

**Sonoma County Sheriff's Office**  
**Arrest and Control Instructor Course Outline**  
**40 hour (5 day Instructor Course)**  
**CCN:5380-20795**

**STATEMENT OF PURPOSE**

This course is meant to be the foundation for future Use of Force instructors. It will assist in certifying officers to teach Arrest and Control Techniques and Defensive Tactics for their respective law enforcement agencies. This course provides updated legislative content related to the changes in laws dictated by AB392 (PC 835a to include PC196) and information regarding the changes SB230 made to California law enforcement policies.

**Learning Outcome:**

Upon completing this course, students will be able to instruct Arrest and Control and Defensive Tactics course material.

**Learning Need:**

Use of force instructors are expected to be the most knowledgeable and proficient in use of force amongst the law enforcement community, their respective agency, and their peers. To meet the standard of that expectation, law enforcement use of force instructors must understand the basic components of laws, policies, adult learning concepts and current modes of application.

**COURSE OVERVIEW/ MINIMUM TOPIC REQUIREMENTS**

1. Safety Protocols
2. Injury Prevention
3. Adult Learning Concepts
4. Performance Evaluation Techniques
5. Legal Issues
6. Use of Force
7. Handcuffing
8. Searches
9. Prisoner Restraint
10. Body Physics and Dynamics
11. Weapon Retention /Takeaway
12. Control Techniques
13. Weaponless Defense
14. Written, Oral, and/or Demonstration Assessment (in each topic area)

**REGISTRATION, COURSE OBJECTIVES, AND STAFF INTRODUCTIONS**

- A. Registration and Rosters**
  - i. POST Roster
  - ii. Sign-in sheet
- B. Course Objectives**

- i. Certify instructors to teach Arrest and Control, Defensive tactics, and Use of Force techniques
- ii. Prepare each instructor to demonstrate and teach various techniques and course material.
  - 1. Each instructor will demonstrate their knowledge and proficiency in the course material. Each instructor will utilize the information learned to complete teach backs to the class for both cognitive and psychomotor activities.

**C. Introduction to Staff**

- i. Training and Experience
- ii. Defensive Tactics Background

**I. SAFETY PROTOCOLS**

**A. Facility type and location**

- i. Class size
- ii. Review safety plan
- iii. Safety protocols
- iv. Student to instructor ratio

**B. Introduction to Training Facility**

- iii. Layout
- iv. Fire Escape
- v. Medical Equipment

**C. Safety Guidelines**

- i. Familiarize students with Mat Room Rules
- ii. Proper training and safety equipment shall be used when necessary
- iii. Students required to report a stop unsafe actions during training
- iv. Use of radio for emergency services
- v. First responder designation
- vi. Medical Facility information

**D. Demonstration and Testing**

- i. The student will demonstrate in front of the instructor their understanding and applicable knowledge of safety protocols, including all cognitive principles/theories and psychomotor skills.
- ii. The student will implement the taught safety protocols to the class for both cognitive and psychomotor activities to include teach backs.

**II. INJURY PREVENTION**

**A. Necessary equipment**

- i. Depends on curriculum being taught
- ii. Specific to course or technique
- iii. Ensure quality of equipment

**B. Pre-Existing Injuries**

- i. Note any and all prior injuries

- ii. Adapt course or techniques as needed
- C. Stretching**
  - i. Improve flexibility
  - ii. Improve range of motion
  - iii. Light movement to facilitate a warm-up and light sweat
  - iv. Full body stretch
  - v. All major muscle groups
- D. Cool Down**
  - i. Allow for gradual recovery of normal heart rate and blood pressure
  - ii. Regulate blood flow
  - iii. Full body stretch
  - iv. Note and report all injuries
- E. Demonstration and Testing**
  - i. The student will demonstrate in front of the instructor their understanding and applicable knowledge of injury prevention, including all cognitive principles/theories and psychomotor skills.
  - ii. The student will implement the taught injury prevention techniques to the class for both cognitive and psychomotor activities to include teach backs.

### **III. ADULT LEARNING CONCEPTS**

- A. Instructional Systems Designs (ISD)**
  - i. IPAT: Introduce, Presentation, Application, Test
  - ii. IDEA: Introduce, Demonstrate, Explain, Application/Evaluate
  - iii. ADDIE: Analyze, Develop, Design, Implement, Evaluate
- B. Learning Modalities**
  - i. Visual Learner: learn through seeing
  - ii. Auditory Learner: learn through hearing
  - iii. Kinesthetic Learner: learn through touching
- C. Demonstration and Testing**
  - i. The student will implement one of the taught instructional designs to instruct the class as and teach back for both cognitive and psychomotor activities.

### **IV. PERFORMANCE EVALUATION TECHNIQUES**

- A. Physical Demonstration of Understanding and Proficiency**
  - i. Demonstration of Understanding and Proficiency – Static, no stress
  - ii. Demonstration of Proficiency – Dynamic, under stress and resistance
    - 1. Practical application testing
  - iii. Demonstration of Understanding and Proficiency – Teaching techniques
  - iv. Demonstration of Understanding and Proficiency – Various environments
  - v. Demonstration of Understanding and Proficiency – Scenario based training

### **V. LEGAL ISSUES**

- A. 7 Major Areas of Potential Litigation**

- i. The following areas involving use of force, knowledge of case law and departmental policies, and tactics are deemed high liability areas within law enforcement, and will likely lead to discipline or lawsuits if not utilized appropriately:

- 1. Pursuits
- 2. Shootings
- 3. Police Service Dog Bites
- 4. Impact Weapons
- 5. Entries into residences
- 6. Handcuffing and Arrests
- 7. Taser

**B. Qualified Immunity**

- i. Extends to deputies engaged in the performance of discretionary acts.
  - 1. If the deputy is acting in good faith, they are immune from civil liability.
- ii. It is lost when there is a breach of clearly established Constitutional law.
  - 1. Any time there is a breach of Constitutional law there is no immunity for the deputy, and this opens them up to civil liability.

**C. Foundations of Force**

**i. Seizures of Persons**

- 1. Intentionally use force or influence to stop movement, OR
- 2. The person submits to show of authority.
  - a. This is in the mind of the person being contacted, not the officer.
  - b. Deputy should make every effort to identify themselves verbally.

**ii. Classifications of Police Contacts**

- 1. Consensual
  - a. The subject is free to leave and decline conversation.
  - b. No coercion by the officer at any time.
- 2. Detentions
  - a. Based on reasonable suspicion.
  - b. Subject is not free to leave.
  - c. Reasonable force can be used to enforce the detention.
- 3. Arrest
  - a. Based on probable cause.
  - b. The subject is not free to leave.
  - c. Reasonable force can be used to enforce the detention.

**iii. Special Detention Searches**

- 1. Terry search
  - a. Limited search for weapons
  - b. Officers need two separate reasonable suspicions to stop and search for weapons.
    - i. Evidentiary standard to support the detention.
    - ii. Suspicion of the subject's armed and dangerous status.

2. Officer safety searches
  - a. Officer's duties require close proximity to the subject.
  - b. Circumstances show the subject may be armed.
  - c. The intrusion balances with the apparent danger of the circumstances for the detention.

iv. **Reasonable Suspicion**

1. An objectively justifiable suspicion that is based on specific facts, behavior or circumstances that are clear, unbiased, fair and justified that relate to a crime that has occurred, is occurring or is about to occur.
2. This is not an arrest.
  - a. It is an investigatory contact.
  - b. Can still consider protected characteristics (race, sex, age, etc.) in combination with credible, timely and distinct information connecting a person or people of a specific characteristic to a specific unlawful incident or specific criminal patterns.

v. **Probable Cause**

1. A set of specific facts or circumstances known to the police officer that would lead a reasonable and prudent person to believe
2. That the person to be arrested has committed a crime.
3. That the place to be searched was the scene of a crime.
4. That the place to be searched contains evidence of a crime.
5. That property to be seized is contraband, stolen or constitutes evidence of a crime.
6. This is an arrest.
  - a. The investigation led to the conclusion that the person detained committed the crime.
  - b. It does not mean we are 100% certain. It just means a reasonable person would believe it. There may still be additional investigation needed.

**D. Demonstration and Testing**

- i. The student will demonstrate in front of the instructor their understanding and applicable knowledge of legal issue concepts, foundations of force, and classifications of police contacts, including all cognitive principles/theories and psychomotor skills.
- ii. The student will lead group discussions regarding all instructed topics.
- iii. The student will complete a written examination related to information outlined in Section VII – Legal Issues.

**VI. USE OF FORCE**

**A. 835a P.C. (AB 392 - directly reference section PC835a and PC196)**

- i. Officers may use reasonable force to affect arrest, prevent escape, and overcome resistance.

1. Evaluated by the perspective of an objectively reasonable officer:
  - a. Based on the totality of the circumstances known to the officer at the time.
  - b. Totality of the circumstances is defined as all the facts known to the peace officer at the time, including the conduct of the officer and subject leading up to the use of deadly force.
2. Deadly force
  - a. Any use of force that creates a substantial risk of causing death or serious bodily injury, including, but not limited to, the discharge of a firearm.
  - b. Imminent threat of death or serious bodily injury to the officer or to another person.
  - c. Based on the present ability, opportunity and apparent intent of the subject, not based on fear alone.
3. Mental Health or cultural concerns
  - a. Individuals with physical, mental health, developmental or intellectual disabilities may not have the ability to understand or comply with commands from peace officers.
  - b. Language or cultural factors should be taken in to consideration.
  - c. Shall not use deadly force against a person based on the danger that the person poses just to themselves.
  - d. Use of de-escalation tactics can be useful when dealing with this population.
4. Officers need not retreat or desist from efforts based on the suspect's actions.
  - a. Officers are not required to back down if threatened.
  - b. Officers are also not required to retreat from the suspect.
  - c. This could create tactical issues for the officers.
  - d. If the officer has a tactical advantage, they do not need to give it up.

**B. Excessive and Biased Use of Force.**

i. ***Title 18 U.S.C. 242 & 241***

1. Deprivation of any right under color of authority.
  - a. This applies when we are on the job.
2. Conspire to injure, oppress, threaten, intimidate.
  - a. While employed as a uniformed peace officer.

ii. ***Title 42 U.S.C. 1983***

1. Civil rights act (punitive damages)
  - a. If we intentionally violate a person's civil rights, we can be held personally liable.

iii. **Failure to Intervene**

1. Deputy present and observing another deputy:

- a. Using force that is clearly beyond that which is objectively reasonable under the circumstances
  - b. When in a position to do so.
  - c. Will intercede to prevent the use of unreasonable force
  - d. Promptly report these observations to a supervisor.
- iv. **Fair and Unbiased Use of Force**
- 1. Deputies are expected to carry out their duties, including use of force, in a manner that is fair and unbiased.
- C. Creating Conditions & Tactical Failures Leading to force:**
- i. **Response to vehicular assault**
    - 1. *IF* the officer is in a stationary position
    - 2. *AND* the suspect directs the vehicle at the officer,
    - 3. *THEN* the officer is justified in shooting to protect themselves.

**However:**

    - 4. *IF* the suspect and his/her vehicle is moving
    - 5. *AND* the officer moves in front of the vehicle,
    - 6. *THEN* there is NO right to shoot.
  - ii. **Valid Core transaction – The basis of force**
    - 1. Lacking valid probable cause or reasonable suspicion renders any use of force unjustifiable by the officer.
      - a. Did the officer have the right to be there, even though the force may have been self-defense?
      - b. Did the officer put themselves in danger, requiring the use of force?
  - iii. **Public Duty Doctrine**
    - 1. DeShaney v. Winnebago Co. Department of Social Services (109 S.Ct.998 (1989))
      - a. Officers have no duty to protect the general public from third party harm, absent a special relationship.
      - b. Special relationship requirements:
        - i. Officer created the danger
          - 1. EX: Pulling a vehicle over on the freeway
        - ii. Officer has knowledge of impending danger
          - 1. EX: Pulling a vehicle over in a dangerous neighborhood.
        - iii. Officer has custody of the plaintiff
      - c. Duty to protect doctrine requirements:
        - i. Officer is aware of general dangerousness of the area
        - ii. Reckless disregard for the safety of the person abandoned
        - iii. General knowledge of danger coupled with conspiracy to harm
        - iv. Abandonment of individuals who are being assaulted
          - 1. If these are present, we are bound to protect.
      - d. Humanitarian and Moral obligation VS Legal basis.

- i. Even if the law doesn't require it, there still is a moral obligation to protect the innocent.

#### **D. Graham VS Conner**

##### **i. Two effects of this decision:**

1. It created a national standard for all police uses of force.
  - a. Prior to Graham all states operated under their own use of force standards.
2. Moved all uses of force under the 4<sup>th</sup> amendment.
  - a. This qualified the use of force as a seizure.

##### **ii. Factors in the use of force under Graham**

1. Officers have the right to use force within the authority of arrest.
  - a. Based on the thresholds talked about before.
2. Officers are forced to make split second decisions.
  - a. Lawyers can debate for months decisions officers have to make in split seconds.
3. Officers are not measured against "underlying motive."
  - a. You may have policy issues with this, but not necessarily with the courts.
  - b. So long as the force was justified.
4. Must consider whether the suspect poses an immediate threat to the safety of officers or others.
  - a. If there is no threat, we cannot use force.
5. Must consider the severity of the crime at issue.
  - a. The force used must match the crime at hand.
6. Active resistance by the suspect to the arrest or attempt to evade arrest.
7. Reasonableness must be judged from the perspective of the officer at the scene.
  - a. It is what the officer experienced NOT anyone else.
8. Reasonableness is not based on 20/20 hindsight.

##### **iii. Objective reasonableness defined:**

1. From the perspective of a reasonable officer.
2. Totality of the facts known *at the time the force was used*.
  - a. Things learned "after the fact" are not considered.
3. Without regard for the officers underlying intent motivation.
4. Based on the knowledge the officer acted properly under established law at the time.
  - a. If we do not act properly under established law, we cannot be objectively reasonable.

#### **E. Tennessee vs. Garner**

- i. Set strict guidelines in the use of deadly force to stop fleeing felons
  1. Moved deadly force under the 4<sup>th</sup> amendment



- a. Created a national standard for the use of deadly force against a fleeing suspect.
  - 2. Created the "reasonable officer standard"
    - a. Would an officer with same or similar training and experience,
    - b. facing like or similar circumstances,
    - c. Act in the same way or use similar judgment?
- ii. **Main Considerations:**
  - 1. Only the facts known to the officer at the time of the shooting.
  - 2. The type of crime involved.
    - a. Officers cannot shoot a grand theft suspect in the back if they are fleeing, unless there are other circumstances involved.
  - 3. Threat to present or future officers should arrest be delayed.
  - 4. Threat to the public should the suspect get away.
  - 5. Type of resistance offered by the suspect.
  - 6. A warning to stop should be given, if possible.
- iii. **Garner Test:**
  - 1. Officer has the probable cause to believe the suspect committed or threatened a crime of violence AND
  - 2. He is believed to be armed or presents a danger to the public or officers.
- iv. **Basis for Deadly Force**
  - 1. The objective and reasonable belief that your life or safety (or another's) is in imminent danger of death or great bodily injury given the totality of the facts known to the officer at the time of their actions.
    - a. Imminent jeopardy = Perceived threat, ability, means, and opportunity.
    - b. Great bodily injury = Loss of consciousness, concussion, bone fracture, impairment of bodily member or organ, wound requiring extensive suturing, or serious disfigurement.

## **F. Report Writing**

### **i. Rules of thumb**

- 1. If it isn't in the original report it didn't happen. (In the eyes of a jury)
  - a. Make sure the original report contains all of the needed information.
- 2. All of our actions are a reaction to the suspect's.
  - a. Write the report as it happened.
  - b. If the suspect made an action that you reacted to, write it that way.
- 3. Be extremely detailed with everything.
  - a. Write it like a movie script so the jury can see all of what happened.
  - b. Assume everyone reading it needs you to paint a picture for them.

## **G. Pre Assault Indicators**

### **i. M.A.P.S. – Behavioral Indicators of an assault**

#### **1. Motor Activity**

- a. Pacing, Restlessness, Clenching teeth or fists, Rapid uneasy breathing, Jumpy, inappropriate sweating, Searching, or shifting eyes, Target

seeking, looking for escape routes, repetitive movement, physical signs of avoidance, retreating from the officer.

2. **Attitude Pattern**

- a. Disorientation, extreme euphoria or distrust, controlled anger or rage, rapid mood swings, sadness, hopelessness.

3. **Posture Signals**

- a. Excessive eye contact, staring or studying, “mad-dogging”, gripping objects, distorted facial features, blank expression, a fighting stance.

4. **Speech Patterns**

- a. Angry, loud, forceful, quiet but pushed, answer questions with questions, statements about persecution or distrust of law enforcement.

**H. Physiological effects of the combat experience**

- i. Our bodies will undergo significant changes during periods of intense stress, and it is important to understand these so you can operate through it.

1. Tunnel Vision

- a. Our vision constricts and focuses on the threat to our safety.

2. Loss of hearing

3. Loss of fine motor skills

- a. This is caused by the blood moving to our core and away from our extremities.

4. Voiding the bowels and bladder

- a. This is a normal occurrence due the body getting rid of anything it does not need to survive.

5. Sense of non-reality

- a. The feeling of "This isn't happening."
- b. It can take time for these unexpected things to register

6. And the most dangerous – hyper-vigilance or freezing in place

- a. This leaves us as a stationary target for any assault.
- b. When in doubt MOVE.

7. Fight or Flight

- a. This is the body's natural, uncontrollable reaction to a perceived threat.
  - i. The heart rate will elevate, and a dump of adrenaline and other chemicals will occur.
  - ii. This is an uncontrollable response by our bodies, and we are hardwired from birth.

**I. Survivor's Mindset**

- i. Stay alive! Then prove your conduct was proper.
  - 1. The most important this is to go home at the end of the shift.
- ii. An officer's worry about administrative and civil issues connected to the use of force may have an impact on their decision process during a fight for their lives.
  - 1. Try not to let this happen.
  - 2. Make sound legal and ethical decisions and this is not a concern.

- iii. Save your life!
- iv. Knowing the law and limitations of your authority before a force incident will allow you to concentrate on reacting to the suspect's threat, and not to the potential consequences.
  - 1. Officers should be up to date on the laws and policies that govern them before they are faced with these situations.
  - 2. If they know the laws up front, they won't have to think about them during the incident.
- v. Remember: Your life today is more important than any paperwork tomorrow!

**J. Preparing for the combat experience**

**i. Visualization:**

- 1. Visualize yourself engaged in a variety of combat experiences, always picture yourself taking some kind of action and ALWAYS picture yourself WINNING!
  - a. Studies have shown that visualization can be nearly as beneficial as physical training.
  - b. This has been done with a basketball study and a piano study.
- 2. Practice:
  - a. How you train often times dictates how prepared you are for combat and how quickly you will respond.
    - i. This will develop your body's auto response to certain situations.
    - ii. It will help you react faster to situations you have trained for.
- 3. Survival Mindset:
  - a. In a life or death struggle, you MUST have the will and desire to win.
    - i. Quitting is not an option.
  - b. No one wants to take a human life, but in the end better them than you.
    - i. I have talked to numerous people who have been involved in officer involved shootings. None of them were glad it happened.
  - c. When in doubt MOVE!
- 4. In the Aftermath:
  - a. Consider Professional counseling and/or peer support.
  - b. Resist the urge to second guess yourself.
    - i. This can be a seriously destructive path.
  - c. Accept the fact that there will be many "Monday Morning Quarterbacks" forming opinions about what you should or should not have done.
    - i. You don't have to agree or listen to them, just understand they are there.

**K. Tactical Variables to consider in combat (Of officer and suspect)**

- i. All of these things can affect the outcome of a physical confrontation. They can play a role in what level of force an officer will use.
  - 1. Physical Fitness / Conditioning
    - a. Are you in as good of shape as you should be?
    - b. Is the suspect in better shape?
  - 2. Mental preparation
    - a. Are you mentally prepared for what you may encounter?
  - 3. Knowing one's limitations & capabilities
    - a. Be aware of your limitations and capabilities.
      - i. We do not have to match the suspect's limitations.
  - 4. Maintaining the "will to win"
    - a. Never give up.
- L. Demonstration and Testing
  - i. The student will demonstrate in front of the instructor their understanding and applicable knowledge in use of force concepts, various force option considerations, physiological or psychological effects which may occur during force encounters, and laws, including all cognitive principles/ theories and psychomotor skills.
  - ii. The student will lead group discussions regarding all instructed topics.
  - iii. The student will complete a written examination related to information outlined in Section VIII – Use of Force.

## **VII. HANDCUFFING**

THE FOLLOWING SKILLS ALLOW FOR INCIDENTAL CONTACT, HOWEVER ANY FORCEFUL PRESSURE APPLIED SHALL BE IN ACCORDANCE WITH SHERIFF'S OFFICE USE OF FORCE POLICY

### **A. Standing Position**

- i. Subject places hands in the small of their back and interlaces fingers.
- ii. Approach suspect and grasps interlaced fingers.
- iii. Remove handcuffs from case with free hand and hold in butterfly grip.
- iv. Apply the handcuffs pinky side first if possible.
- v. Check for tightness, adjust if necessary, and double lock.

### **B. Kneeling Position**

- i. Same sequence as listed above, but place suspect in kneeling position.
- ii. Make sure to lower base at the knees not the waist when applying the handcuffs.

### **C. Prone Position**

- i. Same sequence as listed above, but once they are in the kneeling position have them reach their hands forward, while facing away, and lay flat on their belly.
- ii. Have them place their hands in the small of their back, fingers interlaced, feet crossed, and head looking away.
- iii. Approach the suspect from the head side.

1. *Holster your firearm prior to making contact with the suspect.*
- iv. Place your knee/shin area to the suspect's upper back/shoulder blade area (*for stability/ control only. Anything further will be in accordance with Sheriff's Office Use of Force Policy*).
- v. Remove your handcuffs and hold in a butterfly grip.
- vi. Apply handcuffs with same side hand using an uppercut motion with the back of your hand sliding up the suspects back.
  1. Left knee on left side using left hand.
  2. Right knee on right side using right hand.
- vii. Check for tightness, adjust if necessary, and double lock.
- viii. Stand them up
  1. Have the suspect fold one leg under their body
  2. While keeping control of the suspects head and hands push them over the bent leg and stand them up.

**D. Other Considerations**

- i. First Aid - Suspect injured, wounds, fractures.
- ii. Special circumstances (i.e. pregnant females).
- iii. Complaint of pain should be documented.
- iv. Keep your cuffs in good working order: clean, oil and inspect.

**E. One Person Escort Position:**

- i. One hand firmly on the elbow, the other on the wrist.
- ii. If suspect pulls away:
- iii. Lock the elbow tight to your body and transition to arm bar take-down.

OR

- iv. Push shoulder up into the side of the suspects jaw line to get them off balance.
- v. Over hook and under hook techniques.

**F. Two Person Escort Position**

- i. Same grip with one on each side.
- ii. If you go to do a takedown, be sure to communicate which Deputy will go high and which will go low.

**G. Demonstration and Testing**

- i. The student will demonstrate in front of the instructor their understanding and applicable knowledge of handcuffing techniques, including all cognitive principles/theories and psychomotor skills.
- ii. The student will partner with another student, equally roleplaying as both the law enforcement agent/official and the suspect.
- iii. The student will implement the taught handcuffing techniques to the class for both cognitive and psychomotor activities to include teach backs.

**VIII. SEARCHING**

THE FOLLOWING SKILLS ALLOW FOR INCIDENTAL CONTACT, HOWEVER ANY FORCEFUL PRESSURE APPLIED SHALL BE IN ACCORDANCE WITH SHERIFF'S OFFICE USE OF FORCE POLICY

**A. Restrained/ Non-Restrained Pat Search**

- i. Have subject turn away and place their hands in the small of their back, fingers interlaced.
- ii. Grasp fingers and pulls subject slightly back to keep them off balance.
- iii. Using the "pat / scrunch" method search the subject in quadrants.
  1. Divide the subject's body into quadrants.
  2. Search each quadrant overlapping the middle line while searching.
  3. Double check waistline.
- iv. Locating a firearm or weapon during the search
  1. Notify partner if a weapon is located
  2. If a firearm or weapon can be removed safely and easily, then remove it.
    - a. If necessary, take suspect to the ground or provide verbal directives ordering the suspect into the prone position, draw your firearm, and tactically reposition.
  3. If a firearm or weapon cannot be removed safely and easily, take the suspect to ground, or disengage, draw your weapon, tactically reposition, and provide verbal directives ordering the suspect into the prone position.

**B. Officer Safety Searches.**

- i. Officer's duties require close proximity to the subject.
- ii. Circumstances show the subject may be armed.
- iii. The intrusion balances with the apparent danger of the circumstances for the detention.

**C. Additional Considerations.**

- i. Wear protective gloves.
- ii. Unzip or remove bulky or multi layered clothing.
- iii. Check socks and shoes.
- iv. Use flashlight to illuminate into pockets or bags before putting your hands blindly into them.
- v. Always search a subject transferred to your custody from another deputy or allied agency in the field.
- vi. If able, use patrol vehicle, a wall or surface to control the subject during the search.

**D. Demonstration and Testing**

- i. The student will demonstrate in front of the instructor their understanding and applicable knowledge of searching techniques, including all cognitive principles/theories and psychomotor skills.
- ii. The student will partner with another student, equally roleplaying as both the law enforcement agent/official and the suspect.

- iii. The student will implement the taught searching techniques to the class for both cognitive and psychomotor activities to include teach backs.

## **IX. PRISONER RESTRAINT**

### **A. Review Policy**

- i. Department approved restraints
- ii. Department approved techniques
- iii. Department mandated care
- iv. What is reportable force?

### **B. Types of restraints and tools**

- i. Handcuffs
- ii. Zip tie
- iii. Leg cuffs – applied by jail for medical transport

### **C. Demonstration and Testing**

- i. The student will demonstrate in front of the instructor their understanding and applicable knowledge of prisoner restraint techniques, including all cognitive principles/theories and psychomotor skills.
- ii. The student will partner with another student, equally roleplaying as both the law enforcement agent/official and the suspect.
- iii. The student will implement the taught prisoner techniques to the class for both cognitive and psychomotor activities to include teach backs.

## **X. BODY PHYSICS AND DYNAMICS**

### **A. Stance:**

#### **i. Interview**

- 1. Balanced stance, feet shoulder width apart, hands relaxed in front
- 2. This is a talking position and is relaxed, but aware.

#### **ii. Combat**

- 1. Feet slightly farther apart with strong leg back, on the balls of our feet, hands up at the ready.
- 2. This is a fighting platform.
- 3. It enables you to move with balance and power.

### **B. Movement:**

#### **i. Getting offline (to an angle)**

#### **ii. Our hips facing them & their hips facing away.**

- 1. This will give you some reaction time if an assault occurs.

#### **iii. Fight to the known**

- 1. Move in the direction of what we can see.
- 2. It is not safe to move in areas we cannot see.
- 3. If we trip or fall a bad situation gets worse.

### **C. Positioning:**

#### **i. Setting up barriers**

- 1. Use natural barriers between you and the subject you are contacting.

2. Tables, chairs, patrol vehicle, etc.
  3. It will give you more time to react to a threat
  4. The suspect will have to move around the barrier.
- ii. **Triangulation**
1. Never be caught between the two suspects
    - a. If you can't see both suspects, you can't defend yourself from them.
  2. Always move to a position where you can see both suspects and line them up as much as possible.
  3. Keep moving while keeping your eyes on both suspects.
- D. Falls:**
- i. **Falls to the back**
1. Tuck your chin and round your back
    - a. This will cut down on the possibility of hitting the back of your head.
  2. You can slap your hands to the side to absorb some of the impact but keep them tight to your sides.
  3. If your hands flail out to the sides, you cannot see what you're striking.
- ii. **Falls to the front**
1. Forearms down and sprawl
  2. Falling with your hands down first could break your wrists.
- E. Multiple assailant**
- i. Keep moving so you can see both suspects
  - ii. Never get caught between them
    1. Multiple bag drills
      - a. Have the deputies engage two people holding bags.
- F. Getting up from defensive ground position:**
- i. Sit up on one hip and brace yourself with the same side hand.
    1. This will give you a strong base if the suspect attacks you while you're on the ground.
    2. With a strong base you will be better equipped to defend yourself.
  - ii. With your free hand and opposite leg protect your face and body.
    1. You can use this to maintain distance between you and the suspect.
  - iii. Raise your hips up and push protecting leg under your body.
  - iv. Move the leg all the way back until your hips face down and you are on your feet.
    1. If you cannot get your foot all the way through, you can go to one knee and then rise to your feet.
- G. Demonstration and Testing**
- i. The student will demonstrate in front of the instructor their understanding and applicable knowledge of body physics and dynamics, including all cognitive principles/theories and psychomotor skills.
  - ii. The student will partner with another student, equally roleplaying as both the law enforcement agent/official and the suspect.



- iii. The student will implement the taught body physics and dynamics to the class for both cognitive and psychomotor activities to include teach backs.

## **XI. WEAPON RETENTION/ TAKEAWAY**

### **THE FOLLOWING SKILLS ALLOW FOR INCIDENTAL CONTACT, HOWEVER ANY FORCEFUL PRESSURE APPLIED SHALL BE IN ACCORDANCE WITH SHERIFF'S OFFICE USE OF FORCE POLICY**

#### **A. Gun Take-away:**

- i. When the gun is point at the deputy from the front.
  - 1. Always try to plan your move when the suspect expects movement.
    - a. This will give you a slight second advantage before the suspect realizes the movement you are doing is not the one they told you to do.
  - 2. Get offline of the barrel and slap at it to keep the gun pointed away from you.
    - a. Know in your head that one round will go off, so get out of the way of that one.
  - 3. Attack the arm with the gun and trap it to your body.
    - a. Keep the muzzle pointing away from your body in the event another round goes off.
  - 4. Work personal body weapons, target seeking to solve the problem.
  - 5. Do whatever it takes to get the gun away from the suspect.
  - 6. Once they release control of the gun, create distance and transition to your own weapons.
- ii. When the gun is pointed at the deputies back.
  - 1. With a big sweeping motion, get offline of the barrel.
    - a. Know in your head that one round will go off, so get out of the way of that one.
  - 2. Keep turning until you are facing the suspect.
  - 3. And immediately attempt to locate the gun.
  - 4. Attack the arm with the gun and trap it to your body.
    - a. Keep the muzzle pointing away from your body in the event another round goes off.
  - 5. Work personal body weapons, target seeking to solve the problem.
  - 6. Do whatever it takes to get the gun away from the suspect.
  - 7. Once they release control of the gun, create distance and transition to your own weapons.

#### **B. Gun Retention:**

- i. Lock your weapon down and do not let it go.
  - 1. Studies show once you feel your gun being tugged on, it has been pulled on up to three or four times.
- ii. Use your personal body weapons to get the suspect to let go of you gun.
  - a. However, never let go of your firearm.

- b. You will need to use alternate personal weapons
- iii. Once they let go, separate and transition to your weapon.
  - a. If you transition to your firearm, make sure you clear it
  - b. There is a chance the firearm could have been pushed out of battery during the struggle.

**C. Baton Retention**

- i. Circle In / Out Technique
  - a. Secure your baton at the end with one hand.
  - b. Grasp the baton with your other hand about midway up the baton.
  - c. Rotate the baton around the suspect's wrist.
- ii. Slap and Strip Technique
  - a. Hold the baton firmly with one hand and strike the suspects hand with your other hand while pulling back on the baton.
- iii. Butt Strike Technique
  - a. Rotate the baton up and over the grip of the suspect.
- iv. Transition to Firearm Drill
  - a. This is when the baton is no longer an appropriate and you need to transition to lethal force.
    - i. Lazy Toss Technique
      - 1. Gently toss the baton towards the suspect and draw your firearm.
      - 2. This can give you time to draw your firearm.
    - ii. Drop and Draw Technique
      - 1. Drop the baton and immediately draw your firearm.

**D. Demonstration and Testing**

- i. The student will demonstrate in front of the instructor their understanding and applicable knowledge of weapon retention/ takeaway techniques, including all cognitive principles/theories and psychomotor skills.
- ii. The student will partner with another student, equally roleplaying as both the law enforcement agent/official and the suspect.
- iii. The student will implement the taught weapon retention/ takeaway techniques to the class for both cognitive and psychomotor activities to include teach backs.

**XII. CONTROL TECHNIQUES**

THE FOLLOWING SKILLS ALLOW FOR INCIDENTAL CONTACT, HOWEVER ANY FORCEFUL PRESSURE APPLIED SHALL BE IN ACCORDANCE WITH SHERIFF'S OFFICE USE OF FORCE POLICY

**A. Take Downs:**

- i. One person takedowns
  - 1. Body Fold Takedown

- a. Working at an angle, position your body with your hips close to the suspect, your head in close to the suspect's chest below the suspect's head.
  - b. It is optimal to have your gun side back away from the suspect.
    - i. If the suspect reaches for your weapons, disengage immediately and create distance.
  - c. Wrap your arms around the suspect above his/her waistline grasping your own wrist.
  - d. Pull the suspect's body into you while bending over at your waist.
  - e. As the suspect falls, disengage your hands letting the suspect fall to the ground.
    - i. Follow suspect to the ground attempting to obtain a full or side mount control of the suspect.
    - ii. If loosing, disengage at this point and move to another force option.
2. Outside Trip Takedown
- a. Working at an angle, position your body with your hips close to the suspect, your head in close to the suspect's chest below the suspect's head.
  - b. Wrap your arms around the suspect above his/her waistline grasping your own wrist and synching the suspect close to you.
  - c. The suspect needs to have a wide base or greater separation of his feet.
    - i. If the suspect's feet are tight together, force the suspect to the side making him step out to brace himself.
  - d. Step between the suspect's feet with your inside foot. Using your outside foot, place the heel of your foot against the heel of the suspect's foot lifting the suspect's leg off the ground.
  - e. As the suspect falls, disengage your hands letting the suspect fall to the ground.
    - i. Follow suspect to the ground attempting to obtain a full or side mount control of the suspect.
    - ii. If loosing, disengage at this point and move to another force option.
3. Two person takedowns
- a. High / Low Takedown
    - i. Concerted effort to take resisting suspect to ground.
    - ii. Often times, deputies work against each other as opposed to together.
    - iii. Only one deputy to give suspect commands.
  - b. First deputy approach at angle and goes high obtaining a cinch technique explained above.

- c. Second deputy approach just behind first deputy going low to control suspect's legs and block suspect's backward movement.
- d. First deputy stays connected with suspect and guiding suspect to ground.

**B. Ground Control (Suspect on the ground)**

- i. *Only if we are dominating the contact*
- ii. Knee on belly or chest if suspect is face up.
  - 1. Keep moving and telling the suspect to roll over.
- iii. Knee/shin area to the suspect's upper back/shoulder blade area if suspect is face down.
  - 1. This will keep them pinned to the ground.

**C. Shoulder Lock Control Hold**

- i. Deputy grabs same side wrist of suspect.
  - 1. If suspect is facing deputy, deputy would grab suspect's left wrist with his/her right hand.
  - 2. If suspect is facing away from deputy, deputy would grab suspect's left wrist with his/her left hand.
- ii. With control of the wrist, deputy reaches over the shoulder of the suspect's-controlled wrist with free hand, placing armpit over the shoulder and sliding arm under suspect's arm grabbing their own wrist.
- iii. Deputy pulls in an upward direction forcing the suspect's arm to naturally bend.
- iv. Drill from several different positions.
  - 1. Deputy pinned against a wall.
  - 2. Suspect on stomach.
  - 3. Deputy in side control.
  - 4. Deputy on their back with suspect on top.

**D. Demonstration and Testing**

- i. The student will demonstrate in front of the instructor their understanding and applicable knowledge of control techniques, both standing and on the ground, including all cognitive principles/theories and psychomotor skills.
- ii. The student will partner with another student, equally roleplaying as both the law enforcement agent/official and the suspect.
- iii. The student will implement the taught control techniques to the class for both cognitive and psychomotor activities to include teach backs.

**XIII. WEAPONLESS DEFENSE**

THE FOLLOWING SKILLS ALLOW FOR INCIDENTAL CONTACT, HOWEVER ANY FORCEFUL PRESSURE APPLIED SHALL BE IN ACCORDANCE WITH SHERIFF'S OFFICE USE OF FORCE POLICY

**A. Personal Body Weapons (PBW):**

- i. Head Butt Strike

1. Striking surface = the forehead area near the hair line.
2. Target areas = soft spots of the face.
  - a. NEVER use the back of your head.
- ii. TMJ Strike
  1. Striking surface = the palm of your hand or lower arm.
  2. Target area = the side of the lower jaw / ear area.
- iii. Palm Strike
  1. Striking surface = the lower palm area of your hand.
  2. Target areas = soft parts of the face or head.
- iv. Bottom Fist Strike
  1. Striking surface = the bottom of the hand.
  2. Target area = The soft parts of the face, hands, or clavicle.
- v. Elbow Strike
  1. Striking surface = the last four inches of the elbow.
  2. Target area = any soft parts of the body.
- vi. Knee Strike
  1. Striking surface = the top of the knee.
  2. Target area = any soft parts of the body.
- vii. Leg Kick Strike
  1. Striking surface = top of the foot or bottom part of the shin.
  2. Target area = outside or inside of the legs
- viii. Triangulation Block Technique
  1. Bring both hands up to the sides of the face and use forearms to block strikes.
  2. Make sure to keep elbows in and close to your head.

**B. Take Down Defense:**

- i. Sprawling Technique
  1. When the suspect begins to shoot in, kick your legs back
    - a. Put pressure with your chest on the suspects back
  2. Head control
    - a. Find the suspects head and put pressure down with your hands.
    - b. This will control him and take away his systemic strength.
  3. Under-hooks
    - a. If you are engaged with the suspect work to get under-hooks.
      - i. This will give us an avenue of escape
      - ii. AND will give us an indication if the suspect grabs our firearm.
  4. When pinned against a barrier
    - a. Hips down while pressing back against the barrier.
    - b. Push the head down and away.
      - i. Again, this will go against the suspect's strength and keep them off balance.
    - c. If you cannot get them off, you can transition to weapons.
      - i. Personal body weapons

- ii. Baton
- iii. Taser
- iv. Possibly firearm

**C. Ground Defense (Suspect on top)**

- i. *"We are not fighters; we are survivors on the ground"*
- ii. When the suspect is in a dominant position (Side mount, half guard)
  - 1. Always stay on an edge (Never have shoulders and hips flat on the mat)
  - 2. Hold bottom hand tight to your forehead
    - a. This creates a space you can use to escape.
    - b. It also keeps the suspect from controlling your head.
  - 3. Work for the under-hooks
    - a. This gives you an escape route
  - 4. Fight to get to your feet and create distance
- iii. When suspect has deputy mounted.
  - 1. Bridge escape.
    - a. Trap one of the suspect's arms and hold it tight to your body.
    - b. Bridge over in that direction
    - c. The suspect will not be able to break their fall with the arm trapped.
  - 2. Hip escape
    - a. Push off one of the suspects legs
    - b. Get your hips out from under the suspect
    - c. Once your legs are out you are in a similar position as described above.
      - i. Go through steps listed above

**D. Carotid Defense**

- i. If we are caught in the carotid, we must:
  - 1. Get our chin down and grab the suspects arm to relieve some pressure.
    - a. This is not enough; the carotid will still work.
  - 2. Fight to get both of your shoulders to the ground and fight your way out.
  - 3. Once your shoulders are on the ground try and move perpendicular to the suspect.
  - 4. Once perpendicular, turn away from the suspect towards their head.
  - 5. If you cannot get perpendicular to the suspect, turn into them.

**E. Demonstration and Testing**

- i. The student will demonstrate in front of the instructor their understanding and applicable knowledge of weaponless defense techniques, both standing and on the ground, including all cognitive principles/theories and psychomotor skills.
- ii. The student will partner with another student, equally roleplaying as both the law enforcement agent/official and the suspect.
- iii. The student will implement the taught weaponless defense techniques to the class for both cognitive and psychomotor activities to include teach backs.

**XIV. WRITTEN, ORAL, AND / OR DEMONSTRATION ASSESSMENT**

**A. Assessment Type**

- i. Physical testing
- ii. Physical explanation of techniques and principles
- iii. Academic or Literature based explanation of techniques and principles
- iv. Written Examination related to information outlined in Sections VII and VIII
- v. Ability to teach the techniques and principles
- vi. Ability to adapt and / or answer questions which might arise