

Monterey County Sheriff's Office
DEFENSIVE TACTICS INSTRUCTOR COURSE
Expanded Course Outline
(40 HOURS)

- A. Body Physics and Dynamics
- B. Control Techniques
- C. Handcuffing
- D. Injury Prevention
- E. Prisoner Restraint
- F. Searches
- G. Use of Force
- H. Weaponless Defense
- I. Weapon Retention/Takeaway
- J. Adult Learning Concepts
- K. Legal Issues
- L. Performance Evaluation Techniques
- M. Safety Protocols
- N. Written, Oral, and/or Demonstration Assessment (in each topic area)

DAY ONE

1. Introduction (J)
 - a. Class/Instructor Introduction
 - b. Course Objectives
 - c. Testing Criteria
 - d. Adult learning concepts and application to Defensive Tactics Training
 - i. Modes of Adult learning
 - ii. How all modes are addressed during Defensive Tactics Training

2. Use of Force Lecture (G)
 - a. Lecture on the following:
 - b. Force Options, Escalation and De-Escalation
 - i. Visual Presence
 - ii. Verbal commands
 - iii. Firm grip or gesture
 - iv. Pain Compliance
 - v. Impact Weapons, OC, etc.
 - vi. Lethal techniques

 - c. Consequences of Unreasonable Force
 - i. Consequences of Excessive Force
 - ii. Consequences of Insufficient Force

 - d. Reasonable Force Standard
 - i. Graham v. Connor
 - ii. Tennessee v. Garner
 - iii. Forrester v. San Diego
 - iv. Case law update

 - e. 835a PC
 - i. Circumstances where Peace Officers may use force
 - ii. Protections
 - iii. Current issues

- f. Considerations on approach
 - i. Hands
 - ii. Waistband
 - iii. Pockets
 - iv. Terrain
 - v. Escape Routes
 - vi. Cover/Concealment
 - vii. Associates

- g. Tactical Communications
 - i. Verbal commands are used in conjunction with other force options to gain compliance
 - ii. Verbal commands are used so the suspect knows what is expected of them
 - iii. The use of verbal commands must be documented in the incident report.
 - iv. What verbal commands were used and what was the suspect's response.

- 3. Warm-Up and Safety Briefing (M)
 - a. Any current injuries
 - b. Any student limitations
 - c. Notify instructor of any injuries

- 4. Stances, Movements, Falling Techniques & Position of Advantage (A)
 - a. Explanation, demonstration and performance of the following:
 - i. Interview Position
 - ii. Self Defense Position
 - iii. Forward/Rear movement
 - iv. Pivots: Normal, Shuffle, Progressive
 - v. Falls: Front, Back, Side

- 5. Searching Philosophy and Cursory Search Techniques (F)
 - a. Explanation, demonstration and performance of the following:
 - i. Justification to search
 - 1. consent,
 - 2. reasonable suspicion,
 - 3. probable cause
 - ii. Control the suspect's hands
 - 1. Dual hand containment
 - iii. Position of disadvantage
 - 1. Suspects position for search

- iv. Communicate with the suspect (reason for the search, ask for the location of contraband)
- v. Plan for suspect resistance and finding a weapon
 - 1. Finding accessible weapon
 - 2. Finding inaccessible weapon

6. Takedowns

(B, E)

- a. Universal keys to take downs
 - i. Balance disruption
 - ii. Body part to body mass
- b. Explanation, demonstration and performance of the following:
 - i. Head control takedown
 - ii. Arm bar take down
 - iii. Leg reap take down
- c. When to take suspects to the ground
 - i. Violent resistance
 - ii. Escape attempt
- d. Head Control Takedown
 - 1. Control the suspects head
 - 2. Verbal command ordering the suspect to the ground
 - 3. Maintain hold of suspects arm
- e. Arm bar takedown
 - 1. Balance disruption by pulling suspects arm.
 - 2. Verbal command ordering the suspect to the ground
- f. Leg reap take down
 - 1. Balance disruption
 - 2. Reap suspects leg
 - 3. Verbal command ordering the suspect to the ground

7. Handcuff Lecture and Quick Cuffing

(C, D)

- a. Explanation, demonstration and performance of the following:
 - i. Primary grip cuffing
 - ii. Secondary grip cuffing
 - iii. Dual hand containment handcuffing

8. The importance of documenting and checking for tightness and double-

- i. locking
 - 1. Reduce suspect injury
 - 2. Agency liability

9. Special circumstances – ADA Discussion

- a. Pregnant females
- b. Amputees
- c. Suspect injuries
- d. Wheel chair bound
- e. Suspects complaints of pain must be documented

10. Pros and cons of quick cuffing

- a. Pros Quick cuffing
 - i. Handcuffs set in non-gun hand
 - ii. Suspect's hands positioned back to back
 - iii. Handcuffs applied, left cuff/left wrist, right cuff/right wrist
 - iv. Check for tightness and double lock, at appropriate time and place
 - v. Officer communicates with the suspect to maintain compliance
- b. Cons Quick Cuffing
 - i. Physically monitor one hand

11. Introduction to Control Holds

(B, C)

- a. Explanation, demonstration and performance of the following:
 - i. Front bent wrist lock
 - ii. Rear wrist lock
 - iii. Twist lock
- b. Front bent wrist lock
 - i. Balance disruption
 - ii. Quick application
 - iii. Transition to cuffing
- c. Rear wrist lock
 - i. Balance disruption
 - ii. Lock arm to rear of suspect
 - iii. Transition to cuffing
- d. Twist Lock
 - i. Balance disruption
 - ii. From primary grip to twist lock
 - iii. Transition to cuffing

DAY TWO

- e. Student Assignments for Lesson Plan and Teach backs
- f. Student Lead Warm-ups and Group Exercises
- g. Review

12. Standing Search and Cuff (B, C)

- a. Explanation, demonstration and performance of the following:
 - i. Dual hand containment search
 - 1. Response to aggression strategies
 - ii. Dual hand containment cuffing
 - 1. From searching to cuffing
 - 2. Check for tightness and double lock the handcuffs
 - 3. If appropriate, search incident to arrest
 - 4. Constant communication with the suspect to maintain compliance

13. Kneeling Search and Cuff (B, C)

- a. Explanation, demonstration and performance of the following:
 - i. Verbally commanding the suspect to his/her knees
 - 1. Suspect facing away, hands behind their head
 - 2. Officer approaches (either weapon out or holstered), controls suspects hands
 - 3. Officer steps in, bows suspect's hips into a "Reverse C"
 - 4. Officer reacts to finding a weapon or suspect resistance
 - 5. Thorough search for readily accessible weapons
 - ii. Converts the search position to an effective cuffing
 - 1. Primary or secondary grip handcuffing
 - 2. Dual Hand containment handcuffing
 - 3. Check for tightness and double lock the handcuffs
 - 4. If appropriate, search incident to arrest
 - 5. Constant communication with the suspect to maintain compliance

14. Prone Search and Cuff (B, C)

- a. Explanation, demonstration and performance of the following:
 - i. Suspect either ordered to the ground or suspect on the ground after a takedown
 - ii. Officer commands the suspect to lie on their stomach, arms spread, feet separated
 - iii. Officer approaches to the officer's strong side (either weapon out or

- Holstered, when to holster – don't grab suspect with gun in hand)
- iv. Officer handcuffs while maintaining effective pain compliance
 - v. Check for tightness and double lock the handcuffs
 - vi. If appropriate search incident to arrest
 - vii. Officer stands with the suspect while minimizing suspect and officer injury
 - viii. Constant communication with the suspect to maintain control and to motivate the suspect to comply

15. Personal Body Weapons Introduction (H)

- a. Explanation, demonstration and performance of the following:
 - i. Safety Orientation, suspect targets/vulnerable areas
 - ii. Officer body parts
 - 1. Hard body parts to soft target areas
 - 2. Soft body parts to hard target areas
- b. Disengage and transition to other force options
 - i. Baton
 - ii. Taser
 - iii. OC
 - iv. Other
- c. Utilize verbal commands to gain compliance
 - i. "Stop fighting me"
 - ii. "Get down on the ground"

16. Student Lead teach backs

- a. Students lead class through material already instructed on.
- b. Course material review

DAY THREE

17. Student Lead Warm-up and Group Exercises

18. V. Handgun Retentions (I)

- a. Retention basics
 - i. Defend the weapon
 - ii. Distract the suspect
 - iii. Disengage from the suspect
- b. Explanation, demonstration and performance of the following:
 - i. Officer controls his/her holstered firearm
 - ii. Officer strikes the suspect
 - iii. Officer disengages and escalates to the appropriate force option
 - iv. Officer uses verbal commands to get the suspect to stop resisting
 - v. Reasonable responses

19. VI. Handgun/Long gun Takeaways (I)

- a. Takeaway basics
 - i. Deflect
 - ii. Distract
 - iii. Disengage
 - iv. Decide
- b. Explanation, demonstration and performance of the following:
 - i. Officer is in close proximity to the suspect
 - ii. Officer deflects the weapon
 - iii. Officer distracts the suspect
 - iv. Officer controls suspect's firearm
 - v. Officer removes suspect's weapon and disengages and decides
 - vi. Officer uses verbal commands to gain compliance and to position the suspect after the suspect's weapon is controlled
 - vii. Reasonable responses

20. Personal Body Weapons (H)

- a. Considerations when using personal body weapons
 - i. Advantages

- ii. Disadvantages
- iii. Department Policy / Practice

b. Explanation, demonstration and performance of the following:

- i. Palm Heel Strikes
 - 1. Left hand, right hand, target areas
 - 2. Verbal commands to stop resisting
- ii. Hammer Fist Strikes
 - 1. Left hand, right hand, target areas
 - 2. Verbal commands to stop resisting
- iii. Elbow Strike
 - 1. Left hand, right hand, target areas
- iv. Verbal commands to stop resisting

c. Knee Strike

- i. Left knee, right knee, target areas
- ii. Verbal commands to stop resisting

d. Foot Strikes

- i. Left foot, right foot, target areas
- ii. Verbal commands to stop resisting

21. Student Lead teach backs

- a. Students lead class through material already instructed on.
- b. Course material review

DAY FOUR

- i. Student Lead Warm-up and Group Exercises
- ii. Techniques Review

22. Skills Review and Drill (B,C,G,H)

- a. Subject approach and Position of advantage
- b. Searching
 - i. Pat Frisk
 - ii. Search Incident to arrest
- c. Handcuffing
 - i. Standing
 - 1. Primary
 - 2. Secondary
 - 3. Dual Hand Containment
 - ii. Kneeling
 - 1. Primary
 - 2. Secondary
 - 3. Dual Hand Containment
- d. Prone Handcuffing and Search
 - i. Prone handcuffing
 - ii. Searching
 - iii. Standing Suspect up
- e. Control holds
 - i. Front bent wrist lock
 - 1. To cuff
 - ii. Rear bent wrist lock
 - 1. To cuff
 - iii. Twist lock
 - 1. To cuff
- f. Take Downs
 - i. Head Control Takedown
 - 1. To cuff
 - ii. Armbar takedown
 - 1. To cuff
 - iii. Leg reap takedown

1. To cuff

23. Student Preparation for Teaching Projects (L)

- a. Explanation, demonstration and performance of the following:
 - i. Review of subject matter to be presented
 - 1. On-going during the course.
 - 2. Students assigned teaching assignment on day one.
 - ii. Coordination of team teaching responsibilities
 - iii. Methods of evaluating and testing their students
 - iv. Lesson Plan development
 - v. Equipment list
 - vi. Safety issues
 - 1. Teaching / learning speed
 - vii. Target audience
 - 1. In-service
 - 2. Basic Academy
 - 3. Explorers, etc.
- b. Handouts
- c. Practice Presentations

DAY FIVE

Student Lead Warm-up and Group Exercises

24. Written Test

25. Student Skills Testing

(N)

a. Explanation, demonstration and performance of the following:

- i. Review of testing criteria
- ii. Written test
- iii. Individual student skills test
- iv. Instructor feedback

1. Oral

2. Written

b. Remedial training and re-testing (if necessary)

26. Student Teach Projects

a. Teach class assigned topic

27. Instructor Feedback on Student Projects, Course Critique, Final Review