

REGULAR BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #33 PERSON SEARCHES/BATON

July 1, 1996

I. INSTRUCTIONAL GOALS

The goals of instruction on **Person Searches/Baton** are to provide students with:

- A. the knowledge, skill and ability needed to conduct a person search including a search of a member of the opposite-sex;
- B. the knowledge, skill and ability needed to effectively use restraint devices;
- C. the knowledge, skill and ability needed to effectively position and transport prisoners;
- D. the ability to use weaponless defense techniques to control a resisting prisoner or suspect;
- E. the knowledge, skill and ability to use the baton to control a resisting prisoner or suspect(s); and
- F. the knowledge, skill and ability needed to act as a cover officer while another officer searches a suspect.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Techniques and methodologies for conducting a person search
- B. Searching a person of the opposite sex
- C. Providing cover for the officer doing the search
- D. Use of restraint devices
- E. Transporting prisoners

- F. Weaponless defense techniques to include:
 - 1. Control hold(s)
 - 2. Takedown techniques(s)
 - 3. Carotid restraint techniques including first aid
- G. Use of the baton
- H. Weapon retention
- I. Gun takeaway

III. REQUIRED TESTS

The following tests shall be administered:

- A. An exercise test that requires the student to act as cover officer for another officer searching a suspect
- B. An exercise test that requires the student to search a suspect
- C. An exercise test that requires the student to handcuff single and multiple suspects
- D. An exercise test that requires the student to position prisoners in a vehicle for transportation to another location
- E. An exercise test that requires the student to demonstrate a control hold
- F. An exercise test that requires the student to demonstrate a takedown
- G. An exercise test that requires the student to demonstrate the carotid restraint
- H. An exercise test that requires the student to demonstrate a front and rear gun takeaway from a suspect armed with a handgun
- I. An exercise test that requires the student to demonstrate a gun retention technique with the officer's handgun in hand and in the holster
- J. An exercise test that requires the student to demonstrate the use of the baton

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **60 hours** of instruction on person searches and use of the baton.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

July 15, 1995

July 1, 1996

Alameda County Sheriff's Department - Regional Training Center
Basic Academy

WEAPONLESS DEFENSE/PERSON SEARCH TECHNIQUES/BATON TECHNIQUES RATING SHEET

STUDENT NAME _____ ACADEMY _____ AGENCY _____

Person Search Techniques

Date _____

8.18.1 Given an exercise, the student will safely and effectively serve as "cover officer" while another officer conducts searches of single and multiple suspects. The covering officer's primary responsibilities are:

- A. Protecting the searching officer from outside interference
- B. Psychological intimidation of the suspect(s) being searched
- C. Physical assistance of the searching officer if it becomes necessary
- D. Observation of suspect(s)
- E. Awareness of cover and concealment

TEST: Successful Performance ____ YES ____ NO Instructor _____

RETEST: Successful Performance ____ YES ____ NO Instructor _____

COMMENTS _____

8.18.2 In a simulated situation, the student will safely and effectively conduct the following types of searches, as instructed, of both male and female suspect(s):

- A. Visual
- B. Pat-down/frisk/cursory
- C. Arrest
- D. High risk

The elements of an effective search/pat-down are:

- A. Constant alertness
- B. Proper Balance
- C. Self-control
- D. Maintaining a position of control and "advantage"
- E. Thoroughness
- F. Safeguarding of weapons (officer's/suspect's)
- G. Search from the rear
- H. Search with one hand, control with the other
- I. Keep gun out of reach of suspect(s)
- J. Search systematically by use of proper hand technique
- K. If weapon found, notify back-up officer immediately and maintain control of suspect and weapon

The student should also verbally and/or in writing identify the places where dangerous weapon or contraband may be concealed on a suspect's person. These places will minimally include:

- A. Hair
- B. Waistband
- C. Pockets
- D. Groin area
- E. Small of back
- F. Ankles
- G. Pocket books, purses, and wallets
- H. Under arm area
- I. Jewelry
- J. Clothing e.g., shirt cuffs and pant cuffs
- K. Under hats

TEST: Successful Performance ☐ Yes ☐ No Instructor _____

RETEST: Successful Performance ☐ Yes ☐ No Instructor _____

Comments _____

8.19.3 In a simulated situation, the student will demonstrate safe and effective handcuffing.

This will minimally include the:

- A. Handcuffing and safe removal of handcuffs from a single suspect
- B. Handcuffing and safe removal of handcuffs from multiple suspects
- C. Exchange of handcuffs

During the handcuffing simulation the student will:

- A. Maintain proper balance, constant alertness, correct position, and self control
- B. Maintain control and observation of the suspect
- C. Maintain control of the handcuffs during cuffing procedure
- D. Demonstrate double lock option
- E. Maintain correct placement and reasonable degree of tightness of handcuffs
- F. Control positioning of suspect's hands

During the simulation the student should also verbally and/or in writing identify the purposes and limitations of using handcuffs.

- A. Handcuffs are a safety device of both the officer and the prisoner
- B. Handcuffs are used for temporary restraint to prevent attack, escape and the concealment or destruction of evidence or contraband
- C. Handcuffs are used to prevent self-inflicted injury
- D. Handcuffs do not immobilize a suspect

TEST: Successful Performance ☐ Yes ☐ No Instructor _____

RETEST: Successful Performance ☐ Yes ☐ No Instructor _____

Comments _____

8.20.3 In a simulated situation(s), the student will safely and securely position the following types of prisoners for transportation:

- A. Adult males and females
- B. Injured or sick persons
- C. Juveniles
- D. Violent/combatative/hostile prisoners

The exercise will minimally involve:

- A. Single or multiple prisoners while working alone and working with a partner
- B. Searching the area where the prisoner(s) is/was seated before and after transportation
- C. Positioning of officer(s) and prisoner(s) within the vehicle
- D. Close observation of the prisoner(s)
- E. Safe application and removal of seat belts

TEST: Successful Performance ___Yes ___No Instructor_____

RETEST: Successful Performance ___Yes ___No Instructor_____

Comments_____

Weaponless Defense

12.6.4 The Student will properly demonstrate the mechanics of the control hold(s) instructed.

The demonstration should incorporate:

- A. Balance, awareness and self-control
- B. Maintaining a position of control and "advantage"
- C. Safeguarding officer's weapon
- D. Proper foot movements

TEST: Successful Performance ___Yes ___No Instructor_____

RETEST: Successful Performance ___Yes ___No Instructor_____

Comments_____

12.6.5 The student will demonstrate the mechanics of a "take down" technique(s) as instructed.

The demonstration should incorporate:

- A. Balance, awareness and self-control
- B. Maintaining a position of control and "advantage"
- C. Safeguarding officer's weapon
- D. Proper foot movements

TEST: Successful Performance ___Yes ___No Instructor_____

RETEST: Successful Performance ___Yes ___No Instructor_____

Comments_____

- 12.6.6 The student will demonstrate the mechanics of a carotid restraint as instructed, and will explain either verbally or in writing how the technique works, hazards of its use, and first aid techniques that might be necessary when the techniques is used.

The demonstration should incorporate:

- A. Balance, awareness and self-control
- B. Maintaining a position of control and "advantage"
- C. Safeguarding officer's weapon
- D. Proper foot movements

The hazards in using the carotid restraint are:

- A. If the oxygenated blood flow to the brain cells is restricted for more than one minute, irreversible brain tissue damage may occur. Therefore the hold should be discontinued as soon as the officer gains control of the subject.
- B. Areas at the front of the throat, such as larynx(voice box), trachea(windpipe), could collapse with improper application.
- C. The hyoid bone located at the base of the tongue, and the tip of the thyroid cartilage which is located on either side of the throat, under excessive pressure, will fracture and cause swelling-resulting in possible suffocation.
- D. Both of carotid sinus and the vagus nerves affect the heart muscle. Stimulation (depression) of these nerves could produce irregular respiratory and cardiac activity. The effects of drugs, alcohol and/or medical disorders will enhance this reaction.
- E. Improper application of the carotid restraint may fracture the neck, resulting in death or permanent paralysis.
- F. If possible, the carotid restraint should not be applied while the person is standing. If the person should lose consciousness while standing, the possibility of injury or death could occur because the person would be vulnerable position.
- G. The carotid restraint should generally not be applied repeatedly. To do so greatly increases the chance of serious injury to the suspect.
- H. During loss of consciousness, subjects may lose control of their bladder and/or bowels as their body muscles contract and spasms occur.

First Aid techniques that might be necessary when the technique is used.

- A. As soon as the subject discontinues resistance and is restrained, the subject should be checked for vital signs (pulse and breathing). The following first aid should be administered:
 - 1. Establish an airway
 - 2. Check for breathing
 - 3. Check for brachial pulse
 - 4. Obtain a coherent response from subject
 - 5. Be prepared to administer CPR
 - 6. Summon emergency services when needed

TEST: Successful Performance ____Yes ____No Instructor_____

RETEST: Successful Performance ____Yes ____No Instructor_____

Comments_____

12.7.5 Given a no-alternative situation simulating a suspect who is aimed within close proximity with a firearm, the student will demonstrate the following take-away techniques as instructed:

- A. Front handgun
- B. Rear handgun
- C. Front long gun
- D. Rear long gun

The demonstration should incorporate:

- A. Balance, awareness and self-control
- B. Maintaining a position of control and "advantage"
- C. Safeguarding officer's weapon

TEST: Successful Performance ___Yes ___No Instructor_____

RETEST: Successful Performance ___Yes ___No Instructor_____

Comments_____

12.7.7 Given an exercise, the student will demonstrate weapon retention as instructed.

This demonstration will include:

- A. Retention of an holstered firearm
- B. Retention of an unholstered firearm

The demonstration should incorporate:

- A. Balance, awareness and self-control
- B. Maintaining a position of control and "advantage"
- C. Safeguarding officer's weapon
- D. Proper foot movements

TEST: Successful Performance ___Yes ___No Instructor_____

RETEST: Successful Performance ___Yes ___No Instructor_____

Comments_____

Baton Techniques

12.9.1 The student will demonstrate the proper use of the baton as instructed.

The demonstrate will include:

- A. Stance and balance
- B. Drawing and holding techniques(s)
- C. Striking technique(s)
- D. Blocking technique(s)
- E. Retention technique(s)

The demonstration should incorporate:

- A. Balance, awareness and self-control
- B. Maintaining a position of control and "advantage"
- C. Safeguarding officer's weapon

During the simulation the student should also, verbally or in writing, identify the limitations of using the baton.

The limitations are:

- A. "Target areas" are generally limited to arms, legs and torso
- B. Strikes to the head, neck, throat, groin, spine and kidneys could potentially cause serious injury.

TEST: Successful Performance ___Yes ___No Instructor_____

RETEST: Successful Performance ___Yes ___No Instructor_____

Comments_____



Alameda County Sheriff's Department

COURTHOUSE, 1225 FALLON STREET, ROOM 103, OAKLAND, CA 94612-4381

CHARLES C. PLUMMER, SHERIFF

MARSHAL - CORONER - PUBLIC ADMINISTRATOR
DIRECTOR OF EMERGENCY SERVICES

Please Reply To:

North County Marshal
661 Washington Street
Oakland, California 94607-3986
(510) 268-2955

M E M O R A N D U M

DATE: December 27, 1996

FROM: R.B. TUCKER, LT.

TO: ALL DEFENSIVE TACTICS INSTRUCTORS

SUBJECT: ADDITIONAL INFORMATION FOR ACADEMY INSTRUCTION

Attached to this document are the assignments for the upcoming Academy Defensive Tactics Instructor schedule.

There are some additional comments that need to be emphasized.

On the schedule, you will note who the PRIMARY instructors are. It is incumbent upon those individuals to arrange for getting a UNIT GUIDE for this portion of the instruction to assure that there is nothing that is left from the instruction. Most of the required information is included in the Basic Course Outline that we handed you in our meeting earlier this month. In fact, it would behoove all of you to arrange for acquiring a Unit Guide.

There are to be no changes in schedule as it relates to the primaries without prior notification to myself, Sgt. KRIMM or Sgt. SABO.

If, at the last minute because of illness, you are unable to meet this duty assignment you are to notify training as well as myself as soon as possible so that we can arrange for a replacement.

This notification should give each of you sufficient time to prepare yourself for your portion of instruction. If there are any questions, please do not hesitate to ask.

For your information, I will be transferred to ETS Swing Shift January 12, 1997.



Alameda County Sheriff's Department

COURTHOUSE, 1225 FALLON STREET, ROOM 103, OAKLAND, CA 94612-4381

CHARLES C. PLUMMER, SHERIFF

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DIRECTOR OF EMERGENCY SERVICES

Please Reply To:

North County Marshal
661 Washington Street
Oakland, California 94607-3986
(510) 268-2955

MEMORANDUM

DATE: December 27, 1996

FROM: R.B. TUCKER, LT.

TO: CONCERNED PERSONNEL

SUBJECT: BASIC ACADEMY DEFENSIVE TACTICS INSTRUCTOR SCHEDULE

The following is a schedule of dates each of you will be assigned as instructors in the Basic Academy. I will provide all department schedulers with a copy of this and they will assure that you have the time available to meet this assignment. However, you should double check to confirm they have received this and have scheduled accordingly.

Friday, January 17, 1997 DAY 1 (1200-1700)

R. TUCKER 1200-1700 PRIMARY INTRODUCTION (ONE INSTRUCTOR FOR 1ST HR.)

R. KRIMM APPLIED TECHNIQUES

R. SABO

S. LOVETT

J. DEL RIO

Tuesday January 21, 1997 DAY 2 (1300-1700)

R. KRIMM PRIMARY GROUND CONTROL

R. TUCKER

H. WALTERS

J. TUCKER

S. SEXTON

Wednesday January 22, 1997 DAY 3 (1300-1700)

H. WALTERS PRIMARY FOR RESTRAINT DEVICES

R. TUCKER

R. SABO

J. TUCKER

G. CHAVEZ

CONDUCT REVIEW OF GROUND CONTROL

PAGE 2 OF 4 BASIC ACADEMY DEFENSIVE TACTICS INSTRUCTOR SCHEDULE

Thursday January 23, 1997 DAY 4 (1300-1700)

R. ARBITTER	PRIMARY FOR NEW TECHNIQUES (SEARCHES)
R. TUCKER	CONDUCT REVIEW
R. SABO	CONDUCT REVIEW
J. DEL RIO	
D. BURNETT	

Friday January 24, 1997 DAY 5 (1300-1700)

G. CHAVEZ	PRIMARY PERSONAL BODY WEAPONS
S. LOVETT	
R. KRIMM	REVIEW GROUND CONTROL TECHNIQUES
R. TUCKER	
R. ARBITTER	

Monday January 27, 1997 DAY 6 (1300-1700)

S. SEXTON	PRIMARY FOR TAKEDOWNS
R. TUCKER	CONDUCT REVIEW OF PREVIOUS TECHNIQUES
S. LOVETT	
R. SABO	
G. CHAVEZ	

Tuesday January 28, 1997 DAY 7 (1300-1700)

R. ARBITTER	PRIMARY FOR CAROTID LECTURE/APPLICATION
R. TUCKER	
D. BURNETT	
J. AYALA	
R. KRIMM	

Wednesday January 29, 1997 DAY 8 (1300-1700)

W. LAM	PRIMARY IMPACT WEAPONS
R. TUCKER	CONDUCT REVIEW
R. SABO	
J. HUEY	
R. ARBITTER	

PAGE 3 OF 4 BASIC ACADEMY DEFENSIVE TACTICS INSTRUCTOR SCHEDULE

Thursday January 30, 1997 DAY 9 (1300-1700)

J. DEL RIO	PRIMARY BATON TECHNIQUES
R. TUCKER	REVIEW ALL TECHNIQUES/BATON
J. TUCKER	
W. LAM	
R. KRIMM	

Friday January 31, 1997 DAY 10 (1300-1700)

W. LAM	PRIMARY WEAPON RETENTION
D. BURNETT	PRIMARY FOR COMPLIANCE TECHNIQUES
R. TUCKER	
J. AYALA	
J. DEL RIO	

Monday February 3, 1997 DAY 11 (1300-1700)

J. HUEY	PRIMARY FOR WEAPON TAKEAWAYS
R. TUCKER	
R. SABO	
J. DEL RIO	
H. WALTERS	

Tuesday February 4, 1997 DAY 12 (1300-1700)

R. KRIMM	REVIEW
R. TUCKER	REVIEW
J. TUCKER	
S. SEXTON	PRIMARY FOR EXPANDABLE
W. LAM	

Wednesday February 5, 1997 DAY 13 (1300-1700)

G. CHAVEZ	PRIMARY FOR PRISONER TRANSPORTATION
R. TUCKER	
S. LOVETT	
J. AYALA	
R. SABO	

PAGE 4 OF 4 BASIC ACADEMY DEFENSIVE TACTICS INSTRUCTOR SCHEDULE

Thursday February 6, 1997 DAY 14 (1300-1700)

R. TUCKER 1300-1700 REVIEW ALL
R. KRIMM
J. AYALA
J. HUEY
R. SABO

Friday February 7, 1997 DAY 15 (8 HR. DAY FOR TEST)

R. TUCKER 0800-1700 REVIEW/TEST SPARRING
R. KRIMM 0800-1700 REVIEW/TEST GROUND FIGHTING
H. WALTERS 0800-1700 REVIEW/TEST GROUND FIGHTING
J. TUCKER 0800-1700 REVIEW/TEST GROUND FIGHTING
R. SABO 0800-1700 REVIEW/TEST F.I.S.T. BATON
J. DEL RIO 1400-1700 F.I.S.T. BATON
S. SEXTON 1400-1700 SPARRING
W. LAM 1400-1700 SPARRING
G. CHAVEZ 1400-1700 SPARRING

CLASS: Basic Academy

PERFORMANCE OBJECTIVES: 8.18.1, 8.18.2, 8.19.3, 8.20.3, 12.6.4
12.6.5, 12.6.6, 12.7.5, 12.7.7, 12.9.1

INSTRUCTIONAL TIME: Sixty hours/Fifteen days

INSTRUCTIONAL STRATEGY: Lecture/Physical Application

TRAINING AIDS: Folding mats, full leather gear, batons,
wooden guns, air bags, full contact
protective equipment, handcuffs and keys

TEST STRATEGY: Written multiple choice and physical
performance of learned techniques

DATE PREPARED: August 20, 1987
Revised April 19, 1994
Revised December 5, 1996

PREPARED BY: R. Krimm, R. Tucker, R. Sabo, J. Ayala

GUIDELINES FOR INSTRUCTORS

The following instructional outline is designed for a fifty hour/twelve day class. This outline will give the instructor the basic information needed to present all of the required performance objectives. If additional information is needed by an instructor on a specific topic in this outline, he can refer to the Basic Course Unit Guide. The specific performance objective and page number is listed in the left margin next to the topic being presented.

The following responses will be used by instructors in answering questions asked by students regarding presented material and techniques:

1. If the question is not relevant or the material being presented, the instructor will inform the student that the question is not relevant and continue the class.
2. If the question that is asked is going to be covered during another portion of the class then inform the student that the question will be covered at a later time.
3. If the question is relevant to the material being presented at that time, the instructor will stop the class and restate the question that has been asked so that all the students are aware of the question. The question will be answered by the instructor and if necessary demonstrate an appropriate technique. The instructor will demonstrate physical techniques in response to questions on another instructor for the class to see. If the instructor chooses to demonstrate the technique on a student, the instructor will slowly walk the student through the technique preparing him along the way of what to expect as the technique is performed.
4. Instructors using students for demonstrations, will first explain to the student what will occur when using a specific technique and then slowly, step by step perform the technique on the student.
5. Warm-up exercises will be performed in the physical training class prior to the beginning of this class.

SUPPORTING MATERIAL AND REFERENCES

The Commission on POST, Basic Course Unit Guides for Person Search Techniques, Weaponless Defense and Batons

Cameron Consulting/Northern California Criminal Justice Training and Education System, Defensive Tactics Instructors Manual & Impact Weapons Instructors Manual

Kornblum, Ronald; Medical Analysis of Police Choke Holds and General Neck Trauma, New York, Matthew Bender & Company, Inc; reprint of an article appearing in the Feb. and June, 1986, issues of TRAUMA

I. INTRODUCTION

- A. Instructors
 - 1. Background
 - a. Professional
 - b. Teaching background
- B. Course Objectives
 - 1. Cover officer techniques
 - 2. Search and Control Techniques
 - 3. Restraint Techniques
 - 4. Prisoner Transportation
 - 5. Control Holds
 - 6. Takedown Tactics
 - 7. Carotid Restraint
 - 8. Gun Takeaways
 - 9. Weapon Retention
 - 10. Baton Use
- C. Equipment and Dress
 - 1. Gym clothes
 - 2. Leather including holster, handcuffs and keys
 - 3. Batons - 26 inch straight batons only
 - 4. Gloves - light leather for baton drills
 - 5. Remove jewelry & cut fingernails to prevent injury
- D. Injuries
 - 1. Any and all injuries incurred during class are to be reported immediately to instructors or training staff.

II. LECTURE

- A. Principles of weaponless defense
 - 1. Concept is self defense through prevention of dangers.
 - 2. If attacked move out of line of force.
- B. Awareness, Balance and Control
 - 1. Awareness
 - a. Hands
 - b. Weapons
 - c. Associates
 - d. Escape routes
 - e. Footing
 - 2. Balance
 - a. Mental balance is being prepared through training and practice to control your own emotional and physical self.
 - b. Physical-description of P.O.I. (demonstrate)
 - 1. Areas of officer vulnerable to attack
 - a. Face, abdomen, groin, legs

2. Areas which are potentially fatal
 - a. Head, neck and throat.
3. Parts of body that are weapons.
 - a. Head, hands, elbows, knees, feet, fingers.

C. Person Search and Control Techniques

8.18.2
(5,6,7)

1. Various searches to minimize danger to officer depending on conditions.
 - a. Visual
 - b. Pat-down/frisk/cursory
 - c. Arrest
 - d. High risk
2. Discretionary judgement used in selecting type of search. Factors to consider but not limited to:
 - a. Number of suspects
 - b. Size of suspect(s)
 - c. Location of contact/arrest
 - d. Time of arrest-day/night
 - e. Past criminal record if known
 - f. Type of offense
 - g. Officers degree of apprehension
 - h. Availability of cover
 - i. Circumstances of contact
3. Elements of an effective search/pat-down are: (Principles common to all searches. Even though the circumstances and techniques of each search are different, there are several principles which are common to all searches.)
 - a. Proper balance
 - b. Constant alertness
 - c. Self control
 - d. Maintaining a position of control/advantage
 - e. Thoroughness
 - f. Safeguarding of weapons (officer's/suspect's)
 - g. Search from the rear
 - h. Search with one hand, control with the other
 - i. Keep gun out of reach of suspect(s)
 - j. Search systematically by use of proper hand technique
 - k. If weapon is found, notify back-up officer immediately and maintain control of suspect and weapon
4. Common places of concealment for weapons/contraband
 - a. Suspects can hide items anyplace but following are common:
 1. Waistband-most common place for weapons
 2. Hair-most often missed
 3. Pockets
 4. Groin area
 5. Small of back
 6. Ankles
 7. Pocket books, purses, and wallets
 8. Underarm area

- 9. Jewelry
- 10. Clothing e.g., shirt cuffs and pant cuffs
- 11. Under hats and hat bands
- b. Never assume that suspect(s) carry only one weapon. When one weapon is found, keep looking for other weapons.

- 12.6.4 5. Control holds
(17 to 19)
- a. It should be emphasized throughout the control holds segment that the primary objective of the application of physical force is to ensure control of a suspect with only the minimum force necessary. The types of force an officer may utilize will vary depending on the aggressive behavior or degree of resistance used by a suspect and the practicality of a particular control hold.

- 8.18.1 6. Cover officers responsibility
(3)
- a. Protecting the searching officer from outside interference.
 - b. Psychological intimidation of the suspect(s) being searched.
 - c. Physical assistance of the searching officer if it becomes necessary.
 - d. Observation of suspect(s).
 - e. Awareness of cover and concealment.

III. APPLIED TECHNIQUES

- A. Demonstrate and have class perform the following:
 - 1. Position of interrogation
 - 2. Pivots
 - a. Shuffle pivot
 - b. Progressive pivot
 - c. Normal pivot
 - 3. POI and visual search
 - 4. Position of advantage
 - a. Purpose
 - b. Position and grip
 - 5. Cursory/pat search
 - 6. Control holds
 - a. Twist lock
 - b. Elongated rear wrist lock
 - c. Front wrist lock(from side of suspect)
 - d. Rear wrist lock

Equipment for day 2: Handcuffs, cuff key and full leather, instructors provide for demonstration handcuffs, long and short cuff keys, plastic flexcuffs, leg restraints, waist restraint and hobble.

DAY 2

I. LECTURE - Ground Control

A. Introduction to Ground Control

1. Law enforcement officers, while performing their duties, are often confronted with the need to maintain control of situations or persons where force is necessary. The force may include may be as minimal as verbal and can escalate up to include deadly force.

Quite often during the use of physical force, such as the traditional accepted techniques that are used to maintain control of resistive subjects, officers may be forced to control persons who are combative while on the ground. Most law enforcement officers have been trained to deal with combative or resistive persons in a standing position and have little or no training in maintaining control of these persons while on the ground.

Through the use of proper balance and techniques, officers can be afforded an advantage in defending themselves and enhance their ability to control resistant subjects.

B. Ground Control Positions

1. The ideal position when obtaining control on the ground would be to have the suspect in a prone position with the officer on the suspect's back. The officer should be in one of the following two positions:
 - a. Directly on suspect
 1. Officer should be balanced with center mass placed across hips of subject. Legs extended and weight on toes. Arms in position across subject's shoulders or back of head to keep subject on ground.
 - b. Offset to side of subject
 1. Officer will be offset to either side of the subject. Officer's inside hip will be overlapping the subject's hip. Officer's legs will be extended with weight on toes. Arms in position across subject's shoulders or back of head to keep subjects on ground.
2. When the subject is on their side or back, the officer needs to initially utilize the above techniques. The following techniques can be used to move the subject into a prone position.
 - a. Arm lever and roll

1. The officer will attempt to grab the subjects hands and the subject attempts to push the officer upward. As the subject's arms extend, the officer will push the subject's arms away and roll the subject to a prone position.
- b. Officer lifts themselves off subject
 1. The officer lifts his weight off the subject creating a small gap allowing the subject room to turn over.
3. Sprawling Techniques - to be used to keep subject on the ground until a higher level of control can be obtained
 - a. Control the head and upper body
 1. Officer will use hands to control the subject's head and chest makes contact with subject's back. Officer will stay on toes to transfer as much weight to back of subject.
 2. Officer will move quickly on toes in a spinning motion to a position to the side or behind the subject to control the subject on the ground.
4. Breakdown Techniques - to be used on subject who attempts to stand up or resists being placed in a prone position
 - a. Officer directly behind subject - Technique #1
 1. Officer will place weight against hip line of the subject. Officer's legs will be extended and on toes. Knees slightly bent.
 2. Officer will reach around waist of subject with one arm and grab the subject's ankle with other hand. (Officer's left hand - subject's left ankle, right hand - right ankle)
 3. Officer will drive the subject forward as the ankle is pulled upward and driven forward.
 4. As the subject is moved to a prone position, the officer will maintain control of the subject's bent leg and step over the subject's leg to maintain control with the bent leg.
 - b. Officer directly behind subject - Technique #2
 1. Officer will place weight against hip line of the subject. Officer's legs will be extended and on toes. Knees slightly bent.
 2. Officer will grab one of the subject's ankles with the officer's matching hand. The officer will then reach forward with the free hand and hook the subject's matching elbow.
 3. Officer will drive the subject forward as the ankle is pulled upward and driven forward. Simultaneously, the officer will pull back on the subject's elbow.

4. As the subject is moved to a prone position, the officer will maintain control of the subject's bent leg and step over the subject's leg to maintain control with a toe hold of the bent leg.
- c. Officer directly behind subject - Technique #3
 1. Officer will wrap arms around subjects uppers legs.
 2. Officer will pull the subject's legs towards the officer's chest and drive the subject to the ground.
- d. Officer on either side of subject - Technique #4
 1. Officer will reach around subject's waist with inside arm. Officer will use inside knee to block the suspect's inside knee.
 2. Officer will simultaneously pull on subject's waist and use free hand to push against subject's inside elbow taking subject to prone position.

C. Handcuffing

1. Officers can transition from the ground control position in to a position of prone control to handcuff a resistive subject utilizing the following technique
 - a. Two-on-one rock out technique
 1. Officer will move to side of subject maintaining proper weight distribution to keep subject on ground.
 2. Officer will take his outside hand and move it to a position between the subject's upper arm and body. Then reach, palm down, under the subject's body and grab the subject's forearm.
 3. The officer will start to move to a position that is perpendicular to the subject keeping weight on the subjects back.
 4. Officer will then take free hand and double up on the grip of the subject's forearm.
 5. Officer will then rotate his forearm that is closest to the subject's armpit so that the officer's forearm presses against the joint of the subject's shoulder.
 6. The officer will transfer weight to the subject's shoulder by rolling towards the subject's head. At the same time the officer will pull the subject's forearms out from under the subject and move it to his back.
 7. The officer can now move to a prone control position for handcuffing.

D. Practice of Techniques

1. Demonstrate and have students practice sprawling techniques from kneeling and standing position.
2. Have students work with someone of same size and weight while practicing the following
 - a. Position and balance
 - b. Sprawling/spin drills
 - c. Breakdown techniques
 - d. Handcuffing
3. Have students practice above techniques with someone of different size and weight. Additionally subjects should increase resistance so that officers learn to deal with combative subjects.
4. Have timed drills to increase the student's speed in using the above techniques.
5. Student should engage in full contact timed drills starting on the ground.

EQUIPMENT FOR DAY 3: Handcuffs, various restraints, cuff keys

I. LECTURE - Restraint Devices and Techniques

A. Types of restraints

- 8.19.3
(9 to 12)
1. Handcuffs
 2. Plastic or flexcuffs
 3. Leg restraints
 4. Waist restraints
 5. Hobbles - cord cuffs

B. Purposes for handcuffing a prisoner - preventative measure

1. The handcuff can be thought of as a safety device both for the officer and the prisoner.
2. The handcuff is used for temporary restraint to minimize:
 - a. Attack.
 - b. Escape.
 - c. The destruction or concealment of evidence or contraband.
 - d. Self-inflicted injury.
3. Officer must maintain control over a handcuffed suspect
 - a. Handcuffs are merely a temporary restraining device.
 - b. Handcuffs do not immobilize a suspect.
 - c. Control must be maintained in order to minimize the suspect's opportunity for action which produces injuries, or affords an opportunity for escape.
 - d. This control should especially be adhered to while escorting suspects; for example, to and from a police vehicle, or while walking suspect in police buildings, where many officers carry exposed weapons.

C. Handcuffing techniques

1. Handcuffing nomenclature.
2. Any suspect within the lawful custody of any officer shall be adequately searched and handcuffed with the hands behind the back whenever possible.
3. Handcuffs should be applied on the wrist between the hand and the protruding base of the ulnar bone.
4. Handcuffs should be properly fitted as instructed and double locked.
 - a. When double locked, the possibility of inflicting injury to the suspect, or the possibility of picking or slipping the locking mechanism is reduced.
5. An attempt should be made to avoid applying handcuffs over bulky fitting garments since this can restrict the free movement or pivoting action of the single bar.
6. In order to reduce a suspect's potential to be aggressive, both hands should be cuffed behind the back.

7. If it becomes necessary to handcuff multiple suspects, additional handcuffs should be used to restrain the suspects temporarily.

D. Removal/exchange of handcuffs

1. Once properly applied, care should be taken before handcuffs are removed or exchanged.
2. In situations where handcuffs need to be exchanged, the proper technique should be used as instructed.

E. Temporary securing of arrestees

1. Officers should be aware of the potential hazards when handcuffing prisoners to stationary objects, leaving them unattended in police vehicles, or losing visual contact with a prisoner.
 - a. Prisoner is officer's responsibility.

F. Exceptions to the handcuffing procedure

1. Mentally ill persons
 - a. Officers may handcuff a mentally ill person in the absence of other restraints, but local policy must prevail.
 - b. When a mentally ill person whose age or physical condition is such that the personal safety of the mentally ill person and officer clearly will not be jeopardized, the use of handcuffs shall be within the discretion of the officer.
2. Multiple prisoners
 - a. Normally a female should not be handcuffed to a male.
 - b. Normally a juvenile should not be handcuffed to an adult.
 - c. Violent arrestee should not be handcuffed to other arrestees

G. Alternate restraint devices

1. Alternate restraint devices should be used as instructed and according to department policy.

H. Maintenance

II. APPLIED TECHNIQUES

A. Review of previous day techniques

- B. Demonstrate and have class perform the following techniques.
1. Standing twist lock and cuff with lower leg search.
 2. Standing rear wrist lock and cuff with leg search.
 3. Removal of handcuffs with single and multiple suspects.

Equipment for day 4: Handcuffs, cuff keys, full leather

DAY 4

4 hours

I. REVIEW

- A. Review by class performance of all previous techniques.

II. NEW APPLIED TECHNIQUES

- A. Demonstrate and have class perform the following techniques:
1. Standing modified search and cuff.
 2. High risk kneeling search and cuff.
 3. High risk prone cuff and search.

Equipment for day 5: Handcuffs, cuff keys, full leather, patrol vehicles.

DAY 5

4 hours

I. WARM-UP

II. PERSONAL BODY WEAPONS

- A. Explain need for use of PBD
- B. Demonstrate parts of body to be used
 - 1. Heel of palm
 - 2. Closed fist - Bottom fist
 - 3. Elbows
 - 4. Knees
 - 5. Feet
- C. Demonstrate techniques
 - 1. TMJ strike
 - 2. Bottom fist strikes
 - 3. Elbow strikes
 - 4. Knee lifts
 - 5. Extended knee strikes
 - 6. Shin rake
- D. Work strikes in
 - 1. POI
 - 2. Shuffle pivot
 - 3. Progressive pivot

III. REVIEW

- 1. Ground control techniques

Equipment for day 6:

Full leather, handcuffs, key,

I. REVIEW

A. Review by class of all the following techniques

1. Control holds
2. Search techniques
3. Cuffing techniques

II. LECTURE AND DEMONSTRATION

A. Discuss and demonstrate the following

- 12.6.5 (21 to 24)
1. Leg sweep takedown - no control
 2. Hair pull takedown to prone control
 3. Cross face takedown to prone control
 4. Escape from front two handed choke to prone control
 - a. utilize a reverse wrist technique

III. APPLICATION OF TAKEDOWNS

A. Have class perform above takedown series

Equipment for day 7: Full leather, handcuff and key

I. LECTURE - CAROTID RESTRAINT

A. Use of the carotid restraint

12.6.6

- (25 to 29)1. The carotid restraint is designed to subdue and control suspects who are violently resistant and to prevent the confrontation from escalating into more serious conflict. The carotid restraint could be utilized when:
- a. lesser levels of force have been attempted and failed, or
 - b. situations where lesser level of force are inappropriate. The intent on the part of the officer in using the carotid restraint should be to control. The carotid restraint may be the last step before entry into "deadly force".
2. When properly applied the carotid restraint is a tool intended to prevent injury to both the officer and the suspects.

B. Carotid restraint control hold

The carotid restraint control hold can be used as a controlling force. As with any neck hold it can potentially cause serious injury, and in some cases death to a suspect. The neck presents a potential danger area. The application of the carotid restraint hold should be based upon the need to control a suspect with full consideration of the hazard factors and the legal and agency limitations on the use of force.

1. In the carotid restraint control hold, pressure is applied to the sides of the neck with upper arm and forearm, so that the lines of force are exerted to the sides of the neck instead of against the front. The front of the neck and the airways should be free of pressure, as the larynx rests in the crook of the elbow.
2. The jugular veins and carotid arteries are the principle structures affected by this hold. Generally, very little force is required to occlude these vessels and restrict the flow of oxygenated blood to the brain. However, some suspects (e.g., under the influence drugs) may require greater application of pressure for a longer duration of time.
3. During application of the carotid restraint pressure should not be applied to the back of the neck nor should there be any twisting of the head.
4. Effects of the carotid control hold:

- a. Pressure on the sides of the neck compress the carotid arteries. The jugular veins and carotid arteries are the principle structures affected by this hold. These vessels carry oxygenated blood to and from the brain.. Occlusion of these vessels restricts the flow of oxygen to the brain, and this may result in asphyxia - a threat to life due to oxygen loss.
- b. The flow of oxygenated blood to the brain is diminished.
- c. The reduced oxygen level in the brain causes the person to go unconscious. The unconsciousness is caused by a combination of decreased oxygen supply to the brain, plus edema in the brain.
- d. The amount of time it takes for unconsciousness to occur will depend on a variety of factors such as:
 1. the amount of exertion that occurred prior to the restraint being applied.
 2. Whether or not the suspect was under the influence of a drug/alcohol.
 3. Physical condition of the suspect.

Generally, subjects lose consciousness within 3 to 15 seconds. Commensurately, the amount of time it will take a suspect to regain consciousness will depend on the same type of factors. Generally suspect will regain consciousness unaided in 30 seconds. Full recovery may take up to 24 hours.

5. Neck structure which can be affected by application of the carotid restraint:

- a. Vagus nerve - The vagus nerve in the neck passes down the carotid sheath, and lies adjacent to the carotid sinus. Pressure of the carotid sinus will also result in pressure on the vagus nerve. The vagus nerve carries the message to the heart, but is not the author of the message.
- b. Carotid artery - The carotid arteries are frequently shut down by the carotid restraint. This interrupts circulation, heart action and respiration, and can lead to unconsciousness, coma, and death.
- c. Carotid sinus - The Carotid sinus reflex is an autonomic (self-controlling, functionally independent) reflex which helps regulate the pulse and blood pressures. Pressure on the carotid regions in the upper neck, as for instance by a finger, initiate this reflex action. This can set off the reflex arc which leads to a slowing of the heart and a drop in blood pressure.
- d. Jugular vein
- e. Trachea
- f. Hyoid bone

- g. Thyroid cartilage
 - h. Tip of thyroid cartilage
6. Hazards and physiological reactions associated with the use of the carotid restraint.
- a. If the oxygenated blood flow to the brain cells is restricted for more than one minute, irreversible brain tissue damage may occur. Therefore, the hold should be discontinued as soon as the officer gains control of the subject.
 - b. Both the carotid sinus and the vagus nerves affect the heart muscle. Stimulation (depression) of these nerves could produce irregular respiratory and cardiac activity. The effects of drugs, alcohol and/or medical disorders will enhance this reaction.
 - c. If possible, the carotid restraint should not be applied while the person is standing. If the person should lose consciousness while standing, the possibility of injury or death could occur because the person would be in a vulnerable position.
 - d. The carotid restraint should generally not be applied repeatedly. To do so greatly increases the chance of serious injury to the suspect. One application in a 24 hours period unless exigent circumstances are present.
 - e. During loss of consciousness, subjects may lose control of their bladder and/or bowels as their body muscles contract and spasms occur.
 - f. Discharging arterial plaque prompting a cerebral vascular accident.
 - g. Age considerations.
 - h. Frontal pressure.
7. Hazards associated with other types of neck restraints. NOTE: Other types of neck restraints (e.g., the bar arm choke) are viewed as being inappropriate for law enforcement use because of the following hazards.
- a. Areas at the front of the throat, such as the larynx, trachea, could collapse with an improper restraint hold.
 - b. The hyoid bone located at the base of the tongue, and the tip of the thyroid cartilage which is located on either side of the throat, under excessive pressure, will fracture and cause swelling resulting in possible suffocation.
 - c. Improper application of the carotid restraint may fracture the neck, resulting in death or permanent paralysis.
8. First aid

- a. As soon as the subject discontinues resistance and is restrained, the subject should be checked for vital signs (pulse and breathing). The following first aid should be administered:
 - 1. Establish an airway
 - 2. Check for breathing
 - 3. Check for a pulse (may be desirable to check other than the carotid pulse, e.g., radial, brachial, femoral.
 - 4. Obtain a coherent response from subject
 - 5. Be prepared to administer CPR
 - 6. Summon emergency services when needed.
 - b. If there is a lack of vital signs, render first aid. When the carotid restraint is applied, regardless of whether or not the subject was rendered unconscious, the officer should have the subject checked by medical personnel.
 - c. Close observation of the subject during transportation is recommended. Allow time for respiratory recovery before transportation.
9. Other considerations
- a. Post carotid responsibilities
 - 1. Observation
 - a. Two hour critical observation of subject after application of carotid restraint
 - b. Twenty four hour total observation of subject after application of carotid restraint (913 log)
 - 2. Documentation
 - a. Document use of carotid restraint to include justification of use, reaction of subject after application of restraint, first aid if given, name and location of medical staff conducting medical exam of subject, location and name of custodial officer receiving the subject and the fact that custodial facility was advised that the subject was subjected to a carotid restraint and medically cleared for incarceration.

II. APPLICATION OF TECHNIQUES

- A. Demonstrate
 - 1. Hair pull takedown to locked carotid and prone control.
 - 2. Neck nerve leg sweep takedown to locked carotid and prone control.
- B. Class performance of techniques
 - 1. Have students practice application of locked carotid control with pressure on partners leg.

2. Have students obtain a proper seated position for a locked carotid restraint. CAUTION - Instruct students not to apply any bi-lateral pressure to their partners neck while in the locked carotid position.
3. Have students perform necessary techniques required to place subject in a prone control position for restraining and checking vital signs.
4. Have students perform the following techniques
 - a. Hair pull takedown to the locked carotid position, and prone control.
 - b. Neck nerve takedown to the locked carotid position, and prone control
5. Review of previously learned techniques.

Equipment for day 8: Full leather, batons, air bags

I. REVIEW

- A. Total review of all previously learned physical techniques

II. LECTURE - Baton and Impact Weapons

A. Legal aspects

- 12.9.9
1. The police baton is a deadly weapon as defined in the Penal Code Section 12020.
 2. Any officer who uses the baton against a person beyond reasonable force, can be charged with Penal Code Section 149 or Penal Code Section 245.
 3. As a weapon, the baton can either be used defensively or offensively. In law enforcement, however, in order for it to be used in an authorized manner, it must be used defensively, that is, to repel or protect.
 4. Use of the police baton is proper in lawful situations requiring a degree of force greater than that readily provided by weaponless control techniques, but less than that provided by resorting of the use of deadly force.
 5. How an arrest is made and what restraint allowed (Penal Code Section 835). Use of the baton is proper in lawful situations requiring a degree of control greater than that readily provided by weaponless control techniques, but less than that provided by resorting to deadly force. Such times may include:
 - a. Violent resisting suspect, or he is attacking the officer and the officer has either attempted lesser levels of force and was unable to control the suspect, and deadly force was not called for.
 - b. Suspect had similar type weapon i.e., club or knife.
 - c. He is outnumbered.
 - d. Suspect may be larger and has demonstrated to have superior skill and ability.
 - e. Tactical consideration such as a riot situation.
 1. The officer has the burden to justify the use of a baton by the totality of circumstances.
 2. Facts tending to justify the baton's use are:
 - a. The physical stature of the suspect as compared to the officer.
 - b. The need for immediate control of the suspect or situation due to a tactical consideration.
 - c. The officer's perception of the suspect's knowledge or apparent knowledge of a martial art form.
 - d. Assumes an aggressive stance.

- e. The suspect's inability to be controlled by lesser means due to the influence of alcohol and/or drugs.
6. Reasonable force to effect arrest, prevent escape and overcome resistance is permissible (Penal Code Section 835a)
Any peace officer who makes or attempts to make an arrest need not retreat or desist from his/her 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/her right to self-defense by the use of reasonable force to effect the arrest or to prevent escape or to overcome resistance.
7. What force may be used (Penal Code Section 843)
When the arrest is being made by an officer under the authority of a warrant, after information of the intention to make the arrest, if the person to be arrested either flees or forcibly resists, the officer may use all necessary means to effect the arrest.

B. Rules

1. The baton should normally be positioned between the officer and the suspect.
2. If the baton is held in either the right or the left hand, a good defensive position should be maintained.
3. The baton should not be used to apply a choking technique.
4. Strikes to the head, neck, throat, groin, shin and kidneys should be avoided as they could potentially cause serious injury.

C. Strike zones

1. Discuss the four zone strikes.

III. APPLICATION OF TECHNIQUES

A. Demonstrate and have class perform the following:

1. Proper grip, stance and striking motion
2. have students practice in pairs by striking at partners baton with forehand and backhand strike to develop the proper striking motion.
3. Perform the following strikes
 - a. Two count strike
 - b. Two count - two hand strike

- c. Circle strike
- d. Circle elbow strike

B. Air bag drill

- 1. Demonstrate position and strikes
 - a. Zone strikes 1 through 4
- 2. One minute per student
 - a. Observe and correct problems with stance, strikes and power delivery.

Equipment for day 9: Full leather, handcuffs, key, and wooden guns

DAY 9

4 hours

I. REVIEW

- A. Review of all techniques
- B. Review of baton techniques

II. BATON TECHNIQUES

- A. Demonstrate and have class perform
 - 1. Sword strike
 - 2. Three from the ring
 - 3. Low defense
 - a. forward
 - b. rear
 - c. parry/strike

III. YAWARA TECHNIQUES

- B. Demonstrate & have class perform
 - 1. Hip strike
 - 2. Hip to backhand strike
 - 3. Yawara strike
 - 4. Downward and upward rollover strikes
 - 5. Combination of above strikes

Equipment for day 10: Full leather and wooden hand guns

I. LECTURE - WEAPON RETENTION

A. Weapon retention

1. Introduction

12.7.7

(43 to 45)

- a. FBI uniform crime reports regarding officer disarmed by suspect shows:
 1. Fact: Law enforcement officers carry guns
 2. Fact: Incidents of assault against law enforcement officers have increased tremendously in recent years.
 3. Fact: More officers are being killed with their own guns than ever before.
 - b. California Peace Officer killed in Line of Duty Study indicates 15% were killed with their own weapons. Additionally, 7% were assaulted with their own weapons.
2. Equipment maintenance and design - holsters
 - a. Holsters and straps should withstand stress of someone pulling violently on the gun. Maintain holster in good condition, replace worn straps and snaps.
 - b. Thumb break holsters - Officer be aware that a downward grabbing action by suspect's hand from the front could cause the holster to unsnap.
 - c. Holster design - Holster should be designed so that the officer can draw the gun quickly and safely, yet remain secure in the holster when unsnapped during vigorous body movement.
 - d. No holster should be considered reliable enough to be a sole source of security for the officer's gun.
 3. General principles:
 - a. A release is accomplished by providing more physical stress against an attacker than the suspect can withstand. The primary concern is an immediate release of the suspect's hand(s). All counter-attacks should be directed against the suspect's arm which includes the hand, wrist, forearm, elbow, and shoulder.
 - b. The officer's initial response should be appropriate to the situation and provide the best opportunity to safely secure the weapon and protect self.
 - c. The three principle objective are:
 - a. Secure weapon - Secure the weapon in the holster and then prepare to apply the release technique.

- b. Gain position/offset balance - Move in a position that officer the greatest opportunity to exert maximum leverage and physical stress against the attacker and at the same time provide body movement that has the effect of protecting the officer against additional assault as the release is applied.
- c. Effect release - The officer applies the release with the appropriate technique. The officer will simply be applying more leverage and physical stress against the attacker that the suspect has the ability to withstand, and release is assured.

4. Techniques

- a. Front retention, holstered weapon.
- b. Rear retention, holstered weapon.
- c. Unholstered/weapon primarily in officers control

II. APPLICATION OF TECHNIQUES

- A. Have students perform the above retention techniques

III. COMPLIANCE TECHNIQUES

A. Purpose

- 1. A diffusing technique used to overcome resistance
- 2. To assist the officer in gaining control

B. Techniques

- 1. Neck nodule
- 2. Salivary gland
- 3. Sinus nerve
- 4. Sterno-mastoidal nerve
- 5. Demonstrate and have students perform above techniques showing application in
 - a. Takedowns
 - b. Physical assaults on officers
 - c. Passive resistance

Equipment for day 11: Full leather and wooden guns

I. LECTURE - WEAPON TAKEAWAYS

A. Mental attitude

12.7.5

- (31 to 42)
1. Will to live/survive
 2. One shot may go off/officer may be injured
 3. Be determined to complete takeaway technique

B. Distance

1. Distance of officer to suspect
2. Distance of officers hands to weapon

C. Distractions/lag time

1. Verbal distraction
 - a. Allow suspect to talk
 - b. Talk to suspect
2. Other distractions
 - a. Officers head and eye movement
 - b. Enviornmental sounds such as sirens, other vehicles, people ect.

D. Move explosively

II. APPLICATION OF TECHNIQUES

A. Demonstrate and have students perform

1. Handgun takeaways
 - a. Front
 - b. Rear
2. Long gun takeaways
 - a. Front
 - b. Rear
3. Hostage gun takeaway
 - a. Suspect at rear/choke hold

Equipment for day 12: Full leather, handcuffs, key, wooden guns, batons and yawara sticks, ASPs

DAY 12

4 hours

I. WARM - UP

II. REVIEW

- A. Review of previously learned techniques

III. ASP

A. Introduction

1. Background/History of Expandable Baton

B. Use of Expandable Baton

1. Target areas
2. Opening/racking

Equipment for day 13:

Full leather, handcuffs, key, batons, and full contact equipment.

DAY 13

I. LECTURE - Prisoner Transportation

A. Certain considerations in transporting prisoners.

- 8.20.3
(13 to 15)
1. Expect the unexpected
 - a. The unpredictable nature of arrestee creates a serious threat to officers removing a suspect from the scene of an arrest.
 - b. The fact that the arrestee submitted peacefully will not guarantee that they will not resort to violence or trickery to escape custody.
 - c. Any arrestee may be an escape risk or a potential threat.
 2. Search arrestee prior to transporting
 - a. Searching an arrestee is the first of many precautionary measures.
 1. Do not depend on another officer to search a prisoner for you.
 2. Personally search each person you will transport.
 3. Confiscate any article that can be used for a weapon.
 3. Restraint prior to transporting
 - a. Any arrestee, whether male, female, adult or juvenile should be handcuffed.
 - b. Normally, arrestee should be handcuffed with their hands behind them.
 - c. Violent arrestee should be handcuffed and transported separately.
 4. The proper positioning of arrestee and officer in vehicle
 - a. Positioning of officers in the vehicle depends upon department policy.
 - b. Discuss time and mileage for transporting females.
 5. Safe application and removal of seat belts

B. Area-vehicle search relative to transporting

1. Although the interior of the transporting vehicle is searched for a weapon or evidence after an arrestee has been delivered, it is also a good practice to search the vehicle before transporting another arrestee.
2. If a subsequent search conducted after the arrestee is delivered discloses a weapon or evidence, it is easier to establish that his contraband was hidden by the suspect.

C. Transporting

1. The driver of the transporting vehicle must obey all traffic regulations.

D. Custody and care of arrestee(s)

1. The transporting officer is responsible for the arrestee.
 - a. Injured or unconscious persons should be examined by a physician and be given first aid before they are jailed. The officer should be aware of medical conditions such as shock, brain injury and diabetic coma.

E. Conversation with the arrestee

1. Avoid any unnecessary conversation.

II. APPLICATION OF TECHNIQUES

- A. Demonstration of techniques for transportation of prisoners
1. Have students perform techniques.
 2. Practice with use of cover officers.

III. REVIEW

- A. Have students perform a review all previously learned techniques.

Equipment for day 14: Full leather, handcuffs, key and batons

DAY 14

4 hours

I. REVIEW

- A. Review of lecture material
- B. Review of physical techniques
 - 1. Search and control techniques
 - 2. Restraint techniques
 - 3. Takedown and control techniques
 - 4. Carotid restraint
 - 5. Baton techniques
 - 6. Personal body weapons
 - 7. Ground control

Equipment for day 15:

Full leather, handcuffs, key,
batons, and full contact equipment.

DAY 15

8 hours

I. WARM-UP

II. TEST

A. Conduct test

1. Baton test not to exceed one and one half minutes of contact.

III. CLOSING COMMENTS

LEARNING DOMAIN #33
PERSON SEARCHES, BATON, ETC.

- 8.14.1 (Deleted 9-1-93)
- 8.14.2 (Deleted 6-1-93)
- 8.14.3 (Deleted 6-1-93)
- 8.14.4 (Deleted 6-1-93)
- 8.19.1 (Deleted 3-1-93)
- 8.19.2 (Deleted 6-1-93)
- 8.20.1 (Deleted 6-1-93)
- 8.20.2 (Deleted 3-1-93)
- 12.6.1 (Deleted 6-1-93)
- 12.6.2 (Deleted 7-1-92)
- 12.6.3 (Deleted 6-1-93)
- 12.8.1 (Moved to LD20 6-1-93)
- 12.8.2 (Deleted 6-1-93)
- 12.8.3 (Deleted 6-1-93)

EXERCISES:

- 8.18.1 Given an exercise, the student will safely and effectively serve as "cover officer" while another officer conducts searches of single and multiple suspects. The covering officer's primary responsibilities are: (6-1-93)
 - A. Protecting the searching officer from outside interference
 - B. Psychological intimidation of the suspect(s) being searched
 - C. Physical assistance of the searching officer if it becomes necessary
 - D. Observation of suspect(s)
 - E. Awareness of cover and concealment

8.18.2 In a simulated situation, the student will safely and effectively conduct the following types of searches, as instructed, of both male and female suspect(s):

(9-1-93)

- A. Visual
- B. Pat-down/frisk/cursory
- C. Arrest
- D. High risk

The elements of an effective search/pat-down are:

- A. Constant alertness
- B. Proper Balance
- C. Self-control
- D. Maintaining a position of control and "advantage"
- E. Thoroughness
- F. Safeguarding of weapons (officer's/suspect's)
- G. Search from the rear
- H. Search with one hand, control with the other
- I. Keep gun out of reach of suspect(s)
- J. Search systematically by use of proper hand technique
- K. If weapon found, notify back-up officer immediately and maintain control of suspect and weapon

The student should also verbally and/or in writing identify the places where dangerous weapons or contraband may be concealed on a suspect's person. These places will minimally include:

- A. Hair
- B. Waistband
- C. Pockets
- D. Groin area
- E. Small of back
- F. Ankles
- G. Pocket books, purses, and wallets
- H. Underarm area
- I. Jewelry
- J. Clothing e.g., shirt cuffs and pant cuffs
- K. Under hats

- 8.19.3 In a simulated situation, the student will demonstrate safe and effective handcuffing. (6-1-93)

This will minimally include the:

- A. Handcuffing and safe removal of handcuffs from a single suspect
- B. Handcuffing and safe removal of handcuffs from multiple suspects
- C. Exchange of handcuffs

During the handcuffing simulation the student will:

- A. Maintain proper balance, constant alertness, correct position, and self control
- B. Maintain control and observation of the suspect
- C. Maintain control of the handcuffs during the cuffing procedure
- D. Demonstrate double lock option
- E. Maintain correct placement and reasonable degree of tightness of handcuffs
- F. Control positioning of suspect's hands

During the simulation the student should also verbally and/or in writing identify the purposes and limitations of using handcuffs.

- A. Handcuffs are a safety device for both the officer and the prisoner
- B. Handcuffs are used for temporary restraint to prevent attack, escape and the concealment or destruction of evidence or contraband
- C. Handcuffs are used to prevent self-inflicted injury
- D. Handcuffs do not immobilize a suspect

- 8.20.3 In a simulated situation(s), the student will safely and securely position the following types of prisoners for transportation: (6-1-93)

- A. Adult males and females
- B. Injured or sick persons
- C. Juveniles
- D. Violent/combatative/hostile prisoners

The exercise will minimally involve:

- A. Single or multiple prisoners while working alone and working with a partner
- B. Searching the area where the prisoner(s) is/was seated before and after transportation
- C. Positioning of officer(s) and prisoner(s) within the vehicle
- D. Close observation of the prisoner(s)
- E. Safe application and removal of seat belts

- 12.6.4 The student will properly demonstrate the mechanics of the control hold(s) instructed. (6-1-93)

The demonstration should incorporate:

- A. Balance, awareness and self-control
- B. Maintaining a position of control and "advantage"
- C. Safeguarding officer's weapon
- D. Proper foot movements

- 12.6.5 The student will demonstrate the mechanics of a "take-down" technique(s) as instructed. (6-1-93)

The demonstration should incorporate:

- A. Balance, awareness and self-control
- B. Maintaining a position of control and "advantage"
- C. Safeguarding officer's weapon
- D. Proper foot movements

- 12.6.6 The student will demonstrate the mechanics of a carotid restraint as instructed, and will explain either verbally or in writing how the technique works, hazards of its use, and first aid techniques that might be necessary when the technique is used. (6-1-93)

The demonstration should incorporate:

- A. Balance, awareness and self-control
- B. Maintaining a position of control and "advantage"
- C. Safeguarding officer's weapon
- D. Proper foot movements

The hazards in using the carotid restraint are:

- A. If the oxygenated blood flow to the brain cells is restricted for more than one minute, irreversible brain tissue damage may occur. Therefore, the hold should be discontinued as soon as the officer gains control of the subject.
- B. Areas at the front of the throat, such as the larynx (voice box), trachea (windpipe), could collapse with improper application.
- C. The hyoid bone located at the base of the tongue, and the tip of the thyroid cartilage which is located on either side of the throat, under excessive pressure, will fracture and cause swelling-resulting in possible suffocation.
- D. Both the carotid sinus and the vagus nerves affect the heart muscle. Stimulation (depression) of these nerves could produce irregular respiratory and cardiac activity. The effects of drugs, alcohol and/or medical disorders will enhance this reaction.

- E. Improper application of the carotid restraint may fracture the neck, resulting in death or permanent paralysis.
- F. If possible, the carotid restraint should not be applied while the person is standing. If the person should lose consciousness while standing, the possibility of injury or death could occur because the person would be in a vulnerable position.
- G. The carotid restraint should generally not be applied repeatedly. To do so greatly increases the chance of serious injury to the suspect.
- H. During loss of consciousness, subjects may lose control of their bladder and/or bowels as their body muscles contract and spasms occur.

First aid techniques that might be necessary when the technique is used:

- A. As soon as the subject discontinues resistance and is restrained, the subject should be checked for vital signs (pulse and breathing). The following first aid should be administered:
 - 1. Establish an airway
 - 2. Check for breathing
 - 3. Check for brachial pulse
 - 4. Obtain a coherent response from subject
 - 5. Be prepared to administer CPR
 - 6. Summon emergency services when needed

12.7.2 (Deleted 6-1-93)

12.7.5 Given a no-alternative situation simulating a suspect who is armed within close proximity with a firearm, the student will demonstrate the following take-away techniques as instructed: (6-1-93)

- A. Front handgun
- B. Rear handgun
- C. Front long gun
- D. Rear long gun

The demonstration should incorporate:

- A. Balance, awareness and self-control
- B. Maintaining a position of control and "advantage"
- C. Safeguarding officer's weapon

12.7.6 (Deleted 6-1-93)

- 12.7.7 Given an exercise, the student will demonstrate weapon retention as instructed. (6-1-93)

This demonstration will include:

- A. Retention of an holstered firearm
- B. Retention of an unholstered firearm

The demonstration should incorporate:

- A. Balance, awareness and self-control
- B. Maintaining a position of control and "advantage"
- C. Safeguarding officer's weapon
- D. Proper foot movements

- 12.9.1 The student will demonstrate the proper use of the baton as instructed. (6-1-93)

The demonstration will include:

- A. Stance and balance
- B. Drawing and holding technique(s)
- C. Striking technique(s)
- D. Blocking technique(s)
- E. Retention technique(s)

The demonstration should incorporate:

- A. Balance, awareness and self-control
- B. Maintaining a position of control and "advantage"
- C. Safeguarding officer's weapon

During the simulation the student should also, verbally or in writing, identify the limitations of using the baton.

The limitations are:

- A. "Target areas" are generally limited to arms, legs and torso
- B. Strikes to the head, neck, throat, groin, spine and kidneys could potentially cause serious injury

- 12.9.2 (Deleted 6-1-93)

- 12.9.3 (Deleted 6-1-93)