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BASIC COURSE UNIT GUIDE

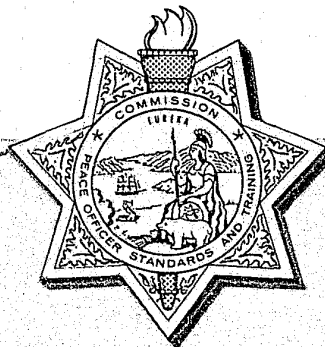
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WEAPONLESS DEFENSE

This unit guide covers the following learning goals contained in the POST Basic Course performance objective document:

- 12.6.0 Principles of Weaponless Defense
- 12.7.0 Armed Suspect/Weaponless Defense/Weapon Retention

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THE COMMISSION
ON PEACE OFFICER STANDARDS AND TRAINING
STATE OF CALIFORNIA

U.S. Department of Justice
National Institute of Justice

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This unit of instruction is designed as a *guideline* for Performance Objective-based law enforcement basic training. This unit is part of the POST Basic Course Guidelines system developed by California law enforcement trainers and criminal justice educators for the California Commission on Peace Officer Standards and Training.

This Guide is designed to assist the instructor in developing an appropriate lesson plan to cover the performance objectives, which are required as minimum content of the Basic Course.

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ACQUISITIONS

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Learning Goals and Performance Objectives

12.6.0 PRINCIPLES OF WEAPONLESS DEFENSE

Learning Goal: The student will understand basic control techniques of weaponless defense.

- 12.6.1 The student will identify the basic principle of weaponless defense.
 - A. Balance
 - B. Awareness
 - C. Self-control
- 12.6.2 The student will identify the danger areas of the body which are:
 - A. Most vulnerable to physical attack
 - B. Potentially fatal
- 12.6.3 The student will identify those parts of the body which can be used to overcome resistance.
- 12.6.4 The student will demonstrate a control hold.
- 12.6.5 The student will demonstrate a recognized "take-down" tactic.
- 12.6.6 The student will demonstrate a carotid restraint, explain the hazards of its use, and the first aid techniques that are necessary if the technique is applied.

12.7.0 ARMED SUSPECT/WEAPONLESS DEFENSE/WEAPON RETENTION

Learning Goal: The student will learn defenses against an armed assailant and principles of weapon retention.

- 12.7.2 Given an exercise simulating an armed suspect, the student will demonstrate foot movements which will allow the student to enter/avoid suspect's position.

Learning Goals and Performance Objectives

- 12.7.3 The student will identify the different techniques and mental preparation which can be used in disarming a suspect with various types of weapons and the dangers involved.
- 12.7.5 Given a no alternative situation simulating a suspect within close proximity with a handgun, the student will demonstrate front and rear gun take-aways.
- 12.7.6 Given a no alternative situation simulating a suspect within close proximity with a shotgun and/or rifle, the student will demonstrate methods of disarming the suspect.
- 12.7.7 Given an exercise, the student will demonstrate a recognized method of weapon retention from both holstered and in-hand situations.

Material/Equipment

Each training institution should develop its own list of equipment and materials for each unit. This list is dependent upon the instructional strategies methods/media considerations.

No special material or equipment needed.

Learning Goal 12.6.0 : The student will understand basic control techniques or weaponless defense.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>I. PRINCIPLES OF WEAPONLESS DEFENSE (12.6.0)</p> <p>A. Introduction</p> <ol style="list-style-type: none"> 1. It is important for the student to understand that weaponless defense and its principles are just one part of the overall concept of self-defense. It is analogous to one spoke in the complete wheel of self-defense. First the concepts of self-defense must be presented, and then the student can better understand the particular concepts and principles of weaponless defense. 2. The first principle of self-defense is prevention. The best method of defending against an assault is to avoid getting into a self-defense situation. Each officer must think ahead and be prepared before the need to act arises. <ol style="list-style-type: none"> a. Officers must be aware of potential dangers. b. Be aware of the ability of a suspect to attack. c. Avoid over-extending self to a point of no return. Each action must be considered within logical outcomes. d. Maintain the proper distance to allow adequate reaction time. 3. The second principle is that, if attacked, it is better to move out of the line of force than to try to stop the force. <ol style="list-style-type: none"> a. Side-step and allow the force to pass by and dissipate. b. Once the force has passed, apply an appropriate control technique. <p>Now that the idea of the concept of self-defense, has been discussed, it is time to discuss the more specific area of weaponless defense.</p> 	<p>12.6.1 The student will identify the basic principle of weaponless defense.</p> <p>A. Balance</p> <p>B. Awareness</p> <p>C. Self-control</p>

Learning Goal 12.6.0 : The student will understand basic control techniques of weaponless defense.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>B. The Three Basic Concepts of Weaponless Defense Are: Self-Control, Balance, and Awareness.</p> <p>1. <u>Self-Control</u> alone will bring more success in dealing physically with law violators than all the defense and control methods ever taught. If an officer cannot maintain control in a stressful situation, then any skill with techniques will be reduced or neutralized. Self-control is attained through confidence, and confidence is gained through knowledge and ability.</p> <p>a. Self-control is enhanced through practice, but practice alone will not suffice. It is important to realize that the basic principles and theories as well as practice must be understood.</p> <p>(1) To have practice without understanding the principles and theories is just as impractical as having theories and principles without the practice. They are both part of the whole. Both are equally necessary to meaningful physical control and self-defense training.</p> <p>(2) When an officer applies a technique or control hold on a law violator the body does not do it by itself, the mind and body must operate in unison.</p> <p>b. The acceptance and following of principles as a training aid is important.</p> <p>(1) Principles of self-defense explain "why" things work and why an officer should stand or move a certain way to accomplish a control purpose.</p> <p>(2) It is a well-accepted fact that a student understands better and retains longer the training received when the student can understand not only how, but why.</p>	

Learning Goal 12.6.0 : The student will understand basic control techniques of weaponless defense.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>c. Listed below are three principles used in law enforcement as they pertain to self-defense and weaponless control.</p> <p>(1) The police role in physical arrests is essentially defensive.</p> <p>(a) It is important to understand the word defensive. Law enforcement's job is to defend the public and to safely take a violator into custody.</p> <p>(b) It is neither offensive, which means to commit the first act of hostility, nor passive, which means to endure without resistance. The definition of "defend" is to, "repel danger or harm, and to serve to protect."</p> <p>(2) An arrest is an emotional problem as well as a physical one.</p> <p>(a) Both the officer and the suspect undergo emotional stress. Stress because of attitudes and experiences in other arrest situations, and because an officer is never sure of the danger levels of any given situation.</p> <p>(b) The suspects because they are about to be arrested and taken into custody.</p> <p>(3) The mind and the body are one.</p> <p>(a) This is physiologically true as well as being true in self-defense and weaponless control training.</p>	

Learning Goal 12.6.0: The student will understand basic control techniques of weaponless defense.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>(b) The body sends messages to the brain through the five senses and responses to those stimuli are sent back to the body. In most cases this cycle is a routine, everyday act of the body, but it becomes increasingly more important to understand this process when dealing with stressful situations.</p> <p>(c) Understanding the need to improve this coordination and cooperation is essential to successful training in self-control and weaponless defense.</p> <p>2. <u>Balance</u></p> <p>a. Balance consists of two different areas; mental balance as well as physical balance.</p> <p>(1) Mental balance is being prepared through training and practice to first, control one's emotional and physical self, and then being prepared to control the violator and, ultimately, the situation. On every situation an officer should be able to think the problem all the way through to its successful completion. The emotional level of the violator or situation should not be permitted to overcome one's self-control and balance.</p> <p>(2) Physical balance is the position that allows an officer the ability to move while maintaining balance, strength and advantage.</p> <p>b. The basic position of balance is the "position of interrogation."</p> <p>(1) Proper positions</p>	

Learning Goal 12.6.0: The student will understand basic control techniques of weaponless defense.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>(a) Distance - Proper distance gives one time to react.</p> <ol style="list-style-type: none"> 1) The minimum distance of one step away should be maintained. The suspect should have to take at least one step in the officer's direction to be able to punch or kick the officer. 2) The officer should be able to see suspect from head to foot, and see everything in between. 3) From a close but safe distance, an officer can see any hand or shoulder movement, which will generally telegraph any offensive or dangerous movement. <p>(b) Gun side away from suspect. Keep weapon as inaccessible to suspect as possible.</p> <p>(c) Balanced stance -- right or left handed.</p> <ol style="list-style-type: none"> 1) Lead foot pointed directly at suspect. 2) Rear foot slightly to rear at approximately a 45 degree angle. 3) Do not lock knees; bend them slightly to facilitate any defensive movement. 	<p>Note: If the officer can touch a suspect, the officer is generally too close.</p>

Learning Goal 12.6.0: The student will understand basic control techniques of weaponless defense.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>3. <u>Awareness</u> - Awareness is basically observing the entire situation and being specifically aware of some major hazards to the law enforcement officer when approaching a suspect.</p> <p>a. Five major concerns when approaching a suspect are:</p> <ul style="list-style-type: none">(1) Where are the suspect's hands?(2) Weapons<ul style="list-style-type: none">(a) Visually frisk suspect, especially the waistline area.(b) Anything in the immediate area that could be used as a weapon in its natural state.(3) Associates, relatives -- <u>anyone</u> who may come to the suspect's aid or assistance.(4) Escape routes -- Be aware of possible escape routes the suspect may take when confronted. The suspects are likely to be more familiar with an area than the officer, especially in their own home, neighborhood, etc.<ul style="list-style-type: none">(a) Doors(b) Dark rooms(c) Dark yards	

Learning Goal 12.6.0 : The student will understand basic control techniques of weaponless defense.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>(5) Footing - consider terrain conditions:</p> <ul style="list-style-type: none"> (a) Roadway curb (b) Staircase (c) Front porch (d) Obstacles: Furniture, water, shrubs (e) Sloping ground <p>C. Areas Of The Body Most Vulnerable To Physical Attack:</p> <ul style="list-style-type: none"> 1. Head - face 2. Neck - larynx, trachea 3. Chest 4. Abdomen 5. Groin 6. Legs <p>D. Areas Of The Body Which May Be Potentially Fatal:</p> <ul style="list-style-type: none"> 1. Head 2. Neck 3. Throat area <p>E. Parts Of The Body Which Can Be Used As Weapons And Are Capable Of Producing Damage And/Or Pain:</p> <ul style="list-style-type: none"> 1. Head - by butting 2. Hands (fists and fingers) 	<p>12.6.2 The student will identify the danger areas of the body which are:</p> <p>A. Most vulnerable to physical attack</p> <p>B. Potentially fatal</p> <p>See Handout #1</p> <p>12.6.3 The student will identify those parts of the body which can be used to overcome resistance.</p>

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Unit Outline & Presentation	Objectives & Instructional Cues
<p>3. Arms - elbows, forearms</p> <p>4. Feet</p> <p>5. Legs - knees</p> <p>F. Control Holds</p> <p>It should be emphasized throughout the control holds segment that the primary objective of the application of physical force is to ensure control of a suspect with only the minimum force necessary. The types of force an officer may utilize will vary depending on the aggressive behavior or degree of resistance used by a suspect and the practicality of a particular control hold.</p> <p>Ideally officers should attempt to control a suspect through advice, warning, or persuasion, but be prepared for the use of physical force to resist aggressive behavior and gain control.</p> <p>1. Rear Wrist Lock</p> <p>a. Method for applying rear wrist-lock</p> <p>(1) The wrist-lock can be applied on either the right or left wrist.</p> <p>(a) Reach over with either hand. If left hand is used, grab suspect's left hand.</p> <p>(b) Fingers are over the back of the suspect's hand across the knuckles, your thumb curls over the base of the suspect's thumb and into the palm. Bring suspect's hand up forward bending the suspect's arm at the elbow.</p> <p>(c) Apply pressure to the suspect's wrist and bring the suspect's arm behind the back.</p> <p>(d) Left forearm will be between the suspect's arm and back. Pin the suspect's elbow to body.</p>	

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Unit Outline & Presentation	Objectives & Instructional Cues
<p>(e) The suspect's wrist should be bent at the wrist joint with the fingers pointing straight up.</p> <p>2. Twist Lock</p> <p>Utilization of natural self-defense grip with officer's right hand on the back of the suspect's right hand and the officer's left hand placed just above the suspect's right elbow. Reverse for left side.</p> <p>Application of technique can be made to suspect in standing, sitting, prone positions from front, side, or rear.</p> <p>a. Method for applying twist lock.</p> <ol style="list-style-type: none"> (1) Move suspect's hand/arm to rear of body line and up toward head. Keep suspect's forearm vertical. (2) Move elbow hand down to suspect's hand placing thumb on thumb-side of suspect's wrist. (3) Let fingers of elbow hand lap over your hand on back of suspect's hand so as to curl into palm of suspect's hand on little-finger side. (4) Slide your hand which is on the back of suspect's hand into position of grab on lower portion of suspect's fingers (baseball bat grip). (5) Concurrent movement of suspect's hand toward armpit area using a twisting motion turning into suspect's body. (6) Use forearm against suspect's upper back area to prevent suspect moving away from twist lock. Or, place suspect in handcuffing position. (7) Direct suspect to place uncontrolled hand on his head. 	<p>Note: Every control hold presents some risk of injury to a suspect. Any evidence of injury must be promptly examined and treated by competent personnel.</p>

Learning Goal 12.6.0 : The student will understand basic control techniques of weaponless defense.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>(8) Advise suspect of what you want done.</p> <p>(9) Move suspect forward facing same direction as officer.</p> <p>3. Front Wrist Lock</p> <p>Utilization of natural self-defense grip with officer's right hand on the back of the suspect's right hand and the officer's left hand placed just above the suspect's right elbow. Reverse for left side.</p> <p>Application of technique can be made to suspect in standing, sitting, prone positions from front, side, or rear.</p> <p>a. Method for applying front wrist lock.</p> <p>(1) Move suspect's arm parallel to ground with elbow locked and rearward pressure on hand to rear of body-line.</p> <p>(2) Initial movement is to bend suspect's arm at elbow and wrist attempting to position forearm parallel to ground.</p> <p>(3) Step into suspect, sliding inside hand over back of suspect's hand. Lock suspect's elbow in crook of your arm, tucking it against your body above your hips.</p> <p>(4) Primary pressure is applied to back of suspect's hand toward elbow - one or two hand hold.</p> <p>(5) Inside hand thumb should be placed under suspect's wrist to prevent escape.</p> <p>(6) Direct suspect to place uncontrolled hand on his head.</p>	<p>Note: Emphasis must be given to student that once control is obtained, the degree of force used should be de-escalated.</p> <p>Basic use of force philosophy limits the degree or amount of force which may be used to the force necessary to overcome resistance.</p> <p>Each student must be encouraged to thoroughly know the legal limitation on use of force and any specific agency policies which augment the basic standards.</p>

Learning Goal 12.6.0 : The student will understand basic control techniques of weaponless defense.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>(7) Advise suspect what you want done.</p> <p>(8) Move suspect forward facing same direction as officer.</p> <p>G. Takedowns</p> <p>1. Hair pull takedown</p> <p>a. Position - Begin from behind suspect. If you are in front or beside suspect, use a shuffle pivot or progressive pivot to get behind the suspect.</p> <p>b. Movement - From a position of interrogation, shuffle forward and with your strong hand grab the suspect's hair at the crown of the head. At the same time, cup the wrist/forearm area of the suspect's off side arm and draw it to the rear with your off hand.</p> <p>c. Point the elbow of your strong arm toward the ground. Sharply drop your body weight downward, not backward, breaking the suspect's balance and dropping the suspect to the ground. As the suspect falls, release the hold on the hair. Allow the suspect offside arm to slip through your hand until you are holding the suspect firmly by the wrist.</p> <p>d. Bend the suspect's wrist so that the palm is facing the forearm. Place your strong hand on the suspect's elbow and drive the suspect to the ground. Place the suspect into a prone control for handcuffing.</p> <p>2. Leg Sweep take down</p> <p>a. From a position of interrogation behind the suspect, reach out and place both hands on the suspect's shoulders. At the same time, with the arch of your strong foot, push forward on the back of the knee area of the suspect's strong leg until suspect's balance is broken backward and you are physically resting on the calf of the leg.</p>	<p>12.6.5 The student will demonstrate a recognized "take-down" tactic.</p>

Learning Goal 12.6.0: The student will understand basic control techniques of weaponless defense.

Unit Outline & Presentation	Objectives & Instructional Cues
<ul style="list-style-type: none"> b. Pull back on the suspect's shoulders until suspect's shoulders are against your chest. Pull suspect back, don't step forward. c. Push down sharply on the suspect's shoulders dropping suspect sharply to a sitting position on the floor. d. This technique takes the suspect down, but affords you no control. <p>3. Reverse Wrist Takedown (Front-Choke Escape Technique). The Reverse Wrist Takedown can be used in a variety of ways.</p> <ul style="list-style-type: none"> a. Escape <ul style="list-style-type: none"> (1) Grip <ul style="list-style-type: none"> (a) With your left hand, reach up and grip your assailant's right hand. (b) Place your thumb on the back of suspect's hand near the knuckle of the little finger and your fingers as close to the suspect's wrist joint as possible. (c) Curl your fingers partially into suspect's palm. (2) Distraction <ul style="list-style-type: none"> (a) Bring your right hand up high on suspect's chest. 	

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Unit Outline & Presentation	Objectives & Instructional Cues
<ul style="list-style-type: none">(b) Place your middle finger at the soft indentation just below the Adam's Apple. (trachea)(c) Push your finger sharply and suddenly into the indentation.(d) At the instant of suspect's reaction to the pain, pull suspect's right hand from your throat. <p>(3) Throw</p> <ul style="list-style-type: none">(a) Bend suspect's hand at the wrist, dropping your hand low, toward the ground.(b) Pull suspect's hand down abruptly and use your right hand to help push on the back of suspect's hand and direct suspect's fingers to the ground.(c) Continue the above motion, until your assailant is on the ground. <p>(4) Control Hold</p> <ul style="list-style-type: none">(a) Once the subject is on back, pull suspect's hand up in the air and walk around suspect's head to the other side of suspect's body, turning the subject onto stomach.<ul style="list-style-type: none">1) Keep the original hand grip, your left on suspect's right.2) Place right hand on suspect's right elbow, to keep the arm straight as you turn suspect onto stomach.	

Learning Goal 12.6.0 : The student will understand basic control techniques of weaponless defense.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>4. Cross Face Takedown to Control</p> <ul style="list-style-type: none">a. Position: Officer approaches suspect from the rear.b. Movement (right handed):<ul style="list-style-type: none">(1) The officer reaches over suspect's right shoulder with right hand and places the hand across suspect's face covering the eye and the bridge of suspect's nose.(2) The officer then pulls straight back on the head and down forcing the suspect's head back onto the officer's right shoulder.(3) At the same time, the officer's left hand reaches forward and sweeps suspect's left arm back alongside officer's left side.(4) While maintaining this control of suspect's left arm, turn the suspect's head to the right.(5) At the same time the officer takes one step to the rear with the back leg and pivots on the balls of feet to the right.(6) The suspect will now start to slide down onto suspect's right side.(7) While maintaining left arm control and continuing to turn suspect's head to the right, let the suspect slide to the ground.(8) As the suspect moves down, the officer grasps the suspect's left hand as the suspect's left arm slides through officer's hand.	

Learning Goal 12.6.0: The student will understand basic control techniques of weaponless defense.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>(9) The officer's grip should be the officer's palm on the back of the suspect's hand and suspect's wrist bent.</p> <p>(10) Let the suspect's face go, push down on the left hand; this pressure will force suspect down onto suspect's stomach, pinning the suspect's left shoulder to the ground.</p> <p>(11) Then move around to suspect's head, kneel; you now are in position to handcuff.</p> <p>H. Explanation of Effects of "Upper Body Control Holds" on The Body</p> <ol style="list-style-type: none"> 1. There are a group of restraining techniques which are designed to subdue and control suspects who are otherwise uncooperative and resistant, and who will not yield to less forceful methods. 2. Generally considered to be in the mid-range of force used by law enforcement officers, the control holds are designed to overcome resistance quickly and to prevent the confrontation from escalating into a more serious conflict. 3. When properly applied, these holds are a tool supposed to prevent injury to both the officer and the suspect, and render unnecessary the use of more excessive force such as the baton or the firearm. 4. These choke control holds have been used by law enforcement officers for years, and until recently, without any apparent serious problems, injuries, or deaths. A number of deaths involving the use of choke control holds in recent times has identified serious concerns with the application of this control technique. 5. An examination of cases wherein neck control holds resulted in serious injury or death reveal that neck holds are certainly not without some danger. The neck offers the advantage of being small and convenient and, therefore, easy to grasp, but at the same time, it presents a potential danger because of the vulnerability of the structures in the neck. 	<p>12.6.6 The student will demonstrate a carotid restraint, explain the hazards of its use, and the first aid techniques that are necessary if the technique is applied.</p>

Learning Goal 12.6.0: The student will understand basic control techniques of weaponless defense.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>6. Application of choke control holds that include using the forearm pressure against the front of a suspect's neck causes compression of the neck and has resulted in damage to the trachea. Because the direction as well as the amount of force that is delivered by a forearm choke hold, this hold is more likely to cause fractures of the laryngeal structures than is the carotid control hold.</p> <p>Tracheal/Bar Arm Choke (not recommended) results in:</p> <ol style="list-style-type: none"> a. Pressure on the front of the neck, compressing the trachea. b. The closing of the trachea causes an interruption of the flow of air to and from the lungs. c. With no fresh air reaching the lungs, the exchange of oxygen with the blood is interrupted. d. The level of oxygen in the blood is reduced throughout the entire body. e. The reduced oxygen level reaching the brain will eventually cause loss of consciousness. f. This process may take two minutes or more. g. Damage to the trachea, done by crushing the trachea with the choking arm could cause death. Death can result from asphyxia due to manual compression of the neck. <p>I. Carotid Restraint Control Hold</p> <p>The carotid restraint control hold can be used as a controlling force. As with any neck hold it has serious consequences for injury, and in some cases death to a suspect. The neck presents a potential danger area. The application of the carotid restraint hold should be based upon the need to control a suspect with full consideration of the hazard factors and the legal and agency limitations on the use of force.</p>	

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Unit Outline & Presentation	Objectives & Instructional Cues
<ol style="list-style-type: none"> 1. In the carotid restraint control hold, pressure is applied to the sides of neck with the upper arm and forearm, so that the lines of force are exerted to the sides of the neck instead of against the front. The front of the neck and the airways should be free of pressure, as the larynx rests in the crook of the elbow. 2. The jugular veins and carotid arteries are the principle structures affected by this hold. Very little force is required to occlude these vessels and stop the flow of blood to the brain. 3. Unconsciousness can occur in seconds after application of the carotid, because of the sudden shut-off of oxygen to the brain. 4. Aspects of the carotid control hold: <ol style="list-style-type: none"> (a) Pressure on the sides of the neck compress the carotid arteries. The jugular veins and carotid arteries are the principle structures affected by this hold. These vessels carry blood to and from the brain. Occlusion of these vessels blocks the flow of oxygen to the brain, and this may result in asphyxia -- a threat to life due to oxygen loss. (b) The flow of oxygenated blood to the brain is diminished. (c) The reduced oxygen level in the brain causes the person to go unconscious. The unconsciousness is caused by a combination of decreased oxygen supply to the brain, plus edema in the brain. (d) Studies indicated that, if properly applied, most subjects lose consciousness within 10-12 seconds. (Korblum Study, cited in Reference) (e) Check for vital signs of pulse and breathing. First aid can then be administered on the scene if necessary. (f) Generally, suspect will regain consciousness unaided within 30 seconds. NOTE: Full recovery may take up to 24 hours 	

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Unit Outline & Presentation	Objectives & Instructional Cues
<p>5. Neck Structure Which Can Be Affected by Application of The Carotid Restraint:</p> <ul style="list-style-type: none"> a. <u>Vagus Nerve</u> -- The vagus nerve in the neck passes down the carotid sheath, and lies adjacent to the carotid sinus. Pressure on the carotid sinus will also result in pressure on the vagus nerve. The vagus nerve carries the message to the heart, but is not the author of the message. b. <u>Carotid Artery</u> -- The carotid arteries are frequently shut down by the carotid takedown hold. This interrupts circulation, heart action and respiration, and can lead to unconsciousness, coma, and death. c. <u>Trachea</u> -- While the larynx (voice box) is often injured in all types of neck trauma, it usually escapes damage from the carotid control hold. d. <u>Hyoid Bone</u> -- This bone is located high in the neck and would not be expected to be injured by a choke hold. It is more likely to be injured in manual strangulation where force is applied by the hands to the front of the neck. e. <u>Thyroid Cartilage</u> -- This thin spicule (needle like) of cartilage which extends upwards from the main body of cartilage attaches to the hyoid bone and is vulnerable to injury from force applied either to the front or to the side of the neck. f. <u>Tip of Thyroid Cartilage</u> -- g. <u>Carotid Sinus</u> -- The Carotid sinus reflex is an autonomic (self-controlling, functionally independent) reflex which helps regulate the pulse and blood pressures. Pressure on the carotid regions in the upper neck, as for instance by a finger, initiate this reflex action. This can set off the reflex arc which leads to a slowing of the heart and a drop in blood pressure. 	

Learning Goal 12.6.0: The student will understand basic control techniques of weaponless defense.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>h. <u>Jugular Vein</u> -- The blood is returned from the head to the heart through the external and internal jugular veins.</p> <p>i. <u>Vertebral Artery</u></p> <p>6. Hazards</p> <p>(a) If the oxygenated blood flow to the brain cells is restricted for more than one minute, irreversible brain tissue damage may occur. Therefore, the hold should be discontinued as soon as the officer gains control of the subject.</p> <p>(b) Areas at the front of the throat, such as the larynx (voice box), trachea (windpipe), could collapse with improper application.</p> <p>(c) The hyoid bone located at the base of the tongue, and the tip of the thyroid cartilage which is located on either side of the throat, under excessive pressure, will fracture and cause swelling-resulting in possible suffocation.</p> <p>(d) Both the carotid sinus and the vagus nerves affect the heart muscle. Stimulation (depression) of these nerves could produce irregular respiratory and cardiac activity. The effects of drugs, alcohol and/or medical disorders will enhance this reaction.</p> <p>(e) Improper application of the carotid restraint may fracture the neck, resulting in death or permanent paralysis.</p> <p>(f) If possible, the carotid restraint should not be applied while the person is standing. If the person should lose consciousness while standing, the possibility of injury or death could occur because the person would be in a vulnerable position.</p> <p>(g) The carotid restraint should generally not be applied more than twice in a 24-hour time frame. To do so greatly increases the chance of serious injury to the suspect.</p>	

Learning Goal 12.6.0 : The student will understand basic control techniques of weaponless defense.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>(h) During loss of consciousness, subjects may lose control of their bladder and/or bowels as their body muscles contract and spasms occur.</p> <p>7. First Aid</p> <p>(a) As soon as the subject discontinues resistance and is restrained, the subject should be checked for vital signs (pulse and breathing). The following first aid should be administered:</p> <ol style="list-style-type: none"> (1) Establish an airway (2) Check for breathing (3) Check for brachial pulse (4) Obtain a coherent response from subject (5) Be prepared to administer CPR <p>(b) If there is a lack of vital signs, render first aid. When the carotid restraint is applied, regardless of whether or not the subject was rendered unconscious, the officer should have the subject checked by medical personnel.</p> <p>(c) Close observation of the subject during transportation is recommended. Allow time for respiratory recovery before transportation.</p> <p>8. Agency Policies</p> <p>(a) Agency policies on the use of the carotid restraint may vary and each trainee should be cautioned to determine and follow local policy. Each trainee should be assigned to research own agency policy.</p>	

Learning Goal 12.7.0: The student will learn defenses against an armed assailant and principles of weapon retention.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>II. ARMED SUSPECT/WEAPONLESS DEFENSE/WEAPON RETENTION (12.7.0)</p> <p>A. The defenses in the following performance objectives are given with the assumption of several factors. It is assumed that the situation is one suspect, armed, versus one officer. It is also assumed that the officer has concluded that life protecting action is necessary.</p> <p>B. All the foot movements/pivots which allow the student to enter/avoid an armed suspect's position begin from the "position of interrogation". The following foot movements/pivots are basic movements. They should be used in conjunction with other upper body techniques to successfully accomplish the entire movement.</p> <ol style="list-style-type: none"> 1. One of the foot movements/pivots that allow the student to safely avoid an armed suspect's position is the shuffle pivot. <ol style="list-style-type: none"> a. The foot movements/pivots listed below can be done from the right or left handed stance. However, those below are performed from a right handed stance. b. From the position of interrogation, with the lead foot (left) step toward and slightly outside suspect's right shoulder. c. Pivot on the ball of the lead foot in a clockwise direction using your hips to swing the trailing foot around behind your left foot into a well balanced-stance. d. The completed movement should result in the officer being in a well-balanced stance facing the direction opposite to the officer's original stance. e. The officer should be in a position slightly behind the suspect, to complete the disarming move. 2. One of the foot movements/pivots that allow the student to enter the suspect's position is the progressive pivot. 	

Learning Goal 12.7.0: The student will learn defenses against an armed assailant and principles of weapon retention.

Unit Outline & Presentation	Objectives & Instructional Cues
<ul style="list-style-type: none"> a. The progressive pivot starts from a well-balanced position of interrogation. Again, this explanation is from a right handed stance. b. The progressive pivot is used in conjunction with a distraction movement. A common distraction utilized is simultaneously to thrust the left hand upward toward suspect's face, and drop hips suddenly four to five inches. (This move will distract the suspect long enough to allow the officer to accomplish the progressive pivot.) c. The pivot starts with the distraction, then the officer steps with the lead foot toward and slightly outside suspect's left side. d. Again, the officer pivots on the ball of the lead foot, turning in a counter-clockwise direction using the hips to rotate the body around. e. The trailing foot comes around behind the lead foot. f. The officer's body weight is then shifted to the trailing foot and another counter clockwise pivot is completed on the ball of the foot. g. The movement ends with the officer again in a well-balanced stance. NOTE: The officer will now be in a left handed stance. The right foot being the lead foot and the left foot being the trailing foot. Again, there are corresponding upper body movements that must be accomplished in conjunction with the pivots. 	<p>12.7.2 Given an exercise simulating an armed suspect, the student will demonstrate foot movements which will allow the student to enter/avoid suspect's position.</p>
<p>C. Gun Take-Away Techniques</p> <ul style="list-style-type: none"> 1. When confronted by an assailant who is pointing a firearm in a threatening manner, and a decision is made to disarm the assailant, there are certain things that must be remembered and taken into account. 	

Learning Goal 12.7.0: The student will learn defenses against an armed assailant and principles of weapon retention.

Unit Outline & Presentation	Objectives & Instructional Cues
<ul style="list-style-type: none"> a. If the assailant has not fired, there is a chance to disarm. If there is considerable distance between the officer and the assailant, the chances are diminished. b. In order to disarm, an officer must get as close to the gun as possible to employ a disarming technique. c. The danger of injury or death will depend on a fraction of a second. d. Do not over concentrate on the firearm. e. Try to observe the type of firearm the assailant is holding. f. The techniques to be used to disarm a suspect will depend on whether the firearm is a handgun or a long gun (rifle or shotgun). <p>2. One of the best times to make a move is while the assailant is talking. The suspect will still react to any move, but will have to change thought concentration from what is being said to what to do about the move. This will take time, however slight. It also takes a fraction of a second for the assailant to physically pull the trigger. If the suspect has to move the barrel of the gun to point it at the officer, this further increases the time and decreases accuracy.</p> <p>3. Front Hand Gun Take-Away Technique</p> <ul style="list-style-type: none"> a. Position <ul style="list-style-type: none"> (1) An Officer must get as close to the gun as possible. (2) If the assailant is holding the gun in the right hand, <ul style="list-style-type: none"> (a) the officer's left foot should be forward, pointing at the assailant. (b) The officer's right foot is behind the left foot and at a 45 degree angle. 	<p>12.7.3 The student will identify the different techniques and mental preparation which can be used in discharging a suspect with various types of weapons, and the dangers involved.</p>

Learning Goal 12.7.0 : The student will learn defenses against an armed assailant and principles of weapon retention.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>b. Movement</p> <p>(1) Shuffle pivot</p> <p>(a) With the left foot, shuffle forward and slightly to the left, at the same time pivot the hips quickly clockwise.</p> <p>1) The officer will now be outside the gun hand next to the assailant's right arm.</p> <p>(2) Controlling the gun</p> <p>(a) As the officer steps and pivots, bring the left hand down on top of the suspect's forearm, above the wrist.</p> <p>1) <u>Do not</u> try to knock the gun from the assailant's hand.</p> <p>(b) Slide the left hand down the forearm and grip the suspect's hand.</p> <p>1) Place the thumb over the back of the suspect's hand.</p> <p>2) Place fingers around the wrist joint.</p> <p>(c) Now, maintain this grip and continue the pivoting movement by swinging the right leg past the left so that the officer is actually standing behind the assailant with the back almost to the suspect.</p> <p>(d) Bring the suspect's hand around so it is in front of the officer</p> <p>(e) With the right hand, come underneath and take hold of the gun hand. The right hand could partially be over the cylinder of the gun itself.</p>	

Learning Goal 12.7.0: The student will learn defenses against an armed assailant and principles of weapon retention.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>(3) Takedown</p> <p>(a) The pulling motion on the suspect's arm and pivoting will make the suspect stumble forward.</p> <p>(b) As the suspects stumbles, step back with the left leg and pull with the left hand, bending the suspect's gun hand at the wrist (this will change the suspect's direction).</p> <p>(c) Continue to bend the suspect's wrist until the gun points back toward the suspect's body over the forearm.</p> <p>1) This will cause the assailant to fall backward.</p> <p>(4) Removing the gun</p> <p>(a) Take advantage of the suspect's momentum, roll the suspect over onto the stomach, and maintaining a control hold so that the gun continues to point straight down, walk around the suspect's head to the suspect's other side.</p> <p>(b) Now remove the gun from the suspect's hand while maintaining control with the left hand.</p> <p>(5) If the assailant holds a gun in the left hand, work this technique in reverse. Once suspect is on the ground, removing weapon is the same as right hand suspect.</p>	
<p>4. Rear Gun Take-Away Technique</p> <p>a. Position</p> <p>(1) Try to look to the rear to determine where the assailant is, which hand the gun is in and the type of weapon.</p>	<p>12.7.5 Given a no alternative situation simulating a suspect within close proximity with a handgun, the student will demonstrate front and rear gun take-aways.</p>

Learning Goal 12.7.0 : The student will learn defenses against an armed assailant and principles of weapon retention.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>(2) If the assailant is standing close enough behind the officer so that the suspect can be touched, the chances of disarming the suspect are better than in the Front Hand Gun Take-Away.</p> <p>(3) The assailant is holding the handgun in the right hand.</p> <p>b. Movement</p> <p>(1) Pivoting</p> <p>(a) Pivot sharply to the right, dropping the right hand straight down.</p> <p>(b) Swing the left leg around to make a three-quarter turn to face the suspect's side.</p> <p>1) Keep as close to the assailant's right hand and arm as possible as the pivot is done.</p> <p>(2) Controlling the gun</p> <p>(a) Bring the right hand up under the suspect's forearm near the wrist.</p> <p>(b) The left hand will come straight down on the suspect's forearm in a sweeping motion toward the suspect's right wrist, catching the suspect's gun hand with both hands.</p> <p>(3) Takedown</p> <p>(a) After catching the suspect's gun hand with both hands, continue pivoting and pull the assailant's arm across the officer's abdomen and continue around to the suspect's rear.</p> <p>(b) The pivot plus the pull of the officer's arms will break the suspect's balance.</p>	

Learning Goal 12.7.0 : The student will learn defenses against an armed assailant and principles of weapon retention.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>(c) As the assailant's balance breaks, change the suspect's direction by stepping back through with the left foot and pulling with the left hand at the suspect's wrist joint in the same manner as a rear wrist take down.</p> <p>1) Bring the barrel of the gun around so that it is pointing at the assailant.</p> <p>(d) Take the assailant to the ground by continuing to move, forcing the barrel to point toward the ground over the suspect's forearm. Once suspect is on the back, removing the weapon is the same as the front hand gun take away.</p> <p>(4) Removing the gun</p> <p>(a) Keep turning the assailant's wrist to help the suspect's momentum carry him over to the suspect's stomach.</p> <p>(b) Walk around the assailant's head, keeping the barrel pointed toward the suspect until the gun can be taken out of the suspect's hand.</p> <p>NOTE: When the assailant is holding the handgun in the left hand, follow the same procedures as a Rear-Long Gun Take Away, with suspect in a left-handed stance.</p> <p>5. Rear-Long Gun Take Away</p> <p>a. These techniques will cover all the combinations that are possible. The first set of techniques will be for the officer who pivots to the right naturally, and the suspect in a right or left-handed stance. The second set will deal with the officer who pivots naturally to the left and the suspect is in either a right or left-handed stance.</p>	<p>12.7.6 Given a no alternative situation simulating a suspect within close proximity with a shotgun and/or rifle, the student will demonstrate methods of disarming the suspect.</p>

Learning Goal 12.7.0: The student will learn defenses against an armed assailant and principles of weapon retention.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>b. The first movement will be with the suspect holding the weapon in a right-handed stance.</p> <ol style="list-style-type: none"> (1) Officer pivots to the right, completely around (180⁰), grasping the suspect's left hand and the barrel of the weapon with the left hand. Simultaneously, the officer's right hand comes underneath and grasps the barrel of the weapon. (2) Lock the suspect's left arm to the officer's body with the left arm. (3) Torque the hips back into the suspect, applying that pressure to the suspect's elbow. This move will break the suspect's balance. (4) While stepping back with left foot, take suspect's left hand off the weapon and apply a reverse wrist take down to the front. (5) The reverse wrist take down to the front is accomplished by bending the hand at the wrist joint, then turning the hand so the palm is away from the officer, and the fingers are pointing toward the suspect. (6) While holding with the right hand, bring the barrel around and onto the back of the suspect's left arm just above the elbow. (7) By continuing to apply reverse wrist take down to the front and applying downward pressure with the barrel of the weapon, the suspect is taken to the ground and controlled with a wrist lock. The weapon is controlled with the officer's right hand. <p>c. The second movement requires a pivot to the right while the suspect is in a left-handed stance with the shotgun or rifle.</p>	

Learning Goal 12.7.0: The student will learn defenses against an armed assailant and principles of weapon retention.

Unit Outline & Presentation	Objectives & Instructional Cues
<ol style="list-style-type: none"> (1) Now pivot to the right (180°). The officer's right arm acts as a locator of the weapon by swinging around and coming up underneath the long gun. (2) The officer's left hand comes over the top and grasps suspect's right hand and barrel. The right hand simultaneously comes under the suspect's right hand and barrel, grasping both. (3) The officer is now standing with the left foot just outside suspect's right foot (almost alongside suspect). The right foot is stationary at this point. (4) Lead the suspect in a forward direction to the right, pulling suspect off balance. The left foot steps back while forcing the suspect's hands and barrel of weapon upward and over in an arcing motion (barrel is now pointed in opposite direction). (5) Now bend the suspect's right wrist in toward suspect and maintain pressure while forcing the suspect to the ground on the back. Maintain a firm grip with the left hand on the suspect's right hand and barrel of weapon. (6) Now take the right hand and grab the stock portion of the weapon. (7) Walk around the suspect to the opposite side forcing the suspect to turn onto the stomach into a prone position. (8) Remove the rifle or shotgun from the suspect's grip while maintaining control of the suspect with a wrist lock. 	

Learning Goal 12.7.0: The student will learn defenses against an armed assailant and principles of weapon retention.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>6. Front Long Gun Take Away</p> <p>Rule: When the weapon is facing the officer, always pivot to the outside of the suspect's lead hand.</p> <p>a. These techniques will cover all the combinations that are possible. The first set of techniques will be for the suspect in a right-handed stance. The second set of techniques will be for the suspect in a left-handed stance.</p> <p>b. The first movement will be with the suspect holding the weapon in a right-handed stance.</p> <ol style="list-style-type: none">(1) Do a shuffle pivot to the right. The officer's right hand comes over the top and grasps suspect's left hand and the barrel. The left hand simultaneously comes underneath the suspect's left hand and the barrel, grasping both.(2) The officer is now standing with the right foot just outside suspect's left foot (almost alongside suspect). The left foot is stationary at this point.(3) Lead the suspect in a forward direction to the left, pulling suspect off balance. The right foot steps back while forcing the suspect's hands and barrel of weapon upward and over in an arcing motion (barrel is now pointed in opposite direction). Once suspect is forced to the back, control and weapon take away are the same as rear-long gun take away.(4) Now bend the suspect's left wrist in toward suspect and maintain pressure while forcing the suspect to the ground onto the back. Maintain the grip with the left hand on the suspect's left hand and the barrel of weapon.	

Learning Goal 12.7.0: The student will learn defenses against an armed assailant and principles of weapon retention.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>(5) Take the right hand and grab the stock portion of the weapon.</p> <p>(6) Walk around the suspect to the opposite side which will force the suspect to turn onto the stomach into a prone position.</p> <p>(7) Now remove the rifle or shotgun from the suspect's grip while maintaining control of the suspect with a wrist lock.</p> <p>c. The second movement will be with the suspect holding the weapon in a left-handed stance.</p> <p>(1) Do a shuffle pivot to the left. The left hand comes over the top and grasps suspect's right hand and barrel. The right hand simultaneously comes underneath the suspect's right hand and barrel, grasping both.</p> <p>(2) The officer is standing with the left foot just outside suspect's right foot (almost alongside suspect). The right foot is stationary at this point.</p> <p>(3) Lead the suspect in a forward direction to the right, pulling suspect off balance. The left foot steps back while forcing the suspect's hands and barrel of weapon upward and over in an arcing motion (barrel is now pointed in opposite direction).</p> <p>(4) Now bend the suspect's right wrist in toward suspect and maintain pressure while forcing the suspect to the ground onto the back. Maintain the grip with the right hand on the suspect's right hand and the barrel of weapon.</p>	

Learning Goal 12.7.0 : The student will learn defenses against an armed assailant and principles of weapon retention.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>(5) Take the left hand and grab the stock portion of the weapon.</p> <p>(6) Walk around the suspect to the opposite side which will force the suspect to turn onto the stomach into a prone position.</p> <p>(7) Now remove the rifle or shotgun from the suspect's grip while maintaining control of the suspect with a wrist lock.</p> <p>7. Hostage Officer Gun Take Away Technique</p> <p>a. Officer is held hostage by suspect standing to officer's rear. Suspect places left arm around officer's neck, drawing officer's body into the suspect's chest. The suspect with the right hand (holding gun) places the gun up to the officers' right side of head.</p> <p>b. Disarming Procedure:</p> <p>(1) Officer places feet shoulder width apart for good balance.</p> <p>(2) Officer leans head slightly to the right side until the suspect's gun barrel is located. Officer should attempt to place hands in an up position.</p> <p>(3) Officer then reaches up with the right hand, grasping the cylinder area of the suspect's gun. (Over hand grasp)</p> <p>(4) Officer then pulls suspect's gun and arm down over (officer's) right shoulder. Turning suspect's wrist outward.</p>	

Learning Goal 12.7.0 : The student will learn defenses against an armed assailant and principles of weapon retention.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>(5) Officer then reaches over with the left hand grasping the suspects gun barrel and continues to twist suspect's gun and wrist outward (to right).</p> <p>(6) Officer then steps to the right, leading with the left foot. Continuing to apply pressure outward on suspect's gun and wrist. (Officer must make sure to never step in front of the gun barrel).</p> <p>(7) If technique is applied right, officer will break suspect's wrist and gain control of suspect's weapon.</p>	
<p>D. Weapon Retention</p> <p>1. Introduction</p> <p>a. FBI uniform crime reports regarding officer disarmed by suspect, shows:</p> <p>(1) Fact: Law enforcement officers carry guns.</p> <p>(2) Fact: Incidents of assault against law enforcement officers have increased tremendously in recent year</p> <p>(3) Fact: More officers are being killed with their own guns than ever before.</p> <p>b. California Peace Officer Killed in Line of Duty Study, 1986, indicates 15% were killed with their own weapons. Additionally, 7% were assaulted with their own weapons.</p> <p>2. Review local officer involved disarming incident.</p> <p>3. Equipment Maintenance and Design - Holsters</p> <p>a. Holsters and Straps should withstand stress of someone pulling violently on the gun. Maintain holster in good condition, replace worn straps and snaps.</p>	<p>12.7.7 Given an exercise, the student will demonstrate a recognized method of weapons retention from both holstered and in hand situations.</p>

Learning Goal 12.7.0 : The student will learn defenses against an armed assailant and principles of weapon retention.

Unit Outline & Presentation	Objectives & Instructional Cues
<ul style="list-style-type: none"> b. Thumb Break Holsters - Officer be aware that a downward grabbing action by suspect's hand from the front could cause the holster to unsnap. c. Holster Design - Holster should be designed so that the officer can draw the gun quickly and safely, yet remain secure in the holster when unsnapped during vigorous body movement. d. Holster should have reinforced safety construction features. e. No holster should be considered reliable enough to be a sole source of security for the officer's holstered gun. <p>4. Briefly give an overview of subject area to be covered.</p> <ul style="list-style-type: none"> a. Demonstrate techniques, to be learned by students. b. Explain the objectives of the course. c. Explain the principles of handgun retention. <ul style="list-style-type: none"> (1) A release is accomplished by providing more physical stress against an attacker than the suspect can withstand. The primary concern is an immediate release of the assailant's hand(s). All counter-attacks should be directed against the suspect's arm which includes the hand, wrist, forearm, elbow, and shoulder. <p>5. General Principles:</p> <ul style="list-style-type: none"> a. The officer's initial response should be appropriate to the situation and provide the best opportunity to safely secure the weapon and protect self. b. The three principle objectives are: <ul style="list-style-type: none"> (1) <u>Secure Weapon</u>. Secure the weapon in the holster and then prepare to apply the release technique. 	

Learning Goal 12.7.0 : The student will learn defenses against an armed assailant and principles of weapon retention.

Unit Outline & Presentation	Objectives & Instructional Cues
<p>(2) <u>Gain Position</u> Move in a position that offers the greatest opportunity to exert maximum leverage and physical stress against the attacker and at the same time provide body movement that has the effect of protecting the officer against additional assault as the release is applied.</p> <p>(3) <u>Effect Release</u> The officer applies the release with the appropriate technique. the officer will simply be applying more leverage and physical stress against the attacker than the suspect has the ability to withstand, and release is assured.</p> <p>6. Techniques</p> <p>a. There are a variety of acceptable techniques in the area of weapon retention which are available to an academy through the POST Library. Each academy will determine which techniques are most suitable for local needs.</p> <p>(1) Front Retention, Holstered Weapon</p> <p>(a) Right hand attack</p> <p>(b) Left hand attack</p> <p>(c) Two hand attack</p> <p>(2) Rear Retention, Holstered Weapon</p> <p>(a) Right hand attack</p> <p>(b) Left hand attack</p> <p>(c) Two hand attack</p>	

Learning Goal 12.7.0: The student will learn defenses against an armed assailant and principles of weapon retention.

Unit Outline & Presentation	Objectives & Instructional Cues
<ul style="list-style-type: none">(3) Unholstered Weapon Retention<ul style="list-style-type: none">(a) Right hand attack(b) Left hand attack(c) Two hand attack(4) Long Gun Retention	

TESTING AND EVALUATION

The student will be tested/evaluated by use of a suspect role player scenario. The student will demonstrate an ability to use recognized techniques of weapon retention, with 90% proficiency when a suspect attempts to disarm the student in the following ways:

1. Officer's handgun holstered, suspect attacks from front with right hand.
2. Officer's handgun holstered, suspect attacks from front with left hand.
3. Officer's handgun holstered, suspect attacks from front with two hands.
4. Officer's handgun holstered, suspect attacks from rear with right hands.
5. Officer's handgun holstered, suspect attacks from rear with left hand.
6. Officer's handgun holstered, suspect attacks from rear with two hands.
7. Officer's handgun drawn, suspect attacks from front with right hand.
8. Officer's handgun drawn, suspect attacks from front with left hand.
9. Officer's handgun drawn, suspect attacks from front with two hand.
10. Officer covering suspect with long gun, suspect attacks from front

The testing/evaluation process shall minimally include the following:

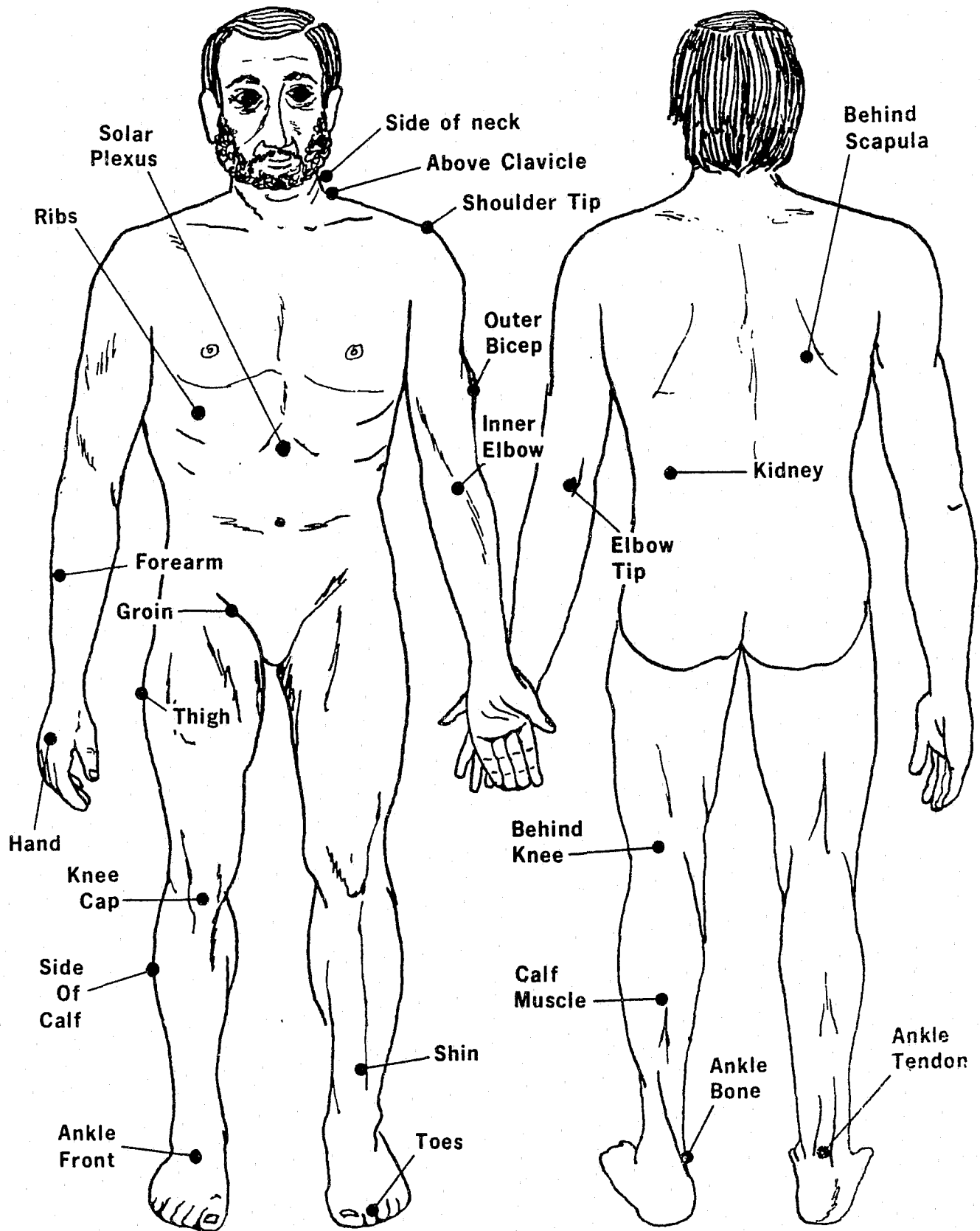
1. Aggressiveness
2. Technique
 - a. Secure Weapon
 - b. Gain Position
 - c. Effects Release
3. Overall effectiveness

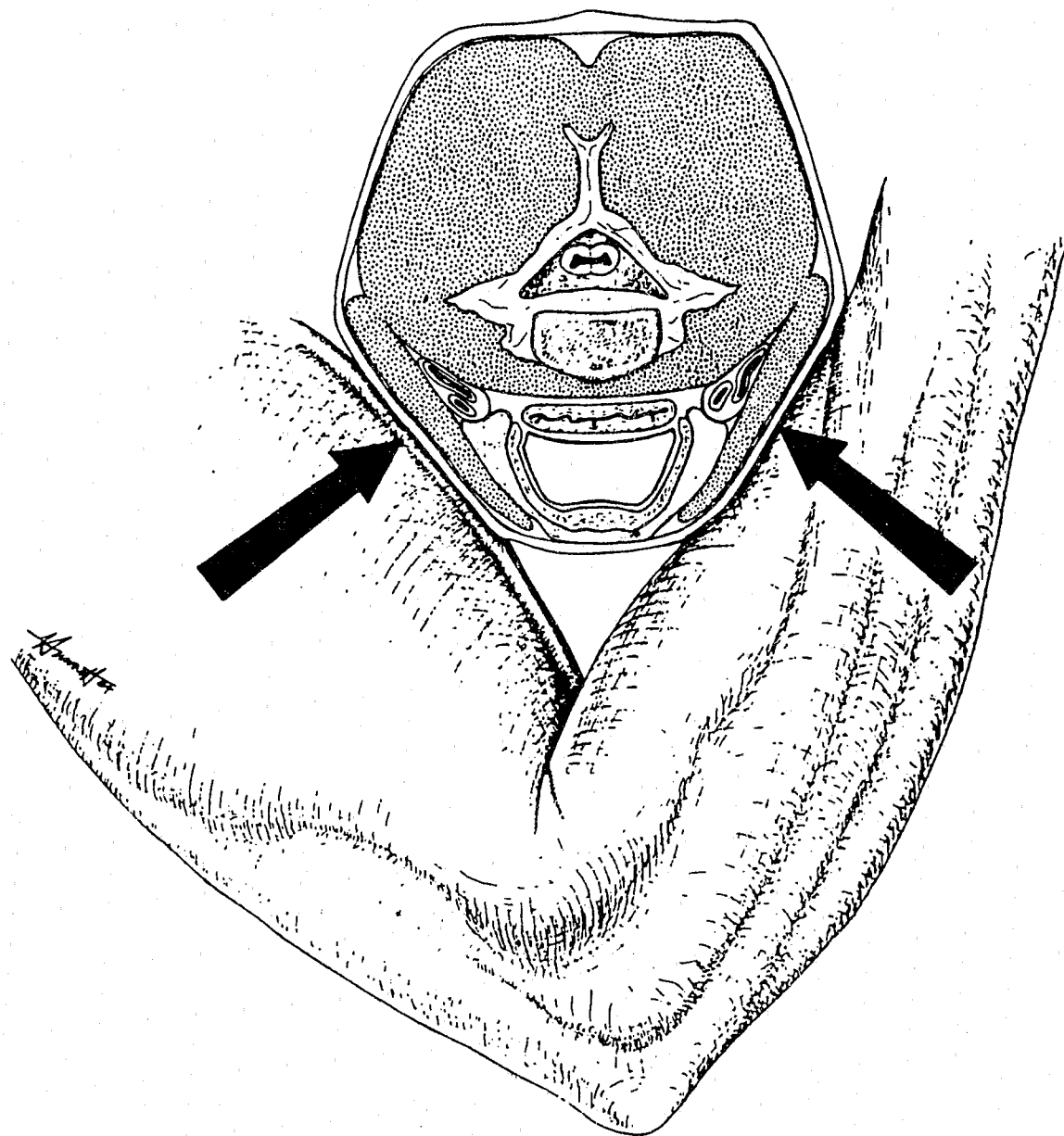
SUPPORTING MATERIAL

AND

REFERENCES

IMPACT POINTS OF THE HUMAN BODY

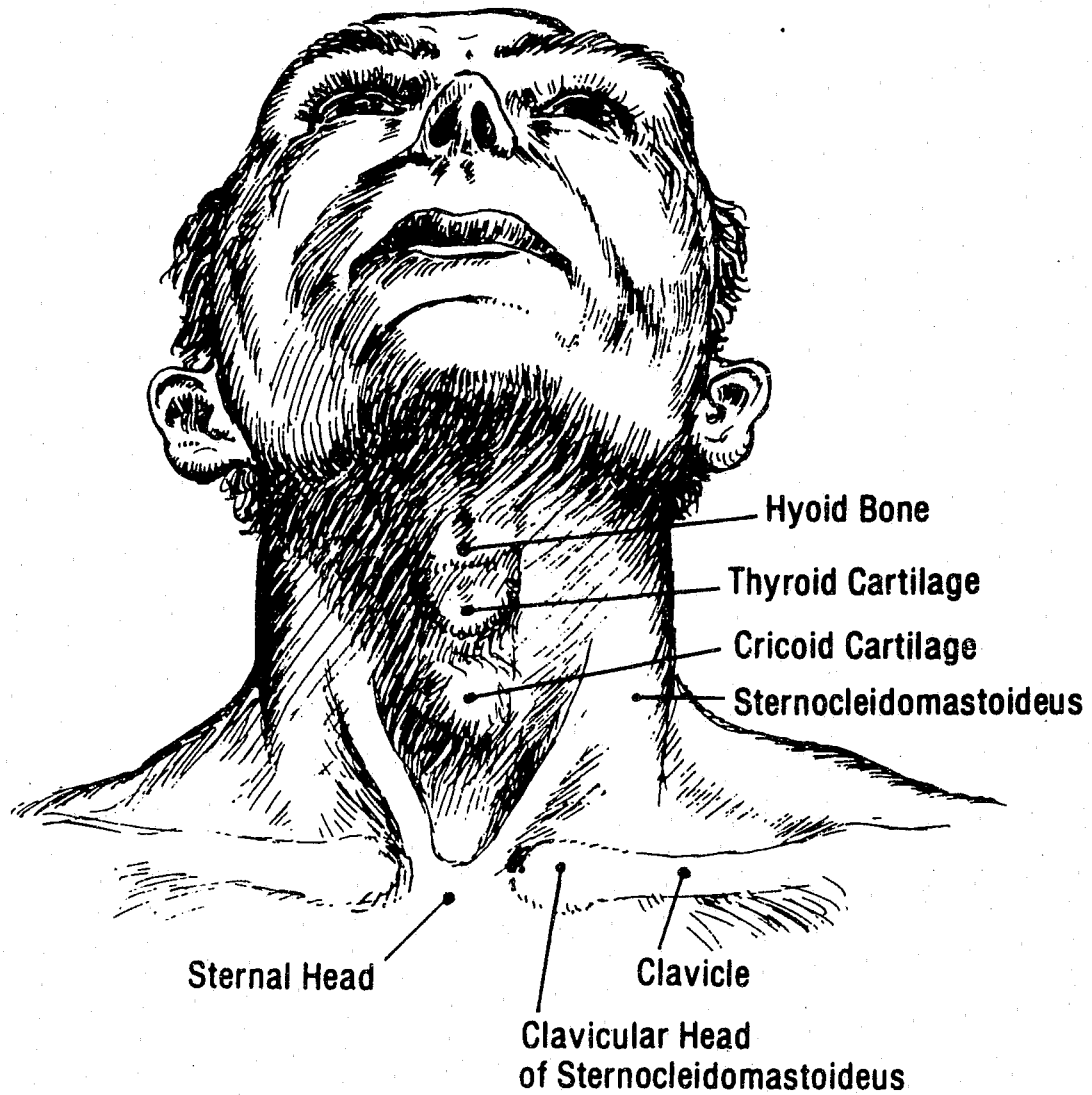




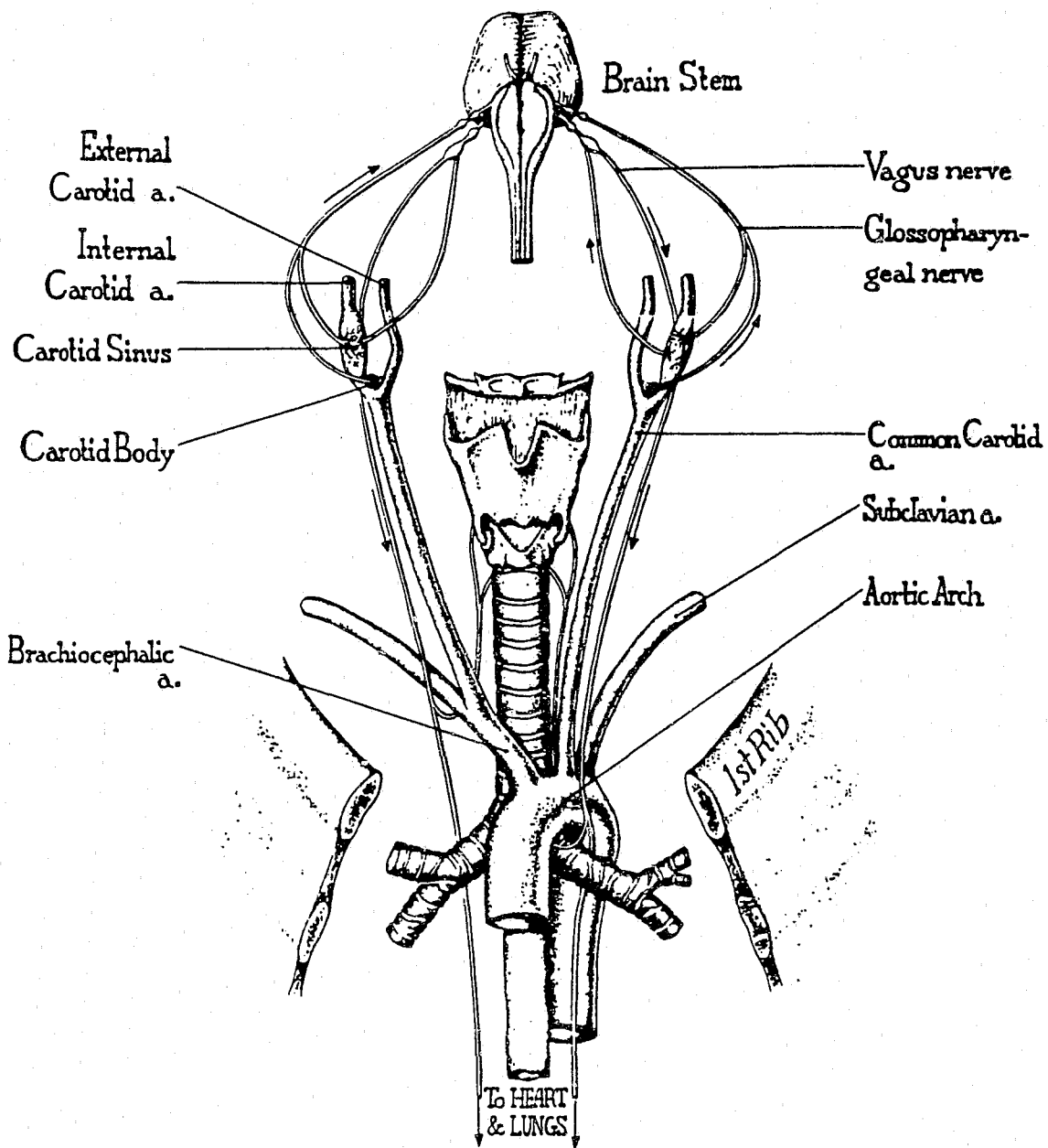
*Schematic Representation of Lines of Force During
the Carotid Takedown Hold*

The directions are oblique, against the carotid sinus on each side.

POST Basic Course



Vulnerable neck structures often injured by neck trauma



*Schematic Drawing of Carotid Sinus, Carotid Body,
and Other Neck Structures*

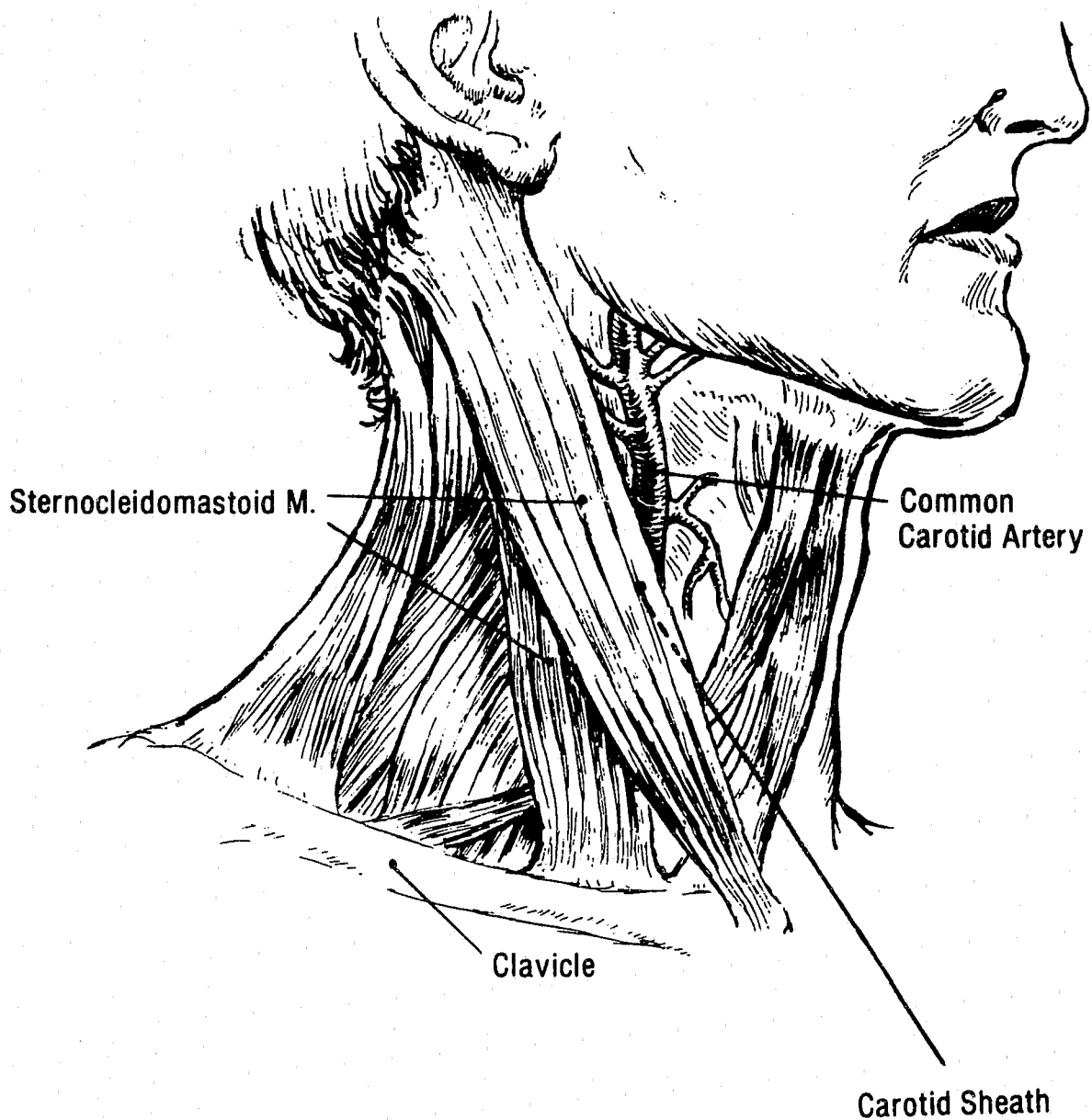
The carotid sinus can be stimulated by electrical current, and by mechanical pressure to the outside of the neck. This can set off the reflex arc which leads to a slowing of the heart and a drop in blood pressure.



*Schematic Representation of Lines of Force as an Officer
Applies Carotid Takedown Hold*

POST Basic Course

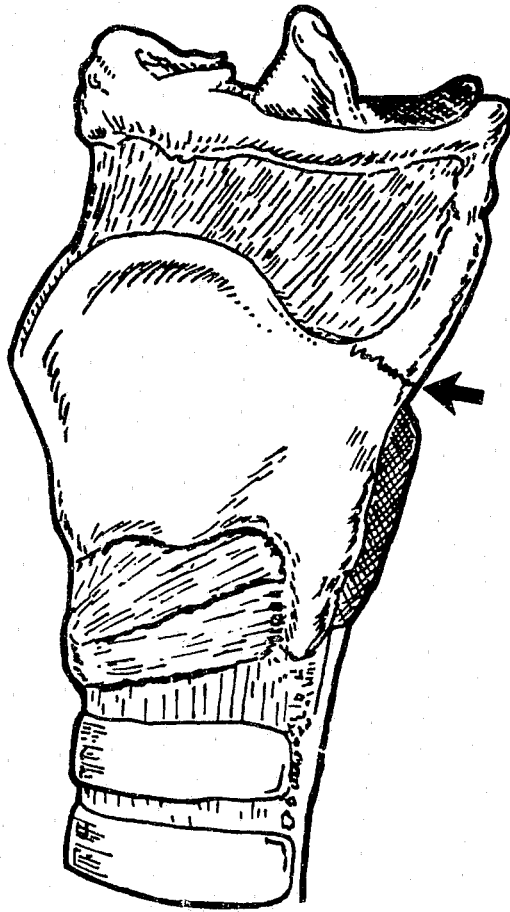
MEDICAL ANALYSIS OF POLICE CHOKE HOLDS



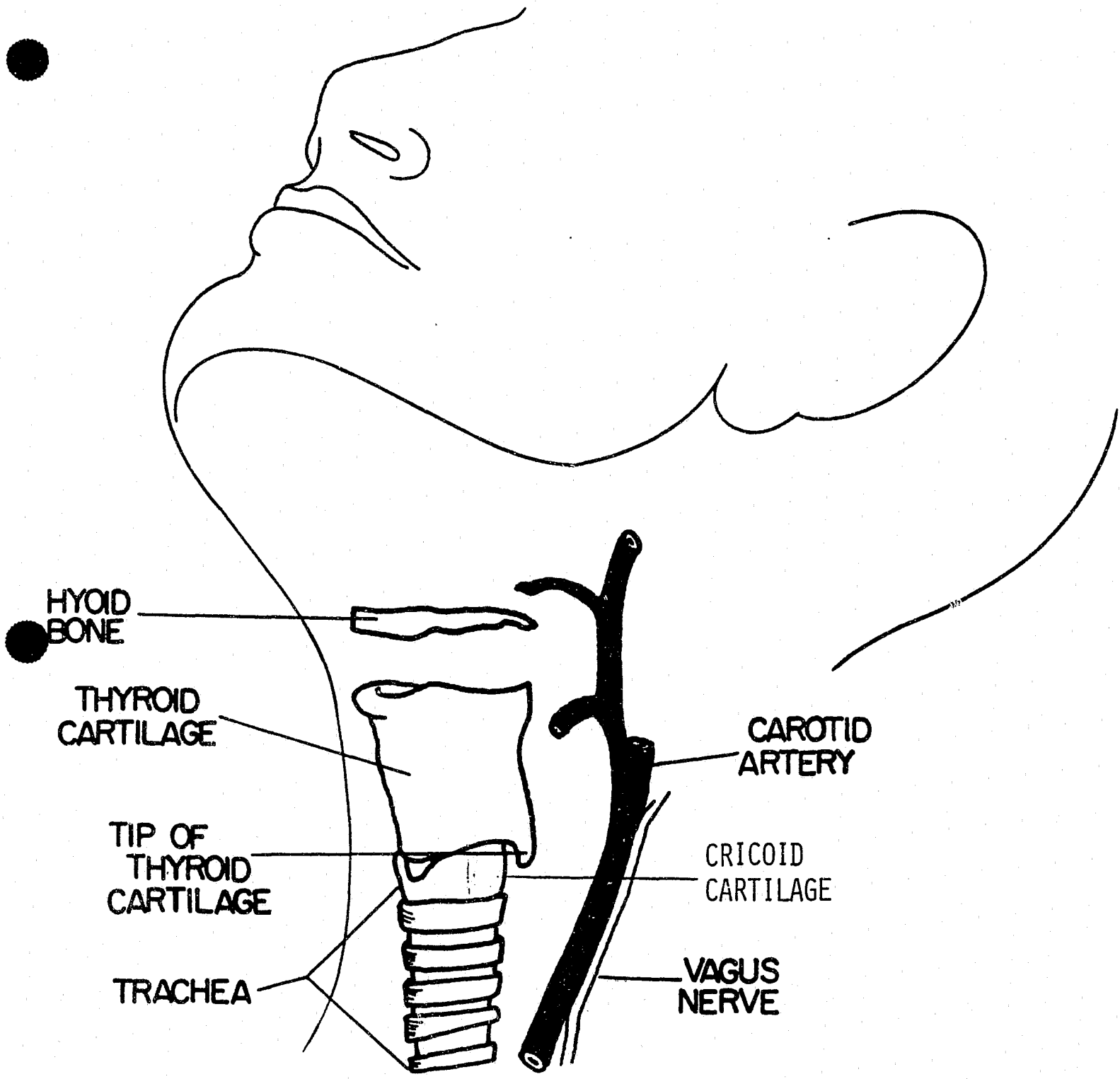
The carotid sheath, which contains the carotid artery, jugular vein and vagus nerve, is one of the most critical structures in the neck. It is well protected by the sternocleidomastoid muscle.

POST Basic Course

THYROID CARTILAGE



POST Basic Course



HYOID BONE

THYROID CARTILAGE

TIP OF THYROID CARTILAGE

TRACHEA

CAROTID ARTERY

CRICOID CARTILAGE

VAGUS NERVE

Reference Materials

This section is set up as reference information for use by training institutions. These materials can be utilized for prime instruction; remediation, additional reading, viewing or for planning local units of instruction. They are presented here as instructional materials that may assist the learner or the academy staff in the teaching-learning process. Each training institution is encouraged to expand this list but only after careful viewing and reading to determine its acceptability.

Koga, Robert K., and Nelson, John G., The Koga Method: Police Baton Techniques, California: The Glencoe Press, 1968, 152 pp.

Kornblum, Ronald N. M.D., Medical Analysis of Police Choke Holds and General Neck Trauma

Tohei, Koichi, Aikido In Daily Life, Tokyo, Japan: Rikugei Publishing House, 1972, 202 pp.

Los Angeles Police Department "Ed Devel Shooting" (H.B.P.D. Sgt.) 22 Min. video.

Los Angeles Police Department "De Greek Shooting"
(CHP Motor Officer Attacked With Hammer) 15 Min. video.

Los Angeles Police Department "Blankenship Shooting"
(Redding Police Department) 15 Min. video.

"POST Video Catalog", Force, Weaponry and Defensive Tactics.

In no way is this list an endorsement of any author, publisher, producer, or presentation. Each training institution must read or view these materials, and others to establish their own list of reference materials.