

Learning Domain 33: Arrest Methods/Defensive Tactics

Prerequisites

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*
- LD 20: *Use of Force*; and,
- LD 33: *Arrest Methods/Defensive Tactics*

Introduction

The desired outcomes of the Arrest and Control training program is to ensure students acquire the understanding of the concept of situational awareness with regard to officer safety, to select a level of force intervention appropriate for the situation, to apply prescribed tactics with a high degree of efficiency and to resolve the situation in the safest manner possible with the least force possible.

It is illegal and unethical for peace officers to use their lawful authority and position to “punish” another, or to use force options available to them for any purpose other than using the minimum force necessary to obtain compliance to their orders. When peace officers become lawbreakers by engaging in acts of “street justice” they lose public trust and support, and subject themselves and their department to substantial civil liability. Students who become confident in their application of various forms of force do so because they understand how and why force is used, when it should be applied and how to use force in a manner that is as effective as possible without exceeding legal or ethical principles.

Learning Outcomes

At the conclusion of these learning activities, the student will be able to:

- State in their own words, the concept of situational awareness in an officer safety situation.
- Select and apply a level of force appropriate to the threat presented.
- Identify and distinguish force options in a manner consistent with that trained.
- Distinguish force options that result in an application in the safest manner possible with the least force necessary to overcome resistance.

Activities

Activity One

The instructor will ask for volunteers or select students to role-play the following scenario:

A recruit and his or her partner respond to a call about a 4-year-old child that has been molested (The instructor or an academy staff member may play the partner officer). The suspect has been apprehended and is being taken outside to the patrol car. The partner officer informs the recruit he/she will "handle this suspect alone." The partner officer draws his or her baton and tells the recruit that child molesters have to pay for their crimes. The suspect places his hands in the air and explains that he was wrong in molesting the child, adding that he will probably get off because he has a great attorney. The partner officer simulates striking the suspect with the baton while the suspect has his hands in the air and is clearly not resisting. Several citizens are observing this behavior. The recruit tries to intervene, but the partner ignores them.

At the conclusion of the role-play, have the other students critique the actions (or lack of action) of the partner officer and the recruit. Selected student/s will facilitate the class discussion, and ensure the following topics are broached:

- What is the difference between acceptable and unacceptable behavior for an officer in this situation?
- What does the term "street justice" mean in this context?
- What is the perception of the community observing this incident?
- What consequences could the recruit face if he/she does not intervene?

Activity Two

Selected students will role-play the following activity:

Two officers, one on probation, receive a radio call about an individual creating a disturbance in the parking lot of a restaurant. Additional information indicates that the individual is intoxicated and is urinating in the street. The officers arrive and see a man standing in the street who appears to have just finished urinating on the street's surface. The senior officer approaches the individual and tells him to stop his actions and turn around.

The individual complies; however, the individual suddenly grabs the officer and pulls the officer to the ground. The probationary officer draws his or her baton to

subdue the individual; however, the strikes with their baton are ineffective. The probationary officer attempts to kick the individual, however, the kicks are also ineffective. The individual continues to strike and pummel the senior officer. The probationary officer does not recall other self-defense techniques and is unable to subdue the suspect.

Once the scenario has been completed, student facilitators will engage the class in a discussion of its issues. Include the following topics in the discussion:

- What reasons could contribute to the ineffectiveness of the baton strikes and kicks?
- In what ways could others who are watching this incident perceive the officer's actions?
- What other force options would have been appropriate to consider?
- What should the probationary officer do next?
- What impact might this incident have on the confidence of peace officers to protect and serve their community?
- What is the responsibility of an officer to fellow officers regarding effective arrest and control techniques?

NOTE: The instructor must ensure the scenario is staged in a manner that the activity does not cause injury to ANY participant. Consider staging it in a "matt room" with appropriate protective gear.

Homework Assignment (Optional)

Have the students write a research paper on what force options would have been appropriate for the scenario in Activity Two. Direct them to include what actions of this, and other, suspects would justify the use of a baton.

Time Estimate

The role-play will take about five minutes to prepare, then 3-5 minutes to stage. The scenario read to the class in Activity Two will take about 2-3 minutes to read. Both class discussions will take from 10-15 minutes depending on the pace at which the students discuss relevant issues. Both activities are suitable for further discussion, group work or homework to ensure the students acquire an understanding of the knowledge necessary to apply force options as trained.

Comprehensive Questions

Comprehensive questions will focus on the manner in which peace officers elect to use force in any setting, and the philosophy of using only that force necessary to overcome resistance.

Application

Student motivation to learn about the use of force should be high due to its relevance to officer safety; however, some may be reluctant to attempt to apply knowledge due to unfamiliarity with the techniques of using the force option, or due to little or no exposure to physical conflict situations.

Resources

Adequate space to conduct a role-play without injuring any party, and to allow others to view the scenario closely but safely.

There are countless video clips, news stories and articles recounting the use of force in a variety of settings. The instructor may elect to use written or visual means to enhance student motivation, strengthen retention by showing examples of effective and ineffective applications of force and to reinforce learning points with examples in the same issue area. Added resources are:

- POST LEOKA Report (available at www.lp.post.ca.gov)

I. Principles of Defensive Tactics**A. Learning needs (TTS)**

1. For their own safety and the safety of others, peace officers must maintain awareness and respond appropriately when confronted by a potential hazard or threat.

B. Learning objectives

1. Demonstrate principles of defensive tactics to include:
 - a. Awareness,
 - b. Balance, and
 - c. Control.
2. Describe parts of an officer's body that are most vulnerable to serious injury.
3. Describe parts of an officer's body that may be used as personal weapons for self-defense or to overcome resistance by a subject.

C. Principles of Defensive Tactics

1. Defensive tactics is the art of avoiding an attack, fending off an attack, or eliminating the subject's ability to attack.
2. Justification for use of force
 - a. Penal Code 835a states: Any peace officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use reasonable force to effect the arrest, to prevent escape or to overcome resistance.
 - b. A peace officer who makes or attempts to make an arrest need not retreat or desist from his efforts by reason of the resistance or threatened resistance of the person being arrested; nor shall such officer be deemed an aggressor or lose his right to self-defense by use of reasonable force to effect the arrest or to prevent escape or to overcome resistance.

3. The role of a peace officer
 - a. Essential job functions of a peace officer are to defend the public and to safely take a subject into custody. A peace officer's actions must be legally justified based on reasonable suspicion and/or probable cause.
 - b. The peace officer's role in physical arrests is essentially defensive.
 - c. The following further illustrates a peace officer's role:
 - 1) Defensive.
 - a) Should look ahead for potential hazards or threats to avoid the hazards or threats before they occur.
 - 2) Not offensive.
 - a) May initiate the first physical contact of control only in response to the subject's resistance, aggression, or noncompliance.
 - 3) Not passive.
 - a) Is not required to endure (i.e., remain) without resistance when faced with a hazard or threat.
4. Leadership
 - a. An officer trained to the highest level of proficiency and comprehension of the law and the knowledge and skillful application of arrest methods is less likely to panic and misuse force than an officer who is not effectively trained. A thoughtful, well-trained officer is able to make good leadership decisions, intervene effectively, prevent potential conflict, and convey confidence during arrest situations.
5. Emotional as well as physical
 - a. Emotions can arise from many different factors and can affect both the arresting officers and subjects. If officers allow emotions to affect their judgment, they may lose control; the same is true of subjects.
 - b. An arrest is an emotional situation as well as physical.

- c. The following lists examples of the responses officers and subjects may experience during an arrest process:

1) Officers

- a) Anger
- b) Fear
- c) Prejudices
- d) Peer pressure
- f) Personal problems

2) Subjects

- a) Anger
- b) Fear
- c) Embarrassment
- d) Loss of freedom
- e) Prejudices
- f) Peer pressure
- g) Personal problems

6. The mind and body as one

- a. To be effective in an arrest situation, a peace officer must learn to develop the mind and body and train them to function as one. This interaction must become routine.
- b. The mind and body are one.
- c. Distractions can separate the mind from the body. When officers become distracted, they become vulnerable.

7. Community policing

- a. Community members want their officers to possess the skills necessary to subdue violent and dangerous subjects. They also want officers to use these skills to apply only the amount of force that is reasonable to effect an arrest, to overcome resistance, or to prevent escape. Force should never be used to punish subjects. In the American criminal justice system, punishment in the form of judgments is the sole responsibility of the courts.

D. Awareness [33.01.EO1]

1. Awareness, as it relates to defensive tactics, means being alert to any potential threats a peace officer may face when approaching or interacting with a subject or a potentially dangerous situation.
2. Foundations of defensive tactics
 - a. There are three basic principles that make up the foundation of defensive tactics. All other skills or techniques will be reduced or neutralized if an officer does not practice control in a stressful situation.
 - 1) Awareness
 - 2) Balance
 - 3) Control
 - b. Awareness and control of the hands continues to be a universal safety point.
3. Cover and concealment
 - a. Peace officers must be aware of surrounding objects or areas that may be used as protection and concealment for the subject as well as themselves. Cover offers protection, while concealment only offers a place to hide.
 - b. Be aware of cover. Use, be ready to use, and/or move to cover when necessary. The use of available cover continues to be a basic tactical consideration.

4. The following gives examples that illustrate the difference between cover and concealment:
 - a. Cover
 - 1) Trees
 - 2) Walls – such as cement block or brick
 - 3) Buildings, dumpsters
 - 4) Vehicles
 - b. Concealment
 - 1) Shrubs and bushes
 - 2) Doorways
 - 3) Vehicles
5. Potential hazards
 - a. Peace officers are vulnerable to potential harm when approaching a subject. However, if they are aware of specific hazards that could endanger them, they can minimize potential harm. The following suggests a few potential hazards peace officers should consider when approaching a subject:
 - b. Subject Hands
 - 1) Typically, it is the subject's hands (or what may be in them) that cause harm.
 - 2) If the subject's hands are in the pockets, do not tell the subject to remove them.
 - c. Weapons and Potential Weapons
 - 1) Weapons can cause serious harm or death to peace officers or others in the immediate area.
 - 2) Be aware of any object that could be used as a weapon, including but not limited to:
 - a) Guns

- b) Kitchen implements
 - c) Bottles
 - d) Pens/pencils
 - e) Knives
 - f) Tools
- 3) Visually check the subject for areas that may conceal a weapon.
- d. Friends or Associates of the Subject
 - 1) Friends or associates in the immediate area could threaten peace officers' safety and help the subject escape.
 - 2) Be aware of anyone who could come to the subjects aid, including but not limited to:
 - a) Relatives
 - b) Friends
 - c) Sympathizers
 - d) Animals
- e. Potential Escape Routes
 - 1) A subject may know the area better than the officer; the subject may lead the officer into a trap.
 - 2) Be aware of potential escape routes for subject and officers, including but not limited to:
 - a) Doorways
 - b) Dark rooms
 - c) Dark yards
 - d) Trees
 - e) Alley ways

f) Vehicles

f. Footing and Environment

- 1) Because of the terrain, poor footing or conditions may limit the officer's alternatives for responding to a threat.
- 2) Be aware of the surrounding conditions and obstacles including but not limited to:
 - a) Uneven terrain,
 - b) Shrubs and bushes,
 - c) Gravel and sandy areas,
 - d) Weather conditions (e.g., rain, ice, snow),
 - e) Water hazards,
 - f) Furniture, curbs, steps,
 - g) Footing (e.g., loose gravel, slick floors),
 - h) Lighting

E. Balance [33.01.EO2]

1. Balance, as it relates to defensive tactics, is the position that allows the officer to move in any direction with strength and coordination to maintain an advantage.
2. Balanced stance
 - a. A balanced stance is an essential component of any subject contact.
 - b. To maintain a balanced stance:
 - 1) Keep the gun side away from the subject.
 - 2) Keep weight evenly distributed over the balls of the feet.
 - 3) Bend the knees slightly – do not lock them.
 - 4) Keep feet approximately shoulder width apart.

5) Keep the body relaxed.

6) Stay alert.

3. Proper distance

a. Officers should maintain a proper distance between themselves and the subject in order to maintain a reactionary gap.

b. To insure a proper distance, peace officers should:

1) Be able to see the subject from head to foot and everything in between.

2) Observe any body movement which may indicate any offensive or dangerous movement.

3) Always keep weapons as inaccessible to the subject as possible.

F. Control [33.01.EO3]

1. Control, as it relates to defensive tactics, means maintaining composure to make sound judgments and decisions.

2. General control

a. General control is the degree of influence that peace officers must exert over subjects in order to take them safely into custody. The subject may still have options for movement while under the general control of a peace officer.

3. Physical control

a. Physical control is the application of specific control holds or other techniques applied by a peace officer which allows the subject to move only in the direction and manner the peace officer chooses.

4. Confidence

a. Both general and physical control are gained through confidence. Confidence is achieved from proper, adequate, and ongoing training to understand basic principles and theories. Control is enhanced through practice, along with the acceptance of the basic principles and theories.

- b. To practice without understanding the principles and theories is just as impractical as having theories and principles without the practice. They are both part of the whole. Both are equally necessary to meaningful control and defensive tactics training.

G. Parts of the Body Vulnerable to Serious Injury [33.01.E04]

1. A blow of sufficient force with any personal body weapon to a vulnerable part of body during an attack could result in injury or fatality.
2. Awareness of vulnerable body parts
 - a. During a confrontation, peace officers need to be aware of those areas of the body which require maximum protection as well as those on an assailant's body which might be injured.
3. Upper body: Head and neck
 - a. The head and neck region can be vulnerable to severe injury during an attack:
 - b. An injury to the...skull
 - 1) Could result in... Death
 - 2) Attacks may include...
 - a) A blow to the face area, possibly causing disfigurement,
 - b) A blow to the temple or to the skull at the junction of jaw and ear, possibly damaging major blood vessels, or
 - c) A blow at the junction of head and neck, possibly severing the spinal cord.
 - c. An injury to the...Neck area
 - 1) Could result in... Damage the central nervous system
 - a) A blow to the back of the neck, possibly displacing vertebrae or severing the spinal cord.

- d. An injury to theThroat area
 - 1) Could result in... death.
 - a) A blow to the throat, possibly crushing the trachea or fracturing the cricoid or thyroid cartilage, or
 - b) A fracture to the hyoid bone at the base of the tongue, possibly causing swelling and leading to suffocation.
- 4. Mid-body: below the neck
 - a. The following parts of the body located between the neck and feet can be vulnerable to injury during an attack a subject:
 - b. An injury to the... spine
 - 1) Could result in... spine partial or complete paralysis.
 - 2) Strikes.....
 - a) A blow to the spine, possibly damaging or cutting the spinal cord.
 - c. An injury to the... Kidneys
 - 1) Could result in...circulatory damage.
 - 2) Strikes.....
 - a) A blow to the kidneys (located 3/4 of the way down the back).
 - d. An injury to the...Joints
 - 1) Could result in... breakage or permanent injury.
 - 2) Strikes.....
 - a) A blow to the joints (elbows, knees, and ankles).

- e. An injury to the...Groin
 - 1) Could result in...Severe pain and internal bleeding and injury to the reproductive organs (for both males and females).
 - 2) Strikes.....
 - a) A blow to the groin or crotch.

H. Body Parts as Personal Weapons [33.01.EO5]

- 1. Some body parts may be used as personal weapons against peace officers by a combative subject. These body parts may also be used in self-defense to overcome resistance.
- 2. Personal weapons
 - a. Personal body weapons may include:
 - b. Head
 - 1) Front
 - 2) Back
 - c. Hands
 - 1) Fingers
 - 2) Edge of hand
 - 3) Heal of hand
 - d. Knees
 - e. Elbow
 - f. Forearm
 - g. Feet
 - 1) Toes
 - 2) Ball

- 3) Edge
 - 4) Instep
 - 5) Heel
3. Peace officers need to learn exactly how to use personal weapons to their advantage and safety. The following lists the body parts that can be used as personal weapons.
- a. Head
 - 1) Both the front and back of the head might be used for butting
 - b. Hands
 - 1) Parts of the hands used for striking include:
 - a) Fist – knuckle area of clenched hand used for punching
 - b) Hammer fist – lower edge of joined fist used for pounding blows
 - c) Blade edge – edge of the hand/little finger used for chopping blows
 - d) Fingers – tips of extended hand used for poking
 - h) Heel of hand – lower palm area of the hand for palm heel strikes
 - c. Arms
 - 1) Parts of the arm include:
 - a) Elbow – used to strike
 - b) Forearm – used for sharp, quick blows
 - d. Legs
 - 1) The knee's top or point used to make contact

e. Feet

1) Parts of the feet include:

- a) Instep – raking
- b) Heel – kicking or stomping (when applied to the arch, can generate serious incapacitating pain)
- c) Ball of foot – kicking or stomping
- d) Edge of foot – kicking or stomping
- e) Toe – kicking

II. Person Searches

A. Learning needs (TTS)

- 1. Conducting a person search can be dangerous for peace officers. A peace officer's actions and reactions in these situations should always allow for a margin of safety while maintaining a position of advantage.

B. Learning objectives (TTS)

- 1. Explain factors to consider when approaching a subject and conducting a plain view search.
- 2. Demonstrate an approach to safely and effectively conduct a person search.
- 3. Discuss locations where weapons and/or contraband can be concealed on a subject's body.
- 4. Explain agency considerations and restrictions that may be common regarding a search of a person of the opposite sex.
- 5. Explain cover officer responsibilities.
- 6. Demonstrate cover officer responsibilities during a search of a subject.

C. Introduction to Person Searches [33.02.EO1]

- 1. Person search techniques were designed to provide peace officers with a margin of safety while giving them an advantage over the subject. Person searches usually are done as part of a detention or arrest procedure.

2. Plain view

- a. Technically, plain view (visual) searches are not searches. They do not require reasonable suspicion or probable cause. A visual search is part of an officer's general awareness, one of the basic principles of defensive tactics.
- b. As peace officers approach a subject they should be aware, as a minimum, of:
 - 1) Subject's clothing.
 - 2) Location of the subject's hands.
 - 3) Proximity of the subject's obvious or potential weapons.
 - 4) Additional subjects

3. Cursory/frisk search

- a. A cursory/frisk search of a legally detained person is to ensure the safety of the officer. A frisk affords the peace officers the least amount of control when compared to other types of person searches.
- b. To lawfully conduct a cursory/frisk search, peace officers must have:
 - 1) Lawfully detained the subject, and
 - 2) Have articulable facts which support a reasonable suspicion that the subject may be armed or dangerous.
- c. The scope of a cursory/frisk is limited to searching:
 - 1) For weapons only, and
 - 2) The subject's outer clothing.
- d. During the search, once the searching officer realizes or decides an item is not a weapon, the officer must move on with the search.

4. Consent search

- a. A consent search is conducted by peace officers with the expressed or implied consent of the person to be searched. By consenting, the subject has temporarily relinquished any expectation of privacy for the area to be searched.
- b. There are two conditions that are required for an officer to conduct a consent search.
- c. The officer must have the clear, voluntary, and unequivocal consent of the person to be searched.
 - 1) Expressed consent is given orally or in writing.
 - 2) Implied consent may be manifested by signs, actions, or gestures.
- d. The person to be searched must have the actual or apparent authority to consent to the search.
- e. The scope of a consent search is limited to those areas specifically consented to by the subject (e.g., pockets, handbags, etc.).

5. Searches incident to arrest

- a. A search incident to an arrest is a search that takes place at or near the time of a lawful arrest. This type and degree of search permits peace officers to search for and seize weapons or crime-related evidence which the subject might otherwise use or destroy.
- b. The requirements of a lawful person search incident to an arrest include the following:
 - 1) The search must be pursuant to a custodial arrest.
 - 2) The arrest must be lawful.
 - 3) The search must be a part of the arrest procedure.
- c. The scope of a search incident to arrest includes any area within the arrestee's immediate control. This may include:
 - 1) Full searches of an arrestee's person.

- 2) Containers on the arrestee's person, regardless of the kind of crime the person is being arrested for.
 - 3) The nearby physical area from which the arrestee could grab a weapon, or conceal evidence.
6. Choice of search technique and level of control
- a. To maximize officer safety during any type of person search, peace officers must select a search technique and level of control suitable to the situation and conditions. The following notes some of the factors officers should consider.
 - b. Reason for detention or type of offense
 - 1) Search for weapons only, with no initial intent to arrest
 - 2) Misdemeanor cite and release
 - 3) Nonviolent offense or a serious, violent, or armed offense
 - c. Number of subject(s)
 - 1) Single subject
 - 2) Multiple subjects, peace officers may select a search technique that would give them a higher level of control during the search (i.e., handcuffing)
 - d. The subject's appearance and actions
 - 1) Bulges showing from under a subject's clothing
 - 2) Location of the subject's hands
 - 3) Subject's level of cooperation
 - 4) Subject's attempt to hide an unknown object
 - 5) Mannerisms that are overly nervous or aggressive
 - 6) Suspicion of drug or alcohol use
 - e. Conditions at time of the contact or arrest
 - 1) Weather (visibility)

- 2) Terrain and other physical characteristics of the area
- 3) Possible escape routes
- 4) Areas of possible cover or concealment
- 5) Potential involvement of friends and associates
- 6) Time of day - light of day or dark of night (visibility)
- 7) Location - isolated or high traffic
- 8) Number of officers available
- f. Prior knowledge of the subject
 - 1) Existing criminal record
 - 2) Prior knowledge of the subject possessing weapons
 - 3) History of violent behavior
- g. Physical/emotional limitations
 - 1) Officer's size, physical ability, training and experience
 - 2) Subject's size and indications of physical ability
 - 3) Emotional state of the subject
 - 4) Realistic assessment of degree of control reasonable to take the subject safely into custody

D. Elements of an Effective Person Search [33.02.EO2, 33.02.EO3, 33.02.EO4]

- 1. Conducting a person search properly, efficiently, and safely is one of the most important steps in a detention or arrest procedure. There are a number of techniques peace officers can choose with varying levels of control to use on a subject. No matter what technique is used, though, there are issues and principles common to all.
- 2. Principles of defensive tactics
 - a. Every search carries an element of danger to the officer, as well as the potential for an escape by the subject. An officer's ability to apply the three principles of defensive tactics are critical.

b. Awareness

- 1) Remain constantly alert.
- 2) Be aware of the surrounding environment at all times.
- 3) Be conscious of the subject's actions, no matter how slight.
- 4) Maintain communication with the cover officer.

c. Balance

- 1) Be in a balanced position of advantage while keeping the subject off balance and in a position of disadvantage.

d. Control

- 1) Have control of the subject (search with one hand; control the subject with the other).
- 2) Maintain control of their own weapons by keeping them out of the subject's reach.
- 3) Have control of all weapons.

3. Systematic approach for all person searches

- a. A peace officer's first goal when conducting a person search is to maximize their own personal safety. By following a systematic approach and process while conducting a person search, peace officers are less likely to overlook a potentially dangerous weapon.
- b. A systematic search should include the most likely areas where a weapon might be hidden. This includes but is not limited to the subject's:
 - 1) Front waistband,
 - 2) Upper body (including the chest, front pockets, armpits, sleeves, and sides),
 - 3) Back (including the rear waistband and buttocks) area, and
 - 4) Lower body (including the legs and ankles).

4. Potential locations for weapons concealment
 - a. There are a number of locations on a person where a weapon may be concealed.
 - b. The following lists a number of possible sites that may be checked, but not limited to, during a systematic person search and potential weapons or other items that might be found in these locations:
 - c. Upper Body
 - 1) Hat or Scarf
 - a) Knives
 - b) Gun
 - c) Razors
 - d) Drugs
 - 2) Hair
 - a) Hairpins
 - b) Knives
 - 3) Mouth
 - a) Drugs
 - b) Contraband
 - 4) Underarms
 - a) Guns
 - b) Knives
 - c) Razors
 - d) Nunchaku
 - e) Throwing stars

- 5) Back of neck (between shoulder blades)
 - a) Knives
 - b) Throwing instruments
- 6) Brassiere
 - a) Knives
 - b) Guns
 - c) Contraband
- d. Torso
 - 1) Waistband
 - a) Guns
 - b) Knives
 - 2) Front pockets
 - a) Knives
 - b) Contraband
 - c) Guns
 - d) Ammunition
 - e) Razors and blades
 - 3) Small of back
 - a) Guns
 - b) Knives
 - c) Stun guns
 - d) Ammunition

- 4) Belt buckle
 - a) Knives
 - b) Daggers
 - c) Guns
- 5) Groin and buttocks
 - a) Contraband
- 6) Wallet or purse
 - a) Guns
 - b) Knives
 - c) Razors
- 7) Jewelry (designed for weapon use)
 - a) Necklaces or bracelets
 - b) Rings
- e. Lower Body
 - 1) Inner thighs
 - a) Guns (holster)
 - b) Knives (sheaths)
 - c) Contraband
 - 2) Ankles
 - a) Knives
 - b) Razor blades
 - c) Guns

- 3) Shoes or Boots
 - a) Knives
 - b) Guns
- 4) Heel of shoe
 - a) Contraband
- 5. Locating a weapon during a person search
 - a. If a weapon is located on a subject, peace officers must assume the subject is prepared to use it. If a weapon is located, the subject should be considered dangerous.
 - b. The following describes steps a peace officer may take if a weapon has been located during a person search:
 - c. Immediately inform the cover officer
 - 1) Identifying the type of weapon found (e.g., knife, handgun, etc.).
 - 2) Identifying the location of the weapon (e.g., waistband, right jacket pocket, etc.).
 - d. Maintain control of the subject
 - 1) If the weapon is accessible, confiscating the weapon.
 - 2) If the weapon is inaccessible, escalating to a higher risk search technique and greater level of control before confiscating the weapon.
 - e. Continue the search
 - 1) Continue searching for additional weapons.
 - 2) Never assume a subject carries only one weapon.
 - f. Individual agency policies may vary regarding actions to be taken by the searching and cover officer if a weapon is located on a subject.

6. Searching individuals of the opposite sex
 - a. Normally, the decision to search a member of the opposite sex should be based on the same criteria as for a search of a person of the same sex. This includes but is not limited to the following:
 - 1) Nature of the crime. (Was it a crime involving force or threat of force?)
 - 2) Presence of a weapon. (Is there an indication that a weapon was used to commit the crime?)
 - 3) Appearance of the subject. (Could the subject's clothing reasonably conceal a weapon?)
 - 4) Known facts about the subject. (Is the subject known to carry a weapon?)
7. Agency policy regarding searching individuals of the opposite sex
 - a. Agencies vary in policy regarding searching individuals of the opposite sex. These policies exist to protect peace officers from potential litigation regarding their conduct. Peace officers should be aware of and follow their agency's procedures.
 - b. Procedures common in all agency policies may include, but are not limited to:
 - 1) Maintaining officer safety.
 - 2) The availability and use of officers of the same sex.
 - 3) Acceptable search techniques.
 - 4) How to avoid false claims of misconduct or sexual assault.

E. Responsibilities of Searching and Cover Officers [33.02.EO5, 33.02.EO6]

1. Working as a team
 - a. Ideally, there will be two peace officers available when conducting a person search. Even so, both officers do not actively take part in the searching. The specific responsibilities of the cover officer complement those of the searching officer.

2. Officer responsibilities

- a. The searching officer is responsible for controlling the subject and conducting the actual search. The primary responsibility of the cover officer is to insure the safety of both. The responsibilities listed in the below are common to all search techniques.
- b. Responsibilities of the Searching Officer
 - 1) Be constantly alert
 - 2) Maintain a position of advantage
 - 3) Safeguard their weapons
 - 4) Conduct the search systematically
 - 5) Make sure the search is thorough
 - 6) Search from the rear and never from the front
 - 7) Maintain control of the subject; search with one hand and control with the other
 - 8) Alert cover officer if a weapon or contraband is located on the subject
- c. Responsibilities of the Cover Officer
 - 1) Be constantly alert
 - 2) Maintain a position of advantage
 - 3) Safeguard their weapons
 - 4) Maintain constant observation of the overall situation; be aware of possible dangers and potential interference
 - 5) Exhibit command presence or professional demeanor toward subject being searched
 - 6) Protect the searching officer from possible interference by onlookers or associates of the subject
 - 7) Assist in restraining the subject if necessary

- 8) Assist the searching officer by taking possession of any found weapons or contraband, if necessary, allowing the searching officer to continue the search

3. Multiple suspects

- a. When there is more than one subject, the cover officer's role is to protect the searching officer by watching the other subjects during the search process.

III. Control Holds and Takedown Techniques

A. Learning needs (TTS)

1. Peace officers must be ready and physically capable of taking control of a subject and to justify their actions if the subject refuses to follow verbal commands, physically resists, or attempts to attack the peace officer during a detention or arrest situation.

B. Learning objectives (TTS)

1. Discuss a peace officer's justification to use controlling force on a subject.
2. Explain advantages and limitations a peace officer should consider when applying a control hold.
3. Explain advantages and limitations a peace officer should consider when performing a takedown technique.

C. Use of Controlling Force [33.03.EO1]

1. The primary objective of the application of controlling force is to gain compliance of a subject. Peace officers must be prepared to use physical force to overcome resistance and gain control of a subject.
2. Spectrum of force options
 - a. Basic use of force philosophy defines the degree or amount of force which may be reasonable to overcome resistance. Once control is obtained, the degree of force used should be reevaluated.

3. Ethics

- a. It is illegal and immoral for peace officers to use their authority and position to punish anyone. When peace officers become law breakers by engaging in acts of "street justice" they lose public trust and support. Also, the officers subject themselves and their agency to substantial liability.

4. Officer vulnerability

- a. When using controlling force, officers must be constantly aware that they are close to the subject and therefore vulnerable to attack.

5. Importance of balance

- a. When dealing with a subject, peace officers should be in a well-balanced stance. Officers must be able to move without losing balance and quickly place themselves in position to control the suspect.
- b. When applying controlling force, all foot movements of an officer are used in conjunction with upper body techniques. Officers must coordinate both to accomplish the movement.

6. Peace officers must continually train in balance and coordination to effectively apply controlling force.

7. Controlling force

- a. The primary goal of using force is to gain compliance of a subject. Officer considerations for using force include, but are not limited to, the:
 - 1) Subject's display of aggressive or assaultive behavior.
 - 2) Physical size of the subject (compared to the officer).
 - 3) Need for immediate control of the subject due to tactical considerations.
 - 4) Officer's perception of the subject's knowledge of the martial arts or other skills.
 - 5) Inability to control a subject by other means.

8. Application of force
 - a. If the subject resists or does not respond to the control hold, the officer may apply additional force, which causes the subject to comply. Once compliance is achieved, the force applied should be reevaluated.
9. Reevaluation of controlling force
 - a. Peace officers must be constantly reevaluating the level of force being used to control a subject. Officers must be prepared to transition to appropriate controlling force based on the current situation.
 - b. Subjects under the influence of drugs or alcohol may not comply immediately to physical force. In such cases the officer has to use other techniques.

D. Control Holds [33.03.EO2]

1. Definition
 - a. A control hold is a method for physically controlling a subject by manually applying pressure until the peace officer has control over the subject.
2. Primary objective
 - a. The primary objective of a control hold is to gain control of a subject using reasonable force.
3. Benefits
 - a. The proper use of a control hold can help an officer:
 - 1) Effectively control a subject.
 - 2) Avoid injury.
 - 3) Guide a subject in a desired direction.
 - 4) Control a subject for searching.
 - 5) Control a subject while handcuffing.
 - 6) Prevent escape

4. Considerations when using a control hold
 - a. The following highlights a number of considerations peace officers should be aware of when a control hold is used on a subject:
 - b. Control holds can be used for direction and control.
 - 1) If a subject resists or does not respond to the control hold, the officer may initiate pain in order to obtain compliance. Once compliance is achieved, the controlling force should be reevaluated. The force used must be reasonable.
 - c. Close proximity of the officer and the subject.
 - 1) Officers are within striking distance of the subject during the use of a control hold and the officer's weapon may be accessible to the subject. An officer may be able to respond faster through touch than by sight.
5. Continued Training
 - a. Ongoing training is critical for peace officers and is necessary to maintain proficiency with control holds.

E. Takedown Techniques [33.03.EO3]

1. Definition
 - a. A takedown technique is a method for taking the subject to the ground so control can be established.
2. Primary objective
 - a. The primary objective of a takedown technique is to gain control of a subject.
3. Benefits
 - a. The proper use of a takedown technique may help an officer:
 - 1) Diffuse a situation.
 - 2) Achieve greater control over a subject.
 - 3) Distract a subject.

4) Control a situation.

4. Considerations when using a takedown technique

- a. The following highlights a number of considerations peace officers should be aware of when a takedown technique is used:
- b. Close proximity of the officer and the subject.
 - 1) Officers are within striking distance of the subject during a takedown technique and are vulnerable to attack. The physical motion of a takedown technique may distract the officer and allow the subject to gain access to the officer's weapon.
- c. A single technique may not be adequate to gain complete control of the subject.
 - 1) Officer must be prepared to transition to another technique if the one currently being used is not working.

5. Continued training

- a. Ongoing training is critical for peace officers and is necessary to maintain proficiency with control holds.

III. Carotid Restraint Control Hold

A. Learning needs (TTS)

- 1. Peace officers must know the advantages of use of a Carotid Restraint Control Hold, the risks involved, the follow-up procedures, and safety precautions.

B. Learning objectives

- 1. Discuss the justification for using the Carotid Restraint Control Hold.
- 2. Describe factors which cause unconsciousness when a Carotid Restraint Hold is applied, to include:
 - a. Structures of the human neck
 - b. Breathing
 - c. Circulation

3. Describe potential hazards associated with the proper or improper application of a Carotid Restraint Control Hold to include:
 - a. Physiological responses a subject may experience
 4. Demonstrate procedures for handling a subject after a Carotid Restraint Control Hold has been applied.
 5. Explain a procedure regarding medical care after a Carotid Restraint Control Hold has been applied.
- C. Justification for Use of the Carotid Restraint Control Hold [33.04.EO1]
1. The Carotid Restraint Control Hold offers peace officers a method for controlling subjects when other force options may not be justified.
 2. Description
 - a. The Carotid Restraint Control Hold is a neck restraint where the officer uses continuing lateral compression of the carotid arteries at the sides of the neck to gain immediate control of a subject. This gives peace officers an advantage, and they gain control of the subject.
 3. Agency policy
 - a. Various agencies and departments have different policies regarding justification for use of the Carotid Restraint Control Hold and the follow-up steps required when the hold is applied to a subject.
 - b. Officers should become familiar with their agency's policies and guidelines regarding the use of the Carotid Restraint Control Hold.
- D. Effects of the Carotid Restraint Control Hold on the Body [33.04.EO2, 3.04.EO3]
1. Peace Officers should know the basic structure of the neck and normal function to understand what is happening to the subject's body when the Carotid Restraint Control Hold is applied.
 2. Causes for unconsciousness
 - a. During the application of the Carotid Restraint Control Hold, pressure is applied to both sides of the subject's neck. There are three primary factors which cause unconsciousness when this pressure is applied properly.

b. Carotid artery compression

- 1) The carotid arteries supply approximately 70-80% of the oxygenated blood to the brain. The remaining 20% is supplied by the vertebral arteries that run up the back of the neck. As the flow of blood through the carotid arteries is impeded, the blood flow and pressure in the vertebral arteries increase.
- 2) Since the vertebral arteries make up for some of the loss of blood flow to the brain, it is unlikely that the compression of carotid arteries alone is the sole cause of unconsciousness.

c. Jugular vein compression

- 1) Parallel to the carotid artery are the internal jugular vein and the external jugular vein. When pressure is applied to the carotid arteries, it is also applied to the jugular veins.
- 2) The effect of venous compression is vascular congestion in the head and neck which may result in unconsciousness.

d. Vagus nerve compression

- 1) The vagus nerve also runs parallel to the carotid artery in the neck. Stimulation of this nerve will slow the heart rate and reduce blood pressure.
- 2) Although vagus compression alone will not cause unconsciousness as quickly as carotid and venous compression, it is still believed to be a possible element when combined with these other factors.

3. Structures of the neck (See diagram page 4-6)

- a. The following chart further describes the basic structures of the human neck that can be affected by the use of a Carotid Restraint Control Hold:
- b. Hyoid Bone
 - 1) Bone located at the base of the tongue

- c. Cricoid Cartilage / Thyroid Cartilage
 - 1) Cartilage protecting the larynx (voice box)
 - d. Thyroid Cartilage Tip
 - 1) Portion of the thyroid cartilage that is connected to the trachea
 - e. Trachea
 - 1) Airway (windpipe) extending from the larynx
 - f. Carotid Artery
 - 1) Primary artery that carries oxygen rich blood to the brain
 - g. Internal Jugular Vein
 - 1) Primary vein that carries blood away from the brain
 - h. External Jugular Vein
 - 1) Vein that carries blood away from the facial vessels
 - i. Carotid Sinus
 - 1) Network of cardiac nerves
 - j. Vagus Nerve
 - 1) Nerve that regulates the heart and lungs
4. Time
- a. The average person may be rendered unconscious within a matter of seconds after Carotid Restraint Control Hold is properly applied.
 - b. As soon as the hold has attained the desired effect or if the subject submits to officer control prior to being rendered unconscious, the hold should be released and the officer should continue controlling the subject with the application of a different control hold technique.

- c. If subjects are rendered unconscious, generally, they can regain consciousness within seconds.
- 5. Repeated applications
 - a. Repeated applications of the Carotid Restraint Control Hold on the same subject should be avoided whenever possible. It is recommended that this form of controlling force should not be applied to the same suspect more than two times in a 24 hour period.
 - b. Peace officers should refer to agency policies regarding repeat applications.
- 6. Drug and alcohol use
 - a. The presence of alcohol or drugs in a subject's system may alter timing of the effects of the Carotid Restraint Control Hold. The following illustrates their effects.
 - b. Alcohol – A depressive drug
 - 1) Become unconsciousness in a shorter amount of time.
 - 2) Take a longer amount of time to recover.
 - c. A stimulant drug
 - 1) Take a longer amount of time to go unconscious.
 - 2) Recover in a shorter amount of time.
 - d. The presence of carotid, applied while the subject is standing, may cause the subject to lose consciousness which places the officer and subject in a vulnerable position.
- 7. Possible side effects
 - a. When a peace officer applies a Carotid Restraint Control Hold properly, the subject may experience a variety of side effects. It may take up to 24 hours for the body to return to normal following the application of the hold.
 - b. Possible side effects may include the following.
 - 1) Convulsions leading to jerking of the hands, arms or legs

- 2) Vomiting or gagging
 - 3) Salivation or drooling
 - 4) Nose bleeds
 - 5) Burst capillaries in the suspect's eyes
 - 6) Staring with glazed eyes
 - 7) Loss of bowel or bladder control
 - 8) Disorientation
 - 9) Reduced blood pressure, pulse rate and respiratory rate
 - c. Subject may not be aware that they have been rendered unconscious and will be in the same state of mind they were in before the hold was applied. Officers must be prepared to control the subject by other means if necessary.
8. Potential hazards of improperly applied hold
- a. If the Carotid Restraint Control Hold is not properly applied, the risk of injury to the subject increases. The following illustrates some of the possible dangers of an improperly applied hold:
 - b. Maintaining the hold after subject has been rendered unconscious
 - 1) If oxygenated blood flow to the brain is restricted for more than one minute irreversible brain tissue damage may occur
 - c. Tilting, turning, or jerking the subject's neck / Pressure applied to the back of a subject's head or neck
 - 1) Fracture of the neck resulting in serious injury, permanent paralysis, or death
 - d. Pressure applied to the front of a subject's neck
 - 1) Rupture, fracture or collapse of the larynx or trachea causing suffocation; fracture of the hyoid bone, tip of the thyroid cartilage, or hyoid bone causing swelling and possible suffocation

9. Choke holds

- a. The Carotid Restraint Control Hold should not be confused with the bar-arm choke hold or any other form of choke hold where pressure is applied to restrict the flow of air into the body by compression of the airway at the front of the throat.
- b. Choke holds are considered ineffective and create the potential for a subject to panic and react with greater resistance when pressure is applied in this manner by a peace officer. Also, there is greater risk of serious injury to the subject.

E. Follow-Up Actions [33.04.EO5]

1. Peace officers must take appropriate precautions to ensure the subject's recovery.
2. Potential hazards of property applied hold
 - a. The following identifies the primary dangers to the subject, even when the Carotid Restraint Control Hold is properly applied:
 - b. Cardiac arrest
 - 1) Stimulation of the carotid sinus and vagus nerves can lead to irregular respiratory and cardiac activity. Officers should be aware that this could affect a subject's:
 - a) Cardiac disorder,
 - b) Hypertension (high blood pressure),
 - c) Arterial sclerosis (plaque build-up inside affects arteries, compromising normal blood flow), or
 - d) Nervous system in very young persons or the elderly.

2) Stroke

- a) Arterial sclerosis is a condition where plaque builds up in the lining of an affected artery. Pressure and strain to the artery, such as the pressure from application of the Carotid Restraint Control Hold, may cause particles of plaque to break away from the artery wall and enter the blood stream and become lodged in the brain.

3) Other forms of brain damage

- a) Without a normal supply of blood to oxygenate and cool the brain cells, some brain damage can occur after one minute. Severe brain damage or death can occur after four to six minutes.

3. Peace officer actions

- a. There are a number of steps peace officers should take if the subject loses consciousness after the application of a Carotid Restraint Control Hold.
- b. Release the hold
 - 1) Maintaining the hold beyond the time the subject loses consciousness can lead to physical complications to the subject.
- c. Handcuff the subject
 - 1) The purpose of rendering the subject temporarily unconscious is to gain physical control of the subject. This must be done before the subject regains consciousness and once again has the ability to resist officers.
- d. Check vital signs / Administer first aid, if necessary
 - 1) Even when the Carotid Restraint Control Hold is applied properly, the subject can experience reactions that can threaten the subject's health and well-being that officers must be aware of and respond to. Position subject on side with knees bent.

- e. Search the subject
 - 1) Once officers determine that the subject has regained consciousness and is not experiencing symptoms requiring further immediate medical intervention, they should search the subject for weapons and continue with the recommended procedures for taking a subject into custody and making the arrest.
- f. Notify any other officers or custodial personnel that the prisoner is turned over to
 - 1) For up to two hours or until receiving a medical clearance, the prisoner should be constantly monitored while in custody for adverse effects.
- g. Obtain medical clearance
 - 1) Even though a prisoner may appear to have recovered, officers should seek a clearance from trained medical personnel.
- 4. Vital signs and medical care
 - a. As soon as the subject stops resisting and is properly restrained, attending officers should determine the subject's physical condition and apply medical care if necessary.
 - b. This should be done by:
 - 1) Checking the subject's pulse (other than the carotid pulse),
 - 2) Monitoring the subject's breathing,
 - 3) Obtaining a coherent response from the subject,
 - 4) Being prepared to establish an airway and administer CPR,
 - 5) Summoning emergency services if needed, and
 - 6) Maintaining visual monitoring of the subject for up to two hours or until the subject has been turned over to another authority.

- c. When a Carotid Restraint Control Hold has been applied, agency policy may require the subject be checked by medical personnel before the subject can be taken to a law enforcement facility.

V. Restraint Devices

A. Learning needs (TTS)

- 1. The application of a restraint device (i.e., handcuffs, plastic flex cuffs, leg restraint devices, full body restraints) on a subject can be a difficult and potentially dangerous task for a peace officer. Peace officers must be proficient in the use of proper methods to ensure their safety and the safety of the subject.

B. Learning Objectives (TTS)

- 1. Explain the purpose of using restraint devices on a subject.
- 2. Explain potential hazards when using handcuffs as a restraint device.
- 3. Demonstrate the correct positioning of handcuffs on a subject.
- 4. Discuss the responsibilities of the contact and cover officers when handcuffing multiple subjects.

C. Introduction to Restraint Devices [33.05.EO1]

- 1. Restraint devices, such as handcuffs, are safety devices for both peace officer and prisoner. They limit movement and restrict, but they do not provide total control.
- 2. Objective of using a restraint device
 - a. Peace officers are responsible for their prisoners at all times while in custody. All restraint devices are temporary restraining devices used to limit a prisoner's actions. They do not totally immobilize a subject.
 - b. Restraint devices are used to minimize:
 - 1) Attack on the officer or others.
 - 2) Escape of the prisoner.
 - 3) Destruction or concealment of evidence or contraband.

- 4) Self-inflicted injury by subject.
 - 5) Combat between prisoners.
- 3. Agency policies
 - a. Agency policies may vary regarding the use of different restraint devices. Peace officers should be familiar with their own agency's policies regarding limitations and procedures for using restraining devices.
- 4. Types of restraint devices
 - a. There are a variety of devices peace officers can use to temporarily restrain a subject. Any restraint device used by peace officers must be used only according to agency policies.
 - b. Although this chapter discusses the most widely used control device, handcuffs, there may be a number of other devices available to peace officers. The following list identifies some types of restraining devices:
 - 1) Handcuffs
 - 2) Plastic flex cuffs
 - 3) Leg restraint devices
 - 4) Full body restraints
- D. General Guidelines for Use of Handcuffs [33.05.EO2, 33.05.EO3, 33.05.EO4, 33.05.EO5]
 - 1. The most common restraint device available to peace officers is handcuffs. In order to maximize their effectiveness peace officers must be knowledgeable and skilled in their use.
 - 2. Handcuff nomenclature
 - a. Peace officers must be familiar with the parts of the handcuff. The main components of the handcuff are illustrated below:
 - b. Locking Mechanisms
 - 1) Key

- 2) Double lock
 - 3) Key lock
 - c. Restraining Bars
 - 1) Double bar
 - 2) Single bar
- 3. Hazards of handcuff use
 - a. Handcuffs are temporary restraining devices. They do not totally immobilize a prisoner. Because a subject is handcuffed does not mean officers can relinquish responsibility to maintain constant observation and control of their prisoner. Below illustrates some hazards that may be associated with handcuff use.
 - b. If ...
 - 1) A subject is left unattended in an officer's vehicle
 - 2) Visual contact and control of the subject are not maintained
 - 3) Handcuffs are not applied properly
 - 4) A subject is handcuffed to a stationary object
 - c. Then there is the possibility of ...
 - 1) Prisoner escape,
 - 2) Threat to officer safety,
 - 3) Harm to the prisoner,
 - 4) Destruction of evidence,
 - 5) Threat to public safety, or
 - 6) Potential harm to the subject.

4. Guidelines for position and application
 - a. Hands should be placed behind the prisoner's back whenever possible to enhance the officer's control of the prisoner. Correct placement of handcuffs on the prisoner's wrists is essential for preventing injury or escape.
 - b. Additional guidelines for positioning handcuffs on a prisoner include the following...
 - 1) Handcuffs should be applied on the subject's bare wrist between the hand and the protruding ulnar bone.
 - 2) The shape of the handcuff should correspond with the shape of the subject's wrist.
 - 3) Handcuffs should be properly adjusted. Too tight may cause reduced circulation or nerve damage. Too loose could allow the prisoner to escape.
 - 4) Handcuffs should not be applied over the top of clothing or jewelry.
 - 5) Handcuffs should be double locked when tactically safe.
5. Double locking
 - a. Double locking reduces the possibility of inflicting injury from handcuffs tightening further on the prisoner's wrists. It also reduces the possibility of the subject picking or slipping the locking mechanism.
6. Removing handcuffs/restraint devices
 - a. Care must be taken when removing or exchanging handcuffs or other restraint devices from a prisoner to maximize officer control of the prisoner.
7. Contact and cover officer roles when handcuffing multiple prisoners
 - a. Peace officers may have to employ different techniques and methodologies when applying handcuffs (restraint devices) to more than one prisoner during an arrest procedure. In such situations, the responsibilities of the contact officer and the cover officer need to be clearly understood.

- b. The contact officer . . .
 - 1) Controls the subjects, directing them verbally to arrest positions and giving them arrest commands.
 - 2) Alert cover officer of weapons found
 - 3) Handcuff the subjects
- c. The cover officer . . .
 - 1) Speaks only when a situation arises that is not controlled by the contact officer. Examples of possible situations may include:
 - a) A subject makes a furtive move.
 - b) To provide safety to the contact officer
 - c) The cover officer sees a weapon on a subject.
 - 2. Follows the contact officer to avoid crossfire situations.

VI. Firearm Retention and Takeaways

A. Learning needs (TTS)

- 1. Peace officers must maintain control of their firearm(s) and when appropriate, be physically capable of disarming a subject.

B. Learning objectives (TTS)

- 1. Describe factors involved in retaining a peace officer's firearm.
- 2. Demonstrate the basic techniques for peace officers to safely maintain control of their firearm in a physical conflict.
- 3. Discuss a peace officer's tactical considerations when confronted by an armed subject.
- 4. Discuss tactical considerations to take upon disarming a subject.
- 5. Discuss a peace officer's justification to retain their firearm or disarm a subject.

C. Officer Awareness [33.06.E01]

1. From 1995 through 1999 6% of all officers in California slain in the line of duty were killed with their own weapons. Additionally, firearm assaults represented almost 5% of the total number of reported (over 34,000) assaults during this period.
2. On average nationwide, about one out of every six times a criminal manages to take a handgun away from an officer, it results in the death of the officer or the officer's partner.
3. Source: U.S. Department of Justice, Federal Bureau of Investigation, Uniform Crime Report, POST: Law Enforcement Officers Killed and Assaulted in the Line of Duty Report (LEOKA).
4. Increased officer awareness
 - a. Increased awareness, along with improved training and better equipment can avert tragedy.
 - 1) From 1990 through 1994, no officers were killed in struggles to retain their own weapons.
 - 2) From 1995 through 1999, two officers were killed by subjects who took and used the officer's firearm.
 - 3) Prisoners or convicts practice weapon takeaway in prison.
 - 4) More than two-thirds, or 24 of the 33 peace officers killed in California from 1995 through 1999, were attacked on approach, were set up and deliberately attacked, or were attacked while distracted.
 - 5) Loss of peace officer's firearm may place the officer and others in imminent danger.
 - 7) 15 of 29 on-duty officers were attacked within two minutes of making contact with the suspect.
5. Factors of weapon retention
 - a. There are three factors peace officers must recognize and understand in order to safely safeguard their firearm.
 - 1) Opportunity

- 2) Equipment
- 3) Training
- 6. Opportunity
 - a. Peace officers must always be aware of the location of their own firearm and be conscious of the opportunity it presents to those people around them.
 - b. Officers must be continually focused on:
 - 1) What they are doing,
 - 2) Why they are doing it, and
 - 3) What is happening around them.
- 7. Equipment
 - a. Peace officers must know and understand what their equipment is capable of doing and not doing.
 - b. A peace officer's holster has several functions. It must:
 - 1) Securely hold the officer's firearm in the same position at all times.
 - 2) Withstand the stress of someone pulling on it violently.
 - 3) Allow the officer to draw the firearm quickly and safely.
 - 4) Hold the firearm firmly and prevent it from falling out of the holster even when the thumb snap is released and during vigorous body movement.
 - c. At the same time, the officer's holster may have limitations the officer must be conscious of. The officer should be aware that:
 - 1) With some styles of holsters, a downward grabbing action by a subject's hand from the front could cause the holster to unsnap.

- 2) Holsters must be maintained in good condition and at all times be mechanically sound. Peace officers are responsible for inspecting and replacing worn straps and snaps when needed.
- 3) The holster should have reinforced safety construction features to hold it securely and allow the officer to maintain control of the firearm.

d. Training

- 1) Peace officers must maintain a high level of skill in reacting to a subject's attempt to take their firearm.
- 2) No matter the type or condition of equipment an officer uses, there is still no guarantee that the weapon cannot be removed from the holster by a subject. Officers must hone their skill level with continuous firearm retention training.

D. General Principles of Firearm Retention [33.06.EO2]

1. In a physical conflict when a subject may have access to a peace officer's firearm, officers must be able to respond quickly and decisively to maintain control of their firearm and repel the attack.
2. General principles
 - a. There are a variety of acceptable techniques in the area of firearm retention. No matter which technique is applied, there are a number of common basic principles to retaining control of a firearm if the officer is assaulted by a subject. The following illustrates these principles:
 - b. Secure weapon
 - 1) Secure the firearm in the holster. This is done by trapping the subject's hand onto the firearm and forcing the firearm down into the holster.
 - c. Distraction/Response
 - 1) The officer's response should:
 - a) Distract the subject from the objective of obtaining the firearm.

- d. Gain position
 - 1) The officer should be in a position that:
 - a) Offers the greatest opportunity to exert maximum leverage,
 - b) Places the subject off balance and provides the officer with a position of advantage and strength, and
 - c) Protects the officer against additional assault.
- e. Effect release
 - 1) To ensure the release of the firearm, the officer should gain complete control of the subject and the situation.

E. General Principles of Firearm Takeaways [33.06.EO3, 33.06.EO4, 33.06.EO5]

- 1. The danger of injury or death is often determined in a fraction of a second. It takes only a fraction of a second for a subject to physically pull the trigger. Selecting the appropriate time to move can be the peace officer's most critical decision.
- 2. Tactical considerations: confronting an armed subject
 - a. There are a number of tactical considerations peace officers should take into account when confronting or attempting to disarm a subject. The following illustrates a number of these considerations to include, but not limited to:
 - 1) An officer's first consideration must be their own safety and the safety of innocent bystanders.
 - 2) If a subject's behavior has caused or imminently threatens to cause death or great bodily harm to peace officers or other persons, peace officers are justified in using deadly force.
 - b. The danger of injury to themselves and to others.
 - 1) An officer's first consideration must be their own safety and the safety of innocent bystanders.
 - 2) If a subject's behavior has caused or imminently threatens to cause death or great bodily harm to peace officers or other persons, peace officers are justified in using deadly force.
 - c. The type of firearm the subject is holding.
 - 1) The technique to be used to disarm a subject will depend on whether the firearm is a handgun or a long gun.

- d. The distance between the officer and the subject.
 - 1) In order to disarm a subject, the peace officer must get as close to the weapon as possible to employ a disarming technique.
- e. Their own level of skill, physical conditioning, and training.
 - 1) Peace officers must constantly train to maintain their own skills in order to:
 - a) Be aware of their surroundings and critically evaluate the perceived skill and physical condition of the subject.
 - b) Maintain their own balance and be ready and able to respond quickly.
 - c) Use a firearm takeaway technique that is appropriate for the situation.
- 3. Moving out of the line of fire
 - a. One principle of taking a firearm away from a subject is to move out of the subject's line of fire. As long as the subject has a gun aimed at the peace officer, the subject has the advantage. By moving out of the way, the subject has lost that advantage.
- 4. Distracting the subject
 - a. As quickly as possible move out of the line of fire or gain the advantage over a subject while the subject is distracted. There are two times when a subject may be easily distracted, as explained in the following
 - b. While they are talking their
 - 1) Thoughts may be focused on what they are saying rather than the movements of the officer.
 - c. While listening to questions directed to them by an officer
 - 1) They may have to refocus their own thoughts in order to answer.

5. Justification to retain firearm/disarm subject
 - a. From 1995 through 1999, all thirty three (33) peace officers killed in the line of duty were murdered with firearms (handguns, high powered rifles/assault type weapons).
 - b. Two of the officers were overpowered, their firearms taken away and used to kill them. This supports justification that peace officers continually train in arrest methods, weapon retention and takeaway.
 - c. Source: Law Enforcement Officers Killed and Assaulted in the Line of Duty (LEOKA) Report. (2001) California Commission on Peace Officers Standards and Training (POST).

VII. Use of Impact Weapons

A. Learning needs (TTS)

1. Peace officers must recognize the impact weapon is a force option.

B. Learning objectives

1. Describe a peace officer's legal authority for using an impact weapon.
2. Discuss circumstances when a peace officer is justified in using an impact weapon.
3. Demonstrate the appropriate areas on a subject's body that if struck with an impact weapon can be effective in gaining compliance.
4. Describe areas on a subject's body that if struck with an impact weapon could cause serious injury to the subject.
5. Discuss the use of verbal commands during a confrontation.

C. Introduction to Impact Weapons [33.07.EO1]

1. Every peace officer must understand that an impact weapon (i.e. baton) should be used only when an officer is acting in a reasonable manner or to repel and protect in certain tactical considerations.

2. Authority for use

- a. A peace officer's impact weapon is a deadly weapon as defined in Penal Code Section 12020. In law enforcement, however, to be used in an authorized manner, it must be used reasonably to repel or protect.
- b. Peace officers have the authority to use an impact weapon (i.e., baton):
 - 1) To protect property.
 - 2) In self-defense.
 - 3) In defense of others.
 - 4) To effect an arrest.
 - 5) To prevent escape.
 - 6) To overcome resistance.

3. Agency policy

- a. Each set of circumstances will require peace officers to exercise judgment in the decision of the force to use. Peace officers must be aware of and follow their agency's policies regarding the use of an impact weapon as a force option.

4. Illegal use by an officer

- a. An impact weapon is used to gain compliance. Once compliance has been achieved, the impact weapon should not be used further against a subject.
- b. Any officer who uses an impact weapon against a subject beyond objectively reasonable (i.e., *Graham vs. Connor*) force can be criminally liable under the following statutes.
- c. Public officer unnecessarily assaulting or beating any person under color of authority 149 PC
- d. Assault with a deadly weapon or force likely to produce great bodily injury 245 PC

5. Types of batons for peace officer use
 - a. There is no one type of impact weapon used exclusively by law enforcement. They are constructed of various materials and come in various weights and lengths. Officers should only use the type of baton authorized by their departments and that they are properly trained to use.
 - b. Various types of batons include, but are not limited to, the following:
 - 1) Straight batons
 - 2) Side-handle batons
 - 3) Expandable batons
 - 4) Riot batons

D. Guidelines for Impact Weapons [33.07.EO2, 33.07.EO3, 33.07.EO4, 33.07.EO5]

1. When verbalization is ineffective, the officer may draw the an impact weapon as a show of force. This action alone may control the situation. Even after an impact weapon has been drawn, peace officers should continue giving verbal commands when appropriate to control the situation.
2. Justification for use
 - a. As the subject's actions vary, officers must constantly reevaluate the situation and the amount of force needed. The following illustrates possible conditions where officers are justified to use their baton:
 - b. Size of the subject compared with the size of the officer
 - 1) Officers reasonably believe they cannot overcome the resistance of assault or gain compliance of the subject by using a lesser amount of force.
 - c. Subject exhibits a trained fighting skill
 - 1) Stance or action of the subject leads officers to believe they cannot overcome the assault or gain compliance of the subject by use of defensive tactics.

- d. Multiple subjects
 - 1) Officer is faced with several unarmed subjects who are threatening and capable of carrying out the threat, or who make an overt act to carry out the threat.
- e. Control needed due to tactical considerations
 - 1) Officer is involved in a crowd control or riot situation (to move, separate, disperse, or deny access).
 - 2) Officer is attacked by suspect who is armed (to disarm, distract, or disable the subject).
- 3. Possible general target areas
 - a. When using an impact weapon, the peace officer's goal is to gain compliance and control of the subject and the situation. Target areas on a subject's person should be selected carefully to avoid areas that may either be ineffective or present the danger of causing more extreme injury than was intended.
 - b. Possible target areas include: (See diagram page 7-6)
 - 1) Chest
 - 2) Rib Cage
 - 3) Arms
 - 4) Midsection
 - 5) Legs
- 4. Vulnerable areas (See diagram page 7-7)
 - a. When an impact weapon is used on certain parts of the human body, it can cause serious injury.
 - 1) Front
 - a) face
 - b) Throat

- c) Heart
 - d) Groin
 - e) Joints
- 2) Back
 - a) Head
 - b) Neck
 - c) Spine
 - d) Kidneys
- b. The following presents information that further explains why strikes to these areas could cause serious injury:
- c. Head or face
 - 1) A blow to the head may:
 - a) Cause serious injury or death.
 - b) Cause head/facial lacerations; although such injuries may not be serious, they cause profuse bleeding.
 - c) Be easily defended by the subject.
 - d) Be ineffective.
- d. Neck or throat
 - 1) A blow to the neck or throat may:
 - a) Fracture or crush cartilages, trachea, or larynx resulting in immediate swelling of the airways and possible suffocation.
 - b) Rupture the jugular veins and carotid arteries causing death.
 - c) Damage carotid sinus or vagus nerve.

e. Spine

1) A blow to the spine may:

- a) Fracture a vertebra and damage the spinal cord, resulting in paralysis or death.

f. Groin

1) A blow to the groin may:

- a) Result in permanent, debilitation injury to the reproductive process.
- c) Cause serious injury or death.

g. Kidneys

1) The lower rear torso area where the kidneys are found is usually not well protected. A blow to this area of the body may:

- a) Result in permanent damage to a kidney.
- b) Rupture a kidney, resulting in extreme internal bleeding.

h. Heart

1) A blow to the heart may cause a:

- a) Fractured sternum or rib
- b) Result in heart trauma
- c) Cause serious injury or death

5. Medical assistance

- a. Since the subject who has been struck by an impact weapon may suffer injury, agency policies may require whenever an officer uses an impact weapon on a subject, the subject should be examined by medical personnel.
- b. Keep in mind that an injury, or the extent of an injury, may not be immediately apparent to an arresting officer.

6. Need for ongoing training
 - a. Impact weapon techniques are designed to permit a peace officer to achieve physical control over a subject as quickly as possible.
 - b. Appropriate technique requires an officer to develop good coordination between body and mind as well as good judgment. This means an officer must practice, not only during the original training period of instruction, but also on a continuing basis so that skill will be retained.
7. Verbal commands
 - a. During a confrontation peace officers need to continue to communicate with the subject. Effective delivery of clear and concise verbal commands, coupled with the use of reasonable force, will help the officer gain control of resistive subjects and achieve compliance.

VIII. Transporting Prisoners

- A. Learning needs (TTS)
 1. When transporting a prisoner, peace officers must recognize that the unpredictable nature of prisoners can create a serious threat. Officers must be aware of safety hazards and appropriate transporting procedures to ensure their safety and the safety of the prisoner.
- B. Learning objectives (TTS)
 1. Describe common transporting procedures that maximize officer safety and prevent prisoner escape.
 2. Describe the safe and secure positioning of a prisoner in an officer's vehicle.
- C. Officer Safety and Prisoner Transportation [33.08.EO1]
 1. The time between a subjects arrest and incarceration is critical. A prisoner facing the loss of freedom can be extremely dangerous. If peace officers relax their vigilance during the transportation of a prisoner, that prisoner could become a safety threat to the officers or attempt to escape.

2. Officer awareness: expect the unexpected
 - a. The unpredictable nature of prisoners creates a serious threat to officers while removing them from the scene of an arrest. Because a prisoner may submit peacefully at the time of arrest does not guarantee that the same prisoner will not resort to violence or trickery to escape.
3. Officer responsibilities
 - a. When transporting a prisoner, peace officers are responsible for:
 - 1) The safety of themselves, fellow officers, and others in the immediate area.
 - 2) Minimizing any opportunity the prisoner may have for escape.
 - 3) The welfare and safety of the prisoner.
 - 4) Obtaining medical evaluation for the prisoner when needed.
4. Agency policy
 - a. Agency policy regarding the transportation of prisoners will vary. It is the officer's responsibility to become familiar with and follow all agency policies.
 - b. Certain elements must always be addressed to assure the safe and effective transportation of a prisoner.
 - 1) Search of the prisoner
 - 2) Search of the vehicle area
 - 3) Proper procedures for positioning the prisoner in the vehicle
 - 4) Use of safety belts
 - 5) Observation of the prisoner while transporting

5. Search the prisoner
 - a. Before transporting any prisoner, the peace officer should search the prisoner for possible weapons. Confiscate any articles that can potentially be used for a weapon or is considered contraband.
 - b. Each peace officer should personally search each prisoner that will be transported in that officer's vehicle. Do not depend on another officer to search a prisoner. Once the prisoner is in the vehicle, the prisoner is the responsibility of the transporting officer.
6. Search the area
 - a. Peace officers should always search the area where the prisoner is seated before and after transportation. This is key to officer safety. Tools, flares, flashlight, pens, pencils, or a weapon hidden by a previous prisoner could be found and used by a prisoner against a peace officer or to cause self-inflicted harm.
 - b. Although the interior of a transport car is always searched after delivering a prisoner, it should be searched again before transporting another prisoner.
7. Restrain the prisoner
 - a. Any prisoner, whether male, female, adult or juvenile, should be properly restrained prior to transporting.
 - b. Normally, prisoners should be handcuffed with their hands behind their backs, unless the officer is limited by special circumstances (e.g., prisoner's arm in a cast, obese prisoner).
 - c. As a reminder, officers should check the handcuffs for proper adjustment and that the handcuffs are double locked.

D. Positioning of the Prisoner in a Vehicle [33.08.EO2]

1. To ensure the safety of both peace officers and prisoners, and to maintain control, prisoners should be positioned properly within the vehicle for transport.
2. General procedures
 - a. Certain procedures apply when positioning prisoners for transportation.

- b. Prisoners should be placed in and removed from a vehicle in a way that maintains advantage and control over the prisoner.
 - c. A second officer, if available, should act as a cover officer while the prisoner is being placed in the vehicle.
- 3. Use of seat belts
 - a. Prisoners should be seated in an upright position and wear seat belts during transportation. Seat belts help restrain the prisoner and increase the safety of the prisoner in case of an accident.
- 4. Observation of prisoner during transport
 - a. Peace officers must observe prisoners closely while transporting them.
 - b. When transporting a prisoner:
 - 1) Assume that any prisoner is an escape risk and a threat to officer safety.
 - 2) If available, have a backup or cover officer in the vehicle as well.
- 5. Prisoner position in vehicle
 - a. Prisoners should be positioned in the vehicle to:
 - 1) Ensure safety and welfare of the officers and prisoners.
 - 2) Allow for clear observation of the prisoners.

IX. Required Tests - Academy

- A. Exercise testing is mandated and regulated by POST Commission Procedure D-1, which states
 - 1. Academies/presenters shall provide the following to students who fail a required exercise test on the first attempt:
 - a. An opportunity to review their results
 - b. A reasonable amount of time, as determined by the academy/presenter, to prepare for a retest

- c. An opportunity to be tested on the failed test, if the student fails on the second test, the student fails the course
 - 2. Required exercise testing for each format of the basic course is set forth in the Training and Testing Specifications (TTS). The student is required to successfully pass each exercise test outlined below for the specific course of instruction the student enrolled in.
- B. Arrest Methods/Defensive Tactics Safety
 - 1. All arrest methods/defensive tactics exercise testing must be conducted under written academy/presenter safety procedures and or protocols established in accordance with POST safety guidelines. Students are required to comply with every aspect of presenter safety procedures and or protocols during arrest methods/defensive tactics training and testing.
 - 2. All one and one force exercise testing must be conducted with a safety officer/referee overseeing the test. The safety officer/referee has absolute control over the test and can call a halt to or stop the exercise test anytime she risk for student/staff injury exists
- C. An exercise test that requires the student to demonstrate competency in the ability to conduct the following searches:
 - 1. Visual Search
 - 2. Cursory/Pat/Frisk Search
 - 3. Full Body Search Incident to Arrest
 - 4. High Risk Search
 - 5. The student will demonstrate competency in the following performance dimensions:
 - a. Safety
 - b. Awareness
 - c. Balance
 - d. Control
 - e. Controlling Force
 - f. Proper Techniques

- g. Verbal Commands/Instructions
- 6. Presenters must use the POST – developed Arrest Methods/Defensive Tactics Competency Exercise Test Form or a presenter – developed form approved by POST, which minimally include the performance dimensions used for this exercise test.
- D. An exercise test that requires the student to demonstrate competency in effective handcuffing technique(s).
 - 1. The student will demonstrate competency in the following performance dimension:
 - a. Safety
 - b. Awareness
 - c. Balance
 - d. Control
 - e. Controlling Force
 - f. Proper Techniques
 - g. Verbal Commands/Instructions
 - 2. Presenters must use the POST – Developed Arrest Methods/Defensive Tactics Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.
- E. An exercise test that requires the student to demonstrate competency in a minimum of two control hold techniques
 - 1. The student will demonstrate competency in the following performance dimension:
 - a. Safety
 - b. Awareness
 - c. Balance
 - d. Control

- e. Controlling Force
 - f. Proper Techniques
 - g. Verbal Commands/Instructions
 - 2. Presenters must use the POST – Developed Arrest Methods/Defensive Tactics Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.
- F. An exercise test that requires the student to demonstrate competency in a minimum of two Takedown techniques
- 1. The student will demonstrate competency in the following performance dimension:
 - a. Safety
 - b. Awareness
 - c. Balance
 - d. Control
 - e. Controlling Force
 - f. Proper Techniques
 - g. Verbal Commands/Instructions
 - 2. Presenters must use the POST – Developed Arrest Methods/Defensive Tactics Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.
- G. An exercise test that requires the student to demonstrate competency in the Carotid Restraint Control Hold
- 1. The student will demonstrate competency in the following performance dimension:
 - a. Safety
 - b. Awareness

- c. Balance
 - d. Control
 - e. Controlling Force
 - f. Proper Techniques
 - g. Verbal Commands/Instructions
 - h. First Aid Assessment
 - 2. Presenters must use the POST – Developed Arrest Methods/Defensive Tactics Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.
- H. An exercise test that requires the student to demonstrate competency in a Handgun Takeaway techniques including a minimum of one handgun takeaway from both the front and rear positions
- 1. The student will demonstrate competency in the following performance dimension:
 - a. Safety
 - b. Awareness
 - c. Balance
 - d. Control
 - e. Controlling Force
 - f. Proper Techniques
 - g. Verbal Commands/Instructions
 - 2. Presenters must use the POST – Developed Arrest Methods/Defensive Tactics Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- I. An exercise test that requires the student to demonstrate competency in handgun retention techniques. The exercise including a minimum of one techniques to be demonstrate from the following positions:
 - 1. A holstered handgun front retention technique
 - 2. A holstered handgun rear retention technique
 - 3. An un-holstered handgun retention technique
 - 4. The student will demonstrate competency in the following performance dimension.
 - a. Safety
 - b. Awareness
 - c. Balance
 - d. Control
 - e. Controlling Force
 - f. Proper Techniques
 - g. Verbal Commands/Instructions
 - 5. Presenters must use the POST – Developed Arrest Methods/Defensive Tactics Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

- J. An exercise test that requires the student to demonstrate the use of an Impact Weapon(s)
 - 1. The student will demonstrate competency in the following performance dimension.
 - a. Safety
 - b. Awareness
 - c. Balance
 - d. Control

- e. Controlling Force
 - f. Proper Techniques
 - g. Verbal Commands/Instructions
 - h. First Aid Assessment
2. Presenters must use the POST – Developed Arrest Methods/Defensive Tactics Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

X. Required Tests – PC 832/Module III

- A. Exercise tests developed by POST that specifically prescribes the PC 832/Module III defensive tactics techniques which requires the student to demonstrate basic search and control methods
- B. An exercise test that requires the student to demonstrate competency in the ability to conduct the following searches
 - 1. Visual Search
 - 2. Cursory/Pat/Frisk Search
 - 3. Full Body Search Incident to Arrest
 - 4. The student will demonstrate competency in the following performance dimension.
 - a. Safety
 - b. Awareness
 - c. Balance
 - d. Control
 - e. Controlling Force
 - f. Proper Techniques
 - g. Verbal Commands/Instructions

3. Presenters must use the POST – Developed PC 832/Module III Arrest Methods/Defensive Tactics Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.
- C. An exercise test that requires the student to demonstrate competency in effective handcuffing techniques
1. The student will demonstrate competency in the following performance dimension.
 - a. Safety
 - b. Awareness
 - c. Balance
 - d. Control
 - e. Controlling Force
 - f. Proper Techniques
 - g. Verbal Commands/Instructions
 2. Presenters must use the POST – Developed Arrest Methods/Defensive Tactics Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.
- D. An exercise test that requires the student to demonstrate competency in a minimum of one control hold techniques
1. The student will demonstrate competency in the following performance dimension.
 - a. Safety
 - b. Awareness
 - c. Balance
 - d. Control
 - e. Controlling Force

- f. Proper Techniques
 - g. Verbal Commands/Instructions
 - 2. Presenters must use the POST – Developed PC 832/Module III Arrest Methods/Defensive Tactics Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.
- E. An exercise test that requires the student to demonstrate competency in a minimum of one Takedown technique
 - 1. The student will demonstrate competency in the following performance dimension.
 - a. Safety
 - b. Awareness
 - c. Balance
 - d. Control
 - e. Controlling Force
 - f. Proper Techniques
 - g. Verbal Commands/Instructions
 - 2. Presenters must use the POST – developed PC 832/Module III Arrest Methods/Defensive Tactics Competency Exercise Test Form or a presenter-developed form approved by POST, which minimally includes the performance dimensions used for this exercise test.

XI. Learning activities

- A. Student will participate in learning activity that will reinforce the student's ability to demonstrate the role of a cover-officer during a field contact to include;
 - 1. Assuming a position of advantage and control
 - 2. Maintaining proper balance and control
 - 3. Maintaining awareness
 - 4. Protecting the searching officer from possible interference

5. Physically assisting the searching officer if it becomes necessary
6. Observing subject(s)
7. Awareness of cover and concealment

XII. POST Instructors Guide to Learning Activities (IGLA)

A. Prerequisites

1. Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks for:
 - a. LD 1: Leadership, Professionalism, and Ethics
 - b. LD 3: Policing in the Community
 - c. LD 20: Use of Force; and,
 - d. LD 33: Arrest Methods/Defensive Tactics

B. Introduction

1. The desired outcomes of the Arrest and Control training program is to ensure students acquire the understanding of the concept of situational awareness with regard to officer safety, to select a level of force intervention appropriate for the situation, to apply prescribed tactics with a high degree of efficiency and to resolve the situation in the safest manner possible with the least force possible.
2. It is illegal and unethical for peace officers to use their lawful authority and position to "punish" another, or to use force options available to them for any purpose other than using the minimum force necessary to obtain compliance to their orders. When peace officers become lawbreakers by engaging in acts of "street justice" they lose public trust and support, and subject themselves and their department to substantial civil liability. Students who become confident in their application of various forms of force do so because they understand how and why force is used, when it should be applied and how to use force in a manner that is as effective as possible without exceeding legal or ethical principles.

C. Learning Outcomes

1. At the conclusion of these learning activities, the student will be able to:
 - a. State in their own words, the concept of situational awareness in an officer safety situation.
 - b. Select and apply a level of force appropriate to the threat presented.
 - c. Identify and distinguish force options in a manner consistent with that trained.
 - d. Distinguish force options that result in an application in the safest manner possible with the least force necessary to overcome resistance.

D. Activities**1. Activity One**

- a. The instructor will ask for volunteers or select students to role-play the following scenario:
 - 1) A recruit and his or her partner respond to a call about a 4-year-old child that has been molested (The instructor or an academy staff member may play the partner officer). The suspect has been apprehended and is being taken outside to the patrol car. The partner officer informs the recruit he/she will "handle this suspect alone." The partner officer draws his or her baton and tells the recruit that child molesters have to pay for their crimes. The suspect places his hands in the air and explains that he was wrong in molesting the child, adding that he will probably get off because he has a great attorney. The partner officer simulates striking the suspect with the baton while the suspect has his hands in the air and is clearly not resisting. Several citizens are observing this behavior. The recruit tries to intervene, but the partner ignores them.
- b. At the conclusion of the role-play, have the other students critique the actions (or lack of action) of the partner officer and the recruit. Selected student/s will facilitate the class discussion, and ensure the following topics are broached:

- 1) What is the difference between acceptable and unacceptable behavior for an officer in this situation?
- 2) What does the term "street justice" mean in this context?
- 3) What is the perception of the community observing this incident?
- 4) What consequences could the recruit face if he/she does not intervene?

2. Activity Two

a. Selected students will role-play the following activity:

- 1) Two officers, one on probation, receive a radio call about an individual creating a disturbance in the parking lot of a restaurant. Additional information indicates that the individual is intoxicated and is urinating in the street. The officers arrive and see a man standing in the street who appears to have just finished urinating on the street's surface. The senior officer approaches the individual and tells him to stop his actions and turn around.
- 2) The individual complies; however, the individual suddenly grabs the officer and pulls the officer to the ground. The probationary officer draws his or her baton to subdue the individual; however, the strikes with their baton are ineffective. The probationary officer attempts to kick the individual, however, the kicks are also ineffective. The individual continues to strike and pummel the senior officer. The probationary officer does not recall other self-defense techniques and is unable to subdue the suspect.

b. Once the scenario has been completed, student facilitators will engage the class in a discussion of its issues. Include the following topics in the discussion:

- 1) What reasons could contribute to the ineffectiveness of the baton strikes and kicks?
- 2) In what ways could others who are watching this incident perceive the officer's actions?
- 3) What other force options would have been appropriate to consider?

- 4) What should the probationary officer do next?
- 5) What impact might this incident have on the confidence of peace officers to protect and serve their community?
- 6) What is the responsibility of an officer to fellow officers regarding effective arrest and control techniques?

- c. The instructor must ensure the scenario is staged in a manner that the activity does not cause injury to ANY participant. Consider staging it in a "matt room" with appropriate protective gear.

E. Homework Assignment (Optional)

1. Have the students write a research paper on what force options would have been appropriate for the scenario in Activity Two. Direct them to include what actions of this, and other, suspects would justify the use of a baton.

F. Time Estimate

1. The role-play will take about five minutes to prepare, then 3-5 minutes to stage. The scenario read to the class in Activity Two will take about 2-3 minutes to read. Both class discussions will take from 10-15 minutes depending on the pace at which the students discuss relevant issues. Both activities are suitable for further discussion, group work or homework to ensure the students acquire an understanding of the knowledge necessary to apply force options as trained.

G. Comprehensive Questions

1. Comprehensive questions will focus on the manner in which peace officers elect to use force in any setting, and the philosophy of using only that force necessary to overcome resistance.

H. Application

1. Student motivation to learn about the use of force should be high due to its relevance to officer safety; however, some may be reluctant to attempt to apply knowledge due to unfamiliarity with the techniques of using the force option, or due to little or no exposure to physical conflict situations.

I. Resources

1. Adequate space to conduct a role-play without injuring any party, and to allow others to view the scenario closely but safely.

2. There are countless video clips, news stories and articles recounting the use of force in a variety of settings. The instructor may elect to use written or visual means to enhance student motivation, strengthen retention by showing examples of effective and ineffective applications of force and to reinforce learning points with examples in the same issue area. Added resources are:
3. POST LEOKA Report (available at www.lp.post.ca.gov)