The public often focuses its attention on the decisions and methods that criminal justice officers practice in use of force situations. Whether meeting resistance on the street or in a correctional facility, officers must be prepared to respond appropriately to control a situation where the officers and the public are in danger. The defensive tactics curriculum offers criminal justice basic recruits effective, tactically sound, and legally defensible training in defensive tactics and control techniques. This course teaches recruits to select and properly execute techniques that are reasonable and necessary given the circumstances and factors of a situation.
LESSON GOAL: At the end of this lesson, you will understand the structure and goals of the defensive tactics training program.

Defensive tactics is a system of controlled defensive and offensive body movements that criminal justice officers use to respond to a subject’s aggression or resistance. These techniques are based on a combination of martial arts, wrestling, and boxing. The physical skills in defensive tactics require practice and repetition to master. Fitness, strength, agility, balance, and flexibility are vital to the development of these skills.

The role of defensive tactics in law enforcement and corrections is to assist the officer in restraining or arresting a person. Depending on the situation, officers will use various levels of force in the application of defensive tactics techniques. Any defensive weapon or technique has the potential to cause injury, great bodily harm, or death.

This course provides basic recruits with training in the physical skills necessary for the use of force in controlling subjects and for self-defense. Although there is some classroom instruction, most of this course is physical training.
UNIT 1 | INTRODUCTION

LESSON 2 | Preparation for Defensive Tactics Training

LESSON GOAL: At the end of this lesson, you will be prepared to participate in the defensive tactics training program and demonstrate stretching exercises.

Because defensive tactics training is a physical endeavor, students should prepare for the activities required in this course by considering some changes in their daily habits. You should eat a nutritious diet, get adequate rest, and stay sufficiently hydrated to maximize the benefit of this training. Making these changes will enhance physical performance and minimize the risk of injury.

Defensive tactics skills require physical fitness, strength, agility, balance, and flexibility. Because flexibility reduces the risk of injuries, you should do stretching exercises every day.

Stretching Exercises

Begin and end each session with stretching exercises. A warm-up session elevates the heart rate and increases blood circulation to the muscles, which saturates the muscles with oxygen. This helps the body prepare itself for the physical activity. A cooldown after physical activity redistributes the blood flow, causing the metabolic rate to decrease. This process helps the muscles relax and prevents the tightening of muscles, which is vital for the body to recover.

Stretching usually begins with a warm-up such as running in place, jumping jacks, push-ups, or any calisthenics exercises that last for 5–7 minutes to warm up the muscles, and increase heart rate, respiration, and perspiration. Stretching generally begins at the top of the body and moves to the bottom or vice versa. You should stretch until you feel mild to moderate tension. The following examples of stretching exercises are suitable for preparation for defensive tactics training.

**Neck Stretch**

While standing, lean your left ear to your left shoulder for a count of 10 seconds. Repeat on the opposite side. Stretch chin to chest and head to rear. Perform 2–3 sets in each direction.
Straight Arm behind Back Stretch

While standing, place both arms behind your hips. With interlocking hands, slowly raise your arms behind your back for a count of 10–20 seconds. Keep your head upright and neck relaxed.

Behind Neck Triceps Stretch

While standing, raise your right arm above your head and bend the right arm. The elbow will be above your head. Using the opposite hand, grasp your elbow and slowly pull toward the midline of the back, moving your hand in between your shoulder blades. Hold the stretch for 10–20 seconds, and repeat on the left side.

Arm Crossed in front of Chest

While standing, bring your right arm across your chest with the palm up. Keep your arm straight. Grasp your upper arm above the elbow with your left hand and slowly pull in toward and across your chest. Hold for 10–20 seconds, and repeat with the left arm.

Both Arms up above Head Stretch

While standing, raise both arms above your head. Keep your arms straight and interlock your fingers with the palms facing up. Reach upward slowly while reaching slightly backward. Hold for 10–20 seconds.

Both Arms in front of Chest Stretch

While standing with your feet shoulder-width apart, bring your arms from an overhead position slowly toward the front of your body, while rounding the back and stretching the shoulder blades apart. Hold for 10–20 seconds.

Forward Lunge Stretch

While standing, take a long step forward until your right knee is directly over your right foot. Keeping your back leg straight, your forward foot on the floor, and your hands on the front thigh, lower your hips slowly forward and down. The heel of your back foot may or may not be on the floor, depending on your flexibility. Hold the stretch for 10–20 seconds, and repeat on the opposite side.

Butterfly Stretch

While seated on the floor, bend your legs so that the soles of your shoes touch. Your legs should be relaxed and knees should be flat on the floor, if possible. (If you lack flexibility, perhaps your knees cannot rest on the floor.) Lean forward from the waist with a straight back. Bring your head as close to your feet as possible. Hold for 10–20 seconds.
Spinal Twist
Sitting on the floor with your legs extended straight, bend your right leg and bring your right foot to the outside of your left leg next to the knee. Place your right hand behind your hips for support. Push your right knee to the left with your left elbow while turning your upper body to the right and rotating your shoulders as far as possible. Hold for 10–20 seconds, and repeat on the opposite side.

Supine Knee Flex Stretch
Lie on your back with your legs straight. Bring your right knee toward your chest, placing both hands below the knee while continually pulling the knee toward your chest. Hold the stretch for 10–20 seconds, and repeat on the opposite side.

Seated Bent Knee Stretch
While seated on the floor with both legs bent, bring your right ankle to your left knee. Support your upper body by placing your palms on the floor with fingers pointing away from your body. Bring both legs toward your chest. Hold the stretch for 10–20 seconds, and repeat on the opposite side.

Modified Hurdler’s Stretch
While seated on the floor, extend your right leg straight in front of your body. Bend your left leg and bring the sole of your left shoe facing the inside of your straight leg. Lean forward from the waist and grasp your toes while moving your chest as close to your straightened leg as possible. Hold the stretch for 10–20 seconds, and repeat on the opposite side.

Straddle Stretch
Sit on the floor with your legs straight out and spread your legs as far as possible. Grasp the toes of your right foot while leaning from the waist. Keep your buttocks on the floor and your back straight. Your chest should be directly over your right knee. Facing forward and keeping your back straight, lean your upper body forward toward the ground with your hands grasped as close to the toes as possible. Hold the stretch for 10–20 seconds, and repeat on the opposite side.

Cardiovascular Conditioning
Cardiovascular training is any exercise that elevates the heart rate to a range of 60 to 85 percent of the maximum rate. When the heart rate is in that range, a person is training in a cardiovascular or aerobic state. Cardiovascular training has numerous health benefits. In addition to burning calories and eliminating body fat, it strengthens the heart and lungs. Since heart disease is the leading cause of premature death for both men and women, cardiovascular fitness is extremely important. Examples of cardiovascular exercises include walking, jogging, running, jumping rope, bicycling, swimming, and step aerobics.
Rest

Proper rest and sleep are necessary for reaching maximum performance and maintaining focus while engaged in physical training.

Nutrition

A nutritious diet and an adequate intake of water are necessary for optimal performance in defensive tactics training.

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<thead>
<tr>
<th>Nutrient</th>
<th>Function</th>
<th>Sources</th>
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<tbody>
<tr>
<td>Protein</td>
<td>Provides energy; builds and repairs body cells; is part of various enzymes, hormones, antibodies</td>
<td>Meat, poultry, fish, eggs, legumes (such as lentils), milk and milk products, vegetables, grains</td>
</tr>
<tr>
<td>Carbohydrate</td>
<td>Provides energy needed by the brain, nervous system, red blood cells, and other cells</td>
<td>Breads, cereal grains, pasta, rice, fruit, vegetables, milk, sugar</td>
</tr>
<tr>
<td>Fat</td>
<td>Provides energy and essential fatty acids; carries other fat-soluble nutrients (vitamins); is part of cell membranes, membranes around nerves, hormones, bile (for fat digestion)</td>
<td>Meat, poultry, fish, milk and milk products, nuts and seeds, oils, butter, margarine, salad dressing</td>
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</table>
LESSON GOAL: At the end of this lesson, you will understand the use of reasonable and necessary force when taking a suspect into custody, when working in a correctional environment, or when defending yourself or others.

Chapter 776, F.S., governs all use of force by criminal justice officers. Even though the statutes refer to law enforcement officers, the legal guidelines regarding use of force apply equally to corrections and correctional probation officers. The statutes identify two general areas in which an officer’s use of force is justified: to apprehend a subject and make an arrest, or to defend self or others.

Section 776.05, F.S., addresses the issue of an officer using force to make an arrest:

A law enforcement officer, or any person whom the officer has summoned or directed to assist him or her, need not retreat or desist from efforts to make a lawful arrest because of resistance or threatened resistance to the arrest. The officer is justified in the use of any force:

(1) Which he or she reasonably believes to be necessary to defend himself or herself or another from bodily harm while making the arrest;

(2) When necessarily committed in retaking felons who have escaped; or

(3) When necessarily committed in arresting felons fleeing from justice. However, this subsection does not constitute a defense in any civil action for damages brought for the wrongful use of deadly force unless the use of deadly force was necessary to prevent the arrest from being defeated by such flight and, when feasible, some warning had been given, and:

(a) The officer reasonably believes that the fleeing felon poses a threat of death or serious physical harm to the officer or others; or

(b) The officer reasonably believes that the fleeing felon has committed a crime involving the infliction or threatened infliction of serious physical harm to another person.

While chapter 776, F.S., applies in general to all criminal justice officers, chapter 944, F.S., addresses the use of force specifically by state correctional and correctional probation officers. Chapter 945, F.S., establishes that the Department of Corrections has jurisdiction over the supervisory and protective care, custody, and control of inmates and offenders.
Section 944.35, F.S., provides that:

(1)(a) An employee of the department is authorized to apply physical force upon an inmate only when and to the extent that it reasonably appears necessary:

1. To defend himself or herself or another against such other imminent use of unlawful force;
2. To prevent a person from escaping from a state correctional institution when the officer reasonably believes that person is lawfully detained in such institution;
3. To prevent damage to property;
4. To quell a disturbance;
5. To overcome physical resistance to a lawful command; or
6. To administer medical treatment only by or under the supervision of a physician or his or her designee and only:
   a. When treatment is necessary to protect the health of other persons, as in the case of contagious or venereal diseases;
   or
   b. When treatment is offered in satisfaction of a duty to protect the inmate against self-inflicted injury or death.

Objective Reasonableness

The courts have used the term objective reasonableness to describe the process for evaluating the appropriateness of an officer’s response to a subject’s resistance. Appropriate force is the amount of force reasonably necessary to make an arrest. The U.S. Supreme Court said in Graham v. Connor, 490 U.S. 386 (1989), that the reasonableness of a particular use of force must be judged from the perspective of how a reasonable officer on the scene would respond, rather than from the 20/20 perspective of hindsight. To determine if an officer’s actions were objectively reasonable, the courts look at the facts and circumstances the officer knew when the incident occurred. Courts recognize that criminal justice officers must make split-second judgments about the amount of force needed in a particular situation under circumstances that are tense, uncertain, and rapidly evolving.

The officer’s reasons for using force must be consistent with constitutional and statutory law, as well as agency policies and training guidelines. The Supreme Court has made clear that use of force is a seizure under the Fourth Amendment. Correctional officers must also consider that use of force may violate the Eighth Amendment’s prohibition against cruel and unusual punishment.

An officer’s agency may establish the specific techniques, tactics, and applications that an officer may use in an encounter with a resistant subject.
Authority to Use Force

Much litigation against criminal justice officers is not about the amount of force used, but whether the use of force was permitted at all. Though the law grants criminal justice officers the right to use force, this right is conditioned on their official authority.

Correctional officers have full-time authority over inmates due to the inmates’ adjudication and suspension of civil rights.

A law enforcement officer’s authority to use force is established by the officer’s reasonable belief that a crime has been, is being, or is about to be committed. Absent this belief, known as reasonable suspicion, a law enforcement officer has no authority over a subject, and thus no permission to use any amount of force at all.

Escalation, De-Escalation, and Disengagement

Force decisions may escalate and de-escalate rapidly in relation to the perceived threat. An officer’s goal is to achieve subject compliance. Compliance is the verbal and/or physical yielding to an officer’s authority without apparent threat of resistance or violence.

Escalation, de-escalation, and disengagement are important concepts in making legally and tactically sound, reasonable responses to resistance. Escalation is increasing the use of force or resistance. De-escalation is decreasing the use of force or resistance. Disengagement is discontinuing a command or physical use of force, for example, by breaking away from a subject. Officers are legally permitted to escalate their use of force as the subject escalates his or her level of resistance. The officer’s choices are determined by the subject’s actions and the risk of physical harm posed to the officer or others. Once the officer achieves control or compliance, they must de-escalate the use of force. Under certain circumstances, disengagement may be the best tactical option, for example, when the officer is waiting for backup, when the officer is injured or outnumbered, or when the suspect has superior firepower.

Force Guidelines

The Force Guidelines provide a framework for making decisions involving the reasonable use of force by criminal justice officers. The structure of the Force Guidelines is based on constitutional considerations and case law and describes appropriate decision making in a fluid and dynamic situation. The Guidelines consider the relationship between subject resistance and various situational factors in determining the officer’s response options.

Subject Resistance Levels

Passive resistance is a subject’s verbal and/or physical refusal to comply with an officer’s lawful direction, causing the officer to use physical techniques to establish control.
Some examples of passive resistance include the following:

- The subject refuses to move at the officer’s direction.
- The subject refuses to leave the vehicle when arrested during a traffic stop.
- The subject refuses to take their hands out of their pockets or from behind their back.

*Active resistance* is a subject’s use of physically evasive movements directed toward the officer such as bracing, tensing, pushing, or pulling to prevent the officer from establishing control over the subject.

Some examples of active resistance include the following:

- The subject physically anchors him- or herself to a person or object to prevent him- or herself from being removed.
- The subject braces or pulls away from the officer when the officer grips the subject’s arm.
- The subject attempts to run when the officer touches or attempts to grab the subject’s arm or shoulder.

*Aggressive resistance* is a subject’s hostile, attacking movements toward an officer that may cause injury but are not likely to cause death or great bodily harm to the officer or others.

Some examples of aggressive resistance include the following:

- The subject balls up their fist and approaches the officer.
- The subject pushes the officer back as the officer tries to take them into custody.
- The subject grabs any part of the officer's body.

*Deadly force resistance* is a subject’s hostile, attacking movements with or without a weapon that create a reasonable perception by the officer that the subject intends to cause and has the capability of causing death or great bodily harm to the officer or others.

Some examples of deadly force resistance include the following:

- The subject refuses to drop a knife when ordered to by the officer and moves toward the officer.
- The subject shoots or points a gun at an officer or other person.
- The subject tries to use a vehicle to run down an officer.

**Officer Response Options**

You should try to resolve a situation with the least amount of force necessary. Command presence and verbal communication often will defuse many volatile situations. Sometimes, however, these are not enough, or you may not have an opportunity to use them. You may have to use physical force to gain control of the situation. Physical force includes physical control, the use of nonlethal weapons, and deadly force. You need not apply force in gradually increasing steps in order to justify physical control or even deadly force. Instead, you should respond with force that is reasonably necessary for the circumstances in each specific situation.
Physical control is achieving compliance or custody through the use of empty-hand or leverage-enhanced techniques, such as pain compliance, transporters, restraint devices, takedowns, and striking techniques.

A nonlethal weapon is a weapon that is not fundamentally designed to cause death or great bodily harm. Some examples of nonlethal weapons include electronic control devices (ECD), conducted electrical weapons (CEW), expandable batons, flashlights, and chemical agent sprays.

Recall from Chapter 3, Firearms, that deadly force is force that is likely to cause death or great bodily harm. Some examples of deadly force include use of a firearm, eye gouges, empty-hand strikes to the throat, and impact-weapon strikes to the side of the neck.

Section 776.06, F.S., states:

(1) The term “deadly force” means force that is likely to cause death or great bodily harm and includes, but is not limited to:

(a) The firing of a firearm in the direction of the person to be arrested, even though no intent exists to kill or inflict great bodily harm; and

(b) The firing of a firearm at a vehicle in which the person to be arrested is riding.

Section 776.07, F.S., states:

(2) A correctional officer or other law enforcement officer is justified in the use of force, including deadly force, which he or she reasonably believes to be necessary to prevent the escape from a penal institution of a person whom the officer reasonably believes to be lawfully detained in such institution under sentence for an offense or awaiting trial or commitment for an offense.

Use of deadly force may be an officer’s first and only appropriate response to a perceived threat. Deadly force does not necessarily mean that someone died from the force used. It can cause great bodily harm or no harm at all. For example, striking the throat is deadly force even if the officer misses the target.

You must base your decision to use deadly force as a defensive tactic on a clear, reasonable belief that you, a fellow officer, or another person faces imminent danger of death or great bodily harm.

Factors for Deciding the Use of Deadly Force

Officers use three criteria for making deadly force decisions: ability, opportunity, and intent.

Ability refers to the subject’s having the means to carry out their intent to cause death or great bodily harm. An officer must determine whether the subject has the necessary means to cause death or great bodily harm to the officer or others. A weapon is not required; a subject must have only the apparent ability to carry out their intention. If the subject seems physically able to cause death or great bodily harm, then they have the ability. For example, a 6’4”, 250-lb. muscular man threatening to do bodily harm to an officer does not necessarily need a weapon. By virtue of their size and physical condition, they have the apparent ability.
**Opportunity** means the subject is capable of acting on a plan to cause death or great bodily harm to the officer or others. The subject’s weapon often determines opportunity. For example, a suspect armed with a knife is perhaps not an immediate threat to an officer standing far away. However, the same person standing closer or carrying a firearm certainly has the opportunity to carry out their intent to cause death or great bodily harm.

**Intent** is an offender’s intention to voluntarily make the bodily movement which becomes the act to commit a criminal offense. This can be viewed as a reasonably perceived, imminent threat to an officer or others based on a person’s actions, behaviors, words, or other indicators. It is a perception derived from the totality of the circumstances.

Officers should use the amount of force necessary and reasonable for the situation. If ability, opportunity, and intent are present and you cannot control the threat using lesser means, then deadly force is justified. When resistance de-escalates, so must your response.

**Totality of Circumstances**

The *totality of circumstances* test considers the overall facts of a situation to determine if you had the authority to detain someone for committing a crime or to perform a legal search. In reference to defensive tactics, this also is a term the court uses to refer to all facts and circumstances known to the officer at the time, or reasonably perceived by the officer at the time, as the basis for a use of force decision. The courts will look at the totality of circumstances in determining whether the decision was objectively reasonable and, therefore, legally justified. The totality of circumstances includes consideration of the subject’s form of resistance, all reasonably perceived situational factors that may have had an effect on the situation, and the response options available to the officer.

Some situational factors may include the following:

- severity of the crime
- subject as an immediate threat
- subject’s mental or psychiatric history, if known to the officer
- subject’s violent history, if known to the officer
- subject’s combative skills
- subject’s access to weapons
- innocent bystanders who could be harmed
- number of subjects versus number of officers
- duration of confrontation
- subject’s size, age, weight, and physical condition
- officer’s size, age, weight, physical condition, and defensive tactics expertise
- environmental factors, such as physical terrain, weather conditions, and so on.

The Force Guidelines (see Figure 4-2) recognizes that officers make use of force decisions based on the totality of circumstances at the time of an incident. Circumstances are fluid and dynamic. Formulating a valid response requires continual assessment as the situation changes.
Subject Resistance

• Is the subject verbally or physically resisting my lawful authority?
• Is the subject making attacking movements that are not likely to cause death or great bodily harm?
• Is the subject making attacking movements that are likely to cause death or great bodily harm?

Situational Factors

• What subject factors influence this situation? Weapon? Physical size? Demeanor? Others?
• What environmental factors influence this situation? Weather? Location? Presence of others?

Justification

• Were my actions reasonable based on the subject’s resistance and the totality of the circumstances?
• Am I able to articulate the reasons for my actions?
• Was I in compliance with constitutional and state laws, agency policy, and training?

Officer’s Response

• Can I physically control the subject?
• Could I use a nonlethal weapon not meant to cause death or great bodily harm?
• Is deadly force the appropriate option to prevent death or great bodily harm to myself or others?

Use of Force Reporting

Many agencies require an additional report any time an officer uses force to control a subject. To properly defend a use of force decision, you need to clearly articulate, or put into words, the specific basis for your decision regarding the use of force. You should include the factors that establish your perspective from the totality of circumstances at the time you decided to use force. For example, if you used deadly force, state exactly what you saw and felt, what actions and behaviors the subject exhibited, and any other relevant information that created your perception that the ability, opportunity, and intent to cause great bodily harm or death existed. Simply stating in a report “The suspect threatened me” is not a sufficient basis for justification.

Remember that the contents of a use of force incident report will be seen by supervisors, prosecutors, defense attorneys, judges, and the public. You should be thorough and include the factors used in any use of force decisions since information added later could be viewed with skepticism and could be inaccurate.

SECTION VOCABULARY

ability
active resistance
aggressive resistance
compliance
de-escalation
deadly force resistance
disengagement
escalation
Force Guidelines
intent
nonlethal weapon
objective reasonableness
opportunity
passive resistance
physical control
totality of circumstances
LESSON 2 | Survival Stress Reaction

LESSON GOAL: At the end of this lesson, you will recognize the effects of survival stress on the body and mind during a critical incident.

The ability to manage stress is based upon a person's coping mechanisms. Generally, a person’s perception of self-harm determines if they view a situation as a challenge or a threat. For example, one officer engaged in a verbal confrontation with a subject might consider this interaction a challenge. However, when the officer in the same scenario is suddenly lunged at by the subject with balled fists, they might reevaluate this to be a threat. Another officer may view the initial verbal confrontation as a threat instead of a challenge.

Survival Stress

Survival stress is sometimes called fear-induced stress or combat stress. **Survival stress** is a measure of anxiety caused by an appraisal of a stimulus that leads to an extreme state of arousal. **Appraisal** is the officer’s evaluation and assignment of challenge or threat value to a stimulus. **Arousal** is the officer’s elevated mind-body state that occurs in the presence of a perceived challenge or threat. When the stimulus exceeds an officer’s coping mechanisms, the stimulus is then perceived as a threat and leads to extreme arousal.

Anxiety levels vary based on the circumstances of the situation and the officer’s experience and training. Lower anxiety results in a lower arousal, whereas higher anxiety results in higher arousal. As anxiety increases or decreases, it creates a psychological imbalance. The mind, like all body systems, strives for balance.

Depending on the officer’s appraisal of the threat, the degree of physiological response may vary. Electrical and hormonal activity in the body can cause an elevated heart rate, increase in respiration, and the pausing of digestion and can affect cognitive decision making, along with other mind-body responses. These effects may lead to profound changes in physical ability and decision making.

There are four instinctual reactions to survival stress: fight, flight, posture, and submit. During an encounter, survival stress may occur in the subject, the officer, or both. Some subjects may fight or flee while others, given the same set of circumstances, may decide to submit. To **submit** is to completely relinquish control to another. Subjects might also become verbally and physically threatening, indicating they may resist by assuming a threatening posture.

<table>
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<th>OBJECTIVES</th>
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<tr>
<td>DT779.1. Explain how survival stress affects confrontation between a subject and an officer.</td>
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<td>DT779.2. Describe the four instinctual reactions when experiencing survival stress.</td>
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<td>DT779.3. Describe the psychological changes that may occur while experiencing survival stress.</td>
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<tr>
<td>DT779.4. Describe the physiological changes that may occur while experiencing survival stress.</td>
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<tr>
<td>DT779.5. Describe the impact survival stress may have on an officer's decision making.</td>
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<tr>
<td>DT779.6. Describe the changes that may occur in speech patterns while experiencing survival stress.</td>
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<tr>
<td>DT779.7. Identify the desired state of awareness or readiness an officer should maintain while on routine duty.</td>
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<tr>
<td>DT779.8. Explain the effects of a critical incident on an officer's memory.</td>
</tr>
<tr>
<td>DT779.9. List techniques that may assist an officer in managing the effects of survival stress.</td>
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</table>
Conversely, the officer might posture by displaying a show of force without actually using force. The officer might choose to disengage from an overwhelming threat or decide to engage and take control of the subject. Consider this example:

A man postures when an officer gives him a command. The man expands his chest and begins to speak loudly, shouting, “You’re not taking me!” He strikes his chest with his open hands while stepping back and forth, side to side as he yells the same words over and over.

The officer can choose to display a higher level of force by elevating voice commands and drawing an intermediate weapon, such as a baton (posturing). The man may back down (submit) and follow the officer’s verbal directions with no force used. However, if the man does not submit to the officer’s authority, his posturing may indicate that he is about to fight or is preparing to run (flee).

When an officer is in a threatening situation, their body and mind adapt to help them react more effectively to the threat by releasing stress hormones. By understanding the psychological and physiological changes that may occur, you are better prepared to control or manage the effects before, during, and after an encounter.

Psychological Changes under Stress

Officers who experience high levels of arousal may perceive a stimulus as a threat. This may cause an activation of the limbic system (the parts of the brain that are especially focused on emotion and motivation) that provides a survival response to the central nervous system. The central nervous system is composed of the sympathetic nervous system and the parasympathetic nervous system.

The sympathetic nervous system is the part of the autonomic nervous system that is concerned especially with preparing the body to react to situations of stress or emergency. This system activates what is often called the fight-or-flight response. The parasympathetic nervous system, sometimes called the rest and digest system, is the part of the autonomic nervous system that is concerned with controlling the body during normal, routine situations. During periods of calm, these systems dynamically hold each other in balance. Throughout periods of arousal, the sympathetic nervous system dominates the parasympathetic system for the purpose of self-protection. This has the effect of calling upon the body’s survival resources to ensure a positive outcome. During this period, certain mind-body changes may become evident.

Physiological Changes under Stress

When facing extreme anxiety, you may experience physical changes within your body. One or more of the following symptoms of survival stress may occur:

- increase in heart rate and respiration
- vasodilation—Blood flows into the larger muscle groups providing oxygen to power flight and aid in escape.
- vasoconstriction—Blood flow is restricted from the extremities and skin. The body pulls the blood away from the arms and legs into the torso. This keeps the blood near vital organs in case of emergency and also protects the arms and legs (our weapons) from losing blood in case of injury.
• **auditory distortion**—Hearing may be diminished or amplified.

• **visual distortion**—Due to physiological changes in the eye, vision may become distorted. Officers may see darkness around the edges of their vision (tunnel vision). Officers may also lose the ability to see close objects with detail (farsightedness). **Eye gaze** is the tendency of your eyes to fixate to one location. When an officer focuses on the perceived threat, they may not see other details of the event.

• **loss of bladder and bowel control.**

• **increased reaction time**—Human reaction time in a state of calm or mild arousal is around 0.25–0.75 seconds. In a state of high arousal, reaction time may increase.

• **motor performance changes**—There may be loss of fine motor skill under high arousal. **Fine motor skills** refer to the muscle control required to make small, precise movements, such as unlocking handcuffs with a key.

  Fine motor skills refer to the muscle control required to make small, precise movements, such as unlocking handcuffs with a key.

  Gross motor skills tend to become predominant under high arousal. **Gross motor skills** are the movements of the large or major muscles of the body, which are used in tasks such as running, punching, or kicking.

  There may also be a loss of complex motor skills under high arousal. **Complex motor skills** combine fine and gross motor skills using hand-eye coordination timed to a single event, such as driving a vehicle.

  Motor skill breakdown may occur when coping skills are inadequate under high arousal. This is commonly known as freezing or submitting.

• **perceptual time distortion**—Occurrences seem to be faster or slower than they actually are.

• **perceptual space distortion**—Objects appear to be closer or farther than they actually are.

**Decision-Making under Stress**

Decision-making may be inhibited when you are presented with multiple response options. During periods of high arousal, cognition often changes from deliberate thoughtful analysis to a short, concise, thought process known as heuristics. **Heuristics** are mental shortcuts that allow people to solve problems and make judgments quickly and efficiently. They shorten decision-making time and allow people to function without constantly stopping to think about the next decision or course of action.

These types of “short-cut decisions” are based on past training and experience. If the available timeframe for making a decision decreases, the potential for error increases. An officer’s judgment may be inaccurate or incomplete as a consequence of the decreased timeframe.

**Speech Patterns under Stress**

Signs of stress are often indicated in vocal quality and speech pattern. High-stress situations can cause a constriction of the vocal cords leading to a higher pitch in the voice and sometimes cracking or garbled sounds result. This can affect the clarity of radio communications.

On-scene comments and post-incident interviews may result in an officer speaking without deliberate forethought, usually reflecting the officer’s emotional state. Cursing is emotional speech that may demonstrate that an officer is in a state of high arousal during or immediately following a critical incident.
In the immediate aftermath of a critical incident (within a couple of hours), officers may engage in bragging or boastful comments motivated by the sympathetic nervous system. At times, officers who are in a state of high arousal later regret or do not recall the things they have said during this period of anxiousness. This phenomenon is commonly referred to as “exhilaration speech,” which reflects a series of statements brought on by a euphoric feeling of accomplishment the officer experiences after prevailing in the critical incident.

Furthermore, officers tend to continuously speak while in an anxious state. During an internal investigation, they may say things that are not beneficial to the investigation or helpful to factfinding. This type of speech pattern may erode the integrity of the officer’s first-person account and make the information unreliable. In the presence of a suspect, this speech pattern can erode an officer’s command presence, giving the appearance of not being in control.

**Threat Awareness**

The Threat Awareness Spectrum (see Figure 4-3) is a color-coded illustration of how survival stress may affect an officer’s reaction to a perceived challenge or threat. The desired state of awareness and readiness of an officer while on routine duty is Condition Yellow. This is the optimum state of mind to remain focused while scanning the environment for potential problems. An officer in Condition Yellow can quickly move to Condition Orange or Condition Red based on the appraisal of a given situation. Condition White and Condition Black are not optimum states of readiness for officers on duty.

**Critical Incident Amnesia**

Officers who are exposed to an extremely stressful situation, such as an officer-involved shooting, may experience short- and long-term memory loss. This is a temporary or sometimes permanent condition known as *critical incident amnesia*. Particular memory-related phenomena in traumatic situations may include the following:

- During the critical incident, intense focus on some particular aspect of the event often leads to a diminished ability to process other information.
- Immediately after the incident, critical incident amnesia will often result in the inability to remember information observed during the incident.
- Due to the inability to accurately remember information, officers are more vulnerable to false memories and unintentional fabrications that they use to link flash memories of the critical incident. A flash memory is a brief mental visualization of a past experience, a mental “snapshot.”

Because of these phenomena, officers are most vulnerable to formal investigations and to intense questioning that occurs immediately after the critical incident. Many agencies require a minimum of 24 to 72 hours before formal questioning or any report writing takes place.

Sleep appears to play a vital role in the officer’s recovery from the critical incident. Research suggests that critical memories will return after a restful night’s sleep.
## Threat Awareness Spectrum

<table>
<thead>
<tr>
<th>Condition White</th>
<th>Condition Yellow</th>
<th>Condition Orange</th>
<th>Condition Red</th>
<th>Condition Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unaware that a threat exists</td>
<td>General awareness of possible threats</td>
<td>Recognition that a threat exists</td>
<td>Specific threat identified and appropriate actions taken</td>
<td>Threat mismanaged due to panicked stress response</td>
</tr>
<tr>
<td>Attention is unfocused or preoccupied, and officer is oblivious to potential danger in his environment</td>
<td>Attention is focused and scanning the environment for potential threats</td>
<td>Awareness of a specific threat encourages preplanning and more intense focus. Physical indicators of stress may become evident.</td>
<td>The threat is assessed and managed through intensified cognitive and physical reactions. Survival stress functions become optimum.</td>
<td>Survival stress functions break down. Submission or freezing may occur.</td>
</tr>
</tbody>
</table>

**Example:**
A person drives to work and does not remember the drive (automatic pilot).

**Example:**
While on the job, an officer is in a state of relaxed awareness and notices what is going on around him.

**Examples:**
A patrol officer observes a vehicle backed into a parking space at a convenience store with the engine running, considers the possibility of a robbery in progress, and begins tactical planning.

A correctional officer observes an inmate with possible contraband and begins formulating a plan of action.

**Example:**
The patrol officer initiates the plan to engage the suspects as they exit the store.

**Example:**
The correctional officer initiates the plan to engage the inmate.

**Example:**
The patrol officer panics and may not respond effectively.

**Example:**
The correctional officer panics and may not respond effectively.

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### Coping with the Effects of Survival Stress

Survival stress is a mind-body reaction to fear. You can increase your coping skills and better prepare for the effects of stress by doing the following:
• preplan
• stay physically fit
• get adequate rest
• eat a nutritious diet
• use controlled breathing techniques
• rely on techniques that involve gross motor movements rather than fine motor skills
• train under realistic environmental conditions designed to mirror high-stress scenarios
• anticipate the possibility of resistance with every subject encounter
• maintain proficiency in physical and mental skills
• maintain proficiency with firearms and other issued equipment

Be aware that officers who have experienced an extremely stressful situation such as an officer-involved shooting may later show signs of post-traumatic stress disorder.

SECTION VOCABULARY

appraisal
arousal
auditory distortion
complex motor skills
critical incident amnesia
eye gaze
fine motor skills
gross motor skills
heuristics
limbic system
parasympathetic nervous system
perceptual space distortion
perceptual time distortion
submit
survival stress
sympathetic nervous system
vasoconstriction
vasodilation
visual distortion
UNIT 3 | DEFENSIVE TACTICS TECHNIQUES

LESSON 1 | Fundamental Principles of Defensive Tactics

LESSON GOAL: At the end of this lesson, you will understand the fundamental principles used in defensive tactics techniques.

**Fundamental Principles of Defensive Tactics**

To properly and effectively perform defensive tactics techniques, you must be able to apply certain fundamental principles.

**balance**—Maintaining a balanced posture is essential in performing any technique. To achieve balance, your head and hips must be aligned and your weight distributed evenly between your feet. If any one of these points is misaligned, you are not in balance. **Balance displacement** is a controlling technique used to break the subject’s balance through the use of leverage principles.

**leverage**—Leverage is using a great force against a weaker resistance. It is used in conjunction with joint manipulation and/or pain and mechanical compliance in order to gain control.

**pain compliance**—Pain compliance is a subject’s response to a combination of pain and verbal commands to stop resisting.

**mechanical compliance**—An officer may gain control over a subject by applying pressure or leverage on a joint by locking it up so that no movement of the joint is possible, causing the subject to comply with verbal direction.

**joint manipulation**—An officer may gain control over a subject by bending or twisting a joint in a direction that will cause pain or discomfort to the joint.

**motor dysfunction**—An officer may gain control over a subject by using an incapacitation technique that causes temporary impairment of muscular control.

**fluid shock principle**—For maximum effectiveness, most strikes are delivered using penetration so that the striking object stays on or indented in the target for an instant, allowing for energy transfer. When a major muscle mass is struck this way, it displaces the water content in the muscle and penetrates the nerves within, creating a shock wave. The effect on the subject will be greatly multiplied. This is known as the fluid shock principle. When delivering a strike, an officer strikes a muscle so that the striking object penetrates the muscle and nerves of the target area. This is a full transfer of kinetic energy that increases the power of the strike.
UNIT 3 | DEFENSIVE TACTICS TECHNIQUES

LESSON 2 | Threat Assessment: Threat Assessment and Response

LESSON GOAL: At the end of this lesson, you will understand the process of assessing a threat and be able to demonstrate appropriate responses.

Though it may be difficult to determine factors that constitute a specific threat, there are certain facts, circumstances, and conditions that, when taken together, may be perceived as threatening.

An officer’s assessment of a perceived threat is critical for safety and influences their actions when dealing with a situation. The more information you have, the better prepared you will be to assess the situation. You should consider all factors, whether obvious or not, when assessing threats.

You must recognize that threats may be fluid and constantly changing. Continuously analyze situations for their threat potential.

Subject Behavior

There are certain verbal and nonverbal cues that indicate the possibility of the subject’s aggression or posturing.

Verbal cues may include abnormal stuttering, serious and specific swearing, and specific verbal threats.

Nonverbal cues may include the following:
  • increased breathing and pulse rates
  • cessation of all movement
  • clenched fists and quivering hands
  • refusal to show palms of hands
  • reddened or flushed face
  • expanding veins showing prominently on face and forearms
  • shifting of shoulders or change of stance
  • target glance
  • ignoring the officer
  • rapid, angry movements

OBJECTIVES

DT501.3.A.1. Identify the necessity of conducting a threat assessment.
DT501.1.C. Identify verbal and nonverbal cues in assessing threats.
DT501.3.A. Identify officer presence.
DT501.3.A.4. Demonstrate the interview stance.
DT501.3.A.5. Demonstrate the offensive ready stance.
DT501.3.A.3b. Identify relative positioning.
DT501.3.A.3. Demonstrate the slide step approach.
DT501.3.A.2. Demonstrate how to maintain a minimum reactionary gap.
DT501.3.A.3a. Identify the danger zone.
DT501.3.B.1. Demonstrate hand clearing.
DT501.3.A.1a. Define reaction time principle.
DT501.3.I.1. Demonstrate evasion techniques.
DT501.3.I.2. Demonstrate redirection techniques.
**Excited Delirium**

Be aware of unusual symptoms that a subject may exhibit upon initial contact or that may develop or intensify during the course of a confrontation. These symptoms may be indicators of serious issues, such as physical illness, mental illness, drug reaction or overdose, or post-traumatic stress disorder.

The unusual symptoms or behavior is usually attributed to a condition known as excited delirium. Excited delirium is defined in greater detail in First Aid; someone experiencing excited delirium may overheat easily, be hostile, and show superhuman strength.

A subject in a state of excited delirium could die suddenly and without explanation. This is sometimes referred to as *Sudden In-Custody Death Syndrome (SICDS)*, a broad classification for unexplained in-custody deaths. Unfortunately, the death may be wrongly attributed to the actions of an officer or the use of certain levels of force.

When confronting a subject with unusual symptoms, you should immediately request medical assistance. Be careful of the position in which the subject is restrained. Take care to maintain an open airway, and ensure continuous breathing and proper circulation until medical help arrives.

**Environmental Factors**

Some potential environmental factors to consider in threat assessment include weather, traffic conditions, terrain, the presence of animals, the presence of bystanders, and potential weapons.

**Presence**

*Officer presence* is your ability to convey to subjects and onlookers that you are able and ready to take control. Subjects’ and onlookers’ reactions to you depend on their perceptions of how you present yourself.

You should be aware of and interpret nonverbal communication. Some movements and gestures are clues to escalating aggression, for example, clenched fists, shifting feet, or hidden hands. Subjects also observe your actions to determine your attitudes and intentions. Officer presence is your first response to any situation. By simply arriving on the scene, an officer affects a subject or situation.

*Command presence* is your demeanor and the way you exhibit confidence through personal appearance, erect posture, alertness, and attention to surroundings. It is how you carry yourself. Your presence can determine whether a subject’s resistance escalates or de-escalates. A good command presence projects an image of confidence in your skills and abilities to perform the task at hand. Command presence includes personal appearance (your uniform and personal grooming).
Stances

Stances refer to how you stand when you interact with a subject or when they approach you.

**Interview Stance**

Stand with head, hips, and feet aligned.

Plant your feet shoulder-width apart with the knees slightly bent.

Angle your body to the subject with the strong side away.

Place your hands above waist level. (See Figure 4-4)

**Offensive Ready Stance**

Stand with your head, hips, and feet aligned.

Plant your feet slightly wider than shoulder-width apart with the knees in a deep crouch.

Angle your body so that your strong side is away from the subject. Place your hands at your face level and toward your center. (See Figure 4-5)

**Relative Positioning**

When preparing to approach a subject, you must place yourself in the safest possible position. *Relative positioning* describes where you stand or position yourself in relation to the subject. (See Figures 4-6 and 4-7)

*Body movement* refers to how you approach a subject or enter a scene. The manner and direction from which you approach a subject and the distance you maintain from them throughout the interaction are based on your assessment of the threat and potential harm present.

Use the *slide step* when preparing to engage or disengage from a subject in close proximity. Use this method to maintain balance and an appropriate stance:

- Maintain a balanced stance with head, hips, and feet aligned.
- Step with your lead foot.
- Slide your trailing foot forward.
- Keep your feet shoulder-width apart.
The **reactionary gap** is the distance you must keep between you and the subject in order to react effectively against a sudden threat (see Figure 4-8). This distance is generally 6–9 feet if you have visual control of the subject’s hands, or 25 feet when you cannot see their hands.

The area within the reactionary gap is the **danger zone**. Any time you are in the danger zone, the potential for physical harm increases.

**Visual control** of the hands is the ability to see both of the subject’s hands and to know that they hold no weapons.

When approaching a subject, you may use the following hand-clearing technique:

- Maintain an appropriate reactionary gap.
- Visually scan the area for potential threats.
- Assume an appropriate stance.
- Identify yourself as an officer, if appropriate.
- Use clear, concise verbal commands.
- Tell the subject to expose both palms. (See Figure 4-9)
Reaction time principle is the amount of time it takes for the brain to process a physical threat and the body to respond. This process involves perceiving and analyzing the threat, formulating a strategy, and initiating motor action(s). In other words, the officer sees the threat, figures out what to do, and then takes action.

Evasion and Redirection

Use evasion and redirection movements to avoid or redirect an attack. Evasion is simply shifting your body or sidestepping to avoid the attack. Redirection is using the hands to move the subject away. Using evasive and redirecting tactics may allow time to disengage, escape, or use other force options.

Evasion Technique

Use loud, clear verbal commands throughout the application of the technique.

Assume the offensive ready stance.

Sidestep the direct line of attack to either the strong or supporting side. Direct line of attack simply means the direction that the subject comes from. Stepping to either side gets you out of the subject’s way.

Face the subject.

As the subject passes, face them and maintain an offensive ready stance.

The offensive ready stance positions the officer to respond if the subject attacks again.

Follow up with an appropriate technique(s). (See Figure 4-10)
Redirection Technique

Use loud, clear verbal commands throughout the application of the technique.
Assume the offensive ready stance.
Sidestep the direct line of attack to either the strong or supporting side.
As the subject passes, redirect them by pushing them away and off balance.
Striking the upper back or side of the subject’s shoulder will cause the subject to spin off balance.
Maintain an offensive ready stance.
Follow up with an appropriate technique(s). (See Figure 4-11)

Figure 4-11

Redirection technique
UNIT 3 | DEFENSIVE TACTICS TECHNIQUES

LESSON 3 | Threat Assessment: Communication and Commands

LESSON GOAL: At the end of this lesson, you will be able to demonstrate how to give appropriate verbal direction.

Communication is crucial at all levels of a use of force exchange. Unlike a category of force, communication is a part of all officer-subject interactions. You are encouraged to use communication before, during, and after a confrontation. Communication is necessary to continually gauge compliance. In a use of force situation, resistance begins when a subject fails to submit to an officer’s authority. When an officer gives a verbal command, an evaluation will determine if escalation may become necessary.

Communication is the exchanging of information through verbal and nonverbal methods. Communication provides valuable insight into the likelihood of cooperation and compliance of a subject.

Dialogue is a controlled, nonemotional communication between an officer and a subject aimed at problem-solving and communication. Used as a strategy, dialogue is intentionally designed to gain rapport and exchange information.

Verbal direction is the use of proper, clear, and concise commands to let a person know what you need or expect them to do. The ability to give verbal direction is usually the first step in controlling the subject’s actions. Establish yourself as a criminal justice officer. Give clear and concise commands. Make sure that your commands are loud enough for the subject to hear.

Touch is a nonthreatening, noncustodial physical contact and can be used to support or emphasize a verbal command. It can be effective to enhance your communication; however, you must evaluate carefully so as not to escalate a person’s resistance.

OBJECTIVE
DT501.3.B. Demonstrate applicable verbal direction.

SECTION VOCABULARY
communication
dialogue
touch
verbal direction
LESSON GOAL: At the end of this lesson, you will understand the concept of pain compliance and its use in controlling resistant subjects and be able to demonstrate how to apply a pressure point technique.

*Pressure points* are techniques used to control resistant behavior by using pain compliance. Pressure or leverage is applied using a fingertip or thumb tip to target a nerve, joint, or sensitive area, causing pain and compliance to verbal direction. These techniques do not work on every person or in all situations, but are generally effective.

The two main components of pressure point techniques are as follows:

- **touch pressure**—touching the location of a nerve or sensitive area and applying continual, uninterrupted pressure with the tip of the finger(s) or thumb until the subject complies
- **stabilization**—immobilizing the subject’s head so the subject cannot move or escape; be careful not to apply too much pressure or torque on the neck or spine when stabilizing the head

As soon as the subject complies by obeying your commands, release pressure to stop the pain. On all pressure point techniques, applying pressure longer than 3–5 seconds without a response may result in an adrenaline surge. This may cause the subject to exhibit symptoms similar to survival responses, an inability to feel pain, extraordinary strength, or selective hearing.

Use caution when applying a pressure point technique. The subject’s hands are free and you must move inside the danger zone. Also be aware of the possibility of being bitten by the subject.

Pressure point techniques covered in this lesson include the following:

- under the jaw
- hollow behind the ear
- hollow behind the collarbone
- under the nose
- hollow of the neck
Under the Jaw

This technique works well to bring a seated, kneeling, or prone subject to a standing position.

Approach the subject safely.
Use loud, repetitive verbal commands to let the subject know what you want them to do.
Stabilize the subject’s head. Locate the pressure point under the jawbone.
Apply pressure until compliance.
Decrease the pressure when the subject complies. Do not release control, just the pressure. If the subject begins to resist again, reapply the pressure.
Follow up with an appropriate technique(s). (See Figure 4-12)

Hollow behind the Ear

Applying pressure to the sensitive area in the hollow behind the ear is a good technique to use on a seated or prone subject or a subject who is holding onto a fixed object.

Approach the subject safely.
Use loud, repetitive verbal commands to let the subject know what you want them to do.
Stabilize the subject’s head. Locate the pressure point in the vicinity of the hollow behind the ear.
Apply pressure inward and toward the nose until compliance.
Decrease the pressure when the subject complies. Do not release control, just the pressure. If the subject begins to resist again, reapply the pressure.
Follow up with an appropriate technique(s). (See Figure 4-13)
Hollow behind the Collarbone

Use this technique when you want a standing subject to sit, lie down, or move to another location. You can employ this technique from either the front or the side of the subject.

Approach the subject safely.
Use loud, repetitive verbal commands to let the subject know what you want them to do.
Stabilize the subject.
Locate the pressure point behind the collarbone.
Apply pressure toward the feet until compliance.
Decrease the pressure when the subject complies. Do not release control, just the pressure. If the subject begins to resist again, reapply the pressure.
Follow up with an appropriate technique(s). (See Figure 4-14)

Under the Nose

Approach the subject safely.
Use loud, repetitive verbal commands to let the subject know what you want them to do.
Stabilize the subject.
Locate the pressure point under the base of the nose.
Apply pressure upward toward the center of the brain until compliance.
Decrease the pressure when the subject complies. Do not release control, just the pressure. If the subject begins to resist again, reapply the pressure.
Follow up with an appropriate technique(s). (See Figure 4-15)
Hollow of the Neck

This technique performed at the jugular notch is usually used for thwarting an attack by balance displacement.

Approach the subject safely.
Use loud, repetitive verbal commands to let the subject know what you want them to do.
Stabilize the subject.
Locate the pressure point in the hollow of the front of the neck, just above the sternum.
Apply pressure inward until compliance.
For pain compliance, apply pressure inward and downward toward the stomach. For gag reflex, apply pressure inward and upward toward the back of the neck.
Decrease the pressure when the subject complies. Do not release control, just the pressure. If the subject begins to resist again, reapply the pressure.
Follow up with an appropriate technique(s). (See Figure 4-16)
LESSON GOAL: At the end of this lesson, you will be able to demonstrate proper escort and transporter techniques.

Officers may encounter subjects who refuse to obey their commands but demonstrate no physical resistance. You can use pain compliance, mechanical compliance, and/or joint manipulation techniques to move the unwilling subject from one location to another. These techniques are called escorts and transporters. These escort and transporter techniques are the basis for some takedowns. When using an escort or transporter technique, you enter the danger zone and should always be aware of your weapon’s proximity to the subject.

** Escorts **

The *escort* position is a technique used to move a subject from one point to another without using pain compliance. It provides minimal control of the subject through leverage. If a subject resists, you may transition to a transporter technique.

** Transporters **

*Transporters*, sometimes called *come-along holds*, are techniques used to move a subject from one point to another with pain compliance and/or mechanical compliance.

The following are escort and transporter techniques included in this lesson:

- escort position
- bent wrist
- finger lock
- hammer lock
- shoulder lock

** Escort Position **

An escort may be your first physical contact with a subject. You apply pressure or leverage on a joint to lock it, and the subject complies.
Use loud, clear verbal commands throughout the application of the technique.
Maintain an appropriate stance.
Make contact with the subject’s arm by controlling the upper arm just above the elbow and wrist simultaneously.
Turn the subject’s palm so that it is facing you.
Move the subject, or follow up with an appropriate technique(s). (See Figure 4-17)

Bent Wrist Transporter

The bent wrist transporter transitions from the escort position when the subject tries to resist by pulling their arm away. Effective joint manipulation causes pain compliance, making the subject move in the direction you are leading.

Use loud, clear verbal commands throughout the application of the technique.
Maintain an appropriate stance.
Make contact with the subject’s arm by controlling the upper arm just above the elbow and wrist simultaneously.
Pull the subject’s elbow/arm sharply toward the rear, bending the arm at the elbow.
Secure the subject’s elbow firmly against your torso.
Use both hands to bend the subject’s wrist.
Apply pressure to the back of the subject’s hand toward the subject’s elbow.
Control or move the subject, or follow up with an appropriate technique(s). (See Figure 4-18)
Finger Lock Transporter

The finger lock transporter is usually effective because you hyperextend the subject’s fingers, bending them in a direction they are not meant to go. The subject’s pain usually leads to compliance.

Use loud, clear verbal commands throughout the application of the technique.
Maintain an appropriate stance.
Make contact with the subject’s arm by controlling the upper arm just above the elbow and wrist simultaneously.
Pull the subject’s elbow/arm sharply toward the rear.
Grabbing the subject’s index and middle fingers, rotate the palm upward with the fingers pointed down.
Secure the subject’s elbow firmly against your torso.
Maintain rearward pressure on the fingers.
Control or move the subject, or follow up with an appropriate technique(s). (See Figure 4-19)

Hammer Lock Transporter

The hammer lock is a useful technique applied when a subject tries to pull away from the escort position or a bent wrist or finger lock transporter. This technique uses pain compliance and mechanical compliance with the subject’s arm behind their back.

Use loud, clear verbal commands throughout the application of the technique.
Maintain an appropriate stance.
Make contact with the subject’s arm by controlling the upper arm just above the elbow and wrist simultaneously.
Mirror the controlled hand and rotate the subject’s controlled hand while sweeping the subject’s hand behind their back.
Maintain control by bending the wrist.
Control or move the subject, or follow up with an appropriate technique(s). (See Figure 4-20)
Shoulder Lock Transporter

The shoulder lock transporter is a good controlling technique because of the position in which you put the subject’s arm. This technique incorporates pain compliance, joint manipulation, and balance displacement.

Use loud, clear verbal commands throughout the application of the technique.

Maintain an appropriate stance.

Make contact with the subject’s arm by controlling the upper arm just above the elbow and wrist simultaneously.

Raise the elbow upward, then roll the shoulder forward.

Push the controlled arm behind the subject’s back, over your forearm, placing your hand on the subject’s triceps.

Reach across the subject’s back, grabbing the opposite shoulder, to bring them to an upright position.

Maintain control, or follow up with an appropriate technique(s). (See Figure 4-21)
OBJECTIVE


LESSON GOAL: At the end of this lesson, you will be able to demonstrate the proper application and removal of restraint devices.

Restraint devices are tools, such as handcuffs, which are designed to temporarily restrain a subject’s movements.

Handcuffs

Handcuffs are temporary restraint devices used frequently to control a subject. Because handcuffing does not render a subject harmless, subjects should be continuously monitored to ensure officer safety. Applying handcuffs places the officer inside the reactionary gap or the danger zone. The subject may attempt to resist after the first handcuff is applied. Prepare to respond with an appropriate control technique.

The handcuffing procedure must be done in a controlled manner, to minimize potential harm to both officer and subject.

Using the nomenclature illustration, identify the parts of handcuffs. (See Figure 4-22)

Handcuffs or any other restraint device must be kept in working order.
To properly holster or load the handcuffs, do the following:

- Preset the single strands through the pawl, folding key ways together.
- The single strands should point forward, with chain links or hinge downward.

**Handcuffing Technique**

Handcuffing techniques may vary depending on the compliance level of the subject, but the basic steps for applying handcuffs are as follows:

- Use loud, clear verbal commands throughout the application of the technique.
- Visually inspect and direct the subject into a position that prepares for handcuffing.
- Approach the subject.
  
  *Note:* If a weapon has been drawn, safely manage the weapon before approaching the subject.

  Draw the handcuffs from the holder.
  Place one handcuff on one wrist.
  Place the other handcuff on the other wrist.
  Check for tightness.
  Double lock the handcuffs.
  Search the subject.

This technique can be used from a variety of positions, including standing from a rear or front approach (see Figure 4-23a), kneeling (see Figure 4-23b), or prone (see Figure 4-23c). With noncompliant subjects, use controlling techniques to apply the handcuffs.
Removing Handcuffs

To remove handcuffs, follow these steps:

- Use loud, clear verbal commands throughout the application of the technique.
- Visually inspect and direct the subject into a position that prepares for removing handcuffs.
- Approach the subject.
- Draw the handcuff key.
- Remove the handcuff from one wrist and close the cuff.
- Control the subject’s uncuffed hand.
- Remove the other handcuff and close it.
- Move away from the subject. (See Figure 4-23d)

There are other types of restraint devices, including waist chains (with black box), leg restraints (leg irons), and flexible leg restraints, that you may use in different circumstances.
Waist Chains

Waist chains are another type of restraint device, typically used by correctional officers to secure a subject, particularly when moving an inmate from one location to another. To apply waist chains, you will need verbal control of the subject.

Use loud, clear verbal commands throughout the process.

Position the subject facing you with their hands in front and palms facing each other. The subject’s hands should be approximately 6 inches away from their body.

Facing the subject, place the handcuffs on their wrists, check for tightness, and then double lock the cuffs.

Attach the black box to the handcuffs from the bottom up. Insert the elongated end of the chain to the backside of the black box.

Direct the subject to turn around, wrapping the chain around their waist through the belt loops.

Have the subject pull their hands toward their body to take the slack out of the chain. Use a padlock to go through both lengths of the chain and secure on the subject’s side. (See Figure 4-24a)
Leg Restraints

Leg restraints, also called leg irons, are generally used along with waist chains to limit the movement of a subject. To apply leg restraints:

1. Use loud, clear verbal commands throughout the process.
2. Hold the leg restraints with the double bar facing the subject’s legs. This will ensure that the key holes are facing down.
3. Have the subject lean against a wall or kneel on a chair to maintain a balanced stance.
4. Apply the leg restraints to each ankle, check for tightness, and then double lock them. (See Figure 4-24b)

Flexible Restraints

There are two common types of flexible restraints: flexible cuffs and flexible leg restraints. Flexible cuffs are a useful tool for restraining single or multiple subjects. These types of restraints are most commonly associated with multiple arrests or transports. They are lightweight plastic or nylon and easy to carry but have a high tensile strength. Flexible leg restraints, “hobbles,” are a useful tool for restraining a subject who is kicking, trying to run away, or posing a safety threat. Applying flexible leg restraints is best performed by more than one officer.

Flexible Cuffs

Using a single flexible cuff or a double flexible cuff, place the cuff around the subject’s wrists. Before tightening them, place an index finger against the subject’s wrist and tighten the flexible cuff to your index finger and the wrist. Remove your index finger and ensure the flexible cuffs are not cutting off blood circulation. Repeat this process with the second flexible cuff. (See Figure 4-25a)
Removing Flexible Cuffs

Use care when removing flexible cuffs. Make certain the cutting instrument used to remove the cuffs does not have sharp pointed ends or an exposed blade. For example, do not use a pocket knife or a box cutter. Place the cutting instrument between the flexible cuff and the subject’s wrist. Using the appropriate pressure, carefully cut through the flexible cuffs. Remove and dispose of flexible cuffs properly. (See Figure 4-25b)

Flexible Leg Restraints

When applying flexible leg restraints use loud, clear verbal commands throughout the process.

Control the subject by handcuffing them and placing them in the prone position (lying on the stomach, face down). Your partner will control the subject’s upper body, either with a three-point pin or a wrist compression.

Move close to the subject, and kneel or squat near the subject’s legs. Control the subject’s legs by grabbing and wrapping your hands around them, working your way to the subject’s feet.

While holding the subject’s feet together, slide the restraints over the lower half of the subject’s legs. Keep the restraints above the subject’s ankles.

Tighten the restraint device by pulling the excess portion. The restraint should be tight enough to restrict leg movement while allowing normal blood flow.

To further restrict the subject’s movement, clip the excess to the handcuff chain by bending the subject’s legs at the knees to a 90-degree angle behind the subject. Place the subject in a sitting position or lying on their side.
LESSON GOAL: At the end of this lesson, you will be able to demonstrate pat
down, custodial, and inmate clothed searches, and articulate the process for
conducting a strip/unclothed search.

A *search* is a government intrusion into a place in which a person has a reasonable
expectation of privacy.

Because inmates and probationers have a significantly reduced expectation of
privacy, searches by corrections and probation officers are much less limited by
Fourth Amendment concerns.

Three search techniques are typically used in the defensive tactics context: pat
down, custodial, and inmate.

**Pat Down Technique**

A *pat down* is a physical frisk of a subject conducted in a predetermined pattern
to locate weapons. Before a law enforcement officer may conduct a pat down, they
must have reasonable suspicion that the subject is armed. (See s. 901.151, F.S.,
Stop and Frisk Law.) *Reasonable suspicion* means that facts or circumstances
exist which reasonably indicate that the person has committed, is committing, or
is about to commit a violation of the law.

“The purpose of a pat down is not to discover evidence of a crime but to allow the
officer to pursue his or her investigation without fear of violence.” See *Adams v.

Under the *plain feel doctrine*, the officer may seize any object “whose contour
or mass” the officer identifies as apparent contraband. See *Minnesota v. Dickerson*,
508 U.S. 366 (1993). An officer may only pat down the outside of the clothing
for weapons.

When conducting a pat down, you should do the following:

- Use loud, clear verbal commands throughout the process.
- Be aware of verbal and nonverbal cues that indicate the probability of
  aggressive behavior. Remember that you are in the danger zone.
- Visually scan the subject while assuming the interview stance.
Have the subject lift their arms to tighten clothing so you can visually search potential concealment areas, such as the waistline.

Have the subject move their hands away from their body.

Have the subject place their hands in a way so they can be controlled.

Physically control the subject’s hands.

Keep the subject off balance.

Conduct the pat down in a predetermined pattern.

Follow up with appropriate action.

If you find a weapon, you should take possession of it and place it beyond the subject’s reach in a safe location. If handcuffing is not tactically sound, you may use an alternate weapon, incapacitate the subject, or draw your firearm. (See Figure 4-26)

**Custodial Search Technique**

A custodial search technique is used when a subject is taken into custody in an unsecured environment. Unlike the pat down, this is a complete search of the subject.

A custodial search of a subject should be done in a systematic and predetermined pattern using the quadrant search approach, which divides the body into four sections horizontally and vertically. During this close contact inside the danger zone, an officer is most vulnerable to a subject’s physical assault. The officer should handcuff first and then search.

The primary purpose of a custodial search is to detect potential weapons and/or contraband. By searching the subject’s body, you should be able to detect items hidden in the subject’s clothing or on their body. You may search inside the waistband and pockets; however, you must be careful to avoid being injured by sharp objects, for example, needles and razor blades.

Follow agency policy regarding searching a subject of the opposite sex. You may modify the hand position to avoid the appearance of inappropriate contact. If possible, there should be a witness to the search.
When searching a handcuffed subject, do the following:

- Use loud, clear verbal commands throughout the process.
- Keep the subject off balance.
- Physically control the subject’s hands.
- Conduct the search in a predetermined pattern. The groin is one of the most commonly overlooked areas. Remain professional and focus on conducting a proper, thorough search.
- Follow up with appropriate action. (See Figure 4-27)

**Inmate Search Techniques**

Searches of inmates are primarily designed to uncover contraband, prevent escapes, maintain sanitary standards, and eliminate safety hazards. There are three types of inmate searches: clothed, strip/unclothed, and body cavity.

**Clothed Search**

Clothed searches of inmates can be conducted at random by officers during the course of their daily routine. A female officer may conduct a search of a clothed male inmate. A male officer will conduct a clothed search of a female inmate only during an emergency situation as determined by the shift supervisor. The only exception to this provision is an instance where time and circumstances do not permit the presence of a female officer or consultation with the shift supervisor. If there is an imminent threat of physical violence, a search may be needed to secure the inmate to prevent injury to staff or other inmates.

Like a custodial search, a clothed search follows the quadrant search approach. In an institutional setting, however, handcuffing is not required because there is little risk of escape. Officers should be aware, though, of their vulnerability to a physical assault.

To conduct a clothed search:

- Use loud, clear verbal commands throughout the process.
- Have the inmate remove the contents of their pockets and take off their shoes and hat.
- Inspect the shoes, hat, and personal effects before proceeding.
- Keep the inmate off balance.
- Maintain visual contact with the inmate’s hands.
- Conduct the search in a predetermined pattern.
- Follow up with appropriate action. (See Figure 4-28)
**Strip/Unclothed Search**

A strip/unclothed search is done visually. The officer does not touch the inmate during the search.

Strip/unclothed searches of inmates may be conducted only by correctional officers who are of the same sex as the inmate, except in emergency circumstances. Inmates will generally be unclothed and searched upon their arrival at the correctional institution after returning from court, other institutions, any place where they may have come in contact with the public, or after an escape or attempted escape. There may be other occasions for a strip/unclothed search based upon agency policies, or if there is reason to believe an inmate possesses contraband.

Before you can conduct a strip/unclothed search, you must move the inmate out of view of the inmate population. Only the inmate and staff involved will be present during the search.

To conduct a strip/unclothed search, do the following:

- Use loud, clear verbal commands throughout the process.
- Have the inmate remove all clothing.
- Search the inmate’s hair, ears, and mouth (dentures must be removed).
- Visually check the entire body including armpits, hands, pubic region, between the toes, soles of the feet, inner portions of the legs, and rectum. Any bandages or casts should be thoroughly examined by medical staff.
- Search every article of clothing and personal property, including collars, cuffs, lapels, seams, and linings. Examine shoes for split soles, false linings, and removable insoles or heels.
- Follow up per agency policies based on the results of the search.

**Body Cavity Search**

Body cavity searches of inmates may be conducted only by appropriate health services staff members in accordance with agency policies.
UNIT 3 | DEFENSIVE TACTICS TECHNIQUES

LESSON 8 | Sudden Attacks: Blocks

LESSON GOAL: At the end of this lesson, you will be able to demonstrate proper blocking techniques.

Blocks are reactionary techniques using the arms, legs, or body to deflect or redirect an impending strike from a subject to areas of the body.

This lesson covers blocks to defend three areas of the body: the upper area, the mid area, and the low area.

**Upper Area Block**

In the upper area, use the arm in a motion to deflect a strike from the neckline to the top of the head. The officer has the option of transitioning to another technique. (See Figure 4-29)

**Mid Area Block**

In the mid area, the arm should be used in a motion to deflect a strike to the center chest area and the face. The officer has the option of transitioning to another technique. (See Figure 4-30)

**Low Area Block**

In the low area, use the arm and/or leg in a motion to deflect a strike to the area below the beltline. The officer has the option of transitioning to another technique.

After every block, be prepared to counter with an appropriate technique designed to end the attack. (See Figure 4-31)
UNIT 3 | DEFENSIVE TACTICS TECHNIQUES

LESSON 9 | Sudden Attacks: Striking Techniques

LESSON GOAL: At the end of this lesson, you will be able to demonstrate a properly executed and effective strike to distract, incapacitate, or gain control of a subject.

An empty-hand striking technique is any impact technique using hands, arms, elbows, feet, legs, knees, or head to strike a subject in an offensive or defensive situation. The entire body can be used as a weapon. This could include punching, hitting, kicking, or slapping.

In striking techniques, there are specific target areas. Some target areas involve nerve motor points in muscles. When struck, the impact may cause disruption of nerve tissue leading to incapacitation and/or motor dysfunction. Strikes to the skeletal structure are also effective.

Target Areas—Empty-Hand Strikes

DF means deadly force, and NDF means nondeadly force.

Front of Shoulder (NDF)—Strike the front of the shoulder with an empty hand. The expected effect is to disable or cause temporary motor dysfunction.

Top of Forearm (NDF)—Strike the top of the forearm with an empty hand. The expected effect is to disable or cause temporary motor dysfunction.

Inside of Forearm (NDF)—Strike the inside of the forearm with an empty hand. The expected effect is to disable or cause temporary motor dysfunction.

Outside of Thigh (NDF)—Strike the outside of the thigh with an empty hand, leg, or knee. The expected effect is to disable or cause temporary motor dysfunction.

Inside of Thigh (NDF)—Strike the inside of the thigh with an empty hand, leg, or knee. The expected effect is to disable or cause temporary motor dysfunction.

Center of Abdomen (NDF)—Strike the center of the abdomen with an empty hand. The expected effect is to disable or cause temporary respiratory or motor dysfunction.

Top of Calf (NDF)—Strike the top of the calf with an empty hand, foot, knee, or leg. The expected effect is to disable or cause temporary motor dysfunction.

Chest (NDF)—Strike the chest with an empty hand. The expected effect is to cause incapacitation.

OBJECTIVES

DT501.3.I.6. Identify target areas for empty-hand strikes.
DT501.3.I.5. Demonstrate kicking techniques.
DT501.3.J. Demonstrate distraction techniques.
Side of Neck (NDF)—Strike the side of the neck with an empty hand. The expected effect is to cause incapacitation and/or temporary motor dysfunction.

Head (NDF)—The expected effect is to distract or incapacitate. Strikes to certain areas of the head have the potential for injury depending on the amount of force used.

Throat (DF)—Striking the throat with an empty hand is considered deadly force.

Eyes (NDF)—Striking the eyes with an empty hand is an act of nondeadly force, but gouging the eyes is an act of deadly force.

Groin (NDF)—Strike the groin with an empty hand, knee, or leg. The expected effect is to cause incapacitation. Striking a subject in the groin may be an effective escape from a close-quarter body hold.

There are two methods of delivering strikes: penetration and snap-back.

There are two different types of strikes: swinging or thrusting. A swinging strike generates less power on impact due to the greater amount of surface area of the target. A thrusting strike magnifies the delivered power due to the smaller surface area making contact with the target area.

When delivering a strike, an officer strikes a muscle using the fluid shock principle. The penetration of the muscle and nerves in the target area results in a full transfer of kinetic energy that increases the power of the strike. All targets are struck with the intention of preventing or stopping aggressive action.
Two variables account for the amount of power generated in a strike. These are the amount of mass delivered with the striking weapon (that is, fist, foot, baton) and the velocity (speed) at which it is delivered. To generate maximum power effectively, you need a wide stable stance. Twist your upper torso and hips into the strike allowing the maximum amount of mass to complement the striking weapon. The faster the strike, the more power you will generate.

A strike using a **snap-back** delivery method is retracted very quickly, thus enabling multiple strikes, creating distance, setting up the next techniques, and causing distraction to the subject. A snap-back may be delivered with any body part used for striking, kicking, punching, and so on. A boxer’s jab is one example of a snap-back.

Some strikes may be used as distraction techniques. **Distraction** is a technique that interrupts the subject’s concentration so that energy is redirected from the current focus. Distraction techniques can be used to gain space when you are held in a close-quarter body hold and can assist in applying other defensive tactics such as takedowns and transporters.

There are several types of striking and kicking techniques covered in this section:

- palm heel strike
- knuckle strike
- punches
- hammer fist strike
- backfist strike
- elbow strike
- forearm strike
- knee strike
- front kick
- back kick
- side kick
- angle kick
- head butt
- foot stomp
- shin scrape

Any strike can be used in certain situations as a distraction.

**Palm Heel Strike**

You can use the palm heel strike to defuse a situation and gain control of a subject. This strike may be delivered to the center of the subject’s chest primarily as a distraction technique or to the face as an incapacitating technique.

Use loud, clear verbal commands throughout the application of the technique.

Thrust the hand forward striking the target area with the palm heel of the hand.

Rotate your shoulders and hips to deliver the strike.

Follow up with an appropriate technique(s). (See Figure 4-33)
Knuckle Strike

The knuckle strike has multiple uses such as an escape, to open a subject’s hand, for pain compliance, or as a distraction.

- Use loud, clear verbal commands throughout the application of the technique.
- Assume an appropriate position.
- Identify the target area.
- Make a half fist.
- Use the foreknuckle to strike the specific target area.
- Follow up with an appropriate technique(s). (See Figure 4-34)

Punches

The purpose of a punch is to gain control of a situation by stunning the subject before using other techniques, such as a takedown followed by handcuffing.

- Use loud, clear verbal commands throughout the application of the technique.
- Assume an appropriate position.
- Identify the target area.
- Make a fist. To make a proper fist, roll the fingers, tuck, and lock into the palm of the hand with thumb pressure.
- Use the knuckles to strike the specific target area.
- Follow up with an appropriate technique(s). (See Figure 4-35)

Punches can be executed from multiple angles and delivered to different areas of the body. Examples include jabs, crosses, hooks, upper cuts, overhands, or a variety of combinations.

Hammer Fist Strike

The hammer fist strike is one of the most powerful strikes you can use. A properly delivered strike combined with fluid shock usually causes the subject to release their grip in a situation where the subject suddenly grabs your wrist, equipment, or part of your clothing. Using a hammer fist temporarily incapacitates the subject and allows you to escalate, de-escalate, or disengage.

- Use loud, clear verbal commands throughout the application of the technique.
Assume an appropriate position.
Identify the target area.
Make a fist.
Use the bottom of the fist to strike the specific target area.
Follow up with an appropriate technique(s). (See Figure 4-36)

**Backfist Strike**

When attacking from the rear, a properly delivered backfist strike can often give you a tactical advantage and may incapacitate or break the concentration of the attacker.

Use loud, clear verbal commands throughout the application of the technique.
Assume an appropriate position.
Identify the target area.
Make a fist.
Use the back of the fist to strike the specific target area.
Follow up with an appropriate technique(s). (See Figure 4-37)

**Elbow Strike**

The elbow strike may be used as an initial or follow-up strike to incapacitate the subject and create distance when you are close to the subject. This strike is not executed with the tip of the elbow but with the area of the arm approximately one-inch below or above the elbow.

Use loud, clear verbal commands throughout the application of the technique.
Make a proper fist.
Bend your elbow to a 90-degree angle.
Rotate your body and strike the subject.
Follow up with an appropriate technique(s). (See Figure 4-38)

**Forearm Strike**

A forearm strike is used to stop or impede an attack or to distract or incapacitate a subject. You may use this strike when a subject suddenly moves toward you and reaches to grab you.

Use loud, clear verbal commands throughout the application of the technique.
Extend the arm and bend the elbow slightly.
Rotate your body and strike the subject.
Follow up with an appropriate technique(s). (See Figure 4-39)
Knee Strike

You can use the knee strike when you are in close proximity to a resistant or combative subject. Use it to gain control or distance.

Use loud, clear verbal commands throughout the application of the technique. Drive your knee forward into the target area. Follow up with an appropriate technique(s). (See Figure 4-40)

Front Kick

When an aggressive subject advances toward you, use the front kick to stop the subject’s forward momentum.

Use loud, clear verbal commands throughout the application of the technique. Transfer your balance to the support leg. Lifting the knee, snap the foot forward. Strike the target with either the ball or bridge of the foot. Follow up with an appropriate technique(s). (See Figure 4-41)

Back Kick

Use loud, clear verbal commands throughout the application of the technique. Transfer your balance to the support leg. Lifting the knee, thrust the foot rearward. Strike the target with the heel of the foot. Follow up with an appropriate technique(s). (See Figure 4-42)
Side Kick

Use loud, clear verbal commands throughout the application of the technique.
Transfer your balance to the support leg.
Lifting the knee, thrust the foot to the side.
Strike the target with the blade or heel of the foot.
Follow up with an appropriate technique(s). (See Figure 4-43)

Angle Kick

The angle kick can have an incapacitating effect on a subject who begins to attack you. For maximum effectiveness, use fluid shock. You can deliver this kick without getting close to the subject.

Use loud, clear verbal commands throughout the application of the technique.
Transfer your balance to the support leg.
Lift the knee of the kicking leg and rotate the hip.
Either snap or thrust the leg toward the target area.
Strike the target with the shin or the ball or top of the foot.
Follow up with an appropriate technique(s). (See Figure 4-44)

Head Butt

A head butt is a striking technique that inflicts pain and temporarily diverts a subject’s attention, redirecting the physical power of the subject’s attack. It can also help you escape from a body hold and can incapacitate the subject.

Use loud, clear verbal commands throughout the application of the technique.
Assume an appropriate position.
Identify the target area.
The best target area for a head butt is the soft tissue of the subject’s face or head.
Using the top of the forehead or the back of the head, thrust the head into the specific target area.
Follow up with an appropriate technique(s). (See Figure 4-45)
Foot Stomp

A foot stomp is a striking technique that inflicts pain and temporarily diverts a subject’s attention, redirecting the physical power of the subject’s attack. It can be used to help you escape or to apply controlling techniques. The foot stomp is very effective when a subject attacks from the front or from the rear in close quarters.

Use loud, clear verbal commands throughout the application of the technique.
Assume an appropriate position.
Transfer your weight.
Lift the other leg, bending at the knee.
Using the heel of the foot, deliver a downward thrust to the subject’s foot.
Follow up with an appropriate technique(s). (See Figure 4-46)

Shin Scrape

A shin scrape is a striking technique that inflicts pain and temporarily diverts an attacking subject’s attention. With this technique, you must raise your foot and apply downward pressure on the subject’s shin. It does not require much effort or strength, but, properly performed, the shin scrape is very effective in allowing you to escape from a body hold.

Use loud, clear verbal commands throughout the application of the technique.
Assume an appropriate position.
Transfer your weight.
Lift the other leg, bending at the knee.
Turning the foot either to the inside or to the outside, deliver a downward scraping thrust along the subject’s shin.
Follow up with an appropriate technique(s). (See Figure 4-47)

SECTION VOCABULARY

- distraction
- empty-hand striking technique
- foot stomp
- head butt
- shin scrape
- snap-back
UNIT 3 | DEFENSIVE TACTICS TECHNIQUES

LESSON 10 | Sudden Attacks: Takedowns

LESSON GOAL: At the end of this lesson, you will be able to demonstrate proper takedown techniques.

Takedowns are techniques used to bring a resisting subject from a standing position to the ground, making it easier to control them. Usually, a three-point pin is used to control the subject for handcuffing. After a takedown, you may escalate, de-escalate, or disengage depending on your assessment of the situation.

Most takedowns use mechanical compliance and/or balance displacement to place the subject safely on the ground.

There are several types of takedown techniques covered in this section:

- straight arm takedown
- hammer lock takedown
- shoulder lock takedown
- outside wrist takedown
- inside wrist takedown

Three-Point Pin

The three-point pin can effectively control the subject through mechanical and/or pain compliance by using the subject’s shoulder and wrist.

Once a subject has been taken to the ground, maintain control of the arm. Maintain the bent wrist to gain compliance on the subject’s controlled arm. Place your knee that is closest to the subject’s head across the shoulder blade closest to you. Avoid pressure to the spinal cord and neck when placing your knee or shin on the subject’s shoulder.

Place your other knee on the ground close to the subject’s rib area with the subject’s upper arm on the front of your thigh.

Remain on the balls of your feet throughout the pin to allow quick recovery to a standing position. (See Figure 4-48 #3 and 4-52 #5)

Straight Arm Takedown

This technique is very versatile and allows you to move into a control position for a resistant subject. The key to this technique is to maintain control of the subject’s straight arm.
Use loud, clear verbal commands throughout the application of the technique.
Assume an appropriate position, usually an escort position.
Slightly pull the subject off balance straightening their arm, pulling their wrist downward with their palm toward you to your outside hip.
Move your outside leg rearward, rotating your hips to the outside.
Apply downward pressure to the elbow while maintaining control of the wrist.
Drop to your inside knee and place the subject in a prone position.
Follow up with an appropriate technique(s). (See Figure 4-48)

Hammer Lock Takedown

From a hammer lock transporter:

Use loud, clear verbal commands throughout the application of the technique.
Move the outside leg rearward, rotating the hips to the outside.
Drop to your inside knee and place the subject in a prone position.
Follow up with an appropriate technique(s). (See Figure 4-49)
Shoulder Lock Takedown

From a shoulder lock transporter:

Use loud, clear verbal commands throughout the application of the technique.
Move the outside leg rearward, rotating the hips to the outside.
Drop to your inside knee and place the subject in a prone position.
Follow up with an appropriate technique(s). (See Figure 4-50)

Outside Wrist Takedown

The outside wrist takedown can be an effective option if an aggressive subject touches you in a threatening manner.

Use loud, clear verbal commands throughout the application of the technique.
The subject reaches out toward your upper body.
Grab the subject’s hand with your thumb placed in the back of the subject’s hand, wrapping your fingers around the base of their thumb.
Rotate the subject’s hand toward the outside of your body, reinforcing the grip with your other hand.
Rotate your hips to the outside and step forward.
Apply downward pressure on the subject’s hand, bringing the subject onto their back.
Follow up with an appropriate technique(s). (See Figure 4-51)
Inside Wrist Takedown

The inside wrist takedown can be an effective option if an aggressive subject touches you in a threatening manner.

Use loud, clear verbal commands throughout the application of the technique. The subject reaches out toward your upper body.

Grab the subject’s hand with your thumb placed in the back of the subject’s hand, wrapping your fingers around the blade edge of the subject’s hand.

Rotate the subject’s hand, anchoring it in the center of your chest and reinforcing the grip with your other hand.

Quickly step rearward, forcing the subject’s thumb down and their fingers toward their face.

Maintain pressure until the subject is controlled.

Follow up with an appropriate technique(s). (See Figure 4-52)
UNIT 3 | DEFENSIVE TACTICS TECHNIQUES

LESSON 11 | Sudden Attacks: Upright Grappling Body Holds

LESSON GOAL: At the end of this lesson, you will be able to demonstrate proper upright grappling body hold techniques.

One of the most common attacks an officer may face is an upright grappling position. **Grappling** is the use of body mechanics to leverage or control a subject. When engaged in a grappling hold, an officer should consider methods of stabilizing, controlling, and securing a resistant subject.

There are several types of upright grappling body holds covered in this lesson:

- escape from front chokehold
- escape from rear chokehold
- escape from front body hold over/under arms
- escape from rear body hold over/under arms
- escape from headlock
- escape from front football tackle

The following techniques can be used to transition to ground control:

- hip roll
- leg sweep

**Escape from a Front Chokehold**

The purpose of the escape from a front chokehold is to break away from a subject who grabs you around the throat from the front. This technique involves maintaining balance, disengaging, and following up with other techniques. You may also need to apply a distraction technique before the escape from a front chokehold. Subject factors and officer factors dictate what distraction to use and when.

The front choke is life-threatening. Execute this technique immediately:

- If possible, use loud, clear verbal commands throughout the application of the technique.
- Step straight back with the strong side leg and raise your lead side arm as you swing the lead side arm up and over the subject’s arm to break the hold (windmill).
- Follow up with an appropriate technique(s). (See Figure 4-53)

Pressure to the jugular notch and evasive movements can also be effective escapes from a front chokehold.
Escape from a Rear Chokehold

The rear chokehold is usually the result of a surprise attack or a struggle with a combative subject. Escape is crucial. Any chokehold can cause serious injury or unconsciousness. If you are unconscious, you cannot defend yourself from a subsequent use of deadly force.

If possible, use loud, clear verbal commands throughout the application of the technique.

Tuck your chin and lower your center of gravity.

Hold the subject's arm to your chest.

Maintain control of the subject's arm.

Drop to your attacked side knee, pull down, and twist toward your other side.

Roll the subject to the ground.

Follow up with an appropriate technique(s). Protect the airway. (See Figures 4-54a and 4-54b)
Escape from Front Body Hold over/under Arms

A front body hold is usually the result of a surprise attack. A subject applying this type of hold on you can cause serious injury. Use your hands, feet, and legs to perform a distraction technique and escape.

Use loud, clear verbal commands throughout the application of the technique.

Lower your center of gravity.

Perform one or more striking techniques or pressure points to the appropriate target areas.

Follow up with an appropriate technique(s).

For escaping over the arms, create distance between you and the subject by putting the palms on the subject’s hips (hip check).

For escape from under the arms, trap the weapon side arm and follow up with the appropriate technique. (See Figure 4-55)

Escape from Rear Body Hold over/under Arms

A rear body hold is usually the result of a surprise attack. A subject who grabs you in a rear body hold can exert force strong enough to the ribcage that breathing becomes difficult or a serious injury may occur. Immediate escape is imperative.

Use loud, clear verbal commands throughout the application of the technique.

Trap hands and lower your center of gravity.

Perform one or more striking techniques and/or finger peel to break the subject’s grip.

Follow up with an appropriate technique(s). (See Figure 4-56)

Escape from Headlock

The headlock is usually the result of a surprise attack or a struggle with a combative subject. Being in a headlock for an extended period can cause serious injury. Escape is crucial. To escape from a headlock, you must react quickly and apply leverage.

When a subject applies a headlock, turn your face into the subject’s torso to establish an airway and protect vital areas of your face.

 Strikes and distraction techniques are effective for escaping from a headlock. A wide stance is necessary to establish good balance.
Use loud, clear verbal commands throughout the application of the technique.

Establish an airway, and a wide stance.

Perform one or more striking techniques or pressure points to the appropriate target areas.

Either reach over the subject’s shoulder forcing their head back or pull your head out of their arm (shown), while giving verbal commands.

Follow up with an appropriate technique(s). (See Figure 4-57)

**Escape from Front Football Tackle**

The football tackle is usually the result of a surprise attack or a struggle with a combative subject. Avoid being taken to the ground; instead drive the subject to the ground.

Use loud, clear verbal commands throughout the application of the technique.

Take an extended step backward and lower your center of gravity.

Raise your arms in an offensive ready position.

Stop the subject’s forward motion with double forearm strikes to both clavicle areas.

Bend your elbow and place it on the subject’s back alongside the spine at the shoulder blade.

Apply downward pressure with the elbow and force the subject to the ground.

Follow up with an appropriate technique(s). (See Figure 4-58)

**Hip Roll**

A hip roll is an effective defense against a subject who closes the gap and tries to control your upper body.

From an upright grappling position:

Use loud, clear verbal commands throughout the application of the technique.

Place your hip into the subject’s lower abdomen.

Lower your center of gravity.

Pull the subject over the hip and direct them to the ground. (See Figure 4-59)
Leg Sweep

The leg sweep uses thigh-to-thigh contact to upset the subject’s balance from an upright grappling position.

- Use loud, clear verbal commands throughout the application of the technique.
- Assume an appropriate position.
- Use your leg in a sweeping and lifting motion to direct the subject to the ground.
- Follow up with an appropriate technique(s). (See Figure 4-60)
UNIT 3 | DEFENSIVE TACTICS TECHNIQUES

LESSON 12 | Sudden Attacks: Vascular Neck Restraints

Note: This lesson is optional for Law Enforcement, Corrections, and Correctional Probation.

LESSON GOAL: At the end of this lesson, you will be able to demonstrate a simulation of a vascular neck restraint technique.

The vascular neck restraint is a physical restraint compressing certain veins and arteries in the neck to cause a subject to lose consciousness for a brief period of time.

Historically, the vascular neck restraint has been favored for its high probability of effectiveness in controlling a resistant subject. Unexplained in-custody deaths in previous years which are now attributed to Sudden In-Custody Death Syndrome caused many criminal justice agencies to restrict the use of this technique. New research establishes the physiology of this technique as safe and usable in the general population.

“While no technique is completely risk free, there is no valid medical reason to routinely expect grievous bodily harm or death following the correct application of the vascular neck restraint by professional criminal justice officers with standardized training and technique.” (Hall & Butler, 2007).

The vascular neck restraint is not recommended on elderly persons, pregnant women, children, or people with apparent disabilities due to their unique physiology.

Standard Vascular Neck Restraint

Apply a standard vascular neck restraint by following these steps:

Use loud, clear verbal commands throughout the application of the technique.

Wrap your arm around the subject’s neck so you can apply equal pressure to each side of the neck using your forearm and bicep by positioning your elbow in front of the subject’s throat.

Rotate the restraining forearm with palm down and grip that hand with your free hand. Your arm is aligned just below the subject’s jaw line. The windpipe should be protected by the space created by the bend of the elbow.

Apply pressure by using your bicep as a brace and closing your forearm toward your bicep.

Stabilize the subject’s head between your body and arm.
Compress the neck until you get compliance or unconsciousness. Follow up with appropriate technique(s). (See Figures 4-61, 4-62, and 4-63)

Because this is a vascular restraint, releasing the hold will quickly replenish the blood flow and immediately revive the subject. The subject should regain consciousness within approximately 30 seconds. If not, render medical aid.

**Vascular Neck Restraint: Basic Position**

![Vascular neck restraint: basic position](image1)

**Vascular Neck Restraint: from Front**

![Vascular neck restraint: from front](image2)

**Vascular Neck Restraint: from Rear**

![Vascular neck restraint: from rear](image3)
LESSON GOAL: At the end of this lesson, you will be able to demonstrate properly executed falling techniques.

Falling techniques are useful if a subject attacks, pushes, or hits you with enough force to send you to the ground, or if you trip over an unexpected obstacle.

Falling properly reduces the potential for injury and minimizes the stunning effect associated with falling, so you can assume an effective defensive position. Returning to a defensive stance puts you in a position to defend against further attack or control the subject.

This lesson covers four types of falls: front fall, rear fall, shoulder roll, and side fall.

**Front Fall**

Use loud, clear verbal commands while completing the fall.

Extend your bent arms slightly in front of your chest as in a natural bracing position.

Fall forward to a prone position contacting the ground with the palms, forearms, and feet, keeping your mouth closed but exhaling upon impact. If falling with an unholstered weapon, make contact with the ground with just one palm.

Follow up with an appropriate technique(s). (See Figure 4-64)
Rear Fall

Use loud, clear verbal commands while completing the fall.

Tuck your chin to your chest.

Squat and roll backward.

As your back makes contact with the ground, pull your arms in tightly, or you may swing both of your arms out at a 45-degree angle and strike the ground with the palms of both hands while exhaling.

Follow up with an appropriate technique(s). (See Figure 4-65)

Shoulder Roll

Use loud, clear verbal commands while completing the fall.

Tuck your chin to your chest and roll forward onto the ground making contact with the outside edge of your flat hand with your palms facing out and elbows flexed.

Continue rolling from shoulder diagonally across to lower back.

Follow up with an appropriate technique(s). (See Figure 4-66)
**Side Fall**

Use loud, clear verbal commands while completing the fall.

Tuck your chin to your chest.

Squat and roll to the rear quarter and to one side.

Relax your body as you fall.

Don’t land flat. Dissipate the shock by rolling after hitting the ground.

As your body makes contact with the ground, you may swing the same side arm and strike the ground with the palm to minimize impact.

Exhale to relax your body and to prevent having the wind knocked out of you.

Follow up with an appropriate technique(s). (See Figure 4-67)
LESSON GOAL: At the end of this lesson, you will demonstrate basic techniques to defend yourself and escape from an attack while on the ground.

Ground fights present unique challenges to criminal justice officers because of the officers’ equipment and the likelihood of a sudden deadly force assault. Other factors that complicate a ground fight include general fitness level, physical size, maneuverability, loss of visibility, multiple subjects, environmental conditions, and the inability to disengage immediately.

Some positive features of ground fights include the following:

- The subject is close to you, allowing you to keep and maintain physical control.
- The subject does not have the support of a strong stance to generate power for striking.
- The subject is usually working against time and fearful that you may receive backup or other assistance.

Some negative features of ground fights include:

- The subject has immediate access to all of your equipment.
- The ground is often a rough surface which can quickly scratch and tear the skin.
- Equipment can cause pain or reduce movement as you roll on the ground.
- Ground fighting is an anaerobic physical activity which will quickly tire you.
- The subject has easy access to your vital areas.

Ground escape techniques covered in this lesson include:

- foundation
- escape to the standing position
- hip escapes
- ground defense position
- defend and escape from side control
- defend and escape from a full mount
- defend and escape from a rear mount
- defend and escape from a head-to-head prone attack

OBJECTIVE

DT501.3.L.1. Demonstrate ground escape techniques.
From lying on the back:

Use loud, clear verbal commands throughout the application of the technique.

Using an extended arm, prop the upper body off the ground (posting). **Posting** is supporting the balance of the body using a limb.

Bend the knees with feet on the ground.

Keep your free hand up in a defensive position to protect vital areas.

Follow up with an appropriate technique(s). (See Figure 4-68)

**Ground Defense Position**

If you are knocked to the ground and unable to recover to the standing position immediately, you must go to a ground defense position. While in the ground defense position, you may have the ability to access a weapon or escape to a standing position.

Use loud, clear verbal commands throughout the application of the technique.

From the foundation position, tuck your chin to your chest, with your arms and hands up protecting vital areas. Your legs will be up, knees bent toward the chest, and feet slightly angled.

Defend by kicking the subject in the knees, shins, or other available targets.

Lift your hips off the ground and use your feet to rotate in a circular motion. Propel forward, backward, and in circular motions by using hips and feet. Follow the subject’s movement while still on your back.

Follow up with an appropriate technique(s). (See Figure 4-69)
Escape to the Standing Position

Your ability to get up safely from a ground encounter is critical. The objective of this technique is to prepare you to get back up on your feet while protecting your face, head, body, and weapon from an aggressive subject.

Use this technique to gain time and distance between you and the aggressive subject. If you do not gain distance, the subject may have the ability to get on top of you or strike you while you are attempting to get up and get away.

From the foundation position:

- Use loud, clear verbal commands throughout the application of the technique.
- Push up on the reactionary foot and strong arm simultaneously. This will lift the hips off the ground. The base arm and leg will support the body weight.
- Use the free hand to protect the vital areas.
- Once you establish distance, get up by moving your leg under your body or push forward onto your knee. Recover to a standing position.
- Maintain an appropriate stance, and follow up with an appropriate technique(s). (See Figures 4-70a and 4-70b)
Hip Escapes

Hip escapes allow you to move from side to side to avoid or defend against an attack. The movement in a hip escape is also known as *shrimping*.

Use loud, clear verbal commands throughout the application of the technique.

From the foundation, tuck the chin to the chest to protect your neck and back of your head.

Push off with one foot, force your hips up, and push out toward the opposite side. Your hands will simulate a pushing motion, as if pushing the subject away.

Follow up with an appropriate technique(s). (See Figure 4-71)

Defend and Escape from Side Control

When a person is controlling you from the side pressing down against you with their chest or using their arms to control your head and hips, they may prevent you from moving or escaping. It is also easy for the subject to deliver strikes and disarm you.

This can be one of the worst positions to be caught in. You must be able to escape, escalate, or get to your weapon.

From the ground defense position:

Use loud, clear verbal commands throughout the application of the technique.

As the subject attacks from the right side, bring your left arm across and underneath the subject’s neck. Push up, lifting the subject’s head to gain distance.

Place your right hand on the subject’s left hip, blocking any hip movement.

Escape by moving your hips to the left to create more distance. At the same time, place your right hand on the subject’s hip to control and push away.

Follow up with an appropriate technique(s). (See Figure 4-72)
Defend and Escape from a Full Mount

When you are in a ground fight, the subject may sit on top of your chest, stomach, or waist and use their body weight to hold you down. In this position, you are subject to a variety of attacks such as strikes from different angles and being choked. The objective of this technique is to teach you to defend and escape.

From the supine position (lying on the back face up):

- Use loud, clear verbal commands throughout the application of the technique.
- The subject mounts you from the waist to the chest.
- Control the subject’s wrists to prevent strikes or choke attempts.
- Block the subject’s leg by placing your foot to the outside of the subject’s leg.
- Control the subject’s wrist on the same side. Pull the subject’s arm in and hold it tight to your body.
- Push up with your foot and drive your hips up to a bridge. Thrust the subject forward while you roll the subject onto their back. You will end up on top and between the subject’s legs.
- Follow up with an appropriate technique(s). (See Figure 4-73)

![Defend and escape from a full mount](image-url)
Defend and Escape from a Rear Mount

When you are in a ground fight, the subject may sit on top of your back and use their body weight to hold you down. In this position, you are subject to a variety of attacks and strikes to the back of the head and neck. If you have a weapon, it may be vulnerable.

From the prone position:

Use loud, clear verbal commands throughout the application of the technique.

The subject mounts your lower back and places their legs to the outside of your legs to control you. The subject holds you down with their body weight.

Keep your hands around your head for protection from punches to the back of the head and the side of your face.

Cover and trap either of the subject’s legs with your leg.

Using your arm to assist, forcefully roll toward and onto the trapped leg.

Follow up with an appropriate technique(s). (See Figure 4-74)
Defend and Escape from a Head-to-Head Prone Attack

When you are in a ground fight, the subject may grab your head and/or shoulder and use their body weight to hold you down. In this position, you are subject to being choked. If you have a weapon, it may be vulnerable.

From the prone position:

Use loud, clear verbal commands throughout the application of the technique.

If you are being choked, grab the choking arm, pull down, and attempt to establish an airway.

Attempt to turn your head and pull your jaw down into empty space.

Attempt to roll onto your weapon side.

If you are no longer being choked and your weapon is not in danger, this may be your stalling position. (You will learn more about stalling in the next lesson.)

If you are still being choked, attempt to brace the elbow of one arm and compress the subject’s wrist on the same side to force a release.

If you cannot break the hold, use other force options.

When the subject releases you, disengage, and follow up with an appropriate technique(s). (See Figure 4-75)
UNIT 3 | DEFENSIVE TACTICS TECHNIQUES

LESSON 15 | Ground Maneuvers: Ground Control

LESSON GOAL: At the end of this lesson, you will be able to demonstrate basic techniques to control a subject while on the ground.

A ground fight is very exhausting and requires tremendous bursts of energy for short periods of time. Stalling is a tactical method of safely controlling a suspect until you physically recover or reassess the situation, or backup arrives. The stalling techniques presented here are based on leverage, not strength.

Stalling techniques for ground control covered in this lesson include:

- scarf hold
- disengaging from the scarf hold
- follow-up from the seated stall
- arm bar
- seated stall
- straddle stall

Scarf Hold

The most basic of the stalling positions is the scarf hold. This hold uses leverage tactics to hold the subject down while keeping you in a strategic position to prevent the subject from attacking critical areas such as the head, throat, or weapon. To effectively execute this technique, you must minimize space between your head and the subject’s head.

Follow these steps for the scarf hold:

Use loud, clear verbal commands throughout the application of the technique.
The subject is on their back.
Sit between the arm of the subject and one side of their body. If you are wearing a weapon, place your weapon side against the subject’s ribcage, if possible.

Face the subject’s head and lean against their ribcage.

Place the arm closest to the subject’s head around the backside of the subject’s neck and place it underneath their head using your forearm as a support.

Press your weight onto the subject’s chest. Slide your opposite arm under the subject’s shoulder closest to you and clasp your hands together.

Lower your head, turn your face away, and use your head to apply pressure to the subject’s head.

Keep your feet 90 degrees perpendicular to the subject.

From this position, you may continue to hold the subject, escalate, or disengage. (See Figure 4-76)

**Arm Bar**

The arm bar is a variation of the scarf hold which uses a joint lock to control a subject on the ground.

From the scarf hold grip:

- Use loud, clear verbal commands throughout the application of the technique.
- Release your clasped hands while maintaining control of the subject’s shoulder with your arm around their neck.
- Grab the subject’s closest arm with your free hand palm down.
- Slide your bottom leg upward so that your thigh is close to the subject’s shoulder.
- Place the triceps of the subject’s arm in an extended position across your thigh.
- Use your chest to compress the subject’s chest as you push down on their wrist. You may use your leg to trap the extended arm. This gives more control and strength and frees your hand.
- From this position, you may continue to hold the subject, escalate, or disengage. (See Figure 4-77)

**Disengaging from the Scarf Hold**

To disengage from a scarf hold and/or arm bar, follow these steps:

**Shoulder Lock**

From the arm bar position, pass the subject’s arm toward their head.

Release your grip, and place your free hand on the subject’s triceps.
Push the subject’s arm toward their head. Place your head on the outside of the subject’s triceps to pin their arm against their face.

Clasp your hands and push against the subject’s arm with your head. (See Figure 4-78)

**Disengaging**

Move to your knees.

Release your grip and place your hand on the subject’s shoulder.

Push the subject’s shoulder and pull your other arm toward you as you stand up.

Exit toward the subject’s head.

Follow up with an appropriate technique(s). (See Figure 4-79)

**Seated Stall**

This technique is useful when a subject grabs you from behind and attempts to control your upper body.

Follow these steps for a seated stall:

Use loud, clear verbal commands throughout the application of the technique.

From a seated position where the subject is behind you, attempt to capture one or both of their arms by using your arms and trapping them between your body and upper arm.

Control the subject’s arms above the elbow to eliminate the subject’s movement.

Turn your head downward to protect your throat.

Perform a joint lock by capturing the arm and controlling the elbow joint. Compress it against your forearm using an arm wrap.

From this position, you may continue to hold the subject, escalate, or disengage. (See Figure 4-80)
Follow-Up from the Seated Stall

The ability to disengage is important if you are approached by multiple subjects while in the seated stall.

From the seated stall position:

- Use loud, clear verbal commands throughout the application of the technique.
- Place an arm bar on the subject while in the seated stall position.
- Using your legs, swivel in the direction of the controlled arm.
- Lie back as you lift the subject’s arm.
- As the subject falls forward onto their chest, bridge your midsection using the outside leg and rotate toward the subject’s back.
- Place the subject’s arm in the small of their back as you maintain your grip.
- Complete the movement by rotating onto your knees.
- Handcuff or disengage. (See Figure 4-81)
Straddle Stall

Possibly the worst tactical position that you can find yourself in is when a subject has you on your back and is sitting on your chest. The straddle stall gives an officer an opportunity to survive a barrage of punches to the face. You will remain on the bottom, but the attacker will not be able to strike you in the face or throat. Your firearm will be out of reach covered by the subject’s legs.

Follow these steps for a straddle stall:

Use loud, clear verbal commands throughout the application of the technique.

The subject sits on your chest as you lie on your back.

With the subject positioned on your chest, sit up and grab the subject around the waist with both arms.

Depending on how the subject positions him- or herself, you may need to use a maneuver before doing the following steps. Place your elbows on the thighs of the subject pushing down and scoot forward.

Pull the subject down on top of you.

Place your forehead into the chest or stomach of the subject. Move your head left or right to breathe and avoid attack.

From this position, you may continue to hold the subject, escalate, or disengage. (See Figure 4-82)
UNIT 3 | DEFENSIVE TACTICS TECHNIQUES

LESSON 16 | Nonlethal Intermediate Weapons: Impact Weapons

Note: The lesson on Impact Weapons is optional for Law Enforcement, Corrections, and Correctional Probation.

LESSON GOAL: At the end of this lesson, you will be able to demonstrate the proper use and application of intermediate weapons.

Intermediate weapons are tools used when empty-handed control is ineffective, but the subject’s level of resistance does not merit deadly force. Though intermediate weapons may cause death or great bodily harm, they are not fundamentally designed to do so.

A strike with an impact weapon affects a subject psychologically when they see an officer use the weapon in a controlled, competent manner. It gives the impression of a well-trained officer and emphasizes their authority and command presence.

The most common types of intermediate weapons include the following:

- impact weapons such as batons or weapons of opportunity
- specialty impact weapons such as bean bag rounds (lead shot covered in a small fabric pillow, typically fired from a shotgun) or baton rounds (plastic or rubber bullets)
- electronic control devices, such as a CEW
- chemical agents

An impact weapon is any object used for striking. Impact weapons may disable or cause temporary motor dysfunction. Temporary motor dysfunction is a type of incapacitation that causes temporary impairment of muscle control, such as a charley horse.

The most common impact weapon is the baton. Even though new intermediate weapons have been developed, such as OC spray and CEWs, the baton remains a standard tool for some criminal justice agencies.

The baton is not the only impact weapon available to an officer. Any item an officer has at hand may be used as a potential impact weapon when needed, such as a broomstick, flashlight, clipboard, or radio. These unconventional impact weapons are also known as weapons of opportunity.

OBJECTIVES

DT501.3.N.1. Identify target areas for impact weapon strikes.
DT501.3.N. Demonstrate impact weapon techniques.
An interview stance with an impact weapon is a low profile stance with the weapon held partially hidden behind the leg.

An offensive ready stance with an impact weapon is a high profile stance with the weapon held at a shoulder position to enable a rapid strike.

There are specific target areas for striking with an impact weapon.

**Target Areas—Impact Weapons Strikes**

DF means deadly force, and NDF means nondeadly force.

- **Front of Shoulder (NDF)**—Jab the front of the shoulder with an impact weapon. The expected effect is to disable or cause temporary motor dysfunction.

- **Top of Forearm (NDF)**—Strike the top of the forearm with an impact weapon. The expected effect is to disable or cause temporary motor dysfunction.

- **Inside of Forearm (NDF)**—Strike the inside of the forearm with an impact weapon. The expected effect is to disable or cause temporary motor dysfunction.

- **Outside of Thigh (NDF)**—Strike the outside of the thigh with an impact weapon. The expected effect is to disable or cause temporary motor dysfunction.

- **Inside of Thigh (NDF)**—Strike the inside of the thigh with an impact weapon. The expected effect is to disable or cause temporary motor dysfunction.

- **Center of Abdomen (NDF)**—Jab the center of the abdomen with an impact weapon. The expected effect will be to disable or cause temporary respiratory or motor dysfunction.

- **Top of Calf (NDF)**—Strike the top of the calf with an impact weapon. The expected effect is to disable or cause temporary motor dysfunction.

- **Side of Neck (DF)**—Striking the side of the neck with an impact weapon is deadly force.

- **Head (DF)**—Striking the head with an impact weapon is deadly force.

- **Throat (DF)**—Striking the throat with an impact weapon is deadly force.

- **Groin (DF)**—Striking the groin with an impact weapon is deadly force. (See Figure 4-83)

The most common techniques using an impact weapon are impact weapon thrusts, impact weapon swings, and impact weapon blocks.
Impact Weapon Thrusts

This technique can be executed in all directions with the tip, back, or shaft of the impact weapon. Generally, the weapon is thrust in a straight line into a target.

Use loud, clear verbal commands throughout the application of the technique.

Assume an appropriate position.

Hold the impact weapon with one or both hands.

Thrust the impact weapon into an appropriate target area.

Follow up with an appropriate technique(s).

(See Figure 4-84)
Impact Weapon Swings

This technique can be executed with the shaft or edge of the impact weapon. Generally, the weapon is swung in a circular motion to the target.

This technique is also appropriate for use with weapons of opportunity, such as a flashlight, radio, or cell phone.

Use loud, clear verbal commands throughout the application of the technique.
Assume an appropriate position.
Hold the impact weapon with one or both hands.
Swing the impact weapon to an appropriate target area.
Follow up with an appropriate technique(s). (See Figure 4-85)

Impact Weapon Blocks

Blocks are reactionary techniques. A block places the impact weapon between the officer and the subject. Scan blocks pull across the body. Power blocks push against the attacking arm.

Use loud, clear verbal commands throughout the application of the technique.
Assume appropriate hand position.
Hold the impact weapon with one or both hands.
Sweep or push the impact weapon across the front of the body, defending against attack.
Follow up with an appropriate technique(s). (See Figure 4-86)
Electronic Control Devices

*Electronic control devices* (or *electronic immobilization devices*) are devices that use a high voltage, low-power electrical charge to induce involuntary muscle contractions that temporarily incapacitate a noncompliant subject. It is considered safe when used on people, but will cause extreme muscular tension and may cause structural dysfunction.

Types of electronic control devices include conducted electrical weapon (CEW), handheld stun gun, electronic shield, electronic belt, electronic sleeve, etc.
LESSON GOAL: At the end of this lesson, you will be familiar with the effects of a chemical agent through contamination and decontamination procedures.

Types of Chemical Agents

Criminal justice officers primarily use two types of chemical agents to control resistant subjects: *OC* (oleo-resin capsicum) and/or *CS* (orthochlorobenzal-malononitrile).

Both are generally deployed in the form of handheld canisters and chemical projectiles. Special operations units may use other deployment systems such as pepper foggers or gas guns.

Although *OC* has become the preferred chemical agent of criminal justice agencies worldwide, *CS* may also be used in some applications.

*OC*, commonly called *pepper spray*, is an inflammatory agent that causes tearing and involuntary closing of the eyes, nasal discharge, sneezing, disorientation, and a sensation of respiratory distress. The skin will turn red due to the inflammation and show mild signs of puffiness. These effects wear off generally in 20–30 minutes, but in some cases they may last longer.

*CS* is an irritant agent that causes burning and tearing eyes, nasal discharge, and skin and upper respiratory irritation. The chemical, when making contact with skin, gives the sensation of pain by activating and irritating the neural transmitters of the body. Though there is no actual burning caused by the chemical, there is the sensation of an intense burn once contaminated.

Contents of OC Spray

Oleo-resin capsicum is a natural derivative of the cayenne pepper, although there are some synthetic forms. The active ingredient in *OC* is known as capsaicin, which produces the heat felt when it makes contact with human tissue.

The heat value of capsicum is measured in *Scoville heat units* (*SHU*). The *SHU* scale was originally designed for determining the heat properties (burning sensation) of peppers for the restaurant industry. Bell peppers are at the low end of the scale, and cayenne pepper is higher on the scale. This is a fitting measurement
for a chemical agent like OC which is in essence nothing more than a vegetable product voluntarily ingested by countless people in the form of food and medicine. Though it is true that OC is hot, SHUs are not equated with thermal degrees, and as such, do not present the burning dangers associated with fire.

Within the formula, capsicum is mixed with a propellant consisting of carbon dioxide, nitrogen, or isobutane, whose function is to expel the active ingredient from the canister. In addition, the formula will include water, vegetable oil, or alcohol-based solutions, which hold the capsicum suspended so that the material does not sink to the bottom. This solution allows the capsicum material to remain suspended so that it is discharged evenly with every spray. You do not need to shake the canister before deployment.

Alcohol-based sprays can create a potential fire hazard if sprayed directly into a flame or used in conjunction with electronic control devices (ECD). However, alcohol-based sprays adhere better to skin, making them more effective.

**Effects of OC**

OC has been proven to be highly effective on a majority of the population. There may be circumstances in which OC will not deliver the expected results. Any of the following factors could influence the results of the OC: a poorly placed spray where the OC does not make contact with the subject’s face, the subject’s mindset or past experience with the chemical agent, drug use, psychosis, or a high pain tolerance.

This chemical agent has the most desired effects when sprayed directly at the subject’s head. Use caution when discharging any chemical directly into the eyes due to the compressed nature of the chemical, which discharges at a potentially dangerous speed. The effects of a direct discharge into the eyes has been known to cause slight tears in the eye membranes, which could lead to complications.

When OC enters the eyes, it causes them to involuntarily close. The subject will feel an intense burning sensation and the capillaries of the eyes will dilate, causing the eyes to appear bloodshot. If the chemicals are inhaled, they will often cause coughing and gasping. If the gag reflex is activated, the chemicals may cause gagging and even vomiting. These are common reactions due to the irritation of the skin and slight swelling of the lining of the throat. The nasal cavity will also swell, causing sneezing and significant discharge of mucus. Officers should always use caution when approaching subjects who have been contaminated, to prevent cross-contamination.

OC is particularly effective on moist areas of the body, including lips, tongue, and sweaty areas. A subject’s reaction to being sprayed can include a loss of balance, loss of coordination, anger, anxiety, fear, and/or panic.

There have been cases documented where subjects have died inexplicably after being taken into police custody. Some subjects had been contaminated with OC, which raised concerns that OC caused their deaths. While some unexplained deaths have been attributed to contamination by
chemical agents, studies have shown that OC may be a contributing factor of the excited state of the subject, but there is no known evidence that OC caused their deaths. Recall from an earlier lesson the unusual behaviors that indicate a subject may be in a crisis state and in need of immediate medical attention when encountered.

Officers are required to adhere to certain standards of care for each person contaminated by OC. Watch each contaminated person until the person has recovered. If the person displays unusual behavior, immediately seek medical attention. If symptoms are acute, stabilize the subject, maintain an open airway, and assure continuous breathing and proper circulation. The manufacturer’s Safety Data Sheet (SDS) for the chemical agent used should be easily accessible.

The OC Canister

Follow the manufacturer’s recommendations to maintain the canister in working order.

Though chemical canisters may dent or bend, there is generally no need to be concerned with the canisters leaking. Major manufacturers of these chemical contaminants have intentionally designed the canisters to be soft, pliable, and resistant to cracking and splitting. (See Figure 4-87)

Documentation

The use of a chemical agent is considered a use of force and should be documented according to agency policies. Document the contamination and the decontamination procedures taken.

Decontamination Procedures

Decontamination procedures are an essential component of the proper use of chemical agents. The chemical agent’s effects will wear off in time; however, decontamination may decrease the period of discomfort. Whenever a subject is contaminated, the officer should follow the decontamination procedures as prescribed by agency policies. This standard of care should take place as soon as the subject is under control.

When you must use a chemical agent on a suspect or encounter a person who has been accidentally contaminated, do not leave that person unattended while the effects of the contaminant are evident.

Psychological Decontamination

Contamination by a chemical agent may also have psychological effects on the exposed person. Tell the contaminated person to remain calm and reassure the person that the contaminant causes
no lasting effects and that the effects should dissipate within 20–30 minutes. This repeated reassurance will help prevent anxiety and panic, behaviors that can endanger you and others.

**Physical Decontamination**

While psychologically decontaminating the subject, an officer may also guide the person through the process of physical decontamination.

**Strobing**—After contamination, the person should never wipe or rub their eyes with their fingers. Doing so may rub small particles into the eye, which can ultimately damage the cornea. Instead, the person should begin by strobing their eyes. **Strobing** is forcefully blinking the eyes using all the muscles in the face, including those in the forehead. This forceful blinking helps clear the vision and activates the tear ducts. Tears help clear the eyes and wash away particles of contaminant.

**Breathing**—Tell the person to also concentrate on breathing to draw their attention from the burning sensation the contaminant causes. Focusing on the discomfort may cause the person to shut down and panic. A rhythmic inhale through the mouth and then a forceful exhale through the nose will cause the mucous glands to begin working and the nose to run. This will clear the nasal passages and sinuses of mucus containing contaminant particles.

**Removing contaminants**—After strobing the eyes and breathing rhythmically, the person may remove contaminants from their skin which will reduce the chemical agent’s effects.

**Air**—The chemical agent’s effects will wear off in time by mere exposure to air, that is, standing in a breeze or in front of a fan.

**Water**—The person should use large amounts of running water to irrigate their eyes and facial skin.

**Decontaminant solutions**—There is no absolute antidote for chemical agents, but decontaminant solutions, such as baby shampoo, may decrease contamination effects. Many manufacturers produce solutions that are easy to carry in patrol vehicles and require little or no cleanup. The eyes should be rinsed with water and dabbed with an uncontaminated towel to lift the contaminant from skin. Scrubbing or using oil-based soaps to decontaminate can cause the contaminant to adhere to the skin and prolong decontamination time.

Medical personnel should treat prolonged or severe reactions.
UNIT 3 | DEFENSIVE TACTICS TECHNIQUES

LESSON 18 | Weapon Defense and Control: Weapon Retention

OBJECTIVE
DT501.3.P. Demonstrate weapon retention techniques.

LESSON GOAL: At the end of this lesson, you will be able to demonstrate safe and effective methods of retaining weaponry.

During a confrontation with a subject, an officer must control their weapons to prevent the suspect from taking them.

An officer must remember that they bring weapons to every encounter. Therefore, maintaining an appropriate reactionary gap is one of the most effective methods to prevent being disarmed. This becomes more difficult in close-quarter combat situations. Officers must protect their weapons along with their vital areas while engaged in a fight.

The following techniques are covered in this lesson:

• retention of intermediate weapon in carrier/holster
• drawn baton retention
• holstered handgun retention
• drawn handgun retention

Retention of Intermediate Weapon in Carrier/Holster

This technique is applicable to all intermediate weapons worn on the belt, such as a baton, chemical agent canister, or CEW.

The best defense against a subject grabbing your intermediate weapon is to maintain the reactionary gap. This technique works from a front and rear grab.

Use loud, clear verbal commands throughout the application of this technique.

Cover the subject’s hand with your hand and maintain downward pressure.

Adjust your stance to maintain balance.

Deliver strikes to appropriate target areas.

Follow up with an appropriate technique(s). (See Figure 4-88)
**Drawn Baton Retention**

This technique works on one- and two-handed grabs.

When the drawn baton is grasped:

- Adjust stance to maintain balance.
- Rotate the long end of the baton upward and from the outside to inside, releasing the subject’s grip.
- Pull the baton back and away.
- Follow up with an appropriate technique(s). (See Figure 4-89)

![Figure 4-89](1) Drawn baton retention

**Holstered Handgun Retention**

This technique should not be used unless the holster is firmly affixed to the belt.

When a subject grabs your holstered handgun:

- Use loud, clear verbal commands throughout the application of this technique.
- Grab the bottom of your holster and lift outward. This angles the weapon into your body and prevents removal of the weapon. In situations where duty equipment limits angling of the holster, you should secure the weapon by pushing the firearm into the holster.
- Adjust your stance to maintain balance.
- Deliver strikes to appropriate target areas as you twist your body and increase pressure on the subject’s grip.
- Follow up with an appropriate technique(s). (See figure 4-90)

![Figure 4-90](1) Holstered handgun retention
Drawn Handgun Retention

The cradle handgun retention technique is used when the subject grabs a drawn handgun’s barrel. The person holding a handgun’s barrel has greater leverage than the person holding its grip. The cradle changes the leverage to the officer’s advantage.

When a subject grabs your handgun:

- Use loud, clear verbal commands throughout the application of this technique.
- Widen your stance and lower your center of gravity.
- Step forward and bring the handgun closer to your chest.
- Wrap your non-weapon arm under the handgun and subject’s hand and clamp them tightly to your chest.
- Lever the gun barrel upward to release it from the subject’s grasp.
- Step back and create distance from the subject.
- Follow up with an appropriate technique(s). (See Figure 4-91)
UNIT 3 | DEFENSIVE TACTICS TECHNIQUES

LESSON 19 | Weapon Defense and Control: Handgun Disarming

LESSON GOAL: At the end of this lesson, you will be able to demonstrate safe and effective methods of handgun disarming.

Disarming techniques are a last resort when an officer believes that the subject is going to shoot them.

Many factors affect an officer’s decision to employ disarming techniques:

- the proximity of the officer to the subject
- the officer’s belief that the subject was going to shoot them
- the presence of other potential victims in the immediate area
- the consideration of other reasonable options
- the mindset and commitment to disarm the subject regardless of personal injury or initial failure

This technique relies on several principles to be effective:

- **surprise**—Do not telegraph to the subject that you plan to counterattack.

  *Telegraphing* is small eye, hand, or foot movements in the direction that you plan to move.

  - **Action is faster than reaction**—When you enter the danger zone to deal with a subject, you are the initiator. The subject must react to your threat.
  
  - **Verbal distraction**—Reaction time increases when a subject processes two or more pieces of information at the same time. For example, ask the subject a question immediately prior to taking action.
  
  - **Physical proximity**—To initiate this technique, the subject’s handgun must be within arm’s reach.

You can execute the technique equally well from either side. Although this lesson pertains to the handgun, you can apply the same concepts to a long gun. Your primary objective is to get the muzzle pointed away from you.

After you are in position and make the decision to initiate the technique, speed, intensity, and follow-through are paramount.
Handgun Cycles of Operation

If you grab a revolver with the hammer cocked, you may stop it from firing by grabbing the hammer and preventing the firing pin from striking.

If you grab the revolver’s cylinder, you can prevent it from cycling to the next round.

If you grab over the top of a semiautomatic pistol, you may stop the slide from cycling. However, one shot may fire, and the barrel will become very hot. You may also experience temporary flash blindness.

Front Disarming Technique

Use this technique when confronted by a subject pointing a gun at you. This technique must be applied with speed and an element of surprise.

Position yourself within arm’s reach of the subject’s handgun.
Use dialogue to distract the subject.
Place your hands at about shoulder height, palms facing the subject.
Pivot and thrust with one hand to grab the subject’s handgun and push it farther away from you.
Bring up the opposite hand and grab the barrel from underneath.
Drive the weapon toward the subject’s center line straight up to a vertical position.
Drive the barrel toward the subject’s head as you rip the weapon straight back and create distance.
Draw your own weapon and issue verbal commands.
Follow up with an appropriate technique(s). (See Figure 4-92)
Rear Disarming Technique

Use this technique if a subject has a gun pointed at your back. This technique must be applied with speed and an element of surprise.

   Establish a dialogue with the subject.
   Move back toward the subject as you talk.
   Raise your hands to shoulder height, palms facing forward.
   Step back and quickly turn around.
   As you turn, simultaneously use your closest arm to strike the subject’s arm that holds the firearm in order to deflect the weapon.
   Grab the gun’s barrel with both hands.
   Drive the weapon toward the subject’s center line straight up to a vertical position.
   Drive the barrel toward the subject’s head as you rip the weapon straight back and create distance.
   Draw your own weapon and issue verbal commands.
   Follow up with an appropriate technique(s). (See Figure 4-93)

Figure 4-93

Rear disarming technique

telegraphing
LESSON GOAL: At the end of this lesson, you will know and be able to demonstrate how to defend against an attacker who is using an edged weapon.

An officer may be involved in an encounter where the subject is armed with a weapon. Knife fighting is a sophisticated technique, and this portion of the curriculum provides only a basic knowledge of an edged-weapon attack.

Defense against an edged weapon, bottle, club, or other blunt instrument may require a deadly-force response. Officers should deploy empty-hand techniques against edged-weapon attacks only when there are no other options available.

An edged-weapon attack that involves distance or an impending threat gives you time to plan and react to the attack. If the attack happens suddenly and up close, you have limited options. Your best defense may be the use of empty-hand techniques. There is usually no time to disengage or select a weapon for defense.

If you identify a threat early on, your response can be much more effective. The longer it takes you to identify the attack, the less time you have to react. Awareness will help you recognize cues and early warning signs. Use redirecting techniques to avoid or redirect an attack to give you time to disengage and escape.

The minimum safe distance for an officer to be able to react to an edged-weapon attack without injury is approximately 25 feet.

Before an incident occurs, you should mentally prepare to be cut. Develop a survival mindset to continue to fight, regardless of your injuries, until you are able to stop the aggression. Never give up!

Obstacles may be used as a barrier between you and the subject, such as furniture, a vehicle, or clothing. Obstacles can slow down an attack and allow you to defend or to disengage from a situation, giving you time to use force options, control, or escape.

Knife Patterns

A knife-wielding subject is likely to use one of the following attack patterns:

- straight thrust (See Figure 4-94)
- overhead attack with one or two hands (See Figure 4-95)
- slash forehand and backhand (See Figure 4-96)
- reverse grip (See Figure 4-97)
- cross X pattern with up and down movements (See Figure 4-98)
Defensive Movements

The following movements may be used to defend against a spontaneous, close-quarter, edged-weapon attack:

- **Evade**—Move or pivot away from the attacker.
- **Secure**—Capture the weapon arm and secure it.
- **Redirect**—Redirect the weapon arm.
- **Control**—Use a takedown to put the subject in a prone position (lying on the stomach face down), disarm, and use a restraint device. (See Figure 4-99)

Use loud verbal commands before, during, and after the attack.
Redirection and Evasion Techniques

Redirection and evasive movements are used to avoid or redirect an edged-weapon attack. Evasion is simply shifting your body or sidestepping to avoid the attack. Redirection is using your hands to move the subject away. Using evasive and redirecting tactics may allow time to disengage, escape, or use other force options.

When redirecting, move in an angle or circle away from the attacker. Most people can run faster going forward than backward, so the attacker has the advantage. By circling or angling away from the attack, the attacker has to adjust their direction of travel.

Redirection Techniques

To perform redirection techniques, follow these steps:

- Use loud, clear verbal commands throughout the application of the technique.
- As the subject attacks, pivot backward to evade the subject’s forward movement.
- Simultaneously bring both hands up in front of your face to protect vital areas.
- Push or slap the subject’s upper arm or shoulder to create distance from the weapon.
- Move away from the subject at an angle or circle.
- Follow up with an appropriate technique(s).

Techniques for defense against edged weapons covered in this lesson include:

- defense against an overhead stab with an edged weapon
- defense against a straight/underhand thrust with an edged weapon
- defense against a forehand slash with an edged weapon
- defense against a backhand slash with an edged weapon
Defense against an Overhead Stab with an Edged Weapon (1)

As with all edged-weapon defenses, speed, surprise, and moving away from the path of the weapon are key elements to success.

Use loud, verbal commands throughout the confrontation.
As the subject strikes down with the weapon, step to the outside of the attacking arm.
Simultaneously overlap your hands, forming a “V” to grab and control the subject’s wrist.
Step back and pivot to the rear while forcing the subject’s attacking arm downward.
Rotate the subject’s arm elbow up.
Control the subject’s arm with downward pressure on the elbow.
Keep the subject’s arm straight with the wrist above the shoulder.
Take the subject down with a straight arm takedown (or outside wrist takedown).
Apply pressure to the back of the subject’s wrist to facilitate the weapon’s release.
Secure the edged weapon.
Follow up with an appropriate technique(s). (See Figure 4-100)
Defense against an Overhead Stab with an Edged Weapon (2)

Use loud, verbal commands throughout the confrontation.

Palm strike the subject’s upper arm near the shoulder with both hands to stop the movement of the weapon arm.

Using your arm closest to the subject’s weapon arm, capture and secure the subject’s arm by encircling it. At the same time, strike the throat or face with your other hand or elbow.

Use multiple strikes until the subject is disarmed and under control or until you can safely disengage.

Use a takedown to put the subject in a prone handcuffing position. (See Figure 4-101)
Defense against a Straight/Underhand Thrust with an Edged Weapon

Use loud, clear verbal commands throughout the confrontation.

As the subject strikes with the weapon, step to the outside of the attacking arm.

With both hands, simultaneously grab and control the subject’s wrist as you move your hips back. At the same time, push the weapon away from your body. Use striking techniques if safe to do so.

Pivot to the outside while trapping the subject’s arm between your arm and body with the subject’s elbow up.

Control the subject’s arm with downward pressure on the elbow.

Keep the subject’s arm straight with their wrist above their shoulder.

Use a takedown to put the subject on the ground.

Apply pressure to the back of the subject’s wrist to facilitate the weapon’s release.

Secure the edged weapon.

Follow up with an appropriate technique(s). (See Figure 4-102)

Defense against a straight/underhand thrust with an edged weapon

Figure 4-102
Defense against a Forehand Slash with an Edged Weapon (1)

Use loud, verbal commands throughout the confrontation.
As the subject strikes with the weapon, step to the inside of the attacking arm.
Simultaneously overlap your hands, forming a “V” to grab and control the subject’s wrist.
Step back and pivot to the rear while forcing the subject’s attacking arm downward.
Rotate the subject’s arm elbow up.
Control the subject’s arm with downward pressure on the elbow.
Keep the subject’s arm straight with their wrist above their shoulder.
Take the subject down by forcing their chest to the ground.
Apply pressure to the back of the subject’s wrist to facilitate the weapon’s release.
Secure the edged weapon.
Follow up with an appropriate technique(s). (See Figure 4-103)
Defense against a Forehand Slash with an Edged Weapon (2)

Use loud, verbal commands throughout the confrontation.

Palm strike the subject’s upper arm near the shoulder with both hands to stop the movement of the weapon arm.

Using your arm closest to the subject’s weapon arm, capture and secure the subject’s arm by encircling it. At the same time, strike the throat or face with your other hand or elbow.

Use multiple strikes until the subject is disarmed and under control or until you can safely disengage.

Use a takedown to put the subject on the ground. (See Figure 4-104)
Defense against a Backhand Slash with an Edged Weapon

Use loud, verbal commands throughout the confrontation.
As the subject strikes with the weapon, step to the outside of the attacking arm.
Simultaneously overlap your hands, forming a “V” to grab and control the subject’s wrist.
Step back and pivot to the rear while forcing the subject’s attacking arm downward.
Rotate the subject’s arm elbow up.
Control the subject’s arm with downward pressure on the elbow.
Keep the subject’s arm straight with their wrist above their shoulder.
Take the subject down using a straight arm or wrist technique.
Apply pressure to the back of the subject’s wrist to facilitate the weapon’s release.
Secure the edged weapon.
Follow up with an appropriate technique(s). (See Figure 4-105)
LESSON GOAL: At the end of this lesson, you will be able to demonstrate a simulation of deadly force techniques.

Deadly force is usually associated with the use of a firearm. However, certain empty-hand techniques and unconventional weapons can be used effectively in a deadly force encounter.

Empty-hand techniques become deadly force when they have the capability of causing great bodily harm or even death. A good example is a ground fight that turns into a deadly threat when a subject attempts to choke or bite you, gouge your eyes, or grab your gun. If you cannot access a weapon, then an empty-hand technique may help stop or disable your attacker, giving you the chance to recover to a different position.

Some empty-hand techniques can become deadly force if applied to a specific target area of the body. Some examples of deadly force techniques include the thumb strike, elbow strike, and eye gouge.

Deadly Force Thumb Strike

Form a fist with your strong hand.

Extend your thumb past the middle knuckle of your index finger.

Squeeze your hand tightly so that the pad of the thumb pushes firmly against the index finger. Allow it to curl upward to form a slight bend that will lock the middle knuckle of the thumb.

Using good control, simulate a strike to various areas of the subject. (See Figure 4-106)

The throat and eyes are two examples of effective target areas for a deadly force thumb strike.
Deadly Force Elbow Strike

The deadly force elbow strike uses the tip of the elbow to target a specific area where great bodily harm may result. To be a deadly force strike, certain target areas must be stabilized.

Some target areas for a deadly force elbow strike include the following:

- temple
- side of jaw
- bridge of nose
- back of the head
- throat (See Figure 4-107)

Deadly Force Eye Gouge

Your fingers or spear hand (four fingers together and straight, with thumb tucked in) can be used to strike or rake the attacker’s eyes. (See Figure 4-108)
Use of Alternative Weapons

Any item an officer has at hand may be used as a potential weapon in a time of need. In fact, any extension of the body may be a weapon such as a flashlight, radio, ballpoint pen, keys, or pocket knife. It is the use of the item that qualifies the item as a weapon. For instance, a firearm is just a firearm until it is used for a defensive purpose; however, an ashtray or coffee mug, which is not perceived as a weapon, becomes a weapon if used to strike someone.

A deadly weapon is any item used to cause death or great bodily harm. For example, a ballpoint pen directed to the eye becomes a deadly weapon. An officer in a deadly force situation should not hesitate to use unconventional weapons if available and necessary. (See Figures 4-109 and 4-110)