



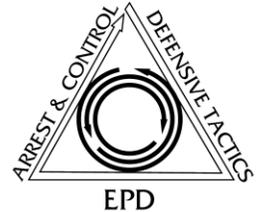
# Escondido Police Department

## III – ARREST AND CONTROL

ARSTCTL (PSP) - 29503

*Expanded Course Outline*

*January 2018*



### Hourly Distribution Schedule

- 0800-0815 Instructor Introductions, Safety Orientation, DTAC mat room rules (Staff)
- 0815-0830 Warm Up Exercises (Staff)
- 0830-0900 Policy, Legal, and Case Law Overview (Staff)
- D.I. 1.24 (Use of Physical Force)
  - D.I. 1.27 (Use of Baton)
  - Case Law regarding use of force
  - Verbal warning when feasible
  - Tactical communication
  - Proper report documentation
- 0900-0920 Arrest and Control Body Stance and Movement Techniques (Staff)
- 0920-0930 Impact Weapons Nomenclature and Diagram / Target and Non-Target Areas of Body (Staff)
- 0930-1000 Various Impact Weapon Drills/Verbalization/Commands (Staff)
- 1000-1030 Impact Weapons Practical/ strike pads/bags (Staff)
- 1030-1050 Standing Personal Body Weapon Drills (Staff)
- 1050-1110 Arm bar Takedown / Head Control Take Down Drills (Staff)
- 1110-1130 Handcuffing – Standing / Sitting / Searches (Staff)
- 1130-1155 Hi-Gear Suit (Test) Movement, Balance, Verbalization, and Baton (Staff)
- 1155-1200 Course Critique and evaluations (Staff)



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**Instructors:** Escondido Police Department Defensive Tactics Team

**Revised:** 01/10/18

**Course Goal:** This course will provide in-service officers with the minimum topics of impact weapons, arrest and control techniques and standing combative techniques to fulfill the POST Perishable Skills two-year requirement. This course will assist the in-service officer to develop the necessary tactical knowledge, awareness, and skills to safely and effectively arrest and/or control a suspect by utilizing, tactical communication, impact weapons, and personal body weapon techniques.

**Course total time:** 4 hours

#### Learning Objective:

This course will, at a minimum, will provide officer with update training on the following topics:

- a. Safety orientation and warm-up(s)
- b. Class Exercises/Student Evaluation/Testing
- c. Search - in exercise(s)
- d. Control/Takedown/ - in exercise(s)
- e. Equipment/Restraint device(s) use - in exercise(s)
- f. Verbal commands - in exercise(s)
- g. Use of Force considerations
- h. Body Physics & Dynamics (suspect's response to force)
- i. Body balance/stance/movement patterns - in exercise(s)
- j. Policies and legal issues
- k. Recovery/First Aid (as applicable)

#### Resources Needed:

1. Suitable mat area that is free of hazards, is of reasonable temperature and air flow, and can accommodate 14-20 in-service officers
2. A dry erase board with markers, erasers, dry erase board cleaning supplies
3. 5 foam, ASP brand or similar, training batons with belt carriers
4. 5 blue training/inert guns (preferably Glock and Sig Sauer frames)
5. 5 blue training/inert Tasers
6. 5 canisters of inert 2.5 oz. OC
7. 7 pairs of safety glasses
8. 10 strike pads
9. 5 sets of focus pads
10. Hi-Gear suits

Content	Instructor Notes
I. Safety <ul style="list-style-type: none"> <li>A. Introduction               <ul style="list-style-type: none"> <li>1. Instructor introductions [1]</li> </ul> </li> </ul>	<b>The safety policy will be read verbatim prior to starting training.</b> <b>[1]</b> Prior to any training, the instructor staff will conduct a safety check to



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<p>2. Review of safety police and injury precautions. Only mat shoes or socks are allowed on the mats. No food, drinks, gum, jewelry, firearms, ammunition, knives, O.C., or other weapons are allowed in the training area. All weapons must be secured. Proper training attire is required; no shorts. Document any preexisting injuries in private with the instructor and only train within your limitations</p> <p>II. Legal</p> <p>A. Case Law [2] [Q1] [Q2] [Q3] [Q4] [Q5]</p> <p>1. Graham vs. Connor (490 U.S. 386 (1989) – Objective Reasonableness Standard</p> <p>a. Officer-subject factors [3]</p> <ol style="list-style-type: none"> <li>1) Number of officers/subjects</li> <li>2) Information from prior contacts</li> <li>3) Age; size; relative strength</li> <li>4) Special skills</li> <li>5) Injury/exhaustion</li> <li>6) Mental state</li> <li>7) Environmental factors</li> <li>8) Proximity to weapons</li> </ol> <p>b. Three levels of force</p> <ol style="list-style-type: none"> <li>1) Deadly</li> <li>2) Intermediate</li> <li>3) Non-Deadly</li> </ol> <p>c. Five Graham Factors [4]</p> <ol style="list-style-type: none"> <li>1) Immediate threat to officers or others</li> <li>2) Actively resisting</li> <li>3) Severity of the crime</li> <li>4) Attempting to evade or escape</li> <li>5) Information available at the time</li> </ol> <p>2. Tennessee vs. Gardner (471 U.S. 1 (USSC)(1985)) – Fleeing felon; armed, significant threat to public, necessary to prevent escape</p>	<p>ensure all officers are dressed appropriately for the training. Additionally, in-service officers will be checked for weapons. <b>No weapons are allowed in the training area.</b></p> <p>[2] Refer to the poster boards in the training area that summarize the various case law cases.</p> <p>[Q1] What legal systems, codes, or decisions govern the application and use of force for law enforcement?</p> <p>[Q2] Is any particular system, code or decision more important? Why?</p> <p>[Q3] What are some foundational cases regarding the use of force in law enforcement?</p> <p>[Q4] How do the decisions in these cases impact the use of force in law enforcement?</p> <p>[Q5] Why is it important to have an understanding of use of force case law?</p> <p>[3] Refer to the poster boards in the training area that summarize the various aspects of Graham v. Connor</p> <p>[4] Refer to the poster boards in the training area that summarize the various aspects of Graham v. Connor</p>
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<p>3. Terry vs. Ohio (392 U.S. 1 (1968)), – Reasonable suspicion required for detention <b>[5]</b></p> <p>B. California Penal Code <b>[Q6]</b></p> <p>1. Review key points from California Penal Code 835a</p> <p>a. Public offence, reasonable force to affect the arrest, prevent escape or overcome resistance. A peace officer who makes or attempts to make an arrest need not retreat or desist from his efforts by reason of the resistance, threatened resistance of the person being arrested; nor shall such officer be deemed an aggressor or lose his right to self-defense by the use of reasonable force to effect the arrest or to prevent escape or to overcome resistance.</p> <p><b>[Q7] [6]</b></p> <p>C. Department Instructions <b>[Q8]</b></p> <p>1. Review key points from Department Instruction 1.24 Use of Physical Force</p> <p>a. Consistent with case law</p> <p>b. Report writing requirements</p> <p>c. Supervisor notification</p> <p>d. Medical treatment</p> <p>2. Review key points from Department Instruction 1.27 Use of Baton</p> <p>a. Policy for use</p> <p>b. Supervisor notification</p> <p>c. Report writing requirements</p> <p>d. Medical treatment</p> <p>D. Use of force admonishment <b>[Q9] [Q10] [Q11]</b></p>	<p><b>[5]</b> Refer to the poster boards in the training area that summarize the definitions of consensual encounter, detention, arrest.</p> <p><b>[Q6]</b> How does California Penal Code 835a pertain to the use of force for California Law Enforcement?</p> <p><b>[Q7]</b> Although an officer is legally justified to use force, should they always use it in such scenarios?</p> <p><b>[6]</b> Instructors should reinforce that legal justification to use force does not mean it has to be used. There very well may be better and alternative options to the use of force.</p> <p><b>[Q8]</b> What is the Department Policy regarding the use of force?</p> <p><b>[Q9]</b> Is a use of force admonishment required prior to the use of force?</p> <p><b>[Q10]</b> Why is giving a use of force admonishment important?</p>
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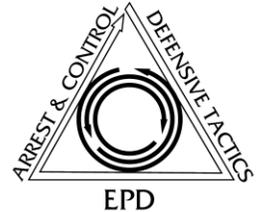
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<ol style="list-style-type: none"> <li>1. Deorle vs. Rutherford (No. 9917188ap (2001)(9th Cir.) – Strong government interest / verbal warning required</li>   <li>2. Escondido Police Department Instruction 1.24 requires an admonishment prior to application of force is feasible <b>[Q12]</b> <b>[Q13]</b></li> <li>3. Use positive commands       <ol style="list-style-type: none"> <li>a. Keep your hands where I can see them – not, don't put your hands in your pocket.</li> </ol> </li> <li>4. Be clear and concise</li> <li>5. Allow the person time to comply while maintaining safety</li> <li>6. The goal is de-escalation       <ol style="list-style-type: none"> <li>a. The suspects actions will be a guide for escalation or de-escalation of the application of force.</li> </ol> </li> </ol> <p>III. Communication <b>[Q14]</b></p> <p>A. Best practices</p> <ol style="list-style-type: none"> <li>1. Maintain distance, contact and cover, active listening, affirming speech, seek common ground, seek out motivations, work together to resolve the issue</li> </ol> <p>B. Resources</p> <ol style="list-style-type: none"> <li>1. PERT, ENT, family member, info from prior contacts</li> </ol> <p>IV. Warm-up <b>[7]</b></p> <p>A. Light cardio jog around the training area or jumping jacks</p> <p>B. Stretching</p> <ol style="list-style-type: none"> <li>1. At a minimum, one stretch per body part with 15-20 second per stretch: neck, shoulders, arms, wrists, back, hips, legs, groin, knees, ankles. Upon completion of stretches, allow the in-service officers to stretch on their own for two minutes.</li> </ol> <p>V. Target and non-target areas of the body <b>[Q15]</b></p>	<p><b>[Q11]</b> How should an effective use of force admonishment be structured?</p> <p><b>[Q12]</b> How can communication impact the outcome of an officer-citizen interaction?</p> <p><b>[Q13]</b> What are some dynamics that may affect a person's receptiveness to an encounter with an officer?</p> <p><b>[Q14]</b> What are some things officers can do to help ensure effective communication?</p> <p><b>[7]</b> Instructors must reinforce that in-service officers only train within their limitations.</p> <p><b>[Q15]</b> What are the different target areas of the body?</p>
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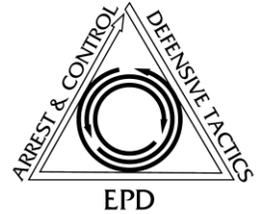
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<ul style="list-style-type: none"><li>a. Front jab</li><li>b. Rear jab</li><li>c. Horizontal strike</li><li>d. Forward swing</li><li>e. Reverse swing</li><li>f. Power swing</li><li>6. Drill/Test<ul style="list-style-type: none"><li>a. Impact Bags – body stance and movement, and strikes<ul style="list-style-type: none"><li>1) Minimum standards of performance shall be tested by an instructor observing the in-service officer during their performance of each technique and exercise. If the in-service officer does not meet minimum standards, as established by the instructor, remediation will be provided until the standard is met. Evaluate for use of verbal commands.</li></ul></li></ul></li><li>7. Retention techniques<ul style="list-style-type: none"><li>a. Circle</li><li>b. Figure-8</li><li>c. Push-pull</li></ul></li><li>C. Side-handle baton <b>[LA#2]</b><ul style="list-style-type: none"><li>1. Nomenclature<ul style="list-style-type: none"><li>a. Side handle</li><li>b. Knob</li><li>c. Short portion</li><li>d. Long-extended portion</li><li>e. Slip Ring</li></ul></li><li>2. Grip<ul style="list-style-type: none"><li>a. OK grip</li><li>b. Re-seating grip</li><li>c. Palms down</li></ul></li><li>3. Draws<ul style="list-style-type: none"><li>a. Strong-side</li><li>b. Weak-side</li><li>c. Draw to strike</li></ul></li><li>4. Carries<ul style="list-style-type: none"><li>a. Long-extended carry</li></ul></li></ul></li></ul>	<p><b>[LA#2]</b> See instructions for Learning Activity #2 below.</p>
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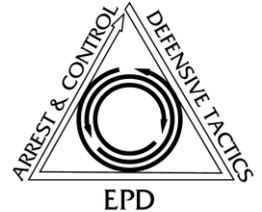
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<p>b. Close-in carry</p> <p>5. Strikes</p> <ul style="list-style-type: none"><li>a. Front Jab</li><li>b. Rear Jab</li><li>c. Chop</li><li>d. Power chop</li><li>e. Forward Swing</li><li>f. Reverse swing</li><li>g. Power swing</li></ul> <p>6. Retention techniques</p> <ul style="list-style-type: none"><li>a. Circle</li><li>b. Figure-8</li><li>c. Push-pull</li></ul> <p>D. Flashlight</p> <ul style="list-style-type: none"><li>1. Although not intended as one, it can be used as an impact weapon</li></ul> <p>E. Drill/Test</p> <ul style="list-style-type: none"><li>1. Impact Bags – body stance and movement, blocking, strikes, and retention<ul style="list-style-type: none"><li>a. Minimum standards of performance shall be tested by an instructor observing the in-service officer during their performance of each technique and exercise. If the in-service officer does not meet minimum standards, as established by the instructor, remediation will be provided until the standard is met. Evaluate for use of verbal commands.</li></ul></li></ul> <p>VII. Personal Body Weapons <b>[LA#3]</b></p> <ul style="list-style-type: none"><li>A. Always evaluate the situation. If strikes have the desired effect on the suspect and control is established, the officer shall de-escalate. <b>[Q18] [Q19]</b></li><li>B. Body Stance and Movement<ul style="list-style-type: none"><li>1. Basic Field Interview Stance</li><li>2. Distance and Timing</li><li>3. Proper movement and balance</li><li>4. Moving off-line</li><li>5. Fighting stance</li></ul></li></ul>	<p><b>[LA#3]</b> See instructions for Learning Activity #3 below.</p> <p><b>[Q18]</b> Why is it important for police to be effective in using personal body weapons?</p> <p><b>[Q19]</b> Do specific personal body weapons have benefits over others?</p>
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<ul style="list-style-type: none"><li>a. Feet shoulder width apart</li><li>b. Keep hands above waist</li><li>c. Blade gun side of body away from</li><li>C. Blocking<ul style="list-style-type: none"><li>1. Blocks to Head</li><li>2. Blocks to Abdomen</li><li>3. Combination blocks</li><li>4. SPEAR</li></ul></li><li>D. Strikes<ul style="list-style-type: none"><li>1. Palm heel</li><li>2. Elbow</li><li>3. Knee</li><li>4. Front kick</li><li>5. Round kick</li><li>6. Assess the effectiveness of the strikes</li></ul></li><li>E. Arm Bar Takedown<ul style="list-style-type: none"><li>1. Circle Technique</li><li>2. Forward Takedown Technique</li></ul></li><li>F. Head Control Takedown<ul style="list-style-type: none"><li>1. Slow and Deliberate</li><li>2. Dynamic</li><li>3. Head-pin</li></ul></li><li>G. Drill/Text<ul style="list-style-type: none"><li>1. Impact Bags – body stance and movement, blocking, and strikes<ul style="list-style-type: none"><li>a. Minimum standards of performance shall be tested by an instructor observing the in-service officer during their performance of each technique and exercise. If the in-service officer does not meet minimum standards, as established by the instructor, remediation will be provided until the standard is met. Evaluate for use of verbal commands.</li></ul></li></ul></li><li>VIII. Handcuffing [LA#4]<ul style="list-style-type: none"><li>A. Standing<ul style="list-style-type: none"><li>1. Rear-arm Finger Flex</li><li>2. Wrist lock</li><li>3. Finger lock</li></ul></li><li>B. Sitting/kneeling</li></ul></li></ul>	<p>[LA#4] See instructions for Learning Activity #4 below.</p>
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<ul style="list-style-type: none"> <li>1. Rear-arm Finger Flex</li> <li>2. Wrist lock</li> <li>3. Finger lock</li> <li>C. Prone [Q20]</li> <li>IX. Searches [Q21] <ul style="list-style-type: none"> <li>A. Pat-down</li> <li>B. Quadrant search [Q22] [Q23] [9]</li> </ul> </li> <li>X. Report Writing Requirements [10] [Q24] [Q25] <ul style="list-style-type: none"> <li>A. Reports are required <ul style="list-style-type: none"> <li>1. Use of force reports require a special studies use of force tag</li> </ul> </li> <li>B. Suspect's actions <ul style="list-style-type: none"> <li>1. Refer to Graham Factors and officer subject factors</li> </ul> </li> <li>C. Officer's Actions <ul style="list-style-type: none"> <li>1. Refer to Graham Factors and officer subject factors</li> </ul> </li> <li>D. Description of the force applied <ul style="list-style-type: none"> <li>1. Use plain language</li> </ul> </li> <li>E. Commands used</li> <li>F. Injuries <ul style="list-style-type: none"> <li>1. Officers</li> <li>2. Arrestees</li> </ul> </li> <li>G. Supervisor notification</li> <li>H. Photos of injuries or lack thereof</li> <li>I. Video/audio of incident</li> <li>J. Witness statements</li> <li>K. Primary officer is responsible to ensure participating officers provide a report</li> </ul> </li> </ul>	<p>[Q20] What is the most advantageous position for an officer to handcuff a person?</p> <p>[Q21] Should a pat-down for weapons be part of the handcuffing process?</p> <p>[Q22] How many times should an arrestee be searched prior to entering a jail facility?</p> <p>[Q23] Are there any legal restrictions that regulate searching persons of the opposite sex?</p> <p>[9] California Penal Code 4021 provides guidance on searches and housing of prisoners of the opposite sex.</p> <p>[10] Instructors should indicate that reporting requirements may differ depending on agency and practice.</p> <p>[Q24] What is required of an officer after the use of force?</p> <p>[Q25] What information should an officer include in their use of force report?</p>
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#### Expanded Course Outline

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<p>XI. Drill/Test <b>[LA#5]</b></p> <p>A. Scenario with Hi-Gear Suit</p> <p>1. Minimum standards of performance shall be tested by an instructor observing the in-service officer during their performance of each technique and exercise. If the in-service officer does not meet minimum standards, as established by the instructor, remediation will be provided until the standard is met. Evaluate for use of verbal commands, appropriate force options, appropriate target locations, and appropriate escalation/de-escalation.</p> <p>XII. Conclusion <b>[11][12]</b></p> <p>A. Cool-down</p> <p>1. Allow students to recover</p> <p>2. Check for unreported injuries</p> <p>B. Evaluations</p> <p>1. Review performance of students</p> <p>C. Course Critique</p> <p>1. Provide feedback for future courses</p>	<p><b>[LA#5]</b> See instructions for Learning Activity #5 below.</p> <p><b>[11]</b> Request course critiques from all in-service officers before they depart the training area.</p> <p><b>[12]</b> Check students for any unreported injuries</p>
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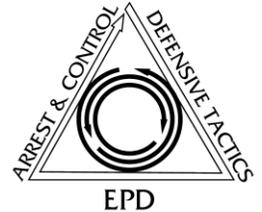
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### *Expanded Course Outline*

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#### Learning Activity Summary # 1 – Straight / Expandable Baton

##### Purpose:

To provide training to in-service officers regarding the use of the straight and expandable batons

##### Description:

Instructors will demonstrate the following techniques:

- Grip
  - One handed and two handed
- Draws
  - Strong-side
  - Weak-side
  - Draw to strike
  - Draw to jab
- Carries
  - Vertical, horizontal, and subdued
- Strikes
  - Front jab
  - Rear jab
  - Horizontal strike
  - Forward swing
  - Reverse swing
  - Power swing

In-service officers will partner up, one officer will be designated as a bag holder (free-standing or handing bags can also be used). Upon instruction, the in-service officers will be directed to safely perform the above mentioned straight and expandable baton techniques on the strike bags/pads slowly, then progressively more forceful. Under the direction of the instructors, students should incorporate movement to a position of advantage and articulate verbal commands. Emphasize the importance of safely holding the bags for in-service officers.

##### Key Learning Points:

- There are appropriate target areas of the body.
- Officers are required to utilize verbal commands when feasible.
- It is important to manage distance from combative subjects to assist with officer safety.
- Batons are a tool that can help an officer defend themselves and control subjects more safely.

##### Time:

30 minutes



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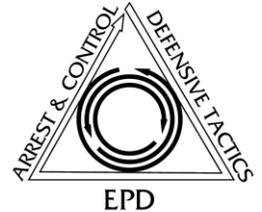
## III – ARREST AND CONTROL

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#### Learning Activity Summary # 2 – Side-Handle Baton



#### **Purpose:**

To provide training to in-service officers regarding the use of the straight and expandable batons

#### **Description:**

Instructors will demonstrate the following techniques:

- Grip
  - “OK grip”
  - Re-seating grip
  - Palms down
- Draws
  - Strong-side
  - Weak-side
  - Draw to strike
- Carries
  - Long-extended carry
  - Close-in carry
- Strikes
  - Front Jab
  - Rear Jab
  - Chop
  - Power chop
  - Forward Swing
  - Reverse swing
  - Power swing
- Retention techniques
  - Circle
  - Figure-8
  - Push-pull
- Flashlight
  - Jabs
  - Swings

In-service officers will partner up, one officer will be designated as a bag holder (free-standing or handing bags can also be used). Upon instruction, the in-service officers will be directed to safely perform the above mentioned side-handle baton techniques on the strike bags/pads slowly, then progressively more forceful. Under the direction of the instructors, students should incorporate movement to a position of advantage and articulate verbal commands. Emphasize the importance of safely holding the bags for in-service offices.

#### **Key Learning Points:**

- There are appropriate target areas of the body.



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- Officers are required to utilize verbal commands when feasible.
- It is important to manage distance from combative subjects to assist with officer safety.
- Side-handle batons are a tool that can help an officer defend themselves and control subjects more safely.

**Time:**

30 minutes



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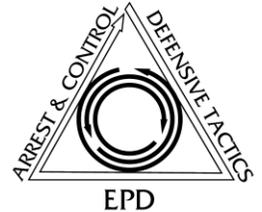
## III – ARREST AND CONTROL

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#### Learning Activity Summary # 3 – Personal Body Weapons



#### Purpose:

To provide training to in-service officers regarding the use of the straight and expandable batons

#### Description:

- Basic Field Interview Stance
  - Distance and Timing
- Proper movement and balance
  - Moving off-line
- Fighting stance
  - Feet shoulder width apart
  - Keep hands above waist
  - Blade gun side of body away from
- Blocking
  - Blocks to Head
  - Blocks to Abdomen
  - Combination blocks
- SPEAR
- Strikes
  - Palm heel
  - Elbow
  - Knee
  - Front kick
  - Round kick
  - Assess the effectiveness of the strikes
- Arm Bar Takedown
  - Circle Technique
  - Forward Takedown Technique
- Head Control Takedown
  - Slow and Deliberate
  - Dynamic
- Head-pin
- Handcuffing

In-service officers will partner up and be designated as officer and subject. Upon instruction, the in-service officers will be directed to safely perform the above mentioned personal body weapon techniques on their training partners. Under the direction of the instructors, students should incorporate movement to a position of advantage and articulate verbal commands. Emphasize the importance of training safely.

#### Key Learning Points:



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- There are appropriate target areas of the body.
- Officers are required to utilize verbal commands when feasible.
- It is important to manage distance and positioning relative to subjects to assist with officer/subject safety.
- Personal body weapons are a tool that can help an officer defend themselves and control subjects more safely.

#### **Time:**

60 minutes



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#### Learning Activity Summary # 4 – Hi-Gear Suit Test / Movement / Balance / Verbalization / Baton

##### **Purpose:**

To test officers regarding movement, balance, verbalization, and the use of straight, expandable, or side-handle batons

##### **Description:**

An instructor will dawn the hi-gear suit. In-service officers will be provided with inert training batons, firearms, Tasers, and OC. The safety officer (instructor) will provide the in-service officer with a scenario that would require verbalization and the use of the baton. Once the baton is effectively and appropriately used, the instructor in the suit will assume a prone position and the in-service officer will handcuff the subject (instructor).

The safety officer is responsible to maintain a safe training scenario/test. After the test, instructors will debrief the in-service officers' performance and remediate as appropriate.

##### **Key Learning Points:**

- There are appropriate target areas of the body.
- Officers are required to utilize verbal commands when feasible.
- It is important to manage distance and positioning relative to subjects to assist with officer/subject safety.
- Movement, balance, and batons are tools that can help an officer defend themselves and control subjects more safely.

##### **Time:**

25 minutes