

Event 2 – Force Options – ARCON
Session 34 – Ground Control – Weapon Retention
LD 33 – Arrest and Control

Date Revised: 11/06/19

Event Goal: To teach recruit officers when and how to use reasonable force.

Session Goal: To teach recruit officers how to retain their weapons while engaged in a use of force on the ground.

Learning Objectives:

- Demonstrate weapon retention from various positions on the ground [33.VIII.F]
- The student will demonstrate an understanding of how our Department's guiding value of Reverence for Human Life is the moral and ethical foundation of de-escalation, tactics, reasonable force, and officer safety.
- By the conclusion of the training, students will understand how the application of this training is in keeping with our Department's UOF policy, philosophy and tactical planning.

Session Time: 3 hours

| <p>Resources:</p> <ul style="list-style-type: none"> • Mat room • Packy video • TV with DVD player • First aid kit/AED • Boxing gloves (1 per pair of students) • Replica firearms (1 per pair of students) | |
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| <p>Session Summary: In this module the students will participate in two weapon retention activities. Then they will participate in a facilitated discussion about the activities, including a discussion of the will to survive, weapon retention techniques, use of force policy, reverence for human life, and de-escalation policy. Next, they will learn various weapon retention techniques from the ground.</p> | |
| Outline | Instructor Notes |
| <p>I. Weapon retention A. Reverence for human life [1]</p> | <p>➤ Warm-up and stretch</p> <p>Run learning activity (1.5 hours) – <u>Weapon Retention Wrestling</u></p> <p>Run learning activity (30 minutes) – <u>Packy Video</u></p> <p>[1] Ask – How can using weapon retention techniques demonstrate a reverence for human life?</p> |

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| <ol style="list-style-type: none"> 1. Guiding principle in any use of force situation 2. It is both moral and ethical to place the highest value on human life 3. Not policy, but a philosophy for how to approach police work 4. Consistent with the department’s mission, vision, and values 5. Helps build public trust 6. Using tactical de-escalation techniques and reasonable force demonstrates this principle <p>B. Tactical de-escalation policy [2]</p> <ol style="list-style-type: none"> 1. Officers shall attempt to control an incident 2. By using time, distance, communications, and available resources 3. To de-escalate the situation 4. Whenever it is safe and reasonable to do so <p>C. Figure 4 weapon retention [3][33.VIII.F]</p> <ol style="list-style-type: none"> 1. Key points <ol style="list-style-type: none"> a. Grab the suspect’s wrist with your primary hand b. Ride up with the suspect and post your elbow/forearm on the ground c. Keep your primary arm at a 90* angle d. Slightly shrimp your hips out towards the support side e. Reach high over the shoulder and under the suspect’s armpit f. Secure your own wrist and scoot your hips back in g. Drive your shoulders to the ground h. Maintain a 90* bend in suspect’s arm i. Bite the back with your top leg j. Hip/shoulder walk until you are perpendicular to the suspect k. Pinch your support side elbow tight to your ribcage l. Drive the wrist the direction of the suspect’s head m. The figure 4 can also be applied from the mount or side control 2. Common mistakes <ol style="list-style-type: none"> a. Allowing the suspect’s arm to straighten b. Staying parallel to the suspect | <p>[2] Ask – What is the department policy on attempting to de-escalate prior to using force?</p> <p>[3] Demonstrate and drill – Figure 4 weapon retention</p> <ul style="list-style-type: none"> • Demonstrate • Break down key points and common mistakes • Drill step by step <ul style="list-style-type: none"> ○ Start slow, one step at a time (6-8 reps per step) ○ Combine steps until the students are fluid in their technique ○ Allow students to practice on their own with increasing speed (8-10 reps per side) <p>[4] Demonstrate and drill – Safe draw</p> <ul style="list-style-type: none"> • Demonstrate • Break down key points and common mistakes • Drill step by step <ul style="list-style-type: none"> ○ Start slow, one step at a time (6-8 reps per step) ○ Combine steps until the students are fluid in their technique ○ Allow students to practice on their own with increasing speed (8-10 reps per side) |
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| <ul style="list-style-type: none">c. Failing to trap the suspect's leg or bite the back with the top legD. Safe draw [4]<ul style="list-style-type: none">1. Key points<ul style="list-style-type: none">a. Uncross your legs and create an angle towards your gun sideb. Use your primary arm to get a deep underhook on the suspect's armc. Bring your head to the underhooking handd. Grab the back of your heade. Leverage the arm off your gun by straightening your bodyf. Align your head with the suspect's headg. Scoot onto your side, facing the suspecth. Push the suspect's head with the underhooked handi. Cap the elbow with the support side handj. Double cap at the elbow with both hands and apply pressure downk. Draw your weapon and use deadly force if necessary2. Common mistakes<ul style="list-style-type: none">a. Not breaking the guard and creating an angle for leverageb. Leaving too much room for the suspect's arm to escapec. Using strength instead of leverage to pry the suspect's hand off the gun | |
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Learning Activity – Weapon Retention Wrestling

Purpose: To show students the missing pieces of their ground control training with regards to weapon retention, and to increase their awareness of their firearm while engaged in a ground fight. The activity will also serve as a review of the techniques that the students already know, as well as a review of department policy and case law. Finally, this learning activity should motivate officers to train more, stay physically fit, and never be complacent.

Description: The students will be given the rules for the scenario, including details on what they can and cannot do during the activity. All students should be wearing appropriate self-defense attire, including a mouthguard and a Sam Browne with a replica firearm. The instructors should check each student prior to the start of the scenario to ensure that they do not have any live weapons, ammunition, OC spray, batons, or flashlights in their Sam Browne.

The suspect will be briefed separately from the rest of the class. They will be told that their only goal during each scenario is to attempt to gain control of the officer's weapon, point it at the officer, and simulate pulling the trigger. The rest of the students will be briefed separately. Their role in the scenario will be to take the suspect into custody using only ground control techniques. They will be told to react as if they were in a real use of force (while still following the safety rules and guidelines of the scenario). They are instructed to use the totality of their training during the scenario (including simulated broadcasts, verbal communication, technique, etc.)

All students will be told to stay on the ground. No standing is allowed. No punches, joint locks, or any other techniques other than ground control techniques may be used. If either role player is in pain during the scenario, they can tap their partner and the scenario will be stopped immediately. Additionally, the instructors may stop the scenario at any time, for any reason they feel is necessary.

All students that have not yet been through the scenario will wait outside at a predetermined staging location. They will be called in one at a time to complete the activity. Once they have finished, they should then line up on the wall to watch the other students go through the scenario. The suspect may stay in the room the entire time.

One instructor will call the first student to play the role of the officer. The instructor will have the student run stairs for approximately 30 seconds and then sprint to the mat room. Upon arriving at the matroom they will don their Sam Browne including an inert firearm. The instructor will explain to them that they are to simulate a foot pursuit around the mat room, sprinting in a circle. The suspect will be given enough of a head start that the officer is unable to catch them within 30 seconds. After 30 seconds of sprinting, the student will stop and do 10 burpees. The officer will then throw punches and kicks on a heavy bag for 1 minute. After the minute, the officer and the suspect will sit down back to back. When the instructor says "Go!" the student and the suspect will turn around and begin grappling. The suspect will perform his

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duty of attempting to take the officer's firearm. The officer, not knowing that this was the task given to the suspect, will attempt to take the suspect into custody. The instructor will start a timer.

If the suspect can remove the officer's firearm and simulate shooting the officer, the scenario will be stopped immediately. If the officer recognizes the threat, and chooses to draw their firearm and shoot the suspect, the scenario will be stopped immediately. If neither of the above outcomes happen, the scenario will be stopped at two minutes.

Officers will only go through the scenario one time each. One of the instructors should document the outcome of each students' scenario for use in the debrief afterwards. At the end the instructor should know what percentage of the class retained their firearm, what percentage had their firearm taken from them, and what percentage chose to shoot the suspect. This data should be brought out during the debrief.

When all officers have been through the scenario the instructors will lead a 10-minute facilitated debrief of the scenario. The students will be encouraged to give their feedback about the learning activity, and tell the group what their mindset was during the scenario. The instructors will emphasize the importance of reverence for human life, de-escalation, and being aware of your firearm during a ground fight. They should also revisit the department policy and applicable case law to remind the students when they can use deadly force. The students will be challenged to think about what they could have done different, and will be asked to evaluate if what they did was within policy and the law.

Facilitated debrief questions:

- How do weapon retention techniques demonstrate a reverence for human life?
- How does knowing weapon retention techniques help you de-escalate a situation?
- Why is it important to be aware of your firearm?
- What are the dangers of not knowing effective weapon retention techniques?
- Why did so many students lose control of their firearm?
- When did you notice that the suspect was attempting to disarm you?
- What are some preventative measures that you can take to ensure that you always retain your firearm during a use of force?
- When can you use deadly force against a suspect?

Resources Needed:

- Mat room
- Inert firearm
- First aid kit
- AED

Key Learning Points:

- Be aware of your firearm

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- Know department policy and the law
- Officers must continue training
- Always be physically fit
- Never be complacent

Time Required: 90 minutes

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Learning Activity – Packy Video

Purpose: To teach students the necessity of internalizing both technique and policy as it relates to weapon retention during a ground fight. In addition, this activity should inspire the students to train seriously, and to continue training even after the academy. It should also motivate officers to stay physically fit, use sound tactics and never be complacent.

Description: Students will watch a 10-minute video case study of Officer Packy’s ground fight incident. Then, the instructor will lead a 15-minute overhead facilitated discussion with several in-depth questions emphasizing the importance of officer’s mindset and training.

The activity will conclude with a 2-minute facilitated debrief of both weapon retention learning activities, with an emphasis on the affective domain, creating in the students a desire to learn new techniques to retain their firearm. This debrief should highlight the key learning points.

Facilitated debrief questions:

- List 3 things that Officer Packy could have done better during the pedestrian stop.
- What was Officer Packy’s mindset during the incident?
- What did Officer Packy remember that helped him continue fighting?
- What was the suspect’s mindset during the incident?
- How did Officer Packy describe the way he felt during the fight?
- Why is physical fitness important for a police officer?
- How does fitness affect your ability to perform in a ground fight?
- What could Officer Packy have done better beforehand to prepare for this incident?

Resources Needed:

- DVD with video case study
- TV with DVD player

Key Learning Points:

- Be aware of your firearm
- Know department policy and the law
- Practice technique until it becomes an internal, automatic response
- Never stop training
- Always be physically fit
- Never be complacent

Time Required: 30 minutes