

Recruit Officer Course



Commonwealth of Massachusetts

Municipal Police Training Committee

Volume III: Patrol Procedures

Use of Force: Defensive Tactics

Version: D2020

The Municipal Police Training Committee (MPTC), an agency of the Executive Office of Public Safety and Security (EOPSS), serves the Commonwealth by establishing training standards, oversight and policy guidance for policing professionals.

INSTRUCTOR LESSON

Title:	Use of Force: Defensive Tactics
Version:	D2020
Course Purpose:	Provide student officers with best practices for using defensive tactics to stop unlawful suspect resistance.
Learning Objectives:	<p>During this course, student officers will receive information and instruction on how to:</p> <ol style="list-style-type: none">1. Identify and demonstrate how <i>gross, fine</i> and <i>complex</i> motor skills apply to defensive tactics.2. Demonstrate best practices for the following:<ol style="list-style-type: none">a. stanceb. positioningc. movements3. Demonstrate best practices for using the following defensive tactics:<ol style="list-style-type: none">a. grabs and holdsb. blocksc. strikesd. ground defense4. Demonstrate best practices for maintaining control and possession of duty issued weapons.5. Demonstrate best practices for defending against edged weapon attacks.
Instructional Hours:	40
Instructional Methods:	Facilitation/Lecture Open Discussion Skill Development Activities

Required Materials:	Lesson manuscript and supporting visual aids Desktop or laptop computer with audio LCD projector or TV Duty belt with equipment (per student) Floor mats Focus / strike pads (multiple sizes) Training weapons (guns / knives)
Training Aids:	Flip Chart/Dry Erase Board
Handouts:	Use of Force Safety Guidelines MPTC Use of Force Model Defensive Tactics Performance Testing Forms
References:	<p>“Defensive Tactics Program Module 2: Blocks.” Massachusetts Municipal Police Training Committee. Randolph, MA. 2012.</p> <p>“Defensive Tactics Program Module 3: Control & Restrain.” Massachusetts Municipal Police Training Committee. Randolph, MA. 2012.</p> <p>“Defensive Tactics Program Module 4: Disarming Techniques.” Massachusetts Municipal Police Training Committee. Randolph, MA. 2012.</p> <p>“Defensive Tactics Program Module 5: Distraction Techniques.” Massachusetts Municipal Police Training Committee. Randolph, MA. 2012.</p> <p>“Defensive Tactics Program Module 6: Edged Weapon Awareness.” Massachusetts Municipal Police Training Committee. Randolph, MA. 2012.</p> <p>“Defensive Tactics Program Module 7: Ground Defense.” Massachusetts Municipal Police Training Committee. Randolph, MA. 2012.</p> <p>“Defensive Tactics Program Module 9: Handgun Retention.” Massachusetts Municipal Police Training Committee. Randolph, MA. 2012.</p>

“Defensive Tactics Program Module 11: Personal Defense.”
Massachusetts Municipal Police Training Committee.
Randolph, MA. 2012.

“Defensive Tactics Program Module 12: Empty Hand Impact
Techniques.” Massachusetts Municipal Police Training
Committee. Randolph, MA. 2012.

“Use of Force: The Basic Curriculum.” Massachusetts
Municipal Police Training Committee. Randolph, MA. 2014.

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Instructor Notes

1. Delivering instructor(s) must have successfully completed specific train-the-trainer or other approved use of force certification courses determined by MPTC.
2. “Defensive Tactics” is one of several ROC use of force topics. For best results, use of force topics should be delivered in a specific order (see table below). At a minimum, “Use of Force” must be delivered first because it covers foundational legal, decision making and other topics found in subsequent lessons, including the MPTC model.

Order	Topic
1	Use of Force
2	Handcuffing & Restraints
3	Defensive Tactics
4	Oleoresin Spray (OC)
5	Baton
6	Handgun
7	Rifle

Instructors must explain how defensive tactic skills fit into the MPTC use of force model. Delivering instructors must also be familiar with content in the [Handcuffing & Restraints](#) lesson.

3. This lesson covers more than 30 individual techniques with multiple variations for each. Mastery of any single technique requires repetition and practice beyond basic training. This lesson is designed to help student officers identify techniques that work best for them according to skill level.
4. Required instructor to student ratio for all physical skills training is 1:10.
5. The entire lesson should be delivered in a single room, preferably one designated for skill development. Delivery of all content in a single room allows instructors to seamlessly cover manuscript text, show supporting visual aids, and demonstrate techniques with immediate transition into hands-on skill development by student officers.

6. To create a safe and realistic training environment, use the following precautions:
 - a. Provide a safety briefing before each session. See “Use of Force Training Safety Guidelines.”
 - b. Begin each session with “warm-up” and “stretching” activities.
 - c. Student officers should wear ballistic vest and duty belt with equipment when practicing and during performance testing.
 - d. Recommended skill development classroom should provide 50 square feet of space per student officer, including floor mats for static skill development exercises. Additional mats may be needed for full-contact and realistic skill scenarios.
 - e. Use strike pads, floor mats, and other protective gear. All floor mats and pads must be cleaned using a 10:1 (water/bleach) solution after each use. Refer to OSHA requirements for more information.
 - f. When practicing techniques, instruct persons playing the role of “suspect” to offer minimal physical resistance.
7. Instructors must demonstrate techniques from strong and support side perspectives to accommodate student officers with differing hand and leg dominance. Instructor demonstrations must be done using step-by-step methods outlined in lesson and in “real time.”
8. The MPTC Use of Force Model must be referenced throughout this lesson according to how each technique applies. Effective instructors are careful not impose or communicate their technique preference for any given use of force situation. This can create unrealistic expectations for student officers during training and on-the-job performance.
9. Student officers must be given time to practice each technique using step-by-step methods outlined in lesson. Instructors should display visual aids for student officers to reference while practicing. Practice begins using slow methodical movements to establish correct form. Gradually increase intensity and speed until technique is performed in “real time.”

10. To facilitate on-the-job decision making when using force, instructors are encouraged to combine multiple techniques for student officers to practice. For example, instructors may require student officers to transition from the (a) escort technique to a (b) strike before (3) handcuffing.
11. During performance testing, student officers must successfully demonstrate techniques taught using a smooth, fluid, and continuous motion without stopping at each step. Instructors are responsible for documenting student officer performance on forms provided with this lesson.
12. Instructors should use active learning methods to deliver content. This includes, but is not limited to group discussions and exercises, peer demonstrations, and facilitation. Instructors may also share *relevant* media articles, videos and personal work experiences when appropriate.
13. Instructors must use this “Instructor” manuscript to deliver topic. Instructor NOTES are inserted throughout to choreograph delivery and ensure content is presented as intended. Instructors should also use active learning methods. This includes, but is not limited to group discussions and exercises, peer demonstrations, and facilitation.
14. Student officers are tested on lesson manuscript content related to learning objectives. Therefore, supporting visual aids and handouts cannot be used as “stand-alone” materials when delivering this lesson.
15. “Version” numbers are used to identify the most current ROC lesson manuscripts, visual aids and handout materials. Version numbers are found on document covers and footers. Academy Directors must provide student officers with access to the most current ROC materials. Instructors must also possess the most current ROC materials for delivery. Current lesson manuscripts are available at MPTCtraining.com.
16. Instructors should be made aware of any pre-existing student officer medical conditions that may increase risk of injury or be exacerbated by physical activity (e.g. joint surgeries / replacements; asthma, etc.). Student officers must be instructed to report any injury sustained during use of force training. Instructors are required to document student injuries on designated MPTC forms.

17. MPTC requires recruit officers to participate in use of force training scenarios that provide as much “on-the-job” realism as possible. Scenarios are used to evaluate recruit officer **(1)** decision making under stress; and **(2)** ability to correctly demonstrate a given technique learned. Decision making includes using force that is:

- objectively reasonable according to officer perception
- the most effective under totality of circumstances
- the most effective given officer limitations and skill level

Training scenario safety and success requires a collaborative effort from Academy directors, instructors, role-players and student officers.

a) Academy Director

The Academy Director is responsible for ensuring all instructors, site locations, scenarios, and equipment are in compliance with MPTC standards. This includes having enough certified instructors on-site to administer training scenarios safely.

b) Instructors

The number one priority for instructors is safety – for recruits, role players and other instructors. Depending on scenario complexity, multiple instructors may be used.

(1) Training Officer in Charge (OIC)

An OIC may be used for training scenarios with increased safety risks or multiple locations. In general, the OIC has complete oversight and responsibility for the entire training scenario.

(2) Training Safety Officer (TSO)

A TSO is responsible for the safety of all recruit officers, other instructors, and role players in the scenario. This includes conducting safety briefings, equipment inspections and making certain no “live” or real weapons enter designated training areas.

There must be at least one TSO on site for any use of force training scenario. More than one TSO may be used when multiple scenarios are on-going at once.

(3) Evaluating Instructor(s)

Evaluating instructors are responsible for watching recruit officer performance and providing feedback. Evaluating instructors also ensure role players follow scenario scripts. In some cases, the TSO and evaluating instructor may be the same.

c) Role Players

Role players can include other instructors, non-police personnel, or carefully selected volunteers. Role players are prohibited from bringing any live ammunition, knives, or weapons into designated training areas.

Role players must follow instructor directions and scenario scripts. Role players must wear mandatory protective equipment identified by OIC or TSO.

d) Recruit Officers

Recruit officers are prohibited from bringing any live ammunition, knives, OC spray or weapon into designated training scenarios areas. Recruit officers must wear protective equipment identified by OIC or TSO.

18. Training scenario locations will be marked using "POLICE" line tape or posted signs. This is done to prevent unauthorized access and notify by-standers. A single entry and exit point for scenario participants is used to control access, conduct equipment inspections and ensure prohibited items do not enter training locations. A first aid kit must be readily available in all use of force training scenario locations.
19. Realistic training scenarios increase the risk of injury. Therefore, protective equipment may be required for instructors, recruit officers or role players. Injuries sustained during use of force training must be reported immediately to the Academy Director.

Type of protective equipment needed is determined by scenario parameters. In general, protective equipment is used to prevent injury to vital areas (e.g., head, face, eyes, throat, groin) and minimize injury to arms, hands, and legs. All protective equipment used during scenario training is approved by MPTC.

Protective equipment for use of force scenario training includes, but is not limited to the following:

- soft body armor
- floor mats / pads
- groin protection
- hearing protection
- head, face, & eye protection
- padded body suits (e.g., RedMan®)

Protective equipment will be inspected by both instructors and recruit officers for damage and proper functionality. Equipment compromised by damage or wear must be repaired or replaced before use. Certain protective equipment must be cleaned, sanitized and stored properly after use.

20. All training weapons and props must be examined by the TSO prior to use in any training scenario. Live ammunition and other “real” weapons are prohibited inside training area. TSO may use metal detectors to ensure no live ammunition or other weapon enters training area.
21. The TSO must conduct a “safety briefing” with all recruits, role players, and other instructors prior to any scenario training. In general, safety briefing includes, but is not limited to the following information:
 - a) Protective equipment requirements.
 - b) Participant conduct / behavior standards.
 - c) Locations and procedures entering training areas.
 - d) Specific guidelines for preventing injury (e.g., “Stop”; whistle; etc.)
 - e) Prohibition of live ammunition and other “real” weapons inside training area.
 - f) Specific instructions relevant to training scenario.

I. Introduction

SLIDE: “Defensive Tactics” (opening)

SLIDE: “Instructor”; introduce self and credentials

A. Opening Statement

SLIDE: “Defensive Tactics”

Police officers encounter a wide range of suspect resistance while investigating crimes and making arrests. Suspect resistance includes punching, kicking, grabbing, pulling, pushing and using weapons.

The goal of this lesson is to teach future Commonwealth police officers specific defensive tactics for stopping different types of suspect resistance as quickly as possible.

B. [Learning Objectives](#)

SLIDES (2): “Learning Objectives”; Emphasize to student officers that end-of-topic test questions for this lesson and final comprehensive exam are directly related to learning objectives.

Note: End-of-topic test questions for this lesson and final comprehensive exam are directly related to learning objectives.

II. Body

A. Defense Basics

SLIDE: “Defensive Tactics”

Defensive tactics include holds, blocks distractions and strikes. They are used by police to:

- disrupt suspect focus
- prevent unnecessary injury
- immobilize suspect movements
- temporarily stun or distract suspects
- gain distance and *time* to re-evaluate

To establish needed levels of proficiency while under stress, defensive tactics must be practiced properly and repeatedly throughout an officer's career. This lesson is designed to help student officers identify techniques that work best for them according to skill level.

1. Motor Skills

SLIDE: “Motor Skills”; Use lesson contents to fully cover slide items and facilitate discussion with examples.

Human motor skills are divided into *gross*, *fine* and *complex*.

- a) *Gross motor skills* use large muscle groups and can be performed proficiently when heart rates exceed 120 BPM.

Effective defensive tactics use *gross* motor skills because they can be performed optimally under high degrees of physical and emotional stress. Running, grabbing, punching, and kicking are *gross* motor skills.

- b) *Fine motor skills* use small muscle groups to perform tasks. *Fine* motor skill proficiency begins to deteriorate when heart rates exceed 120 BPM. Handcuffing is a *fine* motor skill.

Ongoing practice and repetition is needed perform *fine* motor skills proficiently under stress.

- c) *Complex motor skills* combine physical and cognitive elements of eye-hand tracking and timing. *Complex* motor skill proficiency begins to deteriorate when heart rates exceed 100 BPM. Shooting a moving target is a *complex* motor skill.

Defensive tactics used by police include a combination, gross, fine and complex motor skills. Motor skills are perishable. To maintain needed levels of proficiency, officers must practice defensive tactics throughout their law enforcement career.

2. Stance

SLIDE: “Basic Stance”

Figure 1

A *basic* stance provides balance. See **Figure 1**.

- feet shoulder width apart
- knees bent slightly
- strong leg and hip away
- stand upright with back straight
- hands in front of body at waist level

A *defensive* stance (or high guard) is used to protect and block or deflect attacking suspects. See **Figure 2**.

SLIDE: “Defensive Stance”

- feet slightly wider than shoulder width
- more bend in the knees (than basic stance)
- hands up near face with elbows in near torso
- hands open or closed



Figure 2

3. Distance

SLIDE: “Distance”

“Distance is proportional to officer reaction time.”¹ Officer position, in relation to the suspect, is critical for safety, maintaining a tactical advantage and using force effectively.

Distance from suspect will vary according to location, officer perceptions and *totality of circumstances*.

Officers have less time to make decisions and use force effectively if suspect resisting is too close. For example, a punch or kick may be less effective if too close or miss the target if too far away. If a person is too close, officers also have less time to make decisions and take action.

The recommended minimum reactionary distance is 4-6 feet and beyond a suspect's immediate lunge or grabbing area.

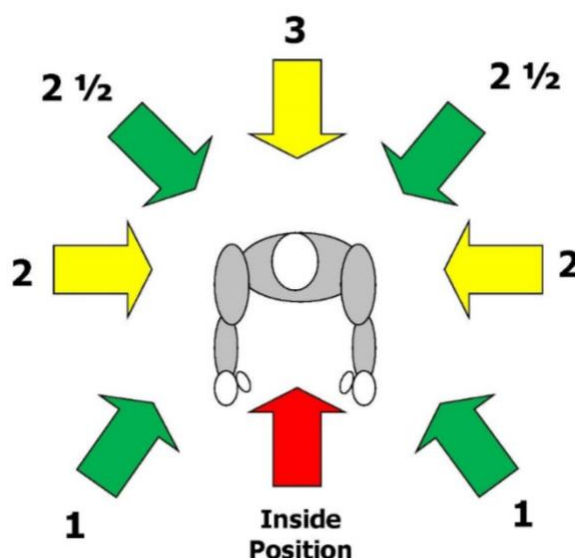
4. Positioning

SLIDE: "Positioning"; Use lesson contents and demonstrations to fully cover slide items.

Officer positioning in relation to the suspect is also critical. Use the following best practices for positioning.

- a) **Keep away** and do not approach suspect from the "Inside Position." Suspects have greater leverage and can generate more power here.
- b) Approach from #1 position when in front of the suspect and be ready to move into 2½ position.
- c) Approach from or move into the 2½ position when attempting to handcuff a suspect.
- d) Avoid remaining inside positions 2 and 3 for any length of time. Suspects can generate power (i.e., 90° angle movement) and strike effectively when an officer is in positions 2 or 3.

SLIDE: "[positioning image]"



e) Contact & Cover

SLIDE: “Contact & Cover”; Use lesson contents and demonstrations to fully cover slide items.

Officer positioning is important for safety and maintaining tactical advantage when dealing with violent or hostile people in crisis.

Contact-and-Cover uses a triangulation technique when there are two officers and one person. Both officers must be able to see each other and the person without creating a potential cross fire situation.

Each role (i.e., “contact” or “cover”) has specific tasks. If multiple people are on the scene, multiple teams of contact-and-cover officers may be needed.

Officers should communicate their role before approaching a person and be prepared to switch roles if needed.

(1) “Contact” officer tasks

SLIDE: “Contact Officer”

The primary officer responsible for conducting the investigation.

- (a) maintains #1 position
- (b) does all the talking; conducts interviews and takes notes
- (c) conducts radio transmissions
- (d) initiates all activities (e.g., frisks, arrest, etc.)
- (e) gives directions to *cover* officer; may include hand signals

- (2) “Cover” officer tasks

SLIDE: “Contact Officer”

Serves as “back-up” and is responsible for protecting the *contact* officer.

- (a) ~~maintains and adjusts~~ triangulation position to prevent potential cross-fire with *contact* officer
- (b) watches person’s hand and body movements
- (c) keeps other people away
- (d) prevents escape
- (e) follows *contact* officer instructions

NOTE: Demonstrate and provide EACH student officer with at least 30 minutes to practice contact and cover tactics. This can be done in small groups via peer demonstrations.

4. Movements

SLIDE: “Movements”; Use lesson contents to fully cover slide items and demonstrate each movement.

Many defensive tactics require officers to move using specific directions or methods, but while maintaining a balanced stance.

- a) ~~Shuffle Step~~: A shorter than normal step (gait) where foot slides or remains close to the floor while moving. Used to maintain balance while decreasing or increasing distance from someone or something. Shuffle steps can be *forward* or *rearward*.
 - (1) *Forward*: Step forward 6-10 inches with support foot while keeping weapon (e.g., handgun) side back, then step strong foot forward to establish balanced stance.

- (2) *Rearward*: Step backward 6-10 inches with strong foot while keeping weapon (e.g., handgun) side back, then step backward with support foot to establish balanced stance.
- b) Side Step: Used to maintain balance while moving laterally (left or right). Depending on desired direction, step 6-10 inches with strong or support foot to left or right, then step opposite foot in the same direction to establish balanced stance.
- c) Pivot Step: One or more partial steps in any direction used to turn (i.e., rotate) away from or toward something or someone. A pivot can be *forward* or *rearward*.
 - (1) *Forward*: Pivot on the ball of front foot, then bring rear foot forward to establish balanced stance.
 - (2) *Rearward*: Pivot on the ball of rear foot, then bring front foot backward to establish balanced stance.

NOTE: Demonstrate and provide EACH student officer with at least 30 minutes to practice all movements. This can be done in large groups. Practice should begin slow to help student officer establish correct form. Increase intensity and speed until strike is practiced correctly in “real time.” Instructors should fuse movement drills throughout practicing of techniques.

5. Officer Awareness (self & situational)

SLIDE: “Officer Awareness”; Use lesson contents to fully cover slide items and facilitate class discussion.

Officer ability to recognize his or her own capabilities, limitations and performance during a use of force event is critical. Officer self and situational awareness factors include the following:

- a) Physical and mental preparedness. Officer health is directly related to performance and decision making under stress.

- b) Threat recognition. Before an officer can see a threat, he or she must believe it exists. Maintaining a safe distance, seeing body language, hearing statements, and identifying underlying circumstances consistent with danger.
- c) Communication. Officers must be clear, concise and consistent when communicating and using force. Officers should try and use *de-escalation* techniques when practical and safe.

Review [Communication Skills](#) and [Use of Force](#) lessons for best practices on officer communication and de-escalation.

- e) Confidence. Comes from a combination of practice, mental and physical preparedness. Officers who lack confidence using a tactic are less likely to use it.

NOTE: Facilitate discussion with student officers by asking: “How is officer confidence related to using a specific defensive tactic? confidence leads to greater proficiency.

B. Grabs & Holds

SLIDE: “Grabs & Holds”; Facilitate discussion on how grabs and holds fit into the MPTC Use of Force model.

Holds and grabs are commonly used to isolate a specific body part during handcuffing, maintain leverage, or move a suspect from one location to another. Grabs and holds are *control* and *compliance* techniques used for *passive* and *active* suspect resistance.

Effective grabs and holds use a combination of [gross](#) and [fine](#) motor skills and must be done fluidly to be effective. Officer hand, arm and upper body strength are relevant factors for holds and grabs.

1. Best practices for holds and grabs

Effective grabs and holds use a combination of twisting, pulling and bending to force a target beyond its natural range of motion. This helps immobilize, gain leverage, disrupt balance or generate pain compliance.

- a) **Twisting:** Twist in a clockwise or counter-clockwise motion. For example, twisting a wrist can force the person's shoulder down toward the ground.
- b) **Bending:** Bend target beyond its natural range of motion. For example, bending a wrist down to generate pain.
- c) **Pulling:** Pull target in the opposite direction. For example, pulling a suspect's arm behind his back to disrupt balance and gain leverage.

2. Escort (Figure 3)

SLIDE: "Escort"; Display slide for student officers to reference when practicing

For best results, steps listed below must be done fluidly using two hands.

STEP 1: Approach suspect from 2½ position using [shuffle step](#).

STEP 2: Place palm of hand on back of the same suspect's hand (i.e., left to left; right to right) with thumb crossed at knuckle and twist.

STEP 3: Use opposite hand to grab suspect's elbow joint (thumb on top of elbow; fingers wrap around arm). Maintain firm grip with both hands to keep suspect's arm straight, immobilize and apply leverage.

STEP 4: If suspect resists, turn hand grabbing wrist counter-clockwise (so thumb points toward officer), then pull suspect's arm across officer's body for additional leverage while still maintaining firm grip on suspect's elbow.

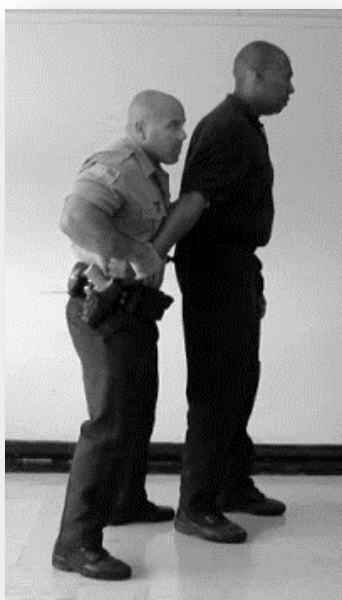


Figure 3

NOTE: Demonstrate "escort" technique. Provide EACH student officer with at least 30 minutes to practice including moving suspects from one location to another and handcuff transitioning. Practice should begin slow to help student officer

establish correct form. Increase intensity and speed until strike is practiced correctly in “real time.”

Time permitting, demonstrate how to counter specific types of suspect resistance during “escort” (e.g., stiffens wrist, etc.). Student officers must successfully demonstrate “escort” during performance testing.

3. Front Wrist Lock (Figure 4)

SLIDE: “Front Wrist Lock”; Display slide for student officers to reference when practicing

In some cases, transition to front wrist lock may occur from *escort*. For best results, steps listed below must be done fluidly using two hands.

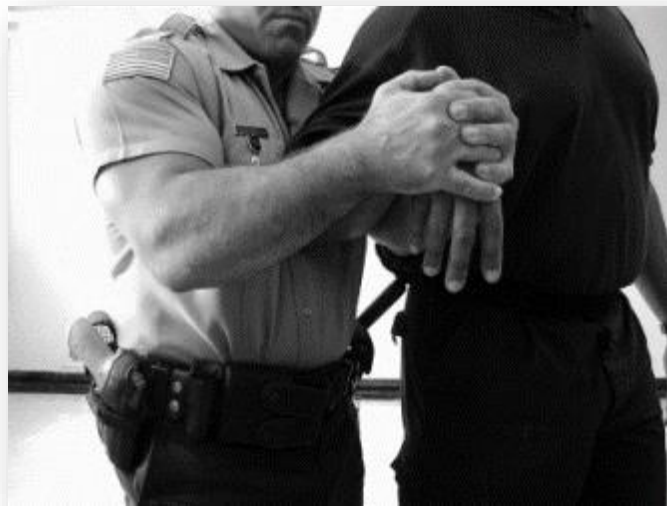


Figure 4

- STEP 1:** Approach suspect from 2½ position using *shuffle step*.
- STEP 2:** Simultaneously grab suspect at elbow/forearm and on top of hand (same arm). Apply pressure over suspect's knuckles to bend wrist / fingers downward.
- STEP 3:** Slide hand grabbing elbow/forearm between suspect's body and arm to overlap with hand bending suspect's wrist (both officer's hands are overlapping on top of suspect's knuckles and applying downward pressure).

STEP 4: Bring suspect's forearm parallel to ground with palm facing down. Use torso for leverage, apply counter pressure on elbow and maintain grip.

NOTE: Demonstrate "front wrist lock." Provide **EACH** student officer with **at least 30 minutes** to practice including moving suspects from one location to another and handcuff transitioning. Practice should begin slow to help student officer establish correct form. Increase intensity and speed until strike is practiced correctly in "real time."

Time permitting, demonstrate how to counter specific types of suspect resistance when using "front wrist lock." Student officers must successfully demonstrate the "front wrist lock" during performance testing.

4. Rear Wrist Lock (**Figure 5**)

SLIDE: "Rear Wrist Lock"; Display slide for student officers to reference when practicing

In some cases, transition to rear wrist lock may occur from *escort* or *front wrist lock*. For best results, steps listed below must be done fluidly using two hands.

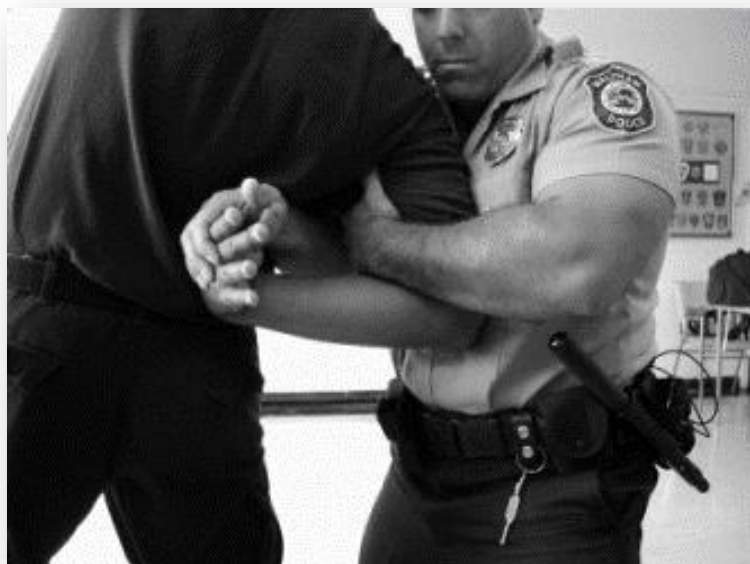


Figure 5

- STEP 1:** Approach suspect from 2½ position using *shuffle step*.
- STEP 2:** Simultaneously grab suspect at elbow and wrist (same arm).
- STEP 3:** Slide hand grabbing wrist down (fingers both facing same direction).
- STEP 4:** [Pivot](#) toward rear of suspect while sliding suspect's hand (one being held) to the small of his back. Officer's body should be at 2½ position and a 45-degree angle toward suspect.
- STEP 5:** Hand held in small of back is rotated so heel of officer's hand is on top of suspect's wrist.
- STEP 6:** Instruct suspect to put free hand on top of head and spread feet. Transition to handcuffing.

NOTE: Demonstrate “rear wrist lock.” Provide EACH student officer with at least 30 minutes to practice “rear wrist lock” to include transitions to handcuffing. Practice should begin slow to help student officer establish correct form. Increase intensity and speed until strike is practiced correctly in “real time.”

Time permitting, demonstrate how to counter specific types of suspect resistance when trying to apply “rear wrist lock.” Student officers must successfully demonstrate “rear wrist lock” during performance testing.

Continued on next page

5. Armbar takedown (Figure 6)

SLIDE: “Armbar Takedown”; Display slide for student officers to reference when practicing

The armbar takedown isolates an arm, disrupts balance and forces suspects to the ground. For best results, steps listed below must be done fluidly. In some cases, transition to arm bar takedown may occur from *escort position*, *front wrist lock*, or *rear wrist lock* positions.



Figure 6

- STEP 1:** Approach suspect from 2½ position using *shuffle step*.
- STEP 2:** Use strong hand to grab closest wrist; pull wrist back and rotate clockwise.
- STEP 3:** Use support hand to grab elbow (same arm); thumb over elbow; straighten arm.
- STEP 4:** Change support hand hold on elbow by using lower forearm to create downward pressure on suspect's upper arm.

STEP 5: Rotate strong hand holding wrist clockwise. Keep suspect's arm straight and wrist pinned against officer's upper thigh, waist area or abdomen.

STEP 6: Take one step back with outside leg, rotate torso clockwise and use body weight with support hand as leverage to take suspect down. Give clear and concise instructions (e.g., "Get down!").

Transition to kneeling or prone handcuffing positions.

NOTE: Demonstrate "armbar takedown." Provide EACH student officer with at least 30 minutes to practice including transitions to handcuffing. Practice should begin slow to help student officer establish correct form. Increase intensity and speed until strike is practiced correctly in "real time" using protective gear (i.e., floor mats).

Time permitting, demonstrate variations of "armbar takedown" to counter specific types of suspect resistance or circumstances. Student officers must successfully demonstrate the "armbar takedown" during performance testing.

Continued on next page

C. Blocks

SLIDE: “Blocks”; Facilitate discussion on how blocks fit into the MPTC Use of Force model.

Blocks use natural human instincts to deflect or stop an attack and generate distance. For example, when startled by danger, people naturally “flinch” and do the following:

- crouch slightly; and
- bring arms/hands up to protect head and face

Effective blocks combine natural human instincts to protect the head and face, but while moving toward danger to minimize attacker momentum. Therefore, it takes practice and mental conditioning to use a block effectively.

Blocks can be the first step to stopping *active and assaultive – bodily harm* suspect resistance.

1. Middle Block (**Figure 7**)

SLIDE: “Middle Block”; Display slide for student officers to reference when practicing

A forward block can be used when the officer is standing in front of an attacking suspect. For best results, do the following steps in one continuous and fluid motion.

STEP 1: Use a [defensive stance](#). Widen stance with strong-leg back, hands up with palms facing out.

STEP 2: Lean/Step toward threat and use hands or forearms to block. Use forward momentum and forearms to strike suspect across the chest.

STEP 3: Give clear and concise instructions (e.g., “*Stop!*”; “*Get back!*”)

STEP 4: *Shuffle step* to increase distance, re-evaluate and transition.

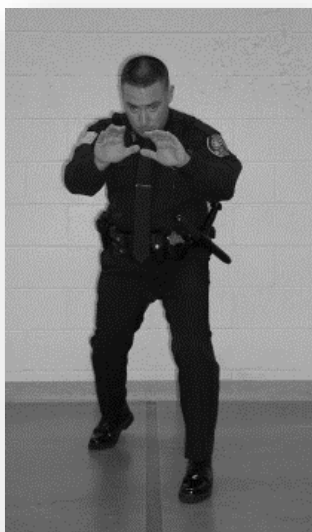


Figure 7

NOTE: Demonstrate “middle block” to include various types of suspect resistance. Provide **EACH** student officer with **at least 30 minutes** to practice. Practice should begin slow to help student officer establish correct form. Increase intensity and speed until strike is practiced correctly in “real time” using safety equipment (pads). Student officers must successfully demonstrate “middle block” during performance testing.

2. High Block (Figure 8)



Figure 8

SLIDE: “High Block”; Display slide for student officers to reference when practicing

A high block can be used to protect officer’s head and face from strikes coming from above. For example, an officer who is shorter or down on his or her knees. For best results, do the following steps in one continuous and fluid motion.

STEP 1: Widen stance with strong-leg back. Overlap hands above head with palms facing out or up.

STEP 2: Lean/Step toward threat and use hands or forearms to block. Simultaneously *side-step* or *pivot* for more blocking power.

STEP 3: Give clear and concise instructions (e.g., “Stop!”, “Get back!”).

STEP 4: *Shuffle step* to increase distance, re-evaluate and transition.

NOTE: Demonstrate “high block” to include various types of suspect resistance. Provide **EACH** student officer with **at least 30 minutes** to practice. Practice should begin slow to help student officer establish correct form. Increase intensity and speed until strike is practiced correctly in “real time” using safety equipment (pads). Student officers must successfully demonstrate “high block” during performance testing.

3. Side Block: strong & support side (Figures 9A & 9B)

SLIDE: “Side Block”; Display slide for student officers to reference when practicing

Side blocks can be used to protect officer from incoming left or right side strikes to head, torso, chest and shoulders. Officer may be standing or kneeling. For best results, do the following steps in one continuous and fluid motion.

STEP 1: Widen stance and overlap hands with palms facing out at face/shoulder level and elbows down.

STEP 2: Pivot [left or right] and both hands/forearms toward incoming strike to block. Simultaneously *side-step* for more blocking power.

STEP 3: Give clear and concise instructions (e.g., “*Stop!*”; “*Get back!*”).

STEP 4: *Shuffle step* to increase distance, re-evaluate and transition.



Figure 9A

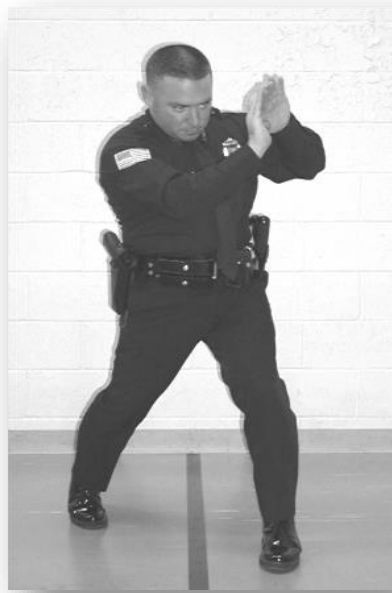


Figure 9B

NOTE: Demonstrate “side block” (strong & support side) from standing and kneeling positions. Include various types of suspect resistance. Provide **EACH** student officer with **at least 30 minutes** to practice. Practice should begin slow to help student officer establish correct form. Increase intensity and speed until strike is practiced correctly in “real time” using safety equipment (pads). Student officers must successfully demonstrate “side block” during performance testing.

4. Low Block (**Figure 10**).

SLIDE: “Low Block”; Display slide for student officers to reference when practicing



Figure 10

A low block can be used to protect officer’s groin, abdomen and upper strikes coming from below. For example, a suspect who is kicking at the officer’s groin. For best results, do the following steps in one continuous and fluid motion.

STEP 1: Widen stance and overlap hands just below waist level with palms facing ground.

STEP 2: Move both hands/forearms toward incoming strike to block. Simultaneously *side-step* or *pivot* for more blocking power.

STEP 3: Give clear and concise instructions (e.g., “*Stop!*”; “*Get back!*”)

STEP 4: *Shuffle step* to increase distance, re-evaluate and transition.

NOTE: Demonstrate “low block” to include variations of suspect resistance. Provide **EACH** student officer with **at least 30 minutes** to practice. Practice should begin slow to help student officer establish correct form. Increase intensity and speed until strike is practiced correctly in “real time” using safety equipment (pads). Student officers must successfully demonstrate “low block” during performance testing.

D. Strikes

SLIDE: “Strikes”; Use lesson contents to fully cover slide items and facilitate discussion about difference between strike vs. distraction technique.

Strikes include punches and kicks that use [gross](#) motor skills. Strikes are authorized to immediately and conclusively stop violent conduct. Strikes are also different from *distraction techniques*. A distraction technique is designed to shift an *active resistant* suspect’s focus or disrupt his balance to gain control. Examples of distraction techniques include, but are not limited to triceps pinches and pressure points (e.g., Mandibular Angle).

Note: Intent and intensity are key differences between strikes and distraction techniques

The reasonableness of any strike is determined by the *totality of circumstances* and *officer perception*. This includes, but is not limited to the following:

- threat posed by suspect
- severity of crime involved
- suspect size, skill level and strength
- officer knowledge and experience with suspect

Strikes are not 100% effective 100% of the time. They can help officers gain needed distance and time for stopping *active* or *assaultive: bodily harm* resistance.

NOTE: Facilitate discussion on how strikes fit into the MPTC Use of Force model by asking the following questions:

- ***Could a suspect punch be deadly?***
- ***Under what circumstances should officers use strikes?***

Guide discussion toward legal standards of objective reasonableness, totality of circumstances and officer perception as outlined in Use of Force lesson.

1. Common strike targets

a) arms & hands

SLIDE: “Strike Targets”; identify each target location

- (1) back of the hand
- (2) inside of wrist
- (3) forearm
- (4) fingers and knuckles
- (5) *Radial nerve* in top of forearm near elbow.
- (6) *Median nerve* on the inside forearm, 3-4 inches down from the elbow joint.

b) legs & feet

- (1) toes
- (2) shin
- (3) instep (just below shin)
- (4) *Common peroneal nerve* located in outer thigh just above knee.
- (5) *Femoral nerve* located in inner thigh just above the knee.

c) shoulders & neck

NOTE: Facilitate discussion on how strikes to brachial plexus and suprascapular nerve fit into the MPTC Use of Force model.

- (1) *Brachial plexus* origin located on side of neck, just below the ear.

(2) *Suprascapular nerve* located where trapezius and shoulder muscles meet.

d) Groin

NOTE: Facilitate discussion on how strikes to groin fit into the MPTC Use of Force model.

2. Hand/Arm strikes

SLIDE: “Hand / Arm Strikes”

Effective hand/arm strikes use *gross* motor skills (e.g., punch). In general, hand/arm strikes are delivered when the officer is standing and within arm’s reach of suspects. Hand/arm strikes can also be delivered effectively from a kneeling position if needed.

a) Best practices for hand/arm strikes

(1) Use *defensive stance*.

(2) Generate power by rotating torso/hip and leaning slightly toward target.

(3) Transfer energy from body weight momentum into target with time on contact and strike “through the target.”

Note: Time on contact with target creates fluid shock. “Snap” punches are less effective.

(4) Strike motion should be parallel with or downward toward target. Strikes thrown above the officer’s shoulder height have less leverage and thus power.

(5) Avoid telegraphing strikes. The element of surprise can make strike more effective.

(6) Keep non-striking hand in front of body and at chest level or above for protection.

- (7) Avoid striking hard targets likely to injure hand/arm (e.g., back of head; knee cap; shin;).
- (8) Give clear and concise instructions when striking (e.g., *Stop!*; *Get Down!*).

b) Straight punch (**Figure 11**)

SLIDE: “Straight Punch”; Display slide for student officers to reference when practicing

In general, straight punches use a closed fist to strike targets in front of the officer. Straight punches can be delivered using either hand (fist).



Figure 11

STEP 1: Use [defensive stance](#). To make a stable fist, fold all four fingers into palm of hand and tuck thumb in front of index and middle fingers. Keep fist closed during punch.

Keep non-striking hand up in front of face for protection and to block.

STEP 2: Bring elbow back to chest and parallel with ground, then thrust fist outward toward target. Simultaneously rotate hips/torso and lean slightly into target to generate power.

Make contact with [target](#) using index and middle finger knuckles. Transfer energy from body weight momentum into target with time on contact and follow through.

Note: Straight punch motion is parallel with or slightly downward toward target. Punches thrown above shoulder height have less leverage and thus power. Targets that are too close may not allow officers to generate power.

STEP 3: Give clear and concise instructions (e.g., *Stop!*; *Get back!*).

STEP 4: [Shuffle step](#) to increase distance, re-evaluate and transition.

NOTE: Demonstrate “straight punch” to include common [targets](#). Provide EACH student officer with at least 30 minutes to practice. Practice should begin slow to help student officer establish correct form. Increase intensity and speed until strike is practiced correctly in “real time” using protective gear (i.e., strike pads). Student officers must successfully demonstrate “straight punch” during performance testing.

c) Elbow Strikes (**Figure 12**)

SLIDE: “Elbow Strike”; Display slide for student officers to reference when practicing

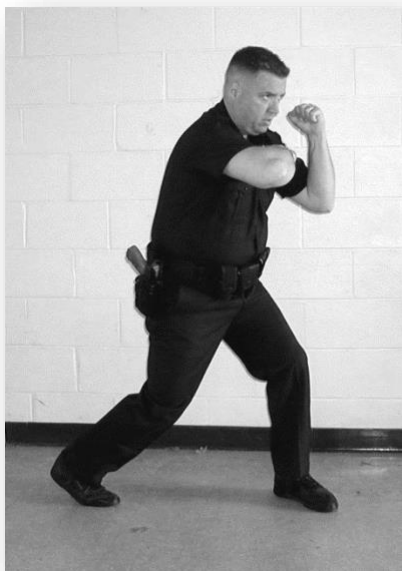


Figure 12

Elbow strikes can be delivered using either arm on targets in front of, behind or below the officer.

STEP 1: Use [defensive stance](#). For front and rear elbow strikes, bend arm at elbow 90° with forearm across and in front of chest. While keeping arm bent at 90°, thrust elbow toward target. Rotate hips and shoulders to generate power.

For downward elbow strikes, bend arm at elbow 90° with forearm perpendicular to ground. While keeping arm bent at 90°, thrust elbow downward into target. Lower center of gravity (e.g., squat down) to generate power.

Keep non-striking hand/arm up in front of face for protection and to block.

STEP 2: Make contact with [target](#) using elbow and areas around elbow. Transfer energy from body weight momentum into target with time on contact.

STEP 3: Give clear and concise instructions (e.g., *Stop!*; *Get back!*).

STEP 4: *Shuffle step* to gain distance, re-evaluate and transition.

NOTE: Demonstrate front, rear and downward elbow strikes (left and right arms) to include common [targets](#). Provide EACH student officer with at least 30 minutes to practice. Practice should begin slow to help student officer establish correct form. Increase intensity and speed until strike is practiced correctly in “real time” using protective gear (i.e., strike pads). Student officers must successfully demonstrate elbow strikes during performance testing.

d) Edged fist strike

SLIDE: “Edge Fist Strike”; Display slide for student officers to reference when practicing

Edge (or hammer) fist strike can be delivered using either hand against suspects who are grabbing the officer (or equipment) or reaching out to grab the officer.

STEP 1: Use [defensive stance](#) and make a [stable fist](#). Keep non-striking hand up in front of face for protection and to block.

STEP 2: Raise striking hand to eye level with thumb side up, then drive edge fist down into target. Fist remains closed during strike.

Simultaneously lower center of gravity (e.g., squat down) toward target to generate power. Make contact with [target](#) using bottom palm edge.

Transfer energy from body weight into target with time on contact and follow through.

Note: In general, less power is generated if target is higher than officer's chest level.

STEP 3: Give clear and concise instructions (e.g., *Stop!*; *Get down!*).

STEP 4: Move to gain distance, re-evaluate and transition.

NOTE: Demonstrate “edged fist strike” (left and right hands) to include common [targets](#). Provide EACH student officer with at least 30 minutes to practice. Practice should begin slow to help student officer establish correct form. Increase intensity and speed until strike is practiced correctly in “real time” using protective gear (i.e., strike pads). Student officers must successfully demonstrate “edge fist strike” during performance testing.

3. Leg/Foot strikes

SLIDE: “Leg/Foot Strikes”

Effective leg/foot strike use *gross* motor skills (e.g., kick) and are delivered while the officer is standing.

- a) Best practices for delivering leg/foot strikes
 - (1) Use [defensive stance](#) and keep arms up to block.
 - (2) Transfer energy from body weight momentum into target with time on contact and follow through (i.e., kick “through” the target).
 - (3) Strike motion should be parallel with or downward toward target.
 - (4) Keep hands up for balance and protection when kicking.

- (5) Avoid telegraphing strike. The element of surprise can make strike more effective.
- (6) Give clear and concise instructions (e.g., *Stop!*; *Get Down!*).
- (7) After strike, regain balanced stance.

b) Knee Strike (**Figure 13**)

SLIDE: “Knee Strike”; Display slide for student officers to reference when practicing

Knee kicks can be delivered with either leg. They can be used for blocking and striking targets that are close, in front of the officer, and below waist level.

STEP 1: Use hip to thrust knee upward at 45° angle into target.

STEP 2: Make contact with target using front of knee. Effective targets are below the officer’s waist and include the following:

- upper leg
- femoral nerve
- common peroneal

Transfer energy from body weight momentum into target with follow through and time on contact.

STEP 3: Give clear and concise instructions (e.g., *Stop!*; *Get back!*).

STEP 4: Regain balance and move to re-evaluate.

NOTE: Demonstrate “knee strike” (left and right legs) to include common targets. Provide EACH student officer with at least 30 minutes to practice. Practice should begin slow to help student officer establish correct form. Increase intensity and speed until strike is



Figure 13

practiced correctly in “real time” using protective gear (i.e., strike pads). Student officers must successfully demonstrate “knee kick” during performance testing.

c) Front kick (Figure 14)

SLIDE: “Front Kick”; Display slide for student officers to reference when practicing

Front kicks are delivered with either foot on targets that are in front of the officer and below waist level.

STEP 1: Raise kicking leg as if delivering knee strike, then thrust lower leg/foot out into target.

STEP 2: Make contact with target using front sole of shoe, ball of foot, or heel. Effective front kick targets are below waist level and include the following:

- shin
- ankle
- calf muscle
- femoral nerve
- Achilles tendon
- common peroneal

Transfer energy from body weight momentum into target with follow through and time on contact.

STEP 3: Give clear and concise instructions (e.g., *Stop!*; *Get back!*).

STEP 4: Regain balance and move to re-evaluate.

NOTE: Demonstrate “front kick” (left and right legs) to include common **targets**. Provide EACH student officer with **at least 30 minutes to practice**. Practice should begin slow to help student officer establish correct form. Increase intensity and speed until strike is practiced correctly in “real time” using protective gear

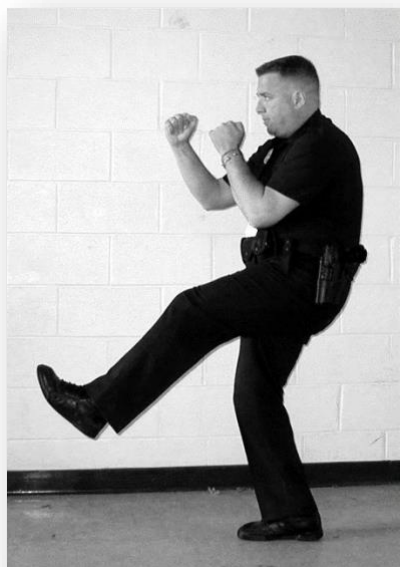


Figure 14

(i.e., strike pads). Student officers must successfully demonstrate “front kick” during performance testing.

d) Stomp kick

SLIDE: “Stomp Kick”; Display slide for student officers to reference when practicing

Stomp kicks are delivered with either foot on targets that are at ground level and in front or behind the officer. Can be effective if grabbed from behind by suspect or when officer position is compromised.

STEP 1: Bend knee to raise foot straight up 12-18” off ground, then thrust foot down onto target.

STEP 2: Make contact with [target](#) using heel or instep. Effective stomp kick targets are below knee level on the ground and include the following:

- toes
- shin
- instep
- calf muscle
- Achilles tendon

Note: Foot sole and heel can also be used to “scrape” target (e.g., shin; Achilles tendon).

Transfer energy from body weight momentum into target with follow through and time on contact.

STEP 3: Give clear and concise instructions (e.g., *Stop!*; *Get back!*).

STEP 4: Regain balance and move to re-evaluate.

NOTE: Demonstrate “stomp kick” (left and right legs) to include common [targets](#). Provide EACH student officer with at least 30 minutes to practice. Practice should begin slow to help student officer establish correct

form. Increase intensity and speed until strike is practiced correctly in “real time” using protective gear (i.e., strike pads). Student officers must successfully demonstrate “stomp kick” during performance testing.

4. Reporting strikes

SLIDE: “Reporting”

- a) Full, detailed description of suspect resistance.
- b) Type(s) and total number of strikes used to include targets.
- c) Statements made by officer including number of times (e.g., “*Stop resisting!*”)
- d) Suspect reaction to officer strikes (e.g., no effect; stopped resisting, etc.).
- e) Injuries to both suspect and officer. Include, type, location and medical treatment received.

Review [Use of Force](#) lesson for additional reporting best practices.

Continued on next page

E. Ground Defense

SLIDE: “Ground Defense”; Use lesson contents to facilitate discussion on how ground defense fits into the MPTC Use of Force model.

Officers trip, are pushed and may suddenly find themselves down on the ground during use of force events. In general, being on the ground is dangerous and disadvantageous for officers. For example, equipment worn by police (e.g., vest; duty belt; etc.) already impacts officer balance and limits his or her flexibility when standing upright. Duty belt equipment limitations are magnified when officers are on the ground.

If on the ground, the primary goals for officers is to:

- protect themselves
 - stand up as quickly as possible
 - gain distance and time
1. General best practices for ground defense
 - a) Fall safely to prevent injury.
 - b) Use hands, forearms, and knees as foundations for leverage and standing.
 - c) Use arms, hands or legs for self-protection and to block strikes.
 - d) Use legs/feet to strike [targets](#) most likely to temporarily stun or generate pain.

2. Falling

SLIDE: “Falling”; Use lesson contents to fully cover slide items and demonstrate.

When falling onto the ground, additional weight from officer duty belt and placement of equipment increases risk of injury. For example, falling onto the portable radio, baton or handgun can

cause injury. Natural human instincts to brace fall impact (e.g., extend arms out) amplifies injury risk.

To fall safely and prevent injury, officers must be able to do the following:

- use body momentum and allow self to fall
- avoid human instincts to brace ineffectively
- distribute impact across multiple body parts

a) Rear Fall

SLIDE: “Rear Fall”; Display slide for student officers to reference when practicing

A rear fall technique is used when the officer loses his or her balance (e.g., trips, is pushed, etc.) while walking or moving backwards. Use the following steps to practice a rear fall.

STEP 1: Allow upper body to fall backward onto ground. Move arms out and away from body. Do not reach back with arm to brace fall.

STEP 2: Keep arms extended and chin tucked to chest to prevent back of head from striking ground.

STEP 3: Bend slightly at the waist and use fall momentum to “roll” across ground. Distribute fall impact from small of back to shoulders.

STEP 4: Slap ground with palms help distribute weight and exhale out.

NOTE: Demonstrate backward fall in 3 stages. Begin with (1) sitting on floor, (2) from squatting and (3) from standing position. Provide EACH student officer with at least 20 minutes to practice EACH stage. Floor mats must be used. To prevent injury, student officer duty belts should be removed when falling backward from standing position.

Practice should begin slow to help student officer establish correct form. Increase intensity and speed until technique is practiced correctly in “real time.”

b) Stand Up

SLIDE: “Stand Up”; Display slide for student officers to reference when practicing

A primary goal for officers is to stand up as quickly as possible. Use the following steps to get off the ground.

STEP 1: Bring strong or bottom side arm closer to hip.

STEP 2: Plant support or top-side foot on ground near buttocks.

STEP 3: Plant strong or bottom side foot on ground near, or slightly behind other foot.

STEP 4: Stand using a backward motion (i.e., moving away from threat) while keeping support up for protection. Some officers may need to use support hand for balance to stand.

NOTE: Demonstrate stand-up and provide EACH student officer with at least 30 minutes to practice. Floor mats must be used. Practice should begin slow to help student officer establish correct form. Increase intensity and speed until technique is practiced correctly in “real time.” To promote realism, student officers should be required to wear duty gear when standing up. Student officers must successfully demonstrate how to stand up from ground wearing duty gear during performance testing.

c) “Coiled Snake”

SLIDE: “Coiled Snake”; Display slide for student officers to reference when practicing

The “Coiled Snake” can be used when the suspect is standing over or moving in to attack an officer who is on the ground. Use the following steps for “Coiled Snake”:

STEP 1: Position strong-side hip on ground (e.g., firearm will be under body).

STEP 2: Use strong hand, forearm, and leg as foundation and to rotate 360° while on ground. Keep feet toward suspect. Keep support hand up in front of face/head to protect and block incoming strikes.

Note: Officer can rotate from left to right sides as needed for greater mobility or draw firearm. Officers must be prepared to use and retain control of weapon while still on the ground.

STEP 3: Keep support leg 10-12” off ground and “cocked.” Use support leg to strike targets that are low and close enough. Do not allow suspect to grab kicking foot.

STEP 4: Give clear instructions (e.g., “*Get back!*”)

STEP 5: Stand up, gain distance and re-evaluate.

NOTE: Demonstrate “Coiled Snake.” Provide EACH student officer with at least 30 minutes to practice. Floor mats are required. Practice should begin slow to help student officer establish correct form. Increase intensity and speed until technique is practiced correctly in “real time.” Add transitions from falling. Student officers must successfully demonstrate “Coiled Snake” during performance testing.

d) “Turtle on Back”

SLIDE: “Turtle on Back”; Display slide for student officers to reference when practicing

The “Turtle on Back” can be used when the suspect is standing over or moving in to attack an officer who is on the ground. Use the following steps for “Turtle on Back”:

STEP 1: Plant forearms and palms on ground at angle away from body and below shoulder level. Use hands/arms to turn body 360°.

STEP 2: Bring legs up at shoulder width. Knees are bent or “cocked” for striking.

STEP 3: Use either leg/foot to strike targets that are low and close enough for an effective strike. Do not allow suspect grab kicking foot.

Use either hand to draw a weapon according to *totality of circumstances*. Officers must be prepared to use and retain control of weapon in close quarter situation.

STEP 4: Give clear instructions (e.g., “Get back!”)

STEP 5: Stand up, gain distance and re-evaluate.

NOTE: Demonstrate “Turtle on Back.” Provide EACH student officer with at least 30 minutes to practice. Floor mats are required. Begin with slow step-by-step drills to help student officer establish correct form. Increase intensity and speed until practiced correctly in “real time.” Add transitions from falling. Student officers must successfully demonstrate “Turtle on Back” during performance testing.

E. Weapon Retention

SLIDE 1: “Weapon Retention”; Facilitate discussion on how weapon retention fits into the MPTC Use of Force model.

Over the last decade, more than 10% of officers killed in the line of duty by firearms were shot with their own, or a partner’s duty pistol.”²

If a suspect intentionally attempts to take a police officer’s firearm, it is reasonable for the officer to believe the firearm will be used against them.

SLIDE 2: “Weapon Retention”; Use lesson contents to fully cover slide items and facilitate discussion with examples.

1. General best practices for weapon retention
 - a) Always maintain a minimum safe reactionary distance of 4-6’ from potential threats. Increase distance as threat or danger level increases. More distance translates into more time to make a decision.
 - b) Maintain a balanced stance, safe positioning, and keep weapon side away from actual or potential threats.
 - c) Watch for suspect body language that may indicate a forthcoming attack.
 - d) Be intimately familiar with weapon holster functionality.
 - e) Use one or two hands to grab, cover and keep weapon inside the holster.
 - f) Use body weight, momentum and strikes to create distance from suspect.
 - g) Practice weapon retention techniques to maintain needed levels of proficiency.

2. Shielding

Training guns used for this section must be made from rubber, pliable plastic or other material not likely to cause injury. Real handguns cannot be used. Any training gun that appears to be “real life” must be clearly marked (e.g., blue tape) to ensure a “safe” training environment.

Shielding tactics are used to protect a holstered firearm from a suspect moving toward or reaching out to grab the weapon.

a) Elbow shielding

SLIDE: “Elbow Shielding”; Display slide for student officers to reference when practicing

STEP 1: Establish [defensive stance](#).

STEP 2: Place strong side elbow over the weapon and keep support hand up in front of body/face.

STEP 3: *Shuffle step* to the rear while keeping weapon side away from suspect

STEP 4: Give clear instructions (e.g., “*Get back!*”)

NOTE: Demonstrate “elbow shielding.” Provide EACH student officer with at least 30 minutes to practice technique. Begin with slow step-by-step drills to help student officer establish correct form. Increase intensity and speed until practiced correctly in “real time.” Student officers must successfully demonstrate “elbow shielding” during performance testing.

Continued on next page

- b) Strong-hand shielding

SLIDE: “Strong-Hand Shielding”; display slide for student officers to reference when practicing

STEP 1: Establish *defensive stance*

STEP 2: Use strong-hand to cover as much of the holstered weapon as possible. Keep support hand up in front of body/face

STEP 3: *Shuffle step* to the rear while keeping weapon side away from suspect

STEP 4: Give clear instructions (e.g., “*Get back!*”)

NOTE: Demonstrate “strong-hand shielding.” Provide EACH student officer with at least 30 minutes to practice technique. Begin with slow step-by-step drills to help student officer establish correct form. Increase intensity and speed until practiced correctly in “real time.” Student officers must successfully demonstrate “strong-hand” during performance testing.

- c) Two-hand shielding

SLIDE: “Two-Hand Shielding”; Display slide for student officers to reference when practicing

STEP 1: Establish *defensive stance*.

STEP 2: Use strong hand to secure weapon in holster. Use support hand to reinforce strong-hand grip on weapon (e.g., place on top).

STEP 3: *Shuffle step* to the rear while keeping weapon side away from suspect.

STEP 4: Give clear instructions (e.g., “*Get back!*”)

NOTE: Demonstrate “two-hand shielding.” Provide EACH student officer with at least 30 minutes to practice technique. Begin with slow step-by-step drills to help

student officer establish correct form. Increase intensity and speed until practiced correctly in “real time.” Student officers must successfully demonstrate “two-hand shielding” during performance testing.

3. Handgun retention

SLIDE: “Handgun Retention – Key Tactics”

Handgun retention tactics are used when the suspect grabs onto the officer’s holstered firearm. Key tactics for handgun retention include:

- Secure handgun in the holster
- Step to outside of attack
- Use a tactic to get suspect to release grip
- Use a follow-up tactic

a) Cross-grab from front

SLIDE: “Front Cross Grab”; Display slide for student officers to reference when practicing

Suspect reaches across front of officer’s body to grab weapon in holster using one or both hands.

STEP 1: Use strong hand to trap suspect’s hand(s) and keep weapon in holster.

STEP 2: Lower center of gravity and step toward suspect with support leg. Do not step back. Pivot to face suspect’s arm being used to grab the weapon.

STEP 3: Use support-hand fist, elbow or forearm to strike suspect’s wrist, top of hand, radial nerve, or other sensitive target within range. Officers can also use *front* and *stomp* kicks to strike targets. Keep holding weapon down with strong hand, driving toward and striking until suspect lets go of weapon.

STEP 4: Give clear instructions (e.g., “*Let go!*”; “*Get back!*”)

STEP 5: *Shuffle step* to gain distance, re-evaluate and transition.

NOTE: Demonstrate “front cross-grab” with suspect using 1 and 2 hands. Provide EACH student officer with at least 30 minutes to practice technique. Begin with slow step-by-step drills to help student officer establish correct form. Increase intensity and speed until practiced correctly in “real time.” Student officers must successfully demonstrate “front cross-grab” during performance testing.

b) Same-side grab from front

SLIDE: “Same Side Grab from Front”; display slide for student officers to reference when practicing

Suspect reaches straight out and grabs officer’s firearm in from same side using one or two hands.

STEP 1: Use strong hand to trap suspect’s hand(s) and keep weapon in holster.

STEP 2: Lower center of gravity and side step with STRONG foot toward the suspect’s arm(s) grabbing weapon.

STEP 3: Use support-hand fist, elbow or forearm to strike suspect’s wrist, top of hand, radial nerve, or other sensitive target. Officers can also use *front* and *stomp* kicks to strike targets. Keep holding weapon down with strong hand, driving toward and striking until suspect lets go of weapon.

STEP 4: Give clear instructions (e.g., “*Let go!*”; “*Get back!*”)

STEP 5: *Shuffle step* to gain distance, re-evaluate and transition.

NOTE: Demonstrate “same-side grab from front” retention with suspect using 1 and 2 hands. Provide EACH student officer with at least 30 minutes to practice. Begin with slow step-by-step drills to help student officer establish correct form. Increase intensity and speed until practiced correctly in “real time.” Student officers must successfully demonstrate “same-side grab from front” during skills performance testing.

c) Cross grab from rear

SLIDE: “Cross Grab from Rear”; Display slide for student officers to reference when practicing

While standing behind officer, suspect grabs firearm while reaching across the officer’s back.

STEP 1: Use both hands to trap suspect’s hand(s) and keep weapon in holster.

STEP 2: Lower center of gravity, step backward with SUPPORT leg into suspect, and rotate body counter-clockwise to pull away.

STEP 3: Give clear instructions (e.g., “*Let go!*”; “*Get back!*”)

STEP 4: *Shuffle step* to gain distance, re-evaluate and transition.

NOTE: Demonstrate “cross grab from rear” technique. Provide EACH student officer with at least 30 minutes to practice. Begin with slow step-by-step drills to help student officer establish correct form. Increase intensity and speed until practiced correctly in “real time.” Student officers must successfully demonstrate “cross grab from rear” during performance testing.

- d) Same side grab from rear

SLIDE: “Same Side Grab from Rear”; Display slide for student officers to reference when practicing

While standing behind officer, suspect reaches straight out and grabs officer’s firearm from same side using one or two hands.

STEP 1: Use both hands to trap suspect’s hand(s) and keep weapon in holster.

STEP 2: Lower center of gravity, step backward with **STRONG** leg into suspect, and rotate body clockwise to pull away.

STEP 3: Give clear instructions (e.g., “*Let go!*”; “*Get back!*”)

STEP 4: Shuffle step to gain distance, re-evaluate and transition.

NOTE: Demonstrate “same side grab from rear” technique. Provide EACH student officer with at least 30 minutes to practice. Begin with slow step-by-step drills to help student officer establish correct form. Increase intensity and speed until practiced correctly in “real time.” Student officers must successfully demonstrate “same side grab from rear” during performance testing.

Continued on next page

e) Pin & Spin

SLIDE: “Pin & Spin”; Display slide for student officers to reference when practicing

Suspect grabs onto officer’s firearm with both hands. “Pin & Spin” is designed primarily to counter suspect grabs from the rear (one or two-handed) but can be used effectively to defend against grabs from ANY direction.

STEP 1: Use both hands to trap suspect’s hand(s) and keep weapon in holster.

STEP 2: Lower center of gravity, keep feet planted, and pivot on balls of feet slightly to turn weapon toward suspect.

STEP 3: Immediately pivot upper body, elbow and shoulders in the opposite direction with feet still planted. Repeat back and forth pivot until suspect releases grip.

STEP 4: Give clear instructions (e.g., “*Let go!*”; “*Get back!*”)

STEP 5: Shuffle step to gain distance, re-evaluate and transition.

NOTE: Demonstrate “Pin & Spin” technique. Provide EACH student officer with at least 30 minutes to practice. Begin with slow step-by-step drills to help student officer establish correct form. Increase intensity and speed until practiced correctly in “real time.” Student officers must successfully demonstrate “Pin & Spin” during performance testing.

Continued on next page

F. Disarming

SLIDE: “Disarming”; Facilitate discussion on how disarming fits into the MPTC Use of Force model.

Officers may suddenly come face-to-face with an armed (i.e., firearm) suspect without warning or after having their duty firearm taken away during a close quarter encounter. Maintaining a safe distance and effective weapon [shielding](#) and [retention](#) techniques are key to preventing a disarming situation.

1. General best practices for disarming

Disarming techniques are considered ~~a last resort~~ when there is no obvious or immediate alternative available to officers. When feasible and practical, *de-escalation* strategies may be used to communicate. See [Communication Skills](#) and [Use of Force](#) lessons for more information on *de-escalation*.

When attempting to disarm, ~~action is quicker than reaction~~. Officers must be decisive, move quickly and follow through when using disarming techniques.

SLIDE: “Disarming – Key Tactics”

General best practices for disarming include the following:

- a) ~~Distance~~ from weapon must be within arm’s reach.
- b) ~~Control~~ weapon with firm grip using two hands.
- c) ~~Redirect muzzle~~ away from body.
- d) ~~Drive toward and repeatedly strike~~ suspect.
- e) ~~Forcefully strip~~ weapon from suspect’s hands.

2. Disarming from front

SLIDE: “Disarming from Front”; Display slide for student officers to reference when practicing

The following steps may be used to disarm a forward-facing suspect who is within arm’s reach (< 20”) and pointing a handgun directly at the officer’s chest or head.

STEP 1: Face suspect directly. Raise arms up with palms out as if surrendering.

STEP 2: Identify hand used by suspect to control weapon trigger.

STEP 3: Using one fluid motion, side step toward hand controlling trigger and [pivot](#) upper body slightly beyond 90°.

STEP 4: Use forearm moving forward to strike suspect’s lower arm or wrist and push weapon muzzle direction away from officer.

STEP 5: Use forward hand to grab top of weapon barrel or slide. Use opposite hand to grab underside of weapon barrel or slide. Both hands should be away from muzzle and grabbing weapon.

STEP 6: Option 1: Twist weapon muzzle toward suspect with barrel parallel to ground. Continue twisting weapon until suspect’s grip is loosened, then strip it from his hands. Give clear instructions (e.g., “*Let go!*”; “*Get back!*”)

Option 2: Push weapon muzzle straight up into the air, then pull it straight down and back to strip it out of suspect’s hands. Give clear instructions (e.g., “*Let go!*”; “*Get back!*”)

STEP 7: Shuffle step to create distance, re-evaluate and transition.

Training guns used for this section must be made from rubber, pliable plastic or other material not likely to cause injury. **Real handguns cannot be used.** Any training gun that appears to be “real life” must be clearly marked (e.g., blue tape) to ensure a “safe” training environment. To prevent hand injuries, instruct student officers posing as suspects to keep their fingers out of the trigger guard when practicing disarming techniques.

NOTE: Demonstrate “disarming from front” (left and right sides). Provide EACH student officer with at least 30 minutes to practice. Begin with slow step-by-step practice drills to help student officer establish correct form. Increase intensity and speed until practiced correctly in “real time.” Student officers must successfully demonstrate disarming from front technique during performance testing.

G. Edged Weapon Defense

SLIDE: “Edged Weapon Defense”; Facilitate discussion on how edged weapon defense fits into the MPTC Use of Force model.

NOTE: This lesson covers hand-to-hand defense for edged weapons. Other tactics are covered in [Baton](#) lesson.

Edged weapons include traditional tools like knives and razor blades. However, suspects have used other objects as edged weapons against police. This includes screw drivers, hand saw, broken glass bottles, hypodermic needles or other sharp object capable of inflicting injury.

Force needed to stop an edged weapon attack is determined by the *totality of circumstances* and *officer perception*. This includes, but is not limited to the following:

- distance from suspect
- type of edge weapon used
- suspect size, skill level and strength

SLIDE: “Edged Weapon Defense – Key Tactics”; Use lesson contents to fully cover slide items.

1. General best practices for edged weapon defense
 - a) Action is quicker than reaction. Officers must be decisive, move quickly and follow through when using tactics.
 - b) Maintain balanced stance.
 - c) Maintain a safe distance.

The ability to maintain a safe distance from the suspect is critical when defending against edged weapons. Officers need ample distance to move out of the way or draw a weapon. Alternatives include using physical barriers to block suspects or unholstering a weapon in advance in preparation.

If the suspect intentionally closes the distance, the officer must be prepared to stop the suspect as quickly as possible.

- d) Consider non-deadly tactics as a temporary measure to gain distance and time.

For example, if using firearm may cause a greater threat to innocent third persons nearby, officers must be prepared to use other tactics.

Edged weapon training props used for practical exercises must be made of rubber, pliable plastic or other material not likely to cause injury. Real edged weapons cannot be used.

Training guns used by student officers must be made of rubber, pliable plastic or other material not likely to cause injury. Real handguns cannot be used. Any training gun that appears to be “real life” must be clearly marked (e.g., blue tape) to ensure a “safe” training environment.

Continued on next page

2. Jam – Control – Counter

SLIDE: “Jam – Control - Counter”; Display slide for student officers to reference when practicing

Used when officer CANNOT *side step* to outside when confronted by suspect with edged weapon.

STEP 1: Use [defensive stance](#) and bring both hands up in front of chest.

STEP 2: Jam attack by striking the suspect’s shoulder connected to arm holding edged weapons.

STEP 3: Reach over and secure arm holding edged weapon between biceps and shoulder.

STEP 4: Use opposite arm/hand to strike suspect to counter attack.

STEP 5: *Shuffle step* to create distance, give instructions and transition.

NOTE: Demonstrate “Jam – Control – Counter” technique. Provide EACH student officer with at least 30 minutes to practice. Begin with slow step-by-step practice drills to help student officer establish correct form. Increase intensity and speed until practiced correctly in “real time.” Student officers must successfully demonstrate technique during performance testing.

Continued on next page

H. Performance Skills Testing

SLIDE: “Performance Skills Testing”

NOTE: After student officers have been given allocated time to practice techniques, instructors must administer performance testing. Performance testing can occur throughout the delivery or at the end. Student officers must successfully demonstrate techniques taught using a smooth, fluid, and continuous motion without stopping at each step. Instructors are responsible for documenting student officer performance on forms provided with this lesson.

Student officers must successfully demonstrate the following defensive tactics using a smooth, fluid, and continuous.

Handouts: Defensive Tactics Performance Testing

1. Grabs & Holds
 - a) [Escort](#)
 - b) [Front Wrist Lock](#)
 - c) [Rear Wrist Lock](#)
 - d) [Armbar Takedown](#)
2. Blocks
 - a) [Middle Block](#)
 - b) [High Block](#)
 - c) [Side Block](#) (strong & support sides)
 - d) [Low Block](#)

3. Strikes
 - a) Hand/Arm Strikes
 - (1) [Straight Punch](#)
 - (2) [Elbow Strikes](#) (front & rear)
 - (3) [Edged Fist Strike](#)
 - b) Foot/Leg Strikes
 - (1) [Knee Strike](#)
 - (2) [Front Kick](#)
 - (3) [Stomp Kick](#)
4. Ground Defense
 - a) [Standing Up](#) (from ground with duty gear on)
 - b) ["Coiled Snake"](#)
 - c) ["Turtle on Back"](#)
5. Weapon Retention
 - a) [Elbow Shielding](#)
 - b) [Strong-Hand Shielding](#)
 - c) [Two-Hand Shielding](#)
 - d) Cross Grab ([front](#) & [rear](#))
 - e) Same Side Grab ([front](#) & [rear](#))
 - f) ["Pin & Spin"](#)

6. [Disarming](#)
7. Edged Weapon Defense ([Jam – Control - Counter](#))

III. Conclusion

A. Summary

SLIDE: “Summary”

Police officers encounter a wide range of suspect resistance while investigating crimes and making arrests. To stop non-deadly suspect resistance as quickly as possible, this lesson covered specific types of tactics used by police officers.

- blocks
- grabs/holds
- arm/hand & foot/leg strikes
- ground defense
- weapon retention
- disarming techniques

This lesson was designed to help student officers identify techniques that work best for them according to skill and confidence level.

B. [Learning Objectives](#)

SLIDE: “Learning Objectives”; Facilitate a targeted review of lesson using learning objective content; Emphasize to student officers that end-of-topic test questions for this lesson and final comprehensive exam are directly related to learning objectives.

Note: End-of-topic test questions for this lesson and final comprehensive exam are directly related to learning objectives.

C. Questions

SLIDE: “Questions”

Note: Student officers are encouraged to ask questions and seek clarification when needed about materials delivered in this lesson.

D. Closing Statement

SLIDE: “Closing Statement”

Police officers must be physically and mentally prepared to use force. To establish needed levels of proficiency while under stress, defensive tactics must be practiced properly and repeatedly throughout an officer’s career.

SLIDE: “MPTC Logo (end slide)”

End Notes

¹ Bruce Siddle, *PPCT Defensive Tactics Instructor Manual* (Belleville, IL: PPCT Management Systems, Inc., 2003), 2-29.

² US Department of Justice, "Law Enforcement Officers Killed and Assaulted" (Washington, DC: US Department of Justice, Federal Bureau of Investigation, 2015).

Use of Force Safety Guidelines

Academy	Lead Instructor

I, _____ agree to the following safety guidelines during use of force training.

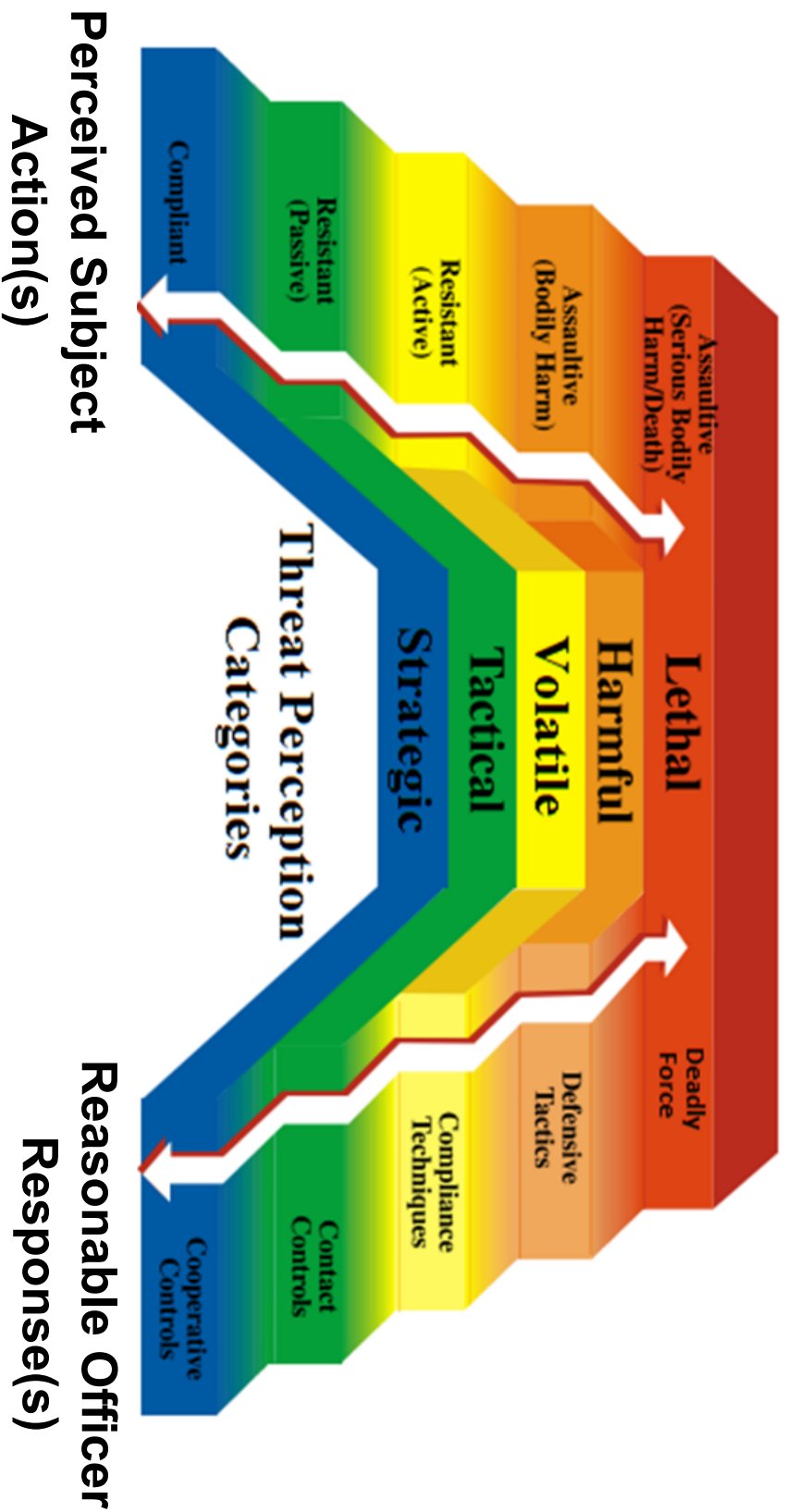
Initials	Safety Guidelines
	I will follow all training safety guidelines issued by instructor(s).
	To establish proficiency, I will practice use of force techniques slowly at first using step-by-step methods outlined in lesson manuscripts and as demonstrated by instructors.
	I will not practice or perform any use of force technique in “real time” or using “full effort” without specific instructor approval and direction.
	When practicing any use of force technique on a peer or other person, I will do so carefully and to avoid injury. I will use safety equipment as directed by instructor(s).
	When helping peers practice use of force techniques, I will not physically resist in ways likely to cause injury or impede his or her learning.
	I will listen for and follow specific audible safety precautions. The “safety word” for this class is: _____. When the “safety word” is announced (by anyone), all action must “Stop!”
	I am responsible for keeping the training area clear and free of tripping or falling hazards.
	I will remove any personal jewelry and non-essential accessories that may be damaged or cause unnecessary injury during use of force training.
	I do not have any pre-existing physical or psychological condition that may restrict participation in use of force training.
	I will notify the instructor of any injuries or changes in my physical condition, that occur prior to, during or after any use of force training.

_____/_____
SIGNATURE DATE

Distribution: Copy to student officer. Original to Academy Director.



MPTC Use of Force Model



Defensive Tactics

Performance Testing

Student Officer Name _____

Date _____

Academy _____

Is this remedial testing: Yes / No

Student Officer must earn Satisfactory (S) rating on all techniques to pass.

Performance Testing	S	U
GRABS & HOLDS		
Escort		
Front Wrist Lock		
Rear Wrist Lock		
Armbar Takedown		
BLOCKS		
Middle Block		
High Block		
Side Block (strong & support sides)		
Low Block		
STRIKES		
Straight Punch (left & right hand)		
Elbow Strikes (front & rear)		
Edge Fist Strike (left & right hand)		
Knee Strike		
Front Kick		
Stomp Kick		

Instructor Name (print) _____

Date _____

Instructor Signature _____

Distribution: Copy to student officer. Original to Academy Director.



Defensive Tactics

Performance Testing

Student Officer Name _____ Date _____ Academy _____

Is this remedial testing: Yes / No _____

Student Officer must earn Satisfactory (S) rating on all techniques to pass.

Performance Testing	S	U
GROUND DEFENSE		
Standing Up		
“Coiled Snake”		
“Turtle on Back”		
WEAPON RETENTION		
Elbow Shielding		
Strong-Hand Shielding		
Two-Hand Shielding		
Cross-Grab (front & rear)		
Same Side Grab (front & rear)		
“Pin & Spin”		
DISARMING (from front)		
EDGED WEAPON DEFENSE		
Jam – Control - Counter		

Instructor Name (print) _____ Date _____ Instructor Signature _____

Distribution: Copy to student officer. Original to Academy Director.



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Instructor

- Name
- Title
- Agency
- Assignments & Credentials



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Defensive Tactics

- Police officers encounter a wide range of suspect resistance while investigating crimes and making arrests. Suspect resistance includes punching, kicking, grabbing, pulling, pushing and using weapons.
- The goal of this lesson is to teach future Commonwealth police officers specific defensive tactics for stopping different types of suspect resistance as quickly as possible.

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Learning Objectives

1. Identify and demonstrate how gross, fine and complex motor skills apply to defensive tactics.
2. Demonstrate best practices for *stance, positioning* and *movements*.
3. Demonstrate best practices for using the following defensive tactics.
 - grabs and holds
 - blocks
 - strikes
 - ground defense

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Learning Objectives

4. Demonstrate best practices for maintaining control and possession of duty issued weapons.
5. Demonstrate best practices for defending against edged weapon attacks.



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Defensive Tactics

- disrupt suspect focus
- prevent unnecessary injury
- immobilize suspect movements
- temporarily stun or distract suspects
- gain distance and time to re-evaluate

Must be practiced properly and repeatedly throughout an officer's career.

Identify techniques that work best for YOU according to skill level.

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Motor Skills

a) Gross motor skills

b) Fine motor skills

c) Complex motor skills

- Defensive tactics used by police include a combination, *gross*, *fine* and *complex* motor skills. Motor skills are perishable.
- To maintain needed levels of proficiency, officers must practice defensive tactics throughout their law enforcement career.



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Basic Stance



- feet shoulder width apart
- knees bent slightly
- strong leg and hip away
- stand upright with back straight
- hands in front of body



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Defensive Stance



- feet slightly wider than shoulder width
- more bend in the knees
- hands up near face with elbows in near torso
- hands open or closed



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Distance

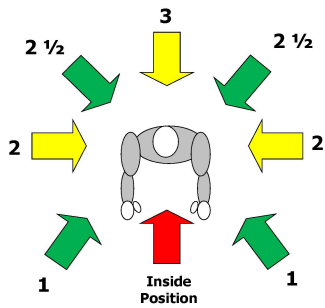
- Distance is proportional to officer reaction *time*.
- Officer position, in relation to the suspect, is critical for safety, maintaining tactical advantage and using force effectively.
- Distance from suspect will vary according to location, *officer perceptions* and *totality of circumstances*.
- The recommended minimum reactionary distance is 4-6 feet and beyond a suspect's immediate lunge or grabbing area.



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Positioning

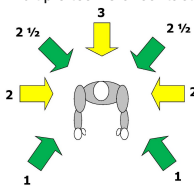


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Contact & Cover

- A "triangulation" technique. Both officers must be able to see each other and the person without creating a potential cross fire situation.
- Each role has specific tasks. If multiple people are on the scene, multiple teams of contact-and-cover officers may be needed.



- Officers should communicate their role before approaching a person and be prepared to switch roles if needed.



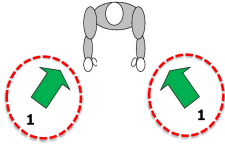
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“Contact” Officer

Primary and responsible for conducting the investigation.

- a) maintains **#1 position**
- b) does all the talking; conducts interviews and takes notes
- c) conducts radio transmissions
- d) initiates all activities
- e) gives directions to *cover officer*



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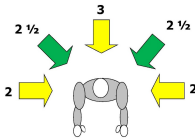


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“Cover” Officer

Back-up and responsible for protecting the *contact officer*.

- a) maintains and adjusts triangulation position to prevent potential cross-fire with *contact officer*
- b) watches person's hand and body movements
- c) keeps other people away
- d) prevents escape
- e) follows *contact officer* instructions



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Movements

- a) Shuffle Step (front & rear)
- b) Side Step (front & rear)
- c) Pivot Step (front & rear)



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Officer Awareness

- a) Physical and mental readiness
- b) Threat recognition
- c) Communication
- d) Confidence

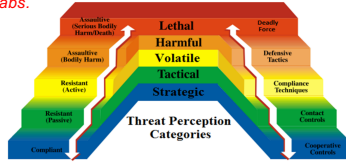


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Grabs & Holds

- Isolate a specific body part, maintain leverage, or move a suspect from one location to another.
- Must be done fluidly using *twisting, pulling or bending*.
- Officer hand, arm and upper body strength are relevant factors for *holds and grabs*.



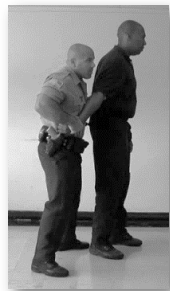
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Escort

STEP 1: Approach from 2½



STEP 2: Place palm of hand on back of the same suspect's hand with thumb crossed at knuckle and twist.

STEP 3: Use opposite hand to grab suspect's elbow joint (thumb on top of elbow; fingers wrap around arm). Maintain firm grip with both hands to keep suspect's arm straight, immobilize and apply leverage.

STEP 4: If suspect resists, turn hand grabbing wrist counter-clockwise (so thumb points toward officer), then pull suspect's arm across officer's body for additional leverage while still maintaining firm grip on suspect's elbow.

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Front Wrist Lock

STEP 1: Approach from 2½

STEP 2: Simultaneously grab suspect at elbow/forearm and on top of hand (same arm). Apply pressure over suspect's knuckles to bend wrist / fingers downward.



STEP 3: Slide hand grabbing elbow/forearm between suspect's body and arm to overlap with hand bending suspect's wrist (both officer's hands are overlapping on top of suspect's knuckles and applying downward pressure).

STEP 4: Bring suspect's forearm parallel to ground with palm facing down. Use torso for leverage, apply counter pressure on elbow and maintain grip.

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Rear Wrist Lock

STEP 1: Approach from 2½

STEP 2: Simultaneously grab suspect at elbow and wrist (same arm).

STEP 3: Slide hand grabbing wrist down (fingers facing same direction).



STEP 4: Pivot toward rear of suspect while sliding suspect's hand (one being held) to the small of his back.

STEP 5: Hand held in small of back is rotated so heel of officer's hand is on top of suspect's wrist.

STEP 6: Suspect free hand on top of head. Transition to handcuffing.

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Armbar Takedown

STEP 1: Approach from 2½

STEP 2: Use strong hand to grab closest wrist; pull back and rotate clockwise.

STEP 3: Use support hand to grab elbow (same arm); thumb over elbow; straighten arm.

STEP 4: Change support hand hold on elbow by using lower forearm to create downward pressure on suspect's upper arm.

STEP 5: Rotate strong hand holding wrist clockwise. Keep suspect's arm straight and wrist pinned against officer's upper thigh, waist area or abdomen.

STEP 6: Take one step back with outside leg, rotate torso clockwise and use body weight with support hand as leverage to take suspect down. Give instructions and transition to handcuffing.



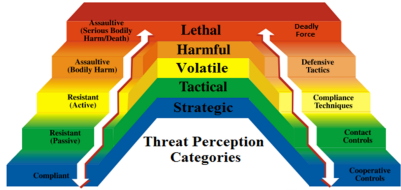
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Blocks

- Combines natural human instincts to protect the head and face, but while moving toward danger to minimize attacker momentum.
- Practice and mental conditioning needed.

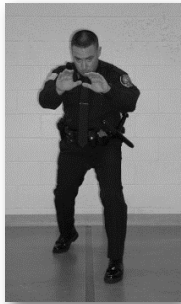


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Middle Block



- STEP 1:** Widen stance with strong-leg back, hands up with palms facing out.
- STEP 2:** Lean/Step toward threat and use hands or forearms to block. Use forward momentum and forearms to strike suspect across the chest.
- STEP 3:** Give instructions.
- STEP 4:** Increase distance, re-evaluate and transition.

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High Block

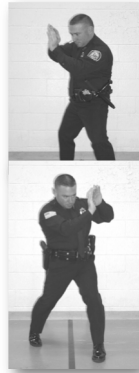


- STEP 1:** Widen stance with strong-leg back. Overlap hands above head with palms facing out or up.
- STEP 2:** Lean/Step toward threat and use hands or forearms to block. Simultaneously side-step or pivot for more blocking power.
- STEP 3:** Give instructions.
- STEP 4:** Increase distance, re-evaluate and transition.

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Side Block

STEP 1: Widen stance and overlap hands with palms facing out at face/shoulder level and elbows down.

STEP 2: Pivot [left or right] and both hands/forearms toward incoming strike to block. Simultaneously side-step for more blocking power.

STEP 3: Give instructions.

STEP 4: Increase distance, re-evaluate and transition.



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Low Block

STEP 1: Widen stance and overlap hands just below waist level with palms ground.

STEP 2: Move both hands/forearms toward incoming strike to block. Simultaneously side-step or pivot for more blocking power.

STEP 3: Give instructions.

STEP 4: Increase distance, re-evaluate and transition.

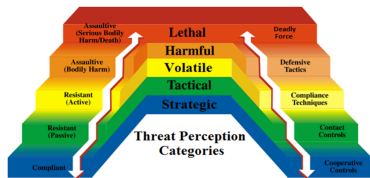


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Strikes

- Punches and kicks designed to immediately and conclusively stop violent conduct.
- Strike vs. Distraction Technique?



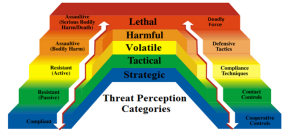
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Strike Targets

- back of the hand
- inside of wrist
- forearm
- fingers and knuckles
- radial nerve
- median nerve

- brachial plexus origin
- suprascapular nerve
- groin



- toes
- shin
- instep
- common peroneal
- femoral nerve

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Hand / Arm Strikes

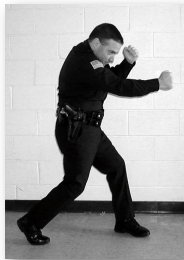
- 1) Use defensive stance.
- 2) Generate power by rotating torso/hip and leaning slightly toward target.
- 3) Transfer energy from body weight momentum strike "through" the target.
- 4) Strike motion should be parallel with or downward toward target.
- 5) Keep non-striking hand up.
- 6) Avoid telegraphing strike.

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Straight Punch



STEP 1: Use defensive stance and make a stable fist. Keep non-striking hand up.

STEP 2: Bring elbow back to chest and parallel with ground, then thrust fist outward toward target. Simultaneously rotate hips/torso and lean slightly into target to generate power. Make contact with index and middle finger knuckles.

STEP 3: Give instructions.

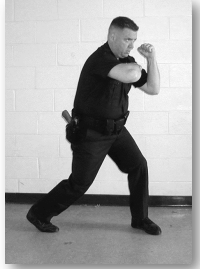
STEP 4: Increase distance, re-evaluate and transition.

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Elbow Strike



STEP 1: For front and rear elbow strikes, bend arm at elbow 90° with forearm across and in front of chest. While keeping arm bent at 90°, thrust elbow toward target. Rotate hips and shoulders to generate power.

STEP 2: Make contact with target using elbow and areas around elbow. Transfer energy from body weight momentum into target with time on contact.

STEP 3: Give instructions.

STEP 4: Increase distance, re-evaluate and transition.



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Edged Fist

STEP 1: Use defensive stance and make a stable fist. Keep non-striking hand up.

STEP 2: Raise striking hand to eye level with thumb side up, then drive edge fist down into target. Fist remains closed during strike. Lower center of gravity (e.g., squat down) toward target to generate power. Make contact with target using bottom palm edge.

STEP 3: Give instructions.

STEP 4: Increase distance, re-evaluate and transition.



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Leg / Foot Strikes

- 1) Use defensive stance and keep arms up to block.
- 2) Transfer energy from body weight momentum and kick "through" the target.
- 3) Strike motion should be parallel with or downward toward target.
- 4) Keep hands up for balance and protection when kicking.
- 5) Avoid telegraphing strike.



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Knee Strike



STEP 1: Use hip to thrust knee upward at 45° angle into target.

STEP 2: Make contact with target using front of knee. Effective targets are below the officer's waist.

STEP 3: Give instructions.

STEP 4: Regain balance and move to re-evaluate.



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Front Kick



STEP 1: Raise kicking leg as if delivering knee strike, then thrust lower leg/foot out into target.

STEP 2: Make contact with target using front sole of shoe, ball of foot, or heel.

STEP 3: Give instructions.

STEP 4: Regain balance and move to re-evaluate.



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Stomp Kick

STEP 1: Bend knee to raise foot straight up 12-18" off ground, then thrust foot down onto target.

STEP 2: Make contact with target using heel or instep. Effective stomp kick targets are below knee level on the ground.

STEP 3: Give instructions.

STEP 4: Regain balance and move to re-evaluate.



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Reporting

- a) Full, detailed description of resistance.
- b) Type and total number of strikes used to include targets.
- c) Statements made by officer including number of times
- d) Suspect reaction to officer strikes
- e) Injuries to both suspect and officer. Include, type, location and medical treatment received.



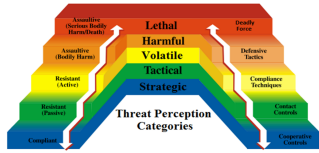
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Ground Defense

- fall safely
- protect yourself on ground
- stand up as quickly as possible
- gain distance



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Falling

- use body momentum and allow self to fall
- avoid human instincts to brace ineffectively
- distribute impact across multiple body parts

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Rear Fall

STEP 1: Allow upper body to fall backward onto ground. Move arms out and away from body. Do not reach back with arm to brace fall.

STEP 2: Keep arms extended and chin tucked to chest to prevent back of head from striking ground.

STEP 3: Bend slightly at the waist and use fall momentum to “roll” across ground. Distribute fall impact from small of back to shoulders.

STEP 4: Slap ground with palms help distribute weight and exhale out.



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Stand Up

STEP 1: Bring strong or bottom side arm closer to hip.

STEP 2: Plant support or top-side foot on ground near buttocks.

STEP 3: Plant strong or bottom side foot on ground near, or slightly behind other foot.

STEP 4: Stand using a backward motion (i.e., moving away from threat) while keeping support up for protection.



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“Coiled Snake”

STEP 1: Position strong-side hip on ground.

STEP 2: Use strong hand, forearm, and leg as foundation and to rotate 360° while on ground. Keep feet toward suspect. Keep support hand up in front of face/head to protect and block incoming strikes.

STEP 3: Keep support leg 10-12” off ground and “cocked.” Use support leg to strike targets that are low and close enough. Do not allow suspect to grab kicking foot.

STEP 4: Give clear instructions.

STEP 5: Stand up, gain distance and re-evaluate.



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“Turtle on Back”

STEP 1: Plant forearms and palms on ground at angle away from body and below shoulder level. Use hands/arms to turn body 360°.

STEP 2: Bring legs up at shoulder width. Knees are bent or “cocked” for striking.

STEP 3: Use either leg/foot to strike targets that are low and close enough for an effective strike. Do not allow suspect grab kicking foot.

STEP 4: Give clear instructions.

STEP 5: Stand up, gain distance and re-evaluate.

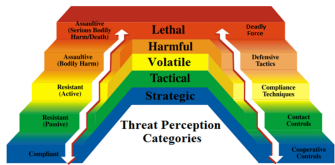


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Weapon Retention

- More than 10% of officers killed in the line of duty by firearms were shot with their own, or a partner's duty pistol.
- If a suspect intentionally attempts to take a police officer's firearm, is reasonable for the officer to believe the firearm will be used against them?



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Weapon Retention

- Maintain a safe reactionary distance of 4-6' from potential threats.
- Maintain a balanced stance, safe positioning, and keep weapon side away from actual or potential threats.
- Watch for suspect body language.
- Be intimately familiar with weapon holster functionality.
- Use 1 or 2 hands to grab, cover and retain weapon inside holster.
- Use body weight, momentum and distraction strikes to create distance from suspect.
- Practice, practice, practice.



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Elbow Shielding

STEP 1: Establish defensive stance.

STEP 2: Place strong side elbow over the weapon and keep support hand up in front of body/face.

STEP 3: Shuffle step to the rear while keeping weapon side away from suspect.

STEP 4: Give clear instructions.



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Strong-Hand Shielding

STEP 1: Establish defensive stance.

STEP 2: Use strong-hand to cover as much of the holstered weapon as possible. Keep support hand up in front of body/face.

STEP 3: Shuffle step to the rear while keeping weapon side away from suspect.

STEP 4: Give clear instructions.



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Two-Hand Shielding

STEP 1: Establish defensive stance.

STEP 2: Use strong hand to secure weapon in holster. Use support hand to reinforce strong-hand grip on weapon (e.g., place on top).

STEP 3: Shuffle step to the rear while keeping weapon side away from suspect.

STEP 4: Give clear instructions.



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Handgun Retention

Key Tactics

- Secure handgun in the holster
- Step to outside of attack
- Use a tactic to get suspect to release grip
- Use a follow-up tactic



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Cross-Grab From Front

STEP 1: Use strong hand to trap suspect's hand(s) and keep weapon in holster.

STEP 2: Lower center of gravity and step toward suspect with support leg. Do not step back. Pivot to face suspect's arm being used to grab the weapon.

STEP 3: Use support-hand fist, elbow or forearm to strike suspect's wrist, top of hand, radial nerve, or other sensitive target within range. Keep holding weapon down with strong hand, driving toward and striking until suspect lets go of weapon.

STEP 4: Give clear instructions.

STEP 5: Shuffle step to gain distance, re-evaluate and transition.



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Same Side Grab From Front

STEP 1: Use strong hand to trap suspect's hand(s) and keep weapon in holster.

STEP 2: Lower center of gravity and side step with STRONG foot toward the suspect's arm(s) grabbing weapon.

STEP 3: Use support-hand fist, elbow or forearm to strike suspect's wrist, top of hand, radial nerve, or other sensitive target. Keep holding weapon down with strong hand, driving toward and striking until suspect lets go of weapon.

STEP 4: Give clear instructions.

STEP 5: Shuffle step to gain distance, re-evaluate and transition.



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Cross-Grab From Rear

STEP 1: Use both hands to trap suspect's hand(s) and keep weapon in holster.

STEP 2: Lower center of gravity, step backward with SUPPORT leg into suspect, and rotate body counter-clockwise to pull away.

STEP 3: Give clear instructions.

STEP 4: Shuffle step to gain distance, re-evaluate and transition.



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Same Side Grab From Rear

STEP 1: Use both hands to trap suspect's hand(s) and keep weapon in holster.

STEP 2: Lower center of gravity, step backward with STRONG leg into suspect, and rotate body clockwise to pull away.

STEP 3: Give clear instructions.

STEP 4: Shuffle step to gain distance, re-evaluate and transition.



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“Pin & Spin”

STEP 1: Use both hands to trap suspect's hand(s) and keep weapon in holster.

STEP 2: Lower center of gravity, keep feet planted, and pivot on balls of feet slightly to turn weapon toward suspect.

STEP 3: Immediately pivot upper body, elbow and shoulders in the opposite direction with feet still planted. Repeat back and forth pivot until suspect releases grip.

STEP 4: Give clear instructions.

STEP 5: Shuffle step to gain distance, re-evaluate and transition.

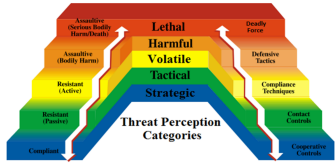


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Disarming

- Considered a **last resort** when there is no obvious or immediate alternative available to officers.
- **Action is quicker than reaction.** Officers must be decisive, move quickly and follow through when using disarming techniques.



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Disarming

Key Tactics

- a) Distance from weapon must be within arm's reach.
- b) Control weapon with firm grip using two hands.
- c) Redirect muzzle away from body.
- d) Drive toward and repeatedly strike suspect.
- e) Forcefully strip weapon from suspect's hands.



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Disarming (from front)

- STEP 1:** Face suspect directly. Raise arms up with palms out as if surrendering.
- STEP 2:** Identify hand used by suspect to control weapon trigger.
- STEP 3:** Using one fluid motion, side step toward hand controlling trigger and pivot upper body slightly beyond 90°.
- STEP 4:** Use forearm moving forward to strike suspect's lower arm or wrist and push weapon muzzle direction away from officer.
- STEP 5:** Use forward hand to grab top of weapon barrel or slide. Use opposite hand to grab underside of weapon barrel or slide.
- STEP 6:** Twist muzzle toward suspect and strip; OR push muzzle up, then pull back down to strip.
- STEP 7:** Shuffle step to create distance, re-evaluate and transition.



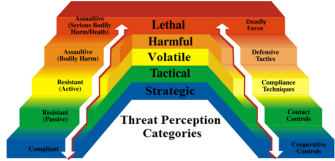
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Edged Weapon Defense

Force needed to stop an edged weapon attack is determined by the totality of circumstances and officer perception.

- distance from suspect
- type of edge weapon used
- suspect size, skill level and strength



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Edged Weapon Defense

Key Tactics

- a) Action is quicker than reaction.
- b) Maintain balanced stance.
- c) Maintain a safe distance.
- d) Non-deadly force may be needed as a temporary measure to gain distance and time.



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Jam – Control - Counter

Used when officer CANNOT side step to outside when confronted by suspect with edged weapon.

- STEP 1:** Use defensive stance with both hands up in front of chest.
- STEP 2:** Jam attack by striking the suspect's shoulder connected to arm holding edged weapons.
- STEP 3:** Reach over and secure arm holding edged weapon between biceps and shoulder.
- STEP 4:** Use opposite arm/hand to strike suspect to counter attack.
- STEP 5:** Shuffle step to create distance, give instructions and transition.



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Defensive Tactics
 Performance Testing

Student Officer Name: _____ Date: _____ Academy: _____
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Student Officer must earn Satisfactory (S) rating on all techniques to pass.

Performance Testing	S	U
GRABS & HOLDS		
Escort		
Front Waist Lock		
Rear Waist Lock		
Armbair TakeDown		
BLOCKS		
Matte Block		
High Block		
Side Block (strong & support sides)		
Low Block		
DISTRACTION STRIKES		
Straight Punch (with & right hand)		
Elbow Strike (with & left)		
Edge of Foot Strike (with & right hand)		
Knee Kick		
Front Kick		
Stomp Kick		

Instructor Name (print): _____ Date: _____ Instructor Signature: _____
Distribution: Copy to student officer. Original to Academy Director.

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Summary

Police officers encounter a wide range of suspect resistance while investigating crimes and making arrests. To stop non-deadly suspect resistance as quickly as possible, this lesson covered specific types of tactics used by police officers.

- blocks
- grabs/holds
- distraction strikes
- ground defense
- weapon retention
- disarming techniques

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Learning Objectives

1. Identify and demonstrate how gross, fine and complex motor skills apply to defensive tactics.
2. Demonstrate best practices for *stance*, *positioning* and *movements*.
3. Demonstrate best practices for using the following defensive tactics.
 - grabs and holds
 - blocks
 - strikes
 - ground defense

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Learning Objectives

4. Demonstrate best practices for maintaining control and possession of duty issued weapons.
5. Demonstrate best practices for defending against edged weapon attacks.



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Questions



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Closing Statement

- Police officers must be physically and mentally prepared to use force.
- To establish needed levels of proficiency while under stress, defensive tactics must be practiced properly and repeatedly throughout an officer's career.



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Defensive Tactics



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