



Ohio Department of Natural Resources
DIVISION OF WATERCRAFT
DIRECTIVE

TO: ALL WATERCRAFT EMPLOYEES
FROM: CHIEF
SUBJECT: LAW ENFORCEMENT PRISONER SECURITY

Effective	May 15, 2003
<input checked="" type="checkbox"/> Purpose	To ensure the safety of prisoners and officers.
Authority	O.R.C. 1547.521 and O.R.C. 1547.52
Reference	
Resource	LE/SAR Manager

The purpose of this section is to establish guidelines to ensure the safe and effective security of prisoners, when arrested, transported and/or placed under restraint. The directive is based on the premise the subject has been arrested.

The primary means of establishing safety and security is through the proper use of restraints and by conducting thorough, complete searches of suspects. There are, however, times when the use of restraints may not, in the judgment of the officer, be appropriate.

Prisoner Physical Restraint

- A. The prisoner may be handcuffed with his/her hands in front or back as the situation demands for officer and prisoner safety.
- B. The handcuffs are to always be "double locked."
- C. Officers accepting prisoners from other officers will conduct a thorough search of the prisoner prior to accepting custody and becoming responsible for the prisoner.
- D. Strip searches can only be conducted by medical personnel.
- E. The arresting officer will account for all contraband and/or weapons.

- F. The officer taking custody of a prisoner will be held accountable for any prisoner arriving at the jail facility with a weapon on his/her person.
- G. Officers will closely monitor persons restrained in any manner to prevent positional asphyxia. Positional asphyxia occurs when the position of the body interferes with respiration, resulting in asphyxia. The adverse position of the body inhibits the mechanical process of breathing in that the stomach muscles, chest muscles and diaphragm are unable to function properly. The problem is compounded when the victim is unable to change position.

Prisoners will never be transported while lying on their stomach.

Transport of Prisoner by Vessel

- A. In addition to the restraint device already applied, a U.S.C.G. approved P.F.D. will be secured on the prisoner. It is recommended that one Type I or II U.S.C.G. approved Personal Flotation Device be used during the transport.
- B. In regards to the prisoner and officer safety, the prisoner will be placed in the watercraft in a location of maximum safety.

Transport of Prisoner by Vehicle

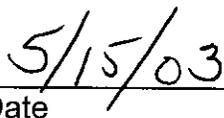
- A. The prisoner will be securely fastened by a seat belt and/or shoulder harness.
- B. The arresting officer may for the purpose of obtaining a more secure or safe transport vehicle, delay the immediate transport of the prisoner.
- C. When transporting prisoners, the officer must furnish the dispatcher with the starting and ending odometer reading.
- D. Transporting of prisoners when a juvenile is involved shall be as follows:

The only adult who may be transported with a juvenile is a parent/guardian or someone arrested in connection with the same offense.

- E. Another police call or incident arising while transporting prisoners shall not be handled while transporting a person, unless the incident or call is of such magnitude as to place life in jeopardy.
- F. When a prisoner is transported by another agency (E.M.T., Sheriff, Police, etc.) the policies and procedures of that agency will be adhered to.



 Chief's Name



 Date

SECTION: 3-103	EFFECTIVE DATE: January 22, 1993	REVISED DATE: January 10, 2011	REVIEWED DATE: January 10, 2011	PAGES: 1
RESTRAINT DEVICES				



3-103-01 Policy Statement

The purpose of the policy is to establish guidelines and procedures for an officer's use of restraint devices in the performance of their duties.

3-103-02 Procedures

1. Officers are permitted to use the following restraint devices:
 - a. Handcuffs (hinged or chained)
 - b. Approved disposable restraints
 - c. Leg restraints
2. Officers are authorized to place a subject in a restraint device under the following circumstances:
 - a. When placing a person under arrest.
 - b. When investigating a subject under circumstances in which the officer reasonably believes the subject should be restrained for officer safety or to prevent escape.
 - c. To prevent a subject from causing harm to oneself or others.
3. All persons placed under physical arrest, regardless of the nature of the offense, shall be placed in a restraint device at the time of such arrest and shall remain secured until ready to be booked unless obvious, serious, medical conditions would prohibit.
4. All persons under physical arrest shall be searched for weapons and contraband prior to being placed in vehicle. Persons may be re-searched at booking facility prior to removal of the restraint device.
5. Persons will be secured with a restraint device so that both hands will be behind their back unless physical or medical limitations prohibit.
6. After ensuring proper tightness, the handcuffs will be double locked.
7. A seatbelt will be applied when a restrained subject is transported in a vehicle unless exigent circumstances exist.
8. When a subject is placed in a restraint device while on a vessel, the subject will be placed in a United States Coast Guard Type I or II approved personal flotation device unless exigent circumstances exist.
9. A person should not be handcuffed to a fixed object or vehicle unless exigent circumstances exist.
10. When reasonable and necessary, restraint devices may be removed to facilitate medical treatment or testing.
11. Any exceptions to these procedures may be superseded by policies or procedures governing facilities where suspects are incarcerated and are under the control of federal, other state, or local enforcement agencies.

3-103-03 Positional Asphyxia

1. To reduce the potential of positional asphyxia, hand and leg restrained individuals will be placed in a sitting position or laid on their side when it is reasonable.
2. The subject will be monitored for signs of distress while in custody.

Peace Officer Basic Training

Subject Control Techniques

Unit 6 – Topic 1



Ohio Peace Officer Training Commission

Education & Policy Section

1650 State Route 56, SW • P.O. Box 309 • London, Ohio 43140

Phone: 800-346-7682 • Fax: 866-393-1275

Email: OPOTCEducationandPolicy@OhioAttorneyGeneral.gov

Effective Date: July 1, 2012

Course Hours: Sixty (60)

Student Goal: The student will be able to demonstrate the principles of subject control.

OPOTC CURRICULUM COMMITTEE

Chief Paul Denton, The Ohio State University Police Division, OPOTC Commissioner and Curriculum Committee Chairman

Sergeant Troy Mineard, Akron Police Department, OPOTC Commissioner

Linda O'Connor, Ohio Department of Education, OPOTC Commissioner

SUBJECT MATTER EXPERT COMMITTEE

Russell Burke, Police Officer, Toledo Police Department

Tim Halbakken, Police Officer, Columbus Police Department

Herb Hood, Sergeant (Ret.), West Chester Police Department

Rob Murphy, Trooper, Ohio State Highway Patrol

Drake Oldham, Law Enforcement Training Officer, OPOTA

Jeff Tyler, Police Officer, Akron Police Department

Jerry Zacharias, Law Enforcement Training Officer, OPOTA

Tim Zurmehly, Lieutenant, Clermont County Sheriff's Office

SME Committee Coordinator:

Aaron Coey, Training Coordinator – Law Enforcement Training Officer, OPOTC

REFERENCES

This lesson plan was based on the following sources. However, it is the responsibility of the instructor to use the most recent references.

Albrecht, S. (2009, October). *Contact & cover: The supervisor's critical role in officer survival*. Retrieved from www.lawofficer.com/article/training/contact-cover-0

Black's law dictionary. (9th ed.). (2009). St. Paul, MN: West.

Graham v Connor, 490 U.S. 386 (1989)

Nadelen, M. D. (2012). *Basic injury prevention concepts*. Retrieved from <http://www.acsm.org/access-public-information/articles/2012/01/10/basic-injury-prevention-concepts>

Plakas v. Drinski, 19 F.3d 1143 (7th Cir. Ind. 1994)

Tenn. v. Garner, 471 U.S. 1 (U.S. 1985)

Terry v. Ohio, 392 U.S. 1 (U.S. 1968)

United States Constitution (n.d.). U.S. Const. amend. IV. Retrieved from <http://www.lexis.com>

United States Constitution (n.d.). U.S. Const. amend. XIV. Retrieved from <http://www.lexis.com>

ADDITIONAL RESOURCES

Remsberg, C. (1986). *The tactical edge*. Northbrook, IL:Calibre Press.

Siddle, B. (1980). *Defense tactics instructor curriculum*. Waterloo, IL:PPCT Management Systems.

COURSE MATERIALS

TEACHING AIDS

- | | |
|--|--|
| <input checked="" type="checkbox"/> Erasable Board/Markers | <input type="checkbox"/> Easel & Notepads |
| <input checked="" type="checkbox"/> VCR/DVD Player | <input checked="" type="checkbox"/> Computer & Accessories |
| <input checked="" type="checkbox"/> TV | <input checked="" type="checkbox"/> Lectern or Table |
| <input checked="" type="checkbox"/> Projector/ELMO | <input checked="" type="checkbox"/> Practice Exercise |
| <input checked="" type="checkbox"/> Student Handouts | <input checked="" type="checkbox"/> Proficiency Testing Record |

Handout #1: Pressure Points

- Other: First aid equipment, ice pack, tape, air shields, training mat and protective gear for chest, elbows, hands, knees, groin, head, eyes, and mouth, duty gear, functional handcuffs and key, baton, training knife, and gun.

INSTRUCTIONAL TECHNIQUES

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Group Discussion |
| <input checked="" type="checkbox"/> Demonstration | <input checked="" type="checkbox"/> Scenario-based Training |
| <input checked="" type="checkbox"/> Individual Exercise | <input checked="" type="checkbox"/> Hands-on Techniques |
| <input checked="" type="checkbox"/> Role Play | <input checked="" type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Other _____ | |
-

NOTE TO INSTRUCTOR

Instructors are expected to:

- Bear in mind the legal, moral, professional and ethical implications of instructing in a commission-approved program.
- Follow student-to-instructor ratios (if applicable)
- Follow student-to-equipment ratios (if applicable)
- Use any and all opportunities which may arise during instruction of the required material to point out to the students the legal, moral, professional and ethical responsibilities they will bear to their employers and communities while serving in an official capacity.
- Understand that this information provided is the minimum standard. Instructors are encouraged to go above the minimum.
- Incorporate as many principles of adult learning as possible to include Problem Based Learning (PBL), Student Centered Learning (SCL), active group discussions, scenario activities and other responsible adult learning techniques. Emphasis should be placed on the benefits of ethical behavior and the consequences of unethical behavior throughout.

STUDENT PERFORMANCE OBJECTIVES

At the end of this topic, the student will be able to:

1. Demonstrate the principles of defensive posture.
2. Demonstrate the principles of subject approach and control.
3. Demonstrate the principles of strikes.
4. Demonstrate the principles of takedowns.
5. Demonstrate the principles of handcuffing.
6. Demonstrate the principles of ground defense.
7. Demonstrate the principles of weapon retention.
8. Demonstrate the principles of escapes from body locks and hold releases.
9. Demonstrate the principles of impact weapons.
10. Demonstrate the principles of environmental weapons.
11. Demonstrate the principles of shot avoidance.
12. Demonstrate the principles of edged weapon defense.
13. Demonstrate ethical decision making and critical thinking in a practical application scenario.

I. PREPARATION

- A. Introduction
 - 1. Instructor
 - 2. Course
- B. The purpose of this topic is to provide
 - 1. Principles of defensive tactics
 - 2. Subject control techniques
 - 3. Reasonable responses to resistance or aggression that may be encountered when making an arrest
- C. This lesson plan is designed to be taught in conjunction with the Subject Control Instructor manual and any supporting materials obtained in the instructor course
- D. SPOs

II. SAFETY CONSIDERATIONS

A. Sanitation and safety

1. Clean all equipment (e.g., bags, mats, gloves, training tools) with disinfectant before and after class
2. Check all equipment for damage or defects before and after training
3. Have all participants remove jewelry (e.g., watches, rings, necklaces, earrings) that may cause injury to themselves or others
4. Encourage the use of safety equipment (e.g., groin protection, mouth guards)

B. Medical issues

1. Perform a medical check of all participants before and after class to address any injuries or pre-existing medical issues that may be of concern
2. Give students the opportunity to provide this information in private if they prefer

C. Warm-ups and stretching

1. Begin every training session with a general warm-up of low-intensity cardiovascular training to gradually increase the heart rate and blood flow
2. Transition warm-up exercises toward more activity specific exercises
3. Warm muscles are more elastic and ready to be stretched
4. Proper stretching before exercise will decrease the likelihood of injury
 - a. Static stretching – holding a position for 10-30 seconds
 - b. Dynamic stretching – moving the body through a functional range of motion

D. Warm down

Nadelen (2012)

1. Engage in low-intensity cardiovascular training followed by stretching
2. This will decrease muscle soreness and prepare the body for recovery

III. USE OF COUNTER FORCE

A. Force – any violence, compulsion, or constraint physically exerted by any means upon or against a person or thing **Black's (2009)**

B. Legal, tactical, and ethical decisions regarding use of force should be based on the following

1. State and Federal Law

a. Fourth Amendment – the right of the people to be secure in their persons, houses, papers, and effects against unreasonable search and seizures, shall not be violated and no Warrant shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized

U.S. Const. amend. IV

b. Fourth Amendment standards require all use of force to be reasonable

(1) Objective reasonableness standards

(a) From the perspective of a reasonable officer

(b) Not with 20/20 hindsight

(c) Based on an objective standard

(2) Irrelevant factors

(a) Facts discovered at a later time

(b) Violations of departmental policy

(c) Subjective factors, such as officer's motive

c. Fourteenth Amendment – all persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws

U.S. Const. amend. XIV

d. *Tenn. v. Garner*

Tenn. v. Garner (1985)

- (1) Facts – father, whose unarmed son was shot in the back of the head by officer as son was fleeing from burglary of unoccupied house, brought wrongful death action under 42 U.S.C. 1983
- (2) The issue was whether the use of deadly force to prevent the escape of an apparently unarmed subject was constitutional
- (3) The principle by which a use of deadly force case will be judged is the **reasonableness** requirement of the Fourth Amendment
- (4) Reasonableness depends not only on **when** the seizure is made but also on **how** it is carried out
- (5) The use of deadly force to prevent the escape of **all** felony subjects, whatever the circumstances, is constitutionally unreasonable
- (6) Where the subject poses no immediate threat to the officer and no threat to others, the harm resulting from failing to apprehend the subject does not justify the use of deadly force to do so

e. *Graham v. Connor*

- (1) A diabetic brought a federal civil rights action under 42 U.S.C. 1983 seeking to recover damages for injuries allegedly sustained when law enforcement officers used physical force against him during the course of an investigatory stop
- (2) Determining whether the force used to affect a particular seizure is “reasonable” under the Fourth Amendment requires a careful balancing of the individual’s rights and the rights of the government
- (3) The “reasonableness” of the use of force applied must be judged from the perspective of the **reasonable** officer on the scene
- (4) Reasonableness must allow for the fact that officers are often forced to make split-second judgments in situations that are tense, uncertain, and rapidly changing, about the amount of force that is necessary for a particular situation

Graham v. Connor
(1989)

- (5) The test is one of **objective reasonableness**. Whether the officers' actions are "objectively reasonable" in light of the facts and circumstances confronting them, without regard to their underlying intent or motivation

f. *Plakas v. Drinski*

- (1) Estate of decedent who was fatally shot by police brought civil rights action against the officer and county
- (2) Decedent was moving toward officer with a fireplace poker and had threatened the officer
- (3) Officers had tried to talk with the decedent without success, he had attacked another officer minutes earlier, had refused several requests to disarm, had told officer that one of them would die that night, had moved toward the officer with the poker raised, and officer's retreat had been blocked by a tree
- (4) The Court held the lower court's decision
 - (a) Officer who fatally shot decedent, when decedent attacked the officer with a fireplace poker, did not have a tort duty to first use non-deadly force before resorting to deadly force
 - (b) The officer had tried to talk to the decedent and was justified in using deadly force
 - (c) *Plakas v. Drinski* ruled that there is no requirement for officers to use all feasible alternatives to avoid a situation where deadly force can justifiably be used
 - (d) Plakas also stated there was no precedent which holds that a government unit has a constitutional duty to supply particular forms of equipment to its officers
- (5) Officer's application of force is judged based on what is reasonable not what is the most minimal

Plakas v. Drinski
(1994)

2. Departmental policies and procedures

3. Care, custody, and control of subject

- a. Techniques are used to defend and control only
- b. Techniques are used until the subject submits or surrenders

- c. In-custody deaths
 - (1) Once in custody, must protect them from themselves and others
 - (2) Must provide medical attention if needed and monitor the subject
- 4. Report writing
 - a. Good report writing is essential in law enforcement especially when documenting any use of force
 - b. It is encouraged to have students practice documenting a use of force narrative after any scenario-based training

IV. DEFENSIVE POSTURE

A. PRINCIPLES OF DEFENSIVE POSTURE

B. Defensive posture

1. Ready v. fighting stance
 - a. Dominant side leg is back
 - b. Assume pyramid stance
 - (1) Wide base
 - (2) Deep base
 - (3) Head over center of body
 - (4) Low center of gravity
 - c. Hands above waist with palms showing toward subject
2. Situational awareness
 - a. Possible
 - b. Not seen
 - c. Anticipated
3. Distance from subject (i.e., reactionary gap)
 - a. Reaction time
 - b. Six to eight feet from the height of the subject
4. Use of a physical barrier to gain distance
 - a. To build time
 - b. To use as cover or concealment
5. Pre-attack clues
 - a. Subject observation
 - b. Resist attention

SPO #1

Demonstrate and explain the difference between a ready (i.e., interview) and fighting stance

OHIO PEACE OFFICER TRAINING COMMISSION

- c. Tensing muscles/clenching fists
- 6. Movement drills/balance
 - a. Use angles to attack and defend
 - b. Understand the importance of good footwork
- 7. Proper alignment
 - a. Head
 - b. Shoulder
 - c. Hip
 - d. Knee
 - e. Foot
- 8. Verbal skills/command voice
 - a. Stern voice
 - b. Set the pace
- 9. Gun hand violation
 - a. Using non-dominant hand for all possible tasks thus keeping your dominant hand free for **only** the handling of your weapon
 - b. Look at subject's hands, clothing, and surroundings for weapons

V. SUBJECT APPROACH AND CONTROL

A. PRINCIPLES OF SUBJECT APPROACH AND CONTROL

1. Balance displacement without touching (verbal only)
 - a. From a defensive posture, give the subject verbal commands (e.g., turn around, place hands behind your back, bend at the waist, sit on the curb, lie face down)
 - b. This gives the officer a position of advantage prior to having any contact with the subject
2. Positioning multiple subjects at a position of disadvantage
 - a. Stacking
 - (1) Aligning subjects in a single-file line
 - (2) This enables the officer to deal directly with one person while being able to see everyone within the “stack”
 - (3) Uses the first person in the “stack” as a barrier for the officer from the rest of the subjects
 - b. This technique can be used with the subjects standing, sitting, or prone
 - c. Always have an escape route in mind
3. Contact and cover
 - a. Utilizes the same above principles with multiple officers
 - b. Contact officer responsibilities
 - (1) The stop
 - (2) The questioning
 - (3) The pat-down
 - (4) The citing or field interview writing
 - (5) The radio usage
 - (6) The physical arrest

SPO #2

Provide the student with several examples of verbal displacement

Emphasize the importance of keeping other tools out of your gun-hand

Albrecht (2009)

- (7) The search of one or more subjects
- c. Cover officer responsibilities
 - (1) Watching the contact officer from a safe distance from which the officer can see and hear what is happening without getting involved in the encounter
 - (2) Uses force presence to prevent subject escapes or destruction of evidence and active offensive measures, when necessary, to prevent the contact officer from being assaulted or disarmed
- 4. Officer safety tactic when presented with a threat during subject approach and control
 - a. Consists of four parts that are taught as one technique
 - b. **Get out** – move out of the danger zone to a safe area
 - c. **Call out** – use radio to call for help with **non-dominant hand**
 - d. **Weapon out** – select the tool that is most reasonable for the circumstance and get it out
 - e. **Look out** – watch for continual/secondary attacks from known or unknown subjects
- B. Pat-down frisk
 - 1. Explain the difference between a stop and frisk and a search
 - a. Stop and frisk – a peace officer’s brief detention, questioning, and search of a person for a **concealed weapon** when the officer reasonably suspects the person has committed or is about to commit a crime (based on reasonable suspicion)
 - b. Search – an examination of a person’s body, property, or other area that the person would reasonably be expected to consider as private, conducted by a law-enforcement officer for the purpose of finding **evidence** of a crime (based on probable cause)
 - 2. The officer gives verbal commands to a subject **before** attempting the pat-down frisk

Emphasize the importance of this because it is used throughout the lesson plan

Terry v. Ohio (1968)

Black’s (2009)

- a. Use verbal balance displacement techniques to put the subject in a position of disadvantage (e.g., turn around, hands behind your back)
 - b. Observe/ask the subject if they have any medical issues, when possible
 - c. Once the subject is in position for a pat-down frisk, use a safe approach
 - (1) Under control
 - (2) Dominant side back
 - (3) Dominant hand free
 3. Maintain control on contact
 4. Ask the subject if they have any sharp objects or weapons on them
 5. While maintaining control of the subject, the officer starts a systematic procedure of first looking and then “crushing” the area being checked
 6. The officer should work one quadrant of the subject's body at a time until the entire body is checked
 7. If a weapon is found, the officer should **immediately** handcuff the subject and continue with a search incident to arrest
- C. Escorts
1. Approach from a safe angle
 2. Place both hands on the subject
 3. Escort areas of control
 - a. Triceps
 - b. Waist
 - c. Shirt
 - d. Belt
 - e. Other

Using verbal commands, demonstrate how to place a subject in a pat-down position

Demonstrate ways to maintain control from this position

Never sacrifice tactics over evidence

Emphasize the importance of verbal commands

Demonstrate some specific escort techniques

Reiterate observational skills, situational awareness, and pre-attack indicators

4. One example of an escort technique
 - a. Right handed officer approaching from the left
 - (1) Approach at a rear 45° angle to the subject
 - (2) Place both hands on the subject's shoulder
 - (3) Left hand slides down to the subject's wrist
 - (4) Right hand slides to the subject's triceps area
 - (5) Subject's arm is directed forward and away from the officer
 - b. Subject should be slightly off-balance, causing them to take a step forward
5. Balance displacement techniques from the escort
 - a. At the hip
 - (1) Starting from the escort position, the officer removes his/her hand from the triceps
 - (2) Places his/her hand at the rear waist of the subject
 - (3) Presses his/her hand forward and downward, off-balancing the subject
 - (4) Forcing the subject to step in the desired direction
 - b. Friction on the back
 - (1) Starting from the escort position, the officer removes his/her hand from the triceps
 - (2) The officer places his/her hand in the middle of the subject's back and presses forward
 - (3) The officer moves his/her hand in a random manner, off-balancing the subject and forcing them to step in the desired direction
 - c. Random motion at the shoulder

- (1) Starting from the escort position the officer continually moves the subject's arm in a random manner
- (2) This motion off-balances the subject
- (3) The result is to force the subject to take a step in the desired direction

6. Transitions from the escort

- a. Handcuffing
- b. Joint locks
- c. Takedowns
- d. Strikes

D. Joint locks

1. Joint locks take the slack out of one or multiple joints in order to place a subject in a balance displacement or pain compliance technique
2. Several joint locks can be performed from the escort position after the officer utilizes some type of distraction technique (e.g., knee strike, finger jab into side)
3. Finger locks
 - a. Extending one or more fingers over the back of the hand
 - b. Compressing the thumb joint against itself
4. Wrist locks
 - a. Gooseneck (i.e., come along)
 - b. Wrist twist inside or outside
5. Elbow locks
 - a. Arm bar
 - b. Key lock
6. Shoulder locks

a. Hammer lock

b. Key lock

E. Touch pressure points

1. When using touch pressure point techniques, the officer must comply with the following rules

a. Use either fingertip or knuckle pressure, but no foreign objects

b. Stabilize the head

c. Use pressure and counter pressure

d. Use loud and repeated verbal commands

e. Relax pressure upon compliance

f. If the pressure point does not work, either reassess or attempt another pressure point

2. Infra-orbital – touch pressure point located under the nose

a. The officer extends his/her hand in a hand salute position, keeping all fingers together and joined

b. The officer's hand not applying the pressure point, secures the subject's chin

c. The middle knuckle of the first finger is placed under the subject's nose

d. The direction of pressure is toward the crown of the subject's head

3. Mandibular angle – touch pressure point located behind the ear

a. The officer's hand, not applying the pressure point, secures the subject's chin

b. The thumb nail of the officer's hand applying the pressure point is placed, touching the side of the subject's neck, directly beneath the ear

c. The direction of pressure is toward the tip of the subject's nose

Handout #1

Pain on, pain off, verbalize

Caution students to watch for biting when utilizing this technique

- d. If the subject does not comply the finger applying the pressure point may be moved down slightly
- 4. Hypoglossal – touch pressure point located under the jaw
 - a. The officer's hand, not applying the pressure point, secures the subject's chin
 - b. The thumb nail of the officer's hand applying the pressure point is placed below the angle of the jaw
 - c. The direction of pressure is straight up
 - d. An alternative technique is the situation in which the officer places all four fingers in the jaw area and applies upward pressure
 - e. This technique is called "scooping butter"
- 5. Application of the c-clamp
 - a. The officer's hand, not applying the pressure point, secures the subject's chin
 - b. The officer uses his/her thumb to apply the pressure point behind the ear
 - c. At the same time, the officer reaches across to apply the pressure point under the nose

Caution students to watch for biting when working this close to the mouth

F. Vehicle extraction

- 1. Verbal displacement techniques – will vary greatly depending on the level compliance from the subject
 - a. Techniques available will depend greatly on the subject's level of compliance
 - b. Without any contact, attempt to place the subject at a position of disadvantage
- 2. Safe approach
 - a. Be aware of traffic
 - b. Keep gun-hand free of other tools

Refer to OPOTC BAS lesson plan Unit 8-5 Stops and Approaches

Observation/ Situational awareness

- c. Watch the subject's body language
- d. Contact and cover
- 3. If the subject refuses to comply with verbal commands, the officer can utilize the same techniques taught throughout this course
 - a. Pressure points
 - b. Escorts
 - c. Takedowns
 - d. Joint locks
 - e. Strikes
 - f. Impact weapons
 - g. Chemical or electrical device usage

***Caution reaching
in a vehicle when it
is operational***

VI. STRIKES

A. PRINCIPLES OF STRIKES

B. Striking targets

1. Pain target

- a. Used to get the subject to surrender through pain compliance
- b. Intended to cause fluid shock and dysfunction
- c. Large muscle groups or motor points (e.g., common peroneal, tibial, radial, pressure points)

2. Injury target

- a. Used to defend the officer from sustaining an injury or to control the subject if pain compliance techniques do not work
- b. Head, face, joints, and neck are some target areas

C. Striking techniques

1. Combat principles

- a. Relaxed not tense
- b. Balance
- c. Strike from the quickest starting point
 - (1) Strike from a ready (loaded) position or reactive strike from a block
 - (2) Do not telegraph or “cock” your strike

2. Closed hand strikes

- a. Cross, jab, hook, uppercut
- b. Vertical punch
- c. Hammer fist
 - (1) Striking technique to the radial motor point

SPO #3

Explain that strikes are intended to defend and control only until the subject surrenders

Handout #1

Reiterate pain and injury targets

- (2) Striking technique to the suprascapula region
- d. Striking technique to the brachial plexus tie-in
 - (1) Using a flat fist strike
 - (2) The officer delivers a series of strikes to the brachial plexus tie-in of the attacker
- 3. Open hand strikes
 - a. Open/edge hand (e.g., strike to the brachial plexus origin using the back of the hand)
 - b. Palm-heel strikes
 - (1) Used similar to a punch
 - (2) Shading – to stop forward momentum or redirect the attacker
 - c. Finger strikes
- 4. Elbows
 - a. Forward
 - b. Rear
 - c. Angles
- 5. Forearms
 - a. Forearm strike
 - b. Cross face when clinched or when ground fighting
 - c. Used as a clubbing technique (e.g., radial motor point, suprascapula)
 - d. Used to stop the attackers forward momentum when they attempt a takedown (e.g., sprawl, takedown defense)
- 6. Knees
 - a. Knee strike to center mass of the body
 - b. Knee strike to the common peroneal of the attacker's leg

Discuss the possible issues when striking to the neck

Caution students on kneeing from a neck (muay thai) clinch

- c. Knee strike to the femoral nerve of the attacker's leg
 - d. Knee strike to the tibial area on the attacker's calf
- 7. Kicks
 - a. Main striking points when kicking are the ball/instep of the foot, top of the foot, shin, knee, and heel
 - b. Used on pain and injury targets (e.g., femoral nerve, common peroneal, tibial, shin, joints, face)
- D. Striking from the ground
 - 1. Similar targets are available
 - 2. Target range may be much closer
- E. Defense against striking attacks
 - 1. Blocking/evading strikes from multiple ranges and angles
 - 2. Defense of strikes from the clinch and ground
- F. Combinations and transitioning
 - 1. Explain the advantages of striking in combinations with multiple techniques
 - 2. Using combinations, demonstrate the multiple ways to transition to other options (e.g., weapons, escapes, takedowns)

Demonstrate kicks that are practical to officers in full uniform

Demonstrate a defense to every striking technique that is being taught

Flow drills

Combinations drill

Transitioning drill

VII. TAKEDOWNS

A. PRINCIPLES OF TAKEDOWNS

B. The availability of certain takedowns will vary greatly depending on officer/subject factors (e.g., size, experience, age, sex, injury)

C. Takedowns based on a rear fall-line principle

1. Buddy takedown

- a. The officer stands at a rear 45° angle to the subject
- b. The officer places one hand on the subject's elbow and rests the other hand on the subject's collar bone
- c. The officer steps toward the front of the subject, pressing the hand holding the elbow at an upward 45° angle and pulling the collar bone area at a downward 45° angle while directing the subject to the ground
- d. The officer should repeat the verbal command "Down!"

2. Trip takedown

3. Chin tilt takedown

4. Sweep takedown

5. Hand takedown

D. Takedown based on a front fall-line principle

1. Straight arm bar takedown

- a. From an escort position, the officer performs some type of distraction technique (e.g., knee strike, finger jab to the side, pinch under the arm)
- b. The officer then rolls the subject's arm forward, while applying downward pressure
- c. Then, the officer may either do a 180° pivot or a linear takedown, directing the subject to the ground
- d. The officer should repeat the verbal command "Down!"

SPO #4

Demonstrate several options for takedowns

The instructor is encouraged to train students in a variety of takedowns

2. Joint lock takedown
 3. Push takedown
 4. Head/neck snap down
- E. Takedown based on a side fall-line principle
1. Key lock takedown
 - a. From an escort position, the officer performs some type of distraction technique (e.g., knee strike, finger jab to the side, pinch under the arm)
 - b. The officer uses his/her forearm, closest to the subject to bend the subjects arm so their thumb is near their ear
 - c. While keeping a hold of the subject's wrist, the officer snakes his/her inside arm over the subject's biceps and under the subject's forearm to grab his/her own wrist
 - d. While maintaining this lock, the officer pivots to face the opposite way of the subject (i.e., hip-to-hip)
 - e. Then takes a step while directing the subject to the ground
 2. Clothes takedown
 3. Hand takedown
 4. Joint lock takedown
 5. Tilt takedown
- F. Stabilization techniques
1. Transitioning from takedown to stabilization
 2. Using the ground and other fixed objects
 3. Using pressure points, joint locks, and strikes to gain the subjects compliance and maintain the stabilization
 4. A technique that may prevent positional deaths and injuries

Caution the student about stepping behind, tripping, or sweeping the subjects legs

- a. If the subject is on his/her back, the officer grasps the subject's wrist and steps to the head area, straightening the subject's arm
- b. The hand that is to the outside of the body is released from the wrist and placed on the subject's shoulder
- c. The officer then walks around the subject's head turning the subject to the prone position
- d. The officer turns the subject's arm palm up and places it perpendicular to the subject's body
- e. The officer places the subject's wrist on top of the officer's foot and the officer places his/her knee on the subject's triceps area
- f. The amount of pressure applied depends on the resistance level of the subject
- g. The officer looks for visible signs of submission and asks the subject to place his/her other hand behind his/her back
- h. When the subject complies, the officer removes his/her knee and brings the subject's arm to a cuffing position behind the subject's back

5. Transition from stabilization to handcuffing

- a. If control of the subject's limb is maintained...
 - (1) Pull/roll the subject over **or**
 - (2) Walk around the subject's head and pull/roll them over
 - (3) Utilize joint locks to encourage the subject to comply
- b. If control of the subject is lost during stabilization or the takedown...
 - (1) Disengage
 - (2) Utilize verbal commands
 - (3) Transition to a weapon

Verbalize

G. Tactical disengagements

1. If another threat presents itself
2. Use get out, call out, weapon out, look out drill

H. Transitional drill

1. Blocking or escort to takedown
2. Takedown to stabilization
3. Stabilization to handcuffing
4. Handcuffing to searching
5. Searching to transport
6. Monitor subject

Use with different variations of officer to subject ratios

VIII. HANDCUFFING

A. PRINCIPLES OF HANDCUFFING

SPO #5

B. Types of restraint devices

1. Handcuffs
 - a. Chain or hinged
 - b. Small, regular, oversized
 - c. Different brands (e.g., Peerless, Smith & Wesson, Asp)
 - d. Cleaning and maintenance
2. Leg irons (i.e., shackles)
3. Waist chains
4. Flex cuffs – considered a temporary restraint device

C. Verbalization and balance displacement

See SPO #2

1. From a defensive posture, give the subject verbal commands (e.g., turn around, place hands behind your back, bend at the waist, sit on the curb, lie face down)
2. This gives the officer a position of advantage prior to having any contact with the subject

D. Approach and control

1. Control before and after contact is made
2. Speed of application
3. Contact and cover
 - a. Multiple subjects
 - b. Multiple officers

E. Standing handcuffing principles

1. There are many options and variables that come into consideration when attempting to handcuff someone

OHIO PEACE OFFICER TRAINING COMMISSION

2. How someone is handcuffed depends on the subjects level of compliance
3. One example of verbal commands an officer can give a **compliant** subject are as follows
 - a. "Show me your hands"
 - b. "Face away from me"
 - c. "Spread your feet apart"
 - d. "Put both hands behind your back, palms together"
 - e. "Interlace your fingers"
 - f. "Keeping your fingers together, show me your palms"
 - g. "Keeping your hands together, press your hands back towards me"
 - h. "Look away from me"
 - i. "Don't Move!"
4. From this position the officer moves in, keeping dominant side back
 - a. With non-dominant hand, the officer reaches behind the back of the subject's hands
 - b. The officer grasps the subject's fingers and turns the subject's palms downward and back toward the subject's body
 - c. This should cause the subject's hips to move forward and his/her shoulders to move backward
 - d. The officer takes out his/her cuffs with the other hand
 - e. The officer holds the cuffs in chain/hinge area of the cuffs
 - f. The cuff nearest the officer's little finger is applied first
 - g. The cuff is placed on the subject's wrist, just above the hand, and firmly pressed on

There are several variations of hand placement for cuffing. Other examples are "hands together like you are praying" and "place the backs of your hands together"

- h. The subject's hands are then separated, with the subject's fingers pointing downward and the second cuff is applied in the same manner
 - i. The cuffs are then gapped, using the index-finger test and double locked
 - j. The subject is then asked, "Do the cuffs feel alright?"
 - k. Then search the area of the subjects hands
5. The instructor should also demonstrate and explain other ways to handcuff a standing subject (e.g., from the escort, joint locks, noncompliant subject)
- F. Kneeling handcuffing principles
- 1. Subject is ordered into a kneeling position, with hands above the head
 - 2. One example of verbal commands an officer can give a **compliant** subject are as follows
 - a. "Place both hands out to the sides"
 - b. "Cross your ankles"
 - c. "Turn your palms toward me, with your thumbs to the ground"
 - d. "Without touching your back, bring your palms together behind your back and interlace your fingers"
 - e. "Keeping your fingers together, show me your palms"
 - f. "Keeping your hands together, press your hands back toward me"
 - g. "Look away from me"
 - h. "Don't Move!"
 - 3. From this position, the officer moves in, keeping dominant side back
 - a. With non-dominant hand, the officer reaches behind the back of the subject's hands and grasps the subject's fingers

This may be beneficial due to officer/subject factors

Explain other ways to place their hands as discussed above

- b. The officer then turns the subject's palms downward and back toward the subject's body
 - c. This should cause the subject's hips to move forward and shoulders to move backward
 - d. The officer takes out his/her cuffs with the other hand, holding the cuff in the chain/hinge area
 - e. The cuff, next to the officer's little finger is applied first
 - f. The cuff is placed on the subject's wrist just above the hand and firmly pressed on
 - g. The subject's hands are then separated, with the subject's fingers pointing downward and the second cuff is applied in the same manner
 - h. The cuffs are then gapped, using the index finger test and double locked
 - i. The officer then asks the subject, "Do the cuffs feel alright?"
4. The instructor should also demonstrate and explain other ways to handcuff a kneeling subject and when it would be most applicable

G. Prone cuffing principles

1. Subject is ordered into a prone position with his/her hands either out front of his/her body or to the side of his/her body with palms up
2. One example of verbal commands an officer can give a **compliant** subject are as follows
 - a. "Put both hands behind your back, palms together"
 - b. "Interlace your fingers"
 - c. "Keeping your fingers together, show me your palms"
 - d. "Keeping your hands together, press your hands up toward the sky"
 - e. "Look away from me"
 - f. "Don't Move!"

3. From this position, move in, keeping dominant side back
 - a. With the non-dominant hand, reach behind the back of the subject's hands and grasp the subject's fingers
 - b. Turn the subject's palms downward and back toward the subject's body
 - c. Take out the cuffs with the other hand and hold them in the chain/hinge area
 - d. Apply the cuff nearest your little finger
 - e. Place the cuff on the subject's wrist, just above the hand and firmly press on
 - f. Separate the subject's hands with the subject's fingers pointing downward and apply the second cuff in the same manner
 - g. Gap the cuffs, using the index finger test
 - h. Double lock the cuffs
 - i. Ask the subject if the cuffs feel alright
4. When handcuffing from this position, do not hover or straddle the subject
5. To apply this technique, it is better to crouch down near the subjects side rather than bending over at the waist
6. The instructor should also demonstrate and explain other ways to handcuff a prone subject and when it would be most applicable
7. Searching from the prone position
 - a. From a crouched position, roll the subject onto their side (with their back to the officer)
 - b. Search the available area
 - c. Roll the subject back onto their stomach
 - d. While maintaining contact, walk around the subject's head to their other side

Discuss different approach techniques

- e. Repeat the same search procedure for this side
- 8. Standing a handcuffed subject up from a prone position
 - a. Roll the subject to their side (with their back facing you) and assist them to a sitting position
 - b. Have the subject bring the leg, closest to the officer, in towards their body
 - c. Assist the subject to a kneeling position on the same leg
 - d. From the kneeling position, assist the subject to a standing position

H. Method for de-cuffing an individual

- 1. The officer instructs the subject that he/she is going to be de-cuffed
- 2. Subject is told that when the first cuff is removed, he/she should leave the uncuffed hand on his hip, behind their back, at their side with palm out, or in their pocket (only if it has already been searched)
- 3. The officer immediately closes the open handcuff and holds it in his/her non-dominant hand
- 4. The officer steps to a rear 45° angle from the subject, while holding the cuff at arm's length
- 5. The second cuff is then removed

I. Special circumstances

- 1. Handcuffing subjects with medical issues
 - a. Missing limbs – use belly chain and/or belt
 - b. Women that are pregnant – recommend handcuffing in front
- 2. Handcuffing subjects of various sizes
 - a. Utilizing two or more cuffs
 - b. Small wrist cuffing

Explain that de-cuffing can also be done from a seated, kneeling, or prone position as well

IX. GROUND DEFENSE

A. PRINCIPLES OF GROUND DEFENSE

B. Defense against takedowns (e.g., tackle, single leg, double leg, high crotch, head and arm)

1. Before the subject grabs the officer
 - a. With subject attempting to tackle or rush the officer
 - b. Officer stops the subject's forward momentum with their forearms; keeping hips square
 - c. Slide one arm under the subject's armpit and lift up while simultaneously using the other hand to direct the subject's head under the same armpit
 - d. Then step behind the subject and direct them to the ground using their own momentum
2. After the subject grabs the officer's legs
 - a. Officer sprawls legs to the rear
 - b. Officer places his/her body weight on subject's back
 - c. Officer pops their hips out away from the subject and transitions to the side of the attacker
 - d. Officer strikes appropriate target areas to release and disengage
 - e. Officer chooses appropriate use of force option

C. Ground defense position

1. The details of ground positions will vary greatly, but there are certain elements common to most programs
 - a. The officer positions himself/herself on their back, allowing for better visibility of the potential threat
 - b. Officer holds hands, close to his/her face and arms close to their body for protection

SPO #6

Tilt takedown

Sprawl to defend single, double, and high crotch takedowns

- c. Officer's feet are held close to the body, towards the subject, so they can be used for strikes and defense
 - 2. If needed, the officer can also transition to other weapons from this position (e.g., pistol, baton, pepper spray)
 - 3. The following are two options to keep the subject in their sight picture when the officer has transitioned to a firearm
 - a. Method #1
 - (1) Officer lifts hips to provide a stable shooting platform
 - (2) As the subject moves...
 - (3) Officer pivots on his/her back...
 - (4) Keeping feet constantly towards subject
 - b. Method #2
 - (1) As subject moves...
 - (2) Officer straightens leg on subject side
 - (3) Officer rolls onto hip, keeping weapon indexed on subject
 - (4) As subject continues to move...
 - (5) Officer continues to follow movements of subject with weapon
 - 4. Standing up from the ground defense position
 - a. A proper stand up technique will lessen the likelihood of an officer being put at a position of disadvantage
 - b. A good technique will provide defense from secondary attacks and enhance stability
- D. Full mount (i.e., outside line position)
 - 1. When the subject has the officer in a full mount
 - a. Defense from strikes
 - b. Defense from chokes

Demonstrate some options for standing up safely

- c. Defense from joint locks
 - d. Resting
 - e. Escapes
2. When the officer has the subject in a full mount
- a. Positioning
 - (1) Sit high on the subjects torso; away from their hips
 - (2) Use legs as anchors and to post out
 - (3) Stay heavy; sink hips into attacker
 - b. Strikes
 - c. Submissions
 - d. Resting
 - e. Positioning the subject for handcuffing
 - (1) Ratchet arm lock
 - (2) Use pressure and counter pressure to roll the subject over
 - f. Transitioning to other positions
 - g. Safe disengagement
- E. Side mount (i.e., outside line position)
1. When the subject has the officer in a side mount
- a. Defense from strikes
 - b. Defense from chokes
 - c. Defense from joint locks
 - d. Resting
 - e. Escapes
 - f. Defense and escape from a side scarf position

Remind the students of the importance of using their radio

2. When the officer has the subject in a side mount

a. Positioning – there are many variations of the side mount, the following is one example

(1) Chest to chest at a 45° angle between the subject's shoulder and head

(2) Legs wide for balance and weight on toes

(3) Stay heavy (i.e., sag hips)

b. Strikes

c. Submissions

d. Resting

e. Positioning the subject for handcuffing

(1) Ratchet arm lock

(2) Use pressure and counter pressure to roll the subject over

f. Transitioning to other positions

g. Safe disengagement

F. Knee in the belly

1. This position can be applied on either side of the subject but for instructional purposes, the right side will be used

a. The officer begins this maneuver from the side-mount position on the subject

b. This maneuver is performed as if doing a push-up on the subject

c. The officer places his/her **left hand** on the subject's chest and puts his/her **right hand** on the subject's lower abdomen

d. The officer begins to do a push-up and simultaneously places his/her **right shin and knee** diagonally across the subject's rib cage/abdomen

Head, chest, arm, and leg placement will vary depending on officer/subject factors, situation, and environment

This position can be utilized whether the subject is on their back or stomach

e. The officer, using his/her **left hand**, grabs the subject's **right triceps** and tucks the subject's right arm under the officer's left arm and pulls it tight

f. The officer balances his/her **right knee** in the subject's belly with his/her **left leg**, which is upright and facing the 10 o'clock position

(1) The officer **does not** kneel on his/her left knee

(2) The officer remains balanced on his/her left foot

(3) The officer's right arm is free at this point

2. From this position, the officer can

a. Rest

b. Strike

c. Submit

d. Handcuff

e. Transition to another position

G. Guard position (i.e., inside line position)

1. When the subject has the officer in a guard position

a. Defense from strikes/available strikes for the officer

b. Defense from chokes

c. Defense from joint locks

d. Resting

e. Escapes

2. When the officer has the subject in a guard position

a. Positioning

(1) The officer on his/her back with the subject between their legs

(2) Open guard – legs are not locked around the subject's waist

(3) Closed guard – legs are locked around the subject's waist

- b. Strikes and defense of strikes
- c. Submissions
- d. Resting
- e. Transitioning to other positions
- f. Safe disengagement

H. Transition drills

1. These drills are to be exercised only after students have become reasonably proficient in the following ground defense positions
 - a. Full Mount
 - b. Side Mount
 - c. Guard
 - d. Knee in the Belly
2. As the instructor determines the order in which these drills are demonstrated by the student, he/she must also prepare the exercises to evaluate the student's proficiency
3. Transitioning from one position to another is the primary goal of this drill
 - a. The order of instructor commands is not important
 - b. The students are learning to move on the ground and with purpose
4. Incorporate additional transitioning drills
 - a. Weapons from the ground
 - b. Stand up
 - c. Radio
 - d. Disengage and create distance

Get out
Call out
Weapon out
Look out

OHIO PEACE OFFICER TRAINING COMMISSION

X. WEAPON RETENTION

A. PRINCIPLES OF WEAPON RETENTION

B. Holstered weapon retention technique from a front grab attack

1. The subject grabs the officer's firearm from the front...
2. The officer secures the attacker's hand that is on the gun with the officer's weapon side hand
3. The officer moves with, not against, the subject in order to avoid a "tug of war" with a bigger, stronger, or impaired attacker
4. Immediately begin attacking the subject's soft tissue areas (e.g., eyes, face, neck, and groin) with the following pattern
 - a. Eye – strike the eye area with finger and open-hand strikes
 - b. Elbow – elbow from all angles toward the face and throat
 - c. Knee – knee strikes to the subject's groin
 - d. Repeat in reverse
5. If needed, use environmental weapons to release the attacker's grasp on the weapon (e.g., pen, handcuffs, knife)

C. Holstered weapon retention technique from a side grab attack

1. The subject grabs the officer's firearm from the side...
2. The officer secures the attacker's hand that is on the gun with the officer's weapon side hand and turns toward the subject with non-weapon side hip
3. The officer moves with, not against, the subject in order to avoid a "tug of war" with a bigger, stronger, or impaired attacker
4. Immediately begin attacking the subject's soft tissue areas (e.g., eyes, face, and groin) with the following pattern
 - a. Eye – strike the eye area with finger and open-hand strikes
 - b. Elbow – elbow from all angles toward the face and throat
 - c. Knee – knee strikes to the subject's groin

SPO #7

Repeat eye, elbow, knee, knee, elbow, eye

Repeat eye, elbow, knee, knee, elbow, eye

OHIO PEACE OFFICER TRAINING COMMISSION

- d. Repeat in reverse
- 5. If needed, use environmental weapons to release the attacker's grasp on the weapon (e.g., pen, handcuffs, knife)
- D. Holstered weapon retention technique from a rear grab attack
 - 1. The subject grabs the officer's firearm from the rear...
 - 2. The officer secures the attacker's hand that is on the gun with the officer's weapon side hand
 - 3. The officer steps towards his/her weapon side to create space for strikes to the center line of the body
 - 4. Immediately begin attacking the subject's soft tissue areas (e.g., eyes, face, and groin) with the following pattern
 - a. Elbows to face, neck, chest, xiphoid, and solar plexus
 - b. Hammer fists to the groin
 - 5. If needed, use environmental weapons to release the attacker's grasp on the weapon (e.g., pen, handcuffs, knife)
- E. Weapon retention during the draw, after the holster's safety features are released, but before the officer can clear the weapon from the holster
 - 1. The officer has started the draw but has not yet removed the gun from the holster
 - 2. The weapon is grabbed, the officer freezes the hand holding the gun and grasps the attacker's forearm with the non-dominant hand, and "removes the holster from the gun"
 - 3. The officer should be giving loud, verbal commands to release the gun
- F. A technique designed to defend the officer's weapon during a gun stripping attempt
 - 1. If the officer is indexing the threat, the attacker grabs the gun and attempts to take it
 - 2. The officer secures the gun with both hands and turns so his/her hips are square to the attacker

***Keep hips square
with the attacker***

***Repeat eye, elbow,
knee, knee, elbow,
eye***

3. The officer closes the distance to the subject and pushes the gun further into the subject's hands with a jabbing motion
4. The officer turns the pistol so his/her palm is facing down and angles downward to create space
5. Forcefully pulls the weapon down and back to release the subject's grip
6. The officer then creates distance from the attacker and makes sure his/her weapon is operational
7. Give the subject verbal commands and scan for secondary attacks

The officer should continually issue loud, verbal commands to release the gun

Demonstrate available strikes

G. Gun takeaways

1. A technique designed to strip a firearm out of an attacker's hand when the officer is confronted with someone at a close range who produces a weapon by surprise and attempts to shoot the officer
 - a. If, at close range, an attacker attempts to produce a firearm and point it toward the officer...
 - b. The officer moves inward, grabbing the gun, using the lever-fulcrum principle...
 - c. Turns the muzzle of the firearm in towards the center of the attacker's body...
 - d. Uses the reference point of the attacker's forearm to strike with the muzzle of the firearm
 - e. This will successfully strip the gun from the attacker's hand
 - f. The officer should then disengage and gain distance
 - g. The officer should then draw his/her own firearm to discourage the subject from another attack
2. Subject has a gun pointed at the back or side of the officer and is attempting to use as a hostage

H. Long-gun retention

1. Method #1

OHIO PEACE OFFICER TRAINING COMMISSION

- a. Move the weapon quickly in a circular motion to loosen the subject's grip
- b. Forcefully pull the weapon out of their hands

Issue loud verbal commands

2. Method #2

- a. If the officer is indexing the threat, the attacker grabs the gun and attempts to take it
- b. The officer secures the gun with both hands and turns so his/her hips are square to the attacker
- c. The officer closes the distance to the subject and punches the gun further into the subject's hands with a jabbing motion
- d. The officer turns the gun so his/her palm is facing down and angles downward to create space
- e. Forcefully pulls the weapon down and back to release the subject's grip
- f. The officer then creates distance from the attacker and makes sure his/her weapon is operational
- g. Give the subject verbal commands and scan for secondary attacks
- h. Officer may also transition to his/her handgun

The officer should continually issue loud, verbal commands to release the gun

Demonstrate available strikes

I. Long-gun takeaways

1. If, at close range, the officer is confronted with an attacker with a long-gun and...
2. Points it towards the officer
 - a. The officer directs the barrel of the gun away from his/her body
 - b. The officer moves inward and attempts to step between the subject and the weapon as much as possible
 - c. While keeping one hand on the barrel, the officer reaches with the other hand as far back on the weapon as possible

The officer should continually issue loud, verbal commands to release the gun

- d. The officer then uses the lever-fulcrum principle to remove the weapon from the attacker's hands
- e. The officer should then disengage and gain distance
- f. The officer should then draw his/her own firearm to discourage the subject from another attack

***Demonstrate
available strikes***

XI. ESCAPES FROM BODY LOCKS AND HOLD RELEASES

A. PRINCIPLES OF ESCAPES FROM BODY LOCKS AND HOLD RELEASES

SPO #8

B. Escapes from body locks

1. Choke escape

a. Front

- (1) With subject's hands clamped at the officer's throat
- (2) Officer raises both hands over his/her head
- (3) Officer then turns **sharply** to left **or** right
- (4) Moving his/her hands as if throwing a baseball
- (5) Officer disengages from subject
- (6) Officer chooses appropriate use of force option

Tuck chin

b. Side

- (1) Officer rotates slightly in direction of subject
- (2) Officer distracts subject with a hand strike
- (3) Officer continues in an overhand baseball throwing motion
- (4) Officer chooses the appropriate use of force option

c. Rear

- (1) Officer raises both hands
- (2) With right **or** left leg, steps behind his/her opposite leg
- (3) **Sharply**, turn to face subject
- (4) Officer clears subject's arms
- (5) Officer disengages from subject
- (6) Officer chooses appropriate use of force option

OHIO PEACE OFFICER TRAINING COMMISSION

2. Front bear hug with both arms trapped
 - a. Officer keeps his/her back straight and uses his/her hands to control the subject's hips
 - b. Uses knee strikes to create space
 - c. The officer brings both trapped hands up through the created space between the subject's arms, towards the subject's face, to release the hold
 - d. Escape at an angle and watch for secondary attacks
3. Front bear hug with one arm trapped
 - a. Officer keeps his/her back straight and uses his/her trapped hand to control the subject's hip
 - b. Uses knee strikes to create space
 - c. The officer's non-trapped arm comes over the subject's arms and utilizes a cross face technique to create space
 - d. The officer brings the trapped hand up through the created space between the subject's arms, towards the subject's face, to release the hold
 - e. Escape at an angle and watch for secondary attacks
4. Front bear hug with no arms trapped
 - a. Officer keeps his/her back straight and tilts his/her head back
 - b. The officer uses his/her free hands to strike the subject's face and head
 - c. Officer keeps hips back and utilizes knees and available strikes to release the attacker's hold
 - d. Escape at an angle and watch for secondary attacks
5. Rear bear hug with both arms trapped
 - a. Use head butt and heel kicks to the attacker's face and groin
 - b. Grab the subject's arm, on officer's weapon side, with a neutral (i.e., dog paw) grip

The officer can also utilize finger locks and elbow strikes

- c. Step towards weapon side to create space
 - d. Bring non-gun side arm (i.e., biceps area) up to the subject's triceps area and use a "swim move" out of the subject's hold
6. Escape from a side head lock
- a. With subject's arm wrapped around officer's neck
 - b. Turn chin in towards the subject
 - c. Pop hips out away from the subject
 - d. Bring inside arm up along the subject's back into a cross face to the subject's chin and push to create space
 - e. The officer's other hand can be used to utilize strikes to the subject's groin
 - f. Escape to an angle and watch for secondary attacks

C. Hold releases

1. Escape from a neck grab or clinch
- a. Before full clinch
 - (1) Stop the attacker's momentum with one arm on the subject's upper chest near their neck and the other on their biceps area
 - (2) Quickly collapse the subject's attacking/clinching arm
 - (3) Use the other arm to utilize a cross face to the attacker and push with both arms to disengage
 - (4) Escape at an angle and watch for secondary attacks
 - b. After a full clinch
 - (1) Use hands and forearms to defend against knees
 - (2) Utilize strikes and immediately shoot both arms up between the subject's arms, towards the attacker's face, and utilize a chin tilt to release the hold
 - (3) Escape at an angle and watch for secondary attacks

2. Escape from a starting, half, or full nelson
 - a. If subject has begun to apply the hold but has not secured one or both hands on the officer's neck
 - (1) Officer clamps arms to their side, flexing the "lat." muscles
 - (2) Officer's gun side arm hooks under the subject's arm to prevent an attempt at taking the officer's gun
 - (3) The officer utilizes strikes and finger locks
 - (4) Turn hips and escape at a safe angle
 - b. If the subject has secured a half or full nelson
 - (1) The officer lowers his/her center of gravity while maintaining a straight back
 - (2) Officer reaches as far back as possible to strike to the attacker's face and/or to utilize joint locks on the attacker's fingers to initiate a release from the hold
 - (3) A quick core-twisting motion could also assist the release
 - (4) Escape at a safe angle and watch for secondary attacks
3. Release from arm grab
 - a. With subject grabbing officer's arm (e.g., wrist, forearm, or upper arm)
 - b. Officer strikes appropriate target area
 - c. Officer makes a circular movement with his/her secure arm to the outside **or** inside of subject's grabbing-hand to initiate a hold release
 - d. Officer disengages from subject
 - e. Officer chooses appropriate use of force option
4. Release from shirt grab
 - a. With subject grabbing officer's shirt
 - b. Officer strikes appropriate target area

- c. Officer performs a straight arm-bar or joint manipulation maneuver to initiate hold release
- d. Officer disengages from subject
- e. Officer chooses appropriate use of force option

XII. IMPACT WEAPONS

A. PRINCIPLES OF IMPACT WEAPONS

SPO #9

B. Types of impact weapons

1. Straight baton
2. Collapsible baton
3. Side handle baton
4. Kubotan

C. Impact weapons utilize the same target zones as striking principles depending on what level of resistance is used against the officer

1. Pain target – strikes are intended to defend and control only until the subject complies
2. Injury target – striking injury targets with an impact weapon requires a higher threat level than pain targets

D. Impact baton techniques

1. Strike to center mass of the arm/weapon delivery system
 - a. Grasp baton with full hand grip using dominant hand
 - b. As subject attempts to attack
 - c. Swing baton toward center mass of arm to stop attack
 - d. Baton should pause momentarily on impact area in order to gain full benefit of a fluid shock wave
 - (1) Deliver a complete strike
 - (2) Do not pull back baton on contact
 - e. After strike is completed, follow through on swing
 - f. Return baton to a ready position and strike again, if necessary
 - g. If first strike misses contact area or is ineffective

OHIO PEACE OFFICER TRAINING COMMISSION

- (1) Let baton follow through
 - (2) Bringing baton back down on target area
 - (3) Strike for center mass of arm again
- h. Allow baton to follow through the strike motion
 - i. Return baton to ready position, setting up for next strike, if needed
2. Strike to center mass of the leg/weapon delivery system
 - a. Grasp baton with full hand grip using dominant hand
 - b. Place baton in ready position
 - c. As subject attempts to attack
 - d. Swing baton toward center mass of leg to stop attack
 - e. Baton should pause momentarily on impact area in order to gain full benefit of a fluid shock wave
 - (1) Deliver a complete strike
 - (2) Do not pull back baton on contact
 - f. After strike is completed, follow through on swing
 - g. Return baton back to a ready position for next strike, if necessary
3. Strike to center mass of body
 - a. Grasp baton with full hand grip using dominant hand
 - b. Place baton in ready position
 - c. As subject attempts to attack
 - d. Strike with baton toward center mass of body
 - e. Baton should pause momentarily on impact area in order to gain full benefit of a fluid shock wave
 - (1) Deliver a complete strike

- (2) Do not pull back baton on contact
 - f. After strike is completed, follow through on strike
 - g. Bring baton back to a ready position for next strike, if necessary
 - h. Set up for next strike, if necessary
- E. Transition to other tools
- F. Pain compliance techniques

XIII. ENVIRONMENTAL WEAPONS

A. PRINCIPLES OF ENVIRONMENTAL WEAPONS

SPO #10

B. Types of environmental weapons

1. Pens
2. Keys
3. Edged weapons
4. Handcuffs
5. Fixed objects
6. Any other tool or object in the officer's given environment

C. An officer could utilize an environmental weapon for the following reasons in a deadly force situation

Examples

1. A catastrophic failure of the officer's firearm
2. Officer's inability to get to his/her firearm when needed
3. The officer has sustained a severe injury
4. Any other situation that the officer believes to be a reasonable response to the subject's attacks

D. Use of environmental weapons may be the quickest transition to end a potential deadly force encounter

E. Examples of using environmental weapons

1. Utilize a pen or knife to release the attacker's hold when they are attempting to take the officer's firearm
2. During a ground fight, if the officer
 - a. Sustained an injury
 - b. Is exhausted
 - c. Is being choked or strangled

These are just examples. The officer is not limited to these areas. Use the force that is reasonable in the given situation

3. Use a vertical or horizontal stunning technique to gain control of a subject or to release a hold they have on the officer
- F. This technique can be taught and tested during the ground defense and weapon retention portions of this lesson plan

XIV. SHOT AVOIDANCE

A. PRINCIPLES OF SHOT AVOIDANCE

- B. A survival maneuver designed to move an officer from the kill zone
 - 1. If the officer is at a distance from an individual
 - 2. And if that person produces a weapon in a surprise manner
 - 3. The officer will perform the survival maneuver as follows
 - a. The officer leans forward
 - b. Placing the palm of the non-dominant hand on the ground in front and to the side of the officer's non-dominant leg
 - c. Forcing the officer to lean and exit the kill zone
 - 4. The primary responsibility of the officer is to move to safety
 - 5. However, if the officer has the opportunity to draw his weapon while moving to safety, it is desirable

SPO #11

XV. EDGED WEAPON DEFENSE

A. PRINCIPLES OF EDGED WEAPON DEFENSE

B. Spontaneous (unseen) knife defense

1. As subject attacks officer with edged weapon
2. Officer parries or deflects edged weapon
3. Officer strikes subject and/or redirects the attacker
4. Officer creates distance and angles away from the attacker
5. Simultaneously, during these movements officer is
 - a. Drawing his/her weapon
 - b. Issuing verbal commands to subject
 - c. Officer chooses appropriate use of force option

C. Observed knife defense

1. As subject attacks officer with edged weapon
2. Officer grabs the subject's attacking arm near the wrist
3. Officer lifts the subject's elbow as high up as possible to take away any slashing or stabbing power
4. Officer uses strikes, joint locks, and/or takedowns to create space from the subject
5. Officer chooses appropriate use of force option

SPO #12

Verbal commands

Verbal commands

XVI. ETHICAL DECISION MAKING/CRITICAL THINKING

A. DEMONSTRATE ETHICAL DECISION MAKING AND CRITICAL THINKING IN A PRACTICAL APPLICATION SCENARIO

1. Set up a scenario and evaluate students on their performance
2. Students should be evaluated based on the “objective reasonableness” standard from *Graham v. Connor*
3. Although only one scenario is required, it is suggested that each student participates in multiple scenarios throughout this course

B. Scenario preparation

1. Safety
 - a. Instructor to student ratio should be sufficient to provide direction and safety
 - b. Provide safety parameters for students and instructors
2. Equipment
 - a. Perform a safety check of equipment before and after each use
 - b. Amount and type of equipment available will determine what kind of scenarios are utilized
 - c. Protective gear should be used by all participants in a force on force scenario
3. Stress on the body
 - a. Environmental stress
 - (1) Change lighting
 - (2) Isolate students so they do not know what to expect
 - b. Self-induced stress
 - (1) Pre-fatigue drills
 - (2) Running/calisthenics

SPO #13

Graham v. Connor
(1989)

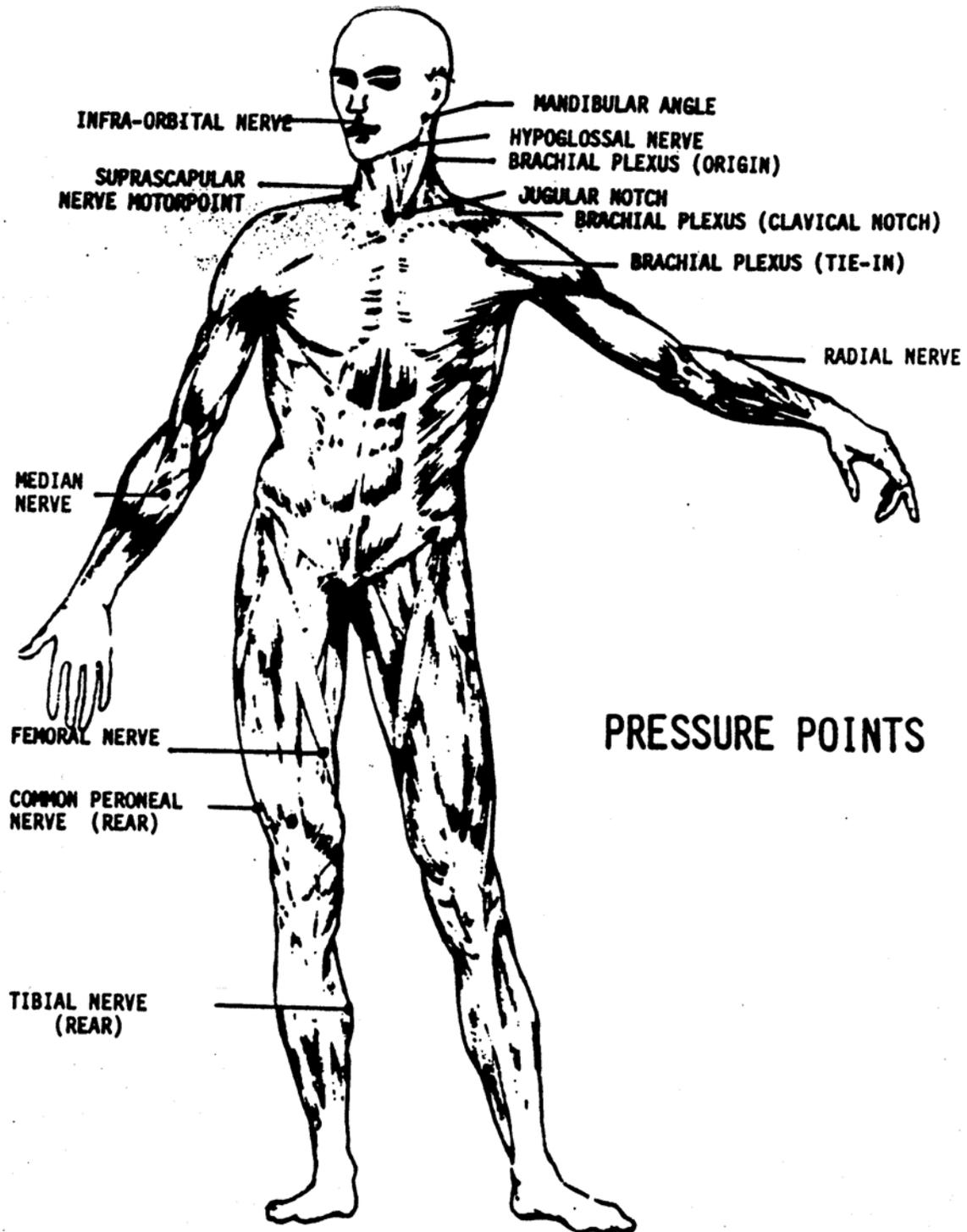
C. Scenario management

1. Conduct a fair, winnable scenario
2. Each scenario should require the student to incorporate two or more of the student performance objectives that they have learned in this course
3. The instructor can utilize multiple subjects and multiple officer scenarios
4. Role players
 - a. Set specific guidelines for role player's level of resistance
 - b. The role player's actions should elicit a large array of use of force techniques ranging from verbal skills to deadly force
 - c. If the student performs effective tactics, the role player should give realistic responses and allow the technique to succeed
5. Students
 - a. Must display ethical and critical decision making skills
 - b. Must demonstrate proficiency in all subject control principles when defending themselves and others
6. Debrief
 - a. After the scenario, do a wellness check to make sure there are no injuries
 - b. Have the student evaluate their performance and ask what they would change, if anything
 - c. Provide feedback to the student about what they did right or could have done better
 - d. Have the student provide a written narrative of the incident that required his/her use of force

XVII. CONCLUSION

- A. Summarize material
- B. Practice
 - 1. Distribute practice exercise to students
 - 2. Have students complete exercise
 - 3. Review exercise with students
 - 4. Be available for questions, if necessary
- C. Test/SPOs (if applicable)

HANDOUT #1 – PRESSURE POINTS



PROFICIENCY TESTING RECORD

For a current copy of the SF127bas – Subject Control Proficiency Testing Record, please visit the following website:

<http://www.ohioattorneygeneral.gov/files/Forms/Forms-for-Law-Enforcement/Law-Enforcement-Training.aspx>



OPOTC BASIC TRAINING LESSON PLAN MODIFICATION FORM



PLEASE USE THIS FORM TO INDICATE ANY PROPOSED CHANGES OR ERRORS WHICH REQUIRE MODIFICATION TO THE LESSON PLAN FOR THE COMMISSION-APPROVED PROGRAM IN WHICH YOU ARE TEACHING.

PROGRAM/CURRICULUM NAME:	UNIT NUMBER:	TOPIC NUMBER:
LESSON PLAN EFFECTIVE DATE:	PAGE NUMBER TO BE MODIFIED:	COPY OF MODIFIED PAGE ATTACHED: (CHECK ONE)
		YES NO
REASON(S) FOR MODIFICATION:		
CONTENT ISSUE: _____ GRAMMATICAL ERROR: _____ LAW CHANGE: _____ TYPOGRAPHICAL ERROR: _____ OTHER (PLEASE SPECIFY): _____		
RATIONALE FOR MODIFICATION (ATTACH DOCUMENTATION IF NEEDED):		

Commander or Instructor Name

Date

Contact Phone Number: _____

Email Address: _____

**Ohio Peace Officer Training Commission
Education & Policy Section**

● P.O. Box 309 ● London, Ohio 43140 ● PHONE: 800.346.7682 ● FAX: 866.393.1275 ●
OPOTCEducationandPolicy@OhioAttorneyGeneral.gov