

Defensive and Arrest Tactics

Instructor Manual



**Wisconsin Department of Justice
Law Enforcement Standards Board
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DEADLY FORCE DECISION MAKING

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DEFENSIVE AND ARREST TACTICS

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TOPIC 5: BATON

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TOPIC 6: WEAPON CONTROL

Lesson 6-1 Weapon Retention

Lesson 6-2 Facing an Armed Subject

TOPIC 7: OLEORESIN CAPSICUM (OC) SPRAY

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RESOURCES

COMPETENCIES AND LEARNING OBJECTIVES:

In this course, students will learn the basis for and limits to use of force by Wisconsin officers. Students will learn specific techniques for intervention included in the Wisconsin system of Defense and Arrest Tactics.

Competencies and Learning Objectives:

1. Understand the basis for use of force by officers and the limits on that use of force, including Constitutional, statutory, administrative rule and policy.
 - 1.1 Identify the situations in which use of force is legitimate.
 - 1.2 Identify the limits that the constitution, Wisconsin law, agency policies and your own training place on the use of force.
2. Apply the concepts contained within the Incident Response and Disturbance Resolution models.
 - 2.1 Identify and describe the Incident Response concept and its application to law enforcement.
 - 2.2 Identify and describe the Disturbance Resolution concept and its application to law enforcement.
 - 2.3 Identify the protocols to follow when off-duty and encountering a situation that requires a law enforcement response.
 - 2.4 Describe the issues that an on-duty officer is likely to face when encountering an off-duty, retired, or plainclothes officer who is taking official action.
3. Know the five modes within Intervention Options and the circumstances under which each mode is justified and appropriate.
 - 3.1 Identify the concept of “presence” and the circumstances under which it is appropriate.
 - 3.2 Identify the concept of “dialog” and the circumstances under which it is appropriate.

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- 3.3 Identify the concept of “control alternatives” and the circumstances under which they are appropriate.
- 3.4 Identify the concept of “protective alternatives” and the circumstances under which they are appropriate.
- 3.5 Identify the concept of “deadly force” and the circumstances under which it is appropriate.
- 3.6 Apply the intervention option concepts in a simulated environment.
4. Apply the techniques present in the Wisconsin DAAT system, including the tactical use of communication skills as appropriate.
 - 4.1 Demonstrate the use of presence in a simulated environment.
 - 4.2 Demonstrate the ability to use dialog in a simulated environment.
 - 4.3 Demonstrate the ability to use control alternatives techniques/tools in a simulated environment.
 - 4.4 Demonstrate the ability to use protective alternatives techniques/tools (baton) in a simulated environment.
 - 4.5 Demonstrate the ability to use deadly force decision making in a simulated environment.
 - 4.6 Demonstrate weapon control techniques in a simulated environment.
 - 4.7 Describe the follow-through considerations that apply to arresting subjects.
 - 4.8 Apply the follow-through considerations concepts in a simulated environment.
 - 4.9 Handcuff and remove handcuffs from subjects in a simulated environment.
 - 4.10 Frisk and search subjects in a simulated environment.
5. Explain the Use of Force Concepts that frame electronic control devices (ECD's) and the circumstances under which they are justified and appropriate.

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- 5.1 Identify the concept of “control alternatives” and the circumstances under which they are appropriate.
- 5.2 Identify the electronic control device tools that fall under “control devices” and the circumstances under which they are appropriate.
- 5.3 Describe symptoms of medically significant behavior.
- 5.4 Describe the opportunities within Disturbance Resolution that medically significant behavior could be observed.
- 5.5 Manage medically significant behavior with options.
- 5.6 Identify the steps to follow for distance deployment of an electronic control device.
- 5.7 Identify the precautions to follow when assisting an officer who is deploying an electronic control device.
- 5.8 Demonstrate the ability to use “cuffing under power” in a simulated environment.
- 5.9 Demonstrate the ability to use multiple officer ground handcuffing or multiple officer ground stabilization to facilitate the application of chemical restraints in a simulated environment.

INSTRUCTOR OVERVIEW

INTRODUCTION

This curriculum is designed for students participating in a basic law enforcement academy in the State of Wisconsin for the purpose of becoming certified law enforcement officers. The Defensive and Arrest Tactics class meets the requirements of the State of Wisconsin Law Enforcement Standards Board's competency-based recruit training requirements.

This does not preclude agencies from utilizing additional training to fulfill individualized agency needs. The design of DAAT's Intervention Options leaves agencies with guidelines for each tactics' purpose. It is the responsibility of each agency that wishes to acquire additional training to research and determine what Mode the selected tactic would fall under. This would be achieved by understanding the tactics purpose and instituting the proper amount of training.

Minimum Instructor Requirements

The competencies and learning objectives identify the minimum standards that must be met by instructors when presenting this training. Instructors should feel free to present additional information beyond the required minimum competencies and objectives. Learning plan activities that are provided in these documents should be used as a guide for instructors when creating their own learning plans. Instructors should feel free to choose any of the learning activities provided or create their own learning activities.

Instructor-Student Ratio

The minimum instructor-student ratio for Defensive and Arrest Tactics is 1:6 (one instructor for each six students) during non-classroom portions of the training.

Student Handouts

It is required that instructors distribute a copy of the competencies and learning objectives that are to be covered during the course to each student. Instructors are encouraged to plan and develop other handout material as well. Such handouts may include a learning plan that identifies the learning activities that will be covered in class and the performance assessment task score-sheets that provide guidance relating to classroom assignments.

Assessment and Evaluation Strategy

The assessment and evaluation strategy for this portion of the curriculum consists of assessment of competence with the skills competency checklists and evaluation of cognitive knowledge through a written test. The evaluation of students with the written test and the skills competency checklists is required. The minimum requirement for the written evaluation is 70% correct, and each training school has the option of setting a higher standard, if desired.

TEACHING TOOLS

The teaching tools serve a variety of purposes:

- Focus attention on what the content is by visual review of the material
- Increase interest in content by making it visually appealing
- Improve retention by engaging more than one of the senses during the presentation

Tools that may be included for instructor use:

Videos (🎥)

Training videos accompany the curriculum to stimulate interest, motivate, illustrate behaviors or attitudes and add professionalism to the training. As part of the preparation for the training, the instructors should view each of them. Once a video is presented in class, the instructor should summarize the learning points to generate discussion.

Handouts (📄)

The instructor may use the handouts provided or others the instructor prefers. The information must be topical and reduce the need for participants to memorize or take notes during a presentation.

Exercises (👤)

The instructor may use any of the exercises described in the manual to illustrate a concept and to provide a learning experience with class participation. The manual also includes scenarios for progressive role-play by participants and as opportunity for individual evaluation by the instructor.

Power Point Slides (📽️)/Overheads (📊)

A power point slide presentation or overheads may also be available to the instructor for illustration of the course concepts.

Lesson Plan

Each lesson plan contains Learning Objectives, specific topical information, material needs and a time estimate. Lesson plans may also include exercises, handouts, videos, overheads or power point slides that the instructor may elect to use when emphasizing the topical information for class.

TRAINING TIPS

1. Prepare For the Training

Good instruction requires preparation. To prepare to conduct training, do the following:

- Review materials. Personalize the content. Practice.
- Check the equipment. Equipment needed includes a TV, VCR, flipcharts, markers, tape, overhead projector and screen.
- Stick to the agenda to ensure all information is presented in the classroom.
- Adhere to regular breaks and opportunities for questions.
- Address the group, not the screen. Use notes and face the audience.
- Refer to the text and advise the participants where a topic can be found.

2. Adhere to the Adult Learning Principles

Law enforcement recruits are adults and benefit from instruction tailored to adult learning needs. Here are some principles of adult learning:

- Explain the benefits of subject matter.
- Relate learning to participants' past experiences.
- Make use of participants' life experiences to encourage participation.
- Listen and respect their ideas.
- Encourage them to be resources to each other and to you, the trainer.
- Maximize efficiency of learning.
- Involve them in learning-centered activities.

3. Facilitate Discussion

Dialog provides a good learning environment where everyone teaches and everyone learns. Make use of participants' life experiences to encourage participation. By interspersing a lecture with questions the instructor will heighten interest, review, encourage class participation and obtain feedback for all.

Participation in the classroom is for the purpose of learning and practicing the specific communication skills and models. Education must be structured so participants can apply what they learn. Demonstration is primarily a passive experience for the adult learner; therefore, effective instructors usually encourage questions and then follow up with hands-on practice. Give participants the opportunity to demonstrate failures and uncertainties, to reflect on and evaluate technique and to rehearse for the real thing. Learning and action go hand in hand.

4. Use Exercises

Case studies can be used for teaching and evaluation. A participant is provided with a number of facts relating to a specific situation and must solve one or more problems or perform one or more tasks using the facts. A case study/scenario may be elaborate or quite short depending on the objective of the lesson.

Other practical exercises can also be used. These can be any structured activity or simulation in which the students actually perform in the classroom or on the range what they will be doing when on the job.

Remember: mistakes must be possible. Remind the group that the exercises are meant to elicit a variety of responses—not just one “right” response. It is the participant's thought process and articulation of that thought process that is evaluated as well as the performance of the action.

Evaluation will help participants recognize and use what they know and identify and understand what was missing and must be developed.

5. Include Activity-Centered Learning

Activity-centered learning involves a series of progressive and realistic exercises designed for learner participation. In activity-centered learning, participants are able to practice and test their knowledge and decision-making as well as their communication and tactical skills, in a safe and controlled environment. Participants will also demonstrate their ability to articulate verbally and document in writing what action they took and their reasons for it.

To be safe and effective, activity-centered learning activities must meet these criteria:

- Reality- and behavior-based and progressive
- Scripted and staged
- Evaluated
- Debriefed in a safe environment
- Documented

Reality- and behavior-based and progressive. The environment of the activity-centered learning activities must be realistic in the use of props and physical space to provide for tactical concerns and atmosphere. Introduce simplistic scenarios first in the classroom and then make them increasingly more complex with the addition of various characters, props, environmental changes, additional police issues and investigative concerns to provide progressive training for the participant.

Scripted and staged. To ensure the safety of participants and to provide an optimal learning environment, draft a script for each activity to include the

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objectives of the exercise, the type of situation, the characters and their backgrounds, the details of the action, and the dispatch information.

Evaluated. After the activity has been completed, the participants articulate what their plan was and what actions they took. Participants *may* do a written police report of the simulated situation. Instructors can then ask follow-up questions for a full explanation of situation and response. Class peers and evaluation team members complete a written feedback form on the performance. Videotaping of the final scenarios is highly recommended.

Debriefed in a safe environment. Instructors and evaluation team members explain the objectives of the activity and evaluate the individual's performance measured against the core abilities. If the simulation was videotaped, the participant should view his or her own performance. Evaluators note areas where the participant performed well and identify areas that need improvement. Peer feedback forms are given to the participant and written reports are reviewed and returned to the participant with feedback.

Documented. All videotapes, reports, feedback forms, evaluation forms, and the participant's response to feedback should be considered formal training documentation and should be retained in conformance with academy policies.

6. Problem-Based Learning Philosophy

Problem-based learning (PBL) offers instructors an entirely different way to help new officers learn the complicated business of police work. It also represents a dramatic shift in how instructors deliver training and education in the profession. The PBL method helps develop critical-thinking and problem-solving skills in new police officers.

Typically, recruits will sit in a class and listen to a lecture and view a power point. Next, they would apply what was taught in the lecture to a problem and be evaluated on their performance. The student's critical-thinking and problem-solving skills are not challenged and the student merely regurgitates the steps that were taught in class. This traditional method works well when teaching psychomotor skills, but perhaps not as well when teaching critical-thinking and decision-making.

Police officers must develop these critical-thinking skills because no call or situation that they respond to is the same. There are always new variables to deal with and the officers cannot always rely on a step-by-step process they learned in the basic academy to get them through every incident. They must be able to think on their feet and work through different situations to come to some resolution. Police PBL provides the means by which we can help new officers learn how to work safely, think critically, and adopt problem-solving as a daily part of their job.

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There are *four* basic principles that characterize the PBL learning process¹.

Principle 1: Relevant and real life, ill-structured problems. PBL incorporates all of the adult learning techniques instructors learned in the Criminal Justice Instructor Development Course (CJ-IDC). These include individual exercises, lectures, guided discussions, cooperative learning, role plays and other teaching methods. But at the core of PBL, students work in groups to solve *ill-structured problems*. An ill-structured problem is one that mimics real-life situations that are not easily solved and have numerous possible answers. For example, a class of recruits may practice a vehicle contact with uncooperative occupants, the presence of drugs, and an unsafe environment. There is no single correct way to respond to the problem. Instead there are many different possible responses, each of which could solve the problem.

Principle 2: A variety of responses. PBL problems require learners to consider a variety of responses to use in solving their group problem. Ill-structured problems promote creative thinking and, because learners work in collaborative learning groups and follow a five-step process, they also learn to apply positive communication and organizational skills. Each of these performance skills – teamwork, effective communication, and creative problem solving – are essential in good police work.

Principle 3: A five-step process. The five-sequential steps of the police PBL program used by collaborative learning groups are:

1. Create collaborative learning groups. Then brainstorm a list of **ideas** of how the group thinks the problem may be solved. In the classroom, the instructor facilitates the groups.
2. Discuss and list all the **known facts** about the problem.
3. Generate a third list of **learning issues** based on the question: “*What do we still need to know in order to resolve this problem?*” Once the groups generate this list, the students need to find appropriate resources, some of which the instructor provides, then they must learn the new material. Instructors merely act as facilitators at this point providing guidance and support during this phase and suggest areas of learning that the group may have overlooked. As the students learn more about the problem they should revisit their original list of ideas on how to solve the problem to see if any of those ideas look like they will work in this situation.

¹ Cleveland, G. and Saville, G. (2007) *Police PBL: Blueprint for the 21st Century*.

Instructor Background

4. **Action Plan:** The learning group determines a response to the original problem using the information and material they learned in the previous steps.
5. **Evaluation.** Students will evaluate their action plan afterwards to determine its effectiveness. Students should complete a learning worksheet to describe what they learned by working through the problem and by listing their strengths and weaknesses throughout the learning process.

Principle 4: Self-directed learning. Adult learners construct their own learning in PBL. With support and guidance of the trainers and facilitators, the students discover what it is they need to know to function properly in their job. The self-discovery process means that the students become directly responsible for their own learning. Accordingly, instructors must learn the skill of letting go of classroom control, while still maintaining the responsibility for the learning environment and teaching process.

Instructors should try to incorporate the PBL philosophy into their classrooms whenever possible. Do not always rely on the traditional method of lecture, power point, practice. By doing this you will help build the critical-thinking and problem-solving skills these new recruits will need from the first day they set foot on the road as officers.

INSTRUCTOR REQUIREMENTS

The lead instructor in a DAAT class must have successfully completed either a Criminal Justice Instructor Development Course (CJ-IDC) or the Wisconsin Technical College System Course #52 at a Law Enforcement Standards Board (LESB) approved technical college, completed a DAAT Instructor course sponsored by the Training and Standards Bureau and must be certified as a DAAT Instructor by the LESB. Assistant instructors need not be certified, although that is strongly recommended.

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Safety Procedures For Practical Exercises

While demonstrations and simulations are excellent training tools, they must be conducted safely. To make these practical exercises as safe as possible, follow these guidelines:

1. Secure the training area and control access.

Cordon off or otherwise control the perimeter of the training area.

Post signs indicating that a police training exercise is being conducted.

Assign at least one access-control officer to control entry and to keep track of those entering and leaving the training area.

Do not allow non-participants (except designated training officers) inside the training area.

Manage any environmental hazards.

Assign a safety officer to each scenario.

2. Use a triple-search procedure to ensure no functional weapons are permitted in training area. Anyone entering or re-entering training area must undergo triple-search. Triple-search procedure:

1. Officer searches him/herself for ammo and weapons.
2. Officer submits to search by a partner.
3. Officer submits to a search by instructor/safety officer.

4. Brief participants to limit physical intervention tactics to those appropriate for the protective gear (if any) worn by participants.

If no protective gear is worn, limit force to escort/compliance holds and handcuffing.

If participants would (in a real situation) use more force, instruct them to verbalize what they would do.

5. Establish a procedure to stop a scenario.

A safety officer can stop a scenario at any time by calling "Stop scenario!" or using another agreed-upon signal (such as a whistle).

Anyone observing a safety violation or unsafe condition can stop a scenario at any time by calling "Stop scenario!"

INSTRUCTOR INFORMATION FOR DAAT TRAINING

WELLNESS CHECK AND TACTICAL WARM-UP

Wellness Check

Because DAAT involves vigorous physical activity, it is important to be sure all participants are ready. Begin and end each class with a general wellness check: ask students if they have any illness or injuries. Be sure to get a response from *each* student. *If any student indicates a problem, document it, even if the student insists that it will not interfere with training.* Remind students frequently to monitor their own condition and adjust their training accordingly.

Tactical Warm-Up

Proper warm-up and stretching before engaging in vigorous physical activity will help prevent injuries. Begin each class with the following:

1. Preliminary warm-up, using moderate aerobic activities, such as:²

- Run in place
- Shadow training

2. General stretching, following this sequence:³

Overhead stretch - Place hands together and stretch up over head.

Neck stretch –Stretch your neck forward, then to left, then to right, then to left-center, then to right-center.

Shoulder stretch -Shrug your shoulders forwards / backwards / up and down and alternate.

Side stretch -Place your arms behind your head and then stretch right and repeat to the left side.

Bent stretch -Bend over with your hands clasped behind your back and then lift your arms upwards.

Hip rotation -In a double forearm position, rotate your hips to the right and then repeat to the left.

² Developed by Tim Powers, Stress Management and Conditioning Specialist and Director of the Fitness Institute for Police, Fire, and Rescue.

³ Developed by Cheryl Blohowiak, an aerobic fitness instructor, for use in Defensive Tactics training.

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Reaching stretch -Bend to the right with your left hand reaching straight out towards the right with the right hand on the thigh and then repeat to the left.

Toe touches -Touch the left foot with the right hand while the left hand reaches upwards and then repeat to the right side.

Half squats - Simulating a "hook up" position, perform a pull in/push down decentralization (repeat 5 times).

Ankle stretch -Rotate your right ankle side to side, forward and backwards, clockwise and counter-clockwise.

Calf stretch -Point your right toes out while tightening your leg and then lift your right toes up while tightening your leg and then repeat to the left side.

DAAT TRAINING SAFETY RULES

Work As A Team

Treat each other as peers—we're on the same team.
Cooperate, don't compete—instructors are here to help you develop job skills.
During simulation training at least one student in each group will act as a safety officer/coach.
Watch out for each other—we are responsible for each other's safety.

Know Your Limits

If you are not sure how to do a technique—ask.
Report injuries immediately—don't suffer in silence. You know your body: if something doesn't feel right, let your instructors know.
Work at your own pace—don't over-exert yourself. Training is most effective at 60%-80% maximum.

Prevent Injury

Do not engage in horseplay. No horseplay whatsoever will be tolerated.
Remove all jewelry before participating in training.
Use mouth guards and other protective gear as needed and directed by your instructors.
Keep the training area clear of all unnecessary equipment or clutter.
Obey the whistle: used for cadence and emergency stops.

Equipment and Class Management

Do not leave the training area without the permission of the primary instructor.
Use training equipment (protective equipment, props, weapons, etc.) as directed by your instructors.
Do not handle any training equipment (including your own) without the permission of the primary instructor.

Weapons

No weapons (firearms, batons, knives, OC spray, etc.) are permitted in the training area without permission of the primary instructor.
Unless specifically authorized by the primary instructor, only training weapons (red guns, red knives, etc.) will be used in simulations.

Functional firearms used in training will be checked by at least two instructors to ensure they contain no live ammo, and then marked (with tape, Ammo-Safe™ device, etc.) to indicate they are "safe."

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If functional firearms (or Simunition firearms) are used in scenarios, all participants, including instructors, must undergo a triple-check procedure to ensure no live ammo is in the training area:

1. Search yourself for live ammo.
2. Have a partner search you.
3. Have an instructor/safety officer search you.

When firearms are present, follow the four fundamental rules of firearms safety:

1. Assume all guns are loaded.
2. Never let the muzzle cross anything you are not willing to destroy.*
3. Keep your finger off the trigger and outside the trigger guard until you are firing.
4. Know your target and what's beyond it.

*Some scenarios may involve deadly-force decisions. In such scenarios, participants may, if appropriate, point a firearm at an actor posing a threat.

HOW THE SYSTEM IS TAUGHT

Individual Techniques

DAAT involves psychomotor skills—in other words, skills that involve the mind and the body. The best training also involves both mind and body. The proper sequence for training DAAT techniques is

1. Demonstration—visual, i.e., seeing
2. Explanation—audio, i.e., hearing
3. Repetition—tactile, i.e., doing

By the numbers

Slow for form

Full speed and power ("Target Training Rate")

Note:

The "Target Training Rate" closely corresponds to the "Target Heart Rate" for aerobic exercise. If an individual exercises too strenuously, then s/he dynamically increases the chance of injury. On the other hand, if the individual doesn't work hard enough, s/he will obtain little benefit from the exercise. The same is true of the intensity of your defensive tactics simulation training. The officer that trains at 60 - 80 % of their maximum intensity level will experience the best results with the least chance of injuring him/herself. A trainer should emphasize this "Target Training Rate" so that his/her students can obtain maximum results with minimum risks.

Simulations

Once students have learned the basic techniques, only then, can the techniques be applied in *simulations*: dynamic, realistic exercises that allow students to practice and be evaluated on their tactics and decision-making abilities.

Although these exercises are dynamic and realistic, they are designed to be as safe as possible, and are undertaken under controlled circumstances.

Intensity / Complexity Levels

Simulations can be designed for various levels of intensity:

- Low level
- Middle level
- High level

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Different levels should be achieved through a building-block approach, using ***Seven Levels of Simulation Training***.⁴

1. Shadow Training—to develop the concept
2. Prop Training—to develop the concept
3. Partner Training—to develop the concept
4. Dynamic Movement Training—to show the variations
5. Relative Positioning Training—show the variations
6. Environmental Factors Training—show the variations
7. High Level Simulations—to test decision making

For training to be effective, participants must contribute as well, by

Understanding
Participating
Evaluating

Training in an adult learning environment means everyone has a role in creating and improving training.

⁴ A concept originally developed by Richard Rosenkranz and Gary T. Klugiewicz with Larry Nadeau providing additional clarification of the purpose of each level of simulation.

USE OF FORCE CONCEPTS

In the Use of Force Concepts course students will learn the basis for and limits to use of force by Wisconsin officers. This is the foundation for use of force in all of the Unified Tactics courses. Students will also learn the recommendations and protocols for off-duty response. In addition, guidelines for the interaction between on-duty, retired, and plainclothes officers will be discussed.

Use of Force Concepts

Learning Objectives (See DAAT)

- 1.1 Identify the situations in which use of force is legitimate.
- 1.2 Identify the limits that the constitution, Wisconsin law, agency policies and your own training place on the use of force.
- 2.1 Identify and describe the Incident Response concept and its application to law enforcement.
- 2.2 Identify and describe the Disturbance Resolution concept and its application to law enforcement.
- 2.3 Identify the protocols to follow when off-duty and encountering a situation that requires a law enforcement response.
- 2.4 Describe the issues that an on-duty officer is likely to face when encountering an off-duty, retired, or plainclothes officer who is taking official action.
- 3.1 Identify the concept of “presence” and the circumstances under which it is appropriate.
- 3.2 Identify the concept of “dialog” and the circumstances under which it is appropriate.
- 3.3 Identify the concept of “control alternatives” and the circumstances under which they are appropriate.
- 3.4 Identify the concept of “protective alternatives” and the circumstances under which they are appropriate.

Equipment

Power Point projector, screen
Overhead Projector

Materials

Textbooks:

Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers;
Protocols for Off-Duty Actions: A Training Guide for Law Enforcement Officers

Power Point presentations: *Use of Force and Protocols for Off-Duty Actions*

Instructional Method

Lecture & discussion

Estimated Length of Class

Two Hours and 20 Minutes

Reading Assignment




DAAT Text, pp. 1-18
Protocols for Off-Duty Actions Text, pp. 1-21

Use of Force Concepts



Use of Force Concepts				
Time	Topic	Activities	Resources	Notes
Hour #1/#2	Use of Force Limits: U.S. Constitution Wisconsin Law	Lecture & Discussion	Use of Force Power Point: Slides 1-88	This is an independent 2-hour block of instruction that lays the foundation for the 2-hour block of Deadly Force instruction and the DAAT instruction.
	Incident Response	Lecture & Discussion		
	Disturbance Resolution:	Lecture & Discussion		
	Approach Consideration		Use of Force Documentation Checklist	Appendix B
	Intervention Options			
	Follow Through Considerations			
	Threat Assessment			
	Documentation	Lecture & Discussion	Protocols for Off-Duty Actions student text and Power Point: Slides 1 - 21	This is an independent 20 minute block of instruction on Off-Duty Protocols
	Off-Duty Protocols:			
	Policy Considerations			
On-Duty Officer Considerations				
Procedural Guidelines for Off-Duty Officers				


Use of Force Concepts


Use of Force Concepts

	<p>LECTURE: Use of Force Concepts and Decision Making</p> <p>Purpose: To give officers a general understanding of Use of Force Concepts</p> <p>Points to Cover: General Use of Force Concepts</p>	<p>Hour #1-2</p>
 <p>Pg. 1-5</p>	<p><u>D.A.A.T.:</u> Defensive And Arrest Tactics</p> <p><i>What is DAAT?</i> DAAT is a system of verbalization skills coupled with physical alternatives.</p> <p><i>When can Officers use force?</i> To achieve and maintain control of resistive subjects To detain persons reasonably suspected of criminal behavior To make lawful arrests In defense of self or others To prevent escapes</p> <p><i>What are the Limits on the use of force?</i> The U.S. Constitution Wisconsin law Your agency's policies Your own training</p> <p>The U.S. Constitution Force used by law enforcement officers must be "objectively reasonable" under the 4th Amendment's prohibition against unreasonable seizures.</p>	
 <p>Pg. 97</p>	<p><u>GRAHAM v. CONNOR:</u> In 1989, the United States Supreme Court found that law enforcement officers' use of force against subjects was a type of seizure, and therefore,</p>	


	<p>under the Constitution had to be “objectively reasonable.” The Court laid out the issues to consider when deciding if a particular use of force is reasonable.</p> <p><u>FACTORS TO DETERMINE REASONABLENESS</u></p> <ol style="list-style-type: none">1. The severity of the alleged crime at issue.2. Whether the suspect poses an imminent threat to the safety of officers and/or others.3. Whether the suspect is actively resisting or attempting to evade arrest by flight. <p>Wisconsin Law <u>§939.45 Privilege.</u> “The fact that an actor’s conduct is privileged, although otherwise criminal, is a defense to prosecution for any crime based on that conduct. “ §939.45 Privilege.</p> <ol style="list-style-type: none">1. When the actor’s conduct occurs under circumstances of coercion or necessity so as to be privileged under s. 939.46 or 939.47; or2. When the actor’s conduct is in defense of persons or property under any of the circumstances described in s. 939.48 or 939.49; or3. When the actor’s conduct is in good faith and is an apparently authorized and reasonable fulfillment of any duties of a public office;4. When the actor’s conduct is a reasonable accomplishment of a lawful arrest.	
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 <p>14-17</p>	<p>Agency Policy Under § 66.312 of the Wisconsin Statutes, the agency must have a policy on use of force by law enforcement officers in the performance of their duties.</p> <p>This policy may be more restrictive than Wisconsin law.</p> <p>If you are acting within the scope of your employment, you are indemnified against individual liability in the performance of your duties.</p> <p>However...If you act outside the scope of your employment--which is, in part, defined by policy, you could face individual civil liability.</p> <p>Officer Training When you use force as part of your law enforcement duties, your use of force must fit into one of these categories:</p> <ol style="list-style-type: none"> 1. A trained technique; 2. A dynamic application of a trained technique (i.e. not quite the classroom model, but as close to it as possible under the circumstances); 3. A technique not trained, but justifiable under the circumstances. 	
 <p>18-22</p> <p>Pg. 13</p>	<p>5 Key Rules for Use of Force</p> <ol style="list-style-type: none"> 1. The purpose for use of force is to gain control in pursuit of a legitimate law enforcement objective. If verbalization is effective in gaining control, it is always preferable to physical force. 	



	<ol style="list-style-type: none"> 2. At any time, if the level of force you are using is not effective to gain control, you may disengage and/or escalate to a higher level of force. 3. You need not escalate step-by-step through the Intervention Options. As the situation dictates, you may move from any mode to any other if you reasonably believe that a lower level of force would be ineffective. 4. Once you have gained control of a subject, you must reduce the level of force to that needed to maintain control. 5. You must always maintain a position of advantage. 	
 <p>23-32 Pg. 17</p>	<p>DAAT Concepts of Control</p> <p>What is Control??</p> <p>What factors influence my perception of control?</p> <p>The definition of Control -Subject Management</p> <ul style="list-style-type: none"> ▪ Ultimate Justification: Control is a perception based of an officer's training, experience, and the fact situation. ▪ <i>Control is not a 50/50 proposition</i> ▪ Defensive Tactics Focus: Subject Control versus Personal Safety Issues -- a concept developed by Larry Nadeau <p>Proper police action Balances Safety And Efficiency. How much risk are you willing to take? Before you get in too deep, ask</p>	<p>Concepts of Control taken from AcMI Systems, Gary T Klugewitz, Director</p>



	<p>yourself "what am I doing here?"</p> <p>Captain Dick Ovens of the New York State Police asks these questions:</p> <p>(1). "Are you winning?"</p> <p>(2). "Is this worth dying for?"</p>	
	<p><u>Fighting rules.</u></p> <ol style="list-style-type: none"> 1. Be effective from the beginning. 2. Never spar with anyone. 3. Hit as hard as you can. 4. Attempt to create dysfunction. 5. Get the confrontation over quickly. 	
 <p>33-35</p>	<p><u>Three Rules to remember:</u></p> <ol style="list-style-type: none"> 1. No Officers are Injured 2. No Subjects are injured needlessly. 3. No one is accepted /detained or released improperly. 	
	<p><u>Safety Priorities:</u></p> <ol style="list-style-type: none"> 1. You 2. Fellow Officer(s)/Staff Members 3. Civilian(s) 4. Criminal(s) <p><u>Levels of Awareness:</u></p> <ol style="list-style-type: none"> 1. Description: Unaware Color: <i>White</i> Officer Response: Total relaxation in a safe place 2. Description: Relaxed but alert, Color: <i>Yellow</i> Officer Response: Scanning for possible threats 3. Description: Ready to act Color: <i>Orange</i> Officer Response: Focusing on possible threats 	

Use of Force Concepts

	<p>4. Description: Action state Color: <i>Red</i> Officer Response: Re-acting to threats: disengaging and / or escalating</p> <p>5. Description: Blind panic Color: <i>Black</i> Officer Response: Indecisive and / or excessive response to threat</p>	
 36-41	<p>R.E.S.P.O.N.D. These concepts and rules are the foundational mindset officers must understand and obtain in order to begin to respond to calls safely.</p> <p>Incident Response R-Report E-Evaluate S-Stabilize P-Preserve O-Organize N-Normalize D-Document/Debrief</p>	
	<p>Report Become aware Plan response Arrive/Assess Alarm/Inform</p> <p>Evaluate Look for Dangers Determine backup needs Enter when appropriate/tactically sound</p> <p>Stabilize Subject Scene</p> <p>Preserve Life Conduct an Initial Medical Assessment (as trained)</p> <p>Treat to your level of training</p>	





	<p>Continue to monitor the subject(s)</p> <p>Evidence</p>	
 <p>42-44</p>	<p>Organize Coordinate responding units (if necessary) Communicate with dispatch and others Organize the collection of evidence (if appropriate)</p> <p>Normalize Provide long-term monitoring (as appropriate) Restore scene to normal Return radio communications to normal</p> <p>Document/Debrief Debrief self, other responding personnel, subject(s), other persons Document incident appropriately</p>	
 <p>45-47</p> <p>Pg. 8-9</p>	<p><u>Disturbance Resolution</u></p> <ol style="list-style-type: none"> 1. Approach Considerations 2. Intervention Options 3. Follow Through Considerations <p>1. Approach Considerations</p> <ol style="list-style-type: none"> A. Decision-Making B. Tactical Deployment C. Tactical Evaluation <p>A. Decision-Making: Justification vs. Desirability Am I legally justified? Can I control the situation?</p>	
 <p>48-49</p> <p>Pg. 8-9</p>	<p>B. Tactical Deployment Control of Distance Positioning Team Tactics</p> <p>C. Tactical Evaluation</p>	


	<p>Threat assessment opportunities Officer/Subject factors Special circumstances Level/stage/degree of stabilization</p>	
 <p>50-53 Pg. 24-28</p>	<p>Threat Assessment Opportunities Resistive Tension Early Warning Signs Pre-attack Postures Indications of mental illness or emotional disturbance Weapon Control Factors</p> <p><u>Resistive Tension</u> The level of agitation in a subject's body.</p>	
	<p><u>Early Warning Signs</u> Conspicuously ignoring Excessive emotional attention Exaggerated movement Ceases all movement Known violent history.</p> <p><u>Pre-attack Postures</u> Boxer Stance Shoulder Shift Hand Set Target Glance 1000 yard Stare.</p>	
 <p>54-55</p>	<p>Indications of mental illness, emotional disturbance, and/or medically significant behavior</p> <p>Why can they be so dangerous? A. Extremely strong. B. High pain tolerance. C. Fighting for their life</p> <p><i>These indications often times involve two overlapping circles. The point in which they overlap is often difficult for officers to properly assess as the call could be reported as a crime, but the interviews with family members show</i></p>	




	<i>a medical crisis.</i>	
 56-60	<p><u>Weapon Control Factors</u> The subject's hands (especially the palms) are out of sight; The subject is armed (you can see a weapon or have information to that effect); The subject is in a position to control one of your weapons.</p> <p>Officer/Subject Factors Age Size Strength Skill Level</p>	
	<p>Special Circumstances Reasonable perception of Threat. Special knowledge of the subject. Sudden Assault Subject's ability to escalate rapidly. Your physical positioning Injury or Exhaustion. Equipment or Training. Availability of Backup Other special circumstances</p> <p>Level/Stage/Degree of Stabilization Presence Stabilization Verbal Stabilization Standing Stabilization Wall Stabilization Ground Stabilization Special Restraints</p>	
 62-68 P30	<p>Disturbance Resolution</p> <p>2. Intervention Options</p> <p>Mode <i>A. Presence</i></p> <p>Purpose To present a visible</p>	<p>*The structure of the Intervention Options diagram reinforces the State's understanding that the classroom model is rarely achieved on the street. The LESB understands that the</p>





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	display of authority	street is both Dynamic and Reactive and that a dynamic application of a trained technique is the norm rather than the exception. *The concept of Intervention Options is easiest to explain by comparing it to a toolbox. Whatever intervention option you need pick it. This selection is based on a myriad of circumstances (Threat Assessment Opportunities etc...).
Pg. 30	Mode Purpose	B. <i>Dialog</i> To verbally persuade
Pg. 35	Mode Purpose	C. Control Alternatives To overcome passive resistance, active resistance or their threats
Pg. 35-53	C. Control Alternatives Tactics/Tools	<ul style="list-style-type: none"> • Escort Holds • Compliance Holds • Control Devices • Passive Countermeasures
Pg. 53	Mode Purpose	D. Protective Alternatives To overcome continued resistance, assaultive behavior or their threats
Pg. 53-67	D. Protective Alternatives Tactics/Tools	<ul style="list-style-type: none"> • Active Countermeasures • Incapacitating Techniques • Intermediate Weapons


 69	<p>The diagram represents the difference between an officer put in a position to overcome active resistance and protecting themselves from assaultive behavior. It also shows how continued resistance is best managed with protective alternatives.</p>	
 70	<p>Mode E. Deadly Force Purpose To stop the threat</p>	
 71-73 Pg. 75-87	<p>Disturbance Resolution</p> <p>3. Follow Through Considerations</p> <ul style="list-style-type: none"> A. Stabilize B. Monitor/Debrief C. Search D. Escort E. Transport F. Turn-over/Release <p><u>Stabilize</u> Presence Stabilization Verbal Stabilization Standing Stabilization Wall Stabilization Ground Stabilization Special Restraints</p> <p><u>Monitor/Debrief</u></p> <ol style="list-style-type: none"> 1. Calm yourself and your partner. 2. Calm the subject. 3. Provide initial medical assessment. 4. Reassure the subject. 5. Rebuild the subject's self-esteem. 	
 74-77 Pg. 84-87	<p><u>Search</u> Frisk vs. Search (Level of intrusiveness and justification differences for each) Can a Male officer search a female suspect? Can a Female officer search a male suspect?</p> <p><u>Escort</u></p>	


	<p>Maintain level 2 1/2 position. After handcuffing, avoid not touching: Flight / Falling / Fight. Hand on arm / compression hold / compliance hold. Multiple Officer Escort Tactics.</p> <p><u>Transport</u> Check on prisoner's background / threat level. Safe placement in and out of squad. Remain alert. Watch the prisoner. Watch for suspicious actions. Remember when most escape attempts occur -- near the end of the transportation.</p> <p><u>Turnover / Release</u> Search the prisoner again -- it's better to find your own mistakes. Don't relax too soon -- many officers are assaulted in the presence of other officers.</p>	
 <p>80-88</p>	<p>Use of Force Report writing Describe Identify Forced Actions</p> <p>Describe <i>Describe the physical and environmental factors that you observe.</i></p> <p>“...Mr. Smith stepped back with his right foot while shifting his right shoulder back. As he did this he brought both hands up to his face in fists. He shouted “Let’s go pig...”</p> <p>Identify <i>Explain what your trained observations tell you.</i></p> <p>“...I recognized this action as being a Pre-attack Posture which made me</p>	


	<p>feel as if Smith was going to attack me...”</p> <p>Forced Actions <i>Explain what your trained observations forced you to do.</i></p> <p>“...Based on his actions Smith forced me to create distance and access my baton. I expanded it and from a loaded position I directed Smith to “Get Down on the Ground...”</p>	
	<p>Use of Force Documentation Checklist located in Appendix B</p>	
<p>Protocols for Off-Duty Actions Power Point  1-21</p> <p>Protocols for Off-Duty Actions Text Pg. 1-11</p> <p>Protocols for Off-Duty Actions Power Point  2-5</p>	<p>Protocols for Off-Duty Actions</p> <p>Policy Considerations:</p> <ol style="list-style-type: none"> 1. In order for a law enforcement officer to provide assistance when not on duty, the officer’s agency must have established written policies identifying the types of conditions that warrant action and the appropriate actions to take. 2. No specific statute addresses off-duty actions within the officer’s jurisdiction; however, it appears appropriate that these guidelines would be followed for those situations as well. <p>Off Duty Assistance Outside of an Officer’s Jurisdiction.</p> <ol style="list-style-type: none"> 1. Wisconsin statute 175.40(6m)(a) states that an off-duty law enforcement officer may arrest a person or provide aid or assistance outside of his or her jurisdiction but 	



<p>Protocols for Off-Duty Actions Text Pg. 2</p>  <p>2</p>	<p>in the state if all of the following criteria are met:</p> <ul style="list-style-type: none"> ▪ The officer is responding to an emergency situation that poses a significant threat to life or bodily harm; ▪ The officer is taking action that he or she would be authorized to take under the same circumstances in the officer's territorial jurisdiction; ▪ The officer's supervising agency has adopted written policies authorizing off-duty officers to make arrests or provide aid or assistance outside the agency's territorial jurisdiction but in the state; 	
 <p>3</p>	<ul style="list-style-type: none"> ▪ The supervising agency's policies address reasonable responses to an emergency situation that poses a significant threat to life or bodily harm; ▪ The supervising agency's policies address arrests made in response to an emergency situation; ▪ The supervising agency's policies address notification of and cooperation with a law enforcement agency of another jurisdiction regarding arrests made and other actions taken in the other jurisdiction; and 	
 <p>4</p>	<ul style="list-style-type: none"> ▪ The officer's action is in compliance with policies of the supervising agency. 	
 <p>5</p>	<p>2. The guidance provided by this statute clearly directs an agency to establish polices and procedures</p>	


<p>Protocols for Off-Duty Actions Power Point</p>  <p>6</p> <p>Protocols for Off-Duty Actions Text</p> <p>Pg. 3</p>  <p>7</p>	<p>for off-duty actions.</p> <p>3. However, the supervising agency may limit its officers' authority to act under this subsection by including limitations in the written policies of the agency.</p> <p>Liability for off-duty officers outside of the officer's jurisdiction.</p> <p>1. Civil liability, criminal liability, and worker's compensation issues are serious concerns that may influence an agency's policy considerations when developing off-duty protocols.</p> <p>2. Because of this, Wisconsin statute 175.40(6m) was drafted to attempt to identify some of the main issues that agencies are likely to encounter when setting policy for off-duty actions by officers outside of the officer's territorial jurisdiction.</p> <p>3. Wisconsin Statute 175.40(6m)(c)1. states that for the purposes of civil and criminal liability and for purposes of s. 895.46, an off-duty law enforcement officer acting outside of his/her jurisdiction but in the state is considered to be acting in an official capacity as an officer of the state, state employee, or agent of the state.</p> <p>4. Wisconsin Statute 175.40(6m)(c)2. states that for the purposes of worker's compensation under chapter 102, an off-duty law enforcement officer acting outside of his/her jurisdiction but in the state is considered to be an employee of the state and the officer is eligible for the same benefits as if the officer had sustained the injury while</p>	
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<p style="text-align: center;"> Protocols for Off-Duty Actions Power Point  8-9 </p> <p style="text-align: center;"> Protocols for Off-Duty Actions Text Pg. 3-4 </p>	<p>performing services growing out of, and incidental to, the officer's employment with the employing supervisory agency.</p> <p>5. Wisconsin Statute 175.40(6m)(c)3. states that an off-duty officer acting outside the officer's territorial jurisdiction as authorized under 175.40(6m) is considered to be performing his/her duty and engaging in his/her occupation.</p> <p>Considerations for Off-Duty Carry</p> <ol style="list-style-type: none"> 1. One of the main issues that agencies need to consider is whether or not to authorize officers to carry a weapon or weapons when they are off duty. 2. If an agency authorizes off-duty officers to carry there are several guidelines that officers who elect to carry should follow. These include: <ul style="list-style-type: none"> ▪ Proper law enforcement identification is necessary if an off-duty officer is carrying a concealed weapon. ▪ Have the gun on your person where only you can get to it. ▪ An officer's off-duty gun should be similar to the on-duty gun in style and method of operation. 	<p>Note: This identification should not be contained in the officer's main wallet. A sterile civilian wallet and a separate credentials wallet should be carried so officers do not inadvertently display their credentials when paying for items. Note: It is not appropriate to leave it under the seat of your car or in a place that is not immediately accessible.</p> <p>If the weapon is different, the officer will likely have more problems with its use in high intensity</p>
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 <p>9</p>	<ul style="list-style-type: none"> ▪ Carry at least one spare magazine, a flashlight, and, if possible, an intermediate level of force, i.e. a baton or OC and restraints. ▪ Make every attempt at carrying the gun in the same place as your duty rig. Adjust your style of dress to carry, do not adjust your carry to the style of your dress. ▪ Invest in a quality concealed carry rig. Your concealed carry rig should be a stable platform, with the holster matching the belt. ▪ Do not act like you are on duty in uniform when you are off-duty. You most likely do not have a radio, vest, multiple handcuffs, spray, ECD, baton, cage car, or lots of back up. You might be in an area where you will not immediately be recognized as a police officer by those on duty. ▪ Discuss “what if” scenarios with loved ones, so that they know what to do if you should become involved in an incident requiring the use of your off-duty weapon. ▪ Do not use alcohol or go to bars if you are carrying and off-duty. ▪ Be a good witness to criminal 	<p>situations.</p> <p>Remember, concealment is inversely proportional to accessibility.</p> <p>The higher quality designed CCW rigs are more comfortable, stable, secure, and conceal better and more comfortably.</p>
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<p>Protocols for Off-Duty Actions Power Point</p>  <p>10-13</p> <p>Protocols for Off-Duty Actions Text Pg. 4-5</p>	<p>activity off duty. Carry a cell phone and call 911 immediately. Let the officers who are on duty handle it.</p> <ul style="list-style-type: none"> ▪ Do not attempt to intervene unless it is absolutely necessary to protect the health and safety of innocent people. ▪ Identify yourself as an armed, off-duty officer to any on-duty officers you have contact with, regardless of circumstances. ▪ If you choose not to carry a weapon when you are off-duty, do not carry credentials or anything that would identify you as an officer in your main wallet. Carry a sterile civilian wallet and a separate credentials wallet so you do not inadvertently display your credentials when paying for items. <p>Considerations for intervention</p> <p>1. There are a number of issues which need to be taken into consideration when faced with a situation that warrants off-duty officer intervention. Some of these include:</p> <ul style="list-style-type: none"> ▪ A law enforcement officer's off-duty action must be objectively reasonable in any given situation. ▪ All aspects of the situation including the officer's own abilities, training, and experience, availability of equipment and a risk assessment must be taken 	
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 11	<p>into consideration prior to deciding on a course of action.</p> <ul style="list-style-type: none">▪ In some instances, it may be more beneficial for an off-duty officer to be a good witness, rather than to make an attempt to detain or arrest.▪ No personal involvement.<ul style="list-style-type: none">▪ An officer shall not make any arrest or take any enforcement action when they are personally involved in the incident leading to the arrest – that is, where it involves a personal matter between the officer, his family members, or friends and other parties.▪ The personal involvement prohibition is geared towards ascertaining whether, for liability purposes, the officer was truly acting within the scope of his employment.▪ In addition, such scenarios present potential for high-risk situation for the off-duty officer.▪ This does not apply to situations where the officer is a crime victim.	
 12	<ul style="list-style-type: none">▪ Employment of a non-law enforcement nature will fundamentally change the responsibilities of an off-duty officer.<ul style="list-style-type: none">▪ If actions to be taken only further the interest of the	



 13	<p>non-law enforcement employer, an arrest by an off-duty officer is inappropriate.</p> <ul style="list-style-type: none">▪ In this setting, a law enforcement response is only appropriate for emergency situations that pose a significant threat to life or bodily harm.▪ Use of alcohol can severely impair an off-duty officer's decision-making.▪ The presence of the off-duty officer's family members will limit the ability of an officer to effectively intervene in a situation.<ul style="list-style-type: none">▪ Officers need to have a plan worked out in advance with family members that provides direction for them when a situation occurs.▪ At the very least, this plan should include directions for the family members to contact on-duty authorities and to not intervene. <p>2. Off-duty officers are often faced with situations involving criminal conduct that they are neither equipped nor prepared to handle in the same manner as if they were on duty.</p> <ul style="list-style-type: none">▪ This may lead to unnecessary injuries to off-duty officers, and confusion for those on-duty officers arriving at the scene trying to correctly assess the	<p>If you have been drinking you are strongly discouraged from becoming involved in a law enforcement situation</p>
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<p>Protocols for Off-Duty Actions Power Point  14-15</p> <p>Protocols for Off-Duty Actions Text Pg. 5-6</p> <p> 14</p>	<p>facts.</p> <ul style="list-style-type: none"> ▪ In addition, there have been a number of documented incidents of off-duty officers being killed by on-duty personnel because the on-duty personnel were unaware that the individuals were off-duty officers. <p>On-Duty Officer Considerations</p> <ol style="list-style-type: none"> 1. On-duty officers who come into contact with anyone armed with a weapon have a duty to verify the identity of the armed individual and as a result interactions with off-duty, retired, and plainclothes officers always have the possibility of negative consequences. 2. Standard precautions should be followed by on-duty officers when being confronted with an individual who claims to be an off-duty, retired, or plainclothes officer. 3. Tactical Evaluation: <ul style="list-style-type: none"> ▪ As part of tactical evaluation, an officer is required to analyze the potential for hazards in a contact. ▪ In any situation where an individual that the on-duty officer does not know indicates that they are also an officer, the on-duty officer has to make a determination as to whether the individual is telling the truth. ▪ In situations where the individual is believed to be armed with a weapon, the 	<p>Provide students with any examples you know of to re-enforce this point.</p>
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 <p>15</p>	<p>threat assessment should be high.</p> <ul style="list-style-type: none"> ▪ It is possible that non-law enforcement personnel could identify themselves as officers in order to provide an opportunity to escape or attack the on-duty officers. ▪ Officers must continually reassess the level of threat throughout the encounter. ▪ Officers need to remain aware and able to adapt to changing circumstances. <p>4. Appropriate Responses to Individuals who Indicate they are Off-Duty Officers</p> <ul style="list-style-type: none"> ▪ Your initial response to individuals who indicate that they are off-duty or retired officers should be consistent with how you treat other individuals. ▪ Off-duty, retired, or plainclothes officers should not be granted any special favors. ▪ However, if an off-duty officer is attempting to assist with the apprehension of a suspect or suspects, it is reasonable to request that they fill a back-up role. ▪ If an armed individual claims to be an off-duty, retired, or plainclothes officer, it is appropriate for you, the on-duty officer, to order the person to drop the weapon, handcuff the individual and search them. ▪ Once you have fully gained 	<p>Remember: Tactical evaluation is not a one-time thing!</p>
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<p>Protocols for Off-Duty Actions Power Point</p>  <p>16-19</p> <p>Protocols for Off-Duty Actions Text Pg. 6-8</p>  <p>16</p>	<p>control of the scene, you have the opportunity to make the determination as to whether or not the person is being truthful about their law enforcement status.</p> <p>Procedural Guidelines for Off-Duty Officers</p> <ol style="list-style-type: none">1. Procedural guidelines are necessary to promote the safety of off-duty officers who intervene in a situation when they are not likely to be recognized by other officers.2. Agencies should provide guidance to their officers for the types of off-duty responses that are appropriate. <p>Intervention considerations or protocols for off-duty officers</p> <ol style="list-style-type: none">1. The following steps should be used as a guide for off-duty officers who are placed in a situation where intervention is necessary.2. The complexity of any individual situation will guide the actions of any off-duty officer; therefore, these steps are not absolute.<ul style="list-style-type: none">▪ When practical, contact the law enforcement jurisdiction prior to intervening. <p>Provide the following information:</p> <ul style="list-style-type: none">▪ What is occurring▪ Where is it occurring▪ Identify yourself as an off-duty officer who is armed	<p>Details of the situation will drive the steps that are to be taken and the off-duty officer will need to modify his/her behavior to arrive at an acceptable outcome.</p>
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 <p>17</p>	<p>and provide a description of yourself</p> <ul style="list-style-type: none">▪ Provide a description of the subject or subjects▪ Identify that you intend to take police action <p>Example: This is Officer Smith with the _____ police department. I am a white male with brown hair, wearing a white shirt and blue jeans. I am at (location) observing an armed robbery in progress. The suspect is a white male armed with a handgun and wearing a black shirt and black pants. I am armed and taking action.</p> <p>Alternatively, if there is no time for you personally to contact the on-duty law enforcement officers, request bystanders to contact law enforcement and explain the situation.</p> <ul style="list-style-type: none">▪ When practical, identify yourself to the subject or subjects by using one or more of the following options:<ul style="list-style-type: none">▪ Visual display of identification card or badge▪ Verbal commands consistent with the chosen intervention option <p>Example: Officer Smith moves to cover while accessing his hand gun. From cover, Officer Smith yells “Stop, police, drop the weapon.”</p> <ul style="list-style-type: none">▪ Upon initial intervention,	
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 18	<p>coupled with suspect compliance and equipment considerations, officer will determine his level of stabilization:</p> <p>Example: Suspect drops his weapon and is verbally directed to the ground. Officer maintains his cover and awaits back-up.</p> <ul style="list-style-type: none">▪ When you have taken control of the scene, have other witnesses contact 911 and instruct them to notify dispatch that you are an off-duty officer who has taken action and need assistance. <p>If no one else is available to make this call, make it yourself while still maintaining control of the scene.</p> <ul style="list-style-type: none">▪ Knowing that off-duty or undercover officers have been mistaken for perpetrators in many instances, some of which have resulted in the use of deadly force and the death of officers involved, it is your responsibility to make others aware that you are a law enforcement officer.	
 19	<ul style="list-style-type: none">▪ Upon arrival of on-duty officers, the off-duty officer will base his/her next course of action on the level of control he/she has on the subject and the scene. The off-duty officer shall consider the following:<ul style="list-style-type: none">▪ The need to maintain the current level of force or threat of force	

<p>Protocols for Off-Duty Actions Power Point</p>  <p>20-21</p> <p>Protocols for Off-Duty Actions Text</p> <p>Pg. 8-9</p>	<ul style="list-style-type: none"> ▪ The need to holster the weapons so that on-duty officers do not see you with a gun in your hand. ▪ Using caution to ensure that any movements are not perceived as threatening toward the responding officers. ▪ Accessing your identification safely in order to display it to the officers. ▪ Verbally identify yourself as an off-duty officer and ask them what they want you to do. ▪ Placing both hands in plain view and identifying yourself as a police officer. ▪ Understand that the on-duty officers are to assume control of the scene. ▪ Prepare yourself to comply with their requests which may include being handcuffed, searched, and guns pointed at you. <p>Post-Intervention Actions</p> <ol style="list-style-type: none"> 1. Any officer acting under the authority of this section shall remain on the scene until being granted permission to leave from the on-duty officers. 2. Cooperation with the law enforcement agency of the jurisdiction in which the arrests 	
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	<p>were made and other actions taken is required.</p> <ol style="list-style-type: none">3. In addition, the off-duty officer shall, as soon as possible, notify the officer's supervising agency's on-duty shift commander and tell him/her of the actions taken while off-duty and within another jurisdiction.4. As with all other law enforcement actions, documentation of your actions will be required.5. Be prepared to document the circumstances of the situation and actions that you took to maintain order.6. Clearly identify your status as an off-duty officer who was compelled to act based on the situation that was occurring and the need for immediate intervention. <p>Summary</p> <ol style="list-style-type: none">1. The decision to intervene is not a simple choice.2. Off-duty officers do not necessarily carry the same equipment and are not as identifiable as on-duty officers.3. Placing an individual in custody or possibly engaging in an armed encounter can be extremely challenging both emotionally as well as physically.4. It is critical that off-duty officers follow these guidelines and those laid out by their agencies to ensure their safety and the safety	
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Use of Force Concepts

	of other responding law enforcement officers.	
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Use of Force Concepts

DEADLY FORCE DECISION MAKING

In the Deadly Force Decision Making course, students will learn the fundamental principles for the justified use of deadly force by Wisconsin officers. This is the foundation for understanding deadly force in all of the Unified Tactics courses.

Deadly Force Decision Making

Learning Objectives (See Firearms)

1. Identify the issues that are associated with deadly force decision-making and the use of force.
 - 1.1 Identify and describe the legal and policy issues involving the use of deadly force.
 - 1.2 Define deadly force and explain justified use of deadly force within the defensive and arrest tactics Intervention Options.
 - 1.3 Define imminent threat and the criteria that need to be met in order for a threat to be imminent.
 - 1.4 Assess whether alternatives to shooting are appropriate when encountering a potentially life threatening situation.
 - 1.5 Identify the target requirements that must be met in order to use deadly force.

Equipment

Power Point projector, screen

Materials

Textbooks: *Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers*;
Firearms: A Training Guide for Law Enforcement

Power Point presentation: *Deadly Force Decision Making*

Instructional Method

Lecture & discussion

Estimated Length of Class





Two Hours

Reading Assignment





Text, pp. 61-65 (DAAT Student Text)
Text, pp. 5-9 (Firearms Student Text)

Deadly Force Decision Making


Deadly Force Decision Making				
Time	Topic	Activities	Resources	Notes
Hour #3	<p>Deadly Force Definition</p> <p>Justification</p> <p>Great Bodily Harm</p> <p>Criteria:</p> <ul style="list-style-type: none"> • Weapon • Intent • Delivery System <p>Target</p> <ul style="list-style-type: none"> • Acquisition • Identification • Isolation <p>Preclusion</p> <p>Deadly Force Formula</p>	Lecture & Discussion	Deadly Force Decision Making Power Point: Slides 1-58	This is an independent 2-hour block of instruction that lays the foundation for Firearms instruction.


 <p>1-2</p>	<p>LECTURE: Deadly Force Decision-Making</p> <p>Purpose: To give officers a general understanding of factors involved in making a Deadly Force Decision</p> <p>Points to Cover: General Deadly Force Concepts</p>	<ul style="list-style-type: none"> • Hour #3 The structure of the Intervention Options diagram reinforces the State's understanding that the classroom model is rarely achieved on the street. The LESB understands that the street is both Dynamic and Reactive and that a dynamic application of a trained technique is the norm rather than the exception.
 <p>3-4 Pg. 9</p>	<p>Disturbance Resolution</p> <p>2. Intervention Options</p> <p>Mode</p> <p>Purpose</p> <p>Mode E. Deadly Force</p> <p>Purpose To stop the threat</p>	<ul style="list-style-type: none"> • The concept of Intervention Options, as opposed to a Force Option Continuum, is compared to a toolbox. Whatever intervention option you need pick it. This selection is based on a myriad of circumstances (Threat Assessment Opportunities etc...).
 <p>5</p>	<p>What do you know about Deadly Force???</p> <ul style="list-style-type: none"> • What is it??? • When can I use it??? 	
 <p>6</p>	<p>What is the Definition of Deadly Force?</p> <p><i>The intentional use of a firearm, or other instrument, the use of which would result in the high probability of death."</i></p>	

Deadly Force Decision Making




	<p>In the DAAT system what is the trained technique of Deadly Force?</p> <p><i>In the state of Wisconsin it is a Firearm.</i></p>	
	<p>Give examples of Deadly Force techniques that are “not trained but justified.” when an officer has the justification for Deadly Force.</p> <p>Running a subject over with a squad. Intentional Baton strike to the head. Stabbing a subject in the throat with a pen</p>	
	<p>Knowing that, do you feel that excessive force exists during the time when an officer has satisfied all the Deadly Force Requirements???</p> <p>What is the Justification for the use of Deadly Force?</p> <p><i>“Behavior which has caused or imminently threatens to cause Death or Great Bodily Harm to you or another person/s.”</i></p>	<p>*This should generate a discussion about the definition of deadly force. The specific part of the definition addressed is that the action has a “high probability of death”. This recognizes that the subject can, and more likely than not, will die.</p> <p>*This also is an opportunity to point out that Deadly Force is fluid and calls for a continual assessment by the officer</p>
	<p>Give some examples of Behavior which would “imminently threaten” an officer.</p> <ul style="list-style-type: none"> • Suspect about to use a firearm on an officer. • Suspect about to use a knife on an officer. • Suspect with his/her hands around an officer’s throat, trying to strangle him/her. 	<p>*The word <i>imminent</i> means “about to happen.” An imminent threat is an immediate threat. <i>Page 74 DAAT Manual</i></p> <p>*The purpose of this slide is to frame a better understanding of the premise that officers understand the difference between a threat that is “about to happen” and a threat that “is happening.”</p>

Deadly Force Decision Making





		<p>Officers must maintain the position of advantage and focusing on threats that are “about to happen” reinforces that concept.</p>
 <p>12-14</p>	<p>What is Great Bodily Harm?</p> <p>State statute 939.22(14)-<i>Injury which creates a substantial risk of death or which causes serious permanent disfigurement or which causes a permanent or protected loss or impairment of the function of any bodily member or other serious bodily injury.</i></p> <p>Give an example of a time when an officer would be justified in using Deadly Force when a suspect “has caused” Death or GBH?</p> <p><u>Tennessee v. Garner:</u></p> <p><i>A law enforcement officer may only use deadly force to prevent the escape of a fleeing felon if officer reasonably believes that the subject poses a significant threat of death or serious physical injury to the officer and/or to other people.</i></p>	<p>The purpose of this slide is to get students to understand that GBH is an important part of understanding Deadly Force especially as officers will face threats that imminently threaten GBH that segue way into imminently threaten Death.</p> <p>Appendix A DAAT Student guide</p>

 <p>15-16</p>	<p>Deadly Force: “Imminent Threat” Criteria / Attack Theory????</p> <p>What three things must an attacker display for an officer to use Deadly Force?</p> <ul style="list-style-type: none"> • Weapon • Intent • Delivery System • What are the danger zones for common weapons? • Unarmed? • Club or Edged Weapon? • Firearm? 	<p><i>Understanding the Danger Zones in relation to reaction time.</i></p> <p><u>Unarmed (10 feet)</u> - This is the minimum distance needed to react to an unarmed assault. If a subject is within this zone the officer’s ability to react is diminished. It is about the distance covered from two steps with a punch thrown or one step with a kick thrown.</p> <p><u>Club or Edged Weapon (21 feet)</u> - This is the minimum distance that an officer needs in order to draw his/her firearm and deliver two shots. This distance does not ensure that the subject will be stopped, it is only a gauge to understand the danger presented by an club or edged weapon assault, and the limited reaction time an officer has. Being outside of 21 feet does not mean that the subject does not pose imminent threat, each officer must articulate the perceived imminent danger and justify their response.</p>
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Deadly Force Decision Making









 <p>17</p>	<p>What are our danger zones for uncommon weapons?</p> <ul style="list-style-type: none"> • Grenade? • Pipe bomb strapped to a suspect's chest? • Flame thrower? • How would we deal with these threats? 	<p>This slide is to encourage officers to locate the expert personnel that can answer these questions, if in fact an officer is faced with these threats. If that knowledge is not at hand then he/she will be held to his/her Reasonable Perception of threat at that time.</p>
 <p>18-19</p>	<p>INTENT</p> <p>If there is a contradiction, what is more important?</p> <ul style="list-style-type: none"> • What people say? Or • What people do? <p>What people do?"...Why?</p> <p>Give an example of a contradiction between what a suspect is saying and what a suspect is doing.</p> <ul style="list-style-type: none"> • Copicide?? • Suicide by cop? • Suspect approaching officers with a gun to his own head saying "I just want to kill myself" 	
 <p>20</p>	<p>Delivery System????</p> <p>Explain the difference between Cover and Concealment</p> <ul style="list-style-type: none"> • Cover will stop the rounds that you are being confronted with. • Concealment only hides you from view, offering limited ballistic protection. 	









Deadly Force Decision Making










 <p>21 Pg 70</p>	<p>Target Requirements????</p> <p>What three target requirements must an officer fulfill before using Deadly Force?</p> <ul style="list-style-type: none"> • Target Acquisition • Target Identification • Target Isolation 	
 <p>22-24</p>	<p>What is Target Acquisition?</p> <p>The process of locating a subject.</p> <p>What is Target Identification?</p> <p>The process of determining that a subject is posing “imminent danger”. I.E. possessing Weapon, Intent, and Delivery System</p> <p>What is Target Isolation?</p> <p>The process of separating the subject from innocent persons.</p>	
 <p>25-26 Pg. 70</p>	<p>What is the exception to Target Isolation?</p> <p>Greater Danger Exception / Theory</p> <p>What factors are considered when applying the Greater Danger Theory?</p> <ul style="list-style-type: none"> • Defense of Self • Defense of others • Defense of the Community at Large 	
 <p>27 Pg.69</p>	<p>Preclusion????</p> <p>“Officer is there anything else you could have done besides shoot my client?” Your answer better be “NO”. Why ??</p> <p>Because in the State of Wisconsin an officer must have precluded that all other viable alternatives have been eliminated.</p>	

Deadly Force Decision Making

 <p>28-29</p>	<p>Deadly Force Decision Making</p> <p>Follow Deadly Force formula to assist in making a Deadly Force Decision</p> <p style="text-align: center;"> Deadly Force (Justification/Definition) + Imminent Threat Criteria (Attack Theory) + Target Requirements + Preclusion = Deadly Force </p>	<p>Formula was developed by Captain Chris Connolly of the Waukesha Police Department and written by Dennis J. Angle Waukesha Police Department.</p>
 <p>30</p>  <p>31</p>  <p>32</p>  <p>33</p>  <p>34</p>  <p>35</p>  <p>36</p>	<p>Video Clip “Gun Scenario”</p> <p>Do you have the Justification for Deadly Force?</p> <p>Does your desired action qualify as Deadly Force under its definition?</p> <ul style="list-style-type: none"> • Do you observe a Weapon? • Do you observe Intent by the suspect? • Do you observe the suspect to have a Delivery System <p>Have you filled all of your Target Requirements?</p> <ul style="list-style-type: none"> • Acquisition? • Identification? • Isolation? <p>Have you eliminated all other viable alternatives?</p> <p>Is this a situation, which requires Deadly Force?</p>	<p>Note: Deadly Force Decision-Making Video Clip # 1</p>

 37 	Video Clip “Knife Scenario”	Note: Deadly Force Decision-Making Video Clip # 2	
 38	Do you have the Justification for Deadly Force?		
 39	Does your desired action qualify as Deadly Force under its definition?		
 40	<ul style="list-style-type: none">• Do you observe a Weapon?• Do you observe Intent by the suspect?• Do you observe the suspect to have a Delivery System		
 41	Have you filled all of your Target Requirements? <ul style="list-style-type: none">• Acquisition?• Identification?• Isolation?		
 42	Have you eliminated all other viable alternatives?		
 43	Is this a situation, which requires Deadly Force?		

 44 	Video Clip “Unarmed Scenario”	Note: Deadly Force Decision-Making Video Clip # 3
 45	Do you have the Justification for Deadly Force?	
 46	Does your desired action qualify as Deadly Force under its definition?	
 47	<ul style="list-style-type: none">• Do you observe a Weapon?• Do you observe Intent by the suspect?• Do you observe the suspect to have a Delivery System	
 48	Have you filled all of your Target Requirements? <ul style="list-style-type: none">• Acquisition?• Identification?• Isolation?	
 49	Have you eliminated all other viable alternatives?	
 50	Is this a situation which requires Deadly Force?	

 51 	Video Clip “No-Shoot Scenario”	Note: Deadly Force Decision-Making Video Clip # 4
 52	Do you have the Justification for Deadly Force?	
 53	Does your desired action qualify as Deadly Force under its definition?	
 54	<ul style="list-style-type: none">• Do you observe a Weapon?• Do you observe Intent by the suspect?• Do you observe the suspect to have a Delivery System	
 55	Have you filled all of your Target Requirements? <ul style="list-style-type: none">• Acquisition?• Identification?• Isolation?	
 56	Have you eliminated all other viable alternatives?	
 57	Is this a situation, which requires Deadly Force?	
 58	QUESTIONS??? Thanks for your time and attention.	

DAAT INSTRUCTIONAL TOPICS

TOPIC 1: FUNDAMENTALS OF MOVEMENT AND CONTROL

LESSON 1-1: DISTANCES, ZONES AND POSITIONING

An introduction of the concept *Control of Distance* as it relates to Tactical Deployment is introduced.

<p>TOPIC 1: FUNDAMENTALS OF MOVEMENT AND CONTROL Lesson 1-1: Distances, Zones and Positioning</p>

Learning Objectives

- 1.1 Identify the situations in which use of force is legitimate.
- 1.2 Identify the limits that the constitution, Wisconsin law, agency policies and your own training place on the use of force.
- 2.1 Identify and describe the Incident Response concept and its application to law enforcement.
- 3.1 Identify the concept of “presence” and the circumstances under which it is appropriate.
- 3.2 Identify the concept of “dialog” and the circumstances under which it is appropriate.
- 4.1 Demonstrate the use of presence in a simulated environment.
- 4.2 Demonstrate the ability to use dialog in a simulated environment.

Equipment

Chalkboard or flip chart
Power Point projector, screen

Materials

Textbook: *Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers*
Power Point presentation: *Use of Force*

Instructional Method

Lecture, discussion, exercises

Estimated Length of Class

One Hour

Reading Assignment

Text, Pg. 18-20

Topic 1 Lesson 1-1: Distances, Zones and Positioning

Topic 1: FUNDAMENTALS OF MOVEMENT AND CONTROL Lesson 1-1: Distances, Danger Zones and Relative Positioning				
Time	Topic	Activities	Resources	Notes
Hour #4	Distances, Danger Zones, Relative Positioning	Lecture/demo exercise		

<p>Pg. 18-20</p> <p>T</p>	<p>LECTURE: Control of Distance</p> <p>Purpose: To explain and demonstrate the importance of understanding the concept Control of Distance as it relates to Tactical Deployment.</p> <p>Points to Cover:</p> <ul style="list-style-type: none">• Distances (Normal and Institutional)• Danger Zones• Relative Positioning (Single and Multiple Subjects) <p>EXERCISE: Distance</p> <p>Purpose: To demonstrate Distances, Danger Zones and Relative Positioning</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Instructor physically demonstrates each Distance and puts demonstration into context.2. Instructor physically demonstrates each Danger Zone and puts demonstration into context.3. Instructor physically demonstrates Relative Positioning with 1, 2 and 3 officers. Instructor also physically demonstrates Relative Positioning with multiple subjects.	<p>Hour #4</p>
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LESSON 1-2: STANCE AND MOVEMENT

The essential components of stance and movement are introduced.

TOPIC 1: FUNDAMENTALS OF MOVEMENT AND CONTROL
Lesson 1-2: Stance and Movement

Learning Objectives

- 1.1 Identify the situations in which use of force is legitimate.
- 1.2 Identify the limits that the constitution, Wisconsin law, agency policies and your own training place on the use of force.
- 2.1 Identify and describe the Incident Response concept and its application to law enforcement.
- 3.1 Identify the concept of “presence” and the circumstances under which it is appropriate.
- 3.2 Identify the concept of “dialog” and the circumstances under which it is appropriate.
- 4.1 Demonstrate the use of presence in a simulated environment.
- 4.2 Demonstrate the ability to use dialog in a simulated environment.

Equipment

Power point projector, screen

Materials

Textbook: *Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers*

DAAT Video's: *Open Stance, Ready Stance, Defensive Stance*

Instructional Method

Lecture, discussion, videos, exercises

Estimated Length of Class



One Hour

Reading Assignment

Text, Pg. 28-29

Topic 1 Lesson 1-2 Stance and Movement

Topic 1: FUNDAMENTALS OF MOVEMENT AND CONTROL				
Lesson 1-2: Stance and Movement				
Time	Topic	Activities	Resources	Notes
Hour #4	Stances (open, ready, defensive)	Lecture	DAAT Videos: Open Stance Ready Stance Defensive Stance	
	Movement (step-slide, pivoting)	Exercise		

<p>Pg. 28-29</p>  	<p>LECTURE: Stance and Movement</p> <p>Purpose: To explain and demonstrate the importance of Proper Stance and maintaining that stance while moving.</p> <p>Points to Cover:</p> <ol style="list-style-type: none"> 1. Tactical Stance <ul style="list-style-type: none"> • Open • Ready • Defensive 2. Movement <ul style="list-style-type: none"> • Step –Slide • Forward Pivot • Reverse Pivot • Quarter Pivot <p>EXERCISE: Stance</p> <p>Purpose: To demonstrate the body mechanics used to develop a proper stance, and to maintain proper stance during movement.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Instructor physically demonstrates each Stance and puts demonstration into context as each Stance relates to distance and an officer’s threat assessment. 2. Class practices Stance and PCS Skills that would accompany each Stance. (Example: Open Stance verbalization: “Hello, Officer Smith Wauwatosa PD. How can I help you?”) 3. Instructor physically demonstrates Step-Slide and puts demonstration into context as it relates to maintaining good body mechanics. 	<p>Hour #4</p> <p>Note: DAAT Videos: Open Stance, Ready Stance, Defensive Stance.</p>
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Topic 1 Lesson 1-2 Stance and Movement

	<ol style="list-style-type: none">4. Class practices Step-Slide forward and backward while verbalizing. (Example: Step-Slide Forward verbalization: "Stop!", Step- Slide Backward: "Back!")5. Instructor physically demonstrates Forward Pivot and puts demonstration into context.6. Class practices moving forward with Step-Slide and pivoting 180 degrees with Forward Pivot and appropriate verbalization.7. Repeat same format for Reverse Pivot and Quarter Pivot.8. Another exercise can involve officers facing a partner and practicing balance drills.<ul style="list-style-type: none">• Each officer stands in a defensive stance, facing his/her partner.• Extend both arms placing palms just below partner's shoulders.• Each partner can then practice step-slide drills forward directing partner back. Partner being pushed responds with some resistance, but step-slides backward as partner moves forward.• Officers switch roles and repeat.• Drill can be repeated with arms bent bringing partner closer to officer, thus increasing their position of advantage.	
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LESSON 1-3: BLANKET/ESCORT AND COMPLIANCE

The techniques of safely initiating physical contact are introduced.

TOPIC 1: FUNDAMENTAL OF MOVEMENT AND CONTROL
Lesson 1-3: Blanket/Escort and Compliance

Learning Objectives

- 2.1 Identify and describe the Incident Response concept and its application to law enforcement.
- 2.2 Identify and describe the Disturbance Resolution concept and its application to law enforcement.
- 3.1 Identify the concept of “presence” and the circumstances under which it is appropriate.
- 3.2 Identify the concept of “dialog” and the circumstances under which it is appropriate.
- 3.3 Identify the concept of “control alternatives” and the circumstances under which they are appropriate.
- 4.1 Demonstrate the use of presence in a simulated environment.
- 4.2 Demonstrate the ability to use dialog in a simulated environment.
- 4.3 Demonstrate the ability to use control alternatives techniques/tools in a simulated environment.

Equipment

Power Point projector, screen

Materials

Textbook: *Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers*

DAAT Video's: *Blanket the Arm and Escort*

Instructional Method

Lecture, discussion, exercises

Estimated Length of Class



Two Hours

Reading Assignment

Text, Pg. 30-38

Topic 1 Lesson 1-3: Blanket/Escort and Compliance

Topic 1 FUNDAMENTAL OF MOVEMENT AND CONTROL Lesson 1-3: Blanket/Escort and Compliance				
Time	Topic	Activities	Resources	Notes
Hour #5	Blanket Escort Compliance Hold	Lecture/demo	DAAT Videos: Blanket the Arm, Escort	

<p>Pg. 34-37</p> 	<p>LECTURE: Blanket, Escort, Compliance Holds</p> <p>Purpose: To explain and demonstrate the importance of safely initiating physical contact.</p> <p>Points to Cover: Blanket Escort Compliance Hold (Front and Rear)</p>	<p>Hour #3-4</p> <p>Note: DAAT Videos: Blanket the Arm, Escort</p>
	<p>EXERCISE: Blanket</p> <p>Purpose: To safely initiate physical contact.</p> <p>Procedure: Blanket</p> <ol style="list-style-type: none"> 1. Instructor physically demonstrates the Blanket and appropriate verbalization. 2. Divide students into pairs of "officers" and "subjects." 3. Have officers practice Blanket technique on subjects from Level 1 and 2 ½. 4. Switch roles and repeat. <p>Instructors follow the below format when performing physical drills:</p> <ul style="list-style-type: none"> • Explain and Demonstrate • By the numbers • Slow for form • Full speed and power <p>Procedure: Escort</p> <ol style="list-style-type: none"> 1. Instructor physically demonstrates the Escort Hold and appropriate verbalization. 2. Divide students into pairs of "officers" and "subjects." 3. Have Officers practice Escort Hold on subjects from Level 1 and 2 ½. 4. Switch roles and repeat. 	

	<p>Y</p> <p>EXERCISE: Compliance Holds</p> <p>Purpose: To overcome passive resistance.</p> <p>Procedure: Compliance Holds</p> <ol style="list-style-type: none"> 1. Instructor physically demonstrates the Compliance Hold and appropriate verbalization. 2. Instructor also demonstrates the two options of disengagement from the Compliance Hold and the context each could be utilized. 3. Divide students into pairs of "officers" and "subjects." 4. Have Officers practice Compliance Hold on Subjects from Level 1 and 2 ½. 5. Switch roles and repeat. <p><i>Compliance Hold (Front to Rear)</i></p> <ol style="list-style-type: none"> 1. From Compliance Hold demonstrate how officers bring subject's hand from the front to the rear while maintaining a compliance hold. <ul style="list-style-type: none"> • Outside hand is placed on subject's biceps and Officer secures subject's elbow into his/her center. • Officer steps forward with strong side foot while rotating towards the subject making the officer's shoulders perpendicular with the subject's shoulders. • While stepping forward, Officer manipulates subject's hand behind subject's back while maintaining compliance hold (Do Not let the subject straighten his/her elbow during this 	<p>Follow this format when performing physical drills:</p> <ul style="list-style-type: none"> • Explain and Demonstrate • By the numbers • Slow for form • Full speed and power
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Topic 1 Lesson 1-3: Blanket/Escort and Compliance

	<p>process, as the hold will become ineffective).</p> <ul style="list-style-type: none">• Officer's outside hand then slides through the bent elbow of the subject and takes control of the subject's hand by covering the Officer's inside hand. The Officer's inside hand is then slid out and can reposition the subject's elbow based on size of Officer/Subject (commonly called "Threading the Needle"). Officer's hand can also be placed under suspect's hand cupping his hand with officer's fingers pointed up.• Officer can use his/her inside hand to gain more control by securing a hold on the subject's opposite trapezes muscle or shoulder. <ol style="list-style-type: none">2. Divide students into pairs of "officers" and "subjects."3. Have Officers practice moving to a Rear Compliance Hold on Subjects from Front Compliance Hold.4. Switch roles and repeat. <p><i>Allow students to make a fist (for training only) to reduce pressure on wrist as they will be doing several repetitions.</i></p>	
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TOPIC 2: DECENTRALIZATION AND STABILIZATION

LESSON 2-1: FALLING, GROUND DEFENSE AND GROUND FIGHTING

The skills involved with ground fighting and the ideology as it relates to the DAAT system are introduced.

TOPIC 2: DECENTRALIZATION AND STABILIZATION Lesson 2-1: Falling, Ground Defense and Ground Fighting
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Learning Objectives

- 2.1 Identify and describe the Incident Response concept and its application to law enforcement.
- 2.2 Identify and describe the Disturbance Resolution concept and its application to law enforcement.
- 3.1 Identify the concept of “presence” and the circumstances under which it is appropriate.
- 3.2 Identify the concept of “dialog” and the circumstances under which it is appropriate.
- 3.3 Identify the concept of “control alternatives” and the circumstances under which they are appropriate.
- 4.3 Demonstrate the ability to use control alternatives techniques/tools in a simulated environment.

Equipment

Power point projector, screen

Materials

Textbook: Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers

Instructional Method

Lecture, discussion, exercises

Estimated Length of Class

Two hours

Reading Assignment

Text, Pg. 42-46

Topic 2 Lesson 2-1: Falling, Ground Defense and Ground Fighting

Topic 2: DECENTRALIZATION AND STABILIZATION				
Lesson 2-1: Falling, Ground Defense and Ground Fighting				
Time	Topic	Activities	Resources	Notes
Hour #1	Falling Ground defense position Getting up safe Ground fighting ideology as it relates to the DAAT system	Lecture/demo		

	<p>LECTURE: Falling, Ground Defense Techniques and Ground Fighting</p> <p>Purpose: To explain and demonstrate the importance of falling properly so as to minimize injury.</p> <p>Points to Cover:</p> <ul style="list-style-type: none"> • Falling • Ground defense position • Getting up safe • Ground fighting ideology as it relates to the DAAT system 	<p>Hour #1</p>
<p>Y</p>	<p>EXERCISE: Falling</p> <p>Purpose: To minimize injury when being directed to the ground.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Instructor demonstrates different positions. (insert photo) <ul style="list-style-type: none"> • Standing • Stooped • Squatting • Kneeling • Prone 1. Instructor demonstrates each position and explains the importance of utilizing these positions to minimize injury. 2. Instructor demonstrates falling forward. <ul style="list-style-type: none"> • When forced forward towards ground, the officer wants to “get as low as possible” prior to making contact with the ground. This is achieved by moving from a Standing position into and through a stooped position, squatting position and then falling forward. 	

Topic 2 Lesson 2-1: Falling, Ground Defense and Ground Fighting

	<ul style="list-style-type: none">• From a squatting position, officer keeps both of his hands in front of his face (palms out) with the elbows bent just outside 90 degrees.• Officer tips forward and strikes ground with open hands and forearms simultaneously. While tipping forward, straightens legs and makes contact with the balls of feet, keeping hips and groin area off of the ground.• Upon making contact with the ground, the officer can set the rest of his/her body down and assess the next course of action (disengage and/or escalate). <p>3. Instructor walks officers through each step of falling, starting with students lying in a prone position with hands and forearms in proper position. Officers practice making contact with ground using their forearms and hands. Officers then start from a kneeling position and tip forward falling properly. The exercise is repeated with the officers starting from a squatting position and stooped position.</p> <p>4. Instructor demonstrates falling backward.</p> <ul style="list-style-type: none">• When forced backward towards ground, the officer wants to “get as low as possible” prior to making contact with the ground. This is achieved by moving from a Standing position into and through a stooped position, squatting position and then falling backward.	
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Topic 2 Lesson 2-1: Falling, Ground Defense and Ground Fighting

	<ul style="list-style-type: none"> • As officer falls backward, chin is tucked in towards, chest in order to protect, head. The officer reaches towards the ground with both hands positioning both arms down at an angle in which the hands are just outside shoulder width. The officer makes contact with the ground with hands and forearms simultaneously. • As this is occurring, the officer is also directing shoulder blades towards the ground in order to protect the spine by drawing it closer to the thoracic cavity. <p>5. Instructor walks officers through each step of falling starting with students lying in a prone position with hands and forearms in proper position. Officers practice making contact with ground using their forearms and hands. Officers then start from a seated position and tip backward falling properly. The exercise is repeated with the officers starting from a squatting position and standing.</p>	
<p style="text-align: center;">Y</p>	<p>EXERCISE: Ground Defense Position</p> <p>Purpose: To give officer a position to utilize intervention options while on ground.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Instructor demonstrates how to move into a Ground Defense position after an officer is already on the ground. <ul style="list-style-type: none"> • From any position on the ground, the officer rolls to side and 	

	<p>position himself/herself with his gun side facing the ground.</p> <ul style="list-style-type: none">• Officer bends both legs with the bottom of reaction side foot facing the subject. The strong side elbow is on the ground supporting the upper body and head. Reaction side hand is positioned in front of the officer's face with the elbow bent outside 90 degrees. <p>2. Instructor demonstrates how to move while in the ground defense position.</p> <ul style="list-style-type: none">• While in the ground defense position, officer can move in a circular fashion by using the strong side foot and forearm to pivot.• Reaction side foot can be utilized to kick the subject if needed by directing the bottom of the foot towards a low target (ankle, shin or knee). Kicking higher, although possible and effective is less desirable as it makes the groin an easier target. Appropriate verbalization is added (ex: Back!). Officer can also perform the same kick with their strong leg as the suspect may focus his/her attention on the reaction leg as it is chambered to kick.• Officer can also switch sides by rotating on buttocks and switching over to the same position, but with reaction side elbow on ground.• Officer can also switch directions by sitting up with back straight	
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	<p>and switching sides while facing the opposite direction. During this switch the officer must pull in legs closer to the body in order to facilitate the completion of the switch.</p> <ol style="list-style-type: none"> 3. Instructor demonstrates accessing firearm while in this position. After this demonstration, the instructor can explain under what circumstances he/she would decide to use Deadly Force. 4. Class practices moving into the Ground Defense position and moving while in the Ground Defense position. 5. Class also practices kicking from this position (either Shadow or Prop Training Drills). 	
<p>Y</p>	<p>EXERCISE: Getting up Safely (Active/Passive)</p> <p>Purpose: To give officer a safe way to move from the Ground Defense position into an appropriate stance.</p> <p>Procedure: Getting up Safely (Active)</p> <ol style="list-style-type: none"> 1. Instructor demonstrates how to “Get up Safely” from the Ground Defense Position. Instructor puts technique into context. <p>From Ground Defense position officer shifts weight forward and places reaction side foot on ground (tip of foot pointing towards subject). Simultaneously, the officer’s strong side hand is placed on the ground.</p> <p>From this position the officer pushes with his foot and hand and brings his strong side knee next to his strong</p>	

Topic 2 Lesson 2-1: Falling, Ground Defense and Ground Fighting

	<p>side hand. Bringing himself to a kneeling position.</p> <p>Officer then moves from kneeling position to standing.</p> <p>During any of these steps the officer can quickly move back into the ground defense position if the subject is too close, or assaults the officer, as the officer is attempting to “Get up Safe”.</p> <p>2. Class practices Getting up Safely to a standing position. Class also practices returning to a Ground Defense Position as the instructor can simulate a subject moving too close to the officer midway through the technique.</p>	
<p>Y</p>	<p>Procedure: Getting up Safely (Passive)</p> <p>1. The Instructor demonstrates the passive way to “Get up Safely” while putting it into context.</p> <p>Officer rolls over to his abdomen and places both hands on the ground with elbows bent (similar to a Push up position). One leg is brought up towards the area of his waist, with the other slightly bent. The balls of the feet are in contact with the ground. Officer then pushes himself off of the ground with both hands and feet. Officer proceeds to create distance by running from that position.</p>	
	<p>LECTURE: Ground Fighting.</p> <p>Purpose: To explain the ground fighting mindset that is applicable with the DAAT system.</p> <p>Procedure:</p>	

Topic 2 Lesson 2-1: Falling, Ground Defense and Ground Fighting

	<ol style="list-style-type: none">1. Ground fighting has been a hot topic in martial arts circles and defensive tactics training for several years.2. A consensus among trainers is that the DAAT system contains a ground fighting system already.3. This system consists of Instructors understanding that relative position training has been in the system, but rarely trained. This training expands the comfort zone of an officer and allows him/her to deal with subjects while on the ground.4. Officers on the ground with a subject should be doing one of several options: Stabilize and handcuff. Utilize an Intervention Option from that Relative/Physical Position (ex: Strong Knee strike from a kneeling position). Disengage and/or Escalate.	
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Topic 2 Lesson 2-2: Push-Pull Drill, Decentralizations

LESSON 2-2: PUSH-PULL DRILL, DECENTRALIZATIONS

Techniques to decentralize a subject are introduced.

TOPIC 2: DECENTRALIZATION AND STABILIZATION
Lesson 2-2: Push-Pull Drill, Decentralizations

Learning Objectives

- 2.1 Identify and describe the Incident Response concept and its application to law enforcement.
- 2.2 Identify and describe the Disturbance Resolution concept and its application to law enforcement.
- 3.1 Identify the concept of “presence” and the circumstances under which it is appropriate.
- 3.2 Identify the concept of “dialog” and the circumstances under which it is appropriate.
- 3.3 Identify the concept of “control alternatives” and the circumstances under which they are appropriate.
- 4.3 Demonstrate the ability to use control alternatives techniques/tools in a simulated environment.

Equipment

Power point projector, screen

Materials

Textbook: *Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers*

DAAT Videos: *Pull in Push Down, Hug Yourself, Lower Your Center, and Secure the Head*

Instructional Method

Lecture, discussion, videos, exercises

Estimated Length of Class



Two Hours

Reading Assignment

Text, Pg. 42-46

Topic 2 Lesson 2-2: Push-Pull Drill, Decentralizations




Topic 2: DECENTRALIZATION AND STABILIZATION				
Lesson 2-2: Push-Pull Drill, Decentralizations				
Time	Topic	Activities	Resources	Notes
Hour #1/#2	Push/Pull Drill Hug-Yourself Decentralization Lower-Your- Center Decentralization Pull in/ Push Down Decentralization Secure-the-Head Decentralization	Lecture/Demo	DAAT Videos: Pull in Push Down, Hug Yourself, Lower Your Center, Secure the Head	



<p>Pg. 42-45</p> 	<p>LECTURE: Push/Pull Drill, Passive Countermeasures and Ground Stabilization</p> <p>Purpose: To decentralize.</p> <p>Points to Cover: Push/Pull Drill Circle Drill Hug-Yourself Decentralization Lower-Your-Center Decentralization Pull in/ Push Down Decentralization Secure-the-Head Decentralization</p>	<p>Hour #1/#2</p> <p>Note: DAAT Videos: Pull In Push Out, Hug Yourself, Lower Your Center, Secure the Head</p>
	<p>EXERCISE: Push/Pull Drill</p> <p>Purpose: To demonstrate the importance of proper body mechanics when performing techniques.</p> <p>Procedure:</p> <ol style="list-style-type: none"> Instructor demonstrates how student will “Hook up” in order to perform Push/Pull drills. <p>Hook Up Two students “Hook up” with their reaction side hands positioned below their partner’s neck. Their strong side hands are positioned on each other’s reaction side forearms.</p> <p>Students then place their foreheads on the reaction side chest of each other.</p> <p>The students place their feet in a Defensive stance.</p> <ol style="list-style-type: none"> From the “Hook up”, Instructor demonstrates each Body Mechanic 	

Topic 2 Lesson 2-2: Push-Pull Drill, Decentralizations

	<p>Technique:</p> <p>Step and slide</p> <p>Raise or lower your center— dependant on the officer/subjects' size, the officer may bend his/her knees, lowering his/her center, in order to develop more power. The same can be applied if the officer straightens his knees when hooked up with a taller subject.</p> <p>Power Steering-Officer can pull with one hand while pushing with the other in order to force a subject to rotate off balance. This rotation can enhance the officer's position and diminish the subject's balance.</p> <p>Moving along an Arc/Stepping off the Tracks - Officer steps across with strong foot, crossing behind reaction foot and repositions by rotating hips and body to face 180 degrees to his/her rear. This is the same step taken during the Secure-the-Head Decentralization and repositions the officer in a strong stance while forcing the subject to "catch-up" in order to gain balance.</p> <p>Close to Center—Bringing a subject closer to an officer's center of gravity offers the position of advantage to the officer, as he/she stronger in his center.</p> <p>Take out the Slack—Slack between the officer and subject will force the officer to work harder in order to decentralize as the officer may be slowed down, or off balance, when the slack has finally been removed.</p> <p>An example would be trying to direct a subject to the ground with a Hug-</p>	
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Topic 2 Lesson 2-2: Push-Pull Drill, Decentralizations

	<p>Yourself Decentralization, but having the subject's arm bend away from the officer's body. This would cause a delay in the process of decentralization, as the slack in the arm would have to be removed before the officer can decentralize.</p> <p>Circle Drill Class forms a circle around two of the students that are currently in the hook up position. Students in the circle have their hands on both students to prevent falling. Upon the signal of the instructor the students in the center begin to apply all of the aforementioned techniques while verbalizing. This is done for 30 seconds.</p>	
	<p>EXERCISE: Hug-Yourself Decentralization</p> <p>Purpose: To decentralize</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Instructor explains and demonstrates the Hug-Yourself decentralization. Instructor demonstrates 3-Point Ground Stabilization an option after the subject has been decentralized. 2. Divide students into pairs of "officers" and "subjects". 3. Have Officers practice decentralization starting with Blanket and Escort technique originating at a Level 1 and 2 ½. 4. Switch roles and repeat. 	<p>Follow this format when performing physical drills:</p> <ul style="list-style-type: none"> • Explain and Demonstrate • By the numbers • Slow for form • Full speed and power
	<p>EXERCISE: Lower-Your-Center Decentralization</p>	

	<p>Purpose: To decentralize</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Instructor explains and demonstrates the Lower-Your-Center decentralization. 2. Divide students into pairs of "officers" and "subjects". 3. Have Officers practice decentralization starting with Blanket, Escort, and Compliance technique originating at a Level 1 and 2 ½. 4. Switch roles and repeat. 	<p>Follow this format when performing physical drills:</p> <ul style="list-style-type: none"> • Explain and Demonstrate • By the numbers • Slow for form • Full speed and power
	<p>EXERCISE: Pull In/Push Down Decentralization</p> <p>Purpose: To decentralize</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Instructor explains and demonstrates the Pull In/Push Down Decentralization. 2. Divide students into pairs of "officers" and "subjects". 3. Have Officers practice decentralization by having the subjects move forward towards the officers with arms open as if moving in to bear hug, originating in the inside position. Officers respond by utilizing the Pull In/Push Down Decentralization. 4. Switch roles and repeat. 	<p>Follow this format when performing physical drills:</p> <ul style="list-style-type: none"> • Explain and Demonstrate • By the numbers • Slow for form • Full speed and power
	<p>EXERCISE: Secure-the-Head Decentralization</p>	

Topic 2 Lesson 2-2: Push-Pull Drill, Decentralizations

	<p>Purpose: To decentralize</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Instructor explains and demonstrates the Secure-the-Head Decentralization.2. Divide students into pairs of "officers" and "subjects".3. Have Officers practice decentralization starting from a Level 3.4. Switch roles and repeat. <p>Decentralizations can also be demonstrated from a kneeling position if time permits.</p>	<p>Follow this format when performing physical drills:</p> <ul style="list-style-type: none">• Explain and Demonstrate• By the numbers• Slow for form• Full speed and power
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TOPIC 3: HANDCUFFING

Lesson 3-1: HANDCUFF FUNDAMENTALS

An introduction to the handcuff and techniques of usage.

TOPIC 3: HANDCUFFING Lesson 3-1: Handcuff Fundamentals

Learning Objectives

- 2.1 Identify and describe the Incident Response concept and its application to law enforcement.
- 2.2 Identify and describe the Disturbance Resolution concept and its application to law enforcement.
- 4.7 Describe the follow-through considerations that apply to arresting subjects.
- 4.8 Apply the follow-through considerations concepts in a simulated environment.
- 4.9 Handcuff and remove handcuffs from subjects in a simulated environment.

Equipment

Power point projector, screen

Materials

Textbook: *Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers*

DAAT Videos: *Cooperative Subject, Compliant Subject Handcuff Removal, Verbal Direction to Ground, One Officer Ground, Assist to Rise*

Instructional Method

Lecture, discussion, videos, exercises

Estimated Length of Class

Two Hours



Reading Assignment

Text, Pg. 71-73



Topic 3 Lesson 3-1: Handcuffing Fundamentals

Topic 3: HANDCUFFING				
Lesson 3-1: Handcuff Fundamentals				
Time	Topic	Activities	Resources	Notes
Hour #1	Handcuff nomenclature Handcuffing techniques: Cooperative Prone	Lecture/Demo & Exercise	Handout DAAT Videos: Cooperative Subject, Compliant Subject Handcuff Removal, Verbal Direction to Ground, One Officer Ground, Assist to Rise	


Topic 3 Lesson 3-1: Handcuffing Fundamentals


<p>Pg. 71-74</p> 	<p>LECTURE: Handcuff Nomenclature</p> <p>Purpose: To explain and demonstrate the parts of the handcuff and the proper procedure when applying handcuffs.</p> <p>Procedure:</p> <ol style="list-style-type: none"> Instructor explains the function of each handcuff part. Single Strand Double Strand Rivet Chain Swivel Key Hole Key Safety Lock Lock Housing Locking Teeth <p>Handout: Handcuff Nomenclature</p>	<p>Hour #1</p>
<p>Pg. 71</p> 	<p>LECTURE/DEMO: Cooperative Subject Tactical Handcuffing</p> <p>Purpose: To explain and demonstrate the proper application of handcuffs to a cooperative subject.</p> <p>Procedure:</p> <ol style="list-style-type: none"> Explain the application procedure: Locate Touch Push Ratchet Demonstrate the classroom model for tactically handcuffing and un-handcuffing a cooperative person. Instructor explains and demonstrates the check for proper tightness: 	<p>Note: DAAT Videos: Cooperative Subject and Compliant Subject Handcuff Removal</p>

Topic 3 Lesson 3-1: Handcuffing Fundamentals

	<p>Double-Strand Test</p> <p>Press the double strand side against the handcuff groove. While maintaining this contact, check the single strand for contact against the skin.</p> <p>No contact—too loose Single strand indenting the skin—too tight</p>	
<p></p>	<p>EXERCISE</p> <p>Purpose: To give students practice in handcuffing.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Divide students into pairs ("officer" and "subject"). 2. Have "officers" handcuff "subjects" using standing cooperative-person handcuffing procedure. 3. Instructor checks for proper application: Hands back-to-back? Cuffs appropriately snug? 4. Have "officers" properly un-cuff "subjects." 5. Switch roles and repeat. 	<p>Note:</p> <p>Emphasize that team tactics are much preferable when handcuffing an uncooperative or high-risk subject.</p>
<p>Pg. 73</p> <p></p>	<p>LECTURE/DEMO: Prone Handcuffing</p> <p>Purpose: To explain and demonstrate the procedure when handcuffing a uncooperative and/or high-risk subject.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Instructor physically demonstrates the process of ordering a subject to the ground, ground stabilization and prone handcuffing. 2. Demonstrate Ground Stabilization and Prone Handcuffing. <p><i>Example of Ordering to Ground:</i></p>	<p>Note: Tell students that if you see a weapon, you have options:</p> <p>Note: DAAT Video - Verbal Direction to Ground</p> <p>Stabilize:</p>

Topic 3 Lesson 3-1: Handcuffing Fundamentals

	<p>From a position of cover (if available), the officer draws firearm and begins to give stabilization commands. Here is an example:</p> <p>Police! Don't move! Hands up! Turn in a circle! Get down on your knees! Put your hands on the ground! Lie flat on your stomach! Put your hands out to the side like an airplane! Palms up! Spread your feet apart! Put your right (or left) hand to the small of your back! Turn your head to the left (or right)! Don't move!</p> <p>3. Demonstrate the proper procedure for assisting subject to rise.</p> <p>4. Demonstrate proper removal of the handcuffs.</p>	<p>Tell the subject you see the weapon Order the subject to keep his/her hands away from the weapon Stabilize and handcuff the subject Remove and secure the weapon</p> <p>Disarm/Stabilize:</p> <p>Tell the subject you see the weapon Give the subject specific disarming commands Move the subject away from the weapon Stabilize and handcuff the subject</p> <p>Note: DAAT Videos – One Officer Ground, Assist to Rise</p>
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	<p>EXERCISE: Prone Handcuffing</p> <p>Purpose: To give students practice in prone handcuffing.</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Divide students into pairs of "officers" and "subjects."2. Have "officers" order "subject" to ground, stabilize and apply handcuffs.3. Have "officers" assist subject to rise and properly remove handcuffs.4. Switch roles and repeat.	
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LESSON 3-2: MULTIPLE-OFFICER HANDCUFFING

To introduce handcuffing techniques with an uncooperative person and multiple officers.

TOPIC 3: HANDCUFFING Lesson 3-2: Multiple-Officer Handcuffing
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Learning Objectives

- 2.1 Identify and describe the Incident Response concept and its application to law enforcement.
- 2.2 Identify and describe the Disturbance Resolution concept and its application to law enforcement.
- 4.7 Describe the follow-through considerations that apply to arresting subjects.
- 4.8 Apply the follow-through considerations concepts in a simulated environment.
- 4.9 Handcuff and remove handcuffs from subjects in a simulated environment.

Equipment

Power point projector, screen

Materials

Textbook: *Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers*

Power Point presentation: *Use of Force*

DAAT Videos: Multiple Officer Ground and Multiple Handcuff Removal

Instructional Method

Lecture, discussion, videos, exercises

Estimated Length of Class



One Hour

Reading Assignment

Text, Pg. 74-83

Topic 3 Lesson 3-2- Multiple-Officer Handcuffing

Topic 3: Handcuffing				
Lesson 3-2: Multiple-Officer Handcuffing				
Time	Topic	Activities	Resources	Notes
Hour #1	Multiple officer handcuffing Multiple officer wall stabilization Multiple officer handcuffing/standing	Lecture/demo video & exercise	DAAT Videos: Multiple Officer Ground and Multiple Handcuff Removal	

<p>Pg. 74-75</p> 	<p>LECTURE/DEMO: Multiple-Officer Prone Handcuffing/Un-handcuffing</p> <p>Purpose: To explain and demonstrate the procedure when handcuffing an uncooperative subject using multiple officers.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Using students to serve as subject and officers, instructor directs students in handcuffing prone subject. 2. Direct students in these roles: Have one student be the “subject”, the rest “officers”. An additional student can be assigned the role of safety coach if numbers permit. <p>Right Arm (3-point position) Left Arm (position with elbow secured between officer’s knees as the officer has his knees on the ground) Head (Pressure Points if circumstances dictate) Legs (Modified push-up position with suspects feet rolled to the side) Midsection (Applying handcuffs if body weight not needed)</p> <ol style="list-style-type: none"> 3. When subject is stabilized, have "officers" assist subject to rise and un-handcuff him/her. 	<p>Hour #1/#2</p> <p>Note: DAAT Videos – Multiple Officer Ground and Multiple Handcuff Removal</p>
	<p>EXERCISE: Multiple-Officer Prone Handcuffing</p> <p>Purpose: To give students practice in multiple-officer prone handcuffing.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Divide students into groups of at least 4 (preferably 5 or 6). 	

	<ol style="list-style-type: none"> 2. Have one student be the "subject," the rest "officers." 3. Have students practice multiple-officer prone handcuffing. 4. Switch roles and repeat. 	
	<p>LECTURE/DEMO: Multiple-Officer Wall Stabilization</p> <p>Purpose: To demonstrate a variation of multiple-officer handcuffing.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Subject is secured facing the wall. 2. Officers on both sides control subject's arms, using escort or compliance holds. 3. Third officer is positioned directly behind the subject (Level 3) with his/her hands on the subject's shoulders or upper back. The officer may blanket and secure the subject's head in a position similar to the secure-the-head decentralization. Pressure points can also be applied from this position. 4. Officers secure subject's legs by placing their inside knee against the subject's near knee, securing them against the wall. 5. Officers move into compliance holds and direct the subject's hands behind his/her back: <p>Outside hand secures hold on subject's biceps, securing it to officer's abdomen.</p> <p>Officer moves his body so that his shoulders are perpendicular to the subject's, while manipulating the</p>	<p>Note:</p> <p>Do not allow subject's arm to straighten or the compliance hold will be lost. Officer may index his own knuckles against the subject's side in order to maintain the hold during this transition.</p>

	<p>subject's hand behind his back.</p> <p>Officer then takes his outside hand and moves it through the bend of the subject's elbow and takes over compliance with this hand, while moving the inside hand out (commonly called "threading the needle").</p> <p>6. When both hands are secured behind the subject's back one officer maintains the "threaded needle" as the other unthreads the needle so handcuffs can be applied. They then reverse positions for the application of the second handcuff. Another option can be a third officer applying the handcuffs.</p>	
	<p>LECTURE/DEMO: Multiple-Officer Standing Handcuffing</p> <p>Purpose: To demonstrate a variation of multiple-officer handcuffing.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Two officers have a subject stabilized in a standing position with compliance holds on both wrists. A third officer could be used to stabilize the subject's head if needed. 2. Officers direct the subject's hands behind his/her back: <p>Outside hand secures hold on subject's biceps, securing it to officer's abdomen.</p> <p>Officer moves his/her body so that hi/hers shoulders are perpendicular to the subject's while manipulating the subject's hand behind his back. Officer then takes his outside hand</p>	<p>Note:</p> <p>Do not allow subject's arm to straighten or the compliance hold will be lost. Officer may index his own knuckles against the subject's side in order to maintain the hold during this transition.</p>

Topic 3 Lesson 3-2- Multiple-Officer Handcuffing

	<p>and moves it through the bend of the subject's elbow and takes over compliance with this hand, while moving the inside hand out (commonly called "threading the needle").</p> <p>3. When both hands are secured behind the subject's back, one officer maintains the "threaded needle" as the other unthreads the needle so handcuffs can be applied. They then reverse positions for the application of the second handcuff. Another option can be a third officer applying the handcuffs.</p>	
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Topic 3 Lesson 3-2- Multiple-Officer Handcuffing

LESSON 3-3: SINGLE-OFFICER OPTIONS FROM COMPLIANCE HOLD

Introduces variations of single-officer handcuffing.

TOPIC 3: HANDCUFFING

Lesson 3-3: Single-Officer Options from Compliance Hold

Learning Objectives

- 2.1 Identify and describe the Incident Response concept and its application to law enforcement.
- 2.2 Identify and describe the Disturbance Resolution concept and its application to law enforcement.
- 3.1 Identify the concept of “presence” and the circumstances under which it is appropriate.
- 3.2 Identify the concept of “dialog” and the circumstances under which it is appropriate.
- 3.3 Identify the concept of “control alternatives” and the circumstances under which they are appropriate.
- 4.3 Demonstrate the ability to use control alternatives techniques/tools in a simulated environment.
- 4.7 Describe the follow-through considerations that apply to arresting subjects.
- 4.8 Apply the follow-through considerations concepts in a simulated environment.
- 4.9 Handcuff and remove handcuffs from subjects in a simulated environment.
- 4.10 Frisk and search subjects in a simulated environment.

Equipment

Power point projector, screen

Materials

Textbook: *Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers*

Power Point presentation: *Use of Force*

Instructional Method

Lecture, discussion, exercises

Estimated Length of Class

One Hour

Reading Assignment

Text, Pg. 73-74

Topic 3 Lesson 3-3: Single-Officer Handcuffing from Compliance Hold

Topic 3: Handcuffing				
Lesson 3-3: Single-Officer Options From Compliance Hold				
Time	Topic	Activities	Resources	Notes
Hour #1	Single-officer handcuffing from compliance	Lecture/demo & exercise		

	<p>LECTURE/DEMO: Single-Officer Handcuffing from a Compliance Hold (Tactical and Prone)</p> <p>Purpose: To demonstrate variations of single-officer handcuffing.</p> <p>Procedure:</p> <p>Tactical</p> <ol style="list-style-type: none"> 1. From compliance hold, officer takes outside hand and places it on the suspect's wrist. 2. The inside hand indexes along the forearm onto the inside of the elbow. 3. The subject's arm is straightened into an escort hold. 4. Officer then indexes his/her inside hand (currently on elbow) along the forearm and secures a hold on the subject's hand. While doing this, the officer step-slides back. 5. The officer releases the pincer grip that is on the suspect's wrist (outside hand) and accesses his/her handcuffs with same hand. 6. Officer brings suspect's hand into a position to apply handcuff and tactically cuffs the suspect. <p>Prone</p> <ol style="list-style-type: none"> 1. From compliance hold, the officer orders the suspect to go down to his/her knees. 2. Officer moves with the suspect while maintaining compliance hold. 	<p>Hour #1/#2</p> <p>Note:</p> <p>During these transitions the officer may have to disengage and/or escalate in order to gain control.</p> <p>Note:</p> <p>This technique is similar to a Lower-Your-Center Decentralization, but step by step.</p>
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Topic 3 Lesson 3-3: Single-Officer Handcuffing from Compliance Hold

	<ol style="list-style-type: none">3. Suspect is ordered to place his/her hand on the ground and lie flat on his/her stomach.4. As suspect is moving into prone position, the officer sweeps the suspect's hand to the small of his back and moves into ground stabilization.5. The handcuffs can be applied when the suspect is stabilized.	<p>Note:</p> <p>Emphasize that arm must be kept low to the ground while being swept back.</p>
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Topic 3 Lesson 3-3: Single-Officer Handcuffing from Compliance Hold

TOPIC 4: ACTIVE COUNTERMEASURES

LESSON 4-1: BLOCKING

The purpose and techniques used for blocking are introduced.

TOPIC 4: ACTIVE COUNTERMEASURES
Lesson 4-1: Blocking

Learning Objectives

- 3.1 Identify the concept of “presence” and the circumstances under which it is appropriate.
- 3.2 Identify the concept of “dialog” and the circumstances under which it is appropriate.
- 3.3 Identify the concept of “control alternatives” and the circumstances under which they are appropriate.
- 3.4 Identify the concept of “protective alternatives” and the circumstances under which they are appropriate.
- 3.5 Identify the concept of “deadly force” and the circumstances under which it is appropriate.
- 3.6 Apply the intervention option concepts in a simulated environment.
- 4.1 Demonstrate the use of presence in a simulated environment.
- 4.2 Demonstrate the ability to use dialog in a simulated environment.
- 4.3 Demonstrate the ability to use control alternatives techniques/tools in a simulated environment.
- 4.4 Demonstrate the ability to use the protective alternatives techniques/tools in a simulated environment.
- 4.5 Demonstrate the ability to use deadly force decision making in a simulated environment.
- 4.7 Describe the follow-through considerations that apply to arresting subjects.
- 4.8 Apply the follow-through considerations concepts in a simulated environment.

Equipment

Power point projector, screen

Materials

Textbook: *Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers*

Power Point presentation: *Use of Force*

Instructional Method

Lecture, discussion, exercises

Estimated Length of Class


One Hour

Reading Assignment

Text, Pg. 47-53

Topic 4 Lesson 4-1: Blocking

Topic 4: ACTIVE COUNTERMEASURES Lesson 4-1: Blocking				
Time	Topic	Activities	Resources	Notes
Hour #1	Blocking Focused Strikes Incapacitating Techniques	Lecture/demo & exercise		

<p>Pg. 47</p> 	<p>LECTURE: Blocking</p> <p>Purpose: To explain the purpose and techniques used for blocking.</p> <p>Procedure:</p> <p>Explain the purpose for blocking: <i>to defend against an attack</i></p> <p>EXERCISE: Blocking</p> <p>Purpose: To practice blocking techniques.</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Divide students into pairs of "officers" and "subjects."2. Have "subjects" swing impact bags at "officers" in order to practice each specific block. Add appropriate verbalization.3. Switch roles and repeat.	<p>Hour #1</p>
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LESSON 4-2: FOCUSED STRIKES

The proper application of focused strikes is demonstrated and practiced.

TOPIC 4: ACTIVE COUNTERMEASURES
Lesson 4-2: Focused Strikes

Learning Objectives

- 3.1 Identify the concept of “presence” and the circumstances under which it is appropriate.
- 3.2 Identify the concept of “dialog” and the circumstances under which it is appropriate.
- 3.3 Identify the concept of “control alternatives” and the circumstances under which they are appropriate.
- 3.4 Identify the concept of “protective alternatives” and the circumstances under which they are appropriate.
- 3.5 Identify the concept of “deadly force” and the circumstances under which it is appropriate.
- 3.6 Apply the intervention option concepts in a simulated environment.
- 4.1 Demonstrate the use of presence in a simulated environment.
- 4.2 Demonstrate the ability to use dialog in a simulated environment.
- 4.3 Demonstrate the ability to use control alternatives techniques/tools in a simulated environment.
- 4.4 Demonstrate the ability to use the protective alternatives techniques/tools in a simulated environment.
- 4.5 Demonstrate the ability to use deadly force decision making in a simulated environment.
- 4.7 Describe the follow-through considerations that apply to arresting subjects.
- 4.8 Apply the follow-through considerations concepts in a simulated environment.

Equipment

Power point projector, screen

Materials

Textbook: *Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers*

DAAT Videos: *Reaction Hand Strike, Reaction Forearm Strike, Strong Hand Strike, Strong Forearm Strike, Reaction Front Kick, Reaction Knee Strike, Strong Angle Kick, Strong Angle Knee Strike*

Instructional Method

Lecture, discussion, exercises

Estimated Length of Class

One Hour

Reading Assignment

Text, Pg. 47-53

Topic 4 Lesson 4-2: Focused Strikes

Topic 4: ACTIVE COUNTERMEASURES				
Lesson 4-2: Focused Strikes				
Time	Topic	Activities	Resources	Notes
Hour #1	Focused Strikes	Lecture/demo videos & exercise	DAAT Videos: Reaction Hand Strike, Reaction Forearm Strike, Strong Hand Strike, Strong Forearm Strike, Reaction Front Kick, Reaction Knee Strike, Strong Angle Kick, Strong Angle Knee Strike	

<p>Pg. 48-54</p>	<p>LECTURE/DEMO: Focused Strikes</p> <p>Purpose: To demonstrate the proper application of focused strikes.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Explain the purpose of focused strikes: To create dysfunction 2. Explain the criterion for use of active countermeasures: Active resistive or assaultive behavior 3. Explain and demonstrate the techniques: Reaction Hand Strike Reaction Forearm Strike Strong Hand Strike Strong Forearm Strike Reaction Front Kick Reaction Knee Strike Strong Angle Kick Strong Angle Knee Strike 	<p>Hours #1/#2</p> <p>Note: Distinguish by example between active resistance and passive resistance.</p> <p>Note: DAAT Videos – Reaction Hand Strike, Reaction Forearm Strike, Strong Hand Strike, Strong Forearm Strike, Reaction Front Kick, Reaction Knee Strike, Strong Angle Kick, Strong Angle Knee Strike</p>
<p>Y</p>	<p>EXERCISE: Focused Strikes</p> <p>Purpose: To train officers in an application of focused strikes and their general target areas.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Use the videos to help show how to perform each strike. 2. Explain and demonstrate each focused strike highlighting these points: Striking surface Target areas Power development Special circumstances that can affect target areas Physical positioning changes that affect technique 	<p>Note: Teach these strikes from different physical positions (such as stooped, kneeling, prone, and supine) to help the student gain confidence in working from less desirable positions.</p> <p>Note: These drills are important to enhance the</p>

Topic 4 Lesson 4-2: Focused Strikes

	<p>3. Divide students into pairs of "officers" and "subjects."</p> <p>4. Have "officers" practice focused strikes on impact bag with "subjects" holding bag.</p> <p>5. Once officers have general knowledge of the technique, change their physical positioning and repeat the same strike.</p> <p>Example: Officer performs Strong Forearm from defensive stance and shows conscious effort.</p> <p>Move officer into an off-balanced stooped position and perform several repetitions of same technique.</p> <p>Move officer into a kneeling position (both knees or one knee), subject is standing, while holding the bag and perform several repetitions.</p> <p>Try same drill with subject also on his knees.</p> <p>Move officer onto a supine position and have subject bring impact bag close to officer. Officer performs several repetitions.</p> <p>Try same drill with positions reversed subject supine and officer kneeling. Drill can also be performed with the subject in a prone position attempting to rise or actively resisting. Officer can perform a focused strike from his/her knees.</p> <p>Switch roles and repeat.</p>	<p>confidence of officers to strike in a variety of positions. Instructors should continually put these drills into context in order to add the practical and relevant aspect to the drill.</p> <p>Due to time constraints you may not be able to perform each focused strike in the all of the positions. At the very least try each focused strike in one of the different positions.</p> <p>Follow this format for physical drills:</p> <p>Demonstrate By the numbers Slow for form Full speed and power</p>
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Topic 4 Lesson 4-2: Focused Strikes

LESSON 4-3: INCAPACITATING TECHNIQUES AND COMBINATIONS

The purpose for incapacitating techniques are explained and demonstrated.

TOPIC 4: ACTIVE COUNTERMEASURES
Lesson 4-3: Incapacitating Techniques and Combinations

Learning Objectives

- 3.1 Identify the concept of “presence” and the circumstances under which it is appropriate.
- 3.2 Identify the concept of “dialog” and the circumstances under which it is appropriate.
- 3.3 Identify the concept of “control alternatives” and the circumstances under which they are appropriate.
- 3.4 Identify the concept of “protective alternatives” and the circumstances under which they are appropriate.
- 3.5 Identify the concept of “deadly force” and the circumstances under which it is appropriate.
- 3.6 Apply the intervention option concepts in a simulated environment.
- 4.1 Demonstrate the use of presence in a simulated environment.
- 4.2 Demonstrate the ability to use dialog in a simulated environment.
- 4.3 Demonstrate the ability to use control alternatives techniques/tools in a simulated environment.
- 4.4 Demonstrate the ability to use the protective alternatives techniques/tools (baton) in a simulated environment.
- 4.5 Demonstrate the ability to use deadly force decision making in a simulated environment.
- 4.7 Describe the follow-through considerations that apply to arresting subjects.
- 4.8 Apply the follow-through considerations concepts in a simulated environment.

Equipment

Power point projector, screen

Materials

Textbook: *Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers*

Power point presentation: *Use of Force*

DAAT Videos: *Diffused Strike Rear and Diffused Strike Front*

Instructional Method

Lecture, discussion, exercises

Estimated Length of Class

Two Hours

Reading Assignment


Text, Pg. 54-55

Topic 4 Lesson 4-3: Incapacitating Techniques and Combinations

Topic 4: ACTIVE COUNTERMEASURES				
Lesson 4-3: Incapacitating Techniques and Combinations				
Time	Topic	Activities	Resources	Notes
Hour #1	Incapacitating techniques: Purpose Application	Lecture/demo & exercise	DAAT Videos: Diffused Strike Rear and Diffused Strike Front	

Topic 4 Lesson 4-3: Incapacitating Techniques and Combinations

<p>contact no more than 25% speed and power</p> <ul style="list-style-type: none"> • Always wear protective equipment such as neck collars or throat protectors. • For full power practice, use an impact dummy such as a "green man." 	<p>3. Place this specific drill into context by telling them how they got into this position. Examples:</p> <p>Inside Position: "You have just directed a subject into a wall and it didn't work, subject is still violent."</p> <p>Level 3: "You began to try a secure-the-head decentralization and the suspect is able to maintain his/her balance and is still violent."</p> <p>4. Once officers have general knowledge of the technique, change their physical positioning and repeat the same technique.</p> <p>Examples:</p> <p>Move officer into an off balanced stooped position and perform several repetitions of same technique.</p> <p>Move officer into a kneeling position (both knees or one knee), subject is kneeling, and perform several repetitions.</p> <p>Move officer onto a supine position and have subject move on top of the officer. Officer performs several repetitions.</p> <p>Try same drill with positions reversed—subject supine and officer kneeling. Drill can also be performed with the subject in a prone position attempting to rise or actively resisting. Officer can perform a technique from his knees.</p> <p>5. Switch roles and repeat.</p>	<p>context in order to add the practical and relevant aspect to the drill.</p> <p>Instructors follow this format when performing these physical drills:</p> <ul style="list-style-type: none"> ▪ Explain and Demonstrate ▪ By the numbers ▪ Slow for form ▪ Full Speed and Power
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	<p>EXERCISE: Combinations</p> <p>Purpose: To give students practice in using empty-hand control techniques and blocks in combination.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. After students have learned the basics well, introduce combinations 2. Incorporate different physical positioning and props (e.g., impact bags, impact dummies, etc.) 3. Divide students into pairs, with one student as "subject" and one as "officer." 4. Have them practice various combinations, taking turns as "subject" and "officer." <p>Examples:</p> <p><i>Blocking Combinations:</i> Face Level Block/Strong Forearm Face Level Block/Hook up/Strong Knee Strike Mid-Level Block/Strong Forearm Mid-Level Block/Hook up/Strong Knee Strike Lower Abdominal Block/Strong Forearm Lower Abdominal Block/Hook up/Strong Knee Strike Downward Block/Strong Forearm Downward Block/Hook up/Strong Knee Strike</p> <p><i>Focused Strikes:</i> Reaction hand strike/ strong hand strike Reaction forearm strike/ strong forearm strike Reaction front kick/ strong angle kick Reaction knee strike/ strong angle knee kick</p> <p><i>Drill Combinations:</i> Vertical stun/strong angle knee</p>	
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Topic 4 Lesson 4-3: Incapacitating Techniques and Combinations

	<p>strike/diffused strike/pull in push down decentralization (on impact dummy)</p> <p>Reaction hand strike/strong forearm overload/pull in down decentralization Reaction knee strike/strong angle knee strike overload/ diffused strike/pull in push down decentralization</p> <p>Subject is facing away from officer with officer positioned at a Level 2½ strong angle kick/secure the head decentralization (on impact dummy)</p> <p>Subject is facing away from officer with officer positioned at a Level 2½ impact dummy is assaulting an officer that is in the inside position. Officer can blanket and secure the head and either decentralize or use the Diffused Strike.</p>	
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Topic 5 5-1: Introduction to Baton

TOPIC 5: BATON

LESSON 5-1: INTRODUCTION TO BATON

To introduce the protective alternatives, the baton.

TOPIC 5: BATON Lesson 5-1: Introduction to Baton

Learning Objectives

- 3.1 Identify the concept of “presence” and the circumstances under which it is appropriate.
- 3.2 Identify the concept of “dialog” and the circumstances under which it is appropriate.
- 3.4 Identify the concept of “protective alternatives” and the circumstances under which they are appropriate.
- 3.5 Identify the concept of “deadly force” and the circumstances under which it is appropriate.
- 3.6 Apply the intervention option concepts in a simulated environment.
- 4.1 Demonstrate the use of presence in a simulated environment.
- 4.2 Demonstrate the ability to use dialog in a simulated environment.
- 4.3 Demonstrate the ability to use control alternatives techniques/tools in a simulated environment.
- 4.4 Demonstrate the ability to use the protective alternatives techniques/tools in a simulated environment.
- 4.5 Demonstrate the ability to use deadly force decision making in a simulated environment.
- 4.8 Apply the follow-through considerations concepts in a simulated environment.

Equipment

Power point projector, screen

Materials

Textbook: *Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers*

Power point presentation: *Use of Force*

Instructional Method

Lecture, discussion, video, exercises

Estimated Length of Class

Two Hours


Reading Assignment

Text, Pg. 55-56

Topic 5 5-1: Introduction to Baton

Topic 5: BATON				
Lesson 5-1: Introduction to Baton				
Time	Topic	Activities	Resources	Notes
Hour #1/#2	Introduction to Baton Drawing the baton Baton Jabs	Lecture/demo & exercise		

<p>Pg. 55-56</p>	<p>LECTURE/DEMO: Introduction to Baton</p> <p>Purpose: To introduce the baton and demonstrate drawing the baton.</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Batons are protective alternatives.2. Purpose for protective alternatives is to <i>impede: to deter a subject's assaultive behavior, and/or continued resistance and decentralize him/her</i>3. Baton nomenclature: Blade Tip Butt Stopper or Grommet Grip or Handle4. Demonstrate the steps to draw the baton: Verbal Warning Present the Baton Load the Baton5. Demonstrate three ways to open an expandable baton: Up and away Down and away Expanding strike	<p>Hour #1-#2</p>
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<p>Pg. 56-58</p> 	<p>DEMO/EXERCISE: Baton Jab</p> <p>Purpose: To give students practice in applying baton jabs.</p> <ol style="list-style-type: none"> 1. Describe the appropriate use for a jab: <i>to move an assaultive or resistive subject back and to give you time to properly load your baton.</i> 2. Demonstrate the technique and appropriate verbalization. Note the correct target area: the lower abdomen. 3. Demonstrate the use of multiple baton jabs, as might be used in crowd control. 4. Divide students into pairs of "officers" (with baton) and "subjects" (impact bag). 5. Have "officers" practice each technique on impact bag. 6. Switch roles and repeat. 	<p>Note:</p> <p>Follow this format when performing baton-striking drills:</p> <ul style="list-style-type: none"> ▪ Explain and demonstrate ▪ By the numbers ▪ Slow for form ▪ Full speed and power <p>Can also show video to demonstrate. DAAT Video – Multiple Baton Jabs</p> <p>Note:</p> <p>As students gain proficiency, and as time permits, you may wish to set up a mock crowd control situation, with a line of officers attempting to move a group of "demonstrators" back.</p>
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LESSON 5-2: ANGLE STRIKES

Angle strike techniques are introduced.

TOPIC 5: BATON Lesson 5-2: Angle Strikes

Learning Objectives

- 3.1 Identify the concept of “presence” and the circumstances under which it is appropriate.
- 3.2 Identify the concept of “dialog” and the circumstances under which it is appropriate.
- 3.4 Identify the concept of “protective alternatives” and the circumstances under which they are appropriate.
- 3.6 Apply the intervention option concepts in a simulated environment.
- 4.1 Demonstrate the use of presence in a simulated environment.
- 4.2 Demonstrate the ability to use dialog in a simulated environment.
- 4.3 Demonstrate the ability to use control alternatives techniques/tools in a simulated environment.
- 4.4 Demonstrate the ability to use the protective alternatives techniques/tools in a simulated environment.
- 4.8 Apply the follow-through considerations concepts in a simulated environment.

Equipment

Power point projector, screen

Materials

Textbook: *Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers*

Power point presentation: *Use of Force*

DAAT Videos: *Angle Strike Baton, Angle Cross Strike, Multiple Baton Strikes*

Instructional Method

Lecture, discussion, videos, exercises

Estimated Length of Class



Two Hours

Reading Assignment

Text, Pg. 56-60

Topic 5 Lesson 5-2 Angle Strikes

Topic 5: BATON Lesson 5-2: Angle Strikes				
Time	Topic	Activities	Resources	Notes
Hour #1/#2	Angle Strikes	Lecture/demo & exercise	DAAT Videos: Angle Strike Baton, Angle Cross Strike, Multiple Baton Strikes	

<p>Pg. 58-59</p> 	<p>LECTURE/DEMO: Angle Strikes</p> <p>Purpose: To explain and demonstrate proper technique for angle strikes.</p> <p>Procedure: Angle Strike</p> <ol style="list-style-type: none"> 1. Explain the purpose and target areas for the angle strikes. <p>Purpose: to impede a subject Definition of impede: to deter a subject's assaultive behavior, and/or continued resistance and decentralize him/her. Target areas: knee and elbow areas</p> <ol style="list-style-type: none"> 2. Demonstrate the proper application of the technique. 3. Demonstrate use of multiple/overload strikes. 	<p>Hour #1/#2</p> <p>Note: DAAT Videos - Angle Strike Baton, Angle Cross Strike, Multiple Baton Strikes</p>
	<p>EXERCISE:</p> <p>Purpose: To give students practice in applying baton angle strikes.</p> <p>Procedure: Angle/Cross Strike</p> <ol style="list-style-type: none"> 1. Divide students into pairs of "officers" (with baton) and "subjects" (with impact bag). 2. Have "officers" practice delivering single baton strikes to the knee area and elbow areas. 3. Switch roles and repeat. 4. Have "officers" deliver angle/cross strikes. 5. Switch roles and repeat. <p>Have "officers" deliver multiple/overload strikes.</p>	<p>Note:</p> <p>Have "subjects" practice moving the bag for the angle-cross strike before actual impact with the baton.</p>

TOPIC 6: WEAPON CONTROL

LESSON 6-1: WEAPON RETENTION

Introduction to weapon retention techniques and control.

TOPIC 6: WEAPON CONTROL Lesson 6-1: Weapon Retention

Learning Objectives

- 4.4 Demonstrate the ability to use the protective alternatives techniques/tools in a simulated environment.
- 4.5 Demonstrate the ability to use deadly force decision making in a simulated environment.
- 4.6 Demonstrate weapon control techniques in a simulated environment.

Equipment

Power point projector, screen

Materials

Textbook: *Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers*

Power Point presentation: *Use of Force*

Instructional Method

Lecture, discussion, exercises

Estimated Length of Class

Two Hours

Reading Assignment

Text, Pg. 65-67

Topic 6 Lesson 6-1: Weapon Retention





Topic 6: WEAPON CONTROL Lesson 6-1: Weapon Retention				
Time	Topic	Activities	Resources	Notes
Hour #1/#2	Weapon retention: Principles Techniques	Lecture/demo & exercise		

	<p>LECTURE: Weapon Retention</p> <p>Purpose: To explain the principles of weapon control and to present basic weapon retention techniques.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Explain that weapon control refers both to retaining your own weapon (firearm, baton or OC spray) and to disarming and other control techniques when facing an armed subject. <p>Weapon retention begins with basic tactical awareness: keep an appropriate distance from subjects and keep your gun side away. In close quarters armed confrontations, keep your weapon close to your body. If the subject cannot reach it, he or she cannot take it.</p> <p>To avoid being disarmed because you are exhausted in a prolonged fight, choose an appropriate <i>Intervention Option</i> to permit you to gain control quickly.</p> <p>Officers can also avoid a gun grab by preventing the subject from getting to their firearm with a reaction technique coupled with a gun cover. (Example: Subject displays a target glance towards an officer's weapon (baton, OC, firearm), officer covers his weapon with his strong hand, lowering himself into a defensive stance, while directing a reaction hand strike to the subject's chin.</p>	<p>Hour #1/#2</p>
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	<p>2. The basic technique for retaining your weapon when someone is trying to disarm you is GUN:</p> <ul style="list-style-type: none">• Grab• Undo• Neutralize <p>GRAB – Secure the weapon in the holster by directing both hands on hand the suspect is using to attempt and disarm the officer.</p> <p>UNDO – Options:</p> <p><i>Quick Release</i> – rotate away from subject to quickly break grip.</p> <p><i>Power Steering</i> - While hands are secured on subject's hand the officer lowers his center and steps away from the subject while directing him to the ground.</p> <p><i>Create a dysfunction</i> – Utilize active countermeasure (ex: knee strike) to create a dysfunction then create distance or decentralize the subject.</p> <p><i>Disengage and/ or Escalate</i> – If the officer can not retain his/her weapon he/she may disengage and arm himself/herself with a superior weapon (ex; officer cannot retain baton so he/she disengages and accesses firearm/officer cannot retain primary weapon so he/she disengages and accesses back-up weapon).</p> <p>The officer may be unable to retain weapon and determine deadly force is necessary. In this case he can advise another officer “He’s got my gun shoot him!!” This can be followed with a contact shot by a secondary officer.</p> <p>NEUTRALIZE– If Undo was successful, create distance and give stabilization commands</p>	
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Topic 6 Lesson 6-1: Weapon Retention

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<p>Pg. 65-68</p>   <p>DANGER</p> <p>Live fire hazard.</p> <p>Use training weapon (red gun) only.</p>	<p>DEMO/EXERCISE</p> <p>Weapon Retention (<i>Weapon in holder/holster</i>) TRAINING WEAPON ONLY!</p> <p>Purpose: To prevent suspect from disarming an officer.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Demonstrate the technique, simulating an appropriate "undo" option. 2. Divide students into pairs of "officers" and "subjects." "Officers" have a training weapon (red gun) holstered. 3. Have officers practice the techniques from Level 1 grab and Level 3 grab. 4. Switch roles and repeat. 	<p>Follow this format when performing physical drills:</p> <p>Explain and Demonstrate By the numbers Slow for form Full speed and power</p> <p>Advanced Skill Option:</p> <p>Groups of three students can be used to simulate a partner applying Deadly Force in the form of a "contact shot." This will require a safety officer and limitations on the officers' contact based on available safety equipment.</p>
  <p>DANGER</p> <p>Live fire hazard.</p> <p>Use training weapon (red gun) only.</p>	<p>DEMO/EXERCISE: Weapon Retention (<i>Weapon outside holder/holster</i>) TRAINING WEAPON ONLY!</p> <p>Purpose: To give students practice in applying the GUN technique to regain control of their weapon.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Emphasize that if a subject has taken a baton or firearm away from an officer, the officer is in <i>imminent</i> danger and prompt action is needed. Use of deadly force (by 	<p>Note:</p> <p>Emphasize that when "grabbing" a firearm, students must keep their bodies out of the line of fire.</p>



WARNING

Hand injury hazard.

Keep fingers OUTSIDE trigger guard while doing this exercise. Application of the J-stroke could twist and break fingers.

the disarmed officer or a backup officer) may be justified.

2. Demonstrate using the GUN (J-stroke) technique to regain control of a weapon. Demonstrate with baton and training weapon (red gun).
3. Divide students into pairs of "officers" and "subjects." Have "officers" practice using the J-stroke to regain control of a baton and a training weapon (red gun).
4. Switch roles and repeat.

LESSON 6-2: FACING AN ARMED SUBJECT

To introduce techniques dealing with a subject pointing a firearm at an officer.

TOPIC 6: WEAPON CONTROL Lesson 6-2: Facing an Armed Subject
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Learning Objectives

- 3.5 Identify the concept of “deadly force” and the circumstances under which it is appropriate.
- 3.6 Apply the intervention option concepts in a simulated environment.
- 4.1 Demonstrate the use of presence in a simulated environment.
- 4.2 Demonstrate the ability to use dialog in a simulated environment.
- 4.3 Demonstrate the ability to use control alternatives techniques/tools in a simulated environment.
- 4.4 Demonstrate the ability to use the protective alternatives techniques/tools in a simulated environment.
- 4.5 Demonstrate the ability to use deadly force decision making in a simulated environment.
- 4.6 Demonstrate weapon control techniques in a simulated environment.

Equipment

Power point projector, screen

Materials

Textbook: *Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers*

Power point presentation: *Use of Force*

Instructional Method

Lecture, discussion, exercises

Estimated Length of Class


Two Hours

Reading Assignment

Text, Pg. 67-70



Topic 6 Lesson 6-2: Facing an Armed Subject

Topic 6 WEAPON CONTROL Lesson 6-2: Facing an Armed Subject				
Time	Topic	Activities	Resources	Notes
Hour #1/#2	Techniques for dealing with a subject pointing a firearm at an officer	Lecture/demo/ exercise		

<p style="text-align: center;">Pg. 67-68</p> <div style="text-align: center;">  </div> <p>WARNING</p> <p>Hand injury hazard.</p> <p>Keep fingers OUTSIDE trigger guard while doing this exercise. Application of the G.U.N. Disarming could twist and break fingers</p>	<p>LECTURE/DEMO: Facing an Armed Subject (G.U.N. Disarming)</p> <p>Purpose: To present techniques for dealing with a subject pointing a firearm at an officer (within arms reach).</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Explain that if facing an armed subject, best defense is to be armed with a superior weapon, create/maintain distance, use cover and attempt to defuse the situation by verbalization. Deadly force may be necessary. <p style="margin-left: 20px;">Explain that if you are facing an armed subject and you are unarmed, or the subject has the drop on you, you have two choices (These choices are primarily based on distance and an observed window of opportunity):</p> <ul style="list-style-type: none"> • Attempt to disengage to gain time and distance. • Attempt to disarm the subject. 2. Demonstrate the G.U.N Disarming technique. <ul style="list-style-type: none"> • Grab - Brings hands up to direct muzzle away from officer while utilizing body or head movement to minimize body area exposed to muzzle. • Undo – Direct the firearm towards a weak part of the subjects grip by taking a step-slide towards subject while rotating the tang/blackstrap of the weapon into the subjects hand (either down or sideways). Utilize good body mechanics by bringing your elbows close to center to assist in this step. 	<p>Hour #1/#2</p> <p>Note: DAAT Video – Gun Technique</p>
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Topic 6 Lesson 6-2: Facing an Armed Subject

	<p>Active countermeasures may also have to be utilized to assist in breaking the subjects grip. Upon feeling the grip break step-slide back.</p> <ul style="list-style-type: none">• Neutralize – Create distance while maintaining the subject's firearm. Officer can access his firearm and give stabilization commands. If the officer was originally unarmed he may have utilize the suspect's firearm. Officer then selects the appropriate Intervention Option to utilize based on the totality of the circumstances. <ol style="list-style-type: none">3. Divide students into pairs of "officers" and "subjects."4. Using a training weapon (red gun), have "subjects" confront officers with drawn weapon.5. Have "officers" practice the Sweep and Disengage.6. Switch roles and repeat.	
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 <p>DANGER</p> <p>Live fire hazard</p> <p>Use training weapon (red gun or red knife) only.</p>	<p>EXERCISE</p> <p>Purpose: To give students practice in applying the Sweep and Disengage technique.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Divide students into pairs of "officers" and "subjects." 2. Using a training weapon (red gun), have "subjects" confront officers with drawn weapon. 3. Have "officers" practice the Sweep and Disengage. 4. Switch roles and repeat. 	<p>Note:</p> <p>Follow this format when training this technique:</p> <ul style="list-style-type: none"> • Instructor demonstrates • By the numbers • Slow for form • Full speed and power
 <p>WARNING</p> <p>Arm injury hazard.</p> <p>Use only training batons (foam or equivalent) with appropriate protective gear.</p>	<p>EXERCISE</p> <p>Purpose: To give students practice in applying the descending strike.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Divide students into pairs of "officers" and "subjects." 2. Have "subject" confront "officer" with a weapon. "Officer" has training baton drawn. 3. Have "officer" apply the Descending Strike to disarm the subject. 	<p>Note:</p> <p>Follow this format for training this technique:</p> <ul style="list-style-type: none"> • Instructor demonstrates • By the numbers • Slow for form.

TOPIC 7: OLEORESIN CAPSICUM (OC) SPRAY

LESSON 7-1: OC FUNDAMENTALS

An introduction to OC spray and its use.

Topic 7 OLEORESIN CAPSICUM OC) SPRAY Lesson 7-1: OC Fundamentals

Learning Objectives

- 4.3 Demonstrate the ability to use control alternatives techniques/tools in a simulated environment.
- 4.6 Demonstrate weapon control techniques in a simulated environment.
- 4.7 Describe the follow-through considerations that apply to arresting subjects.
- 4.8 Apply the follow-through considerations concepts in a simulated environment.
- 4.9 Handcuff and remove handcuffs from subjects in a simulated environment.
- 4-10 Frisk and search subjects in a simulated environment.

Equipment

Power point projector, screen

Materials

Textbook: *Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers*

Power point presentation: *Use of Force*

Instructional Method

Lecture, discussion, exercises

Estimated Length of Class

Four Hours

Reading Assignment

Text, Pg. 39-42

Topic 7 Lesson 7-1: OC Fundamentals

Topic 7: OLEORESIN CAPSICUM OC) SPRAY				
Lesson 7-1: OC Fundamentals				
Time	Topic	Activities	Resources	Notes
Hour #1- #4	Introduction to OC Decision to Use OC Effects of OC Drawing OC Aftercare	Lecture, demo & exercise		

<p>Pg. 39-42</p>	<p>LECTURE: OC Fundamentals</p> <p>Purpose: To introduce OC spray and describe its use.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Identify the purpose and criterion for use of OC spray: <ul style="list-style-type: none"> • The use of OC is one intervention option among a number of options. In general, as INTERVENTION OPTIONS indicates the criteria for use of OC is <i>to overcome active resistance or its threat.</i> • The purpose in using OC with such a subject would be to disrupt the subject's ability to resist, so that you can stabilize him or her. Doing so would thus enable you to gain control of the situation. • As with any use of force option, your decision to use OC depends upon your tactical evaluation of the situation. Remember that your tactical evaluation includes the following threat assessment opportunities: <ul style="list-style-type: none"> – Officer(s)/subject(s) factors – Special circumstances – Level/Stage/Degree of Stabilization 	<p>Hour #1-#4</p> <p>Note:</p> <p>Explain that OC will not work on everyone.</p>
	<ol style="list-style-type: none"> 2. Describe what OC does and what its typical effects are. <p>The most common effects of being sprayed with OC include:</p> <ul style="list-style-type: none"> • Subject shakes uncontrollably • Legs become weak. Subject gropes around for the ground or floor 	

Topic 7 Lesson 7-1: OC Fundamentals

	<ul style="list-style-type: none"> • The muscles of the body become rigid <p>The diversion of pain in the eyes and face and gasping for air typically produces an involuntary response, which indirectly addresses the most basic fears of blindness and suffocation. This causes confusion and disorientation.</p> <p>OC has no history of lasting after-effects. To date, there has never been a substantiated case of death or injury attributed to OC.</p> <p>Subjects with heart problems, asthma, emphysema and/or other illnesses who have been sprayed had no lasting after-effects.</p> <p>However, this is not to say that there is no possibility that a person can be injured or permanently harmed by OC use; as yet, there is no evidence of such lasting injury or harm.</p> <p>OC is an effective law enforcement tool when used to accomplish the purpose for which it is used, because OC:</p> <ul style="list-style-type: none"> • Produces rapid physiological actions • Produces desired effects in low concentrations • Permits rapid recovery without lasting effects • Is an inflammatory, and therefore it is not possible for a person to build up an immunity. 	
	<p>3. Describe the common dispersal systems:</p> <ul style="list-style-type: none"> • Mist • Fog-burst • Streamer 	


	<p>4. Explain proper care for OC spray. The manufacturer's guidelines for shelf life of OC should be followed. If no guidelines are offered, the following general guidelines apply:</p> <ul style="list-style-type: none"> • OC usually will not decompose, but the propellant may escape from the seals and lose its aerosol pressure • The unit valves may become clogged or the canister may rust with time <p>It is important to check the amount of bursts available in your OC unit before going on-duty, so that you know that information before you have to use it. The manufacturer's guidelines for conducting such a check should be followed. If no guidelines are offered, the following general guidelines apply:</p> <ul style="list-style-type: none"> • Weigh one full unit and one empty unit. • The full unit may weigh two ounces while the empty unit weighs one ounce. • If the manufacturer says that the unit has 60 one-second bursts and the unit weighs two ounces when full, then the unit will have 30 one-second bursts when it weighs 1-1/2 ounces and 15 one-second bursts when it weighs 1-1/4 ounces. 	
	<p>5. Discuss options for officers who are confronted with OC spray.</p> <ul style="list-style-type: none"> • Disarming the subject • Escalating to a height force option <p><u>Escalation Options:</u> In the DAAT system, the higher force options to</p>	

Topic 7 Lesson 7-1: OC Fundamentals


	<p>which you might escalate include use of a protective alternatives (baton) or deadly force (firearm). While use of deadly force is an option, such possible use must be viewed in the following perspective:</p> <p>Officers trained in the DAAT weapon control program are instructed in avoidance tactics for reducing the necessity for using deadly force in weapon assault situations. Avoidance should be used whenever possible.</p> <p>However, due to the incapacitating nature of this type of weapon (OC), the use of deadly force may be justified based on an officer's reasonable perception of threat that he/she may be placed in immediate danger of death or great bodily harm. This perception must be based on the "totality of circumstances" of the officer's tactical evaluation.</p> <p>The deadly force decision-making criteria <u>must be met before the use of deadly force can be justified.</u></p> <p>In short, using deadly force to prevent a subject from spraying you with OC and taking your weapon to use against you is an option. However you would only use this option if you can clearly justify the decision as you would with any use of deadly force, and then only if certain decision-making criteria are met.</p>	
	<p>6. Explain appropriate after care.</p> <p>Remember that being sprayed with OC is generally a terrifying and uncomfortable experience for a person. He or she may experience severe problems with seeing and breathing.</p>	<p>Note: Most problems that occur in an incident involving use of OC happen as a result of improper or inadequate follow-thru, rather than as a result of the spraying.</p>

Topic 7 Lesson 7-1: OC Fundamentals

	<p>Even though the OC may be safe, the carrier or propellant may require special safety precautions and first aid for the subject.</p>	
	<p>7. Using inert OC, demonstrate the proper procedure for drawing and using OC.</p> <ul style="list-style-type: none"> • Once you have drawn the OC unit, it should be in your <u>strong hand at the mid-line of your body.</u> • At your belt level, between your body and your reaction side hand. The thumb is on the actuator/trigger; or • At your eye level, with the unit between your face and your reaction side hand with the thumb on the actuator or the index finger on the actuator/trigger. <p>The correct grips are either:</p> <ul style="list-style-type: none"> • The index finger is on the actuator/trigger and the unit (with or without the holster) is held with three (3) fingers and the thumb. • The thumb is on the actuator and the unit (with or without the holster) is held with four (4) fingers. <p>The following are examples of proper officer response:</p> <ul style="list-style-type: none"> • Side to side spray - effective for multiple subjects • Defensive push and spray • Defensive push, draw and spray. 	

	<p>When spraying a subject, remember to maintain a proper defensive stance.</p> <p>After use of each spraying technique, move to a different location</p> <p>*If a subject is holding his/her breath or breathing is shallow, the OC may not enter the lungs. Use multiple short bursts so that the OC will eventually be forced to enter the subject's lungs. Also, do this if the subject is closing his/her eyes. In that way, the OC will eventually enter the eyes when they open. Create a safe distance between you and the subject. Use lateral movement, if possible.</p>	
 <p>WARNING</p> <p>Eye irritation hazard.</p> <p>Use inert training spray only.</p>	<p>EXERCISE: Drawing the OC</p> <p>Purpose: To give students practice in drawing and using OC.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Instructor physically demonstrates options in drawing the OC. <ul style="list-style-type: none"> • Strong Hand • Reaction Hand 2. Using inert training spray, students practice drawing and spraying. 3. Instructor demonstrates using an Active Countermeasure to create distance so he/she can safely draw the OC. Examples: <ul style="list-style-type: none"> • Reaction Hand Strike, Step-Slide back, Draw OC • Reaction Front Kick, Step-Slide back, Draw OC • Reaction Knee Strike, Step-Slide back, Draw OC • Reaction Forearm Strike, Step-Slide back, Draw OC 	

Topic 7 Lesson 7-1: OC Fundamentals

	<ul style="list-style-type: none"> • Reaction Hand Strike, Strong Hand Strike, Step-Slide back, Draw OC • Reaction Forearm Strike, Strong Forearm Strike, Step-Slide back, Draw OC <p>4. Using inert training spray and partners with impact bags, students practice these techniques.</p> <p>5. Instructor physically demonstrates how team tactics apply to the use of OC.</p> <ul style="list-style-type: none"> • Subject is positioned with one officer at a level 1 and another at a level 2 ½. • Contact officer is engaged in dialog with the subject and the threat assessment observed warrants the use of OC. • Cover Officer (Level 2 ½) Draws OC and yells “Spray!” Subject looks towards cover officer and is sprayed. • Officers wait appropriate time. If subject does not respond to stabilization commands, officers move in and use appropriate physical intervention tactics. • Using inert training spray groups of students practice these techniques. 	
	<p>EXERCISE: OC Exposure</p> <p>Purpose: To expose recruit officers to the effects of OC.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Officer is exposed then required (based on the facility) to perform 	<p>Note:</p> <p>Be sure the training facility has appropriate safety equipment for decontamination before doing this drill. It can be done</p>

	<p>various tasks in order to understand his/her capabilities after being sprayed. Those drills could include:</p> <ul style="list-style-type: none"> • Weapon Retention techniques • Passive and/or Active Countermeasures • Baton Strikes • Deadly Force application (Paintball or Simunitions) • Handcuffing • Communication with dispatch <p>The intensity of the drills can be varied based on the facility resources (equipment, # of instructors, time restrictions). These should include one of the 7 levels of simulation:</p> <ol style="list-style-type: none"> 1. Shadow Training 2. Prop Training 3. Partner Training 4. Dynamic Movement Training 5. Relative Positioning Training 6. Environmental Factors Training 7. High Level Simulations <p>Example of Exposure Drill:</p> <ol style="list-style-type: none"> 1. Officer counts backward from 15. During that time an instructor exposes the officer. 2. The officer then shadow trains several techniques and simulates decentralizing a subject and ground stabilization. 3. The officer could then be forced to escalate to Deadly Force by a second subject, or the officer could be forced to communicate with dispatch in order to receive aid. 4. Instructor stops the drill and the officer is taken to an appropriate decontamination site with safety officer(s) present. 	<p>full exposure or partial exposure (Indirect spray/swab).</p>
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TOPIC 8: ADDITIONAL TECHNIQUES

LESSON 8-1: VERTICAL STUNS AND PRESSURE POINTS

Introduction to vertical stuns and pressure points.

Topic 8 ADDITIONAL TECHNIQUES Lesson 8-1: Vertical Stuns and Pressure Points

Learning Objectives

- 2.1 Identify and describe the Incident Response concept and its application to law enforcement.
- 2.2 Identify and describe the Disturbance Resolution concept and its application to law enforcement.
- 3.1 Identify the concept of “presence” and the circumstances under which it is appropriate.
- 3.2 Identify the concept of “dialog” and the circumstances under which it is appropriate.
- 3.3 Identify the concept of “control alternatives” and the circumstances under which they are appropriate.
- 3.4 Identify the concept of “protective alternatives” and the circumstances under which they are appropriate.
- 4.1 Demonstrate the use of presence in a simulated environment.
- 4.2 Demonstrate the ability to use dialog in a simulated environment.
- 4.3 Demonstrate the ability to use control alternatives techniques/tools in a simulated environment.
- 4.4 Demonstrate the ability to use the protective alternatives techniques/tools in a simulated environment.

Equipment

Power point projector, screen

Materials

Textbook: *Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers*

Power point presentation: *Use of Force*

DAAT Videos: *Vertical Stun, Pressure Points*

Instructional Method

Lecture, discussion, exercises

Estimated Length of Class



Two Hours



Reading Assignment

Text, Pg. 47-53

Topic 8 Lesson 8-1: Vertical Stuns and Pressure Points

Topic 8 Additional Techniques				
Lesson 8-1: Vertical Stuns and Pressure Points				
Time	Topic	Activities	Resources	Notes
Hour #1/#2	Vertical Stuns	Lecture Exercise	DAAT Video: Vertical Stun	Appendix C
	Pressure Points	Lecture Exercise	DAAT Video: Pressure Points Handouts/over heads: Mandibular & Hypoglossal	

<p>Pg. 48-49</p> 	<p>LECTURE/DEMO: Vertical Stuns and Pressure Points</p> <p>Purpose: To present concepts and demonstrate application of vertical stuns and pressure points.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Explain the purpose of vertical stuns: <i>To attempt to create temporary dysfunction of the subject's respiratory system and/or mental processes by forcefully directing the subject's torso into a solid vertical surface.</i> 2. Doing so will provide a small window of time during which the officer can gain control. 3. Explain purpose of pressure points: <i>To overcome passive resistance by creating sensory overload by compressing nerve clusters.</i> 	<p>Hour #1/#2</p> <p>Note: DAAT Videos – Vertical Stun and Pressure Points</p>
	<p>EXERCISE: Vertical Stuns</p> <p>Purpose: To give students practice in performing vertical stuns.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Instructor physically demonstrates the vertical stun and appropriate verbalization. 2. Divide students into pairs of "officers" and "subjects." 3. Have officers practice vertical stun technique. 4. Switch roles and repeat. 5. If desired, incorporate a combination with various active and passive countermeasures. Examples: Vertical Stun/Strong Knee Strike/Diffused Strike/Pull in Push Down Decentralization 	<p>Note: Follow this format when performing this physical drill:</p> <ul style="list-style-type: none"> • Explain and Demonstrate • By the numbers • Slow for form • Full speed and power • Safety Coach <p>Note: This drill can also be done with a training dummy (green man) to permit students to use full power.</p>

 	<p>EXERCISE: Pressure Points</p> <p>Purpose: To allow students to gain practice in applying pressure points.</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Instructors physically demonstrate the 2 pressure points (mandibular angle and hypoglossal) and the appropriate verbalization. <p>Handouts: Mandibular Angle and Hypoglossal</p> <ol style="list-style-type: none">2. Divide students into pairs of “officers” and “subjects”.3. Have “officers” practice both pressure point techniques.4. Switch roles and repeat.5. Once officers have general knowledge of the technique, change their physical positioning and repeat the same technique with the suspect kneeling, sitting or the suspect in a prone position with hands pinned under his/her body.	<p>Note: Because of variations in individual anatomy, these techniques are not effective on everyone.</p> <p>Monitor to make sure that all students have the opportunity to apply the technique successfully.</p>
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Topic 8 Lesson 8-2: Team Tactics

LESSON 8-2: TEAM TACTICS

Introduction of multiple officer techniques to control a subject and apply the concept of DONE and REACT.

Topic 8 ADDITIONAL TECHNIQUES Lesson 8-2: Team Tactics

Learning Objectives

- 2.1 Identify and describe the Incident Response concept and its application to law enforcement.
- 2.2 Identify and describe the Disturbance Resolution concept and its application to law enforcement.
- 3.1 Identify the concept of “presence” and the circumstances under which it is appropriate.
- 3.2 Identify the concept of “dialog” and the circumstances under which it is appropriate.
- 3.3 Identify the concept of “control alternatives” and the circumstances under which they are appropriate.
- 4.1 Demonstrate the use of presence in a simulated environment.
- 4.2 Demonstrate the ability to use dialog in a simulated environment.
- 4.3 Demonstrate the ability to use control alternatives techniques/tools in a simulated environment.

Equipment

Power point projector, screen

Materials

Textbook: *Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers*

Power point presentation: *Use of Force*

Instructional Method

Lecture, discussion, exercises

Estimated Length of Class

Two Hours

Reading Assignment

Text, Pg. 21-22

Topic 8 Lesson 8-2 Team Tactics

Topic 8 ADDITIONAL TECHNIQUES				
Lesson 8-2: Team Tactics				
Time	Topic	Activities	Resources	Notes
Hour #1/#2	Multiple officers to control a subject DONE REACT	Lecture/demo & exercise		

<p style="text-align: center;">Y</p>	<p>EXERCISE: Team Tactics</p> <p>Purpose: To give students practice using multiple officers to control a subject. (The primary focus of the drill is to help cover officers understand situations in which DONE and REACT apply.)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Instructor physically demonstrates how two officers bracket one suspect. 2. Instructor physically demonstrates how three officers bracket one suspect. 3. Instructor then demonstrates how contact officer uses the REACT form of arbitration in order to signal to cover officer(s) to make initial physical contact. <ul style="list-style-type: none"> Request cooperation Explain reason Allow choice Check decision Take action 4. The Instructor will also offer information on “When words fail” and the DONE principle. <ul style="list-style-type: none"> Danger Overriding concern No progress Escape 5. Divide students into sets of "officers," "safety coach", and "subjects." 6. Have officers rotate through all roles: <ul style="list-style-type: none"> • Contact Officer • Cover Officer • 2nd Cover Officer(if performing three-officer drills) • Suspect • Safety Coach 	<p>Hour #1/#2</p> <p>Important:</p> <p>When doing these drills, make the “Rules of Engagement” clear. For example:</p> <ul style="list-style-type: none"> • Make initial physical contact only, and practice appropriate verbalization skills. • No active or passive countermeasures. • Whistle means STOP.
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TOPIC 9: ELECTRONIC CONTROL DEVICES

LESSON 9-1: ELECTRONIC CONTROL DEVICES OVERVIEW

In this lesson, students will be exposed to the basis about Electronic Control Devices (ECD's) and their application within use of force by Wisconsin officers. Students will learn specific techniques with ECD's that are included in the Wisconsin system of Defense and Arrest Tactics.

Topic 9 ELECTRONIC CONTROL DEVICES

Lesson 9-1: Electronic Control Devices Overview

Learning Objectives

- 5.1 Identify the concept of “control alternatives” and the circumstances under which they are appropriate.
- 5.2 Identify the electronic control device tools that fall under “control devices” and the circumstances under which they are appropriate.
- 5.3 Describe symptoms of medically significant behavior.
- 5.4 Describe the opportunities within Disturbance Resolution that medically significant behavior could be observed.
- 5.5 Manage medically significant behavior with options.

Equipment

Power point projector, screen

Materials

Textbook: *Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers*

Power point presentation: ECD 2 hour exposure course

Instructional Method

Lecture & discussion

Estimated Length of Class

1 Hour

Reading Assignment

Text, Pg. 46-50

Topic 9 Lesson 9-1 Electronic Control Devices Overview

Topic 9 ELECTRONIC CONTROL DEVICES				
Lesson 9-1: Electronic Control Devices Overview				
Time	Topic	Activities	Resources	Notes
Hour #1	Use of Force Limits: Control Alternatives Control Devices Electronic Control Devices	Lecture & Discussion	DAAT Text, ECD Text, PCS Text	This is a 1- hour block of instruction that is supplemental to the Use of Force instruction and the DAAT instruction.

At this point the ECD 2 hour exposure power point should be converted into a word document in the “notes page” view.

ECD Safety Rules (To be followed along with DAAT training Safety Rules on DAAT Instructor Manual page 19)

- The safety switch of all ECD's will remain in the down (SAFE) position unless the instructor directs students to arm the device or when it is appropriate to do so during a training scenario/drill.
- ECD's shall not be pointed at any person unless the instructor directs students to do so as part of a training exercise or when it is appropriate to do so during a training scenario.
- An ECD loaded with a live cartridge shall not be pointed at another person except during a scenario exercise when the cartridge is an LS (blue) training cartridge and the subject being aimed at is wearing protective simulation/training suit.
- Lasers shall not be shined into anyone's eyes.

Above rules were provided by Taser International Version 13 Training materials.

LESSON 9-2: ELECTRONIC CONTROL DEVICES USAGE

Students will learn specific techniques with ECD's that are included in the Wisconsin system of Defense and Arrest Tactics.

Topic 9 ELECTRONIC CONTROL DEVICES Lesson 9-2: Electronic Control Devices Overview
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ECD techniques

Learning Objectives (See DAAT)

- 5.6 Identify the steps to follow for distance deployment of an electronic control device.
- 5.7 Identify the precautions to follow when assisting an officer who is deploying an electronic control device.
- 5.8 Demonstrate the ability to use “cuffing under power” in a simulated environment.
- 5.9 Demonstrate the ability to use multiple officer ground handcuffing or multiple officer ground stabilization to facilitate the application of chemical restraints in a simulated environment.

Equipment

Handcuffs
Practice area

Materials

Textbook: *Defensive and Arrest Tactics: A Training Guide for Law Enforcement Officers*

Instructional Method

Lecture, discussion, exercises

Estimated Length of Class

1 Hour

Reading Assignment

Text, Pg. 46-50

Topic 9 Lesson 9-2 Electronic Control Devices Usage

ECD Techniques				
Time	Topic	Activities	Resources	Notes
Hour #2	Techniques: ECD Distance Deployment Cuffing under Power Emergency Ground Stabilization	Lecture, Discussion, & Exercises	DAAT text	This is a 1- hour block of instruction that is supplemental to the Use of Force instruction and the DAAT instruction.

Pg.	<p>LECTURE: ECD Distance Deployment</p> <p>Purpose: To explain and demonstrate the tactical considerations when deploying an ECD from a distance.</p> <p>Points to Cover: Draw Target areas Affected areas when successful distance deployment Unaffected areas that can be touched when stabilizing Follow through considerations</p>	Hour #2
Y	<p>Exercise: Cuffing under power</p> <p>Purpose: To explain and demonstrate the procedure when an ECD is being successfully deployed and officers utilize the “window of opportunity” to stabilize and handcuff.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Using students to serve as subject and officers, instructor directs students in handcuffing prone subject. 2. Direct students in these roles: Have one student be the “subject,” the rest “officers.” An additional student can be assigned the role of safety coach if numbers permit. 3. Officers simulate deploying an ECD from a distance. The suspect succumbs to the ECD effect and while doing so officers can move in to stabilize. The following would be the order in which officers would attempt to control the suspect. <p>Right Arm (3-point position) Left Arm (position with elbow</p>	

	<p>secured between officer's knees as the officer has his knees on the ground) Head (Pressure Points if circumstances dictate) Legs (Modified push-up position with suspect's feet rolled to the side or ankles crossed, knees bent with suspect's foot secured against thigh of officer) Midsection (Applying handcuffs if body weight not needed) *For the sake of the drill instructors can supply only two officers which would result in only the arms being controlled during the simulated ECD deployment.</p> <p>Exercise: Multiple officer ground handcuffing or multiple officer ground stabilization</p> <p>Purpose: To explain and demonstrate the procedure when handcuffing or stabilizing an uncooperative subject using multiple officers for the purpose of chemically restraining.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Using students to serve as subject and officers, instructor directs students in handcuffing prone subject either through simulating the ECD effect or other force option. 2. Direct students in these roles: Have one student be the "subject", the rest "officers". An additional student can be assigned the role of safety coach if numbers permit. <p>Right Arm (3-point position) Left Arm (position with elbow secured between officer's knees as the officer has his knees on the ground)</p>	
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Topic 9 Lesson 9-2 Electronic Control Devices Usage

	<p>Head (Pressure Points if circumstances dictate) Legs (Modified push-up position with suspect's feet rolled to the side or ankles crossed, knees bent with suspect's foot secured against thigh of officer) Midsection (Applying handcuffs if body weight not needed)</p> <p>*When subject is stabilized or handcuffed officers simulate having an EMT move into a position to deliver a chemical restraint. Most common area will be the thigh of the suspect. Prior to deployment EMT touches suspect's leg and confirms to officers that it is suspect's leg by shouting "Suspect leg!" then if no officers shout stop he will deploy chemical restraint. After chemical restraint has been deployed instructors can address the two options:</p> <p>Release suspect and disengage to a safe distance to monitor. Wait for chemicals to work and re-engage (Stabilize, Handcuff, and transport to hospital).</p> <p>Maintain control, (handcuff) and transport to hospital.</p>	
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APPENDICES

RESOURCES