

Los Angeles Police Department
Baton Impact Weapons Instructor Course
1850-21265
Expanded Course Outline

Instructional Goal: To teach students how to teach Impact Weapons techniques and policy to police officers.

Performance Objectives:

- Students will discuss the legal justification for using impact weapons, as well as specific agency policies.
- Students will demonstrate stances and patterns of movement.
- Students will demonstrate collapsible baton techniques.
- Students will demonstrate straight baton techniques.
- Students will demonstrate side-handle baton techniques.
- Students will demonstrate impact weapon blocking techniques.
- Students will demonstrate impact weapon retention techniques.
- Students will take a combative suspect into custody using impact weapon techniques, given a reality-based role-play scenario.
- Students will use adult learning concepts and teaching strategies to teach impact weapon techniques to a class of students, scoring a “Pass” on the Impact Weapons Instructor Course Grading Sheet.
- Students will discuss tactical de-escalation techniques to reduce the intensity of an encounter with a suspect and mitigate the need for a higher level of force.¹
- 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.²
- 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.³
- Students will demonstrate an understanding of the basic principles of Command and Control, including:
 - Active Leadership
 - Using Available Resources
 - Accomplishing Tasks
 - Minimize Risks⁴

References: Instructors, facilitators and training supervisors shall ensure that the most current references are utilized

This course complies with the legislative content of PC 835a

I. Introduction (1 hour)

A. Introductions

1. Instructor introductions
 - a. Name
 - b. Expectations for the course
 - c. Why you think the course is valuable

¹ Directive No. 16 Tactical De-Escalation Techniques

² Directive No. 16 Tactical De-Escalation Techniques

³ Directive No. 16 Tactical De-Escalation Techniques

⁴ Training Bulletin: Command and Control

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2. Student introductions
 - a. Name
 - b. Division
 - c. Expectations for the course
 - d. Why you want to be an Impact Weapons Instructor
 - e. Background and experience in impact weapons
- B. Administrative
 1. Training Safety Rules
 - a. No firearms
 - b. No ammunition
 - c. No knives, OC spray, batons, etc.
 - d. No other weapons of any kind
 - e. Anyone can call out "BREAK!" to stop the training
 - f. Only bare feet or mat shoes on the mat
 2. Injuries/Medical emergencies
 - a. Medical facilities
 - b. Contract hospitals
 - c. FD or 911 for emergencies
 3. POST Roster
 4. Hourly distribution
 - a. Overview of modules
 - b. Learning objectives
 - c. Teach-backs
 - d. Testing expectations
 - e. Breaks and lunch
 - 1) Hourly water/bathroom breaks
 - 2) Local eating places for lunch

II. Law and Policy (1 Hour)

- A. 835a PC⁵
 1. Authority to use force
 - a. Effect an arrest
 - b. Overcome resistance
 - c. Prevent escape
 2. Reasonable force
 - a. 149 PC
 - b. 245 PC
- B. Use of Force⁶
 1. Objectively Reasonable
 2. Use of Force
 - a. Defend themselves
 - b. Defend others
 - c. Effect an arrest or detention
 - d. Prevent escape
 - e. Overcome resistance

⁵ California Penal Code Section 835a

⁶ Department Manual, 1/556.10, Policy on Use of Force

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3. Factors Used to Determine Reasonableness
 4. Deadly Force
 5. Imminent
 6. Serious Bodily Injury
 - a. Loss of consciousness
 - b. Concussion
 - c. Bone fracture
 - d. Protracted loss or impairment of function of any bodily member or organ
 - e. A wound requiring extensive suturing
 - f. Serious disfigurement
- C. CA SB 230
1. Duty to intercede
 - a. SB 230 and Use of Force Policy
 - b. Officers have a duty to intercede when they witness excessive force
 - c. Officers must immediately report possible excessive force to a supervisor
 2. Proportionality of force
 - a. Force used must be proportional to the crime and the totality of the circumstances
 - b. Always balance the level of force with the factors to determine reasonableness
- D. Tactics Baton Directive No. 8.3⁷
1. Strike zones
 - a. Primary – outer bony areas
 - 1) Shoulder
 - 2) Elbow
 - 3) Wrist
 - 4) Hand
 - 5) Hip
 - 6) Knee
 - 7) Ankle
 - b. Secondary – center body mass
 - c. Vulnerable Areas
 - 1) Face
 - 2) Head
 - 3) Neck
 - 4) Throat
 - 5) Spine
 - 6) Kidneys
 2. Intentional head strikes with an impact weapon
 - a. Should be avoided unless the situation warrants the use of deadly force, and other lethal force options are not available or are impracticable
 - b. Are a categorical use of deadly force
- E. Evolution of impact weapon training in LAPD
1. Use of the baton has declined steadily since the early 90's due to the Rodney King incident
 2. In 2009 there were 17 hours of baton training in the LAPD Academy

⁷ Directive No. 8.3 Baton

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3. After reviewing statistics that showed the baton was not being used, despite a huge emphasis in training, many techniques were removed
 - a. The training went from 17 hours to 9 hours
 - b. Many of the weaker strikes were removed from training
4. Use of Force reports were reviewed and officers interviewed
 - a. Only power strokes were being used in the field outside of MFF situations
 - b. All other less powerful strikes were never used
 - c. Blocking techniques were heavily criticized for being dangerous and giving officers a false sense of security
5. In 2016 the training went from 9 hours to 4 hours
6. 2017 LAPD Use of Force statistics
 - a. 1.66 million contacts
 - b. 23 uses of the baton (0.00138%)
7. You must evaluate the cost/benefit ratio of any Arrest and Control training
 - a. If officers are not using the techniques and there is no other inherent value, it must be replaced with other techniques that will be used
 - b. The basics are what officers in the field are using
 - 1) Cross draw
 - 2) Power draw
 - 3) Power stroke
8. 2018 OAS Less-Lethal Clarification⁸
 - a. Less-lethal force options are only permissible when
 - b. An officer reasonably believes
 - c. The suspect or subject is violently resisting arrest
 - d. Or poses and immediate threat
 - e. Of violence or physical harm

III. Tactics De-Escalation Techniques Directive No. 16⁹ (1 hour)

- A. Reverence for human life
 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
- B. Definition of tactical de-escalation
 1. The use of techniques
 2. To reduce the intensity of an encounter with a suspect
 3. And enable an officer to have additional options
 4. To gain voluntary compliance
 5. Or mitigate the need to use a higher level of force
 6. While maintaining control of the situation
- C. Officer safety considerations
 1. Tactical de-escalation does not require that an officer compromise his or her safety

⁸ OAS Less-Lethal Clarification

⁹ Directive No. 16 Tactical De-Escalation Techniques

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2. Nor increase the risk of physical harm to the public
 3. De-escalation techniques should only be used when it is safe and prudent to do so
 4. In many incidents, using force may be the best way to reduce the intensity of the encounter
 - a. Officers should not be hesitant to use force when reasonable if they reasonably believe that it would mitigate the need for a higher level of force
 - b. When the use of deadly force is justified and reasonable, officers should not hesitate to protect themselves or others
 - c. Officers who fail to use force when warranted may endanger themselves, the community, and fellow officers
- D. Purpose of de-escalation
1. Overall objective of any tactical situation
 - a. Safely gain control
 - b. Resolve the situation
 2. Reverence for human life
 - a. Public
 - b. Suspects
 - c. Victims
 - d. Officers
 3. Increases the likelihood of safely and successfully resolving a situation
 4. Managed and coordinated response
 5. Includes the transition from one force option to a lower level force option, thereby reducing the intensity of the encounter
 6. Build public trust
- E. Elements of de-escalation
1. Planning
 2. Assessment
 3. Time
 4. Redeployment and or containment
 5. Other resources
 6. Lines of communication
- F. De-escalation is not always a viable option
1. Tactical situations vary greatly
 2. There is no single solution to resolving every incident
 3. There are situations that cannot be de-escalated
 4. The safety of all parties involved is of the highest priority
- G. Command and Control Training Bulletin Volume XLVII, Issue 4¹⁰
1. Four key components
 - a. Active leadership
 - b. Using available resources
 - c. Accomplishing tasks
 - d. Minimize risk
 2. Initial Responsibility
 3. Individual Officer responsibility
 4. Preservation of life
 5. Making decisions

¹⁰ Training Bulletin XLVII, Issue 4 Command and Control

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6. Establishing command and control
 - a. P.A.T.R.O.L.
 - b. Tactical Four C's
 - 1) Control
 - 2) Communicate
 - 3) Coordinate
 - 4) Contain
7. Incident command system
8. Supervisor's responsibility
9. Commanding Officer's responsibility

IV. Stances and Patterns of Movement (1 hour)

- A. Fighting stance
 1. Key points
 - a. Keep your primary side (gun side) leg back
 - b. Keep your hands up in front of your face
 - c. Knees slightly bent
 - d. Feet slightly wider than shoulder width apart
 - e. Support side heel aligned with primary side toes
 - f. Lower your center of gravity and widen your base
 - g. Keep your rear heel off the ground and your chin tucked
 2. Common mistakes
 - a. Feet bladed away
 - b. Feet too narrow
 - c. Hands down
 3. Drill
 - a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Demonstrate 3 reps at full speed
- B. Patterns of Movement
 1. Key Points
 - a. The foot closest to the direction of movement must move first
 - b. Both feet move the same distance
 - c. Keep your weight on the balls of your feet
 - d. Keep your rear heel off the ground
 2. Common Mistakes
 - a. Crossing your feet
 - b. Failing to maintain your proper stance, base, and balance
 3. Forward
 4. Backward
 5. Sideways
 6. Moving offline
 7. Clearing/ creating space
 8. Drill
 - a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Demonstrate 3 reps at full speed

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V. Collapsible Baton Techniques (2 Hours)

- A. Striking draw
 - 1. Full extension
 - 2. Towards intended target
 - 3. Finish in fighting stance
 - 4. Key Points
 - a. When feasible, give a verbal warning prior to the use of the baton¹¹
 - b. Cant the scabbard forward with your support side hand
 - c. Grab the baton with your primary hand
 - d. Use an overhand grip, thumb down on the baton
 - e. Slightly coil your body towards the support side, loading your hips
 - f. Turn your hips explosively and expand the baton straight out
 - g. Ensure full extension of the baton, parallel to the ground
 - h. Finish in the ready position with the end cap facing forward
 - i. Keep the midsection on your biceps/triceps area, parallel to the ground
 - j. The primary target areas are the bony areas of the body
 - k. The secondary target areas are the chest and midsection
 - l. Officers should make an effort to avoid striking the head, neck, throat, spine, kidneys, and groin areas
 - 5. Common Mistakes
 - a. Failure to keep the baton parallel to the ground
 - b. Failing to load your hips prior to expanding the baton
 - 6. Drill
 - a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Demonstrate 3 reps at full speed
 - d. Combinations
 - 1) Drill combos with previously learned material
 - 2) Focus on key points and fluidity in transition
- B. Ready position
 - 1. Key points
 - a. Baton is held in primary side hand
 - b. Extended portion of baton rests on bicep/triceps area of primary side arm
 - c. Support side hand is up to protect face or deliver strikes
 - d. Support side hand can also grip handle of baton to deliver two-handed strikes
 - e. Take a fighting stance
 - f. End of baton is pointed towards threat
 - 2. Common mistakes
 - 3. Drill
 - a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Demonstrate 3 reps at full speed
 - d. Combinations
 - 1) Drill combos with previously learned material
 - 2) Focus on key points and fluidity in transition

¹¹ Department Manual, 1/556.10, Policy on Use of Force

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C. Primary side strike

1. Key Points

- a. When feasible, give a verbal warning prior to the use of the baton¹²
- b. Obtain a firm grip on the baton with one or both hands
- c. Slightly load your hips towards the primary side
- d. Take a small step with your support side foot
- e. Pivot on the ball of your rear foot
- f. Turn your hips explosively towards the target
- g. Strike with the tip section straight into the target
- h. In the case of one-handed strike, keep your support side hand up to protect your face
- i. The primary target areas are the bony areas of the body
- j. The secondary target areas are the chest and midsection
- k. Officers should make an effort to avoid striking the head, neck, throat, spine, kidneys, and groin areas

2. Common mistakes

- a. Failing to load your hips prior to striking
- b. No power/hip explosion

3. Drill

- a. Start slow, step by step (6-8 reps)
- b. Build speed up to near full speed (6-8 reps)
- c. Demonstrate 3 reps at full speed
- d. Combinations
 - 1) Drill combos with previously learned material
 - 2) Focus on key points and fluidity in transition

VI. Straight Baton Techniques (2 Hours)

A. Striking draw

1. Full extension
2. Towards intended target
3. Finish in fighting stance
4. Key Points
 - a. When feasible, give a verbal warning prior to the use of the baton
 - b. Cant the scabbard forward with your support side hand
 - c. Grab the baton with your primary hand
 - d. Use an overhand grip, thumb down on the baton
 - e. Slightly coil your body towards the support side, loading your hips
 - f. Turn your hips explosively and expand the baton straight out
 - g. Ensure full extension of the baton, parallel to the ground
 - h. Finish in the ready position with the end cap facing forward
 - i. Keep the midsection on your biceps/triceps area, parallel to the ground
 - j. The primary target areas are the bony areas of the body
 - k. The secondary target areas are the chest and midsection
 - l. Officers should make an effort to avoid striking the head, neck, throat, spine, kidneys, and groin areas

¹² Department Manual, 1/556.10, Policy on Use of Force

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5. Common Mistakes
 - a. Failure to keep the baton parallel to the ground
 - b. Failing to load your hips prior to expanding the baton
 6. Drill
 - a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Demonstrate 3 reps at full speed
 - d. Combinations
 - 1) Drill combos with previously learned material
 - 2) Focus on key points and fluidity in transition
- B. Ready position
1. Key points
 - a. Baton is held in primary side hand
 - b. Extended portion of baton rests on bicep/triceps area of primary side arm
 - c. Support side hand is up to protect face or deliver strikes
 - d. Support side hand can also grip handle of baton to deliver two-handed strikes
 - e. Take a fighting stance
 - f. End of baton is pointed towards threat
 2. Common mistakes
 3. Drill
 - a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Demonstrate 3 reps at full speed
 - d. Combinations
 - 1) Drill combos with previously learned material
 - 2) Focus on key points and fluidity in transition
- C. Long-extended position
1. Key points
 - a. Swing the long-extended portion straight out in front of your body
 - b. Keep the baton parallel to the ground
 - c. Use an overhand grip with your support hand 2-3" from the end
 - d. Maintain your primary hand grip on the handle
 - e. Keep your primary arm bent at a 90-degree angle
 2. Common mistakes
 - a. Failure to keep the baton parallel to the ground
 - b. Tucking the short end high into the armpit
 3. Drill
 - a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Demonstrate 3 reps at full speed
 - d. Combinations
 - 1) Drill combos with previously learned material
 - 2) Focus on key points and fluidity in transition
- D. Power stroke
1. Key Points
 - a. When feasible, give a verbal warning prior to the use of the baton
 - b. Obtain a firm grip on the baton with one or both hands
 - c. Slightly load your hips towards the primary side
 - d. Take a small step with your support side foot

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- e. Pivot on the ball of your rear foot
 - f. Turn your hips explosively towards the target
 - g. Strike with the tip section straight into the target
 - h. In the case of one-handed strike, keep your support side hand up to protect your face
 - i. The primary target areas are the bony areas of the body
 - j. The secondary target areas are the chest and midsection
 - k. Officers should make an effort to avoid striking the head, neck, throat, spine, kidneys, and groin areas
2. Common mistakes
- a. Failing to load your hips prior to striking
 - b. No power/hip explosion
3. Drill
- a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Demonstrate 3 reps at full speed
 - d. Combinations
 - 1) Drill combos with previously learned material
 - 2) Focus on key points and fluidity in transition
- E. Forward push
1. Key points
- a. From the long-extended position
 - b. Maintain primary side hand grip on baton
 - c. Support side hand grips baton approximately 6" from primary side hand
 - d. Place tip of baton on chest of target
 - e. Utilizing a good stance push the target back with the baton
 - f. Recoil baton to the long-extended position
2. Common mistakes
- a. Leaning forward instead of maintaining a good base
 - b. Striking instead of placing and pushing
3. Drill
- a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Demonstrate 3 reps at full speed
 - d. Combinations
 - 1) Drill combos with previously learned material
 - 2) Focus on key points and fluidity in transition
- F. Forward thrust
1. Key points
- a. From the long-extended position
 - b. Maintain primary side hand grip on baton
 - c. Support side hand grips baton approximately 6" from primary side hand
 - d. Utilizing a good stance strike with the tip of the baton straight forward
 - e. Baton should remain parallel to the ground
 - f. Recoil baton to the long-extended position
2. Common mistakes
- a. Failing to utilize a good base for striking power
 - b. Pushing instead of striking
 - c. Failure to recoil after strike

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3. Drill
 - a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Demonstrate 3 reps at full speed
 - d. Combinations
 - 1) Drill combos with previously learned material
 - 2) Focus on key points and fluidity in transition

VII. Side-handle Baton Techniques (3 Hours)

- A. Cross draw
 1. Key points
 - a. Grab the long-extended portion with your support side hand
 - b. Swing the long-extended portion back until parallel to the ground
 - c. Push the baton forward until your hand hits the baton ring
 - d. Cant the Yawara handle slightly towards your primary hand
 - e. Grip the Yawara handle with your primary hand
 - f. Draw the baton straight out, parallel to the ground
 - g. Tuck the baton into the basic carry position
 2. Common Mistakes
 - a. Not keeping the baton parallel to the ground
 - b. Not canting towards the primary side
 3. Drill
 - a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Demonstrate 3 reps at full speed
 - d. Combinations
 - 1) Drill combos with previously learned material
 - 2) Focus on key points and fluidity in transition
- B. Basic carry position
 1. Key Points
 - a. Can be used on either side
 - b. Keep the Yawara handle facing up
 - c. Tuck the long-extended portion between your forearm and ribcage
 - d. Keep your arm bent at a 90-degree angle
 - e. Baton parallel to the ground
 2. Common Mistakes
 - a. Not keeping the arm bent at a 90-degree angle
 - b. Failure to keep the baton parallel to the ground
 3. Drill
 - a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Demonstrate 3 reps at full speed
 - d. Combinations
 - 1) Drill combos with previously learned material
 - 2) Focus on key points and fluidity in transition
- C. Long-extended position
 1. Key Points
 - a. Swing the long-extended portion straight out in front of your body
 - b. Keep the baton parallel to the ground

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- c. Long extended portion facing straight forward with the Yawara handle up
- d. Use an overhand grip with your support hand 2-3" from the end
- e. Keep the short end tucked into your ribcage
- f. Keep your primary arm bent at a 90-degree angle
- 2. Common Mistakes
 - a. Failure to keep the baton parallel to the ground
 - b. Tucking the short end high into the armpit
- 3. Drill
 - a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Demonstrate 3 reps at full speed
 - d. Combinations
 - 1) Drill combos with previously learned material
 - 2) Focus on key points and fluidity in transition
- D. Power draw
 - 1. Key Points
 - a. When feasible, give a verbal warning prior to the use of the baton
 - b. Support side hand grab the long-extended portion
 - c. Swing the long-extended portion back until parallel to the ground
 - d. Slightly coil your body towards the support side and load your hips
 - e. Primary shoulder facing the target
 - f. Grab the Yawara handle with an overhand grip
 - g. Pivot on the ball of your support side foot and explode with your hips for power
 - h. Ensure full extension of your arm upon contact
 - i. Keep the baton parallel to the ground
 - j. Finish in the power stroke position
 - k. The primary target areas are the bony areas of the body
 - l. The secondary target areas are the chest and midsection
 - m. Officers should make an effort to avoid striking the head, neck, throat, spine, kidneys, and groin areas
 - 2. Common Mistakes
 - a. Failure to keep the baton parallel to the ground
 - b. No extension
 - c. No power/failing to turn your hips
 - 3. Drill
 - a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Demonstrate 3 reps at full speed
 - d. Combinations
 - 1) Drill combos with previously learned material
 - 2) Focus on key points and fluidity in transition
- E. Power-stroke position
 - 1. Key points
 - a. Primary side hand grips Yawara handle while support side hand grips short-end of baton
 - b. Extended portion of baton rests on bicep/triceps area of primary side arm
 - c. Take a fighting stance
 - d. End of baton is pointed towards threat
 - 2. Common mistakes

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3. Drill
 - a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Demonstrate 3 reps at full speed
 - d. Combinations
 - 1) Drill combos with previously learned material
 - 2) Focus on key points and fluidity in transition
- F. Power stroke
 1. Key Points
 - a. When feasible, give a verbal warning prior to the use of the baton
 - b. Rest the long-extended portion on your biceps/triceps area
 - c. Keep the Yawara handle facing in
 - d. Use an overhand grip with your support hand on the short end
 - e. Slightly load your hips towards the primary side
 - f. Take a small step with your support side leg
 - g. Pivot on the ball of your rear foot
 - h. Turn your hips explosively
 - i. Swing the baton straight to the target
 - j. Allow the Yawara handle to rotate in your hand
 - k. Finish back in the power stroke position
 - l. The primary target areas are the bony areas of the body
 - m. The secondary target areas are the chest and midsection
 - n. Officers should make an effort to avoid striking the head, neck, throat, spine, kidneys, and groin areas
 2. Common Mistakes
 - a. Failing to load your hips prior to striking
 - b. No extension
 - c. No power/hip explosion
 3. Drill
 - a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Demonstrate 3 reps at full speed
 - d. Combinations
 - 1) Drill combos with previously learned material
 - 2) Focus on key points and fluidity in transition
- G. Power chop
 1. Key Points
 - a. When feasible, give a verbal warning prior to the use of the baton
 - b. Rotate the short end up, bringing the baton alongside your forearm
 - c. Slightly load your hips towards the primary side
 - d. Take a small step with your support side leg
 - e. Pivot on the ball of your rear foot
 - f. Turn your hips explosively
 - g. Swing the baton at an angle, straight into the target
 - h. Strike with the bolt face
 - i. Keep the Yawara handle facing out upon contact
 - j. Finish back in the starting position
 - k. The primary target areas are the bony areas of the body
 - l. The secondary target areas are the chest and midsection

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- m. Officers should make an effort to avoid striking the head, neck, throat, spine, kidneys, and groin areas
- 2. Common Mistakes
 - a. Failure to load the hips prior to striking
 - b. Not swinging straight into the target
 - c. No power/hip explosion
- 3. Drill
 - a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Demonstrate 3 reps at full speed
 - d. Combinations
 - 1) Drill combos with previously learned material
 - 2) Focus on key points and fluidity in transition
- H. Forward push
 - 1. Key points
 - a. From the long-extended position
 - b. Maintain primary side hand grip on the Yawara handle
 - c. Support side hand grips baton approximately 6" from primary side hand
 - d. Place tip of baton on chest of target
 - e. Utilizing a good stance push the target back with the baton
 - f. Recoil baton to the long-extended position
 - 2. Common mistakes
 - a. Leaning forward instead of maintaining a good base
 - b. Striking instead of placing and pushing
 - 3. Drill
 - a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Demonstrate 3 reps at full speed
 - d. Combinations
 - 1) Drill combos with previously learned material
 - 2) Focus on key points and fluidity in transition
- I. Forward thrust
 - 1. Key points
 - a. From the long-extended position
 - b. Maintain primary side hand grip on Yawara handle
 - c. Support side hand grips baton approximately 6" from primary side hand
 - d. Step forward and strike straight out with the tip of the baton
 - e. Baton should remain parallel to the ground
 - f. Recoil baton to the long-extended position
 - 2. Common mistakes
 - a. Failing to utilize a good base for striking power
 - b. Pushing instead of striking
 - c. Failure to recoil after strike
 - 3. Drill
 - a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Demonstrate 3 reps at full speed
 - d. Combinations
 - 1) Drill combos with previously learned material

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- 2) Focus on key points and fluidity in transition

VIII. Blocking Techniques (1 hour)

- A. Blocks
 1. Overhead block
 - a. Side-handle
 - b. Expandable/straight baton
 2. Low block
 - a. Side-handle
 - b. Expandable/straight baton
 3. Side blocks
 - a. Side-handle
 - b. Expandable/straight batons
 4. Key Points
 - a. Four variations: high, low, primary, support
 - b. Always keep your support side hand behind the baton
 - c. Meet force with force
 - d. Keep the Yawara handle away from your face
 - e. Adjust your feet to maintain base
 5. Common Mistakes
 - a. Support hand thumb wrapped around baton
 - b. Failure to meet the blow
 - c. Feet too narrow, no base
 6. Drill
 - a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Combinations
 - 1) Drill combos with previously learned material
 - 2) Focus on key points and fluidity in transition

IX. Impact Weapon Retention (1 hour)

- A. Thrust and chop
 1. Key points
 - a. Maintain a firm grip on the baton with both hands
 - b. Thrust tip of baton forward into suspect
 - c. Drive back end of baton forward in a chopping motion towards suspect while simultaneously ripping front of baton out of suspects grip
 - d. Retract rear of baton and pull away from suspect's grip
 2. Common mistakes
 - a. Failure to thrust aggressively into suspect
 - b. Failure to move both ends of baton when chopping
 3. Drill
 - a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Combinations
 - 1) Drill combos with previously learned material
 - 2) Focus on key points and fluidity in transition
- B. Circle-out
 1. Key points

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- a. Lower center of gravity maintaining a good base
- b. Quickly move end of baton up and around in a circular motion driving the point of the baton down and away from suspect's grip
2. Common mistakes
 - a. Failure to maintain a firm grip on baton
 - b. Failure to maintain a good base
 - c. Failure to make aggressive, quick circular motion
3. Drill
 - a. Start slow, step by step (6-8 reps)
 - b. Build speed up to near full speed (6-8 reps)
 - c. Combinations
 - 1) Drill combos with previously learned material
 - 2) Focus on key points and fluidity in transition

X. Impact Weapons Scenarios (3 Hours)

- A. Use of force principles to remember
 1. Reverence for human life
 - a. Officers should remember this principle any time that they are using force
 - b. Using tactical de-escalation techniques and reasonable force demonstrates this principle
 2. Remind students of the importance of Tactical De-escalation Techniques and to use proper PATROL tactics¹³ prior to using any force option
 3. Remind students that all force must be reasonable based on the Graham factors and the totality of the circumstances¹⁴
- B. Scenario setup
 1. Students will form groups of 6
 - a. One primary unit
 - b. Two backup units
 2. The instructor will give stage the class in the classroom and call them to the hallway outside of the mat room 6 at a time
 3. The primary unit will be given the scenario and will enter the room
 4. An instructor will role play the suspect and provide only the behavior that was covered throughout the course
 5. Each scenario will allow the primary unit to call for backup
 6. The instructor will allow each backup unit to enter the room when they feel it is necessary
- C. Scenario debrief
 1. The instructor will lead a debrief after each repetition
 2. Highlight the key points of the techniques used and any specific takeaways
 3. Debrief should focus on the students use of the proper techniques, as well as the reasonableness of the Use of Force
 - a. Use of Force Policy¹⁵
 - b. Tactical De-escalation Techniques Directive¹⁶

¹³ Directive No. 16 Tactical De-Escalation Techniques

¹⁴ Department Manual, 1/556.10, Policy on Use of Force

¹⁵ Department Manual, 1/556.10, Policy on Use of Force

¹⁶ Directive No. 16 Tactical De-Escalation Techniques

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- c. Command and Control Training Bulletin¹⁷
- d. Any other applicable Use of Force Directives
- e. Reasonable force based on the totality of the circumstances
- f. PATROL de-escalation techniques¹⁸
- g. Any other applicable UOF policy based on the techniques used

XI. Instructor Development (2 hours)

- A. Transferring knowledge, skills, and attitude
 - 1. This is the goal of any instruction
 - 2. We want to transfer knowledge (cognitive domain)
 - 3. We want to transfer skills (psychomotor domain)
 - 4. We want to transfer attitude (affective domain)
 - 5. Good training should do all 3, even if it is primarily focused on one of them
 - 6. Relevance to Impact Weapons
 - a. The law and policy is the knowledge piece
 - b. The techniques are the skills piece
 - c. The overarching principles of reverence for human life and our guiding values are the attitude piece
- B. Adult learning concepts
 - 1. Create task oriented training
 - a. Content should be practical
 - b. Learning objectives should include realistic tasks that are necessary in the students' work assignments
 - c. Training must apply to real world situations
 - 2. Adults bring experience with them
 - a. Have a lot of pre-existing knowledge
 - b. Life experience that may relate to the topic
 - 3. Need to see the professional development relevance
 - a. Training should improve the quality of the students' work
 - b. May lead to promotions
 - c. Provides skills above and beyond what they already know
 - 4. Training should include positive feedback from instructors
 - a. Validates the students
 - b. Promotes participation
 - 5. Students may have trouble dealing with their own ego
 - a. They may perceive that they know more than the instructor
 - b. Instructors should acknowledge that experience, and attempt to draw on it
- C. Teaching methodologies
 - 1. Lecture
 - 2. Facilitated discussion
 - 3. Small group exercises
 - 4. Large group exercises
 - 5. Role-play scenarios
 - 6. Case studies
 - 7. Table top activities

¹⁷ Training Bulletin XLVII, Issue 4 Command and Control

¹⁸ Directive No. 16 Tactical De-Escalation Techniques

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- D. Lesson plans
 - 1. Purpose of lesson plan
 - 2. Serves as framework or guide
 - 3. Provides information to the instructor for motivating students
 - 4. Guides the pace of the course
 - 5. Difference between expanded course outline and lesson plans
 - 6. Lesson plan components
 - a. Goals
 - b. Learning objectives
 - c. Time
 - d. Content
 - e. Instructor notes
 - f. Learning activities
 - 7. Using the lesson plan
 - a. Goals and objectives up front
 - b. Review ahead of time and know what resources you need
 - c. Content/Instructors notes
 - 1) Content column = “what” you are teaching
 - 2) Instructor notes = “how” you are teaching it
 - 3) The instructor notes detail the teaching methods used to transfer the material
- E. Teaching methods for ARCON instructors
 - 1. Introduce the technique
 - a. How did we get to the position
 - b. Include any necessary background info, scenario example, etc.
 - 2. Show the dangers of not knowing ARCON techniques
 - a. Tell the students what the suspect is doing as show them why it is a problem
 - b. Become the suspect for one demonstration to show what a bad guy might do
 - c. Explain why the officer must know how to defend the attack
 - d. This is where you entice your students to the technique
 - e. Similar to giving the “what’s in it for me”
 - 3. Foreshadow each of the variations that will you will be teaching
 - a. This removes “what if” questions from your students’ minds
 - b. Allows them to mentally focus on the first technique, knowing that you will cover other variations later
 - 4. Technical demonstrations
 - a. Dynamic demo
 - 1) Perform the technique all the way through
 - 2) Do not talk during this demo
 - 3) Should be a full speed demo
 - b. Breakdown demonstrations
 - 1) Break down the key points of the technique slowly
 - 2) Use multiple demonstrations, more is better
 - a) Minimum of 3 breakdown demos
 - (1) What
 - (2) What, how
 - (3) What, how, why
 - b) When in doubt, do another demo
 - 3) Use layering techniques so that the student retains more information

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- a) Example: Throwing a whole can of paint on the wall vs painting one coat at a time
- b) Give a few brief details with each demo
- c) Add an extra detail each demo
- c. Demonstrate the technique alone
 - 1) Sometimes your partner can block the view of key points in the technique
 - 2) Allows the students a better view, and another opportunity to see the technique from a new angle
- d. Demonstrate the bad guy behavior
 - 1) Every technique is dependent on a specific suspect behavior
 - 2) Students need to be taught how to act like good “bad guys”
 - 3) Become the bad guy and walk through the technique slowly
 - 4) Point out what the bad guy is expected to do
 - 5) This is a good time to highlight safety considerations
- 5. Safety considerations
 - a. If you did not address all of the safety considerations during the bad guy demo, do so now, before sending the students out to practice
 - b. If you forget to reiterate any safety tips, stop the students practicing and highlight them at any time
- 6. Class setup instructions and expectations
 - a. Tell the class how to set up and what is expected of them before sending them out to practice
 - b. Some options for classroom setup
 - 1) Everyone facing the same direction and following the instructor step by step as they walk them through the technique
 - 2) By the numbers
 - a) Pre-assign a number to each step of the technique
 - b) Call out “1!” “2!”... and so on, and the students perform the steps as you call them out
 - 3) Practice for time
 - a) Tell the students to switch off doing reps for a specified amount of time
 - b) For example: “You do a rep, then switch and your partner will do a rep. Switch back and forth and do as many reps as you can in 5 minutes.”
- 7. Send the students out to practice
 - a. Be sure to give the classroom setup instructions prior to sending the class out to practice
 - b. Monitor the students’ progress and answer any questions they may have
 - c. Encourage them to ask for help, and to help each other when appropriate
- F. Performance evaluation
 - 1. Engage with students during practice reps
 - 2. Encourage questions in order to root out problems early
 - 3. Build “credit” with your students
 - a. At least 3 positive comments for every 1 negative
 - b. Helps students understand that you are for them not against them
 - 4. Correcting technical imperfections is good, but focus more on effectiveness in the field
 - 5. Don’t discourage students by being too bogged down in the technical
 - 6. Physically showing them or moving them is better than talking when possible

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7. Physically move the student into the correct position and then praise them for doing it right
- G. Scenario testing
1. POST Required Testing Procedures
 2. Personnel requirements
 - a. Scenario manager
 - b. Safety officers
 - c. Role players

XII. Small group teachbacks (2 hours)

- A. Class setup
1. Students will be divided into 3 groups
 2. One instructor will lead each small group
 3. The instructor will assign an impact weapons technique to each student
 4. One at a time, each student will teach their assigned technique for 3-5 minutes
 5. The instructor will lead a 2-3 minute overhead facilitated debrief with the group
 - a. Critique the positive and the negative
 - b. Focus on making the student better for future presentations
- B. Impact Weapons Teach Back Topics
1. Collapsible baton techniques
 - a. Draws
 - b. Strikes
 - c. Blocks
 - d. Retention
 2. Straight baton techniques
 - a. Draws
 - b. Strikes
 - c. Blocks
 - d. Retention
 3. Side-handle baton techniques
 - a. Draws
 - b. Strikes
 - c. Blocks
 - d. Retention

XIII. Final evaluated activity (3 hours)

- A. Testing procedure
1. Pass out the Impact Weapons Instructor Course Grading Sheet
 2. The grading sheets will be pre-printed with the techniques the students will test on
 3. Explain the testing procedure
 4. Explain the grading criteria and what constitutes a "Pass" or a "Fail"
 5. Give students 10 minutes to review their assigned techniques and prepare for testing
- B. Class setup
1. Students will be divided into 3 groups
 2. One instructor will lead each small group
 3. One at a time, each student will teach their assigned techniques (3-5 minutes per technique)
 4. The instructor will grade the student on the grading sheet and write any notes, which will be given to the student, but not discussed in front of the whole group

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5. Students that receive a "Fail" will be notified at the next class break
 - a. Instructors should make accommodations to remediate these students as soon as possible
 - b. Remediation may take place in another classroom/location while the remaining students finish their presentations
 - c. If time permits, students that receive a "Fail" may be given an opportunity to present for a second time when all other students have completed their presentations
 - d. If the student receives a "Fail" on their second attempt, they will be required to complete the entire course a second time and will not receive a certificate of completion or POST course credit
 6. Students that receive a "Pass" will be notified at the next class break
- C. Impact Weapons Teach Back Topics
1. Collapsible baton techniques
 - a. Draws
 - b. Strikes
 - c. Blocks
 - d. Retention
 2. Straight baton techniques
 - a. Draws
 - b. Strikes
 - c. Blocks
 - d. Retention
 3. Side-handle baton techniques
 - a. Draws
 - b. Strikes
 - c. Blocks
 - d. Retention

XIV. Critiques and certificates (1 hour)

- A. Course critiques
 1. Pass out 1 per student
 2. Encourage thoroughness, honesty, and constructive critiques
- B. Certificates
 1. Pass out once all course critiques have been collected
 2. Call each student up 1 at a time
 3. Thank students for their participation and effort