

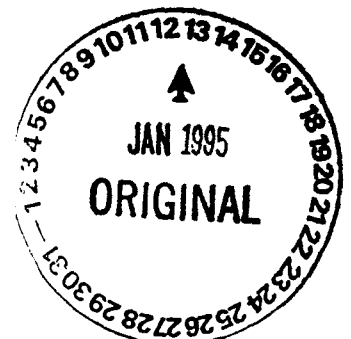
THE BILL BLACKWOOD
LAW ENFORCEMENT MANAGEMENT INSTITUTE
OF TEXAS

THE PROFESSIONAL APPLICATION OF FORCE
A Law Enforcement Training Perspective

A RESEARCH PAPER
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OF THE REQUIREMENTS FOR
THE GMI DESIGNATION

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INTRODUCTION

Police use of force continues to be an explosive issue across the nation. This fact remains evident after the Rodney King incident in California and the subsequent riots in L.A., as well as other American cities. Police administrators today will continue to struggle with this ever present problem in law enforcement, raising many issues in the process.

Obvious cases of police brutality can and should be dealt with through internal discipline and criminal sanctions. But when underlying issues begin to focus on training, or lack of training, then the department and its policies will be put to the test. As evident in the Rodney King hearings in California, the Larry Milton case in Iowa and others, negligent training, insufficient training and improper training practices are important issues.

Are our police officers properly trained in the use of force? Not just use of force law or policy, but in the actual application of force? In the area of deadly force with firearms, the answer is probably, yes. Most police shootings are found to be legal, reasonable and justified. But what about the use of non-lethal force? Do officers receive proper and sufficient training in the application of non-lethal force?

According to statistics collected by the FBI from

1980 to 1989, two out of every five officers feloniously killed lost their lives during arrest situations. Some 16% were killed with their weapons, 7% were beaten with blunt objects, and 5% were beaten with hands, fists or feet. Patrol officers accounted for about two of every three officers slain in that decade (Griffith, 1994).

A study by the California Commission on Peace Officer Standards & Training (P.O.S.T.) of police injuries and deaths showed that physical conditioning and the proper use of tactics is of significant importance. It is from arrest situations that most complaints against police for excessive force are generated. Arrests are also frequently the catalyst for civil liability action against police departments (Griffith, 1994).0

Police administrators are obligated to constantly review their department's use of force philosophy, policies and practices to ensure, as much as possible, that the department is not negligent in its training efforts. A use of force philosophy must be equally understood by the administration, the trainers and the officer on the street. Without a clear, concise and cohesive understanding of the nature and use of force, at every level, breakdowns in practice are certain to occur. Unclear training objectives and improper practices will eventually affect officer moral, impair police operations and continually expose the officers and the department to constant public scrutiny and

potential civil liability.

This study will examine the nature of force and its application within the law enforcement profession. Police officers, their supervisors, administrative heads and trainers need to understand all aspects of force, in both concept and practice, and its effect in police training, on the streets and in the courtroom. Trainers must know what is being practiced on the street. Administrators must know within what parameters they are willing to accept a use of force policy and then be willing to defend their officers from criminal and civil allegations. Failure to understand these relationships and the balance between the administration, training, the public and the officers can lead to breakdowns of moral among street officers a loss of confidence in their training program and their administration.

The area of police defensive tactics will also be examined at length. This is an effort to offer some practical guidelines which should be considered when developing or adopting a training program. One example of such a program, recently adopted by the El Paso Police Academy, is referred to and has been included in the text.

CHAPTER I

THE NATURE AND USE OF FORCE IN LAW ENFORCEMENT

Police officers have always needed a clear understanding of what they can and cannot do in regards to the use of force. Deadly force, force that may cause death or serious bodily injury, is often less confusing to officers than non-lethal force. This is because many departments have narrowed the appropriate use of deadly force to three basic options: in defense of the Officer's life; in defense of another's life; or to stop a fleeing felon who is believed likely to cause death or serious bodily injury to another if the arrest is delayed. Simple guidelines such as these, have resulted in very few deadly force shooting incidents which were determined to be out of policy.

Non-lethal defensive tactics training has to meet certain criteria in order to be effective. Tactics taught to officers must be effective for field situations and applicable to the tasks that the officers must perform. The tactics must offer a reasonable margin of safety for the officers in the field. The application of these tactics must be within legal limits according to the situation. Finally, the use of these tactics must exhibit a sense of reasonableness for public tolerance and support. Without public support, public law enforcement cannot hope to achieve their mission of public safety through law

enforcement.

THE FOUR PERSPECTIVES ON THE USE OF FORCE

It can be taken for granted that the public will share a different view of force than that of professional police officers. Once out of the academy, officers quickly learn how books, television and movies can distort the public's perception of the police use of force. After a dozen or so "cop" films, it's easy to forget that real life situations are far less than perfect. Even among colleagues, the perception on use of force can differ among the officers, their administration and their trainers. It is important that these different perspectives on the use of force are recognized for their basic concerns.

How Force is Viewed by Police Officers

Police officers are all too aware of their vulnerability on the streets. Virtually anyone can be overpowered by a small number of determined suspects or by just one skilled adversary. Acknowledging this vulnerability may be a difficult matter for most officers. Admitting any kind of fear seems to be, for many, more terrifying than the dangers themselves.

After 18 years of observing police officers, I believe most police officers are well aware that mere force is not the answer to ensure public compliance to our laws. But when threatened, or the need for force is evident,

these same officers are equally determined to use swift and overwhelming force to protect themselves and the public. The vast majority of police officers neither wish to inflict pain nor receive it.

Police officers are, in fact, thinking and feeling human beings. It may be impossible not to feel some resentment toward a suspect who has just put both himself and the arresting officer at great risk of serious injury because the suspect was resisting arrest. These feelings of anger are natural. They cannot simply be disregarded by departmental policies and directives.

What complicates this matter is that officers don't just react to what happened, but, rather what might have happened if they had lost control of the situation. Once the situation is under control, the officer's mental state can quickly move from panic and fear to that of anger. This is the most challenging time for the officer. But ignoring his fears and his anger enough to do his job is what makes the officer a true professional. Police officers cannot simply perform their jobs without personal feelings. I don't believe the public can really expect them to. A police officer who doesn't care about himself or his own safety, would probably care little for anyone else.

How Force is Viewed by Trainers

A good police trainer's first concern is the

welfare and safety of the officer on the street. His training mission is a balance of issues dealing with safety, policy, procedure and public opinion. Training is, in fact, a compromise between all of these factors. The training officer must become an expert at striking the best possible balance with all of these issues and still provide quality training that is meaningful to the street officer. In recruit training, training objectives are prescribed and mandated by state law. How the training objectives are satisfied becomes the policy of the academy and the training director. Success in training will depend upon clear objectives, a cohesive training program and the efficient use of the most important training commodity - time.

In use of force training, especially non-lethal force, the training issue becomes a compromise of how much can be taught effectively to a large number of students in a very limited time frame. Effecting control over a suspect without relying on excessive force is not just a policy statement; it's an art. When the disparity between size and strength become critical factors, then superior knowledge matched with technique skills becomes the only viable answer. Deciding on the right formula becomes the critical issue for trainers. An inadequate program only sets up the student for eventual failure.

How Force is Viewed by Administrators

Police administrators who come through the ranks of a department know all too well the potential for physical abuse by street officers. This knowledge forces them to keep a tight reign on their officers through policy directives as they continually scrutinize any possibility of alleged excessive force. Administrators have to remain responsive to public opinion or risk losing the public's trust and support. With this in mind, even the appearance of excessive force will often set off an investigation. Only by thoroughly investigating these incidents can the department decide on whether or not to stand behind their officer's actions.

When the necessity to use force is unclear, the investigation will still continue into all aspects surrounding the incident. This will include actions the officer did or did not take; should or should not have taken. Even if the officer's use of force was appropriate but other actions by the officer contributed to the necessity of force, the officer could still be held accountable.

But departments tend to rely on reactionary measures and negative discipline to control their officer's actions. Their goal in these incidents are usually twofold: to document the incident and discipline the officer(s) involved if misconduct can be established. This "Document

and Discipline" approach can have a very adverse affect on officer moral throughout the department.

When reviewing incidents involving excessive force allegations, training should be the first issue to rule out. Did the officer know the right thing to do? Was he properly trained and prepared for his job as a policeman? Or, did the officer have all the training necessary to do his job and chose to disregard that training?

When internal investigations reveal the need for additional training, the assumption is often made that the officer was given sufficient training for the situation but simply chose to disregard what was taught and resorted to an unacceptable technique or tactic. This argument, that officers were inadequately trained initially, thus contributing to the excessive force situation, may become much more common as officers try to defray responsibility amid excessive force and civil rights allegations.

When officers are injured or killed as a result of inadequate training, departments may face serious liability issues. If an officer is hurt performing his job in the prescribed manner, then, logic would follow that the training the officer received couldn't have been adequate.

How Force is Viewed by Citizens

Until recently, the average citizen would have had very little understanding the realities of police work. But

television shows like "COPS" have helped to show the realistic side of policing and helped to counter the previous images that were purported by novels, television and movies. This is evident with police recruits at the academy. Many recruits won't have a clear understanding of the nature of their job until they begin to practice law enforcement on the streets. It is at this point that the officers begin to either commend or condemn the training they've received.

In regards to the use of force, citizens do not approve of the police use of force unless absolutely necessary. Two studies, one by Reiss in 1970 and supported by another by in 1983, concluded that the police use of force receives public support only when it is used in self defense or to maintain custody (Williams, 1983).

Training issues and the situations they are meant to address can become complex. When training for specific situations, trainers are not acting responsible in forbidding certain actions without offering a viable alternative. Officers have to know and understand the legal parameters within which they must operate. This is especially important in use of force issues where an officer, condemned for his actions, will invariably ask, "What should I have done?"

A police department, failing to address these issues is setting its officers up for failure on the

streets. Without meaningful training, administrative support, and a sympathetic public, the officer will feel trapped in a system of indifference. He / she will either continually risk their job, risk personal safety, or, choose to risk nothing and eventually do nothing.

CHAPTER II

PROGRAM PHILOSOPHY

The first step in bringing about some cohesiveness among police officers, their trainers, the administration and the public they serve, is to develop a use of force philosophy. From this philosophy, a written policy can be developed much easier once the department agrees on a philosophical attitude toward the use of force.

The policy of any department must be more than just directives of what can and cannot be done. The policy must take in all the concerns of citizens and officers alike. The end result should be a well thought out policy statement which can be defended through logic and common sense explanations to all critics, police and civilian alike (Faulkner, 1993).

This process of policy development is not an easy task. It will require compromise and tolerance on all sides. The goal should be a policy that can be accepted by all concerned. The department's policy should satisfy the following requirements:

1. The policy must be reasonable, realistic and applicable to the needs of the officers.
2. The concepts must be easily defined and understood by all including the lay citizen.
3. The policy must be lawful.
4. The policy must exhibit a sense of right and

wrong.

5. Administrators must be able to use the policy as a guideline for determining reasonable and necessary force in specific situations.

This final step may be the most difficult to accept. Administrators may dislike having to use guidelines that restrict their subjectivity in excessive force cases. A policy tends to bind both the officer and the administration.

PROGRAM DEVELOPMENT

Before trainers can begin to develop or redesign their programs, they need to examine all of their parameters to include legal, moral, tactical and budgetary.

Legal parameters can be found within the Texas Penal Code and the Texas Code of Criminal Procedure. These statutes provide the legal foundation for detention, arrest, and the right to use force in order to accomplish these tasks. Article 15.24 of the Code of Criminal Procedure establishes the basic right to use force in making a lawful arrest.

"In making an arrest, all reasonable means are permitted to be used to effect it. No greater force, however, shall be resorted to than is necessary to secure the arrest and detention of the accused."

Within this definition are the two most useful words in defining lawful force: necessary and reasonable. As a concept, "necessary" denotes what level of force the officer may eventually have to resort to. Force is seldom a discretionary act on the officer's part. Police will attempt willing compliance in almost all situations. But they are equally quick to respond to force as a reaction to non-compliance or resistance. If the suspect's resistance escalates, then so will the officer's level of applied force.

The term "reasonable" refers to the lowest level of force option available to the officers that will succeed in the eventual control of the suspect. But what may be reasonable for the 110# female may not be reasonable for her 220# male counterpart. Many factors have to be addressed when trying to determine whether the force used was appropriate. Size, strength, weight, mass, age and the levels of fighting experience or skill are all important factors. Any significant disparity between the officer and the suspect, in the suspect's favor, can mean the difference of success or failure for the officer. In any event, when a suspect resists the control efforts of the officer, the officer may increase the force until successful control is achieved. The suspect's resistance made the force necessary and the level needed to achieve success became reasonable. What is necessary, becomes

reasonable.

When we turn our attention to training in the use of force techniques, we must first examine the threat to police officers. Locally and across the nation we have detailed data on how and why officers get hurt, what situations are most dangerous, as well as what actions taken by officers have resulted in excessive force complaints. Some of the data, is used to continually update firearms training programs with much success. But rarely, if ever, is this data used to address the strengths and weaknesses of defensive tactics and personal defense training programs. Only by examining our failures in the past can we plan for our successes in the future.

Once the dangers have been identified, then trainers can begin their search for specific solutions to specific situational problems or tactical problems. Developing a defensive tactics program requires trainers to prioritize their training objectives which will, in turn, help determine the program guidelines. This process is designed to ensure the development of a quality program that is adaptable throughout years of change.

Presented below are the six program guidelines of the Police Defensive Tactics Program currently in use at the El Paso Police Academy and the El Paso Community College Law Enforcement Training Academy. These guidelines help determine the appropriateness of the techniques which

are selected for the entry level training program.

- No. 1 TECHNIQUES AND TACTICS ARE SELECTED FROM ALL AVAILABLE SOURCES AND DEVELOPED INTO A COORDINATED SYSTEM.

No potential source of information, training technique or tactic should be ignored. Techniques selected for this system Karate, Judo, JuiJitsu, and Aikido as well as Western Boxing and Wrestling.

- No. 2 TECHNIQUES AND TACTICS ARE MODIFIED TO MEET THE SPECIFIC NEEDS OF POLICE OFFICERS IN REALISTIC FIELD SITUATIONS.

Once techniques are identified for use, they may have to undergo considerable modifications before being acceptable for police training. Techniques for law enforcement must meet legal limitations as well as physical limitations of police officers.

- No. 3 TECHNIQUES AND TACTICS ARE SELECTED TO SATISFY A FUNCTIONAL SKILL ,LEVEL FOR ALL TRAINEES TO BE MET WITHIN THE CONFINES OF SPECIFIC TIME LIMITS.

The primary training objective is to achieve a functional skill level with each trainee within the training time allotted.

- No. 4 TECHNIQUES ARE SELECTED FOR THEIR SIMPLICITY.

The simplicity of the selected techniques cuts down the training time needed to achieve a functional skill level and will permit increased retention

over the years with minimal training reinforcement.

No. 5 TECHNIQUES AND TACTICS ARE SELECTED FOR THEIR
EFFECTIVENESS IN FIELD SITUATIONS.

No technique or tactic will work for everyone, every time, against all opponents and under all conditions. Trainers must nevertheless hold to this idealistic training goal. All techniques and tactics are selected for their adaptability and likelihood of success. New, better techniques replace the old ones and are incorporated into the program immediately. This permits for constant change and refinement to the officer's needs. There is no one best solution that remains unchanged over time.

No. 6 TRAINING IS FOCUSED AT THE SKILL LEVEL, WITHOUT
REGARD TO THE DISPARITY OF PHYSICAL SIZE AND
STRENGTH BETWEEN TRAINEES.

The training objectives are focused at the smallest and weakest trainee. Students are taught on a skill basis and told to hold their strength or size advantage in reserve. Although size and strength have advantages, they are poor substitutes for lack of skill. Skill, combined with size, strength and endurance will produce a superior fighter.

Chapter IV, will examine the current state of

Police Academy training as it relates to less than lethal force.

CHAPTER III

THE TRAINING FACADE

As one of the most highly industrialized nations in the world, it comes as no surprise that Americans tend to search for technological solutions to their problems. Law enforcement is no different, especially in recent years. Just in the area of firearms alone, technology has played a vital role. Improved weapons systems have resulted in a more efficiently trained police force with vastly improved equipment. Unfortunately, in the area of non lethal force, success has not been so apparent (Rivetti, 1987).

Impact weapons have come under much criticism, exploding into the public conscious with the arrest of Rodney King. Chemical weapons such as mace and pepper spray have come on the scene time and again; each time facing the same limitations of effective range and wind direction. Specialty weapons like the Handler 12 seem to appear for awhile then apparently vanish from the police scene. Even electronic weapons like the Taser and the Stun Gun continue to develop in an effort to achieve 100% effectiveness with a mere push of the button (Rivetti, 1987).

The truth remains that none of these weapons are 100% effective. If some inventor ever does achieve this goal, develop a devise designed to stop an aggressor in total safety for the officer, citizens and the suspect,

then every cop in the country will be carrying it. The various weapons mentioned, do have a place in the police officer's toolbox. Police officers need a variety of weapons to handle a variety of situations. These weapons become the right tool when the right job presents itself. Like the handgun, baton, handcuffs and mace, defensive tactics becomes yet another essential tool for the police officer. But a tool that requires a certain amount of skill for effective use (Rivetti, 1987).

As in other areas of training, police administrators and trainers become tempted with the "quick fix" approach to defensive tactics training. There are now several "canned" training programs which are being marketed which may offer some promise. Unfortunately, due to copyrights and certification fees, these programs are often very expensive and become a limited value to the consumer. An effective defensive tactics program will allow for change when necessary. To protect their marketing interests, the owners of these programs tend to forbid any changes in their program using liability as a scare tactic. Their strategy becomes obvious. These companies don't want any changes or modifications made or implemented to their program unless they do it. As a result these programs end up stagnate over time.

Many of these same companies tout liability as a

marketing approach. They will state that if an officer is sued for using their techniques, they will send a representative to testify in court, if need be, as to how the training was supposed to be conducted and how the technique was supposed to have been applied. Well, any defensive tactics instructor would do that! Administrators are mislead into viewing this marketing gesture as some kind of insurance policy against a liability. In reality the company is only sending someone to defend their program; not to indemnify the city or the police department against a lawsuit. These promises are soon recognized for what they are; misleading, hollow promises.

Whatever the weapon, from firearms to batons, the officers must receive quality, documented training in its use and expert guidance on when to use it. Regardless whether a purchased weapon or a purchased training program, the officer and the city, county or state will be paying out the judgement if either is misused. A better approach would be to invest in your own trainers and work with them to develop training standards, policy and procedure.

Chapter IV, examines the origins of defensive tactics techniques, their original purpose, and their potential application to modern law enforcement.

CHAPTER IV

THE ORIGINS OF POLICE DEFENSIVE TACTICS

When we begin to focus our attention towards unarmed combat, or empty hand techniques, a study of the various Western and Eastern martial arts becomes necessary. Most of the aforementioned "canned" or "packaged" programs use this very method in the development of their programs. These same techniques and tactics are all rooted in time honored traditional self defense systems of both Eastern and Western civilization.

Before examining the various martial arts systems which may be useful in developing a defensive tactics system, it is necessary to clarify some terms. Martial arts has been defined as both "Military Arts" and "Arts of War". These translations, if taken literally, could project a negative image and thus impair their acceptance as a basis for police training. Because of this, many law enforcement trainers substitute terms such as "Mechanics of Arrest", "Defensive Tactics", "Officer Street Survival" or "Law Enforcement Arts" to name a few. Whatever the term, Bruce Tegner has never observed any technique or tactic that could not be traced back to a martial art (Tegner, 1987).

Another reason for a substituted term is the belief that martial arts refer only to those fighting arts which were developed in the East. This may be true but for the purpose of developing a defensive tactics system for police

officers, all sources must be examined. This includes the Western "Arts" of Boxing and Wrestling. The term "Martial Arts" as used in this text, includes both Eastern and Western philosophies.

Although not entirely accurate in every case, for the purpose of comparison I have chosen to divide the martial arts systems into three major categories: Fighting Arts, Controlling Arts and Combination Arts. Categorizing these systems is not an easy task since many arts come from a common origin. General classifications have been made by identifying the systems strongest feature (Corcoran, 1983).

THE FIGHTING ARTS

The fighting arts, regardless of origin, have identifiable similarities which are important for law enforcement trainers to consider. Below are the most common shared characteristics.

- 1) Fighting Arts techniques are designed to attack and defend against one or more opponents.
- 2) Fighting Arts techniques make extensive use of hand and foot techniques designed to deliver blows to the opponent's head and/or body.
- 3) These blows are designed to incapacitate the opponent thru temporary bodily dysfunction. This reduces the opponent's ability to fight or resist control.

The most common examples of Fighting Arts include Boxing, Okinawan and Japanese Karate, Korean TaeKwonDo and HapKiDo, Chinese Kung Fu and Gung Fu systems, Tai Kickboxing and French Savate (Corcoran, 1983).

OKINAWAN AND JAPANESE KARATE

HISTORY

Karate translates to "Empty Hand" and is found extensively in Okinawa and to a lesser extent in Japan. Karate as we know it today originated from China and found root in the Okinawan Islands which were under constant occupation by Japan. Karate was developed and practiced in secret as a defensive system. The Okinawans were forbidden to carry weapons and instead, developed traditional farming tools into very formidable weapons. These included the Bo (staff), Nanchaku (flail), Kama (sickle), Tonfa (rice beater) and the Sai (pitch fork). These tools were incorporated into many of the Okinawan systems which became an effective method of resistance to the Japanese (Corcoran, 1983).

Karate was eventually exported to Japan through the efforts of Master Gichin Funakoshi. Master Funakoshi gave a demonstration of Karate for Master Kano, the founder of modern Judo, at the Kodokan (School of Judo) in Japan. Impressed by the demonstration, another demonstration was called before the Emperor of Japan. Master Funakoshi thus

founded the SHOTOKAN school of Karate-Do with the Emperor's approval. Shotokan Karate remains one of the best known Karate styles in the world and part of the Japanese Karate Association (JKA) (Mitchell, 1988).

POLICE APPLICATIONS

Karate is an effective fighting, combat and self-defense system but is poorly suited for police work. Karate relies on devastating blows which are impractical in all but the most extreme cases of self-defense. Developing a student in Karate would take much longer than most training programs would allow. However, by carefully selecting few basic Karate techniques, trainees could master these in a relatively short amount of time. Karate is known for its aerobic conditioning potential thru repetitive punching and kicking drills (Tegner, 1978).

KOREAN TAEKWONDO

HISTORY

Like Okinawa, Korea has also felt the occupation of Japan. Situated between Japan and China, Korea undoubtedly received a wealth of influence from both countries. But TaeKwonDo is a relatively new art. It is essentially a compilation of the Korean "kwon" styles and gained popularity thru its founder, Choi Hong Hi. The roots of TaeKwonDo were developed thru Choi's military influence which continued until Choi was made General of the South

Korean Army. In 1955, again thru Choi's influence, TaeKwonDo was accepted as a National Sport. TaeKwonDo's popularity is sure to continue and grow since its acceptance into the Olympic Games (Chun, 1976).

POLICE APPLICATIONS

TaeKwonDo offers all the same advantages and disadvantages as Karate.

CHINESE KUNG FU AND GUNG FU

HISTORY

Kung Fu and Gung Fu are of Chinese origin and believed to be the source of many Eastern Martial Arts, especially Karate and TaeKwonDo. Undoubtedly, China has had a great influence throughout this part of the world. The origins of Kung Fu are believed to come from India. Buddhist Monks travelling to China, may have been the source of this knowledge. Since its beginnings, Kung Fu has spread into hundreds of variations of styles. Over the years, refinement of some styles have resulted in virtual ballet-like grace in their movements (Corcoran, 1983).

POLICE APPLICATIONS

Being even more intricate than Karate, Kung Fu and Gung Fu systems are even more difficult to master with limited training time (Tegner, 1978).

TAI KICKBOXING, FULL CONTACT AND SAVATE

HISTORY

Tai Kickboxing, Full Contact Karate and French Savate all have unique origins but are similar in that they all focus on competition. Many of the traditional practices of Karate are abandoned in these arts (Corcoran, 1983).

POLICE APPLICATIONS

Training in kickboxing can shorten the training time needed for competency as opposed to the more traditional styles of Karate. In actual use on the street, Kickboxing would be limited to fighting or attacking suspects (Tegner, 1978).

WESTERN BOXING

HISTORY

The origins of Boxing are at least as old as ancient Greece. Boxing has endured as a sport for centuries and will probably continue one of the most popular sports.

POLICE APPLICATIONS

Boxing contains many of the same advantages and disadvantages as Kickboxing. However, since there are fewer techniques to master, a higher level of competency should be expected within a shorter time frame. With a well thought out and tightly controlled training schedule a trainer could maximize his training efforts with boxing.

THE CONTROLLING ARTS

Like the Fighting Arts, the Controlling Arts share common characteristics.

- 1) Controlling Arts rely primarily on defense and have relatively few methods of attack.
- 2) Controlling Arts use hand or foot blows to distract or stun the opponent so that control holds can be applied with relative ease.
- 3) The Controlling Arts rely on grappling, applying leverage holds, joint locks and pain compliance holds for control.

Examples of the Controlling Arts include Jujitsu, Judo, Aikido and Western Wrestling (Corcoran, 1983).

JUJITSU

HISTORY

Jujitsu was taught to and practiced by the ancient Samauri Warriors in Japan. For the Samauri, Jujitsu was a means of capturing prisoners on the battlefield before the enemy could commit suicide (hari kari). The prisoners would then be turned over for torture and extraction of military secrets. When Jujitsu first came to the United States in the Teddy Roosevelt era, the techniques were referred to as "tricks". The "tricks" were simple, effective and practical for self-defense purposes (Ratti, 1973).

POLICE APPLICATION

The very origin of Jujitsu, used for control and capture, suggests a great potential for police training. Because the "tricks" can be taught individually or incorporated into a

system, allows the trainer to customize his department's training program. The only drawback in teaching Jujitsu is the potential risk of injury. This risk can be minimized if strict control is established by the instructor and a safety briefing is reenforced with each session. Jujitsu does not lend itself to rigorous, uncontrolled, practice like Wrestling or Judo. Holds are made at the joints and sufficient resistance could result in permanent injury. As long as this risk is recognized and appreciated by all, the risk can be minimized by disciplined practice and a proper student/instructor ratio (preferably 10-1).

JUDO

HISTORY

Dr. Jigoro Kano, a practitioner of Jujitsu, refined Jujitsu for safer practice and competition. This refinement became known as Kodokan Judo and remains relatively unchanged today (Mitchell, 1988).

POLICE APPLICATION

Judo techniques rely heavily on the grasping of the opponent's jacket or Gi and completing a throw. Relying on any article of clothing being present is impractical for police work. Were this not enough, Judo can take a great deal of time to develop even functional skill of a few techniques. Once developed, constant practice is required to maintain a reasonable skill level (Tegner, 1982).

AIKIDO

HISTORY

Aikido has a similar history to that of Judo. Morihei Ueshiba, another Jujitsu student, refined many of the joint lock techniques of Jujitsu, combining them with throws, to form Aikido. Aikido is not considered a sport but is practiced for self-discovery (Makiyama, 1983).

POLICE APPLICATIONS

Aikido is an excellent self-defense system but can take years to master to the competent level. As a system, it may be impractical but individual techniques can be applied to practical police situations (Tegner, 1977).

WESTERN WRESTLING

HISTORY

Like Boxing, Wrestling is at least as old as ancient Greece. As an Olympic sport, its popularity is sure to continue.

POLICE APPLICATIONS

Wrestling has some serious disadvantages in police work. Primarily, once a wrestling hold is applied, both the officer and his opponent are totally committed. There may be little or no opportunity for the officer to disengage from the opponent if the hold is not working. Once locked in a hold, the superior strength and stamina of either person may be the deciding factor. Police officers should

not be trained in this manner where they may be trapped in their own techniques.

THE COMBINED ARTS

Along with the basic martial arts, there are dozens of fragmented styles or combinations. One of the most popular is the Korean art of Hapkido. Hapkido combines the spectacular kicks of Taekwondo with the joint locks and throws of Aikido. In this case, the blend has become a successful new martial art (Mitchell, 1988).

According to Bruce Tegner, author of several martial arts reference books, Juijitsu has the greatest potential for police adaptation and use (Fig.1). Juijitsu is based upon the philosophy of self defense and the restraint and capture of the opponent. This should be the same attitude of the modern police officer: defend, restrain and capture. Although Juijitsu may not be the complete answer, this basic martial art can make an excellent foundation on which to custom build a police defensive tactics program.

No traditional martial art contains all the techniques and tactics needed for police work. To limit the search for future tactics by adopting a restrictive "program" might be unfair to the officers, trainers and the administration. Law enforcement trainers should never stop

searching for better techniques and tactics, they should never be satisfied and they should never reach the end of their search. Every technique can be countered and what works today may fail tomorrow. Like the firearms trainer, the defensive tactics trainer knows the frustration of seeking what he will probably never find: perfection.

Table 1

Comparison of Fighting Systems

	A I K I D O	B O X I N G	J U D O	J U J I T S U	K A R A T E	S A V A T E	W R E S T L I N G
Fist blows, blocks & parries		X		X	X	X	
Open hand & arm blows				X	X	X	
High kicks				X	X	X	
Low kicks				X		X	
Holds, locks & grappling	X		X	X			X
Throws			X	X			
Takedowns	X		X	X	X		X
Nerve center & pressure points emphasized				X	X		
Flexible response vs. prearranged actions		X				X	X

(Tegner, 1977)

CHAPTER V

LEVELS OF RESISTANCE AND FORCE

A properly designed defensive tactics program will address as many of the common use of force problems as can be presented in the time allowed. But how do we begin to organize the vast amount of situations that we officers face?

One method is by identifying the different levels of resistance that an arresting officer might face and then applying the various force options. The force options will then dictate what techniques and tactics are appropriate. The trainer will then simply need to select the techniques and tactics that offer the highest training success potential.

To this end, the SuiRyuKai Police Defensive Tactics System identifies 6 levels of resistance: No Resistance, Passive Resistance, Active Resistance, Fighting the Officer, Attacking the Officer, and a Deadly Threat to the Public.

NO RESISTANCE

Officers are taught that no resistance means that, by all appearances, the suspect being detained or arrested has accepted the officer's authority or recognizes and accepts his wrongdoing. By giving clear instructions, the officer will have to make minimal physical contact with the suspect

in order to complete handcuffing and secure the arrest. The officer can take a detached, but never relaxed, approach to the arrest.

PASSIVE RESISTANCE

A suspect who is resisting passively is either unwilling or unable to comply with the officer's instructions. The suspect may simply not respond, thus forcing the officer to manipulate the suspect into positions for handcuffing or searching. This is why we selected the term passive; the suspect is neither hindering nor helping the officer with the arrest or search. Someone who is intoxicated or unable to understand the officer's instructions would fall into this category.

ACTIVE RESISTANCE

Under Active Resistance, the suspect uses strength, body weight, leverage or skill in order to prevent the officer from gaining control over him. By preventing control, resisting control or breaking free from the Officer altogether, the suspect would then have the option to attack the officer, fight the officer or escape and flee. Escaping and running away would continue the Active Resistance mode since, again, the suspect is trying to prevent the officer's control over him by running away.

FIGHTING THE OFFICER

The suspect enters a Fighting mode two ways. First, the suspect is fighting when his actions could result in trying to gain control of the officer. For instance, if the officer tries to use a control hold and the suspect tries to reverse it to his own control hold, then, this is fighting. Striking, attempting to strike or threatening to strike the officer, in any manner, is also a Fighting mode. The strike, regardless whether its a punch, kick, knee or elbow, is an attempt to gain momentary control, even briefly, of the officer and, if successful, will permit openings for more effective blows. Therefore, any defensive posture on the subject's part, to include a defensive stance, clenched fists, hands raises above the waistline or even standing ground when the suspect should logically be running away are all indicators of the intent to fight.

Suspects do not openly announce their intent to fight nor do they telegraph their punches. But the officer must recognize the signals and act accordingly before a punch is thrown and he is hit. No one can predict the effect of even a single punch and allowing yourself to be hit just to be certain of the suspect's intent is an unacceptable risk. That first punch could be enough to stun the officer and permit a continued attack until the officer is overwhelmed and now at the suspect's mercy.

ATTACKING THE OFFICER

The Attack is the next level of resistance and the most dangerous. In the other forms of confrontation, the officer at least knew resistance or fighting was a possibility and he could be ready for that eventuality. But the Attack is generally not preceded by forceful action or the suspect was able to break free cleanly for an escape but chose to renew the fight with the officer instead. The key element is the suspect's forward movement toward the officer. This movement may be the officer's only warning and is not found in the other levels of resistance.

Active Resistance was, essentially, with the suspect preventing control and moving away. Fighting was the suspect standing ground and threatening or attempting control over the officer.

But only in the Attack mode will the suspect move in toward the officer. Officers are trained to regard any unsolicited movement toward their person as a potential attack. The purpose of the attack can only be presumed to be to overpower the officer and gain control of the weapons he carries. Only by making this assumption and acting accordingly to training does the officer stand a chance to prevent the success of the attack. Fighters do not move in on their adversaries unless their minds are fixed on their goal and they believe they'll be successful. The officer

will not have time to debate the suspect's intent and cannot afford a half-hearted or weak defense.

DEADLY THREAT TO THE PUBLIC

A person who is a deadly threat to the public or officer is usually a deadly force situation requiring the use of firearms. A suspect wielding and threatening with a knife, a club or even a brick might not be rendered safe by any other means. The person who is observed walking into a grade school with an assault rifle may have to be stopped immediately, without warning, lest that warning give him the chance to return fire with a vastly superior weapon. In these situations, the officers are taught to talk when possible, but, that any force less than deadly minimizes the chance for success and greatly increases the risk to the officer.

We do not teach officers to disarm a man with a knife. If the officer cannot reason with the suspect, he may have to use deadly force. If the officer attempts lesser force, we'd then probably end up with a dead Officer and a suspect armed with a knife and a police handgun. A police officer's human rights concerns are first to himself, second to his fellow officers, thirdly to the victim(s), fourthly to the public at large and lastly to the suspect who is causing danger to everyone by refusing to drop the weapon and give up.

In order to determine our training needs, trainers can begin to organize their training strategy by examining these resistance vs. force issues (Table 2). Some situations are much more common than others, some can best be addressed by firearms training and impact weapon training, but, they must all be addressed in order to have a complete program.

Table 2

THE PROFESSIONAL APPLICATION OF FORCE
Lieutenant Barry Bogle

STUDENT HANDOUT

RESPONSE OPTIONS TO RESISTANCE AND UNLAWFUL FORCE

LEVELS OF RESISTANCE	INDICATORS	RESPONSE OPTIONS
I. NO RESISTANCE	OBEYS INSTRUCTIONS WITHOUT HESITATION.	STANDARD ARREST AND SEARCH TECHNIQUES WITH MINIMAL FORCE APPLIED TO ACHIEVE CONTROL.
II. PASSIVE RESISTANCE	DOES NOT RESPOND TO INSTRUCTIONS. REQUIRES PHYSICAL MANIPULATION BY THE OFFICER IN ORDER TO BE MOVED, SEARCHED OR HANDCUFFED.	STANDARD COME- ALONGS OR CONTROL HOLDS APPLIED WITH MINIMAL FORCE TO ACHIEVE CONTROL.

LEVELS OF
RESISTANCE

INDICATORS

RESPONSE OPTIONS

III.
ACTIVE
RESISTANCE

USES PHYSICAL STRENGTH, AGILITY OR SKILL IN AN EFFORT TO PREVENT THE OFFICER FROM GAINING PHYSICAL CONTROL, ESCAPE FROM THE OFFICER'S CONTROL OR IMMEDIATE FLIGHT FROM CUSTODY.

STANDARD COME-ALONG HOLDS, CONTROL HOLDS, OR TAKEDOWNS WITH SUFFICIENT FORCE, PAIN COMPLIANCE OR IMPACT DISTRACTORS TO ACHIEVE CONTROL.

IV.
FIGHTING

USES PHYSICAL STRENGTH, AGILITY OR SKILL IN AN EFFORT TO GAIN CONTROL (EVEN MOMENTARY) OF THE OFFICER. ESCAPES THE OFFICER'S CONTROL AND STANDS HIS GROUND WITH ANY IMPLIED DEFENSIVE ACTIONS TO FURTHER PREVENT CONTROL EFFORTS BY THE OFFICER.

SUBSTANTIAL INCREASE OF FORCE ON CONTROL HOLDS AND PAIN COMPLIANCE IF SUCH TECHNIQUES ARE IN PLACE AND CAN STILL ACHIEVE CONTROL. QUICK TAKEDOWNS. USE OF THE OFFICER'S HANDS AND FEET AS OFFENSIVE WEAPONS. USE OF CHEMICAL WEAPONS (MACE). USE OF APPROVED IMPACT WEAPONS TO INCLUDE FLASHLIGHT, BATON AND PR-24 TECHNIQUES, LIMITED TO NON-LETHAL STRIKING AREAS.

LEVELS OF RESISTANCE	INDICATORS	RESPONSE OPTIONS
V. ATTACK OR PERCEIVED IMMINENT ATTACK.	<p>ANY THREATENING (OVERT) FORWARD MOVEMENT TOWARD THE OFFICER.</p> <p>ANY VERBAL THREAT IN CONJUNCTION WITH FORWARD MOVEMENT TOWARD THE OFFICER.</p> <p>ANY GRASPING OF THE OFFICER, HIS CLOTHING, WEAPONS OR EQUIPMENT AT ANY TIME.</p> <p>ANY DISPLAY OF ANY TYPE OF EDGED, POINTED OR IMPACT WEAPON WHICH IS NOT IMMEDIATELY RELINQUISHED UPON COMMAND.</p> <p>ANY FIREARM OR WEAPON WHICH CAN INFLICT INJURY OVER A DISTANCE BEYOND NORMAL ARMS REACH.</p>	<p>ANY FORCE INCLUDING DEADLY FORCE WHICH IS IMMEDIATELY NECESSARY TO CONTROL THE ACTIONS OF THE SUBJECT, KEEP CONTROL OF THE OFFICER'S WEAPONS, AND TO PREVENT INJURY, SERIOUS BODILY INJURY OR DEATH TO ANYONE AT RISK.</p> <p>IF MORE THAN ONE SUBJECT IS ATTACKING, THE OFFICER'S IMMEDIATE USE OF SUPERIOR FORCE IS CRITICAL.</p>
VI. A DEADLY RISK TO THE PUBLIC	<p>AN ARMED SUBJECT, WHO INTENDS AND IS CAPABLE OF CAUSING SERIOUS BODILY INJURY OR DEATH TO ANYONE.</p>	<p>THREAT OF DEADLY FORCE TO CONTAIN AND USE OF DEADLY FORCE TO CONTROL OR STOP.</p>

ESCALATION AND DE-ESCALATION OF FORCE

WITHOUT ANY PRIOR INFORMATION AS TO INTENT, AN OFFICER IS NOT ABLE TO PREJUDGE A SUBJECT'S LEVEL OF RESISTANCE. THE OFFICER CAN ONLY "TEST" THE SUBJECT'S DEemeanOR AT THE MINIMAL LEVEL WHICH IS VERBAL CONTROL. THE OFFICER MUST ALWAYS BE AWARE THAT A SUBJECT'S LEVEL OF RESISTANCE MAY ESCALATE AT ANY MOMENT TO ANY HIGHER LEVEL. THEREFORE, THE OFFICER MUST ALWAYS BE PREPARED TO USE ANY OPTION TO MEET ANY LEVEL OF RESISTANCE AT ANY TIME.

IF A SUBJECT HAS RESISTED BUT NOW HAS DE-ESCALATED DUE TO THE OFFICER'S CONTROL METHODS, THE OFFICER SHOULD ONLY DE-ESCALATE ONCE HE HAS COMPLETED TEMPORARY CONTROL WITH HANDCUFFS APPLIED.

RESPONSIBILITY OF PEACE OFFICERS

OFFICERS ARE EXPECTED TO USE MINIMAL, YET EXPEDITIOUS, FORCE WHENEVER POSSIBLE TO ACHIEVE CONTROL AND REDUCE RISK. WHILE SUPERIOR FORCE IS OFTEN REQUIRED TO OVERCOME A CERTAIN LEVEL OF RESISTANCE, AN OVERWHELMING RESPONSE OF FORCE OR A CONTINUATION OF FORCE BEYOND ITS NEED IS NOT APPROPRIATE, IS A VIOLATION OF DEPARTMENTAL POLICY AND MAY BE DETERMINED TO BE A VIOLATION OF STATE AND FEDERAL LAWS.

The next factor a trainer must concern himself with is quality training time. Time alone for defensive tactics training is an important factor but if there is a good student/instructor ratio during all hands on training, then the time spent will be maximized. Academies would not think of sending 30 recruits on the firing line with only one firearms instructor, yet when it comes to defensive tactics this logic is often ignored.

Support systems must also be in place. The Defensive Tactics Coordinator and the Training Director must be in constant contact with the Chief, Sheriff or Department Head and their administrative staff. What is taught in training and then performed on the streets must be backed by the administration. If not, then every new graduating police officer is being set up for failure. If techniques and tactics are not appropriate then more research must be done in that area until a suitable

replacement is found. But until then, the technique may have to stand with additional restrictions (such as only to be used in life and death situations) because the situations that required the technique in the first place are still out there, waiting.

CHAPTER VI

CHOOSING A PROGRAM

Implementing a new program or modifying an existing one does not have to be a monumental task. Whether choosing a "packaged" program or selecting one tailored to the needs and desires of the particular department, instructor training can be the most cost effective method of acquiring the necessary knowledge and skills. Unfortunately, after selecting a packaged program, many departments make the mistake of sending only one training officer to receive the new training. This decision can be a mistake.

When training time is limited, there is always some variance in the level of expertise between instructor and student. Sometimes this disparity can improve greatly with practice but the potential of "watering down" the knowledge is always there. With at least two instructors from the same training facility, this "watering down" effect can be minimized as the instructors act as a check and balance for each other. If changes do occur, at least the trainers are in agreement that the changes should take place. The more trainers who receive their training from the source of the information, the better their program will be. This is the same argument in selecting a "packaged" program. By looking at the original techniques, perhaps new and better techniques can be developed.

A good program will have a support system in place

for questions, information and further instructor development. Ideally, defensive tactics instructors should attend annual workshops to share information, work out training problems and to learn of any new dangers on the street and, more important, to learn what can be taught to counter them. Input is always a vital component to any program's development. Any defensive tactics instructor might develop or stumble upon the perfect solution to a long standing problem. This vital information must have a way of being communicated to all concerned in an efficient manner. Like firearms training, defensive tactics research cannot just sit on the shelf collecting dust. The lives and safety of our officers are at stake, every day.

CHAPTER VII

PROGRAM EVALUATION

Every training program, especially one involving motor skills, needs a continuous evaluation system. Whether firearms, first aid, driving or defensive tactics, trainers need to know if what they teach in the academy is working on the streets. Are they training in the right areas? Are they spending enough time on critical areas? How can the program be improved?

All of these questions need to be addressed. Fortunately, police departments have some built in systems for gathering this type of information. Although retrieving the information may not be so easy. Internal affairs sections should have detailed information on excessive use of force complaints. There will also be cases on resisting arrest charges on file as well as cases of assaults on officers. If an officer is injured during an arrest, detailed documentation should exist on how and why.

Along with these preexisting records, academies can initiate surveys to officers as well as their supervisors and obtain two different perspectives on the effectiveness of the department's training program. Personal interviews with officers who have faced these situations can be can also reveal much valuable information (Lundstrom, 1987).

By combining these methods of research, looking at nationwide trends as published by the FBI and the

International Association of Chiefs of Police, and involvement in technique and tactic development, the defensive tactics trainer should be well equipped to serve the officers and the department in this critical area. When the public demands an explanation as to the conduct of their department's officers, the trainer will know what to say and can help the public understand.

CHAPTER VIII

SUMMARY AND CONCLUSION

"There is abundant evidence of violence in our society. It is there in the crime statistics, in news stories, in magazines, in movies and on television. At the same time, there is an increasing resentment of violence. There are contradictions in the way this resentment is expressed. Some of the public expects the police to control crime without resorting to counter-violence, while some of the public encourages the police to use all possible force to contain the force they fear.

"Law enforcement does not exist in a vacuum. The tactics which are used by law enforcement agencies must meet these criteria: They are expected to be effective for achieving control of crime and maintenance of the peace; and they are expected to be consistent with the stated values of the society.

"In a repressive society, police work is only required to be efficient; it is not expected to be civilized, humane or ethical. In a repressive society, force is the crucial part of law enforcement--law offers little protection from force.

"In a society which values freedom, the police are expected to behave according to the values of a free society. The officer is expected to demonstrate respect for

the individual and demonstrate a sense of fairness. The police officer is supposed to personify *decency*. Clearly, the concept of a civilized officer in a civilized society includes the concept of the least use of force and the maximum protection of law" (Tegner, 1978).

Interestingly, this passage was first written by Mr. Bruce Tegner in 1972; contained in his first printing of Defensive Tactics for Law Enforcement. Neither society's desire for decent law enforcement nor law enforcement's struggle for humane control tactics has changed much in the last 20 years.

As public law enforcement officers, we have a duty to try to conform to the ideals of the society we serve. As trainers and administrators, we must find the tools that will help our officers achieve this ideal. When it comes to physical confrontation, the officer will probably win. He knows he has to win and will do whatever it takes to win. Knowing this, we can either supply him with the proper tools by providing adequate training or permit the officer to improvise with whatever he thinks will bring him success on the street. One thing is clear, the officer will try to win, whatever the final cost. If we don't provide him with a solution, he'll invent one. Society expects more from us. As professionals, we should expect more from ourselves.

APPENDIX A

THE PROFESSIONAL APPLICATION
OF
FORCEA LESSON PLAN FOR THE 560 HOUR
BASIC PEACE OFFICER COURSE

40 TRAINING HOURS

PURPOSE: THIS LESSON PLAN COVERS THE COURSE OBJECTIVES OF STRATEGIES OF DEFENSE AND MECHANICS OF ARREST UNDER THE 560 HOUR BASIC PEACE OFFICER COURSE ESTABLISHED BY T.C.L.E.O.S.E. EFFECTIVE DATE: SEPTEMBER 1, 1994.

THIS COURSE USES LECTURE, DISCUSSION, DEMONSTRATION, PARTICIPATION AND PRACTICAL APPLICATION IN ORDER TO CREATE WITHIN EACH STUDENT AN UNDERSTANDING OF THE NATURE AND PRACTICAL USE OF NECESSARY, LAWFUL FORCE. THIS COURSE PRESENTS A BASIC FOUNDATION OF DEFENSIVE TACTICS TECHNIQUES WHICH CAN BE USED TO SATISFY A NUMBER OF ACTUAL TACTICAL SENARIOS RANGING FROM LIGHT PHYSICAL CONTROL TO LIFE THREATENING SELF DEFENSE SITUATIONS. STUDENTS SKILLS ARE DEVELOPED TO THE FUNCTIONAL LEVEL OF COMPETENCY.

PHASE I

TRAINING OBJECTIVE: PRESENT BASIC DEFENSIVE TACTICS AND WEAPONLESS DEFENSE CONCEPTS WITHIN THE SCOPE OF LAW ENFORCEMENT TO POLICE TRAINEES.

UNIT 1
2 HRS

CLASSROOM PRESENTATION:
IDENTIFY AND DEMONSTRATE THE THREE BASIC CONCEPTS OF WEAPONLESS STRATEGIES.

IDENTIFY AND DEMONSTRATE THE SIX AREAS OF SUSPECT RESISTANCE TO LAWFUL CONTROL.

IDENTIFY AND DEMONSTRATE THE BASIC PRINCIPLES OF WEAPONLESS STRATEGIES.
PROGRAM OVERVIEW DEMONSTRATION.

GROUP DISCUSSION ON LIABILITY ISSUES PRESENTED IN PREVIOUS INSTRUCTION ON THE USE OF FORCE (LAW OR CONCEPTS).

PHASE II

TRAINING OBJECTIVE: PRESENTATION OF SKILL TECHNIQUES DESIGNED FOR OBTAINING AND MAINTAINING PHYSICAL CONTROL OVER ARRESTEES. FOLLOWED BY PARTICIPATION DESIGNED FOR INDIVIDUAL SKILL DEVELOPMENT.

UNIT 2
2 HRS

DEMONSTRATION AND PARTICIPATION:
SPECIALTY EXERCISES FOR CONTROL AND
TAKEDOWN TECHNIQUES
JUDO / JUJITSU SAFETY BREAKFALLS
SAFETY BRIEFING
BASIC ARMBAR AND APPLICATIONS
W/HANDCUFFING

UNIT 3
2 HRS

DEMONSTRATION AND PARTICIPATION:
SPECIALTY EXERCISES
BREAKFALL DRILLS
SAFETY BRIEFING
REVIEW OF PRESENTED TECHNIQUES
BASIC ELBOW-TURN APPLICATIONS
W/HANDCUFFING
BASIC SHOULDER-LOCK APPLICATIONS
W/HANDCUFFING

UNIT 4
2 HRS

DEMONSTRATION AND PARTICIPATION:
SPECIALTY EXERCISES
BREAKFALL DRILLS
SAFETY BRIEFING
REVIEW OF PRESENTED TECHNIQUES
GOOSE NECK AND REVERSE GOOSE NECK HOLDS
PRACTICAL TECHNIQUE INTERACTION DRILLS
OVERCOMING RESISTANCE
PRESSURE POINTS

UNIT 5
2 HRS

DEMONSTRATION AND PARTICIPATION:
SPECIALTY EXERCISES
BREAKFALL DRILLS
SAFETY BRIEFING
REVIEW OF PRESENTED TECHNIQUES
QUICK TAKEDOWNS AND EMERGENCY RESPONSES

UNIT 6
2 HRS

DEMONSTRATION AND PARTICIPATION:
SPECIALTY EXERCISES
BREAKFALL DRILLS
SAFETY BRIEFING
REVIEW OF PRESENTED TECHNIQUES
QUICK BLOCKING TECHNIQUES
OPEN HAND COUNTER STRIKES
DISTRACTORS

UNIT 7
2 HRS

DEMONSTRATION AND PARTICIPATION:
SPECIALTY EXERCISES
BREAKFALL DRILLS
SAFETY BRIEFING
REVIEW OF PRESENTED TECHNIQUES
APPLICATION OF FOOT STRIKES

PHASE III

TRAINING OBJECTIVE: PRESENT THE BASIC
CONCEPTS OF STRATEGIC, DEFENSIVE
FIGHTING SKILLS IN A CONTROLLED BUT
REALISTIC SETTING.

UNIT 8
2 HRS

DEMONSTRATION AND PARTICIPATION:
SPECIALTY EXERCISES
BREAKFALL DRILLS
SAFETY BRIEFING
REVIEW OF PRESENTED TECHNIQUES
BOXING APPLICATIONS:
BASIC SKILLS
AGGRESSOR / DEFENDER TECHNIQUES

UNIT 9
2 HRS

DEMONSTRATION AND PARTICIPATION:
SPECIALTY EXERCISES
SAFETY BRIEFING
BOXING APPLICATION & PRACTICE:
LIGHT CONTACT TO SAFE TARGET ZONE:
NO FACE OR HEAD CONTACT
DESIGNATED ROLE-PLAY
TWO, 1 MINUTE ROUNDS

UNIT 10
2 HRS

DEMONSTRATION AND PARTICIPATION:
SPECIALTY EXERCISES
SAFETY BRIEFING
BOXING APPLICATION AND PRACTICE:
LIGHT, FULL CONTACT INCLUDING THE HEAD
FULL PROTECTION
REFEREE BREAK AFTER EACH CONTACT POINT
DESIGNATED ROLE-PLAY
TWO, 1 MINUTE ROUNDS

UNIT 11
2 HRS

DEMONSTRATION AND PARTICIPATION:
SPECIALTY EXERCISES
SAFETY BRIEFING
BOXING APPLICATION AND PRACTICE:
FULL CONTACT / FULL PROTECTION
REFEREE BREAK AFTER EACH POINT
ROLES NOT DESIGNATED
ONE, 1 MINUTE ROUND

PHASE IV	TRAINING OBJECTIVE: TIE IN PREVIOUS TRAINING PHASES TO PRACTICAL FIELD APPLICATIONS.
UNIT 12 2 HRS	DEMONSTRATION AND PARTICIPATION: SPECIALTY EXERCISES BREAKFALL DRILLS SAFETY BRIEFING COMPLETE COURSE REVIEW AND APPLICATION TWO MAN AND MULTI-OFFICER APPLICATIONS SPECIAL FIELD APPLICATIONS
PHASE V	TRAINING OBJECTIVE: PRESENT THE TACTICAL USES OF IMPACT WEAPONS INCLUDING THE POLICE SIDE HANDLE BATON. SKILL DEVELOPMENT.
UNIT 13 - 16 12 HRS	POLICE SIDE-HANDLE BATON TRAINING COURSE (MODIFIED VERSION)
PHASE VI	TRAINING OBJECTIVE: PRESENT DEFENSIVE TACTICS IN EMERGENCY SITUATIONS OF ATTACK WHEN A FIREARM IS PRESENT.
UNIT 17 2 HRS	HAND GUN AND LONG GUN DISARMING AND WEAPON RETENTION
PHASE VII	TRAINING OBJECTIVE: PRESENT STANDARD TECHNIQUES FOR SAFELY HANDCUFFING, SEARCHING AND TRANSPORTING PRISONERS.
UNIT 18 2 HRS	STANDARD FRISK, SEARCH, HANDCUFFING AND TRANSPORTATION. WRITTEN EXAMINATION OVER BASIC CONCEPTS AND LIABILITY ISSUES. PRACTICAL ASSESSMENT OF INDIVIDUAL PERFORMANCE. END OF PROGRAM

SPECIAL NOTE: TRAINING TIMES MAY BE INCREASED FOR AN INCREASE IN INDIVIDUAL SKILL DEVELOPMENT. SUGGESTED INCREASES ARE AS FOLLOWS:

UNIT 7 - 2 HOURS
UNIT 8 - 2 HOURS
UNIT 12 - 2 HOURS
UNIT 13 - 4 HOURS

EXPANDED BASIC PROGRAM: 50 HOURS

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