

Basic Training Module Specifications

<u>Functional Area:</u>	IV.	Police Skills
<u>Subject:</u>	C.	Police Physical Skills
<u>Module Title:</u>	4.	SUBJECT CONTROL
<u>Hours:</u>	62	

Notes to Instructor:

All Use-of-Force coordinators and instructors must familiarize themselves with the overall concept of this standard prior to facilitating Subject Control training. Seeking a reasonable advantage during arrest and confrontational situations should be reinforced as a theme that runs throughout this block of training. This skill area shall be taught in conjunction with Mechanics of Arrest and Search (IV.C.1.), Police Tactical Techniques (IV.C.2.), and Application of Subject Control (IV.C.3.).

The successful demonstration of the fourteen required performance outcomes, listed under Performance Objective IV.C.4.4., is the official pass-fail component of this standard. To pass this skill area, each recruit must demonstrate the ability to satisfactorily achieve all fourteen outcomes during the assessment of this standard.

Module Objectives start on the next page:

Module Objectives:

IV.C.4.1. Demonstrate an Understanding of a Survival Mindset.

Notes to Instructor:

The concern of an officer voluntarily relinquishing control of his/her firearm to a subject and the potential for tragedy shall be specifically addressed and discussed with the students.

- a. Describes a survival mindset as possessing the unwavering will to survive any and all physical confrontations, using any and all available tools including:
 - (1) a positive mental attitude;
 - (2) physical abilities;
 - (3) duty equipment; and
 - (4) the appropriate use of force (up to, and including, deadly force).
- b. Recognizes the following threat cues as indicators of possible danger:
 - (1) subject cues,
 - (2) situational cues, and
 - (3) environmental cues.
- c. Responds to threat cues by:
 - (1) using verbal commands;
 - (2) tactically retreating;
 - (3) waiting for back-up;
 - (4) using contact or cover;
 - (5) applying objectively reasonable force; and
 - (6) employing other appropriate tactics and techniques.
- d. Describes the benefits of physical, mental, and emotional preparation as:
 - (1) competence,
 - (2) confidence, and
 - (3) appropriate response.
- e. Describes the ramifications of the lack of preparation as:
 - (1) incompetence,
 - (2) panic,
 - (3) inappropriate response, and
 - (4) possible liability, injury or death.
- f. Describes the survival mindset of a peace officer as guided by, and deeply rooted in, moral and ethical values, with peacekeeping as a primary objective.

IV.C.4.2. Demonstrate an Understanding of Tactical Communication.

- a. Describes communication in police work as:
 - (1) 85% of the job;
 - (2) 93% non-verbal;
 - (a) tone of voice; and
 - (b) body language; and
 - (3) the foundation of command presence.

- b. Describes tactical communication techniques for subject control as:
 - (1) clear and concise commands;
 - (2) de-escalation techniques (verbal skills);
 - (3) conflict resolution techniques;
 - (4) negotiating;
 - (5) allowing time to comply to officer's commands;
 - (6) non-conflicting commands;
 - (7) appropriate language;
 - (8) adjusting levels of commands [low, medium, high] when current level is deemed ineffective;
 - (9) non-verbal cues; and
 - (10) other tactical communication techniques.

- c. Considers the importance of post (subject control) incident communication with clear and concise:
 - (1) verbal commands;
 - (2) verbal notification and justification (articulation);
 - (3) written documentation and justification; and
 - (4) courtroom testimony and demeanor.

IV.C.4.3. Demonstrate an Understanding of Fear and Anger Management.

- a. Defines fear as:
 - (1) a natural, automatic, emotional response to perceived danger (real or unreal);
 - (2) not a problem until it interferes with the ability to perform effectively;
 - (3) heightened alertness during high-risk situations;
 - (4) controllable, which results in courage/bravery; and
 - (5) changing with time and experience (stress inoculation).

IV.C.4.3. Demonstrate an Understanding of Fear and Anger Management (continued).

- b. Distinguishes the two types of fear by:
 - (1) identifying reasonable fear as:
 - (a) a controlled, legitimate, and manageable fear; and
 - (b) a mechanism that is necessary for officer safety, if it is based on a reasonable perception; and
 - (2) identifying unreasonable fear as:
 - (a) generated in an officer's mind with no direct correlation to facts and situations; and
 - (b) responsible for inappropriate responses, failure to respond, and over reaction.

- c. Recognizes the body's response to fear:
 - (1) adrenaline is released;
 - (2) heart rate increases;
 - (3) blood clotting enzymes flow into the system to minimize damage from wounds;
 - (4) vision and hearing become more acute;
 - (5) breathing increased;
 - (6) muscles tense – skin perspires; and
 - (7) pain thresholds raise.

- d. Identifies the 6 phases of fear in a dangerous situation:
 - (1) perception of fear;
 - (2) awareness of vulnerability;
 - (3) decision to act;
 - (4) survival phase;
 - (5) decision to respond; and
 - (6) response phase.

- e. Distinguishes appropriate responses during the 6 phases of fear by:
 - (1) recognizing that in the second phase (awareness of vulnerability), the officer faces vulnerability and potential lack of control;
 - (2) recognizing that if the officer focuses on the danger and vulnerability, the officer will tend to feel weak and helpless;
 - (3) recognizing that the officer must focus-in on the survival phase in order to control the feeling of vulnerability; and
 - (4) recognizing that this focus will then be on evaluating the situation and determining the best course of action for survival.

IV.C.4.3. Demonstrate an Understanding of Fear and Anger Management (continued).

- f. Identifies the preparation involved for managing fear as:
 - (1) appropriate training;
 - (2) developing confidence in ability;
 - (3) mental rehearsal;
 - (4) controlled breathing (before, during, and after incident);
 - (5) a belief system that officer can handle any situation; and
 - (6) an important officer survival tool.

- g. Defines anger as:
 - (1) the feeling of displeasure resulting from perceived injury, mistreatment, opposition, etc.;
 - (2) usually surfacing as a desire to fight back at the cause of the displeasure;
 - (3) advantageous in some situations when controlled and/or channeled to help survive a crisis; and
 - (4) a definite liability when inappropriate or uncontrolled (e.g., rage).

- h. Identifies key factors to controlling of anger as:
 - (1) awareness and identification of personal reaction (physical, mental, behavioral) which may range from mild irritation to a full-blown fury;
 - (2) acknowledgement and recognition of anger as a normal emotion;
 - (3) identification of situations most likely to cause anger reaction;
 - (a) universal anger-provoking situations (e.g., being attacked or shot at); and
 - (b) personal anger-provoking situations (e.g., those that “push our buttons”);
 - (4) development of a mindset that “no one is worth my job” or “they are reacting to my uniform, not me”;
 - (5) managing anger when it is at the lower end of the emotional scale;
 - (6) expressing anger in an appropriate and controlled manner;
 - (7) controlled breathing (before, during, and after incident); and
 - (8) mental rehearsal to deal with anger-inducing situations.

IV.C.4.4. Demonstrate Effective Subject Control Techniques.

- a. Approaches a subject or situation utilizing:
 - (1) heightened awareness by;
 - (a) observing the environment; and
 - (b) observing the subject(s);
 - (2) tactical positioning by;
 - (a) maintaining reactionary gap;
 - (b) angling off 45° from subject(s);
 - (c) utilizing cover and/or concealment;
 - (d) utilizing contact officer/cover officer concept, and
 - (e) providing or blocking escape route for officer(s) or subject(s); and

IV.C.4.4. Demonstrate Effective Subject Control Techniques (continued).

- (3) the readiness to respond by:
 - (a) maintaining a balanced officer stance;
 - (b) maintaining weapon awareness (gun hip away if possible); and
 - (c) maintaining hands waist level or higher, free, and available.

- b. Applies handcuffs on a subject by:
 - (1) using clear and concise verbal commands;
 - (2) seeking a position of advantage;
 - (a) controlling subject during handcuffing,
 - (b) offsetting the subject's balance, and
 - (c) handcuffing from a rear position;
 - (3) disengaging appropriately;
 - (4) checking for proper tightness and double-locking handcuffs; and
 - (5) searching after handcuffing.

- c. Conducts a weapons check (Terry pat-down) of a subject by:
 - (1) using clear and concise verbal commands;
 - (2) seeking a position of advantage by:
 - (a) controlling both hands of the subject during pat-down;
 - (b) offsetting the subject's balance;
 - (c) conducting pat-down from a rear position;
 - (d) using a systematic pat-down; and
 - (e) safely securing contraband; and
 - (3) disengaging appropriately.

- d. Conducts a custodial (full) search of a handcuffed subject by:
 - (1) using clear and concise verbal commands;
 - (2) seeking a position of advantage;
 - (a) controlling the subject during the search.
 - (b) offsetting the subject's balance;
 - (c) searching from a rear position;
 - (d) using a systematic search; and
 - (e) safely securing contraband; and
 - (3) disengaging appropriately.

- e. Deploys chemical aerosol spray by:
 - (1) identifying tactical considerations and ramifications;
 - (2) identifying medical considerations and ramifications;
 - (3) physically retrieving aerosol spray from holster proficiently and employing toward subject; and
 - (4) ensuring appropriate after care is provided to contaminated subject(s):

IV.C.4.4. Demonstrate Effective Subject Control Techniques (continued).

- f. Conducts a takedown of a subject from escort position and face to face by:
 - (1) attempting to use a set-up or diversion if practical;
 - (2) attempting to use leverage and balance rather than brute strength if practical; and
 - (3) following through to ground control and handcuffing.

- g. Employs empty hand control to effect:
 - (1) control holds,
 - (2) escorts,
 - (3) pressure points,
 - (4) joint locks, and
 - (5) escapes;
 - (a) from a choke hold, and
 - (b) from a bear hug.

- h. Employs personal weapons to effect:
 - (1) strikes;
 - (a) kicks,
 - (b) open palm strikes,
 - (c) punches,
 - (d) elbow strikes, and
 - (e) knee strikes;
 - (2) empty hand blocks: and
 - (3) sudden assault response.

- i. Conducts vehicle extraction of a subject:
 - (1) with awareness of vehicle mobility;
 - (2) with awareness of environmental considerations;
 - (a) inside the vehicle (weapons, other occupants, etc.); and
 - (b) outside the vehicle (other traffic, weather conditions, etc.);
 - (3) with awareness of limitations in maneuverability due to the restricted space of a car window or car door opening;
 - (4) attempting to use a set-up or diversion if practical;
 - (5) attempting to use leverage and balance rather than brute strength if practical; and
 - (6) following through to control and handcuffing.

- j. Employs the use of an impact weapon by:
 - (1) distinguishing primary and secondary target areas (areas of impact);
 - (2) identifying potential effects of strikes to each area;
 - (3) physically employing impact weapons appropriately and proficiently; and
 - (4) following through with control tactics and handcuffing.

IV.C.4.4. Demonstrate Effective Subject Control Techniques (continued).

- k. Employs ground self-defense using:
 - (1) falling/rolling techniques;
 - (2) ground defensive positions; and
 - (3) escape techniques.

- l. Employs weapon retention:
 - (1) when holstered by;
 - (a) securing weapon in holster;
 - (b) gaining a position of advantage; and
 - (c) effecting release of weapon; and
 - (2) when un-holstered by;
 - (a) moving weapon and officer to avoid muzzle (laser rule);
 - (b) securing a grip on the weapon;
 - (c) gaining a position of advantage;
 - (d) regaining control of the weapon; and
 - (e) utilizing cover when appropriate.

- m. Disarms a subject:
 - (1) of a firearm by;
 - (a) moving the weapon and officer to avoid muzzle (laser rule);
 - (b) gaining a position of advantage;
 - (c) neutralizing the threat (taking control of weapon or incapacitating the subject); and
 - (d) utilizing cover when appropriate.

Notes to Instructor:

Disarming a subject armed with an edged weapon should be discussed with the recruits during this block of instruction. A general awareness of the dangers of edged weapons and the importance of creating distance should be emphasized. The videotape entitled “Surviving Edged Weapons” produced by CALIBRE PRESS INC. is a recommended resource.

- n. Employs close-quarter firearms techniques, when within 5’ of subject, by:
 - (1) utilizing a tucked (not fully extended) shooting position;
 - (2) maintaining support hand safety (regarding one handed shooting);
 - (3) employing natural movements (trained response);
 - (4) moving (creating distance, changing location, moving off line);
 - (5) utilizing a convulsive grip (firm/locked hand, arm, elbow and shoulder);
 - (6) neutralizing the threat (incapacitating the subject); and
 - (7) utilizing cover when appropriate.

IV.C.4.5. Demonstrate an Understanding of Post Force Incident Responsibility.

- a. Employs appropriate after care by:
 - (1) ensuring that medical care is provided as soon as practical for the subject(s) and/or officer (s); and
 - (2) maintaining professional conduct and treatment of the subject(s) while incarcerated.
- b. Makes proper notification regarding the use of force to supervisor and/or other personnel responsible for subject(s) care.
- c. Ensures that crime scene is preserved and/or relevant evidence is collected.
- d. Prepares documentation regarding the use of force and its justification.
- e. Demonstrates awareness of post critical incident protocol:
 - (1) tactical debriefing;
 - (2) officer welfare/wellness check;
 - (3) available department resources; and
 - (4) psychological counseling
- f. Demonstrates an understanding of potential emotional responses to critical incidents, including Post-traumatic Stress Disorder (PTSD).

IV.C.4.6. Demonstrate the Ability to Manage Subject Encounters under Circumstances that Justify Varying Levels of Force.

- a. Responds reasonably and tactically overall, based on the totality of circumstances, to subject encounters during training scenarios by:
 - (1) recognizing level of authority;
 - (a) authority to arrest (probable cause);
 - (b) authority to detain (reasonable suspicion); or
 - (c) no authority (consensual encounter);
 - (2) controlling fear and anger;
 - (3) maintaining a survival mindset;
 - (4) selecting sound tactics during approach and encounter;
 - (5) engaging in tactical communication (if appropriate);
 - (6) selecting reasonable subject control options consistent with the level of resistance;
 - (7) successfully controlling the subject(s) and/or the situation;
 - (8) identifying post-incident responsibilities; and
 - (9) articulating his/her state of mind (justification) regarding the use of force (e.g., verbal notification, written report, and courtroom testimony).

Notes to Instructor:

This objective mandates that each student physically participates in at least one reality-based training scenario that simulates an arrest or confrontational situation involving some level of subject resistance. If practicable, each student shall participate in a variety of simulations at the conclusion of the Subject Control training module that involve varying levels of subject resistance.

Module History

Implemented	07/02
Revised	01/10
Reviewed	12/22