

LOS ANGELES POLICE DEPARTMENT
Baton Impact Weapons Instructor
1850-21265
Expanded Course Outline

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

Performance Objectives:

- Students will discuss the legal justification for using impact weapons, as well as specific agency policies.
- Students will demonstrate stances and patterns of movement.
- Students will demonstrate collapsible baton techniques.
- Students will demonstrate straight baton techniques.
- Students will demonstrate side-handle baton techniques.
- Students will demonstrate impact weapon blocking techniques.
- Students will demonstrate impact weapon retention techniques.
- Students will take a combative suspect into custody using impact weapon techniques, given a reality-based role-play scenario.
- Students will use adult learning concepts and teaching strategies to teach impact weapon techniques to a class of students, scoring a “Pass” on the Impact Weapons Instructor Course Grading Sheet.
- Students will discuss tactical de-escalation techniques to reduce the intensity of an encounter with a suspect and mitigate the need for a higher level of force.
- The student will demonstrate an understanding of how our Department's guiding value of Reverence for Human Life is the moral and ethical foundation of de-escalation, tactics, reasonable force, and officer safety.
- By the conclusion of the training, students will understand how the application of this training is in keeping with our Department's UOF policy, philosophy and tactical planning.
- Students will demonstrate an understanding of the basic principles of Command and Control¹, including:
 - Active Leadership
 - Using Available Resources
 - Accomplishing Tasks
 - Minimize Risks

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

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

DAY 1

I. INTRODUCTION (1 hr)

- A. Introductions
 - 1. Instructor introductions
 - 2. Student introductions

- B. Administrative

¹ LAPD Training Bulletin, Vol XLVII, Issue 4, Command and Control

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1. Review course Safety Policy²
2. Safety protocols
3. POST Roster
4. Hourly distribution review

II. LEGAL ISSUES AND USE OF FORCE (1 hr)

A. 835a PC³

1. Authority to use force
2. Reasonable force

B. Use of Force⁴

1. Objectively Reasonable
2. Use of Force
3. Factors Used to Determine Reasonableness
4. Deadly Force
5. Imminent
6. Serious Bodily Injury

C. CA SB 230 and UOF Policy

1. Duty to intercede
2. Proportionality

D. Tactics Baton Directive No. 8.2⁵

1. Strike zones
2. Intentional head strikes with an impact weapon

E. Evolution of impact weapon training in LAPD

1. Use of the baton has declined steadily since the early 90's due to the Rodney King incident
2. In 2009 there were 17 hours of baton training in the LAPD Academy
3. After reviewing statistics that showed the baton was not being used, despite a huge emphasis in training, many techniques were removed
4. Use of Force reports were reviewed, and officers interviewed
5. In 2016 the training went from 9 hours to 4 hours
6. Current LAPD Use of Force statistics
7. Must evaluate the cost/benefit ratio of any Arrest and Control training

III. TACTICAL DE-ESCALATION⁶ (1 hr)

A. Reverence for human life

1. Guiding principle in any use of force situation
2. It is both moral and ethical to place the highest value on human life

² CA POST EDI, Baton/Impact Weapons Instructor, 1850-21265, Safety Policy

³ California Penal Code Section 835(a)

⁴ Department Manual, 1/556.10, Policy on the Use of Force

⁵ Use of Force Directive No. 8.2, Baton

⁶ Use of Force-Tactics Directive, Tactical De-Escalation Techniques

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3. Not policy, but a philosophy for how to approach police work
 4. Consistent with the department's mission, vision, and values
 5. Helps build public trust
 6. Using tactical de-escalation techniques and reasonable force demonstrates this principle
- B. Definition of tactical de-escalation
1. The use of techniques
 2. To reduce the intensity of an encounter with a suspect
 3. And enable an officer to have additional options
 4. To gain voluntary compliance
 5. Or mitigate the need to use a higher level of force
 6. While maintaining control of the situation
- C. Officer safety considerations
1. Tactical de-escalation does not require that an officer compromise his or her safety
 2. Nor increase the risk of physical harm to the public
 3. De-escalation techniques should only be used when it is safe and prudent to do so
 4. In many incidents, using force may be the best way to reduce the intensity of the encounter
- D. Purpose of de-escalation
1. Overall objective of any tactical situation
 2. Reverence for human life
 3. Increases the likelihood of safely and successfully resolving a situation
 4. Managed and coordinated response
 5. Includes the transition from one force option to a lower level force option, thereby reducing the intensity of the encounter
 6. Build public trust
- E. Elements of de-escalation
1. Planning
 2. Assessment
 3. Time
 4. Redeployment and or containment
 5. Other resources
 6. Lines of communication
- F. De-escalation is not always a viable option
1. Tactical situations vary greatly
 2. There is no single solution to resolving every incident
 3. There are situations that cannot be de-escalated
 4. The safety of all parties involved is of the highest priority
- G. Command and Control⁷

⁷ LAPD Training Bulletin, Vol XLVII, Issue 4, Command and Control

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1. Four key components
2. Initial Responsibility
3. Individual Officer responsibility
4. Preservation of life
5. Making decisions
6. Establishing command and control
7. P.A.T.R.O.L. acronym
8. Tactical Four C's
9. Incident command system
10. Supervisor's responsibility
11. Commanding Officer's responsibility

IV. STANCES AND PATTERNS OF MOVEMENT (1 hr)

- A. Fighting stance
 1. Key points
 2. Common mistakes
 3. Drills
 4. Evaluation techniques

- B. Patterns of Movement
 1. Key Points
 2. Common Mistakes
 3. Forward
 4. Backward
 5. Sideways
 6. Moving offline
 7. Clearing/ creating space
 8. Drills
 9. Evaluation techniques

V. COLLAPSIBLE BATON TECHNIQUES (2 hrs)

- A. Striking draw
 1. Full extension
 2. Towards intended target
 3. Finish in fighting stance
 4. Key Points
 5. Common Mistakes
 6. Drills
 7. Evaluation techniques

- B. Ready position
 1. Key points
 2. Common mistakes
 3. Drills
 4. Evaluation techniques

- C. Primary side strike
 1. Key Points

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2. Common mistakes
3. Drills
4. Evaluation techniques

VI. STRAIGHT BATON TECHNIQUES (2 hrs)

- A. Striking draw
 1. Key Points
 2. Common Mistakes
 3. Drills
 4. Evaluation techniques

- B. Ready position
 1. Key points
 2. Common mistakes
 3. Drills
 4. Evaluation techniques

- C. Long-extended position
 1. Key points
 2. Common mistakes
 3. Drills
 4. Evaluation techniques

- D. Power stroke
 1. Key Points
 2. Common mistakes
 3. Drills
 4. Evaluation techniques

- E. Forward push
 1. Key points
 2. Common mistakes
 3. Drills
 4. Evaluation techniques

- F. Forward thrust
 1. Key points
 2. Common mistakes
 3. Drills
 4. Evaluation techniques

DAY 2

VII. SIDE-HANDLE BATON TECHNIQUES (3 hrs)

- A. Cross draw
 1. Key points
 2. Common Mistakes

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3. Drills
 4. Evaluation techniques
- B. Basic carry position
1. Key Points
 2. Common Mistakes
 3. Drills
 4. Evaluation techniques
- C. Long-extended position
1. Key Points
 2. Common Mistakes
 3. Drills
 4. Evaluation techniques
- D. Power draw
1. Key Points
 2. Common Mistakes
 3. Drills
 4. Evaluation techniques
- E. Power-stroke position
1. Key points
 2. Common mistakes
 3. Drills
 4. Evaluation techniques
- F. Power stroke
1. Key Points
 2. Common Mistakes
 3. Drills
 4. Evaluation techniques
- G. Power chop
1. Key Points
 2. Common Mistakes
 3. Drills
 4. Evaluation techniques
- H. Forward push
1. Key points
 2. Common mistakes
 3. Drills
 4. Evaluation techniques
- I. Forward thrust
1. Key points
 2. Common mistakes
 3. Drills
 4. Evaluation techniques

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VIII. BLOCKING TECHNIQUES (1 hr)

- A. Blocks
 - 1. Overhead block
 - 2. Low block
 - 3. Side blocks
 - 4. Key Points
 - 5. Common Mistakes
 - 6. Drills
 - 7. Evaluation techniques

IX. IMPACT WEAPON RETENTION (1 hr)

- A. Thrust and chop
 - 1. Key points
 - 2. Common mistakes
 - 3. Drills
 - 4. Evaluation techniques
- B. Circle-out
 - 1. Key points
 - 2. Common mistakes
 - 3. Drills
 - 4. Evaluation techniques

X. IMPACT WEAPONS SCENARIOS (3 hrs)

- A. Use of force principles to remember
 - 1. Reverence for human life
 - 2. Remind students of the importance of Tactical De-escalation Techniques and to use proper PATROL tactics⁸ prior to using any force option
 - 3. Remind students that all force must be reasonable based on the Graham factors and the totality of the circumstances⁹
- B. Scenario setup
 - 1. Form student groups, primary and backup units
 - 2. Stage students
 - 3. Stage Instructor role players to provide specific behaviors
 - 4. Primary Instructor(s) maintain controls and safety supervision throughout
- C. Scenario debrief
 - 1. The instructor will lead a debrief after each repetition
 - 2. Highlight the key points and any specific takeaways
 - 3. Debrief should focus on the students use of the proper techniques, as well as the reasonableness of the Use of Force

⁸ Use of Force-Tactics Directive, Tactical De-Escalation Techniques

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

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- a. Use of Force Policy¹⁰
- b. Tactical De-escalation Techniques Directive¹¹
- c. Command and Control Training Bulletin¹²
- d. Any other applicable Use of Force Directives
- e. Reasonable force based on the totality of the circumstances
- f. Any other applicable UOF policy based on the techniques used

DAY3

XI. INSTRUCTOR DEVELOPMENT (2 hrs)

- A. Transferring knowledge, skills, and attitude
 1. This is the goal of any instruction
 2. We want to transfer knowledge (cognitive domain)
 3. We want to transfer skills (psychomotor domain)
 4. We want to transfer attitude (affective domain)
 5. Good training should do all 3, even if it is primarily focused on one of them
 6. Relevance to Impact Weapons

- B. Adult learning concepts
 1. Create task oriented training
 2. Adults bring experience with them
 3. Need to see the professional development relevance
 4. Training should include positive feedback from instructors
 5. Students may have trouble dealing with their own ego

- C. Teaching methodologies
 1. Lecture
 2. Facilitated discussion
 3. Small group exercises
 4. Large group exercises
 5. Role-play scenarios
 6. Case studies
 7. Table top activities

- D. Lesson plans
 1. Purpose of lesson plan
 2. Serves as framework or guide
 3. Provides information to the instructor for motivating students
 4. Guides the pace of the course
 5. Difference between expanded course outline and lesson plans
 6. Lesson plan components
 7. Using the lesson plan

- E. Teaching methods for ARCON instructors

¹⁰ Department Manual, 1/556.10, Policy on the Use of Force

¹¹ Use of Force-Tactics Directive, Tactical De-Escalation Techniques

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1. Introduce the technique
 2. Show the dangers of not knowing ARCON techniques
 3. Foreshadow each of the variations that will you will be teaching
 4. Technical demonstrations
 5. Safety considerations
 6. Class setup instructions and expectations
 7. Student practice
- F. Performance evaluation techniques
1. Engage with students during practice reps
 2. Encourage questions in order to root out problems early
 3. Build rapport with your students
 4. Correcting technical imperfections is good, but focus more on effectiveness in the field
 5. Don't discourage students by being too bogged down in the technical
 6. Physically showing them or moving them is better than talking when possible
 7. Physically move the student into the correct position and then praise them for doing it right
- G. Scenario testing
1. POST Required Testing Procedures
 2. Personnel requirements

XII. SMALL GROUP TEACHBACKS (2 hrs)

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

XIII. FINAL EVALUATED ACTIVITY (3 hrs)

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- A. Testing procedure
 - 1. Pass out the Impact Weapons Instructor Course Grading Sheet
 - 2. The grading sheets will be pre-printed with the techniques the students will test on
 - 3. Explain the testing procedures
 - 4. Explain the grading criteria and what constitutes a “Pass” or a “Fail”
 - 5. Student opportunity to review their assigned techniques and prepare for testing

- B. Class setup
 - 1. Students will be divided into 3 groups
 - 2. One instructor will lead each small group
 - 3. One at a time, each student will teach their assigned techniques
 - 4. The instructor will grade the student on the grading sheet and write any notes, which will be given to the student, but not discussed in front of the whole group
 - 5. Students that receive a “Fail” will be notified at the next class break
 - a. Instructors should make accommodations to remediate these students as soon as possible
 - b. Remediation may take place in another classroom/location while the remaining students finish their presentations
 - c. If time permits, students that receive a “Fail” may be given an opportunity to present for a second time when all other students have completed their presentations
 - d. If the student receives a “Fail” on their second attempt, they will be required to complete the entire course a second time and will not receive a certificate of completion or POST course credit
 - 6. Students that receive a “Pass” will be notified at the next class break

- C. Impact Weapons Teach Back Topics
 - 1. Collapsible baton techniques
 - a. Draws
 - b. Strikes
 - c. Blocks
 - d. Retention
 - 2. Straight baton techniques
 - a. Draws
 - b. Strikes
 - c. Blocks
 - d. Retention
 - 3. Side-handle baton techniques
 - a. Draws
 - b. Strikes
 - c. Blocks
 - d. Retention

XIV. CRITIQUES AND CERTIFICATES (1 hr)

- A. Course critiques

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B. Certificates

C. Closing