

LOS ANGELES POLICE DEPARTMENT
Firearms - Shotgun Tactical Instructor Training School
1850- 32092

WHAT'S AHEAD: 36-hour course

Core Value:	◇	Quality through continuous improvement Commitment to leadership Reverence for the law
Consent Decree:	◇	112, 117c, e, f
Perishable Skills Program (PSP)	◇	Cat I a, b, c, d, e, f, g, h, i, j, k. l

Prerequisite: Student must be a current certified Remington 870 shotgun operator and must also be a HITS instructor in good standing. Outside agency students must be approved by the Officer in Charge (OIC), FTS.

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

This course provides updated legislative content of Penal Code Section 835a

Instructional Goal: To provide officers with the ability and certification to safely provide Department standardized shotgun instruction.

Performance Objectives: Using group discussion, learning activities, practical application and tests the student will:

- Administer shotgun manipulation tests
- Administer live fire tests and qualification courses
- Apply diagnostic drills and adult learning methodologies to train students in effective shotgun manipulation and marksmanship
- Demonstrate an advanced understanding of shotgun functions, techniques, advantages and limitations
- Demonstrate an understanding of legal issues and risk mitigation involved in conducting firearms training

Upon successful completion of the course, the student will begin a 20-hour apprenticeship under the guidance of a senior SITS instructor. At the end of the 20 hours, the student will be considered a full member of the Shotgun Instructor Cadre and will be certified to teach all shotgun related courses, provided the student has completed the Academy Instructor Certification Course (AICC). If the student has not completed AICC, they are not allowed to teach.

Instructor Requirements: To remain a member of the Shotgun Instructional Cadre in good standing, the instructor must provide 20 hours of shotgun instruction every two years. The instructor must also receive 10 hours of instructor development training every two years.

If an instructor falls out of compliance with either requirement, they may make up one cycle to re-certify. If an instructor falls out of compliance for more than one cycle, they must re-take the Shotgun Instructor course.

Personnel who are not Department certified are prohibited from handling the Tactical Shotgun and Patrol Rifle.

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DAY 1

I. Firearms Shotgun Instructor Introduction and Over-view (class) (60 min) (PSP I b)

A. DISTRIBUTE: Lesson plans and manuals that the course covers

1. Regular Basic Course (RBC) Learning Domain 35
 - a. LAPD Firearms Manual
 - b. LAPD Training Division Safety Manual
 - c. POST LD 35 Workbook
2. LAPD Shotgun Instructor ECO with Instructor Notes

NOTE: This course is designed around the Remington 870 Shotgun. While the department does authorize the Benelli semi-automatic shotgun, that course requires its own operator and instructor courses.

B. Roll Call/Sign in

1. Distribute POST roster
2. May only miss 10% of the course to receive credit

C. Instructor and Student Introductions

1. Supervisor should make initial introduction of the primary instructor and instructional staff.
 - a. Instructional staff should be uniform in appearance
 - b. Primary Instructor should give the most detailed introduction
 - c. Instructional staff should keep introductions brief
2. Student introductions
 - a. Directed by Primary Instructor
 - b. Should be kept brief
 - 1) Name
 - 2) Assignment
 - 3) Experience

D. SITS requirements and continuing education requirements

1. SITS requirements
 - a. Administer all physical, written, and safety tests
 - b. Provide basic recruit firearms instruction as well as in-service firearms instruction
 - 1) Using diagnostic trigger drills
 - 2) Using target evaluation and diagnosis
 - 3) Evaluating and diagnosing shooter errors in relation to the seven elements of marksmanship
 - c. Promote and adhere to all firearms safety rules even when not on Department ranges. Firearms safety as a core value.
 - d. Maintain a high level of firearms proficiency
2. Continuing Education Standards for firearms instructors
 - a. Shall attend 10 hours of instructor training every (2) years
 - b. Shall conduct 20 hours of instruction every (2) years

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- c. Shall attend regular curriculum updates and adhere to the updated curriculum

E. Course overview

1. DISTRIBUTE: Hourly distribution, 870 manipulation test, SITS Extended Course Outline (ECO)
 - a. Must score 100% on all safety topics and questions
 - b. Must score 90% on all multiple-choice questions
2. 870 Shotgun Manipulations Test
 - a. Right Handed must score 90%
 - b. Left Handed must score 90%
 - c. Must understand and appropriately administer a shotgun manipulations test
3. Assigned instructional topic
 - a. Five-fifteen-minute presentation
 - b. Must utilize teaching aide(s)
 - 1) Inert weapons
 - 2) Home-made props
 - 3) Power point
 - 4) Video clips
 - c. No "lecture only" presentations
4. Positional Shooting and instruction
 1. Standing or offhand
 2. Kneeling
 - 1) Speed
 - 2) Braced
 - 3) Double
 3. Seated
 - 1) Crossed legs
 - 2) Open legs
 4. Prone
 - 1) Inline
 - 2) Military
5. Trigger drill administration
 - a. Must successfully administer all trigger drills
 - b. Must be able to clearly articulate the methodology behind each trigger drill
6. Target diagnosis
 - a. Must be able to diagnose a target and identify potential shooter errors
 - b. Must be able to recommend the appropriate course(s) of action to correct shooter errors
7. Safety
 - a. Identify key ideas behind the four basic safety rules
 - b. Must be able to identify potential safety and legal issues with firearms at home
 - c. Must be able to identify potential safety issues on the range
 - d. Must be able to construct safe, effective drills on the range
 - e. Understand the components of a good safety brief

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- f. Must be able to conduct a safety brief incorporating all the above information

F. Instructor Resumes

1. Student will fill out by hand
2. Primary Instructor will ensure that the resumes are turned into the FTS administration cell upon the students' successful completion of the course
3. FTS administration personnel will ensure entry onto the students' TEAMS report upon students' successful completion of the apprentice requirements

II. SAFETY (Classroom)

(60 min) (PSP I a, d, h, j)

A. The Four Basic Firearm Safety Rules

Procedure: Large Group Facilitated Discussion

1. Conduct a tabletop discussion facilitated by an instructor. Each group will review the four basic safety rules per the LAPD Firearms Manual and the LAPD Safety Manual. Discuss the details of each
 - a. **All guns are always loaded**
 - 1) Give every firearm the respect that it is due
 - 2) Check every weapon every time you take possession of it
 - 3) Never assume a weapons condition
 - 4) Familiarity breeds contempt and complacency
 - b. **Never allow the muzzle to cover anything you are not willing to shoot**
 - 1) Including parts of your own body (Slinging, indoor low ready)
 - 2) Removal of violators from the line
 - c. **Keep your finger off the trigger until your sights are aligned on the target and you intend to shoot**
 - 1) Most violated rule
 - 2) Must be enforced when on target (finger on) as well as when off target (finger off)
 - d. **Be sure of your target**
 - 1) Know what it is
 - 2) Know what is behind it
 - 3) Know what is around it
2. Ensure that the students understand and are able to articulate the importance of the safety rules in a tactical environment, such as the importance of muzzle direction and finger position during moments of high stress
3. Slug cadre patrol ready configuration – Four rounds to patrol ready or max capacity (duty buckshot) in the magazine tube. Weapon shall be stored in a hard or soft case.
4. Personnel who are not Department certified are prohibited from handling the Tactical Shotgun and Patrol Rifle.

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- B. Ensure that the students understand the moral and legal responsibilities of home firearm storage as well as California Penal Code section 12035
 - 1. States "Storage of a loaded or unloaded firearm in a manner that results in a child under 18 years of age obtaining or discharging it, or taking it off the premises or to a school, is punishable as either a misdemeanor or a felony depending on the circumstances and degree of any injury or whether there is a death"
 - 2. Some precautions to discuss could be
 - a. Keeping ammunition secure and separate from the firearm
 - b. Keeping the firearm in a locked container, such as a safe
 - c. Utilization of a trigger locking device
 - d. Disassembly of the weapon

- C. These safety rules are not designed solely for range use
 - 1. They are designed for anyone who uses a firearm in any circumstance
 - 2. That being said, they should have a special meaning for anyone who is armed professionally
 - 3. They should be an ingrained part of every instructor's character

- D. Discuss the difference between an accidental discharge and a negligent discharge
 - 1. Negligent Discharge: A discharge resulting from a violation of the safety rules
 - 2. Accidental Discharge: an unintended discharge when all safety rules are followed, e.g. a mechanical breakdown of the weapon

- E. Review instructor responsibilities regarding specific range rules
 - 1. Range rules for Los Angeles Police Department Ranges are in Chapter 1 of the LAPD Firearms Manual
 - 2. The following are included in this ECO to foster a facilitated discussion in regards to SITS. However, The Firearms Manual should be consulted before beginning any independent training as the rules may have evolved
 - 3. Shotguns will be in one of the following places
 - a. On the firing line aimed at the target
 - b. On the firing line in a low ready, high ready or close contact position
 - c. Carried at port arms with safety on
 - d. Slung with safety on
 - e. Placed in a storage rack with the action open and safety on and unloaded
 - f. Placed on the ground with the safety on, muzzle pointed down range and the ejection port facing up
 - 4. All firearms training will be adequately supervised by someone in authority
 - a. All safety precautions must be adhered to and enforced
 - b. HITS or SITS qualified officer must be on the range during operation
 - 5. Strict discipline must be maintained
 - 6. Never anticipate a command
 - 7. Immediately upon handling a firearm, open the cylinder or action to ensure it is unloaded
 - 8. Never give a firearm to or take a firearm from any person if the cylinder or action is not open, unless told to do so by an instructor on the firing line

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9. Ensure there are no obstructions in the barrel of a firearm before loading
10. When manipulating a firearm keep it pointed in a safe direction at all times
11. Do not permit the muzzle of the weapon to touch the ground
12. Never go in front of the firing line until the firing line has been cleared or otherwise declared safe and the command to go forward is given
13. Do not dry fire on the range, except under the supervision of or with the approval of an instructor
14. Holster all handguns and secure all shoulder firearms before picking up dropped ammunition or equipment
15. Pay strict attention to the range officer
16. While not actually on the firing line, all shotguns shall be carried at port arms with safety on, and if unloaded, with action open or slung
17. Anyone participating in training, whether shooter, observer, or instructor, has the authority to call a "cease fire" if they observe an unsafe action or condition that may cause injury or death and/or damage to facilities
18. No smoking, eating, or drinking on the firing line
19. No student will be permitted on the range if there is knowledge or reason to believe such person has consumed alcoholic beverages, drugs or medication which might impair the students' ability to comprehend instructions and handle a weapon safely
20. No talking on the firing line except by the instructors or to answer a direct question asked by an instructor or as necessary when acting as a student coach
21. While a firearm is being cleaned, live ammunition shall not be allowed in the cleaning area

F. Range safety plan

1. Overview Range Safety Plan: Illness and Injury Prevention Program (IIPP) DISTRIBUTE and discuss safety guidelines handout
 - a. IIPP safety guidelines apply to all training given by the Department. These guidelines ensure that staff and participants are aware of potentially hazardous situations and how to avoid them
 - b. All personnel should be instructed that a copy of the IIPP is in the training supervisor's office at that particular training site
 - c. Anyone participating in the training, whether student, observer, or instructor, has the authority to "STOP" the exercise if they observe an unsafe act or condition that may cause imminent injury or death and/or damage to the facilities
 - d. Protective eyewear and ear protection (American National Standards Institute (ANSI) approved) shall be worn if blanks or live-fire rounds are used during a practical application or during any demonstration using the same
 - e. Students shall immediately notify an instructor(s) or the training staff of any injury sustained during training, and use the following steps in the event of a serious injury
 - 1) Render first aid and obtain appropriate medical assistance.
Notify the Fire Department rescue ambulance (213-485-6185)

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via telephone, cellular phone, or police radio. Give specific directions to the location of the incident

- 2) In case of a serious injury, all IIPP notifications and protocol shall be followed
- 3) At each training location, there is a notebook located in the training unit's office also containing the emergency plan that is in place
- 4) The supervisor will ensure that the necessary worker compensation forms (PDAS-43) and other reports (Employee Notification Form 15.7) are completed in a timely manner
- 5) Transport to the local hospital for a minor injury

Granada Hills Facility:

Providence Holy Cross Medical Center
15031 Rinaldi Street
Mission Hills, CA 91345
(818) 365-8051

Elysian Park Facility:

Glendale Adventist Medical Center
1530 E. Chevy Chase Drive
Glendale, CA 91206
(818) 409-8000

Harbor Range Facility:

San Pedro Peninsula Hospital
1300 West 7th St
San Pedro, CA 90732
(310) 832-3311

Oak tree Gun Club (LAPD Rifle/Slug Range)

Henry Mayo Newhall Memorial Hospital
23845 Mc Bean Parkway
Valencia, CA 91355
(661) 253-8000

2. Off-site locations
 - a. Must be inspected and approved by Medical Liaison Section
 - b. Must have an offsite safety plan at the actual location
3. Safety Equipment
 - a. American National Standards Institute (ANSI) eye and ear protection is required for any live fire or blank fire training
 - b. Basic first aid kit for incidental, non-serious injuries
4. Safety when utilizing steel targets
 - a. Examine targets carefully for unsafe conditions

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- b. Steel targets with bullet holes in them are unsafe due to penetration and ricochet concerns
 - c. Steel targets with have been dented by powerful projectiles (as opposed to shallow surface dimpling caused by handgun projectiles) are unsafe due to inconsistent deflection and ricochet concerns
 - d. Steel targets that have been warped into convex or concave shape through heavy use or abuse are unsafe due to inconsistent deflection and ricochet concerns. Ensure that the steel targets are fairly flat and uniform across their surface area before using
 - e. Steel targets must be emplaced at an angle less than 90 degrees to the ground
 - f. Steel targets must be emplaced a minimum of 10 yards from the shooter or any bystanders for pistol and buckshot and 15 yards for rifle or slug ammunition
 - g. If steel targets are angled to each other, there must be a minimum distance of 10 yards between each target
 - h. Body armor and a ballistic helmet are recommended in addition to eye and ear protection
5. Medical Emergency Plan
- a. In place in case of accident or emergency
 - b. May require an ambulance or an air unit
 - c. Designate the appropriate Hospital
 - d. Make sure all students know where it is
 - e. Select and discuss the designated route for non-emergency transportation
 - f. Identify the two officers best qualified to render aid in the event of an accident or emergency (I/e, Paramedic, combat medic, or EMT training)
6. Safety Briefing at training sites
- a. Basic safety and range rules review
 - b. Medical plan review and assignments if needed.
 - c. Instructor Ratios
 - 1) 1 to 5 for dry practice
 - 2) 1 to 5 on the line for live fire
 - 3) 1-1 if moving
- G. Los Angeles Police Department color coding of weapons
- 1. Unmarked
 - a. No color code
 - b. Lethal weapon
 - 2. Orange
 - a. "Inert" or non-firing
 - b. Demonstration model
 - 3. Red weapon
 - a. Laser equipped
 - b. Inert training
 - 4. Blue
 - a. Inert
 - b. Marking or paint projectile

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5. Yellow
 - a. Inert
 - b. Capable only of firing blank cartridges
6. Bright Green (**Less Lethal only**)
 - 1) Bean bag
 - 2) Rubber or foam projectile

III. ROLES AND RESPONSIBILITIES, HOW WE TEACH (class) (90 min) (PSP I a, b, c)

A. Instructor responsibilities

1. Present the training philosophy of the firearms training program
 - a. To provide officers the tools necessary to do their jobs effectively and safely
 - b. Ongoing, consistent, current and timely
 - c. Supportive of Department goals and policies
 - d. Responsive to the needs of the officers and current equipment
 - e. High quality
 - f. Mentor/Instructors must be committed to training and must be willing to train
2. Identify the positive impact of the training program
 - a. Meet the needs of the officers
 - b. Increase in moral
 - c. Enhance skills and abilities of the officers

B. Outline the skills and qualities needed to become a Firearms Instructor

1. Exemplary role model in both formal and informal situations
2. Able to interact with a wide variety of people
3. Is committed to a careful replication of Department approved techniques
4. Is able to demonstrate
 - a. Effective lesson preparation
 - b. Incorporate the necessary lesson element
 - c. Effective management of the training environment
 - d. Teamwork
 - e. Participation

C. Legal ramifications and civil liability issues

1. Consequence if techniques are taught improperly
 - a. Legal Ramifications (fines or prison)
 - b. Professional ramifications (suspension or demotion)
2. Modifying the authorized and approved techniques is not permitted
3. Civil rights violations
4. Agency specific policy must be adhered to¹²
5. Accountability

D. Methods for reducing civil liability

¹ Department Manual Section 1/556.10

² Use of Force Tactics Directive, "Tactical De-Escalation Techniques"

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1. Documentation of all training
2. Rosters provide documentable proof of who was at the training in the event that an officer becomes involved in an action that involves subpoena of training records
3. An archive of lesson plans will show what material was taught to each class, as lesson plans often evolve. The version (date) of the lesson plan should be documented on the class roster in the event that those documents are subpoenaed. This also allows course coordinators to maintain consistency throughout the program.

E. Adult learning concepts

1. Instructor must get students prepared to receive new information
2. Have students utilize the handout material during the review of the material
3. Ensure to clarify any questions the students have
4. Ask the students to provide definitions of each block
5. Provide an opportunity for the students who have used team teaching and facilitation an opportunity to share their positive personnel experiences
6. Achieve a higher level of thinking (Blooms Taxonomy)
 - a. Remembering (Lowest Level)
 - b. Understanding
 - c. Applying
 - d. Analyzing
 - e. Evaluating
 - f. Creating (Highest level)

F. Learning modalities

1. Refers to the perceptual channels or senses through which a person receives and processes information
2. Visual – learns by observing (readers and observers)
3. Auditory – learns by listening (listeners and/or talkers)
4. Tactile – learns with tactile assistance (feel & touch)
5. Kinesthetic – learns with kinesthetic support (movement/muscle memory)
6. Most individuals use a combination of modalities in any learning situation

G. Team teaching

1. Two individuals “share” the classroom during a teaching block
2. One instructor is considered primary and the other secondary
3. Allows for different learning modalities to be comfortably used in the classroom

H. Lecture versus Facilitation

1. Lecture is generally used to impart “new” information to the students
2. Facilitation is very effective with adult learners who hear new information or review past and are allowed to discuss, practice, or apply this information immediately

I. Facilitation

1. Utilizing student’s knowledge, skills and ability to assist in the exchange of information

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2. Understanding that most adult learners have a tremendous experience base to pull information from during training sessions
 3. Learning to “tap into” the students experience to discover innovative ways of handling problems identified within their profession
- J. Facilitation Techniques/friendly reminders
1. Students work together in large or small groups to resolve the problem
 2. Facilitators tap into the student’s knowledge, skills and ability, rather than “tell” them the answers
 3. Facilitators reframe and rephrase questions to elicit responses from the students
- K. Common instructor pitfalls³
1. Frustration
 - a. Instructors can become frustrated with students lack of knowledge and forget that they were once just learning the material
 - b. Instructors can also become frustrated if students do not seem to be interested in the material being taught
 2. Blaming the learner
 3. Self-fulfilling prophesy
 - a. Making a snap judgment about a student can prejudice the instructors’ ability to successfully convey information, thus the “self-fulfilling prophesy”
 - b. Instructors should always strive to be impartial and to not allow personal bias to interfere with the teaching process
 4. Burnout
- L. Common learner problems
1. Emotional interference
 - a. Learner allows an emotional response to overshadow the information
 - b. Often related to earlier experiences
 2. Fear/anxiety
 - a. Of public speaking
 - b. Of failing in public
 3. Lack of assertiveness
 4. Lack of attentiveness
- M. Giving criticism
1. Focus on the behavior not the person
 2. Describe the behavior accurately
 3. In giving criticism, it’s important to avoid alienating the student by relying on personality traits to explain problems. The Instructor should always find something to praise before making a correction and then give praise after the student has made the correction
 4. Instructors should avoid making multiple corrections at one time. Break the corrections into smaller, easier to make pieces

³ Coaching Process, Dr. Nels Klyver

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N. Training preparation

1. Point out the importance of preparing in advance for training
 - a. Allows better time management
 - b. Allows a smoother presentation
 - c. Ensures that all necessary information is being provided
2. Ensure that all the needed materials are available
 - a. Ammunition
 - b. Targets and related items
 - c. Inert weapons
 - d. Role players/actors
 - e. Equipment: vehicles, radios
 - f. Handouts
 - g. Flip charts

O. Primary Instructor

1. Responsible for the material presented to the class
2. Responsible for time management
3. Assigns duties and tasks
4. Completes documentation

P. Line coach/line safety

1. 1 instructor to 5 students on the firing line
2. 1 instructor to 1 student during shooting on the move drills
3. Work directly with students
4. Advises primary instructor of the progress of assigned students
5. Does not address the class unless primary instructor has approved information
6. Range master
 - a. Responsible for operations of the range
 - b. No instructing
 - c. Typically running drills or qualification courses

Q. Techniques to preempt uncooperative shooters

1. Have someone in authority introduce instructor
2. Introduction should establish instructor's credibility
3. Should be stated that the instructor is the representative for the highest-ranking officer who has approved the training
4. Acknowledge the experience and skill level of the students
 - a. Helps to bring the peer leaders on board with you and your class
 - b. They can interact with their experiences reaffirming lessons

R. Assignment of teaching topic

1. All students will be assigned a “teach back” topic and will need to present the topic in front of the class
2. Topics assigned should include but are not limited to:
 - a. Elements of marksmanship
 - b. Manipulations
 - c. Safety rules and procedures

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3. Topics are assigned early on the first day, and presentations will be done towards the end of the third day
4. Presentations may include props, handouts, and multi-media options

S. Eye Dominance

1. Eye dominance test
 - a. Model the Eye Dominance test
 1. Point out to the student instructors how to conduct the test
 2. Some shooters are cross eye dominant and many are not aware they are, i.e. right handed and left eye dominant or left handed and right eye dominant
 3. If a right-hand shooter who is left eye dominant attempts to aim with the right eye without closing the left eye, the shots will probably go off to one side of the target
 4. All students, including experienced shooters, should be checked for eye dominance
 - b. If a shooter is discovered to be cross eye dominant, the following aiming options should be explained
 1. Keep the dominant eye closed when shooting
 2. Learn to shoot the shotgun with the other hand which is on the same side as the dominant eye

2. TEST: The Eye Dominance Test (Commands and procedures)

Note: As the title indicates, this is a test to identify the student's dominant eye

1. Do not anticipate my instructions or go ahead on your own. Make a small circle between your hands and thumbs
 - a. Hold your hands in front of your body at waist level
 - b. Pick out a small object in the distance
 - 1) Keep both eyes open
 - 2) Focus your vision on the object
 - c. Keeping both eyes open, raise your hands and center the object in the circle
 - d. Now close your left eye
 - 1) If the object remained centered in the circle, you are right eye dominant
 - 2) If the object moved out of the circle you are left eye dominant
2. Lower your hands
 - a. With both eyes, open, focus your vision on the object
 - b. Keeping both eyes open
 - 1) Raise your hands and center the object in the circle
 - 2) Close your right eye
 - a) If the object remained centered in the circle, you are left eye dominant
 - b) If the object moved out of the circle you are right eye dominant
3. Lower your hands again and keep both eyes open.
 - a. Raise your hands and center the object in the circle

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- b. With both eyes open, slowly bring your hands to your face until your hands touch your face
- c. The eye you are looking through the opening with is your dominant eye"
- 4. If you did not obtain the same answer (right or left) all three times, raise your hand
- 5. The instructor then conducts the tests one on one with the instructor covering the students' eyes one at a time

IV. ELEMENTS OF MARKSMANSHIP (Class) (60 minutes) (PSP I e, c, d)

A. Instructor will review the seven elements of marksmanship as it relates to shooting the Remington 870 shotgun, and point out to the student instructors how to teach these concepts and how to be aware of the areas where students struggle

- 1. Grip
 - a. Primary Hand
 - 1) Tight around the wrist of the stock
 - 2) Pulling the stock into the shoulder
 - 3) Trigger Finger on the frame if reloading
 - 4) Trigger Finger on the safety button if there is a round in the chamber
 - 5) Trigger Finger on the trigger if on target and intending to shoot.
 - 6) Thumb wrapped over the top or alongside the stock, depending on shooter preference
 - b. Support Hand
 - 1) The support hand grasps the forend tightly and applies a slight forward pressure.
 - 2) The forend is cycled vigorously rearward and then forward immediately upon firing
- 2. Positions
 - a. Standing or offhand
 - 1) The shooters feet and hips should be squared to the target
 - 2) Feet should be shoulder width apart
 - 3) The support foot should be slightly behind the primary foot with the weight in the ball of the foot
 - 4) Knees should be slightly bent to allow the shooter to stay balanced during recoil and movement
 - 5) Weight should be forward of the hips
 - b. Speed kneel
 - 1) The shooter crosses their support foot in front of their primary foot
 - 2) The shooter plants their support foot flat on the ground with their support toes facing forward
 - 3) The shooter executes a controlled drop onto their primary knee
 - 4) Shooters hips are towards the target
 - 5) Primary toes are bent under the foot, allowing the shooter maximum mobility
 - 6) Weight is up and the rear end is not on the calves

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- c. Braced Kneel
 - 1) The shooter crosses their support foot in front of their primary foot
 - 2) The shooter plants their support foot flat on the ground with their support toes facing forward
 - 3) The shooter executes a controlled drop onto their primary knee
 - 4) Shooters hips are towards the target
 - 5) Primary toes are bent under the foot, allowing the shooter maximum mobility
 - 6) Weight is dropped as low as possible with the shooters rear end contacting the rear of the support leg
 - 7) The support elbow is in contact with the support knee, with the flat portion of the triceps contacting the front of the kneecap or the firm portion of the elbow contacting the flat portion of the shooters quadriceps where it inserts into the knee. Bone to bone contact should be avoided.
- d. Double Kneel
 - 1) The shooter executes a controlled drop onto both knees
 - 2) The shooters blading to the target should not change while transitioning from standing to kneeling
- e. Squatting Position
 - 1) Shooter executes a controlled drop into a squatting position
 - 2) The flats behind the shooters elbows should rest on the shooters knees
 - 3) Shooter may need to open their stance before assuming the position, based on flexibility
- f. Open Leg Sitting Position
 - 1) The shooters body remains bladed to the target. Both knees are bent with the shooter's elbows placed on the inside of the knees
 - 2) Elevation changes can be made by moving the support hand forward or backward on the forend of the shotgun, or by changing the bend in both knees by moving the shooters feet forward or backward
- f. Cross Leg Sitting Position
 - 1) The shooters body remains bladed to the target. The shooter crosses both ankles and draws their feet up towards their buttocks
 - 2) The shooters elbows rest on the inside of the shooter's knees. The points of the elbows should not be placed on the knees
 - 3) Elevation changes can be made by moving the shooters support hand forward or backward on the forend of the shotgun, or by moving the knees together or apart
- g. Offset Prone or Military Prone
 - 1) The shooter assumes a prone position with the body and legs angled towards the shooters support side
 - 2) The shooters legs are spread apart, with the insides of the feet flat against the ground
 - 3) The shooters support elbow is directly underneath the shotgun
 - 4) Elevation changes can be made by moving the shooters support hand forward or backward on the forend of the shotgun

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- h. In-Line Prone
 - 1) The shooter assumes a prone position with the shooters body and legs in-line with the target
 - 2) The shooter points both feet towards their primary side and draws the primary knee up towards the primary elbow. This raises the shooters diaphragm off the ground, reducing upper body movement due to breathing
 - 3) The shooters support elbow is directly underneath the shotgun
 - 4) Elevation changes can be made by moving the shooters support hand forward or backward on the forend of the shotgun

- 3. Breath control
 - a. Proper breath control assists the shooter in the completion of an accurate shot or series of shots
 - b. This is especially true when shooting at long range, or at a small target
 - c. The shooter should inhale normally and exhale normally, taking advantage of the natural respiratory pause between inhalation and exhalation
 - d. The natural respiratory pause is a 2-4 second window during which the shooter has ample oxygenated blood circulating and the lungs are static, allowing for minimal, consistent thoracic movement
 - e. Pushing this window past 4 seconds can lead to a lack of ability to focus on the front sight
 - f. This importance of this element is minimized during close range and full speed engagements where time is measured in milliseconds

- 4. Sight alignment
 - a. Relationship between the shooter's eye, the front sight, and the rear sight
 - b. Correct sight alignment will consist of the front bead being buried in the center of the rear notch. The top of the bead should be lower than the top of the rear sight
 - c. Focus is on the front sight

- 5. Sight picture
 - a. Relationship between the shooter's eye, the front sight, the rear sight and the target
 - b. The correct sight picture will have the properly aligned sights centered on the desired area of the target with the front sight in sharp focus
 - c. Proper sight picture consists of the front sight bead being buried in the notch of the rear sight, with the top of the front bead lower than the top of the rear sight
 - d. Concentration and eye focus should be on the target or the suspect until the decision to shoot has been made
 - e. When the decision to shoot is made and the shotgun has been raised to eye level, eye focus instantly shifts from the target to the sights
 - f. The sharpest focus on the front sight bead

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- g. The shooter focusing their eyes on the target or suspect rather than the front sight often results in poor results on the range and in the field. Since the eye is incapable of focusing on multiple objects at different distances at the same time, the sights are out of focus, making it impossible for the shooter to properly align the sights
 - h. Just like in sight alignment, one of the most common errors involves the shooter looking over the sights (in this case to focus on the target). This will cause the shots to be high, often “haloing” the target in a semi-circular pattern
6. Trigger control
- a. Trigger control is defined as: A smooth continuous press, straight to the rear, while maintaining the sight picture, achieving a surprise break, and completing follow-through
 - b. The most important component of marksmanship, without it, even if the other elements are perfect, the result will be a poor shot
 - c. A great majority of shooter errors can be related to improper trigger control
 - 1) Jerking or snatching the trigger
 - 2) Uneven pressure rearwards
 - 3) Inability to separate the trigger finger from the master grip
 - d. The goal is to smoothly press the trigger straight to the rear without disturbing the sight picture, in order to achieve a surprise break
 - e. No matter how perfectly the shooter assumes his stance and aligns the sights, if they slap or mash the trigger, in anticipation of the discharge, they will not hit the target with any consistency
 - f. The exact moment of the hammer fall and subsequent discharge of the firearm must be a surprise
 - 1) This is known as the surprise break and is defined as not knowing when the hammer is going to fall so that the discharge is not anticipated
 - 2) Anticipating the moment the shot will be fired, will generally cause the shooter to push the muzzle downward in an effort to compensate for the recoil
 - a) Can be a systemic, or “whole body” reaction
 - b) Can be localized in the wrists and hands
 - c) Can be a “flinch” reaction in which the shooter actually closes their eyes and moves their head away in anticipation of the shot
 - g. Anticipation and subsequent pushing of the muzzle downward will result in misalignment of the sights just as the shot is being fired, resulting in a poor shot, and often missing the desired target
 - h. When shooting slowly or teaching trigger control to a new shooter, the trigger should be held to the rear momentarily after the shot has broken and then moved forward to the point of “reset”, at which time the shooter can slowly begin the trigger press again
 - i. The shooter will need to learn to only apply the amount of force necessary to activate the trigger.

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7. Follow Through

- a. Follow-through is the continuation of all the fundamentals of marksmanship after the shot is fired
- b. Concentration on the front sight must be constant throughout the firing sequence, up to and including after the projectile has left the barrel
- c. The second aspect of follow-through is to maintain the trigger position after the weapon discharges
 - 1) The trigger is held in the rearward position until the weapon is in recoil
 - 2) Proper trigger follow-through must be learned during slow fire before progressing to rapid fire
- d. Removing the finger completely off the trigger then bringing it back onto the trigger is inefficient and can exacerbate existing shooter errors such as “slapping” the trigger
 - 1) Even when shooting fast, the trigger finger should remain in contact with the trigger
 - 2) The training maxim “reset fast, press slow” is great for the range and is a good training tool, but is only a means to an end. We want our shooters to be able to do both quickly in a gunfight

B. Clarify any questions that the students may have regarding how to teach marksmanship

V. DEFENSIVE RESPONSE OPTIONS (DROs) (Class) (60 min) (PSP I b, c, e, g, I, j)

A. Use of cover

1. Cover is something that will stop your opponent’s bullets
2. Whenever possible officers should utilize cover when involved in an armed encounter
3. Officers should be aware of what kind of cover is required to stop handgun, shotgun, and rifle fire
4. If a serious malfunction occurs, cover should be obtained prior to attempting to clear the malfunction
5. When utilizing cover, an officer must weigh the ability to shoot quickly and accurately against vulnerability to a suspect’s gunfire
6. Firing around cover is usually tactically safer than firing over the top of cover

B. Concealment

1. Concealment is something that prevents the suspect from observing the officer
2. **CONCEALMENT WILL NOT STOP BULLETS**
3. Stepping into a dark shadow may provide concealment (avoid silhouetting yourself)
4. A hollow core interior door or foliage may provide concealment

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C. Single Shot

1. Firing one carefully well-placed single shot can be a valid technique in field shooting situation. The following is a list (by no means definitive) of some examples
 1. At long range an officer must shoot more slowly and carefully in order to hit their intended target
 2. At long range, the tactical situation may change before the officer recovers and fires a second shot
2. The suspect is wearing body armor or is holding a hostage, presenting the Officer with a limited target. In such cases (I/e the North Hollywood Bank of America shooting or the Rampart Division Mexican Consulate shooting), a single, well-aimed shot has proven successful
 - a The suspect is behind cover and
 - b The officer is presented with a small target

D. Multiple Single Shots

1. While firing a well-placed single shot can be a viable option, it is recognized that certain tactical situations may require multiple shots in order to stop an imminent threat of death or serious bodily injury
2. Field shootings are dynamic, rapidly unfolding tactical events. Officers may fire multiple single shots to stop a suspect's deadly behavior
3. This process includes an ongoing and continuous assessment during the tactical event, wherein the officer takes more than one single shot within the tactical event

E. Failure Drill (Last Resort)

1. When torso hits have failed to stop a suspect's threat, a shot directed to the head may be required to save the life of the officer or innocent third party
2. A center head shot will often stop the suspect by shutting down the central nervous system
 - a. The center portion of the head is small and will be a difficult target under field shooting conditions
 - b. A confident shooter who can maintain self-control can accomplish this shot, as evidenced by the fact that this type of shot has been intentionally made in a number of actual field shootings
3. Explain how to teach failure drills on the range
 - a. Emphasize to the students that the head shot is the drill.
 - 1) Instructors should ensure that the students are aware that in field shootings, there is no minimum number of shots to the body required before attempting the head shot
 - 2) Officers must only be able to articulate that the body shot(s) were ineffective or impractical before attempting the head shot
 - b. On the range, and under the direction of an instructor, the shooter draws and fires a directed number of shots at the center mass of the target
 - c. Simulating that the torso shots have failed to stop the threatening suspect, the final shot is fired at the center of the head

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F. Multiple target techniques

1. Many officers involved in shootings have encountered more than one armed suspect
2. Officers must be trained in the principles of multiple threat engagement
3. If confronted by more than one armed suspect and the use of deadly force is necessary, officers should be trained to engage the suspect which poses the greatest threat first
4. The following factors may be used to evaluate the order of engagement:
 - a. The distance to the suspect(s)
 - b. Type of weapon(s) the suspect(s) possess, e.g. shotgun, rifle, handgun, knife
 - c. The suspect's demeanor
 - d. The suspect's attention

G. Movement with shotguns

1. Tactical movement is often necessary while the weapon is in the low ready position
2. This is especially true in a special response team concept or when moving to position of tactical advantage
3. Safety is a major consideration when moving with the shotgun
4. The trigger finger is to remain on the safety during all movement
5. To safely move with the shotgun
 - a. Assume a low ready position, the trigger finger is on the safety of the weapon and that the muzzle is pointed in a safe direction
 - b. The muzzle moves with the eyes in a search pattern
 - c. Flex the legs during movement to create a stable shooting platform if necessary
 - d. The upper torso is erect without crouching
6. At any time during movement, it is possible to assume the prone or kneeling positions as necessary to engage a threat
7. There are some times when speed is of the essence, such as a MACTAC event. In those cases, a high ready position is encouraged as the shooter is focusing on moving quickly, not shooting

VI. MANIPULATIONS (small groups) (range)

(120 min) (PSP I g, f, I,)

- A. Students will break into small groups (no more than 4 students to 1 instructor) and work on the following manipulations, both right and left handed
- B. Positions – This is an instructor level course. Students are expected to be proficient at all shotgun positions prior to taking this course. As far as positions, we will only be discussing instructor points
 1. Low-ready
 - a. The biggest problem we see with the low-ready position is that shooters keep the stock up on their face. Ensure that the shooter lowers the stock enough to provide easy head movement and situational awareness
 - b. Ensure that the toe of the stock remains in the pocket of the shoulder
 2. High – ready

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- a. Context is important with this position. Ensure that the shooter is maintaining positive control of the stock along their forearm and that their focus is elevated and that they are assessing.
3. Close-contact
 - a. Ensure that the shooter is in a based, balanced stance. Weight should be dropped into the hips and legs and the butt of the shotgun should be tucked high and tight under the arm. Instructors should physically manipulate the shooter to ensure that the shooter is balanced, taking care not to do it so vigorously that they fall.

C. BEEFSS 870 Shotgun Inspection

1. Keep the shotgun pointed in a safe direction
2. Verify the condition of the weapon, ensuring that the action is open and the safety is on. Visually and physically inspect the Loading Area, Magazine Tube, and Chamber
3. Students should already be well versed in conducting the safety check. It is your job to ensure that the checks are done safely and efficiently, look for some of the following issues:
 - a. Barrel: ensure the students aren't covering any parts of their hands or their face while inspecting
 - b. Ejector: Ensure that the students observe the exposed rivet carefully, the hidden rivet is not prone to failure.
 - c. Extractor: Ensure that the student feels the "edge" of the extractor hook, that's the most common failure point
 - d. Firing Pin: Ensure that the students have ample light for the inspection.
 - e. Safety: Focus on the sound produced by the falling of the hammer
 - f. Shell Carrier: Ensure that the students carefully observe the flex tab for cracks. The shell carrier should remain in position when pushed up or down, but should have spring tension when the action is closed
 - g. Action bars should be checked by pinching along the length of each bar. Action bars break often.

D. Chamber check

1. Instructor points
 - a. Ensure that the shotgun is high enough to observe into the chamber without undue head or neck movement. Generally, locking the support arm out ensures this.
 - b. If a student is struggling with regulating the distance when they open the action, have them use their small finger as a buffer between the slide handle and the frame to prevent over-opening the action

E. Load to Patrol Ready

1. Chamber Check See "D"
2. Administrative Position
 - a. Shotgun held tightly against the body with the buttstock between the primary elbow and the ribcage. The primary hand holding the wrist of the stock firmly with the trigger finger straight along the receiver
 - b. This is one of the few times that the trigger finger is not on the safety or on the trigger

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- c. Muzzle should be held high, greater than 45 degrees
 3. Utilizing a 4-finger grip, load four rounds to patrol ready (4 in the magazine tube, none in the chamber)
 - a. Ensure that the round is in the correct position
 - b. Once the shell is presented to the loading area, the hand rotates, allowing the thumb to push the shell all the way into the magazine tube
 4. Conduct a final chamber check
- F. Chambering a round
 1. From the administrative position, conduct a chamber check
 2. Cycle the shotgun
 - a. The action should be cycled vigorously, ensuring that the slide handle is brought all the way to the rear and then returned forcefully
 3. Chamber check
- G. Downloading the Shotgun – new version
 1. Chamber check,
 2. Administrative position
 3. While slowly opening the action to a halfway point, push up on the shell carrier with the primary thumb
 4. With the primary thumb, push the visible round in the magazine tube back into the magazine (it will have started to release from the magazine tube)
 5. Take the primary hand and cup it over the ejection port
 6. Open the action the rest of the way, allowing the chambered round to eject into the primary hand
 7. Close the action
 8. Replace the shell back into the magazine tube
 9. Chamber check
 10. Port arms
- H. Unload – new version
 1. Chamber Check
 2. Administrative position
 3. While slowly opening the action to a halfway point, push up on the shell carrier with the primary thumb
 4. With the primary thumb, push the visible round in the magazine tube back into the magazine (it will have started to release from the magazine tube)
 5. Open the action the rest of the way
 6. With the support hand, depress the shell stop inside of the receiver and “pinch” the shells out of the magazine tube one by one, securing them in the waistband or a pocket. **Instructor note:** ensure that the shooter is using their support thumb to press inward against the lever which is located just in front of the magazine tube on the inside of the right side of the receiver.
 7. Visually and physically inspect the loading area, magazine tube, and chamber
 8. Port arms
- I. Download – old version
 1. Chamber check
 2. Administrative position

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3. For right-hand shooters, the small finger of the support hand should be placed at the rear edge of the slide handle to act as a spacer to prevent the action from being opened too far. Opening the action too far will cause the chambered round to fall out of the ejection port and another round to be released from the magazine tube onto the shell carrier. Left-hand shooters do not need to perform this step
4. Slowly open the action with the support hand and cup the ejection port with the primary hand. Left-hand shooters do not cup the ejection port to capture the round
5. As the slide handle moves rearward and the small finger of the support hand contacts the receiver, the round will eject slowly out of the ejection port
6. Right-hand shooters should remove the round with the primary hand and place the round between the small and ring finger of the support side hand
7. The primary hand immediately returns to the pistol grip. Now close the action by pushing forward on the slide handle with the support hand
8. Load the round back into the magazine tube, or into the butt cuff if a fifth round was loaded
9. Conduct a chamber check

J. Unload – old version

1. Chamber check
2. Administrative position
3. Press the action release with the trigger finger and open the action approximately one inch
4. Release the primary hand from the pistol and use the primary hand thumb to push the shell carrier up into the receiver. Keep the primary thumb backed away from the base of the shell in the magazine tube, as shown in the pictures below
5. Now open the action briskly with the support hand. This releases a shell from the magazine tube. The primary thumb then guides the shell from the magazine tube out of the loading port
6. Remove the round with the primary hand and place the round between the small and ring fingers of the support side hand
7. The primary hand returns to the pistol grip
8. Secure the round in a pocket
9. Pinch the shell stop on the right side of the receiver to allow each remaining shell to eject from the magazine tube
10. Visually and physically inspect loading area, magazine tube and chamber
11. Port arms

K. Speed Reload

1. After the shooter makes the decision to reload based on the tactical environment
 - a. The shotgun is brought below the shooters line of sight
 - 1) The shotgun may be held into the shoulder by the primary hand or:
 - 2) The shotgun may be clamped under the primary side arm
 - b. The trigger finger goes to the receiver
 - c. Utilizing a 4-finger grip, the shooter loads the magazine tube from the butt-cuff or side-saddle

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- d. The shooter maintains focus down range
- 2. After topping the magazine tube off, the shotgun is brought back on target
- L. Tactical Reload
 - 1. Tactical reloads should only be attempted when the shooter reasonably believes that the gunfight is over
 - a. The shotgun is brought to a low-ready position
 - b. The shooter assesses the area, looking for additional threats. The muzzle of the shotgun should follow the shooters line of sight unless the shooters environment precludes this (i/e, other shooters too close)
 - c. The safety is engaged
 - d. The shooters trigger finger remains on the safety
 - e. Utilizing a 4-finger grip, the shooter tops off the magazine tube
 - f. The shooter re-assesses the area for additional threats
- M. Chamber Load
 - 1. After the shotgun has been run empty, the forend is held to the rear
 - a. A shell is retrieved from the butt-cuff or side saddle and inserted directly into the chamber
 - 1) The shooter should reach under the shotgun with the support hand to feed the round into the chamber
 - 2) The rear edge of the forend can serve as a tactile indicator to allow the shooter to properly index the shell into the chamber
 - b. The shotgun is re-shouldered, and the shooter assesses the situation
- N. Select Slug
 - 1. Roll-Out
 - a. The shooter cycles the forend and holds it to the rear
 - b. The shooter rolls the ejection port towards the ground, allowing the shell that moved from the magazine tube into the loading area to fall out of the ejection port. The shooter should visually ascertain that the shell has exited the shotgun through the ejection port
 - c. The shooter chamber loads a slug round and re-engages the target
 - 2. Magazine push
 - a. The shooter partially opens the action
 - b. The shooter uses their support thumb to push the top shell in the magazine tube all the way back in.
 - c. The shooter opens the action the rest of the way, ejecting the shell that was in the chamber
 - d. The shooter chamber loads a slug round
 - e. The shooter acquires their target
- O. Sling techniques
 - 1. Support side muzzle down carry
 - a. Starting in the low ready position with the trigger finger on the safety:
 - b. Pull the shotgun into the shoulder with the primary hand and utilize the support hand to grasp the rear portion of the sling approximately 1-2 inches from the rear sling.
 - c. Rest the shotgun on the support arm.
 - d. Release the stock with the primary hand and raise the support hand vertically so the muzzle of the shotgun is pointed down. While raising the support hand, grasp and open the sling with the primary hand.

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- e. Guide the shotgun around the support-side shoulder and release the sling with the support hand. Once the sling is over the shoulder, the shotgun is supported by the primary hand pulling the sling tight
 - f. Place the support hand on the slide handle with the index finger pointed toward the muzzle. Apply downward pressure on the slide handle with the support hand, creating tension on the sling and release the sling with the primary hand.
2. Support side muzzle down presentation
 - a. Start with the shotgun slung in the support-side, muzzle-down position. The support hand is on the slide handle, exerting slight downward pressure.
 - b. Using the support hand, raise the muzzle of the shotgun so that it is pointing downrange.
 - c. Grasp the pistol grip with the primary hand, placing the trigger finger on the safety.
 - d. 3. Rotate the shotgun into the primary shoulder placing the toe of the stock into the pocket of the shoulder. The shotgun may be rotated into a low ready position or directly on target
3. Support side muzzle down climb and carry
 - a. Starting in the support-side, muzzle-down position and with the support hand on the slide handle
 - b. Grasp the sling with the primary hand and pull the sling away from the body.
 - c. Move the support hand as low as possible down the slide handle and raise the shotgun up and pull the sling over the head.
 - d. Set the sling down on the primary side shoulder
4. Primary side muzzle up
 - a. Start with the shotgun in the port arms position
 - b. Maintain a grip on the shotgun slide handle with the support hand and release the primary hand from the pistol grip and place it between the slide handle and the sling. Grasp the sling approximately an inch from the front sling swivel.
 - c. Guide the shotgun over the primary shoulder with the support hand.
 - d. Once the shotgun is behind the back, release the shotgun with the support hand and slide the primary hand down the sling so that the forearm is parallel to the ground.
5. Primary side muzzle up presentation
 - a. Start with the shotgun in the primary-side, muzzle-up position and with the primary hand holding the sling
 - b. Push the sling away from the body with the primary hand.
 - c. Shift the hips to the support side so the shotgun hangs clear of the holster on the primary side of the body
 - d. Reach across the body with the support hand and grasp the receiver.
 - e. Once the support hand has a grip on the receiver, release the sling with the primary hand and bring the shotgun to a port arms position
6. Primary side muzzle up climb and carry
 - a. Starting in a primary-side, muzzle-up position

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- b. Grasp the sling with the support hand and pull the sling away from the body.
 - c. Grasp the stock as low as possible with the primary hand and raise the shotgun up and then pull the sling over the head.
 - d. Set the sling down on the support shoulder.
- P. After modeling the manipulations for the students, the small group instructor will walk the students through the manipulations test, emphasizing all of the prior points that instructors need to monitor. The students will go through the test both right and left-handed. After going through the test several times (no fewer than two), the students will pair up and run each other through the test as an instructor/student

VII. ELEMENTS AND DROs (small groups) (range) (30 min) (PSP I f, j)

- A. Small group instructors will model the seven elements of marksmanship as well as the modern techniques (see XII above) and the applicable Defensive Response Options. The instructor will then reverse roles with each student and purposely make errors (such as misaligning the sights or gripping the shotgun incorrectly)
- B. The student instructor will then make the appropriate corrections. If the student instructor is unable to identify the errors and make the appropriate corrections, the instructor will provide on the spot instruction so that the student instructor is able to apply the correction techniques immediately
- C. Student instructors should rotate through a minimum of 3 times, identifying different issues correctly each time

VIII. TARGET DIAGNOSIS (small groups) (range) (60 min) (PSP I f, j)

- A. Instructors will discuss LAPD form 70-13.05.03 (9/95) (target diagnosis card) with their small group and discuss the benefits and limitations of using the shooter's target to help identify issues. This lesson will segue way into the first lesson the next day, Trigger Drills
- B. With any of these diagnoses, there is the possibility that the sights are not installed properly on the shotgun. The instructor should inspect and shoot the shotgun to ensure that the sights are installed and sighted in correctly
- C. The following are general guidelines and provide only a partial picture into the window of shooter errors. These guidelines only provide a starting point for the instructor. No shooter errors were ever fixed solely based on target diagnosis
 - a. Shots are high on the target
 - Misaligned sights (improper sight picture)
 - 1) Verify by using trigger drill 1
 - b. Failing to completely "bury" the front sight in the rear notch
 - 1) Verify by asking the student "are you burying the front sight?"
 - 2) Corrective measures can include drawing or demonstrating a correct shotgun sight picture
 - 2. Shots are low on the target
 - a. Can be a trigger control issue, a grip issue, or even a stance issue. This requires a series of steps to isolate the issue. We generally

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- identify trigger issues by utilizing our “skip loading protocol”, but target identification is important as well
- b. If the shots are low, but grouped together, check for misaligned sights (improper sight picture)
 - 1) Verify by using trigger drill 1
 - c. If the shots are low, infrequently low, or low and spread out (not grouped) check for trigger control, anticipation or grip issues
 - 1) Verify by carefully observing and using skip loading protocol
 - 2) Correct by using trigger drills and skip loading protocol
 - d. If the shots are low and tend to be pushed or pulled to one side or the other, check for the following
 - 1) Interference from the support hand (pushing or pulling)
 - a) Identify via observation and trigger drills
 - b) Correct by using the skip loading protocol and trigger drills/dry practice
 - 2) Too much pressure on the trigger-the force on the trigger is overcoming the shooters grip
 - a) Identify via observation and trigger drills
 - b) Correct by using the skip loading protocol and trigger drills/dry practice
 - c) Another correction is through conditioning programs that develop hand strength and coordination (I/e, the ability to use the trigger finger independently of the master grip)
 - 3) A large body movement in anticipation of the shotguns recoil
 - d) Identify via observation and trigger drills
 - e) Correct by using the skip loading protocol and trigger drills/dry practice
 - f) Ensure that the shooter has a solid cheek weld on the shotgun and that they are not pulling their face away from the stock
 - e. Shots are to the right or left of the target
 - 1) Generally, shots to either side of the target are a sight alignment/picture issue
 - 2) Identify by using trigger drills
 - 3) Correct by using skip loading, trigger drills, and dry practice
 - 4) Infrequently, lateral placement of the shots can be attributed to pushing or pulling the shotgun with the support hand
 - a) The identification and correction of these issues is the same as above, however
 - b) The instructor must be able to observe and identify these issues independently of the others in order to give the student the appropriate information

DAY 2

IX. MANIPULATION REVIEW AND COACHING, (small groups) (range)

(60 min)
(PSP I a, g, j)

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- A. Review the manipulations from the day before
- B. Review the coaching techniques in small groups
 - 1. Oftentimes, students have questions regarding the prior days training evolution. Use this time to answer those questions and to foster a discussion
 - 2. If there are no questions, quickly move through the manipulations

X. TRIGGER DRILLS, SKIP LOADING AND DRY PRACTICE (range) (240 min)
(PSP I b, e, g, j)

- A. DEMONSTRATION: Instructor will demonstrate and discuss Trigger Drills as they pertain to shotgun marksmanship
 - 1. Trigger Drills are used to break down the mechanics of marksmanship into individual, integral portions, thus making it easier for a shooter to grasp and retain the components when placed into the whole of marksmanship.
 - a. Trigger drills are also very useful for diagnosing shooter error and are a foundation for safe, effective firearms instruction
 - b. These drills are the backbone for the LAPD Handgun Instructor School and their usefulness not only applies to coaching novice shooters, but also to coaching intermediate and advanced shooters
 - c. These drills will not only make a poor shooter good, but they will also make a good shooter great
 - 2. After watching the primary instructor present each drill (listed below), the students and line instructors will break back up into small groups and take turns as the coach and the student, conducting each trigger drill as prescribed and under the supervision of the line coach
- B. LOADING/UNLOADING THE SHOTGUN FOR SKIP LOADING DRILLS: Skip loading drills by their very definition are “hot” or loaded drills.
- C. Generally, the shotgun is brought to target from the low ready position. However, this is left out of the following portion of the expanded course outline as the small group instructors and the Primary Instructor may have the students start from alternate positions
- D. Trigger Drill One
 - 1. The Student holds the shotgun and aligns the sights on target
 - 2. The instructor presses the trigger
 - 3. This drill allows the instructor to diagnose whether or not the shooter is aligning the sights correctly
 - 4. Trigger drill 1, explained
 - a. Shooter stands at least 7 yards from the target
 - b. Instructor stands on whichever side allows the instructor to use their primary trigger finger
 - c. Instruct the student to come up on target, but leave the trigger finger on the frame
 - d. Verify that the student has a proper firing grip while on target
 - e. Advise the student to maintain a correct sight picture, while the instructor presses the trigger

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- f. If the results are satisfactory (a centered group of no fewer than 3 rounds) then move on to another exercise
- g. If the results are not satisfactory
 - 1) Get verbal verification from the student that the sights are aligned properly
 - 2) Proceed with the drill one more time

Note: Trigger drill two is not practical with a shotgun

E. Trigger Drill Three

- 1. The student holds the shotgun and aligns the sights, the instructor presses the student's finger which is on the trigger
- 2. This drill allows the student to monitor proper trigger press while maintaining sight alignment
 - a. The target should be at a minimum distance of 7 yards
 - b. Command the student on to the target with their finger on the trigger, but not pressing. While the student maintains sight alignment, the instructor places their trigger finger on top of the student's trigger finger
 - c. The instructor then presses the students finger smoothly and straight to the rear, gradually building pressure until the shot breaks
 - d. After the shot breaks, the instructor holds the trigger to the rear for a moment before allowing the student to cycle the shotgun

Note: Trigger drill four is not practical with a shotgun

F. Trigger Drill Five (**Dry Practice**)

- 1. The student holds the shotgun on target with their finger on the trigger. The student then presses the trigger and cycles the shotgun. This allows the student to feel the trigger break and experience the trigger-reset point. Prior to starting this drill, all ammunition should be moved off the firing line. A magazine tube filled with dummy rounds may be used, or the shotgun may be completely empty depending on the training environment or available resources
 - a. With the shotgun "on target", the student slowly presses the trigger to the rear
 - b. After the trigger breaks and the hammer falls, the student maintains the trigger position all the way to the rear (Follow through). Ensure the student is not using excessive pressure on the trigger. If the trigger requires 5.5 pounds of pressure to activate, the student should be maintaining 5.5 pounds of pressure on the trigger at its most rearward position
 - c. The shooter then cycles the forend all the way to the rear all the way forward
 - d. The student allows their trigger finger to move forward only far enough to re-set the trigger
 - e. Done with a good coach, this drill will allow the student to dry practice a complete course of fire, allowing them to focus on all of the elements without the distraction of actual gunfire.

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f. Repeat as necessary

G. Trigger Drill Six (skip loading)

1. Skip Loading (Concepts)

- a. Focuses on the principle of surprise break and follow-through
- b. Any superfluous movement of the shotgun by the shooter when the hammer falls constitutes a failure to achieve a "Surprise break"
- c. If the shooter is moving the shotgun when the hammer falls on a dummy round, then he is also moving the shotgun when the hammer falls on a live round
- d. Movement (anticipation) on a live round cannot usually be observed because the shotgun immediately recoils, masking the mistake
- e. Magazine tube loaded with a mixture of live rounds and dummy rounds
 - 1) To identify trigger control problems, high ratio of live rounds to dummy rounds
 - 2) To correct trigger control problems, low ratio of live rounds to dummy rounds
 - 3) A beginner marksmanship program should start with a high ratio of dummy to live. Brand new shooters should have at least a 2 dummy to 1 live ratio
 - 4) As the shooter progresses, the ratio should gradually change to 2 live to 1 dummy. Sustainment training should begin at 1:1
- f. During skip loading drills, the command "Make ready for live fire" will not be given. The shooter will start with an empty chamber
- g. The coach observes the shooters trigger finger and if the shooter takes their finger off the trigger after a live round, the coach should stop them and remind him to use proper fundamentals

2. Skip Loading (execution)

- a. Have the student stand approximately 7-10 yards from the target. The instructor stands on the shooters support side
- b. Advise the student to press the trigger smoothly to the rear. Advise the student that after the hammer falls, they shall hold the trigger to the rear and cycle the shotgun
- c. If the hammer falls on a live shell, verify that the shooters trigger finger remains in contact with the trigger (follow through)
- d. If the hammer falls on a dummy round, observe if the shooter induces movement in the shotgun
 - 1) Ensure that the student recognizes whether it was a good press or a bad press
 - 2) When the hammer falls on a dummy round, the shooter holds the trigger to the rear and tells the coach, "Good press" or "Bad press"
 - 3) The coach verbally confirms or corrects the shooter's call
- e. If it was a confirmed "good press" the shooter cycles the shotgun and proceeds with the exercise
- f. If it was a confirmed "bad press", the coach should talk the shooter through the fundamentals. Because of the operation of the shotgun, there is no way to manually reset the gun without cycling it completely

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- g. When the shooter presses the trigger and a live round is discharged no effort is made to determine if the press was good or bad, although the Coach should be observing the shooter to ensure that the fundamentals are being applied correctly. The Coach should be observing the shooter, not the target
- h. After a live shot the shooter merely cycles the shotgun and presses again

XI. MALFUNCTION CLEARANCE (small groups) (range) (60 min) (PSP I b, g, i, j)

- A. Small group methodology is used to ensure that the students are being taught how to instruct the proper malfunction clearance, not just to perform them. This is an instructor course, not on operator course
 - 1. For each clearance technique, the small group instructor will demonstrate multiple times while “talking through” the technique
 - 2. The students will then perform each technique with one student performing and one student acting as a coach and making corrections
 - 3. Students will exchange roles frequently while the small group instructor supervises
 - 4. After the small group instructor is satisfied with the level of instruction, the instructor will perform the technique with a student acting as coach
 - 5. The instructor will intentionally make mistakes (such as improperly aligning the sights, over-gripping, “slapping” the trigger, etc.), testing the student coach as to whether or not they can make the appropriate corrections. If the student is unable to identify the mistakes, the Instructor needs to take the time to correct the student and allow them to work on identifying the errors
- B. For the following exercises, the students may set up their own malfunctions or, if the instructor wishes, the students may set up each other’s malfunctions
- C. Failure to fire/misfire (**Class 1**)
 - 1. Identify the malfunction by feeling normal trigger movement with no corresponding discharge of the firearm
 - 2. Firmly cycle the shotgun
 - 3. Press the trigger again
- D. Failure to eject (stovepipe), primary technique (**Class 2**)
 - 1. Identify the malfunction by feeling that the action will not close when cycling and observing partially ejected shell protruding from the ejection port
 - 2. Place the trigger finger along the receiver
 - 3. Using the support hand, reach up from under the shotgun and strip the shell from the ejection port (sweep with bladed hand or grab the hull and strip)
 - 4. Completely cycle the shotgun
 - 5. Finish on target with the finger on the trigger
- E. Feed-way stoppage (**Class 3**)
 - a. Transition to the pistol immediately
 - b. Not feasible to repair in the middle of a fight

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XII. SUPPORT SIDE MANIPULATIONS (small groups) (range) (90 min) (PSP I b, g, i j)

- A. Small group methodology is used to ensure that students can not only perform each shotgun manipulation with their support side, but that they also understand how to effectively teach each manipulation correctly
- B. Special care should be taken by the line instructors to ensure that the students have multiple opportunities to work through each manipulation and that the students are articulating through each manipulation
- C. The manipulations should be done with dummy rounds, but live rounds can be substituted as the students become more proficient
- D. Most left-handed manipulations are commonsense, especially since operators and instructors will already have been exposed to them. For the purposes of this lesson plan, we will focus on teaching points
- E. Chamber Check
 - 1. If it is too dark to see inside the chamber, the low light chamber check is used
 - a. The low light chamber check is performed by retracting the forend slightly
 - b. Inserting the support thumb into the ejection port to feel the chambered shell
 - 2. Close the action
- F. Chamber Load
 - 1. The action is opened all the way
 - 2. A shell is obtained from the butt-cuff in a 4-finger grip
 - 3. The shell is placed directly into the ejection port with the thumb to the rear of the shell
 - 4. The action is closed
 - 5. The shotgun does not need to be moved from the shoulder, but it can be tucked under the primary arm if the shooter chooses to do so
- J. After modeling the manipulations for the students, the small group instructor will walk the students through the manipulations test, emphasizing all of the prior points that instructors need to monitor. The students will go through the test both right and left-handed. After going through the test several times (no fewer than two), the students will pair up and run each other through the test as an instructor/student. At this time, the test is used as a guideline and is not pass or fail

XIII. ADMINISTRATION OF MANIPULATION TEST (small groups) (range) (90 minutes) (PSP I a, f, g, h, l, j)

- A. Small group methodology is used to ensure that the students are being taught how to instruct the proper manipulation, not just to perform them
 - 1. This is an instructor course, not an operator course

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2. For each manipulation, the small group instructor will demonstrate multiple times while “talking through” the technique
 3. The students will then perform each technique with one student performing and one student acting as a coach and making corrections
 4. Students will exchange roles frequently while the small group instructor supervises
 - a. After the small group instructor is satisfied with the level of instruction, the instructor will perform the manipulation with a student acting as coach
 - b. The instructor will intentionally make mistakes (such as forgetting chamber checks, skipping steps, etc.), testing the student coach as to whether, or not they can make the appropriate corrections
 - 1) Once the small group instructor judges the student-coaches performance satisfactory
 - 2) The instructor will pair up with each student in turn and assist in giving each student their instructor Level Manipulations test
- B. While on the range, instructors will review the manipulations test. Each event on the test is worth a maximum of 5 points
1. 5 points= Perfect manipulation
 2. 4 points= Excellent manipulation
 3. 3 points= Good manipulation, no major errors
 4. 2 points= Weak manipulation, needs improvement, accomplished the procedure slowly with at least one mistake
 5. 1 point= Failed to complete manipulation without assistance, was unsafe or procedure used was totally incorrect
- C. Explain how to deal with safety violations
1. Any major violation of the four basic safety rules (such as covering someone with the muzzle of the weapon) will result in an immediate failing grade on the manipulation test
 2. Smaller safety infractions (such as finger on the trigger at the low-ready) while manipulating the shotgun will result in points being deducted from the manipulation being attempted as well as from the safety events (#17 through #20) on the Manipulation test
 - a. A score of one (1) point, or less, in any event #17 through #20, which address safety issues, shall result in an automatic failure of the manipulations test, regardless of the cumulative score
 - b. Two (2) scores of two (2) points in any events #17 through #20, which address safety issues, shall result in an automatic failure of the manipulations test, regardless of the cumulative score
 - c. Two (2) scores of one (1) point in any event #1 through #16 shall result in an automatic failure of the manipulations test, regardless of the cumulative score
- D. Administration
1. The test should be performed with live ammunition and actual shooting whenever possible

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2. Ideally, the test should be administered by two instructors who should be watching the student from multiple angles
 - a. Instructors should use non-verbal communication to inform each other of the students score (hand signals)
 - b. If more communication is necessary, the instructors should speak out of earshot of the student
 - c. In the event of a disagreement between instructors, the Primary Instructor will have the final say. If neither instructor is the Primary, the most senior instructor will have the final say

E. Learning Activity (Manipulations Test Administration) (PSP I b, j)

1. This is an instructor course, not an operator course. Care should be taken that the students are administering the tests at an appropriate level
 - a. Instructors watch and monitor the student manipulating the shotgun as per the Manipulations test.
 - b. Because this test involves the performance of physical skills, and their level of execution could be perceived as subjective, the test should ideally be monitored and graded by two instructors watching from different angles. Instructors should use non-verbal communication to inform each other of the students score (hand signals, 1-5)
 - i. If more communication is necessary, the instructors should speak out of earshot of the student
 - ii. In the event of a disagreement between instructors, the Primary Instructor will have the final say. If neither instructor is the Primary, the most senior instructor will have the final say
 - c. Corrections are not made during the test, but rather at the end. This is to ensure that students aren't gaining an advantage during the test, as some skills repeat.
 - d. Points are assigned to each manipulation per the following standards:
 - i. (1) Considered a complete failure, the manipulation had several major errors, the student failed to complete the manipulation, or the student was unsafe and violated one of the 4 safety rules
 - ii. (2) Considered less than satisfactory, more than one small error
 - iii. (3) Considered satisfactory, one small error or the manipulation was performed with hesitation
 - iv. (4) Considered above average, no errors and performed smoothly
 - v. (5) Considered to be "instructor quality". Manipulation performed correctly, smoothly, crisply and with precision
2. While the course is instructor oriented, it is understood that instructors must be able to perform manipulations at a higher level than students. If a student is found to be deficient on either test (primary or support side) they will be remediated until they are deemed proficient by the Primary Instructor and a Firearms Training Section supervisor. A student is considered "instructor quality" if they pass the test with a 90 percent or better
3. Students partner up and under the supervision of the line instructor, take turns administering primary and support side manipulation tests.

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- a. Break the group into groups of three
- b. Student are divided and assigned a number 1, 2, or 3
- c. Number 1's will be the student
- d. Number 2 and 3 will be the instructors
- e. Upon command, number 1's (student) will conduct a proper support side manipulation test
- f. Numbers 2 and 3 (Instructors) will observe number 1's (student) to ensure that the proper manipulation is conducted
- g. Numbers 2 and 3 will observe that the student is properly manipulating the weapon and will document the manipulations on the LAPD Firearms Training Section Shotgun Manipulation Test form. Numbers 2 and 3 will ensure that they are looking at the student from multiple angles and will communicate via hand signals the students score
- h. The line Instructor will watch Numbers 2 and 3 administer the test and ensure that they are following established Firearms and Tactics Section protocols as well as whether or not the grades documented for each manipulation are consistent with the students' actual physical manipulation

DAY 3

XIV. GENERAL ADMINISTRATIVE TASKS (Classroom) (120 min) (PSP I d, j)

- F. Record Keeping
1. POST rosters must be filled out completely
 - a. All necessary information must be filled in legibly
 - b. POST ID numbers are mandatory, serial numbers are no longer adequate
 - c. Rosters must be signed by attending instructors
 2. POST resumes must be filled out legibly prior to the end of the course
 - a. Completely filled out, if the form is incomplete or unreadable, any training the student provides as an instructor will not be official
 - b. Completed forms must be turned in to the FTS admin cell at Davis Training Facility
 3. Electronic and hard copies of all relevant rosters and testing.
 - a. Electronic documentation is easier to record and transfer
 - b. Hard copies are important in the event that the records are subpoenaed, especially if signed
 - c. All blank testing materials and answer keys need to be secured and available only to instructors and relevant supervisors
- G. SQUAB (Shooting Qualification And Bonus) system
1. General overview
 - a. Used to keep track of Officers Bonus and Qualification history
 - b. May be used to pull up records from 1996 through present
 2. Limitations

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- a. Operators have less access than supervisors and are locked out of making changes to a shooter's score after an hour
 - b. Records prior to 1996 are unavailable
- H. How to teach general shotgun information
- 1. Explain the teaching points of gauges, chokes and forcing cones
 - a. Gauges are a method of measuring the diameter of pipe, tube or barrel
 - b. Chokes are a constriction at the end of the barrel which determines how the shot pattern spreads out upon leaving the weapon
 - c. A fixed choke (Remington 870) is machined into the last few inches of steel at the end of the barrel
 - d. Another design would be that the choke screws into the end of the barrel and can be changed to a different constriction (Benelli M4)
 - I. Department shotgun chokes vary according to the manufacturer and year of manufacture of the shotgun. The choke type is stamped into each department shotgun's barrel (or engraved onto the removable choke tube of the Benelli M4)
 - 1. Department Remington 870 shotguns have two choke options
 - a. Improved Cylinder would be considered a minimal constriction
 - b. Modified Cylinder would be considered a moderate constriction. A great majority of the 870 shotguns acquired by the Department have a Modified choke.
 - 2. Explain shot sizes

XV. USE OF FORCE POLICY REVIEW AND DE-ESCALATION (90 min) (PSP I b, c, d, j)

Review and discuss the Use of Force Policy - revised including Reverence for Human Life, Moral and Ethical Dilemma, Deadly Force, Tactical De-escalation and Command and Control: Group Discussion

Procedure: Conduct and open discussion, addressing legal updates and the Los Angeles Police Department Use of Force Policy, Tactical Consideration and De- Escalation

A. California Penal Code Section 835(a)⁴

- 1. Updated pursuant to Assembly Bill 392 that was signed into law on August 19, 2019 and effective as of January 1, 2020.
- 2. Any peace officer who has reasonable cause to believe that the person to be arrested has committed a public offense may use objectively reasonable force to:
 - a. Defend themselves,
 - b. Defend Others,
 - c. Effect an arrest,
 - d. Prevent escape/detention, or
 - e. Overcome Resistance

⁴ California Penal Code Section 835a

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2. The authority to use physical force, conferred on peace officers by this section, is a serious responsibility that shall be exercised judiciously and with respect for human rights and dignity and for the sanctity of every human life.
3. A peace officer who makes or attempts to make an arrest need not retreat or desist from their efforts by reason of the resistance or threatened resistance of the person being arrested. A peace officer shall not be deemed an aggressor or lose the right to self-defense by the use of objectively reasonable force in compliance with subdivisions (b) and (c) to effect the arrest or to prevent escape or to overcome resistance. For the purposes of this subdivision, “retreat” does not mean tactical repositioning or other de-escalation tactics.
4. A peace officer is justified in using deadly force upon another person only when the officer reasonably believes, based on the totality of the circumstances, that such force is necessary for either of the following reasons:
 - a. To defend against an imminent threat of death or serious bodily injury to the officer or to another person.
 - b. To apprehend a fleeing person for any felony that threatened or resulted in death or serious bodily injury, if the officer reasonably believes that the person will cause death or serious bodily injury to another unless immediately apprehended. Where feasible, a peace officer shall, prior to the use of force, make reasonable efforts to identify themselves as a peace officer and to warn that deadly force may be used, unless the officer has objectively reasonable grounds to believe the person is aware of those facts.
5. “Deadly force” means any use of force that creates a substantial risk of causing death or serious bodily injury, including, but not limited to, the discharge of a firearm.
6. “Totality of the circumstances” means all facts known to the peace officer at the time, including the conduct of the officer and the subject leading up to the use of deadly force.
7. A threat of death or serious bodily injury is “imminent” when, based on the totality of the circumstances, a reasonable officer in the same situation would believe that a person has the present ability, opportunity, and apparent intent to immediately cause death or serious bodily injury to the peace officer or another person. An imminent harm is not merely a fear of future harm, no matter how great the fear and no matter how great the likelihood of the harm, but is one that, from appearances, must be instantly confronted and addressed.
8. A peace officer shall not use deadly force against a person based on the danger that person poses to themselves, if an objectively reasonable officer

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would believe the person does not pose an imminent threat of death or serious bodily injury to the peace officer or to another person.

B. Graham v. Connor 490 U.S. 386 (1989)

1. Affirms the “objectively reasonable” standard and states that the “reasonableness” of a particular use of force must be judged from the perspective of a reasonable officer on the scene, and its calculus must embody an allowance for the fact that police officers are often forced to make split-second decisions about the amount of force necessary in a particular situation.
2. Reasonableness judged without the 20/20 vision of hindsight.
3. The test of reasonableness is not capable of precise definition or mechanical application

C. Tennessee v. Garner, 471 U.S. 1 (1985)

Under the Fourth Amendment of the U.S. Constitution, a police officer may use deadly force to prevent the escape of a fleeing suspect only if the officer has a good-faith belief that the suspect poses a significant threat of death or serious physical injury to the officer or others.

D. LAPD Use of Force Policy ⁵

1. Updated to reflect new 835(a) PC regarding the use of force by a peace officer, to include deadly force.
2. Guiding principle when using force shall be reverence for human life
3. Factors used to determine reasonableness may include but are not limited to:
 - a. The feasibility of using de-escalation tactics;
 - b. The seriousness of the crime or suspected offense;
 - c. The level of threat or resistance presented by the subject;
 - d. Whether the subject was posing an immediate threat to officers or a danger to the community;
 - e. The potential for injury to citizens, officers or subjects;
 - f. The risk or apparent attempt by the subject to escape;
 - g. The conduct of the subject being confronted (as reasonably perceived by the officer at the time);
 - h. The amount of time and any changing circumstances during which the officer had to determine the type and amount of force that appeared to be reasonable;
 - i. The availability of other resources;

⁵ Department Manual Section 1/556.10, Policy on the Use of Force,

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- j. The training and experience of the officer;
- k. The proximity or access of weapons to the subject;
- l. Officer versus subject factors such as age, size, relative strength, skill level, injury/exhaustion and number of officers versus subjects; and,
- m. The environmental factors and/or other exigent circumstances.

4. The Department will analyze an officer's use of deadly force by evaluating the totality of the circumstances of each case consistent with the California Penal Code Section 835(a), as well as the factors articulated in *Graham v. Connor*.

5. **Serious Bodily Injury:**

Pursuant to California Penal Code Section 243(f)(4), Serious bodily injury includes but is not limited to:

- 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; and,
- f. Serious disfigurement.

6. **Shooting at or from a moving vehicle:**

It is the policy of this Department that firearms shall not be discharged at a moving vehicle unless a person in the vehicle is immediately threatening the officer or another person with deadly force by means other than the vehicle. The moving vehicle itself shall not presumptively constitute a threat that justifies an officer's use of deadly force. An officer threatened by an oncoming vehicle shall move out of its path instead of discharging a firearm at it or any of its occupants. Firearms shall not be discharged from a moving vehicle, except in exigent circumstances and *consistent with this policy in regard to the use of Deadly Force*.

Note: It is understood that the policy in regard to discharging a firearm at or from a moving vehicle may not cover every situation that may arise. In all situations, Department members are expected to act with intelligence and exercise sound judgment, attending to the spirit of this policy. Any deviations from the provisions of this policy shall be examined rigorously on a case by case basis. The involved officer must be able to articulate clearly the reasons for the use of deadly force. Factors that may be considered include whether the officer's life or the lives of others were in immediate peril and there was no reasonable or apparent means of escape.

7. **Warning Shots:**

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It is the policy of this Department that warning shots shall only be used in exceptional circumstances where it might reasonably be expected to avoid the need to use deadly force. Generally, warning shots shall be directed in a manner that minimizes the risk of injury to innocent persons, ricochet dangers and property damage.

E. LAPD Drawing and Exhibiting Policy⁶

1. Unnecessarily or prematurely drawing or exhibiting a firearm limits an officer's alternatives in controlling a situation, creates unnecessary anxiety on the part of citizens, and may result in an unwarranted or accidental discharge of the firearm. An officer's decision to draw or exhibit a firearm should be based on the tactical situation and the officer's reasonable belief there is a substantial risk that the situation may escalate to the point where deadly force may be justified.
2. When an officer has determined that the use of deadly force is not necessary, the officer shall, as soon as practicable, secure or holster the firearm.

F. Tactical De-Escalation Techniques⁷

1. Guided by the principal of reverence for human life.
2. The use of techniques to:
 - a. Reduce the intensity of an encounter with a suspect; and,
 - b. Enable an officer to have additional options to gain voluntary compliance; or,
 - c. Mitigate the need to use a higher level of force.
 - d. All while maintaining control of the situation.
3. Tactical de-escalation **DOES NOT** require that an officer compromise their safety or increase the risk of physical harm to the public.
4. Tactical de-escalation techniques should only be used when it is safe and prudent to do so.
 - **P**lanning
 - **A**ssessment
 - **T**ime
 - **R**edeployment and/or containment
 - **O**ther Resources
 - **L**ines of communication
5. Ask – What is the goal of any tactical situation?

⁶ Manual, Volume 1 Section 556.80, Drawing or Exhibiting Firearms

⁷ Use of Force-Tactics Directive, Tactical De-Escalation Techniques

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- a. Preservation of life
 - 1) Officers' lives
 - 2) The community/people in our city
 - 3) The suspects' lives
 - b. Control the situation
 - c. Control the suspect
 - d. Self-control
 - 1) Prevent excessive use of force
 - 2) Practice tactical de-escalation techniques
6. Ask – When we demonstrate a reverence for human life, what effect does it have in our communities?
- a. Builds public trust
 - b. Opens the door to better relationships
 - c. Helps establish partnerships
 - d. Demonstrates Procedural Justice in our policing

G. Command and Control⁸

- 1. The use of active leadership to direct others while using available resources to coordinate a response, accomplish tasks and minimize risk.
- 2. Initial responsibility to begin the process to develop a plan of action falls upon the senior officer, or any officer on-scene who has gained sufficient situational awareness.
 - a. Ensure reasonable numbers of Designated Cover Officers (DCO) for both lethal and less-lethal cover.
 - b. Reduce over-response or over-deployment to specific duties and responsibilities.
 - c. Maintain officer safety through personnel location and assignment.
- 3. Tactical considerations
 - a) 4 C's of tactics
 - 1) Containment
 - 2) Control
 - 3) Communication
 - 4) Coordinate
 - b) Edged Weapons
 - 1) Distance + Cover = Time to make a decision
 - 2) Time allows for the possibility to utilize less lethal options
 - 3) Knives do have the capability to cause serious bodily injury or death
 - 4) Knives often constitute a deadly force situation
 - c) Other reasons for non-compliance by the individuals (117c)
 - 1) Language barriers
 - 2) Disabilities

⁸ LAPD Training Bulletin, Volume XLVII Issue 4, COMMAND AND CONTROL

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- d) Critical points (112)
 - 1) When communicating with individuals always be aware of cover, concealment and distance
 - 2) Distance from the threat equates to time to react to the threat
 - 3) The goal of the use of force is to gain control of the individual
 - 4) Consideration should be given to the possibility that the officers may encounter persons with mental illness or persons displaying symptoms of mental illness and who may be incapable of understanding commands and are non-responsive
 - 5) Failure to follow police directions during an episode is most likely not a deliberate act of defiance
 - 6) Emphasis should be placed on the need to attempt to de-escalate situations involving persons with mental illness when the opportunity presents itself. This, in no way, implies that officers should not utilize force to protect themselves or others when reasonable.

H. Moral and Ethical Dilemmas

Expected Responses:

- a) Shoot or no shoot situation
- b) Youthful offenders
 - 1) Age is not a legal consideration
 - 2) The Department has always utilized extreme caution with respect to the use of deadly force against youthful offenders
 - 3) Nothing in the use of force policy is intended to reduce the degree of care required in such cases.
- c) Consequences of not using lethal force
- d) Public perception
- e) Police/peer perception
- f) Family's perception
- g) "Suicide by Cop"
- h) Subject uses the officer as an instrument of the suicide
- i) Mental illness is not a criminal offense
- j) Consequences of using lethal force on someone who is hurting themselves
- k) What identifies an ethical dilemma
 - 1) Right vs. Right?
 - 2) Driven by Values and Principles
 - 3) Complexity of issues
 - 4) Realities and pressures

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l) More than one right option

- 1) Facing a difficult situation where two apparent right courses of action are possible and making a conscious decision to take the course of action, that points to the highest value.

I. Deployment Considerations for Rifle/Tactical Shotgun

- (1) Suspect is wearing or possibly wearing body armor
- (2) Covering the approach of officers to a structure or location where the suspect has high ground, position of advantage, fortified position
- (3) Suspect is armed with a weapon superior to what officers have immediately available
- (4) An incident where the ranges involved are in excess of the 15-25 yard effective range of the typical patrol equipment
- (5) MACTAC

(b) Other Tactical Considerations / Appropriate Weapon system

- (1) Building searches with no extenuating circumstances where a shotgun or handgun would be a more practical option
- (2) Felony Vehicle stops with no extenuating circumstances where a shotgun or handgun would be a more practical option
- (3) Are there enough Rifles already deployed at the incident where there is a single threat or suspect
- (4) An incident where the ranges involved are within the 15-25 yard effective range of the typical patrol equipment

Purpose: Revisit basic training in the area of Use of Force considerations, policy, legal issues, moral and ethical dilemmas to include De-Escalation and Reverence for Human Life.

Procedures: Small group activity

(PSP I b)

1. Break students into small groups
2. **DISTRIBUTE:** Case Study 1 (Juvenile) to half of the groups and Case Study 2 (Person with mental illness) to the other half (if the class is large enough to do so)

Case Study 1 – C-37 Vehicle

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"415 man in front of the convenience store in a vehicle. Suspect is playing his car stereo loud. The disturbance has been going on for an hour."

Upon arrival, the officers observe the suspect sitting inside the vehicle along with a ten-year-old juvenile. The music is loud and disturbing the peace, the officer's stop and exit their vehicle. As they are walking up on the vehicle, (20 ft. away) the officers run the license plate which comes back as a reported stolen vehicle. The suspect has not seen the officers yet.

Enhancement: Upon awareness of the presence of the officers, the suspect exits his vehicle and walks towards the trunk stating, "you will not take my kid from me again." Suspect begins to open the trunk and states, "I have something here for you."

Enhancement: Suspect retrieves a handgun from the trunk and points it in the direction of the officers.

Case Study 2 - Person with a Mental Illness

While on uniformed patrol at 1300 hrs, you receive a radio call "See the woman, "Wife states her husband is in their home breaking objects inside the house. Wife states her husband is mentally ill and has failed to take his medicine for the past 3 days.

Upon arrival officers meet the P/R who states her husband is inside their house right now breaking the furniture and decorations. Officer's see that the P/R has a cut on her right arm. P/R states that her husband accidentally cut her with a knife as she attempted to stop him, before calling the police. You request back-up and a supervisor along with a Beanbag shotgun and TASER to your location. After the arrival of your requests you make a tactical plan and then make contact with the suspect inside his residence. You observe the suspect standing in the doorway between the living room and the kitchen. The suspect states to you "All of you get out of my house now, I cannot deal with this". At this time, you see the suspect enter the kitchen and walk toward a cutlery block on the counter. The suspect who is approximately 15 to 18 feet from you, then reaches out and arms himself with a large butchers' knife from the block. The suspect turns toward the officers and re-states "I told you I cannot deal with this". The suspect then takes the butcher's knife and begins to slash himself across his torso with the knife.

3. Ask each group to discuss the following:
 - a. What tactical concerns should the officers have as they respond to the area?
 - b. What force options are available?
 - c. What LAPD policy requirements should be considered?
 - d. What De-Escalation techniques were used?

4. **DISTRIBUTE:** Directive No. 1, Use of Force Policy-Revised; Directive No. 16, Tactical De-Escalation Techniques

5. Advise the groups to utilize the directives during the activity and to analyze the situation and prepare to report findings.

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- Articulate the actions/behavior of the individual in the situation
 - Articulate the actions/behavior of an officer in the situation
6. As the groups are discussing the question, draw three columns on the white board or flip chart and title as follows:
- Policy Issues⁹
 - Use of Force Options
 - Tactical Issues/De-Escalation¹⁰
7. Instructor should monitor the groups during the activity making notes of any concerns to incorporate in the debrief if not brought out by the groups
8. Debrief each case study and write the responses in the appropriate column. The following information can be used to debrief both case studies. Ensure that the case study specific information is listed on the white board during the specific debrief. When writing the students' responses on the board, paraphrase the key points and list them under the appropriate column

Ensure that the following points are covered in large group discussion:

- a. Tactical considerations
 - 1) 4 C's of tactics
 - a) Containment
 - b) Control
 - c) Communication
 - d) Coordinate
 - 2) Edged Weapons
 - a) Distance + Cover = Time to make a decision
 - b) Time allows for the possibility to utilize less lethal options
 - c) Knives do have the capability to cause serious bodily injury or death
 - d) Knives often constitute a deadly force situation
 - 3) Other reasons for non-compliance by the individuals (**117c**)
 - a) Language barriers
 - b) Disabilities
 - 4) Critical points (**112**)
 - When communicating with individuals always be aware of cover, concealment and distance
 - Distance from the threat equates to time to react to the threat

⁹ Department Manual Section 1/556.10, Policy on the Use of Force,

¹⁰ Use of Force-Tactics Directive, Tactical De-Escalation Techniques

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- The goal of the use of force is to gain control of the individual
- Consideration should be given to the possibility that the officers may encounter persons with mental illness or persons displaying symptoms of mental illness and who may be incapable of understanding commands and are non-responsive
- Failure to follow police directions during an episode is most likely not a deliberate act of defiance
- Emphasis should be placed on the need to attempt to de-escalate situations involving persons with mental illness when the opportunity presents itself. This, in no way, implies that officers should not utilize force to protect themselves or others when reasonable.

Less-Lethal Force Clarification¹¹

- a) Less-Lethal force options (OC Spray, baton, TASER, Beanbag Shotgun, 40mm Less-Lethal Launcher (LLL) and Less-Lethal munitions) are only permissible when:
 - (1) An officer reasonably believes the suspect or subject is violently resisting arrest; or,
 - (2) Poses an immediate threat of violence or physical harm.
- b) Less-Lethal force options shall not be used for a suspect or subject who is:
 - (1) Passively resisting, or
 - (2) Merely failing to comply with commands.
- c) Verbal threats of violence or mere non-compliance do not alone justify the use of Less-Lethal force.
- d) In addition, generally, an officer shall give a verbal warning prior to using such force when feasible.

b. Force Options **(117e)** **(PSP I i ,j)**

Use of force incidents are fluid and ever changing. Officers should use any of the options or combinations listed below in order to gain control of the situation

1) Oleoresin Capsicum (OC)¹²

¹¹ Office of Administrative Services Notice 1.3, Use of Less-Lethal Force Clarification

¹² Use of Force-Tactics Directive, Oleoresin Capsicum

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- a) Consistent with the Department's Use of Force Policy, an officer may use OC Spray when an officer reasonably believes the suspect or subject:
 - (1) Is violently resisting arrest; or,
 - (2) Poses an immediate threat of violence or physical harm.

 - b) The following do not alone justify the use of the OC SPRAY:
 - (1) Verbal threats of violence
 - (2) Mere non-compliance

 - c) OC primarily affects the eyes, the respiratory system and the skin.
 - d) The ideal range for OC is 3-12 feet
 - e) Advantages
 - f) Disadvantages
- 2) Electronic Control Device (TASER)¹³
- a) Consistent with the Department's Use of Force Policy, an officer may use the TASER when an officer reasonably believes the suspect or subject:
 - (1) Is violently resisting arrest; or,
 - (2) Poses an immediate threat of violence or physical harm.

 - b) The following do not alone justify the use of the TASER:
 - (1) Verbal threats of violence
 - (2) Mere non-compliance

 - c) Causes Neuro-muscular Incapacitation (NMI) which is an involuntary stimulation of both the sensory and motor nerves
 - d) Effective from 0-21 or 25 feet depending on cartridge used; Optimal Range is 7-15 feet
 - e) Advantages
 - f) Disadvantages

¹³ Use of Force-Tactics Directive, Electronic Control Device TASER

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3) Beanbag Shotgun¹⁴

- a) Consistent with the Department's Use of Force Policy, an officer may use the Beanbag Shotgun when an officer reasonably believes the suspect or subject:
 - (1) Is violently resisting arrest; or,
 - (2) Poses an immediate threat of violence or physical harm.
- b) The following do not alone justify the use of the Beanbag Shotgun:
 - (1) Verbal threats of violence
 - (2) Mere non-compliance
- c) Super-sock rounds are designed to be non-penetrating, and upon striking a target distribute energy over a broad surface area.
- d) Recommended deployment is from 5-45 feet.
- e) Advantages
- f) Disadvantages

4) 40mm Less-Lethal Launcher (LLL)¹⁵

- a) Consistent with the Department's Use of Force Policy, an officer may use the 40mm LLL when an officer reasonably believes the suspect or subject:
 - (1) Is violently resisting arrest; or,
 - (2) Poses an immediate threat of violence or physical harm.
- b) The following do not alone justify the use of the 40mm LLL:
 - (1) Verbal threats of violence
 - (2) Mere non-compliance
- c) Recommended deployment is from 5-110 feet.
- d) Advantages
- Disadvantages

5) Oleoresin Capsicum (OC)¹⁶

¹⁴ Use of Force-Tactics Directive, Beanbag Shotgun

¹⁵ Use of Force-Tactics Directive, 40mm Less-Lethal Launcher

¹⁶ Use of Force-Tactics Directive, Oleoresin Capsicum

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- a) Oleoresin capsicum may be used in the following situations:
 - (1) To control a suspect
 - (2) To control a specific suspect (target specific in a crowd control situation
 - (3) On a crowd (non-target specific) during a crowd control incident when approved by a commander or above
 - b) OC primarily affects the eyes, the respiratory system and the skin.
 - c) The ideal range for OC is 3-12 feet
 - d) Advantages
 - e) Disadvantages
- 6) Electronic Control Device (TASER)¹⁷
- a) The TASER may be used on suspects who are violent, or who pose an immediate threat to themselves or others, when an officer reasonably believes:
 - (1) Attempts to subdue the suspect with other tactics have been, or will likely be ineffective in the situation; or
 - (2) It will be unsafe for officers to approach within contact range of the suspect.
 - b) Causes Neuro-muscular Incapacitation (NMI) which is an involuntary stimulation of both the sensory and motor nerves
 - c) Effective from 0-21 or 25 feet depending on cartridge used; Optimal Range is 7-15 feet
 - d) Advantages
 - e) Disadvantages
- 7) Beanbag Shotgun¹⁸
- a) The sock round is an impact munition that may be deployed on suspects who are violent or pose a threat to themselves or others, when an officer believes:
 - (1) Attempts to subdue the suspect with other tactics have been, or will likely be ineffective in the situation; or

¹⁷ Use of Force-Tactics Directive, Electronic Control Device TASER

¹⁸ Use of Force Directive, Beanbag Shotgun

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- (2) It will be unsafe for officers to approach within contact range of the suspect.
- b) Super-sock rounds are designed to be non-penetrating, and upon striking a target distribute energy over a broad surface area.
- c) No minimum range, but recommended deployment is from 5-45 feet
- d) Advantages
- e) Disadvantages
- c. Moral/Ethical Dilemmas **(117f)** **(PSP I b, i, j)**
Expected Responses:
 - 1) Shoot or no shoot situation
 - 2) Youthful offenders
 - 3) Consequences of not using lethal force
 - 4) Public perception
 - 5) Police/peer perception
 - 6) Family's perception
 - 8) "Suicide by Cop"
 - 9) Subject uses the officer as an instrument of the suicide
 - 10) Mental illness is not a criminal offense
 - 11) Consequences of using lethal force on someone who is hurting themselves
 - 11) What identifies an ethical dilemma
 - Right vs. Right?
 - Driven by Values and Principles
 - Complexity of issues
 - Realities and pressures
 - More than one right option
 - Facing a difficult situation where two apparent right courses of action are possible and making a conscious decision to take the course of action that points to the highest value.

XVI. CLOSE CONTACT SHOOTING (small groups) (range) (30 min) (PSP I b, e, f, h, I, j)

- a. Before breaking into small groups, the Primary Instructor will discuss the importance of weapon retention and situational awareness
 - 1. Is a perishable skill that must be maintained
 - 2. Can vary according to body types and heights
- b. The Primary Instructor will also discuss the importance of maintaining proficiency in close contact shooting methods as well as the realities and limitations of using unsighted (body indexed) fire

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1. The close contact shooting position is the only position or situation where the LAPD advocates unsighted fire, instead relying on body indexing
 2. Body indexing
- c. This is also a good time for the Primary Instructor to discuss the importance of distance in relation to sound tactics and decision making
- d. Once broken into small groups, the small group instructor will demonstrate and “talk through” the close contact position (see below F), emphasizing the instructional points and nuances of the technique
1. Shooters will then pair up and take turns being the shooter and the coach under the small group instructor’s supervision
 2. After several rotations, the instructor will shoot from the close contact while each of the students acts as the coach
 3. The instructor will intentionally make small errors (such as finger not on the trigger, incorrect muzzle direction or off balanced stance), giving the student coach an opportunity to make corrections and apply teaching techniques
- XVII. Live fire positional shooting with SSA and Buckshot (range (120 min) (PSP I h, l, j)**
- a. Work on all positions and distances
 - b. Don’t rush the students, this is a good time to allow them to coach one another and to learn the nuances of each position
 - c. Skip loading can be worked in
- XVIII. QUALIFICATION COURSES (range) (180 min) (PSP I f, i, j)**
- a. Explain the qualification cycles for Buckshot and SSA
 - b. Discuss the difference between qualification and training
 1. Training is the learning of new skills or reinforcement of existing skills.
 2. Qualification is simply a diagnostic event that provides documentable proof to the Department that the qualifying Officer meets minimum Department standards
 - c. **LEARNING ACTIVITY**
 1. Shoot an LAPD combat buckshot course
 2. Shoot an SSA qualification for score
 3. Ensure entry into SQUAB

Day 4

XIX. SHOTGUN SLUG AMMUNITION QUALIFICATION CONTINUED (60 min)
(PSP I f, i, j)

- a. Continuation of SSA qualifications from day 3.

XX.INSTRUCTIONAL PRESENTATIONS (Classroom) (180 min) (PSP I a, b, j)

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- a. Each student will conduct a presentation based on the topic that was assigned the first day of the course
- b. Props, multi-media presentations, and other teaching aids may be used. Set up time needs to be kept to minimum
- c. Hand-outs are acceptable
- d. After each presentation, the floor will open for five minutes for instructor and peer comments
- e. While subjective, if the Primary Instructor feels that the presentation was not acceptable, they may reassign a topic and require the student to submit another presentation prior to being given a passing grade in the course

XXI. TACTICAL/PRACTICAL SHOOTING DRILLS (range) (240 minutes (PSP I a, e, f, g, h, i, j))

- a. Students will partner up and design tactical and practical shooting drills
 1. Drills must utilize multiple positions and distances
 2. Drills may utilize transitions to alternate weapons
 3. Drills should utilize both steel and paper targets
 4. Drills can utilize slugs, buckshot, or both
 5. Drills should utilize tactical equipment including armor and helmets

XXII. DEBRIEF (classroom) (60 min)

- a. Final comments
 1. Instructor feedback
 2. Student feedback
- b. Class awards
 1. High shooter
 2. Best presentation
- c. Course questionnaires
- d. Certificate presentation