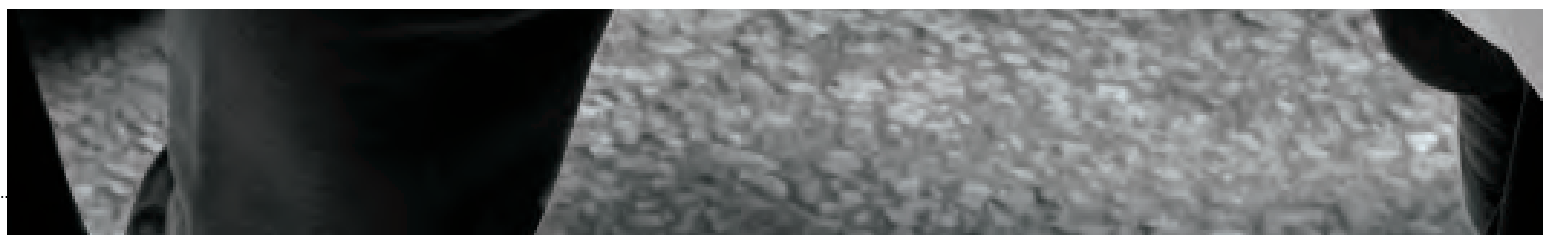
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MODULE NINE | BLOCKING



Zone Defense: A Brief Explanation



- There are three specific Defensive Zones that STG has established for evading/avoiding/stopping an attacker. Those three Zones are **Extended Range or Zone 3, Intermediate Range or Zone 2 and Close-In Range or Zone 1.**
 - In the **MDTS program**, you will be concerned with **only Zone 1 and Zone 2.**
 - To establish Zone 1, first position both arms in front of your chest, and then bend your arms at the elbow to a right angle. **The distance between your chest and your elbow defines Zone 1.** Now turn to your support side and then back to your strong side, this movement marks the total area within your Zone 1.

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Zone Defense: A Brief Explanation



- Now, straighten both arms and turn side-to-side again, you have now defined your Zone 2, which is the distance between your elbow and outstretched hand (or simply the length of your forearm).
- MDTs active defensive skills are assigned a 'Zone' so you may better understand where a particular technique may be utilized within a given range (i.e., Zone 1 or Zone 2). **Hopefully, this knowledge will allow you to be more effective with performing a MDTs defensive skill during practice and/or on the job.**
- The majority of MDTs skills are upper body skills. However, you also have lower [extremity] body skills such as Knee Strike or Front Kick.

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NOTES

High Block



Action	Downward vertical or diagonal blow to the officer's head and/or shoulder area
Response	High Block [Zone 1]
Principle	The officer will block or deflect a downward blow with an upward motion of his/her strong hand, support hand or both hands, simultaneously, and/or forearm(s). The actual block or deflection of force can be made with hand(s) and/or forearm(s). The officer will perform one or more patterns of movement as part of this skill.

Plane of Attack is either Downward Vertical Plane or Downward Diagonal Plane. **Attack focus is HIGH.**

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Goal: To teach officers to identify several planes of attack and to present specific methods of defending called blocks against each of those planes of attack. The following blocks are instinctive, and consequently, effective against unarmed attackers (Assaultive Subjects).

Preparation Phase for the following empty-hand BLOCKS

- Assume a defensive position with good balance and stance.
- Train your eyes on your attacker and the surroundings.
- Be aware of your attacker's entire body and be ready to respond to an attack.
- Patterns of Movement can be used to enhance the effectiveness of an empty-hand Block,
- Give a loud, clear command (i.e., STOP, NO, BACK OFF, etc.) as you perform this skill.

NOTES



Strong Hand/Forearm High Block

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Vigorously sweep your strong forearm up in front of your chest until it deflects/stops a downward moving blow.
 - a. Your strong hand may be open or closed.
 - b. Your support hand may also be used in conjunction with your strong hand.
3. Rotate your strong forearm to a palm-out position.
4. Deflect blow away from you.
5. Withdraw the block as soon as it has done its job and again assume defensive position and/or take control of that limb so as to transition into an appropriate MDTs control hold (or take other appropriate follow-up actions)

NOTES



Support Hand/Forearm High Block

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Vigorously sweep your support forearm up in front of your chest until it deflects/stops a downward moving blow.
 - a. Your support hand may be open or closed.
 - b. Your strong hand may also be used in conjunction with your support hand.
3. Rotate your support forearm to a palm-out position.
4. Deflect blow away from your head.
5. Withdraw the block as soon as it has done its job and again assume defensive position and/or take control of that limb so as to transition into an appropriate MDTs control hold (or take other appropriate follow-up actions).

NOTES



Follow-Up Phase for all above empty-hand BLOCKS

- Be prepared to move to a position of advantage, and then take immediate steps to stabilize and control your attacker.
- If unable to control your attacker, and then:
 - Create distance (disengage) and resume defensive position, or
 - Prepare to escalate and use an alternative use of force option(s) after disengagement.

NOTES

Inside Block



Action	Horizontal or diagonal blow to the officer's body (torso)
Response	Inside Block [Zone 1]
Principle	The officer will block or deflect a horizontal or diagonal blow with a horizontal motion of the strong hand, support hand or both hands, simultaneously, and/or forearm(s) to the inside by turning his/her body and moving his/her hands/forearm in that direction, too. This block or deflection of force can be made with the officer's hand(s) or forearm(s). The officer will perform one or more patterns of movement as part of this skill.

Plane of Attack is either Horizontal Plane or Downward Diagonal Plane. **Attack focus is HIGH and/or MIDDLE.**

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NOTES



Strong Hand/Forearm Inside Block

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Slightly rotate your trunk to the support side (direction of this block is inside toward your mid-line).
3. Vigorously sweep your strong forearm across your centerline, toward the support shoulder to intercept incoming blow.
4. Rotate your strong forearm to a palm-in position.
 - a. Your strong hand may be open or closed when this block is performed. Your support hand may also be used in conjunction with your strong hand.
 - b. Both forearms could also be used to block or deflect a blow.
5. Deflect blow away from you.
6. Withdraw the block as soon as it has done its job and again assume defensive position and/or take control of that limb so as to transition into an appropriate MDTs control hold (or take other appropriate follow-up actions).

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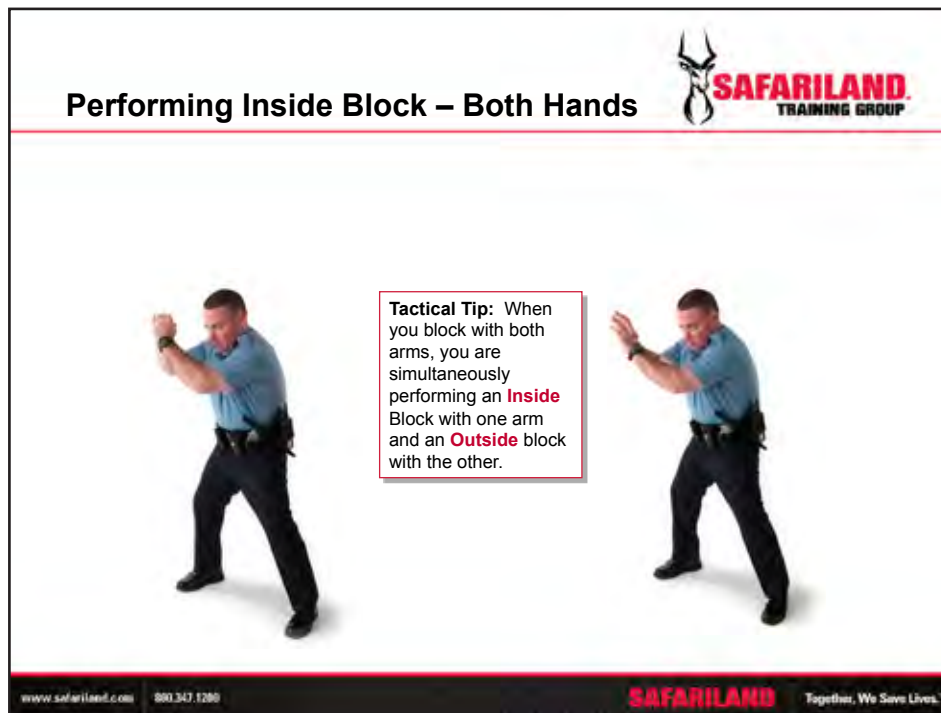


Support Hand/Forearm Inside Block

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Slightly rotate your trunk to the strong side (direction of this block is inside toward your mid-line).
3. Vigorously sweep your support forearm across your centerline, toward the strong shoulder to intercept incoming blow.
4. Rotate your support forearm to a palm-in position.
 - a. Your support hand may be open or closed when this block is performed. Your strong hand may also be used in conjunction with your support hand.
 - b. Both forearms could also be used to block or deflect a blow.
5. Deflect blow away from you.
6. Withdraw the block as soon as it has done its job and again assume defensive position and/or take control of that limb so as to transition into an appropriate MDTs control hold (or take other appropriate follow-up actions).

NOTES



Follow-Up Phase for all above empty-hand BLOCKS

- Be prepared to move to a position of advantage, and then take immediate steps to stabilize and control your attacker.
- If unable to control your attacker, and then:
 - Create distance (disengage) and resume defensive position, or
 - Prepare to escalate and use an alternative use of force option(s) after disengagement.

Outside Block



Action	Horizontal or diagonal blow to the officer's body (torso)
Response	Outside Block [Zone 1]
Principle	The officer will block or deflect a horizontal or diagonal blow with a horizontal motion of the strong hand, support hand or both hands, simultaneously, and/or forearm(s) to the outside by turning his/her body and moving his/her hands/forearm in that direction, too. This block or deflection of force can be made with the officer's hand(s) or forearm(s). The officer will perform one or more patterns of movement as part of this skill.

Plane of Attack is either Horizontal Plane or Downward Diagonal Plane. **Attack focus is HIGH and/or MIDDLE.**

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NOTES



Strong Hand/Forearm Outside Block

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Slightly rotate your trunk to the strong side (direction of this block is going out away from your mid-line).
3. Vigorously sweep your forearm to the strong side to intercept incoming blow
4. Rotate your strong forearm to a palm-out position.
 - a. Your strong hand may be open when this block is performed. Your support hand may also be used in conjunction with your strong hand.
 - b. Both forearms could also be used to block or deflect a blow.
5. Deflect blow away from you.
6. Withdraw the block as soon as it has done its job and again assume defensive position and/or take control of that limb so as to transition into an appropriate MDTs control hold (or take other appropriate follow-up actions).

NOTES



Support Hand/Forearm Outside Block

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Slightly rotation your trunk to the support side (direction of the block is going out away from your mid-line).
3. Vigorously sweep vertical your forearm to the support side to intercept incoming blow
4. Rotate your support forearm to a palm-out position.
 - a. Your support hand may be open when this block is performed. Your strong hand may also be used in conjunction with your support hand.
 - b. Both forearms could also be used to block or deflect a blow.
5. Deflect blow away from you.
6. Withdraw the block as soon as it has done its job and again assume defensive position and/or take control of that limb so as to transition into an appropriate MDTs control hold (or take other appropriate follow-up actions).

NOTES



Follow-Up Phase for all above empty-hand BLOCKS

- Be prepared to move to a position of advantage, and then take immediate steps to stabilize and control your attacker.
- If unable to control your attacker, and then:
 - Create distance (disengage) and resume defensive position, or
 - Prepare to escalate and use an alternative use of force option(s) after disengagement.

Middle Block



Action	Straight on attack to the chest (i.e., straight punch or straight kick, etc.) or head area and/or frontal attack (i.e., a subject "rushing" in at the officer)
Response	Middle Block [Zone 1]
Principle	The officer will block or deflect a straight on blow with downward or forward motion of the strong hand, support hand or both hands (or forearms). This block or deflection of force can be made with the officer's hand(s) or forearm(s). The officer will perform one or more patterns of movement as part of this skill.

Plane of Attack is Horizontal Plane. Attack focus is **MIDDLE**, but could also include **LOW**.

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Performing Middle Block – Closed Hands



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NOTES



Middle Block

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Vigorously thrust both your forearms out in front of your chest until they intercept your attacker's chest.
3. Rotate your forearms to a palm-in (toward centerline) position.
 - a. Your strong hand, support hand or both hands may be open or closed when this block is performed.
4. Re-direct attacker's body away from you.
5. Withdraw the block as soon as it has done its job and again assume defensive position and/or take control of a limb so as to transition into an appropriate MDTs control hold (or take other appropriate follow-up actions).

Follow-Up Phase for all above empty-hand BLOCKS

- Be prepared to move to a position of advantage, and then take immediate steps to stabilize and control your attacker.
- If unable to control your attacker, and then:
 - Create distance (disengage) and resume defensive position, or
 - Prepare to escalate and use an alternative use of force option(s) after disengagement.

Low Block



Action	Upward vertical or diagonal blow (i.e., straight kick, uppercut, etc.) to the officer's groin, hip, abdomen, etc.)
Response	Low Block [Zone 1]
Principle	The officer will block or deflect a upward vertical or diagonal blow with a downward motion of the strong hand, support hand or both hands (or forearms). This block or deflection of force can be made with the officer's hand(s) or forearm (s). The officer will perform one or more patterns of movement as part of this skill.

Plane of Attack is Upward Vertical Plane, Upward Diagonal Plane and/or Horizontal Plane. **Attack focus is LOW and/or MIDDLE, but could also include HIGH.**

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NOTES



Strong Hand/Forearm Low Block

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Vigorously sweep your strong forearm down in front of your body until it deflects/stops an upward moving kick/blow.
3. Rotate your strong forearm to a palm-in position.
 - a. Your strong hand may be open or closed when this block is performed. Your support hand may also be used in conjunction with your strong hand.
4. Deflect blow away from you.
5. Withdraw the block as soon as it has done its job and again assume defensive position and/or take other appropriate follow-up actions.

NOTES



6. Support Hand/Forearm Low Block

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Vigorously sweep your support forearm down in front of your body until it deflects/stops an upward moving kick/blow.
3. Rotate your support forearm to a palm-in position.
 - a. Your support hand may be open or closed when this block is performed. Your strong hand may also be used in conjunction with your support hand.
4. Deflect blow away from you.
5. Withdraw the block as soon as it has done its job and again assume defensive position and/or take other appropriate follow-up actions.

NOTES



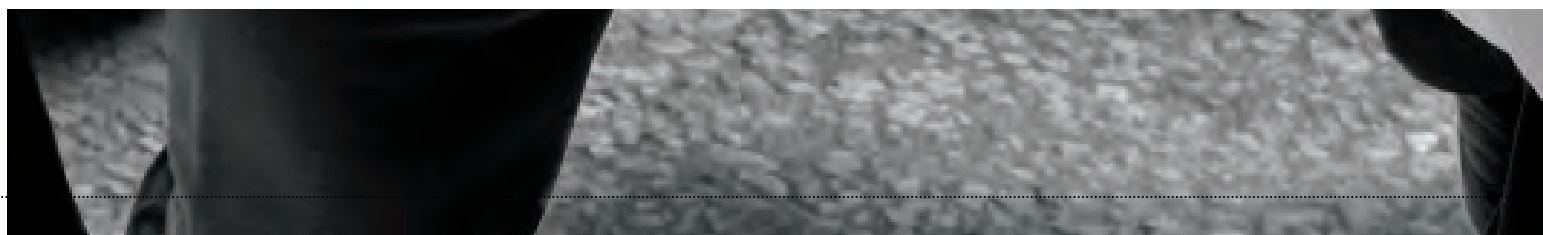
Follow-Up Phase for all above empty-hand BLOCKS

- Be prepared to move to a position of advantage, and then take immediate steps to stabilize and control your attacker.
- If unable to control your attacker, and then:
 - Create distance (disengage) and resume defensive position, or
 - Prepare to escalate and use an alternative use of force option(s) after disengagement.

NOTES



MODULE TEN | ACTIVE DEFENSIVE SKILLS





Front Punch

Action	Assaultive subject
Response	Front Punch [Zone 2]
Principle	The officer will extend forward, in a forceful manner, the strong fist or support fist. Target area selection is generally governed by Department Policy & Procedures /General Orders related to the Use of Force. The officer will perform one or more patterns of movement as part of this skill.

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Goal: To teach officers selected counter-strikes that will allow them to stop, delay, stun or overcome an Assaultive-type subject.

Preparation Phase for the following ACTIVE DEFENSIVE SKILLS

- Assume the defensive position with good balance and stance.
- Train your eyes on your attacker and the surroundings.
- Be aware of your attacker's entire body and be ready to respond to an attack.
- Identify an easily accessible and appropriate target area on your attacker.
- Patterns of Movement can be used to enhance the effectiveness of an empty-hand Defensive Skill,
- Give a loud, clear command (i.e., STOP, NO, BACK OFF, GET DOWN, etc.) as you perform this skill.

Follow-Up Phase for all above ACTIVE DEFENSIVE SKILLS

- Be prepared to move to a position of advantage, and then take immediate steps to stabilize and control your attacker.
- If unable to control an active-resistant subject, in the technique, and then:
 - Create distance (disengage) and resume defensive position, or
 - Prepare to escalate and use an alternative and available use of force option(s) after disengagement.



Strong Front Punch

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Rotate your trunk to launch your strong hand Front Punch.
3. Vigorously, but with control, punch in a straight-line trajectory from your centerline to the target.
4. Keep your elbows in and keep your strong elbow BEHIND your strong fist.
5. Maintain a straight wrist line . . . Don't bend your wrist.
6. FOLLOW-THROUGH THE TARGET. Don't "pull" the Front Punch.
7. Quickly return to the defensive position at the conclusion of the skill and/or take other appropriate follow-up actions.

Support Front Punch

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Rotate trunk to launch your support hand Front Punch.
3. Vigorously, but with control, punch in a straight-line trajectory from your centerline to the target.
4. Keep your elbows in and keep your support elbow BEHIND your support fist.
5. Maintain a straight wrist line . . . Don't bend your wrist.
6. FOLLOW-THROUGH THE TARGET. Don't "pull" the Front Punch.
7. Quickly return to the defensive position at the conclusion of the skill and/or take other appropriate follow-up actions.



Palm Heel Strike

Action	Assaultive subject
Response	Palm Heel Strike [Zone 2]
Principle	The officer will extend forward, in a forceful manner, the strong palm heel or support palm heel. Target area selection is generally governed by Department Policy & Procedures /General Orders related to the Use of Force. The officer will perform one or more patterns of movement as part of this skill.

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Preparation Phase for the following ACTIVE DEFENSIVE SKILLS

- Assume the defensive position with good balance and stance.
- Train your eyes on your attacker and the surroundings.
- Be aware of your attacker's entire body and be ready to respond to an attack.
- Identify an easily accessible and appropriate target area on your attacker.
- Patterns of Movement can be used to enhance the effectiveness of an empty-hand Defensive Skill,
- Give a loud, clear command (i.e., STOP, NO, BACK OFF, GET DOWN, etc.) as your perform this skill.

Follow-Up Phase for all above ACTIVE DEFENSIVE SKILLS

- Be prepared to move to a position of advantage, and then take immediate steps to stabilize and control your attacker.
- If unable to control an active-resistant subject, in the technique, and then:
 - Create distance (disengage) and resume defensive position, or
 - Prepare to escalate and use an alternative and available use of force option(s) after disengagement.

NOTES



Strong Palm Heel Strike

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Rotate your trunk to launch your strong hand Palm Heel Strike.
3. Vigorously, but with control, punch in a straight-line trajectory from your centerline to the target.
4. Keep your elbows in and keep your strong elbow **BEHIND** your strong palm.
5. Hyperextend the strong wrist. Fist opens until fingers slightly curve.
6. Tuck thumb, fingers firmly pressed together.
7. Strike with **HEEL OF HAND**.
8. **FOLLOW-THROUGH THE TARGET.** Don't "pull" the Palm Heel Strike.
9. Quickly return to the defensive position at the conclusion of the skill and/or take other appropriate follow-up actions.

Support Palm Heel Strike

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Rotate trunk to launch your support hand Palm Heel Strike.
3. Vigorously, but with control, punch in a straight-line trajectory from your centerline to the target.
4. Keep your elbows in and keep your support elbow **BEHIND** your support palm.
5. Hyperextend the support wrist. Fist opens until fingers slightly curve.
6. Tuck thumb, fingers firmly pressed together.
7. Strike with **HEEL OF HAND**.
8. **FOLLOW-THROUGH THE TARGET.** Don't "pull" the Palm Heel Strike.
9. Quickly return to the defensive position at the conclusion of the skill and/or take other appropriate follow-up actions.



Edged Fist Strike

Action	Assaultive subject
Response	Edged Fist Strike [Zone 1]
Principle	The officer will extend vertically, diagonally or horizontally, in a forceful manner, the edge of the strong fist or support fist. Target area selection is generally governed by Department Policy & Procedures /General Orders related to the Use of Force. The officer will perform one or more patterns of movement as part of this skill.

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Preparation Phase for the following ACTIVE DEFENSIVE SKILLS

- Assume the defensive position with good balance and stance.
- Train your eyes on your attacker and the surroundings.
- Be aware of your attacker's entire body and be ready to respond to an attack.
- Identify an easily accessible and appropriate target area on your attacker.
- Patterns of Movement can be used to enhance the effectiveness of an empty-hand Defensive Skill,
- Give a loud, clear command (i.e., STOP, NO, BACK OFF, GET DOWN, etc.) as your perform this skill.

Follow-Up Phase for all above ACTIVE DEFENSIVE SKILLS

- Be prepared to move to a position of advantage, and then take immediate steps to stabilize and control your attacker.
- If unable to control an active-resistant subject, in the technique, and then:
 - Create distance (disengage) and resume defensive position, or
 - Prepare to escalate and use an alternative and available use of force option(s) after disengagement.

NOTES



Strong Edged Fist Strike

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Rotate your trunk to launch your strong hand Edged Fist.
3. Vigorously, but with control, strike in a straight-line trajectory down to the target.
4. Keep your elbows in.
5. At impact, tighten your strong fist.
6. Maintain a straight wrist line . . . Don't bend your wrist.
7. FOLLOW-THROUGH THE TARGET. Don't "pull" the Edge Fist.
8. Quickly return to the defensive position at the conclusion of the skill and/or take other appropriate follow-up actions.

Support Edged Fist Strike

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Rotate your trunk to launch your support hand Edged Fist.
3. Vigorously, but with control, strike in a straight-line trajectory down to the target.
4. Keep your elbows in.
5. At impact, tighten your support fist.
6. Maintain a straight wrist line . . . Don't bend your wrist.
7. FOLLOW-THROUGH THE TARGET. Don't "pull" the Edge Fist.
8. Quickly return to the defensive position at the conclusion of the skill and/or take other appropriate follow-up actions.

Performing Edged Fist Strike



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Forearm Strike



Action	Assaultive subject
Response	Forearm Strike [Zone 1 or 2]
Principle	The officer will extend downward, vertically, diagonally or horizontally, in a forceful manner, the strong forearm or support forearm. All surfaces of the forearm may be used in this skill, as determined by the planes of application stated above. The arm may be bent or extended when performing this skill. Generally, this skill is an "inside" technique, but it certainly can be performed as an "outside" skill (i.e., downward forearm strike to stop a subject from making a grab for your holstered firearm, etc.). Target area selection is generally governed by Department Policy & Procedures /General Orders related to the Use of Force. The officer will perform one or more patterns of movement as part of this skill.

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Preparation Phase for the following ACTIVE DEFENSIVE SKILLS

- Assume the defensive position with good balance and stance.
- Train your eyes on your attacker and the surroundings.
- Be aware of your attacker's entire body and be ready to respond to an attack.
- Identify an easily accessible and appropriate target area on your attacker.
- Patterns of Movement can be used to enhance the effectiveness of an empty-hand Defensive Skill,
- Give a loud, clear command (i.e., STOP, NO, BACK OFF, GET DOWN, etc.) as you perform this skill.

Follow-Up Phase for all above ACTIVE DEFENSIVE SKILLS

- Be prepared to move to a position of advantage, and then take immediate steps to stabilize and control your attacker.
- If unable to control an active-resistant subject, in the technique, and then:
 - Create distance (disengage) and resume defensive position, or
 - Prepare to escalate and use an alternative and available use of force option(s) after disengagement.

NOTES



Strong Forearm Strike

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Rotate your trunk to launch your Forearm Strike.
3. Vigorously, but with control, strike across your centerline (going to the support side) to the target.
4. Keep your forearm in the appropriate position to perform:
 - a. a horizontal trajectory
 - b. a vertical trajectory
 - c. a diagonal trajectory, or
 - d. a downward trajectory
5. Maintain a straight wrist-to-forearm line . . . Don't bend your wrist.
6. FOLLOW-THROUGH THE TARGET. Don't "pull" the Forearm Strike.
7. Quickly return to the defensive position at the conclusion of the skill and/or take other appropriate follow-up actions.

Support Forearm Strike

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Rotate your trunk to launch your Forearm Strike.
3. Vigorously, but with control, strike across your centerline (going to the strong side) to the target.
4. Keep your forearm in the appropriate position to perform:
 - a. a horizontal trajectory
 - b. a vertical trajectory
 - c. a diagonal trajectory, or
 - d. a downward trajectory
5. Maintain a straight wrist-to-forearm line . . . Don't bend your wrist.
6. FOLLOW-THROUGH THE TARGET. Don't "pull" the Forearm Strike.
7. Quickly return to the defensive position at the conclusion of the skill and/or take other appropriate follow-up actions.

Elbow Strike



Action	Assaultive subject
Response	Elbow Strike [Zone 1]
Principle	The officer will extend forward, to the side or to the rear, in a forceful manner, the bent strong elbow or support elbow. This skill may be performed in a horizontal, diagonal or vertical manner. Target area selection is generally governed by Department Policy & Procedures /General Orders related to the Use of Force. The officer will perform one or more patterns of movement as part of this skill.

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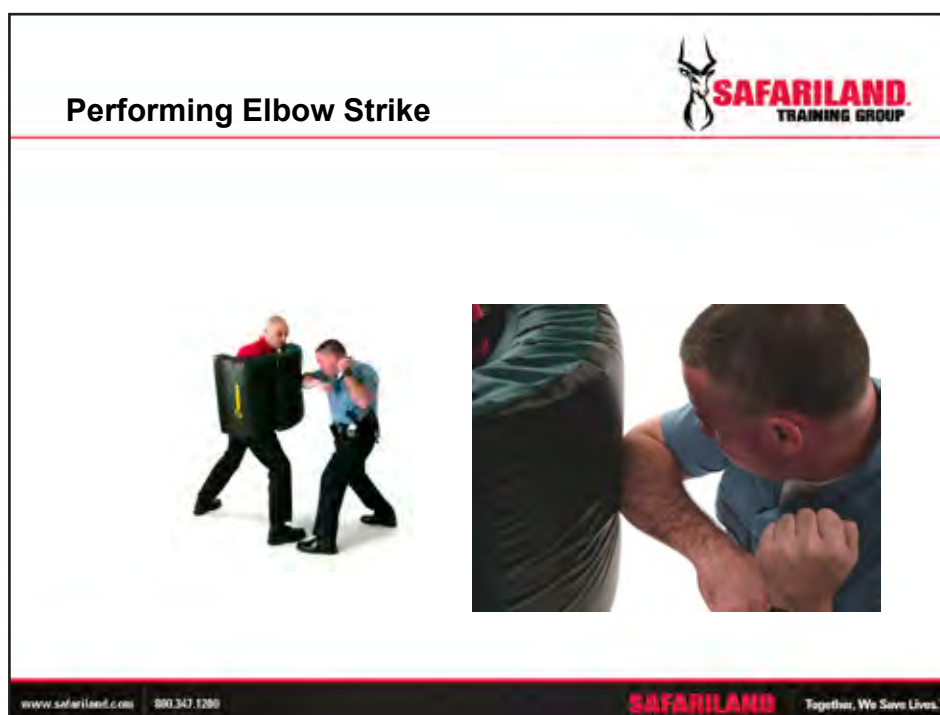
Preparation Phase for the following ACTIVE DEFENSIVE SKILLS

- Assume the defensive position with good balance and stance.
- Train your eyes on your attacker and the surroundings.
- Be aware of your attacker's entire body and be ready to respond to an attack.
- Identify an easily accessible and appropriate target area on your attacker.
- Patterns of Movement can be used to enhance the effectiveness of an empty-hand Defensive Skill,
- Give a loud, clear command (i.e., STOP, NO, BACK OFF, GET DOWN, etc.) as your perform this skill.

Follow-Up Phase for all above ACTIVE DEFENSIVE SKILLS

- Be prepared to move to a position of advantage, and then take immediate steps to stabilize and control your attacker.
- If unable to control an active-resistant subject, in the technique, and then:
 - Create distance (disengage) and resume defensive position, or
 - Prepare to escalate and use an alternative and available use of force option(s) after disengagement.

NOTES



Strong Elbow Strike

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Rotate your trunk to launch your strong side Elbow Strike.
 - a. To the Rear - extend your strong arm forward, and then quickly back in the opposite direction to produce an explosive blow.
 - b. To the Side (crossing horizontally or diagonally)
 - c. Forward (upward delivery)
3. Vigorously, but with control, strike in a straight-line trajectory to the target.
4. Maintain a straight wrist-to-forearm line . . . Don't bend your wrist.
5. FOLLOW-THROUGH THE TARGET. Don't "pull" the Elbow Strike.
6. Quickly return to the defensive position at the conclusion of the skill and/or take other appropriate follow-up actions.

Support Elbow Strike

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Rotate your trunk to launch your support side Elbow Strike.
 - a. To the Rear - extend your support arm forward, and then quickly back in the opposite direction to produce an explosive blow.
 - b. To the Side (crossing horizontally or diagonally)
 - c. Forward (upward delivery)
3. Vigorously, but with control, strike in a straight-line trajectory to the target.
4. Maintain a straight wrist-to-forearm line . . . Don't bend your wrist.
5. FOLLOW-THROUGH THE TARGET. Don't "pull" the Elbow Strike.
6. Quickly return to the defensive position at the conclusion of the skill(s) and/or take other appropriate follow-up actions.

Performing Elbow Strike



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Performing Elbow Strike



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NOTES



Knee Strike

Action	Assaultive subject
Response	Knee Strike [Zone 1]
Principle	The officer will extend forward (or frontal direction), in a forceful manner, the bent strong knee or support knee. The knee may be in a vertical or horizontal position as it contacts the target. Target area selection is generally governed by Department Policy & Procedures /General Orders related to the Use of Force. The officer will perform one or more patterns of movement as part of this skill.

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Preparation Phase for the following ACTIVE DEFENSIVE SKILLS

- Assume the defensive position with good balance and stance.
- Train your eyes on your attacker and the surroundings.
- Be aware of your attacker's entire body and be ready to respond to an attack.
- Identify an easily accessible and appropriate target area on your attacker.
- Patterns of Movement can be used to enhance the effectiveness of an empty-hand Defensive Skill,
- Give a loud, clear command (i.e., STOP, NO, BACK OFF, GET DOWN, etc.) as you perform this skill.

Follow-Up Phase for all above ACTIVE DEFENSIVE SKILLS

- Be prepared to move to a position of advantage, and then take immediate steps to stabilize and control your attacker.
- If unable to control an active-resistant subject, in the technique, and then:
 - Create distance (disengage) and resume defensive position, or
 - Prepare to escalate and use an alternative and available use of force option(s) after disengagement.

NOTES



Strong Knee Strike

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Rotate your trunk to launch your strong Knee Strike (with your hips squaring to the target at impact).
3. Explosively, but with control, knee in a straight-line trajectory to the target.
4. At impact, point your strong foot toward the ground.
5. Maintain your balance throughout this skill performance.
6. FOLLOW-THROUGH THE TARGET. Don't "pull" the Knee Strike.
7. Quickly return to the defensive position at the conclusion of the skill and/or take other appropriate follow-up actions.

Support Knee Strike

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Rotate your trunk to launch your support Knee Strike (with your hips squaring to the target at impact).
3. Explosively, but with control, knee in a straight-line trajectory to the target.
4. At impact, point your support foot toward the ground.
5. Maintain your balance throughout this skill performance.
6. FOLLOW-THROUGH THE TARGET. Don't "pull" the Knee Strike.
7. Quickly return to the defensive position at the conclusion of the skill and/or take other appropriate follow-up actions.

Tip: The Knee Strike may be used to commence the Arm Bar Takedown, when appropriate. This skill could be an effective preemptive option when dealing with a non-compliant subject who is in close-quarters, when appropriate. However, maintaining your balance is central to making this skill effective.



Front Kick

Action	Assaultive subject
Response	Front Kick [Zone 2]
Principle	The officer will extend forward, in a forceful manner, the "ball" of the strong foot or support foot. Target area selection is generally governed by Department Policy & Procedures /General Orders related to the Use of Force. The officer will perform one or more patterns of movement as part of this skill.

An officer performing a Front Kick will most certainly be wearing a shoe or boot. Therefore, a Front Kick using the "ball" of the foot not only includes the ball of the shoe/boot, but includes the use of the front (toes) or top of the shoe/boot.

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Preparation Phase for the following ACTIVE DEFENSIVE SKILLS

- Assume the defensive position with good balance and stance.
- Train your eyes on your attacker and the surroundings.
- Be aware of your attacker's entire body and be ready to respond to an attack.
- Identify an easily accessible and appropriate target area on your attacker.
- Patterns of Movement can be used to enhance the effectiveness of an empty-hand Defensive Skill,
- Give a loud, clear command (i.e., STOP, NO, BACK OFF, GET DOWN, etc.) as your perform this skill.

Follow-Up Phase for all above ACTIVE DEFENSIVE SKILLS

- Be prepared to move to a position of advantage, and then take immediate steps to stabilize and control your attacker.
- If unable to control an active-resistant subject, in the technique, and then:
 - Create distance (disengage) and resume defensive position, or
 - Prepare to escalate and use an alternative and available use of force option(s) after disengagement.

NOTES



Strong Front Kick

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Lift strong leg into a chambered (bent) position.
3. Strong foot directly below the knee.
4. Explosively, but with control, extend lower leg in a straight-line trajectory to the target.
5. At impact, tighten strong foot and ankle.
6. Drive straight through the target.
7. Re-chamber the strong leg before setting it down.
8. Don't "pull" the Front Kick.
9. Maintain balance throughout this skill performance.
10. Quickly return to the defensive position at the conclusion of the skill(s) and/or take other appropriate follow-up actions.

Support Front Kick

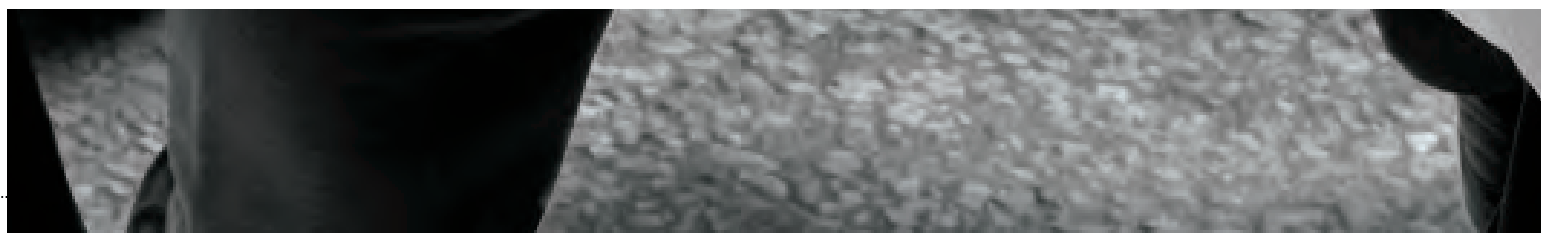
Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance.
2. Lift support leg into a chambered (bent) position.
3. Support foot directly below the knee.
4. Explosively, but with control, extend lower leg in a straight-line trajectory to the target.
5. At impact, tighten support foot and ankle.
6. Drive straight through the target.
7. Re-chamber the support leg before setting it down.
8. Don't "pull" the Front Kick.
9. Maintain balance throughout this skill performance.
10. Quickly return to the defensive position at the conclusion of the skill(s) and/or take other appropriate follow-up actions.

NOTES



MODULE ELEVEN | HANDGUN RETENTION SKILLS



Action	The officer perceives an increase in risk and makes the decision to check or cover his/her holstered firearm, as a precautionary measure
Response	Elbow Shielding [Zone 1]
Principle	The officer will cover the grip of the firearm or the side of the holster with the strong elbow. The officer will perform one or more patterns of movement as part of this skill.

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Preparation Phase

- ### Follow-Up Phase for all above HANDGUN RETENTION SKILLS

- NOTES



Strong Elbow Shielding

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance
2. At the first sign of a "target glance" or any movement toward your service weapon, quickly move your strong elbow into your strong side to "shield" the weapon from view, as well as to hold it against your strong side.
3. Widen your stance (lower your center of gravity).
4. Rapidly move to create distance.



Strong Hand Shielding

Action	The officer perceives an increase in risk and makes the decision to check or cover his/her holstered firearm, as a precautionary measure
Response	Strong Hand Shielding [Zone 1]
Principle	The officer will cover the grip of the firearm or the portion of the holster where the firearm would be drawn from with the strong hand. The officer will perform one or more patterns of movement as part of this skill.

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Preparation Phase

- Assume a defensive stance/position with good balance.
- Be aware of your subject's entire body and be ready to respond to an attack.
- Watch your subject's eyes for "target glances."

Follow-Up Phase for all above HANDGUN RETENTION SKILLS

- Be prepared to move to a position of advantage, and then take immediate steps to stabilize and control your attacker.
- If unable to control an active-resistant subject, in the technique, and then:
 - Create distance (disengage) and resume defensive position, or
 - Prepare to escalate and use an alternative and available use of force option(s) after disengagement.

NOTES



Strong Hand Shielding

Minimum Acceptable Performance Standards

1. Assume a defensive position with any movement toward your service weapon, quickly move your strong hand to “shield” the weapon from view, as well as to hold it down in the holster.
2. Widen your stance (lower your center of gravity).
3. Rapidly move to create distance.



Two-Handed Shielding

Action	The officer perceives a movement toward the holstered firearm and moves to defend against that movement by securing the holstered weapon
Response	Two-Handed Shielding [Zone 1]
Principle	The officer will cover the grip of the firearm or the portion of the holster where the firearm would be drawn from with the strong hand and reinforced with the support hand. The officer will perform one or more patterns of movement as part of this skill.

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Preparation Phase

- Assume a defensive stance/position with good balance.
- Be aware of your subject's entire body and be ready to respond to an attack.
- Watch your subject's eyes for "target glances."

Follow-Up Phase for all above HANDGUN RETENTION SKILLS

- Be prepared to move to a position of advantage, and then take immediate steps to stabilize and control your attacker.
- If unable to control an active-resistant subject, in the technique, and then:
 - Create distance (disengage) and resume defensive position, or
 - Prepare to escalate and use an alternative and available use of force option(s) after disengagement.

NOTES



Two-Handed Shielding

Minimum Acceptable Performance Standards

1. Assume a defensive position with good balance and stance
2. At the first sign of a “target glance” or any movement toward your service weapon, quickly move while also moving your strong hand to hold your firearm in the holster, while also moving your support hand to “reinforce” your strong hand position.
 - a. Both hands will then be used to “shield” your weapon from view and to hold it down in the holster.
3. Widen your stance (lower your center of gravity).
4. Rapidly move to create distance.
5. When appropriate, your support hand can be effectively used to counter-strike prior to or after performing this skill.

NOTES

Two-Handed Shielding



The image shows two photographs of a man in a light blue shirt and dark pants demonstrating a two-handed shielding technique. In the left photo, he is in a ready stance with his hands on his hips. In the right photo, he is shown from the waist up, with his hands clasped in front of his groin, shielding himself from a potential threat.



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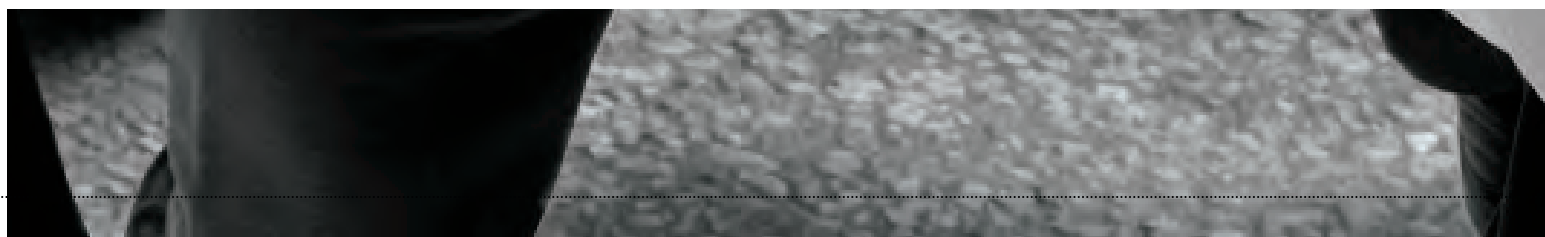
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NOTES



APPENDIX A

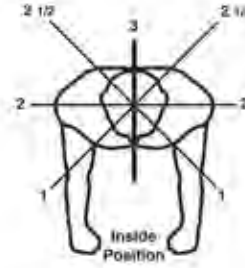


Relative Positioning



• Fundamental Rules

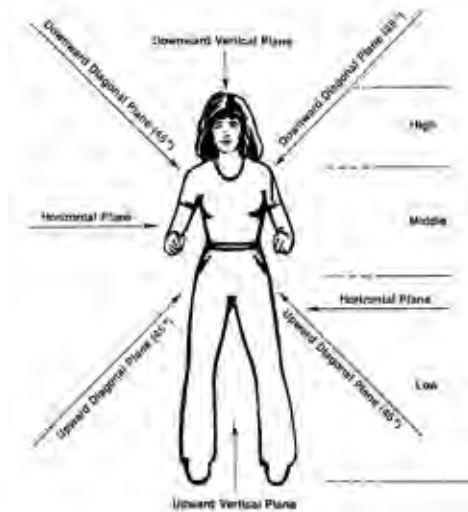
- As an Officer, YOU should:
- Generally, AVOID the INSIDE POSITION when approaching a subject from the front
- Use the angles of Position 1 when approaching a subject from the front
- Use the angles of Position 1 WHENEVER YOU STAND IN FRONT of a subject, remember to AVOID the INSIDE POSITION
- Move to Position 2½ to gain the POSITION OF ADVANTAGE when attempting a subject-control hold (and/or handcuffing a subject) from a front, side and/or rear approach
- Be aware of a subject's ability to powerfully move at 90° angles when YOU are at either Position 2 or Position 3



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Planes of Attack



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NOTES

MDTS High Block



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MDTS Inside Block



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NOTES

MDTS Outside Block



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MDTS Low Block

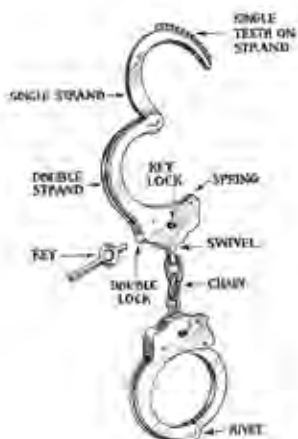


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NOTES

Nomenclature for Chain or Hinged Handcuffs



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Carry in the Hand



Chain



Hinged

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NOTES

Personal MDTs Defensive Options



Body Part	MDTs Active Defensive Skill
Forearm	Forearm Strike
Elbow	Elbow Strike
Knee	Knee Strike
Ball of Foot*	Front Kick*
Palm Heel	Palm Heel Strike
Fist	Front Punch
Edged Fist	Edged Fist Strike

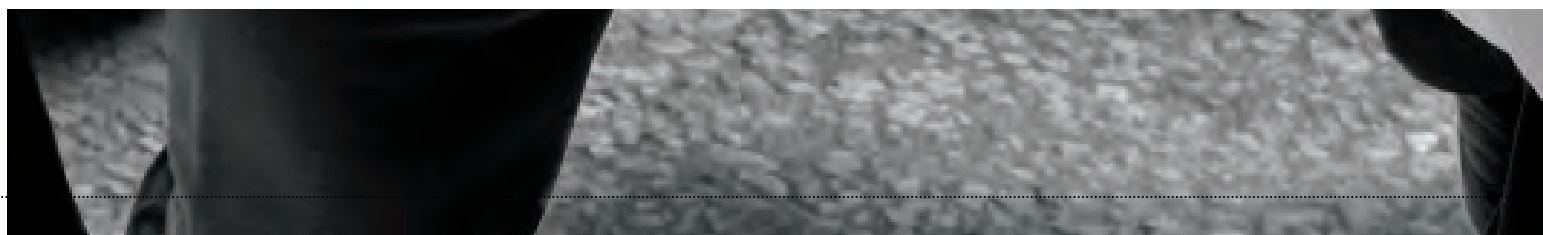
* An officer performing a Front Kick will most certainly be wearing a shoe or boot. Therefore, a Front Kick using the "ball" of the foot not only includes the ball of the shoe/ boot, but includes the use of the front (toes) or top of the shoe/boot.



NOTES



APPENDIX B | RELATED PRODUCTS





9152

AutoLock® 22" Baton w/ Super Grip® & Power Safety Tip™ 3x Targeting Tip

- The AutoLock's patented locking mechanism ensures the baton will stay locked open while striking, blocking or jabbing.
- Closes with a push of a button—no need to strike the baton on the ground.
- Open passively or in a high-profile manner.
- Rotating shafts help maintain control of the batons during a struggle.
- Lifetime repair or replacement guarantee; made in the USA.
- Use holder 3034



2521

Detective® Series Classic Friction Lock 21" Baton w/ Foam Grip & Standard Tip

- Made from cold drawn 4130 aircraft seamless alloy steel tubing
- The precision Morse tapers (tight locking joints) make the baton feel solid in your hand
- When the baton tip strikes a hard surface, the weight in the tip helps it close by providing additional shock to unlock the shafts
- Lifetime repair or replacement guarantee; made in the USA
- Use holder 3027



2502

Expandable Straight Riot 36" Baton

- Positive Lock baton that uses a push-button mechanism
- Weight forward shaft technology provides for increased "knock-down" effectiveness
- Aluminum polycarbonate with a knurled grip
- Pin and spring mechanical mechanism
- Lifetime repair or replacement guarantee; made in the USA
- Use holder 3011



1121

PR-24® Control Device Expandable 21" Baton

- Expandable baton that is combat ready with a flick of your wrist and closes easily with the push of a button
- Positive-locking baton is designed for close-quarter confrontations
- Trumbull Stop handle keeps the baton in your hand and increases baton retention and subject-control holds
- Training programs eliminate the potential for excessive use of force
- Lifetime repair or replacement guarantee; made in the USA
- Use holder 3015



3034

AutoLock® Front Draw® 360° Swivel Holder

- For AutoLock® 22" - 26" batons
- Made from durable polycarbonate
- Features a molded tension spring for baton security
- Rotates in 360° and locks in one of 8 locking positions; also offered in 45° version
- The baton may be re-holstered in the locked position either open or closed, as necessary, saving time to control the suspect
- Clip-on style
- May be removed from belt without stripping the whole belt
- Made in the USA



3027

Front Draw® 360° Swivel Holder Clip-On

- For Detective®/Mariner 21", 24" 26" batons
- Made from durable polycarbonate
- Features a molded tension spring for baton security
- Rotates in 360° and locks in one of 8 locking positions; also offered in 45° version
- The baton may be re-holstered in the locked position either open or closed, as necessary, saving time to control the suspect
- Clip-on style
- May be removed from belt without stripping the whole belt
- Made in the USA



3011

Front Draw® Holder

- For SX-24® batons and 1 1/4 inch (3.18 cm) diameter batons
- Made from durable polycarbonate
- Features a molded tension spring for baton security
- Rotates in 360° and locks in one of 8 locking positions; also offered in 45° version
- The baton may be re-holstered in the locked position either open or closed, as necessary, saving time to control the suspect
- Clip-on style
- May be removed from belt without stripping the whole belt
- Made in the USA



3015

Front Draw® Holder

- For PR-24® Control Device batons
- Made from durable polycarbonate
- Features a molded tension spring for baton security
- Rotates in 360° and locks in one of 8 locking positions; also offered in 45° version
- The baton may be re-holstered in the locked position either open or closed, as necessary, saving time to control the suspect
- Clip-on style
- May be removed from belt without stripping the whole belt
- Made in the USA



5002

Universal Training Bag (UTB)

- Helps bridge the gap between static and dynamic movement in training
- Tactically used for baton physical encounter training
 - Simulated training scenarios
 - Punching, kicking, elbowing, kneeing, etc
 - Action-reaction response drills, including unarmed self-defense training and baton training



5006

Universal Training Bag 2 (UT B2)

- Features a high-tech Force Deceleration Core to dissipate training blows from knees, elbows, fists or training-baton strikes with ease and comfort
- Offers six hand positions to create multiple target positions around the human body, which develops target-acquisition and application skills for more realism in training
- Easy to carry and store



5101

PR -24 STSWT

- White-foam training side-handle baton



5103

SB-WT

- 24" (60.96cm) foam training straight baton



5106

Ultimate Straight Training Baton

- Durable DuPont nylon material covers a neoprene sleeve, which is applied over a rigid core.
- Tip is dipped in vinyl for added strength and durability.
- Energy-absorbing construction allows general and/or specialized scenarios to be performed with greater ease and comfort.



5120

Monadnock Practice Suit

- Color-coded based on the escalation-of-trauma charts.
- Provides realistic training opportunities.
- Easy to put on and take off using Velcro straps.
- Breathable liner.
- Cleans with soap and water.
- Weight 26 pounds (11.79 kg)



SOG-HK 300/350/400

Operator™ HK Gloves

The Operator HK features hard knuckle protection and strategically placed high-density foam to provide superior protection from assailants and objects.



- Wrist length with hook and loop closure for a secure fit
- Durable aniline goatskin with a water-resistant leather treatment to keep hands dry
- High density foam for full finger protection; exclusive lateral finger protection
- Wicking properties of KEVLAR®/NOMEX® pull moisture away from the hands to keep them cool in hot environment
- Patented Hatch Cut-Ring in index finger allows optional removal of the index finger for trigger control, without unraveling the remaining edge
- Reduces IR signature
- Perfect for all SWAT and tactical teams, breachers; military ground combat forces in mechanized vehicles and Special Forces
- Available in black, foliage green and coyote tan
- Sizes: S-XXL

FROG-F10

Fast Rope Over-Glove

The FROG F10 is designed to be used in combination with the Operator™ CQB™ tactical gloves to create a revolutionary, fast roping series for protection during rapid rappels, with a snug fit that eliminates the need for removal to achieve combat ready status.



- Durable, soft cowhide leather construction with a Spandex back for a cooling and comfortable fit
- Two additional layers of leather are double-stitched with KEVLAR® into the critical grip area of the palms, extending into the cradle of the thumb to withstand the stresses of rapid rappels and provide lasting wear
- Hook and loop closures allow easy pull-on and removal
- Sizes: S-XXL



DEFENSE TECHNOLOGY



MK-2	MK-3	MK-4	MK-6	MK-8	MK-9	MK-46
10 BURSTS	20 BURSTS	20 BURSTS	14 BURSTS	10 BURSTS	18 BURSTS	25 BURSTS
12 FEET	12 FEET	12 FEET	10FEET	10 FEET	25 FEET	30 FEET
1.0 OZ 28.3 g.	1.47 OZ 41.7 g.	3.0 OZ. 85.0 g.	.68 OZ 19 g.	.68 OZ 19 g.	12.0 OZ 340 g.	46.0 OZ 1304 g.



CLP - Cleaner, Lubricant, Preservative

- Cleans bores, mechanical, electrical parts
- Lubricates with long lasting non-sticky film
- Preserves against corrosion wear and weather



8112-2-31

Oversized Chain Style Handcuffs

- 17% larger than the standard model
- Ideal for retaining larger subjects
- 18-tooth, 3-retaining-bar system for uncompromising security
- Positive swing-through action
- Built-in backloading for fast cuffing
- Reinforced steel swivels for added strength and durability
- Available in Nickel or Black



8112-1-2

Standard Chain Style Handcuff

- Top quality, heavy duty, steel construction
- 18 tooth, 3-retaining-bar system for uncompromising security
- Positive swing-through action
- Built-in backloading for fast cuffing
- Reinforced steel swivels for added strength and durability
- Available in Nickel or Black



8142-1-31

Ultimate Hinged Handcuff

- 18 teeth—3 retaining bars with 6 teeth on each bar makes cuffs extremely difficult to pick
- Built in back-loading feature for faster cuffing
- Heavy duty construction with oversized rivet heads for added strength
- Leaf spring double locking system is very difficult to defeat
- True Swing Technology ensures the shackle hits center of cuff every time
- Snaps open to a flat profile then locks into position, becoming rigid for use
- Folds for easy storage
- Lock and double lock like regular handcuffs using a standard handcuff key



090

Single Handcuff Pouch

- Open top formed
- Fits chain or hinged cuffs



190

Single Handcuff Pouch

- Specify chain or hinged cuffs



90

Single Handcuff Pouch

- Specify chain or hinged cuffs



4258

Handcuff Pouch, Single, Top Flap

- Constructed of molded SafariLaminate™
- Fits chained cuffs
- Fits 2.25" (58mm) belt loop



35

Baton Holder

- Designed for Monadnock or similar friction lock batons
- Extended baton can be reholstered
- Fits 16" (406mm), 21" (533mm) or 26" (660mm) length batons



4208

Baton Pouch

- SafariLaminate™ molded construction
- Available for most 21" (53.34cm) or 26" (66cm) foam-handle expandable batons
- Fits 2.25" (58mm) belt loop

BIANCHI

AccuMold®



7333

IWB Baton Holder

- Dual belt loop fits both 2" (50mm) and 2.25" (58mm) belts
- Covered hole in back allows baton to be placed in pouch fully expanded
- For Monadnock and similar friction lock batons



7312

Expandable Baton Holder

- Covered hole in back allows baton to be placed in pouch fully expanded
- Dual belt loop fits 2" (50mm) & 2.25" (58mm) belts
- For Monadnock and similar friction lock batons



7300

Covered Cuff Case

- 2 sizes hold one pair linked or hinged handcuffs
- Hook & loop or hidden snap closure
- Web belt loop fits both 2" (50mm) & 2.25" (58mm) belts
- Also available in OD



7318

Ultimate Hinge Cuff Case

- Holds one pair cuffs
- Hook & loop or hidden snap closure
- Dual belt loop fits 2" (50mm) & 2.25" (58mm) belts



7307

First Defense® MK-3 and MK-4 Sizes



7308

First Defense® MK-4 Size Only, Open Top



7913AS

Auto-Open Baton Holder

- Adjustable swivel mount
- Baton fully extends as it is being drawn from the holder
- Trilaminare construction with Duraskin™ finish and Coptex™ knit lining
- Only for AutoLock HG 21" (53.34 cm) Safety Tip baton



7912

Expandable Baton Holder

- Dual belt loop fits both 2" (50mm) & 2.25" (58mm) belts
- Covered hole in back allows baton to be placed in pouch fully expanded
- For Monadnock and similar friction lock batons



7918

Ultimate Hinge Cuff Case

- Holds one pair handcuffs
- Dual belt loop fits 2" (50mm) & 2.25" (58mm) belts



7900

Covered Cuff Case

- Holds one pair linked or hinged handcuffs
- Chrome, brass or hidden snap
- Dual belt loop fits 2" (50mm) & 2.25" (58mm) belts



7907

First Defense® MK-3 and MK-4 Sizes



7908

First Defense® MK-4 Size Only, Open Top

BIANCHI®

PatrolTek™



8012

Expandable Baton Holder

- Baton holder w/ hole in back for reholstering expanded batons
- 16" & 21" batons
- 26" batons including Streamlight Super Stinger
- For Monadnock and similar friction lock batons



8013

Expandable Baton Holder

- 3 sizes for 16"-21" & 26" batons
- Dual web belt loop fits both 2" (50mm) & 2.25" (58mm) belts
- For Monadnock and similar friction lock batons



8000

Covered Cuff Case

- Holds one pair standard cuffs
- Hidden snap closure
- Dual belt loop fits 2" (50mm) & 2.25" (58mm) belts



8018

Ultimate Hinge Cuff Case

- Holds one pair cuffs
- Hook and loop or hidden snap closure
- Dual belt loop fits 2" (50mm) & 2.25" (58mm) belts



8007

First Defense® MK-3 and MK-4 Sizes



8008

First Defense® MK-4 Size Only, Open Top



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SAFARILAND™
TRAINING GROUP

MEB

**MONADNOCK EXPANDABLE BATON
COURSE PROGRAM**



Safariland Training Group (STG) programs are for educational purposes only and are designed to enhance knowledge and skills used by law enforcement, corrections, military, and licensed security personnel (collectively, "law enforcement") in their mission to protect and serve. STG does not dictate to law enforcement agencies any policies or procedures for the selection or use of any of any law enforcement products, including those manufactured or sold by Safariland LLC. The development and implementation of Policy, General Orders or Standard Operating Procedures is solely the responsibility of the law enforcement agency or department. Although an agency or department may use STG training and/or courseware in support of its internal training of officers, Safariland is not responsible for the equipping or use of Safariland products, or any other company's products, in the course or scope of an officer's duties.

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Safety is the first rule in hands-on training. Training area should be free of structural, floor/ground and/or other types of hazards to people. It should be a place where people can come together to learn and train in unobstructed surroundings that are safe for everyone. Keeping hands-on training accident free is one objective and building psychomotor confidence in a course participant is another objective of this course. Hands-on training brings with it a certain degree of risk of personal injury. By participating in course activities, the participant assumes this risk as part of his/her participation, as well as responsibility, for following safety rules and procedures. The training intensity most likely to accomplish these two objectives within the STG course schedule would be static rather than dynamic or street simulations (scenario based).



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Dear Student,

The importance of baton training is a growing factor within the law enforcement, military, corrections and security communities. Our Monadnock training programs are designed to not only make you confident and capable in using our products but also provide you with necessary information and materials to develop and implement training programs that are best suited for your agency's operational needs.

Quality training increases officer safety through product knowledge and hands-on experience. However, our courseware and the instructor who teaches that material are not the final and definitive word on the subject. Please keep in mind that future federal or state legislation, new case law, new and emerging advances, may also influence how such materials are utilized. As a result, we recommend continuous education and training to assist you in guiding your agency's training programs forward.

The Safariland Training Group is here to help you maintain both your credentials and credibility in the classroom, in the field, and in court through our continuing education (CE) programming. Our CE programming is intended to provide you with up to date information on technology advances and best practices/strategies for deploying Safariland products in a safe and judicious manner. Check out our training calendar for the next program/course that best suits your [agency] CE needs and schedule or e-mail us, if there is a course you want but is not listed on our calendar.

Your agency's in-service/recruit training may be based on the courseware you received by attending this program/course. To further aid your agency, you may duplicate this program courseware to facilitate our product's safe and judicious use in either training or at an incident. Please consider including your agency's policies and procedures within the training curriculum that you develop and implement for utilizing our product(s) and/or course materials.

When you are interested in additional training, we hope you look to Safariland Training Group for that training and/or updates that we offer to the industry. You may search our website at www.safariland.com/training for a full list of our courses. You may reach us by e-mail at training@safariland.com or by telephone at 800-733-3832 Ext 11798 inside the United States or 904-741-1798 outside it.

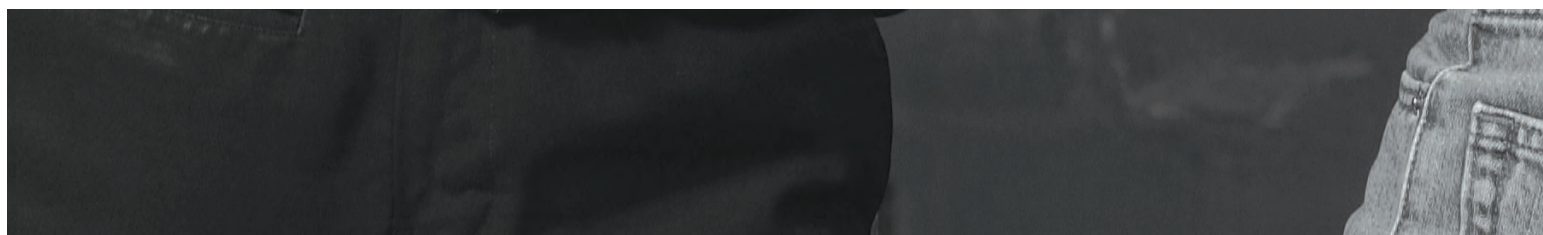
Sincerely,

A handwritten signature in black ink that reads 'Sandy Wall'. The signature is fluid and cursive, with the first name 'Sandy' and last name 'Wall' clearly distinguishable.

Sandy Wall
Director of Training
Safariland Training Group



MODULE ONE | OVERVIEW



Commentary

The MEB program is a psychomotor skill based curriculum. It is structured around periods of lectures, demonstrations and, of course, hands-on practice to build student confidence both as defensive skills and cognitive application under job stress. Consequently, there is risk of injury that must first be acknowledged and, secondly, accepted prior to beginning on the course. It is the responsibility of trainers and students alike to maintain a safe training environment. Safety is everyone's concern and primary duty to each other during MEB instructions, demonstrations, practice sessions and testing.

The MEB Advanced and Basic Course puts forward basic principles of self-defense and subject-control from which qualified criminal justice trainers can instruct at their agency academy, during in-service training or at roll call briefings. It must be understood from the outset, however, that the courseware provides only the necessary framework for standardizing the MEB program at all levels. Moreover, the MEB courseware cannot explain through words (or images) every subtle skill nuance or possible stylistic interpretation [a.k.a., personal preference] that may exist within each MEB skill or found in its practical application under realistic conditions and/or circumstances of the job. MEB skills by nature, interpretation and application on the job are subjective; this presentation provides an objective framework to standardize instruction and testing. It is a place from which MEB defensive tactics starts rather than where it ends.

No two trainers are alike, nor are students alike. But, through the instruction of skill principles, as those found within the MEB courseware, learning can be relatively consistent and be useful to officers on the job. Agency Trainers have to adapt teaching styles in order to satisfy the learning needs of their students. This may require trainers to attend a specific instructor development course that goes beyond what is found in this presentation or within the MEB courseware. The MEB courseware establishes a minimum acceptable performance standard (or MAPS) for each MEB skill for the purpose of training at a static intensity. However, it is recognized that arresting non-compliant subjects can be a dynamic event. Agency Trainers need to consider methodologies that bring each MEB skill to life as a street tactic in the minds and bodies of their students. Such dynamic or simulated training intensities go beyond the goals and objectives of this presentation, the MEB materials for the MEB advanced/Basic Course.



History

- The Monadnock Expandable Baton (MEB) training curriculums are based on the initial research and field work done by Joseph Truncale, Ph.D., from mid-1989 through 1991.
 - In January 1991, two training programs for straight batons were created called Level I and Level II.
- In December 1995, Level I and Level II evolved into what is now called the MEB Basic Course and Advanced Course, respectively.

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The Monadnock Expandable Baton (MEB) training curriculums are based on the initial research and field work done by Joseph Truncale, Ph.D., in mid-1985 through 1991.

In January 1991, two training programs for straight batons were created called Level I and Level II. In December 1995, Level I and Level II evolved into what is now called the MEB Basic Course and Advanced Course, respectively.

The 4-hour MEB Basic Course and the 8-hour MEB Advanced Course training curriculums are supported by the Safariland Training Group. These two training curriculums support Monadnock® or other brand expandable (or rigid) police batons that are authorized by a criminal-justice agency for sworn personnel and satisfy several safety specifications for batons.

MEB training is based on similar skill principles as those found in the PR-24® side-handle training programs, which began in 1972, as well as on the Monadnock training philosophy of Protect & Restrain.

NOTES


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History

- MEB Advanced Course is a baton self-defense program, which includes one baton-assisted, subject control hold called an armlock, designed for use by entry level and veteran criminal justice (CJ) personnel.

The 8-hour MEB Advanced Course remains the most popular straight baton training program.

The 4-hour MEB Basic Course is popular amongst private security. The MEB-Basic Course training may be upgraded later on to the MEB Advanced Course with only 4-hours of additional training time.

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Within the MEB training curriculums, the term “baton” is defined as having an open length between 16” and 28”. The baton diameter measured either at the handle of an expandable baton or on the shaft of a solid/rigid baton is between .975” and 1.250”. A baton may be made from steel, plastic, aluminum, wood or from other natural/synthetic material or fiber, used independently or together to construct it. Specific MEB Basic Course techniques may be used by officers who utilize a 30” or 36” long [riot] baton, including the Monadnock SX-24/36 expandable baton

MEB BASIC COURSE PROGRAM & THE USE OF A RIOT BATON

Officers who are required by duty to utilize a 30” or 36” long baton, including the Monadnock SX-24/36 expandable baton as a 36” riot baton, will be supported by MEB Basic Course Training when performing one or more of the following techniques: (1) stance, (2) one-hand grip, (3) two-handed grip, (4) vertical carry position, (5) two-handed carry position, (6) cross draw, (7) two-handed blocks: high, strong-side, middle, support-side & low, (8) front jab, (9) rear jab, (10) strong-side horizontal strike, (11) support-side horizontal strike, (12) middle strike and (13) 1 or 2 hand grab defense for two-handed grip.

AUTOLOCK, JR.

Officers who have the AutoLock, Jr., are supported by MEB Basic Course training when performing the following techniques from the list above: (1), (2), (3), (4), (5), (6), (7), (8), (10), (11) and (12), plus forward strike, reverse strike and strong-side draw.

NOTES



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History

- MEB training programs are based on similar skill principles as those found in the Monadnock's Control Device/PR-24® side-handle training program, which began in 1972, as well as its training philosophy of Protect & Restrain.
 - The words 'Protect & Restrain' symbolize core principles of MEB training.

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INSTRUCTION METHODS

You will be taught how to properly use a MEB baton according to either the MEB Advanced Course curriculum (minimum of 8 hours for a first time user) or MEB Basic Course curriculum (minimum of 4 hours for a first time user).

After the techniques are demonstrated, you will perform them under the supervision of an authorized MEB Instructor until you can perform each technique to its minimum acceptable performance standard. You will then be encouraged to practice on your own until you have become more proficient.

During the course, you will be paired off with another student so you can take turns playing the role of an officer and a non-compliant subject (opponent).

You will be required to demonstrate your minimum competency in skill and your basic knowledge of the material in order to be trained in either the MEB Advanced Course or MEB Basic Course.

Caution should be used in demonstrating and/or performing each technique to prevent possible injury

NOTES



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Course Objectives

- To help criminal justice (CJ) personnel understand the use of force as it pertains to a Monadnock expandable or one-piece straight baton or another manufacturer's baton that is department approved .
- To teach CJ personnel about the MEB baton.

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Course Objectives

- To teach techniques which will enable CJ personnel to control a subject who is or has become a Resistant Subject, which can be either Passive or Active in terms of resistance, while using a MEB baton.
- To teach CJ personnel how to minimize the possibility of a subject's injury or death while ensuring their own safety and protection in the performance of their duty.

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NOTES



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Course Objectives

- To help criminal justice (CJ) personnel understand the use of force as it pertains to a Monadnock expandable or one-piece straight baton or another manufacturer baton that is department approved for use by its personnel.

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Course Objectives

- The term 'baton':

Within the MEB training curriculums, the term "baton" is defined as having an service (or opened in the case of an expandable baton) length between 16" (40.64 cm) and 28" (71.12 cm). The baton diameter measures between 0.975" (2.48 cm) and 1.250" (3.18 cm) either at the handle of an expandable baton or on the shaft of a one-piece (solid/rigid) baton. Moreover, a CJ department approved baton may be made from steel, plastic, aluminum, wood or from other natural/synthetic material or fiber, used independently or together to construct it. Specific MEB Basic Course techniques may be used by CJ personnel who utilize a 30" (76.20 cm) or 36" (91.46 cm) long [riot] baton, including the Monadnock SX-24/36 expandable baton.

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NOTES



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Student Performance Objectives

- To teach CJ personnel about the MEB baton.
- Explain his/her department's policy with regard to the use of force as it pertains to a MEB baton.
- Recite the four part nomenclature of a MEB baton.

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Student Performance Objectives

- Demonstrate his/her minimum acceptable proficiency level (according to each technique's minimum acceptable performance standards or MAPS) with a MEB baton performing the techniques taught in either the MEB Advanced Course or Basic Course.
- Identify specific parts of the human body, using Monadnock's color code scheme, that are particularly vulnerable to a baton application.

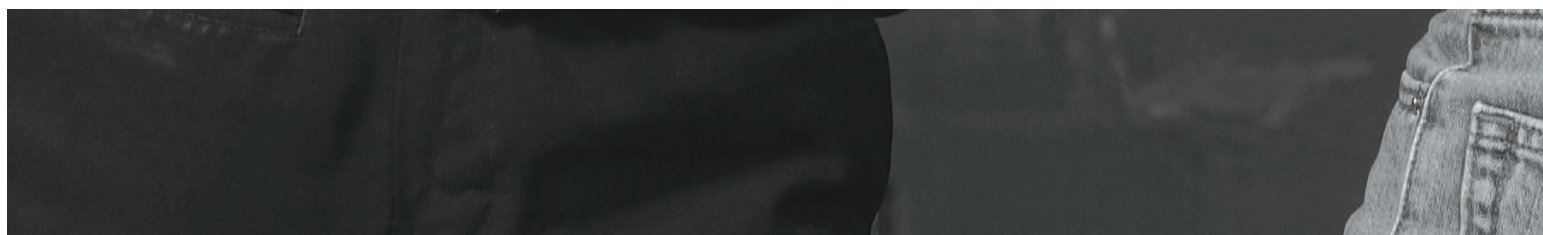
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NOTES



MODULE TWO | USE OF FORCE





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Use of Force



- We, at the Safariland Training Group (STG) believe it is essential that students be provided with guidelines for using force in an operational situation.
 - Generally, such guidelines are contained in an agency/department's Use of Force policy or General Orders, which is usually broken down into procedures.

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Use of Force

In conjunction with the MEB Advanced/Basic Course, we, at STG, believe it is essential that students be provided with guidelines for using force in an operational situation. Generally, such guidelines are contained in an agency/department's Use of Force policy, which is usually broken down into procedures.

Students should be made aware of agency/department policy relative to when and when not to use physical force, whether by means of empty-hands, baton, OC or firearm. In America, such departmental Use of Force guidelines should be developed in accordance with appropriate federal (i.e., Title 42 United States Code, Sec/ 1983), state and local statutes and applicable court decisions relative to officers using force in the performance of their duty. Such departmental Use of Force guidelines should also be developed following consultation with competent legal representative like a State Attorney General, District Attorney, City or Department Attorney to ensure legal accuracy. Regardless of the country, a Department Use of Force policy and procedures is worth developing and strongly recommended by STG, as is the periodic review of that policy and procedures, to ensure legal accuracy.

NOTES



Use of Force

- Students should be made aware of agency/department policy or General Orders related to when and when not to use physical force, whether by means of empty-hands, baton, OC, conducted energy devices or firearm.
 - In America, such departmental Use of Force guidelines should be developed in accordance with appropriate federal (i.e., Title 42 United States Code, Sec/ 1983), state and local statutes and applicable court decisions relative to officers using force in the performance of their duty.

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NOTES



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Use of Force

- Such departmental Use of Force guidelines should also be developed following consultation with competent legal representative like a State Attorney General, District Attorney, City or Department Attorney to ensure both legal accuracy and appropriateness.
 - Regardless of the country, a Department Use of Force policy and procedures is worth developing and strongly recommended by the STG, as is the periodic review of that policy and those procedures, to ensure both legal accuracy and appropriateness.



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TARGET SELECTION IN A USE OF FORCE SITUATION

The use of force by officers is permissible when used to effect an arrest; to overcome resistance; to prevent escape; in self-defense; or in the defense of others. The force used must be objectively reasonable based on the facts and circumstances known to the officer at the time the force is used. Officers should take into consideration: the severity of the crime involved; the actions of the subject; whether the subject poses an immediate threat to the safety of officers or others; and officer/subject factors. Officers' decisions are often made in circumstances that are stressful and ever changing, thus officers are not required to determine the least intrusive measure of force that might resolve the situation. Officers are required to select an objectively reasonable option given the totality of the circumstances known to them at the time.

Determining whether the force used is objectively reasonable requires a careful balancing of factors including, but not limited to, the probable severity of injury to officers, subjects and others as a result of the application of force. Target selection based on medical evaluations of the vulnerability of the various parts of the human body and potential injury to subjects may assist officers in reducing injuries to subjects. In the "Monadnock Baton Chart", the potential trauma to the body has been designated by colors denoting the level of risk incurred by the application of physical force by means of the baton.

NOTES

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Monadnock Baton Chart

- The concept of Green, Yellow and Red Target Areas was developed to assist CJ personnel (hereafter “officer”) in assessing the probability of injury to subjects.
 - When time allows, officers should take into consideration escalating and de-escalating options based on threat assessment, officer/subject factors and the probable severity of injury.

The STG would support an agency or instructor who finds it necessary to raise a specific target area to a higher color-code classification; for example, the collarbone from a Yellow to a Red Target Area. **Any agency or instructor who elects to do so must clearly document that action.** The STG **WOULD NOT** support any change whereby a specific Target Area's color-code is lowered; for example, changing the collarbone from a Yellow to a Green Target Area.

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THE MONADNOCK BATON CHART

Green. Yellow. Red. The three colors of a traffic light! Each of those light colors has a specific meaning for guiding vehicle traffic safely through a busy intersection! In the police liability intersection, the Monadnock Color-coded Baton Chart performs a similar function. Understanding the escalation and de-escalation of trauma is as easy as recognizing Green, Yellow and Red.

BACKGROUND

The concept of Green, Yellow and Red Target Areas was developed to assist officers in assessing the probability of injury to subjects. When time allows, officers' use of force should take into consideration escalating and de-escalating options based on threat assessment, officer/subject factors and the probable severity of injury.

THE CONCEPT IN ACTION

Green Target Areas are for confrontations where the subject is resisting an officer or another. Yellow Target Areas are for confrontations where the subject is assaulting an officer or another, or when force applied to a Green Target fails to overcome resistance or does not correspond with the threat level. Yellow Targets are areas of the body where force is directed at a joint or an area in close proximity to a prominent Red Target Area and therefore the risk of injury increases. Red Target Areas are for confrontations where the subject is attempting to cause serious bodily injury to an officer or another; or situations where force to lower level target areas fail to overcome the resistance and end the confrontation. Physical force directed at Red Target Areas pose a greater risk of injury to the subject and in certain areas might constitute deadly force because of the probability of causing death.



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Monadnock Baton Chart

- The Concept in Action
 - Green Target Areas are for confrontations where the subject is resisting an officer and/or assaulting an officer or another person.



The Monadnock Baton Chart first became part of the Monadnock's core curriculum in 1988.

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Other Green, Yellow and Red Target Areas not numbered or described have comparable medical evaluations to justify their color-coding within the Monadnock Baton Chart.

While the traffic light was the inspiration for the color-coding used in the Monadnock Baton Chart, the chart colors provide officers with guidance when they apply a baton skill against the human body. Green in the chart means, "Go". Yellow means, "Go, but with Caution" while Red means, "Go, but with the Highest Degree of Caution". Criminal justice officers must be prepared to justify their use of force to conclude an arrest situation.

NOTES


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Monadnock Baton Chart

- The Concept in Action
 - Green Target Areas include:
 - Lower Abdomen (10)
 - Shin (13)
 - Instep (14)
 - Shoulder Blade (17)
 - Achilles Tendon (20)
 - Inside of Wrist (21)
 - Back of Hand (23)
 - Shoulder
 - Upper Arm
 - Forearm
 - Buttock
 - Thigh
 - Calf

Reasoning: Minimal level of resultant trauma. Injury tends to be temporary rather than long-lasting, however, exceptions can occur.

Except for the Head, Neck and Spine, the whole body is a Green Target Area for the application of baton blocking and restraint skills.

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The MEB will be a more versatile and effective less lethal tool if the structural weaknesses of the human body are understood. Therefore, carefully study the Monadnock Baton Chart, including reading the sections entitled: “Introduction,” “Background” and “The Concept in Action”.

During training students should make it a habit to utilize the colors of the Monadnock Baton Chart: Green, Yellow and Red. The 1998 version of the Monadnock Baton Chart is based on striking the human body using a MEB. MEB blocking and restraint skills include the whole body, except for the head, neck and spine.

Whenever lethal force is NOT required, avoid an opponent’s head and neck area entirely (RED AREAS).

NOTES

SELECTED GREEN, YELLOW AND RED TARGET AREAS OF THE HUMAN BODY			
NO	TARGET AREA	COLOR CODE	REASONING
1	Temple	Red Area	A vulnerable and vital spot. A baton strike may cause epidural hemorrhage, unconsciousness or death.
2	Ears	Red Area	A baton strike may cause deafness, basilar skull fracture, loss of consciousness, lasting injury or death.
3	Eyes	Red Area	A baton strike may cause blindness, fracture of orbit, brain damage, unconsciousness or death.
4	Bridge of Nose	Red Area	A baton strike may cause serious facial injury, brain damage, concussion, unconsciousness or death.
5	Upper Jaw	Red Area	A baton strike may cause serious facial injury, jaw fracture (maxilla), concussion, blood and broken teeth in airway. Airway obstruction and death possible.
6	Lower Jaw	Red Area	A baton strike may fracture the lower jaw (mandible) and dislocate it. Concussion, airway obstruction and death possible.
7	Throat	Red Area	Highly vulnerable. A baton strike may damage or fracture the larynx (windpipe), causing possible loss of voice, lasting injury or death.
8	Collarbone	Yellow Area	Usually less-than-lethal, but may break easily with a baton strike, with possible bruising or severe injury to underlying structures.
9	Solar Plexus	Red Area	A baton strike may cause Neutrogena shock or rupture of the liver, with potentially fatal consequences.
10	Lower Abdomen	Green Area	Abdominal region just below the navel. A baton strike usually causes minimal, temporary incapacitation.
11	Groin	Yellow Area	A baton strike to either a male or female may cause extreme pain and incapacitation, nausea and shock.
12	Knee Joint	Yellow Area	Knee injuries (fractures, dislocations, etc.) may be very disabling and long lasting.
13	Shin	Green Area	A sensitive, less-than-lethal area. A baton strike may cause a contusion; fracture the tibia or fibula and damage arteries or nerves.
14	Instep	Green Area	A sensitive, less-than-lethal area. A baton strike may cause a contusion, fracture the bones or injure the arteries in the arch of the foot.
15	Back of Neck	Red Area	Highly vulnerable. A baton strike may cause temporary spinal cord paralysis or damage the cervical spine and cervical spinal cord. Serious injury or death possible.
16	Hollow Behind Ear	Red Area	A baton strike may cause serious injury (skull fracture, nerve damage, etc.) or death.
17	Shoulder Blade	Green Area	A baton strike may cause a contusion or fracture. Fractures usually heal without complications.
18	Kidney	Red Area	Very vulnerable. A baton strike may rupture or displace the kidney; peritonitis, shock, renal failure may ensue.
19	Tail Bone (Coccyx)	Red Area	A baton strike could drive coccygeal or sacral bone fragments into the pelvic basin and cause peritonitis.
20	Achilles Tendon	Green Area	Rupture from a baton strike is unlikely.
21	Inside of Wrist	Green Area	Effective baton striking area if wrist is free to move. If not, may break bones, damage blood vessels and nerves.
22	Elbow Joint	Yellow Area	Extremely sensitive point. A baton strike may cause a contusion; fracture the ulna and damage forearm nerves and blood vessels.
23	Back of Hand	Green Area	Effective baton striking area if hand is free to move. If not, may break bones, damage blood vessels and nerves.
Note: STG would support an agency or instructor who finds it necessary to raise a specific target area to a higher color-code classification; for example, the collarbone from a Yellow to a Red Target Area. Any agency or instructor who elects to do so must clearly document that action. STG would not support any change whereby a specific Target Area's color-code is lowered; for example, changing the collarbone from a Yellow to a Green Target Area.			



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Monadnock Baton Chart

- The Concept in Action
 - Yellow Target Areas are for confrontations where the subject is assaulting an officer or another person, or when force applied to a Green Target Area fails to overcome resistance or does not correspond with the threat level.
 - Yellow Targets are areas of the body where force is directed at a joint or an area in close proximity to a prominent Red Target Area, and therefore the risk of injury increases.



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Monadnock Baton Chart

- The Concept in Action
 - Yellow Target Areas include:
 - Collarbone (8)
 - Groin (11)
 - Knee Joint (12)
 - Elbow (22)
 - Rib Cage
 - Upper Abdomen

Reasoning: Moderate to serious level of resultant trauma. Injury tends to be more long-lasting, but may also be temporary.

Except for the Head, Neck and Spine, the whole body is a Green Target Area for the application of baton blocking and restraint skills.

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NOTES



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Monadnock Baton Chart

- The Concept in Action
 - Red Target Areas are for confrontations where a subject is attempting to cause serious bodily injury to an officer or another person; or situations where force to lower level target areas fail to overcome the resistance and end the confrontation.
 - Physical force directed at Red Target Areas pose a greater risk of injury to the subject and in certain areas may constitute deadly force because of the probability of causing death.



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Monadnock Baton Chart

- The Concept in Action
 - Red Target Areas include:
 - Temple (1)
 - Ears (2)
 - Eyes (3)
 - Bridge of Nose (4)
 - Upper Jaw (5)
 - Lower Jaw (6)
 - Throat (7)
 - Solar Plexus (9)
 - Back of Neck (15)
 - Hollow Behind Ear (16)
 - Kidney (18)
 - Tail Bone (19)
 - Sternum
 - Spine

Reasoning: Highest level of resultant trauma. Injury tends to range from serious to long-lasting rather than temporary and may include unconsciousness, serious bodily injury, shock or death.

Except for the Head, Neck and Spine, the whole body is a Green Target Area for the application of baton blocking and restraint skills.

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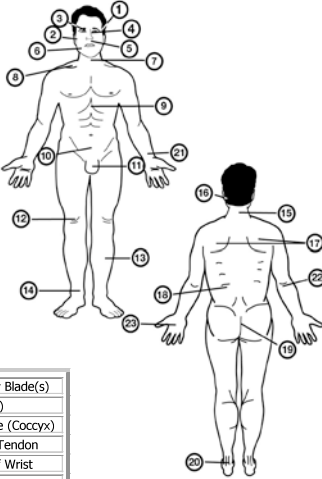
NOTES



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Test Your Knowledge of the Monadnock Baton





1	Temple	9	Solar Plexus	17	Shoulder Blade(s)
2	Ears	10	Lower Abdomen	18	Kidney(s)
3	Eyes	11	Groin	19	Tail Bone (Coccyx)
4	Bridge of Nose	12	Knee Joint	20	Achilles Tendon
5	Upper Jaw	13	Shin	21	Inside of Wrist
6	Lower Jaw	14	Instep	22	Elbow Joint
7	Throat	15	Back of Neck	23	Back of Hand
8	Collarbone	16	Hollow Behind Ear		

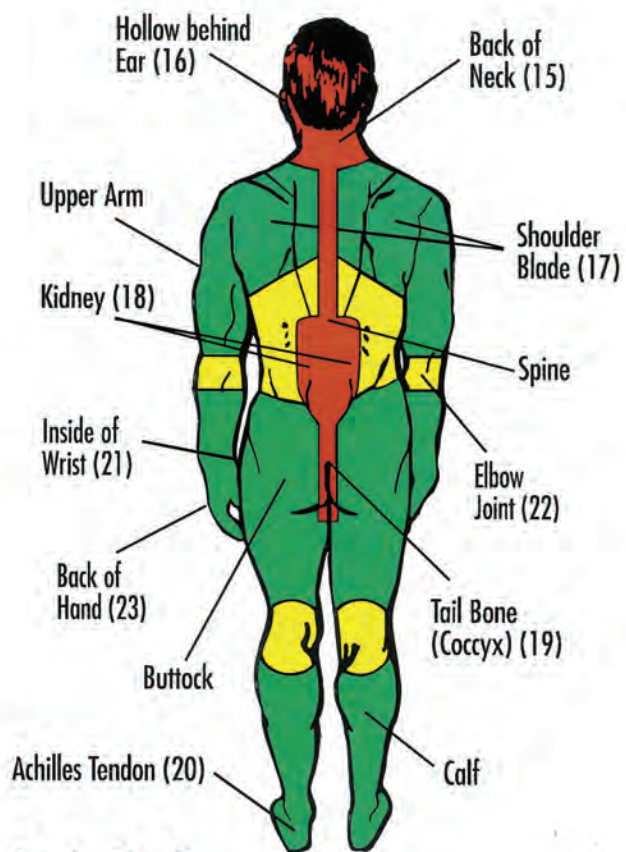
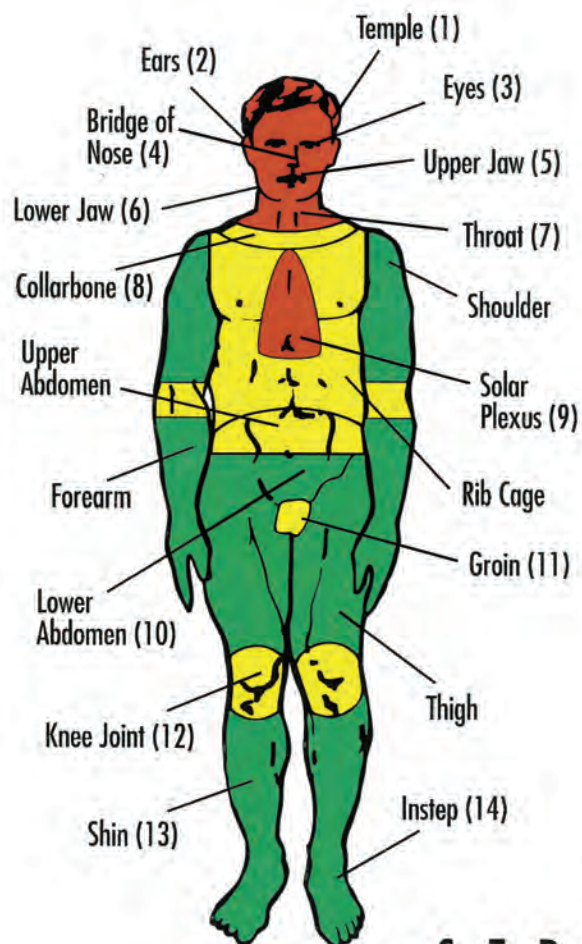
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What types or degrees of resultant injury may occur from a particular strike contacting a subject's body is impossible to predict with certainty. Consequently, Primary, Secondary and High Risk Target Areas are general MEB guidelines that are provided for your consideration, just as Department Policies and Procedures or General Orders provide you with guidance on the Use of Force.

NOTES

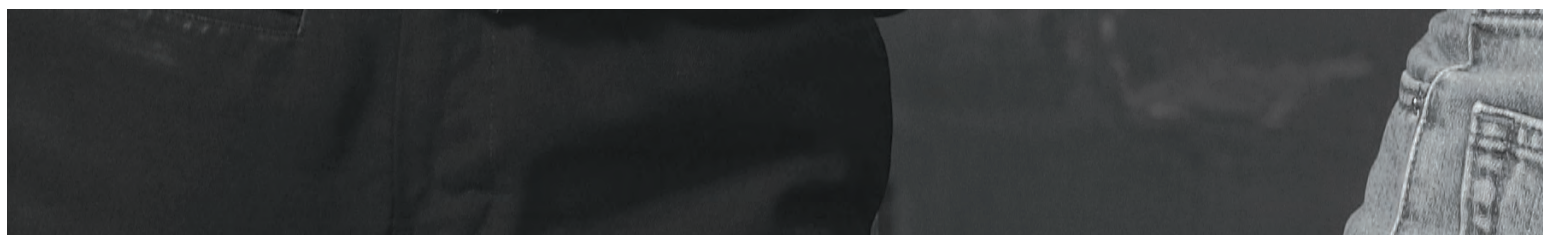


S T R I K I N G

NOTES



MODULE THREE | NOMENCLATURE





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MEB Baton Nomenclature

- The following nomenclature applies to
- 3 styles of straight batons, which are
- expandable **3-STAGE** and **2-STAGE** batons
- and **ONE PIECE** or **RIGID** batons.



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In recent years, friction lock batons have experienced a rebirth in the law enforcement community. In the United States, one of the earliest examples of this baton was the 3-stage, telescopic steel Titan Taper (c. 1966), which featured a neoprene grip. The telescopic Japanese “noble stick” pre-dates the Titan Taper by several decades.

The expandable friction lock batons of today come in various finishes for appearance and degree of corrosion resistance, different grip textures for better control, and tip constructions for greater operational performance and safety. For example, the “weight forward” tip design known as the Power Safety Tip creates added kinetic energy over the standard steel tip or the larger, Safety Tip. The Safety Tip and Power Safety Tip reduce the potential for injury over a standard steel tip since both have larger tip diameter and are made from reinforced rubber.

In the closed position, the two shafts of a friction lock baton are held with the handle by a spring in the end cap. Generally, the spring applies tension to the inner diameter of the second shaft, where the tip is fastened. There are two methods for putting a spring in an end cap. One method is to mount the spring, by rivet, on a thin metal disk, which can then be placed within the end cap prior to being threaded into the handle. While reliable, the “spring disk” method may require frequent replacement. It often requires purchasing replacement spring disks. The second mounting method machines a hole in the end cap, and then a spring is attached, by rivet, into the bottom of the bore. This one-piece end cap is threaded into the handle. As the baton closes, the bore aligns the second shaft over the spring. Spring breakage is possible, but rare. With the “guide bore” spring mounting process, the end cap has a lifetime repair or replacement guarantee from Monadnock.

Drawing a police baton has a well-documented affect on most subjects, generally a return to being a cooperative subject. But, with expandable batons, there is often a distinctive sound that can be heard as the shafts lock, which many find similar to the “racking” of a round into a shotgun. There is also the added affect of seeing the shafts flying out of a single handle.

Both of these physical factors have intensified the “drawing” experience to a level where subjects are seemingly more deterred and, thus, far less anxious to assault a law enforcement officer than

when an officer draws a solid or rigid straight baton. This heightened psychological deterrent is a by-product of this “buggy whip” or “wrist flicking” motion that is required to open a friction lock baton. However, a situation could also escalate as a result of such a high profile baton opening.

Friction lock batons are closed by striking the tip on a hard surface like concrete. Tip deterioration may occur as a result of closing on a hard surface, and is especially true for batons with a steel tip. Consequently, batons with a steel tip should be inspected following each closing to ensure a continuous smooth, regular surface that will not damage training aids or inflict a wound.

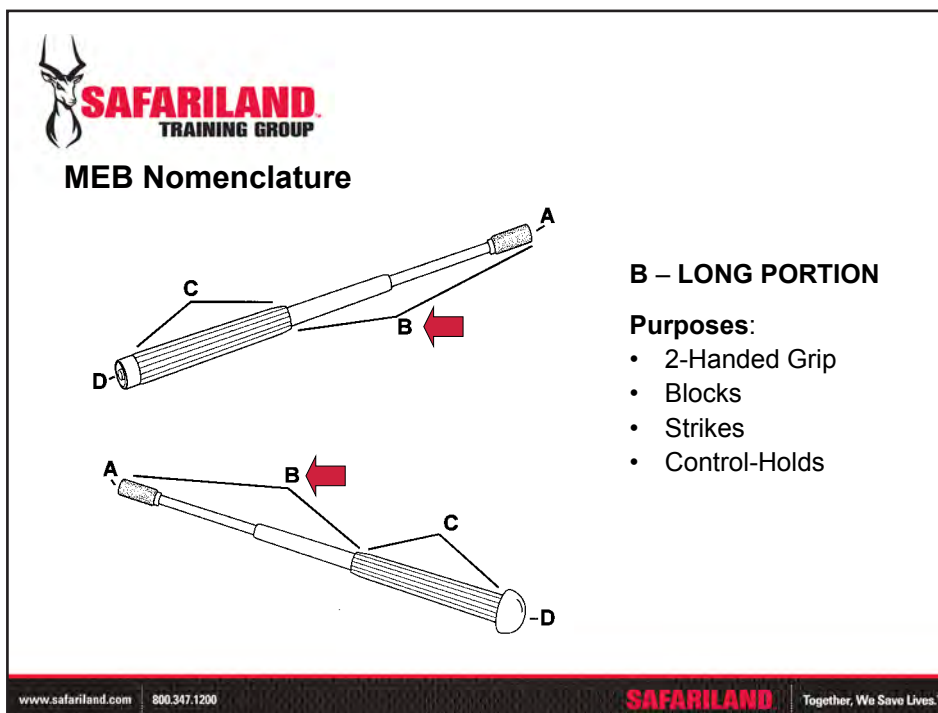
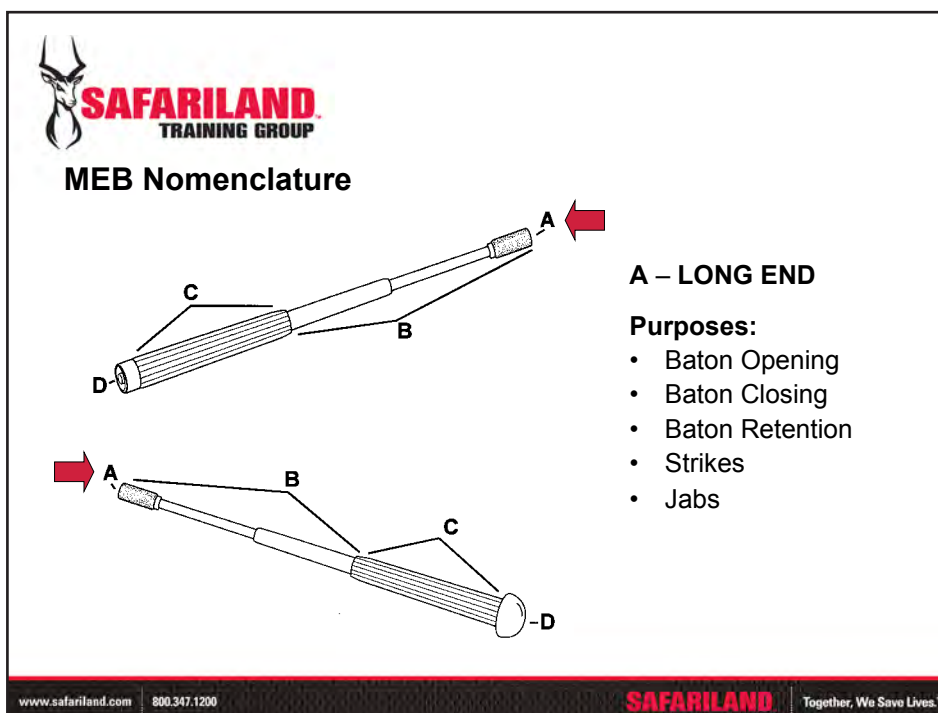
Positive lock, expandable batons allow officers to close the baton by releasing a locking mechanism, which then lets the shaft(s) to be manually pushed back into a handle. This simple action saves the tip from being damaged as a result of closing on a hard surface. There are two types of positive locking mechanisms currently available. The first is the “pin and spring” locking mechanism and the second is the “cam and ball bearing” locking system.

Generally, a pin and spring locking mechanism is used in a 2-stage, telescopic baton. One stage consists of a hollow frame, usually made from aluminum, where the 2nd stage (or shaft) is housed in a handle when closed. The shaft is generally solid, which is often aluminum. When open, the solid shaft in a 2-stage baton creates increased kinetic energy at the tip during a strike because the weight of the baton is concentrated in the solid shaft. Thus, an open 2-stage baton has a “weight-forward” design. The 2-stage baton is comfortable to carry in a holder but is slightly longer, when closed, than a comparable length friction lock baton or a baton using the cam and ball bearing locking system. In the second locking mechanism, cams and ball bearings are used to produce a 3-stage baton. Here, ball bearings rest on a cam within the baton. The position of the ball bearings on a cam is what either locks the baton when open or unlocks the baton to close it. For example, when the ball bearings ride up on the cam the baton locks, and when the button in the end cap is pushed in, a connecting rod moves forwards, and the ball bearings roll down on the cam to unlock the baton.

To open a positive locking baton, an officer would simply flick it open to produce a high psychological deterrent, which is as full of sound and action as opening a friction lock baton. But, officers have more confidence in a positive lock baton because the shafts are held open by a “physical” mechanism rather than relying on friction between the shaft tapers to keep a baton fully extended. When space is limited (i.e., in a room, hallway, crowd, etc.), officers can manually pull a positive lock baton open, which cannot be done with a friction lock baton, unless it comes with a Power Safety Tip. But, it still remains a “friction lock” baton with a Power Safety Tip, which may collapse without prior warning whenever the “friction” between the tapers lets go. The ability to passively open a baton, by manually pulling the shaft(s) into an extended position, may prevent a situation from escalating as a result of how a baton is opened--flick of the wrist (high profile) vs. low manual opening (low profile).

For safety, the white foam composition straight training baton is recommended, as is the Universal Training Bags (UTB) or (UTB2), when teaching blocking techniques and counter-striking techniques respectively. The padded Ultimate Straight Training Baton can be used to practice MEB blocking techniques.

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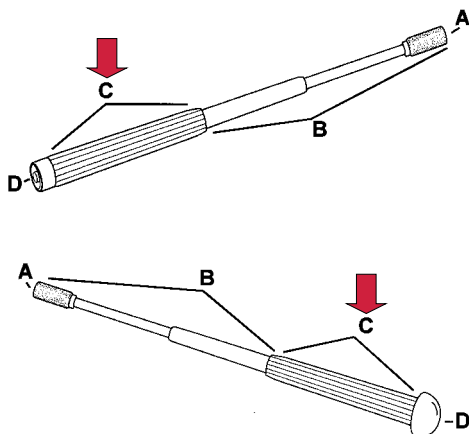


The illustrations shows two 3-stage batons. The top baton represents the AutoLock baton with a Power Safety Tip, which is a 3-stage positive lock baton. The bottom baton represents a friction lock baton with a Power Safety Tip and Hindi Baton Cap.



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MEB Nomenclature



C – GRIP PORTION

Purposes:

- 1-Hand Grip
- 2-Handed Grip
- Draws

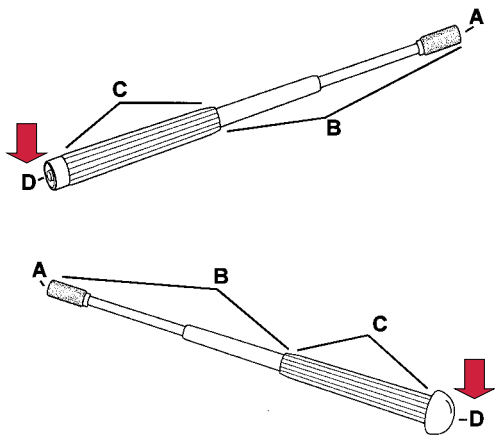
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MEB Nomenclature



D – GRIP END

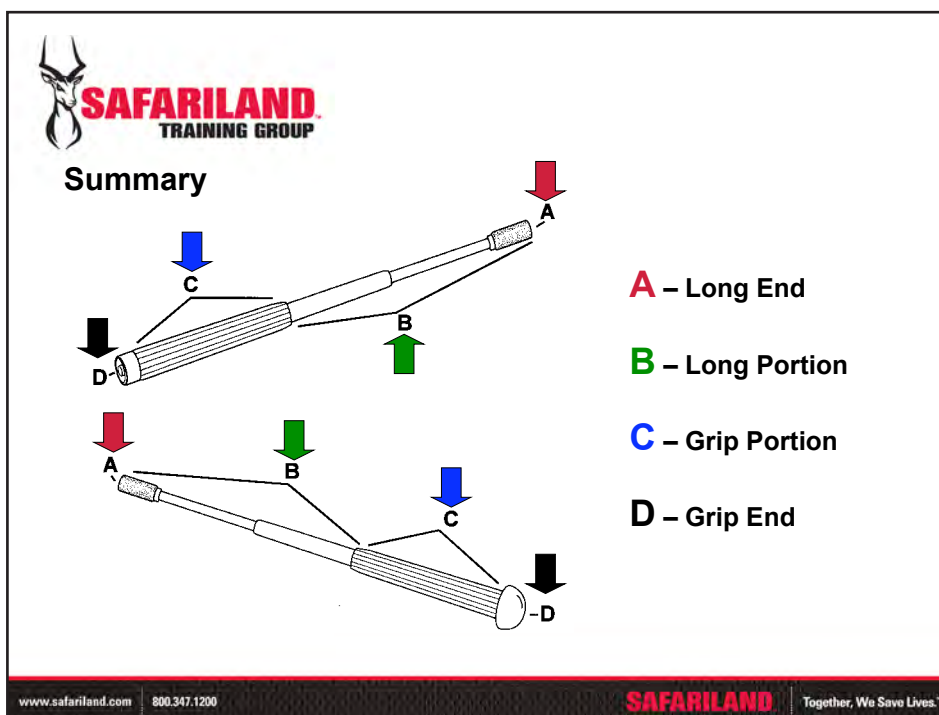
Purposes:

- Rear Jab
- Strikes

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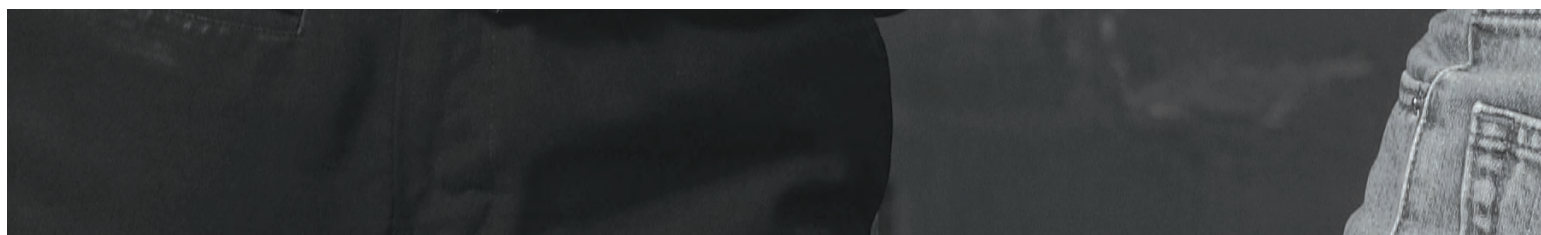
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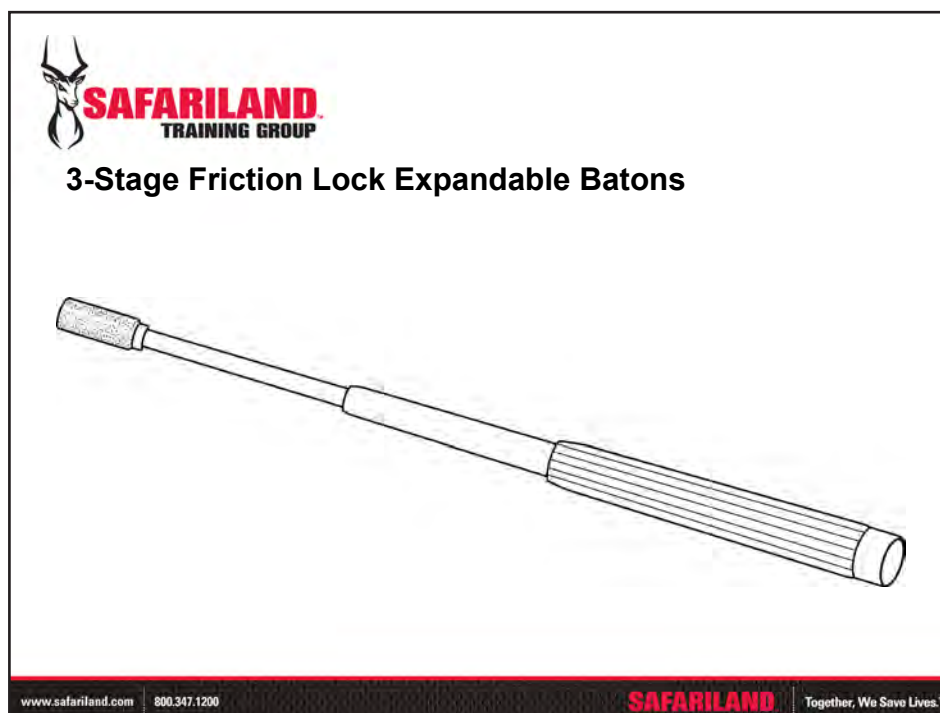


NOTES



MODULE THREE | **3 STAGE FRICTION LOCK EXPANDABLE BATON**





A 3-stage friction lock baton should be periodically inspected to ensure a smooth, regular baton surface so as not to damage training aids or inflict a wound, especially one with a standard steel tip. The areas of the shaft tapers and flares must be inspected. These areas should be dry and free of dirt or other materials to ensure adequate “friction” between these two locking surfaces. Follow manufacturer’s instructions for care and maintenance.

The tip must be struck against a hard surface to transfer shock back into the tubes to “unlock” the friction between both joints of a friction lock baton. The outside tube is swaged down and inside tube flared up to form each of a friction lock baton’s two joints, when the baton is “flicked” open by a sharp wrist motion.

It is the contact between the tube swage and flare that a friction lock depends on to “lock” open and what [friction] has to be released by a blow at the baton’s tip (or from a blow against the tube sides) in order to close a friction lock baton.

Generally, a friction lock can only be opened in a high profile manner by “flicking” or “buggy whipping” it to open. This has the potential of either ending the situation or escalating the situation into open aggression.

NOTES

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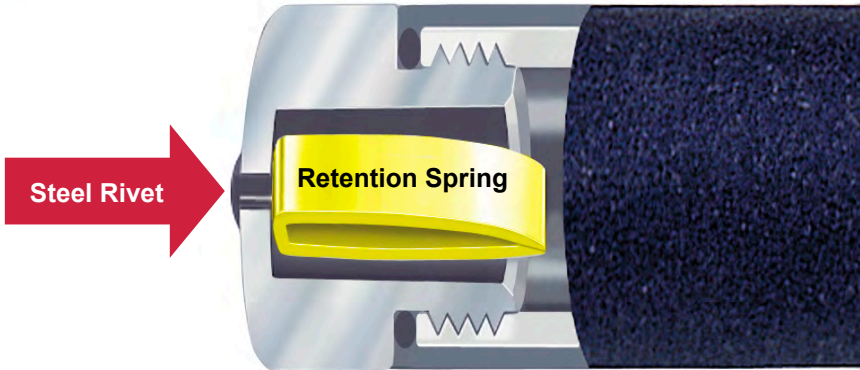
A Look Inside a Friction Lock Baton

- Retention Spring
- Bore Guide
- Tube Joints



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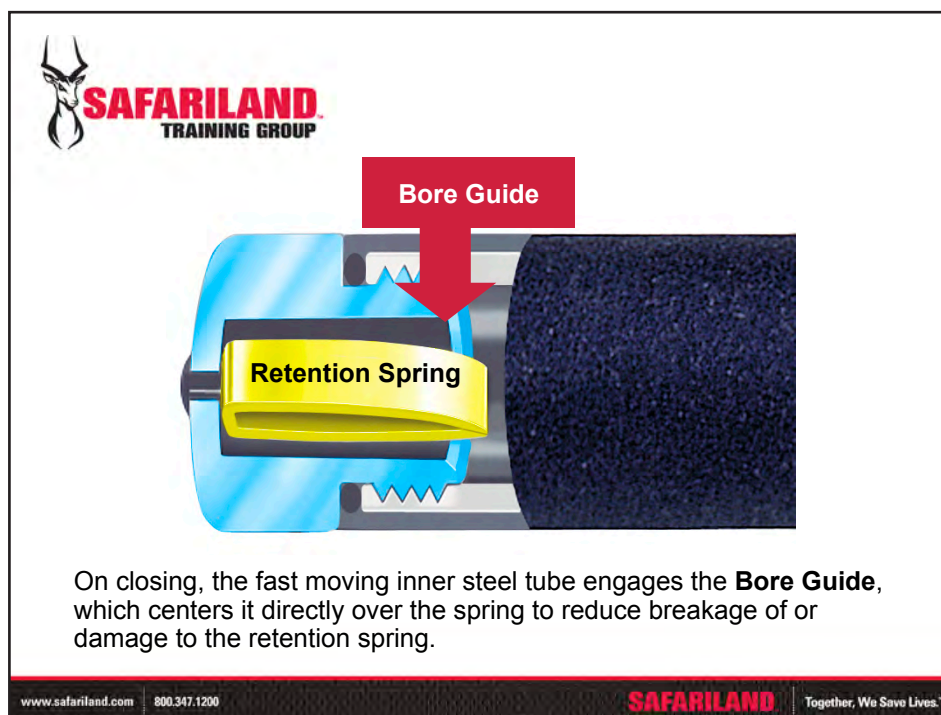


The Retention Spring holds a Friction Lock baton closed. The spring is held in the end cap by a steel rivet.

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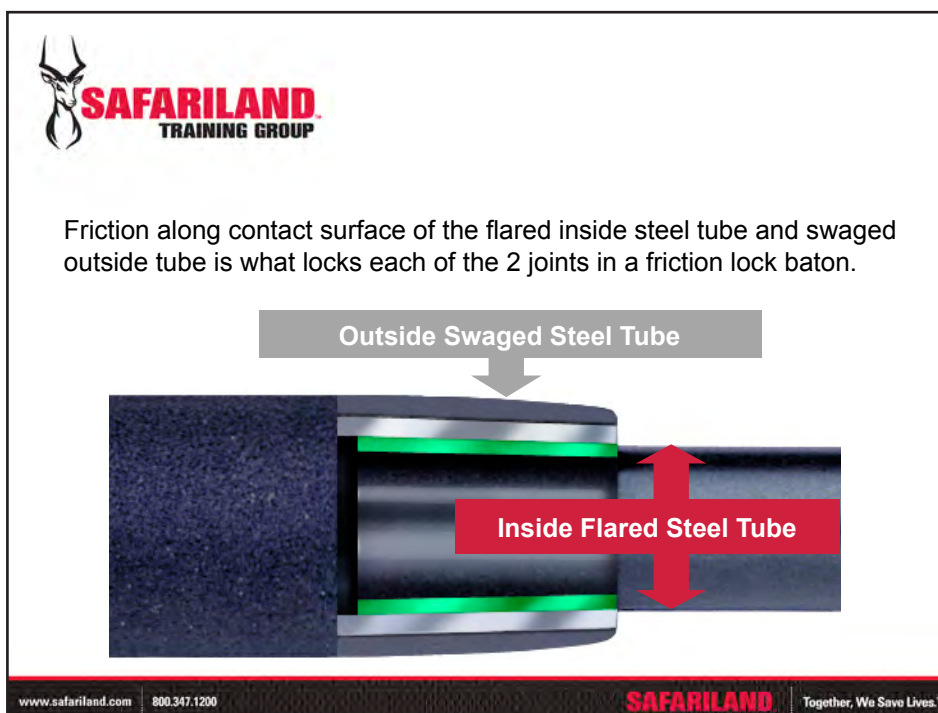
The end cap spring (shown in yellow) is the part most vulnerable other than the tip to be damaged or broken from closing the baton. Generally, this happens when the inner tube of the baton is forced over the spring as that tube returns to the handle. The spring can be adjusted using simple hand tools (i.e., flat head screwdriver and needle nose pliers) and by following manufacturer's instructions.

In early friction lock models, the retention spring was mounted on top of the end cap itself. In a later design the retention spring was connected to a metal wafer by a rivet. In both designs, the spring is exposed and thus easily damaged (bent) or broken during baton closing. In the later spring-wafer design, a repair kit was made available to keep up with spring damage or breakage.



The latest end cap design uses an alignment bore (shown in blue) in the end cap itself to guide the inner [tip end] tube over the spring, which is mounted at the bottom of the bore. This design has virtually eliminated spring damage or breakage caused by closing a friction lock baton. For this reason, Monadnock has a lifetime repair or replacement guarantee on its Detective and Officer Series friction lock baton "bore guide" end caps.

NOTES



It is the contact between the tube flare (shown in green) and tube swage (shown in gray) that a friction lock depends on to “lock” open and what [friction] has to be released by a blow at the baton’s tip (or from a blow against the tube sides) in order to close a friction lock baton.

One way to swage or flare tubing is to coin the inside and outside surfaces at the same time. This requires precision dies and a mandrill to move the metal in (to swage) and out (to flare). It is the mating between the outside surface of a flared tube and the inside swaged surface of another that creates a friction lock baton. Simultaneously coining both tube sides produces very concentric flared/swaged surfaces that will later come together when a 3-stage baton is flicked open. This is why Monadnock uses a two-sided, precision coining method when manufacturing its Detective, Mariner and Officer Series line of friction lock batons. Another forming method uses tooling on only one side of the tube, which is the side opposite a “working” surface area. In this method, tooling only strikes the inside of a tube (to flare) or on the outside of the tube (to swage) using a punch press. Consequently, the outside flared surface (or the “working” surface) is not touched by any tooling, which is also true when the inside [working] swaged surface is formed.

NOTES



Adjusting the Retention Spring for an Easier Opening

- Use needle nose pliers to squeeze the sides of the retention spring together.
 - Compress the spring a little at a time using the pliers, then check the “opening” tension
 - Repeat above step as necessary



**Use caution when adjusting spring tension.
Check spring tension as you go!!**

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Adjusting the Retention Spring for a Harder Opening

- Use a flat head screwdriver to open the gap between the sides of the spring
 - Spread the sides a little at a time using the screwdriver, then check the “opening” tension
 - Repeat above step as necessary



**Use caution when adjusting spring tension.
Check spring tension as you go!!**

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NOTES


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POWER SAFETY TIP

- Rubber reinforced tip for safety, but with weight at the tip for better kinetic energy transfer on impact



Steel **Shock** Face
for Closing

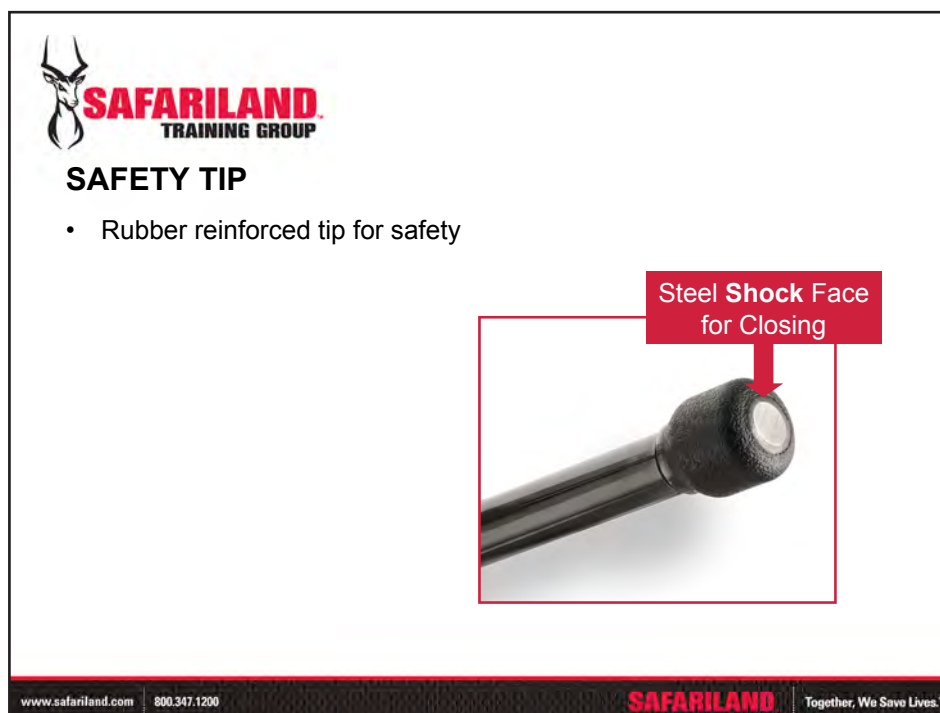
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The Power Safety Tip was developed and introduced by Monadnock (c. 1999). It has added weight to the tip, which provides a weight forward balance to the baton. It is this weight forward balance that enhances kinetic energy transfer at the tip on impact.

The Power Safety Tip has a steel face at the end of the tip, but the outside surface is larger than a steel or safety tip. The Power Safety Tip is reinforced rubber for greater safety. The steel tip face must be struck against a hard surface to transfer the shock back into the tubes to “unlock” the friction between both joints of a friction lock baton so the baton can be closed. The outside tube is swaged down and inside tube flared up to form each of a friction lock baton’s two joints.

It is the contact between the tube swage and flare that a friction lock depends on to “lock” open and what [friction] has to be released by a blow at the baton’s tip (or from a blow against the tube sides) in order to close a friction lock baton.

NOTES



The Safety Tip was developed and introduced by Monadnock (c. 1999). It has added more tip diameter, which could allow for a passive, manual [draw] opening.

The Safety Tip has a steel face at the end of the tip, but the outside surface is larger than a steel or safety tip. The Safety Tip is reinforced rubber for greater safety. The steel tip face must be struck against a hard surface to transfer the shock back into the tubes to “unlock” the friction between both joints of a friction lock baton so the baton can be closed. The outside tube is swaged down and inside tube flared up to form each of a friction lock baton’s two joints.

It is the contact between the tube swage and flare that a friction lock depends on to “lock” open and what [friction] has to be released by a blow at the baton’s tip (or from a blow against the tube sides) in order to close a friction lock baton.

NOTES



The steel tip face must be struck against a hard surface to transfer the shock back into the tubes to “unlock” the friction between both joints of a friction lock baton so the baton can be closed. The outside tube is swaged down and inside tube flared up to form each of a friction lock baton’s two joints.

It is the contact between the tube swage and flare that a friction lock depends on to “lock” open and what [friction] has to be released by a blow at the baton’s tip (or from a blow against the tube sides) in order to close a friction lock baton.

NOTES


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Hindi Baton Cap

- For Greater Baton Control & Better Baton Retention!



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The Hindi Baton Cap was invented by Robert C. Hindi, who is a serving police officer, and is manufactured by Monadnock (c. 1999).

The Hindi Baton Cap is available for Monadnock's Detective [a.k.a., Classic Friction Lock] line of friction lock batons [Cat. No. 6210] and Non-Monadnock friction lock batons [Cat No. 6211] as well.

A Hindi Baton Cap is available for Monadnock's AutoLock positive lock batons. For the Monadnock AutoLock 21 and 22PST the Hindi Baton Cap would be Cat. No. 6213 and Cat. No. 6214 for the AutoLock 26PST.

For the 2-stage MX batons there is a Hindi Baton Cap [Cat. No. 6212]. The Hindi Baton Cap for the 2-stage SX batons is Cat. No. 6215.

NOTES



Monadnock makes the external threaded Hindi Baton Cap, which is catalog no. 6210, for its line of Detective and Mariner friction lock batons. The 6210 Hindi Baton Cap also fits on CASCO friction lock batons, as well as on several other brands.

NOTES



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Hindi Baton Cap for Friction Lock Batons

- Internal Threaded End Cap
 - Fits most friction lock batons with an external threaded handle



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Monadnock makes the external threaded Hindi Baton Cap, which is catalog no. 6211 that fits several other brands with an external threaded handle.

NOTES



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The Easiest Way to Close a Friction Lock Baton

- Keep the baton in a vertical position as shown
- Strike the tip against a hard surface



Follow Strike
Through
To the Ground



Use your **thumb** and **fingers** to hold onto the baton

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If a friction lock baton DOESN'T completely close on the first attempt, re-open the baton to its full length; then again strike the tip on a hard surface. Make sure the baton is in a vertical position as the tip strikes the hard surface. Repeat this step as necessary.

Don't use the shafts, as a jack hammer, to close a friction lock baton that has only partially collapsed since such a repetitive "pounding" action may damage the baton cap, retention spring and/or tip. Re-open the baton, and then attempt to close it again.

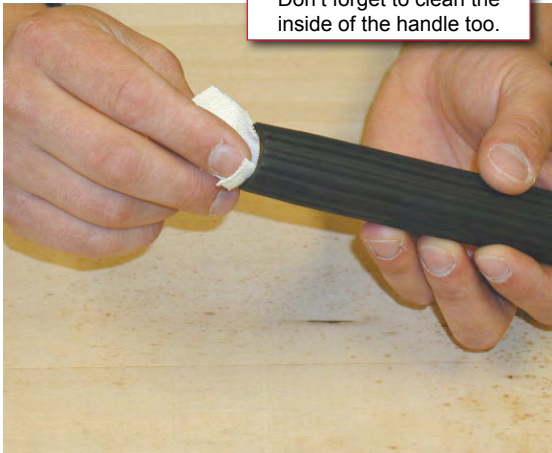
NOTES



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Maintenance Procedures

- Keep all swaged and flared surfaces free from oil & other foreign materials
 - Oil will interfere or reduce the "friction" between these surfaces
 - Baton may not properly lock open



Don't forget to clean the inside of the handle too.

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Friction lock batons made by Monadnock have swaged and flared surfaces that are easier to keep clean since the inner tube extends past the second tube. By moving the inner tube back and forth both inside and outside of both tubes can be cleaned with a soft cloth.

The extended inner tube in Monadnock's design fits inside the bore guide of the end cap, which centers that tube over the retention spring. This design reduces retention spring damage or breakage.

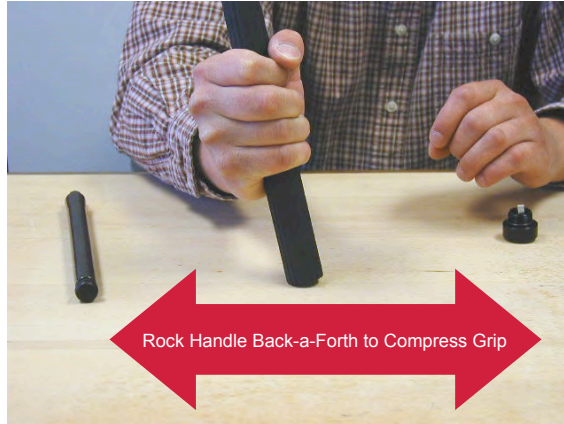
NOTES



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Maintenance Procedures

- Compress the rubber grip back to the threaded end of the handle
 - By rocking an upright handle back-and-forth on a hard surface prior to assembly and screwing in the end cap



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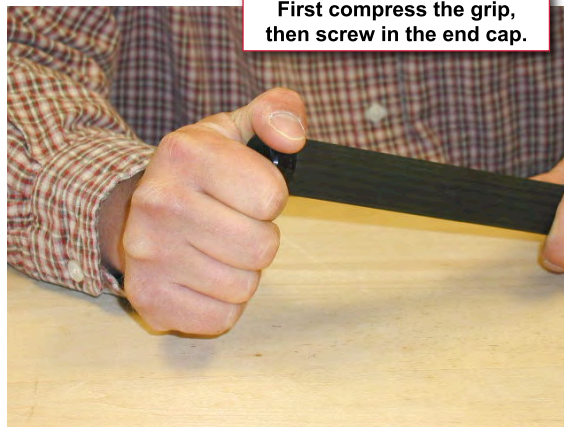
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Maintenance Procedures

- Be sure to screw the end cap all the way into the handle
- Keep the tip smooth to prevent injury or damage to training aids
 - Use a metal file to remove any irregular surfaces from steel tip



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The end cap must be fully screwed into the handle to properly operate. This is why the rubber grip must be first rocked back into position at the edge of the metal handle so the end cap o-ring can properly seat against it and the metal end of the handle.



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A Guarantee for Today & Tomorrow!

- Detective friction lock batons have a lifetime repair or replacement guarantee, under normal field use, from Monadnock against breaking, bending, torn grip and if rust or corrosion prevents the baton from functioning.

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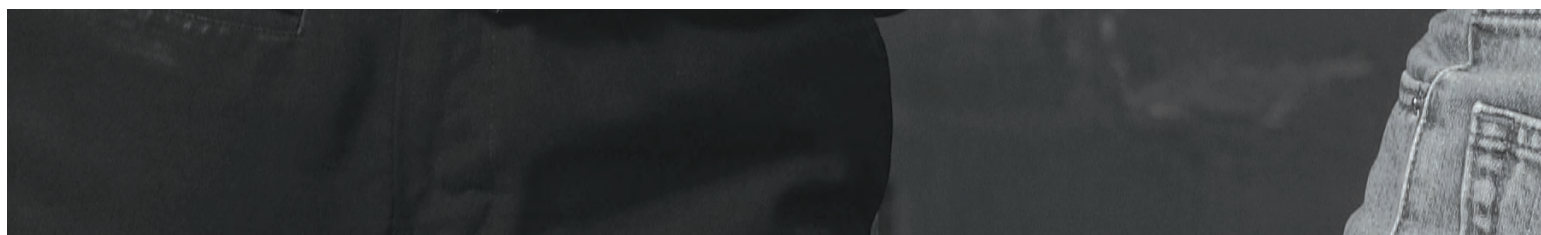
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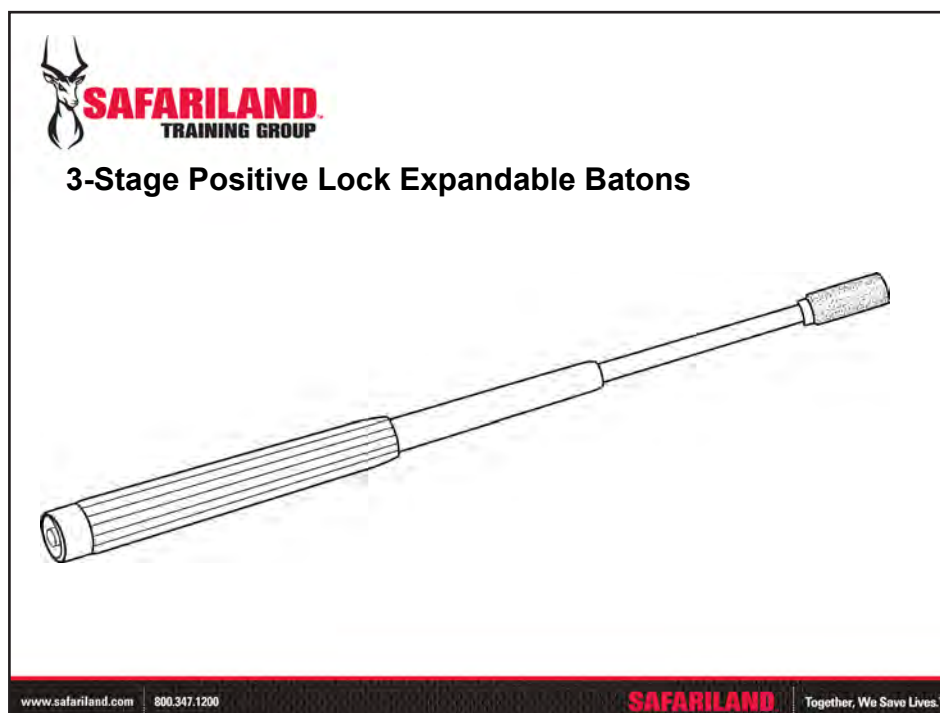
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NOTES



MODULE THREE | **3 STAGE POSITIVE LOCK EXPANDABLE BATON**





A 3-stage positive lock (cam and ball bearing) baton should be periodically inspected. The inner mechanisms should be lightly oiled, including the release rod and button in the end cap, as well as the outside of the baton. Oil is not a problem with a cam and ball bearing locking system, as it is with a friction lock baton. Follow manufacturer's instructions for care and maintenance.

Positive lock batons are NOT friction locking batons, which need greater momentum from a hard (or forceful) snap of the wrist to lock it open. Consequently, the positive lock batons may be opened with less momentum than what friction lock batons require. Why? A gentle snap of the wrist will send the ball bearings in the AutoLock rolling and in turn this will extend and lock both shafts. The AutoLock may be manually deployed to full service length by pulling out the shafts by hand.

In MX- and SX- batons, the single shaft slides within a frame until the pin locks into a machined locking hole in the frame. Both baton models may also be deployed to full service length by pulling it open using both hands.

Training Advisory: A traditional "flick of the wrist" can open the AutoLock baton, which generally involves a soft to moderate wrist snap. With greater opening momentum associated with opening a friction lock baton, a phenomenon we term "bounce back" may be experienced in an AutoLock baton. To overcome "bounce back" from a hard opening, any secondary baton motion; for example, a forward strike, will lock the AutoLock baton 100% of the time. A "click" may be heard, which indicates that the AutoLock baton is positively locked. The AutoLock baton may also be raised on opening to a two-handed carry position, then pulled (manual opening) to produce a positive cam and ball bearing lock.

NOTES



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The AutoLock Baton



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NOTES

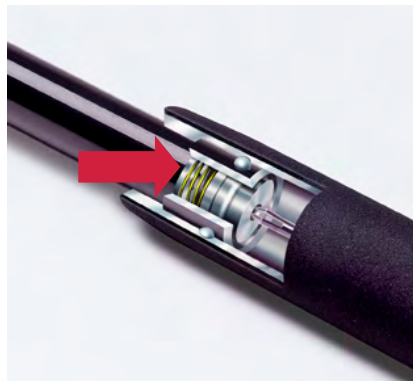


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Inside the AutoLock Baton

- **CAM SPRING**

- The Cam Spring applies tension against each of the cams as the AutoLock is transitioned between being expanded and closed



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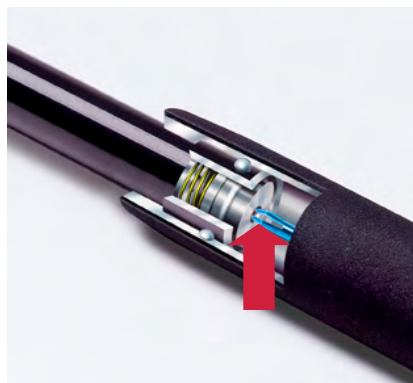


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Inside the AutoLock Baton

- **RELEASE ROD**

- The Release Rod moves forward when the button in the end cap is pushed in. The rod pushes against the cam(s) so the ball bearings drop down to close the AutoLock baton



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Inside the AutoLock Baton

- **CAMS**

- The AutoLock has two Cams, which are precision machined parts that the ball bearings ride upon as the AutoLock is expanded and collapsed



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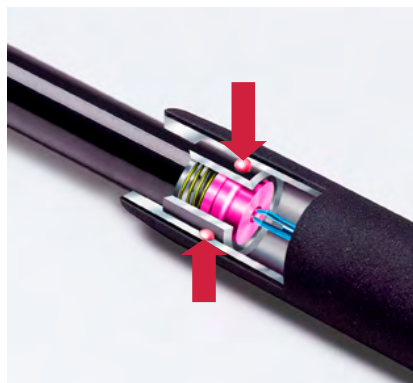


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Inside the AutoLock Baton

- **Ball Bearings**

- The Ball Bearings are the physical elements that ride on the cams and actually lock an AutoLock baton open



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Inside the AutoLock Baton

- **STEEL TUBING**
 - There is more strength in each of the AutoLock's joints because they are machined rather than "formed" as with friction lock batons



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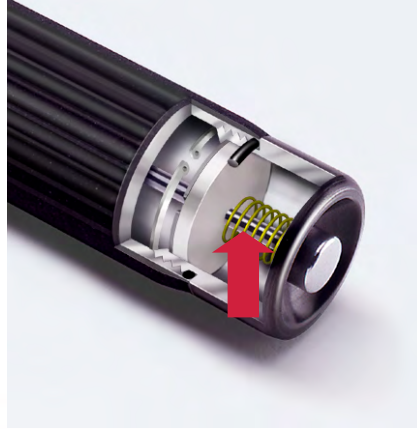
NOTES



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Key AutoLock Components

- **BUTTON SPRING**
 - The Button Spring returns the button to its normal position each time it is pushed in and released
 - Pressure from your fingertip or thumb is all it takes to close an AutoLock baton



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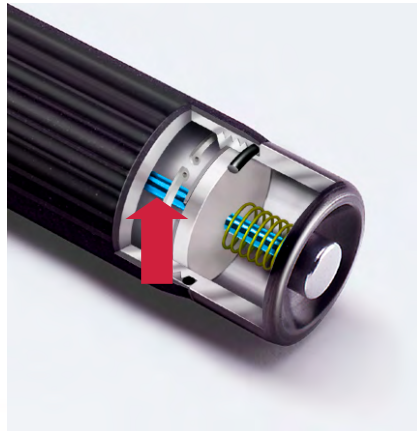
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Key AutoLock Components

- **RELEASE ROD**
 - When the Release Rod is pushed in, it engages the first cam and then the other to close an AutoLock baton



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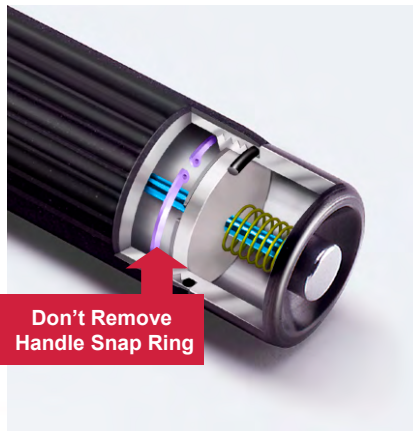
NOTES



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Key AutoLock Components

- **HANDLE SNAP RING**
 - The handle Snap Ring secures the AutoLock's cams and ball bearing in the handle
 - There is no need to remove the handle snap ring when oiling the cams and ball bearings



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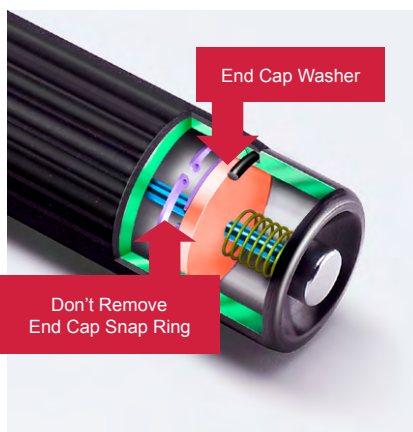
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Key AutoLock Components

- **END CAP SNAP RING and WASHER**
 - The end cap SNAP RING secures the key components found with the AutoLock end cap
 - There is no need to remove the end cap snap ring when oiling the end cap components



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PUSH BUTTON CLOSING . . .



The AutoLock Baton



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AutoLock batons can be closed using one hand or two as shown. The AutoLock should be oiled according to manufacturer's instructions.

NOTES

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AutoLock POWER SAFETY TIP

- Rubber reinforced tip for safety, but with weight at the tip for better kinetic energy transfer on impact

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The Power Safety Tip was developed and introduced by Monadnock (c. 1999) for the AutoLock series of 3-stage, positive locking batons. It has added weight to the tip, which provides a weight forward balance to the baton. It is this weight forward balance that enhances kinetic energy transfer at the tip on impact.

NOTES


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3xT = Tactical Targeting Tip

- Rubber reinforced tip for safety, but with weight at the tip for better kinetic energy transfer on impact, PLUS a bright YELLOW-GREEN color to enhance (1) application focus, (2) target acquisition and (3) increased psychological deterrent due to tip being visible in most light conditions



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What is the 3xT? The 3xT has the same weight-forward performance as Monadnock's patented original black Power Safety Tip that improves kinetic energy transfer at the moment of impact.

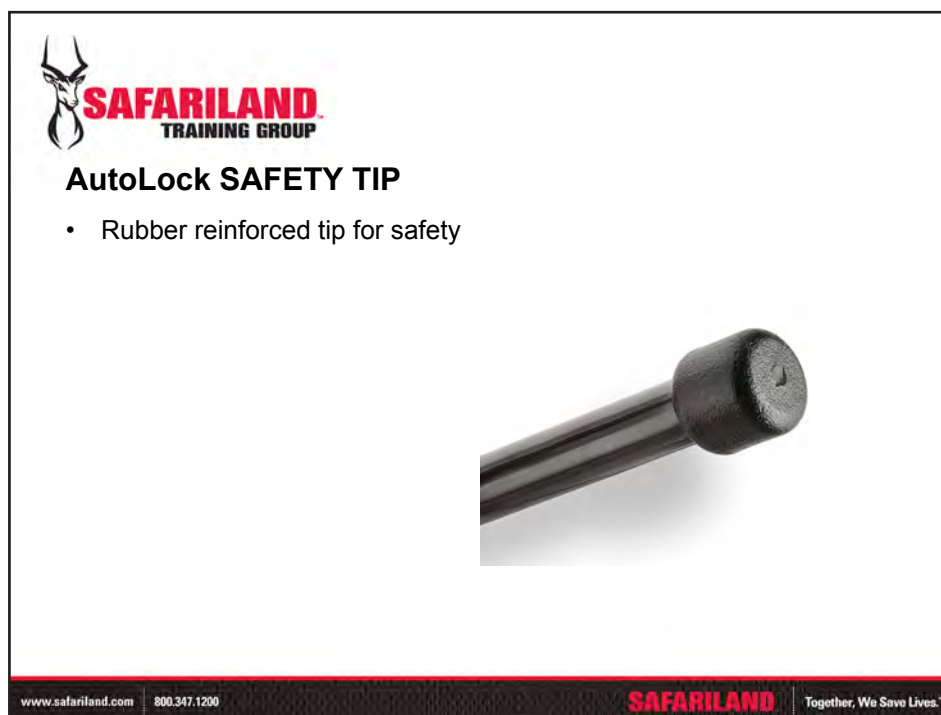
Criminal justice professionals can use the 3xT to improve their striking skill performance because they can clearly see the 'track' of the baton's tip during demonstrations, practice and/or 'real time' on the job.

What does 3xT stand for? Tactical Targeting Tip! Those three T's form the acronym 3xT!

What are the key benefits of the 3xT? For the first time, the psychology deterrents of sound and sight are brought together in the AutoLock series of expandable batons. The 3xT is another example of Monadnock's innovative design ability and commitment to 'officer safety'.

The 3xT fits what baton? This unique yellow-green tip is found on Monadnock's AutoLock 3xT model, which is an AutoLock 22 in Black Chrome with SuperGrip (Part No. 9152/3xT). The 3xT can also be retrofitted on any AutoLock baton (or Classic Friction Lock Baton) with a Power Safety Tip. Call 603-585-6810 for more information.

NOTES



The Safety Tip was developed and introduced by (c. 1999) for the AutoLock series of 3-stage, positive locking batons. The tip is rubber so it is less likely to develop sharp edges thus reducing the chance for a cutting-type injury that is possible with the traditional steel tip found with some friction-lock batons.

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AutoLock Batons Hindi Baton Cap



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AutoLock Hindi Baton Cap

- For Greater Baton Control & Better Baton Retention!



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A Hindi Baton Cap is available for Monadnock's AutoLock positive lock batons. For the Monadnock AutoLock 21 and 22PST, the Hindi Baton Cap would be Cat. No. 6213 and Cat. No. 6214 for the AutoLock 26PST



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AutoLock Batons

- Latest Development Larger End Cap Button



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New LARGER Button

- Easier to close using larger button



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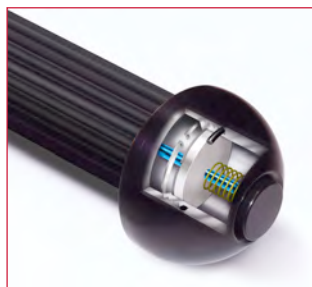
NOTES



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New LARGER Button

- Easier to close using larger button in the Hindi Baton Cap



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New DEFENDER Baton

- The AutoLock Defender brings the hand protection of a PR-24® side-handle baton to the compact size of a straight baton



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- This is the special holder designed for the AutoLock Defender
- This holder comes in nylon (as shown) or leather in either plain or basketweave finish.



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New Heavy Gauge Baton

- The AutoLock HG brings back the traditional feel of a straight baton, but as a **larger diameter** expandable baton!



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NOTES



Maintenance Procedures

- Only remove the end cap when the baton is closed
- Keep the AutoLock baton closed when performing maintenance procedures



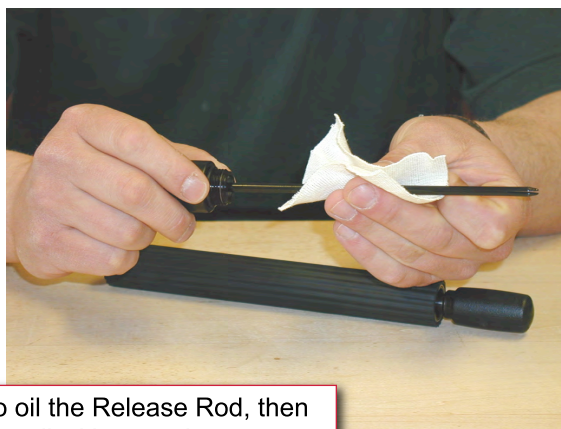
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Maintenance Procedures

- Keep the end cap mechanisms lightly oiled
- Light (or gun) oil is suggested



Don't forget to oil the Release Rod, then remove excess oil with a patch.

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Maintenance Procedures

- Keep the cams, ball bearings and release rod lightly oiled
- Light (or gun) oil is suggested



The long portion of the AutoLock baton may be lightly oiled. Remove excess oil with a patch.

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Maintenance Procedures

- Compress the rubber grip back to the threaded end of the handle
 - By rocking an upright handle back-and-forth on a hard surface prior to assembly and screwing in the end cap



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NOTES



Maintenance Procedures

- Screw the end cap all the way into the handle



First compress the rubber grip, then screw in end cap.

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A Guarantee for Today & Tomorrow!

- AutoLock batons have a lifetime repair or replacement guarantee, under normal field use, from Monadnock against breaking, bending, torn grip and if rust or corrosion prevents the baton from functioning.

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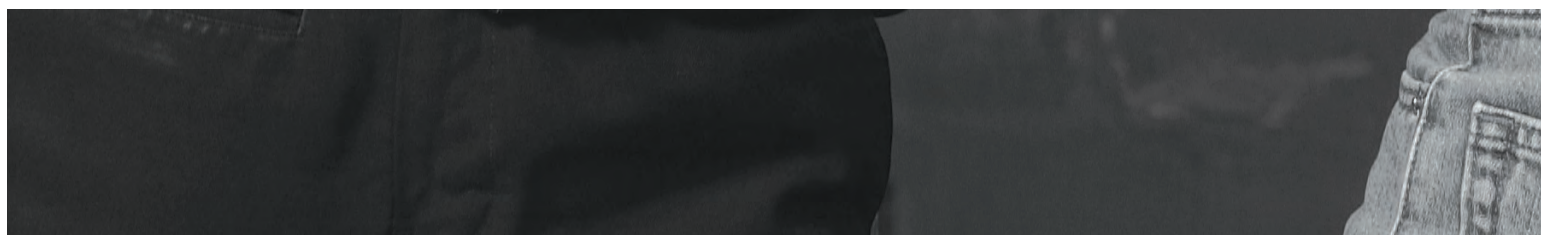
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MODULE THREE | 2 STAGE EXPANDABLE BATONS





A 2-stage metal baton should be periodically inspected. The shock abatement system must be inspected periodically and maintained in good working order, along with the pin and spring locking mechanism. The solid shaft must be cleaned to remove accumulated dirt or film. The inside of the frame should also be cleaned to ensure proper function. Follow manufacturer’s instructions for care and maintenance.

In SX- and MX- batons, the single shaft slides within a frame until the pin locks into a machined locking hole in the frame. Both baton models may also be deployed to full service length by pulling it open using both hands, as well as extended by a “flick of the wrist”.

NOTES



The MX series of expandable, 2-stage batons have a weight forward design, which provides a more balanced feel to the baton. It is this weight forward balance that also enhances kinetic energy transfer at the tip on impact.

An MX baton is generally 4 ounces lighter than a comparable size friction lock baton. However, when a MX baton is opened to its service length the weight shifts from the handle [frame] to the shaft [2-stage]. But, in a friction lock baton, the weight of the baton remains in the handle of that baton when the two shafts slide forward in the expanded length, unless the baton has a Power Safety Tip.

MX batons are slightly longer to carry in the holder than a comparable size friction lock baton. But, the MX's weight forward performance in a tactical situation can more than make up for being only slight longer in the closed position than a friction lock baton.

MX batons use a pin and spring locking mechanism, which is why they are positive lock expandable batons.

In MX- and SX- batons, the single shaft slides within a frame until the pin locks into a machined locking hole in the frame. Both baton models may also be deployed to full service length by pulling it open using both hands, as well as extended by a "flick of the wrist".

NOTES



The principle components other than the frame tube and solid shaft are the end cap and positive locking joint, which form a 2-stage baton.

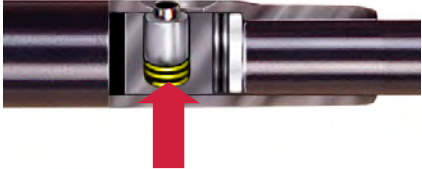
NOTES



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The Inside Story

- **The SPRING**
 - The Spring is what pushes up against the steel pin to lock the SX- or MX- baton in the expanded position



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The Inside Story

- **The PIN**
 - The steel Pin is the physical component that locks the frame and shaft together when the SX- or MX- baton is extended



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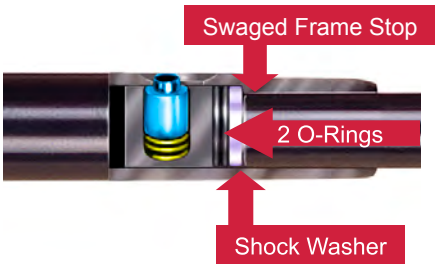
The pin (shown in blue) is the locking mechanism in models of the MX or SX baton. The Pin has a nylon nose that helps the shaft glide inside the frame of the baton.

When putting the MX or SX baton together after cleaning, the nose of the Pin goes up as shown in the illustration for proper locking function.


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The Inside Story

- SHOCK WASHER & O-RINGS
 - The Shock Washer absorbs the impact against the swaged frame “stop” when a SX- or MX- baton is either pulled or flicked open



Swaged Frame Stop

2 O-Rings

Shock Washer

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The Shock Washer (shown in purple) must be inspected for wear and tear. It should be replaced when signs of wear and tear are visible. A replacement Shock Washer is provided at the time of purchase or may be purchased from Monadnock Lifetime Products, Inc. The rounded edge of the Shock Washer always is positioned toward the long end of the MX or SX baton, while the flat edge is against the first O-ring.

Two O-rings are positioned behind the Shock Washer and provides additional shock absorption when the baton is either pulled or flicked open.

NOTES



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Hindi Baton Cap for 2-Stage Batons

- External Threaded End Cap
 - One Hindi Baton Cap for SX batons
 - One Hindi Baton Cap for MX batons



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Monadnock makes a Hindi Baton Cap for MX batons, which is catalog no. 6212, and catalog no. 6315 for SX batons.

NOTES



Maintenance Procedures

- Frame and shaft can be cleaned with soap and warm water, then dry with a cloth



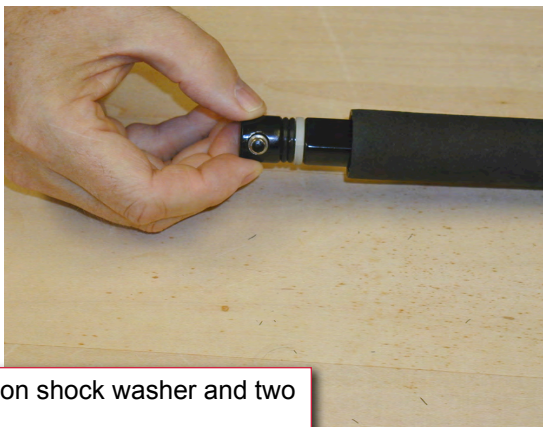
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Maintenance Procedures

- Check the Shock Washer and O-rings for wear and tear on a periodic basis



Replace MX- or SX- baton shock washer and two o-rings as necessary.

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Maintenance Procedures

- Compress the rubber grip back to the threaded end of the handle
 - By rocking an upright handle back-and-forth on a hard surface prior to assembly and screwing in the end cap



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Maintenance Procedures

- Screw the end cap all the way into the handle



First compress the grip, then screw in the end cap.

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NOTES



The positive lock SX-24/36 riot baton was developed to do double duty. First, it is a traditional baton at 24" length, which may be used in any police baton training program. Secondly, it can quickly extend to become a 36" long baton for crowd management use. An agency doesn't have to purchase two separate batons--one baton can do both jobs—and its called the SX-24/36 baton.

A steel pin locks the SX-24/36 baton at the 24" standard length and the 36" riot baton length.

MEB BASIC COURSE COURSE & THE USE OF A RIOT BATON

Officers who are required by duty to utilize a 30" or 36" long baton, including the Monadnock SX-24/36 expandable baton as a 36" riot baton, will be support by MEB Basic Course training when performing one or more of the following techniques: (1) stance, (2) one-hand grip, (3) two-handed grip, (4) vertical carry position, (5) two-handed carry position, (6) cross draw, (7) two-handed blocks: high, strong-side, middle, support-side & low, (8) front jab, (9) rear jab, (10) strong-side horizontal strike, (11) support-side horizontal strike, (12) middle strike and (13) 1 or 2 hand grab defense for two-handed grip.

NOTES



A Guarantee for Today & Tomorrow!

- SX- and MX- batons have a lifetime repair or replacement guarantee, under normal field use, from Monadnock against breaking, bending, torn grip and if rust or corrosion prevents the baton from functioning.

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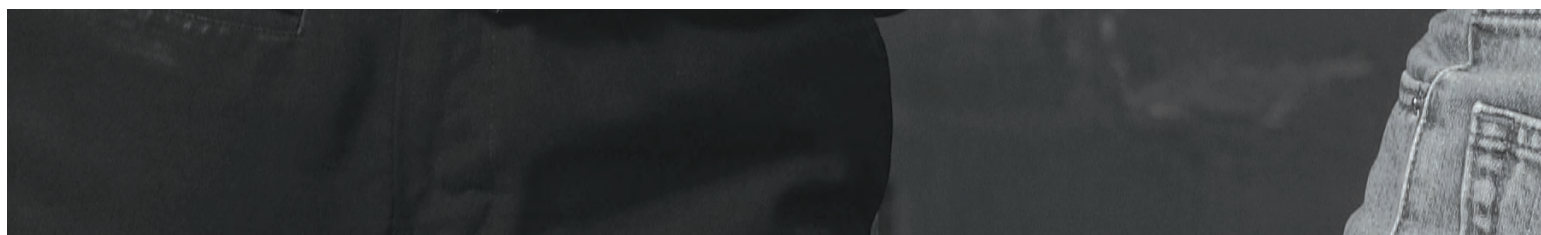
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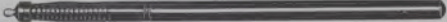
MODULE THREE | 1 PIECE OR RIGID BATONS





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One Piece or Rigid Straight Batons



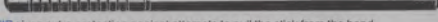
BILLY BATON, the old favorite billy club grip, in night stick length. This is one of our most popular models for perfect balance. Most common with aluminum ball in grip end. Available in all lengths up to 24".



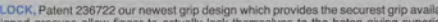
The first thermoplastic police batons were made by **Monadnock Lifetime Products, Inc. in 1958.**



FLUTE GRIP provides a firm hand-hold to withstand twisting of the baton by an adversary. Thong secured between grip and BCS-1 stop. Hilt design stop available on special request.



RING GRIP gives extra protection against attempts to pull the stick from the hand.



FINGER LOCK, Patent 236722 our newest grip design which provides the securest grip available. Specially designed grooves allow finger to actually lock themselves to the baton giving superior holding power. Available in all lengths up to and including 24 inches.

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There are many models of one piece or rigid straight batons. Monadnock has one of the largest selections of these batons available in plastic (Monadnock made the first plastic police baton in 1958), aluminum and wood. Custom orders are welcomed.

All Monadnock straight batons, except for wood batons, have a repair or replacement guarantee, under normal field use, against breaking, bending, torn grip and if rust or corrosion prevents the baton from functioning.

A solid or rigid plastic straight baton should be periodically inspected to ensure a smooth, regular baton surface so as not to damage training aids or produce a wound. The baton should be cleaned using warm, soapy water to remove any accumulated dirt, film or sweat residue from all surfaces, then dried using a soft cloth. Follow manufacturer's instructions for care and maintenance.

Wooden or rigid metal batons should be periodically inspected to ensure a smooth, regular baton surface so as not to damage training aids or produce a wound. Follow manufacturer's instructions for care and maintenance.

NOTES



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Maintenance Procedures

- Clean baton with soap and warm water, then dry with a cloth.
- Check baton surface on a periodic basis.
- Buff irregular surfaces smooth using steel wool on plastic batons, sandpaper on wood batons and a metal file on aluminum or steel batons



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A Guarantee for Today & Tomorrow!

- Monadnock straight batons, **except for their wood batons**, have a **LIFETIME** repair or replacement guarantee, under normal field use, against breaking, bending, torn grip and if rust or corrosion prevents the baton from functioning.

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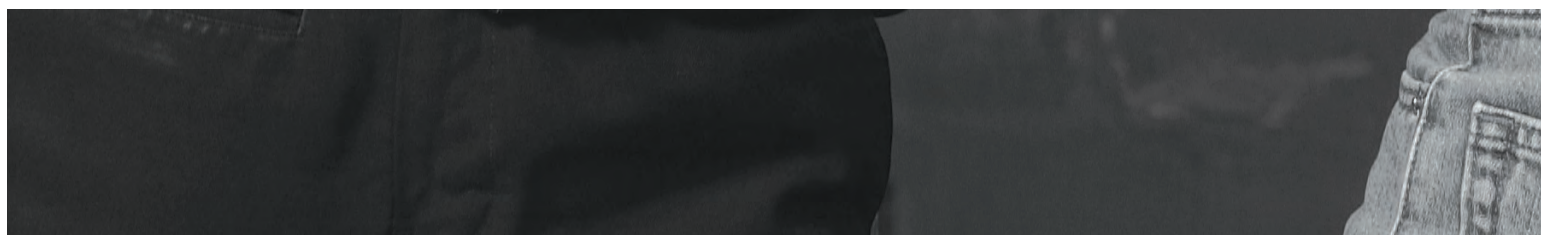
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MODULE THREE | BATON HOLDERS





The plastic holder on the left is for friction lock and positive locking batons. Two opposing tension springs apply pressure to maintain the baton in the holder. Spring pressure can be adjusted using a flat head screwdriver. Caution should be used when making such an adjustment. This holder is available in a model that swivels (360 degree rotation) or locks in a 45 degree position to either the front or rear.

The plastic holder on the right is for the SX expandable baton, but may also be used with any 1 1/4 inch one piece/rigid straight baton. A special grommet is used to secure the baton in the holder. The holder can be turned forward or backward in one of 8 locking positions. The 45 degree locking feature is available, as a custom order, on clip-on back Front Draw SX- (or for any 1 1/4 inch diameter baton) holders.

Both holder models come in a clip-on back for greatest comfort and ease of placement or removal from a 2 1/4 inch belt. A foam pad is provided to better secure the holder when wearing a smaller belt width than 2 1/4 inch.

A twisting motion may be useful when placing a baton in either one of these holders or when a baton is being drawn. Both holders have a lifetime replacement guarantee from Monadnock.

NOTES



- This Front Draw Holder is used to secure friction lock (i.e., Detective, Mariner, etc.) and positive lock (i.e., AutoLock or MX-) batons on an officer's belt.
- This Front Draw Holder is available with a clip-on or slide-on back.
- This Front Draw Holder is available in a 360 degree swivel model or a 45 degree locking model, either to the front or rear

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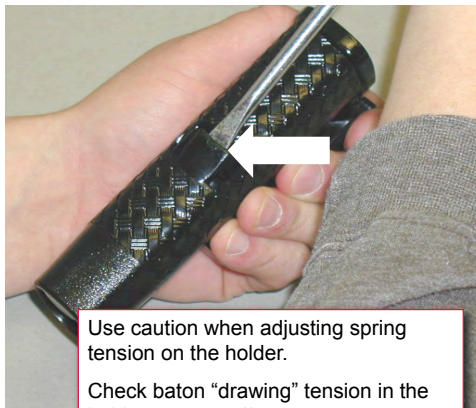
NOTES



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Adjusting Spring Tension for an raw from the Holder

- Use a flat head screwdriver to INCREASE the gap between the holder tension spring and baton grip
 - Place the screwdriver under the spring and then pry UP on it, then check the baton “drawing” tension
 - Repeat above step as necessary



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It is important to place the screwdriver at the top of the tension spring (as shown), then gently pry the tension spring UP, which will decrease the spring’s penetration depth into the interior diameter of the holder and thus put less tension against a baton grip. Insert the baton into the holder, and then draw the baton out of the holder. If the “drawing” tension is satisfactory, your adjustment on the holder tension spring was successful. If not, repeat the above step until the desired “drawing” tension is achieved. Go a little at a time! Check baton “drawing” tension as you go!

The holder spring tension may return to manufacturing pre-set tension after adjustment. If this should happen, you may wish to again adjust the holder tension spring until the desired “drawing” tension achieved using the above procedure.

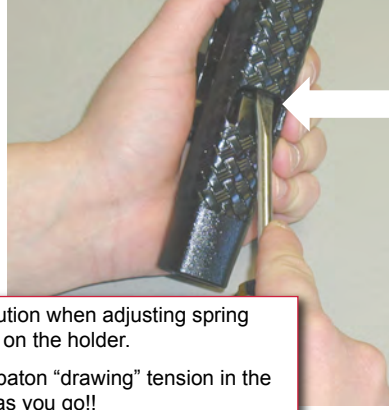
NOTES



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Adjusting Spring Tension Back To ORIGINAL Tension or INCREASE the Draw Tension

- Use a flat head screwdriver to DECREASE the gap between the holder tension spring and baton grip
 - Place the screwdriver under the holder's rim and then pry DOWN on the spring, then check the baton "drawing" tension
 - Repeat above step as necessary



Use caution when adjusting spring tension on the holder.

Check baton "drawing" tension in the holder as you go!!

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It is important to place the screwdriver under the rim of the holder (as shown), then gently pry the tension spring DOWN, which will increase the spring's penetration depth into the interior diameter of the holder and thus put more tension against a baton grip. Insert the baton into the holder, and then draw the baton out of the holder. If the "drawing" tension is satisfactory, your adjustment on the holder tension spring was successful. If not, repeat the above step until the desired "drawing" tension is achieved. Go a little at a time! Check baton "drawing" tension as you go!

The holder spring tension may return to manufacturing pre-set tension after adjustment. If this should happen, you may wish to again adjust the holder tension spring until the desired "drawing" tension achieved using the above procedure.

NOTES



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- This Front Draw Holder is used to secure expandable SX-batons or to carry any 1 ¼ inch (3.18 cm) one piece or rigid straight baton on an officer's belt.
- A special grommet is positioned on the baton. The grommet is then inserted into (or withdrawn from) the holder using a twisting motion.
- This holder is available with a clip-on or slide-on back.



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One Thing to Remember About Front Draw Holders

- LIFETIME REPLACEMENT GUARANTEE from Monadnock

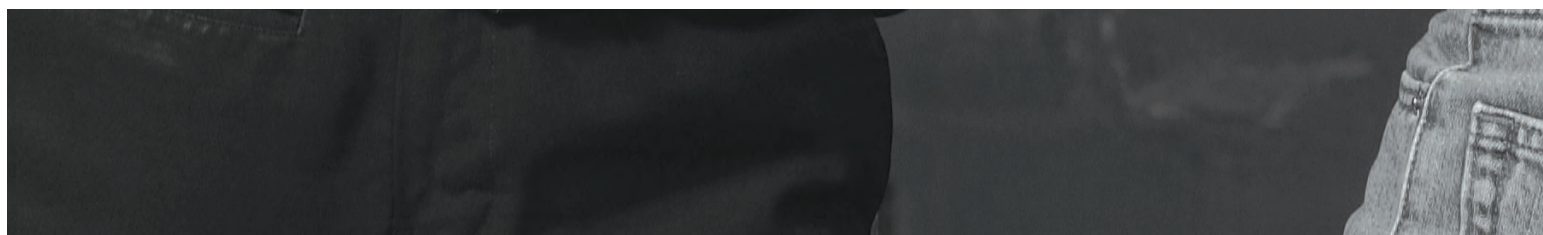
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The 45 degree locking feature is available, as a custom order, on clip-on back Front Draw SX- (or for any 1 ¼ inch diameter baton) holders.



MODULE THREE | DEFINITIONS





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Definitions

- Reasons For Having A Common Training
- Language?
- STANDARDIZATION for teaching, learning, in writing reports & when testifying in court.
- Better UNDERSTANDING between instructors and students.
- Easier for instructors to TEACH right & left handed students together in class.

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NOTES



Six Key Definitions You Must Remember!

- **Strong Hand** – Your **Dominant** hand.
- **Strong Foot** – Your **Dominant** foot.
- **Strong Side** – The Side where your Strong hand & foot are located.

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Six Key Definitions You Must Remember!

- **Support Hand** – Your **LESS DOMINANT** hand.
- **Support Foot** – Your **LESS DOMINANT** foot.
- **Support Side** – The Side where your Support hand & foot are located.

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Strong Hand — is your dominant hand. Generally, it is the hand holding a baton at the grip portion.

Strong-Side — is the side where your strong hand and strong foot are located. It may also refer to any movement or technique that occurs on your strong-side.

Support Hand — is your less dominant hand. It is the hand opposite your strong hand.

Support-Side — is the side where your support hand and support foot are located. It is the side opposite your strong- side.



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ALERT – With Regard To Terminology:

- An agency may substitute other terms to identify an officer's hands, feet or body sides for the purpose of standardization.
- ~~The~~ Council does not object to this provided it is documented and consistently applied to all agency approved, skill based ~~certification~~ programs.
- ~~The~~ Council views "support" and "weak" as synonymous terms.
- The term "support" is now the preferred term.

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Summary of Key Definitions

If you are LEFT-HANDED

Left Hand	Strong Hand
Left Foot	Strong Foot
Left Side	Strong Side

Right Hand	Support Hand
Right Foot	Support Foot
Right Side	Support Side

If you are RIGHT-HANDED

Right Hand	Strong Hand
Right Foot	Strong Foot
Right Side	Strong Side

Left Hand	Support Hand
Left Foot	Support Foot
Left Side	Support Side

The training that you are about to undertake depends on your knowing the MEB baton nomenclature and these 6 key definitions.

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Other Definitions You Need Know!

- GRIP is the method of holding a straight baton in your strong hand.



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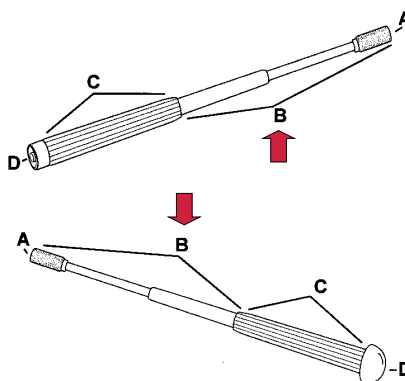
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Other Definitions You Need Know!

- Blocking Surface is the outside surface of the long portion (B).
- Forward Motion goes from your strong side toward your support side.
- Reverse Motion goes from your support side toward your strong side.



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Definitions



- **Stance**
 - Your support side should be **turned slightly toward the suspect**.
 - Your **feet should be about shoulder width apart**.
 - **Your knees should be slightly bent**, and the weight of your body evenly distributed on both legs.
 - Your **head and neck** should also be held erect.
 - Your strong side should be turned away from the suspect (to shield the firearm), **but whenever possible keep your body armor turned fully toward the subject**
 - Your support side is turned toward the suspect

When confronting a perceived threat to your safety, you may want to raise your hands to a higher position above your waist, which may provide you with greater personal protection and defensive function in that situation (as shown).

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Stance

Minimum Acceptable Performance Standards

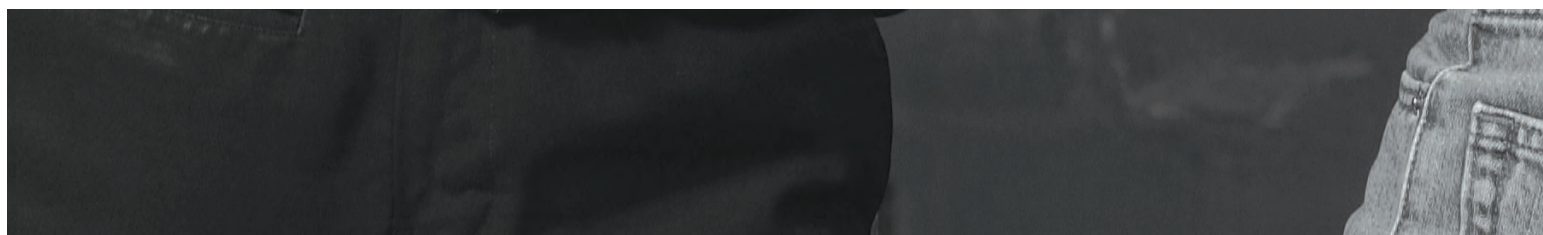
1. Your support side should be turned slightly toward the suspect. Your feet should be about a shoulder width apart. Your knees should be slightly bent, and the weight of your body evenly distributed on both legs. Your head and neck should also be held erect.
2. Your strong side should be turned away from a suspect (to shield the firearm). Your support side is turned toward a suspect.
3. **BALANCE** is a critical element of **STANCE**. **BALANCE** must be maintained during the performance of a MEB defensive or subject-control skill, or when moving (see Patterns of Movement) in a tactical situation.

TIP: Your hand(s) should be held in a defensive position whenever possible, as well as at a comfortable height above your waist. A “reactionary gap” or, better stated, your “survival gap,” of 4 to 6 feet should be established between you and a subject, as you assume stance. This “gap” may give you the time you need to react to danger or to move out of harms way.

NOTES



MODULE THREE | PATTERNS OF MOVEMENT





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Patterns of Movement

- **Shuffle**
 - Forward Shuffle
 - Rear Shuffle
- **Pivot**
 - Forward Pivot
 - Rear Pivot
- **Sidestep**
 - Strong Side
 - Support Side

Think of Patterns of Movement as
SURVIVAL DANCING!

Shuffle, Pivot and Sidestep are
your **Patterns of Movement** that
allow you to move in **6 total**
directions to either engage with or
disengage from a subject.

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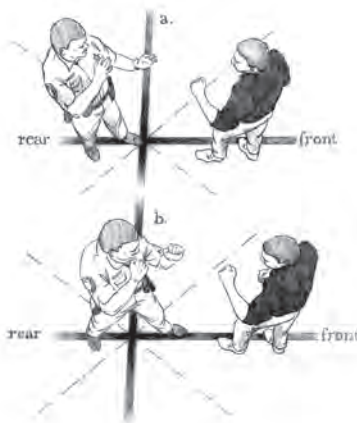
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Patterns of Movement

- **Forward Shuffle** – is performed quickly by sliding your support foot forward from the stance position.
- As your momentum moves forward, slide your strong foot forward to re-establish your stance.



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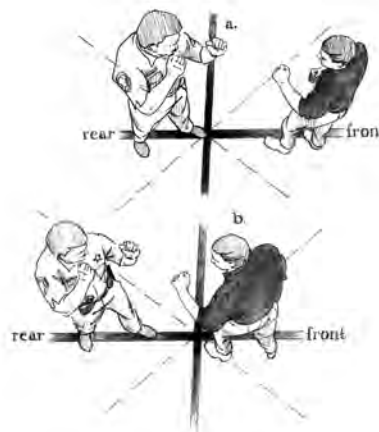
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NOTES



Patterns of Movement

- **Rear Shuffle** – is performed by quickly sliding your strong foot back from the stance position.
- As your momentum moves backward, slide your support foot back to re-establish your stance.



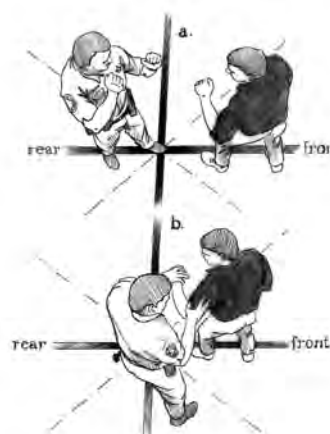
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Patterns of Movement

- **Forward Pivot** – is performed by quickly turning on the ball of your support foot, while rapidly sweeping your strong foot forward.
- As you momentum rotates forward, you will have to determine where and when you are going to stop your forward pivot, and then re-establish your stance.



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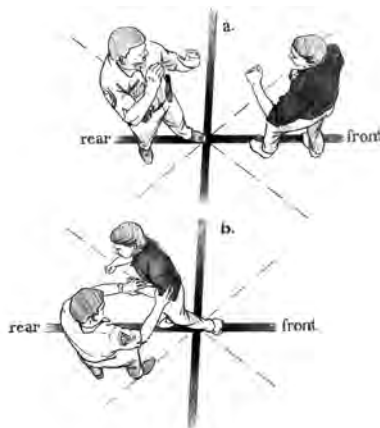
NOTES



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Patterns of Movement

- **Rear Pivot** – is performed by quickly turning on the ball of your strong foot, while rapidly sweeping your support foot to the rear.
- As your momentum rotates back, you will have to determine where and when you are going to stop your rear pivot, and then re-establish your stance.



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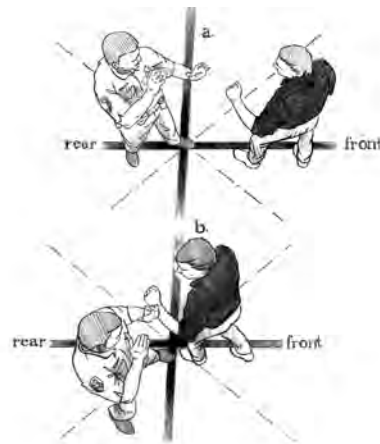
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Patterns of Movement

- **Strong Sidestep** – is performed by quickly sliding your strong foot out [laterally] to your strong side.
- As your momentum moves to the strong side, slide your support foot over to re-establish your stance.



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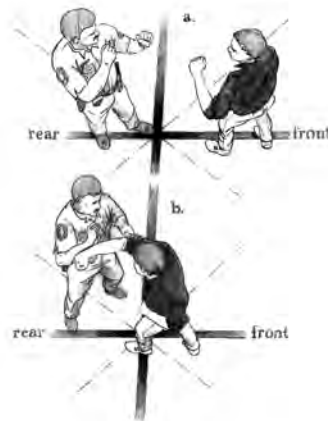
NOTES



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Patterns of Movement

- **Support Sidestep** – is performed by quickly sliding your support foot out [laterally] to your support side.
- As your momentum moves to the support side, slide your strong foot over to re-establish your stance.



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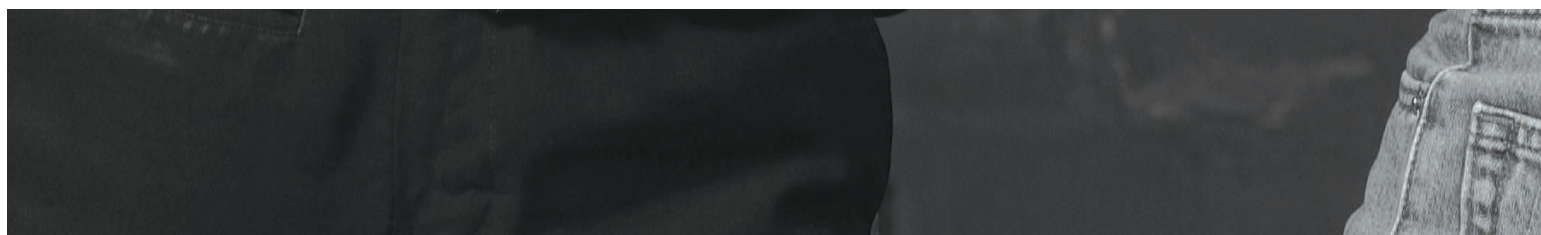
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NOTES

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MODULE FOUR | GRIP, CARRY & DRAW




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One-Hand Grip

- Key Points**
 - Your strong hand is placed on the grip portion.
 - The baton should feel **BALANCED** in your strong hand.
 - This grip is used to perform techniques that are most effective at extended range (Zone 3).

Your strong thumb and index finger (as shown) are essential for maintaining control of the baton, while your other three fingers complete the One-Hand Grip.



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ONE-HAND Grip

Minimum Acceptable Performance Standards

1. Your strong hand should grasp the grip portion of the baton, about 1 or 2 inches from the grip end.
2. Your thumb and index finger are the key to the one-hand grip. Because control is maintained through their contact with the grip portion, your thumb and index finger should be touching one another.

TIP: The baton should feel “balanced” in your strong hand. The guiding rules in the one-handed grip are your comfort, confidence and performance.

NOTES



Two-Handed Grip

- Key Points
 - Your strong hand is placed on the grip portion.
 - Your support hand is placed **palm down** on the long portion of the baton.
 - This grip is used to perform techniques that are most effective either at intermediate range (Zone 2) or close-in range (Zone 1).



Your support hand is placed palm down on the baton (as shown).

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TWO-HANDED GRIP

Minimum Acceptable Performance Standards

1. Your strong hand should grasp the grip portion of the baton, about 1 or 2 inches from the grip end. The strong thumb and index finger should be touching one another.
2. Place your support hand, palm down, on the long portion, between 2 inches and one-hand's width from the long end. The support thumb and index finger should be touching one another.
3. The thumb and index finger on both your hands are the keys to the two-handed grip.

TIP: When holding onto a friction lock baton, you may consider placing your support hand, palm down, at the handle/1st shaft joint rather than near the tip. However, the guiding rules in the two-handed grip are your comfort, performance and confidence.

NOTES


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Baton Methods of Carry

Vertical Carry Position

- Key Points**
 - Using One-Hand Grip, place the baton down and
 - A High Profile carry position

 1. Slightly out to the side of your strong leg
 2. Along side your strong leg, or
 - A Low Profile carry position

 3. Behind your strong leg (as shown)



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From THE ONE-HAND GRIP — VERTICAL CARRY POSITION

Minimum Acceptable Performance Standards

- Using the one-hand grip, place the baton down and slightly out to the side (a high profile position); along side your strong leg or behind your strong leg (both low profile positions).
- Your support hand should be raised in a good defensive or tactical position at or above waist level.
- You should also assume stance and be balanced.

NOTES



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Baton Methods of Carry Outside-The-Arm Carry Position

- **Key Points**
 - Using One-Hand Grip, place the baton on the outside of your strong upper arm, just below your shoulder
 - The long portion should be more or less horizontal to the ground.
 - You should assume stance and be balanced.



OFFICER SAFETY RULE

Don't REST the baton on top of your shoulder or **ALONG** side your neck!

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From THE ONE-HAND GRIP — OUTSIDE-THE-ARM CARRY POSITION

Minimum Acceptable Performance Standards

1. Using the one-hand grip, place the baton on the outside of your strong upper arm, just below your shoulder (high profile position).
2. The long portion should be more or less horizontal to the ground.
3. Your support hand should be raised in a good defensive or tactical position at or above waist level.
4. You should also assume stance and be balanced.

TIP: The baton should not rest on top of your shoulder or along the side your neck because a subject may simply reach out to your strong elbow or raise up an arm to block your attempt to use the baton. The outside-the-arm carry position shields the baton (1) by letting you turn at your hips to move the baton back away from a subject's grasp or (2) by letting you use your support hand more dynamically to stop a subject's attempt to limit your ability to perform defensive techniques or to disarm you. A counterstriking technique should be performed in a horizontal manner from the outside-the-arm carry position so the power in your hips and legs can be better utilized for your defense. Power should come from using your hips and legs and, more importantly, from movement and follow-through. A straight downward or diagonal striking movement of a baton from the outside-the-arm carry position is discouraged due to the close proximity to a subject's head or neck, except under exigent circumstances. You may consider allowing your strong fingers to open slightly when adjusting to the particular length of a baton you are holding. The guiding rules in the outside-the-arm carry position are your comfort, performance and confidence.


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Baton Methods of Carry

Two-Handed Carry Position

- Key Points**
 - Using Two-Handed Grip, assume the Two-Handed Carry Position.
 - The baton is centered on your midline.
 - You should assume stance and be balanced.



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FROM THE TWO-HANDED GRIP — TWO-HANDED CARRY POSITION

Minimum Acceptable Performance Standards

- Using the one-hand grip, place your support hand, palm down, on the long portion, between 2 inches and one-hand's width from the long end. The support thumb and index finger should be touching one another.
- The baton is centered on your midline at a 45-degree angle (high profile position).
- You should assume stance and be balanced. Your strong hand should also be near to your strong side.

TIP: Your support thumb and index finger should be in contact with one another, except when blocking or deflecting a hard weapon attack such as a wooden club. The two-handed carry position may be an effective position to assume when in a crowded area (or in a cramped space) where heightened baton security and control are required. The guiding rules in the two-handed carry position are your comfort, performance and confidence.

NOTES



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How the Principle of Escalation of Force Might Work with Methods of Carry



Vertical Carry to Two-Handed Carry Drill



Two-Handed Carry to Outside-the-Arm Carry Drill



Vertical Carry to Outside-the-Arm Carry Drill

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How the Principle of De-Escalation of Force Might Work with Methods of Carry



Two-Handed Carry to Vertical Carry Drill



Outside-the-Arm Carry to Two-Handed Carry Drill



Outside-the-Arm Carry to Vertical Carry Drill

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NOTES



Cross Draw

- **Key Points**
 - With the baton carried on your support side, reach across your body with your strong hand and grasp the grip portion in a one-hand grip.
 - Draw the baton from the holder.
 - Quickly assume **any one of the methods of carry** that is most appropriate for coping with the situation.
 - You should assume stance and be balanced.

OFFICER SURVIVAL RULE
 You may FIRST have to CREATE DISTANCE before attempting to draw your baton from its holder.



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CROSS DRAW

THE CROSS DRAW IS STRONGLY RECOMMENDED OVER THE STRONG SIDE DRAW IN THE MEB PROGRAM.

Minimum Acceptable Performance Standards

1. With the baton carried on your support side, reach across your body with your strong hand and grasp the grip portion in a one-hand grip.
2. Draw the baton from the holder, using your strong hand, and then quickly assume any one of the three methods of carry positions and stance, which includes balance.
3. Be prepared to defend yourself or take appropriate follow-up action to conclude the situation.

TIP: As you draw the baton be alert. Be ready to use your support hand to maintain balance, to deflect a blow, to push a subject back from you, or for some other similar defensive purpose. By performing a Pattern of Movement, you may be able to create enough distance between you and your attacker to effectively draw the baton into service (or bring another available force option other than a baton into service). The cross draw can be performed at different speeds based on the situation.

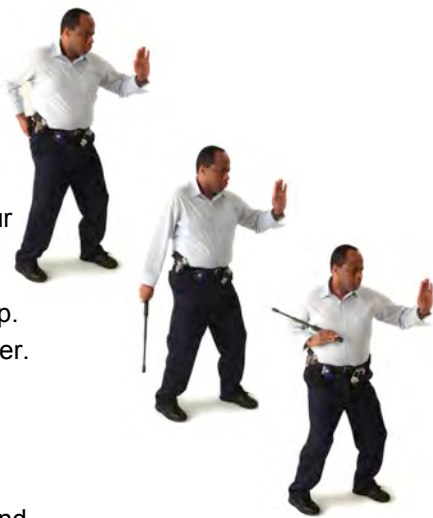
NOTES



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Strong-Side Draw

- **Key Points**
 - With the baton carried on your strong side, reach with your strong hand and grasp the grip portion in a one-hand grip.
 - Draw the baton from the holder.
 - Quickly assume **any one of the methods of carry** that is most appropriate for coping with the situation.
 - You should assume stance and be balanced.



OFFICER SURVIVAL RULE
It may be helpful to twist the baton as it is being withdrawn from its holder.

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STRONG-SIDE DRAW

Minimum Acceptable Performance Standards

1. With the baton carried on your strong side, reach with your strong hand and grasp the grip portion in a one-hand grip.
2. Draw the baton from the holder, using your strong hand, then quickly assume any one of the three methods of carry and stance, which includes balance.
3. Be prepared to defend yourself or take appropriate follow-up action to conclude the situation.

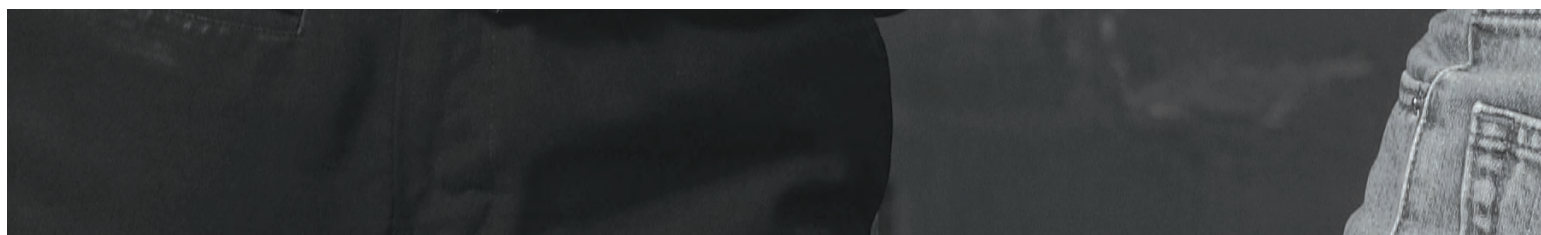
TIP: As you draw the baton be alert. Be ready to use your support hand to maintain balance, to deflect a blow, to push a subject back from you, or for some other similar defensive purpose. By performing a Pattern of Movement, you may be able to create enough distance between you and your attacker to effectively draw the baton into service (or bring another available force option other than a baton into service).

NOTES

NOTES



MODULE FIVE | BLOCKING





High Block

- **Key Points**
 - Assume two-handed carry position, including stance and balance.
 - Quickly raise your baton, using both hands, up in front of your body until the long portion is above and in front of your forehead.
 - Your baton should be in a horizontal position as it makes contact with the threat.
 - Your support hand fingers should be open and behind the long portion.



Plane of Attack is either Downward Vertical Plane or Diagonal Plane. Attack focus is HIGH.

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HIGH BLOCK

Minimum Acceptable Performance Standards

1. Assume a two-handed carry position, including stance and balance.
2. Quickly raise your baton, using both hands, up in front of your body until the long portion is above and in front of your forehead.
3. Your baton should be in a horizontal position (or have a flat appearance) above your head, as the long portion absorbs the shock of the blow.
4. Your support hand fingers should be open and behind the long portion of the baton as you perform the high block.
5. Following the high block, you should assess the situation, then take appropriate follow-up action as needed.

TIP: It is strongly suggested that the long portion should be flat as it intercepts an attacker's blow. It is permissible for the blocking surface to be angled. But, there is some degree of injury risk to your strong hand, from a "blow" moving down the long portion to your strong hand, that you must consider. Unlike a PR-24 side-handle baton, there is no short handle to protect your strong hand should you elect to use an "angled" blocking surface. A pattern of movement such as a forward shuffle may enhance the effectiveness of this blocking technique. The guiding rules for the high block are your comfort, performance effectiveness and confidence.

NOTES



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Strong-Side Block

- **Key Points**
 - Assume two-handed carry position, including stance and balance.
 - Quickly move your baton in a vertical manner toward your strong-side.
 - Your baton should be in a vertical position as it makes contact with the threat.
 - Your support hand fingers should be open and behind the long portion.



PLANE OF ATTACK – is either Downward Vertical Plane or Diagonal Plane. Attack focus is HIGH.

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STRONG-SIDE BLOCK

Minimum Acceptable Performance Standards

1. Assume a two-handed carry position, including stance and balance.
2. Quickly move your baton in a vertical position toward your strong-side, be sure to keep the grip portion straight down and the long portion straight up.
3. Your baton should be in a vertical position to your strong-side, as the long portion absorbs the shock of the blow.
4. Your support hand fingers should be open and behind the long portion of the baton as you perform the strong-side block, especially if the threat happens to be a hard weapon such as a club.
5. Following the strong-side block, you should assess the situation, then take appropriate follow-up action as needed.

TIP: A pattern of movement such as a forward shuffle or strong sidestep may enhance the effectiveness of this blocking technique. You could release your support hand from the long portion. Then, your support hand or arm can be used to block (or deflect) a subject's punch or stop a grab at you, as you quickly return the baton to a one-hand carry position for possible further defensive use from that position. The guiding rules for the strong-side block are your comfort, performance effectiveness and confidence.

NOTES



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Middle Block

- **Key Points**
 - Assume two-handed carry position, including stance and balance.
 - Quickly move your baton in toward your midline at a 45-degree angle.
 - Your baton should be at that angle as it makes contact with the threat.
 - Your support hand fingers should be open and behind the long portion.



PLANE OF ATTACK – is a Horizontal Plane.
Attack focus is Middle, but could also include low.

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MIDDLE BLOCK

Minimum Acceptable Performance Standards

1. Assume a two-handed carry position, including stance and balance.
2. Quickly move your baton in toward the middle of your body (midline) in a 45-degree angle. Be sure to keep the long portion pointing up and slightly forward of the grip portion, which is slightly in toward your stomach.
3. Your baton should be in a “45-degree” position, as the long portion absorbs the shock of the blow near the long end.
4. Your support hand fingers should be open and behind the long portion of the baton as you perform the middle block.
5. Following the middle block, you should assess the situation then take appropriate follow-up action as needed.

TIP: A pattern of movement such as a forward shuffle, rear shuffle or sidestep may enhance the effectiveness of this blocking technique. Your support hand may have to again grip the long portion in order to push the subject back from you, or to force the subject to the ground, if that person attempted to tackle you. You could also release your support hand from the long portion. Then, your support hand or arm can be used to stop a subject’s rush at you, as you quickly return the baton to a one-hand carry position for possible further defensive use from that position. The guiding rules for the middle block are your comfort, performance effectiveness and confidence.



Support-Side Block

- **Key Points**
 - Assume two-handed carry position, including stance and balance.
 - Quickly move your baton in a vertical manner toward your support-side.
 - Your baton should be in a vertical position as it makes contact with the threat.
 - Your support hand fingers should be open and behind the long portion.



PLANE OF ATTACK – is either Downward Vertical Plane or Diagonal Plane. Attack focus is HIGH.

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SUPPORT-SIDE BLOCK

Minimum Acceptable Performance Standards

1. Assume a two-handed carry position, including stance and balance.
2. Quickly move your baton in a vertical position toward your support-side, be sure to keep the grip portion straight down and the long portion straight up.
3. Your baton should be in a vertical position to your support-side, as the long portion absorbs the shock of the blow.
4. Your support hand fingers should be open and behind the long portion of the baton as you perform the support-side block, especially if the threat happens to be a hard weapon such as a club.
5. Following the support-side block, you should assess the situation, then take appropriate follow-up action as needed.

TIP: A pattern of movement such as a forward shuffle or support sidestep may enhance the effectiveness of this blocking technique. You could release your support hand from the long portion. Then, your support hand or arm can be used to block (or deflect) a subject's punch or stop a grab at you, as you quickly return the baton to a one-hand carry position for possible further defensive use from that position. The guiding rules for the support-side block are your comfort, performance effectiveness and confidence.

NOTES


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Low Block

- Key Points**
 - Assume two-handed carry position, including stance and balance.
 - Quickly lower your baton, using both hands, down in front of your body until the long portion is below and in front of your groin.
 - Your baton should be horizontal as it makes contact with the threat.
 - Your support hand fingers should be open and behind the long portion.



PLANE OF ATTACK – is an Upward Vertical Plane, Upward Diagonal Plane and/or Horizontal Plane. **Attack** focus is **LOW** and/or **Middle**, but could also be **High**.

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LOW BLOCK

Minimum Acceptable Performance Standards

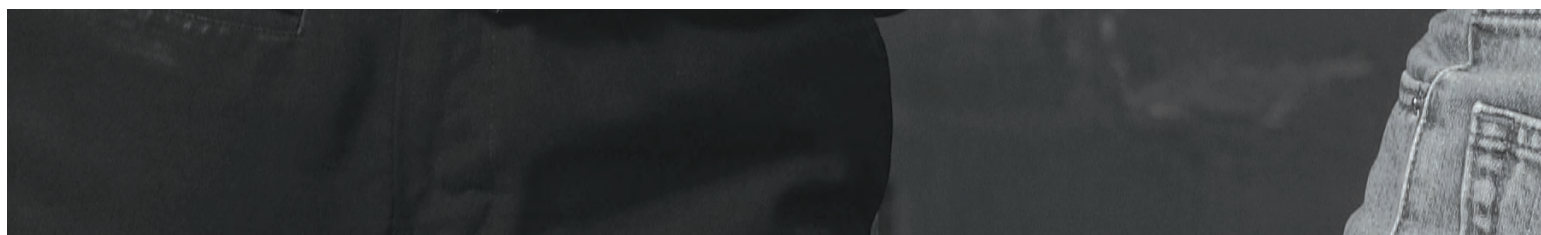
1. Assume a two-handed carry position, including stance and balance.
2. Quickly lower your baton, using both hands, down in front of your body until the long portion is below and in front of your groin.
3. Your baton should be in a horizontal position (or have a flat appearance) below your groin, as the long portion absorbs the shock of the blow.
4. Your support hand fingers should be open and behind the long portion of the baton as you perform the high block.
5. Following the low block, you should assess the situation, and then take appropriate follow-up action as needed.

TIP: It is strongly suggested that the long portion should be flat as it intercepts an attacker's blow. A pattern of movement such as a rear shuffle, rear pivot or strong sidestep may enhance the effectiveness of this blocking technique. The low block may be effective against a subject's upper cut or knee strike. The guiding rules for the low block are your comfort, performance effectiveness and confidence.

NOTES



MODULE SIX | STRIKING





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Forward Strike

- **Key Points**
 - Assume one-hand carry position, including stance and balance.
 - Quickly move the baton across your body going from your strong-side to the support-side.
 - Be sure your strong palm is turned up as contact is made on the target in either a horizontal or downward diagonal motion.
 - Assess the situation then take appropriate follow-up action as needed.



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FORWARD STRIKE

Minimum Acceptable Performance Standards

1. Assume one of the one-hand carry positions, including stance and balance.
2. Quickly move the baton across your body going from your strong-side to your support-side.
3. Be sure your strong palm is turned up as you deliver this counterstrike in a (1) horizontal or (2) downward diagonal motion.
4. Following the forward strike, you should assess the situation, and then take appropriate follow-up action as needed.

TIP: Generally, the forward strike will come to rest under your raised support arm, especially when follow-through momentum is used, but it may not in an operational application. Your strong palm is facing up as the baton makes contact with a subject's body. When selecting available targets, use the principles set forth in the Monadnock Baton Chart. A pattern of movement such as a forward shuffle, forward pivot, strong sidestep or rear pivot may enhance the effectiveness of this defensive striking technique. The guiding rules for the forward strike are your comfort, performance effectiveness and confidence.

NOTES



Reverse Strike

- **Key Points**
 - Assume the terminating position of a forward strike, including stance and balance.
 - Quickly move the baton back across your body going from your support-side to the strong-side.
 - Be sure your strong palm is turned down as contact is made on the target in either a horizontal or downward diagonal motion.
 - Assess the situation then take appropriate follow-up action as needed.



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REVERSE STRIKE

Minimum Acceptable Performance Standards

1. Assume one of the one-hand carry positions, including stance and balance, then quickly position the baton, as well as your strong hand, below your armpit (or flank) on your support-side.
2. Quickly move the baton back across your body going from your support-side to your strong-side.
3. Be sure your strong palm is turned down as you deliver this counterstrike in a (1) horizontal or (2) downward diagonal motion.
4. Following the reverse strike, you should assess the situation, and then take appropriate follow-up action as needed.

TIP: Generally, the reverse strike will follow a forward strike, but it may not in an operational application. Your strong palm is facing down as the baton makes contact with a subject's body. When selecting available targets, use the principles set forth in the Monadnock Baton Chart. A pattern of movement such as a forward shuffle, forward pivot, strong sidestep, support sidestep or rear pivot may enhance the effectiveness of this defensive striking technique. The guiding rules for the reverse strike are your comfort, performance effectiveness and confidence.

NOTES



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**OFFICER
SURVIVAL RULE**
Don't over-extend
the front jab.

Front Jab

- **Key Points**
 - Assume the two-handed carry position, including stance and balance.
 - Quickly thrust the long end forward, using both hands, as well as using your hips and legs.
 - Your thrust should make contact on the target in either a horizontal or slightly downward motion.
 - Assess the situation then take appropriate follow-up action as needed.



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FRONT JAB

Minimum Acceptable Performance Standards

1. Assume the two-handed carry position, including stance and balance.
2. Quickly thrust the long end forward using both of your hands, as well as your hips and legs. Don't over extend your thrust so as to lose your balance or control of the skill!
3. Your thrust should be delivered as a (1) horizontal or (2) slightly downward strike.
4. Following the front jab, you should assess the situation, and then take appropriate follow-up action as needed.

TIP: When selecting available targets, use the principles set forth in the Monadnock Baton Chart. A pattern of movement such as a forward shuffle or rear shuffle may enhance the effectiveness of this defensive striking technique. The guiding rules for the front jab are your comfort, performance effectiveness and confidence.

NOTES



Rear Jab

- **Key Points**
 - Assume the two-handed carry position, including stance and balance.
 - Look over your strong shoulder as you then quickly thrust the grip end to the rear, using both hands, as well as using your hips and legs.
 - Your thrust should make contact on the target in either a horizontal or slightly downward motion.
 - Assess the situation then take appropriate follow-up action as needed.



OFFICER SURVIVAL RULE
Don't over-extend the rear jab.

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REAR JAB

Minimum Acceptable Performance Standards

1. Assume the two-handed carry position, including stance and balance.
2. Look over your strong shoulder as you thrust the grip end quickly to the rear using both your hands, as well as your hips and legs. Don't over extend your thrust so as to lose your balance or control of the skill!
3. Your thrust should be delivered as a (1) horizontal or (2) slightly downward strike.
4. Following the rear jab, you should assess the situation, then take appropriate follow-up action as needed.

TIP: When selecting available targets, use the principles set forth in the Monadnock Baton Chart. A pattern of movement such as a rear shuffle may enhance the effectiveness of this defensive striking technique. The guiding rules for the rear jab are your comfort, performance effectiveness and confidence.

NOTES



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**OFFICER
SURVIVAL RULE**
Don't over-extend
this skill.

Strong-Side Horizontal Strike

- **Key Points**
 - Assume the two-handed carry position, including stance and balance.
 - Suddenly move the baton, using both hands to a horizontal position in front of your body, about a fist's distance away from it.
 - Pull back with your support hand while quickly thrusting your strong hand forward to make contact on the target.
 - Assess the situation then take appropriate follow-up action as needed.



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STRONG-SIDE HORIZONTAL STRIKE

Minimum Acceptable Performance Standards

1. Assume the two-handed carry position, including stance and balance.
2. Suddenly move the baton using both hands to a horizontal position in front of your body, about a fist's width distance from your body.
3. At the same time, pull back with your support hand while quickly driving your strong hand forward in a thrusting motion and your strong hip to generate power. Don't over extend your horizontal thrust so as to lose your balance or control of the skill!
4. Following the strong-side horizontal strike, you should assess the situation, and then take appropriate follow-up action as needed.

TIP: When selecting available targets, use the principles set forth in the Monadnock Baton Chart. A pattern of movement such as a forward shuffle or forward pivot may enhance the effectiveness of this defensive striking technique. The guiding rules for the strong-side horizontal strike are your comfort, performance effectiveness and confidence.

NOTES



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**OFFICER
SURVIVAL RULE**
Don't over-extend
this skill.

Support-Side Horizontal Strike

- **Key Points**
 - Assume the two-handed carry position, including stance and balance.
 - Suddenly move the baton, using both hands to a horizontal position in front of your body, about a fist's distance away from it.
 - Pull back with your strong hand while quickly thrusting your support hand forward to make contact on the target.
 - Assess the situation then take appropriate follow-up action as needed.



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SUPPORT-SIDE HORIZONTAL STRIKE

Minimum Acceptable Performance Standards

1. Assume the two-handed carry position, including stance and balance.
2. Suddenly move the baton using both hands to a horizontal position in front of your body, about a fist's width distance from your body.
3. At the same time, pull back with your strong hand while quickly driving your support hand forward in a thrusting motion and your support hip to generate power. Don't over extend your horizontal thrust so as to lose your balance or control of the skill!
4. Following the support-side horizontal strike, you should assess the situation, and then take appropriate follow-up action as needed.

TIP: When selecting available targets, use the principles set forth in the Monadnock Baton Chart. A pattern of movement such as a forward shuffle or forward pivot may enhance the effectiveness of this defensive striking technique. The guiding rules for the support-side horizontal strike are your comfort, performance effectiveness and confidence.

NOTES



Middle Strike

- **Key Points**
 - Assume the two-handed carry position, including stance and balance.
 - Suddenly move the baton, using both hands to a horizontal position in front of your body, about a fist's distance away from it.
 - Quickly thrust the baton forward using both hands and your entire body to make contact on the target.
 - Assess the situation then take appropriate follow-up action as needed.

**OFFICER
SURVIVAL RULE**
 Don't over-extend
this skill.



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MIDDLE STRIKE

Minimum Acceptable Performance Standards

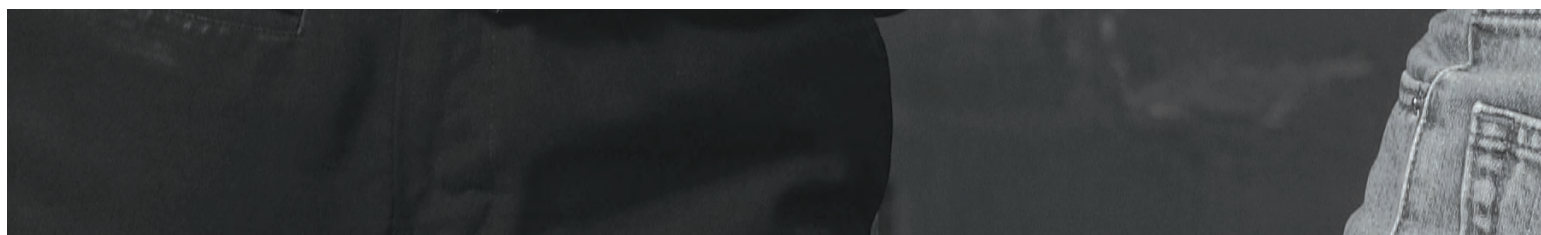
1. Assume the two-handed carry position, including stance and balance.
2. Suddenly move the baton using both hands to a horizontal position in front of your body, about a fist's width distance from your body.
3. Quickly thrust the baton forward using both hands and your entire body to generate power. Don't over extend your thrust so as to lose your balance or control of the skill!
4. Following the middle strike, you should assess the situation, and then take appropriate follow-up action as needed.

TIP: When selecting available targets, use the principles set forth in the Monadnock Baton Chart. A pattern of movement such as a forward shuffle or forward pivot may enhance the effectiveness of this defensive striking technique. The guiding rules for the middle strike are your comfort, performance effectiveness and confidence.

NOTES



MODULE SEVEN | BATON RETENTION





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Baton Retention 1 or 2 Hand Grab Defense for One-Hand Grip

• Key Points

- Subject grabs the long portion of your baton with one or both hands.
- Quickly grab the long end with your support hand, then rotate your baton using both hands in an effort to bend the subject's wrist(s) to affect a release.
- Assess the situation then take appropriate follow-up action as needed.



OFFICER SURVIVAL RULE
BEND the subject's wrist
to affect a release.

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1 OR 2 Hand GRAB defense for one-hand grip

Minimum Acceptable Performance Standards

1. Assume one of the one-hand carry positions.
2. A subject grabs the long portion of your baton with one or both hands.
3. Quickly grab the long end with your support hand, then rotate your baton in a circular motion using both hands, as well as your strong hip, to position the baton to the outside of the subject's wrist(s), while simultaneously stepping in that direction.
4. Continue your circular baton motion until the long portion appears to be bending the subject's wrist(s), then immediately apply downward force (as if on a plumb line) through the bend in the subject's wrist(s), which should force the subject to release the long portion.
5. Following the baton release, create distance from the subject, assess the situation, and then take appropriate follow-up action as needed.

TIP: If a subject grabs the long end with one or both hands, you simply grab the subject's hand(s), and then perform your circular baton retention movement to bend one or both wrists so you can force a baton release. You may also find it helpful to pull the baton into your body, at waist level, to increase your control of the baton and to lower your center of gravity. You want to be on the outside of a subject [position of advantage] when the baton release is concluded. For this reason, the outside placement of the long portion on a subject's wrist(s) is emphasized, but an inside placement can also be effective. However, with an inside circular motion, you may also find yourself standing between the subject's two arms rather than on the outside of both arms.



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Baton Retention 1 or 2 Hand Grab Defense for One-Hand Grip



OFFICER SURVIVAL RULE
BEND the subject's wrist to
affect a release.

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Baton Retention 1 or 2 Hand Grab Defense for One-Hand Grip

OFFICER SURVIVAL RULE
BEND the subject's wrist to
affect a release.



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Baton Retention 1 or 2 Hand Grab Defense for Two-Handed Grip

- **Key Points**
 - Subject grabs the long portion of your baton with one or both hands.
 - Quickly rotate your baton in a circular motion hand, using both hands in an effort to bend the subject's wrist(s) to affect a release.
 - Assess the situation then take appropriate follow-up action as needed.



OFFICER SURVIVAL RULE
BEND the subject's wrist to affect a release.

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1 OR 2 Hand GRAB defense for TWO-HANDED grip

Minimum Acceptable Performance Standards

1. Assume two-handed carry position.
2. A subject grabs the long portion of your baton with one or both hands.
3. Quickly rotate your baton in a circular motion using both hands, as well as your strong hip, to position the baton to the outside of the subject's wrist(s), while simultaneously stepping in that direction.
4. Continue your circular baton motion until the long portion appears to be bending the subject's wrist(s), then immediately apply downward force (as if on a plumb line) through the bend in the subject's wrist(s), which should force the subject to release the long portion.
5. Following the baton release, create distance from the subject, assess the situation, and then take appropriate follow-up action as needed.

TIP: If a subject grabs the long end with one or both hands, you simply perform your circular baton retention movement to bend one or both wrists so you can force a baton release. You may also find it helpful to pull the baton into your body, at waist level, to increase your control of the baton and to lower your center of gravity. You want to be on the outside of a subject [position of advantage] when the baton release is concluded. For this reason, the outside placement of the long portion on a subject's wrist(s) is emphasized, but an inside placement can also be effective. However, with an inside circular motion, you may also find yourself standing between the subject's two arms rather than on the outside of both arms.



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Baton Retention 1 or 2 Hand Grab Defense for Two-Handed Grip



OFFICER SURVIVAL RULE
BEND the subject's wrist to
affect a release.

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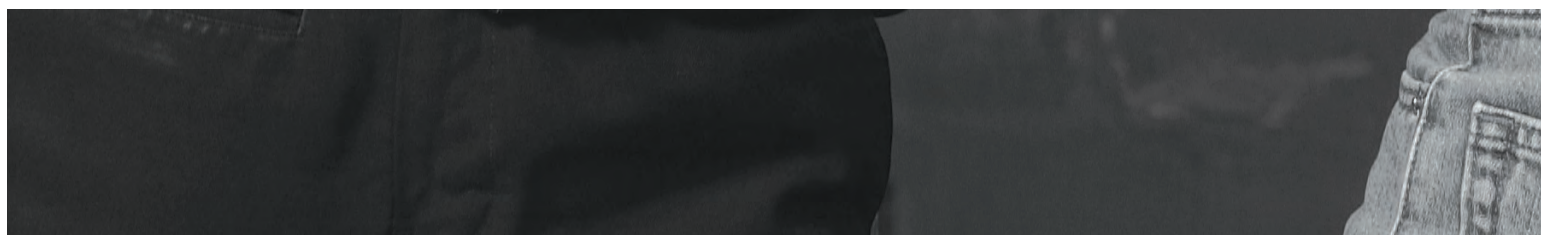
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MODULE EIGHT | **ARMLOCKS FOR ESCORT & HANDCUFFING**





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ARMLOCK RULE
First **Overcome**, and then
Go For Subject-Control
(stabilize).

Strong-Side Armlock for Escort

- **Key Points**
 - Assume a carry position, including stance and balance.
 - Insert the long portion between the subject's upper arm and body that is directly across from your strong-side.
 - Grip the long end with your support hand.
 - Create a level action that moves the subject's forearm into the armlock position.



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STRONG-SIDE ARMLOCK FOR ESCORT

Minimum Acceptable Performance Standards

1. Assume the one-hand grip (or go to a one-hand grip if in the two-handed carry position).
2. Insert the long portion between the subject's upper arm and body, which is straight across from your strong arm as you face one another.
3. Grasp the long end with your support hand (either palm out or palm in).
4. Place the grip portion on the subject's forearm, just above the wrist. Use your strong thumb to firmly grip the subject's forearm/wrist.
5. Create a lever action by pulling on the long portion with your support hand, while rotating the grip portion up toward the subject's [small of] back using your strong hand. This will move the subject's arm into the armlock, which will place the subject's hand and forearm in the small of his/her back.
6. Once the subject's hand and forearm are fully behind his/her back, you can then position your support hand over the long portion.
7. Maintain subject control by pushing down on the long portion with your support hand and, at the same time, lift up with your strong hand.
8. The subject can be escorted away (or held in a standing position to be handcuffed by another officer). If handcuffs are applied, double lock each cuff.



Strong-Side Armlock for Escort



Grip either **PALM IN** or **PALM OUT**

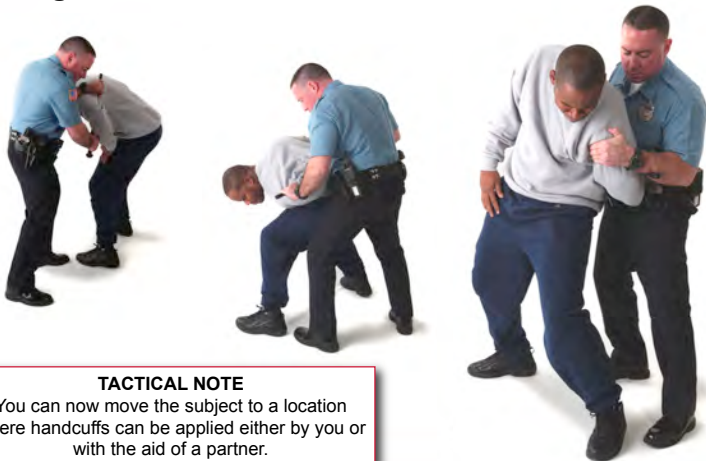
ARMLOCK RULE
First **Overcome**, and then
Go For **Subject-Control**
(stabilize).

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Strong-Side Armlock for Escort



TACTICAL NOTE
You can now move the subject to a location
where handcuffs can be applied either by you or
with the aid of a partner.

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From the Strong-Side Armlock Escort Takedown and Handcuffing

- **Key Points**
 - From the escort, push straight down on the [horizontal] long portion using hands to force the subject to a prone position.
 - Once the subject is prone on the ground, tell the subject to turn his/her head away from you to keep his/her other arm 'locked out' on the ground, as the armlock is maintained.
 - Use your support leg/foot to maintain control at the long end, which will free your support hand to handcuff the subject.



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STRONG-SIDE ARMLOCK FOR TAKEDOWN AND HANDCUFFING

Minimum Acceptable Performance Standards

1. Assume the one-hand grip (or go to a one-hand grip if in the two-handed carry position).
2. Insert the long portion between the subject's upper arm and body, which is straight across from your strong arm as you face one another.
3. Grasp the long end with your support hand (either palm out or palm in).
4. Place the grip portion on the subject's forearm, just above the wrist. Use your strong thumb to firmly grip the subject's forearm/wrist.
5. Create a lever action by pulling on the long portion with your support hand, while rotating the grip portion up toward the subject's [small of] back using your strong hand. This will move the subject's arm into the armlock, which will place the subject's hand and forearm in the small of his/her back.
6. Once the subject's hand and forearm are fully behind his/her back, you can then position your support hand over the long portion.

NOTES



7. FOR TAKEDOWN

- Keep your support hand gripping the long portion as you push the long end straight down to the ground, which will begin to prone out the subject.
- Once the subject is prone and the armlock is resting on the small of his/her back, then instruct the subject to turn his/her head away from you and to place his/her other arm out to the side and on the ground.

8. FOR HANDCUFFING

- Place your support foot over and in front of the long portion, and then draw your heel back to maintain control of the armlock, which continues to control the subject.
- Position your support knee to provide additional stabilization either at the subject's flank or resting on his/her back. If your knee is resting on the back, don't apply pressure to the subject's head, neck or spine.
- Your support hand can be released from the long portion, after your support foot has control of the armlock. You may handcuff or another officer may assist you. If handcuffs are applied, double lock each cuff.

TIP: Use the strength of your support hand and body weight to take the subject to the ground. Be sure to move down along the outside of the subject's body as he/she goes prone to the ground.

NOTES



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From the Strong-Side Armlock Escort Takedown and Handcuffing



TACTICAL NOTE
Remember to Double
Lock both cuffs! Check
circulation in both hands.

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Alternative Strong-Side Armlock Escort for Takedown and Handcuffing



TACTICAL NOTE
Your knee (and body weight) is keeping the
subject's shoulder on the ground.

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NOTES



Alternative Strong-Side Armlock Escort for Takedown and Handcuffing



TACTICAL NOTE
Remember to Double Lock both cuffs!
Check circulation in both hands.

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ARMLOCK RULE
First **Overcome**,
and then **Go For**
Subject-Control
(stabilize).

Support-Side Armlock for Escort

- **Key Points**
 - Assume a carry position, including stance and balance.
 - Transfer the baton to your support hand, and then insert the long portion between the subject's upper arm and body that is directly across from your support-side, using both hands.
 - Grip the long end with your strong hand.
 - Create a level action that moves the subject's forearm into the armlock position.



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SUPPORT-SIDE ARMLOCK FOR ESCORT

Minimum Acceptable Performance Standards

1. Transfer the baton to your support hand, and then assume the one-hand grip.
2. Insert the long portion between the subject's upper arm and body, which is straight across from your support arm as you face one another.
3. Grasp the long end with your strong hand (either palm out or palm in).
4. Place the grip portion on the subject's forearm, just above the wrist. Use your support thumb to firmly grip the subject's forearm/wrist.
5. Create a lever action by pulling on the long portion with your strong hand, while rotating the grip portion up toward the subject's [small of] back using your support hand. This will move the subject's arm into the armlock, which will place the subject's hand and forearm in the small of his/her back.
6. Once the subject's hand and forearm are fully behind his/her back, you can then position your strong hand over the long portion.
7. Maintain subject control by pushing down on the long portion with your strong hand and, at the same time, lift up with your support hand.
8. The subject can be escorted away (or held in a standing position to be handcuffed by another officer). If handcuffs are applied, double lock each cuff.


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Strong-Side Armlock for Escort



Grip either **PALM IN** or **PALM OUT**

ARMLOCK RULE
 First **Overcome**, and then
 Go For **Subject-Control**
 (stabilize).

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Support-Side Armlock for Escort



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From the Support-Side Armlock Escort Takedown and Handcuffing

- **Key Points**
 - From the escort, push straight down on the [horizontal] long portion using hands to force the subject to a prone position.
 - Once the subject is prone on the ground, tell the subject to turn his/her head away from you to keep his/her other arm 'locked out' on the ground, as the armlock is maintained.
 - Use your strong leg/foot to maintain control at the long end, which will free your strong hand to handcuff the subject.



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SUPPORT-SIDE ARMLOCK FOR TAKEDOWN AND HANDCUFFING

Minimum Acceptable Performance Standards

1. Transfer the baton to your support hand, and then assume the one-hand grip.
2. Insert the long portion between the subject's upper arm and body, which is straight across from your support arm as you face one another.
3. Grasp the long end with your strong hand (either palm out or palm in).
4. Place the grip portion on the subject's forearm, just above the wrist. Use your support thumb to firmly grip the subject's forearm/wrist.
5. Create a lever action by pulling on the long portion with your strong hand, while rotating the grip portion up toward the subject's [small of] back using your support hand. This will move the subject's arm into the armlock, which will place the subject's hand and forearm in the small of his/her back.
6. Once the subject's hand and forearm are fully behind his/her back, you can then position your strong hand over the long portion.

NOTES



7. FOR TAKEDOWN

- Keep your strong hand gripping the long portion as you push the long end straight down to the ground, which will begin to prone out the subject.
- Once the subject is prone and the armlock is resting on the small of his/her back, then instruct the subject to turn his/her head away from you and to place his/her other arm out to the side and on the ground.

8. FOR HANDCUFFING

- Place your strong foot over and in front of the long portion, and then draw your heel back to maintain control of the armlock, which continues to control the subject.
- Position your strong knee to provide additional stabilization either at the subject's flank or resting on his/her back. If your knee is resting on the back, don't apply pressure to the subject's head, neck or spine.
- Your strong hand can be released from the long portion, after your strong foot has control of the armlock. You may handcuff or another officer may assist you. If handcuffs are applied, double lock each cuff.

TIP: To transfer the baton: (1) From a one-hand grip, you simply switch the baton between your strong hand and support hand at the grip portion. Or, (2) From the two-handed grip, you simply release the grip of your support hand, while maintaining control with your strong hand, and then quickly sliding your support hand down the long portion to your strong hand. Once in contact with one another, you release the strong hand from the grip portion, and then insert the long portion to begin the support-side armlock. In the alternative, you can release your strong hand from the grip portion, and then rotate the baton so the grip end can be inserted to start the support-side armlock. Use the strength of your strong hand and body weight to take the subject to the ground. Be sure to move down along the outside of the subject's body as he/she goes prone to the ground



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From the Support-Side Armlock Escort Takedown and Handcuffing



TACTICAL NOTE

Remember to Double Lock both cuffs! Check circulation in both hands.

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SAFARILAND
TRAINING GROUP

Alternative Support-Side Armlock Escort for Takedown and Handcuffing



TACTICAL NOTE

Your knee (and body weight) is keeping the subject's shoulder on the ground.

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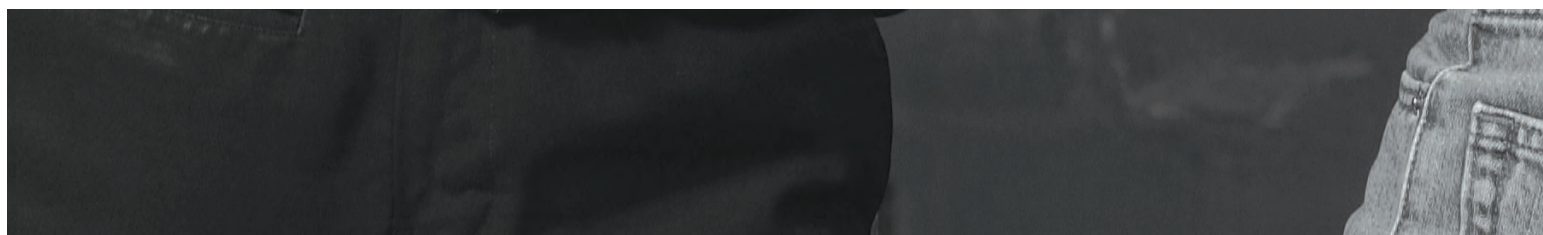
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NOTES



APPENDIX A

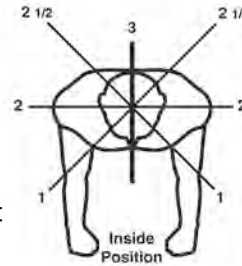



SAFARILAND
TRAINING GROUP

Relative Positioning

• Fundamental Rules

- As an Officer, YOU should:
- Generally, AVOID the INSIDE POSITION when approaching a subject from the front
- Use the angles of Position 1 when approaching a subject from the front
- Use the angles of Position 1 WHENEVER YOU STAND IN FRONT of a subject, remember to AVOID the INSIDE POSITION
- Move to Position 2½ to gain the POSITION OF ADVANTAGE when attempting a subject-control hold (and/or handcuffing a subject) from a front, side and/or rear approach
- Be aware of a subject's ability to powerfully move at 90° angles when YOU are at either Position 2 or Position 3



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Zone Defense

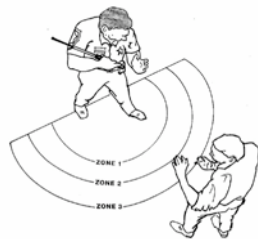


Illustration of Zone Defense Principles

"MONADNOCK'S ZONE DEFENSE. . . HAVING THE RIGHT STUFF WHEN IT IS NEEDED THE MOST IS CENTRAL TO OFFICER SAFETY, PROFESSIONALISM AND FOR A DEFENSE IN COURT."

Protect & Restrain. . . .Monadnock's basic educational philosophy that has enabled criminal justice professionals to respect human rights around the world since 1972.

Zone Defense Defined	Advanced Course	Basic Course
ZONE 1 Close-In Range Attacker is One Foot or Less from an Officer's Chest	•Stance (Patterns of Movement) •Grips (One & Two-Handed) •Methods of Carry •Carry Positions •Draws (Cross & Strong Side) •Two-Handed Blocks High Strong Side Support Side Middle Low •Two-Handed Rear Jab •Two-Handed Horizontal Strikes (Strong Side & Support Side) •Two-Handed Middle Strike	•Stance (Patterns of Movement) •Grips (One & Two-Handed) •Methods of Carry •Carry Positions •Draws (Cross & Strong Side) •Two-Handed Blocks High Strong Side Support Side Middle Low •Two-Handed Rear Jab •Two-Handed Horizontal Strikes (Strong Side & Support Side) •Two-Handed Middle Strike
Zone 2 Intermediate Range Attacker is somewhere between One Foot from an Officer's Chest and Full Arm extension	•Two-Handed Front Jab •Baton Retention •Strong Side Armlock For Escort or Take Down & Handcuffing •Support Side Armlock For Escort or Take Down & Handcuffing	•Two-Handed Front Jab •Baton Retention
Zone 3 Extended Range Attacker is somewhere beyond Full Arm extension but still within the Range (or length) of a Baton, which is being held by an Officer	•One Hand Forward Strike •One Hand Reverse Strike	•One Hand Forward Strike •One Hand Reverse Strike

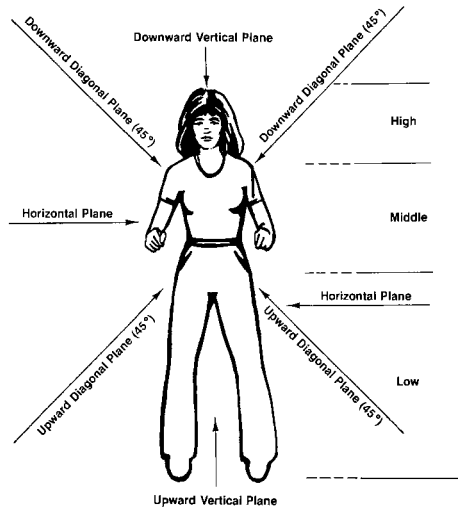
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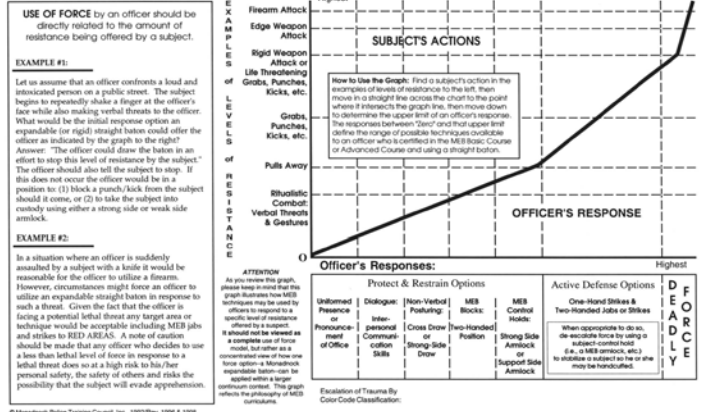
NOTES



Planes of Attack



A Resistance-Response Model for the Monadnock Expandable Baton (MEB) Curriculums



SITUATIONAL FORCE: Matching an officer's response to a situation should be a strong consideration when force options are initiated. However, an officer's response can be influenced by other factors. For example, a 5' 9" tall, 135 lb. professional wrestler charges an officer (in uniform) as she is attempting to arrest him for heading up a waiter. The officer is 5' 4" tall and weighs 120 lbs. It is clear that there is a disparity in height and weight between the suspect and the officer which tips the scale toward the suspect. The scale may be tipped even further due to the suspect's familiarity with hand-to-hand skills in a professional setting. Gender may also be a factor. When these specific differences are taken into consideration, the officer, in this example, may indeed need to use a higher response level than generally indicated by this graph. Other factors that could also influence the use of a higher force option by officers may include, but are not limited to, the following: age, fatigue, involvement of multiple suspects, an officer/suspect's physical impairment (i.e., rheumatoid arthritis, prosthetics, etc.), or a suspect's impairment caused by a mental health and/or substance abuse problem.

NOTES



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Specification Table

Baton Class		Open		Closed		Diameter		Weight	
		In	Cm	In	Cm	In	Cm	Oz	Kg
AutoLock		16	40.64	7.75	19.69	1.063	2.70	17	48
		18	45.72	9.00	22.86	1.063	2.70	19	54
		21	53.34	8.38	21.28	1.063	2.70	20	57
		22	55.88	10.00	25.40	1.063	2.70	22	62
		26	66.04	11.50	29.21	1.063	2.70	24	68
	Heavy Gauge	21	53.34	8.38	21.25	1.150	2.92	19	54
	Heavy Gauge	22	55.88	10.00	25.40	1.150	2.92	21	60
	Defender	22	55.88	10.13	25.72	1.187	3.01	23	65
	Defender	26	66.04	11.75	29.85	1.187	3.01	26	74
	Jr	9.5	24.13	6.75	17.15	0.75	1.91	9.5	27
Classic Friction Lock		16	40.64	6.50	16.51	1.063	2.70	14	40
		18	45.72	8.25	21.00	1.063	2.70	16	45
		21	53.34	8.00	20.32	1.063	2.70	17	48
		23	58.42	9.63	24.45	1.063	2.70	19	54
		24	60.96	9.00	22.86	1.063	2.70	19	54
		26	66.04	9.75	24.77	1.063	2.70	20	57
SX		24	60.96	14.00	35.56	1.25	3.18	19	54
MX		18	45.72	10.88	27.62	1.00	2.54	12	34
		21	53.34	12.88	31.43	1.00	2.54	13	37
		24	60.96	13.88	35.24	1.00	2.54	14	40
Straight Batons		18	45.72			1.00	2.54	11	31
		24	60.96			1.00	2.54	14	40
		26	66.04			1.00	2.54	15	43
		18	45.72			1.25	3.18	15	43
		24	60.96			1.25	3.18	20	57
	26	66.04			1.25	3.18	22	62	

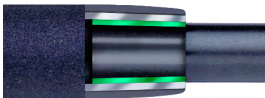
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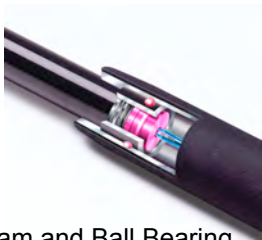
Joint Construction for Expandable Batons



Swaged Taper and Flare Joint



Pin and Spring Mechanical Joint



Cam and Ball Bearing
Mechanical Joint

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NOTES



Tips

Baton Class	Tip Styles			
	Standard Steel Tip	Urethane Rubber		
		Safety Tip®	Power Safety Tip®	Tactical Targeting Tip™ (3xT)
AutoLock®				
Classic Friction Lock				
Steel shock face required to close a friction lock baton on a hard surface				

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SAFARILAND Together, We Save Lives.™



End Caps

Baton Class	End Cap Styles		
	Original End Cap Button	Next Generation Larger Button	Hindi Baton Cap™
AutoLock®			
Classic Friction Lock		Hindi Baton Cap	
		External Threads	Internal Threads

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NOTES



STG's Educational Series of Compact Disks

CD # 1 (#5330) Instructor Notebook and Internet Series	CD # 1A (#5334) Presentation and Reference Notebook Series	CD # 1B (#5331) History Part 1 1958 -1989	CD # 1C (#5332) History Part 2 1990 -1992	CD # 1D (#5333) History Part 3 1993 -
CD # 2 (#5335) Master Instructor Series	CD # 3 (#5336) Master Instructor Series	CD # 4 (#5338) Archive Series of Monadnock Published Manuals	CD # 5 (#5340) Seminar 2000 in New Orleans	CD # 6 (#5344) MEB Course Program
CD # 7 (#5352) PR-24 Course Program	CD # 8 (#5354) MDTS Course Program	CD # 9 (#5346) Hindi Baton Cap	Candidates for Master Instructor in any STG Program must obtain CD #1 and CD #1A prior to testing in that Program either by meeting with an International Instructor or attending the Annual International Safariland Training Group Seminar	

STG Program Master Instructor Course Enrollment Prerequisites:

1. STG Program trained Instructor for 1 YEAR
2. Taught 3 STG Program Courses
3. Trained and Tested 10 Students in STG Program Course

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Window Breaker



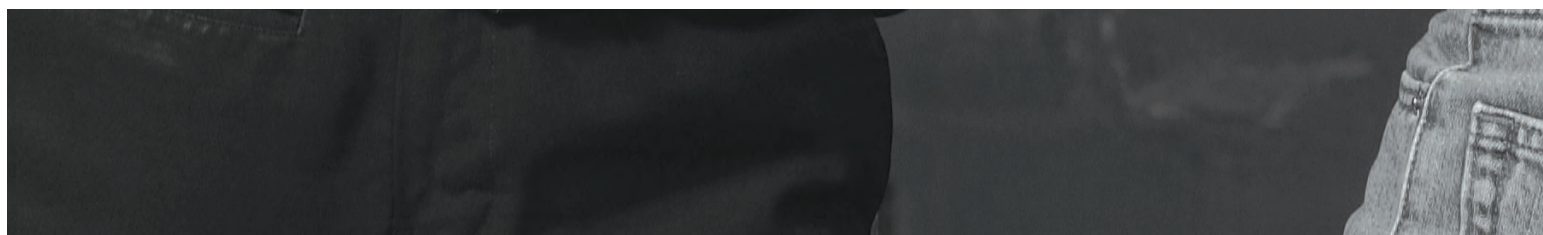
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NOTES



APPENDIX B | RELATED PRODUCTS





9152

AutoLock® 22" Baton w/ Super Grip® & Power Safety Tip™ 3x Targeting Tip

- The AutoLock's patented locking mechanism ensures the baton will stay locked open while striking, blocking or jabbing.
- Closes with a push of a button—no need to strike the baton on the ground.
- Open passively or in a high-profile manner.
- Rotating shafts help maintain control of the batons during a struggle.
- Lifetime repair or replacement guarantee; made in the USA.
- Use holder 3034



2521

Detective® Series Classic Friction Lock 21" Baton w/ Foam Grip & Standard Tip

- Made from cold drawn 4130 aircraft seamless alloy steel tubing
- The precision Morse tapers (tight locking joints) make the baton feel solid in your hand
- When the baton tip strikes a hard surface, the weight in the tip helps it close by providing additional shock to unlock the shafts
- Lifetime repair or replacement guarantee; made in the USA
- Use holder 3027



2502

Expandable Straight Riot 36" Baton

- Positive Lock baton that uses a push-button mechanism
- Weight forward shaft technology provides for increased "knock-down" effectiveness
- Aluminum polycarbonate with a knurled grip
- Pin and spring mechanical mechanism
- Lifetime repair or replacement guarantee; made in the USA
- Use holder 3011



1121

PR-24® Control Device Expandable 21" Baton

- Expandable baton that is combat ready with a flick of your wrist and closes easily with the push of a button
- Positive-locking baton is designed for close-quarter confrontations
- Trumbull Stop handle keeps the baton in your hand and increases baton retention and subject-control holds
- Training programs eliminate the potential for excessive use of force
- Lifetime repair or replacement guarantee; made in the USA
- Use holder 3015



3034

AutoLock® Front Draw® 360° Swivel Holder

- For AutoLock® 22" - 26" batons
- Made from durable polycarbonate
- Features a molded tension spring for baton security
- Rotates in 360° and locks in one of 8 locking positions; also offered in 45° version
- The baton may be re-holstered in the locked position either open or closed, as necessary, saving time to control the suspect
- Clip-on style
- May be removed from belt without stripping the whole belt
- Made in the USA



3027

Front Draw® 360° Swivel Holder Clip-On

- For Detective®/Mariner 21", 24" 26" batons
- Made from durable polycarbonate
- Features a molded tension spring for baton security
- Rotates in 360° and locks in one of 8 locking positions; also offered in 45° version
- The baton may be re-holstered in the locked position either open or closed, as necessary, saving time to control the suspect
- Clip-on style
- May be removed from belt without stripping the whole belt
- Made in the USA



3011

Front Draw® Holder

- For SX-24® batons and 1 1/4 inch (3.18 cm) diameter batons
- Made from durable polycarbonate
- Features a molded tension spring for baton security
- Rotates in 360° and locks in one of 8 locking positions; also offered in 45° version
- The baton may be re-holstered in the locked position either open or closed, as necessary, saving time to control the suspect
- Clip-on style
- May be removed from belt without stripping the whole belt
- Made in the USA



3015

Front Draw® Holder

- For PR-24® Control Device batons
- Made from durable polycarbonate
- Features a molded tension spring for baton security
- Rotates in 360° and locks in one of 8 locking positions; also offered in 45° version
- The baton may be re-holstered in the locked position either open or closed, as necessary, saving time to control the suspect
- Clip-on style
- May be removed from belt without stripping the whole belt
- Made in the USA



5002

Universal Training Bag (UTB)

- Helps bridge the gap between static and dynamic movement in training
- Tactically used for baton physical encounter training
 - Simulated training scenarios
 - Punching, kicking, elbowing, kneeing, etc
 - Action-reaction response drills, including unarmed self-defense training and baton training



5006

Universal Training Bag 2 (UT B2)

- Features a high-tech Force Deceleration Core to dissipate training blows from knees, elbows, fists or training-baton strikes with ease and comfort
- Offers six hand positions to create multiple target positions around the human body, which develops target-acquisition and application skills for more realism in training
- Easy to carry and store



5101

PR -24 STSWT

- White-foam training side-handle baton



5103
SB-WT

- 24" (60.96cm) foam training straight baton



5106
Ultimate Straight Training Baton

- Durable DuPont nylon material covers a neoprene sleeve, which is applied over a rigid core.
- Tip is dipped in vinyl for added strength and durability.
- Energy-absorbing construction allows general and/or specialized scenarios to be performed with greater ease and comfort.



5120
Monadnock Practice Suit

- Color-coded based on the escalation-of-trauma charts.
- Provides realistic training opportunities.
- Easy to put on and take off using Velcro straps.
- Breathable liner.
- Cleans with soap and water.
- Weight 26 pounds (11.79 kg)



SOG-HK 300/350/400

Operator™ HK Gloves

The Operator HK features hard knuckle protection and strategically placed high-density foam to provide superior protection from assailants and objects.



- Wrist length with hook and loop closure for a secure fit
- Durable aniline goatskin with a water-resistant leather treatment to keep hands dry
- High density foam for full finger protection; exclusive lateral finger protection
- Wicking properties of KEVLAR®/NOMEX® pull moisture away from the hands to keep them cool in hot environment
- Patented Hatch Cut-Ring in index finger allows optional removal of the index finger for trigger control, without unraveling the remaining edge
- Reduces IR signature
- Perfect for all SWAT and tactical teams, breachers; military ground combat forces in mechanized vehicles and Special Forces
- Available in black, foliage green and coyote tan
- Sizes: S-XXL

FROG-F10

Fast Rope Over-Glove

The FROG F10 is designed to be used in combination with the Operator™ CQB™ tactical gloves to create a revolutionary, fast roping series for protection during rapid rappels, with a snug fit that eliminates the need for removal to achieve combat ready status.



- Durable, soft cowhide leather construction with a Spandex back for a cooling and comfortable fit
- Two additional layers of leather are double-stitched with KEVLAR® into the critical grip area of the palms, extending into the cradle of the thumb to withstand the stresses of rapid rappels and provide lasting wear
- Hook and loop closures allow easy pull-on and removal
- Sizes: S-XXL



DEFENSE TECHNOLOGY



MK-2	MK-3	MK-4	MK-6	MK-8	MK-9	MK-46
10 BURSTS	20 BURSTS	20 BURSTS	14 BURSTS	10 BURSTS	18 BURSTS	25 BURSTS
12 FEET	12 FEET	12 FEET	10FEET	10 FEET	25 FEET	30 FEET
1.0 OZ 28.3 g.	1.47 OZ 41.7 g.	3.0 OZ. 85.0 g.	.68 OZ 19 g.	.68 OZ 19 g.	12.0 OZ 340 g.	46.0 OZ 1304 g.



CLP - Cleaner, Lubricant, Preservative

- Cleans bores, mechanical, electrical parts
- Lubricates with long lasting non-sticky film
- Preserves against corrosion wear and weather



8112-2-31

Oversized Chain Style Handcuffs

- 17% larger than the standard model
- Ideal for retaining larger subjects
- 18-tooth, 3-retaining-bar system for uncompromising security
- Positive swing-through action
- Built-in backloading for fast cuffing
- Reinforced steel swivels for added strength and durability
- Available in Nickel or Black



8112-1-2

Standard Chain Style Handcuff

- Top quality, heavy duty, steel construction
- 18 tooth, 3-retaining-bar system for uncompromising security
- Positive swing-through action
- Built-in backloading for fast cuffing
- Reinforced steel swivels for added strength and durability
- Available in Nickel or Black



8142-1-31

Ultimate Hinged Handcuff

- 18 teeth—3 retaining bars with 6 teeth on each bar makes cuffs extremely difficult to pick
- Built in back-loading feature for faster cuffing
- Heavy duty construction with oversized rivet heads for added strength
- Leaf spring double locking system is very difficult to defeat
- True Swing Technology ensures the shackle hits center of cuff every time
- Snaps open to a flat profile then locks into position, becoming rigid for use
- Folds for easy storage
- Lock and double lock like regular handcuffs using a standard handcuff key



090

Single Handcuff Pouch

- Open top formed
- Fits chain or hinged cuffs



190

Single Handcuff Pouch

- Specify chain or hinged cuffs



90

Single Handcuff Pouch

- Specify chain or hinged cuffs



4258

Handcuff Pouch, Single, Top Flap

- Constructed of molded SafariLaminate™
- Fits chained cuffs
- Fits 2.25" (58mm) belt loop



35

Baton Holder

- Designed for Monadnock or similar friction lock batons
- Extended baton can be reholstered
- Fits 16" (406mm), 21" (533mm) or 26" (660mm) length batons



4208

Baton Pouch

- SafariLaminate™ molded construction
- Available for most 21" (53.34cm) or 26" (66cm) foam-handle expandable batons
- Fits 2.25" (58mm) belt loop

BIANCHI®

AccuMold®



7333

IWB Baton Holder

- Dual belt loop fits both 2" (50mm) and 2.25" (58mm) belts
- Covered hole in back allows baton to be placed in pouch fully expanded
- For Monadnock and similar friction lock batons



7312

Expandable Baton Holder

- Covered hole in back allows baton to be placed in pouch fully expanded
- Dual belt loop fits 2" (50mm) & 2.25" (58mm) belts
- For Monadnock and similar friction lock batons



7300

Covered Cuff Case

- 2 sizes hold one pair linked or hinged handcuffs
- Hook & loop or hidden snap closure
- Web belt loop fits both 2" (50mm) & 2.25" (58mm) belts
- Also available in OD



7318

Ultimate Hinge Cuff Case

- Holds one pair cuffs
- Hook & loop or hidden snap closure
- Dual belt loop fits 2" (50mm) & 2.25" (58mm) belts



7307

First Defense® MK-3 and MK-4 Sizes



7308

First Defense® MK-4 Size Only, Open Top



7913AS

Auto-Open Baton Holder

- Adjustable swivel mount
- Baton fully extends as it is being drawn from the holder
- Trilaminare construction with Duraskin™ finish and Coptex™ knit lining
- Only for AutoLock HG 21" (53.34 cm) Safety Tip baton



7912

Expandable Baton Holder

- Dual belt loop fits both 2" (50mm) & 2.25" (58mm) belts
- Covered hole in back allows baton to be placed in pouch fully expanded
- For Monadnock and similar friction lock batons



7918

Ultimate Hinge Cuff Case

- Holds one pair handcuffs
- Dual belt loop fits 2" (50mm) & 2.25" (58mm) belts



7900

Covered Cuff Case

- Holds one pair linked or hinged handcuffs
- Chrome, brass or hidden snap
- Dual belt loop fits 2" (50mm) & 2.25" (58mm) belts



7907

First Defense® MK-3 and MK-4 Sizes



7908

First Defense® MK-4 Size Only, Open Top

BIANCHI®

PatrolTek™



8012

Expandable Baton Holder

- Baton holder w/ hole in back for reholstering expanded batons
- 16" & 21" batons
- 26" batons including Streamlight Super Stinger
- For Monadnock and similar friction lock batons



8013

Expandable Baton Holder

- 3 sizes for 16"-21" & 26" batons
- Dual web belt loop fits both 2" (50mm) & 2.25" (58mm) belts
- For Monadnock and similar friction lock batons



8000

Covered Cuff Case

- Holds one pair standard cuffs
- Hidden snap closure
- Dual belt loop fits 2" (50mm) & 2.25" (58mm) belts



8018

Ultimate Hinge Cuff Case

- Holds one pair cuffs
- Hook and loop or hidden snap closure
- Dual belt loop fits 2" (50mm) & 2.25" (58mm) belts



8007

First Defense® MK-3 and MK-4 Sizes



8008

First Defense® MK-4 Size Only, Open Top



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