

**SANTA ANA POLICE DEPARTMENT**  
**Defensive Tactics Instructor Course Outline**  
**CCN: 2490-21635**  
**80 hour (10 Day Instructor Course)**

**PURPOSE**

This course is meant to be the foundation for future use of force instructors. It will assist in certifying officers to teach Arrest Control Techniques and Defensive Tactics for their respective law enforcement agencies. It will provide all of the technical and procedural knowledge needed to effectively teach all aspects of defensive tactics and arrest control techniques.

**TOPICS COVERED**

Throughout the duration of this course, a number of topics will be discussed and covered in detail. While each technique is unique, there are certainly commonalities amongst the techniques covered. Where applicable, each technique covered meets the minimum content from Post Regulations 1082 (d). Each technique and or topic covered is explained in terms of (1) Body Physics and Dynamics (2) Control Techniques (3) Handcuffing (4) Injury Prevention (5) Prisoner Restraint (6) Searches (7) Use of Force (8) Weaponless Defense (9) Weapon Retention/Takeaway (10) Adult Learning Concepts (11) Legal Issues (12) Performance Evaluation Techniques (13) Safety Protocols (14) Written, Oral, and/or Demonstration Assessment

**QUESTIONNAIRE**

Upon the arrival of the students, they will be greeted and introduced to the instructors for the day. They will also be provided a questionnaire, which will need to be filled out after they sign in. The questionnaire will ask:

1. Name
2. Agency
3. Years of Service
4. Level of Relevant Experience
  - A. As it pertains to “controlling force”
  - B. Not departmental mandated training. Outside martial arts, wrestling, boxing etc.
5. What do you want to gain from attending this class?

The responses from this questionnaire will help the instructors facilitate training partners for the course and help to gauge the students experience levels.

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**INTRODUCTIONS**

1. Introduction to Staff
  - A. History and credentials
2. Introduction to classmates
  - A. History and credentials

**INTRODUCTIONS TO STUDENTS**

1. Blackout Bingo
  - A. Handout provided in Student Binder

**DAY ONE – AICC FOR DT INSTRUCTOR**

The purpose of this course is to provide the student with the knowledge and ability to return to their respective agencies and provide Arrest Control and Defensive Tactics training. Use of force instructors are expected to be the most knowledgeable and proficient in use of force amongst the law enforcement community, their respective agency and their peers. To meet the standard of that expectation, law enforcement use of force instructors must understand the basic components of laws, policies, adult learning concepts and current modes of application

**INTRODUCTION TO CT<sup>2</sup>**

1. Close the Distance.
2. Take the suspect down.
3. Control them when you get them down.
4. Take them into custody.

The CT<sup>2</sup> approach and De-escalation through transition will be our main point of emphasis and primary concern throughout the class, our calling card or take away we hope to leave every student with. If we can utilize this approach with the students to such an extent they walk away from the class with a complete understanding then we have been successful as instructors. The PEP approach is nothing different from what we already do as seasoned police officers. However, PEP was given an acronym and utilized by many

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local police departments across a wide array of dynamic situations. This pushed their agenda: CT<sup>2</sup> will push ours.

**INSTRUCTOR DEVELOPMENT**

**Adult Learning Concepts**

1. Instructional Systems Design
  - A. IPAT: Introduce, Presentation, Application, Test
  - B. IDEA: Introduce, Demonstrate, Explain, Application / Evaluate
    - These first two designs are where we typically live teaching defensive tactics and use of force techniques
  - C. ADDIE : Analyze, Develop, Design, Implement, Evaluate
    - More typically seen when doing case studies.
  
2. Learning Modalities
  - A. Visual learner
    - Learning through seeing or watching.
    - Handouts can be an asset to this student.
    - Use video case studies, slide presentations, power point, or other visual props.
  
  - B. Auditory Learner
    - Learning through listening or hearing.
    - Benefits from oral presentations and discussions.
    - Facilitated discussion and lecture is also readily accepted by this group.
  
  - C. Kinesthetic Learner
    - Learning through doing or manipulation.
    - Benefit from hands on activities.
    - Scenarios and role playing can be highly successful.

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- D. Tactile Learner
  - Learns best through reading material and writing.
  - Handouts are extremely beneficial
  - Taking notes is helpful for this type of learner.
  
- E. Combination Learner
  - Some students use a combination of modalities to learn.
  - Each student is unique and the instructors must recognize which students learn best with which modality.
  
- 3. Demonstration and Testing
  - A. Each student will be required to teach one of the learned techniques from the course of instruction. The student will take the roll of the instructor and their fellow students will have the opportunity to learn from them.
    - Each student instructor will be provided feedback from the class.
  
- 4. Team Building / Individual Project
  - A. Each student will complete the Adult Learning Style Profile. (Handout)
  - B. This will provide students with an understanding of what type of learner they are.

**Adult Learning Strategy / Approach**

- 1. Develop task oriented training with practical content.
  
- 2. The learning objectives should have realistic tasks which coincide with the current assignments of the students.
  - A. Patrol vs Detective assignments.
  - B. Desk Detective vs Field Detective.

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3. Training must be realistic and when possible use real world situations / experiences.
  - A. Each student brings something different to the table.
    - Many have pre-existing or prior knowledge and experiences which can be utilized to facilitate learning.
    - Difference between teaching senior officers and recruits.
    - Identifying generational differences.
      - Gen X v. Millennials
  
4. If there is no obvious objective, goal, or any form of professional development, the instructor will lose the class.
  - A. All of the training we disseminate must improve the student's ability to recreate it in a stressful and ever-evolving, dynamic, environment.
    - On several different occasions, we have seen students utilize techniques the very next time they are T8.
  - B. The training needs to provide skills beyond what they already know.
    - Beginner to advanced, pre white belt to black belt etc....
    - If you have advanced students with specific knowledge, use them.
      - Boxing, wrestling, jiu jitsu, etc...
  
5. Training environment must be a positive environment with ample feedback from instructors.
  - A. Promotes a vigorous learning environment with active participation.
  - B. Validates the progress the students are making along the way.
  
6. Each student will bring their ego to class, some deservedly so, some not so much.
  - A. Students may perceive they have more knowledge or experience than the instructor.
    - This is the main reason we train with our students and not just "teach at them."
    - The bigger ego a student has, the smaller an instructor should be.
      - Not the time or the place to dominate a student.
  - B. Use the students who have previous knowledge and experience.
    - Part of our objective is to show the necessity of each officer to train elsewhere.
    - This is why our students are afforded the opportunity to watch the Redman drill involving the students and the instructors.

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**Teaching Methodologies**

1. Lecture
  
2. Facilitated Discussion
  - A. Works hand in hand with case studies. Allows you to use other officer's successes and failures to learn.
  
3. Small Group Exercises / Large Group Exercises
  - A. Can be manipulated depending on size of class.
  
4. Role – Play
  
5. Scenarios
  
6. Case Studies
  - A. Works hand in hand with facilitated discussions. Allows you to use other officer's successes and failures to learn.
  
7. Table Top Activities.
  - A. Opportunity for classroom discussion about examples or experiences from the students' lives about the best teachers / instructors they have had? What did they do and how did they reach you?

**Student Learning Styles**

1. Learning preferences will vary greatly amongst your students, it is incumbent upon the instructor to determine how to reach each student regardless of their preference.

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- A. Some students prefer structure and a more rigid classroom dynamic.
  - Defined instructor / student roles.
- B. Others prefer flexibility.
  - More relaxed environment.
  - Similar dichotomy between rigid and militaristic FTO's and more relaxed.
  - No different than jiu jitsu schools or gyms. Do what works for you.
- C. Independent Learning.
- D. Group Learning.
- E. Combination Learning.
  - Similar in nature to our auditory, visual, kinesthetic, and tactile learners.

**Learning Domains**

**1. Cognitive Learning Domain**

- A. Refers to intellectual activities such as thought, recall, decision making, and drawing conclusions.
  - Uses previous experiences, prior knowledge, and perceptions to give meaning to new information or to modify previous thinking.
    - Example – smell reminds you of an event.
    - Recalling the words to a song when someone sings the first few words.

**2. Psychomotor Learning Domain**

- A. Learning physical skills (such as learning a technique) or tasks (such as conducting a search).
  - Often taught with the aid of a step by step methodology.

**3. Affective Learning Domain**

- A. This includes the students and the instructors' attitudes, feelings, beliefs, and opinions.
  - Most important aspect is to have a trust between the instructor and student.
  - Sometimes requires a more individualized plan to reach each student rather than using a checklist.
    - Better results observed when students have open communication with the instructor about what works and what does not work.

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**Lesson Plans**

1. Purpose of a lesson plan?
  - A. Serves as a framework or guide to the instructor.
  - B. Provides necessary information and a reminder if needed.
    - Keeps your place.
  - C. Guides the pace of the course.
  - D. Ensures all pertinent information is disseminated to meet the goals and objectives of the class.
  - E. Understand there is a difference between a lesson plan and an expanded course outline.
    - Bullet point reminders vs. POST required detailed outline.
  
2. Lesson plan components
  - A. Learning objectives
    - Goals of the class. The reason we are here.
  - B. Content
    - How we accomplish the learning objectives.
  - C. Instructional resources
    - What we need to teach the content and accomplish the learning objectives.
  - D. Time allotment and breakdown
    - Plan of attack to provide the content to accomplish the learning objectives.
    - Can be a minute by minute breakdown or a larger time frame breakdown.
  
3. Using the lesson plan
  - A. Explain the objectives.
  - B. Explain the importance of the content and how it will accomplish the objectives.
  - C. Allow students to give feedback.
  - D. Present the content as outlined and previously explained.
  - E. Include selected learning methods.
  - F. Allow the students to practice the skills being taught to ensure competence.
    - When competence is accomplished, ensure it is documented.
  - G. Encourage interaction and contribution by the students.
  - H. Allow time for remediation.
  - I. Evaluate the performance of the students and the effectiveness of the instructors.
    - Allow an open forum for comments or anonymous written feedback.



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- Once students have left, discuss successes and failures amongst all instructors.
- J. Make changes to lesson plan or teaching practices if needed.
- Our classes change after every iteration. Perfection is unattainable but it doesn't mean we can't try to reach it.

**Arrest and Control / Defensive Tactics Instructors**

1. Introduce the technique
  - A. Explain how you get into the desired position in order to accomplish the technique.
  - B. Provide any necessary background information, examples, or scenarios.
  
2. Indicate the hazards of being unfamiliar with arrest control techniques.
  - A. Show how things can go wrong.
  - B. Tell the students what the suspect is doing and show them why it could be a problem.
  - C. Provide the students an example of what the suspect may do by placing yourself in the roll of the suspect
    - Use this as an opportunity to troubleshoot but don't get off into the weeds and provide them with too much information.
    - If you go jiu jitsu nerd, you will lose 90% of the class if not more.
  - D. Explain why the officer must know how to defend the attack or counter-attack.
  - E. In providing the technique and the possible counter, the student will have a better and more encompassing knowledge of the maneuver.
    - This will lead to more trust in the topics being taught.
  
3. Ensure the students understand the importance of knowing the variations to each technique being taught.
  - A. There is no perfect technique to handle every scenario and often times, the students will have to go from one technique to the other to overcome resistance and successfully arrest the suspect
    - These techniques like many forms of martial arts are chess, not checkers.
    - We have a saying from Disney... "Just keep swimming."

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4. Technical Demonstrations – Determine in what manner you are going to teach and be consistent throughout your teaching.
- A. Dynamic Demonstration
    - Perform the technique from start to finish.
    - Do not talk during the demonstration.
    - Demonstrate at full speed.
  
  - B. Breakdown Demonstration
    - Decipher each key point to the specific technique slowly.
    - Use multiple demonstrations.
    - Rarely can you show too many
    - Recommended to use a minimum of 3 breakdown demonstrations.
      - Can be shown as a “what” demonstration
      - A “what / how” demonstration.
      - A “what / how / why” demonstration.
    - Don’t hesitate to show another demonstration.
    - Use layering techniques so the student retains as much information as possible.
      - Example of drinking from a fire hose in comparison to a water fountain.
      - Give a few brief details with each demonstration.
  
  - C. Solo Demonstration
    - Sometimes your fellow instructor can block the view of the students during key points in the technique.
    - Affords the students a better view.
      - All angles and viewpoints will be available for the students.
      - Personal body weapons is best taught this way.
  
  - D. Suspect Demonstration
    - Assume the role of the suspect and walk thru the technique slowly.
    - Point out the most common reactions a suspect will have in a given technique.
    - Many of the techniques being taught are dependent upon the reaction of the suspect.
    - It is sometimes difficult for the students to assume this role but it assists in an overall understanding of the technique.

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- Secondly, this is an ample opportunity to point out safety considerations.

E. Safety Considerations

- Whatever was not covered during your suspect demonstration in regards to the overall safety, ensure is covered now.
- Anything that was forgotten or overlooked needs to be covered.
- Ensure the pace of the technique being practiced is consistent with the crawl, walk, run methodology.
  - Halt the ego's at the door.
  - Be a good partner!

**Class Setup Instructions and Expectations**

1. Instruct class how to set up and what the expectations are before sending them to practice the techniques.
  
2. Classroom setup options:
  - A. Facing the instructor or a landmark.
    - Everyone facing the same direction and follow the instructor step by step as you walk them through the technique.
  - B. By the numbers.
    - Designate specific numbers to each step of the designated technique.
    - As you progress thru the technique, verbally call out "1, 2, 3...etc."
      - Carlos Luevano snapping his fingers as he teaches.
  - C. Practice for time.
    - Instruct the students to switch amongst one another as they complete repetitions for a specific amount of time.
    - "You do a rep, then switch and your partner will do a rep. Continue to switch back and forth as you complete as many repetitions as possible in five minutes."
  - D. Send the students out to practice.

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- Give the classroom setup instructions prior to releasing the students to complete their repetitions.
- Monitor the students' progress and answer any questions they may have.
- Encourage the students to form open lines of communication and ask for help if needed.
  - Students may help one another when appropriate.

**Written, Oral, and / or Demonstrations Assessment**

The class will be divided into two groups. The groups will consist of students who have taught before and those who have not. In specific terms, the teaching experience should be drawn from a defensive tactics, arrest control techniques, or use of force skill set. The groups will then be combined so a student who has not taught is now partnered with a student who has taught. The student with experience teaching will teach a technique of their choosing and teach it to the student without experience. The student who does not have experience will then be expected to teach the technique to the class. In total, the teach back shall last five to seven minutes.

**DAY TWO – SEARCHING, HANDCUFFING, STANCE, BASICS**

While the focus of this class is to ensure the suspect is controlled, what are we controlling the suspect for? To affect an arrest and place in handcuffs. Therefore, a large emphasis of the instruction will be centered around the controlling force implemented to successfully place the suspect in handcuffs. Our primary handcuffing position will be a prone handcuffing position. For the most part, this is where most of our uses of force take place or end up so we need to be experts at handcuffing from a grounded or prone position. The other positions we will be teaching handcuffing from will be necessary at times to ensure we can eventually get the suspect into custody in a prone position. Remember, there is a difference between prone and supine.

1. Prone handcuffing position
  - A. Suspect on his stomach.
  - B. Both hands secured in handcuffs behind their back.
  - C. No added weight or pressure on suspect's spine or neck.

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Another point to emphasize which has come to light on various different occasions in the field is the roles officer may be put into during a use of force. During a dynamic control hold or technique, the officer applying the technique should maintain position until the suspect is in handcuffs. Alternatively, if you are not the officer applying the technique, assume your role. Typically, the officer not applying the technique will control the body of the suspect until the partner officer can facilitate handcuffing. This will require communication but when officers understand their role and embrace them, success is more readily obtained.

**STANCE**

1. Field Interview (FI) stance
2. Body Physics and Dynamics
3. Ready stance
  - A. Weight distribution
    - 60/40, heel to toe, shoulder width apart
  - B. Gun side away
  - C. Bend the knees
  - D. Hands up but not clenched
    - Govt. code 7286 (b)(1) and (b)(2)
    - Require utilization of de-escalation and other alternatives to force
    - Use of force directly proportional to the seriousness of the suspected offense or the reasonably perceived level of actual or threatened resistance.
4. Fighting stance
  - A. Base widened slightly
  - B. More weight on the balls of the feet
  - C. Hands up and can be clenched, shoulders rolled
  - D. Ready for engagement

**PATTERNS OF MOVEMENT**

1. Step and Slide
  - A. Front, back, left, right
2. ¼ Turn
  - A. Left and right
3. Pivoting
4. Rocker shuffle
5. Slipping

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6. Bob and weave
7. Duck
8. Body Physics and Dynamics

**SEARCHES**

1. Types of Searches
  - A. Cursory / incident to arrest
  - B. Standing
  - C. Kneeling
  - D. Prone
  
2. Written, Oral, and/or Demonstrations Assessment
  - A. The student will demonstrate in front of the instructor their understanding and mastery of the taught searching techniques, including all cognitive principles/theories and psychomotor skills. The student will partner with another student, equally roleplaying both the law enforcement agent/official and the suspect to include teach backs.

**HANDCUFFING**

1. Nomenclature
  - A. Single lock
  - B. Double lock
  - C. Ratchet and spring mechanism
  
2. How to hold / position handcuffs
  - A. Grip styles
    - Pistol grip
    - Palm down
  
3. Applying the Handcuffs
  - A. Where on the wrist?

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- B. Speed handcuffing
    - Just get them on
  - C. Use of multiple handcuffs
  - D. Cursory handcuffing
  - E. Kneeling handcuffing
  - F. Prone handcuffing
  - G. J-Hook / lower back / top of head
  - H. Locking, double locking, and handcuff key use
  - I. Tactical un-handcuffing
    - Position of advantage
4. Written, Oral, and/or Demonstrations Assessment
- A. The student will demonstrate in front of the instructor their understanding and mastery of the taught handcuffing techniques, including all cognitive principles/theories and psychomotor skills. The student will partner with another student, equally roleplaying as both the law enforcement agent/official and the suspect to include teach backs.
  - B. These demonstrations will include the students explanations of **PC 835 (a)(1-5) and (b)**.

**PRISONER RESTRAINT**

- 1. Types of restraints and tools
  - A. Handcuffs
  - B. Leg cuffs
    - High – around knees
    - Low – around ankles
  - C. Rip Hobble
    - Batwing
    - Around the cuff chain and back on itself
    - Maximal restraint
- 2. Written, Oral, and/or Demonstrations Assessment
  - A. The student will demonstrate in front of the instructor their understanding and mastery of the taught prisoner restraint techniques, including all cognitive principles/theories and psychomotor skills. The student will partner with another student, equally roleplaying both the law enforcement agent/official and the suspect to include teach backs.

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**EXCITED DELIRIUM**

During the vast majority of encounters with law enforcement, no force is needed. However, even for those instances when force is required, once the handcuffs go on, the resistance from the suspect stops. When it does not, this may be an indicator of a suspect under the influence of drugs, alcohol, or suffering from mental instability. With this as an ever-present reality, we must become better at recognizing and treating suspects displaying the symptoms of excited delirium.

**1. Excited Delirium**

- A. A state of extreme mental and physiological excitement, characterized by extreme agitation, hyperthermia, epiphoria (watery eyes), hostility, exceptional strength, and endurance without fatigue.
- B. Discussion to include **AB 392 – specifically PC 835 a (a)(5)**
  - *Individuals with physical, mental health, developmental, or intellectual disabilities are significantly more likely to experience greater levels of physical force during police interactions, as their disability may affect their ability to understand or comply with commands from peace officers. It is estimated that individuals with disabilities are involved in between one third and one half of all fatal encounters with law enforcement.*

**2. Agitated Chaotic Event**

- A. Developed by members of the Institute for the Prevention of In-Custody Death and the Psychological Advisory Board to describe an individual who presents behavioral cues to law enforcement personnel and appears to be in a state of “delirium,” but the basis of the cause is unknown.
- B. Excited delirium is a diagnosis, agitated chaotic event is not.
  - Describe the identifiable behavioral cues that are present and observed.
- C. An altered level of consciousness combined with extreme physical exertion.

**3. A relationship between the physical restraint of a person experience an “Agitated Chaotic Event” and potential sudden death.**

- A. Does not make it the fault of law enforcement but it must be understood.



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4. Contributing factors associated with Excited Delirium.
  - A. Pharmacologic – cocaine, meth, hallucinogens, bath salts....
  - B. Metabolic – hypoglycemic, low blood sugar, dehydration....
  - C. Infectious – meningitis
  
5. Behavioral Cues
  - A. Psychological – paranoia, agitation, emotional changes, disorientation, hallucinations, delusional, easily distracted.
  - B. Communication – screaming for no reason, loud incoherent speech, grunting, guttural sounds, irrational speech, talks to invisible people.
  - C. Physical – violence, bizarre behavior, aggressive toward inanimate objects, running into traffic, hyperthermia, dilated pupils, profuse sweating, flushing of the skin, uncontrollable shaking and shivering.
  
6. Who is at Risk?
  - A. 91 – 99% male
  - B. 31 – 45 years of age
  - C. Person usually involved in a struggle
  - D. Geographic location not a factor
  - E. Death usually follows bizarre behavior episode, and/or use of illegal drugs or prescription drugs.
  
7. Excited Delirium (ACLU / Anti-police view)
  - A. Pseudo – science invented to absolve police from excessive force allegations.
  - B. Brookings Institute – “How Excited Delirium is misused to Justify Police Brutality.”
    - “Disproportionally applied to black people”
    - *“The diagnosis is a misappropriation of medical terminology, used by law enforcement to legitimize police brutality and to retroactively explain certain deaths occurring in police custody.*
  - C. ExD is not found in the International Classification of Diseases.
  - D. Not supported by the American Medical Association.
  - E. Not supported by the American Psychiatric Association.
  - F. Not supported by the World Health Organization.

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- G. Not listed in the Diagnostic and Statistical Manual of Mental Disorders.
  - H. Their solution:
    - Medically trained professionals should be the primary responders and decision makers.
    - Recommend “the medical community actively engage in denouncing the validity of this diagnosis.”
    - Transparency.
      - Mad at the Feds for not releasing any data from the Death in Custody Reporting Act – went into effect in December of 2014.
- 8. Excited Delirium (Police point of View)**
- A. Supported by the National Association of Medical Examiners.
  - B. Supported by the American College of Emergency Physicians.
  - C. All 30 conditions associated with ExD are listed in the International Classification of Diseases.
  - D. Medical doctors don’t treat ExD they treat the symptoms being exhibited.
    - Bizarre behavior
    - Aggressive behavior
    - Shouting
    - Paranoia
    - Panic
    - Violence towards others
    - Unexpected physical strength
    - Tireless and constant physical agitation
    - High pain tolerance
    - A period of tranquility
    - Sudden cardiac arrest
- 9. Positional Asphyxiation**
- A. Unlike Excited Delirium, there is no argument whether this does or does not exist.
  - B. We must be ever cognizant of the position suspects are left in after uses of force.
- 10. Legal Issues**

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**DAY THREE – PERSONAL BODY WEAPONS**

Given the current climate surrounding law enforcement, it is incumbent upon our profession to end uses of force as quickly as possible with the least amount of force as possible. However, we must change with the times and the carotid is no longer a force option. Therefore, we must become proficient using personal body weapons in a standing position as well as in a grounded one. Each position brings with it its own set of advantages and disadvantages. All of these techniques are considered uses of force and are examples of weaponless defense. The use of any one of these techniques requires an understanding of body physics and dynamics and a deep knowledge base of the legal issues and ramifications.

**Govt. code 7286 (a) – definitions:**

- (1) “Deadly force” – means any force that creates a substantial risk of causing death or serious bodily injury. Deadly force includes but is not limited to the discharge of a firearm.
- (2) “Feasible” – means reasonably capable of being done or carried out under the circumstances to successfully achieve the arrest or lawful objective without increasing risk to the officer or another person.

**PC 196** – Homicide is justifiable when committed by a peace officers and those acting by their command in their aid and assistance, under either of the following circumstances:

- (a) In obedience to any judgement of a competent court.
- (b) When the homicide results from a peace officer’s use of force that is in compliance with section 835a.

**STRIKES AND PUNCHES**

1. Jab
2. Cross
3. Hook
4. Elbow
  - A. Horizontal and vertical

**DEFENSE**

1. Cover

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- A. Hooks to the head
- 2. Ride
  - A. Hooks to the body

**LEG STRIKES**

- 1. Lead leg low kick
  - A. Round
- 2. Rear leg low kick
  - A. Round
- 3. Front push kick
  - A. Left and right
- 4. Rear push kick
  - A. Left and right

**CLINCH**

- 1. Head and arm weaving
- 2. Double head
- 3. Knee strikes
  - a. Straight knee
  - b. Curve knee
  - c. Off balance to knee
  - d. Foot trip
  - e. Plumb knee – drill

**STRIKING FROM A GROUNDED POSITION**

**GUARD**

- 1. Closed
  - A. Hand control
  - B. Body, body, head
  - C. Hammer fist

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- D. Good posture and arm control
- 2. Open
  - A. Stand up
  - B. Good posture
  - C. Strike to pass
  - D. Disengage
- 3. Side Control
  - A. Low
    - Get to high
  - B. High
    - Hooks,
    - Body hooks
    - Vertical elbow
    - Switch knee strike
  - C. Reverse scarf-hold
    - Body strikes
    - Knee strikes
    - Knee block
    - Knee strikes
    - Charlie horse
    - Option to mount
  - D. Crucifix
    - Windshield wiper
    - Body strikes
    - Option to kimura
- 4. Knee on Belly
  - A. Body and head strikes
  - B. Elbow
    - Friction elbow
    - Knee switch
    - Reverse knee on belly
- 5. Mount
  - A. High
    - Body, body, head
    - Elbow
    - Friction elbow
  - B. Low
    - Grapevine

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- Frog mount
  - Body hook
  - Head hook
  - Chest bump
6. Take the back
- A. Heel strikes
  - B. Arm control to hooks
  - C. Same side hammer fist arm control

**DAY FOUR – TAKEDOWNS / TAKEDOWN DEFENSE**

After a brief stretch and introduction the day will begin with a variety of warm-up drills. This will assist to familiarize the students with the type of training and the presentation of information they can expect for the duration of the course. Many of the techniques will be taught with the crawl, walk, run approach. Furthermore, to push the importance of the techniques, an ample amount of drilling will be worked into each and every aspect of the teaching curriculum. All of these techniques are considered uses of force and are examples of weaponless defense. The use of any one of these techniques requires an understanding of body physics and dynamics and a deep knowledge base of the legal issues and ramifications.

**WARM-UP**

Each student will participate in a warm – up and stretch with the instructors leading the class. The warm – up and stretch will consist of a full body exercise to ensure each student is prepared for rigorous physical exercise. Students will be afforded the opportunity to stretch on their own for several minutes after the instructor led stretch.

**Warm-up and Stretching**

1. Neck
2. Shoulders / Arms
3. Core
4. Hips / Hip flexors
5. Legs / Ankles

**Speaking Points during Stretch**

1. PC 835 (a)
2. Graham vs. Connor
3. Agency Policy
- . P. E. P.

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**WARM-UP DRILL**

Break falls and Technical Stand-up drill to follow stretching to ensure each student is ready to participate in an active classroom environment. In general, take downs are dangerous to perform repeatedly during training. For this reason, an extended warm-up will be conducted to ensure all officers are ready for a dynamic drilling environment.

**TWO OFFICER TAKEDOWN**

Statistically speaking, it is more common for officers to be involved in a use of force in pairs rather than as an individual officer. For this reason, we must be able to work with one another rather than against one another to successfully effect an arrest. This may require pre-incident planning or a familiarization with an area partner whom you have much experience with. Hands signals can be an effective tool to ensure both officers understand their roles within a given incident.

1. Ensure proper positioning with a cover / contact mentality.
  - A. Cover officer should be to the rear and offset contact officer.
  - B. Contact officer should make every effort to keep the suspects attention on them.
2. When ready, contact officer should signal to cover officer
  - A. Typically a tap on one's own wrist as if pointing to a watch is sufficient.
3. Cover officer will move in and execute the takedown.
  - A. Blast double leg from the rear.
    - Lower center of gravity.
    - Grasp above knees or lower towards ankles while simultaneously driving your shoulder into the upper leg of the suspect.
    - Ensure proper alignment and drive forward.
4. Once suspect is on the ground, control the legs and continue to provide pressure by driving your shoulder into upper legs of the suspect.
  - A. Figure four lock can be used to control legs.
  - B. Must be cognizant of the hips of the suspect.
  - C. Protect your head by burying it into hip of suspect and look towards the legs.
5. Contact officer must side step and avoid the takedown.
6. Contact officer must control the upper body of the suspect once the takedown is accomplished.
  - A. Belly to back or rear mount position.
  - B. Provide downward pressure to ensure proper control.

Ideally, a third officer will be present to act as a quarterback and provide cover for the two officers on the ground with the suspect. However, this technique can be accomplished with only two officers so long as they are aware of their surroundings.

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**Takedowns from the Front**

All of the takedowns will be implemented from a two on one grip. This is a common starting position for many police officers as it transitions smoothly into a handcuffing position. However, for the sake of the course, the officer will be faced with resistance once they make the two on one grip connection. Each takedown technique will afford the officer the opportunity to make adjustments and pick the proper technique for the resistance they encounter.

**Recognition** – Understanding when the most opportunistic and available time presents itself for the best chance of success.

**Timing** – Manipulating footwork and body position to ensure proper shot choice and technique.

**Distance Control** – What is the proper distance and subsequent shot selection?

**1. Single Leg – Run the Pipe / Ring the Bell**

- A. Lower your body toward the mat, shift your weight onto your back foot and take a step outside of your opponent's legs with your lead foot.
- B. Laterally bound towards the leg of your suspect which you just stepped outside of.
- C. Drive the side of your head into the chest of your opponent while you collect the leg you bounded towards.
- D. Grasp leg in a gable grip or wrist to wrist grip.
- E. Take a small step forward with your lead leg and drive into suspect.
- F. Almost instantaneously, take a large C-step backward with opposite foot.
  - Several small steps can be used if needed.
- G. Bow or towards ground bending at the waist and apply downward pressure on the suspect.
  - Change elevation

**2. Single Leg – Knee Tap**

- A. Lower your body toward the mat, shift your weight onto your back foot and take a step outside of your opponent's legs with your lead foot.
- B. Laterally bound towards the leg of your suspect which you just stepped outside of.
- C. Drive the side of your head into the chest of your opponent while you collect the leg you bounded towards.
- D. Grasp leg in a gable grip or wrist to wrist grip.



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- E. Take a small step forward with your lead leg and drive into suspect.
- F. Almost instantaneously, take a large C-step backward with opposite foot.
  - Several small steps can be used if needed.
- G. If unable to accomplish the take down, change grip from gable grip or wrist to wrist grip to both elbow grip.
- H. With arm closest to hip of suspect, reach through legs toward only remaining foot of suspect you are not controlling.
- I. Block leg just above the knee and drive forward with shoulder pressure, forcing suspect down into a turtle position.

**3. Single Leg – Gun Smoke**

- A. Lower your body toward the mat, shift your weight onto your back foot and take a step outside of your opponent's legs with your lead foot.
- B. Laterally bound towards the leg of your suspect which you just stepped outside of.
- C. Drive the side of your head into the chest of your opponent while you collect the leg you bounded towards.
- D. Grasp leg in a gable grip or wrist to wrist grip.
- E. Take a small step forward with your lead leg and drive into suspect.
- F. Drop down to grasp the ankle with the arm closest to the center line of the suspect. Tuck this arm by grasping across your chest and anchoring on your opposite side pec.
  - Tuck forearm of this arm up.
- G. With opposite arm grab underneath the crease of the knee which will bend the knee if suspect defends and pull them in close.
- H. Use leg closest to suspect to sweep their leg and take them to the ground.

**4. Double Leg – Blast**

You can't use the Double Leg if you're afraid of commitment. This takedown requires you to hit it hard and fast. However, it is not just a football tackle, it is a highly technical maneuver with sophisticated setups and follow-ups. Similarly, there are a lot of variations for the Double Leg. Many of these variations are dependent upon the positioning of the head. For example, is the head to the side or in the middle of the chest? Another factor is whether you drop down to your lead knee as you shot, sometimes referred to as the penetration step.

- A. Lower your body toward the mat, shift your weight onto your back foot and take a step forward between your opponent's legs with your lead foot.
- B. Roll forward over the toes of your lead foot and land on your lead knee.

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- C. Bring your back foot up and plant it firmly on the mat as you reach forward to grab both legs of your opponent.
- D. Wrap your arms around his waist and lock your hands using a Gable grip.
- E. Pull your opponent into your body and lower your hips lower than his.
- F. While keeping your opponent tight against your body, push through your legs, drive your hips forward into your opponent and straighten your legs to lift him off the mat.

**(Drill) – Lateral shuffle to middle for blast double, outside of outside foot for single leg drill.**

**5. Arm Drag to Front Trip**

- A. Hand fight and manipulate foot positioning to get into position.
- B. Ensure firm grasp on wrist of opponent. Either hand can be used dependent on which foot the student has forward.
- C. With opposite hand that is controlling wrist, reach up and take firm hold of inner arm of suspect. The grip needs to be above the elbow.
- D. Use the momentum from this grip to pull suspect across your body not forward. The hand with the wrist grip will re-direct the wrist as you step with shuffle step into the suspect.
- E. Simultaneous to this pull, a front trip with the same foot as the pulling arm should be initiated.
- F. Continue to use opposing forces (pull of arm and push of foot) to force suspect to ground.
- G. Determine how suspect has landed and initiate controlling force from there.

**Takedowns from the Rear**

**Recognition** – Understanding how to get to the rear in order to obtain successful positioning to implement the takedown.

**Timing** – Hand fighting to manipulate the suspect's movement to ensure proper body positioning around the back.

**Distance Control** – What is the proper distance and weight distribution needed to use technique rather than strength?

**6. Front Arm Drag to the Rear – Leg Ride**

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- A. Ensure firm grasp on wrist of opponent. Either hand can be used dependent on which foot the student has forward.
- B. With opposite hand that is controlling wrist, reach up and take firm hold of inner arm of suspect. The grip needs to be above the elbow.
- C. Use the momentum from this grip to pull suspect across your body not forward. The hand with the wrist grip will re-direct the wrist as you pull yourself around the suspect's hips.
- D. Ensure a firm grasp around the suspect's waist is accomplished.
- E. You should be perpendicular to the suspect, in a T position as it pertains to their body.
- F. Ensuring a firm grip around the waist of the suspect, pinch their leg together between your own.
- G. Pull forward slightly as you sag your body weight into the suspect.
- H. This will effect a takedown, placing you in a side control position.

**7. Front Arm Drag to the Rear – Hip Break**

- A. Ensure firm grasp on wrist of opponent. Either hand can be used dependent on which foot the student has forward.
- B. With opposite hand that is controlling wrist, reach up and take firm hold of inner arm of suspect. The grip needs to be above the elbow.
- C. Use the momentum from this grip to pull suspect across your body not forward. The hand with the wrist grip will re-direct the wrist as you pull yourself around the suspect's hips.
- D. Ensure a firm grasp around the suspect's waist is initiated. This grasp needs to be near the belly button, if not, slightly below.
- E. If the grip is in the middle of the suspect's center line, this will need to be switched.
- F. Change the grip so it is on the hip of the suspect. Either hip is fine but the grip needs to be a gable type grip.
- G. Wrist to wrist grip variation.
- H. The hand across the waist (parallel to the ground) will need to be palm down
- I. The other hand will also be parallel to the ground but palm up.
- J. A fulcrum will be formed with the arms and forceful downward pressure will be placed onto the hip by the arm with the palm facing up.
- K. This force will displace the hip, causing the hip with the force being applied to be lower than the opposite hip.
- L. This lack of structural integrity is what we are looking for.
- M. By making a wide C-step backwards with the same foot as the palm facing up and driving the suspect to the ground, a takedown will be initiated.
- N. More likely than not, this will allow the officer to end up in a side control position where controlling force can be initiated from here.

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- O. My have to clear your head from the suspect's head locked grip. This can be done by using your hands to push up at the chin of the suspect.

**Takedown Defense**

Footwork will be emphasized to ensure its importance as a first level of defense. It will be imperative for the students to understand they cannot cross their feet for any reason. This will allow them to maintain their wrestling or fighting stance and keep them in the proper position to hand fight. The first line of defense is their hands and forearms, followed by their head, and lastly their hips.

**(Drill) – Variation of spin drill where one partner is in turtle position and the other partner is chest to back of turtled partner and spins in one direction while applying downward pressure on the back of the turtled opponent. Whistle blows and the direction of the circling partner changes. One partner in turtle other block arm to Saturday night ride drill.**

**1. Sprawl**

- A. One hip to ground, not both
- B. Drive the nail into the ground (Hip/Nail Example)
- C. Arm block
- D. Constant downward pressure
- E. Opposite hip sprawl
- F. Circle to back

**2. Sprawl from back against wall**

- A. Over hook Bicep of arm of suspect which is opposite of the head with one hand.
- B. With other hand push hard on head of opponent.
- C. Fulcrum and drive up and across with arm under chin and across neck of opponent.
- D. Once separation is achieved, utilize your hips and head snap to drive the head into the ground.
- E. Outside step and sprawl at angle away from leg being attacked.
- F. Either disengage or circle around back.

**3. Attack from rear / bear hug – arms pinned**

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- A. Simultaneously lower your base by jumping to widen your feet or stepping drastically with one foot. Pull both of your arms upward as if you are posing with both biceps flexed, forming a field goal.
- B. This position will loosen the arm pinning hold the suspect has around you.
- C. With foot closest to mid line of suspect step around the back of the suspect.
- D. This will place you perpendicular to the suspect's hips.
- E. From here with both hands grab around the suspects rear hamstrings.
- F. A simple lift can be utilized to take the suspect to the ground.

**4. Attack from rear / bear hug – arms free**

- A. Attack the grip of the suspect while giving a slight lean back into the suspect while walking your right side foot out.
- B. Continue to walk your right foot out while pushing the suspects hands down towards the ground.
- C. Arching your back may assist in the break of this hold, “angry kitty.”
- D. Once grip is broken keep hold of the suspect's right hand by grasping it at the wrist.
- E. With your right hand holding tight to the suspect's hand place it near you back pocket.
- F. While this is happening, lift your left arm up towards the sky.
- G. With the left arm in a sweeping fashion, bring your rear elbow towards the suspect's chest and obtain an under hook on the suspect's right arm.
- H. The elbow does not need to make contact with the suspect as a strike would but it can.
- I. As you are obtaining the under hook, you can push away and gain distance or stay tight and you are in position to shoot a single leg.

**5. Attack from front / attempted tackle – arms pinned**

- A. Widen your base by stepping backwards slightly with both feet while simultaneously pushing suspect's hips away from you.
  - This will require you to go inside of the arms to block at the hips.
  - If you are late in doing so and the suspect begins to elevate you off of the ground snake your foot in between his. This will prevent a throw.
- B. In doing this, the suspect will not be able to get his hips underneath him to lift you.
- C. With one of your arms, circle it in between your upper body and the suspect's arms.
- D. Push the gripped arm of the suspect up so you can circle around their back.
- E. If possible when you re-grip around the suspect trap his opposite side arm from which you escaped from.

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**6. Attack from front / attempted tackle – arms free**

- A. Widen your base by stepping backwards slightly with both feet while simultaneously pushing suspect's hips away from you.
  - This will require you to go over or outside of the arms to block at the hips.
  - If you are late in doing so and the suspect begins to elevate you off of the ground snake your foot in between his. This will prevent a throw.
- B. In doing this, the suspect will not be able to get his hips underneath him to lift you.
- C. With one of your arms, circle it in between your upper body and the suspect's arms.
- D. Push the gripped arm of the suspect up so you can circle around their back.
- E. If possible when you re-grip around the suspect trap his opposite side arm from which you escaped from.

**7. Front headlock – punches thrown**

- A. Widen you base and grip the arm which is encircling your head.
- B. Grip at the wrist of the suspect pulling downward while burying your head into the suspect's stomach.
- C. Opposite side hand should be wrapped around suspect's back and controlling his hip.
- D. If a punch is thrown, thrust your hips forward and reach toward the punching hand of the suspect. Aim for the bend of the elbow.
- E. With foot closest to midline of suspect take step in so you are cutting their body in half while pushing your chest out and looking upwards as if completing a squat.
- F. With arm controlling the wrist of the suspect which was wrapped in the headlock hold bend underneath and come out behind suspect with arm of suspect in a handcuffing position.

**8. Front headlock – no punches thrown, control only.**

- A. Widen you base and grip the arm which is encircling your head.
- B. Grip at the wrist of the suspect pulling downward while burying your head into the suspect's stomach.
- C. Opposite side hand should be wrapped around suspect's back and controlling his hip.
- D. If no punches are being thrown this is more than likely a posturing type attempt to show dominance but the situation can change rapidly and this is not the place to be.
- E. Let go of hand around your neck and quickly use your outside hand to swim your arm inside the outside leg of the suspect, gripping just above the knee.
- F. With hand gripped at waist pull backward, pulling the suspect farther off base.

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- G. From you wide base position, with the leg nearest to the hand gripping the hip of the suspect, take a large C-step backwards (or several shorter steps) as you pull at the waist of the suspect.
- H. This will pull the suspect off base and they will have nothing to post to keep them from being pulled to the ground.

**DAY FIVE – CONTROLLING FORCE (TOP POSITION)**

**WARM-UP**

Each student will participate in a warm – up and stretch with the instructors leading the class. The warm – up and stretch will consist of a full body exercise to ensure each student is prepared for rigorous physical exercise. Students will be afforded the opportunity to stretch on their own for several minutes after the instructor led stretch. All of these techniques are considered uses of force and are examples of weaponless defense. The use of any one of these techniques requires an understanding of body physics and dynamics and a deep knowledge base of the legal issues and ramifications.

**Warm-up and Stretching**

- 1. Neck
- 2. Shoulders / Arms
- 3. Core
- 4. Hips / Hip flexors
- 5. Legs / Ankles

**Speaking Points during Stretch**

- 1. PC 835 (a)
- 2. Graham vs. Connor
- 3. Agency Policy
- 4. P. E. P.

**WARM-UP DRILL**

**POSITIONING BREAKDOWN**

**1. Guard**

- A. Open
- B. Closed

- Both top and bottom position will be explained.

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**2. Side Control**

- A. Low
- B. High

- Both top and bottom position will be explained.

**3. North / South**

**4. Knee on Belly**

**5. Mount**

- A. Low

- Feet in the pocket

- B. High

- Head capped and arms controlled overhead.
- Both top and bottom position will be explained.

- C. Top

- Placement of knee and angle of knee can be changed to apply pressure in different locations.
- The head of the suspect can also be pulled up to apply a greater amount of pressure.
- No space between hip of suspect and your ankle.
- Downward pressure and post on your extended foot.

- D. Bottom

- Both top and bottom position will be explained.

**6. Taking the Back**

- A. Hooks in.
- B. Hooks out.
- C. One hook in.



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Dependent on whether you are on top or bottom position your goals will be different. For the goal of this course, if you are on a top or more dominant position your goal will be to maintain control. If you are on bottom the goal will be to escape and go to a different option. This top position is paramount because it provides law enforcement the ability to accomplish the task of effecting an arrest, preventing an escape, or overcoming resistance. By imposing your will and knowledge to secure control of the suspect, the need to throw ineffective strikes will be null and void. Furthermore, it will be easy to show everyone involved in the situation from the suspect, to the witnesses, to the public at large we can handle ourselves professionally even in the most trying of times.

**FROM THE GROUND**

The most common landing spot once the takedown has been accomplished, if effected by the officer is guard or side control. For the purposes of this class, we will break side control into two different positions, low side control and high side control. All of these techniques are considered uses of force and are examples of weaponless defense. The use of any one of these techniques requires an understanding of body physics and dynamics and a deep knowledge base of the legal issues and ramifications.

**1. Low Side Control**

- A. Vise the hips ensuring control.
- B. Block with knee and arm post to form vise.
- C. Opposite hand control head and neck.
  - Misalignment of the spine
- D. Slowly climb up the body while maintain cross tension and applying consistent pressure.

**2. High Side Control**

- A. Continue to vise hips but instead of using posted arm, use flat arm at hip, vising with knee.
- B. With other knee work to lift arm of suspect which is closest to your body.
- C. Cross tension will be applied by walking hand under head of suspect.
- D. Shoulder pressure must be utilized.

**3. North / South**

- A. From a high side control position use the hand closest to the hips of the suspect to gooseneck grip the arm opposite of the body as yourself.

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- B. Pull it across the chest of opponent, applying downward pressure on their chest.
- C. Pass it off to your other hand while you slowly flatten out away from you opponent.
- D. Post your hand closest to the suspect's hips on the hip of the suspect so they can not follow you.
- E. Sprawl your body weight away from the suspect and slowly slide your hips over the head of the suspect.
- F. Keep your hips and body as low to the ground as possible. If you do it correctly, the suspect should push you across their center line just to relieve the pressure on their head.
- G. Once across the center line of the suspect you are in north / south position.

**4. Knee on Belly**

- A. Specifically useful if you cannot get under the arm which is framing at the hip.
- B. While maintaining shoulder pressure knee nearest to hip moves from ground to across midline of suspect.
  - Imperative the instep of the foot attached to knee across belly is flush with hip.
- C. With opposite foot use as outrigger applying sprawl pressure.
- D. Same side hand as knee can provide additional tension on neck of suspect pulling towards feet of suspect.
- E. Outrigger foot can be used to apply additional pressure on suspect.
  - Back and forth pressure can be utilized to roll with suspects movements.

**5. Low Mount**

- A. While maintaining shoulder pressure clasp hands under arm and head of suspect.
- B. Utilize this tension to slide leg across stomach of suspect.
- C. Steamroll suspects legs down and take mounted position.
- D. Place your feet in the pockets of the suspect.
- E. Continue with shoulder pressure.
- F. If suspect does not provide much of a struggle, this position can be dominated for an extended period of time.

**6. High Mount**

- A. From a low mount position, use your hands to cap the head.
- B. Pull your body up, with your knees under the suspect's armpits.
- C. The higher you can elevate the level of the arms the more difficult it will be for the suspect to escape.

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**7. Taking the Back**

- A. From the mounted position, move to a high mount position.
  - Both knees on ground causing suspects arm to be above nipple line.
- B. Chest down providing pressure on suspects head with both your arms spread wide.
- C. Pinch your knees under the armpit of the suspect.
  - With high position, chest pressure and arms extended, chance of being rolled is diminished and you are able to ride out the position.
- D. If suspect starts to roll which is the most common reaction, go with the roll.
- E. Maintain top position and set hooks in on suspect.
- F. Will end with both hooks in, suspect on stomach.

**8. Taking the Back Variation**

- A. From the mounted position, move to a high mount position.
  - Both knees on ground causing suspects arm to be above nipple line.
- B. Common from this position for suspect to cover head in anticipation of strikes. Focus on one of the suspect's arms and achieve a two on one grip.
- C. Use your two arms to force the suspect's elbow, not wrist, across his midline.
- D. Hand off this hand position to your upper stomach or lower chest and base out both arms wide.
  - This pressure will cause the suspect to want to roll in order to relieve the pressure.
- E. Go with the roll and place your hooks in.

**9. Grip Fighting**

- A. Two on one grip from high
  - Roll wrist underneath grip and peel
- B. Two on one grip from high variation
  - Wrist lock push pull
- C. Two on one grip from low
  - Push wrist forward grip and peel

**WRITTEN, ORAL, AND/OR DEMONSTRATION ASSESSMENT**

The day will end with drilling to reinforce the techniques which have been taught throughout the day. All of the instructors will participate in the final drill. Instructors will take the position of the suspect. Given

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the days instruction on Day Two centers around the dominant position and the techniques utilized to maintain this position, students will initially take this position and Instructors will be in the roll of the suspect. Each of the 5 positions utilized throughout the day will be used as starting positions throughout the drill. When the students are in the dominant position, they will strive to maintain the controlling position with the Instructors attempting to escape. This will assist the students two fold. First, it will afford the students the opportunity to make a real world attempt to replicate the techniques for the day. Second, the students will be given a glimpse into the following day's instruction with the Instructors utilizing the escape techniques they will be learning in the future.

In reality, there will not be enough Instructors to train with each student. However, students will also be afforded the opportunity to train with one another. The dynamic training sessions will last approximately one minute. Once the student has trained in the dominant position, they will then take the secondary position with the Instructor taking the controlling spot. A full training session will consist of each student being in the dominant and secondary position of all five positions. Students and Instructors will then rotate, allowing the drill to continue for an extended period of time.

**DAY SIX – BOTTOM POSITION**

**WARM-UP**

Each student will participate in a warm – up and stretch with the instructors leading the class. The warm – up and stretch will consist of a full body exercise to ensure each student is prepared for rigorous physical exercise. Students will be afforded the opportunity to stretch on their own for several minutes after the instructor led stretch.

**Warm-up and Stretching**

1. Neck
2. Shoulders / Arms
3. Core
4. Hips / Hip flexors
5. Legs / Ankles

**Speaking Points during Stretch**

1. PC 835 (a)
2. Graham vs. Connor
3. Agency Policy
4. P. E. P.

**WARM-UP DRILL**

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**ESCAPING**

It is essential to realize when you are in a bad situation. Being on the bottom of a suspect or in a position of disadvantage will completely diminish your ability to control the situation. Without that control, we are at the mercy of the suspect. No assumptions can be made about the knowledge or lack thereof of the suspect you are involved with. Therefore, if you find yourself on the bottom, you need to escape. All of these techniques are considered uses of force and are examples of weaponless defense. The use of any one of these techniques requires an understanding of body physics and dynamics and a deep knowledge base of the legal issues and ramifications.

**1. Escape from Guard – Open**

- A. If the suspect's legs are not wrapped around you, keeping you in position, just stand up.
- B. Be aware of how you stand up.
  - Do not be flat footed, stand up in base.

**2. Escape from Guard – Closed**

- A. Sit up with posture to keep the suspect from being able to collapse you and pull you in close.
- B. Place your hands on the hips of the suspect with your forearms digging into the inner thighs of suspect.
- C. Apply pressure to the thighs of suspect and arch your back away from the suspect's legs. Angry kitty.
- D. When the legs break open stand up in base.
- E. Or you can initiate a pass to a more dominant position but be aware of your surroundings and take all factors into consideration before continuing a dynamic and ever evolving physical altercation with a suspect.

**3. Escape from Side Control – Stand up in Base**

- A. First goal is to create space.
- B. Mount a large bridge.
  - With both feet flat on ground and knees facing the sky, push off of your feet, raising your hips violently in the air.
- C. As you bridge, find your post.
  - First post located at the hip of suspect, other post at the neck of the suspect.

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- D. Bridge again with posts in place. As you bridge, distance will be created.
- E. The post arm at the neck will remain in contact with the neck while the post arm on the hip should find the ground and be utilized as a base with the arm parallel to the ground.
- F. Simultaneously the same side hip should find the ground as well.
- G. Keeping the neck post in place and pushing off of the based arm, stand up in base.

**4. Escape from Side Control – Donkey Kick**

- A. First goal is to create space.
- B. Mount a large bridge.
  - With both feet flat on ground and knees facing the sky, push off of your feet, raising your hips violently in the air.
- C. As you bridge, find your post.
  - First post located at the hip of suspect, other post at the neck of the suspect.
- D. Bridge again with posts in place. As you bridge, distance will be created.
- E. With knee closest to ground, swing into position placing knee in between you and the suspect.
- F. With knee in position, occupy suspects hands so both of your feet can be placed on suspect.
  - Preferable position is on chest of suspect.
- G. Donkey kick suspect away from you and utilize other force option.

**5. Escape from High Mount**

- A. Ensure your head is off the ground and cover it from any incoming strikes with your hands in a conventional boxers block. Also ensure both feet are bent at the knee and your feet are flat on the floor.
  - Do not have your legs extended and straight on the ground.
- B. Dig your elbows into the upper thighs of the suspect and push yourself upwards, away from the suspect.
  - “Wiggle wiggle”
- C. Dig your feet into the ground and generate a large bridge using your knees to push the suspect towards your head.
  - Your hands can also be used to pull the suspect towards your head by grasping their shirt.
- D. Pick a side to attempt an escape. Either over hook the arm of the suspect you are trying to escape to or under hook the arm of the suspect and gather a gable grip.
- E. Lay your leg across the ankle of the suspect on the same side as the arm of the suspect you are controlling.

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- F. Use your free leg to push off the ground, creating a leveraged bridge, and push the suspect up and over your shoulder.
  - This must be done at an angle not directly over your head.
- G. Once you bridge the suspect over your shoulder the momentum will carry you into a guard position.
  - Be aware the suspect may clasp their feet together placing you in closed guard
  - Be aware the suspect may also grip your head / neck to break your posture.
    - Clear the grip if your head is grabbed.
- H. Continue to either a closed guard or open guard escape. See above if needed.

**6. Escape from Low Mount**

- A. Ensure your head is off the ground and cover it from any incoming strikes with your hands in a conventional boxers block. Also ensure both feet are bent at the knee and your feet are flat on the floor.
  - Do not have your legs extended and straight on the ground.
- B. Dig your feet into the ground and generate a large bridge using your knees to push the suspect towards your head.
  - Your hands can also be used to pull the suspect towards your head by grasping their shirt.
- C. Pick a side to attempt an escape. Either over hook the arm of the suspect you are trying to escape to or under hook the arm of the suspect and gather a gable grip.
- D. Lay your leg across the ankle of the suspect on the same side as the arm of the suspect you are controlling.
- E. Use your free leg to push off the ground, creating a leveraged bridge, and push the suspect up and over your shoulder.
  - This must be done at an angle not directly over your head.
- F. Once you bridge the suspect over your shoulder the momentum will carry you into a guard position.
  - Be aware the suspect may clasp their feet together placing you in closed guard
  - Be aware the suspect may also grip your head / neck to break your posture.
    - Clear the grip if your head is grabbed.
- G. Continue to either a closed guard or open guard escape. See above if needed.

**7. Escape from North / South**

- A. Ensure both feet are bent at the knee and your feet are flat on the floor.
  - Do not have your legs extended and straight on the ground.

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- B. Use your hands to form a C-clamp and place both of them on either hip of the suspect.
- C. Dig your feet into the ground and generate a large bridge.
- D. Pick a side to attempt the escape from and when the bridge is accomplished take the hand opposite of the side you are attempting to escape from and obtain an under hook. This will require you to roll on your shoulders in the direction you are trying to escape. You should end up on your stomach with the ability to quickly get to your knees.
  - Trying to escape to the right use your left hand
  - Trying to escape to the left use your right hand.
- E. Obtain a gable grip with the hand that is over the leg of the suspect being palm down and your support hand being palm up.
  - You should be controlling the same side leg of the suspect as the side you attempted to escape from.
- F. Use your gable grip and head pressure to control the leg of the suspect. Apply shoulder pressure and drive forward off of your knees forcing the suspect over onto their back.

**8. Escape from Back Mount with Hooks In**

- A. Isolate an arm and collect a two on one grip on the arm of the suspect.
- B. Start moving your body towards the opening opposite of suspect arm around you.
  - Use fingers of suspect as guide, they are pointing you in the direction of escape.
- C. Base off of your planted feet to provide pressure into your suspect while sliding your lower body to the side of escape which the suspect is pointing for you.
- D. Use your hips to slide your body and lower back across the suspect's leg, threading your own leg over the top of the suspect's leg which you are lying on.
  - If the suspect comes up and attempts to maintain top control, block at the knee and obtain a half guard or full guard position.
  - If the suspect does not come up and you are able to get your back to the mat, push your back towards the suspect's head and thread your arm through their legs coming up in a side control position.

**WRITTEN, ORAL, AND/OR DEMONSTRATION ASSESSMENT**

The final day will end with drilling to reinforce the techniques which have been taught throughout the entire course. All of the instructors will participate in the final drill. Instructors will take the position of the suspect. In reality, there will not be enough Instructors to train with each student. However, students will also be afforded the opportunity to train with one another.



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1. Each student will take turns being offensive and defensive.
2. The takedown portion will be half speed, ensuring the takedown will be successful.
  - A. Once the takedown is accomplished, the drill will switch to dynamic drilling.
3. The officer who accomplished the takedown will attempt to maintain control
  - A. Similarly, the officer who was taken down will attempt to escape.
4. Officers will then rotate positions.

The dynamic training sessions will last approximately one minute. Once the student has trained in the dominant position, they will then take the secondary position with the Instructor taking the controlling spot. A full training session will consist of each student being in the dominant and secondary position and practicing as many takedowns as possible. Students and Instructors will then rotate, allowing the drill to continue for an extended period of time. This type of drilling will reinforce all of the teaching points throughout the entire course. It will also allow each student to practice what they have learned and feel real life resistance as they attempt to replicate the techniques.

**DAY SEVEN**

**WEAPON RETENTION**

In every use of force a law enforcement officer is involved in, there is always at least one gun in the fight. If the officer carries a back-up, two guns. If the suspect is armed three guns, if a partner officer is involved, four or five guns. The numbers compound exponentially the more officers or suspects are involved. Therefore, it is not enough to be aware of weapon retention techniques, it must be second nature.

**Handgun Retention**

From a Holstered Position

1. From a standing position – suspect in front of officer.
  - A. When suspect reaches for gun, cap the hood of your holster and set your base.
  - B. With opposite hand deliver several punches to face / neck of suspect while still capping your gun.

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- C. Golf swing hammer fist at wrist of suspect with punching hand to remove it from your holster.
- 
- 2. From a standing position – suspect behind officer.
    - A. Lower body weight and cap the hood of your holster.
    - B. Step away from suspect with opposite side foot from weapon as you turn toward them.
    - C. Deliver strikes to face and golf swing to clear grip on gun.
- 
- 3. From a grounded position.
    - A. When suspect reaches for gun, cap the hood of your holster.
    - B. Reach up and over the arm of the suspect and make grip your own wrist.
    - C. Fall to opposite side hip as you pull the suspects arm free and complete kimura.
- 
- 4. From a standing position where the gun is out of the holster, example would be searching a residence.
    - A. When suspect grabs gun, pull the trigger.
    - B. Slightly circle gun to side kick suspect in the groin.
    - C. Turn gun so it is parallel to ground as you shoulder strike the suspect's hands to clear it.
    - D. Clear firearm and come up on target.

**Baton / Impact Weapon Retention**

Out of baton ring

- 1. Gripped in middle of baton by suspect.
- 2. Gripped at end of baton by suspect.

**WEAPON RETENTION / TAKEAWAY**

Handgun

- 1. From a standing position – suspect in front of officer holding gun.
  - A. Simultaneously blade your body as you grab and push the handgun to the side.

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- B. Force handgun into belt buckle of the suspect as you deliver several dominant side punches to face to suspect.
    - Up on the balls of your feet.
  - C. Reach up and under handgun with bowling ball grip to remove gun from suspect.
  - D. Hand off to non-dominant hand, pointing it in a safe direction and pull your firearm from its holster.
    - Give verbal commands.
2. From a standing position – suspect behind officer.
- A. Look behind you to verify it is a gun.
  - B. Spin into suspect and hook suspect's arm which is holding gun and deliver elbow strike to face of suspect.
    - Crook of elbow is the grip location on suspect.
  - C. Extend grip away from suspect's body.
  - D. Reach over the top of suspect's arm holding gun, gripping it over the rear sight.
  - E. Peel gun over their wrist.
  - F. Once free deliver strike to head of suspect with gun as you gain distance.
  - G. Hand off gun to non-dominant side and pull your handgun.
    - Give verbal instructions.

Long gun

3. From a standing position – suspect in front of officer.
- A. Clear shoulders and grab at front barrel of gun.
  - B. Drive barrel towards waistline of suspect.
    - Knuckles to buckles
  - C. Deliver several strikes to face of suspect.
  - D. Twisting motion to remove long gun from suspect's grip.
4. From a standing position – suspect behind officer.
- A. Clear shoulders and upper body by stepping into suspect.
  - B. Wrap gun and deliver elbow strike.
  - C. Push-pull.
  - D. Twisting motion to remove long gun from suspect's grip.

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**DAY EIGHT**

**DE-ESCALATION AND FORCE ALTERNATIVES (GROUP DISCUSSIONS)**

\*Post Use of Force Standards and Guidelines – November 4, 2020

This is a 33 page document broken down into 21 written standards from which law enforcement throughout the State of California is required to use in their creation of use of force policy. The requirements contained within this model became mandatory on January 1, 2021. We believe the framers of this document picked the order of these standards with clear and specific intentions.

**Standard #1** – Officers shall carry out their duties, including use of force, in a manner that is fair and unbiased.

**Standard #2** – Officers shall utilize de-escalation techniques, crisis intervention tactics, and other alternatives to force when safe and feasible to do so.

1. Requirements per this standard:
  - A. Utilize de-escalation techniques, crisis intervention tactics, and other alternatives to force.
  - B. Intent of de-escalation techniques and strategies apply throughout the course of any interaction with an individual.
    - Even after force is used.
2. Recommendations or encouraged to consider per this standard:
  - A. Provide guidance on when and how to use communication, de-escalation, and crisis intervention strategies to defuse and resolve encounters without force.
  - B. Officers should approach a situation with the intent to de-escalate and consider the value to establishing time and distance in a confrontation where a use of force may be inherent.
  - C. Communication should be the first option and officers should maintain communication throughout any encounter.
  - D. Officers should communicate and endeavor to persuade, advise, and provide clear instructions and warnings.
    - How to approach, greet, engage, adapt, repair, and close the event in an effective manner.
    - Tactical methods not limited to time, distance, cover, and concealment.
    - The impact of volume, tone, pace, and demeanor on communication.
    - Give respect and dignity.
    - Active listening.

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- Ability to give and receive constructive feedback.
  - Mindful attention.
  - Provide a voice to others and the value of allowing people to “vent.”
  - Non-verbal communication and behavioral cues.
  - Questioning strategies: open vs close ended.
  - Persuasion strategies: rational, personal, or ethical appeals.
  - Dealing with difficult or dominating people.
  - Understand what inappropriate communication is.
  - WAIT strategy – Why Am I Talking
    - Have a purpose and goal in mind before speaking.
- F. Officers should consider an individual’s non-compliance may be due to a medical condition, mental impairment, substance interaction, developmental or physical disability, or other considerations that may be beyond the individual’s control.

Keep in mind...Everyone has their own truth. In relation to de-escalation the 1<sup>st</sup> question from defense attorney....so you have done all of this use of force training have you ever done anything to promote de-escalation?

**BODY CAMERA (GROUP DISCUSSIONS)**

Does the implementation of a body camera being utilized by a uniformed police officer change the actions of the police and/or suspect? This question has been hotly debated since the inception of the body worn camera. The notorious Rialto experiment in 2012 began with this very same hypothesis and yet we still cannot unequivocally answer the question. Even after the Washington DC Metro Police Study the findings are mixed. Break off into groups of four and discuss this question. Use personal experience and provide examples to support your theory.

1. For the group activity answer the following questions:
  - A. Does a body camera modify officers / suspects actions?
  - B. Should officers be able to view their body camera footage prior to giving a statement or writing a report?
    - If the body camera is meant to capture evidence then we should be able to view it prior to documenting what occurred.

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2. Overall Anecdotal Findings – according to Human Performance Training Institute and Force Science
  - A. Officers don't fail to activate cameras to hide behavior.
  - B. Most cases show the officers doing the right thing.
  - C. Often shows the non-compliance of suspects.
  - D. Often shows untrue statements made by the suspect.
  - E. Clearly shows the human limitations of officers under stress.
  - F. Reduces civil suits of harassment and false accusations.
  
3. Recommendations
  - A. Make a good movie.
  - B. Watch it prior to writing your report.
  - C. Focus on your actions not the actions of your partners.
  - D. Justify your actions – explain why you did what you did.
  - E. Realize everyone has their own truth.
    - Some people never let the truth get in the way of a good story.

**INTRODUCTION TO VEHICLE STOPS**

The following techniques are meant to be utilized on individuals who are compliant and willing participants to vehicle extractions. The more dynamic techniques are meant for individuals who are not willing to exit the vehicle and will be taught later.

1. Proper alignment of vehicles.
2. Proper approach towards suspect vehicle.
3. First contact and verbal commands.
4. Two points of contact and positive control.
  - A. Ensure seat belt is off and door unlocked.
5. Removal from vehicle.

Scenarios will be utilized to ensure understanding.

**INTRODUCTION TO FELONY CAR STOPS**

6. Proper alignment of vehicles.

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7. Maintain position of advantage.
8. Allocate resources.
  - A. Where to deploy responding officers and their respective tasks upon arrival.
  - B. Tools and options available.
9. Verbal commands.
10. Removal from vehicle.
  - A. Logistics of which doors on vehicle to remain open or closed.
11. When to transfer communications to arrest team.
  - A. Location of arrest team.
12. Arrest teams contact with suspect.
13. Suspect placement into patrol vehicle.
  - A. How many to transport suspect to patrol vehicle.
  - B. Information learned from suspect.
14. Repeat as needed.

Scenarios will be utilized to ensure understanding.

**DAY NINE**

**BATON – STRAIGHT AND COLLAPSIBLE**

A baton is used to gain control. Once control has been achieved, the baton should not be used further against a subject. Batons should only be used when a peace officer is acting in an objectively reasonable manner. Each set of circumstances will require peace officer to exercise sound judgement in the decision to utilize a baton. As the subject's actions vary, peace officers must constantly re-evaluate the situation and the amount of force needed. Two factors to consider when using a baton is the threat to the safety of the officer and/or public and the suspect's active resistance. Keep in mind, a baton can be drawn as a show of force and may not be needed further. However, if it is to be utilized, utilize it properly pursuant to your agencies policies.

**One Handed Strike**

1. When being utilized the baton is to be held in the weapon side hand of the officer at the point of the shoulder.
  - A. Hide the tip if possible.

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2. To strike, use a full hand grip to maintain control and possession of the baton.
3. Swing the baton at a 45° angle and strike with last two to three inches of the baton.
4. Follow through the target and baton should end up at opposite side shoulder of the officer.
5. Offhand not holding baton should be up and protecting your face and neck.

**Reaction Strike**

1. After delivering a single handed strike a reaction strike is needed to return the baton to its original ready position.
2. Figure 8 movement should be executed immediately following the initial strike.
3. Striking hand will be palm down.
  - A. Although not as strong as the initial strike, it allows you to re-establish your position to deliver an additional weapon side strike if needed.
4. Offhand not holding baton should be up and protecting your face and neck.

**Two Handed Strike**

1. Same procedures should be used with two handed strike as with one handed.
2. There is no off hand in a two handed strike.

**Use of Baton during Mobile Field Force**

1. Baton is held with weapon side hand on the center of the grip.
2. Reaction side hand is 6 – 8 inches back from the tip of the baton with an overhand grip.
3. Held at waist level with tip facing forward.

**Forward Push (Passive Resister)**

1. Used for non-compliant, passive resisters.
2. Tip of baton is placed in the center body mass of the suspect.
3. Hand toward front of baton is palm down.
4. Officer uses body weight to lean forward, pushing the suspect back.



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**Forward Thrust (Aggressive Resister)**

1. Used for aggressive / combative suspects only.
2. Tip of the baton is placed in the center body mass of the suspect.
3. Hand toward front of baton is palm down.
4. Quick movement similar to a strike and then baton is immediately returned to the ready position.

**Dynamic Stacking Drill**

Students will be broken into groups of three. One student will act as the officer, equipped with a foam baton. The other two students in the group will be equipped with large protective striking pads. The point of the drill is to ensure the student officer is able to subdue multiple suspects while they actively attempt to engage with them. They will use stacking techniques to ensure they are not overwhelmed by the student suspect and can handle multiple attackers at one time. This drill will last one minute. The students in the group will switch positions and continue to rotate amongst one another.

**WRITTEN, ORAL, AND/OR DEMONSTRATION ASSESSMENT**

The Redman Practical Application Test will be utilized to ensure an all-encompassing understanding of the baton usage and techniques. In total the event will last approximately five minutes, including pre-exhaust. The events will be controlled by a Santa Ana Police Department Defensive Tactics Instructor. Protective gear will be provided and will include the following: head gear and a chest protector. All other protective gear will be provided by the student, including mouthpieces and groin protectors. A baton training suit, boxing gloves, and a groin protector will be utilized by the instructor and provided by the police department. Students will participate in a pre-exhaust which will minimize injuries and mimic a real life adrenaline dump. Once the student finishes their pre-exhaust they will be confronted by one instructor initially and then the other will join. The student will have to utilize stacking techniques and effective strikes to be successful. After approximately one to one and one half minutes, the student will then take a supine position on the ground and a different instructor will take a side control position. The instructor will use controlling force techniques on the student and they will have to utilize their escaping ability to disengage from the instructor. This will be a well-rounded drill which will force the student to remember different techniques they have encountered throughout the course.

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**MANAGING DIFFICULT VEHICLE STOPS**

The following techniques are meant to be utilized on individuals who are non-compliant and un-willing participants to vehicle extractions. These more dynamic techniques are meant for individuals who are not willing to exit the vehicle.

1. Arm bar technique.
2. Leg removal technique.
3. Chin extraction technique.

**MANAGING DIFFICULT FELONY CAR STOPS**

In order to ensure understanding of felony vehicle stops, multiple scenarios will be utilized. This will include varying the location of the stops, the availability of resources, placement of vehicles involved, the number of occupants, and the compliance of the occupants. The key will be for the officers to understand the need for flexibility and communication. There will be no one right answer provided the officers can articulate why they did what they did and they were safe in accomplishing their task.

**DAY TEN**

**FINAL WRITTEN, ORAL, AND/OR DEMONSTRATION ASSESSMENT**

The final presentations will be individual in nature and based upon one of the techniques taught during the previous course of instruction. All students will be able to vie for which technique they would like to do but once a student has requested to demonstrate and teach one, it is no longer available for the remaining students. The techniques for demonstration and teaching purposes will be administered on a first come first serve basis. All students will be advised of the final presentations on the first day of class and can request a technique at any point in time prior to the final day.