

## **SANTA CRUZ POLICE DEPARTMENT DEFENSIVE TACTICS (4 Hours)**

### **COURSE GOAL:**

The course will provide the trainee with the minimum topics of Arrest and Control required in the POST Perishable Skills Training Program (PSP). The trainee will develop the necessary tactical knowledge and skills to safely and effectively arrest and control a suspect.

The course consists of a hands-on/practical skills arrest and control training for in-service officers. **The training may be presented in a 4, 6, or 8 hour format allowing for flexibility based upon specific agency or trainee group needs, and as long as the minimum topics are contained within each format independently.**

### **ARREST AND CONTROL**

#### **Minimum Topics/Exercises:**

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

### **COURSE OBJECTIVES:**

The trainee will:

1. Demonstrate knowledge of their individual Department Arrest and Control Policy.
2. Demonstrate knowledge of the importance of mental and physical conditioning as it relates to effective arrest and control techniques.
3. Demonstrate a minimum standard of arrest and control skills with every technique and exercise, to include:
  - A. Judgment and Decision Making
  - B. Officer Safety
  - C. Body Balance, Stance and Movement
  - D. Searching/Handcuffing Techniques
  - E. Control Holds/Takedowns
  - F. De-escalation, Verbal Commands
  - G. Effectiveness under Stress Conditions

**Minimum standards of performance shall be tested by an instructor observing the trainee during their performance of each technique and exercise. If the trainee does not meet minimum standards, as established by the presenter, remediation will be provided until the standard is met.**

### **EXPANDED COURSE OUTLINE**

- I. REGISTRATION AND ORIENTATION
  - A. Introduction, Registration and Orientation
  - B. Course Objectives/Overview, Exercises, Evaluation/Testing **III(b)**
  
- II. SAFETY ORIENTATION AND WARM-UP **III(a)**
  - A. Review of Safety Policies and injury precautions
  - B. Students will participate in warm-up/stretching exercises
  
- III. USE OF FORCE POLICIES AND LEGAL ISSUES **III(g,j)**
  - A. Case Law Update, report documentation and policy
    - 1. Tennessee v Garner
    - 2. Graham v Connor
    - 3. Forrester v San Diego
    - 4. Long Beach v Long Beach POA
    - 5. Status of Pepper Spray Cases (Humboldt Co., etc.)
  - B. Local Policies
  
- IV. BODY PHYSICS AND DYNAMICS/SUSPECT REACTION TO FORCE **III(h)**
  - A. Suspect attacks officer
  - B. Locking resistance
  - C. Going limp. (Should not use term passive resistance)
  - D. Resisting with apparatus (Chaining to objects, using large pipes with arms locked inside).
  - E. Use of pain compliance/pressure point/distraction techniques
  - F. Mental conditioning for arrest control-Color-coding:
    - 1. White = relaxed frame of mind
    - 2. Yellow = general awareness, minimum level of awareness, uniform
    - 3. Orange - specific awareness, 75%-25% theory, checklist of six (75% on the individual or situation, 25% still on general surroundings)
      - a. Check-list of six used on initial approach with subject
        - (1) Hands
        - (2) Cover
        - (3) Weapons/bulges
        - (4) Associates, subjects and officers (resources available)
        - (5) Escape routes, subjects - tactical retreat, officers
        - (6) Footing/balance, officer=s ability to stay on his/her feet
    - 4. Red = fight or flight

V. PHYSICAL CONDITIONING **III(a)**

- A. Three Biggest Disablers
  - 1. Heart Attacks
  - 2. Lower Back and Knee Injuries
  - 3. Peptic Ulcers
- B. How to Reduce Individual Risk to Above Disablers
  - 1. Nutrition
  - 2. Life threatening physical altercations, 90 seconds of explosive endurance

VI. BODY BALANCE/STANCE & MOVEMENT FROM POSITION OF INTERVIEW AND FIGHTING STANCE

**III(i)**

Footwork Review:

- A. Forward shuffle
- B. Rear shuffle
- C. Normal pivot
- D. Shuffle right and left
- E. Pivot right and left
- F. Progressive pivot
- G. Shuffle pivot
- H. How to fall to the ground safely and assume a fighting position
- I. Access to equipment on duty belt while in a fighting stance and on the ground

VII. SEARCH TECHNIQUES/CONTROL HOLD/TAKEDOWN/HANDCUFFING DE-ESCALATION, VERBAL COMMANDS

**III(c,d,e,f,k)**

- 1. Searching
  - a. Back of hands together
  - b. Interlace fingers
  - c. Grab 2-3 fingers (pairs)
  - d. Feet apart (wide stance), toes pointed out
  - e. Off balance, turn head away from side you are on
    - i. High Risk
      - 1. waist band, pockets 1 side
      - 2. switch to other side waist band (overlap previous area searched), waist band, pockets
      - 3. waist band, pockets, crotch
      - 4. then go to quadrant search
        - a. front (top)
        - b. side (arm pit)
        - c. back
        - d. arm
        - e. front (leg)
        - f. outside
        - g. back inside

- h. SWITCH to other side repeat steps
- f. Complaint/Standing cuffing (standing)
  - i. Reach out towards me
  - ii. Come in from an angle
  - iii. Take out handcuffs prior to touching suspect
  - iv. Handcuff strong side then grab other hand and cuff
    - 1. right hand to right hand (reverse hand shake)
    - 2. left hand to left hand
- g. Standing quick cuffing
  - i. Same stance of complaint stance
  - ii. Back of hands together interlaced
  - iii. Grab fingers that are inter laced
  - iv. Pinky side first, even if doesn't cycle go to thumb side
    - 1. What would you do if suspect had gun in waist band/pocket?  
BREAK into groups to discuss/story tell
- h. Felony Prone cuffing
  - i. Arms out straight from sides
  - ii. Palms facing up
  - iii. Lift arms off ground
  - iv. Look away
  - v. Grab back of hand
  - vi. Place your shin into elbow/tricep area for more control
  - vii. Kneel down, place one knee in back of shoulder blade other knee braced against arm
  - viii. Bring hand towards back
  - ix. Place handcuffs on pinky side first, walk up the chain for cuffs, then ask for other hand, "reverse hand shake"
- i. Prone "quick cuff"—less control / complaint suspect
  - i. Arms out, palms up
  - ii. Lift arms off ground
  - iii. Left hand to left hand, cuff, ask for other hand and cuff

Overview on restraint devices and need to double lock and check for tightness

- 1. Suspect cannot be handcuffed due to injuries
  - a. First Aid - Suspect injured, wounds, fractures
  - b. Special circumstances (i.e. Pregnant females)
  - c. Complaint of pain should be documented
  - d. Failing to double lock handcuffs can result in injury to suspect and liability to an agency
- B. Unknown Risk Handcuffing techniques
  - 1. Low Profile twist-lock
    - a. Verbal commands
    - b. Twist lock control
    - c. Handcuffing
  - 2. Standing Modified Search, to a rear wrist lock and handcuffing

3. Takedown from standing modified, disengaging, escalating, de-escalating with suspect and movement to more appropriate weapon (impact wpn., chem. agent, etc.) on duty belt.

#### VIII. TESTING/REMEDIATION

***Testing: Any student scoring below standard on any exercise, as established by the presenter, will be remediated, tested until standard is achieved.*** **III(b)**

#### **EXTENDING EXPANDED COURSE OUTLINE TO 6 HOURS:**

##### **Impact Weapons**

#### IX. IMPACT WEAPONS REVIEW: INCLUDING STRAIGHT BATON, SIDEHANDLE BATON, FLASHLIGHT, ETC. **III(l)** IDENTIFY TARGET AND NON-TARGET AREAS ON THE BODY

- A. Overview of course and explain which techniques will be tested
  1. Safety orientation
  2. Footwork review
  3. Review strikes, jabs and blocks
    - a. Forward and reverse strike
    - b. Vertical strikes
    - c. Power strike front, rear and yawara jab
  - 4
  - d. Upper, middle, lower blocks
  - e. Techniques practiced on bags and axe handles
  - f. Stick fighting techniques
4. Baton retention techniques
  - a. Circle techniques
  - b. Push-pull techniques
  - c. Figure 8 techniques

Impact weapon testing will include: balance, proper technique and power. This will be tested in a variety of methods, such as use of the FIST/Redman suit, axe handles and impact bags.

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#### **EXTENDING EXPANDED COURSE OUTLINE TO 8 HOURS:**

## Weapon Retention and Take-Aways

X. WEAPON RETENTION AND TAKE-AWAYS: FRONT HANDGUN  
RETENTION, RIGHT/LEFT-HANDED **III(m)**

- A. Safety orientation
- B. Mental preparation/verbal distractions
- C. Rear handgun retention, right and left handed
  - 1. Footwork
  - 2. Takedowns
  - 3. Control
- D. Front handgun takeaway, right and left handed
  - 1. Footwork
  - 2. Takedowns
  - 3. Control
- E. Rear handgun takeaway, right and left handed
  - 1. Footwork
  - 2. Takedowns
  - 3. Control
- C. Front long gun takeaway, right and left handed
  - 1. Footwork
  - 2. Takedowns
  - 3. Control

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- D. Rear long gun takeaway, right and left handed
  - 1. Footwork
  - 2. Takedowns
  - 3. Control

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**III(b)**

### ADDITIONAL OPTIONAL TOPICS/EXERCISES (2-4 Hours) (In lieu of either the 6 hour or 8 hour expansions)

#### Carotid Restraint

XI. CAROTID RESTRAINT TO HANDCUFFING **III(n)**

- A. Safety orientation
- B. Discuss history and body mechanics of technique

1. In custody deaths
2. Specific dangers
  - a. Pressure to front of trachea
  - b. Vegas nerve dangers
  - c. Airway obstruction
  - d. Multiple applications
- B. Discuss importance of following departmental policy
  1. Place in escalation of force
  1. Documentation
- B. Practice technique
  1. Hair-pull and cross-face takedown
  2. Leg sweep takedown
- E. Application of technique by students
  1. No pressure
- F. Medical clearance
  1. First aid
  2. Ambulance or hospital
- G. Documentation per department policy

***Testing: Any student scoring below standard on any exercise, as established by the presenter, will be remediated, tested until standard is achieved.***

**III(b)**