

Title: Student Control Tactics for School Resource Officers



NO WEAPONS IN TRAINING: Firearms / Knives / Batons / Tasers

Training Objectives: At the end of this block of instruction the participant will be able to achieve the following objectives in accordance with the information received during the instructional period:

1. Demonstrate an understanding of the nine (9) control techniques by performing the core movements correctly at least two times in a row.
2. Define the term “accommodating force” and how it applies within a school environment.
3. Articulate in writing the core concepts of at least two techniques within the context of a use-of-force police report.
4. Articulate in writing the relationship between the techniques taught and the North Carolina Justice Academy’s definition of de-escalation.
5. In your own words explain the difference between the possibility and probability of jeopardy to you or others.

Hours: 16

Instructional Methods: Physical Training/Practical Exercises

Classroom Environment: Mat Room

Materials Required: Student Outline / Pencil & Paper / Exercise or Fitness Attire / Soft Sole Shoes

Training Aids (optional): Whiteboard or Flipchart / Police Duty Gear

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Day 1

0800-0900 Class paperwork / Introduction / Classroom Rules

0900-1030 Dominating vs. Accommodation Force / Techniques 1-2

1030-1130 Verbal vs. Tactical De-escalation / Technique 3

1130-1230 Lunch

1230-1400 Possibility vs. Probability / Technique 4

1400-1500 Review & Application / Practical Exercises

1500-1530 Force & Resistance Levels / Technique 5

1530-1700 Technique 6 / Verbal Articulation of Force / Class Discussion

Day 2

0800-0900	Recap Day 1 / Verbal Articulation of Force	1230-1430	Practical Exercises: Techniques 1-9
0900-1030	Body Pressure Research / Technique 6	1430-1530	Documentation of Force
1030-1130	Techniques 7-9	1530-1630	Participant Demonstrations
1130-1230	Lunch	1630-1700	Review and Close

Source Materials

1. Bozeman, William, & et al. (2017). [Injuries Associated with Police Use of Force](#). Department of Emergency Medicine, Wake Forest School of Medicine, Winston-Salem, North Carolina.
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3. Cooney, Mikaela. (2009). Judge, Jury, and Executioner: Organizational Factors that Affect Police Use of Lethal Force. University of Tennessee.
4. Crews, Derrick. (2021). De-escalation & Documenting Use of Force. IADLEST Certified Training Course.
5. Crews, Derrick. (2023). [Fight Drill Duration What is a reasonable length of time?](#) International Association of Directors of Law Enforcement Standards and Training Newsletter. Vol.35. No. 1.
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9. "Gracie Combatives – Lesson 1 Slice 3 (3-6)." Gracie Academy. (2011).
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14. Hall, C., & et al. (2015). Restraint in police use of force events: Examining sudden in custody death for prone and not prone positions. *Journal of Forensic and Legal Medicine*, 31, 29–35. <https://doi.org/10.1016/j.jflm.2014.12.007>.
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17. Levine, Darren & Whitman, John. (2007). *Complete Krav Maga*. CA: Ulysses Press.
18. Michalewicz, B., & et al. (2007). Ventilatory and Metabolic Demands During Aggressive Physical Restraint in Healthy Adults. *Journal of Forensic Sciences*, 52(1), 171–175. <https://doi.org/10.1111/j.1556-4029.2006.00296.x>.
19. National Consensus Policy on the Use of Force. (2017). International Association of Chiefs of Police.
20. NCJA. (2023). *Accountability and Use of Force Report Writing*.
21. NCJA. (2018a). *Strategies to Improve Law Enforcement Interactions and Relationships with Minority Youth*.
22. NCJA. (2018b). *Use of Force Decision Making: Documenting the Use of Force*.
23. Savaser, D., & et al. (2013). The effect of the prone maximal restraint position with and without weight force on cardiac output and other hemodynamic measures. *Journal of Forensic and Legal Medicine*, 20(8), 991–995. <https://doi.org/10.1016/j.jflm.2013.08.006>.
24. Sloane, C., & et al. (2014). Evaluation of the ventilatory effects of the prone maximum restraint (PMR) position on obese human subjects. *Forensic Science International*, 237, 86–89. <https://doi.org/10.1016/j.forsciint.2014.01.017>.
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