

**Performance Outcome 6. 1.**

Search juvenile(s), visitor(s), subject(s), arrested person(s) or inmate(s).

**Training Objective Related to 6. 1.**

- A. Given a written exercise, identify factors to consider in conducting a search of a juvenile(s), visitor(s), subject(s), arrested person(s) or inmate.
- B. Given a practical exercise, demonstrate the technique of conducting a search of a juvenile(s), visitor(s), subject(s), arrested person(s) or inmate.

**Criteria:** The trainee shall be tested on the following:

- 6.1.1. Define a search
- 6.1.2. Legal requirements/conditions of types of searches
  - 6.1.2.1. Frisk
  - 6.1.2.2. Thorough clothed search
  - 6.1.2.3. Strip search
  - 6.1.2.4. Body cavity search
  - 6.1.2.5. Electronic search
- 6.1.3. Identification of those places on males and females where dangerous weapons or contraband may be concealed
- 6.1.4. Identification of concealed weapon clues
- 6.1.5. Identification of pre-assault indicators
- 6.1.6. Identification of contact and cover principles for safe approach to single and multiple subjects
- 6.1.7. The techniques of conducting a search.
  - 6.1.7.1. Verbal directions to give
  - 6.1.7.2. Placement of single or multiple subjects in a pre-search position
  - 6.1.7.3. Placement of single or multiple subjects in a standing, kneeling and prone search position.
  - 6.1.7.4. Control and subject security during a search and a search
  - 6.1.7.5. Safely retrieving and securing weapons or contraband that are identified during a search.
  - 6.1.7.6. Communicating relevant information to the cover Deputy/Jail Officer
- 6.1.8. Secure and record any items taken during a custodial search.
- 6.1.9. Use of personal protective equipment during a search.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Define a search
2. Legal requirements/conditions of types of searches
  - a. Frisk
  - b. Thorough clothed search
  - c. Strip search
  - d. Body cavity search
  - e. Electronic search
3. Identification of those places on males and females where dangerous weapons or contraband may be concealed
4. Identification of concealed weapon clues
5. Identification of pre-assault indicators
6. Identification of contact and cover principles for safe approach to single and multiple subjects
7. The techniques of conducting a search and a search.
  - a. Verbal directions to give
  - b. Placement of single or multiple subjects in a pre-search position
  - c. Placement of single or multiple subjects in a standing, kneeling and prone search position.
  - d. Control and subject security during a search and a search
  - e. Safely retrieving and securing weapons or contraband that are identified during a search and a search
  - f. Communicating relevant information to the cover Deputy/Jail Officer
8. Secure and record any items taken during a custodial search.
9. Use of personal protective equipment during a search.
  - a. Use latex gloves to prevent contact with potential infectious diseases.
  - b. Use mask if potential for air borne pathogen is identified.

**Performance Outcome 6. 2.**

Restrain intoxicated, disruptive, or violent individuals.

**Training Objective Related to 6. 2.**

- A. Given a practical exercise, demonstrate techniques regarding restraint of intoxicated, disruptive persons, violent individuals and/or inmate(s).

**Criteria:** The trainee shall be tested on the following:

- 6.2.1. Deputy/Jail Officer safety considerations
  - a. Key planning elements related to isolating a disruptive individual from others
  - b. Use of available backup deputies/jail officer(s)
- 6.2.2. Command presence (stance, posture, eye contact)
- 6.2.3. Communication skills to minimize antagonistic responses
- 6.2.4. Appropriate escalation/de-escalation on a force continuum
- 6.2.5. Restraint procedures
- 6.2.6. Effecting an arrest (if necessary)

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Officer safety considerations
  - a. Key planning elements related to isolating a disruptive individual from others
  - b. Use of available backup deputies/jail officer(s)
2. Command presence (stance, posture, eye contact)
3. Communication skills to minimize antagonistic responses
4. Appropriate escalation/de-escalation on a force continuum
5. Restraint procedures
6. Effecting an arrest (if necessary)

**Performance Outcome 6. 3.**

Participate in cell and area searches.

**Training Objective Related to 6. 3.**

- A. Given a written or practical exercise, identify three considerations for participating in a cell and area searches.

**Criteria:** The trainee shall be tested on the following:

- 6.3.1. Importance of intelligence gathering/planning for cell and/or area searches
- 6.3.2. Pre-cell/pre-area search briefing
- 6.3.3. On-scene command and control of all cell and/or area search aspects including interagency communications.
- 6.3.4. Demonstrate techniques for cell and area searches
- 6.3.5. Chain of custody concerns
- 6.3.6. Logistical requirements
- 6.3.7. Reasons for secrecy.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Importance of intelligence gathering/planning for cell and/or area searches
2. Pre-cell/pre-area search briefing
3. On-scene command and control of all cell and/or area search aspects
  - a. Booby trap identification
  - b. Room entry techniques (proper movement and recognition)
4. Techniques for cell and area searches
  - a. 360 degree search
  - b. Bend over/kneel to search under stationary objects (bed, behind toilets, etc.)
  - c. Grid search of areas (dividing areas into grids to search every inch)
  - d. Use of mechanical devices available in your agency to assist with searches
  - e. Demonstrate ability to extend arm to reach and search tight spaces.
  - f. Hold a flashlight in various positions while performing a cell/area/building search.
  - g. Identify other resources available to your agency to perform searches, i.e., bomb or drug sniffing dogs, robots, etc.
5. Chain of custody concerns
6. Logistical requirements
7. Identify reasons for secrecy (need to know basis)
8. Interagency communications, policy differences, and personnel identification
  - a. Interagency communications: Discuss the importance of communicating the situation and possible concerns to other agencies as needed and according to policy. Multi-agency efforts in appropriate situations may be utilized to quickly remedy a public safety threat.
  - b. Policy Issues: Discuss the need to have established policies to address support and shared resources in the event of a situation requiring outside agency assistance. This helps to avoid duplication or overlap of efforts and helps to minimize the potential for mistakes when a situation arises requiring multi-agency involvement.
  - c. Personnel Identification: Discuss the requirement that staff not in uniform with the agency, or with other agencies must have their agency approved identification. This helps to avoid to possibility of mistaken identity and potential injury.

***Instructor Note: Advise trainees that they must identify department policy and procedures for participating in searches with multiple agencies during department training.***

**Performance Outcome 6. 4.**

Extract subject out of a vehicle and a cell.

**Training Objective Related to 6. 4.**

- A. Given a practical exercise, identify or demonstrate techniques for extracting a resisting subject out of both a transport vehicle and a cell.

**Criteria:** The trainee shall be tested on the following:

- 6.4.1. Deputy/jail officer safety considerations
- 6.4.2. Use appropriate extraction techniques for cell and vehicle (extract from rear of transport vehicle)
- 6.4.3. Maintain control of suspect
- 6.4.4. Use appropriate level of force
- 6.4.5. Use appropriate restraints

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Deputy/jail officer safety considerations
2. Use extraction techniques (cell and rear of transport vehicle)
3. Maintain control of suspect
4. Use appropriate level of force
5. Use appropriate restraints

***Instructor Note: Practice at least one extraction of a subject from the rear of a transport vehicle.***

**Performance Outcome 6.5.**

Approach people on foot and from department vehicle.

**Training Objective Related to 6.5.**

- A. Given a practical exercise, identify safe approaches to people on foot and from department vehicle.

**Criteria:** The trainee shall be tested on the following:

- 6.5.1. Evaluate risk to public and Deputy/Jail Officer
  - 6.5.1.1. People in area/inmates in area
  - 6.5.1.2. Easily accessed buildings/areas
  - 6.5.1.3. Potential escape routes
  - 6.5.1.4. Cover
  - 6.5.1.5. Potential for situation to escalate
  - 6.5.1.6. Back-up
- 6.5.2. Techniques of safe approach

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Evaluate risk to public and Deputy/Jail Officer
  - a. People in area/inmates in area
  - b. Easily accessed buildings/area
  - c. Potential escape routes
  - d. Cover
  - e. Potential for situation to escalate
  - f. Back-up
  - g. Other items as may be identified
  
2. Techniques of safe approach
  - a. Observe area before approach
  - b. Look for irregularities
  - c. Be mindful of vehicles in area
  - d. Be aware of citizens moving too closely to you
  - e. Be conscious of weapon retention
  - f. Be courteous but pass citizens as quickly as possible

***Instructor Note: Discuss a variety of situations when inmates may be escorted outside the facility where public contact may occur and the need for awareness and safe approach techniques.***

**Performance Outcome 6. 6.**

Identify necessary and appropriate use of force.

**Training Objective Related to 6. 6.**

- A. Given a written or practical exercise, identify the factors that affect the use of force.
- B. Given a written or practical exercise, identify the factors that affect the deputy/jail officers' decision to use deadly force.

**Criteria:** The trainee shall be tested on the following:

6.6.1. Factors affecting the use of force

- 6.6.1.1. Subject actions
- 6.6.1.2. Intent
- 6.6.1.3. Ability
- 6.6.1.4. Means
- 6.6.1.5. Opportunity
- 6.6.1.6. Deputy/Jail Officer perception of the need for force
- 6.6.1.7. Situation and environmental circumstances
- 6.6.1.8. Deputy/Jail officer safety considerations

6.6.2. Factors affecting the use of deadly force

- 6.6.2.1. Likelihood of serious bodily harm or death
  - 6.6.2.1.1. Perceived or announced intent of subject
  - 6.6.2.1.2. Ability
  - 6.6.2.1.3. Means
  - 6.6.2.1.4. Opportunity
- 6.6.2.2. Legal criteria

6.6.3. General considerations for use of force

- a. Key elements for appropriate response for situations or environmental circumstances where a violent or resistant reaction is foreseen, e.g., multiple deputies/jail officers/backup.
- b. Elements of command presence (stance, posture, eye contact)
- c. Avoiding unintentional and/or unnecessarily antagonistic and provoking verbal and nonverbal factors by the deputy/jail officer
- d. Primary aspects of proper verbalization (invoke authority, instructions on behavior compliance, clarity)
- e. Appropriate escalation/de-escalation in use of force.
- f. Application of handcuffs and additional restraints

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Factors affecting the use of force
  - a. Subject actions
  - b. Intent
  - c. Ability
  - d. Means
  - d. Opportunity
  - e. Deputy/Jail Officer perception of the need for force
  - f. Situation and environmental circumstances
  - g. Deputy/Jail officer safety considerations
  
2. Factors affecting the use of deadly force
  - a. Likelihood of serious bodily harm or death
    - (1). Perceived or announced intent of subject
    - (2). Ability
    - (3). Means
    - (4). Opportunity
  - b. Legal criteria
  
3. General considerations for use of force
  - a. Key elements for appropriate response for situations or environmental circumstances where a violent or resistant reaction is foreseen, e.g., multiple deputies/jail officers/backup.
  - b. Elements of command presence (stance, posture, eye contact)
  - c. Avoiding unintentional and/or unnecessarily antagonistic and provoking verbal and nonverbal factors by the deputy/jail officer
  - d. Primary aspects of proper verbalization (invoke authority, instructions on behavior compliance, clarity)
  - e. Appropriate escalation/de-escalation on a use of force continuum
    - (1). Define use of force.
    - (2). Identify the decision making process in using force.
  - f. Application of handcuffs and additional restraints

***Instructor Note: Advise trainees that they must identify department policy related to the use of force, physical restraints, and weapons as part of department training.***

**Performance Outcome 6. 7.**

Break up fights between two or more persons.

**Training Objective Related to 6. 7.**

- A. Given a practical exercise, demonstrate techniques for breaking up fights between two or more persons during a simulation exercise.

**Criteria:** The trainee shall be tested on the following:

- 6.7.1. Evaluate the situation
- 6.7.2. Intervene verbally
- 6.7.3. Use the appropriate level of force
- 6.7.4. Use officer safety procedures

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Evaluate the situation
2. Intervene verbally using communication skills and voice commands
  - (a). establish contact with the hostile persons
  - (c). ascertain the reason(s) for their hostility
  - (d). use calming techniques to reduce emotions and restore rational thought
  - (f). communicate the officer's position and responsibilities in the situation
  - (g). state any applicable laws and rules and consequences of continued acts
3. Use the appropriate level of force when verbal intervention fails.
4. Use officer safety procedures
  - (a). monitor the individuals' activities
  - (b). wait for appropriate back-up per department policy
  - (c). assess the individuals' propensity toward violence
  - (d). determine the nature of their weapons
  - (e). intervene using the quickest defensive tactics to restrain and control individuals.

**Performance Outcome 6. 8.**

Use weaponless techniques to subdue a person resisting arrest or to control a person.

**Training Objective Related to 6.8.**

- A. Given a written exercise, identify the psychological and physiological effects of sudden stress. (**Criteria 6.8.1 and 6.8.2**)
- B. Given a practical exercise, demonstrate technique of approach, blocking principles to neutralize attack and weaponless techniques to subdue a person resisting arrest or to control a person. (**Criteria 6.8.3, 6.8.4, 6.8.5**)

**Criteria:** The trainee shall be tested on the following:

- 6. 8 .1. Identification of psychological and physiological effects of sudden stress related to each effect and reaction using an anatomical chart or volunteer
- 6.8.2. Identification of basic principles and fundamentals of defensive tactics
  - a. target identification
  - b. access to target
- 6.8.3. Demonstration of technique of approach
- 6.8.4. Demonstration of blocking principles designed to neutralize attack
  - a. low outside
  - b. low inside
  - c. middle outside
  - d. middle inside
  - e. high
  - f. blocks to include both sides
- 6.8.5. Demonstration of weaponless techniques to control subject
  - a. effective communications
  - b. weaponless (empty hand) control techniques
    - (1). safe contact and initial control
      - (a). front
      - (b). side
      - (c). back
    - (2). decentralization to prone position with minimal risk of injury to resisting subject
    - (3). stabilization in prone position for cuffing or to await backup deputies/jail officers

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of psychological and physiological effects of sudden stress related to each effect and reaction using an anatomical chart and/or volunteer
2. Identification of basic principles and fundamentals of defensive tactics
  - a. target identification
  - b. access to target
3. Demonstration of approach techniques
4. Demonstration of blocking principles designed to neutralize attack
  - a. low outside
  - b. low inside
  - c. middle outside
  - d. middle inside
  - e. high
  - f. blocks to include both sides
5. Demonstration of weaponless techniques to control subject
  - a. effective communications
  - b. weaponless (empty hand) control techniques
    - (1). safe contact and initial control
      - (a). front
      - (b). side
      - (c). back
    - (2). decentralization to prone position with minimal risk of injury to resisting subject
    - (3). stabilization in prone position for cuffing or to await backup deputies/jail officers

**Performance Outcome 6. 9.**

Subdue a physically attacking person.

**Training Objective Related to 6. 9.**

- A. Given a practical exercise, demonstrate a techniques for defending oneself against a physically attacking person and subduing a person during a simulation exercise using a volunteer and/or instructor.

**Criteria:** The trainee shall be tested on the following:

- 6.9.1. Identification of weapon considerations of subject and deputy/jail officer
- 6.9.2. Demonstration of defensive strategy designed to protect deputy/jail officers' vulnerable targets
- 6.9.3 Demonstration of weapon control by the deputy/jail officer
- 6.9.4. Demonstration of offensive active countermeasures designed to neutralize aggressor for de-escalation
- 6.9.5. Demonstration of de-escalation by:
  - a. Decentralizing suspect to prone position for cuffing
  - b. Disengage from suspect

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of weapon considerations of subject and deputy/jail officer
2. Demonstration of defensive strategy designed to protect deputy/jail officers' vulnerable targets
3. Demonstration of weapon control by the deputy/jail officer
4. Demonstration of offensive active countermeasures designed to neutralize aggressor for de-escalation
5. Demonstration of de-escalation by:
  - a. Decentralizing suspect to prone position for cuffing
  - b. Disengage from suspect
6. Demonstration of escalation in life and death struggle by:
  - a. Making transition to weapon to stop aggressor
  - b. Utilizing extreme physical techniques to stop aggressor

**Performance Outcome 6. 10.**

Subdue a non-compliant subject/inmate and place in a prone position.

**Training Objective Related to 6. 10.**

- A. Given a practical exercise, demonstrate proper methods of subduing and placing a non-compliant subject/inmate in a prone position.

**Criteria:** The trainee shall be tested on the following:

- 6.10.1. Assessment of threat by the subject/inmate.
- 6.10.2. Demonstration of safe contact and initial control.
- 6.10.3. Demonstration of weapon control by the deputy/jail officer
- 6.10.4. Demonstration of decentralization to prone position with minimal risk of subject injury.
- 6.10.5. Demonstration of stabilization in prone position for cuffing procedure.
- 6.10.6. Demonstration of bringing a handcuffed subject to his or her feet.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Assessment of threat by the subject/inmate.
2. Demonstration of safe contact and initial control.
3. Demonstration of weapon control by the deputy/jail officer
4. Demonstration of decentralization to prone position with minimal risk of subject injury.
5. Demonstration of stabilization in prone position for cuffing procedure.
6. Demonstration of bringing a handcuffed subject/inmate to his or her feet.

**Performance Outcome 6. 11.**

Pursue a fleeing subject/inmate on foot and subdue the subject/inmate when apprehended.

**Training Objective Related to 6. 11.**

- A. Given a practical exercise, demonstrate a technique for subduing a subject after a foot pursuit.

**Criteria:** The trainee shall be tested on the following:

- 6.11.1. Assessment of threat by the subject
- 6.11.2. Identification of weapon considerations of subject and deputy/jail officer
- 6.11.3. Demonstration of weapon control by the deputy/jail officer
- 6.11.4. Demonstration of contact and initial control
- 6.11.5. Demonstration of decentralization to prone position with minimal risk of resisting suspect injury
- 6.11.6. Demonstration of stabilization in prone position for cuffing procedures

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Assessment of threat by the subject
2. Identification of weapon considerations of subject and deputy/jail officer
3. Demonstration of weapon control by the deputy/jail officer
4. Demonstration of contact and initial control
5. Demonstration of decentralization to prone position with minimal risk of resisting subject injury
6. Demonstration of stabilization in prone position for cuffing procedures

**Performance Outcome 6. 12.**

Use touch pressure or striking pressure to control a subject/inmate.

**Training Objective Related to 6. 12.**

- A. Given a written, audio-visual, or practical exercise, identify body pressure points.
- B. Given a practical exercise, demonstrate pressure point techniques.

**Criteria:** The trainee shall be tested on the following:

6.12.1. Identification of body pressure points

- a. identify carotid choke hold as deadly force

6.12.2. Demonstration of pressure point techniques

- a. touch pressure
- b. strike

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of body pressure points
  - a. identify carotid choke hold as deadly force
2. Demonstration of pressure point techniques
  - a. touch pressure
  - b. strike

**Performance Outcome 6. 13.**

Disarm an armed subject.

**Training Objective Related to 6. 13.**

- A. Given a written exercise, identify factors to consider when attempting to disarm a subject.
- B. Given a practical exercise, demonstrate techniques for disarming an armed subject.

**Criteria:** The trainee shall be tested on the following:

- 6.13.1. Identification of factors to consider when assessing whether an attempt to disarm
  - a. subject is appropriate.
  - b.. distance/cover
  - c. type of weapon
  - d. obstacles
  - e. will the attempt jeopardize life or personal safety
- 6.13.2. Demonstration of a trapping and disarming sequence regarding a handgun and long gun
  - a. front
  - b. side
  - c. rear
- 6.13.3. Demonstration of a takedown or control of subject armed with handgun or long gun
  - a. stopping movement of the handgun or long gun using deputy/jail officer's personal weapons against aggressor's vulnerable targets to
    - (1). disengage and escalate
    - (2). decentralize to prone position for safe disarming
- 6.13.4. Demonstration of a takedown or control of subject armed with edged weapon
  - a. range of attack and officer awareness
  - b. position for disengagement and escalation or depending upon range and relative position
  - c. stopping/deflecting movement of the edged weapon and using deputy/jail officer's personal weapons against aggressor's vulnerable targets to
    - (1). disengage and escalate
    - (2). decentralize to prone position for safe disarming
- 6.13.5. Demonstration of a takedown or control of subject armed with bludgeon instrument
  - a. stopping/deflecting movement of the bludgeon weapon and using deputy/jail officer's personal weapons against aggressor's vulnerable targets to
    - (1). disengage and escalate
    - (2). decentralize to prone position for safe disarming

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of factors to consider when assessing whether an attempt to disarm a subject is appropriate.
  - a. distance/cover
  - b. type of weapon
  - c. obstacles
  - d. will the attempt jeopardize life or personal safety
  
2. Demonstration of a trapping and disarming sequence regarding a handgun and long gun
  - a. front
  - b. side
  - c. rear
  
3. Demonstration of a takedown or control of subject armed with handgun or long gun
  - a. stopping movement of the handgun or long gun using officer's personal body weapons against aggressor's vulnerable targets to
    - (1). disengage and escalate
    - (2). decentralize to prone position for safe disarming
  
4. Demonstration of a takedown or control of subject armed with edged weapon
  - a. range of attack and officer awareness
  - b. zoning to the outside position for disengagement and escalation or depending upon range and relative position
  - c. stopping movement of the edged weapon and using officer's personal body weapons against aggressor's vulnerable targets to
    - (1). disengage and escalate
    - (2). decentralize to prone position for safe disarming
  
5. Demonstration of a takedown or control of subject armed with bludgeon instrument
  - a. stopping movement of the bludgeon weapon and using officer's personal body weapons against aggressor's vulnerable targets to
    - (1). disengage and escalate
    - (2). decentralize to prone position for safe disarming

**Performance Outcome 6. 14.**

Use an impact weapon to control a subject.

**Training Objective Related to 6. 14.**

- A. Given a written exam, identify primary, secondary and lethal target areas.
- B. Given a practical exercise, demonstrate offensive and defensive stances as well as using proper verbalization and touch/striking techniques for primary, secondary, and non-lethal target areas.

**Criteria:** The trainee shall be tested on the following:

- 6.14.1. Identification of the primary, secondary, and lethal target areas
- 6.14.2. Demonstration of offensive and defensive stances
- 6.14.3. Demonstration of the proper verbalization and touch/striking techniques for primary, secondary, and the non-lethal target areas

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of the primary, secondary, and lethal target areas
2. Demonstration of offensive and defensive stances
3. Demonstration of the proper verbalization and touch/striking pressure techniques for primary, secondary, and the non-lethal target areas

*Instructor Note: Advise trainees that they will need to identify department policy related to impact weapons used by their department, e.g., expandable batons, electronic immobilization devices, etc.*

**Performance Outcome 6. 15.**

Handcuff subject(s) and apply restraints.

**Training Objective Related to 6. 15.**

- A. Given a written exercise, define positional asphyxia.
- B. Given a practical exercise, demonstrate safe and effective handcuffing of subject(s) and apply leg restraints to arrestees.

**Criteria:** The trainee shall be tested on the following:

- 6.15.1. Safe and effective handcuffing of cooperative single and multiple subjects.
- 6.15.2. Safe and effective handcuffing of a subject in the following positions:
  - a. Standing
  - b. Kneeling
  - c. Prone
- 6.15.3. Safe and effective handcuffing of a subject after having performed a learned control/take down technique in standing, kneeling, and prone positions.
- 6.15.4. Application of leg irons or other devices that restrain legs or torso avoiding force levels and methods that present unnecessary injury potential to the deputy/jail officer and subject.
- 6.15.5. Definition of positional asphyxia
  - a. Identify primary medical dangers associated with sudden restraint of violent person.
  - b. Primary medical dangers associated with positional asphyxia.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Safe and effective handcuffing of cooperative single and multiple subjects.
2. Safe and effective handcuffing of a subject in the following positions:
  - a. Standing
  - b. Kneeling
  - c. Prone
3. Safe and effective handcuffing of a subject after having performed a learned control/take down technique in standing, kneeling, and prone positions.
4. Application of leg irons or other devices that restrain legs or torso avoiding force levels and methods that present unnecessary injury potential to the deputy/jail officer and subject.
5. Definition of positional asphyxia
  - a. Identify primary medical dangers associated with sudden restraint of violent Subject.
  - b. Primary medical dangers associated with positional asphyxia.

***Instructor Note: Advise trainees that they must identify department policy related to the use of force, physical restraints, and weapons use as part of department training.***

**Performance Outcome 6. 16.**

Use chemical agents and other crowd management equipment.

**Training Objective Related to 6. 16.**

- A. Given a written exam or during a simulation, identify and/or demonstrate where required the techniques of using chemical agents and other crowd management equipment.

**Criteria:** The trainee shall be tested on the following:

- 6.16.1. Description of types of chemical agents, aerosol sprays and pyrotechnics used in criminal justice systems and methods of deployment.
- 6.16.2. Identification of the proper application of chemical agents and aerosol sprays.
- 6.16.3. Identification of side effects on persons sprayed with chemical or aerosol spray.
  - a. short-term
  - b. long-term
- 6.16.4. Description of first aid or aftercare to use when contaminated with chemical agents or aerosol sprays according to type and density of the contamination
- 6.16.5. Description of methods of structural decontamination of chemical or aerosol agents
- 6.16.6. Description of methods of restraint and transportation of person sprayed with chemical or aerosol agent; be aware of danger of positional asphyxia for a subject who has ingested a chemical or aerosol agent.

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Identification of the ethical consideration involved and legal constraints related to use of chemical agents, aerosol sprays and pyrotechnics.
2. Description of types of chemical agents and aerosol sprays used in law enforcement and methods of deployment
3. Identification of the proper application of chemical agents and aerosol sprays.
4. Identification of side effects on persons sprayed with chemical or aerosol spray.
  - a. short-term
  - b. long-term
5. Description of first aid or aftercare to use when contaminated with chemical agents or aerosol sprays according to type and density of the contamination.
6. Description of methods of structural decontamination of chemical or aerosol agents
7. Description of methods of restraint and transportation of person sprayed with chemical or aerosol agent; be aware of danger of positional asphyxia for a subject who has ingested a chemical or aerosol agent.

**Performance Outcome 6. 17.**

Control non-violent inmate groups, hostile groups, and/or disorderly assemblies, and when necessary, physically restrain a crowd or confront in tactical formation.

**Training Objective Related to 6. 17.**

- A. Given a written and/or a practical exercise, identify factors to consider when controlling non-violent or hostile groups.

**Criteria:** The trainee shall be tested on the following:

- 6.17.1. Three factors for controlling non-violent groups, i.e., peaceable assemblies  
6.17.2. Three factors to consider when dealing with hostile groups

**Lesson Plan Guide:** The lesson plan shall include the following:

1. Three factors for controlling non-violent groups, i.e., peaceable assemblies
  - a. Officer safety considerations
  - b. Command presence
  - c. Communication skills
  - d. Boundaries within which crowd must remain or move along
  - e. Patterns of movement for crowd for control and safety
  - f. Emergency access/exit
  
2. Three factors to consider when dealing with hostile groups
  - a. Identify techniques of detecting violations of state laws/local ordinances/jail rules and regulations (sources of disturbance in a crowd by noise and movements)
  - b. Identify high risk areas (dark areas or areas where inmate may hide)
  - c. Identify conditions that will indicate a law/jail rule violation
  - d. Identify appropriate steps to enforce the law and jail policies
    - (1). Deputy/ Jail Officer safety considerations
      - (a). monitor the group's activity
      - (b). wait for appropriate back-up
      - (c). assess the group's propensity toward violence
      - (d). determine the nature of their weapons and contraband
      - (e). identify which subjects are believed to be leaders
    - (2). Command presence
      - (a). safely approach the hostile group
      - (b). identify appropriate formations for potential riot
      - (c). identify emergency escape routes
      - (d). coordinate cover and contact responsibilities
    - (3). Communication skills and voice commands
      - (a). establish contact with the hostile group
      - (b). formally identify the group leaders
      - (c). ascertain the reason(s) for their hostility
      - (d). use calming techniques to reduce emotions and restore rational "group thought"
      - (e). evaluate the group's proposed solutions to determine their specific "needs"
      - (f). communicate the deputy/jail officer's position and responsibilities in the situation
      - (g). relate any applicable laws, rules, regulations and consequences of continued acts
      - (h). explain the group's option to comply with the law/jail rules and pursue legal/administrative resolutions
      - (i). reassure the group of deputy/jail officer commitment to resolve the group's problems and restore peace and order to the area and/or facility.

**Category 6**  
**Defensive Tactics/Use of Force**

**Jail, Civil Process**

- (4). Techniques of group control
  - (a). smaller hostile groups
  - (b). larger hostile groups or rioters
  - (c). use stretched out arms to indicate a barrier when appropriate
  - (d). use shield, barricade, impact weapon, riot baton, or other item to block group when appropriate
- (5). Move group to break it up using authorized and appropriate use of force.
- (6). Arrest procedures
- (7). Transportation of inmates
- (8). Medical needs

**Instructor Note: The following should be done as indicated:**

**Lesson Plan Guide items 2.a, b, c, d (1) – written exercise; 2 d (2)a – practical demonstration; 2. d (2) b, c, d – written exercise.**

**Lesson Plan Guide items 3. a – i – written exercise.**

**Lesson Plan Guide items 4. a, b – written exercise; c, d – practical demonstration.**